

Discover Maritime History – The Socio-Economic Position of Mariners (lesson 6)

Lesson	Lesson Title	Resources
6	The Socio-Economic Position of Mariners	Lesson plan PowerPoint Work sheet – printed (one per student, 2 pages)
<b>Learning objectives</b>		
<b>All:</b>	<ul style="list-style-type: none"> <li>- Understand how sources can be cross-referenced to extrapolate the information available for individuals that do not have full biographies</li> <li>- Be able to identify individuals from the database in lay subsidy returns to determine their wealth</li> </ul>	
<b>Most:</b>	<ul style="list-style-type: none"> <li>- Be able to compare the wealth of specific individuals to other individuals in their wards to establish socio-economic position</li> </ul>	
<b>Some:</b>	<ul style="list-style-type: none"> <li>- Be able to discuss the meaning of these findings more broadly in the context of the maritime commercial activities</li> <li>- Be able to decipher early modern monetary values</li> </ul>	
<b>Activity</b>		<b>Timing</b>
<p><b>Starter:</b></p> <p>Slide 1: Note lesson objectives</p> <p>Slide 2:</p> <ul style="list-style-type: none"> <li>- Note that last week we looked at the skills needed to be a shipmaster</li> <li>- And briefly noted the different routes to being a seafarer that hinged on levels of wealth</li> <li>- This week: we're looking in more detail about the <b>socio-economic</b> position of seafarers.</li> <li>- In pairs: <b>2/3 minutes to come up with a 1-2 line definition of socio-economic</b>, then discuss with group (note they could probably find a definition online but it's unlikely to be clear and concise – challenge the students to ensure they themselves understand the term)</li> </ul> <p>Slide 3:</p> <ul style="list-style-type: none"> <li>- How can we determine the socio-economic position of these individuals?</li> <li>- Most individuals appear in government surveys and assessments</li> <li>- But on their own these documents are quite shallow</li> <li>- For example, the customs records in the database only give minor detail, but if you use large enough quantities of data you can form overarching arguments</li> <li>- You can also enrich the sources by cross-referencing with other equally shallow sources</li> <li>- Such as tax records</li> </ul> <p>Slide 4:</p> <ul style="list-style-type: none"> <li>- So in this lesson, we're going to use <b>tax records</b> called lay subsidy returns and cross reference them with the data in the database</li> <li>- Lay subsidy returns record the details of all individuals in the town that were rich enough to have to pay tax</li> <li>- They include details such as; names, residencies within the town; a valuation of their assets (i.e. the value of their goods or lands as determined by the tax officials); tax paid</li> </ul>		<p>5 mins</p> <p>2/3 mins</p> <p>2/3 mins</p>

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<p>Slide 5:</p> <ul style="list-style-type: none"> <li>- So if you can find individuals in the tax returns that also appear in the maritime records, you can start to understand their position within the community in more depth</li> <li>- For example – on the screen you can see people from the database that appear in the tax returns</li> <li>- <u>This lesson</u>: we'll be using these documents to look into the lives of some mariners in more detail</li> </ul> <p><b>Main:</b></p>	2/3 mins
<p>Slide 6:</p> <ul style="list-style-type: none"> <li>- This slide contains the data from the database that students will need to compare to the lay subsidy data on the work sheet</li> <li>- See worksheet for details and see completed table below for answers</li> </ul> <p><b>Plenary:</b></p>	25 mins
<p>Slide 7:</p> <ul style="list-style-type: none"> <li>- Recap, discussing questions from page 2 of worksheet (and on PowerPoint)</li> </ul>	5/10 mins

Example of completed table :

Forename	Surname	Valuation	Ranking in the ward	Wealthier than ? % of the ward
Thomas	Empson	£7	Joint 5 <sup>th</sup>	72%
Thomas	Eriett	£3	Joint 11 <sup>th</sup>	0%
Walter	Hall	£3	Joint 11 <sup>th</sup>	0%
Richard	Ward	£3	Joint 11 <sup>th</sup>	0%