

Discover Maritime History – Historiography and Traditional Methods (lesson 3)

Lesson	Lesson Title	Resources
3	Historiography and Traditional Methods	Lesson plan PowerPoint Handout – printed (1 per student)
Learning objectives		
All:	<ul style="list-style-type: none"> - Be able to briefly explain what “historiography” means - Be able to identify different types of source material - Understand that all sources have benefits and pitfalls 	
Most:	<ul style="list-style-type: none"> - Be able to identify three types of sources traditionally used to explore English commercial maritime activity - Understand the problems with using these specific sources 	
Some:	<ul style="list-style-type: none"> - Be able to describe in detail and independently consider how specific source deficiencies can influence findings of historical research 	
Activity		Timing
<p>Starter:</p> <p>Slide 1: Note lesson objectives</p> <p>Slide 2:</p> <ul style="list-style-type: none"> - Note that we briefly mentioned the term historiography in lesson two and noted that this means the study of historical research itself. - In other words – exploring how historians have come to the conclusions they have about the past. - Will look a little more into what this means in a broader sense next week, but this week we will focus on the practical ways that historians find out about the past – in other words – primary sources <p>Main:</p> <p>Slides 2-11 – teaching</p> <p>*ask students to take notes as they will need them for the activity*</p> <p>Slide 3:</p> <ul style="list-style-type: none"> - What is a “primary source”? Open up to class... <p>Slide 4:</p> <ul style="list-style-type: none"> - A primary source is a document or artefact from the time period under investigation. E.g. if you are examining the Elizabethan period, the primary sources for that period were written or created during or shortly after the Elizabethan period <p>Slide 5:</p> <ul style="list-style-type: none"> - That means that it provides a first-hand account of a time period or topic <p>Slide 6:</p> <ul style="list-style-type: none"> - And it is not a historians interpretation of a topic! 		<p>3-5 mins</p> <p>5/10 mins</p>

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<p>Slide 7:</p> <ul style="list-style-type: none"> - Can the students think of any examples of sources that fit under the four headings? Could ask them to come up with ideas in pairs, but be conscious of time limitations – alternatively could jot ideas from the group of a whiteboard <p>Slide 8:</p> <ul style="list-style-type: none"> - Talk through examples - noting that the range is huge and really anything you can think of could be used as a source. <p>Slide 9:</p> <ul style="list-style-type: none"> - There are a number of sources that have traditionally been used in maritime history, will briefly look at these now and talk through there pros and cons... 	
<p>Slide 10: <u>High Court Admiralty</u></p> <ul style="list-style-type: none"> - Firstly, the snippets on the screen are sections of documents from the “Court of High Admiralty” - The High Court Admiralty was the governing body that oversaw disputes relating to anything that happened at sea - They dealt with things like piracy, robbery, violence at sea, desertion or treason, and also less dramatic disputes such as issues relating to employment, wages, and so on. - The records left behind, like the one on the screen, are the details of the court hearings. 	2/3 mins
<p>Slide 11: <u>Customs records</u></p> <ul style="list-style-type: none"> - Secondly, these are images of customs records - Customs are the tax paid on goods that are imported or exported from a country – in this case by boat. - The customs records after the 1565 recorded all trade entering and leaving English ports and the records included many details, including: - Details of the voyage (where is started and ended), detailed of the shipmaster sailing the ship, details of the merchants carrying cargo on board, details of the cargo carried, and detail of any tax paid. - 	2/3 mins
<p>Slide 12: <u>Works of Richard Hakluyt</u></p> <ul style="list-style-type: none"> - Finally, Richard Hakluyt was a chronicler (someone what writes accounts of important historical events) and an advocate for English overseas expansion - His works include first-hand accounts of life on board vessels, as obtained from merchants and explorers of the time - They also include arguments for overseas expansion and suggestions of how to achieve overseas expansion – such as new routes that should be pursued or advice on political manoeuvring over other European countries. 	2/3 mins
<p>Slide 13: <u>Handout</u></p> <ul style="list-style-type: none"> - In pairs: discuss what might be good and bad about the three sources and fill in the handout (teacher may need to circulate to give hints and tips to get them started) 	15/20 mins
<p>Slide 14:</p> <ul style="list-style-type: none"> - Pros and cons of HCA – on board 	

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<p>Slide 15:</p> <ul style="list-style-type: none">- Pros and cons of customs records – on board <p>Slide 16:</p> <ul style="list-style-type: none">- Pros and cons of Richard Hakluyt's diaries – on board <p>Plenary:</p> <p>Slide 16:</p> <ul style="list-style-type: none">- Having looked at difficulties of working with early modern maritime documents, next week we will explore how modern technology and new approaches can help to overcome some of these problems.- For example, we saw above that customs records contain too many entries to look at a large sample of data- However, modern database technology has helped to overcome this problem... for example, through the database we saw in lessons 1 and 2 that allows us to access tens of thousands of those entries at the click of a button	<p>5 mins</p>
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