

Lesson sequence

Overall enquiry question	<h3 style="margin: 0;">3 Doors into 33,000 Voyages</h3> <p style="margin: 0;">Can you negotiate 33, 000 sources to prove your theory? Enabling pupils to test hypotheses using the Slavevoyages Database</p>	
Learning objectives	<p style="margin: 0;">To deepen existing knowledge of the Triangular Trade To generate hypotheses from historical sources To test these hypotheses against a statistical database</p>	
Year group	KS5(England)	
Lessons	3+ Hours	
Resources	File name	Description of resource
	The Map and the Database Microsoft Power Point	Lesson material for use as a stand-alone lesson <i>or</i> the first lesson in a unit of work in which pupils go on to access the <i>slavevoyages</i> database. Includes teacher notes and tips for using the resource
	Using the <i>Slavevoyages</i> Database Microsoft Word	Worksheet to accompany an internet based lesson, exploring the <i>slavevoyages</i> database Includes pupil notes for using the database
	Presentation Template Microsoft Power Point	Pupil presentation tool to accompany an internet based lesson, exploring the <i>slavevoyages</i> database
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Lesson one

Lesson enquiry question	<u>What does this map tell us about Britain's role in the Slave Trade?</u>
Learning objectives	To ascertain facts and inferences from, and question the value of, a National Archive primary document.
Resources	The Map and the Database ppt Multiple print-outs of the map source (Optional)

Time	Activity	Resources	Differentiation	Technology
5 min	Visuals of the Triangle Trade/African Trade for re-cap/discussion purposes	PowerPoint 'The Map & the Database' Slides 1&6		Whiteboard project
5 min	Prompt class Discussion: <i>What is odd about this map?</i>	PowerPoint 'The Map & the Database' Slides 8	Print-out of Map with 'Fill-in the blanks' writing spaces	
10 min	Give each group a print out of the map source to analyse Question: <i>What does this source tell us about Britain's role in the Slave Trade</i>	Map Source Print-outs PowerPoint 'The Map & the Database' Slides 10	True/False decisions PowerPoint 'The Map & the Database' Slide 11	
10 min	~Share findings/Mark~ Question: <i>What does this source suggest to us about the Slave Trade</i>	PowerPoint 'The Map & the Database' Slides 12&13		
10 min	Answer the question individually <i>'Is this document useful to a historian trying to find out about the Trans-Atlantic Slave Trade?'</i>	PowerPoint 'The Map & the Database' Slides 14&15	Scaffolded Questions PowerPoint 'The Map & the Database' Slide 15	
5 min	~Share findings/Mark~ End of stand-alone lesson	Use a Mark scheme for the 'How useful' type of question that fits into your KS5 syllabus		
10 min +	Introduction to the idea of the <i>slavevoyages</i> database and how they will, next lesson, verify the source using the database.	PowerPoint 'The Map & the Database' Slides 16-24		

Lesson two

Lesson enquiry question	<u>Does the database back up the hypotheses we made from the inferences we drew from the map?</u>
Learning objectives	To generate hypotheses from historical sources To test these hypotheses against a statistical database To present findings that compare and contrast the information contained in primary documents and the database.
Resources	Using the <i>Slavevoyages Database Worksheet/Instruction Sheet</i> Presentation Template ppt Internet access, Presentation tools (e.g. Microsoft Office's PowerPoint)

Time	Activity	Resources	Differentiation	Technol
5 min	<p style="text-align: center;">Re-cap</p> <p style="text-align: center;">Use the inferences drawn from the map in Lesson 1 to create hypotheses.</p> <p style="text-align: center;"><i>E.g The map tells us that the British owned most of the factories on the West Coast CHANGES TO Did the British own most of the factories on the West Coast?</i></p>	PowerPoint 'The Map & the Database' Slides 16-24	Pupils may follow the step by step instructions to check the example hypotheses In order to familiarise themselves with the database before moving on to individualised enquiries	
25 min	<p style="text-align: center;">Individuals, pairs or groups follow instructions to interrogate the database, create graph and answer the worksheet questions</p>	Database Instruction Guide "Using the <i>Slavevoyages Database</i> "	Accompanying task sheet/instruction sheet	Compu Suite
	<p style="text-align: center;">Distribute other sources relating to the slave trade such as the Barbadian letter document/British Port Statistics to follow a new line of enquiry – all groups should check their line of enquiry with the teacher before proceeding</p>	<p style="color: red;">K Hunter – I have sourced and pupil tested 2 further sources to extend the unit of work if required.</p> <p style="color: red;">See The Letter and the Statistics PREVIEW ppt</p>		
25 min	<p style="text-align: center;">Pupils copy and paste the results of their own enquiries into presentations and annotate</p>	PowerPoint 'Presentation Template'	PowerPoint 'Presentation Template' Teachers could add guide headings to annotation boxes	Compu Suite
	<p style="text-align: center;">Extension Task: Pupils can develop their own hypotheses and follow their own lines of enquiry in the same vein</p>			

Lesson three

Lesson enquiry question	<u>What can the database tell us about the logistics of the Slave Trade?</u>
Learning objectives	To present a PowerPoint that compares and contrasts the primary document and the database information.
Resources	White Board access, Presentation tools (e.g. Microsoft Office's PowerPoint), primary source document print-outs

Time	Activity	Differentiation	Technology	Resources
45 min	Pupils deliver presentation		Whiteboard and projector	Pupils' presentation PPTs
45 min	Pupils in audience take notes Option - take notes in a triangle format that reflects the Triangular Trade			
10 min	Discussion – value of primary sources, value of database Reflection – Pupils reflect on range of skills developed over the unit			PowerPoint 'The Map & the Database' Slides 23&24