

# HSIE Skills Booklet



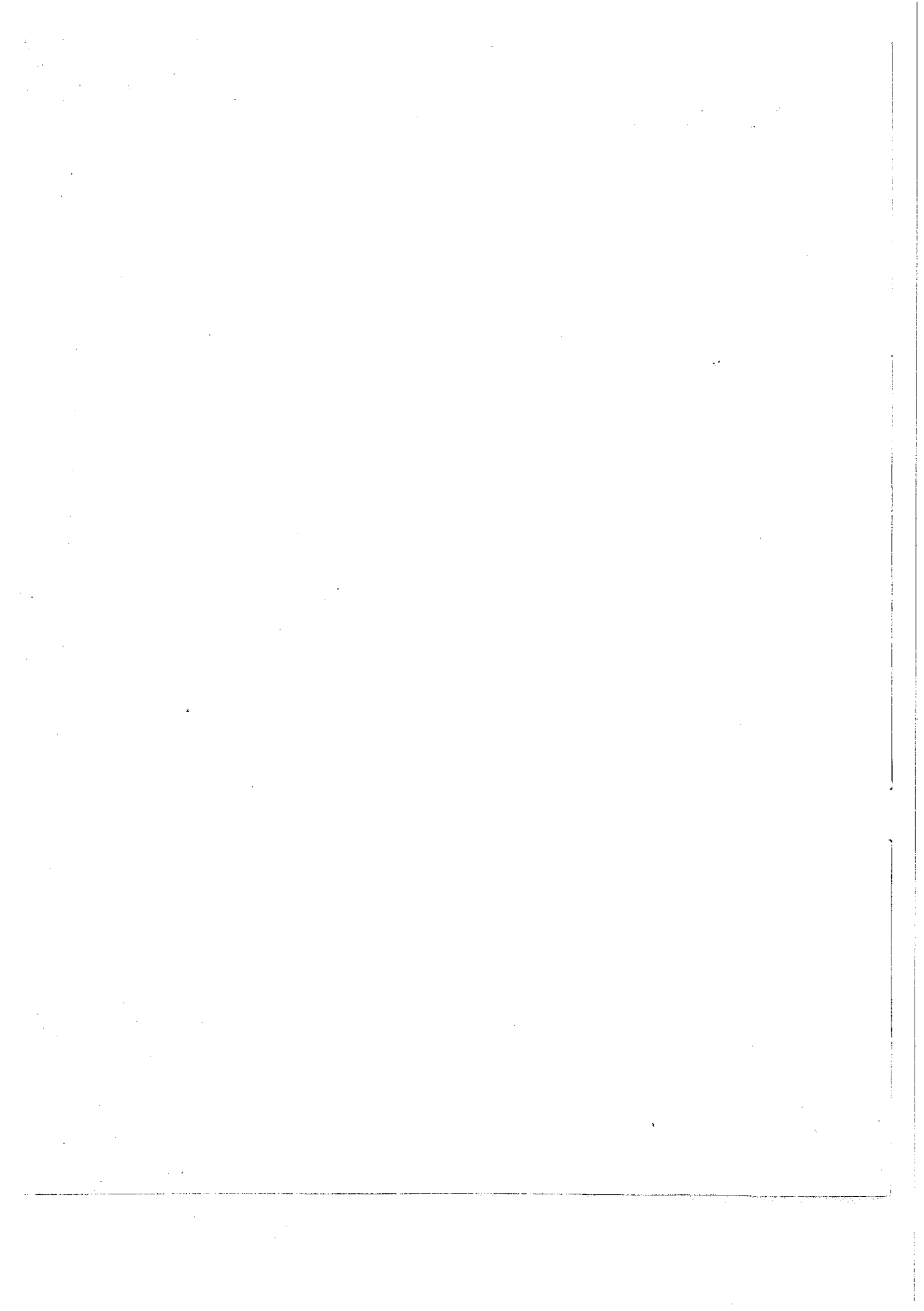
**Year 7**

WHAT IS

# Evidence?



Chris Hinton



JNK

# **WHAT IS EVIDENCE?**

**Chris Hinton**

*Head of History, Beacon School, Crowborough*

**JOHN MURRAY**

## Acknowledgements

Grateful thanks to Philip Page who drew the cartoon illustrations.

Thanks are due to the following for permission to reproduce copyright photographs and cartoons:

COVER: Photos Editions COMBIER Mâcon (*top*); Leicestershire Museums Service (*left*); The Mansell Collection (*right*)

p. 4 (A) Solo Syndication and Literary Agency Ltd; (B) John Frost Agency (Historical Newspaper Service); (C) Mirror Group Newspapers; (D) Longman Group UK Ltd; (F) Daily Mail; (G) Bert Mendes; p. 5 (H) The Erwin E Smith Collection of the Library of Congress, on deposit at the Amon Carter Museum, Fort Worth, Texas; p. 7 (C) Hulton-Deutsch Collection; (D) Punch Publications; p. 8 (B) Punch Publications; p. 10 (A and B) Sheffield City Museums; (C) Society for Anglo-Chinese Understanding; p. 11 (E) The Guardian and Manchester Evening News Plc (Gary Weaser); p. 12 (D) The Andersonstown News; p. 13 (B) The Yorkshire Post; (C) Trustees of the British Museum (Natural History); (D) The British Library; p. 16 (A, B and C) The Associated Press Ltd; (D and E) The Open University; p. 17 Camera Press Ltd (*left and centre*); (F) Heinrich R. Hoffman, Munchen; p. 18 (A) Hulton-Deutsch Collection; (B) The Trustees of the Imperial War Museum, London; p. 20 (A) Society for Cultural Relations with the USSR; (B) The British Library; p. 21 (C) Peter Newark's Western Americana; (*far right*) Hulton-Deutsch Collection; p. 25 (*left*) Kirklees Museums/Libraries Service; p. 27 Press Agency, Jays Chambers, Low Ousegate, York; p. 28 (A) Popperfoto; p. 29 (G) Fortnight Magazine (Dobson); (H) Popperfoto; p. 30 Longman Group UK Ltd; (C) H Roger-Viollet, Paris; p. 32 (A) Punch Publications; (H) Mary Evans Picture Library; p. 36 (A) The Illustrated London News Picture Library; p. 37 (B) Express Newspapers Plc; p. 39 (A) Popperfoto; (C) Leeds City Libraries; p. 40 (D) Hulton-Deutsch Collection (*top*); Novosti Press Agency (*centre*); p. 41 (F) Hulton-Deutsch Collection; p. 42 (A) The Mansell Collection; p. 43 (B) The Sussex Archaeological Society, from an original description by Ben Sendall; (C and D) Robin Webb; p. 44 (B) The Mansell Collection; p. 45 (E) Hulton-Deutsch Collection; p. 46 (A) Popperfoto; (B) The Mansell Collection; p. 47 (C and D) The Mansell Collection; (E) B. T. Batsford Ltd; p. 48 (C) The Mansell Collection; p. 51 (A, B, C and E) John Frost Agency (Historical Newspaper Service); (D) the Daily Telegraph; p. 52 (D) Society for Anglo-Chinese Understanding; p. 54 (C and D) Hulton-Deutsch Collection; p. 56 (C and E) The Mansell Collection; p. 58 (D and F) The Mansell Collection; p. 59 (G) Hulton-Deutsch Collection; p. 60 (B) by permission of the British Library; p. 62 (D) Express Newspapers Plc; (E) National Library of Ireland.

The author and publishers are also grateful to the following for permission to reproduce copyright material:

p. 9 (C and J) Neil Tonge and Michael Quincey, *Cholera and Public Health*, Macmillan; pp. 10 and 52 (C and D) © The Estate of Agnes Smedley, *The Great Road*, reprinted by permission of the Monthly Review Foundation; p. 11 (F) Guardian Newspapers Ltd; p. 15 (E and F) Elizabeth Longford, *The Years of the Sword*, Weidenfeld and Nicholson; p. 28 (B) © Times Newspapers Ltd, 1969; pp. 28–29 (C and D) Bernadette Devlin, *The Price of my Soul*, André Deutsch Ltd; p. 31 (E) John Robottom, *Modern Russia*, Longman Group Plc; (F) the Estate of Eddy Gilmore; p. 33 (F) F. Engels, *The Condition of the Working Classes*, Unwin Hyman Ltd; pp. 34–35 (A and C) C. K. Macdonald, *Modern America*, Basil Blackwell; p. 35 (B) reprinted by permission of Wall Street Journal © Dow Jones & Company Inc. (1929). All rights reserved worldwide; (C) © 1929 by the New York Times Company, reprinted by permission; (E) Harriet Ward, *World Powers in the 20th Century*, Heinemann Educational Books Ltd; p. 36 The Washington Post; p. 37 (c) Cunard Line Ltd; p. 40 (Bi) G. D. H. Cole and R. Postgate, *The Common People 1746–1946*, Methuen & Co; (Bii) D. D. Lindsay and E. S. Washington, *A Portrait of Britain 1851–1951*, Oxford University Press, 1952; (C) *Table Talk 1941–44*, Weidenfeld & Nicholson; p. 52 (A) *Communist China*, Holmes McDougall; p. 53 (E and H) The Estate of Edgar Snow, *Red Star Over China*, Victor Gollancz Ltd; p. 56 (A) E. W. Martin, *Country Life in England*, Macdonald & Co (Publishers) Ltd; p. 60 (A) John Ray, *Britain and the Modern World*, Heinemann Educational Books Ltd; p. 61 (C) D. C. Brooks, *The Emancipation of Women*, Macmillan; p. 62 (A) John Magee, *Northern Ireland*, Routledge; p. 63 (F) Eamonn McCann, *War and an Irish Town*, Penguin; p. 64 (A) © Times Newspapers Ltd.

Every effort has been made to contact the sources of the material used in this publication, but the publishers will be pleased to rectify any omissions in future printings.

© Chris Hinton 1990  
First published 1990  
by John Murray (Publishers) Ltd  
50 Albemarle Street, London W1X 4BD

Reprinted 1991

All rights reserved  
Unauthorised duplication contravenes  
applicable laws

Typeset by Pioneer Associates, Perthshire  
Printed and bound in Great Britain by  
St Edmundsbury Press Ltd,  
Bury St Edmunds, Suffolk

British Library Cataloguing in Publication data

Hinton, Chris  
What is evidence?  
1. Great Britain. Schools. Curriculum  
subjects: History. Use of  
historical sources  
I. Title.  
907'.1041

ISBN 0—7195—4733—4

# CONTENTS

## UNIT 1 SOURCES AND EVIDENCE

- 1.1 Where does evidence come from? 4
- 1.2 What do sources tell us? 5
- 1.3 Can we always find sources about the past? 5

## UNIT 2 PRIMARY AND SECONDARY SOURCES

- 2.1 What are primary and secondary sources? 6
- 2.2 How are primary and secondary sources used to write history? 8
- 2.3 Assessment exercises 10

## UNIT 3 WORKING WITH SOURCES

- 3.1 How do we get evidence from a source? 12
- 3.2 What difficulties do we face in looking at sources? 13
- 3.3 How do we make sense of written sources? 14
- 3.4 Interpreting photographic sources 16
- 3.5 Assessment exercises 20

## UNIT 4 BIAS AND RELIABILITY

- 4.1 How far can we trust what sources tell us? 22
- 4.2 What is bias? 24
- 4.3 How can we spot bias in sources? 26
- 4.4 Assessment exercises – bias 28
- 4.5 What is the difference between fact and opinion? 34
- 4.6 What does reliability mean? 38
- 4.7 What makes sources unreliable? 40
- 4.8 How do we find out if a source is reliable? 42
- 4.9 Assessment exercises – reliability 48

## UNIT 5 INTERROGATING SOURCES

- 5.1 How do sources give us ideas about the past? 50
- 5.2 How can sources be used to test ideas about the past? 52
- 5.3 How do we deal with contradictory sources? 54
- 5.4 How can a wide range of sources be used to write a secondary account? 56
- 5.5 Assessment exercises 58

## POSTSCRIPT The interpretation of history 64

The Teachers' Book contains detailed notes and answers on each exercise and photocopiable worksheets for use at points specified in the pupils' text. These also form a valuable homework resource.

# UNIT 1 SOURCES AND EVIDENCE

## 1.1 WHERE DOES EVIDENCE COME FROM?

Historians use historical *evidence* to construct a picture of the past. They find the evidence they need to do this in *sources*. A source is anything which survives from the past or tells us about the past. Below are some examples of different kinds of sources.

- List Sources A-G on a chart like the one shown, and say what *kind* of source each one is by putting a tick in the correct column. A worksheet may be used to answer this question.
- Add to the chart other examples of each kind of source e.g. you might write 'photographs' and tick 'picture'.

SOURCE	SPOKEN (ORAL)	PICTURE (VISUAL)	OBJECT (ARTEFACT)	WRITTEN
D (the map)		✓		

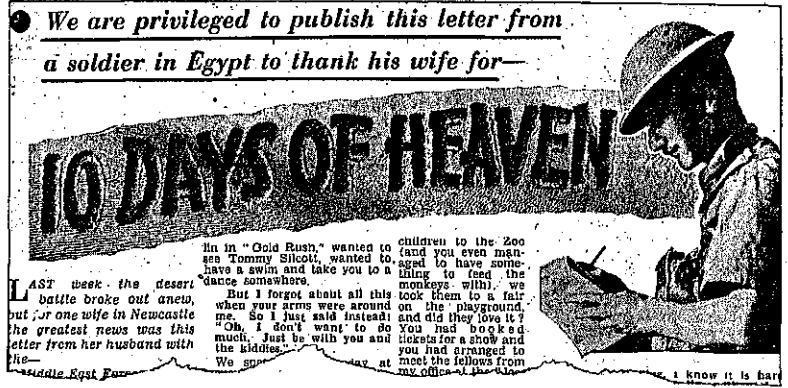


▲ SOURCE A Cartoon by David Low in the *Daily Express*

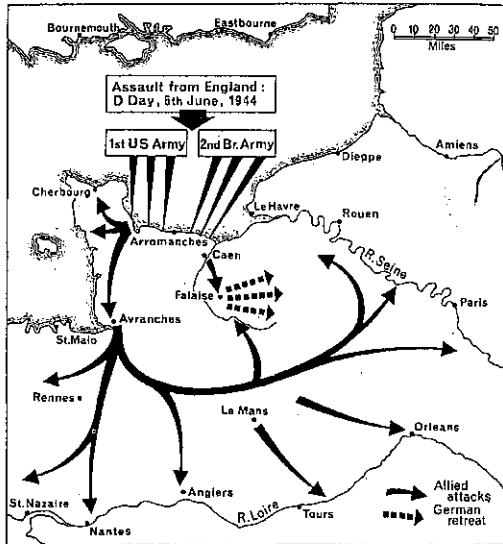


**NAZIS INVADE HOLLAND, BELGIUM, LUXEMBURG: MANY AIRPORTS BOMBED**  
 Allies Answer Call for Aid:  
 R.A.F. Planes are in Action

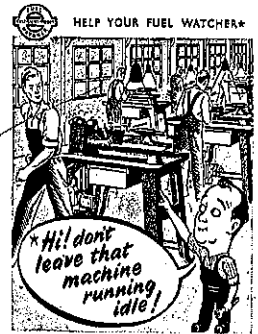
▲ SOURCE B *Evening Standard*, 10 May 1940



▲ SOURCE C Letter in the *Sunday Pictorial*, 6 September 1942



▲ SOURCE D Normandy Landings in *World War II* by C. C. Bayne-Jardine, 1986

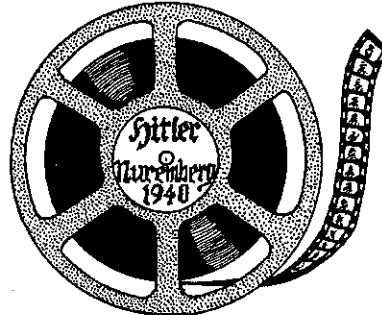


**SAVE FUEL AT WORK**  
 ISSUED BY THE MINISTRY OF FUEL & POWER

▲ SOURCE F *Daily Mail*, 3 August 1944



▲ SOURCE G Gas mask



▲ SOURCE E Film of Hitler speaking at Nuremberg in 1940

## 1.2 WHAT DO SOURCES TELL US?

A source is not the same thing as evidence. A source becomes evidence if it is used to answer a question about the past.

For example: look at Source G – a World War II gas mask. This will be useful evidence for the question ‘What were people in Britain afraid of during the war?’ It shows among other things that people feared a gas attack.

Key things to ask about a source are:

- What do I want to know about the past?
- How can this source help to answer my questions about the past?

- 1 You are trying to find out how people in Britain during World War II were expected to help with the war effort. Which two sources on page 4 could you use as evidence on this topic?
- 2 What do the two sources tell you about how:
  - (a) workers *and*
  - (b) wives could help the war effort?
- 3 Do any of the sources provide evidence on either:
  - (a) who was winning the war, *or*
  - (b) methods used by the Government to keep the war effort going?

Explain your answers.

## 1.3 CAN WE ALWAYS FIND SOURCES ABOUT THE PAST?

Most of the time historians can find some sources to help them learn about the past.

But there are usually more sources about the recent past (e.g. World War II) than about the distant past (e.g. the Vikings).

And there are more sources about some places than others (e.g. there are more sources about Ancient Egypt than there are about Ancient Britain).

- 1 Why are there usually more historical sources about events that happened 100 years ago than about those that happened 1000 years ago? Give several reasons.
- 2 Why might this not always be true?

### Survival of sources

Sources can be kept (or preserved) for historians to use because someone *wanted to keep them*.

- People keep notes or records of every-thing said in Parliament. Why is this?

Sources can be preserved by *chance*.

- All but one tomb of the Ancient Egyptian Pharaohs were robbed. Robbers of Tutankhamen’s tomb were caught at it and fled. Without this good luck, historians would have fewer sources about Ancient Egypt.

- 3 On the right is a list of historical sources which have survived. Were they preserved on purpose or by chance? Explain your answers. A worksheet may be used to answer this question.

- 4 What types of sources do you think might be deliberately destroyed?

Sometimes sources are lost because people *want to destroy them*.

- There is no order for the execution of the princes in the Tower. We don’t know if such an order ever existed, but if so it was destroyed. Why might someone do this?

Sources can be lost or destroyed by *chance*.

- The Great Fire of London burned many sources that might have survived.

Even sources which survive can be kept from the public eye because it hasn’t suited some people.

- How often have you seen a black cowboy? Look at Source H.

Sources which have survived

The <i>Mary Rose</i>
Records of debates in Parliament
Tower of London
The <i>Magna Carta</i>
Body of Tollund Man



◀ SOURCE H  
Cowboys attending a fair in Texas, around 1910



# UNIT 2

## PRIMARY AND SECONDARY SOURCES

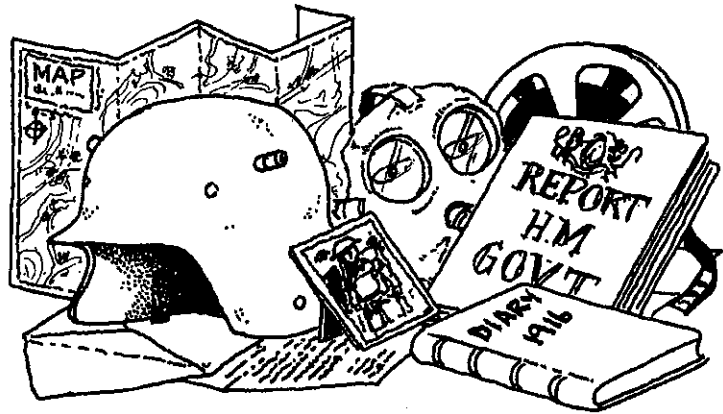
### 2.1 WHAT ARE PRIMARY AND SECONDARY SOURCES?

A *primary* source is something which comes from the time the historian is studying. A *secondary* source is produced after the time the historian is studying.

Primary sources are the *raw material* of history. They may be leftovers or *relics* from the past (e.g. a spearhead or a building) or be *records* of what went on, written or drawn by people at the time (e.g. the diary of Samuel Pepys).

Historians use primary sources to find the evidence to answer their questions about the past.

Secondary sources are *products* of the study of history, the things historians make from the raw material. They are always based on other sources.



▲ Sources for World War I

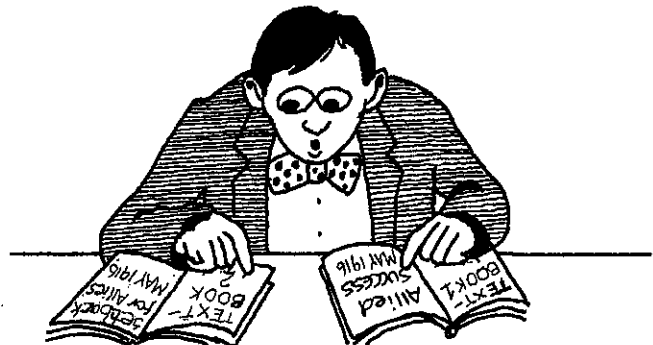
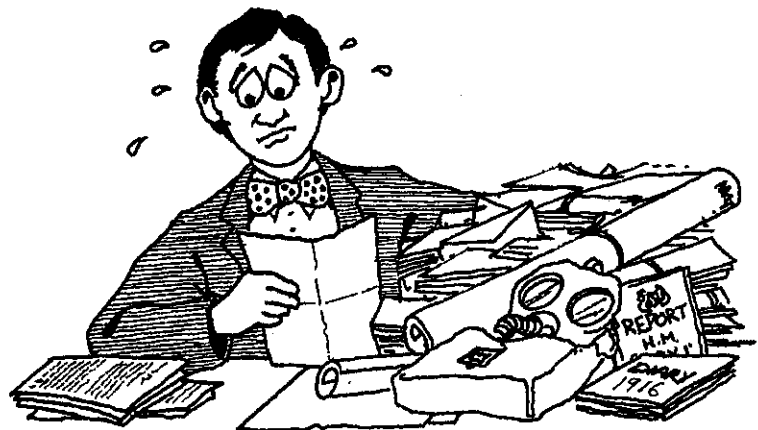
#### Making decisions about primary and secondary sources

- 1 Are the sources for 19th-century British history on page 7 primary or secondary?

You may have found question 1 quite straightforward, but it is not always easy to decide whether a source is primary or secondary until you know *what* it is you are trying to find out *about*. A given source is not necessarily either primary or secondary in all circumstances. Take Source C, for example. If you wanted to know about the Poor Law in 19th-century Britain, the pamphlet would be a secondary source. However, if an historian of the future wanted to find out how pupils were taught in the schools of the 1980s, the pamphlet would then be a primary source.

- 2 You are about to write two books, one on the New Poor Law in 1834 and the other on emigration from Britain in the early 19th century.

Look at each of the Sources A-G and decide how they can help you in your tasks. For example, Source A would be a primary source for your book on the New Poor Law. Copy the chart on page 7 and write the letters of the rest of the sources in the correct columns. If a source is not helpful for either task, put it in the third column. Comment on any source you are unsure about. A worksheet may be used to answer this question.



▲ A good historian must assess both primary and secondary sources

▼ **SOURCE A** Salehurst Poor Law rates, an extract from the Commission on the Poor Laws, 1832-3

"The rate of Salehurst, now 10s. 5d. in the pound, were once 19s. This reduction has been effected by emigration, of which a gentleman of property has been so kind as to furnish me with the following account: . . . ."

"The parish of Salehurst has, since these emigrations been in a comparatively flourishing state to other parishes, where nothing of the sort has taken place."

▼ **SOURCE B** List of inmates (residents) of Uckfield Workhouse, East Sussex, 1851

Henry WOOD	Porter	U	38	Porter	Mickleham, Surrey
William LAWSON	Nurse	U	41	Nurse	Woolwich, Kent
Abigail BRISENDEU	Inmate	U	46	Pauper	Rotherfield
William CRUTTAL	Inmate	U	10	Pauper, Scholar	Rotherfield
Charity HOLMWOOD	Mother	W	36	Pauper Inmate	Uckfield
Edward HOLMWOOD	Son	U	16	Pauper	London
Eliza HOLMWOOD	G-dau	—	10	Pauper, Scholar	London
Richard BERWICK	Inmate	U	26	Pauper	Rotherfield
Sarah MEPHAM	Inmate	—	7	Pauper, Scholar	Uckfield

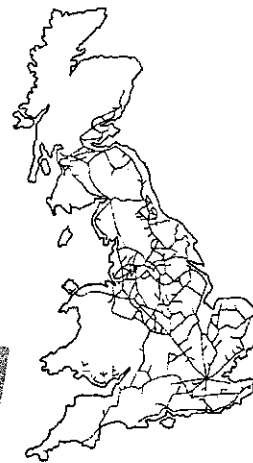
▼ **SOURCE E** Letter from John Luff, a Sussex emigrant in Canada, 1832

*From John Luff, late of Bury, Sussex, aged 15 years. Nelson, July 29th. 1832.*

DEAR SIR,

This letter is to inform you of your humble servant, John Luff: we arrived at York on the 23rd. day of June. I might have got three places at Montreal but as I was waiting for Mr. . . . . I did not go, so I came to York, and from York about 30 miles up the country; and I went to work on the road, and Mr. . . . . did not come for me; so I am living with Jacob Triller, and I am living in the Township of Nelson, District of Gore, County of Halton, the Province of Upper Canada; and I like Canada far better than England.

*This lad has neither father nor mother living, and made repeated applications to the Overseer of Bury to pay the expence of his conveyance to Canada.—His request was at length complied with, and the above is addressed to the said Overseer.*



▲ **SOURCE F**  
Map of the railway system in 1851, drawn in 1987

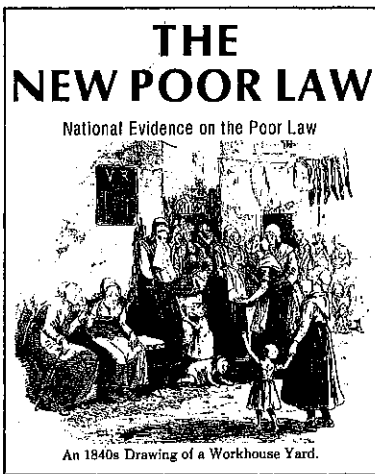
### CHECKLIST

Questions to ask about a primary source:

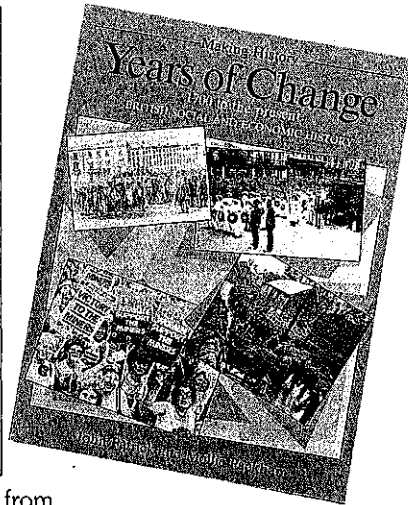
- Is it *authentic*, i.e. is it what it seems to be? (see page 16)
- Is it a *relic* or a *record*? (see Section 2.1)
- If a record, *who* wrote or drew it?
- If a record, how *reliable* is it? (see pages 38-47)
- Is the evidence it gives *typical*? (see page 17)

Questions to ask about a secondary source:

- What sources have been used to produce it? (see pages 6 and 8)
- Are the sources on which the secondary source is based *authentic* and *reliable*? (see pages 16, 38-47)
- Are the historian's sources *typical* i.e. what sources have not been used? (see page 17)
- Is the historian *biased* in any way? (see pages 22-27)



▲ **SOURCE C** 'Poor Law' pamphlet from Beacon School, Crowborough, written in 1886



◀ **SOURCE G**  
*Years of Change* by John Patrick and Mollie Packham. 1989

◀ **SOURCE D** A cartoon commenting on emigration, *Punch* magazine, 15 July 1848



New Poor Law		Emigration		Not helpful
Primary	Secondary	Primary	Secondary	
A				

## 2.2 HOW ARE PRIMARY AND SECONDARY SOURCES USED TO WRITE HISTORY?

It can sometimes be quite straightforward to decide whether a source is primary or secondary. In itself this distinction between primary and secondary is not very important. What really matters is the use to which the knowledge is put. For example, we have already seen how primary and secondary sources are evaluated (checked) in different ways (page 7). The ability to recognise primary and secondary sources is also important when considering how historians research the past.

The job of the historian is to convert the raw material of history (the primary source) into the finished historical product (the secondary source).

This does not mean that all history books are based only on primary sources. Historians tend to read secondary sources first, to give them ideas on what to look for in studying primary sources.

They will want to include as much evidence drawn from primary sources as they can. However, evidence from secondary sources may also be included, and some primary sources may be left out because they do not offer any new insights.

Let us see how this might work with some primary and secondary sources on the 19th-century cholera epidemics. You must first choose which sources to use.

- 1 Copy out the chart on the right. Identify each source and place it in the correct section by filling its letter in the right box. A worksheet may be used to answer this question.
- 2 Choose *one source* from each section and explain how you decided to put it there.
- 3 According to Sources A-J, what were thought to be the causes of the cholera epidemics in the early 19th century, and how did the cholera contribute to the development of public health?
- 4 Is your own answer to Question 3 a primary or secondary source? Explain why. For an historian studying the cases of cholera in the early 19th century, would your answer to Question 3 be a primary or a secondary source? Explain your answer.
- 5 What do you think someone reading your answer to Question 3 would need to know in order to decide whether your answer was reliable or not?

**SOURCE A** The cause of the Soho cholera epidemic of 1854

**Cesspools and imperfect surface-drains polluted the air, and surely poisoned those who were exposed to the necessity of breathing it.**

*Illustrated London News, 1859*



**FATHER THAMES INTRODUCING HIS OFFSPRING TO THE FAIR CITY OF LONDON.**  
(A Design for a Fresco in the New House of Parliament.)

▲ **SOURCE B** A cartoon from *Punch*, 1858

Useful primary sources	
Useful secondary sources	
Source which is not easy to classify as primary or secondary	
Source having little or no use for this task	

SOURCE C

Although doctors were aware of germs, they believed them to be the result of disease. It was not until the later years of the nineteenth century that doctors generally accepted germs to be the cause of disease. So the conditions in which disease thrives were not improved. It was thought that disease travels in bad air, a 'poisonous miasma' as it was called.

*Cholera and Public Health*, Neil Tonge and Michael Quincey, 1985

SOURCE D

Neglect, ignorance and Laissez-faire prepare the way for a fresh pestilence [cholera]. Most deeply is it to be regretted that at such a time as the present, men should be found to lend the weight of an official position to obstruct endeavours to obtain improvement in the neglected portions of this two-sided metropolis.

*Illustrated London News*, 1853

SOURCE E A remedy for cholera

All means to restore the warmth of the body should be tried without delay . . . poultices of mustard to the stomach . . . in very severe cases 20 to 40 drops of laudanum to be given . . .

*Sunderland Herald*, October 1831

SOURCE F

We whose names are undersigned are of the opinion that the streets in which malignant cholera prevailed most severely were those in which the drainage was most imperfect; and that the general health of the inhabitants would be greatly improved and the probability of a future visitation from such malignant epidemics diminished by a general efficient system of drainage, sewerage and paving and the enforcement of better regulations as to the cleaning of the streets.

Resolution passed by the 'medical men' of Leeds in 1833, after reading Robert Baker's report on the health of the city

SOURCE G

Cholera was no respecter of Social Class . . . The thousands did not die in vain.

BBC film *The Cholera is Coming*, 1982

SOURCE H

The deaths either very much diminished, or ceased all together, at every point where it becomes decidedly nearer to send to another [water] pump than to the one in Broad Street. In almost every house which had used the water the disease had appeared while not one of seventy men in the local brewery, who drank beer at work caught it.

*On the Mode of Communication of Cholera*, John Snow, 1855, on the cholera outbreak in London in 1854

SOURCE I

We do not shrink from saying that the responsibility for this loss of life rests mainly upon those who have the greatest power to remove it – the corporation . . . they can get powers which will enable them to prohibit back to back houses and cellar dwellings; to insist that all houses shall be connected with the new drainage. They could appoint a medical officer, whose business would be to ascertain . . . the special causes of sickness . . .

Report on the Sanitary Conditions of the Labouring Population of Great Britain, 1842

SOURCE J

In 1847 Lord Morpeth introduced a public health bill into parliament. However, its opponents argued against it so well that the bill was set aside. Lord Morpeth tried again with a second bill in February 1848 and this time he was better prepared. The most powerful argument on his side, though, was the menace of cholera moving across Europe once again.

*Cholera and Public Health*, Neil Tonge and Michael Quincey, 1985

CHECKLIST

Write out the following sentences and decide if you agree or disagree with them.

- Primary sources are always more useful than secondary sources. Agree/Disagree.
- How useful a source is depends on what you want to use it for. Agree/Disagree.
- Where both primary and secondary sources give useful evidence, the primary is more valuable. Agree/Disagree.

Explain your answers, referring to specific sources.

## 2.3 ASSESSMENT EXERCISES

### The preserved crucible steel furnace at Abbeydale, near Sheffield

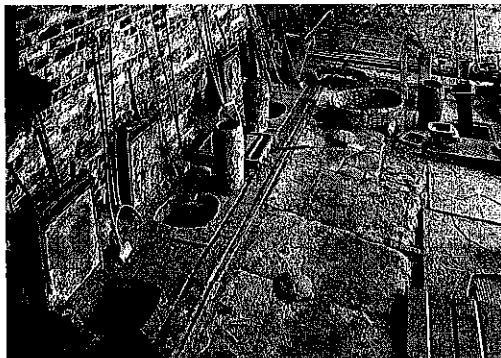
Abbeydale was one of the first furnaces to use the Huntsman method of making steel. The crucible steel melting shop (Source A) was built in 1829.

The building has never been used for anything else nor has it been rebuilt. There has been some restoration, e.g. the chimney stack was partially reconstructed in 1876 and the cement between the bricks has been repointed. All the construction methods of the building are original.

Source B shows part of the inside of the furnace known as the melting floor.



◀ SOURCE A

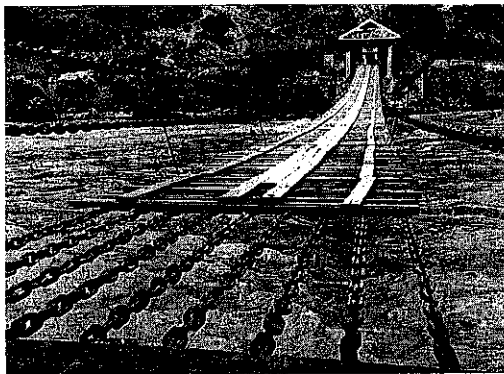


◀ SOURCE B

- 1 Is the preserved steel furnace at Abbeydale (Sources A and B) a primary or secondary source about early 19th-century steel production? Explain your answer.

### The Communist Long March in China, 1934

In October 1934 the Communists in China led by Mao Tse-tung set off on a march to a safer part of China to escape from their enemies the Kuomintang (KMT). This proved to be one of the toughest marches in history. Mao's army crossed thousands of miles of the roughest country. When they weren't fighting their pursuers, they were faced by biting cold, landslides or flooded rivers. Agnes Smedley, an American living in Shanghai (China) talked to one of the marchers in 1936. Here she describes what happened when the Communists faced the almost impossible task of crossing the Luting Bridge. She was writing in 1956.



▲ SOURCE C The Luting Bridge

SOURCE D

Platoon Commander Ma Ta-chin stepped out, grasped one of the chains and began swinging, hand over hand towards the north bank. The platoon political director followed and after him, the men. As they swung along, Red Army machine guns laid down a protecting screen of fire and the engineering corps began bringing up tree trunks and laying the bridge flooring. . . Ma Ta-chin was the first to be shot into the wild torrent below. Then another man and another. The others pushed along but just before they reached the flooring at the north bridgehead they saw enemy soldiers dumping cans of kerosene on the planks and setting them on fire. Watching the sheet of flame spread, some men hesitated, but the platoon political leader at last sprang down on the flooring calling to the others to follow. . . The bridge became a mass of running men with rifles ready, tramping out the flames as they ran.

Agnes Smedley, *The Great Road*, 1956

- 2 Is Source D a primary or a secondary source about the Long March? Explain your answer.

## The 'Suffragette Derby', 1913

In 1913 Emily Wilding Davison, a militant suffragette (woman fighting to get the vote) was killed when she was struck by the King's horse, Anmer, during the Derby. There has been much controversy about exactly what she was trying to do and historians are still considering new evidence.

► **SOURCE E** Catherine Ireland with the ticket which belonged to Emily Davison and other memorabilia, June 1988



### SOURCE F

Return train ticket sheds new light on Derby Day suffragette 'suicide'

A return ticket to Epsom, discovered in a trunk full of suffragette memorabilia has led to a revision of one of the most striking stories of the women's campaign for votes.

The scrap of card and other possessions of Emily Wilding Davison, killed by the King's horse at the 1913 Derby, provide overwhelming evidence that her death was not suicide.

Two new biographies have drawn on an archive of Emily's papers and possessions, which came to light in 1986 after years stored in an attic.

Among purple, green and white flags and dried madonna lilies from Emily's funeral procession were details of her plans for Derby Day and the following week.

Dr Liz Stanley, senior sociology lecturer at Manchester University, said: 'They provide incontrovertible evidence that she did not intend to commit suicide, but was carrying out a protest.'

'She intended to rein in the King's horse, Anmer, and pin two suffragette flags to its bridle, to draw attention to the treatment of Mrs Pankhurst under the Cat and Mouse Act.'

Dr Stanley and her co-author, Ms Ann Morley, whose biography will be published by The Women's Press on June 2, have also drawn on newsreel film, which shows Emily trying to seize Anmer's bridle but being dragged down.

Their views are backed by a retired journalist, Mr John Sleight, whose biography was published yesterday by Bridge Studios in Morpeth, Northumbria, where Emily's grave is to be restored this year to mark the 75th anniversary of her death.

The Davison archive was presented to the Fawcett Society library at the City of London Polytechnic by Ms Ruth Lamar-tine-Yates, whose barrister, Thomas, represented Emily's family after her death.

The ticket, Emily's marked Derby Day betting card and other items will go on public display if the society can find funding for an archivist and gallery space.

Martin Wainwright in *The Guardian*, June 1988

- 3 For an historian studying the 'Suffragette Derby', 1913, are Source E (the photograph) and Source F (the written account) primary or secondary sources? It is a good idea to read the article before making your decision.

Use these sources to answer the following questions.

- 4 Is anything in Source E primary evidence? Explain your answer.
- 5 Are any of the statements in Source F based on primary evidence? Give an example.
- 6 'Good secondary sources are based on primary sources.' Can you find any examples in these sources to support that view?
- 7 Look again at Sources E and F. Are you still happy with your choice of primary or secondary source?

# UNIT 3

## WORKING WITH SOURCES

### 3.1 HOW DO WE GET EVIDENCE FROM A SOURCE?

#### Factual evidence

Sometimes the evidence in a source is straightforward and obvious. Anyone who was trying to find out about the Leeds water supply in the 1830s could find some clear *factual evidence* in the following source.

##### SOURCE A

Only 2200 houses inhabited by 12,000 persons receive water from the water-works; and a population of upwards of 60,000 in the township alone have no water supply except from wells and rain-water.

Commercial directory of Leeds, 1834

#### Making inferences

Sometimes the evidence is more complicated and needs squeezing out. This is often called *making inferences* (going beyond the obvious facts).

1 What evidence about the Wealden Iron Industry could be squeezed out of Sources B and C to support the following statements?

- The movement of iron caused the roads to be rutted.
- People were unhappy about what the movement of cannon was doing to the roads.
- At least one ironmaster felt guilty about the effects of his business on the local area.
- The iron industry existed in the Weald for at least one and a half centuries.

##### SOURCE B

Threescore pounds (£60) to the amending of the wayes leading from Godstone to Lewes.

From the will of Richard Leeche, an ironmaster in the Weald, 1596

##### SOURCE C

I have gotten 20 9-pounders (cannon) of 9ft to Lewes. These 20 have torn the roads so that nothing can follow them, and the country curse us heartily.

John Fuller, a Wealden ironmaster, 1743

#### Evidence about the writer of a source

On some occasions, rather than concentrating on the topic being described, it is possible to use inference to establish the *attitude* of a writer to something. Knowing the attitude of the writer will help you assess how trustworthy the source is.

Read the extract below from the Belfast newspaper, *Andersonstown News*.

##### ▼ SOURCE D

## ANDERSONSTOWN NEWS

Vol. 9. No. 181. SATURDAY, 27th February, 1982. Price: 15p.

Harrassment of residents in Short Strand and the Markets has been ongoing over the last few weeks.

On Friday night, 19th February, Paula and Bernie Rooney, the sisters of two H-Block prisoners, were on their way home when the backdoors of a passing RUC [police] jeep were flung open and a number of shots fired at them. In their panic the girls did not realise that the shots fired were blanks. The RUC men drove off laughing.

*Andersonstown News*, 27 February 1982

- In your own words briefly write what this article says happened to Paula and Bernie Rooney on 19 February.
- Try to infer (by going beyond the obvious facts) what *attitude* the writer of Source D has to the police. What evidence in the source supports your view?
- What else would you like to know before accepting the evidence in this article?

## 3.2 WHAT DIFFICULTIES DO WE FACE IN LOOKING AT SOURCES?

### Not all sources are what they seem to be

Historians have to be careful that they are not tricked or misled by sources. Look at Sources A and B (Gary Sprake was the Leeds United goalkeeper during the 1970s.)



'Keeper Gary Sprake leaps for joy at Leeds's first goal.

▲ SOURCE A

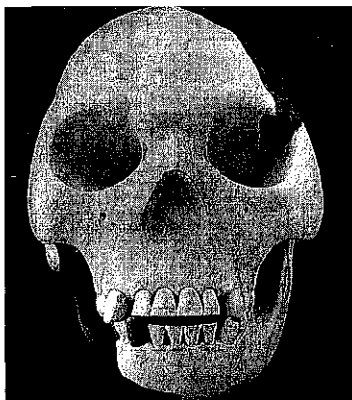


SPRAKE demonstrates his anger after failing to prevent Chelsea's first equalising goal.

▲ SOURCE B

- 1 What problem would you face if you used these two newspaper sources to find out about Sprake's performance in a match against Chelsea?
- 2 Would you have preferred to have found only one of these two sources? Explain your answer.
- 3 How might the contradiction (disagreement) between the two newspapers' captions have come about?

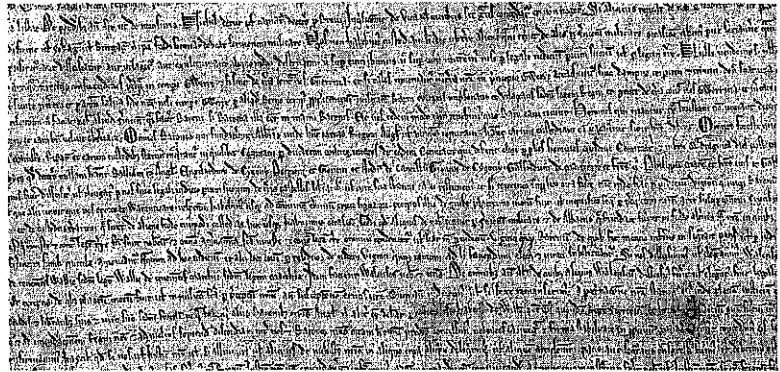
For 40 years this skull was thought to be evidence of Pleistocene man at Piltdown in Sussex. In 1949, a fluorine test proved it to be the skull of an orang-utan.



▶ SOURCE C

### Not all sources are easy to understand

Some sources have unfamiliar words.



### Can sources always be trusted?

You are an historian reading the following sources about the Peasants' Revolt in 1381.

SOURCE E

The peasants of Kent came to Blackheath, to the number of 50,000, and they displayed two banners of St George and sixty small flags. And the peasants of Essex, to the number of 60,000, arrived on the other side of the River Thames to help them.

*Anonimal Chronicle* (probably written by an eyewitness of the events in London), late 14th century

SOURCE F

Crowds of them assembled and began to demand liberty, planning to become the equals of their lords; both old and young were to assemble with what weapons they could find. In a short time so large a body was forced to assemble that it could be reckoned at 5000 of the poorest peasants

*Chronicon Angliae* (a chronicle) by Thomas Walsingham, late 14th century

- 4 In what way are these two accounts different?
- 5 Suggest reasons why they might be different.
- 6 Is there any way in which they could both be right?
- 7 What else would you like to know about
  - (a) the Peasants' Revolt
  - (b) the writers of these sources
 to be able to check this evidence?

▲ SOURCE D

A section from the Magna Carta, 1215



### 3.3 HOW DO WE MAKE SENSE OF WRITTEN SOURCES?

We have seen that although some sources seem easy to understand, it is more difficult to make sense of others.

#### SOURCE A

*Companies do ride in great routs in divers parts of England . . . beat and maim and slay the people for to have their wives and their goods . . . sometimes come before the justices in their sessions in such guise with great force whereby the justices be afraid and not hardy to do the law.*

*Complaint of Parliament, 1376*

- 1 List three strange words or phrases.
- 2 Rewrite the passage putting modern words and phrases in place of the strange ones.
- 3 Briefly say what the passage means.
- 4 Now look at Source B and try to work out the meaning of three strange words.
- 5 What does the phrase ' . . . thou layest up for thy sonne and heir . . . ' mean?

#### SOURCE B

Now compare them [the Germans] with thee: and thou shalt see howe happy thou arte. They eate hearbes: and thou beefe and mutton. Thei rotes: and thou butter, chese and egges. Thei drinck commonly water: and thou good ale and beare. They light-lye never seee anye sea fish: and thou has thye belly full of it. They paye till their bones rattle in their skin: and *thou layest up for thye sonne and heir*. Thou livest like a Lorde, and they like dogges.

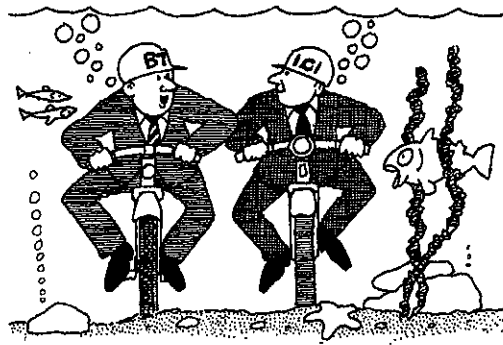
A. J. Aymer comparing the British and the Germans in the 16th century

Sometimes a source may seem easy to understand. However, historians must be careful because the meaning of words may have changed over time.

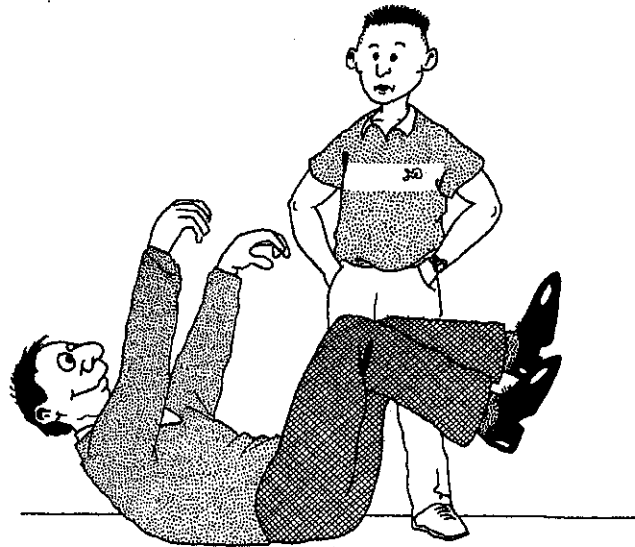
In sources about the 19th-century Poor Law you often find that paupers ' . . . were sent abroad'.

Today 'abroad' means out of the country. In the 1840s, 'abroad' meant to the next village or even to another part of town.

So the historian must check that any important word meanings were not different in the past.

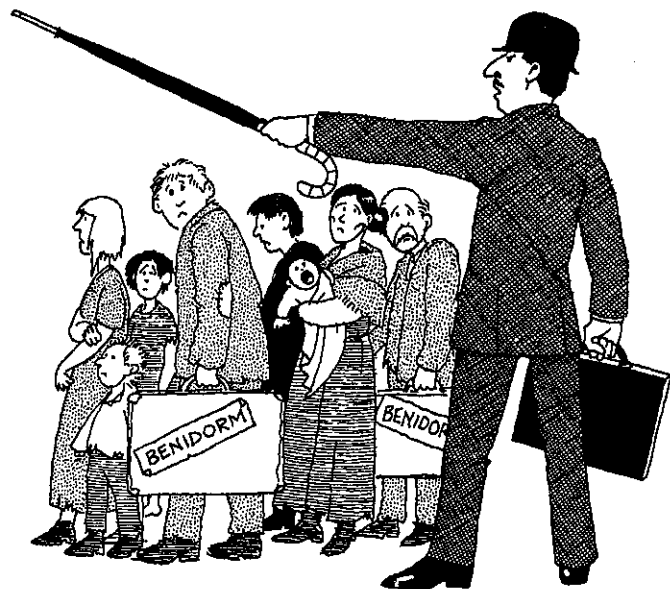


▲ Companies do ride in great routs in divers parts of England . . .



▲ . . . thou layest up for thye sonne and heir . . .

▼ Paupers . . . were sent abroad



Source C refers to an incident which occurred under the Old Poor Law which operated from Elizabethan times until 1834. One of the rules in that system of poor relief was that anybody requiring assistance had to return to the parish of their birth for help. The fewer the number of paupers born in a parish, the cheaper it was for the local ratepayers.

**SOURCE C**

He whose hands are here underneath, parishioners of Eltham in the County of Kent being met in the vestry the 23rd of January 1749 do hereby authorise and import Mr. George Papsett to prosecute the churchwardens and Overseers of the poor of the parish of Bexley in the said county and all other persons concerned in the permitting and suffering of one Mary Vaughan to go out of the workhouse of the said parish of Bexley after they or some of them had noticed of her dropping a female child in the parish of Eltham.

An extract from the vestry minutes of Eltham parish, 1749

- 6 According to today's meanings what did Mary Vaughan do with her baby?
- 7 This extract shows that Eltham wanted to prosecute Bexley Parish. When you have discovered the meaning of 'dropping', explain why.



▲ ... her dropping a female child ...

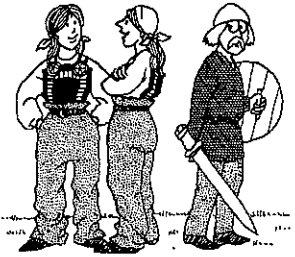
Some sources are difficult to understand because they refer to habits or customs which may have changed.

**SOURCE D**

Thord declared himself divorced from Ard because she wore trousers like a man.

From the *Laxdaela Saga*

- 8 What seems to be the cause of this Viking divorce?
- 9 Which partner is at fault? Explain your answer.
- 10 Read the information below and see if you need to change your answers to Questions 8 and 9.



▲ ... wore trousers like a man ...

**BACKGROUND INFORMATION**

Among the Vikings, divorces were easy to arrange. Men could separate from their wives if they were bad housekeepers, childless or unfaithful. If a woman wanted a divorce and her husband refused to allow it, she could shame him into agreeing by parading around the district in trousers.

**SOURCE E**

It is well known that in all armies the women are at least as bad if not worse than the men as plunderers.

The Duke of Wellington during his battles against Napoleon's armies, *Letters of the Duke of Wellington to Mary, Marchioness of Salisbury, 1850-52, 1927*

**SOURCE F**

(The only way to control the women) is to have plenty of provosts [military police] to hang and flog them without mercy.

George Napier, one of Wellington's friends, *Passages in the Early Life of General Sir George Napier, 1884*

- 11 Are you surprised by anything in these two sources?
- 12 What questions would you like to ask to check the meaning of these two sources?
- 13 Read the background information below. Does it help you to understand these sources better? Explain your answer.

**BACKGROUND INFORMATION**

Armies in those days included more than just soldiers. The wives and children often travelled too. In Wellington's army they proved to be a real nuisance. Not only did they plunder houses, but also in one instance started to buy up bread before the official army purchasers could get hold of it!

**CHECKLIST**

You can often make better sense of historical sources if you recognise and understand:

- Specialist or archaic words. e.g. 'roust' and 'sonne'. (Sources A and B)
- That individual word meanings might have changed over time. e.g. 'were sent abroad,' and 'dropped'. (Source C)
- That the meanings and values of the period are different from those today. e.g. many women travelled with early 19th-century armies. (Sources E and F)
- The culture or unstated assumptions of the period in which the sources was produced. e.g. wearing trousers was the way a Viking woman showed she wanted a divorce. (Source D)

### 3.4 INTERPRETING PHOTOGRAPHIC SOURCES

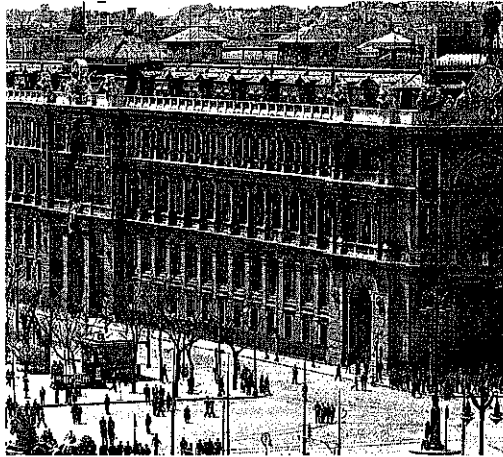
Historians must be very careful in using photographic sources.

#### Is it selective?

The Spanish Government was expecting huge demonstrations in Madrid on Mayday in 1936.

- 1 These photographs were all taken in the main street on Mayday, 1936. Does it seem that the Government was right to be worried?

Now look at the worksheet which your teacher will give you.



▲ SOURCE A

◀ SOURCE B

▼ SOURCE C



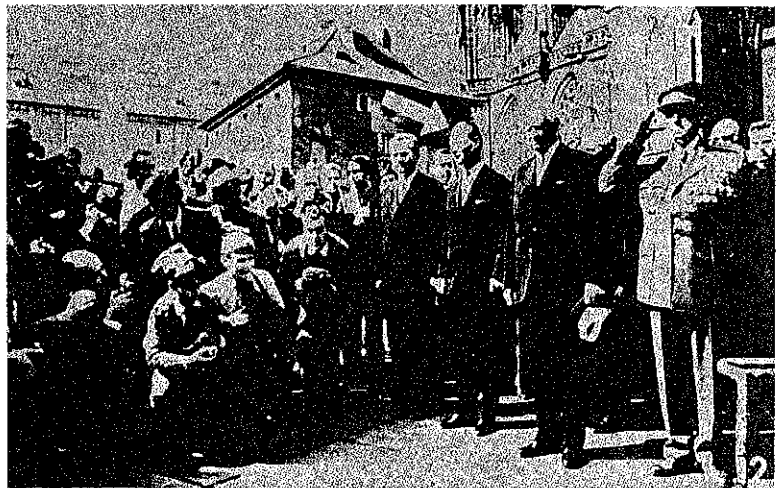
#### Is it authentic?

The historian's first task is to establish the *authenticity* of a source. In the case of a photograph, the historian has to decide whether it really is what it seems.

An historian needs as much background knowledge as possible to decide whether a source is authentic. Read the information on page 17 and answer the following questions.

- 5 Compare Sources D and E. What might make an historian worry about their authenticity?
- 6 Which photograph is a fake? Explain your answer.
- 7 Who might have planned the forgery?
- 8 For what purpose might they have wanted a fake photograph?
- 9 If they were not happy with the original photograph why was it not simply destroyed?

#### ▼ Two photographs of Czechoslovak leaders



▲ SOURCE D

▼ SOURCE E



## BACKGROUND INFORMATION

In the 1950s and early 1960s, Czechoslovakia was strictly ruled by the Communist party with little freedom of speech. The economy was in trouble, there was an acute housing shortage, and a chaotic transport system. Popular discontent grew.

During 1967 there were demonstrations which were harshly put down by the police. A crisis followed in the Communist party leadership which in January 1968 led to the replacement of the old hardliners by the progressives under Alexander Dubcek. They introduced immediate freedoms which brought them great popular support.



▲ Alexander Dubcek, leader of Czechoslovakia, 1968-9



▲ Frederick Husak, leader of Czechoslovakia, 1969-1989

The Soviet Union viewed these developments with concern. It did not want Czechoslovakia to move away from Communism because the idea might spread to other countries, and Soviet control over Eastern Europe would be weakened. Pressure was put on the Czechs by moving troops up to their border.

Some sort of agreement seemed to be made between the new Czech leaders and the USSR but it was not enough and on the 28 August 1968 the Soviet Union invaded Czechoslovakia. With half a million Soviet troops stationed in their country, there was little the Czechs could do but accept the Soviet ultimatum. Soviet troops were to be stationed indefinitely in Czechoslovakia; censorship was to be restored; new political parties were to be banned.

The Soviet action was condemned by the western powers (e.g. Britain and France), but in 1969 Dubcek was replaced by Husak, the liberal reforms were stopped and Party control on lines approved by the USSR was to continue until the reforms of 1989.

## Is it typical?

Even if a photograph is authentic, it may not be typical.



▲ SOURCE F

This photograph of Hitler is authentic. However, that does not mean that it is typical.

- 10 How does this picture of Hitler differ from most you have seen?

## BACKGROUND INFORMATION

Hitler believed in the supremacy of the Aryan (German) race. According to this belief, Germans had all the characteristics of power and strength, with no physical weaknesses.

- 11 How do you explain the cross that is to be seen on this photograph?
- 12 For an historian studying Hitler, which evidence would be most important from this source?
- (a) the fact Hitler is wearing glasses, or
  - (b) the cross on the photograph, or
  - (c) both of the above

Explain your answer.

## CHECKLIST

- Historians have to be careful that photographs do not give a selective and possibly misleading view of an event. (Sources A, B and C)
- Sometimes the intentions behind a source (why it was produced) are more important to the historian than the information in the source.
- Although the three Mayday photographs and Source E are of little use as a source of factual evidence, they can be very useful for what they tell us about the aims of people at the time, and the methods used to achieve them.
- The hiding of a source (Source F) from the public eye can be important in suggesting to historians something about the ideas of people in the past.

# Investigating the World

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

## Column A

## Column B

- |                      |   |
|----------------------|---|
| 1. ___ built         | (a) find a reason or explanation for a fact or feature                                |
| 2. ___ natural       | (b) surroundings both man-made and natural  |
| 3. ___ agriculture   | (c) animals and plants that feed and break down dead organisms                        |
| 4. ___ ecosystem     | (d) growing crops and grazing animals on a farm                                       |
| 5. ___ nutrients     | (e) urban areas or where groups of people live  |
| 6. ___ environment   | (f) elements of the physical environment created by nature                            |
| 7. ___ political     | (g) using words or talking about the features of an object                            |
| 8. ___ consumers     | (h) use of the five senses to find the features of an object                          |
| 9. ___ producers     | (i) educated decision for one side or the other                                       |
| 10. ___ describing   | (j) the combination of the six physical elements of the environment                   |
| 11. ___ decomposers  | (k) green plants which combine sunlight, soil, water and CO <sub>2</sub> to make food |
| 12. ___ observing    | (l) animals that eat plants   |
| 13. ___ fauna        | (m) government or the running of a country  |
| 14. ___ flora        | (n) business dealing with manufacturing   |
| 15. ___ industry     | (o) the minerals found in soil that make it fertile                                   |
| 16. ___ judgement    | (p) the human environment   |
| 17. ___ interpreting | (q) plants  |
| 18. ___ biophysical  | (r) animals   |
| 19. ___ settlements  | (s) the physical environment, created by nature                                       |

# Investigating the World

Unscramble the words in the list below using the clues provided.

## SCRAMBLED WORDS

- |                 |       |
|-----------------|-------|
| 1. letcguiarru  | _____ |
| 2. sciphablyoi  | _____ |
| 3. tubil        | _____ |
| 4. usnrmoecs    | _____ |
| 5. rsopcomdsee  | _____ |
| 6. ibgrsciend   | _____ |
| 7. omyctssee    | _____ |
| 8. ernnivmoent  | _____ |
| 9. uafan        | _____ |
| 10. rlfao       | _____ |
| 11. snrytdiu    | _____ |
| 12. rpniegtteir | _____ |
| 13. tedjemnug   | _____ |
| 14. aaltrnu     | _____ |
| 15. trineustn   | _____ |
| 16. bnersigov   | _____ |
| 17. pltioicla   | _____ |
| 18. sroucedpr   | _____ |
| 19. tnsstlmeee  | _____ |

## CLUES

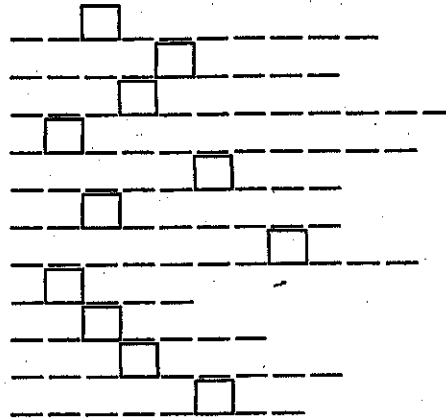
1. growing crops and grazing animals on a farm
2. elements of the physical environment created by nature
3. the human environment
4. animals that eat plants
5. animals and plants that feed and break down dead organisms
6. using words or talking about the features of an object
7. the combination of the six physical elements of the environment
8. surroundings both man-made and natural
9. animals
10. plants
11. business dealing with manufacturing
12. find a reason or explanation for a fact or feature
13. educated decision for one side or the other
14. the physical environment, created by nature
15. the minerals found in soil that make it fertile
16. use of the five senses to find the features of an object
17. government or the running of a country
18. green plants which combine sunlight, soil, water and CO<sub>2</sub> to make food
19. urban areas or where groups of people live

# Investigating the World

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

## SCRAMBLED WORDS

1. idicrbegns
2. gnmujede
3. etiteigrpn
4. mvnioenetrn
5. neosmscur
6. ttnsreui
7. reeocdpsms
8. olfra
9. nualtar
10. osreinbgv
11. tuynsidr



## CLUES

1. using words or talking about the features of an object
2. educated decision for one side or the other
3. find a reason or explanation for a fact or feature
4. surroundings both man-made and natural
5. animals that eat plants
6. the minerals found in soil that make it fertile
7. animals and plants that feed and break down dead organisms
8. plants
9. the physical environment, created by nature
10. use of the five senses to find the features of an object
11. business dealing with manufacturing

## CLUE

urban areas or where groups of people live

Solution:

# Investigating the World

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

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

## Answers

1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
13	
14	
15	
16	
17	
18	
19	
20	
21	
22	
23	
24	
25	

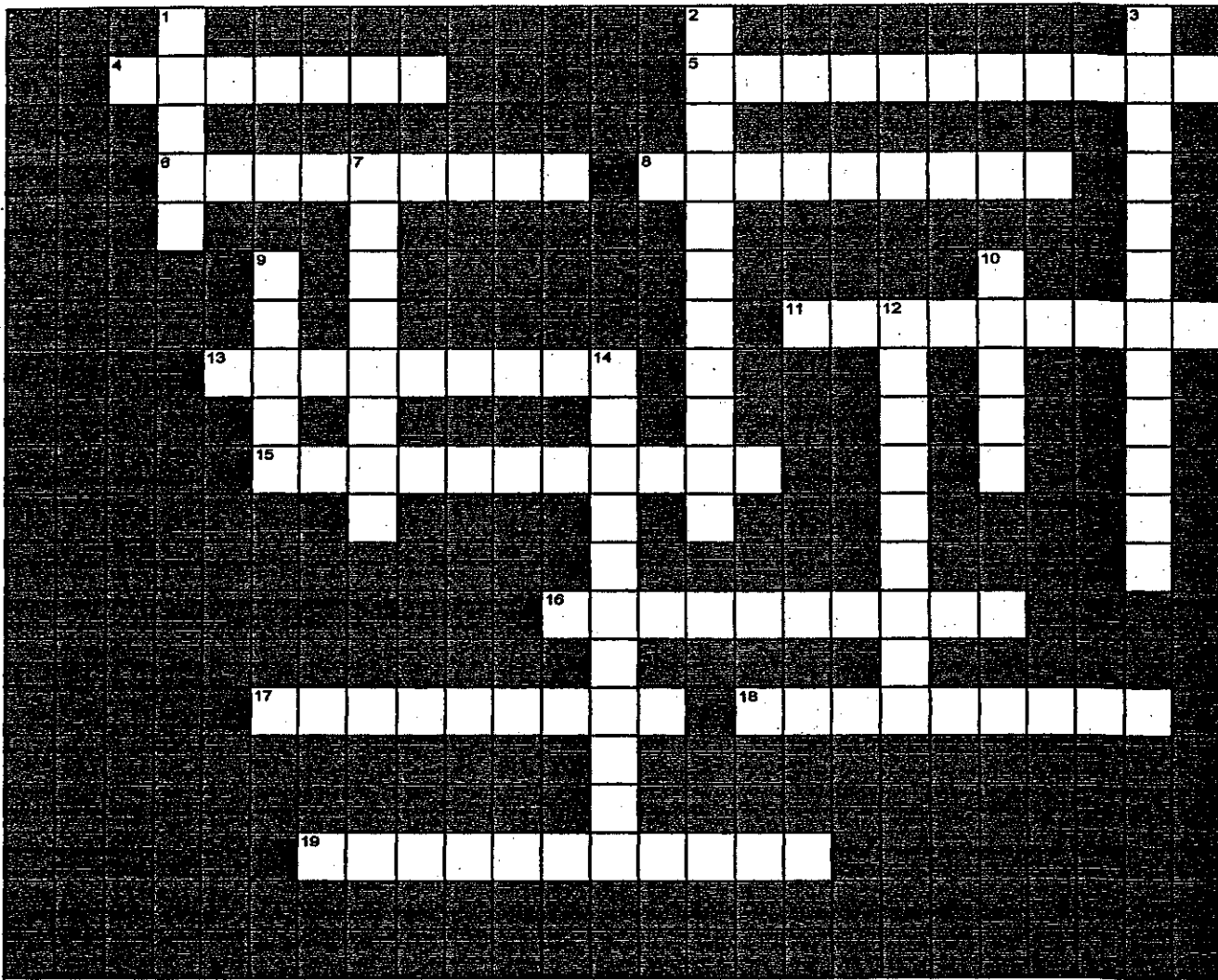
### CLUES

1. educated decision for one side or the other (9)
2. business dealing with manufacturing (8)
3. the human environment (5)
4. elements of the physical environment created by nature (11)
5. animals and plants that feed and break down dead organisms (11)
6. the physical environment, created by nature (7)
7. use of the five senses to find the features of an object (9)
8. using words or talking about the features of an object (10)
9. find a reason or explanation for a fact or feature (12)
10. government or the running of a country (9)
11. animals (5)
12. the combination of the six physical elements of the environment (9)
13. urban areas or where groups of people live (11)
14. surroundings both man-made and natural (11)
15. animals that eat plants (9)
16. green plants which combine sunlight, soil, water and CO2 to make food (9)
17. the minerals found in soil that make it fertile (9)
18. plants (5)
19. growing crops and grazing animals on a farm (11)

*Shore*



# Investigating the World



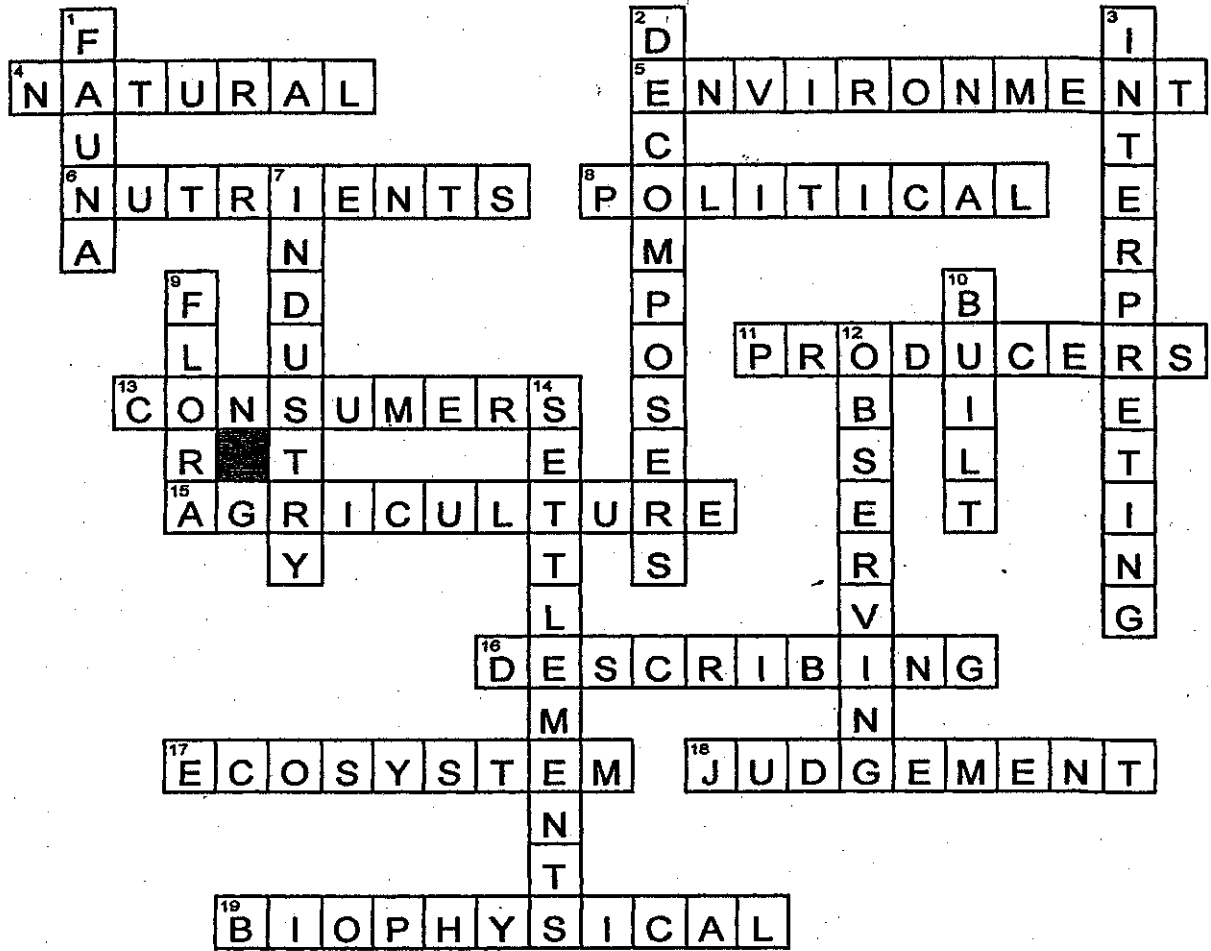
## Across Clues

4. the physical environment, created by nature (7)
5. surroundings both man-made and natural (11)
6. the minerals found in soil that make it fertile (9)
8. government or the running of a country (9)
11. green plants which combine sunlight, soil, water and CO<sub>2</sub> to make food (9)
13. animals that eat plants (9)
15. growing crops and grazing animals on a farm (11)
16. using words or talking about the features of an object (10)
17. the combination of the six physical elements of the environment (9)
18. educated decision for one side or the other (9)
19. elements of the physical environment created by nature (11)

## Down Clues

1. animals (5)
2. animals and plants that feed and break down dead organisms (11)
3. find a reason or explanation for a fact or feature (12)
7. business dealing with manufacturing (8)
9. plants (5)
10. the human environment (5)
12. use of the five senses to find the features of an object (9)
14. urban areas or where groups of people live (11)

# Investigating the World



*Shoey*

# Investigating History

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

## Column A

## Column B

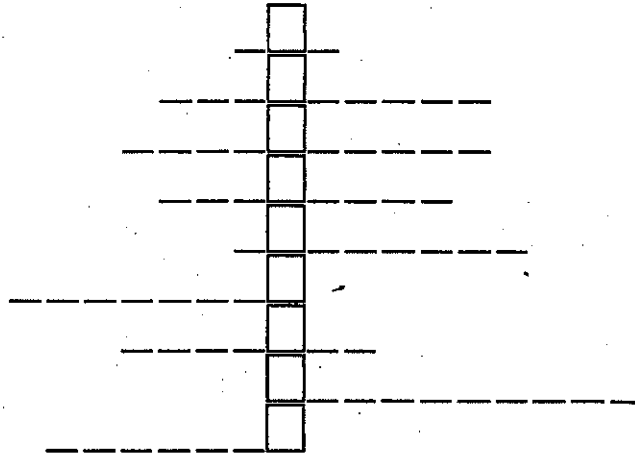
- |     |            |       |
|-----|------------|-------|
| 1.  | era        | _____ |
| 2.  | year       | _____ |
| 3.  | history    | _____ |
| 4.  | maternal   | _____ |
| 5.  | horizontal | _____ |
| 6.  | primary    | _____ |
| 7.  | age        | _____ |
| 8.  | generation | _____ |
| 9.  | genealogy  | _____ |
| 10. | paternal   | _____ |
| 11. | chronology | _____ |
| 12. | diagonal   | _____ |
| 13. | artefacts  | _____ |
| 14. | heritage   | _____ |
| 15. | evidence   | _____ |
| 16. | vertical   | _____ |
| 17. | secondary  | _____ |
| 18. | scale      | _____ |
| 19. | timeline   | _____ |
| 20. | source     | _____ |
| 21. | literary   | _____ |
| 22. | decade     | _____ |
| 23. | century    | _____ |

# Investigating History

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

## SCRAMBLED WORDS

1. gae
2. fcraetsta
3. yohcrnoglo
4. lyiterra
5. terlanap
6. daniglao
7. hrtoisy
8. nargetnioe
9. rrpmyai



## CLUES

1. a specific period of historical time
2. small objects made by people
3. number order over a period of time
4. written work
5. father's side of family
6. line across and up
7. the study of humanity through time
8. group of people of similar age
9. first hand, direct source

## CLUE

the study of family history

Solution:

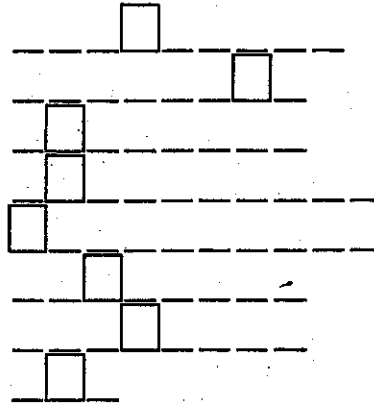
*Shoey*

# Investigating History

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

## SCRAMBLED WORDS

1. attsecrfa
2. lvriatce
3. agdoalin
4. gonhyolrco
5. tnnegareio
6. rritylae
7. lnaerapt
8. era



## CLUES

1. small objects made by people
2. up and down, rise
3. line across and up
4. number order over a period of time
5. group of people of similar age
6. written work
7. father's side of family
8. time related to an historical event

## CLUE

how the past influences the present

Solution:

*Shoey*

# Investigating History

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

## Column A

## Column B

- |                    |  |
|--------------------|--|
| 1. ___ century     | (a) the study of humanity through time                   |
| 2. ___ generation  | (b) how the past influences the present                  |
| 3. ___ diagonal    | (c) line showing events in time                          |
| 4. ___ primary     | (d) one hundred years                                    |
| 5. ___ artefacts   | (e) number order over a period of time                   |
| 6. ___ heritage    | (f) time the earth takes to orbit the sun                |
| 7. ___ era         | (g) ten years  |
| 8. ___ secondary   | (h) unit of measurement                                  |
| 9. ___ history     | (i) a specific period of historical time                 |
| 10. ___ maternal   | (j) time related to an historical event                  |
| 11. ___ evidence   | (k) line across and up                                   |
| 12. ___ year       | (l) another word for evidence                            |
| 13. ___ decade     | (m) information and facts used to work out what happened |
| 14. ___ horizontal | (n) up and down, rise                                    |
| 15. ___ vertical   | (o) first hand, direct source                            |
| 16. ___ chronology | (p) flat lying, run                                      |
| 17. ___ timeline   | (q) second hand, not original                            |
| 18. ___ scale      | (r) written work   |
| 19. ___ age        | (s) small objects made by people                         |
| 20. ___ paternal   | (t) father's side of family                              |
| 21. ___ source     | (u) the study of family history                          |
| 22. ___ genealogy  | (v) mother's side of family                              |
| 23. ___ literary   | (w) group of people of similar age                       |

# Investigating History

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

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

## Answers

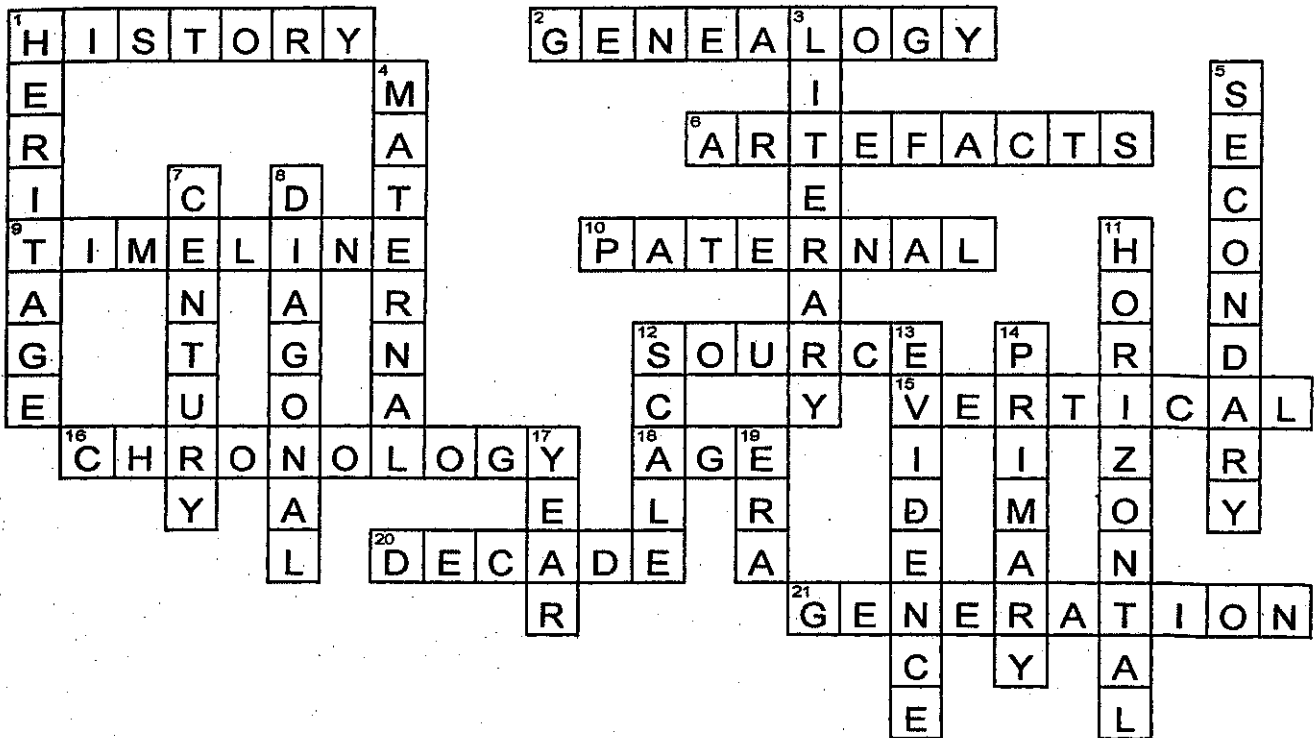
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
13	
14	
15	
16	
17	
18	
19	
20	
21	
22	
23	
24	
25	

### CLUES

1. up and down, rise (8)
2. line showing events in time (8)
3. one hundred years (7)
4. number order over a period of time (10)
5. another word for evidence (6)
6. unit of measurement (5)
7. ten years (6)
8. first hand, direct source (7)
9. second hand, not original (9)
10. flat lying, run (10)
11. a specific period of historical time (3)
12. mother's side of family (8)
13. line across and up (8)
14. the study of humanity through time (7)
15. small objects made by people (9)
16. written work (8)
17. time related to an historical event (3)
18. the study of family history (9)
19. time the earth takes to orbit the sun (4)
20. information and facts used to work out what happened (8)
21. father's side of family (8)
22. how the past influences the present (8)

*Shae*

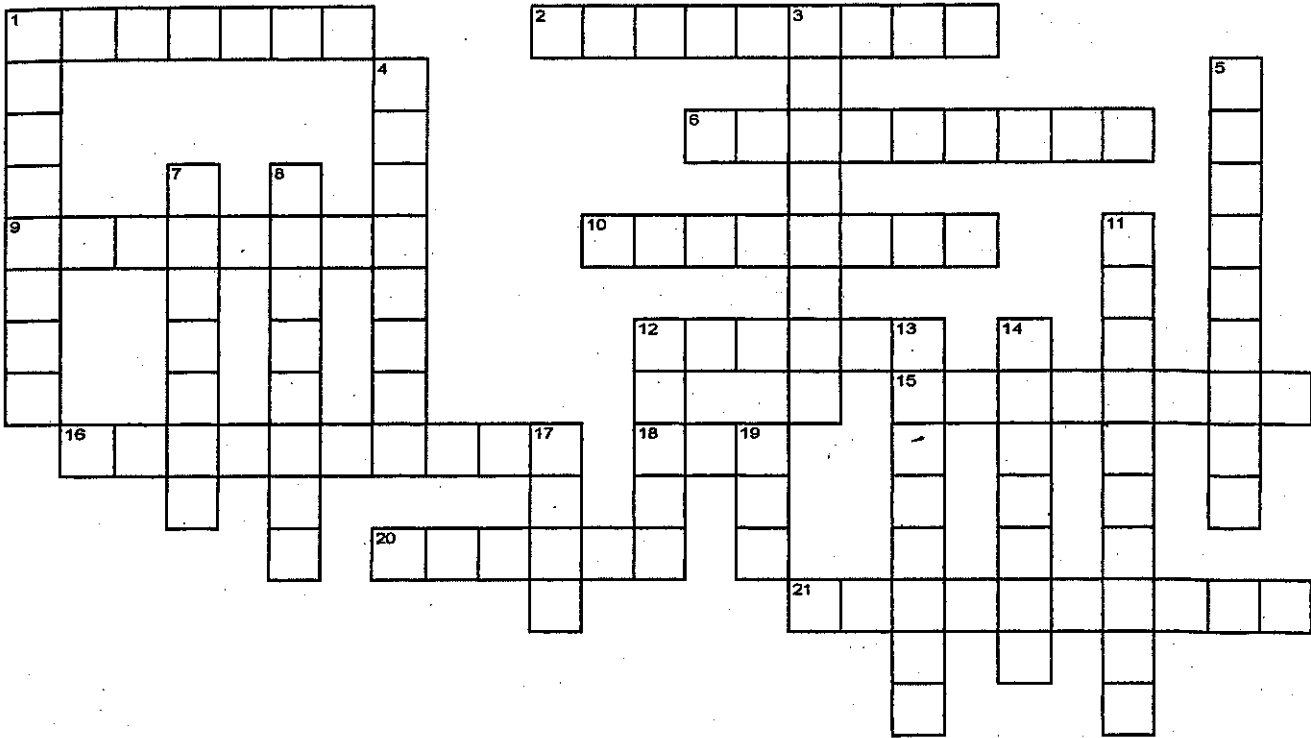
# Investigating History



*Shoey*



# Investigating History



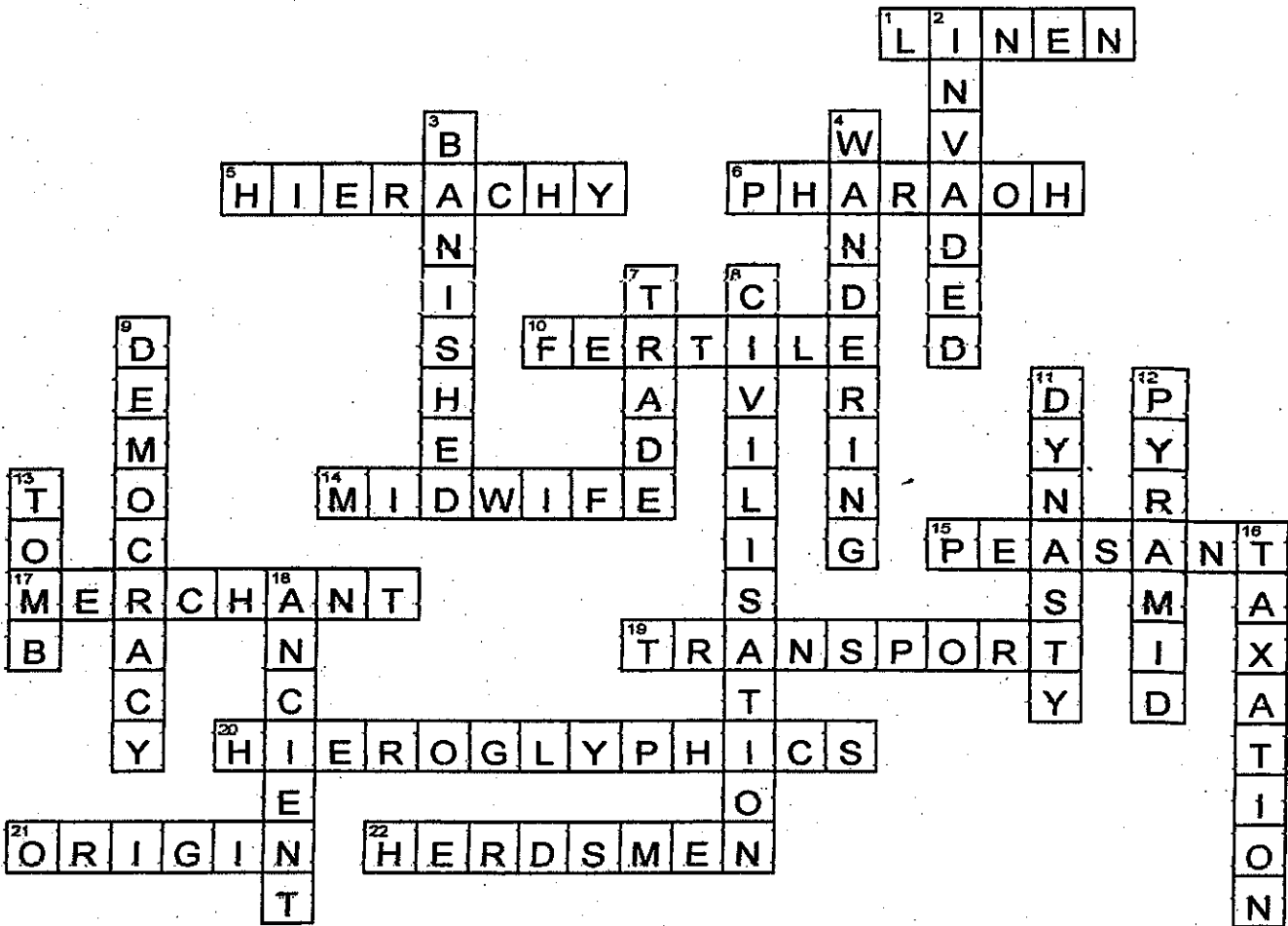
## Across Clues

1. the study of humanity through time (7)
2. the study of family history (9)
6. small objects made by people (9)
9. line showing events in time (8)
10. father's side of family (8)
12. another word for evidence (6)
15. up and down, rise (8)
16. number order over a period of time (10)
18. a specific period of historical time (3)
20. ten years (6)
21. group of people of similar age (10)

## Down Clues

1. how the past influences the present (8)
3. written work (8)
4. mother's side of family (8)
5. second hand, not original (9)
7. one hundred years (7)
8. line across and up (8)
11. flat lying, run (10)
12. unit of measurement (5)
13. information and facts used to work out what happened (8)
14. first hand, direct source (7)
17. time the earth takes to orbit the sun (4)
19. time related to an historical event (3)

# ANCIENT EGYPT



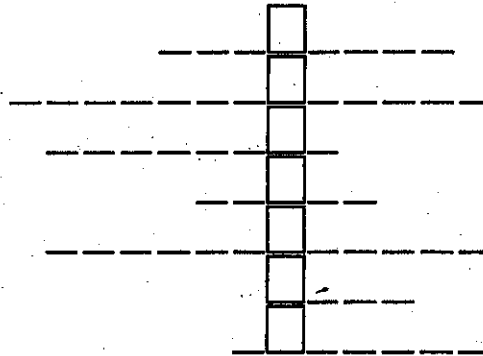
*Shoey*

# ANCIENT EGYPT

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

## SCRAMBLED WORDS

1. sndhmeer
2. srhpyloichgie
3. hreatncm
4. etrda
5. iilavinictso
6. tbmo
7. rdpiaym



## CLUES

1. people who look after livestock
2. ancient Egyptian picture writing
3. a trader
4. exchanging goods and services
5. organised and specialised society
6. burial place
7. burial monument of Egyptian Pharaohs

## CLUE

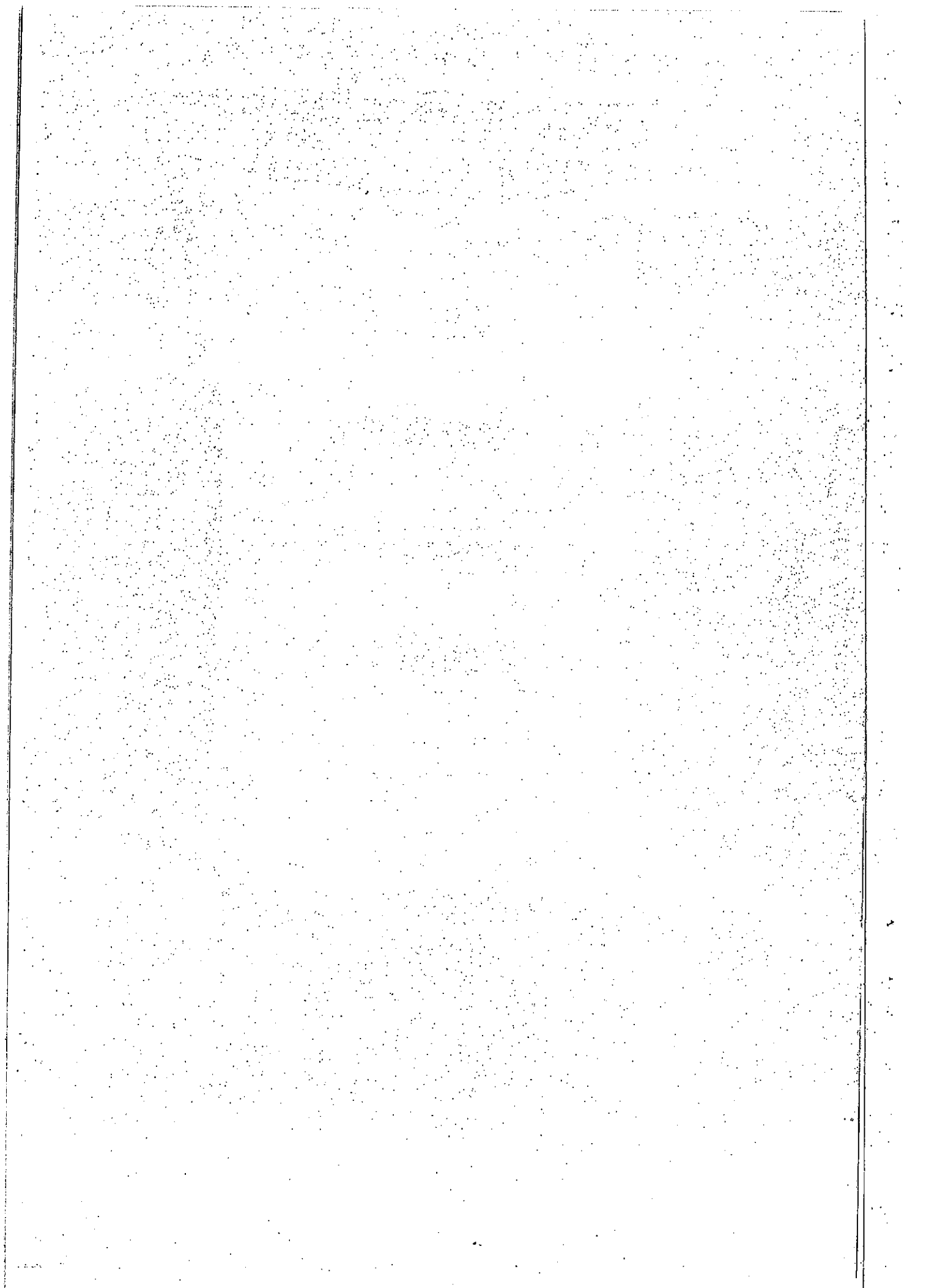
period that a King ruled for

Solution:

□	□	□	□	□	□	□
---	---	---	---	---	---	---

**SOCIAL  
SCIENCE  
SKILLS  
BOOKLET**

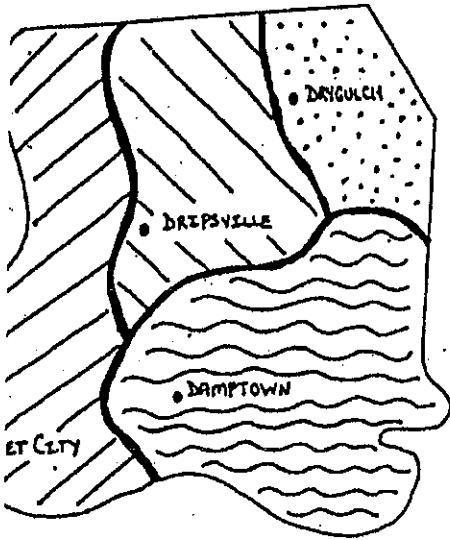




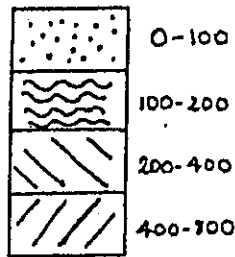
**Complete the following exercises**

**1) Wetville**

- a) What is the driest city? \_\_\_\_\_
- b) What is the wettest city? \_\_\_\_\_
- c) Which city has approximately
  - 20 mm of rain \_\_\_\_\_
  - 790 mm of rain \_\_\_\_\_
  - 134 mm of rain \_\_\_\_\_
  - 221 mm of rain \_\_\_\_\_



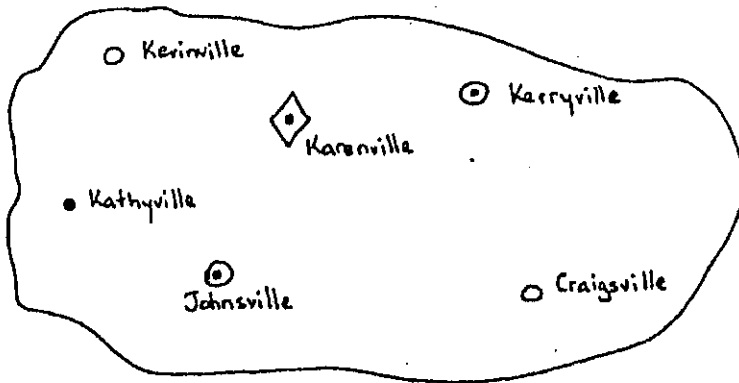
RAINFALL (millimetres)



**2) Cityville**

Which city or cities :

- \* has the largest population \_\_\_\_\_
- \* have less than 1000 people \_\_\_\_\_
- \* has 20 000 people and is near Kathyville \_\_\_\_\_
- \* have 10 000 to 50 000 people \_\_\_\_\_
- \* is the larger - Kevinville or Kerryville \_\_\_\_\_



KEY. Population

- Under 1000
- ⊙ 10000 to 50000

- 1000 to 10000
- ◇ Over 50000



### 3) Symbolville

a) Draw the following map into your book and on it draw the symbols from the key in the correct position.

- \* A steel mill south of Newhall
- \* Lemon orchards north of Venice
- \* Orange orchards west of Carson
- \* A furniture factory east of Palms
- \* A car factory south of Knight
- \* A lolly factory south of Miller
- \* A bean farm west of Hunter

KEY.



BEANS



FURNITURE



CARS



STEEL



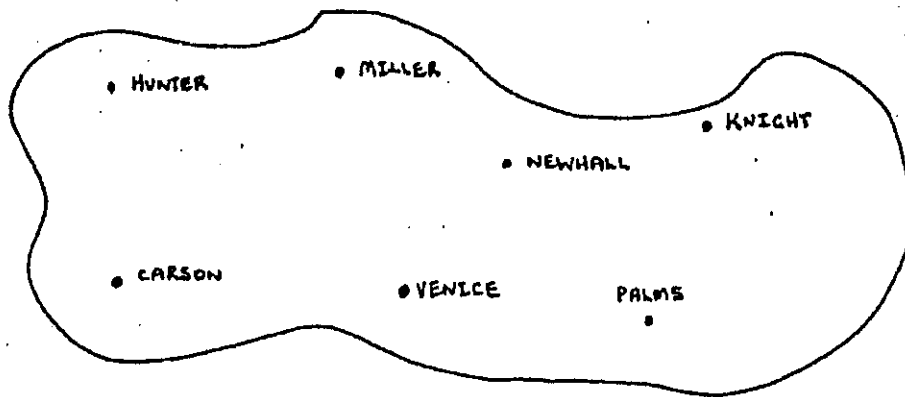
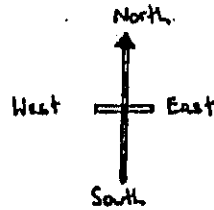
ORANGES



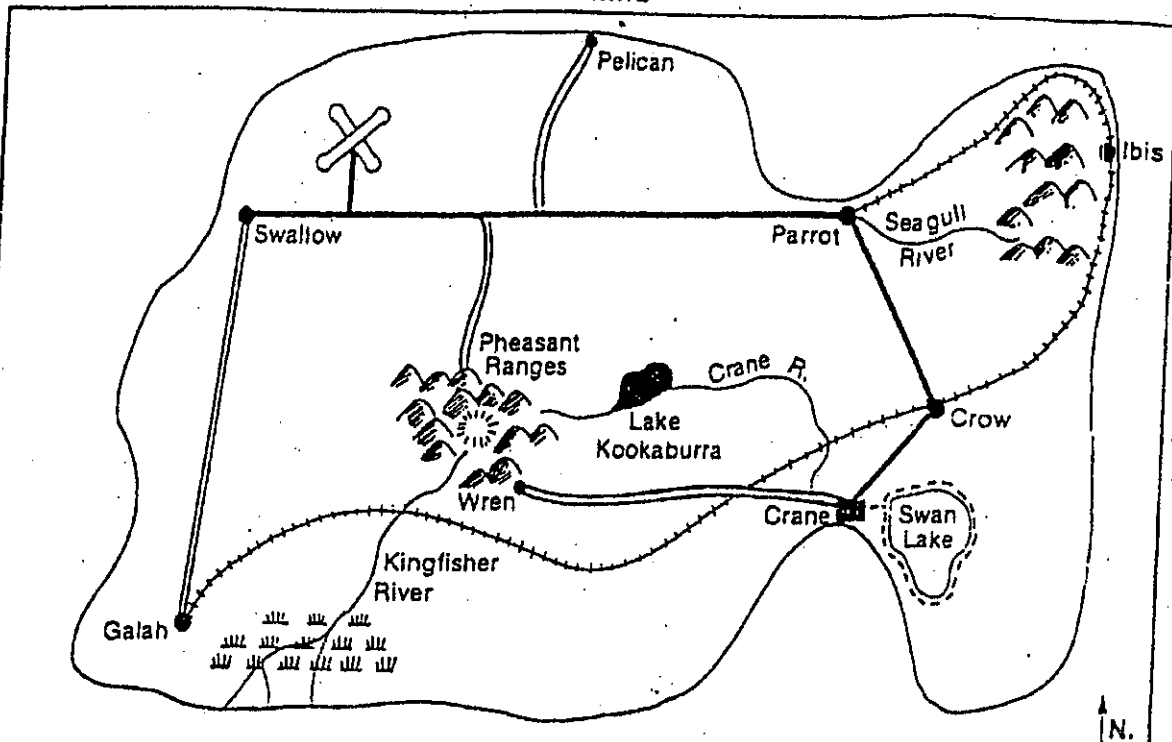
LEMONS



LOLLIES



## Interpreting Keys Birdland



Key			
	Main roads		Railway
	Gravel roads		Mountains
	Rivers		Swampland
	Airfield		Walking track
	Villages		Highest peak
	Towns (major)		Cities

### Question 1

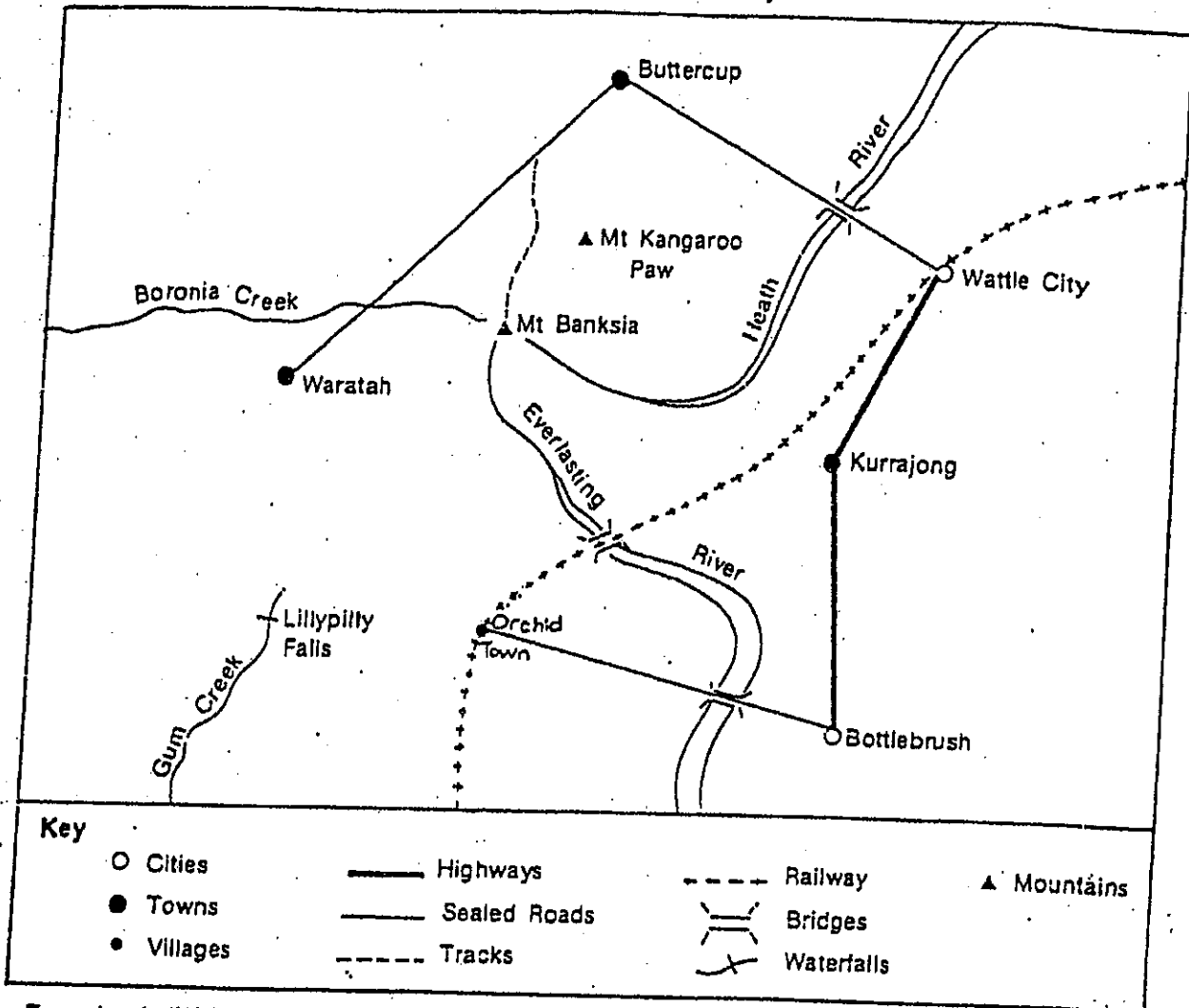
- How many gravel roads are there? \_\_\_\_\_
- Which lake has a track around it? \_\_\_\_\_
- Where do you think the busiest road would be? \_\_\_\_\_
- Which river has a lake on it? \_\_\_\_\_
- Which river has a town at its mouth? \_\_\_\_\_
- Which river has 3 mouths? \_\_\_\_\_
- What place is the airfield near? \_\_\_\_\_
- Which town is built near swampland? \_\_\_\_\_
- In which mountain range is the highest peak? \_\_\_\_\_
- What are the two small villages on the map? \_\_\_\_\_

### Question 2

- Which place could be a quiet holiday spot? \_\_\_\_\_
- Which town on the railway line could be a port? \_\_\_\_\_
- Going by train, between which two towns would you get the best view of the mountains? \_\_\_\_\_
- What kind of road goes between Swallow and Galah? \_\_\_\_\_
- Which two rivers does the railway cross? \_\_\_\_\_
- Which major town is closest to mountains? \_\_\_\_\_
- Between which two towns would car drivers have to look out for trains? \_\_\_\_\_
- Where do you think the busiest railway station would be? \_\_\_\_\_
- Which town would be the hardest to drive to? \_\_\_\_\_
- Why is Ibis different to any other town on the map? \_\_\_\_\_



## Interpreting Keys Native Flower County



### Key

○ Cities	—— Highways	--- Railway	▲ Mountains
● Towns	—— Sealed Roads	⌌ Bridges	
• Villages	⋯ Tracks	⌌ Waterfalls	

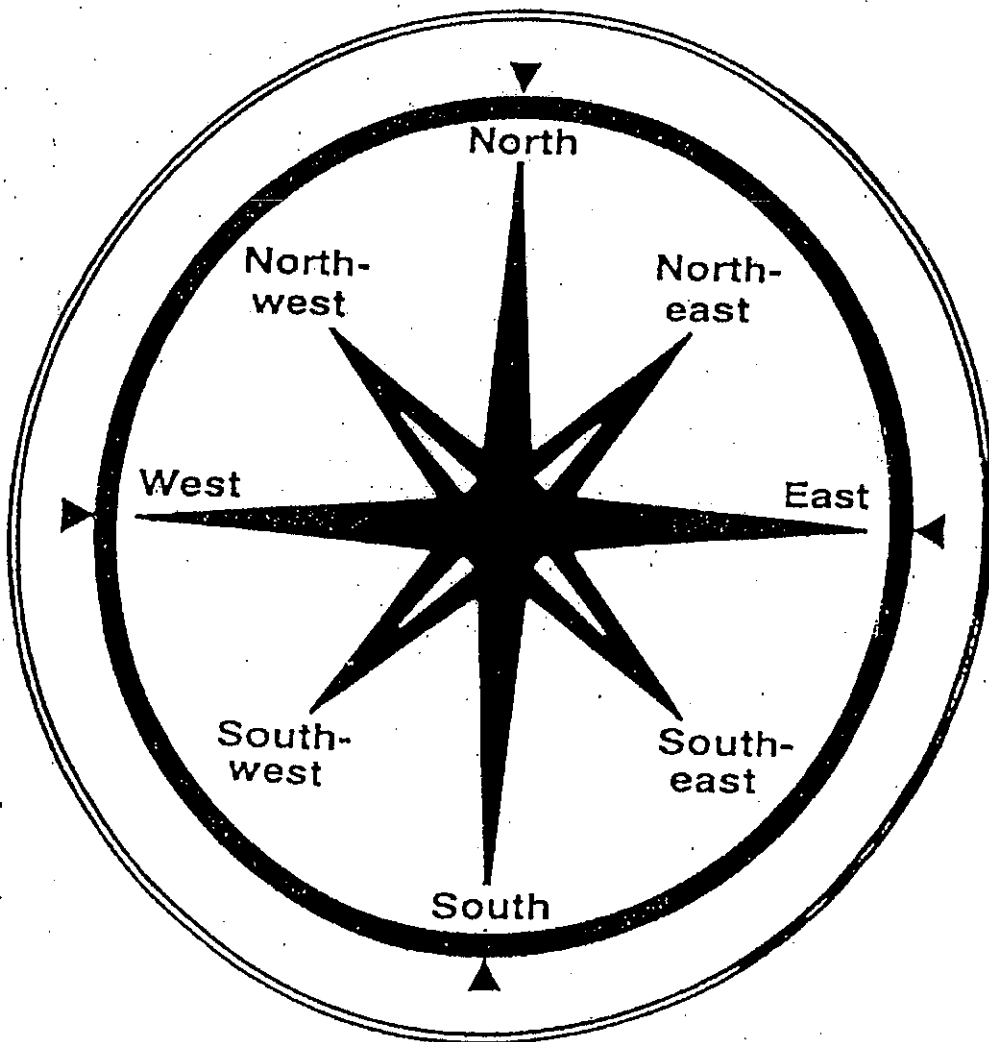
**Exercise 1** Write TRUE or FALSE for the following statements.

Statements	True/False
(a) Bottlebrush is a village.	
(b) The Lillypilly Falls are on Boronia Creek.	
(c) There are two rivers on the map.	
(d) The railway runs through Wattle City.	
(e) There is a mountain called Banksia.	
(f) Kurrajong and Buttercup are both cities.	
(g) The road between Buttercup and Waratah is a highway.	
(h) A sealed road goes to Mt Banksia.	
(i) There are 2 road bridges on the map.	
(j) The road between Wattle City and Kurrajong is a highway.	
(k) There are 2 railway bridges on the map.	
(l) Orchid Town is a village.	
(m) Going from Waratah to Buttercup by road, you would cross a bridge.	

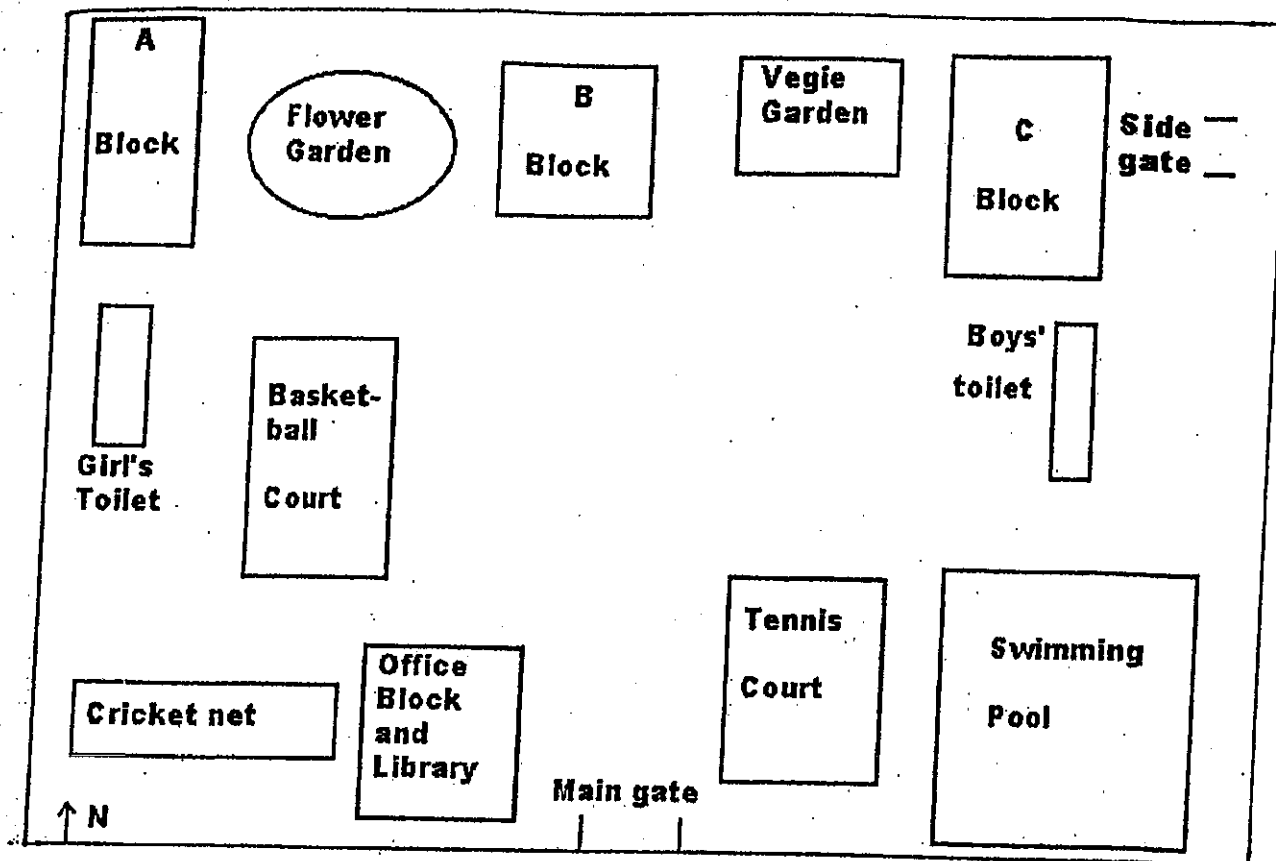
## DIRECTION

The easiest way of explaining the direction of 1 place from another, either on a map or on the ground, is to use the points of the compass shown below.

The points of the compass



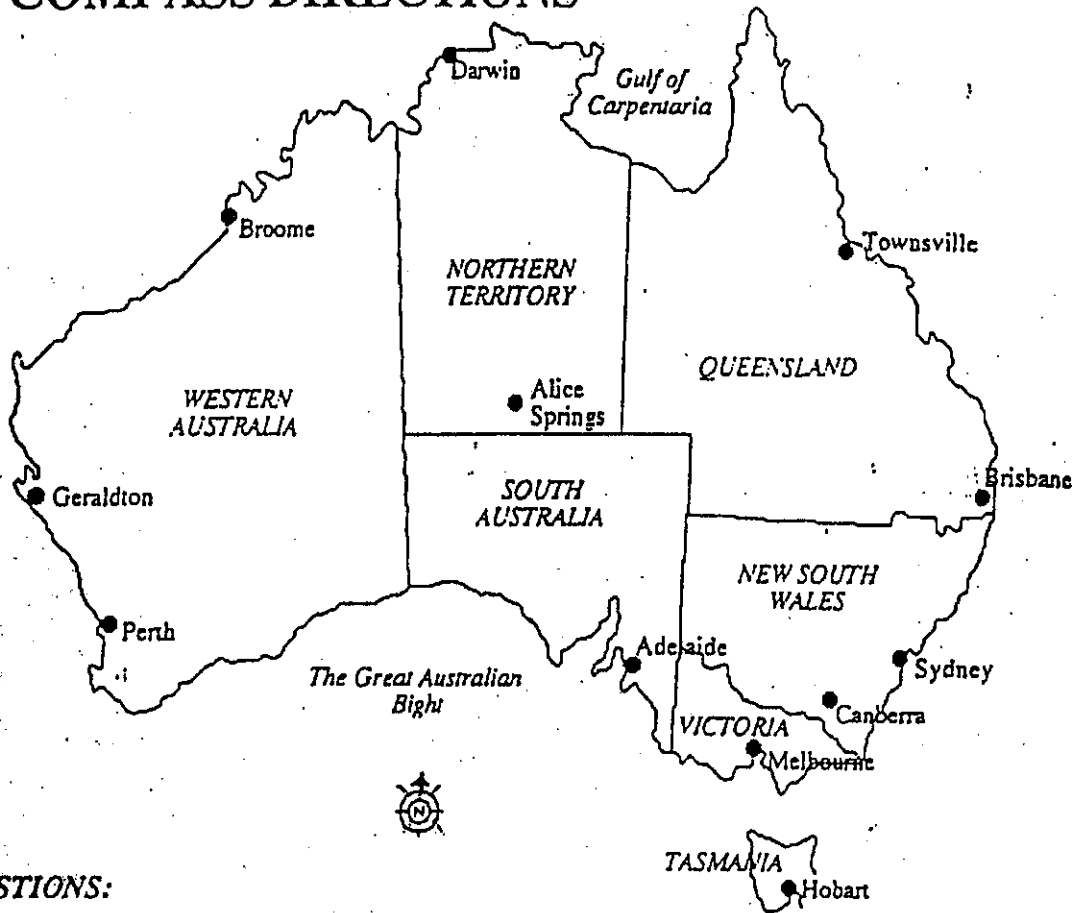
## Daisyville Primary School



### Exercise - What direction is it ?

FROM	TO	DIRECTION
Girls' toilet	cricket net	
office block	tennis court	
main gate	B block	
C block	A block	
flower garden	basketball court	
cricket net	A block	
side gate	vegie garden	
B block	C block	
office block	flower garden	
flower garden	side gate	
A block	vegie garden	
B block	main gate	
library	tennis court	
tennis court	C block	
A block	cricket net	

# COMPASS DIRECTIONS



## QUESTIONS:

In which direction is Sydney from Melbourne? \_\_\_\_\_

In which direction is Perth from Sydney? \_\_\_\_\_

In which direction is Darwin from Brisbane? \_\_\_\_\_

In which direction is the Gulf of Carpentaria from Adelaide? \_\_\_\_\_

In which direction is Brisbane from Geraldton? \_\_\_\_\_

In which direction is Canberra from Townsville? \_\_\_\_\_

Darwin is found in the \_\_\_\_\_ part of Australia.

Brisbane is found in the \_\_\_\_\_ part of Australia.

Perth is found in the \_\_\_\_\_ part of Australia.

Geraldton is found in the \_\_\_\_\_ part of Australia.

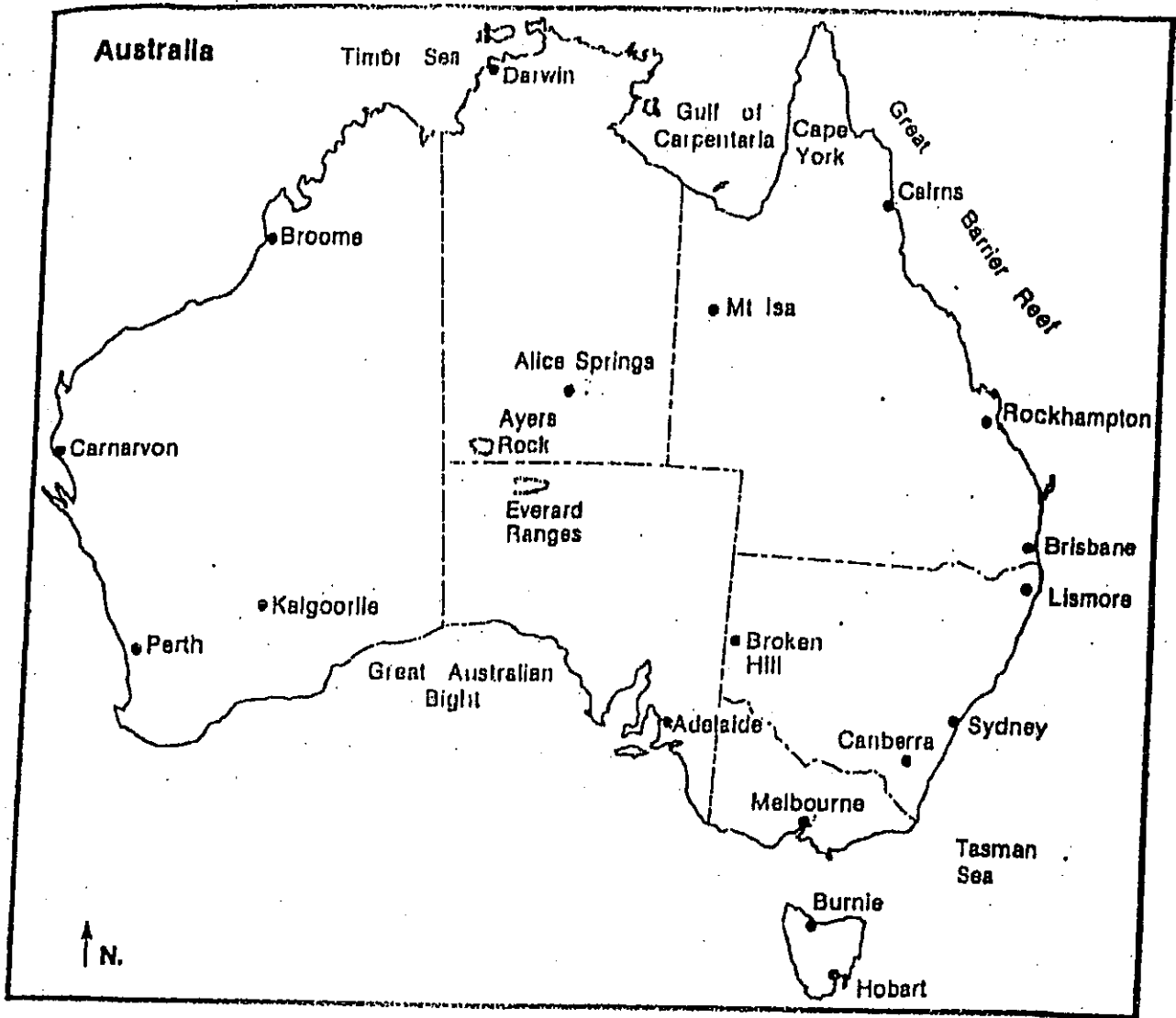
Adelaide is found in the \_\_\_\_\_ part of South Australia.

Broome is found in the \_\_\_\_\_ part of Western Australia.

Townsville is found in the \_\_\_\_\_ part of Queensland.

Alice Springs is found in the \_\_\_\_\_ part of Australia.

The southern-most state of Australia is: \_\_\_\_\_



**EXERCISE 1**

What direction is :

- |   |       |   |       |
|---|-------|---|-------|
| a) Brisbane from Melbourne                | _____ | b) Perth from Brisbane                                    | _____ |
| c) Hobart from Carnarvon                  | _____ | d) Canberra from Darwin                                   | _____ |
| e) The Great barrier Reef from Ayers Rock | _____ | f) The Everard Ranges from Mt Isa                         | _____ |
| g) Great Australian Bight from Broome     | _____ | h) The Tasman Sea from Alice Springs                      | _____ |
| l) Adelaide from Hobart                   | _____ | j) Kalgoorlie from Rockhampton                            | _____ |
| k) Broken Hill from Burnie                | _____ | l) Cairns from Mt Isa                                     | _____ |
| m) Lismore from Darwin                    | _____ | n) Broome from Carnarvon                                  | _____ |
| o) Tasmania from the Northern Territory   | _____ | p) Canberra from Sydney                                   | _____ |
| q) Broome from Brisbane                   | _____ | r) Brisbane from Gulf of Carpentaria                      | _____ |
| s) Perth from Cape York                   | _____ | t) The Great Australian Bight from The Great Barrier Reef | _____ |

**EXERCISE 2**

A pilot took off from Lismore to fly around Australia. He flew the following route :

Lismore, Canberra, Melbourne, Burnie, Hobart, Adelaide, Kalgoorlie, Perth, Carnarvon, Broome, Darwin, Alice Springs, My Isa, Cairns, Rockhampton, Brisbane and back to Lismore.

List these places, leaving enough room between each to write down the direction in which the plane is flying. eg Lismore, ( SW ) Canberra, ( SW ) Melbourne .... and so on.

## SCALE

All maps are scale drawings. This means that measurements of the real places have been changed to make them fit onto a page or part of a page.

To measure distances on a map you must find the scale statement first. Scale can be shown on a map in 3 different ways.

### 1) WORD SCALE

*1cm on the map measures 100 km on the ground.*

To use the word scale multiply the distance on the map by the second number in the word statement

e.g. If you measure 5cm on the map, the real distance would be  $5 \times 100 = 500$  km

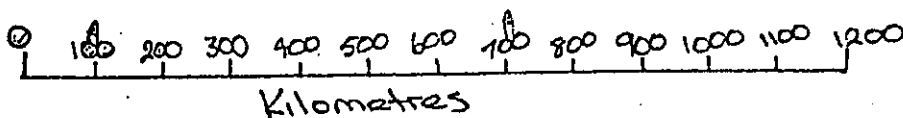
### REPRESENTATIVE FRACTION

$1 : 10\,000\,000$



1cm on map      10 000 000cm along the ground ( 100kms)

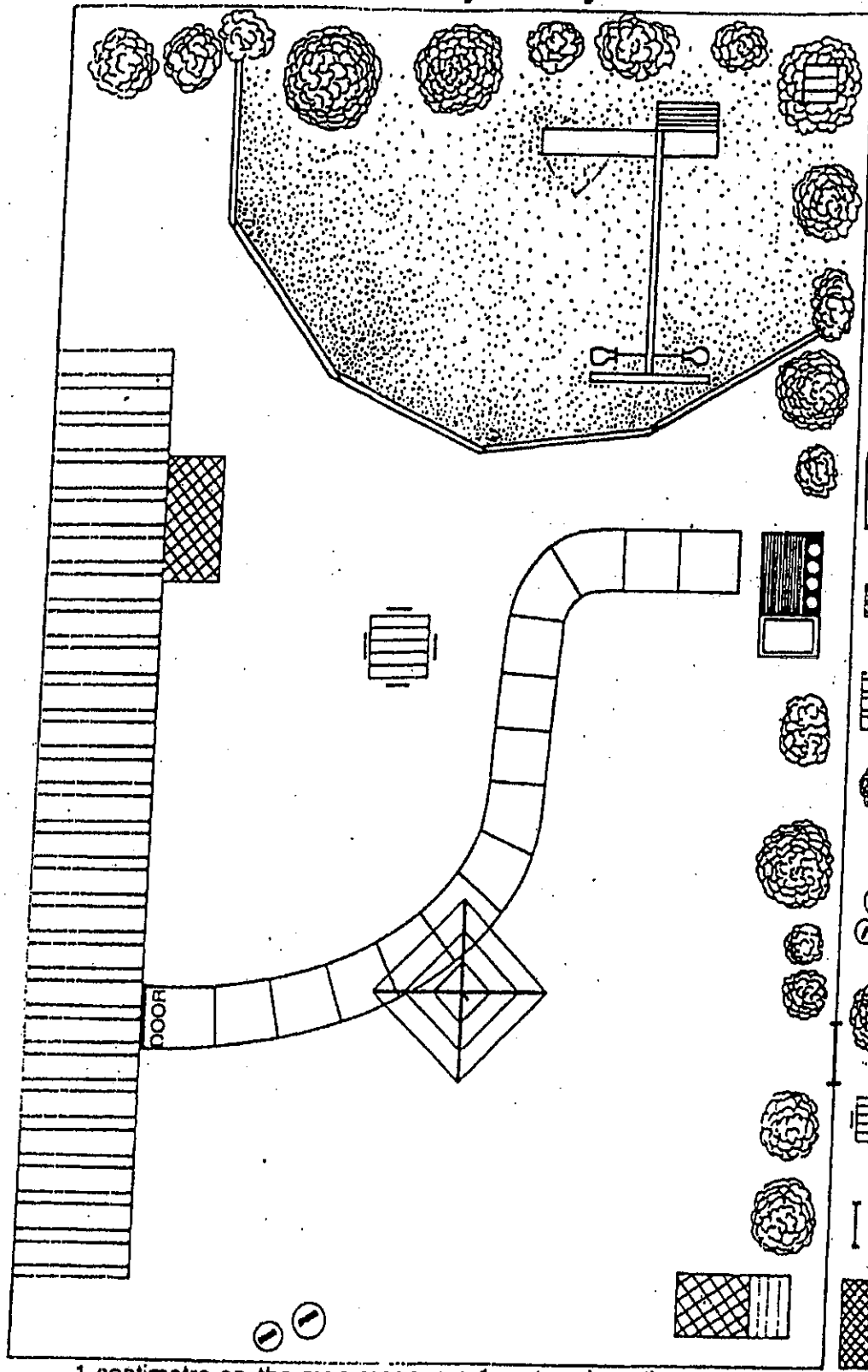
### LINE SCALE




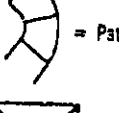
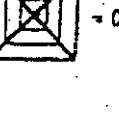


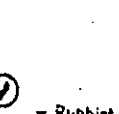

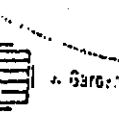
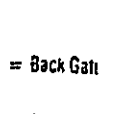
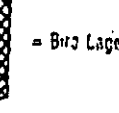



1cm on the map would be equal to 100kms along the ground.

# My backyard

## Key



-  = Slide and Swings set
-  = Jaco Pit
-  = Barbecue
-  = Pathway
-  = Clothes line
-  = Rack & Hutch
-  = Patio-Verandah
-  = Garden Trees
-  = Rubbish Bins
-  = Tree House
-  = Garden Table
-  = Back Gate
-  = Bird Cage

1 centimetre on the map measures 1 metre along the ground.

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 metres

CM 0 1 2 3 4 5 6 7 8 9 10 11 12 13 14

Put your own ruler here. Make sure the numbers match with those on the line scale.

# Try these!

1 The first one is done for you. Use the line scale to work out how far it is from the verandah door to

	On the map	On the ground
the bird cage	7cm	7 metres
the clothes hoist	_____	_____
the back gate	_____	_____
the sand pit	_____	_____
the tree house	_____	_____

	On the map	On the ground
2 How wide is the path?	_____	_____
3 How wide is the clothes hoist?	_____	_____
4 How long is the rabbit hutch?	_____	_____
5 How wide is the rabbit hutch?	_____	_____
How wide is the back gate?	_____	_____
How wide is the door?	_____	_____
How long is the bird cage?	_____	_____
How wide is the bird cage?	_____	_____
How long is the barbecue?	_____	_____
How wide is the back yard?	_____	_____
How wide is the garden table?	_____	_____

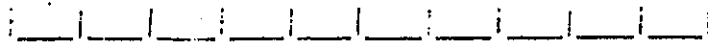
How far is it from the door of the verandah to the rubbish bins and then on to the rabbit hutch?

\_\_\_\_\_



# Scaling the Heights

What does an echidna like on its pizza?



On a map 1 cm represents 3 km. Using this scale, convert the map distances below to actual distances, choosing your answers from the list at the bottom of the page.

When you have finished, use the letters next to the distances left over to find the puzzle's solution.

- |    |       |       |    |       |       |
|----|-------|-------|----|-------|-------|
| 1  | 2 cm  | _____ | 11 | 16 cm | _____ |
| 2  | 5 cm  | _____ | 12 | 22 cm | _____ |
| 3  | 3 cm  | _____ | 13 | 17 cm | _____ |
| 4  | 10 cm | _____ | 14 | 23 cm | _____ |
| 5  | 7 cm  | _____ | 15 | 12 cm | _____ |
| 6  | 50 cm | _____ | 16 | 25 cm | _____ |
| 7  | 20 cm | _____ | 17 | 11 cm | _____ |
| 8  | 6 cm  | _____ | 18 | 27 cm | _____ |
| 9  | 45 cm | _____ | 19 | 19 cm | _____ |
| 10 | 13 cm | _____ | 20 | 15 cm | _____ |

## Actual distances

- |   |        |   |        |   |        |
|---|--------|---|--------|---|--------|
| I | 80 km  | A | 4 km   | O | 69 km  |
| D | 6 km   | R | 48 km  | S | 136 km |
| V | 72 km  | U | 9 km   | T | 57 km  |
| C | 135 km | N | 36 km  | E | 45 km  |
| H | 15 km  | E | 140 km | N | 12 km  |
| T | 25 km  | V | 33 km  | B | 75 km  |
| S | 51 km  | H | 40 km  | G | 60 km  |
| W | 30 km  | Y | 39 km  | O | 63 km  |
| T | 66 km  | K | 21 km  | F | 150 km |
| J | 18 km  | C | 50 km  | E | 81 km  |