

HSIE Skills Booklet



Year 8

3.4 INTERPRETING PHOTOGRAPHIC SOURCES (CONTINUED)

To use a photograph as a source of evidence you need to study it closely. You also need to know something about the circumstances in which it was produced. When these investigations have been completed, you can decide whether the photograph will be *useful for your purpose*.

Northern Ireland, 1972

- 1 Without knowing anything about the background to Source A, write a brief caption for it.

There are two important questions you should ask of a photograph in order to make the best use of it as evidence.

- What can you see in the photograph?
- What can you find out about the *circumstances* in which it was taken?

- 2 Look at Source A and answer the question, 'What can you see in the photograph?', using the points below.

- (a) Who and what can you see?
- (b) What appears to be happening? (i.e. what story could it be part of?)

- 3 If you do not know the circumstances in which it was taken, how useful is this photograph for:

- (a) showing what is going on? *Useful/of little use/not clear.*
- (b) showing why this is happening? *Useful/of little use/not clear.*

Explain your answers.

- 4 What can Source A tell us when we know the circumstances in which it was produced? Read the background information and go through the points below. (Some of your answers will have to be opinions, because not all the evidence you need is available.)

- (a) Who probably took the photograph and why?
- (b) Where and when, during the events described, was the photograph likely to have been taken?
- (c) The caption (see Background Information) says the people against the fence were 'rioters.' Another photograph of the same incident (in a book called *The Irish Question*, 1977) used a caption which called them 'suspects.' Does this difference of words matter to an historian interested in using Source A as evidence?
- (d) What other sources would you like to look at to understand fully what is happening in the photograph?

- 5 Look back at the caption you wrote for Question 1. Do you think it is an accurate one, or would you now want to change it? Explain your answer.

BACKGROUND INFORMATION

This photograph was taken in Londonderry, Northern Ireland on 30 January 1972 (Bloody Sunday). On that day many thousands of people marched through Derry protesting against internment and the denial of civil rights to Catholics. The march had been declared illegal but still went ahead. Incidents during the day led to confusion and gunfire; at the end of which thirteen civilians had been killed by army bullets. This photograph appeared with a report of the incident and the following caption:

'Rioters, including women, being lined up against a fence by paratroopers in the Bogside area of Londonderry yesterday.'

Now complete your answer to Question 4.



◀ SOURCE A

A dead soldier in the First World War?

Look at Source B. It is not clear when or where this famous photograph was taken. It is not clear who took it or why.

An historian would worry about this source because he or she does not know its *provenance* (origin).

6 Where do you think this photograph was probably taken?

- (a) on a building site in Brighton in 1956, or
- (b) after a gas explosion at Tower Hamlets in 1983, or
- (c) near Beaumont Hamel during World War I, 1916.

Explain your answer.

7 Can you learn much from the photograph on its own without any further information? Explain your answer.

BACKGROUND INFORMATION

This famous photograph is described by some history books as a German soldier killed in World War I and found at Beaumont-Hamel, November 1916.

▼ SOURCE B



Now work out your own interpretation of the source by checking the points below and see if you agree with the history books' interpretation of Source B.

- Are the footprints in the mud old or fresh?
- About how long must the body have been left for it to rot this much?
- Have the hands rotted as much as the head and face?
- Is the left arm attached to the body? (Note where the thumb is.)
- What is the hole or door on the left?
- What is the pole(?) running from the top of the picture to the body?

Answer the questions below when you have checked the photograph.

- 8** In checking the photograph, did you doubt in any way that this was a soldier photographed where he died?
- 9** Why might someone pose a photograph instead of taking a picture of a body where it lay? Give at least two reasons.
- 10** Is a posed photograph an authentic source? Explain your answer.

CHECKLIST

(See Section 3.4, Source A)

When interpreting a photograph, you need to concentrate on what the photograph shows . . .

- Who and what can you see?
- What appears to be happening?

. . . and the circumstances in which it was produced:

- Who took it and why?
- At what time and in what place was it taken?
- Is there a caption or title? How does it help?
- Would looking at other sources help to explain exactly what it shows?

Remember that not all photographs give clear answers to these questions.

3.5 ASSESSMENT EXERCISES

The following sources have meanings that might not be immediately obvious.

Peter the Great



▲ SOURCE A

This is a cartoon commenting on an action of the 17th-century Russian tsar (king), Peter the Great. Peter is the figure on the right.

- 1 What does Peter appear to be doing?
- 2 Does this seem to be a usual activity for a tsar?

BACKGROUND INFORMATION

In an attempt to modernise Russia, Peter sought to introduce Western European customs. He was keen to improve the education and manners and even change the appearance of his noblemen.

- 3 Can you now suggest which of Peter's measures is shown in this cartoon?

Medieval knights



▲ SOURCE B

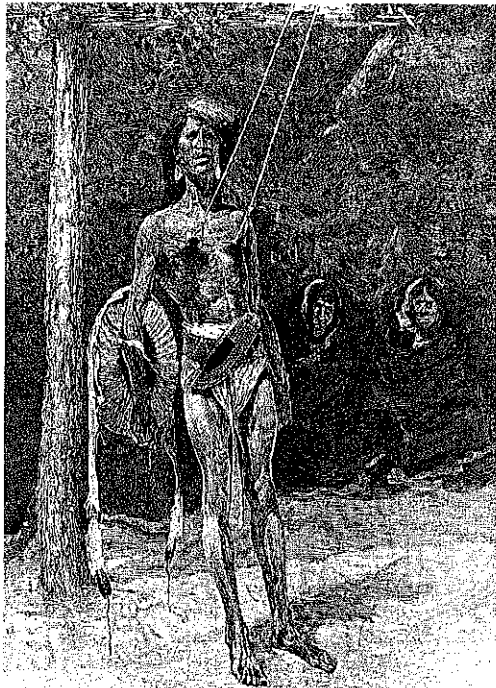
- 4 Describe what appears to be happening in this source about medieval knights.

BACKGROUND INFORMATION

One of the greatest moments in the life of a medieval knight was the knighting ceremony. There were many important parts to the ceremony, including the wearing of black shoes, the colour of death, which reminded them that one day they would die. The high point was when they had their swords buckled on.

- 5 Would you now wish to change your first description? In what ways?
- 6 Is there anything in this source which you believe remains unexplained?

Sioux Indian



▲ SOURCE C

- 7 What appears to be happening in this picture of a Sioux Indian?

BACKGROUND INFORMATION

The tribes of the plains had many impressive religious ceremonies. The greatest festival was held at the summer camp, when there was plenty of meat, the berries were ripe, and all the tribes were gathered together. The Sioux called this ceremony the 'Dance Facing the Sun', and white settlers called it the 'Sun Dance'.

Each tribe did the Sun Dance in a different way. A very complex ritual had to be done exactly right, as every object or movement had a sacred meaning.

The dancers formed a circle and kept up the rhythmic movement, taking no food or drink, throughout the four days of the dance. They fixed their eyes on the sun or, in some tribes, on the centre pole. This was already a great test of endurance, but some men went even further. They had their chests pierced by wooden skewers, attached to the pole by ropes. They went on dancing until the flesh broke and set them free.

Adapted from Virginia Luling, *Indians of the North American Plains*, 1978

- 8 What is the most likely explanation for what you can see in Source C?
- 9 With reference to Source C, explain how useful you think picture sources are on their own.

Thomas Cooper

SOURCE D

Don't be deceived by the middle-classes again. You helped them to get their votes, you swelled their cry of 'The bill, the whole bill and nothing but the bill'. But where are the fine promises they made? Gone to the winds! They said when they had gotten their votes, they would help you to get yours. But they and the rotten whigs have never remembered you.

Thomas Cooper, *The Life*, written by himself, 1872

- 1 What is Thomas Cooper complaining about in this extract?

It is doubtful whether you can answer this question properly without going through several stages of thought.

Specialist words must be understood.

- (a) Who were the middle classes?
- (b) What was a Whig?
- (c) What was a Bill?

Background information must also be considered.

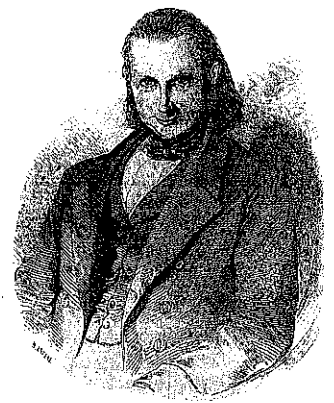
- (d) Who was Thomas Cooper?
- (e) When did he write this speech?
- (f) To whom was he talking?
- (g) What were his beliefs on how best to achieve his aims?

Read the background information, considering all the points above, then answer Question 1 as fully as possible.

BACKGROUND INFORMATION

Many working men felt that they had been let down by the 1832 Reform Act because they had not been given the vote. A movement known as Chartism soon developed, the major aim of which was to get the vote for all men. However, Chartism gained most of its support because of the social and economic distress in Britain, and Chartist supporters around the country had many different objectives.

One of the Chartist leaders was Thomas Cooper. Originally a journalist in the Midlands, he dedicated himself to the Chartist cause, arguing for action such as strikes and violence. He was well known for his rousing speeches to crowds and was eventually imprisoned for his views. This extract comes from an early speech, quoted in his autobiography, written in 1872.



UNIT 4 BIAS AND RELIABILITY

4.1 HOW FAR CAN WE TRUST WHAT SOURCES TELL US?

To make effective judgements, historians have to decide how useful sources are for the topics they are studying. Some of the important questions they have to ask when deciding on the usefulness of a source are:

- Is the source biased in any way?
- Does the source contain facts or opinions?
- How reliable is this source for the intended purpose?

These questions are dealt with in detail in this unit. The exercises will give you practice in working through each of the ideas.



Bias

Most sources show bias (one-sidedness) to varying degrees. An historian must understand how to recognise bias and what to do about it when it appears. (see 4.2–4.4.)

Fact and opinion

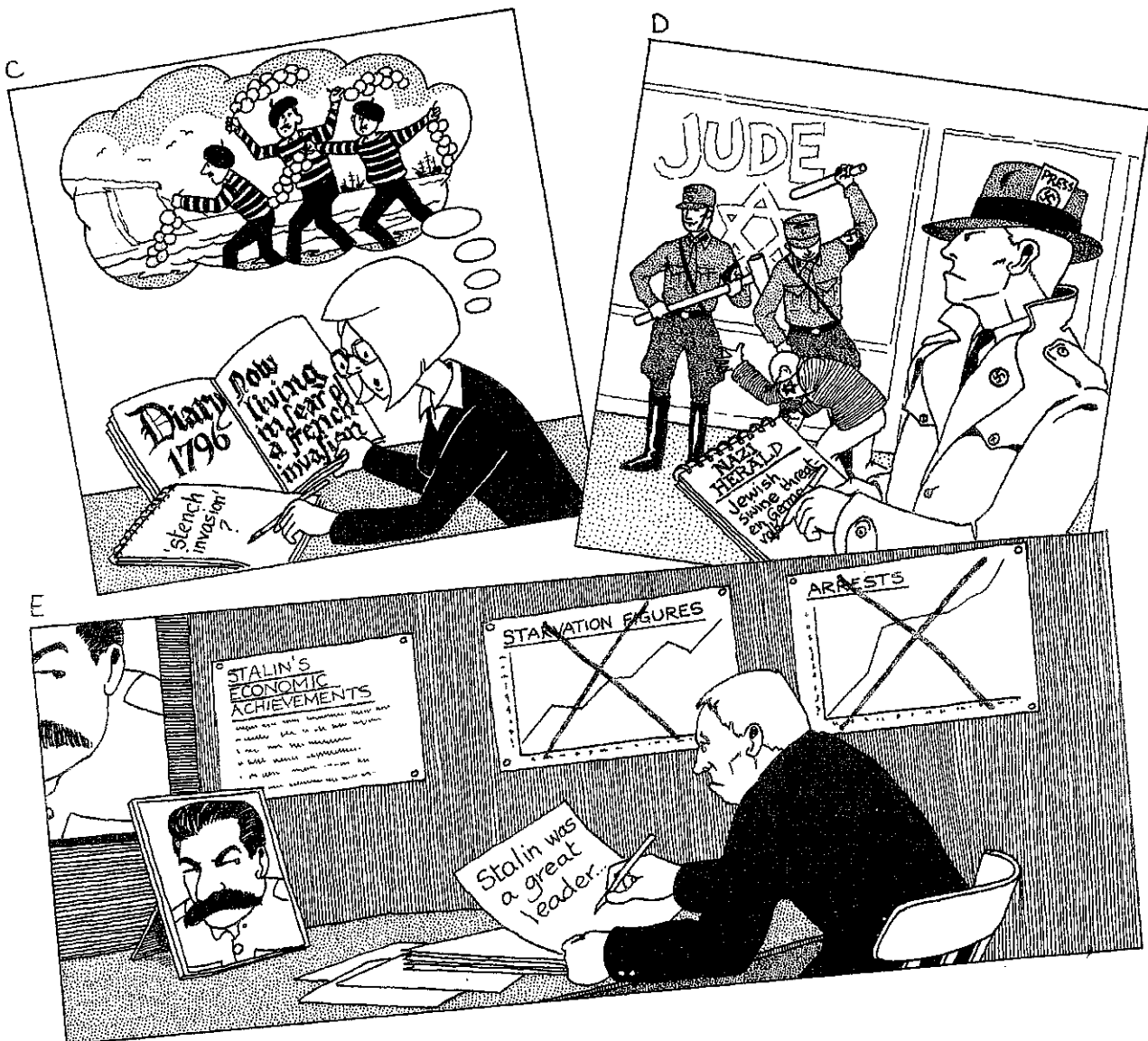
Written sources can include both facts and opinions. It is important to be able to distinguish between fact (something *provable*) and opinion (a *point of view*) because historians need proof in writing about the past. For example in source C on page 37 the writer says when referring to the sinking of the *Lusitania* in 1915 'This is the foulest act of wilful murder ever committed on the high seas and resulted in the loss of 1198

innocent people.' It is a clear fact that the incident happened at sea and the number of deaths is an easily checkable fact. However the statement 'foulest act of wilful murder' is an opinion which could almost definitely not be supported by evidence. Fact and opinion is dealt with in 4.5.

Reliability

Historians have to decide whether a source provides reliable evidence for the intended purpose. (See 4.6–4.9.)

- 1 Look at the cartoons on these pages. What might cause any source produced from the incidents shown to be either biased or unreliable? Explain your answer to each one.



4.2 WHAT IS BIAS?

Bias (one-sidedness) can be found in most historical sources, but to varying degrees and for different reasons. When a source is biased it usually means that it favours one side or gives one particular view of an event. Historians need to be aware of bias and take it into account in their work. It must be emphasised that a biased source can be useful to an historian. Don't immediately assume that a biased source is false and of no use, because you could be cutting yourself off from some important evidence.

What an historian does about bias depends on how and why a source is biased. Bias can have several causes.

Intentional bias

One of the most obvious forms of bias to recognise is where the source has been deliberately distorted or falsified. This could be achieved through telling lies, missing out important facts or using extreme language.

SOURCE A A Russian secondary school textbook written in 1938

The contemptible enemy of the people, the fascist agent Trotsky, and his contemptible friends Rykov and Bukharin, organised in the USSR gangs of murderers, wreckers and spies. They foully murdered that ardent Bolshevik, S. Kirov. They plotted to murder other leaders of the proletariat too. The fascist scoundrels, the Trotskyites and Rykovites, caused train collisions in the USSR, blew up and set fire to mines and factories and wrecked machines, poisoned workers, and did all the damage they possibly could. These enemies of the people had a definite programme, which was to restore the yoke of the capitalists and landlords in the USSR, to destroy the collective farms, to surrender the Ukraine to the Germans and the Far East to the Japanese, and to promote the defeat of the USSR in the event of war. These brigands were caught and punished as they deserved.

A. V. Shestakov, *A Short History of the USSR*, 1938

Note: Bukharin was pardoned by the Soviet Government in 1988 because of the false evidence that had been used against him.

- 1 In what way does Source A appear to be one-sided?
- 2 Give three examples of strong language in Source A which help to get across the one-sided view.
- 3 There is a clear purpose to discredit the opposition in this source. In whose interests might this have been written? (Ask your teacher for background information if necessary.)
- 4 Write a piece of deliberate bias on a topic which you know well.

Limited access to information

A source may be based on only part of the evidence available on a topic, or may be produced before the full nature of a subject has become clear. This could result in a rather one-sided account.

In 1927 Winston Churchill visited Rome and was pleased to find an apparently strong government which had overcome the Communist threat. Source B is what he was reported to have said about the Fascist leader, Mussolini, against whom Britain was later to fight in World War II.

SOURCE B

If I were an Italian I would don the Fascist blackshirt. I could not help being charmed, like so many other people have been, by Signor Mussolini's gentle and simple bearing and by his calm and detached pose in spite of so many burdens and dangers. Anyone could see that he thought of nothing but the lasting good, as he understood it, of the Italian people, and that no lesser interest was of the slightest consequence to him . . . if I had been an Italian I would have been with you from the start . . .

Winston Churchill, reported in *The Times*, 1927

- 5 What clues are there in Source B to suggest why Churchill admired Mussolini?
- 6 Do you think a visiting foreign politician is in a good position to comment on how well Mussolini is running his country?
- 7 What else would you like to know before you accept Churchill's opinion of Mussolini?
- 8 Some might argue that Churchill's statement to the Press was not explained by lack of information but by something else. What might this be?

The particular purpose behind a source

People do not often create records for the benefit of historians. They produce them for other reasons. These reasons can cause the source to be biased.

SOURCE C A letter written to a newspaper by a determined factory reformer in 19th-century Britain

Let the truth speak out . . . The fact is true. Thousands of our fellow creatures [children] and fellow-subjects, both male and female, the miserable inhabitants of a Yorkshire town . . . are this very moment existing in a state of slavery, more horrid than are the victims of that hellish system 'colonial slavery' . . . The very streets which receive the droppings of an 'Anti-slavery Society' are every morning wet by the tears of innocent victims . . . who are compelled (not by the cart-whip of the negro slave-driver) but by the dread of the equally appalling thong or strap of the overlooker . . .

Letter to the *Leeds Mercury* by Richard Oastler, 16 October 1830



Oastler was desperately trying to persuade people to take an interest in factory conditions. He consequently concentrated on the worst conditions and used the strongest language to make his point.

- 9 What methods does Oastler use in Source C to put his point of view as strongly as possible?
- 10 Would this letter be a useful source to show how all children were treated in 19th-century factories? Explain your answer.
- 11 Would this letter be a useful source to show what one person thought about children working in factories, and the methods he used to promote his ideas? Explain your answer.
- 12 What opinion given in this source would need to be checked carefully?
- 13 This source was written by a member of the Northern Ireland Government. Do any of his comments surprise you? Explain your answer.
- 14 In what way might this source be very useful?

Beliefs or feelings of the producer of the source

People sometimes report things in a way which is not totally accurate, not because they are deliberately lying, but because their beliefs or feelings blind them from a reasoned and objective view. This can often be caused by prejudice against a particular race (e.g. the Jews), nation (e.g. the Soviet Union) or group in society (e.g. gypsies).

Much evidence from Irish history suffers from this difficulty because of the great suspicion and hostility between the Catholics and Protestants.

SOURCE D A statement by a Protestant Minister of Agriculture 1933–45, who later became Prime Minister of Northern Ireland

Thinking of the question carefully . . . 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.

Sir Basil Brooke, 1934

CHECKLIST (Section 4.2)

How do you notice bias in a source? In general you should look for three things.

- **Language:** the use of certain words can often reveal a person's bias. For example, when talking about a strike, someone might say: 'As a result of the dispute, 8000 men are idle.' On the subject of the Suffragettes, *The Times* said in 1913 'that persons who wantonly destroy property and endanger lives must be either *desperately wicked* or *entirely unbalanced*.'
- **Balance** in the selection of facts: if you have a basic knowledge of the topic being studied, you can look for facts which have been omitted. By leaving out some details and highlighting others, a source can influence the reader in a particular direction.
- **Background:** We all have different views (social, political, religious, moral etc.) and what we see (and say) is influenced by them. Knowledge of the views behind a source will help in the identification of bias.

4.3 HOW CAN WE SPOT BIAS IN SOURCES?

Spotting bias in the media

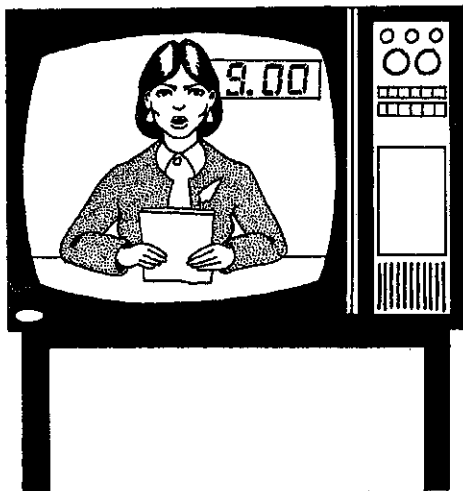
Read the following reports from BBC TV news programmes on 3 January 1975 at 6 p.m. and 9 p.m. There is also a summary of the Prime Minister's speech given on ITN's *News at Ten*.



SOURCE A

The Prime Minister, in a major speech tonight on the economy appealed to management and unions in the car industry to cut down what he called manifestly [clearly] avoidable stoppages [strikes].

BBC1 Early evening news, 3 January 1975



SOURCE B

The Prime Minister has appealed to workers in the car industry to cut down on avoidable stoppages [strikes].

BBC1 Late news, 3 January 1975

SOURCE C

Mr Wilson [The Prime Minister] clearly expects a greater degree of restraint from the workforce in firms where the government has stepped in to help and he has appealed directly to working people not to rock an already leaky boat.

ITN *News at Ten*, 3 January 1975

- 1 According to Source A,
 - (a) What problem does the Prime Minister think that the car industry has been facing?
 - (b) He appears to blame two groups of people for this. Who are they?
- 2 These are reports about what the Prime Minister is supposed to have said. If the first report is true, what has been left out of the other sources?
- 3 Source A was read at 6 o'clock, Source B at 9 o'clock. Imagine you work in the BBC news office. What might cause you to change your report about what the Prime Minister said? (Remember what he actually said had not changed.)
- 4 If you were trying to find out about the causes of the 'avoidable stoppages' in the car industry, what would your answer be if you used
 - (a) Source A, *or*
 - (b) Sources B and C.
- 5 Use the table to help you spot any signs of bias in Sources B and C. Tick the relevant boxes. A worksheet may be used to answer this question.

WAYS OF SPOTTING BIAS	SOURCE B	SOURCE C
The reporter is likely to be on one side/take one point of view		
The report is selective — some things were <i>either</i> put in or others left out		
The words used are not fair		

Explain any of the boxes you have ticked.

- 6 If you were to use these news reports as sources of evidence about:
 - (a) The problems facing the car industry in 1975
 - (b) The causes of the problems in the car industry
 - (c) How television news worked in 1975, which sources should you use and not use for each one?



A football report

Here is part of a newspaper report about an FA Cup match in the 1984-5 season.

SOURCE D

DAY 10,840 WILL NEVER FORGET

York City 1, Arsenal 0
By Barry Foster

In the best tradition of the game's most glamorous tournament, little homely York City toppled star-studded Arsenal out of the FA Cup with a penalty in the last gasp of their fourth round tie at Bootham Crescent.

But while York had several players who stood out on the snow-sprinkled turf, Arsenal looked a grey lot on the day. Arsenal had no one in their attack to match the power of Walwyn even though the big coloured striker played under the handicap of an Achilles tendon strain; no one with the attacking imagination of the 18-year-old Butler nor Houchen and no one prepared to run as hard as Senior to support both defence and attack.

A football report, January 1985

Before answering any questions, it is important to get everything about this football match clear in your mind. Copy out a chart like the one on the right. Draw lines to match up the boxes on the left with the correct boxes on the right.

- 7 Do you think that Source D comes from (a) *London Evening Standard*, or (b) *The Yorkshire Post*? Explain your answer.
- 8 To spot bias in a sports report you must ask some questions:
- Who wrote it? Which team is the sports reporter likely to support (see your answer to Question 7)? Why?
 - For whom was the report written? Which team are the readers likely to support?
 - Is it balanced? Does it say as much about Arsenal as it does about York City? If not, how might this show bias?
 - Is it fair? Do the words used show bias? If so, how?
- 9
- Is the sports report biased?
 - If so, is it very biased or only slightly?
 - Which bits of the article would you trust? Explain your choice.
- 10
- Only part of the report has been included here. Does that matter if you are trying to spot bias? Explain your answer.
 - How do you think a report of this match by a London journalist would differ from Source D? Explain your answer.

The headline	Arsenal
The sports reporter	Day 10,840 will never forget
The home team	Barry Foster
The score	10,840
Number of Football Fans at the match	York City 1, Arsenal 0
The away team	York City

CHECKLIST

(Sections 4.2 and 4.3)

Bias in sources can often be spotted by asking the questions below.

- Language:** does the choice of words make things sound good or bad without directly saying so?
- Selection of facts:** are certain facts, on one side of the argument, used or left out?
- Background:** has the person creating the source any reason to be one-sided?

Remember, as in the example on this page, a biased source need not show all these characteristics.

Bias in a written source can often be spotted by asking the following questions:

- Is the writer seeking to please or to influence a particular group of people?
- Are all possible viewpoints fairly covered in the source?

4.4 ASSESSMENT EXERCISES – BIAS

Exercise 1

What were the aims and methods of Bernadette Devlin, MP?

Bernadette Devlin was one of the leaders of the Civil Rights movement in Northern Ireland in the 1960s. A Catholic, she became a highly controversial figure when elected as Parliament's youngest MP in 1968. She fought for the cause of Catholic rights through both discussion and more direct action. Many Protestants saw her as no more than a dangerous troublemaker.

Creating a biased source

- 1 You are a reporter for a newspaper called the *Newsletter*, which is read mostly by Protestants. The editor has asked you to write an article on Bernadette Devlin, a Catholic MP. Using the sources write a *suitable* article for your paper.

Points you might include:

- What were her aims (Source D)
- What sort of person was she? (Source G)
- How did she want to achieve her aims? (Source C)
- What was her attitude to the law? (Source B)
- Was her behaviour what you would expect from an MP? (Sources A and B)

- 2 You are a reporter for the Catholic newspaper, the *Irish News*. The editor has set you the task of writing an article about Bernadette Devlin, a Catholic MP. Using the source provided, write a *suitable* article for your paper.

Points you might include:

- What did she want for Irish people? (Sources D, C and H)
- How did she hope to achieve her aims? (Sources C, F and H)
- Her attitude to Protestants (Source E)

- 3 Compare your report for the *Newsletter* with your report for the *Irish News*. In what ways are they similar and in what ways do they differ?

- 4 How do you account for the differences between the two accounts?

- 5 Look again at the instructions for the exercise and, remembering

- language
- background
- selection of evidence,

explain how the bias came about.



◀ SOURCE A
Bernadette Devlin during the 'Battle of the Bogside', August 1969

SOURCE B

Miss Bernadette Devlin, MP was carrying bricks today to the barricade of Bogside, organising the removal of women and children, and urging her followers to fight the . . . Royal Ulster Constabulary [the police]. For her critics, who say an MP should not behave in that way, she had a message: 'Tell them that I did not go to Westminster to join their bloody club' . . .

As she talked twenty yards from the barricades, tear smoke swirled around and she doubled up, coughing and crying. Round her face she wore a gauze mask soaked in lemon juice. Her eyes were protected by goggles. Weighing a large stone in her each hand, she shouted to a passing man: 'Is it true the first-aid post has run out of supplies? Phone the Red Cross for more.'

Tim Jones, *The Times*, 15 August 1969

SOURCE C

We will fight for justice. We will try to achieve it by peaceful means. But if it becomes necessary we will simply make it impossible for any unjust government to govern us. We will refuse to have anything to do with it.

Bernadette Devlin, *The Price of my Soul*, 1969

SOURCE D

We were socialists, and we believed socialism was worth struggling for. Now I was joining my new-found socialism to my old belief in a united Ireland. Only in a thirty-two county [united] Ireland could socialism ever begin to work.

Bernadette Devlin, *The Price of my Soul*, 1969

SOURCE E

The educational reforms that had been introduced after the war had produced a generation of university students from working class backgrounds.

They organised a movement called the People's Democracy. Instead of more jobs and more houses for Catholics at the expense of Protestants, they wanted more jobs and houses for everyone.

Among their leaders were Bernadette Devlin (now McAliskey) and Michael Farrell and, like the Civil Rights Association, they regarded themselves as a peaceful movement.

The Irish Question, Schools History Project, 1977

SOURCE F

We decided we would work for six aims: one man one vote; a fair drawing of electoral boundaries; freedom of speech and assembly; repeal of the Special Powers Act [which gives the police almost unlimited power of arrest and detention]; and a fair allocation of jobs and houses.

Bernadette Devlin, *The Price of my Soul*, 1969

▼ SOURCE G Cartoon in *Fortnight* magazine, 1970



Identifying bias in the sources

Think carefully about all the factors that can create bias (see pages 25 and 27) when answering these questions.

▲ SOURCE H

Bernadette Devlin and Ian Paisley discussing Ulster's problems, September 1971

- 6 A photographer might have taken many photographs of Devlin. Why might Source A be the one chosen to appear in English newspapers? What impression does it give you of Devlin's role in the day's events?
- 7 Look at the language and selection of evidence used in the newspaper account (Source B). Do you feel this is a fair or biased account of events? Explain your answer with reference to the source.
- 8 Is Source A or Source B more useful to an historian?
- 9 If an historian was writing an article about Devlin and could only include one photograph, should Source A or H be chosen? Explain your answer.
- 10 'Sources B and I (which your teacher will give you) only mention facts. Therefore they can't be biased in any way.' Explain whether you agree with this statement, referring to the sources.
- 11 Sources D and C are extracts from Devlin's autobiography and state some of her beliefs. With reference to these sources explain whether people's writings about themselves are likely to be accurate.
- 12 A good historian would consider *all* the sources here to write a balanced account of Bernadette Devlin. Try it!

Exercise 2

Were Stalin's economic plans a success for the USSR?

In 1928 Stalin decided to industrialise the Soviet Union as quickly as possible. The country had always lagged behind western powers and he wanted to be sure that the USSR would be in a position to defend itself. His plan was to force the peasants to join collective farms and to use money from farming to pay for the new industry. Millions of peasants tried to resist joining the new farms and much of their produce was destroyed, leading to starvation. Despite this and many other problems, industry did expand quickly and the Soviet Union was in a position to defend itself when Hitler invaded the country in 1941.

Creating a biased source

Write two speeches:

- 1 About the success of Stalin's economic plans (from the point of view of a Stalin supporter).

Points you might include:

- Increases in industrial production (Source H)
- more education was made available (Source D)
- a comparison with Britain (Source A)
- the defeat of Hitler (Source G)

- 2 About the terrible cost of Stalin's economic plans (from the point of view of someone who was against Stalin).

Points you might include:

- the decrease in harvests and livestock (Sources J and I)
- starvation (Sources B and C)
- the lack of freedom in the USSR (Source E)
- unfair arrests (Source F)

Read the sources and decide which one will give you the evidence to support the ideas you are trying to get across.

When writing the speeches think about the best words you can use to get your point across. (e.g. 'tremendous increase' or 'terrible conditions').

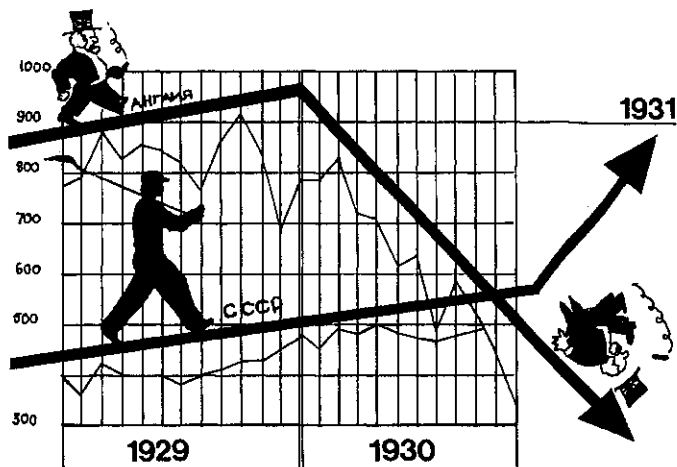
Evaluating your sources

- 3 If someone was trying to decide whether Stalin's economic plans were a success for the USSR, what conclusion would they draw from:

- (a) your first speech
- (b) your second speech?

- 4 Both your accounts are biased. Describe how you brought the bias about.

▼ SOURCE A A comparison of the Soviet and British economies



From *Russia 1900-35: Dreams, Plans and Nightmares*, Tony Howarth

SOURCE B

At each town along the way, we saw hundreds and thousands of starving peasants at the station – with their last ounce of strength they had come from their villages in search of a stale piece of bread. They sat against the station walls in long dreary rows, sleeping, dying, and every morning the station guard would have the corpses removed in waggons covered with canvas.

An actor on tour in the Urals, early 1930s



▲ SOURCE C Peasants starving in the Soviet Union, early 1930s

SOURCE D

In 1938 though the city [of Magnitogorsk] was still in a primitive state . . . it did boast 50 schools, 3 colleges, 2 large theatres, half a dozen small ones, 17 libraries, 22 clubs, 18 clinics . . .

The city of Magnitogorsk grew and developed from the dirty, chaotic construction camp of the early thirties into a reasonably healthy and habitable city. A street car line was constructed and went into operation. New stores were built and supplies of all kinds made their appearance in quantity and at reasonable prices. Fuel, clothing of all kinds, and other elementary necessities became available. It was no longer necessary to steal in order to live.

From *Behind the Urals*, John Scott, 1938

SOURCE E

An OGPU [secret police] agent reported angry criticism of the Party at a factory meeting. It soon became dangerous to make such criticisms. The OGPU were constantly looking for people to bring to trial for 'sabotage', although usually the real crime was to have criticised the Party. The trials were stage managed and everyone knew the prisoners would be found guilty.

John Robottom, *Modern Russia*, 1972

SOURCE F An American tells what happened to his Russian brother-in-law

[His sister-in-law married] a young man in the Soviet navy, a tall, handsome fellow with four wounds and an outstanding record in battle . . . Two weeks after he married her . . . he was arrested. It took his heartbroken wife eight months to confirm his arrest and another six to learn that he had received a sentence of eight years . . . He was accused of 'lack of revolutionary vigilance', meaning that he, an officer in the Soviet navy, had committed the crime of marrying a girl whose younger sister was the wife of an American correspondent.

Eddy Gilmore, an American journalist, in *The Cossacks burnt down the YMCA*

SOURCE G Russia's role in World War II

The Russians tore the guts out of the German army.

Winston Churchill

	1913	1928	1940
Iron Ore	9	6	30
Steel	4	4	18
Coal	29	36	166
Oil	9	12	31

'Kommunist', no. 11, 1967

	1928	1929	1930	1931	1932	1933
Cattle	70.5	67.1	52.5	47.9	40.7	38.4
Pigs	26.0	20.4	13.6	14.4	11.6	12.1
Sheep/Goats	146.7	147.0	108.8	77.7	52.1	50.2

From *An Economic History of the Soviet Union*, Alec Nove, 1972

SOURCE J Grain harvests (in millions of tons). Grain was eaten not only by people — it was essential as fodder to keep animals alive during the long winter months.

	1928	1929	1930	1931	1932	1933
Grain harvests	73.3	71.7	83.5	69.5	69.6	68.4

From *An Economic History of the Soviet Union*, Alec Nove, 1972

Questions on the sources

- Historians always have to be careful with statistics. For example the *official* figure given by Stalin for the harvest in 1933 was 89.8 million tons (that shown in Source J is the estimated *actual* figure). Why might Stalin want to falsify the figures? Answer with reference to Source J.
- Source B is an eyewitness account written by an actor on tour in Russia. Do you think his descriptions can be relied upon? Explain with reference to the source.
- Sources E and F concern Russians arrested during Stalin's rule. Neither source is an official document and neither was written in Russian. Explain with reference to the sources why this might be.
- Is it possible to conclude from Source G that Winston Churchill was a great admirer of Stalin's USSR? Explain your answer.

SOURCE H Economic growth in the Soviet Union, 1913-40 (figures in millions of tons)

SOURCE I Livestock (millions of animals)

Exercise 3

What did people think of the New Poor Law after 1834?

After years of complaints about the Old Poor Law, a New Poor Law was introduced in 1834. There had been many worries about lazy people living off the rates when they were really fit enough to work. The New Poor Law was organised to make this hard and difficult. People needing help would go and live in new large workhouses. These were very strict, so that only those desperately needing help would use them. Consequently the amount spent on Poor Relief would go down and more people would be earning an honest living.

Creating a biased source

- 1 Write a letter to a doubtful friend whom you are trying to convince that the New Poor Law 1834 was a good thing for the country.

Points you might include:

- the amount of money saved (Source B)
- less crime and drunkenness (Source D)
- lazy people now have to work (Source G)
- training was given to the paupers (Source H)

- 2 Now try to convince the same person that the New Poor Law was a bad thing for the country.

Points you might include:

- wrong to split up families (Source C)
- dependent (old/young) poor are being unfairly treated (Source E)
- people lose all self respect (Source E)
- mistreatment in the workhouses (Sources A and F)

Look through the sources and choose the ones which will help you to make your case most successfully.

Write out your letter adding your own phrases to make your case more convincing.

Evaluating your sources

- 3 If someone was trying to decide what people in the 19th century thought about the New Poor Law, what answer would they get from

- (a) your first letter
- (b) your second letter?

- 4 Both your letters are biased. Describe how you brought about the bias.



THE "MILK" OF POOR-LAW "KINDNESS."

▲ SOURCE A Cartoon from *Punch*, 1843

▼ SOURCE B The cost of looking after the poor

	1801	1821	1831
Population	8,872,980	11,978,875	13,897,187
	1803	1813	1837
Amount spent on poor relief.	4,077,891	7,870,801	4,044,741
Cost per head of population	9s . 2d	13s . 2d	5s . 10d

Third Annual Report Of the Poor Law Commissioners, 1837

SOURCE C

People in his parish of Stoke Poges were complaining that it was unfair that the paupers had to go four miles to reach the new workhouse. The parish was well organised in looking after the poor and they were unhappy that the paupers had now to be transported as if they were going to a foreign country.

He also believed that the separating of the husband from the wife and from the children was not the law of England.

Report of a speech by the Duke of Buckingham, Parliamentary Debates, 17 March 1835

Global Citizenship

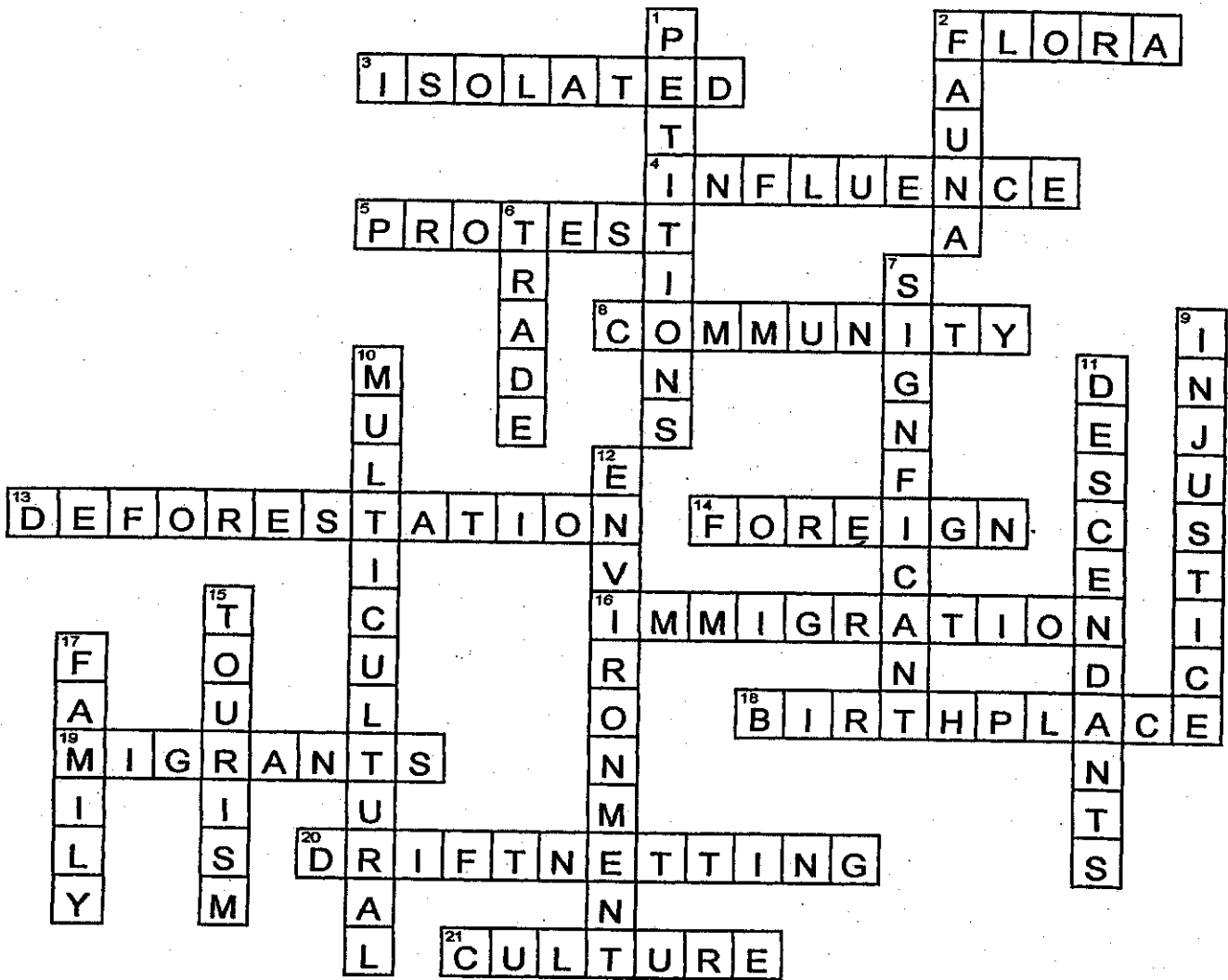
Find the word or phrase from Column B that most closely matches the word in Column A

Column A

Column B

- | | |
|----------------------|---|
| 1. ___ injustice | (a) cutting down all the trees |
| 2. ___ flora | (b) many different cultures living in the one area |
| 3. ___ protest | (c) use of very long nets between two ships to catch fish |
| 4. ___ multicultural | (d) everything around you both natural and man-made |
| 5. ___ environment | (e) people moving from one country to another to live permanently |
| 6. ___ deforestation | (f) people's children and their children etc. |
| 7. ___ significant | (g) the place where a person was born |
| 8. ___ driftnetting | (h) important |
| 9. ___ petitions | (i) a group of people with something in common |
| 10. ___ family | (j) unfair treatment |
| 11. ___ tourism | (k) signitures supporting a cause or statement |
| 12. ___ trade | (l) convince people to make a certain decision |
| 13. ___ isolated | (m) by itself |
| 14. ___ immigration | (n) people who were born overseas |
| 15. ___ descendants | (o) a group of people demonstrating for what they believe |
| 16. ___ community | (p) the way people live and their beliefs |
| 17. ___ foreign | (q) people travelling for holidays |
| 18. ___ influence | (r) from overseas |
| 19. ___ fauna | (s) people's relatives |
| 20. ___ birthplace | (t) animals |
| 21. ___ migrants | (u) plants |
| 22. ___ culture | (v) exchanging goods or services for money |

Global Citizenship



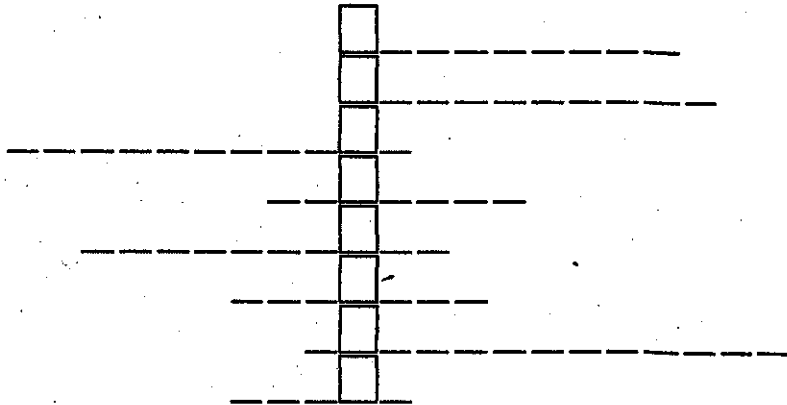
Handwritten signature or initials

Global Citizenship

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

SCRAMBLED WORDS

1. ueistjcin
2. itfiancgsn
3. niiogmrmati
4. urceltu
5. abircpetlh
6. sopertt
7. donioetastefr
8. atedr



CLUES

1. unfair treatment
2. important
3. people moving from one country to another to live permanently
4. the way people live and their beliefs
5. the place where a person was born
6. a group of people demonstrating for what they believe
7. cutting down all the trees
8. exchanging goods or services for money

CLUE

by itself

Solution:

--	--	--	--	--	--	--	--

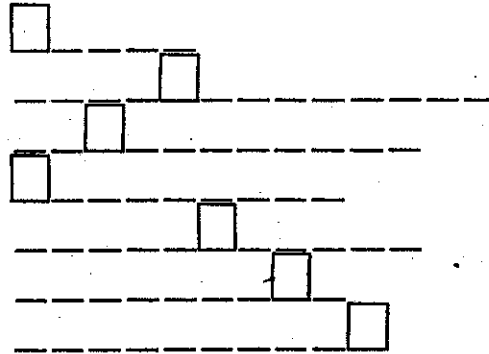
Shay

Global Citizenship

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

SCRAMBLED WORDS

1. tdrea
2. efsoaitortend
3. ddneseatens
4. petsniito
5. tnnveioremn
6. couymmint
7. rehpbilac



CLUES

1. exchanging goods or services for money
2. cutting down all the trees
3. people's children and their children etc.
4. signitures supporting a cause or statement
5. everything around you both natural and man-made
6. a group of people with something in common
7. the place where a person was born

CLUE

a group of people demonstrating for what they believe

Solution:

Shoey

NORTH AMERICAN INDIANS

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

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

Answers

1	
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CLUES

1. having multiple wives (8)
2. unique way of life passed through the generations (6)
3. moving from place to place (7)
4. large cow like land mammal (7)
5. another word for custom (9)
6. skin below hair on head (5)
7. fat used to preserve meat (8)
8. a ceremony (6)
9. the skin of an animal (4)
10. to give meaning to or explain (12)
11. poles dragged by horse to carry belongings (7)
12. family group that travelled together (4)
13. purposely causing pain on another (7)
14. the original native inhabitants (10)
15. group of people living together in a modern way (12)
16. dream or imagining things (6)
17. indian men (6)
18. tribes joining together in larger group (6)
19. indian women (6)
20. tent like portable house (4)
21. cutting up of animal meat (9)
22. a tool for preparing soil (3)

Shay

NORTH AMERICAN INDIANS

Unscramble the words in the list below using the clues provided

SCRAMBLED WORDS

- | | |
|-----------------|-------|
| 1. arebvs | _____ |
| 2. lfuabof | _____ |
| 3. tuebrecdh | _____ |
| 4. ivozlaintcii | _____ |
| 5. msotuc | _____ |
| 6. hideihed | _____ |
| 7. eho | _____ |
| 8. eoinsunigd | _____ |
| 9. tneepinrtrig | _____ |
| 10. adnomci | _____ |
| 11. cannepmi | _____ |
| 12. ypaylorng | _____ |
| 13. iulrat | _____ |
| 14. palse | _____ |
| 15. auswqs | _____ |
| 16. itpi | _____ |
| 17. routetr | _____ |
| 18. tniirdota | _____ |
| 19. tiasovr | _____ |
| 20. isvion | _____ |

CLUES

1. indian men
2. large cow like land mammal
3. cutting up of animal meat
4. group of people living together in a modern way
5. unique way of life passed through the generations
6. the skin of an animal
7. a tool for preparing soil
8. the original native inhabitants
9. to give meaning to or explain
10. moving from place to place
11. fat used to preserve meat
12. having multiple wives
13. a ceremony
14. skin below hair on head
15. indian women
16. tent like portable house
17. purposely causing pain on another
18. another word for custom
19. poles dragged by horse to carry belongings
20. dream or imagining things

Shay

NORTH AMERICAN INDIANS

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

Column A

Column B

- | | |
|----------------------|---|
| 1. ___ hide | (a) the original native inhabitants |
| 2. ___ polygamy | (b) tent like portable house |
| 3. ___ squaws | (c) skin below hair on head |
| 4. ___ vision | (d) large cow like land mammal |
| 5. ___ custom | (e) group of people living together in a modern way |
| 6. ___ butchered | (f) moving from place to place |
| 7. ___ buffalo | (g) dream or imagining things |
| 8. ___ torture | (h) to give meaning to or explain |
| 9. ___ tipi | (i) a ceremony |
| 10. ___ braves | (j) purposely causing pain on another |
| 11. ___ tradition | (k) the skin of an animal |
| 12. ___ scalp | (l) fat used to preserve meat |
| 13. ___ hoe | (m) a tool for preparing soil |
| 14. ___ travois | (n) indian women |
| 15. ___ pemmican | (o) indian men |
| 16. ___ nomadic | (p) unique way of life passed through the generations |
| 17. ___ civilization | (q) cutting up of animal meat |
| 18. ___ nation | (r) having multiple wives |
| 19. ___ band | (s) another word for custom |
| 20. ___ ritual | (t) poles dragged by horse to carry belongings |
| 21. ___ indigenous | (u) family group that travelled together |
| 22. ___ interpreting | (v) tribes joining together in larger group |

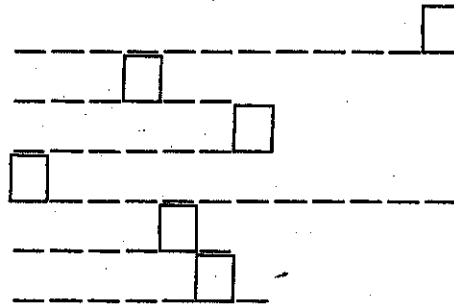
Shoey

NORTH AMERICAN INDIANS

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

SCRAMBLED WORDS

1. cantiizolivi
2. ebasrv
3. vstiaor
4. eitnitperrng
5. atonin
6. conidam



CLUES

1. group of people living together in a modern way
2. indian men
3. poles dragged by horse to carry belongings
4. to give meaning to or explain
5. tribes joining together in larger group
6. moving from place to place

CLUE

dream or imagining things

Solution:

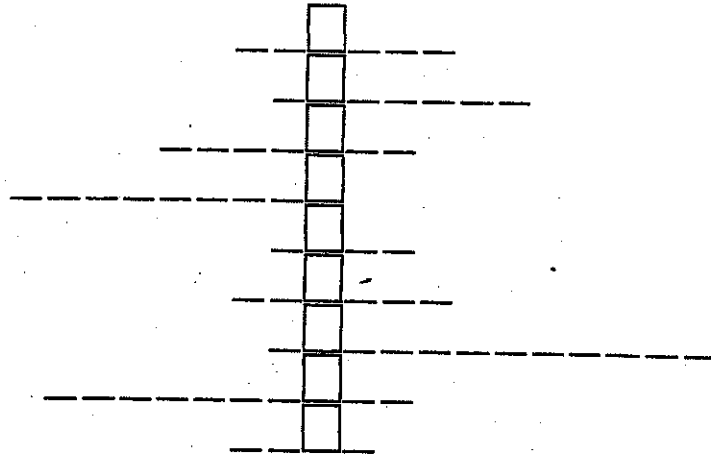
Shoey

NORTH AMERICAN INDIANS

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

SCRAMBLED WORDS

1. rialtu
2. atrvsoi
3. uffboal
4. behcduert
5. dehi
6. ainnto
7. ivnilitoaciz
8. ionsnueig
9. bdna



CLUES

1. a ceremony
2. poles dragged by horse to carry belongings
3. large cow like land mammal
4. cutting up of animal meat
5. the skin of an animal
6. tribes joining together in larger group
7. group of people living together in a modern way
8. the original native inhabitants
9. family group that travelled together

CLUE

another word for custom

Solution:

Shay

NORTH AMERICAN INDIANS

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

Column A

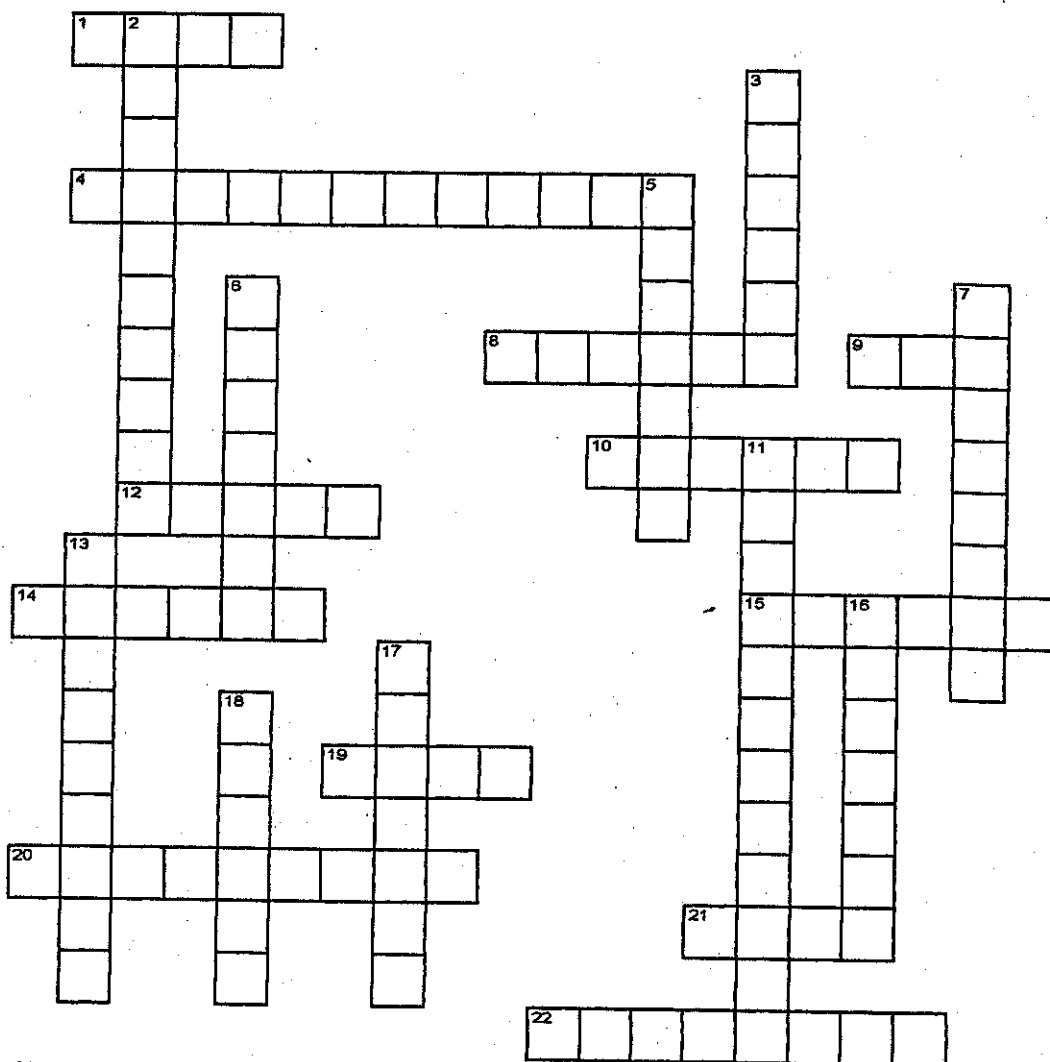
Column B

1. custom
2. nomadic
3. squaws
4. band
5. nation
6. travois
7. civilization
8. pemmican
9. hoe
10. polygamy
11. torture
12. vision
13. scalp
14. indigenous
15. ritual
16. butchered
17. hide
18. buffalo
19. braves
20. tradition
21. interpreting
22. tipi

Shoey

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NORTH AMERICAN INDIANS



Across Clues

1. tent like portable house (4)
4. group of people living together in a modern way (12)
8. indian women (6)
9. a tool for preparing soil (3)
10. dream or imagining things (6)
12. skin below hair on head (5)
14. unique way of life passed through the generations (6)
15. a ceremony (6)
19. family group that travelled together (4)
20. another word for custom (9)
21. the skin of an animal (4)
22. having multiple wives (8)

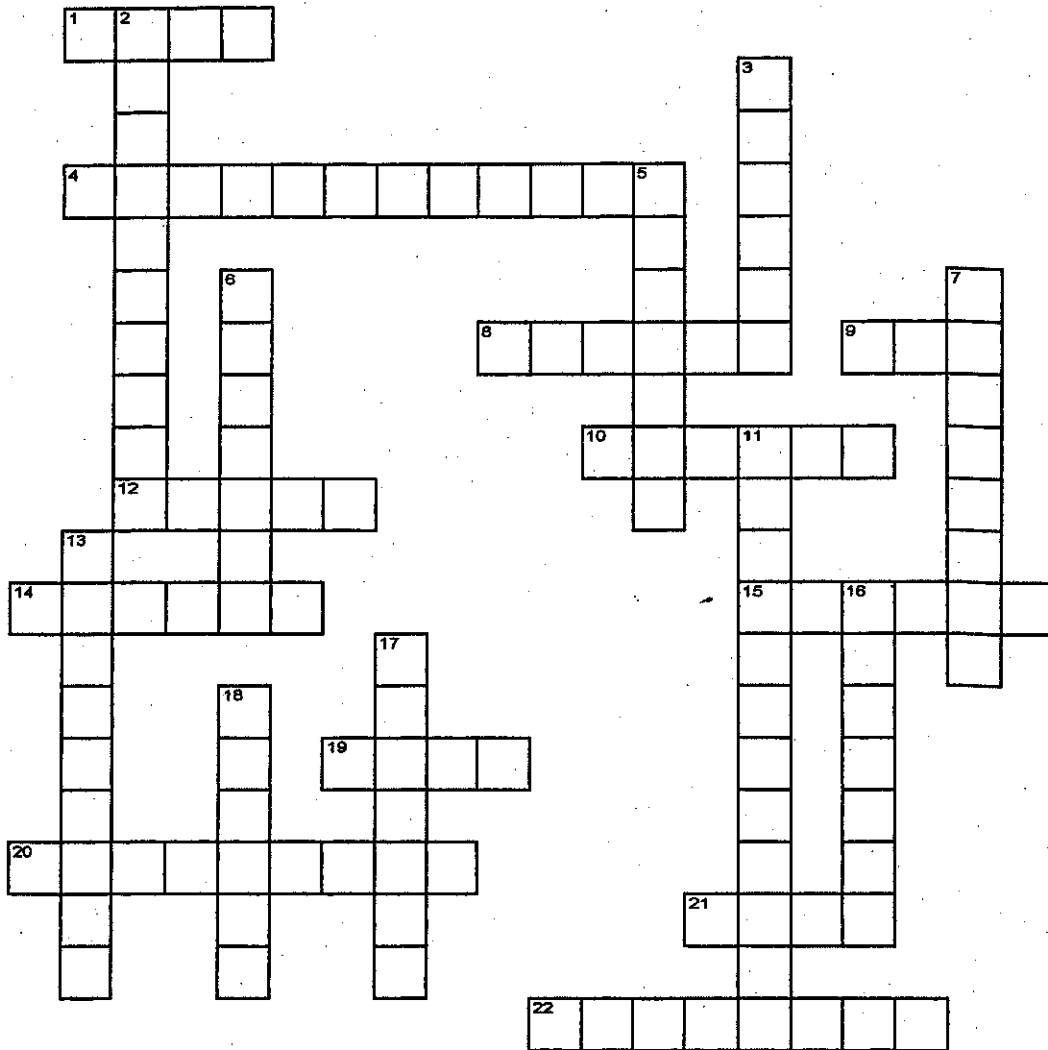
Down Clues

2. the original native inhabitants (10)
3. indian men (6)
5. moving from place to place (7)
6. large cow like land mammal (7)
7. fat used to preserve meat (8)
11. to give meaning to or explain (12)
13. cutting up of animal meat (9)
16. purposely causing pain on another (7)
17. poles dragged by horse to carry belongings (7)
18. tribes joining together in larger group (6)

Shoey

45

NORTH AMERICAN INDIANS



Across Clues

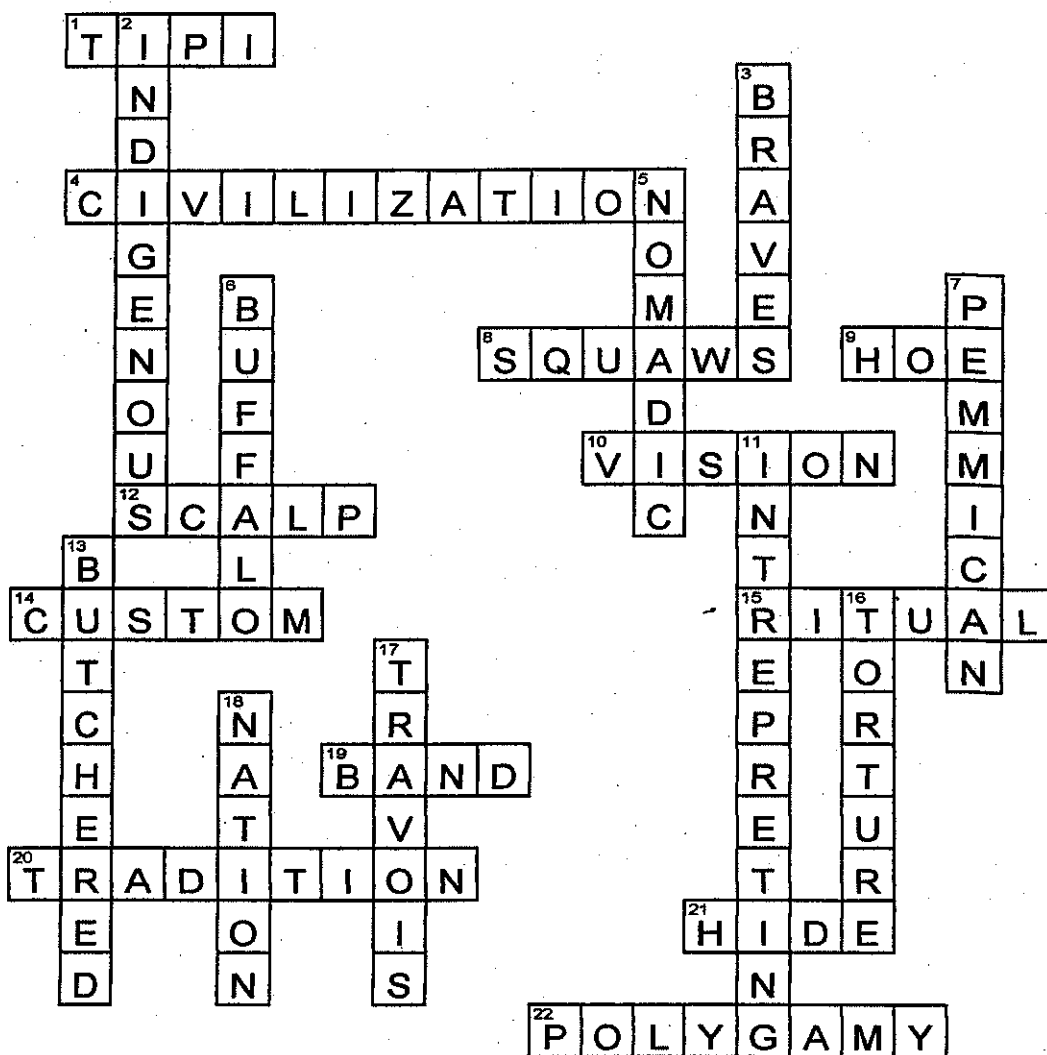
1. tent like portable house (4)
4. group of people living together in a modern way (12)
8. indian women (6)
9. a tool for preparing soil (3)
10. dream or imagining things (6)
12. skin below hair on head (5)
14. unique way of life passed through the generations (6)
15. a ceremony (6)
19. family group that travelled together (4)
20. another word for custom (9)
21. the skin of an animal (4)
22. having multiple wives (8)

Down Clues

2. the original native inhabitants (10)
3. indian men (6)
5. moving from place to place (7)
6. large cow like land mammal (7)
7. fat used to preserve meat (8)
11. to give meaning to or explain (12)
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16. purposely causing pain on another (7)
17. poles dragged by horse to carry belongings (7)
18. tribes joining together in larger group (6)

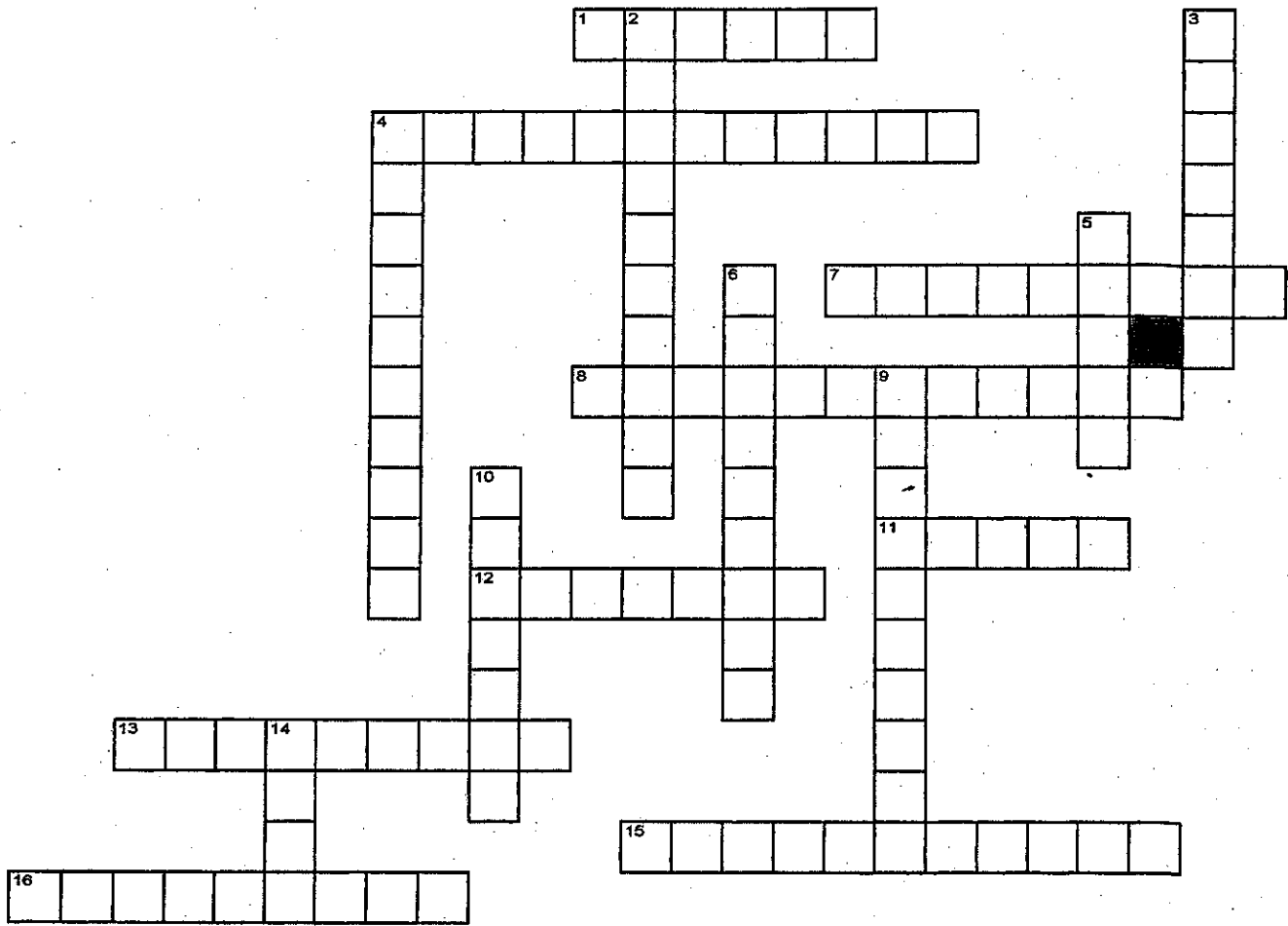
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NORTH AMERICAN INDIANS



Shay

Indigenous Australians



Across Clues

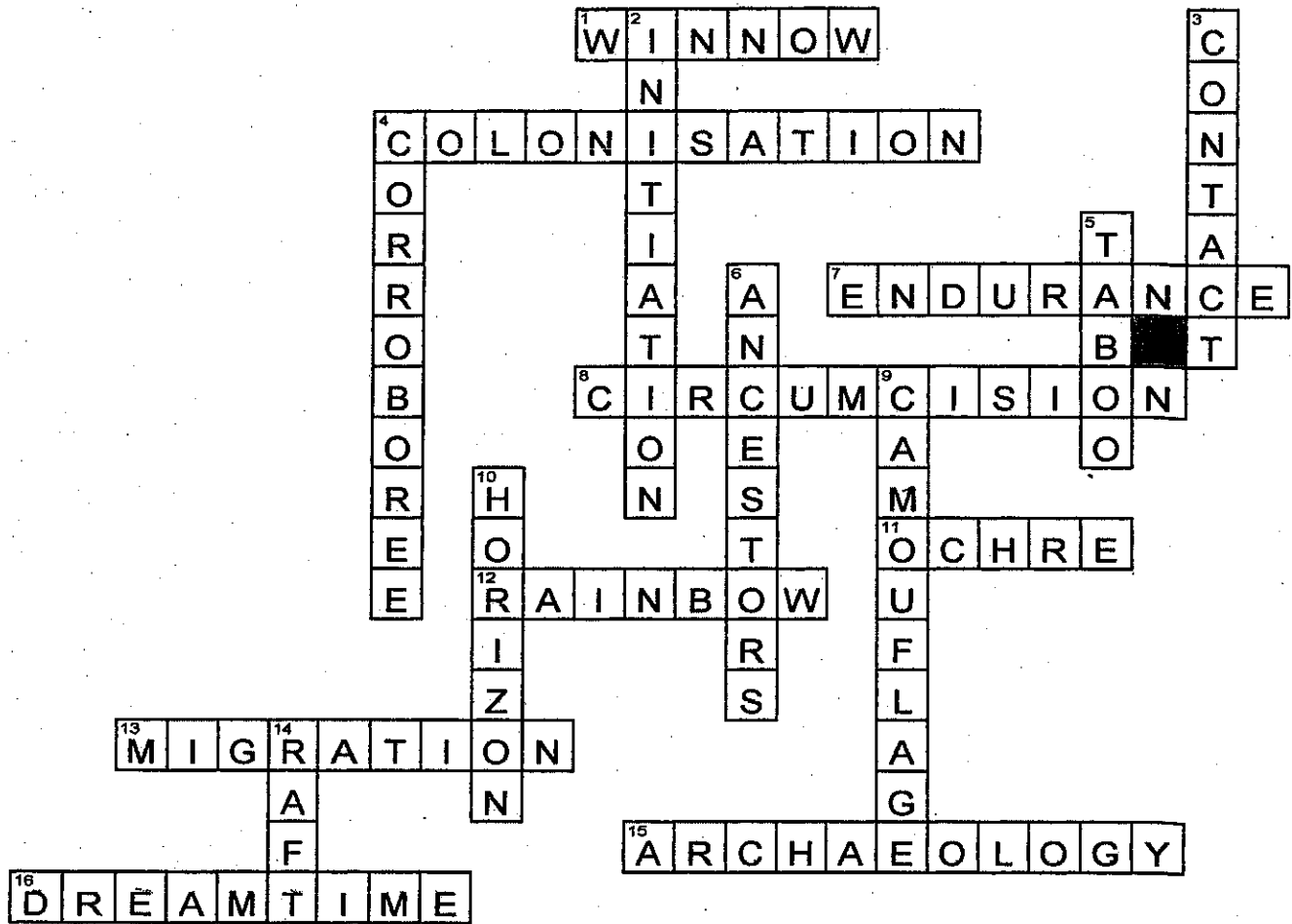
1. to remove the husk from grain (6)
4. a group of people settling in another country (12)
7. test of stamina (9)
8. surgical removal of the foreskin from the penis (12)
11. a natural material used for painting (5)
12. a type of serpent in dreamtime stories (7)
13. movement of people from one country to another (9)
15. scientific study of ancient remains (11)
16. creation story of the Aborigines (9)

Down Clues

2. secret ceremony where children become adults (10)
3. the meeting of different cultures (7)
4. Aboriginal ceremonial dance (10)
5. forbidden (5)
6. your parents and their parents in the past (9)
9. use of natural materials to hide (10)
10. as far as you can see (7)
14. a primitive and simple boat (4)

Shoey

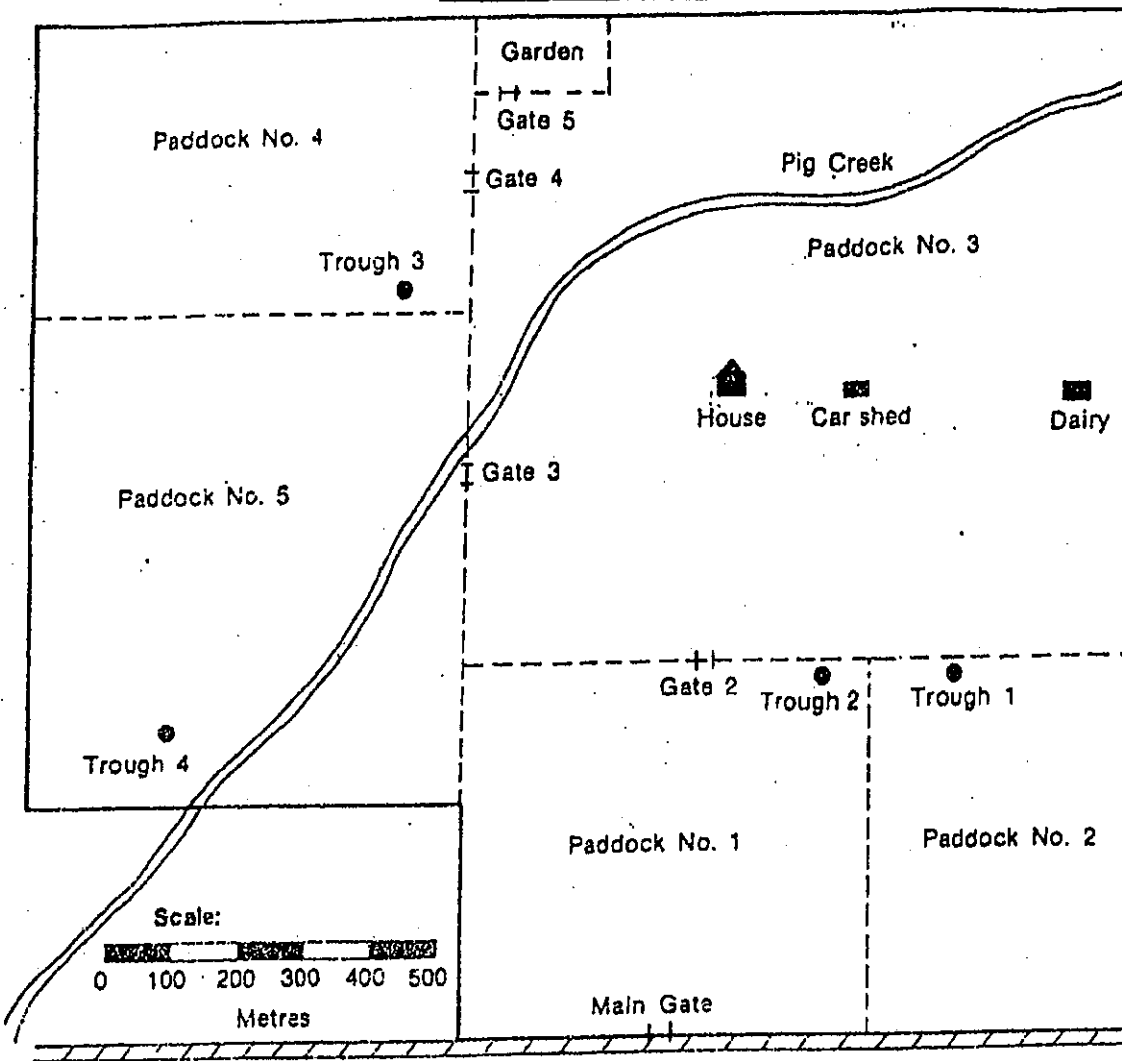
Indigenous Australians



Shoey

quite impossible to draw plans of farms, houses or areas to their full size, so scales are very quite in used. These scales are quite easy to use.

MR BROWN'S FARM



EXERCISE 1 (when paddock x is used measure the distance to the actual number of the paddock)
How far is the shortest route from:

- | | |
|-----------------------------------|-----------------------------------|
| 1) Trough 3 to trough 1 ? _____ | 2) Trough 1 to trough 2 ? |
| 3) Paddock No 5 to paddock No 2 ? | 4) The main gate to the house ? |
| 5) The garden to paddock No 1 ? | 6) The house to the garden gate ? |
| 7) The dairy to paddock No 5 ? | 8) The house to trough 1 ? |
| 9) Gate 4 to trough 1 ? | 10) Trough 3 to trough 4 ? |

EXERCISE 2

What size is:

- | | |
|----------------|-----------------|
| 1) Paddock 3 ? | 2) The garden ? |
|----------------|-----------------|

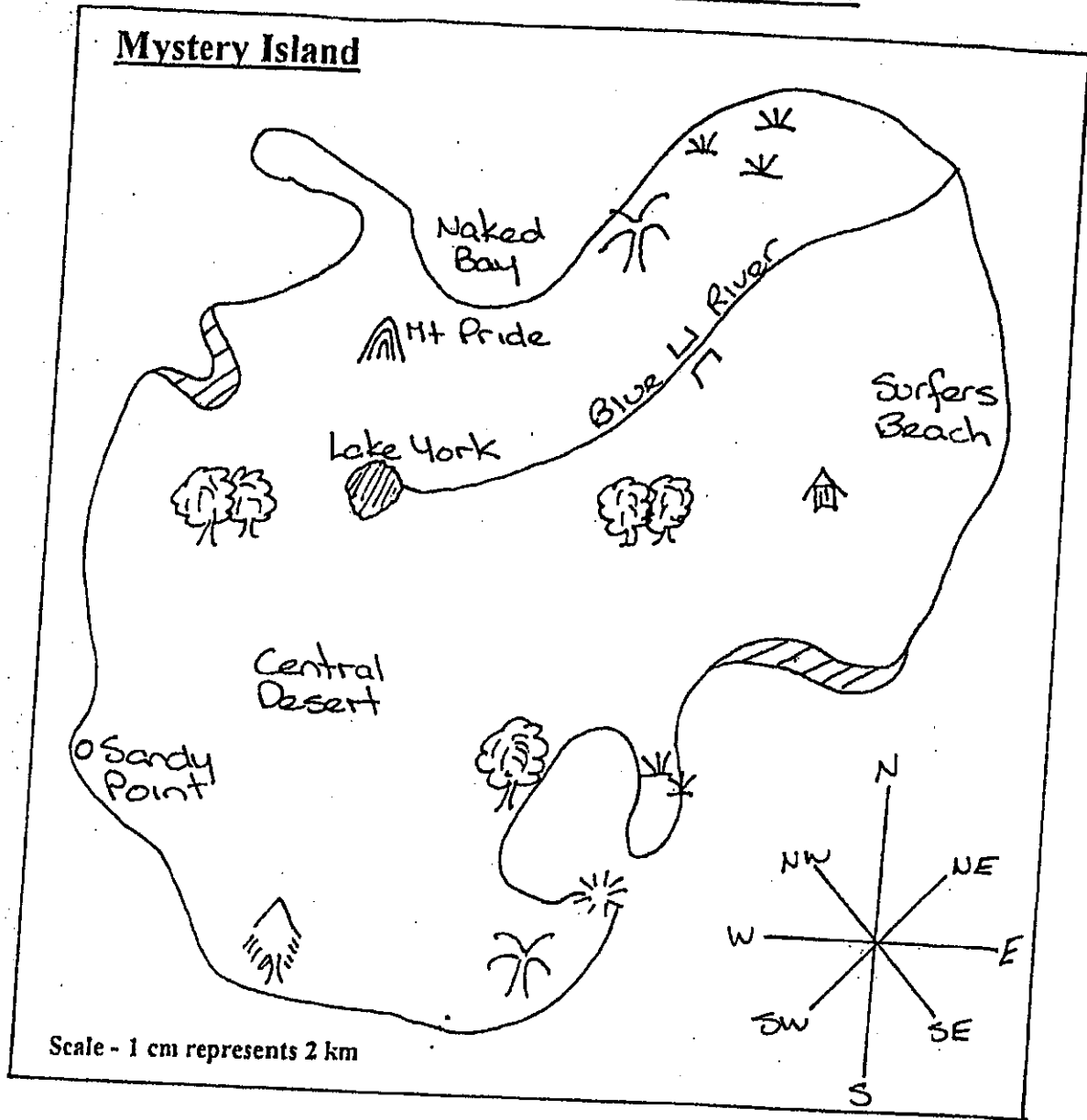
EXERCISE 3

These distances involve half a centimetre which is a real distance of 50 metres
2.5cm = 250 metres and 11.5cm = 1150 metres

What is the distance from:

- | | |
|----------------------------|---------------------------|
| 1) Trough 4 to dairy ? | 2) Gate 4 to gate 2 ? |
| 3) Gate 5 to car shed ? | 4) Trough 3 to trough 2 ? |
| 5) main gate to trough 2 ? | |

Buried Treasure - can you find it ?

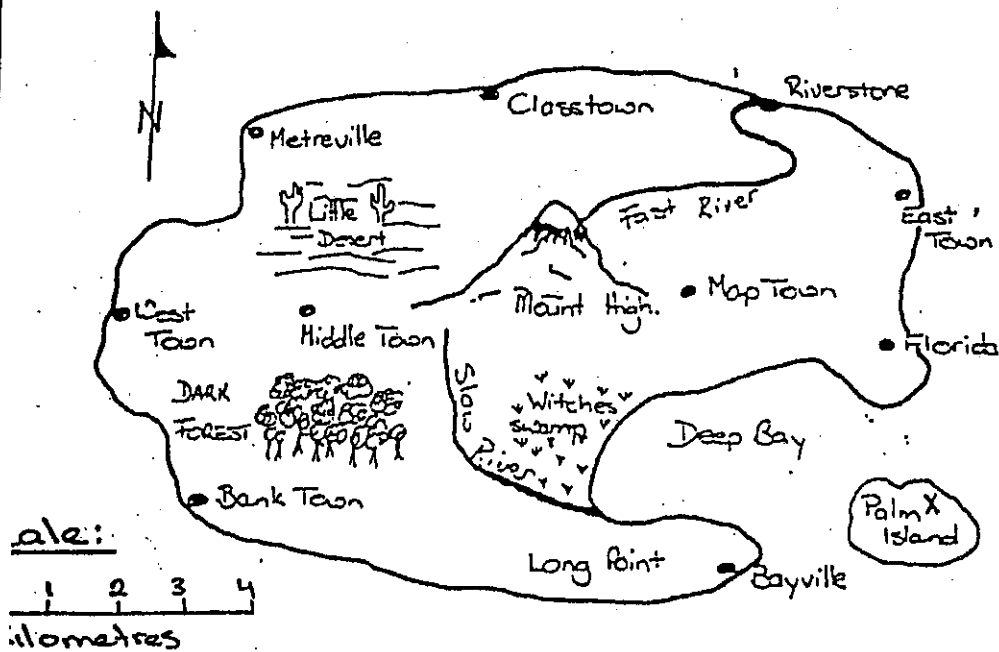


LEGEND

- 1) START AT PIRATES CAVE, WALK 4KM SW TO REACH _____
- 2) WALK 8KM TO REACH _____
- 3) TRAVEL NW FOR 10KM TO _____
- 4) THEN WALK 12KM NE TO _____
- 5) TRAVEL SE 14KM TO _____
- 6) SWIM 6KM NE TO _____
- 7) WALK 4KM NORTH TO _____
- 8) GO NW 6KM TO _____
- 9) FINALLY TRAVEL 10KM EAST AND THE TREASURE IS FOUND AT _____

- PIRATES CAVE ☼☼☼
- PALM TREE 🌴
- BRIDGE ≡
- NATIVE VILLAGE 🏠
- SWAMP 🌿
- PINE TREE FOREST 🌲
- JUNGLE 🌳🌳
- CLIFFS 🏔️

THE LAND OF BOBBIN

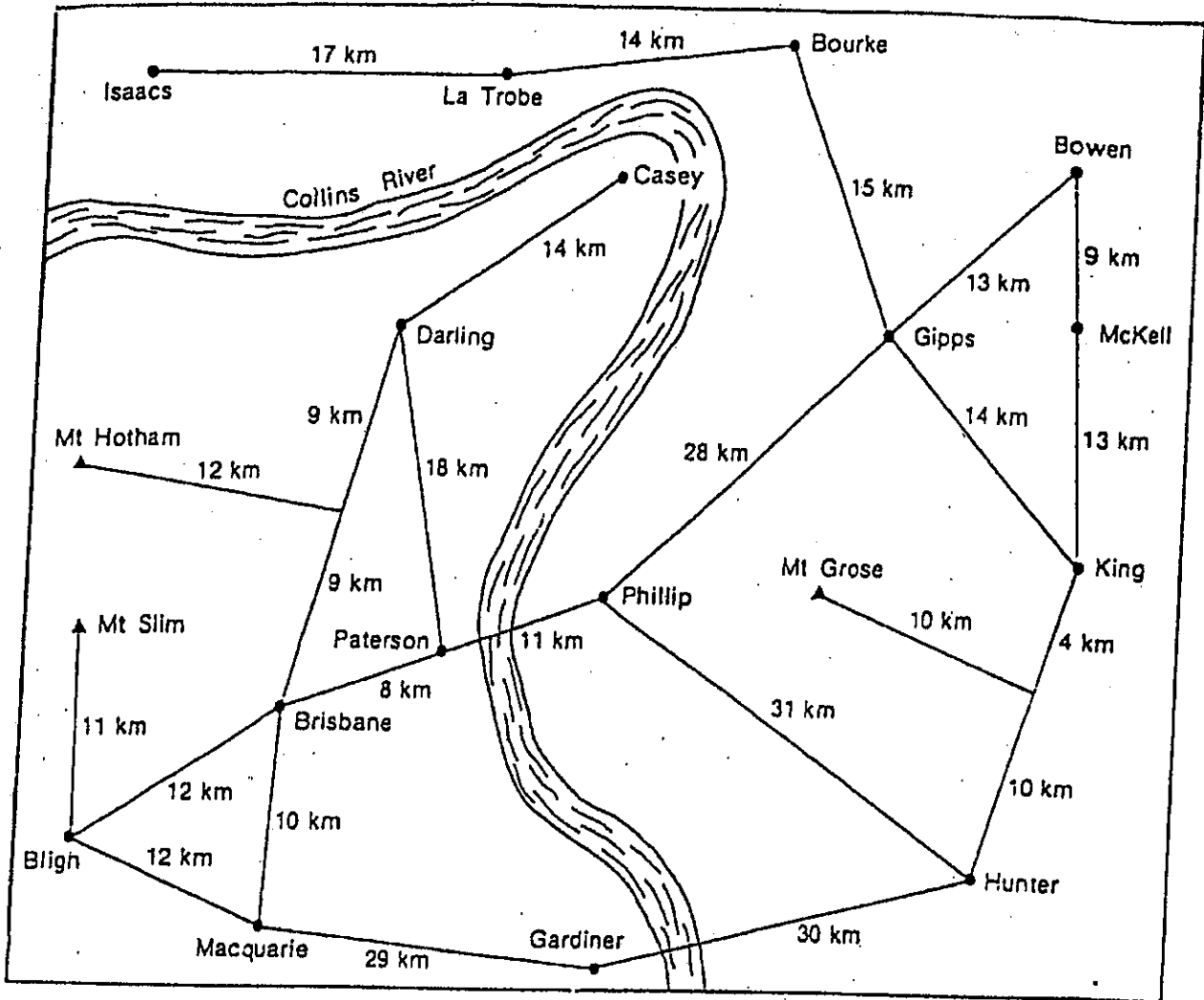


Here is a map of the mysterious land of Bobbin. It is very far away.

Answer the following questions....

1. What do we find in the centre of the Land of Bobbin ?
2. In which direction does Slow River flow ?
3. In which direction is Florida from Middle Town ?
4. In which direction is Mount High from Witches Swamp ?
5. How far is Bank Town from East Town ?
6. How far is Bayville from West Town ?
7. What symbol is used to show us what a swamp looks like ?
8. What is the name of the town at the mouth of fast river ?
9. In which direction is West town from Class Town ?
10. What symbol do we use to show a forest ?
11. How far is it from West Town to Middle Town ?
12. How far is it from Florida to the " X " on Palm Island ?
13. What symbols do we use to show deserts ?
14. In which direction does Fast River flow ?
15. In which direction do we find Palm Island from Bobbin ?
16. In which direction is Metreville from Florida ?

**Distances Shown on Road Maps
Governor County**



Exercise 1 What are the following distances?

- | | |
|----------------------------------|---|
| (a) Macquarie to Hunter _____ | (i) Hunter to Gipps via King _____ |
| (b) Bourke to King _____ | (j) Bowen to Isaacs _____ |
| (c) Bligh to Paterson _____ | (k) Gardiner to Darling _____ |
| (d) Mt Hotham to Macquarie _____ | (l) Casey to Paterson _____ |
| (e) Isaacs to Bourke _____ | (m) Mt Silm to Phillip _____ |
| (f) Bourke to Phillip _____ | (n) Phillip to King via Hunter _____ |
| (g) Gardiner to Phillip _____ | (o) McKell to Bourke via King and Gipps _____ |
| (h) Mt Grose to Bowen _____ | (p) Darling to Gipps via Paterson and Phillip _____ |

Exercise 2 How far do the following school-buses travel each day?

- (a) From Isaacs to Hunter via Gipps, Bowen and King. (Don't forget the return trip!) _____
- (b) From Casey to Hunter via Darling, Brisbane, Macquarie and Gardiner. _____
- (c) From Bligh to Hunter via Brisbane, Paterson and Phillip. _____
- (d) How far would each of the above school buses travel in a week? _____

AREA REFERENCES

The black lines drawn on a map are known as grid lines.

The lines that run up and down the map are called eastings and the lines that run across the map are called northings.

Each easting and northing has a number or letter.

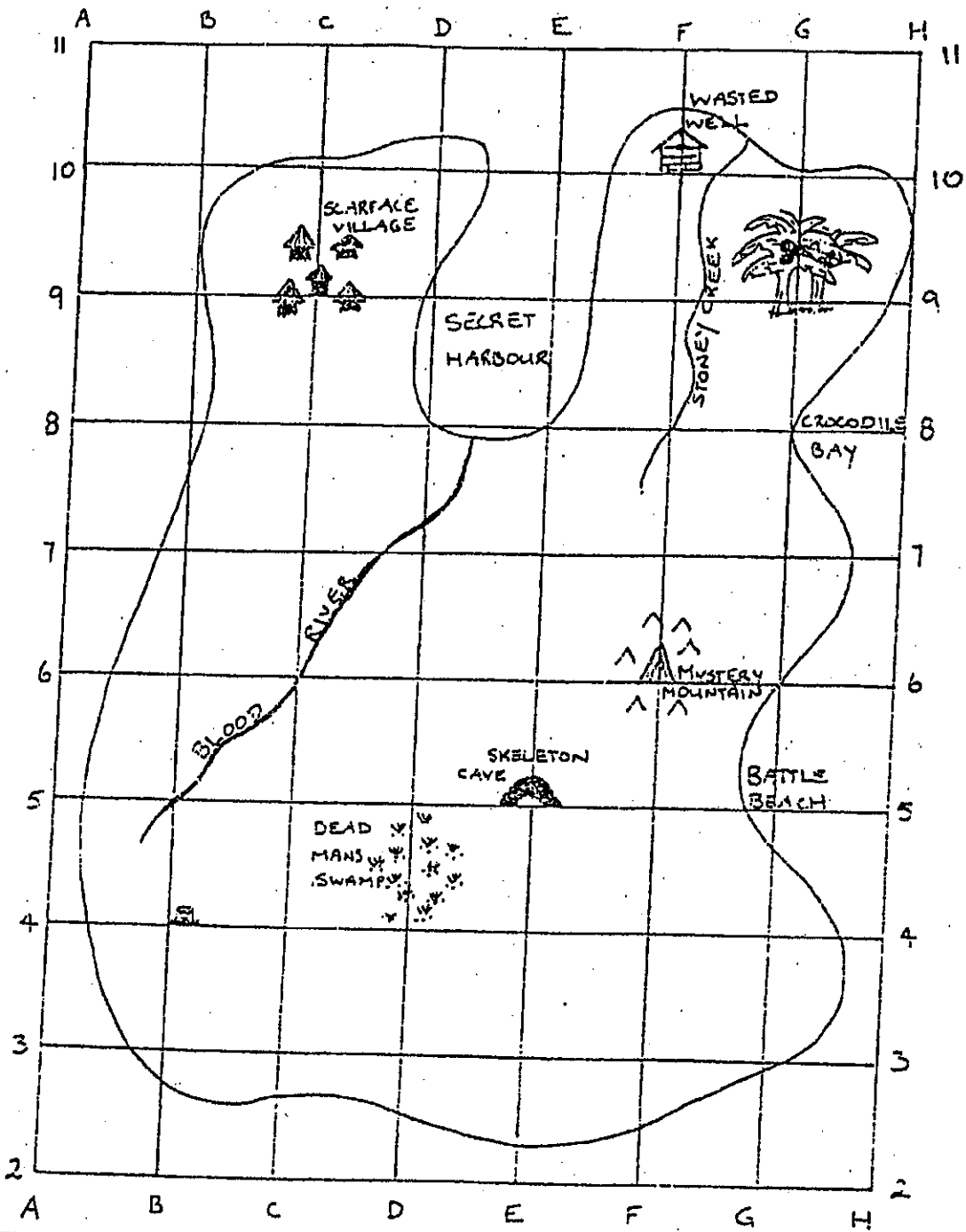
Grid systems are easy to use if you follow these simple steps :

- 1) Find the number of the easting (up and down lines)
- 2) Find the number of the northing (across)
- 3) Write down the grid reference by writing the easting first and then the northing second.

Example - look at the following grid










	12	13	14	15
31				
32				
33	X			
34				

To find the grid reference of the cross we first find the easting value (12) and then the northing value (33). Therefore the grid reference of the cross is **1233**.



KEY:

SCALE: 1cm represents 1km.

- | | | | | | |
|---|------------|---|----------|--|------------|
|  | Swamp. |  | Village. |  | Well |
|  | Mountains. |  | Cave. |  | Tree Stump |
|  | River. |  | Creek. |  | Palm Tree |



TREASURE HUNT.

If you follow the directions given below, you will be able to find the buried treasure.

Our starting point is on the shores of Secret Harbour at grid reference D8.

) Head north-west to grid reference C9 where you find an unfriendly native village. What is its name?

) Detour south to grid reference C6 where your way is blocked by Flood River.

) Continue south-west to grid reference B5 where you find a ridge to cross the river.

) Cross the river and head south to grid reference B4 where you find an old tree stump.

Inside the tree stump you find the instructions to buried treasure, that were hidden by Captain CutThroat before he died.

Follow these instructions to find the buried GOLD.

Go to grid reference D4 heading east,
When you find the gold, you can have a feast.

North through the swamp to reference D5,
Tread carefully, get through it alive.

Go to E5 to spend the night,
Skeleton Cave will keep you out of sight.

Continue east to Battle Beach,
The gold is closer within your reach.

Rest on the beach until high tide,
Go to F6, way up high.

Looking west from the mountain top,
E6 is the next place to stop.

Don't rest yet, you're nearly there,
North-east to G8, but please beware,

Hungry crocodiles have made this their home,
Quickly go east to the Creek of Stones.

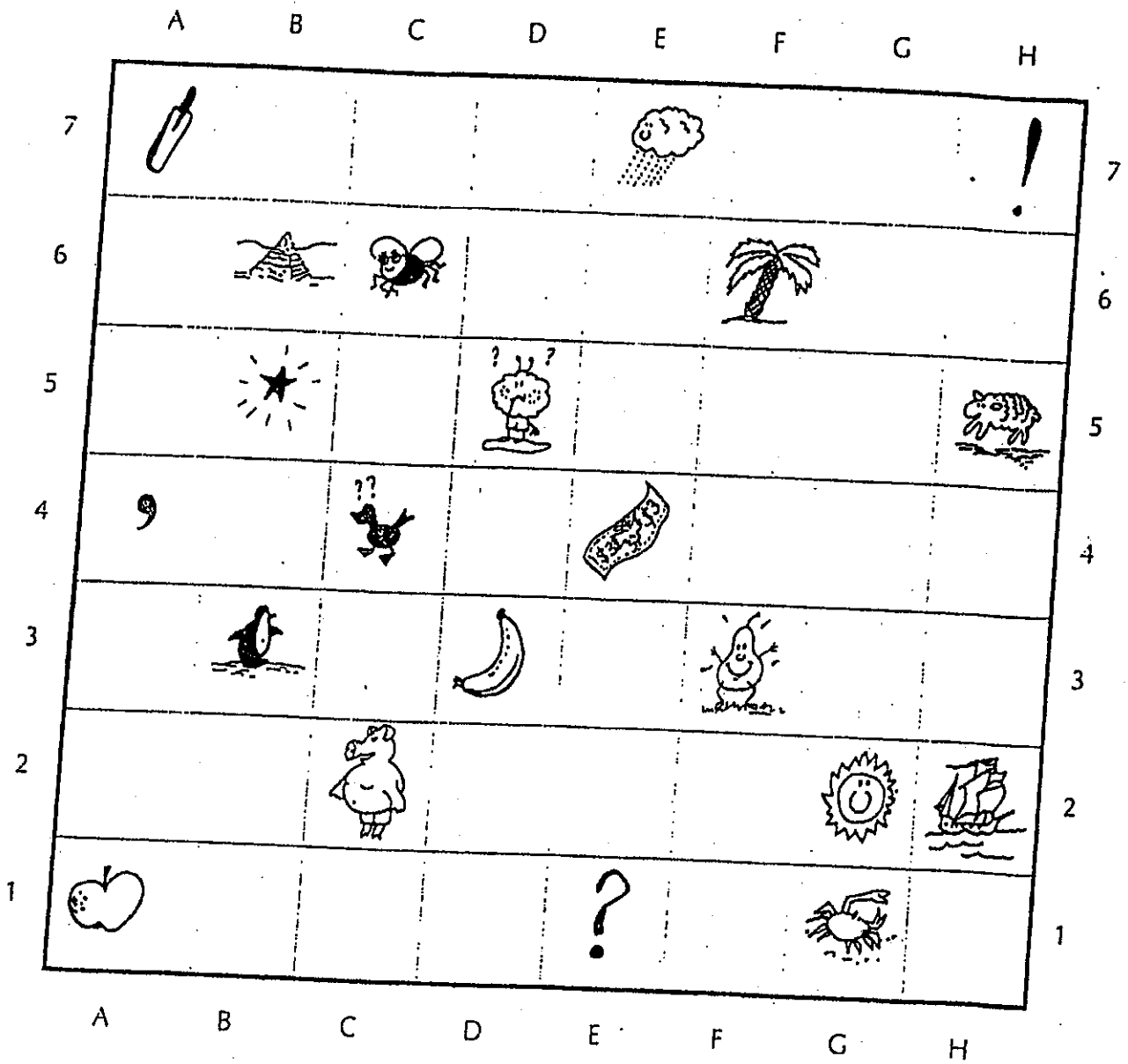
To Secret Harbour you now must go,
To E8 where the ocean flows.

One more stop before the treasure,
Go to F10 for drinking pleasure.

The gold lies buried south-east of the well,
Under the palms, what reference, please tell?

C9

A grid system is used to locate things on maps. List the position of the things on the grid in the spaces down below. To do this correctly you must read across from the left to find the column reference then up or down to find the row reference.
Bruce is in position D5.



- | | | | | |
|--------------------|------------------|-------------------|----------------|----------------|
| 1. pyramid _____ | 2. banana _____ | 3. crab _____ | 4. sheep _____ | 5. ? _____ |
| 6. palm tree _____ | 7. S3 bill _____ | 8. comma _____ | 9. apple _____ | 10. ! _____ |
| 11. cloud _____ | 12. ship _____ | 13. sun _____ | 14. pig _____ | 15. bat _____ |
| 16. star _____ | 17. fly _____ | 18. penguin _____ | 19. duck _____ | 20. pear _____ |

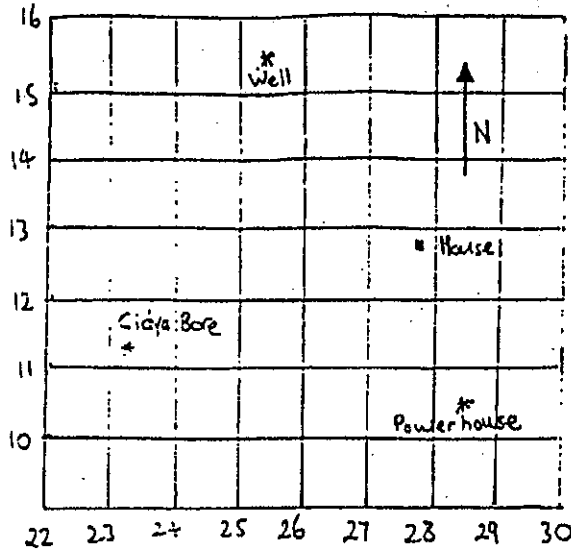
Colour: A2 red, D4 blue, E6 yellow, G7 green, H1 purple.

Draw 4 objects on empty grid rectangles. Write their names and positions below.

HOW DO WE EASILY FIND THINGS ON A MAP ?

examining Figure 1 you will see lines running across the map and up and down the map. These lines are called grid lines.

Grid lines have numbers on them. They divide the map into squares called squares. These lines, numbers and squares are very useful because it helps us find exact positions quickly.



1) Look at the lines running up and down the map.

Q. In which direction do these numbers get larger ? _____

* LINES WHICH RUN NORTH TO SOUTH ON A MAP ARE CALLED EASTINGS.

Q. Between which 2 eastings is - Gidya Bore located _____
- the Powerhouse located _____

2) Look at the lines running across the map

Q. In which direction do the numbers get larger ? _____

* THESE LINES ARE CALLED NORTHINGS

Now we can say that Gidya Bore is located between northings 11 and 12
This now makes the bore easier to find.

Complete the table in your book :

	Easting	Northing
Gidya Bore		
Powerhouse		
Well		
House		

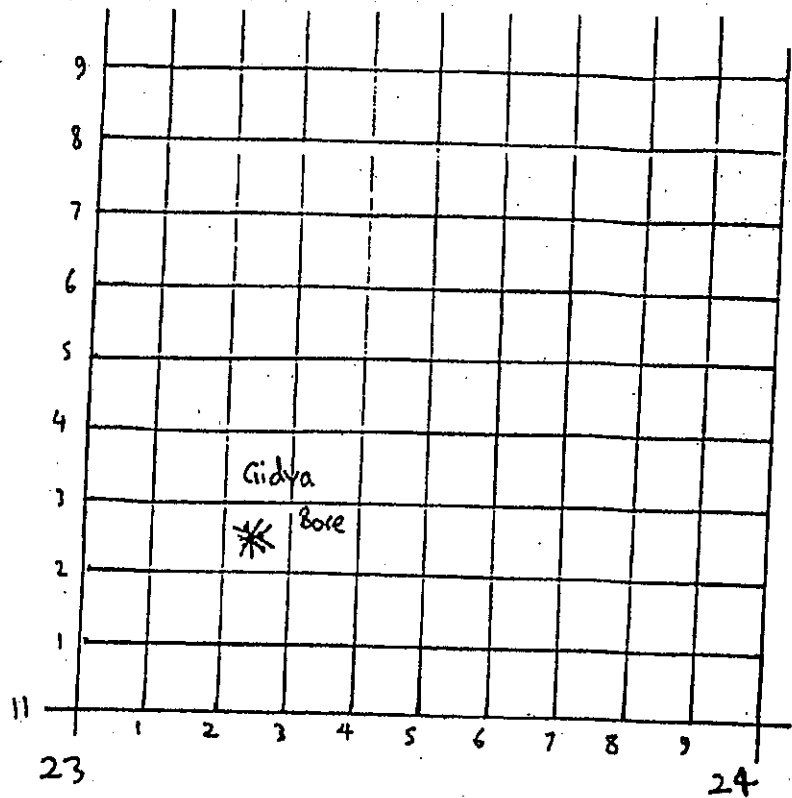
REMEMBER :

- * the easting is always given first
- * the lowest easting number of the lowest northing number is always used
- * the easting and northing can be put together to form a *grid reference* or an *area reference*.
- * Gidya Bore would have - an area reference 2311
- a grid reference 232112

The grid square is broken up into 10 parts between easting 23 and 24. It is also broken up into 10 parts between northing 11 and 12.

Q. How many parts is the bore across from easting 23 ? _____

Q. How many parts is the bore up from northing 11 ? _____



Now we can write an exact grid reference for Gidya Bore as 232112

Q. Write the grid reference for the following :
the well _____
the house _____
the powerhouse _____

REMEMBER

Grid references : have 6 numbers and take you to a specific point on a map

Area references : have 4 numbers and take you to a grid square on a map.

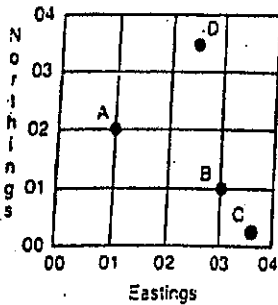
GRID REFERENCES

Previously we looked at area references which involve 4 figures. Grid references are very similar to this, however they involve 6 figures (eg 324817).

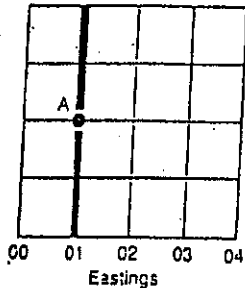
**Remember - eastings are lines running from north to south
northings are lines running from east to west**

Look at the following diagrams to help explain how a grid reference is made up.

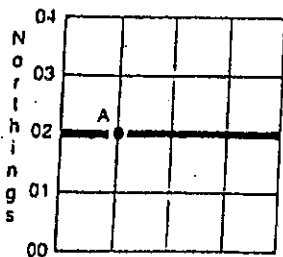
Example 1



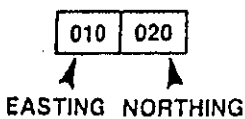
A is exactly on easting 01, so its easting reference is 010.



A is exactly on northing 02, so its northing reference is 020.



Therefore the grid reference is 010020.

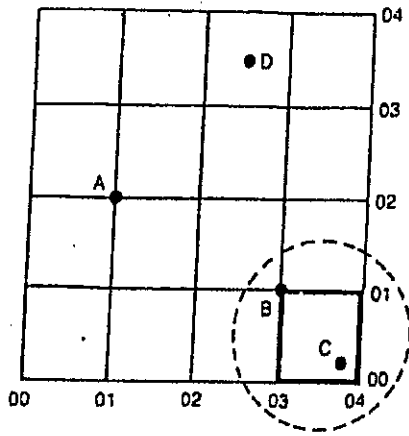


Example 2

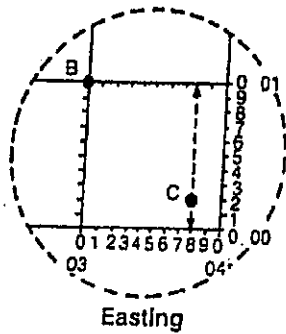
The grid reference for B in the grid above is 030010. This means that B is located exactly on easting 03, and exactly on northing 01.

You may have noticed in these two examples that the reference for the easting is given *before* the reference for the northing. Grid references must *always* be given in this order to avoid confusion. To help you remember this, 'E' comes before 'N' in the alphabet, so eastings come before northings.

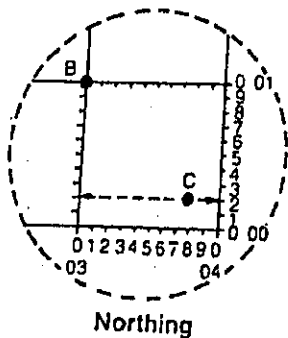
The point C in the grid below is not located exactly on the grid lines as A and B were.



- 1 Imagine that the sides of the grid square that contains C are divided up into tenths. (See the diagrams of the square below which have been enlarged.)
- 2 Easting: Counting from west to east (from left to right) C lies eight tenths along from easting 03, so the easting reference is given as 038.



- 3 Northing: Counting from south to north (from bottom to top) C lies two tenths along from northing 00, so the northing reference is given as 002.

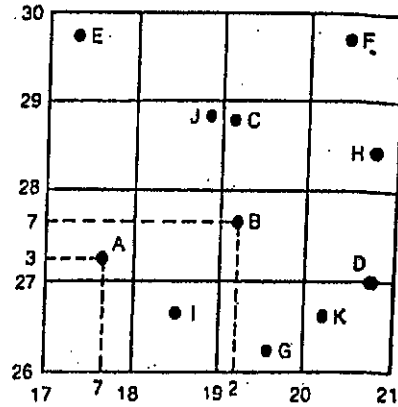


038002.

Example 4

The grid reference for D is 025035. This means that the point is 5/10ths along from easting 02, and 5/10ths along from northing 03.

- 15.2 Write down the grid references for the points lettered C to H on the grid below. A and B have been done for you.
 A = 177273
 B = 192277



- 15.3 Which of the following grid references for the points I, J and K on the grid above is incorrect?
 I = 185267
 J = 188288
 K = 267202
 Explain what the error is.

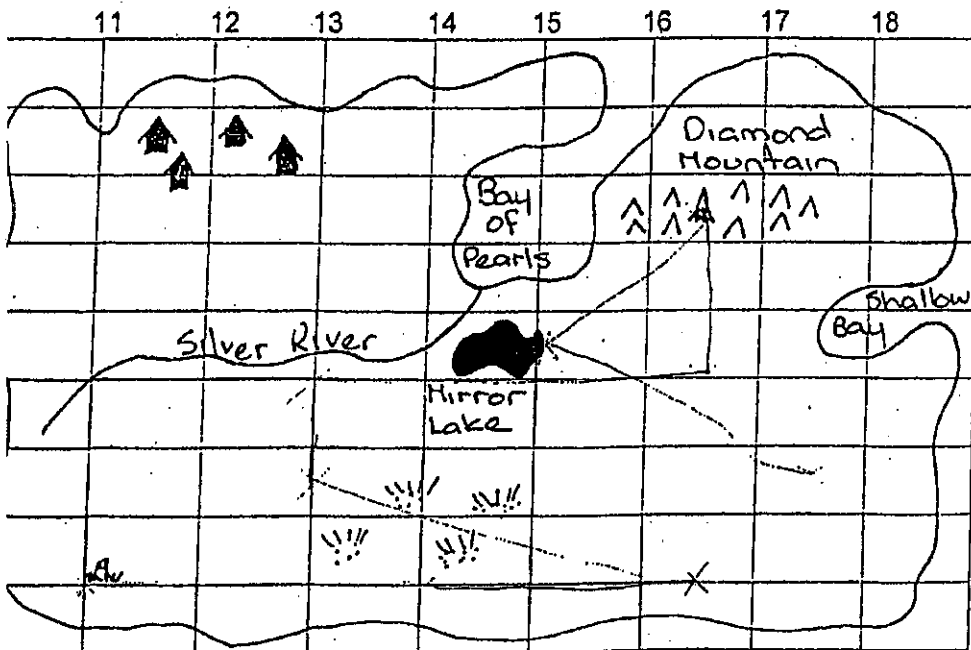
TREASURE HUNT

If you follow the directions given below you will be able to find the buried treasure.

Your starting point is in the Bay of Pearls at grid reference 140270

1. Travel north-west to grid reference 120285 where you encounter unfriendly natives
2. take a detour by travelling south to grid reference 120255, the Silver River now blocks your path
3. You find a river crossing by travelling to grid reference 110250. You find a bridge
4. Cross the bridge and head south until you reach grid reference 110220. Here you find an old letter hidden in a tree stump. The letter was written by Captain Jack, and gives clues to where he buried his treasure. Now you must follow the clues in the note.

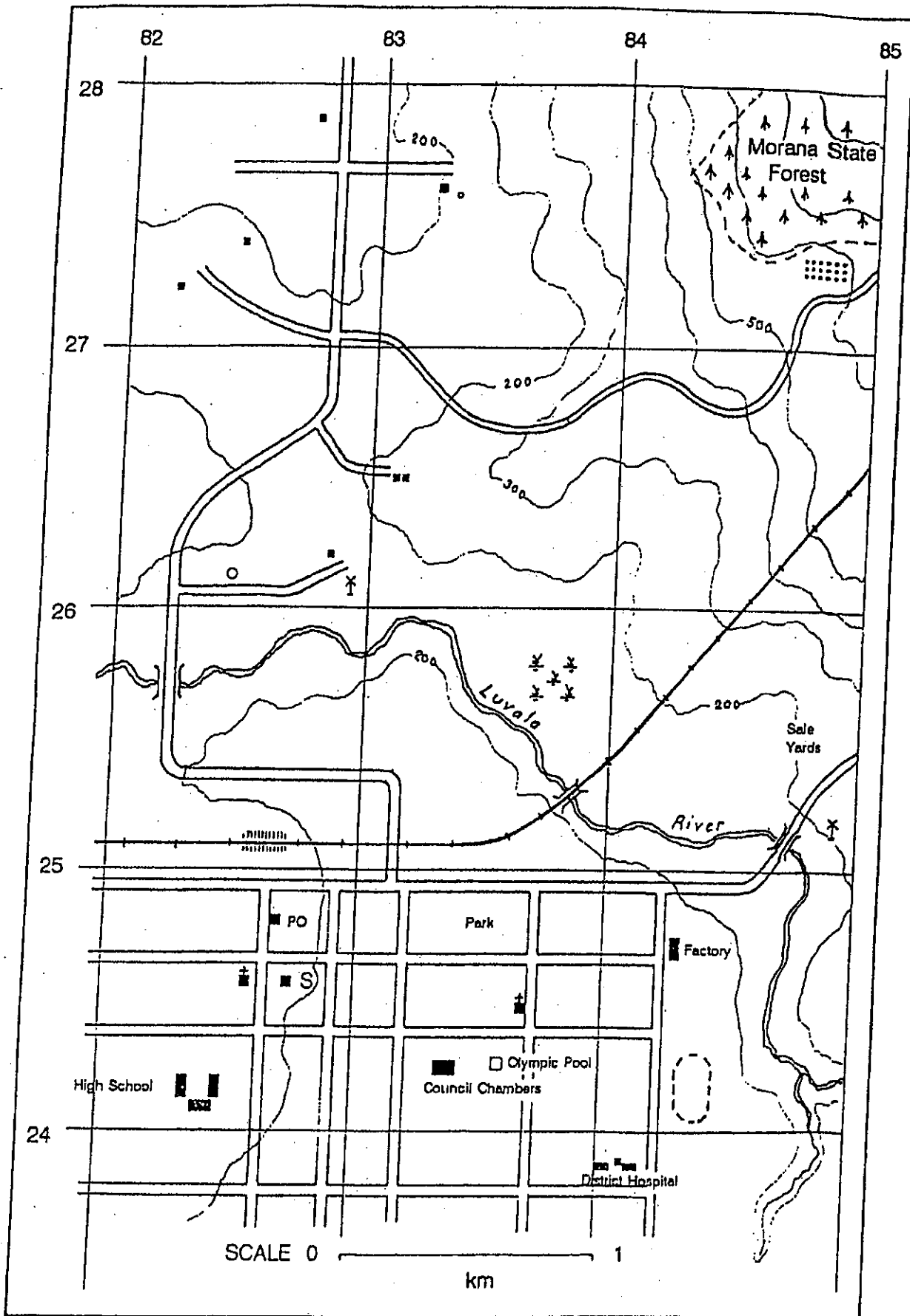
If you wish to be rich here's what to do,
 Take out a compass and follow the clues.
 Which way to go, which way is best?
 First go east to grid reference 140270.
 Put your back to the setting sun.
 Travel to grid reference 165220, then take a rest.
 Travel west-north-west to grid reference 130235.
 right through the swamp, travel fast, don't get lost.
 Face the rising sun with your arms outstretched from
 your sides, follow the direction that your left arm points
 to grid reference 130250.
 You're nearly there or so you think,
 another clue to where to look, over a hill or under a rock?
 Treasure is prized, and held up high,
 another clue is in the sky.
 Travel east to grid reference 165250.
 look to the north to see, a mountain rising majestically.
 Travel north to grid reference 165275 past Shallow Bay.
 Can you climb Diamond Mountain in just one day?
 A final clue, it isn't here, look south-west to see reflected
 The light from gold that's been misdirected.
 Travel south-west to grid reference 150255
 To the shores of Mirror Lake.
 Face south-east, the GOLD's yours to take.
 Go to grid reference 175235 make your collection
 From your starting point what is the direction? _____



KEY


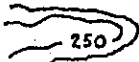


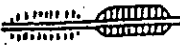


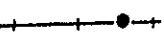

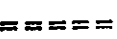


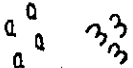




- Swamp
- Mountains
- River
- Native Huts
- Lake
- Tree Stump

MAP REFERENCES AND LEGEND



MAP REFERENCES AND LEGEND

These symbols are used on the maps you will be using.

	Major road		Contour lines
	Minor road		Cliff
	Embankment; cutting	• 567	Trig station; spot height
	Bridge		Windpump
	Railway line; station		Mine; quarry
	Track		Swamp
■	Building		Orchard or vineyard
■ S ■	School; church		Forest; scrub
	Sand; water		State forest - pine
	Rock ledge	* ⚙	Rock; lighthouse
○	Tank		Land subject to flooding

1. Describe what you can see in Area Reference :-

8424 _____

8427 _____

2. Give Map References for the following:-

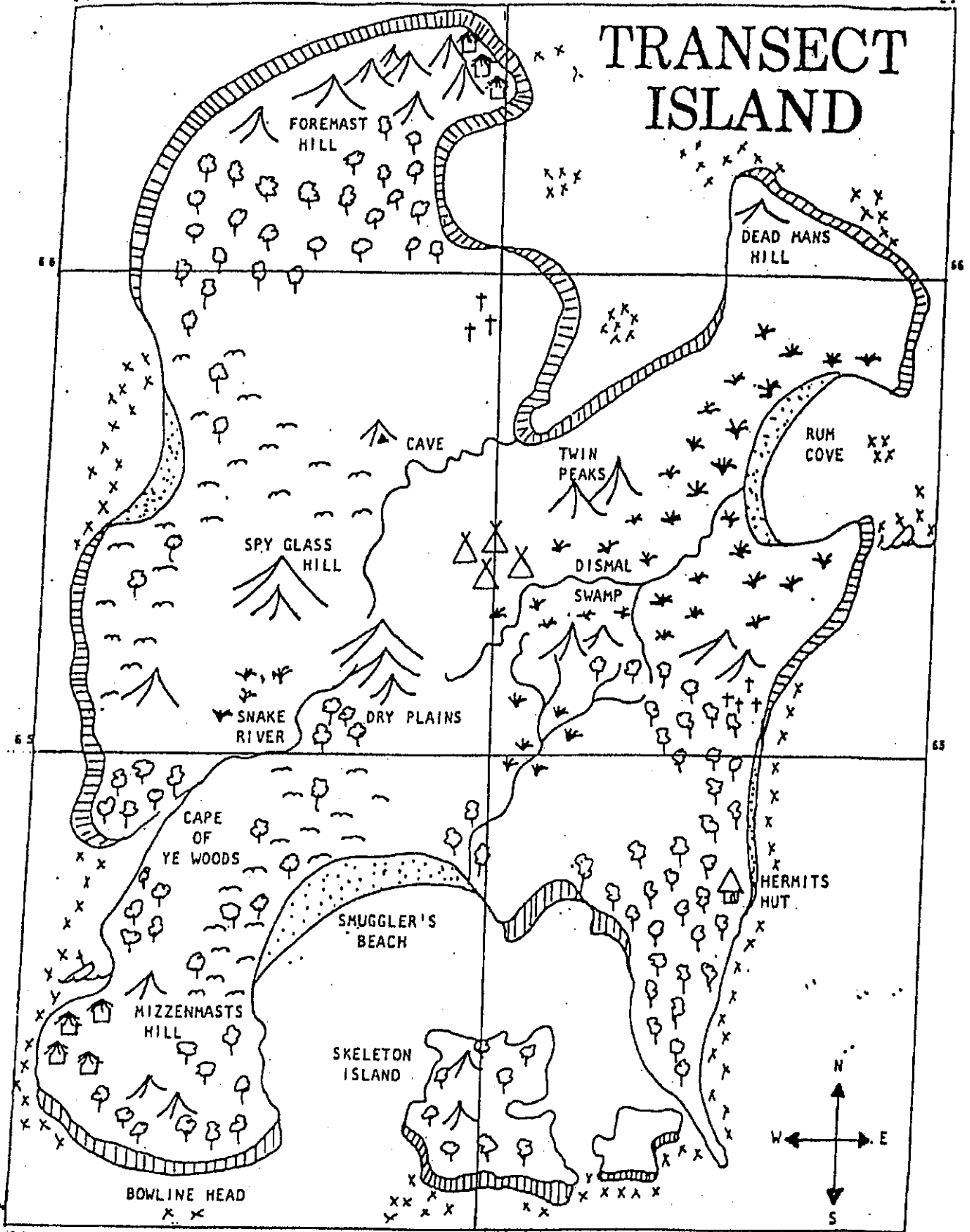
Council Chambers _____
 Factory _____
 Hospital _____
 Olympic Pool _____

Sale Yards _____
 High School _____
 Primary school _____
 Post Office _____

3. Name the features at:-

826246 _____
 835248 _____
 833276 _____
 826251 _____
 838253 _____
 849252 _____
 836245 _____
 832265 _____
 832247 _____
 837257 _____

TRANSECT ISLAND



21

22

23

LENGEND

- | | | |
|--|---|---|
| <ul style="list-style-type: none"> ✕ ✕ ✕ Dangerous rocks ▨ Cliffs ○ Sand ▲ Mountains | <ul style="list-style-type: none"> 🌳 Forest ~ Scrub ✕ ✕ Swamp ~ River | <ul style="list-style-type: none"> † Grave 🚢 Shipwreck 🏠 Hostile Native Village △ Friendly Native Village |
|--|---|---|



LONG JOHN SILVER'S TREASURE

1. What does the title of the map tell you?

2. What is the scale of this map?

3. Where would you land on the island, and why?

4. Long John's search for a site to bury his treasure starts at grid reference 218647. From this point Long John Silver, and ten members of his crew, head directly North for 4 kms. To grid reference 218651. What is the name of this point?

5. His second marching point lies 3 kms away in a North-West direction. What is the name and grid reference of this point?

What did they cross on their way to this point?

6. They then walk for a distance of about 10 kms directly North till they come to the base of a hill. What is the name of this hill?

Describe the different types of vegetation they pass through on their way to this point.

7. At this point they are attacked by some hostile natives from a nearby village. They try to escape by running through a forest in a South-East direction. However, after a 5 km chase they are caught up with by the natives and three of the crew men are killed before the savages are driven off. They then bury their dead. What is the grid reference of the graves?

8. After burying their dead they head directly South for nearly 4 kms, where they come across a friendly native village. Here they rest and have something to eat and drink. What is the grid reference of the village?

9. Once they regain their strength they move off again to a point which lies approximately 9.5 kms directly South of Deadman's Hill. What did they pass through on the way?

How many rivers did they cross?

10. At this point, some of the men have become discontented and want to split up the treasure. A fight breaks out amongst them and four are killed before things settle down. They then quickly bury their dead. From this point, looking in an easterly direction, what can be noticed off the coast?

11. Long John Silver and his remaining men then travel due South for nearly 3 kms. What do they come across at this point?

What is the grid reference of this point?

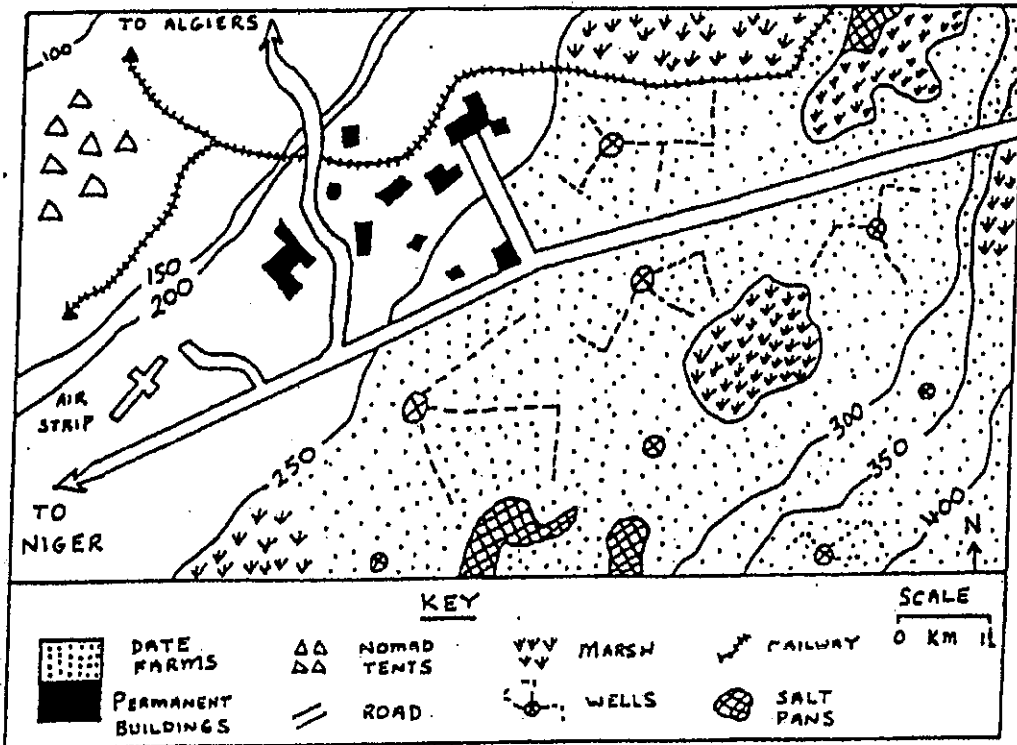
12. From this point they ask directions so they can find their way out of the forest. They are told to go West. They set out at a quick pace and find their way out of the forest. They then come across a fast flowing _____ where one of the men gets washed away and drowns. The rest press on and end up on the far side of the island at grid reference 213648. This point is called _____ and is a distance of _____ kms. from the hermit's hut.
13. From here they travel South to grid reference 213645. This point is called _____. If they looked West of this point what would they see just off the coast? _____
What do you think would have caused this? _____
14. After looking in a South-West direction Long John decides to leave the area very quickly. Why did he make this decision?

- So Long John and his remaining _____ men head off at a very rapid pace for 12.5 kms in a North-East direction, actually a bit more North than East. Where did they arrive? _____
What is the grid reference of this point? _____
15. Upon arriving at this point Long John Silver decides that this would be a good place to hide his treasure. (Mark this point with a red cross). Long John then gets his remaining men to take the treasure inside, he then shoots them in the back and seals up the entrance. Approximately how far does Long John have to travel to get back to his landing point? _____
What is the grid references for three other points on the map where treasure may be found? _____
- What is the length of the longest part of the island? _____
What is the width of the broadest part of the island? _____
Between what two landforms would Long John have to sail when leaving the island? _____

MAPPING SKILLS

INSTRUCTIONS : Look at the map below and then answer the questions.

TOUGGOURT - A DESERT OASIS IN THE SAHARA



- What is the location of the map? _____
- What is the scale of the map? _____
- What does this symbol represent? _____
- What are these called? _____
- What does it mean when these lines are:
 - Far apart : _____
 - Close together : _____
- What modes of transport would you use to get to Algiers? _____
- (a) What are these? _____
 (b) Why are they located where the date farms are? _____