

# **HSIE Skills Booklet**



**Year 10**

- 6 When you have read the background information, decide whether Stalin would have been pleased to have Source B published after Lenin's death. Explain your answer.
- 7 Look very carefully at the photograph. Is there anything about it which might suggest it could be a forgery?
- 8 Look again at your answer to question 3 and decide whether you want to change it.

In tightly controlled countries such as the Soviet Union under Stalin, it is important to know what sort of information was made available to the public to check on the reliability of some sources. We are very used to photographs of our Royal family or Prime Minister which show them in a way which they would probably prefer us not to see e.g. relaxing on a private holiday or yawning at a public event. In the Stalinist Soviet Union the photographs released to the public were strictly controlled and aimed to always place him in a good light. Consequently we must find out when interpreting sources from the period whether they were seen by the public or not. If we don't, we might make unreliable judgements about the Soviet Union at that time.

- 9 If you were the leader of a country what sort of image would you want to present to your people? Choose four of the following words: *friendly, weak, caring, intelligent, tidy, powerful, happy, organised.*
- 10 What impressions of Stalin do Sources C and D give? You can use words from the list or ideas of your own.

Did Stalin have everything his own way? The cartoon (Source E) might suggest that people were free to criticise Stalin. Background information would show that this is not reliable evidence to prove that point. This cartoon was actually produced in a magazine written by Russian emigrés in the 1930s. Emigrés are people who leave a country, usually because it is not safe for them to stay there. Source E is trying to show what goes on in the Supreme Soviet (the Russian Parliament).

- 11 What is the message of the cartoon?
- 12 'Cartoons don't contain facts therefore they are of little use to the historian.' Explain with reference to Source E whether you agree or disagree with this statement.
- 13 Which of the visual sources on these pages would Stalin have been pleased to release to the public? Explain your answer for each source.

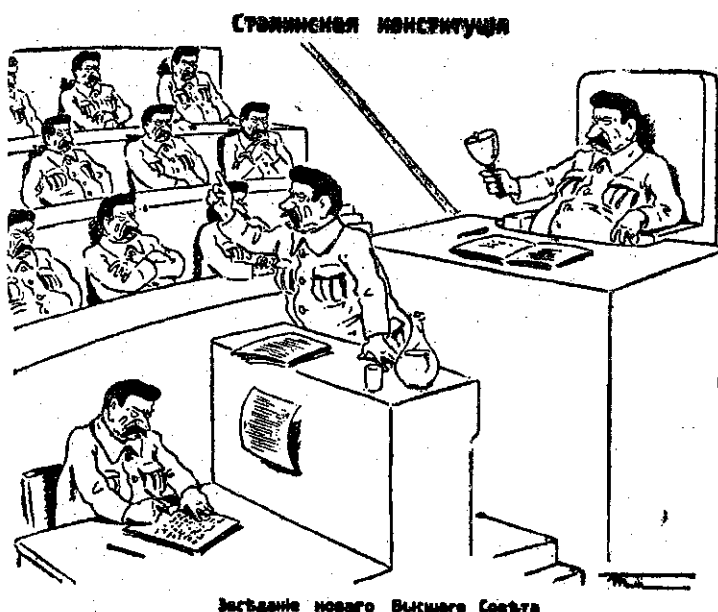


◀ SOURCE C Stalin



◀ SOURCE D Stalin

▼ SOURCE E  
A cartoon from a Paris-based émigré journal in the 1930s.



## 4.9 ASSESSMENT EXERCISES – RELIABILITY

### Peterloo, 1819

There were many disturbances and riots in Britain in the period between 1811 and 1819. The major cause was social and economic distress, but the Government, remembering all too well the French Revolution, was particularly worried about events getting out of hand.

A campaign by Radicals demanding political reform came to a head in 1819 when four major meetings were planned for the summer months. The last one at St Peter's Fields in Manchester had a tense build-up. The Radicals practised marching so that they would appear to be a disciplined and impressive group, and the magistrates in Manchester prepared for trouble, going as far as consulting the government about their possible actions.

On 16 August thousands of protesters turned up to listen to the Radical Henry Hunt. In the background waited the Magistrates, the King's Hussars and the local yeomanry (a reserve fighting force made up of local tradesmen). Accounts differ about what happened next. What is not in doubt is that there was fighting, at least eleven deaths and many wounded. Most casualties were on the protestors' side.

It is often hard to get close to the truth about events like this, because both the Government and their opponents are keen to have the story written up from their point of view. Consequently it is very important to check all sources for reliability.

Read the following sources describing the events at St Peter's Fields. This incident is now more commonly called 'Peterloo' because the King's Hussars had fought at the Battle of Waterloo in 1815.

#### SOURCE A

The meeting was then addressed by several orators, showing much menacing attitude, and the shouts seemed to rend the very air and shake the foundation of the ground. The constables were tauntingly insulted wherever they were observed to stand; sticks and hats always waving on every acclamation.

About half past one the Magistrates deemed it expedient to read the Riot Act, and instantly after the platform was surrounded in a masterly manner. The manoeuvre would have taken place without the bloodshed had not the mob

assailed the military and civil authorities with every resistance in their power, and particularly with missiles. Consequently the cavalry charged in their self-defence; not without first being witnesses to a pistol-shot from the multitude, against one of the gentlemen in our Yeomanry, who now lives in imminent danger.

A letter to *The Courier*, 1819

#### SOURCE B

Some 10 minutes had elapsed, all was certainly peaceable, when a body of cavalry rode up through the crowd, brandishing their drawn swords, surrounded the hustings and seized Hunt. I was myself a spectator, and the conduct of the crowd was quite peaceable. It is not believed that the Magistrates read the Riot Act; if they did, at least, nobody was aware of it. There can hardly be a doubt, if the meeting had been permitted to take its course, it would have concluded as peaceably as they have always hitherto done; as it is, blood has been shed!

Private letter to *The Times*, 1819

▼ SOURCE C 'Britons Strike Home' by George Cruikshank, 1819



#### SOURCE D

A posse [group] of 300 or 400 constables marched into the field about 12 o'clock. Not the slightest insult was offered to them. The cavalry drew their swords, and brandished them fiercely on the air: upon which they rode into the mob which gave way before them. Not a brickbat was thrown at them — not a pistol was fired during this period: all was quiet and orderly. They wheeled around the wagons before they came in front of them.

As soon as Hunt and Johnson had jumped from the waggon [to surrender] a cry was made by the cavalry, 'Have their flags'. They immediately dashed at not only the flags which were in the waggon, but those which were posted amongst the crowd, cutting most indiscriminately to right and left in order to get at them. This set the people running in all directions, and it was not until this act had been committed that any brick-bats were hurled at the military. From the moment the Manchester Yeomanry Cavalry lost all command of temper. A man within five yards of us had his nose completely taken off by a blow of a sabre.

*The Times*, 19 August 1819, whose reporter said that he himself very much disagreed with the views of Henry Hunt.

#### SOURCE E

Before 12 o'clock crowds began to assemble, each town or hamlet having a banner, and some a cap, with 'Liberty' upon it: each party, as they came through the streets, kept in military order, with sticks shouldered. A banner was painted 'Taxation and no Representation is tyrannical and unjust', . . . On another banner 'Die like men, and not be sold like slaves'.

It was 20 minutes after one o'clock before Hunt appeared. 'Gentlemen, I must entreat that you will be peaceable; a great deal depends upon that, and I trust all who hear me will remain quiet.'

*The Courier*, 1819

An historian trying to decide why violence broke out at Peterloo would have to assess the sources very thoroughly.

### Becoming familiar with the sources

- 1 What evidence is there in Source E that some protestors were prepared for possible violence? What does the source suggest was Hunt's view on violence?
- 2 What, according to Source A, was the behaviour of the speakers (orators) and the crowd? Who in this writer's view started the violence?
- 3 What, according to Source B, was the behaviour of the crowd? Who in this writer's view started the violence?
- 4 What, according to Source D, was the behaviour of the crowd? Who in this writer's view started the violence?

### Questions on the sources

- 5 Look at Sources A–E. Decide whether each one broadly favours the Magistrates or the protestors, or appears to favour neither side. A worksheet may be used to answer this question.

Favours Magistrates	Favours Protestors	Favours neither side

- 6
  - (a) Choose one source from the first column. Which words or phrases turn the reader against the protestors?
  - (b) Choose one source from the second column. Which words or phrases try to make you sympathetic to the protestors?
  - (c) If you have a source in the third column, explain why you think it favoured neither side.
- 7
  - (a) List one fact which could be checked from each of your three sources.
  - (b) Choose one part of each source which could be called an opinion. If you can't find an opinion in a particular source, say so.
- 8 All these sources are from newspapers or letters to newspapers. What would you want to know about the newspapers and authors before accepting the reliability of what they wrote?
- 9 Now answer the questions on the worksheet which your teacher will give you.

# TIN 5 INTERROGATING SOURCES

## 5.1 HOW DO SOURCES GIVE US IDEAS ABOUT THE PAST?

Historians use sources in different ways to find evidence about the past. In some cases facts can be read straight out of a source. In others it is necessary to do some more careful thinking before an idea can be extracted from the source.

For instance if you were to ask, 'What can we learn from newspaper advertisements appearing during the Second World War?', the Spam advertisement (Source B) could be quite helpful.

At the simplest level it might give you the clear fact that a meat called Spam was available during the war.

You might go beyond the information given and make an *inference*. Study the advertisement carefully and you will see that the company selling the product appear to be worried about something. What is it? Your answer can't be read directly from the source, but by going beyond the information you can make a suggestion.

You might go further and suggest that the British people were not getting as much Spam as they wanted. (Note how the advertisement apologises for the shortage of supplies during the war.)

Finally you could use the evidence in the source to help devise a *theory* (an idea) about the past. You might believe that quality tinned meat was in short supply towards the end of the war. Source B, in suggesting that someone has been trying to copy the quality meat, provides supporting evidence on the matter. Theories are not just dreamed up; they are always tested against evidence.

Look at Sources A-E opposite. These advertisements, which appeared in newspapers during World War II, could give the historian some ideas about the life of people in Britain during the war.

### Clearly stated facts

- 1 What was the name of a brand of coffee sold in 1945? (Source A)
- 2 What was the weight of a tin of 'real' Spam? (Source B)

### Going beyond the information given/making inferences

- 3 The dog food advertisement (Source D) suggests that food for people was in short supply during the war. Explain how.
- 4 Source E mentions 'hinged wood soles'. We don't often have wooden soles on shoes these days. Why might they have been made during the war?
- 5 Which advertisement could you use to support the idea that 'in some ways life carried on as normal during the war'. Explain your choice.

### Developing a theory

- 6 What understanding do you have of the problems caused by the war, from studying these five advertisements? Explain your answer.
- 7 What other sources would you like to find to check your answer to Question 6?

### Other points to consider:

- 8 World War II lasted from 1939 to 1945. If you were trying to find out from the advertisements what could be bought by British people during the war, would you need to know on which dates they appeared in the newspapers? Explain your answer.
- 9 Does studying these five advertisements produced during the war give historians a clear idea of what the majority of people bought? Explain your answer.

EVERY BOTTLE makes as many cups of good coffee as ever



**'CAMP'**

FULL STRENGTH—FINE FLAVOUR

▲ SOURCE A Daily Express, February 1945

**"SPAM"**  
IS A  
REGISTERED  
TRADE MARK



The trademark "SPAM" can only be lawfully applied to the product manufactured exclusively by Geo. A. Hormel & Co. "SPAM" is made of pure pork shoulder meat with ham meat added. "SPAM" is sold ONLY in 12 OZ. tins plainly marked with the trademark "SPAM." We are sorry that during the war, supplies of "SPAM" are restricted.

▼ SOURCE C Daily Mirror, June 1944

*Kayser  
Underwear fits  
because it's  
tailored*



... and all  
Kayser-Bondor  
stockings are  
full-fashioned  
★

What's he eating  
now?



The right food  
for your dog is **"CHAPPIE"**  
—and it won't be rationed!

There's never been a dog that kept in perfect condition without meat. Only in very small quantities can a dog take bread or starchy foods and remain healthy. (Scavenging and other dirty habits don't show a dog is greedy but that he is unhealthy from wrong food.)

Yet meat is going to be hard to get from the butcher—no one wants to give a dog 'scraps' that might make another family meal—and no dog can keep fit on just the bits of skin and fat that you leave. So "Chappie", is a godsend. It is made with the lean red meat that is your dog's biggest need, but contains as well whole grain cereal and cod-liver-oil—all in proper proportions.


Get Chappie from Grocers, Corn Chandlers, Pet Shops and Chemists. Your dog will quickly show results—the look in his eye, the wag of his tail, the state of his coat.

**"CHAPPIE" Dog Food**

FOR CATS the brand is KIT-KEAT. Chappie's fish and meat put aren't in rationed. 3 dogs' food for a large cat—4d. a tin.

▲ SOURCE D Daily Telegraph, January 1940

Though long the months  
I have to work  
And short the weeks  
when I may play,  
In Sandals with  
a hinged wood sole,  
My feet are on a holiday.



**Clarks**

CLARKS of STREET have retailers in nearly every town.  
Please choose from the styles you find available.

▲ SOURCE E Daily Mirror, June 1944

## CHECKLIST (Section 5.1)

- Clearly stated fact: 'Spam was available in 1945.' (Source B)
- Going beyond the information given and making an inference: 'Other people had been making Spam illegally', or 'British people were not getting as much Spam as they wanted in 1945.'
- Developing a theory: 'Good quality tinned meat was in short supply towards the end of the war.'

## 5.2 HOW CAN SOURCES BE USED TO TEST IDEAS ABOUT THE PAST?

Many historians, as well as the people involved, have written about the Communist Long March in China. Below are two examples (Sources A and B).

### SOURCE A

Of the 100,000 soldiers and officials who had set out from Kiangsi in October 1934, only about 5000 survived the march. But *Chiang Kai-shek had failed to destroy the Communists.*

The Long March is a wonderful story of heroism and endurance. It enabled Mao Tse-tung to establish his leadership. The tactics that the Red Army developed showed how a guerrilla force could defeat a better armed and more numerous army. *The Long March also began the partnership between the Red Army and the peasants* that was to play such an important part in the eventual triumph of the Communists.

Communist China, Schools Council History 13-16 Project, 1977

### SOURCE B

[The Long March was] a manifesto, an agitation corps and a seeding machine . . . without the Long March how could the broad masses have known so quickly that there are such great ideas in the world as are upheld by the Red Army . . . ? *It has sown seeds in eleven provinces which will sprout, grow leaves, blossom into flowers, bear fruit and yield a crop in future.*

Mao Tse-tung, *Selected Works*, Vol. 1, 1935

There are several important ideas (in italics) mentioned in Sources A and B. These give clues as to why the Communists eventually succeeded in China, but there is not much evidence to support them.

Look through Sources C-H and pick out any evidence which you feel supports each idea.

*'The Long March is a wonderful story of heroism and endurance.'*

- 1 What evidence would you select from Sources C and D to support this idea?

*'The Long March also began the partnership between the Red Army and the peasants.'*

- 2 In what way were the peasants usually treated by armies during wars? (Source E)

- 3 How were the Communists supposed to treat the peasants? (Source H)

- 4 Does the evidence suggest that they acted like this in practice? (Source G)

- 5 In what practical ways did the peasants and the Red Army support each other? (Source E)

*'Chiang Kai-shek [leader of the KMT] had failed to destroy the Communists.'*

- 6 Why did Chiang and the KMT fail to gain the support of the peasants? (Source F)

- 7 Chiang was said to be 'bewildered by the spread of Communist influence' (Source F). How would you explain it to him? (Sources F, G and H)

- 8 How far do all these sources provide evidence to support the view (or *hypothesis*) that the Long March was an heroic event in Communist history that both forged a link between the Communists and the peasants and also contributed to the overthrow of Chiang Kai-shek?

### SOURCE C Crossing the Great Snow Mountain

Chiachinsan [Great Snow Mountain] is blanketed in eternal snow. There are great glaciers in its chasms and every thing is white and silent.

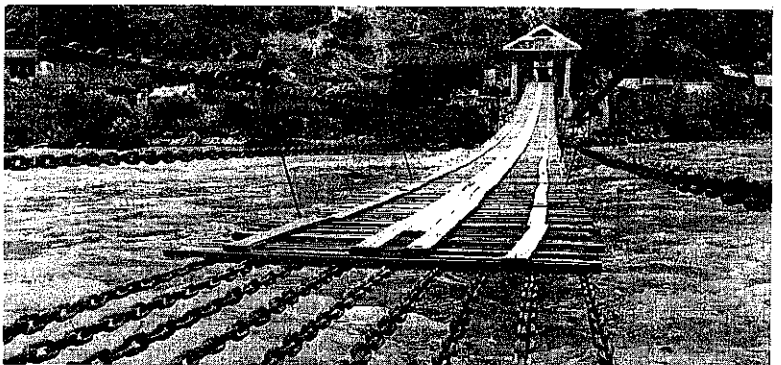
Heavy fogs swirled about us, there was a high wind and halfway up it started to rain. As we climbed higher and higher we were caught in a terrible hailstorm and the air became so thin we could hardly breathe. Speech was completely impossible and the cold so dreadful that our breath froze and our hands and lips turned blue. Men and animals staggered and fell into chasms and disappeared for ever. Those who sat down to rest or to relieve themselves froze to death on the spot.

Agnes Smedley, *The Great Road*, 1956

Look back at p. 10 for another description of the Long March.

### ▼ SOURCE D

The Luting Bridge



SOURCE E The tactics of the Red Army

I remember the winter of 1928, when my forces in Hunan had dwindled to little over two thousand men, and we were surrounded. The Kuomintang troops burned down all the houses in a surrounding area of about 300 li, seized all the food there, and then blockaded us. We had no cloth, we used bark to make short tunics, and we cut up the legs of our trousers to make shoes. Our hair grew long, we had no quarters, no lights, no salt. We were sick and half starved. The peasants were no better off, and we would not touch what little they had.

But the peasants encouraged us. They dug up from the ground the grain which they had hidden from the White (KMT) troops, and gave it to us, and they ate potatoes and wild roots. They hated the Whites for burning their homes and stealing their food. Even before we arrived they had fought the landlords and tax collectors, so they welcomed us. Many joined us, and nearly all helped us in some way.

Peng Teh-huai, quoted in Edgar Snow's *Red Star over China*, 1969

SOURCE F The view of an American general in China

I judge Kuomintang and Communist party by what I saw (KMT). Corruption, neglect, chaos, economy, taxes, words and deeds. Hoarding, black market, trading with the enemy.

Communist program . . . reduce taxes, rents, interest. Raise production and standard of living. Participate in government. Practise what they preach . . .

Chiang Kai-shek is confronted with an idea, and that defeats him. He is bewildered by the spread of Communist influence. He can't see that the mass of Chinese people welcome the Reds as being the only visible hope of relief from crushing taxation, the abuses of the army and (the terror of) Tai li's Gestapo. Under Chiang Kai-shek they now begin to see what they might expect. Greed, corruption, favouritism, more taxes, a ruined currency, terrible waste of life, callous disregard of all the rights of men.

Joseph Stilwell, *The Stilwell Papers*, 1948

SOURCE G

Then on Thursday morning the victorious army arrived. The Communists . . . took neither food nor fuel from the villagers, and would not accept any presents or services. They paid with their 'Great Wall' currency for all they needed. Whatever furniture they borrowed, they carefully returned, replacing anything damaged or broken. They carried water and swept the courtyards for their hosts. They chatted cheerfully with everyone, and the air was full of stories of their astonishing behaviour. Peking had known many armies through the past fifty years, but never one like this.

R. and N. Lapwood, *Through the Chinese Revolution*, 1954

SOURCE H

Gradually the Red Army's work with the masses improved, discipline strengthened, and a new technique in organisation developed. The peasantry everywhere began to volunteer to help the revolution. After the 1928 Conference emphatic efforts were made to enlist the support of the peasantry. The Rules introduced were as follows:

1. Replace all doors when you leave a house.
2. Return and roll up the straw matting on which you sleep.
3. Be courteous and polite to the people and help them when you can.
4. Return all borrowed articles.
5. Replace all damaged articles.
6. Be honest with all transactions with the peasants.
7. Pay for all articles purchased.
8. Be sanitary and especially establish latrines a safe distance from people's houses.

Edgar Snow, *Red Star Over China*, 1963



◀ Mao talking with peasants in Yen-an, 1939



### 5.3 HOW DO WE DEAL WITH CONTRADICTIONARY SOURCES?

During the 18th and 19th centuries the economy and population of Great Britain grew rapidly. All the major industries expanded, the country became wealthier and its appearance changed as canals and railways were built. These great changes are often called the *industrial revolution*. The coal miners dug out more coal to heat the homes of the growing population and to feed the growing number of steam engines; the iron works produced more iron to make steam engines and railway lines and the textile factories turned out more fabric to clothe the growing population. In part because of the shortage of workers and in part because of the suitability of small children for some of the work, many young children were employed in these new factories. The conditions and health of these children are the subject of much discussion and controversy.

#### SOURCE A

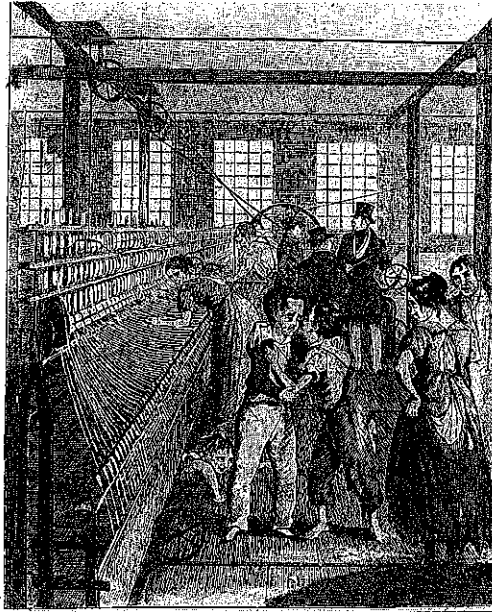
The cotton mills at New Lanark, employ about 500 children, who are entirely fed, clothed and educated by Mr Dale. The others lodge with their parents in the village, and have a weekly allowance for their work.

The healthy and pleasurable appearance of these children has frequently attracted the attention of the traveller.

The children who reside in the house, and who have their maintenance in place of wages, are lodged in six, large, airy apartments. The boys and girls are kept distinctly apart, not only in hours of rest and refreshment, but during the time of occupation. They sleep on cast-iron bedsteads, the bed-tick filled with straw, which is changed regularly every month. The bedrooms are swept, and the windows thrown open, every morning, and kept open all day.

For dinner they have seven ounces each of fresh beef with barley broth, or alternately five ounces of cheese, and a plentiful allowance of potatoes or barley bread. This part of the table diet is seldom varied, except in winter by a dinner of fresh herrings as a change. Their breakfast and supper consists of oatmeal porridge, with the addition of milk in summer, and, during the winter, with a sauce made of molasses and beer.

From Sir Thomas Bernard's Society for the Bettering the Condition and Increasing the Comforts of the Poor, 1797



#### ◀ SOURCE B

Frances Trollope, *The Life and Adventures of Michael Armstrong, Factory Boy*, 1840

#### SOURCE C

I have visited many factories, both in Manchester and in the surrounding districts, during a period of several months, entering the spinning rooms, unexpectedly, and often alone, at different times of the day, and I never saw a single instance of corporal chastisement [punishment] inflicted on a child . . . They always seemed to be cheerful and alert, taking pleasure in the light play of their muscles: it was delightful to observe the nimbleness with which they pieced the broken ends, as the mule carriage began to recede . . .

Andrew Ure, *The Philosophy of Manufactures*, 1835



#### ◀ SOURCE D

Child labour in a cotton factory, *Picture Post*, 1920

**SOURCE E** Samuel Coulson, a factory worker, was questioned about conditions at the mill where his children worked

**Questioner** 'At what time in the morning, in the brisk [busy] time, did those girls go to the mills?'

**Coulson** 'In the brisk time, for about six weeks, they have gone at 3 o'clock in the morning and ended at ten, or nearly half-past ten.'

**Q.** 'What intervals were allowed for rest and refreshment?'

**C.** 'Breakfast a quarter of an hour, and dinner half an hour and drinking a quarter of an hour.'

**Q.** 'Had you not great difficulty in awakening your children to this excessive labour [very long hours]?'

**C.** 'Yes, in the early time we had to shake them before we could get them off to their work.'

**Q.** 'Had any of them an accident in consequence of [as a result of] this labour?'

**C.** 'Yes, my eldest daughter when she first went there . . . the cog caught her fingernail and screwed it off below the knuckle, and she was five weeks in Leeds Infirmary.'

**Q.** 'Were her wages paid during that time?'

**C.** 'As soon as the accident happened her wages were totally stopped.'

**Q.** 'Did this excessive term of labour occasion [lead to] much cruelty?'

**C.** 'Yes, with being so tired the strap was very frequently used.'

Evidence from the Select Committee on Factory Children's Labour, 1832.

#### **SOURCE F**

Gentlemen: Let the truth speak out . . . The fact is true. Thousands of our fellow creatures . . . both male and female, the miserable inhabitants of a Yorkshire town are this very moment existing in a state of slavery, more horrid than . . . [conditions of slaves in the West Indies].

. . . [children] are compelled [forced] by the dread of the equally appalling throng of strap of the over-looker, to hasten, half-dressed, but not half-fed to those [homes] of British infantile slavery — the mills in the town and neighbourhood of Bradford.

Thousands of little children . . . from seven to fourteen years of age, are daily compelled to labour from six o'clock in

the morning to seven in the evening, with only thirty minutes allowed for eating and recreation.

If I have succeeded in calling the attention of your readers to the horrid and abominable system on which the mills in and near Bradford is conducted, I have done some good.

A letter from Richard Oastler to the *Leeds Mercury*, 16 October 1830

- 1 Read Sources A–F. Do they give evidence that working conditions for factory children were good or bad? Copy out the chart below and tick the box you agree with. A worksheet may be used to answer this question.

WORKING CONDITIONS			
	GOOD	BAD	NO EVIDENCE
Source A			
Source B			
Source C			
Source D			
Source E			
Source F			

- 2 Choose one sentence or phrase from each written source to support your answer to Question 1.
- 3 Explain how you decided which columns to tick for the picture sources (Sources B and D).
- 4 Andrew Ure says in Source C, 'They [the children] seemed to be always cheerful and alert.' Samuel Coulson says in Source E, '[He] had great difficulty in awakening his children to this excessive labour . . .'. These two statements seem to contradict one another.
  - (a) How could both be telling the truth?
  - (b) Does the fact that the sources contradict mean that both are useless as evidence about child workers?
- 5 Each writer has a good reason for writing about factory children. For example, Andrew Ure (Source C) was keen to show to the British people that factories were a good thing. Why might each of the other sources have been written or drawn?
- 6 The language of a source can often tell you about the likely reliability of its evidence. Pick out two phrases in Sources C and F which suggest that these sources might not be reliable in what they say.
- 7 If you were Richard Oastler, why might you use strong language (e.g. 'horrid' 'abominable') in your article?
- 8 The sources say and show different things about the lives of children in factories. Is one account 'right' and one 'wrong'? Why might they say and show different things about life in the factories? Explain your answers.

#### **CHECKLIST** (Section 5.3)

When historians find contradictions between sources, they must investigate further. They need to check the reliability of the sources by:

- looking at the backgrounds of the authors
- checking for any bias
- establishing why the source was written
- cross-checking with other sources
- looking for gaps in the evidence

Remember, a source that historians might decide is biased or misleading could still have a use, such as showing the opinion of someone at the time. Some sources might not be helpful for one task but can be for another.

## 5.4 HOW CAN A WIDE RANGE OF SOURCES BE USED TO WRITE A SECONDARY ACCOUNT?

The historian needs to use lots of sources to write a secondary account of the past. If only one or two sources are consulted the historian might write a very inaccurate account of what happened. For example, the attitude of British people to the coming of the railways in the 19th century might be under investigation.

- 1 If we were looking at the attitudes of people to the coming of the railways what answer would we get from Sources A, B, C and D?

### SOURCE A

I am sure that our respectable visitors have no relish for either a railroad or the pleasure of a greater influx of vagrants; on the contrary they generally express their disapprobation [disapproval] of such a measure; and I have heard many of them say that if there is a railroad to Scarborough, they should never come again, as visitors on pleasure.

George Knowles, *Observations on the expediency of making a line of railroad from York to Scarborough*, 1841.

### SOURCE B

This counsel [advice] I address – the train eschew [avoid]  
Old, young or neither fat, thin, short or tall,  
Travel by turnpike or not at all;  
Or if you must by railway travel, still,  
Think first what may happen and – first  
make your will.

A contemporary poem



RAILWAY UNDERTAKING.

▲ SOURCE C A cartoon from *Punch*, 18 September 1852

### SOURCE D

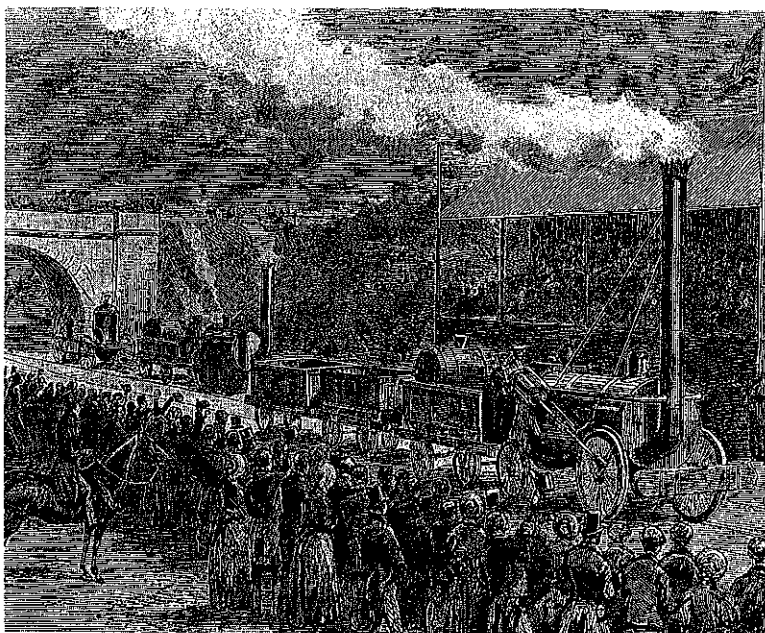
The people would be smothered in tunnels, and those that escaped suffocation would be burned in the carriages. Eton College opposed it because it would be injurious to the discipline of the school, and dangerous to the morals of the pupils; and it was added, 'anybody who knew the nature of Eton boys, would know that they could not be kept from the railway.' A farmer objected to it because his cows might be killed in passing under an archway. A gentleman objected because no public benefit could compensate for destroying the beauties of his estate.

J. Francis, *History of the English Railway*, 1851

For the balanced view needed to write an effective secondary source, the historian must look at a range of opinion. Now study Sources E to G.

### ▼ SOURCE E

The Rainhill Trials,  
October 6th, 1829



### SOURCE F

Ninety thousand men were employed directly, and upwards of 40,000 collaterally; 130,000 men, with their wives and families, represented a population of 500,000 souls; so that 1 in 50 of the entire population of the kingdom might be said to be dependent upon the railway!

Speech by Robert Stephenson, published in *The Engineer*, January 1856.

# SOURCE G

The conveyance of the inland mails might be effected at a very trifling charge, compared with the present enormous expense of mailcoaches, as one coach upon a proper construction would take all the mails on the line of the road between London and Edinburgh.

The introduction of fresh fish into the interior of the kingdom would open a source of trade to an immense number of individuals, and very essentially contribute to the improvement of our fisheries as well as to the establishment of new ones.

Very great benefit would arise to all estates in the direction of the railways, by the very easy and cheap conveyance to market towns, but more especially to the metropolis, where provisions and vegetables of all kinds might be sent from distant parts of the kingdom.

T. Gray, *Observations on a General Iron Railway*, 1823

# SOURCE H

Railways have accomplished what the far-famed Society for the Diffusion of Useful Knowledge, with its long train of noble and ignoble patrons and its penny magazines and penny encyclopaedias . . . could never have effected; they have taught the thorough-bred Londoner almost to discriminate between a plough and a harrow, and to recognise a potato by its stem.

*Railway Times*, 1837

- 2 Copy out a chart like the one below and fill it in to identify the main ideas from the sources. A worksheet may be used to answer this question.

	Reasons for opposing the railways		Reasons for supporting the railways
Source A		E	
Source B		F	
Source C		G	
Source D		H	
		I	

- 3 What were the attitudes of the British people to the coming of the railways?

An historian must also consider the significance of the date when each source was produced. For instance Sources A and D (and possibly B) came into existence *before* the arrival of the railways. Reference to a further source produced after their arrival might show that many fears were unfounded.

# SOURCE I

The prophecies of ruin and disaster to landlords and families were equally confounded by the openings of railways . . . the farmers were enabled to buy their coals, lime and manure for less money, while they obtained a readier access to the best markets. Cows gave milk as before, their sheep fed and fattened, and even skittish horses ceased to shy at the passing locomotive.

Landlords also found that they could get higher rents for farms situated near a railway . . . Land was now advertised for sale with the attraction of being 'near a railway station' . . . Even Colonel Sibthorpe [the MP for Lincoln, and one of the staunchest opponents of the railways] was eventually compelled to acknowledge its utility. For a time he continued to post to and from the country as before. Then he compromised . . . by taking a railway ticket for the long journey, and posting only a stage or two nearest town; until at length he undisguisedly committed himself . . . to the express train, and performed the journey throughout upon what he had formally denounced as 'the infernal railroad'.

S. Smiles, *The Lives of George and Robert Stephenson*, 1857

- 4 Why according to Smiles (Source I) didn't the railways turn out to be the disaster expected by the landlords?
- 5 Why was Smiles so keen to mention Colonel Sibthorpe when talking about the success of the railways?
- 6 Smiles wrote his book in support of the achievement of the Stephensons. Is it wise to accept his views as a final word on how the railways were received in 19th-century Britain? Explain your answer.

# CHECKLIST

(Sections 5.3 and 5.4)

- Historians usually begin work by asking a question.
- Sources are then collected to find evidence to answer the question.
- The sources are evaluated (tested) to check how accurate they might be.
- Where sources contradict (disagree), the historian has to make a *judgement* on them, or state that there is doubt in the final account.
- The historian's final story about the past is an interpretation based on the available evidence. However much material the historian has to work with, it is never possible to give a definitive answer to the question asked.

## 5.5 ASSESSMENT EXERCISES

### Exercise 1

#### Why did children work in textile mills?

Most children were expected to work and help provide for their families in early 19th-century Britain. In textile mills the hours were long and the conditions often unpleasant and dangerous. Why then did children work in them? One way to look at this is to see what other employment was available, and compare it with what was offered in the mills.

#### SOURCE A

I get up at 5 o'clock. I get 10d [about 4p] a day now. In November there were twenty of us carrot-digging. Each child brings her own tools. I have hoes of different sizes, a muck-fork, a carrot-fork, a twitch basket and a twitch rake.

Elizabeth Hutchings, quoted in *Sixth Report on Children's Employment*, 1867

#### SOURCE B

I hoe and dig carrots. Digging carrots is very hard work. The ganger takes the work [offers to do it all for a certain price]. We always know when he has taken the work because we all have to work so much harder.

Mary Crampton, aged 13, who worked in a 'gang', quoted in *Sixth Report on Children's Employment*, 1867

#### SOURCE C

Age	on farms in Dorset	in Staffordshire Potteries	Pickers in Factories	In mine in Yorkshire
8	1/6	1/6	—	2/6
11	2/6	2/6	3/—	5/—
14	3/9	—	4/—	7/6
17	4/6	9/—	5/6	—

*Reports on Children's Employment*, 1842, 1843 (adapted)



▲ SOURCE D  
A child birdscarer

SOURCE E Children's wages in the Isle of Thanet

Boys are employed at: Weeding the corn. Hours 6 to 6. Meals: one hour and a half. Wages 6d a day. Bird-scaring. Age 8. Hours as above. Wages 4d a day.

Girls are employed occasionally at:

Weeding, stone-picking, turnip-topping. Wages from 4d to 8d a day.

Parliamentary Report on women and children employed in agriculture, 1843



▲ SOURCE F Children gleaning

**SOURCE H** The gang-workers year

January	Little work except sorting potatoes, picking up stones.
February	Like January.
March	Pulling 'twitch', the creeping roots of couch grass; spreading manure, planting potatoes, hoeing.
April	Like March and weeding begins.
May	Weeding.
June	Weeding, singling turnips.
July	Like June and hay-making.
August	Harvest, pulling flax.
September	Harvest, gleaning.
October	Picking potatoes, spreading manure.
November	Picking potatoes, turnips, carrots.
December	Little work when frost comes.

*Sixth Report on Children's Employment, 1867 (adapted)*

**SOURCE I**

I have seven children; four are of fit age to work. I should be favourable to ten hours for children, but my income now is no more than my outgo [expenses]. I should like to know whether ten hours of my children's labour will give me the same income as I have now. If it won't I should like to stay as I am.

Isaac Pilkington, a spinner in Bolton, Factory Commissioners' Report, 1833

**SOURCE J**

I have had ten children and lost two; the three who work in factories are pretty healthy. For the sake of their health, I should wish that all children should not be worked more than ten hours a day.

Benjamin Scholefield, cotton factory worker in Manchester, Factory Commissioners' Report, 1833



▲ **SOURCE G** Children working in an agricultural 'gang'

## Questions on the sources

- 1 In what ways do Sources A and B suggest that working in the countryside was a hard life?
- 2 Look at the entries for January, February and March in Source H. Which particular problem of earning a living in the countryside is suggested here?
- 3 Using specific examples from Source C, explain whether wages seem to be higher in the countryside or in industry.
- 4 How long are the working hours in the countryside? (Source E)
- 5 Do the parents in Sources I and J seem to want their children to work in the mills?
- 6 What advantages and disadvantages do Sources H and K (on the worksheet which your teacher will give you) suggest there are in working in the countryside? Are you happy to accept the evidence of these two sources on their own? Explain your answer.
- 7 Write a short account, as a child of those times, explaining why you would on balance prefer to work in a mill rather than in the countryside.



## Exercise 2

### The 'Suffragette Derby', 1913

When they undertake their research, historians are usually trying to answer a particular question about the past. They collect all the useful primary and secondary sources. Then by careful study they try to build up an accurate picture of the past. In the example below, the question being asked is 'What did the Suffragette Emily Davison do during the Derby of 1913 and why did she do it?'

- 2 Read the completed 'Evidence' column of the chart. Can you now easily answer the question 'What did Emily Davison do and why did she do it?' If not, why not?
- 3 Can the photograph (Source B) add to your understanding of the incident in any way?
- 4 Explain from the evidence in Sources A, B and C what you think is the most likely explanation for these events.

### BACKGROUND INFORMATION

The Suffragettes were a movement working to achieve the right to vote for women. Before the First World War many of them became involved in direct and violent action. Their purpose was to bring the issue of women's rights to the forefront of public attention.

### Questions on the sources

- 1 Draw up a chart like the one below and fill it in. If the source does not answer the question, write 'unclear'. A worksheet may be used to answer this question.

POINTS	SOURCE USED	EVIDENCE
What did Miss Davison do during the race?	Description given in Source A Description given in Source C	
Why did she do this?	Reason given in Source A Reason given in Source C	

#### SOURCE A

One Suffragette who believed passionately in the cause was Emily Davison. She was present at the famous horse race, the Derby, in 1913. As the horses thundered around Tattenham corner, Emily ducked under the rails and ran on to the course. Clutching in her hand a petition, she threw herself under the hooves of the King's horse, Anmer. Horse, jockey and woman crashed to the ground. Emily's skull was fractured and she died a little later. The Suffragettes had been provided with a martyr.

J. Ray, *Britain and the Modern World*, 1969

▼ **SOURCE B** A photograph taken moments after the collision occurred, *Lloyds Weekly News*, 8 June 1913



#### SOURCE C

On 4th June 1913, at the Derby came the only successful Suffragette suicide. Miss Emily Wilding Davison went to the race, dodged the police on the rails at Tattenham Corner and deliberately threw herself at the last bunch of horses. Quite by chance she fell in front of the plunging hooves of the King's horse Anmer the horse was brought down, dragging along the ground the jockey, Herbert Jones.

D. C. Brooks, *The Emancipation of Women*, 1970

Two of the sources above are secondary ones taken out of history books, while the other is a primary source. Recently some new evidence on the event has come to light (Sources D to G); some of which is primary source material and therefore requires careful consideration.

#### SOURCE D

The possessions Miss Davison had on her were recently found in a trunk by Ruth Lamartine-Davis (daughter-in-law of Rose Lamartine-Davis, a friend of Miss Davison). They included:

half a return ticket Victoria-Epsom dated 4th June 1913 and costing 8s 6d,

a 'marked up' racecard,

mauve, white and green flags,

a helper's pass for the Suffragette Summer Festival taking place 3-13 June.

Adapted from Catherine Ireland of the Fawcett library, quoted on BBC Radio 4, June 1988

#### SOURCE E

She had even practised beforehand trying to stop horses on the common at Morpeth lane, but obviously she did not fully appreciate the force and drive and speed and weight of a horse racing as in the Derby.

Margaret Johnson, a relative, speaking in 1988 and basing her views on local hearsay in Miss Davison's home village of Long Horsley, near Morpeth

#### SOURCE F

If she was going to commit suicide . . . she would have thrown herself headlong in front of the galloping horse. In fact all the evidence on film refutes it. She ran on to the race course and she stood sideways on, waiting for the King's horse to come up to her; when it was alongside she thrust out her left hand and tried to grab the reins and of course with the great momentum of a racehorse coming towards her at 40 mph she was flung headlong, badly injured by the horses hooves, striking her head and fracturing her skull.

Her plan basically, had she succeeded, was to remove the hidden flag from her coat and to pin it on the saddle of the horse, and send it galloping forward before King George and Queen Mary who were watching the Derby from the stands.

John Sleight, historian quoted on BBC Radio 4, June 1988

#### SOURCE G

The family always believed that there was a decision to do something outstanding and that Emily drew the short straw, because a telegram came for her at Long Horsley a telegram which was never found. She received this telegram, read it, and she must have destroyed it, and thereafter was more thoughtful.

Margaret Johnson, relative quoted on BBC Radio 4, June 1988

### Developing a theory

- 5 Which of the sources A to G are primary and which secondary? Explain your answer.
- 6 Source C claims that Emily Davison committed suicide. Look through all the sources carefully. What *evidence* supports this view? What evidence suggests another motive?
- 7 Write your version of what you believe Emily Davison was trying to do at the Derby. Support your answer with evidence. (Use words like 'possibly', 'likely' or 'probably' where you are unsure.)
- 8 How does your answer to Question 7 differ from what you wrote in Question 4? How do you explain the difference?



## Exercise 3

### Protestant and Catholic attitudes in Northern Ireland

The conflict in Northern Ireland is well documented with sources. However these sources have to be carefully evaluated by historians because of the deeply held beliefs on each side. In the following exercise you will learn about Catholic and Protestant attitudes to each other, as well as thinking about the ways in which we have learnt to evaluate evidence.

#### SOURCE A

The basic complaint in these areas is that the present electoral arrangements are weighted against non-Unionists [Catholics] . . . the complaint is abundantly justified. In each of the areas with Unionist [Protestant] majorities on their council the majority was far greater than the adult population balance would justify. In Londonderry County Borough, Armagh Urban District, Omagh Urban District and County Fermanagh, a Catholic majority in the population was converted into a large Unionist [Protestant] majority on the councils. In the two Dungannon councils a very small Protestant majority held two-thirds or over of the seats of the councils. The most glaring case was Londonderry county borough, where sixty per cent of the adult population was Catholic but where sixty per cent of the seats on the Corporation was held by Unionists . . .

*Disturbances in Northern Ireland, Report of the Cameron Commission, in Magee, Northern Ireland, 1969*

#### SOURCE B

Thinking of the whole question . . . I recommend those people who are loyalists not to employ Roman Catholics, ninety-nine per cent of whom are disloyal . . . You people who are employers have the ball at your feet. If you don't act properly now, before we know where we are we shall find ourselves in the minority instead of the majority.

A statement by Sir Basil Brooke, Minister of Agriculture 1933-41, and later Prime Minister of Northern Ireland, quoted in Liam De Paor, *Divided Ulster*, 1970

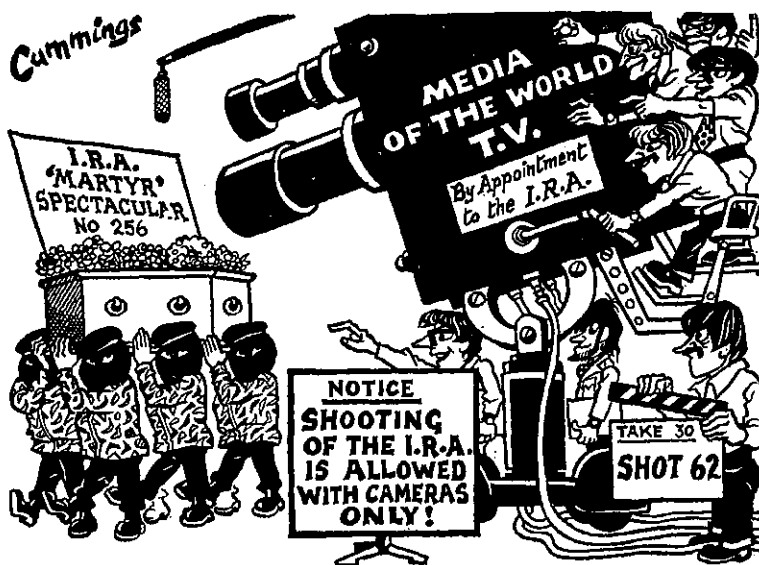
#### SOURCE C

Let us at least be united in working together in a Christian spirit to create better opportunities for our children. Whether they come from the Falls Road [a Catholic area] or from Finaghy [a Protestant area] . . . let us shed the burden of traditional grievances and ancient resentments.

Terence O'Neill, Prime Minister of Northern Ireland, 1963-69, speaking in 1963

#### ▼ SOURCE D

Cartoon in the *Sunday Express*, 1981



#### ◀ SOURCE E

Cartoon in the *Irish Fireside*, 5 August 1885



**SOURCE F** Allocation of houses and jobs

The expansion of local council activity after the Second World War made town halls and council officers a supplier of [employment and housing . . . in] Derry . . . in 1966, the heads of all city council departments were Protestant. Of 177 salaried employees, 145 – earning £124,424 – were Protestant, and only thirty-two – earning £20,420 – were Catholic . . . Of 10,000 workers in the Belfast shipyard – the biggest source of employment in the city – just 400 are Catholic . . . There are several ways in which Protestant councils have discriminated against Catholics. One has been to put Protestants in better houses than Catholics. Of 1589 houses built by Fermanagh County Council between the end of the Second World War and 1969, 1021 went to Protestant families.

*The Sunday Times Insight Team, Ulster, 1972*

**SOURCE G** The response of the Orange Order to the Cameron Commission Report, 1972

We do not claim that Northern Ireland has not seen any injustice to either Roman Catholic or Protestant. We simply contend that . . . the Protestant people have bent over backwards to be fair and indeed have acted more harshly against their co-religionists.

Of course, the Cameron report will be held forth as proving that injustice did exist . . . in point of fact, no clear investigation was made into particular points and the weakness of the Commission was that it heard unsworn evidence and there was no real opportunity for cross-examination . . .

Perhaps the reason why some Protestants are not happy working with certain Roman Catholics has come out in these tragic days. Firms have been held to ransom as . . . Roman Catholic employees have refused to work. Ostensibly in an attempt to pressurise the Government they, in reality, were undermining the economy in difficult days . . .

The postal services and telephone links in the Maiden City [Londonderry] were virtually controlled by Republicans. To have dismissed them would have been religious discrimination. To retain them was national suicide as police messages were relayed to the rebel forces.

M. Martin Smith, *The Battle for Northern Ireland*, 1972

**SOURCE H**

[Many people] died in the fight to free Ireland from British rule, a fight which had paused in partial victory in 1922 when twenty-six of our thirty-two counties won their independence. It was our chance to finish the job, to cleanse the remaining traces of foreign rule from the face of Ireland.

No one was explicit as to how this would be done. Some said that Catholics, because of their higher birthrate, would one day outnumber Protestants in the Six Counties and that we could then vote ourselves democratically into an All-Ireland republic.

Vague confidence was occasionally expressed that eventually the Protestants themselves would re-discover their Irish national heritage. And there were always those who said that sooner or later we were going to have to fight for it.

*E. McCann, War and an Irish Town, 1974*

## Questions on the sources

- 1 (a) What appears to be happening in Source E? What is the cartoonist's attitude to the British soldiers?  
(b) What is the message of Source D?  
(c) How valuable are cartoons as historical sources? Refer to Sources E and D in your answer.
- 2 Are the authors of Source B and C Protestants or Catholics, or is it impossible to tell? In each case explain your answer.
- 3 McCann, the author of Source H, is a Catholic and well-known supporter of an independent Ireland. As we know he favours one side, does this make his evidence written here useless to historians?
- 4 (a) According to Source A, in what ways were Local Government elections in Northern Ireland unfair?  
(b) Do you think this source is biased? Explain your answer.  
(c) How could you check the statements made in Source A?
- 5 Using Source F to help you, how reliable would you regard the evidence in Source G to be?
- 6 (a) What criticisms does Source G make of the Cameron Commission report?  
(b) Which evidence is likely to be more reliable, Source G or the Cameron Commission (Source A)?
- 7 Assuming you had to give a talk about Catholic and Protestant attitudes in Northern Ireland, which three sources would you choose from these two pages to illustrate your talk? Explain your reasons.

# POSTSCRIPT

## THE INTERPRETATION OF HISTORY

In some countries at certain times, the history books have been rewritten when new leaders came to power.

Hitler wanted German children to be taught bad things about the history of the Jews and Stalin wanted all his enemies in the USSR to be given a bad name.

Mr Khrushchev, a Soviet leader of the 1960s, said, 'Historians are dangerous people. They are capable of upsetting everything.'

- 1 Is there anything wrong with an historian deciding on the conclusions of a book before looking at any evidence? Explain your answer.
- 2 What is the most likely reason why Mr Khrushchev thought historians were dangerous people?

Now read the following extracts from a newspaper article in 1988.

### SOURCE A

#### Looking forward to a truthful past

Janet Price measures the shock waves caused by the decision to rewrite the history books.

The dramatic decision to cancel history exams in Soviet schools and rewrite the textbooks is the latest evidence of *glasnost* in action.

Pupils will now hear more about the Party's difficulties in fighting to preserve socialism – in the hope that they will learn real lessons from their textbooks.

This may be good news for the youngsters who will take an unmarked oral test, but teachers have greeted the decision with mixed reactions.

On the whole, younger teachers are relieved that they will not have to compromise themselves in the classroom now that history's 'blank spaces' will be filled in.

But the older generation is understandably dismayed to hear that they have devoted their lives to teaching the recent history of their homeland in, as *Izvestia* puts it, 'a monstrously distorted, unrecognizable way'. One history teacher recently appeared on television, admitting that she had asked the forgiveness of her pupils for knowingly teaching them lies.

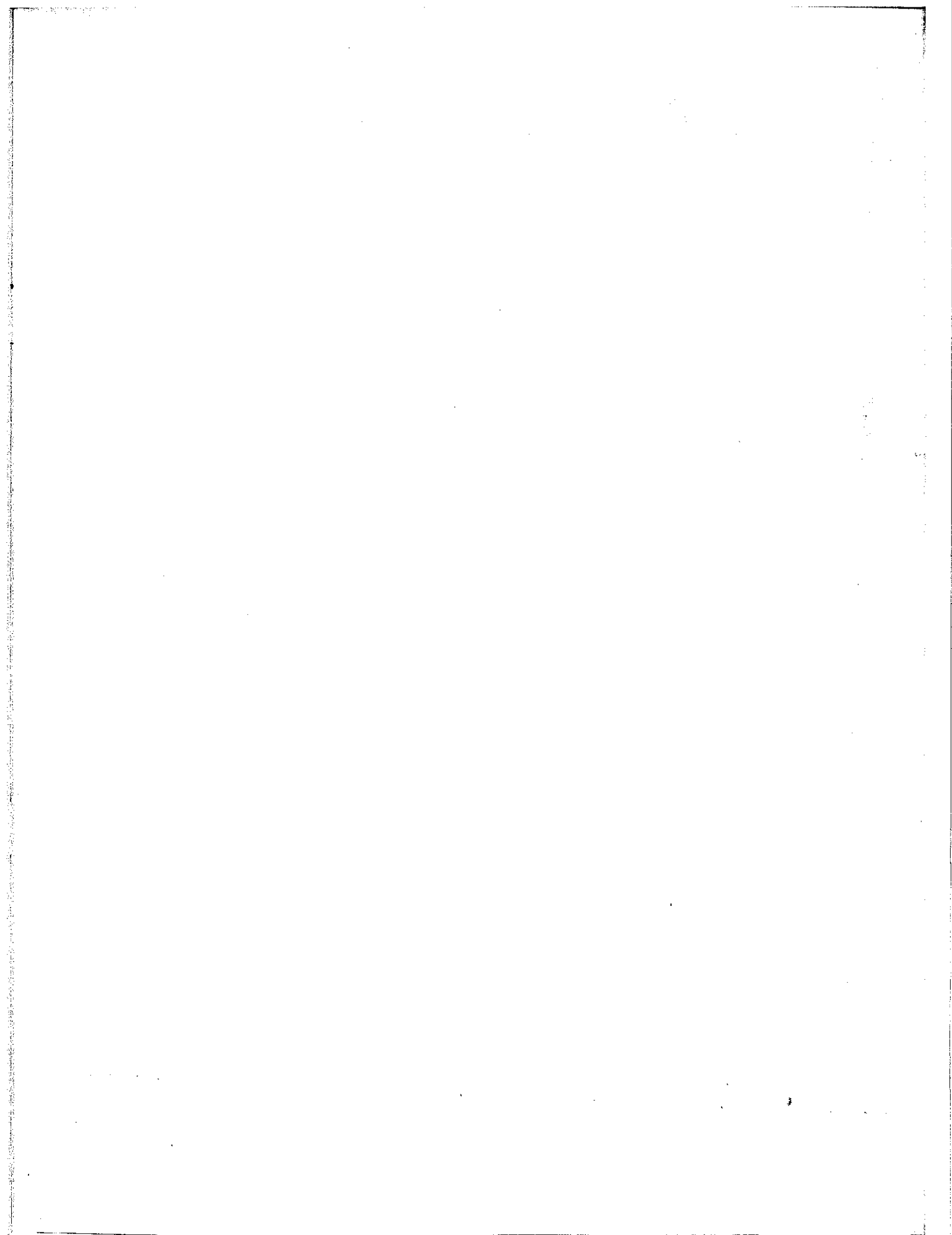
History teachers, whatever their age or outlook, are having to relearn their subject before September. Coming to terms with a revamped past is a tortuous process and it is not helped by a raging debate on what really happened over the past 70 years . . .

. . . Meanwhile, history teachers are relying on the newspapers to keep them abreast with the latest revelations – a task which is depressingly familiar to Maria Sergeevna, a 58-year-old history teacher in Moscow. She is only cautiously optimistic: 'I can remember when we were given new textbooks to suit Khrushchev, then Brezhnev [both former Soviet leaders]. Now we are going to get Gorbachev ones,' she says. 'I can only hope that each new version is closer to the truth.'

*Times Educational Supplement*, July 1988

- 3 What does the headline of this article suggest about the truthfulness of the history found in Soviet textbooks in the past?
- 4 What does the article think that the pupils have not been taught about?
- 5 What does it mean by the 'blank spaces' and the 'monstrously distorted' history taught to Soviet schoolchildren?
- 6 If the writers of the new textbooks are to get closer to the truth, what must they be able to get hold of first? Here is a clue from a Soviet professor, Rodionov: 'Before you make a rabbit stew you must at least have a rabbit.'
- 7 Maria Sergeevna is still worried about the new history books. Read her comments (Source A) and explain her worry.
- 8 Some would argue that it is useful to study history because it teaches:
  - knowledge: knowing about details, facts and events
  - skills: how to evaluate information
  - understanding: making sense of the information and variety of evidence

How well do Soviet history textbooks appear to have met each of these objectives in the teaching of history?



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# Indigenous Australians

Find the words in the puzzle from the wordlist.

R	R	G	T	A	B	O	O	P	K	B	E	T	U	T
U	S	N	O	I	S	I	C	M	U	C	R	I	C	K
I	N	I	T	I	A	T	I	O	N	W	W	E	U	Z
C	S	R	O	T	S	E	C	N	A	K	Z	P	J	G
Y	F	K	F	J	E	G	A	L	F	U	O	M	A	C
N	O	I	T	A	R	G	I	M	W	I	N	N	O	W
O	K	C	O	I	I	Y	A	O	E	M	F	R	X	J
H	U	O	H	B	I	P	E	M	X	C	R	Z	S	C
X	E	N	X	H	O	R	I	V	S	O	T	H	J	W
W	X	T	G	P	H	T	D	J	B	U	H	O	G	R
Q	B	A	G	C	M	T	M	O	B	S	I	R	T	Y
A	Q	C	O	A	L	E	R	W	O	B	N	I	A	R
X	Q	T	E	F	V	E	J	W	M	E	G	Z	Y	V
E	K	R	N	N	E	T	F	A	R	J	X	O	R	A
Z	D	E	D	P	E	C	N	A	R	U	D	N	E	Z

## WORDLIST

ANCESTORS  
CONTACT  
ENDURANCE  
MIGRATION  
RAINBOW

CAMOUFLAGE  
CORROBOREE  
HORIZON  
OCHRE  
TABOO

CIRCUMCISION  
DREAMTIME  
INITIATION  
RAFT  
WINNOW

Shoey

# Indigenous Australians

Use the clues to help find the words in the puzzle  
Hint: the words are hidden in 8 directions.

O	Z	A	R	C	H	A	E	O	L	O	G	Y	F	F	D	G	B
D	P	N	O	Z	I	R	O	H	F	T	N	V	S	S	C	Z	K
C	R	S	Q	B	C	I	K	E	F	V	D	T	R	C	I	H	E
O	G	E	R	X	D	A	K	H	F	F	T	Q	O	O	R	O	C
L	F	E	A	G	U	G	M	F	J	F	T	I	T	R	C	Z	N
O	E	H	B	M	U	D	N	O	A	J	N	A	S	R	U	F	A
N	B	R	K	M	T	A	V	R	U	I	P	B	E	O	M	W	R
I	Q	K	P	Y	J	I	S	K	T	F	N	D	C	B	C	I	U
S	T	D	R	R	W	E	M	I	R	B	L	W	N	O	I	N	D
A	A	U	T	H	C	G	A	E	K	E	Y	A	A	R	S	N	N
T	B	V	G	H	H	T	U	P	M	M	Z	F	G	E	I	O	E
I	O	D	R	U	I	W	O	B	N	I	A	R	Y	E	O	W	O
O	O	C	S	O	N	O	I	T	A	R	G	I	M	B	N	U	J
N	Y	W	N	D	F	A	K	Z	M	X	W	N	L	G	M	G	U
O	Y	Z	C	O	N	T	A	C	T	M	E	R	H	C	O	R	Q

## CLUES

1. Aboriginal ceremonial dance (10)
2. to remove the husk from grain (6)
3. test of stamina (9)
4. secret ceremony where children become adults (10)
5. a primitive and simple boat (4)
6. creation story of the Aborigines (9)
7. a type of serpent in dreamtime stories (7)
8. a natural material used for painting (5)
9. forbidden (5)
10. scientific study of ancient remains (11)
11. a group of people settling in another country (12)
12. use of natural materials to hide (10)
13. your parents and their parents in the past (9)
14. the meeting of different cultures (7)
15. movement of people from one country to another (9)
16. as far as you can see (7)
17. surgical removal of the foreskin from the penis (12)

## Answers

1	
2	
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25	

Shoey

# Indigenous Australians

Find the word or phrase from Column B that most closely matches the word in Column A

## Column A

## Column B

- |                      |   |
|----------------------|---|
| 1. ___ initiation    | (a) creation story of the Aborigines                |
| 2. ___ camouflage    | (b) a primitive and simple boat                     |
| 3. ___ horizon       | (c) movement of people from one country to another  |
| 4. ___ ochre         | (d) as far as you can see                           |
| 5. ___ archaeology   | (e) a type of serpent in dreamtime stories          |
| 6. ___ migration     | (f) your parents and their parents in the past      |
| 7. ___ taboo         | (g) surgical removal of the foreskin from the penis |
| 8. ___ dreamtime     | (h) forbidden                                       |
| 9. ___ contact       | (i) test of stamina                                 |
| 10. ___ winnow       | (j) use of natural materials to hide                |
| 11. ___ corroboree   | (k) secret ceremony where children become adults    |
| 12. ___ rainbow      | (l) a natural material used for painting            |
| 13. ___ colonisation | (m) to remove the husk from grain                   |
| 14. ___ endurance    | (n) scientific study of ancient remains             |
| 15. ___ circumcision | (o) a group of people settling in another country   |
| 16. ___ ancestors    | (p) Aboriginal ceremonial dance                     |
| 17. ___ raft         | (q) the meeting of different cultures               |

Shae

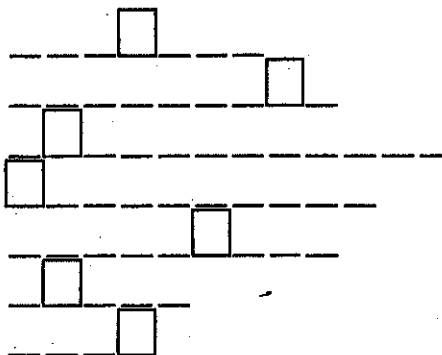


# Indigenous Australians

Unscramble each word in the list below and then unscramble the boxed letters to solve the clue.

## SCRAMBLED WORDS

1. biarown
2. ecurnande
3. cioontsilaon
4. lecgaofmua
5. saerctons
6. botao
7. frta



## CLUES

1. a type of serpent in dreamtime stories
2. test of stamina
3. a group of people settling in another country
4. use of natural materials to hide
5. your parents and their parents in the past
6. forbidden
7. a primitive and simple boat

## CLUE

the meeting of different cultures

Solution:

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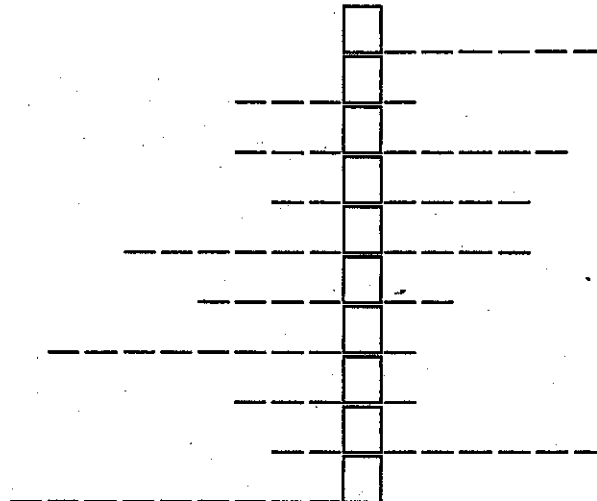
*Shoey*

# Indigenous Australians

Unscramble each word in the list below and then write the solution in the space provided.

## SCRAMBLED WORDS

1. cctoatn
2. ootba
3. imrotniga
4. nzooirh
5. hlgycroaaoe
6. iwnaorb
7. aniiiiottn
8. oehrc
9. ieemtadmr
10. ecolafgamu



## CLUES

1. the meeting of different cultures
2. forbidden
3. movement of people from one country to another
4. as far as you can see
5. scientific study of ancient remains
6. a type of serpent in dreamtime stories
7. secret ceremony where children become adults
8. a natural material used for painting
9. creation story of the Aborigines
10. use of natural materials to hide

## CLUE

Aboriginal ceremonial dance

Solution:

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*Shoey*

# Indigenous Australians

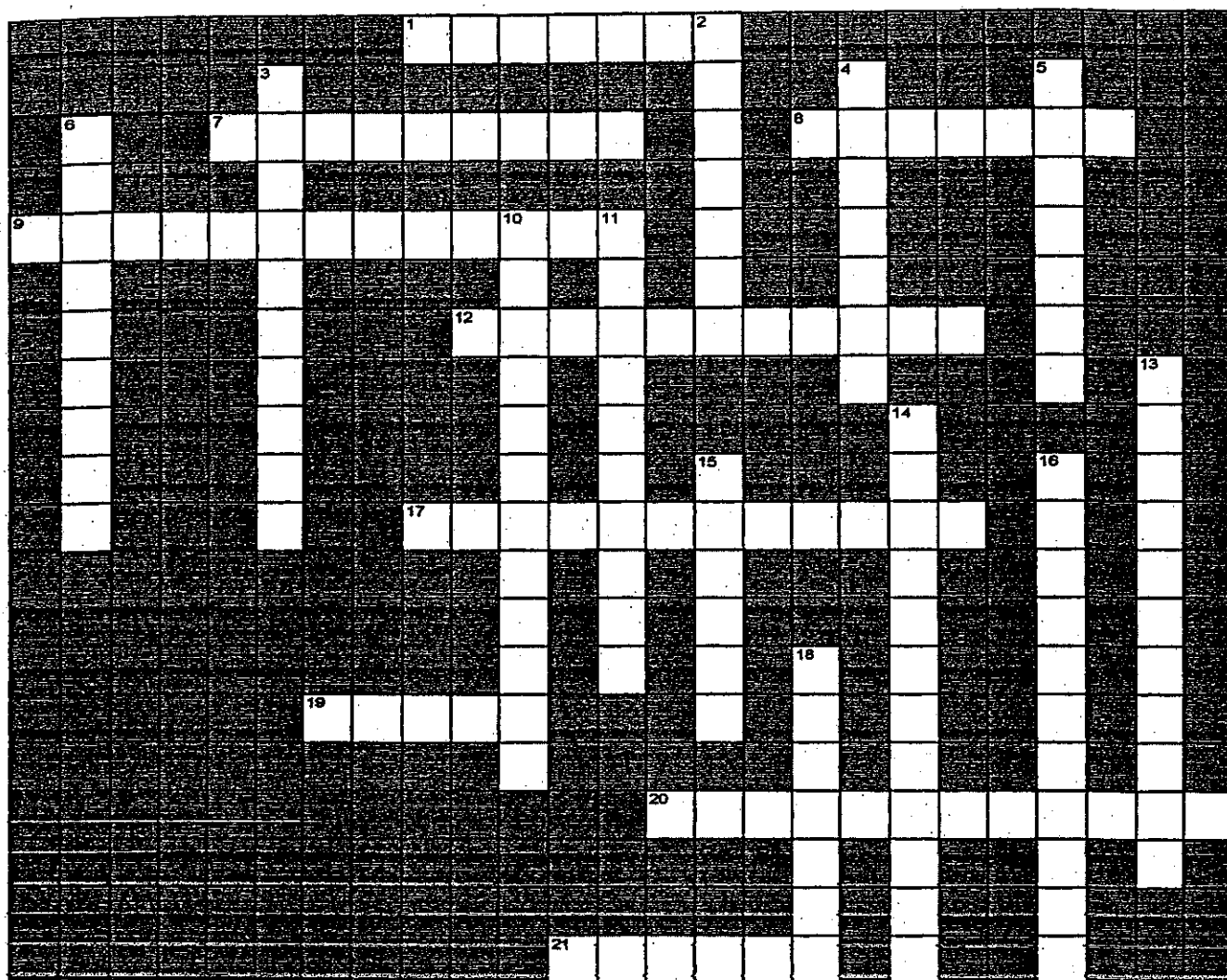
Write a definition in Column B for the word or phrase in Column A

## Column A

## Column B

1. winnow
2. ochre
3. raft
4. colonisation
5. dreamtime
6. horizon
7. circumcision
8. corroboree
9. archaeology
10. taboo
11. contact
12. camouflage
13. initiation
14. migration
15. rainbow
16. ancestors
17. endurance


# Nine Geography [1]



## Across Clues

1. plants and animals that don't occur naturally anywhere else (7)
7. the area drained by a river and its tributaries (9)
8. the wearing away and removal of weathered material (7)
9. resources that cannot be replaced once used (13)
12. the geographical features or landforms of an area (11)
17. the total removal of trees from an area (12)
19. human altered landscapes (5)
20. the movement of water into the soil from the surface (12)
21. the direction in which a slope faces (6)

## Down Clues

2. lines joining places of equal height above sea level (7)
3. the upper point at which the soil is saturated (10)
4. a prolonged period of below average rainfall (7)
5. a seasonal reversal in wind direction (7)
6. the thin layer of air water and rock in which all life exists (9)
10. the variety of living organisms on earth (12)
11. travel to natural areas undisturbed by people (10)
13. any moisture reaching the surface of the earth (11)
14. keeping an area or site in its natural state (12)
15. a term describing the shape of the land (6)
16. a reduction in the existing or potential productivity of land (11)
18. the particular environment in which an organism lives (7)

Shree

# Nine Geography [1]

Find the word or phrase from Column B that most closely matches the word in Column A

## Column A

1. \_\_\_ biosphere
2. \_\_\_ infiltration
3. \_\_\_ precipitation
4. \_\_\_ contour
5. \_\_\_ endemic
6. \_\_\_ relief
7. \_\_\_ clearfelling
8. \_\_\_ catchment
9. \_\_\_ drought
10. \_\_\_ built
11. \_\_\_ aspect
12. \_\_\_ ecotourism
13. \_\_\_ topographic
14. \_\_\_ watertable
15. \_\_\_ biodiversity
16. \_\_\_ non-renewable
17. \_\_\_ conservation
18. \_\_\_ erosion
19. \_\_\_ monsoon
20. \_\_\_ habitat
21. \_\_\_ degradation

## Column B

- (a) resources that cannot be replaced once used
- (b) the variety of living organisms on earth
- (c) the total removal of trees from an area
- (d) keeping an area or site in its natural state
- (e) the movement of water into the soil from the surface
- (f) a reduction in the existing or potential productivity of land
- (g) any moisture reaching the surface of the earth
- (h) the geographical features or landforms of an area
- (i) travel to natural areas undisturbed by people
- (j) the upper point at which the soil is saturated
- (k) the thin layer of air water and rock in which all life exists
- (l) the area drained by a river and its tributaries
- (m) lines joining places of equal height above sea level
- (n) a prolonged period of below average rainfall
- (o) plants and animals that don't occur naturally anywhere else
- (p) the wearing away and removal of weathered material
- (q) the particular environment in which an organism lives
- (r) a seasonal reversal in wind direction
- (s) the direction in which a slope faces
- (t) a term describing the shape of the land
- (u) human altered landscapes

*Shoey*

# Nine Geography [1]

Use the clues to help find the words in the puzzle  
Hint: the words are hidden in 1 direction.

E	E	X	U	X	X	C	O	N	T	O	U	R	H	E	H	K	R
B	D	P	R	E	C	I	P	A	T	I	O	N	W	U	Q	H	F
G	O	Z	X	E	C	O	T	O	U	R	I	S	M	E	K	T	H
A	S	P	E	C	T	I	D	E	G	R	A	D	A	T	I	O	N
P	F	U	N	O	N	-	R	E	N	E	W	A	B	L	E	P	V
X	J	C	P	D	R	O	U	G	H	T	R	E	L	I	E	F	G
L	E	G	U	C	L	E	A	R	F	E	L	L	I	N	G	N	W
G	T	B	G	F	I	N	F	I	L	T	R	A	T	I	O	N	J
H	T	T	C	A	T	C	H	M	E	N	T	Z	B	U	I	L	T
E	R	O	S	I	O	N	T	O	P	O	G	R	A	P	H	I	C
B	I	O	S	P	H	E	R	E	N	D	E	M	I	C	N	D	U
S	K	Z	Q	C	O	N	S	E	R	V	A	T	I	O	N	U	H
H	A	B	I	T	A	T	T	M	O	N	S	O	O	N	M	P	G
X	K	F	R	F	W	A	T	E	R	T	A	B	L	E	Y	X	A
A	G	W	B	I	O	D	I	V	E	R	S	I	T	Y	U	L	G

## CLUES

1. a term describing the shape of the land (6)
2. a prolonged period of below average rainfall (7)
3. keeping an area or site in its natural state (12)
4. the upper point at which the soil is saturated (10)
5. the direction in which a slope faces (6)
6. human altered landscapes (5)
7. the wearing away and removal of weathered material (7)
8. the total removal of trees from an area (12)
9. the particular environment in which an organism lives (7)
10. lines joining places of equal height above sea level (7)
11. resources that cannot be replaced once used (13)
12. the geographical features or landforms of an area (11)
13. a seasonal reversal in wind direction (7)
14. the thin layer of air water and rock in which all life exists (9)
15. the movement of water into the soil from the surface (12)
16. a reduction in the existing or potential productivity of land (11)
17. any moisture reaching the surface of the earth (11)
18. the area drained by a river and its tributaries (9)
19. the variety of living organisms on earth (12)
20. plants and animals that don't occur naturally anywhere else (7)
21. travel to natural areas undisturbed by people (10)

## Answers

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# Geography

Find the word or phrase from Column B that most closely matches the word in Column A

## Column A

## Column B

- |                       |  |
|-----------------------|--|
| 1. ___ endemic        | (a) countries becoming more interconnected                             |
| 2. ___ morphology     | (b) businesses that operate in a number of countries                   |
| 3. ___ transnational  | (c) a country made up of people of many cultural origins               |
| 4. ___ location       | (d) the collecting of salt near the surface of the soil                |
| 5. ___ multicultural  | (e) the total removal of trees from an area                            |
| 6. ___ introduced     | (f) keeping an area or site in its natural state                       |
| 7. ___ topographic    | (g) a way of viewing the world   |
| 8. ___ ecosystem      | (h) a type of map showing features of physical and built environments  |
| 9. ___ perspective    | (i) land where humans have had no impact                               |
| 10. ___ conservation  | (j) the descendants of the original inhabitants of an area             |
| 11. ___ globalisation | (k) the character and functional form of an urban area                 |
| 12. ___ contour       | (l) a community of plants and animals and their non-living environment |
| 13. ___ salinisation  | (m) the position of a place on the earth's surface                     |
| 14. ___ sprawl        | (n) religious and spiritual beliefs of Aboriginal people               |
| 15. ___ indigenous    | (o) not native to an environment                                       |
| 16. ___ dreaming      | (p) the removal of nutrients from the topsoil by water                 |
| 17. ___ wilderness    | (q) lines joining places of equal height above sea level               |
| 18. ___ built         | (r) the daily condition of the atmosphere                              |
| 19. ___ weather       | (s) distinct geographical divisions                                    |
| 20. ___ decay         | (t) the direction in which a slope faces                               |
| 21. ___ clearfelling  | (u) not occurring naturally anywhere else in the world                 |
| 22. ___ treaty        | (v) a formal agreement entered into by one or more countries           |
| 23. ___ leaching      | (w) outward growth or spreading out                                    |
| 24. ___ spatial       | (x) human altered landscapes   |
| 25. ___ aspect        | (y) deterioration or disrepair   |

Shoey

# Geography B

Find the word or phrase from Column B that most closely matches the word in Column A

## Column A

1. \_\_\_ development
2. \_\_\_ multilateral
3. \_\_\_ biodiversity
4. \_\_\_ selective
5. \_\_\_ renewable
6. \_\_\_ topography
7. \_\_\_ contemporary
8. \_\_\_ suburbanisation
9. \_\_\_ ecotourism
10. \_\_\_ environment
11. \_\_\_ irrigation
12. \_\_\_ lifestyle
13. \_\_\_ urbanisation
14. \_\_\_ infrastructure
15. \_\_\_ weathering
16. \_\_\_ catchment
17. \_\_\_ infiltration
18. \_\_\_ genocide

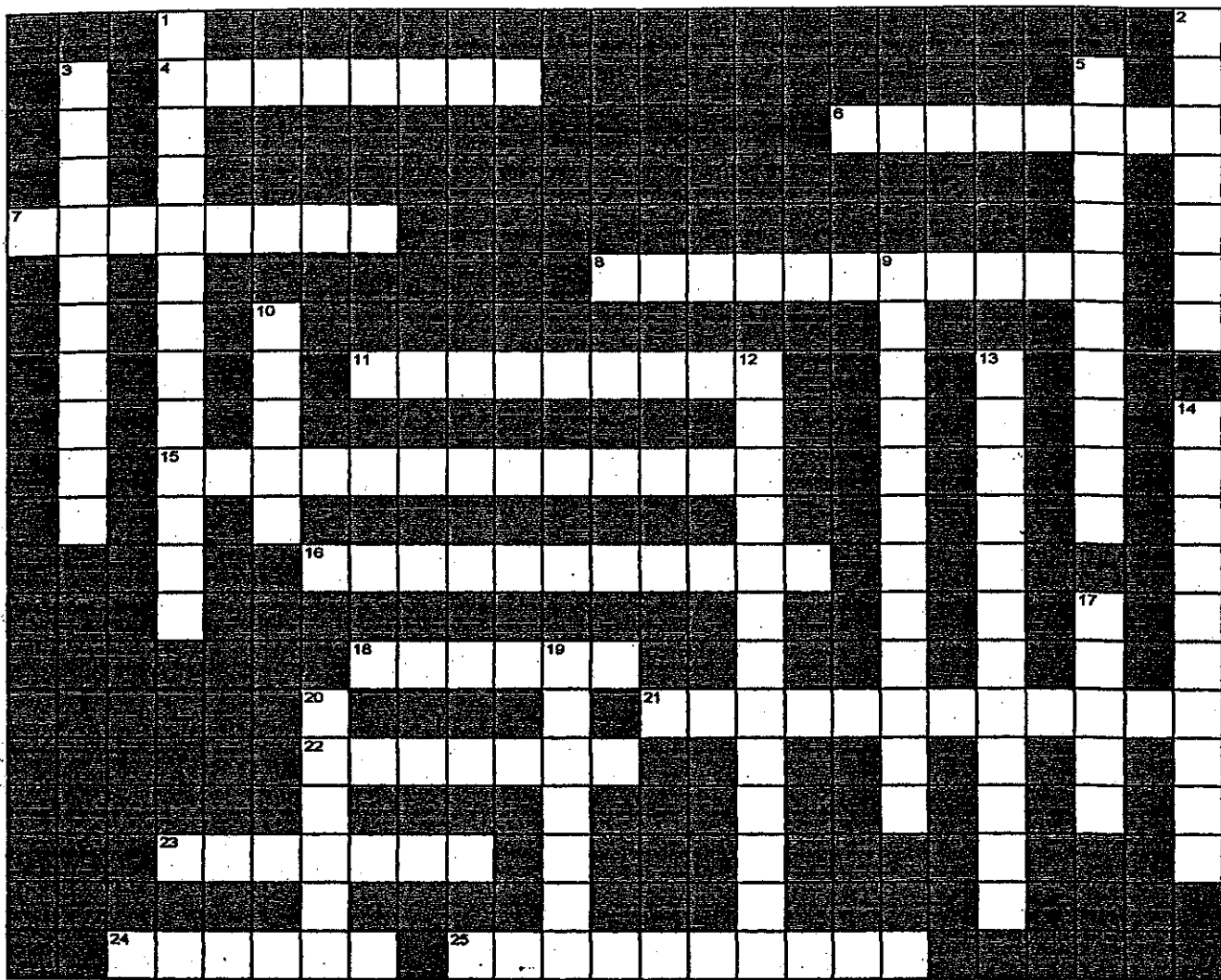
## Column B

- (a) the movement of people from inner to outer areas
- (b) facilities such as water electricity roads schools hospitals
- (c) the variety of living organisms on earth
- (d) current
- (e) the movement of water into the soil from the surface
- (f) a type of aid provided by governments to international agencies
- (g) process where an increasing share of the population lives in urban area
- (h) social and economic changes leading to quality of life improvements
- (i) our total surroundings including living non-living and man-made
- (j) travel to natural areas that are largely undisturbed by people's activities
- (k) a type of salinity caused by rising water tables through irrigation
- (l) the geographical features or landforms of an area
- (m) breaking up of rock material by chemical and physical processes
- (n) the area drained by a river and its tributaries
- (o) a type of resource that can maintain/replace themselves
- (p) a type of logging where only trees of a certain species age or size are
- (q) the way of life experienced by an individual or group
- (r) deliberate attempt to kill an entire race of people

*Shorey*



# Geography



## Across Clues

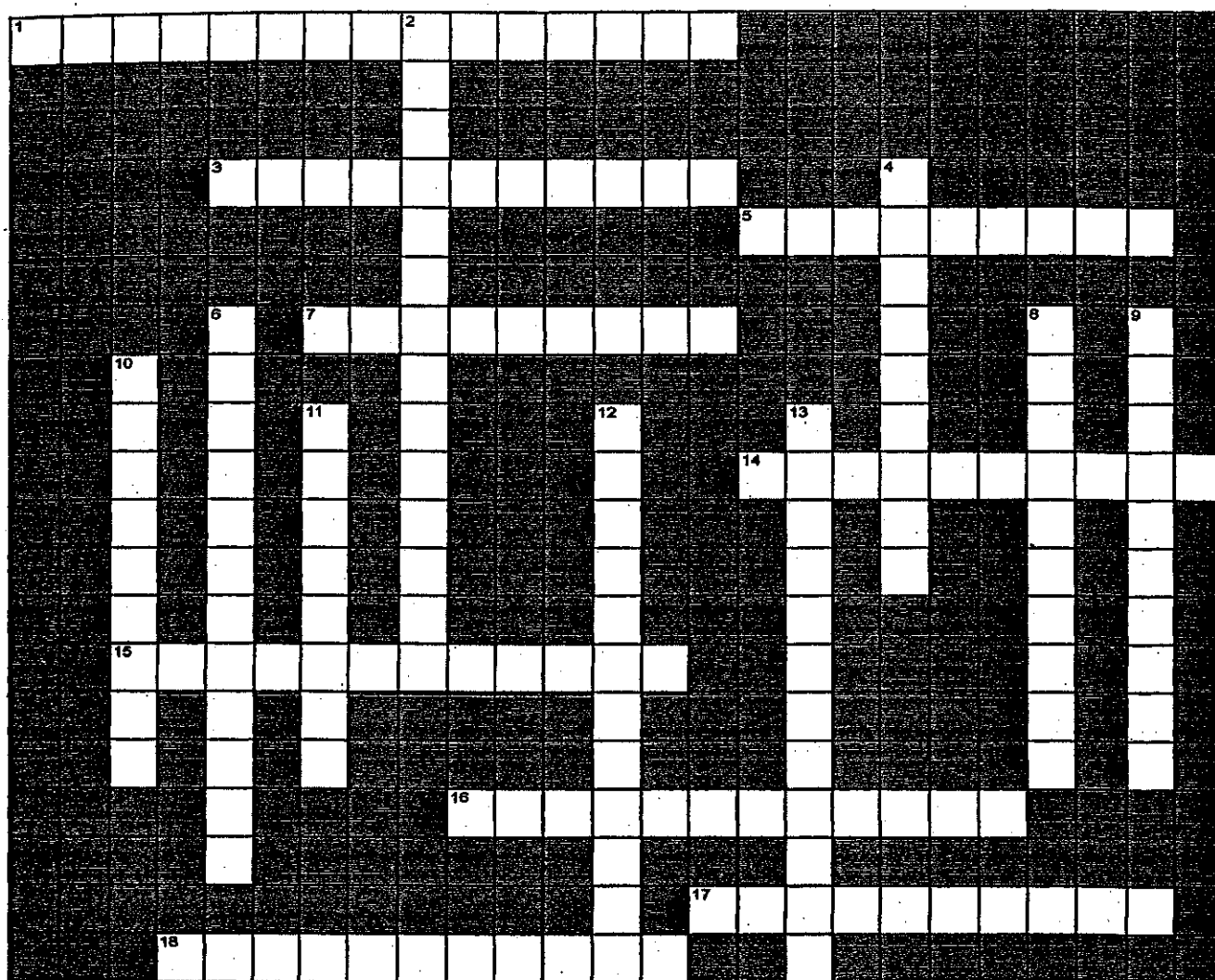
4. the removal of nutrients from the topsoil by water (8)
6. the position of a place on the earth's surface (8)
7. religious and spiritual beliefs of Aboriginal people (8)
8. a way of viewing the world (11)
11. a community of plants and animals and their non-living environment (9)
15. businesses that operate in a number of countries (13)
16. a type of map showing features of physical and built environments (11)
18. outward growth or spreading out (6)
21. the collecting of salt near the surface of the soil (12)
22. distinct geographical divisions (7)
23. not occurring naturally anywhere else in the world (7)
24. a formal agreement entered into by one or more countries (6)
25. the character and functional form of an urban area (10)

## Down Clues

1. countries becoming more interconnected (13)
2. lines joining places of equal height above sea level (7)
3. not native to an environment (10)
5. land where humans have had no impact (10)
9. the total removal of trees from an area (12)
10. deterioration or disrepair (5)
12. a country made up of people of many cultural origins (13)
13. keeping an area or site in its natural state (12)
14. the descendants of the original inhabitants of an area (10)
17. human altered landscapes (5)
19. the daily condition of the atmosphere (7)
20. the direction in which a slope faces (6)

Shae

# Geography B



## Across Clues

1. the movement of people from inner to outer areas (15)
3. our total surroundings including living non-living and man-made (11)
5. the way of life experienced by an individual or group (9)
7. the area drained by a river and its tributaries (9)
14. a type of salinity caused by rising water tables through irrigation (10)
15. the variety of living organisms on earth (12)
16. a type of aid provided by governments to international agencies (12)
17. travel to natural areas that are largely undisturbed by people's activity (10)
18. social and economic changes leading to quality of life improvements (11)

## Down Clues

2. facilities such as water electricity roads schools hospitals (14)
4. a type of logging where only trees of a certain species age or size are (9)
6. current (12)
8. breaking up of rock material by chemical and physical processes (10)
9. the geographical features or landforms of an area (10)
10. a type of resource that can maintain/replace themselves (9)
11. deliberate attempt to kill an entire race of people (8)
12. the movement of water into the soil from the surface (12)
13. process where an increasing share of the population lives in urban area (12)

*Shoey*

# Geography B

Use the clues to help find the words in the puzzle  
Hint: the words are hidden in 4 directions.

E	A	Z	D	Y	S	N	M	P	L	I	G	Q	T	E	T	E	U
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N	T	H	V	A	B	V	L	K	F	M	G	R	X	O	K	U	R
F	B	P	E	R	U	W	T	K	E	Z	D	B	E	T	W	T	Z
I	I	A	L	O	R	R	I	P	S	L	N	A	N	O	W	C	G
L	O	R	O	P	B	E	L	G	T	B	O	N	V	U	S	U	N
T	D	G	P	M	A	N	A	E	Y	U	I	I	I	R	E	R	I
R	I	O	M	E	N	E	T	N	L	D	T	S	R	I	L	T	R
A	V	P	E	T	I	W	E	O	E	H	A	A	O	S	E	S	E
T	E	O	N	N	S	A	R	C	T	Y	G	T	N	M	C	A	H
I	R	T	T	O	A	B	A	I	V	Z	I	I	M	O	T	R	T
O	S	N	K	C	T	L	L	D	W	Z	R	O	E	F	I	F	A
N	I	D	W	U	I	E	P	E	V	W	R	N	N	T	V	N	E
Z	T	X	W	U	O	H	F	G	A	J	I	R	T	R	E	I	W
T	Y	A	B	W	N	S	X	T	N	E	M	H	C	T	A	C	L

## Answers

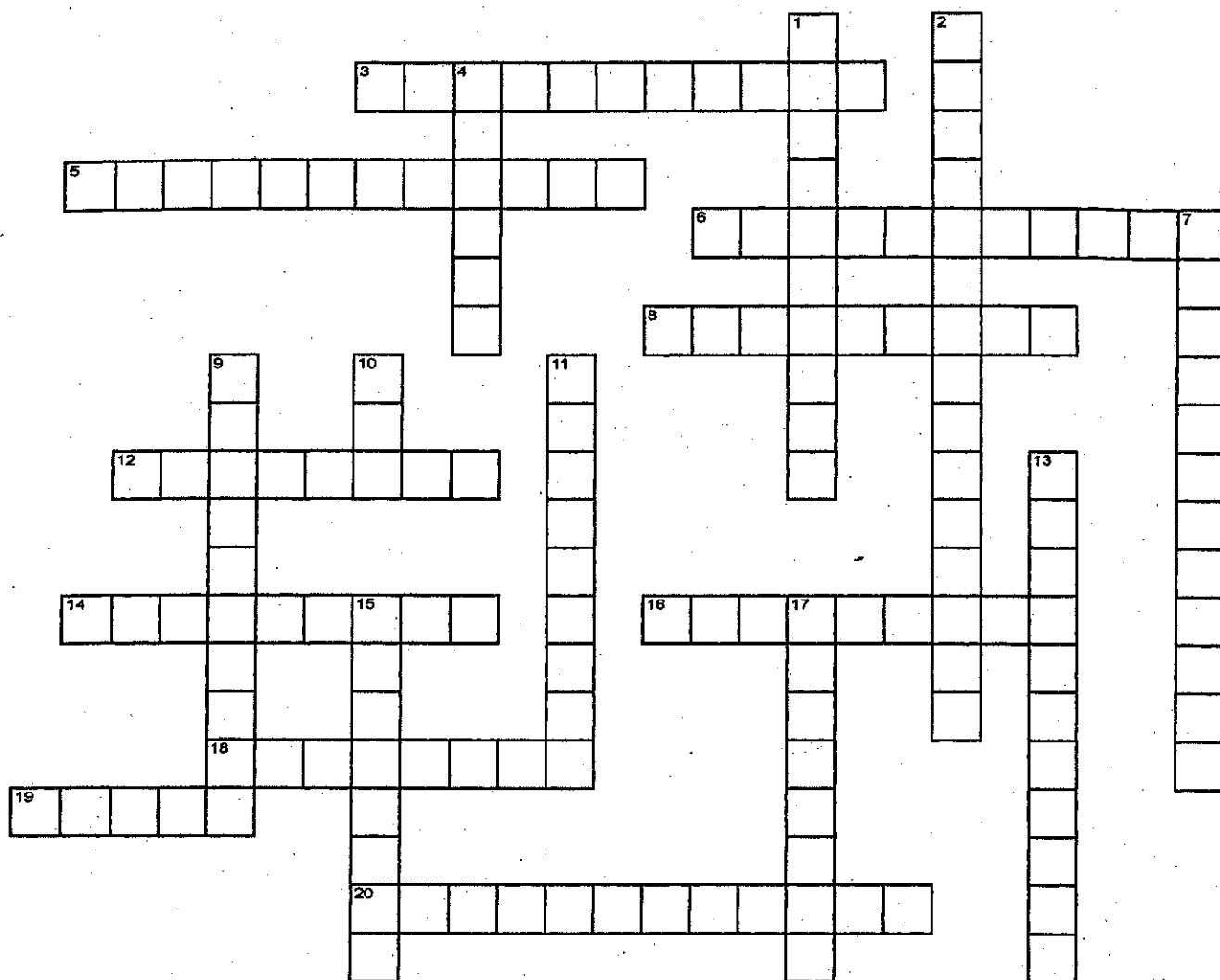
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## CLUES

1. the area drained by a river and its tributaries (9)
2. the way of life experienced by an individual or group (9)
3. process where an increasing share of the population lives in urban area (12)
4. the movement of water into the soil from the surface (12)
5. deliberate attempt to kill an entire race of people (8)
6. a type of aid provided by governments to international agencies (12)
7. the variety of living organisms on earth (12)
8. breaking up of rock material by chemical and physical processes (10)
9. a type of resource that can maintain/replace themselves (9)
10. a type of salinity caused by rising water tables through irrigation (10)
11. current (12)
12. a type of logging where only trees of a certain species age or size are (9)
13. travel to natural areas that are largely undisturbed by people's activities (10)
14. social and economic changes leading to quality of life improvements (11)
15. our total surroundings including living non-living and man-made (11)
16. the geographical features or landforms of an area (10)
17. the movement of people from inner to outer areas (15)
18. facilities such as water electricity roads schools hospitals (14)

*Shoey*

# Globalisation



## Across Clues

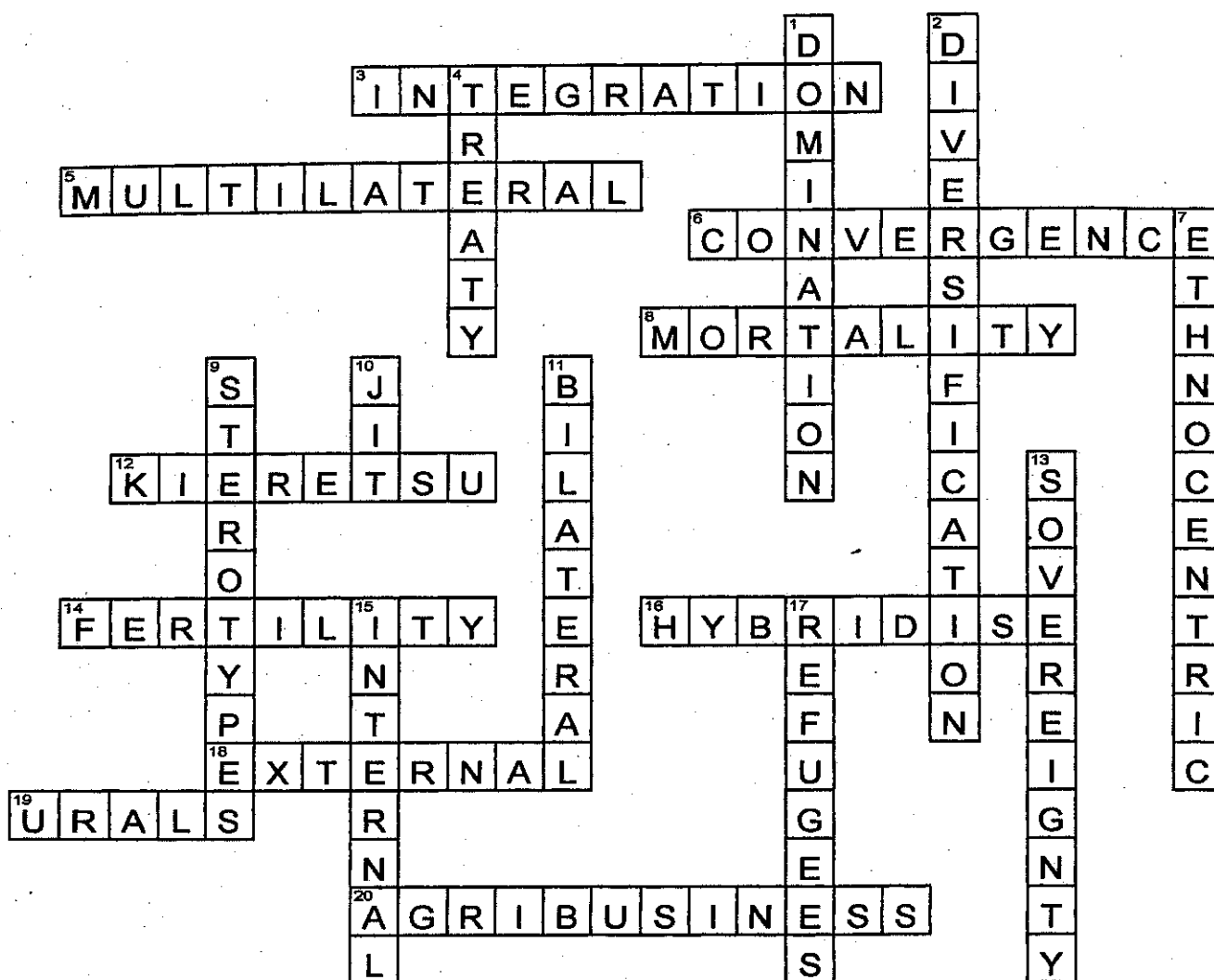
3. to join together on merge (11)
5. aid by international agencies (12)
6. to come together, to remove differences (11)
8. the age at which people die (9)
12. independent companies linked by supply and finance (8)
14. the average number of children per woman (9)
16. technologies joining together (9)
18. type of migration between countries (8)
19. the mountains that separate Asia and Europe (5)
20. whole process of growing, processing and distributing produce (12)

## Down Clues

1. to have control or power over (10)
2. to expand into different fields or areas (15)
4. a written international agreement (6)
7. the belief that one culture is superior to another (12)
9. generalisations made about groups (10)
10. Just In Time production method (3)
11. type of aid between governments (9)
13. ruling power of a country (11)
15. type of migration within countries (8)
17. people who are forced to migrate (8)

*Shoey*

# Globalisation



Shoey

# Globalisation

Write a definition in Column B for the word or phrase in Column A

## Column A

## Column B

1. stereotypes
2. domination
3. agribusiness
4. mortality
5. integration
6. reconciliation
7. internal
8. refugees
9. convergence
10. kleretsu
11. urals
12. diversification
13. jit
14. bilateral
15. treaty
16. sovereignty
17. external
18. fertility
19. hybridise


# Globalisation

Find the word or phrase from Column B that most closely matches the word in Column A

## Column A

## Column B

- |                         |   |
|-------------------------|---|
| 1. ___ agribusiness     | (a) the mountains that separate Asia and Europe                   |
| 2. ___ treaty           | (b) generalisations made about groups                             |
| 3. ___ stereotypes      | (c) independent companies linked by supply and finance            |
| 4. ___ mortality        | (d) Just In Time production method                                |
| 5. ___ internal         | (e) the average number of children per woman                      |
| 6. ___ jit              | (f) the age at which people die                                   |
| 7. ___ reconciliation   | (g) type of migration within countries                            |
| 8. ___ refugees         | (h) type of migration between countries                           |
| 9. ___ integration      | (i) people who are forced to migrate                              |
| 10. ___ domination      | (j) whole process of growing, processing and distributing produce |
| 11. ___ urals           | (k) joining of cultures previously in conflict                    |
| 12. ___ fertility       | (l) technologies joining together                                 |
| 13. ___ hybridise       | (m) ruling power of a country                                     |
| 14. ___ diversification | (n) to have control or power over                                 |
| 15. ___ kieretsu        | (o) to join together on merge                                     |
| 16. ___ sovereignty     | (p) to come together, to remove differences                       |
| 17. ___ external        | (q) to expand into different fields or areas                      |
| 18. ___ convergence     | (r) a written international agreement                             |
| 19. ___ bilateral       | (s) type of aid between governments                               |

Shae

# Globalisation

Unscramble each word in the list below and then write the solution in the space provided.

## SCRAMBLED WORDS

1. seficontaiivdri
2. aingirtotne
3. alusr
4. prtseoyets
5. skeetru
6. atorymlt
7. ndaomointi
8. reaytt
9. vrinegosyte


## CLUES

1. to expand into different fields or areas
2. to join together on merge
3. the mountains that separate Asia and Europe
4. generalisations made about groups
5. independent companies linked by supply and finance
6. the age at which people die
7. to have control or power over
8. a written international agreement
9. ruling power of a country

## CLUE

the average number of children per woman

Solution:

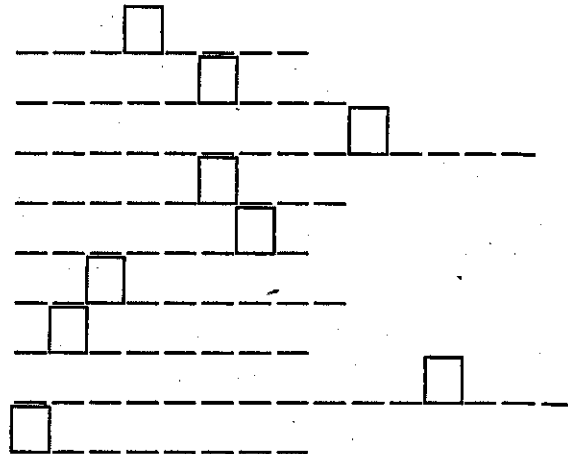


# Globalisation

Unscramble each word in the list below and then unscramble the boxed letters to solve the clue.

## SCRAMBLED WORDS

1. nnrlteia
2. rlioyattm
3. oaiinltrnceo
4. ttiylefri
5. tnelrxea
6. hsrbyeibi
7. erkeusti
8. ntfidievrcoaisi
9. refgseeu



## CLUES

1. type of migration within countries
2. the age at which people die
3. joining of cultures previously in conflict
4. the average number of children per woman
5. type of migration between countries
6. technologies joining together
7. independent companies linked by supply and finance
8. to expand into different fields or areas
9. people who are forced to migrate

## CLUE

type of aid between governments

Solution:

# Globalisation

Unscramble the words in the list below using the clues provided

## SCRAMBLED WORDS

1. gsiserasnibu
2. etilrabal
3. evngecnocre
4. voinifriitdeacs
5. ndominaiot
6. lerxatne
7. iteirfly
8. rsidbeiyh
9. otrnaeniitg
10. nieraltn
11. jti
12. etieksur
13. otyimlart
14. cinineciatorlo
15. fegusree
16. ogertynives
17. otsepetsy
18. ttreyay
19. rlsua

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## CLUES

1. whole process of growing, processing and distributing produce
2. type of aid between governments
3. to come together, to remove differences
4. to expand into different fields or areas
5. to have control or power over
6. type of migration between countries
7. the average number of children per woman
8. technologies joining together
9. to join together on merge
10. type of migration within countries
11. Just In Time production method
12. independent companies linked by supply and finance
13. the age at which people die
14. joining of cultures previously in conflict
15. people who are forced to migrate
16. ruling power of a country
17. generalisations made about groups
18. a written international agreement
19. the mountains that separate Asia and Europe

Shoey

# Globalisation

Use the clues to help find the words in the puzzle  
Hint: the words are hidden in 8 directions.

S	Y	M	K	Q	M	O	R	T	A	L	I	T	Y	J	O	V	G
S	Y	E	W	S	O	Y	T	I	L	I	T	R	E	F	U	H	I
E	R	E	C	O	N	C	I	L	I	A	T	I	O	N	E	Y	N
N	D	P	S	S	E	P	Y	T	O	R	E	T	S	M	J	B	T
I	C	B	I	L	A	T	E	R	A	L	S	U	R	D	K	R	E
S	U	M	L	J	P	W	K	B	L	E	C	E	R	C	I	I	G
U	L	H	B	A	G	H	G	I	N	A	F	P	B	A	Z	D	R
B	B	O	N	G	I	N	R	X	E	U	N	V	Y	C	L	I	A
I	B	U	P	H	E	D	H	R	G	R	Q	R	T	C	Q	S	T
R	J	W	P	N	M	Q	G	E	J	A	E	O	E	S	T	E	I
G	F	I	A	P	J	D	E	E	Z	F	H	T	F	T	O	L	Ó
A	O	F	T	G	Y	S	Y	T	A	E	R	T	S	I	N	J	N
Z	J	E	L	V	H	L	A	N	R	E	T	X	E	U	Q	I	Z
O	N	O	I	T	A	N	I	M	O	D	K	H	E	Z	S	F	J
O	S	O	V	E	R	E	I	G	N	T	Y	N	O	B	A	F	K

## CLUES

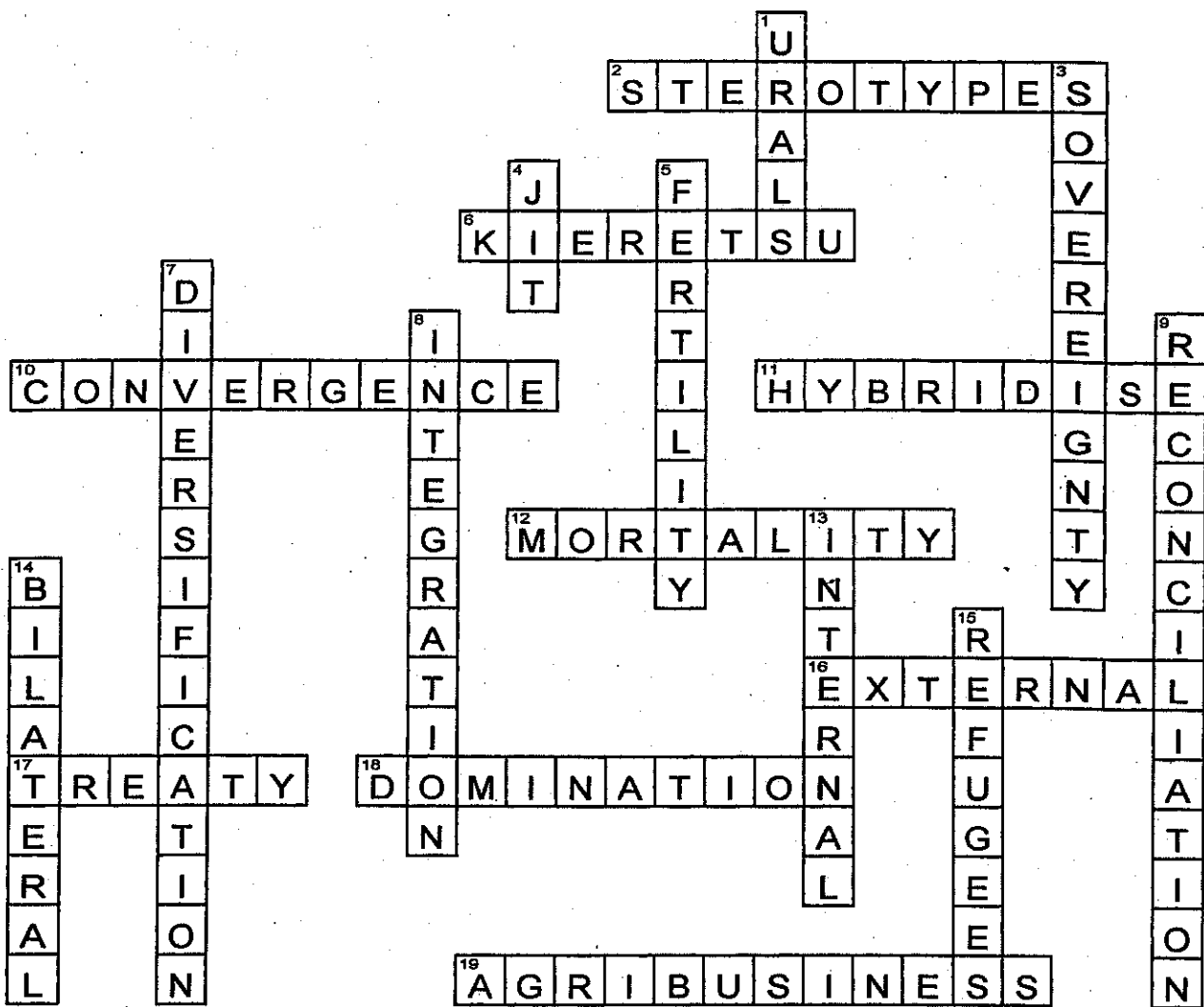
1. type of migration between countries (8)
2. ruling power of a country (11)
3. type of aid between governments (9)
4. a written international agreement (6)
5. people who are forced to migrate (8)
6. to have control or power over (10)
7. technologies joining together (9)
8. to join together on merge (11)
9. the mountains that separate Asia and Europe (5)
10. whole process of growing, processing and distributing produce (12)
11. generalisations made about groups (10)
12. the average number of children per woman (9)
13. Just In Time production method (3)
14. independent companies linked by supply and finance (8)
15. the age at which people die (9)
16. joining of cultures previously in conflict (14)
17. type of migration within countries (8)

## Answers

1	
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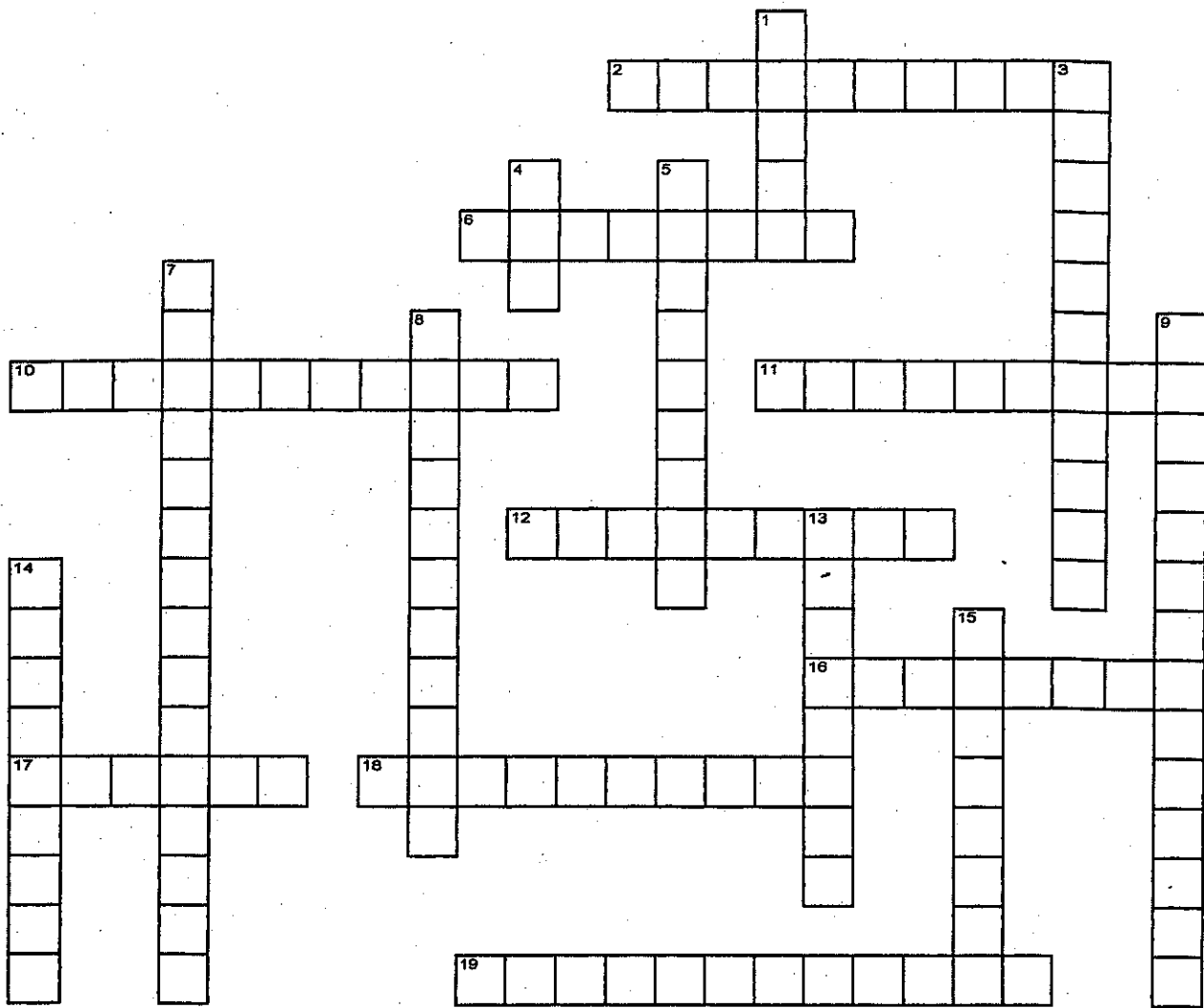
Shoey

# Globalisation



Shoey

# Globalisation



## Across Clues

2. generalisations made about groups (10)
6. independent companies linked by supply and finance (8)
10. to come together, to remove differences (11)
11. technologies joining together (9)
12. the age at which people die (9)
16. type of migration between countries (8)
17. a written international agreement (6)
18. to have control or power over (10)
19. whole process of growing, processing and distributing produce (12)

## Down Clues

1. the mountains that separate Asia and Europe (5)
3. ruling power of a country (11)
4. Just In Time production method (3)
5. the average number of children per woman (9)
7. to expand into different fields or areas (15)
8. to join together on merge (11)
9. joining of cultures previously in conflict (14)
13. type of migration within countries (8)
14. type of aid between governments (9)
15. people who are forced to migrate (8)

Shae

# WEATHER MAPS

Weather maps (synoptic charts) show isobars which are lines joining places with the same atmospheric pressure. Winds flow around these isobars, clockwise in the case of LOWS and anticlockwise in the case of HIGHS. Just as with contour lines, these form areas of higher or lower pressure, called cells. The closer the isobars are together, the stronger are the winds, just as contours indicate relative steepness.

## MAP A:

- Find the atmospheric pressure at :-  

Canberra	_____ hPa	Perth	_____ hPa
Melbourne	_____ hPa	Alice Springs	_____ hPa
- Name the feature in the bottom left corner of the map.  
 \_\_\_\_\_
- Which centre is experiencing the strongest winds?  
 centre \_\_\_\_\_ strength \_\_\_\_\_ kph
- Give the wind direction and strength at the following centres :-  

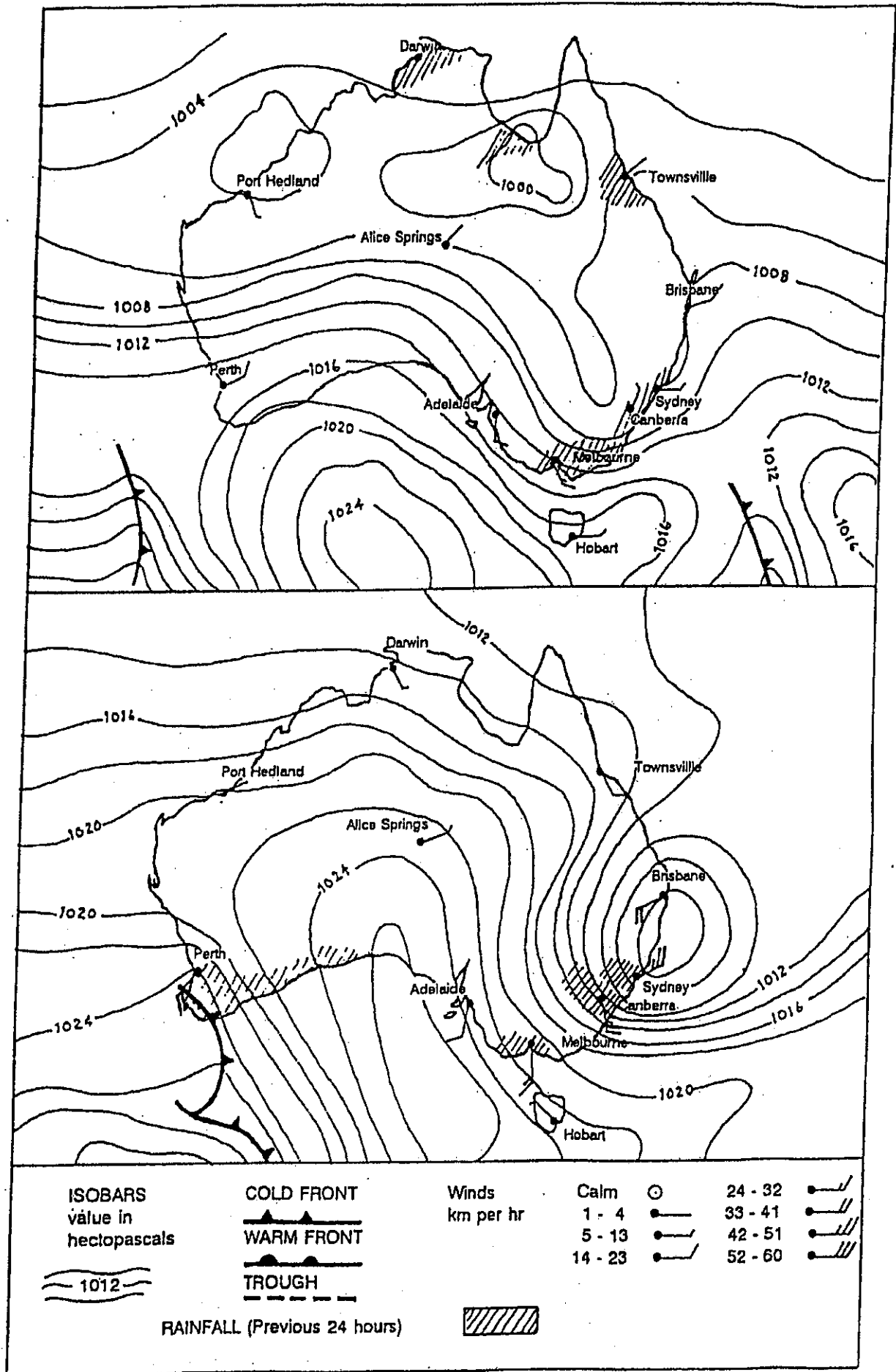
Brisbane	direction _____	strength _____ kph
Melbourne	direction _____	strength _____
Canberra	direction _____	strength _____
- Which centres have experienced rain during the past 24 hours?  
 \_\_\_\_\_

## MAP B:

- Find the atmospheric pressure at :-  

Hobart	_____ hPa	Townsville	_____ hPa
Brisbane	_____ hPa	Alice Springs	_____ hPa
- Name the feature extending south from near Port Hedland.  
 \_\_\_\_\_
- Which centre is experiencing the strongest winds?  
 centre \_\_\_\_\_ strength \_\_\_\_\_ kph
- Give the wind direction and strength at the following centres :-  

Alice Springs	direction _____	strength _____ kph
Sydney	direction _____	strength _____
Port Hedland	direction _____	strength _____
- Which centres have experienced rain during the past 24 hours?  
 \_\_\_\_\_



# WEATHER MAPS

Weather maps (synoptic charts) show isobars which are lines joining places with the same atmospheric pressure. Winds flow around these isobars, clockwise in the case of LOWS and anticlockwise in the case of HIGHS. Just as with contour lines, these form areas of higher or lower pressure, called cells. The closer the isobars are together, the stronger are the winds, just as contours indicate relative steepness.

## MAP A:

- Find the atmospheric pressure at :-  

Melbourne	_____ hPa	Alice Springs	_____ hPa
Port Hedland	_____ hPa	Townsville	_____ hPa
- Name the two features in the bottom corners of the map.  
 \_\_\_\_\_
- Which centre is experiencing the strongest winds?  
 centre \_\_\_\_\_ strength \_\_\_\_\_ kph
- Give the wind direction and strength at the following centres :-  

Perth	direction _____	strength _____	kph
Hobart	direction _____	strength _____	
Canberra	direction _____	strength _____	
- Which centres have experienced rain during the past 24 hours?  
 \_\_\_\_\_

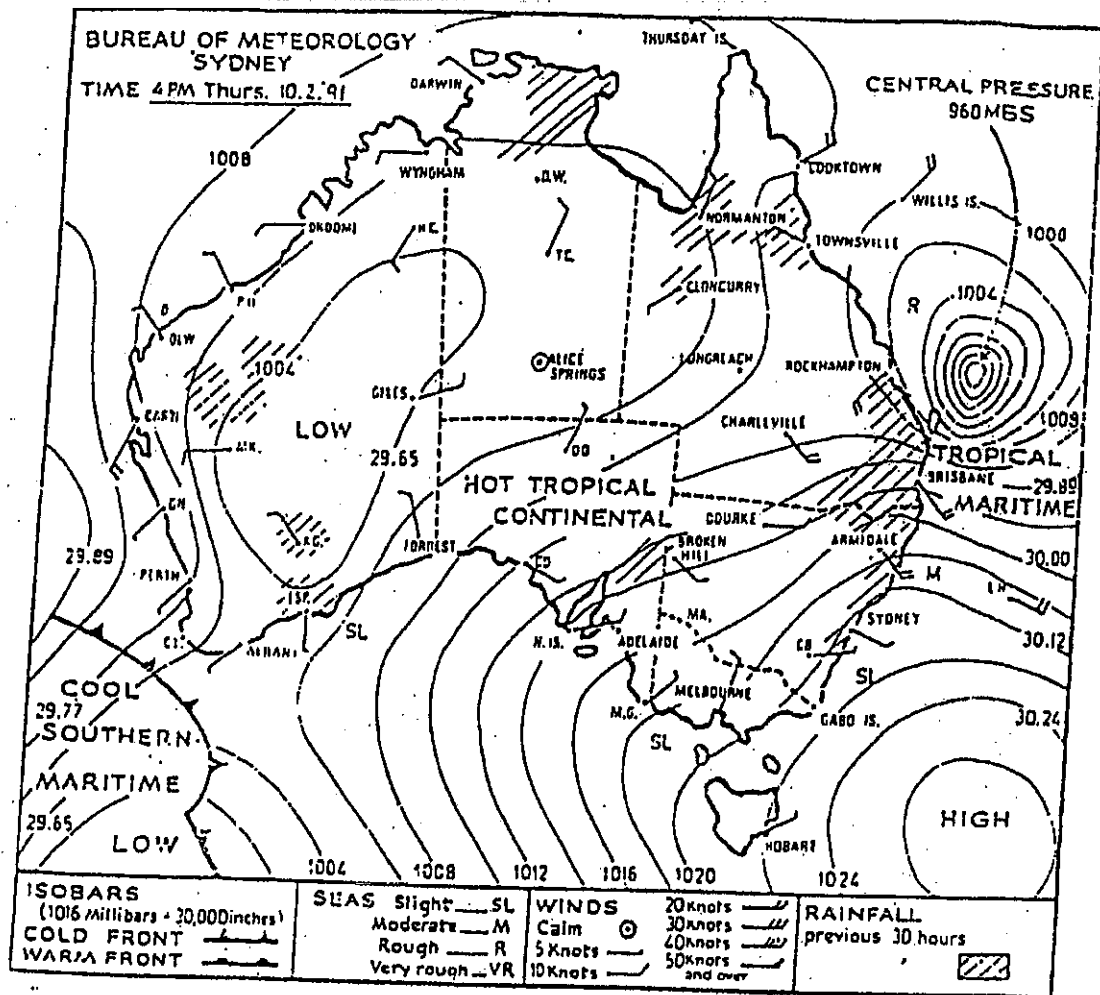
## MAP B:

- Find the atmospheric pressure at :-  

Sydney	_____ hPa	Port Hedland	_____ hPa
Perth	_____ hPa	Darwin	_____ hPa
- Name the feature in the bottom left corner of the map.  
 \_\_\_\_\_
- Which centre is experiencing the strongest winds?  
 centre \_\_\_\_\_ strength \_\_\_\_\_ kph
- Give the wind direction and strength at the following centres :-  

Perth	direction _____	strength _____	kph
Sydney	direction _____	strength _____	
Canberra	direction _____	strength _____	
- Which centres have experienced rain during the past 24 hours?  
 \_\_\_\_\_





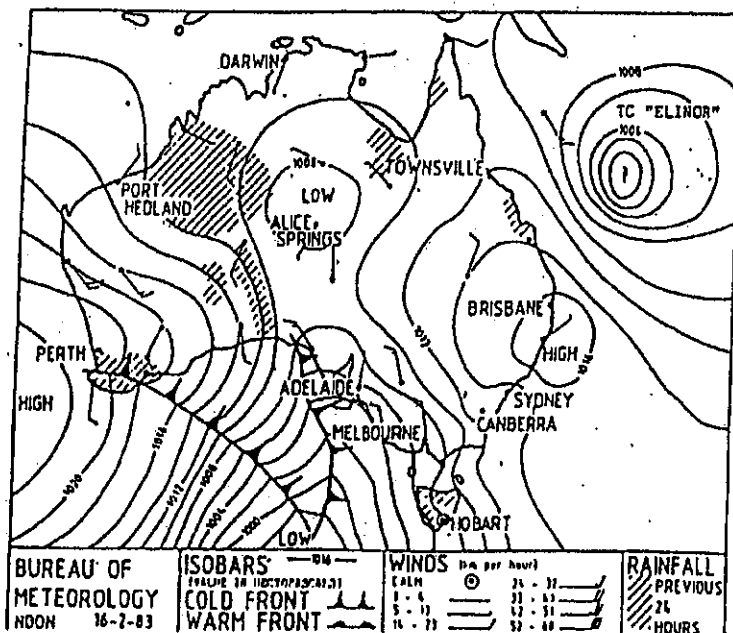
ANSWER THE FOLLOWING QUESTIONS FROM THE SYNOPTIC CHART.

- 1.) Who produced this synoptic chart? \_\_\_\_\_
- 2.) When was this synoptic chart produced? \_\_\_\_\_
- 3.) What is the difference in pressure between each isobar? \_\_\_\_\_
- 4.) What is the air pressure at each of the following towns?
  - a) Normanton \_\_\_\_\_
  - b) Cooktown \_\_\_\_\_
  - c) Hobart \_\_\_\_\_
  - d) Perth \_\_\_\_\_
  - e) Broken Hill \_\_\_\_\_
  - f) Alice Springs \_\_\_\_\_
- 5.) What is the highest air pressure shown on the map? \_\_\_\_\_
- 6.) What is the lowest air pressure shown on the map? \_\_\_\_\_
- 7.) What type of pressure system is located to the east of Hobart? \_\_\_\_\_
- 8.) What type of pressure system is located to the east of Rockhampton? \_\_\_\_\_
- 9.) Give the direction and speed of the wind at Armidale. \_\_\_\_\_
- 10.) What type of weather is Brisbane experiencing? \_\_\_\_\_

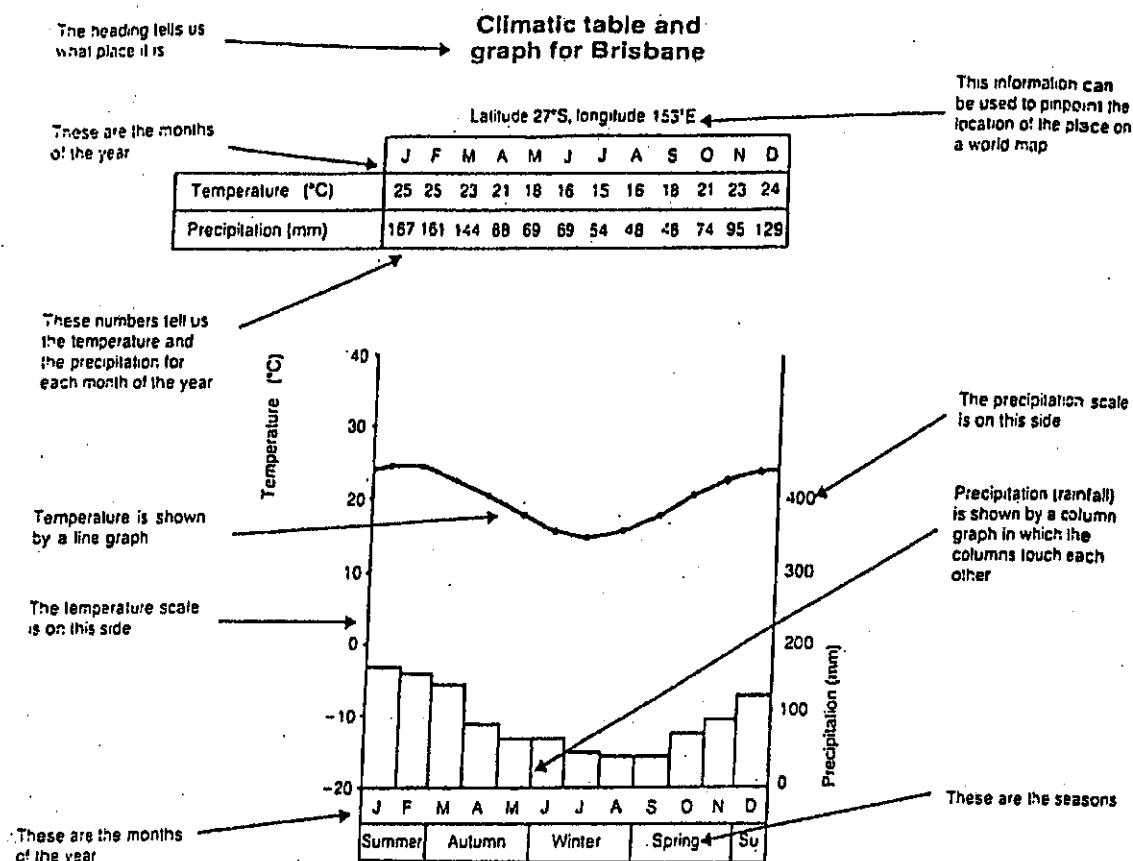
## SYNOPTIC CHART EXERCISE

Study the map below and answer the following questions :

1. What sort of pressure system is to be found north-east of Brisbane ? \_\_\_\_\_
2. What is the lowest isobar value for this system ? \_\_\_\_\_
3. Why is it raining around Rockhampton ? \_\_\_\_\_
4. In what direction is wind blowing around Darwin ? \_\_\_\_\_
5. What climatic change is occurring around Perth ? What evidence is there to support this ? \_\_\_\_\_
6. Which area is receiving the most rain ? Why is it occurring here ? \_\_\_\_\_
7. What atmospheric pressure would Sydney be experiencing ? \_\_\_\_\_
8. What atmospheric pressure would Brisbane be experiencing ? \_\_\_\_\_
9. What wind speed is associated with the cyclone ? \_\_\_\_\_
10. What is the highest isobar value to be found on this map ? \_\_\_\_\_
11. What is the strongest wind speed that is recorded on this map ? \_\_\_\_\_



A climatic graph is a graph which shows the average temperatures and precipitation ( rainfall ) for a place over the twelve months of the year. Climatic graphs are drawn from information in a climatic table. A climatic table and a climatic graph are shown below.



## Interpreting climatic graphs

A climatic graph is a combination between a line graph and a bar graph. This sort of graph can give you lots of information about temperature, precipitation, the seasons and the location of the place shown.



### Temperature

- \* The **maximum** ( highest ) temperature will be shown by the highest point on the line graph or the highest temperature shown in the table.
- \* The **minimum** ( lowest ) temperature will be shown by the lowest point on the line graph or the lowest temperature in the table.
- \* The **temperature range** is the difference between the highest and lowest temperature.
- \* The **average temperature** can be calculated by adding up all the temperatures in the table and dividing the total by the number of months ( 12 )

## **Precipitation**

- \* The **highest** precipitation will be shown by the highest column in the graph or the largest precipitation figure in the table
- \* The **lowest** precipitation will be shown by the lowest column in the graph or the smallest precipitation figure in the table.
- \* A grouping together of a number of higher columns will show a distinct **wet season**
- \* A grouping together of a number of low columns will show a distinct **dry season**
- \* If all columns are quite high it is probably **wet** all year round.
- \* If all columns are very low it is probably very **dry** all year round.
- \* To find out the **total precipitation** for the year, add up all 12 precipitation figures from the table.
- \* To find out the **average precipitation** add up the 12 precipitation figures from the table and divide them by the number of months ( 12 )

## **The seasons**

- \* **Winter** is shown by a dip (  ) in the temperature line during one part of the year.
- \* **Summer** is shown by a (  ) in the temperature line during one part of the year.
- \* **Spring** is the season when the temperature line is on the way up
- \* **Autumn** is the season when the temperature line is on the way down.

## **Location**

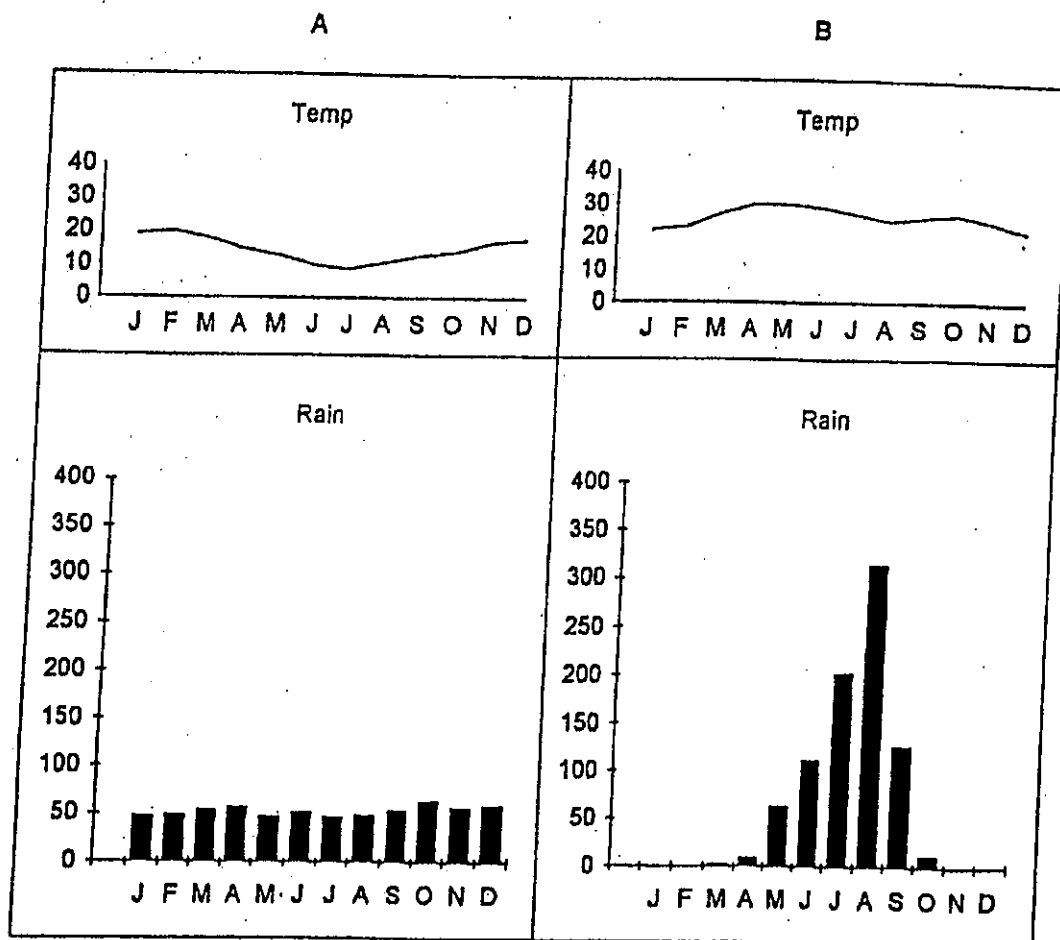
- \* A temperature line which is almost flat or level shows that this place is close to the equator. Places close to the equator have a small temperature range.
  - \* A temperature line which has a large dip in it shows a place that is either quite a long way from the equator or a long way inland. These places have large temperature ranges.
- If the temperature line dips during June, July and August ( showing winter is in the middle of the year ), this place is in the southern hemisphere
- If the temperature line dips during December, January and February, this place is in the northern hemisphere.

## **REMEMBER :**

**WHEN DRAWING A CLIMATIC GRAPH TEMPERATURE IS DRAWN IN RED AND PRECIPITATION IS DRAWN IN BLUE**

# CLIMATE GRAPHS

1. The highest temperatures are found at Station \_\_\_\_ ?
2. In which hemisphere is Station A ? \_\_\_\_\_
3. Work out the lowest monthly temperature in A.  
Month \_\_\_\_\_ Temperature \_\_\_\_\_ °C
4. Work out the highest monthly rainfall in B.  
Month \_\_\_\_\_ Rainfall \_\_\_\_\_ mms
5. Calculate the temperature range in each station.  
A \_\_\_\_\_ °C B \_\_\_\_\_ °C
6. Calculate the annual rainfall in each station.  
A \_\_\_\_\_ mms B \_\_\_\_\_ mms
7. Describe the annual rainfall in each station.  
\_\_\_\_\_  
\_\_\_\_\_

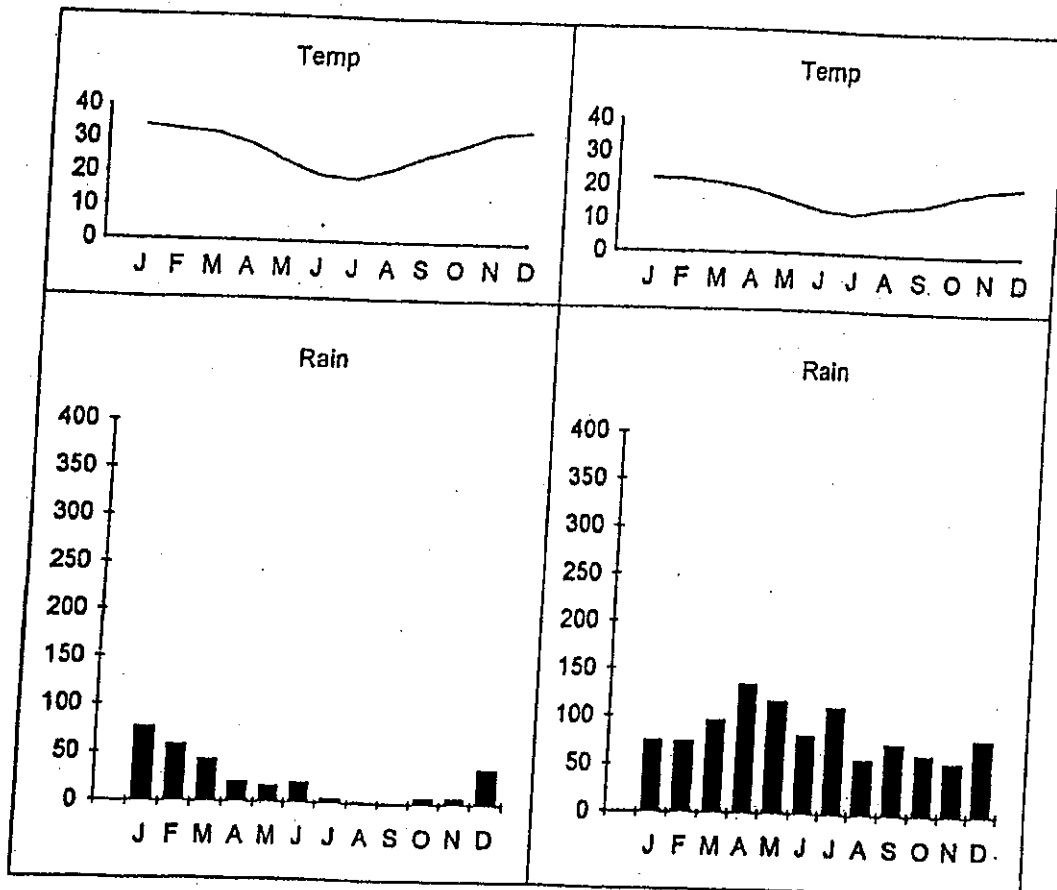


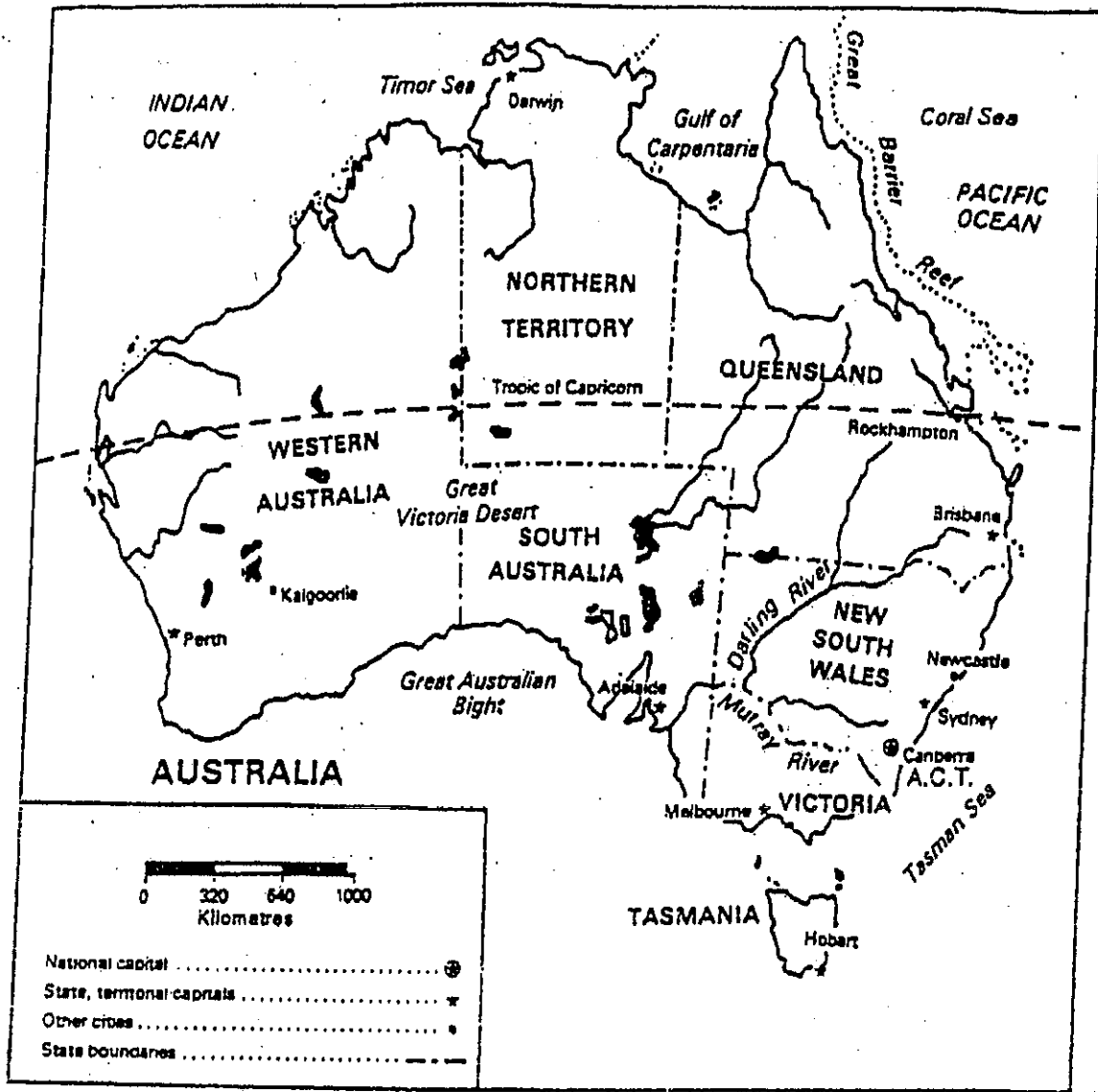
# CLIMATE GRAPHS

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2. In which hemisphere are these stations ? \_\_\_\_\_
3. Work out the lowest monthly temperature in A.  
Month \_\_\_\_\_ Temperature \_\_\_\_\_ °C
4. Work out the highest monthly rainfall in B.  
Month \_\_\_\_\_ Rainfall \_\_\_\_\_ mms
5. Calculate the temperature range in each station.  
A \_\_\_\_\_ °C B \_\_\_\_\_ °C
6. Calculate the annual rainfall in each station.  
A \_\_\_\_\_ mms B \_\_\_\_\_ mms
7. Describe the annual rainfall in each station.  
\_\_\_\_\_  
\_\_\_\_\_

A

B



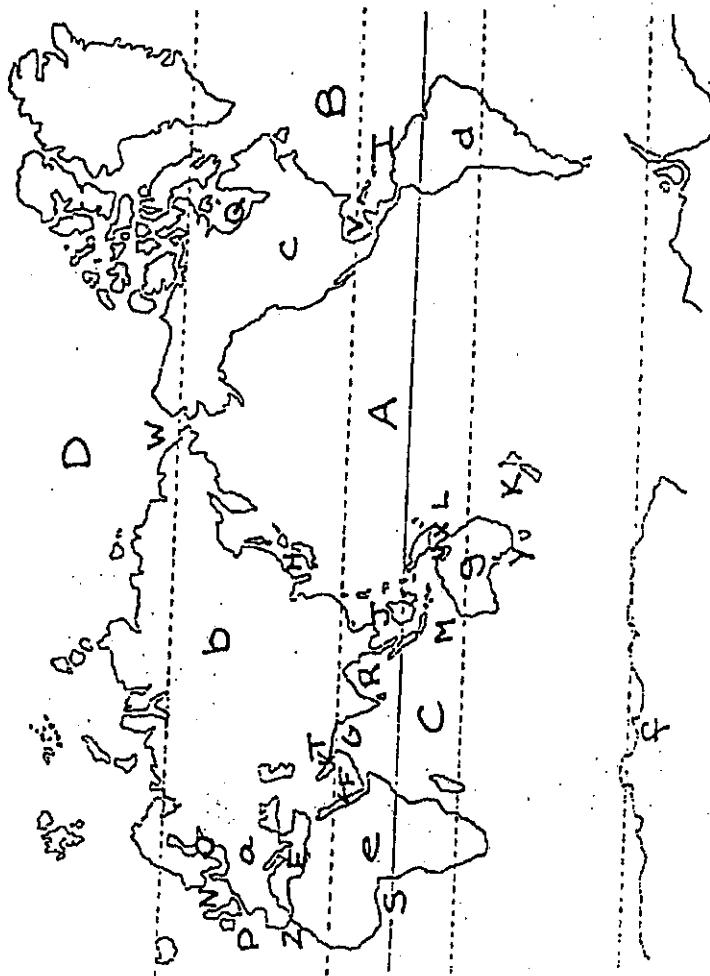


Use the map to answer the following questions.

1. In what two hemispheres is Australia located? \_\_\_\_\_
2. What natural feature in the Coral Sea lies along the northeast coast of Australia? \_\_\_\_\_
3. What major latitude runs through the middle of Australia? \_\_\_\_\_
4. What body of water is located between Queensland and Northern Territory? \_\_\_\_\_
5. Australia is located between what two oceans? \_\_\_\_\_
6. What are the six states and two territories of Australia? \_\_\_\_\_
7. What is the largest state or territory in Australia? \_\_\_\_\_
8. What is the distance across Australia from east to west? \_\_\_\_\_
9. What river forms the boundary between New South Wales and Victoria? \_\_\_\_\_
10. \_\_\_\_\_

# OF THE WORLD!

USE AN ATLAS TO HELP YOU IDENTIFY THE FEATURES SHOWN ON THE MAP OPPOSITE.



1. Name the continents marked

- a) \_\_\_\_\_
- b) \_\_\_\_\_
- c) \_\_\_\_\_
- d) \_\_\_\_\_
- e) \_\_\_\_\_
- f) \_\_\_\_\_
- g) \_\_\_\_\_

2. Name the oceans marked

- A) \_\_\_\_\_
- B) \_\_\_\_\_
- C) \_\_\_\_\_
- D) \_\_\_\_\_

3. Name the seas marked

- E) \_\_\_\_\_
- F) \_\_\_\_\_
- G) \_\_\_\_\_
- H) \_\_\_\_\_
- I) \_\_\_\_\_
- J) \_\_\_\_\_
- K) \_\_\_\_\_
- L) \_\_\_\_\_
- M) \_\_\_\_\_
- N) \_\_\_\_\_
- O) \_\_\_\_\_

4. Name the bays marked

- P) \_\_\_\_\_
- Q) \_\_\_\_\_
- R) \_\_\_\_\_

5. Name the gulfs marked

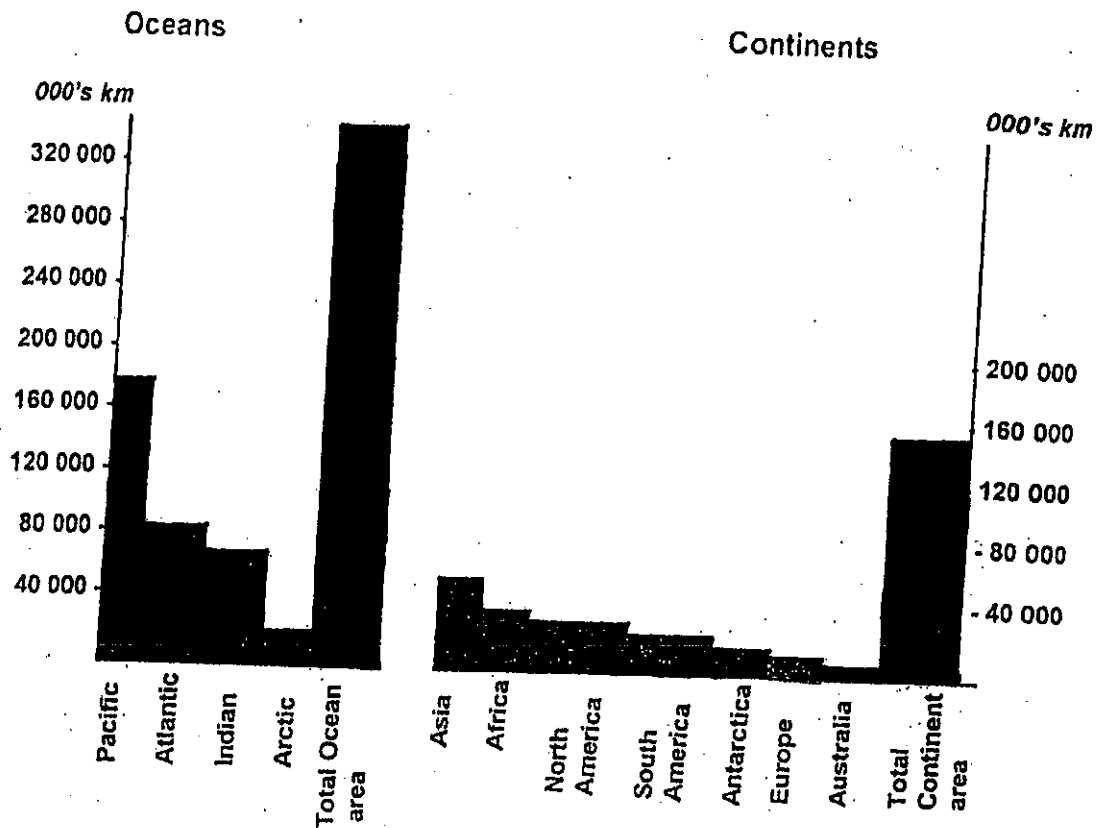
- S) \_\_\_\_\_
- T) \_\_\_\_\_
- U) \_\_\_\_\_
- V) \_\_\_\_\_

6. Name the straits marked

- W) \_\_\_\_\_
- X) \_\_\_\_\_
- Y) \_\_\_\_\_
- Z) \_\_\_\_\_



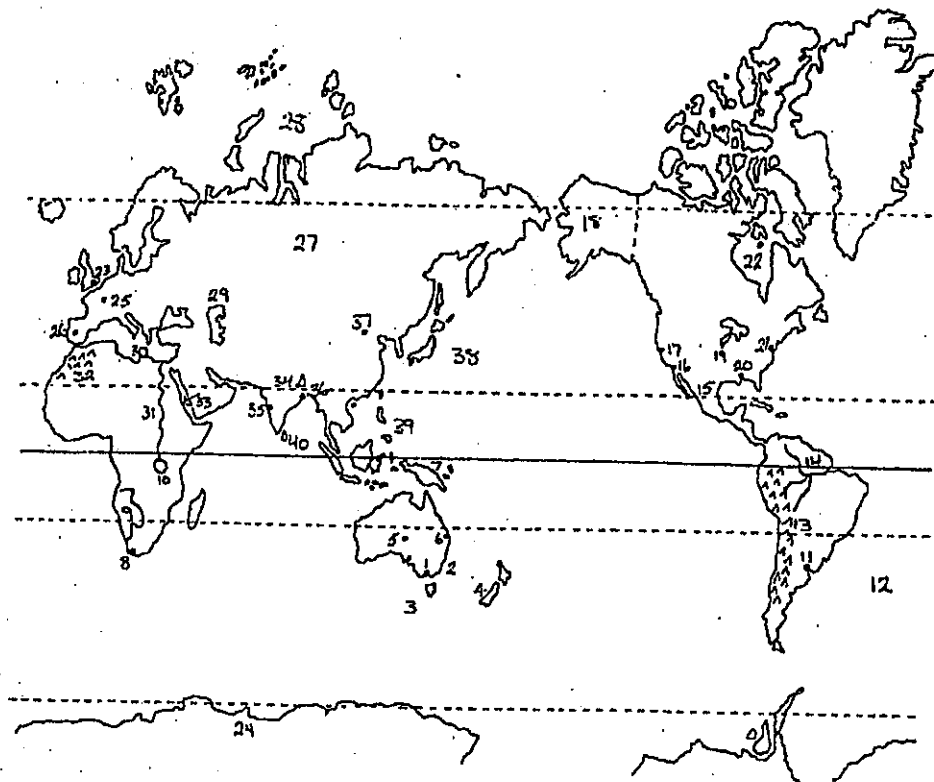
# OCEANS AND CONTINENTS



Look at the graphs above and answer these questions :

- 1) List the 7 continents
  - a) \_\_\_\_\_
  - b) \_\_\_\_\_
  - c) \_\_\_\_\_
  - d) \_\_\_\_\_
  - e) \_\_\_\_\_
  - f) \_\_\_\_\_
  - g) \_\_\_\_\_
- 2) What is the world's largest ocean ? \_\_\_\_\_
- 3) What is the area of the Atlantic Ocean ? \_\_\_\_\_
- 4) Which ocean has an area of about 170 000 000 km ? \_\_\_\_\_
- 5) What is the world's largest continent ? \_\_\_\_\_
- 6) What is the world's smallest continent ? \_\_\_\_\_

# TEST YOUR KNOWLEDGE OF THE WORLD



Use the map and complete the following list like this:  
The city of Melbourne

- |                             |  |
|-----------------------------|--|
| The city of _____           | 21. The city of N _____ Y _____            |
| The city of _____           | 22. _____ Bay                              |
| The state of _____          | 23. _____ The capital city of              |
| The country is _____        | Great Britain                              |
| The city of _____           | 24. The continent is _____                 |
| The city of _____           | 25. _____ The capital city of              |
| The country is _____        | Belgium                                    |
| The city is _____           | 26. The capital of S _____ is _____        |
| The _____ Desert            | 27. The C _____ of Independent             |
| Lake _____                  | States                                     |
| The city of _____           | 28. _____ Ocean                            |
| The _____ Ocean             | 29. The _____ Sea                          |
| The _____ Mountains         | 30. The _____ Sea                          |
| The _____ River             | 31. The _____ River                        |
| The country is _____        | 32. The _____ Mountains                    |
| _____ A _____               | 33. The _____ Gulf                         |
| an _____                    | 34. Mt _____ The world's highest           |
| The state of _____          | 35. The city of _____                      |
| The city of C _____         | 36. The city of C _____                    |
| The city of N _____ O _____ | 37. The capital city of C _____ is B _____ |
|                             | 38. The city of T _____                    |
|                             | 39. The country is _____                   |
|                             | 40. The country is _____                   |

# POPULATION PYRAMIDS

The study of population is called **DEMOGRAPHY**.

Here is some **DEMOGRAPHIC** information about **JAPAN'S POPULATION**.  
Study the **POPULATION PYRAMID**, **BAR GRAPH** and two **TABLES** carefully.  
Complete the following **EXERCISES**, writing your answers in the spaces provided.

EXERCISES		Figure 1 - Japan's Population by Age and Sex (1990)	Figure 2 - Japan's Population Pyramid (1920-2025)																																																																
1. What was Japan's total population in 1990?		<table><thead><tr><th>Age Groups</th><th>Total (500's)</th><th>Male (000's)</th><th>Female (000's)</th></tr></thead><tbody><tr><td>0 - 4</td><td>6,536</td><td>3,354</td><td>3,182</td></tr><tr><td>5 - 9</td><td>7,429</td><td>3,799</td><td>3,630</td></tr><tr><td>10 - 14</td><td>8,520</td><td>4,363</td><td>4,157</td></tr><tr><td>15 - 19</td><td>10,322</td><td>5,133</td><td>4,889</td></tr><tr><td>20 - 24</td><td>8,937</td><td>4,573</td><td>4,364</td></tr><tr><td>25 - 29</td><td>8,169</td><td>4,151</td><td>4,018</td></tr><tr><td>30 - 34</td><td>7,739</td><td>3,932</td><td>3,807</td></tr><tr><td>35 - 39</td><td>9,016</td><td>4,534</td><td>4,482</td></tr><tr><td>40 - 44</td><td>10,677</td><td>5,359</td><td>5,320</td></tr><tr><td>45 - 49</td><td>9,044</td><td>4,494</td><td>4,550</td></tr><tr><td>50 - 54</td><td>8,105</td><td>4,006</td><td>4,099</td></tr><tr><td>55 - 59</td><td>7,728</td><td>3,795</td><td>3,941</td></tr><tr><td>60 - 64</td><td>6,732</td><td>3,228</td><td>3,505</td></tr><tr><td>65 -</td><td>14,899</td><td>5,983</td><td>8,916</td></tr><tr><td>Total</td><td>123,612</td><td>60,692</td><td>62,920</td></tr></tbody></table>	Age Groups	Total (500's)	Male (000's)	Female (000's)	0 - 4	6,536	3,354	3,182	5 - 9	7,429	3,799	3,630	10 - 14	8,520	4,363	4,157	15 - 19	10,322	5,133	4,889	20 - 24	8,937	4,573	4,364	25 - 29	8,169	4,151	4,018	30 - 34	7,739	3,932	3,807	35 - 39	9,016	4,534	4,482	40 - 44	10,677	5,359	5,320	45 - 49	9,044	4,494	4,550	50 - 54	8,105	4,006	4,099	55 - 59	7,728	3,795	3,941	60 - 64	6,732	3,228	3,505	65 -	14,899	5,983	8,916	Total	123,612	60,692	62,920	
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2. In Japan today are there more males or more females? By exactly how many?																																																																			
3. Describe the population changes which have taken place between 1920 and 1990.	Figure 3 - Expectation of Life at Birth		Figure 4 - Percentage of Total Population 65 Years and Over																																																																
	<table><thead><tr><th></th><th>Year Period</th><th>Male (years)</th><th>Female (years)</th></tr></thead><tbody><tr><td>Japan</td><td>1970</td><td>69.31</td><td>74.66</td></tr><tr><td></td><td>1980</td><td>73.35</td><td>78.76</td></tr><tr><td></td><td>1990</td><td>75.86</td><td>81.81</td></tr><tr><td>Iceland</td><td>1987 - 1988</td><td>74.53</td><td>79.74</td></tr><tr><td>Sweden</td><td>1988</td><td>74.15</td><td>79.96</td></tr><tr><td>Norway</td><td>1990</td><td>73.44</td><td>79.81</td></tr><tr><td>Australia</td><td>1987</td><td>73.03</td><td>79.46</td></tr><tr><td>U.S.A.</td><td>1987</td><td>71.50</td><td>78.30</td></tr><tr><td>France</td><td>1987</td><td>72.03</td><td>80.27</td></tr><tr><td>U.K.</td><td>1986 - 1988</td><td>72.40</td><td>78.10</td></tr><tr><td>Germany F.R.</td><td>1986 - 1988</td><td>72.21</td><td>78.68</td></tr><tr><td>U.S.S.R.</td><td>1986 - 1987</td><td>65.04</td><td>73.79</td></tr><tr><td>China</td><td>1985 - 1990</td><td>67.98</td><td>70.94</td></tr></tbody></table>			Year Period	Male (years)	Female (years)	Japan	1970	69.31	74.66		1980	73.35	78.76		1990	75.86	81.81	Iceland	1987 - 1988	74.53	79.74	Sweden	1988	74.15	79.96	Norway	1990	73.44	79.81	Australia	1987	73.03	79.46	U.S.A.	1987	71.50	78.30	France	1987	72.03	80.27	U.K.	1986 - 1988	72.40	78.10	Germany F.R.	1986 - 1988	72.21	78.68	U.S.S.R.	1986 - 1987	65.04	73.79	China	1985 - 1990	67.98	70.94									
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U.S.S.R.	1986 - 1987	65.04	73.79																																																																
China	1985 - 1990	67.98	70.94																																																																
4. What will be the main demographic problem facing Japan in 2025?																																																																			
5. What was the average life expectancy for males and females in Japan in 1990?	6. Give two significant features about life expectancy in the last decade in Japan.	7. How does life expectancy in Japan compare to the other countries shown?																																																																	
8. How can you explain the large number of people in the 40-44 year age group in Japan today.	9. Looking at the 1990 pyramid, work out when the Japanese Government began to implement a strong policy on birth control.	10. In which countries do women live the longest relative to men?																																																																	
11. In 1990 approximately what percentage of Japan's population was in the productive age group 20 to 64?	12. What percentage of the Japanese population is expected to be non-productive in the year 2025? Approximately what change will have taken place over the preceding 100 years?	13. In 2025 is the birth rate expected to be low or high?																																																																	

# GONE MISSING !!

**CAR THEFT** is a major problem throughout the world and Australia is no exception  
Study the 5 FIGURES below (4 GRAPHS and 1 TABLE) then complete the following EXERCISES.  
Write your answers in the spaces provided.

Figure 1 - Theft Rate : Eastern States

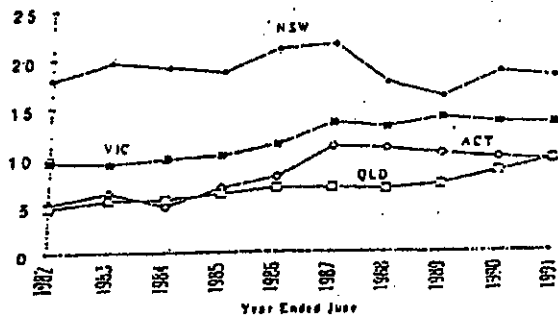


Figure 2 - Theft Rate : Other States

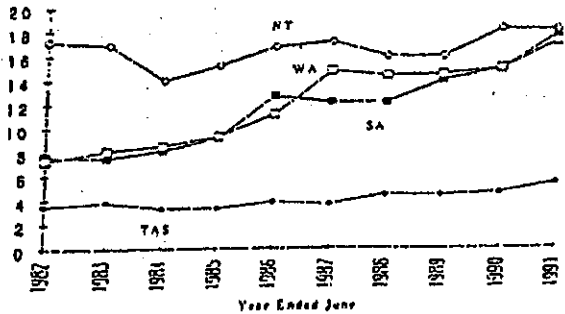


Figure 3 - Theft Rate : By Type of Claim

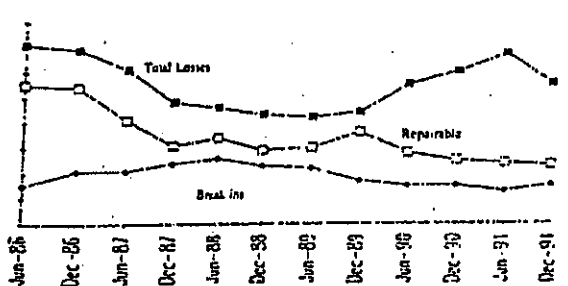
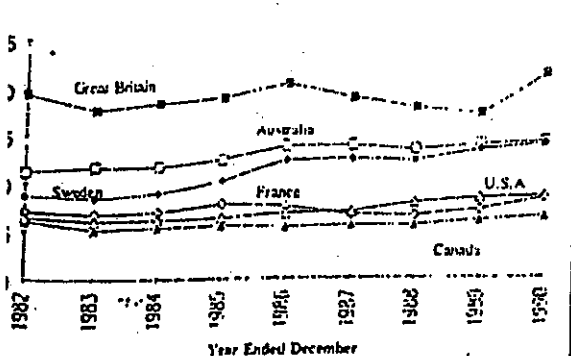


Figure 4 - Theft Rate : Overseas Comparison



1. Which is the more common, 'Total Loss' claims or 'Repairable' claims?

2. Is car theft a local or national problem?

3. Which States have the highest theft rate?

4. Which State has shown the largest increase in theft rate since 1990?

5. Describe the theft trend in Victoria in the last decade (use words like 'increasing', 'decreasing', 'steady').

6. Describe the trend line for 'Repairable' claims for the years 1986 to 1991.

7. How does the theft rate for the Eastern States compare with the Other States?

8. When did Queensland's theft rate peak?

9. What does the figure '2.7' for the ACT in Table 5 mean?

10. Is car theft in Tasmania on the increase or not? What makes you say this?

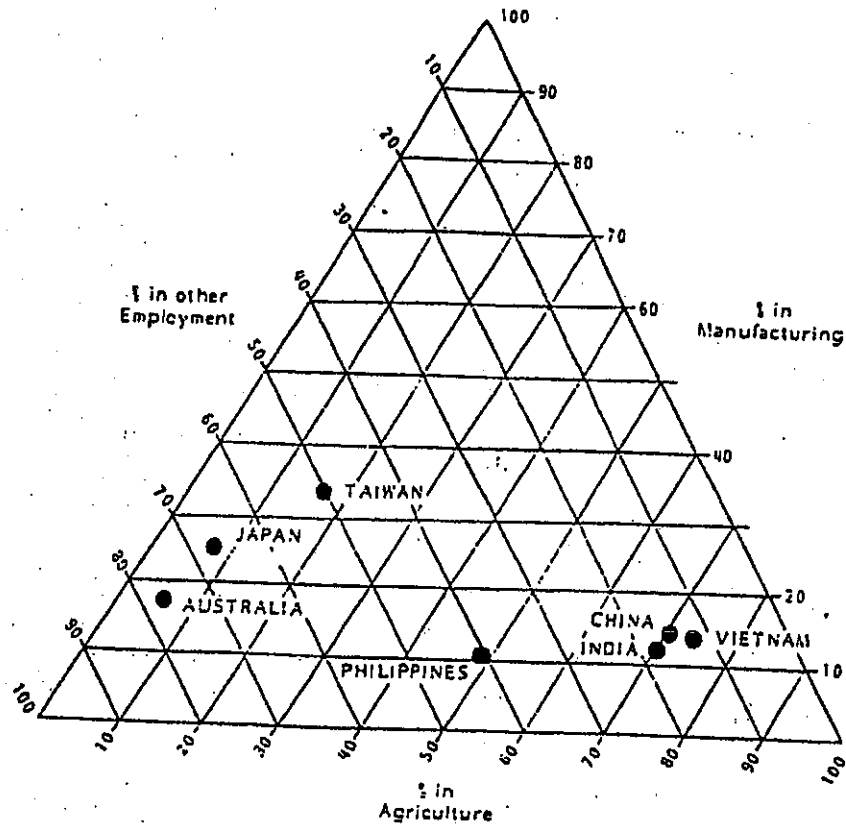
11. How does Australia compare to other Western Countries?

12. Of the six countries shown, which one recorded the smallest increase in car theft?

Figure 5 - Theft Rate : Percentage Comparison

State	Thefts Per 1,000 Vehicles in 1990/91	% Change Last Year
NSW	18.0	-2.5
NT	18.0	-1.0
SA	17.6	17.6
WA	17.0	13.7
VIC	13.2	-1.4
QLD	9.5	14.6
ACT	9.4	-2.7
TAS	5.3	13.8

# TRIANGULAR GRAPHS



WORKFORCE STRUCTURE IN SELECTED COUNTRIES - 1985

Refer to Figure 1 Workforce Structure in Selected Countries (1985) then -

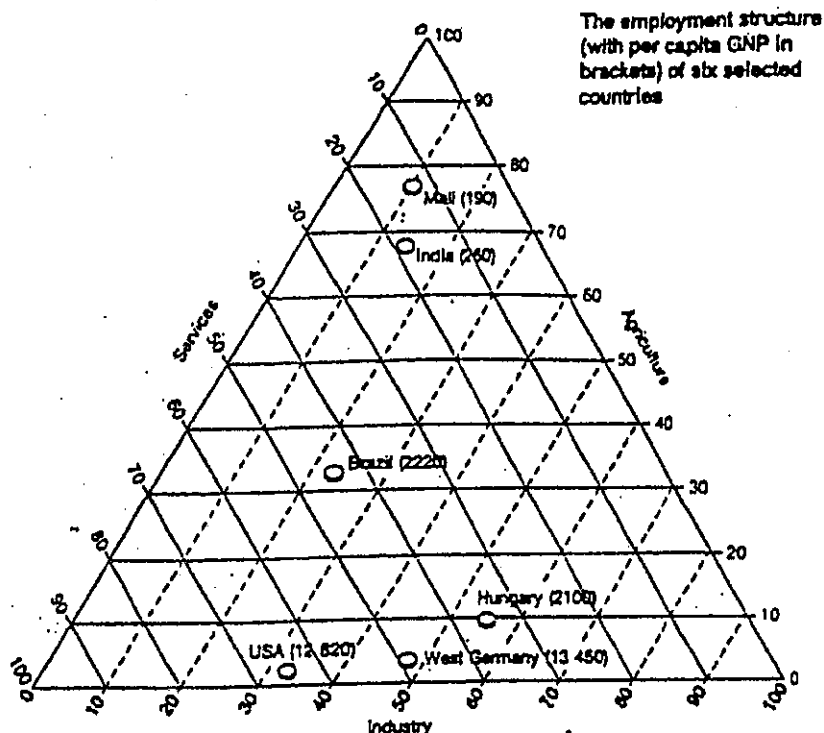
a) Complete the following table.

Percentage of Workforce in Selected Countries (1985)

COUNTRY	% in Agriculture	% in Manufacturing	% in other Employment
Australia			
Japan			
Taiwan			
Philippines			
China			
India			
Vietnam			
Ethiopia	80	8	12
U.S.A.	4	31	66
Sudan	71	8	21

## TERNARY GRAPHS

Refer to the triangular graph below to answer the following questions:-



1. What country is the poorest as shown on the graph? .....
2. Name a) the richest country on the graph ..... and  
b) it's GNP per person .....
3. What proportion of India's population is employed in  
a) agriculture? .....%  
b) manufacturing? .....%
4. Which country has the highest proportion of it's population employed in agriculture, the U.S.A. or Brazil? .....
5. Which country has 10% of it's workforce employed in agriculture, 55% in manufacturing and 35% engaged in the services sector? .....
6. (a) If Australia has 6% of it's workforce engaged in agriculture, 19% in manufacturing, what proportion is employed in the tertiary sector? .....%  
(b) Using the figures in 6(a), locate and label Australia onto the graph.
7. Explain the relationship between per capita GNP and the proportion of people employed in agriculture