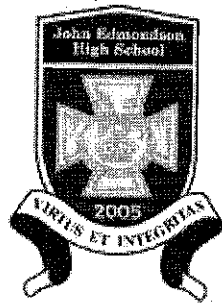


HSIE Skills Booklet



Year 9

SOURCE D

The positive good which has been wrought by the new Poor Law is, in the first place, that the public houses and beer-shops are, without question, much less attended than before: that drunkenness is decidedly less frequently seen, and I think practised; and that as I do not believe any increase has taken place in the number of robberies committed in this part of the country, to supply the lacking means [shortages] to the worse part of our pauper population, they are driven to be more moral and more domestic characters than before.

Rev. Dr Wrench, Minister of Salehurst, in Second Annual Report of the Poor Law Commissioners, 1836



◀ SOURCE H

Paupers learning a new trade, 1860

SOURCE E

These workhouses have a depressing, degrading and harmful effect on the character of all the inmates which leaves them unfit for leading a respectable and self-supporting life. The institution is hated by the respectable poor and in our judgement the imprisonment within the workhouse walls of the non able-bodied or dependent poor, who have no chance of earning their own living, cannot be justified.

Rewritten extract from Royal Commission on Poor Laws, 1905-9

SOURCE G

The main result of the new poor law is that the labourer, finding himself no longer entitled to a fixed income, what ever his idleness or misconduct . . . becomes . . . stimulated to activity and honesty by the double motive of hope and fear.

Nassau Senior, chairman of the Royal Commission on the Poor Laws, 1832-4

SOURCE F

The rich have all the power and the new Poor Law has made the poor superfluous [not wanted]. The purpose of these workhouses or as the people call them Poor Law Bastilles [prisons] is to frighten away everyone who has the slightest chance of charitable help elsewhere.

In the workhouse at Greenwich, in the summer of 1848, a boy five years old was punished by being shut in the dead room where he had to sleep on the lids of coffins. In the workhouse at Herne the same punishment was inflicted on a little girl for wetting the bed at night . . .

Can any wonder that the poor decline to accept public relief . . . ? That they starve rather than enter these bastilles?

F. Engels, *The Condition of the Working Classes*, 1844, responding to conditions he observed in English workhouses. Engels came from a rich German family and supported Karl Marx.

Questions on the sources

- 5 'The cartoon (Source A) is clearly biased against the New Poor Law.' Does this mean that it is of little use to the historian? Explain your answer.
- 6 What would you want to find out about Source H before using it as evidence in favour of the New Poor Law?
- 7 Read the background on Engels (Source F: caption). Explain with reference to Source F whether you feel his evidence is biased. What should an historian do before using any evidence from this source?
- 8 Nassau Senior (Source G) was a supporter of the New Poor Law. Is his statement here one of fact or opinion? Answer with reference to the source.
- 9 'Source D is written by a priest. Therefore what he says must be true.' Explain with reference to the source whether you agree with this statement.
- 10 Source B concentrates on the financial cost of the Poor Law, Source C on the human cost. Explain how you might use Source B to support the introduction of the New Poor Law after 1834, and Source C to oppose it.
- 11 Sources E and G both come from Royal Commission Reports. Their conclusions on the New Poor Law are very different. Look at each source carefully and explain why this might be.

4.5 WHAT IS THE DIFFERENCE BETWEEN FACT AND OPINION?

Sources sometimes provide historians with two sorts of information, *facts* and *opinions*. It is important to be able to recognise the difference between these types of evidence.

A *fact* is a thing certainly known to have occurred or to be true.

An *opinion* is a belief which is not definitely proved.

The danger for the historian is to accept one person's opinion as fact and consequently produce a misleading *interpretation* of events in the past.

- 1 Look at the following list and decide whether they are fact or opinion.
- (a) Hitler died in 1945.
 - (b) Stalin was a bad leader.
 - (c) Henry VIII was a 16th-century English king.
 - (d) There was a medieval outlaw called Robin Hood.
 - (e) The Cold War was important.
 - (f) World War I started in 1914.
 - (g) World War I was caused by the assassination of Archduke Franz-Ferdinand in Sarajevo.
 - (h) The Industrial Revolution began in 1760.
 - (i) The Industrial Revolution is a term used by historians.
 - (j) Historians have opinions.

You probably found that exercise quite difficult. It can be as hard to distinguish between fact and opinion as it can between primary and secondary sources. However, it will be easier for you to use ideas like bias and source reliability if you are aware of the need to look for facts and opinions in sources.

The Wall Street Crash, 1929

In the 1920s many Americans felt prosperous and optimistic. One way of making money was to buy shares in companies on the New York Stock Market. There are two reasons why people buy shares:

- (a) to give them an annual income from the company dividend (that is a share-out of the company's profits)
- (b) to increase their own capital by selling their shares at a higher price than they paid for them.

The amount of the company's dividend — and the value of the shares on the stock market — varies according to how well the

company is doing. Share values rose rapidly in the 1920s, indeed by as much as 25% between June and August 1928. This encouraged speculators, i.e. people who buy shares expecting that they will increase in value, and who sell them when they can make a good enough profit. Speculation can cause the price of shares to rise higher than the true value of the company they represent.

In October 1929 the Wall Street stock market crashed; everyone wanted to sell and no-one to buy. Many people went bankrupt, causing widespread unemployment and poverty amongst millions who had no connection with the stock exchange. One has to be very careful in looking at evidence on this topic, because in the area of economics where confidence is so important, the boundaries between *fact* and *opinion* can be very blurred.

Look at Sources A-D.

- 2 Which source is stating facts only? Does this source explain *why* the Wall Street Crash happened?
- 3 Which other source includes facts which might be easy to check? How might you do this?

SOURCE A

The numbers of inexperienced speculators [people who gamble on the stock market] are being increased by a great many men who have been attracted by newspaper stories. These stories tell of the big easy profits to be made on the Stock Exchange and of millions of dollars being made by people overnight. At first these newcomers risked a few hundred dollars with some broker they knew. They discovered that it could be easy to make money in this way. Finally they would bring with them their entire savings accounts.

These amateurs have not learnt that markets sometimes panic and there are large falls in prices. These suckers speculate on tips, on hunches, on 'follow the leader principles'. When a company rises quickly on the Stock Exchange they all jump for it. They buy or sell at the slightest notice.

A US businessman in 1928, quoted in *Modern America*, C. K. Macdonald, 1987

SOURCE B Share prices in 1929

	3 September 1929	13 November 1929
	\$	\$
Montgomery Ward	137	49
New York Central	256	160
Union Carbide and Carbon	137	59
American Telephone . . . Telegraph	304	197
Anaconda Copper	131	70
Westinghouse	289	102
Electric Bond & Share	186	50

Wall Street Journal, 1929

SOURCE C

Confidence in the soundness of the stock market structure, notwithstanding the upheaval of the last few days, was voiced last night by bankers and other financial leaders. Sentiment as expressed by the heads of some of the largest banking institutions and by industrial executives as well was distinctly cheerful and the feeling was that the worst had been seen. Wall Street ended the day in an optimistic frame of mind.

New York Times, 25 October 1929

SOURCE D

On Tuesday 29 October the US stock market collapsed completely. 16 million shares were traded. As hardly anybody wanted to buy shares most of these were sold for very low prices. Some people sold almost all their possessions to raise some money. On 28 October the New York Times Average Share Index fell by 43 points. It was the biggest one-day fall in US history.

C. K. MacDonald, *Modern America*, 1987

SOURCE E

The vital point about the new style economy of the 1920s was the sheer number of goods being produced. In an economy of mass production there must be mass consumption: if one Ford car is made every ten seconds then someone – somewhere – must buy a Ford car every ten seconds. Since many American workers were not earning enough to buy the products they made (in 1929 at least one-third of all personal income was going to the top 5% of society, while as many as 60% of Americans were only making subsistence incomes), America must find enough rich people in other countries to buy her extra goods. In 1929, however, there was no chance of selling more American goods abroad. Her foreign markets were also shrinking fast.

Harriet Ward, *World Powers in the Twentieth Century*, 1978

SOURCE F

The 1920s saw very low interest rates and so it was easy to borrow money, especially 'to play the market.' Most shares were bought not with ready cash but 'on the margin', that is to say a buyer needed to only produce a small proportion of the actual price in order to obtain the share. He borrowed the rest.

This meant that someone with a limited amount of money could actually buy a large number of shares, which encouraged prices to rise. This was profitable for the speculator, and also for the lender of the money, so many businesses including banks, were anxious to lend money and make gains much greater than those which could be made by investing in producing goods.

J. Vick, *Modern America*, 1985

- 4 Could the facts in Source B support any opinion from Source A?
- 5 The newspaper article (Source C) written just before the Crash comments on the state of the Wall Street stockmarket. Is the message of the article fact or opinion? Explain your answer.
- 6 What evidence in Source E makes it surprising that share prices were still rising in the late 1920s?
- 7 Source F explains how many of the shares were bought. What was dangerous about this approach if share prices fell?
- 8 Make your own judgement on what caused the Wall Street Crash.

These sources (A–D) show that there was a great fall in prices (*fact*) and suggest that there were inexperienced speculators (*opinion*) but don't really give us a clear answer on the underlying causes of the crash and subsequent depression.

4.5 WHAT IS THE DIFFERENCE BETWEEN FACT AND OPINION? (CONTINUED)

Sinking of the *Lusitania*, 1915

The passenger liner the *Lusitania* was sunk by a German submarine on its way from New York to Liverpool in 1915. The USA was at that stage neutral in the First World War but this incident, in which many Americans lost their lives, is often seen as contributing to America's eventual entry into the war on Britain's side. There has been much controversy about whether the sinking was a ruthless act against innocent civilians by the Germans, or whether Britain illegally carried war weapons on board and didn't do all it could to protect the ship.

Events like this pose particular problems for historians in deciding what are facts and what are opinions. The situation is further complicated by the fact that sources produced in wartime are often censored or used as propaganda.

▼ **SOURCE A** A drawing of the sinking of the *Lusitania*, published in the *Illustrated London News*, 1915

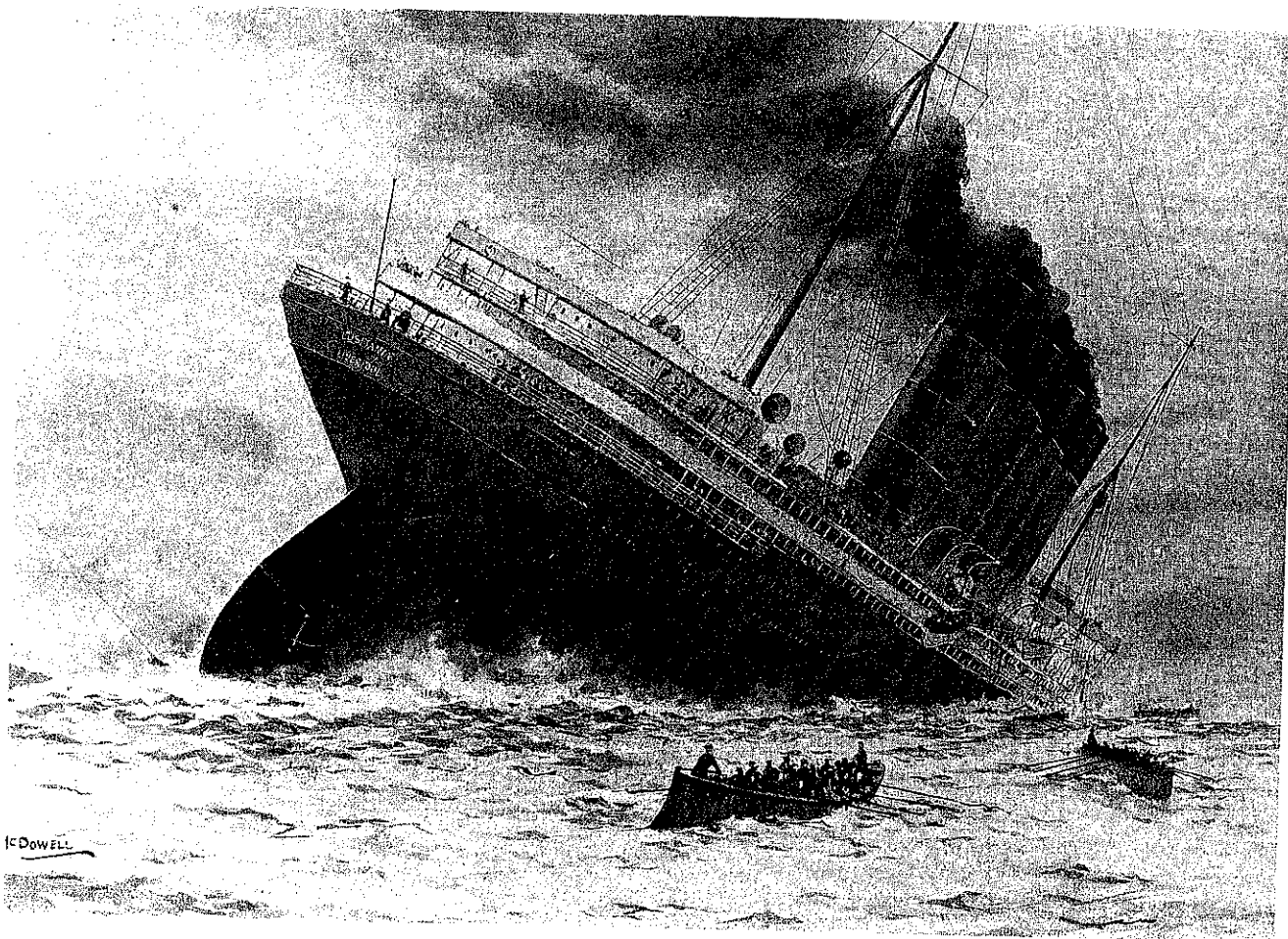
SOURCE B

In the case of the *Lusitania* the German Ambassador even further warned Americans against taking passage. Does a pirate act thus? Does he take pains to save human lives?

Nobody regrets more than we Germans the hard necessity of sending to their deaths hundreds of men. Yet the sinking was a justifiable act of war just like the bombarding of a fortress.

The sinking of the *Lusitania* was for us a military necessity not only because she was equipped for fighting, but especially because we had to protect our brave soldiers from death and destruction by American munitions of war.

A statement issued by Baron Von Schwarzenstein, an official of the German government, published in an American newspaper, the *Washington Post*, 13 May 1915



The World's Greatest and Foulest Crime.

LUSITANIA TORPEDOED & SUNK IN EIGHT MINUTES.

NO WARNING GIVEN.
GREAT LINER GOES DOWN IN EIGHT MINUTES.
GRAVE MESSAGES.
BETWEEN 500 AND 600 SURVIVORS LANDED AT QUEENSTOWN.
MANY HOSPITAL CASES.

German piracy reached its climax yesterday when the great Cunard liner Lusitania, with 1,978 souls on board, was sunk without warning by a submarine twenty-three miles west of Queenstown. Between 500 and 600 survivors, many of whom were injured and were taken to hospital, were landed last night at Queenstown. Some others have been landed at Kinsale. As the liner sank eight minutes after she was torpedoed there may have been considerable loss of life. Many prominent persons had booked passages in the Lusitania, including Mr. Charles Frohman, Mr. Alfred Vanderbilt, Mr. D. A. Thomas, Sir Hugh Lane, Lady Mackworth, and Lady Allan, wife of Sir Hugh Allan, of Montreal. While the incident will impress the imagination by reason of the size of the liner, it will in no degree impair the courage of the nation, and will not have the slightest effect on the course of the war. It is simply an act of piracy and nothing more. The Lusitania left New York on Saturday last with passengers and mails for Liverpool. Just before she sailed the German Embassy, on instructions from Berlin, published in the New York newspapers a warning to travellers that they embarked on their own risk. Anonymous warnings were also sent to persons who had booked berths, but little attention was paid to these communications, and the number of passengers created a record for the time of the year. There were on board: First Class Passengers, 290; Second Class Passengers, 662; Third Class Passengers, 361; Crew 665. Total 1,978. The Lusitania was torpedoed on Thursday afternoon by the submarine in Dumaguete Bay, east of Santry Bay, on the south-west coast of County Cork and eight miles from Queenstown. The Lusitania was struck on the starboard side, and having transversed on the surface for some time, dived and sank in ten minutes. The Lusitania was carrying 1,978 souls on board, and having transversed on the surface for some time, dived and sank in ten minutes. The Lusitania was carrying 1,978 souls on board, and having transversed on the surface for some time, dived and sank in ten minutes.

WAS THERE A CONVOY?
QUESTIONS RAISED BY THE GREAT DEFEAT.
SPEED AND ROUTES.
STOPPING TO PICK UP A PILOT.

SOURCE C

The Lusitania was never actually in Government service . . . On May 1, she left New York for Liverpool . . . Prior to the sailing, threatening statements were published in the American press by German authorities foretelling the sinking of the liner . . .

On 7 May, the Irish coast was sighted and at 2.10 p.m. the liner was within 8 to 10 miles of the Old Head of Kinsale. Without the slightest warning, the wake of a torpedo from a German submarine was seen approaching the ship and she was struck between the third and fourth funnels. There was evidence that a second, and perhaps a third torpedo was fired, and the great ship sank within 20 minutes. The doomed liner's SOS was answered within a few hours of the call, and 764 lives were saved. This is the foulest act of wilful murder ever committed on the high seas and resulted in the loss of 1198 innocent people.

It was only to be expected that the enemy would attempt to justify its evil work by proclaiming that the vessel was armed. This was proved to be totally untrue . . . Another German lie exposed.

Extract from a booklet published by the Cunard company, October 1915

SOURCE D

German piracy reached its climax yesterday when the great Cunard liner Lusitania, with 1978 souls on board, was sunk without warning by a submarine twenty-three miles west of Queenstown.

Up to a late hour last night only the scantiest details of the outrage had been received in London. Between 500 and 600 survivors, many of whom were injured and were taken to hospital, were landed last night at Queenstown. Some others have been landed at Kinsale. As the liner sank eight minutes after she was torpedoed there may have been considerable loss of life. Many prominent persons had booked passages in the Lusitania, including MP Charles Frohman, Mr Alfred Vanderbilt, Mr D. A. Thomas, Sir Hugh Lane, Lady Mackworth, and Lady Allan, wife of Sir Hugh Allan, of Montreal.

While the incident may impress the imagination by reason of the size of the liner, it will in no degree impair the courage of the nation, and will not have the slightest effect on the course of the war. It is simply an act of piracy and nothing more.

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Daily Express, 8 May 1915

CHECKLIST
 (Section 4.5)

- When looking at sources it is important to be able to distinguish between fact, opinion and judgement.
- The identification of the different forms of information in a source is helpful when assessing the reliability or usefulness of a source.

- 1 Find three facts upon which Sources C and D agree.
- 2 Are there any 'facts' on which they disagree? How might the disagreement have come about? What should the historian do about it?
- 3 Choose two opinions from Source D. Could they be checked in any way and turned into historical facts?
- 4 Does the last paragraph of Source C contain facts or opinions? What might be the purpose of this piece of writing?
- 5 Does Source B make any factual claims which might be checked? How could you check them?
- 6 Why are the opinions in Sources C and D so different from those in Source B?
- 7 Is it possible to write history using (a) facts only or (b) opinions only as evidence? Explain your answer.

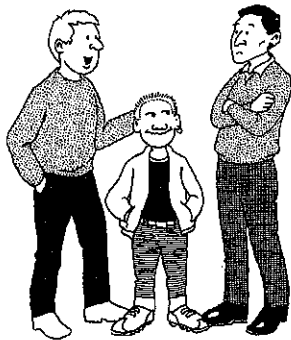
4.6 WHAT DOES RELIABILITY MEAN?

We quite often use the word reliable in everyday life. Thinking about the ways we use it can help us to understand better its use with historical sources.

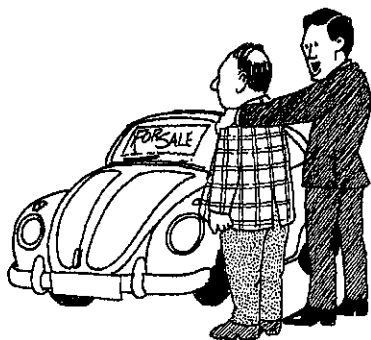
We use the word reliable about many different things.

Now look at this example.

▼ This brand new 12-gear racer rode perfectly on the open road but received a puncture and twisted wheel within two minutes of going along a glass-strewn dirt-track.



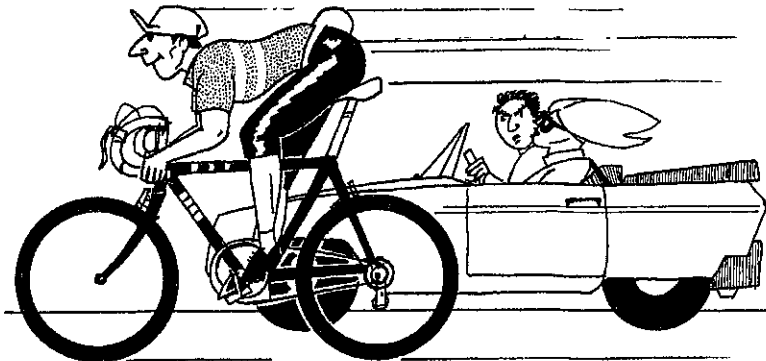
▲ About people: 'My son is very reliable. He never forgets any of the shopping.'



▲ About machines: 'That VW beetle is very reliable. It never breaks down.'



▲ About the weather: 'I'm going to Greece for my holidays this year because the weather is always so reliable.'



- 1 'This bike was unreliable because its tyre punctured.' Do you agree? Explain your answer.
- 2 If you had to cycle 30 miles on a normal road would you use a BMX cycle or a 12-gear racer? Explain your answer.
- 3 Which bike would you use in a disused quarry?
- 4 If you were a salesman asked about the reliability of *this* bike, for what use would you say it was reliable?
- 5 Because a bike has a puncture, does it mean that all the remaining parts of the bike are of no use?
- 6 Using any examples you like in support, answer the following questions:
 - (a) Can the reliability of something depend on what you want to use it for?
 - (b) Can something be reliable in some parts and unreliable in others?
 - (c) Can something be useful even though it is unreliable?

You will find that historical sources can often be thought about in a similar way.

Reliability in history

One of the most important things to decide about a source is how *reliable* (accurate) it is. There are many different tests to check reliability and these will be discussed later.

However there is one key point to remember when considering the reliability of any source. No source is necessarily either reliable or unreliable for every purpose. A cartoon might prove unreliable in telling you the facts about an event, but it could be very reliable for showing the way people thought about the incident at the time. Therefore it is always worth asking: is this source *reliable for my purpose*?

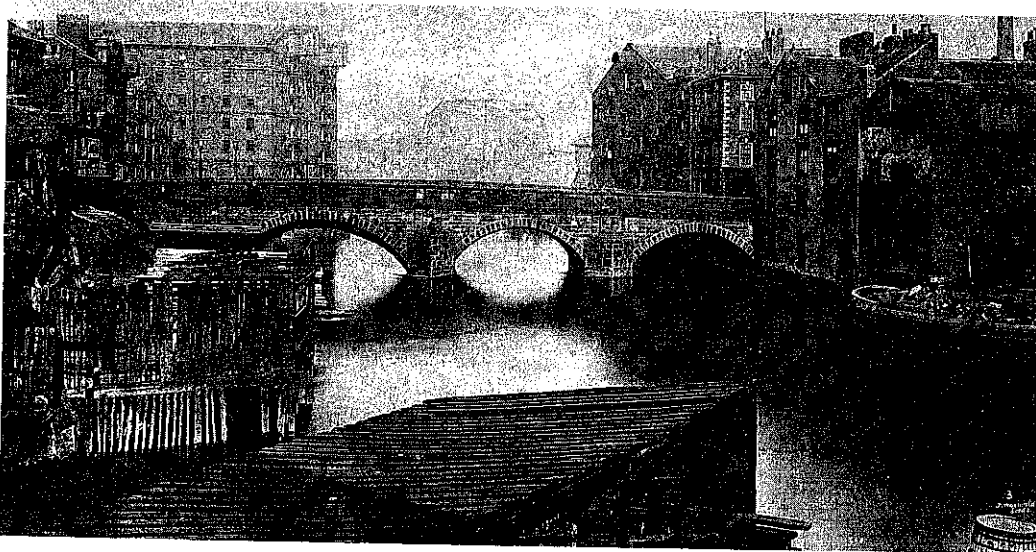
7 Look at Source A. If you were researching Hitler's life you might consider that it showed:

- (a) that Hitler enjoyed throwing hand grenades in his spare time, *or*
- (b) that Hitler was keen on producing propaganda photographs emphasising his military skills.

Explain why Source A might be more reliable for one of these purposes than the other.



▲ SOURCE A Hitler throwing a hand grenade



◀ SOURCE C
Leeds Old Bridge
c.1867

SOURCE B Public Health in Leeds, 1842
75 tons of manure in one yard!

In Boot and Shoe Yard in Leeds there are 34 houses and there dwell in these houses 340 people, or ten to every house. In the days of the cholera the Commissioners removed from it 75 cartloads of manure which had been untouched for years.

Robert Baker, *An Inquiry into the Condition of the Town of Leeds*, 1842

Source B describes conditions in one small area of Leeds.

8 If you were researching public health conditions in 1840s Britain, would this be a reliable source to prove:

- (a) that in Leeds ten people lived in each house of three rooms, *or*
- (b) that in some areas of Leeds, there was overcrowding and unhealthy living conditions, *or*
- (c) that manure was removed from all Leeds streets once every few years.

Explain your answer for each one.

CHECKLIST
(Section 4.6, Sources A and B)

- The reliability of the evidence in an historical source can depend on what you want to use it for.
- An historical source may be reliable in some parts and unreliable in others.

4.7 WHAT MAKES SOURCES UNRELIABLE?

Historical sources can be unreliable for a number of reasons. It is up to the historian to spot the unreliability and make allowance for it in any final written account.

1 Study the following sources carefully. Look at the chart to see for what purpose the historian is interrogating (asking questions of) them.

Decide why each source might be thought unreliable for the stated purpose and then consider what use the source might still have. A worksheet may be used to answer this question.

SOURCE A

Arthur's twelfth battle was on Mount Badon, in which there fell on one day nine hundred and sixty men from the onslaught of Arthur only, and no one laid them low save he alone. And in all battles he was victor.

Nennius, a Welsh monk living in the 9th century (some centuries after the alleged existence of King Arthur)

SOURCE B (i)

On Derby Day, 1913, Emily Davison the Suffragette threw herself in front of the King's horse and died next day. The sacrifice . . . silenced for a while the vulgar writers of the Press, but it brought the vote no nearer.

G. D. H. Cole and R. Postgate, *The Common People 1746-1946*, 1961

SOURCE B (ii)

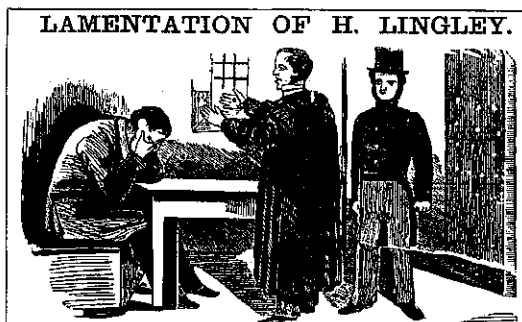
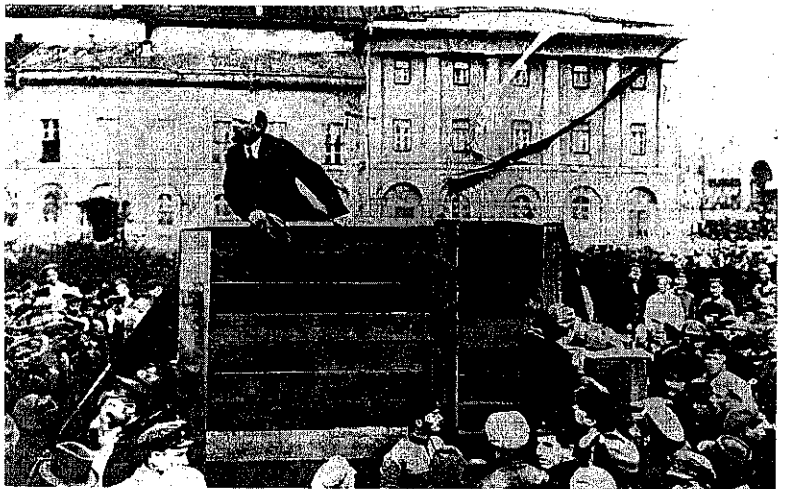
In 1912 the Derby was marred by the tragedy of the Suffragette who threw herself under the King's horse at Tattenham Corner and was killed.

D. D. Lindsay and E. S. Washington, *A Portrait of Britain 1851-1951*, 1952

SOURCE C

I've always said, the Jews are the most diabolic creatures in existence, and at the same time the stupidist. They can't produce a musician, or a thinker. No art, nothing, less than nothing. They're liars, forgers, crooks. They owe their success only to the stupidity of their victims.

Adolf Hitler, 5 November 1941, quoted in *Table Talk 1941-44*



Within a dungeon in Norwich goal,
One Hubbard Lingley in grief howls,
His own kind uncle he did kill and slay,
On a Friday morning in the month of May.

For that cruel murder he's doomed to die
On Norwich fatal sad gallows high.

He is doomed to suffer as I relate
On the very tree where Rush met his fate
In health, in vigour, in youth and bloom,
The murder-bro Lingley must meet his doom.

In the morning early at four o'clock
He fired a sad and dreadful shot
Which caused his uncle's fatal death wound
Where he fell bleeding upon the ground.

A kind good uncle as may be seen
To his wicked nephew he had been;
Reared him up tenderly and used him well,
And in his cottage with him to dwell.

But he resolved he his blood would spill
His uncle Benjamin he wished to kill;
On Friday morn, the seventeenth of May,
The nephew did his kind uncle slay.

Early in the morning at four o'clock,
To attract his uncle he fired a shot
And by that spot received the fatal wound,
The murderer flew and left him on the ground.

Some labouring men who were passers by,
Saw the murdered in his blood to lie;
Suspicion did on his nephew fall,
And innocent blood did for vengeance call.

Many excuses did Lingley make,
Not having courage to meet his fate;
He before a jury for the deed was tried,
And condemned to suffer on the gallows high.

Hubbard Lingley thought when his uncles died
His place to him would not be denied;
So he was determined to kill and slay,
His uncle dead the seventeenth day of May.

He is doomed to die, nothing can him save,
By the side of Rush in a murderer's grave,
His bones will moulder till the Judgment day,
How could he take his uncle's life away?

At Norwich castle he was tried and cast
And his last moments approaching fast;
The hangman anxious does now await
To terminate Hubbard Lingley's fate.

O! all young men a warning take
Think and consider, it is too late;
How could he dare lift his murderous hand,
Base, vile, ungrateful, and cruel man.

▲ SOURCE D

Two photographs of Lenin giving a speech during the Russian Revolution

◀ SOURCE E

A 19th-century ballad or 'broadside' which was sold to people to provide news or entertainment

► **SOURCE F** A photograph taken in 1939 of children being evacuated

SOURCE G From *A True Tale of Robin Hood*

Poor men might safely pass by him,
And some that way would choose,
For well they knew that to help them
He evermore did use.

But where he knew a miser rich,
That did the poor oppress,
To feel his coin his hand did itch;
He'd have it more or less.

And sometimes, when the highway failed,
Then he his courage arouses;
He and his men have often assailed
[attacked]
Such rich men in their houses.



A ballad written in 1632 by Martin Parker. It refers to the outlaw Robin Hood who was supposed to have lived in the 12th or 13th century.

Source	Question being asked by the historian	Reasons why the source(s) might be unreliable to an historian	In what ways or for what purposes the sources might still be useful to an historian
A Nennius	Was King Arthur a good fighter?		
B Two secondary sources about the 'Suffragette' Derby, 1913	When did Emily Davison die?		
C Hitler's views on the Jews	What contribution did the Jews make to German life?		
D Lenin giving a speech during the Russian Revolution	Which other famous leader apart from Lenin was at the meeting?		
E <i>Lamentation of Hubbard Lingley</i>	What were the details of Lingley's crime and punishment?		
F Evacuation photograph, 1939	What did city children feel about being evacuated?		
G ' <i>A True Tale of Robin Hood</i> '	Did Robin Hood ever exist?		

CHECKLIST (Section 4.7)

You might suspect a source provides unreliable evidence because:

- It shows the clear bias of the writer.
- It contains factual errors.
- It contains exaggerated comments.
- It is inconsistent with similar sources.
- It was written a long time after the events it describes.
- It was produced for a particular purpose which might affect its reliability.

Try to match the sources on this page with one or more of these points, after you have filled in the chart.

- But remember —
- A source can still be useful for some purposes even though it might be unreliable for others.

4.8 HOW DO WE FIND OUT IF A SOURCE IS RELIABLE?

Once the historian has decided what topic is to be studied, all the available sources are collected together in order to research it. He or she must decide whether the sources provide reliable evidence so that the final written history is as accurate as possible.

You are trying to find out about the effects of the Great Fire of London in 1666. Source A below is available and you must check it for reliability.

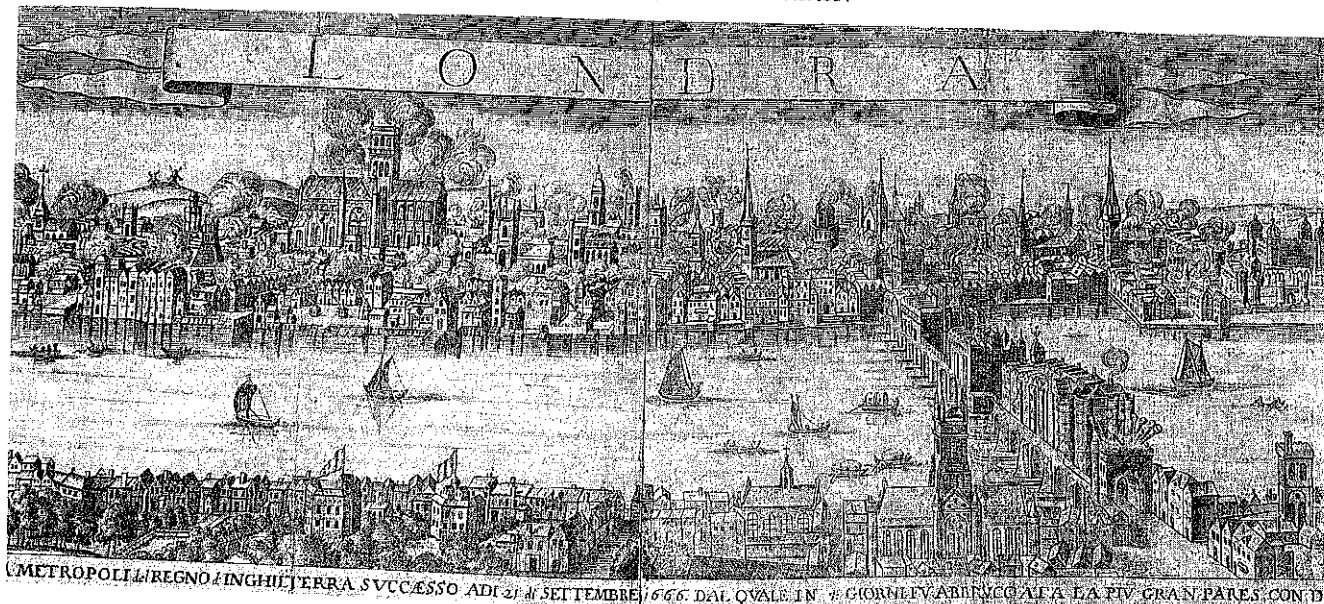
The checklist shows some of the questions we can ask to help find out if a source is reliable. How might those questions help to test the reliability of Source A?

- 1 Suggest two reasons why this picture might not be reliable. (One reason should be based on anything shown in the picture, and the other should be based on what you know about how the source came about.)
- 2 What would you want to check about this picture before accepting that it truthfully shows:
 - (a) the parts of London burnt by the fire
 - (b) that this is what London looked like in 1666? (Look again at the first three checklist points.)
- 3 Would you be happy to accept the reliability of this picture on its own? (Refer to the fourth checklist point.)
- 4 The historian in this case would have to go beyond looking at the source on its own. Choose two features from the picture which you might be able to *cross-check* with other sources.
- 5 The source doesn't tell you:
 - (a) how the fire started, *or*
 - (b) what London looked like after the fire.

Written sources might give you more help to answer these questions. Why are written sources usually more helpful than picture sources?

- 6 Assuming this *was* an accurate picture, what could you learn about:
 - (a) London Bridge
 - (b) shipping on the Thames
 - (c) types of housing in London, 1666
 - (d) how the fire started?

▼ SOURCE A An Italian artist's impression of the Great Fire of London. The large building on the left is St Paul's Cathedral and on the extreme right is the Tower of London.

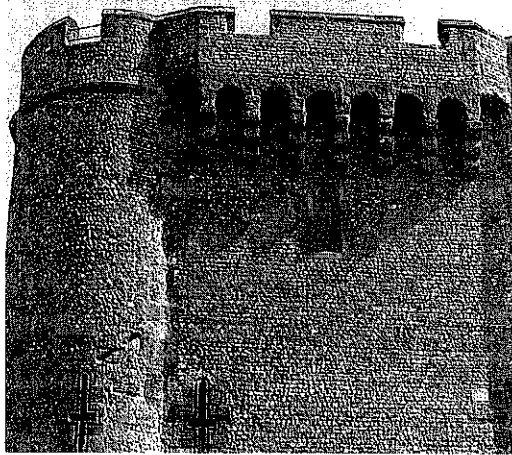


Now let us examine three more specific ways an historian seeks to establish reliability:

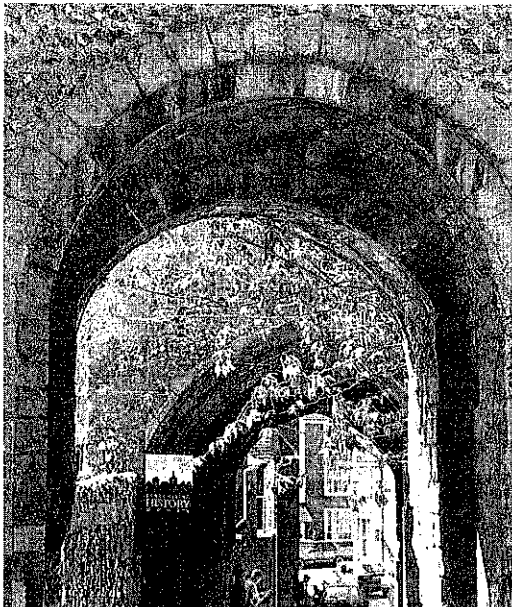
- Site visits
- Cross-checking with other sources from the same period
- Referring to background information

Establishing reliability through site visits

Some artefactual (object) sources (e.g. castles) still exist. One of the most effective ways to check the reliability of written or pictorial sources is to visit the buildings as they are now.



▲ SOURCE C The machicolations of the barbican, June 1988



▲ SOURCE D The arch of the gatehouse behind the barbican.

Recently a Sussex schoolboy undertook a study of a local castle. When he visited it he was very surprised to see that a picture he had seen in the castle guidebook did not give a true picture of the barbican (defensive gatehouse). Source B shows the picture from the guidebook and the schoolboy's labels. These indicate how his personal observation differed from the picture. You will see from actual photographs of the barbican (Sources C and D) that many of his observations appear to be correct.

- 7 "The picture in the guidebook must be wrong because the boy checked it against the barbican as it is today." Do you agree or disagree with this statement?
- 8 Suggest how an inaccurate picture of the castle barbican might have come into existence.
- 9 What else would you want to find out to decide whether the pupil or the guidebook was closer to describing how the barbican once looked?

▼ SOURCE B Extracts from a pupil's site description of a castle barbican

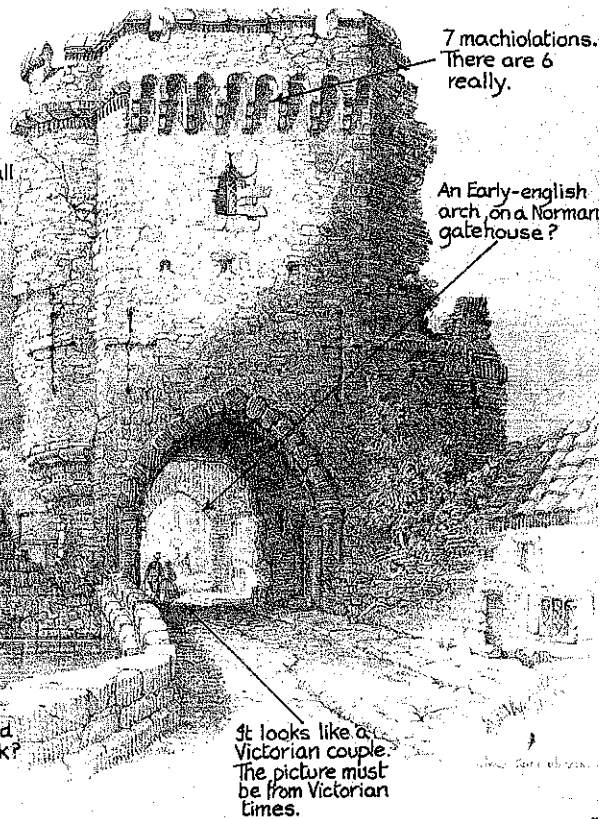
AN UNRELIABLE SOURCE

This picture is from the Castle guide-book. Historians must be aware of evidence that could be misleading.

CHECKLIST (Section 4.8)

There are several key questions which you can ask of a source in order to establish its reliability.

- Who produced the source and when?
- Was the writer/artist an eyewitness? What were the sources of his/her information?
- Why was the source produced?
- What is the origin of the source? (i.e. where was it produced?)
- Is there consistency in the source? (i.e. does everything in the source make sense?)
- Is there consistency with other sources? (i.e. do other sources agree with this source?)



4.8 HOW DO WE FIND OUT IF A SOURCE IS RELIABLE? (CONTINUED)

Cross-checking evidence for reliability

After the failure of the Chartist petition to Parliament in July 1839, rumours spread of a possible uprising. However it was only at Newport in Wales that any serious incident took place.

SOURCE A From a school textbook

In the early hours of 4 November some 3000 miners, led by John Frost, . . . marched into the town to free local Chartists who had been arrested. The authorities were ready; 40 soldiers and a number of special constables were barricaded into the Westgate Hotel, where the prisoners were held under armed guard. When fighting began, the soldiers fired into the crowd, killing 24 people. A total of 125 arrests were made. The Newport rising was both a failure and an embarrassment to the main body of Chartists.

C. Steer, *Radicals and Protest, 1815-50*, 1986

▼ SOURCE B An artist's view of the events at Newport, 1839. From an engraving in the Mansell Collection



1 How reliable is Source B in portraying the events at Newport?

Points for discussion:

- Describe what seems to be happening in the picture.
- Can you identify the people (e.g. soldiers, constables, etc.) described in the written account above (Source A)?
- What in the picture (Source B) makes you think this is the incident described above and what makes you doubt it?
- Because the picture disagrees with the written account, is it definitely wrong? Explain your answer.

As we have two sources which do not agree fully on the incident, it is necessary to *cross-check* with other sources to work out which gives the most reliable picture.

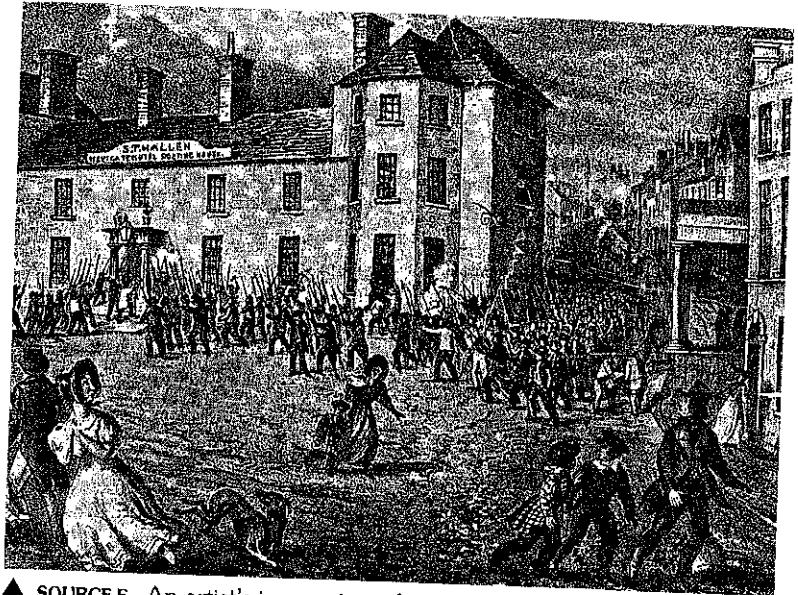
SOURCE C

The parcel of people I saw in the morning of the riot, were armed; they had guns, sticks, etc; the sticks had iron points, I did not see many with guns. I saw of this body two hundred or three hundred . . . They were not very tumultuous [noisy]. . . The body of the mob stood for a space [time], and asked for the [Chartist] prisoners who were taken before daylight. None of the mob [Chartists] went forward as spokesmen. . . I could only see the steps, to which the mob came close up. The first moment or two they asked for the prisoner Smith; then a rush was made. Then I heard firing and took to my heels. I cannot say whether the mob had guns, pikes or clubs. I cannot tell whether they were armed for the biggest part. I heard someone say, in a very loud voice, 'No, never.' I was distant from the door of the Westgate twenty five yards when I heard the words. I heard no groaning. I could not say where the firing began. No man could judge. You nor I could not tell. Saw no smoke outside. It is likely enough the firing began from the Westgate Inn.

Edward Patton, an eyewitness, giving his views at the trial of John Frost the leader at Newport. *Annual Register, 1840*. Patton was a Newport carpenter who regarded himself as a neutral observer.

SOURCE D

At least eight thousand men, mostly miners employed in the neighbourhood were engaged in the attack upon the town of Newport and that many of them were armed . . . On entering Newport, the people marched straight to the Westgate hotel, where the magistrates, with about 30 soldiers were assembled, being fully apprised of [knowing about] the intended outbreak. The Riot Act was read, and the soldiers fired down, with ease and security, upon the people who had first broken and fired into the windows. The people in a few minutes found their position untenable [hopeless], and retired to the outside of the town, to concert a different plan of attack, but ultimately returned home, without attempting anything more. The soldiers did not leave their place of shelter to follow them. About 30 of the people are known to have been killed, and several to have been wounded.



▲ **SOURCE E** An artist's impression of events at Newport, 1839

A Chartist newspaper, 17 November 1839. (The paper did not like violent events like this.)

- 2 What *did* happen at the Westgate? Fill in the chart to help you decide. If you can't answer one of the questions using a particular source, write 'unclear' on the chart. A worksheet may be used to answer this question.
- 3 There is disagreement between the sources, but suggest what, in outline, seems to have happened.
- 4 Where else might the historian look to find out what happened, the number of soldiers involved, how many were killed etc?
- 5 Assuming your account in question 3 is reasonably close to the truth, how reliable do you think Source B is in showing what happened at the Westgate hotel?
- 6 If Source B is biased, which side do you think the artist was on?
- 7 Why might an artist at the time produce a picture like this?
- 8 What else would you like to know about this picture to test its accuracy further?
- 9 Propaganda is very important during disputes. Compare this picture with Source C on page 48. Both were produced during difficult times for the Government. Which picture favours the Government of the time and which their opposition? Explain your answer.

	Source A	Source B	Source C	Source D	Source E
How many men marched to the Westgate?					
What arms were carried by the marchers?					
Who was in the Westgate?					
Who fired/attacked first?					
Who appears to have won?					
Results. Dead? wounded?					

CHECKLIST
(Section 4.8)

- The reliability of the evidence in a particular source can often be checked by *cross-referencing* it with other sources.

4.8 HOW DO WE FIND OUT IF A SOURCE IS RELIABLE? (CONTINUED)

The importance of background knowledge

Source A shows a planning meeting during the Russian Revolution of 1917. On the left sit Lenin and Stalin surrounded by their Bolshevik (Communist) colleagues.

What impression does the drawing give of the relationship between Lenin and Stalin?

To understand the picture fully you need to know more about the *context* (background) in which it was produced.

After Lenin the Soviet leader died in 1924 there was a struggle for power between Stalin and Trotsky. There are some written sources in existence which show that Lenin himself was worried about Stalin becoming leader.

In his last will and testament Lenin dictated, 'Having become Secretary-General, Comrade Stalin has acquired immense power, and I am not sure that he will always know how to use this power with sufficient caution.'

Lenin even added a postscript suggesting that Stalin should be removed from his job in the Party. Trotsky was probably overconfident and did not build up a lot of personal support. Stalin eventually won the battle and it seems clear that he used pictures and photographs to help him.

Answer the following questions, bearing in mind that Lenin was leader of the Communist party when it took over in Russia and that anyone associated with him was likely to be respected.

1 If Source A had appeared in the Soviet Union during the period of the leadership struggle would

- (a) Stalin, or
- (b) Trotsky

have been happy about it? Explain your answer.

2 The drawing is believed to have been produced in 1937, long after Stalin had assumed leadership of the Soviet Union. Suggest possible reasons why it might have been drawn.

3 'Because Source A is a drawing it is less reliable than if it had been a photograph.' Do you agree?

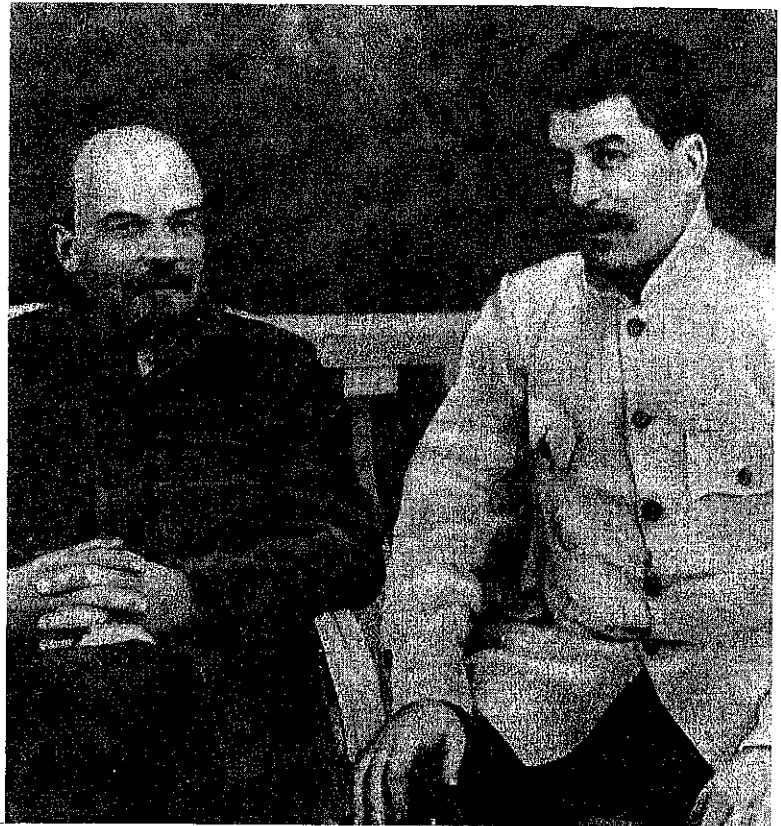
4 What impression is given in Source B of the relationship between these two men?

5 Does the photograph prove that they worked well together and respected each other?



▲ SOURCE A

▼ SOURCE B Lenin and Stalin on a seat, Gorki, 1922



ANCIENT EGYPT

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

CODE WORDS

1.

8 22 7 3 26 11 23 12 5 8 22 21 19

2.

18 12 24 16 19 1 12

3.

9 7 3 21 8 16 24 1

4.

1 3 16 24 19 5 26 3 1

5.

8 7 3 18 19 9 7 24

6.

21 22 15 22 23 22 19 16 1 22 26 24

7.

8 22 18 13 22 20 7

CLUES

1. ancient Egyptian picture writing
2. period that a King ruled for
3. a trader
4. means of movement between places
5. people who look after livestock
6. organised and specialised society
7. person who assists with childbirth

CLUE

burial monument of Egyptian Pharaohs

Solution:

5 12 3 16 9 22 18

ANCIENT EGYPT

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

Column A

Column B

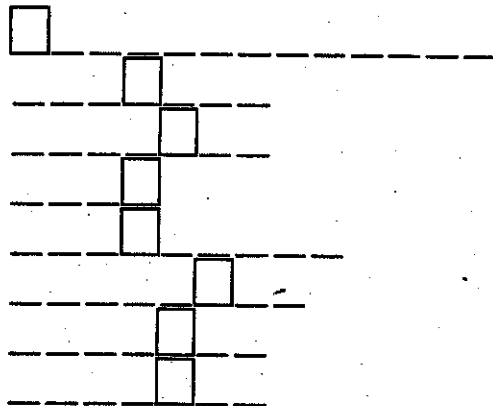
1. linen
2. midwife
3. transport
4. civilisation
5. fertile
6. taxation
7. banished
8. ancient
9. wandering
10. hieroglyphics
11. herdsman
12. hierarchy
13. dynasty
14. peasant
15. tomb
16. merchant
17. origin
18. pyramid
19. invaded
20. pharaoh
21. trade

ANCIENT EGYPT

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

SCRAMBLED WORDS

1. hrihoegyilscp
2. mdpyria
3. daidnve
4. bomt
5. trnrpatos
6. antixaot
7. ystanyd
8. ainetcn



CLUES

1. ancient Egyptian picture writing
2. burial monument of Egyptian Pharaohs
3. attack another country
4. burial place
5. means of movement between places
6. part of wages paid to government
7. period that a King ruled for
8. very long time ago, very old

CLUE

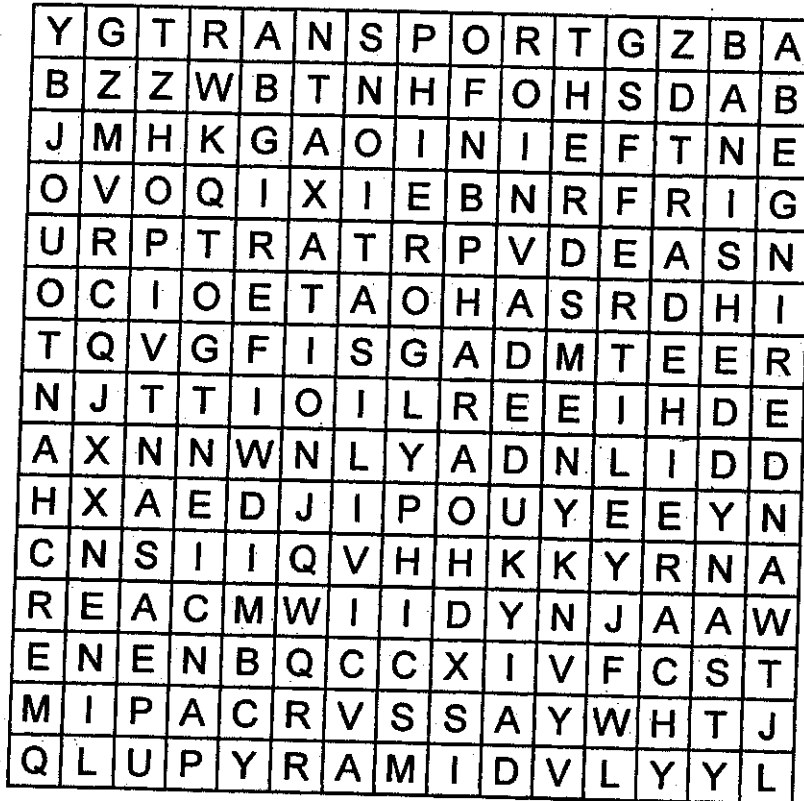
removed from an area permanently

Solution:

Shoey

ANCIENT EGYPT

Find the words in the puzzle from the wordlist.



WORDLIST

ANCIENT
DYNASTY
HIERACHY
LINEN
ORIGIN
PYRAMID
TRADE

BANISHED
FERTILE
HIEROGLYPHICS
MERCHANT
PEASANT
TAXATION
TRANSPORT

CIVILISATION
HERDSMEN
INVADED
MIDWIFE
PHARAOH
TOMB
WANDERING

ANCIENT EGYPT

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

Column A

1. ___ pyramid
2. ___ banished
3. ___ hierachy
4. ___ dynasty
5. ___ taxation
6. ___ ancient
7. ___ invaded
8. ___ midwife
9. ___ herdsmen
10. ___ linen
11. ___ hieroglyphics
12. ___ transport
13. ___ fertile
14. ___ civilisation
15. ___ wandering
16. ___ merchant
17. ___ peasant
18. ___ trade
19. ___ tomb
20. ___ origin
21. ___ pharaoh

Column B

- (a) where it comes from
- (b) ancient Egyptian picture writing
- (c) very long time ago, very old
- (d) organised and specialised society
- (e) good soil for growing crops
- (f) exchanging goods and services
- (g) means of movement between places
- (h) period that a King ruled for
- (i) continually moving between places
- (j) people who look after livestock
- (k) Egyptian equal of king
- (l) attack another country
- (m) woven plant fibres
- (n) person who assists with childbirth
- (o) a trader
- (p) part of wages paid to government
- (q) burial place
- (r) just better than a slave
- (s) burial monument of Egyptian Pharaohs
- (t) removed from an area permanently
- (u) different levels within society

ANCIENT EGYPT

Unscramble the words in the list below using the clues provided

SCRAMBLED WORDS

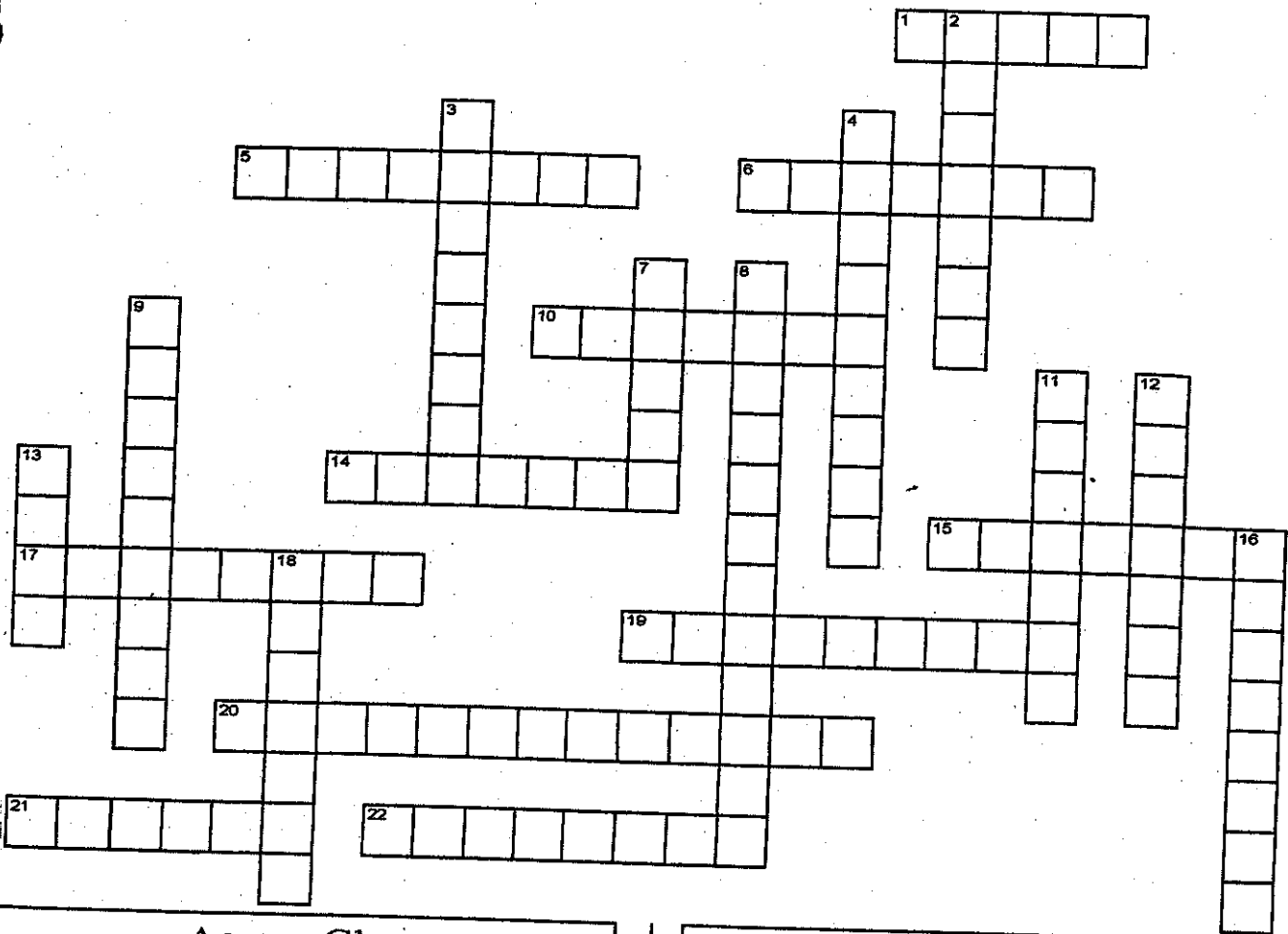
1. teaninc
2. shndibae
3. iintsiiacvol
4. ystndya
5. itelrfe
6. esndmhre
7. yshghciopriel
8. ivdenda
9. ninle
10. marectnh
11. fwmeidi
12. giionr
13. pstanea
14. rrhoapa
15. mdiaypr
16. aoixatnt
17. mobt
18. drate
19. pttornrsa
20. dgwinraen

CLUES

1. very long time ago, very old
2. removed from an area permanently
3. organised and specialised society
4. period that a King ruled for
5. good soil for growing crops
6. people who look after livestock
7. ancient Egyptian picture writing
8. attack another country
9. woven plant fibres
10. a trader
11. person who assists with childbirth
12. where it comes from
13. just better than a slave
14. Egyptian equal of king
15. burial monument of Egyptian Pharaohs
16. part of wages paid to government
17. burial place
18. exchanging goods and services
19. means of movement between places
20. continually moving between places

Shay

ANCIENT EGYPT



Across Clues

1. woven plant fibres (5)
3. different levels within society (8)
5. Egyptian equal of king (7)
10. good soil for growing crops (7)
14. person who assists with childbirth (7)
17. just better than a slave (7)
17. a trader (8)
19. means of movement between places (9)
20. ancient Egyptian picture writing (13)
21. where it comes from (6)
22. people who look after livestock (8)

Down Clues

2. attack another country (7)
3. removed from an area permanently (8)
4. continually moving between places (9)
7. exchanging goods and services (5)
8. organised and specialised society (12)
9. (9)
11. period that a King ruled for (7)
12. burial monument of Egyptian Pharaohs (7)
13. burial place (4)
16. part of wages paid to government (8)
18. very long time ago, very old (7)

Shoey

ANCIENT EGYPT

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

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

Answers

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CLUES

1. continually moving between places (9)
2. different levels within society (8)
3. exchanging goods and services (5)
4. part of wages paid to government (8)
5. attack another country (7)
6. ancient Egyptian picture writing (13)
7. organised and specialised society (12)
8. burial place (4)
9. good soil for growing crops (7)
10. woven plant fibres (5)
11. very long time ago, very old (7)
12. a trader (8)
13. person who assists with childbirth (7)
14. Egyptian equal of king (7)
15. where it comes from (6)
16. just better than a slave (7)
17. means of movement between places (9)
18. removed from an area permanently (8)
19. people who look after livestock (8)
20. period that a King ruled for (7)
21. burial monument of Egyptian Pharaohs (7)

Shoey

Medieval Europe

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

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

Answers

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CLUES

1. rule by the people for the people (9)
2. large stone house of a Lord (6)
3. to take anothers land or property (5)
4. people from Gaul (6)
5. belief without fact (12)
6. blending of Angles and Saxons (11)
7. a land ownership system (6)
8. people from Germany (6)
9. a group of people living together (7)
10. the fancy seat that the king sits on (6)
11. when the king makes all the laws (10)
12. rule by a King or Queen (8)
13. a British nobleman (4)
14. people from Denmark (7)
15. favours one side unfairly (6)
16. people from France (7)
17. the way a group of people live (7)
18. a Nobleman next rank after Prince (4)
19. a wooden frame that people were locked in (5)
20. a bridge that can be opened (10)
21. people from another country (7)
22. to defeat in war (7)
23. when the rule is passed to the children (10)

Shoey

Medieval Europe

Unscramble the words in the list below using the clues provided

SCRAMBLED WORDS

1. esglna
2. oolxngasna
3. cauirttcoa
4. hibtttrghri
5. stcale
6. ueqncro
7. urluect
8. ymreaocdc
9. rbdgiwdrea
10. keud
11. arle
12. ignfoer
13. ymrahonc
14. rmonsna
15. ossxan
16. seizesezie
17. oeyitcs
18. uttieprnsios
19. onetrh
20. nkigvis

CLUES

1. people from Germany
2. blending of Angles and Saxons
3. when the king makes all the laws
4. when the rule is passed to the children
5. large stone house of a Lord
6. to defeat in war
7. the way a group of people live
8. rule by the people for the people
9. a bridge that can be opened
10. a Nobleman next rank after Prince
11. a British nobleman
12. people from another country
13. rule by a King or Queen
14. people from France
15. people from Gaul
16. to take anothers land or property
17. a group of people living together
18. belief without fact
19. the fancy seat that the king sits on
20. people from Denmark

Medieval Europe

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

Column A

Column B

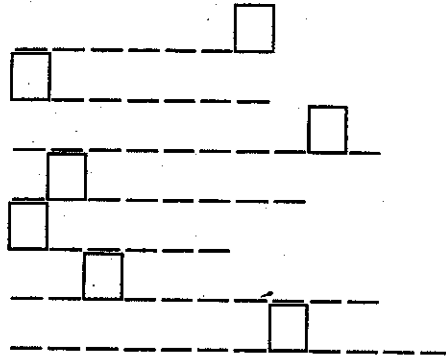
- | | |
|---------------------|---|
| 1. ___ monarchy | (a) the way a group of people live |
| 2. ___ culture | (b) a group of people living together |
| 3. ___ superstition | (c) belief without fact |
| 4. ___ autocratic | (d) people from Gaul |
| 5. ___ castle | (e) people from Germany |
| 6. ___ angles | (f) blending of Angles and Saxons |
| 7. ___ birthright | (g) people from Denmark |
| 8. ___ feudal | (h) people from France |
| 9. ___ conquer | (i) people from another country |
| 10. ___ anglosaxons | (j) large stone house of a Lord |
| 11. ___ foreign | (k) a bridge that can be opened |
| 12. ___ biased | (l) rule by the people for the people |
| 13. ___ throne | (m) rule by a King or Queen |
| 14. ___ vikings | (n) when the rule is passed to the children |
| 15. ___ earl | (o) when the king makes all the laws |
| 16. ___ society | (p) a British nobleman |
| 17. ___ stock | (q) a Nobleman next rank after Prince |
| 18. ___ democracy | (r) to take anothers land or property |
| 19. ___ drawbridge | (s) to defeat in war |
| 20. ___ duke | (t) the fancy seat that the king sits on |
| 21. ___ saxons | (u) favours one side unfairly |
| 22. ___ seize | (v) a land ownership system |
| 23. ___ normans | (w) a wooden frame that people were locked in |

Medieval Europe

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

SCRAMBLED WORDS

1. rltceuu
2. ornmsa
3. rgbeawidrd
4. mranohyc
5. faeudl
6. giitrhbtrh
7. rpouinetstsi



CLUES

1. the way a group of people live
2. people from France
3. a bridge that can be opened
4. rule by a King or Queen
5. a land ownership system
6. when the rule is passed to the children
7. belief without fact

CLUE

people from another country

Solution:

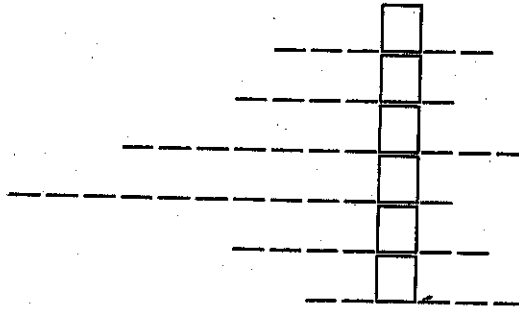
Shoey

Medieval Europe

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

SCRAMBLED WORDS

1. bsidea
2. lefaud
3. ngsoaolsnax
4. tpunrsotiise
5. vgisikn
6. stelac



CLUES

1. favours one side unfairly
2. a land ownership system
3. blending of Angles and Saxons
4. belief without fact
5. people from Denmark
6. large stone house of a Lord

CLUE

people from Gaul

Solution:

Medieval Europe

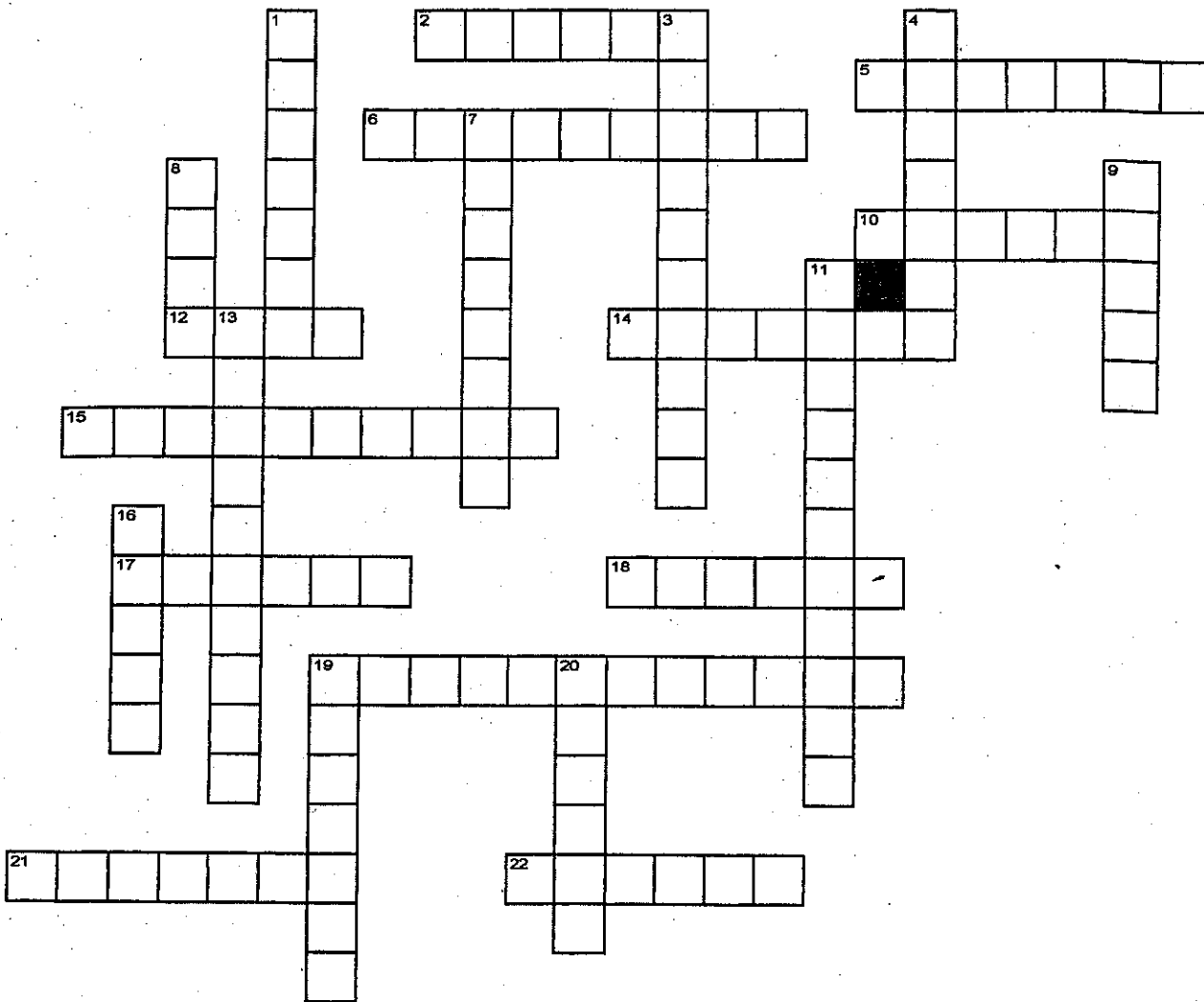
Write a definition in Column B for the word or phrase in Column A

Column A

Column B

1. normans
2. feudal
3. foreign
4. duke
5. birthright
6. seize
7. superstition
8. angles
9. monarchy
10. vikings
11. autocratic
12. anglosaxons
13. earl
14. society
15. stock
16. conquer
17. castle
18. biased
19. culture
20. saxons
21. drawbridge
22. throne
23. democracy

Medieval Europe



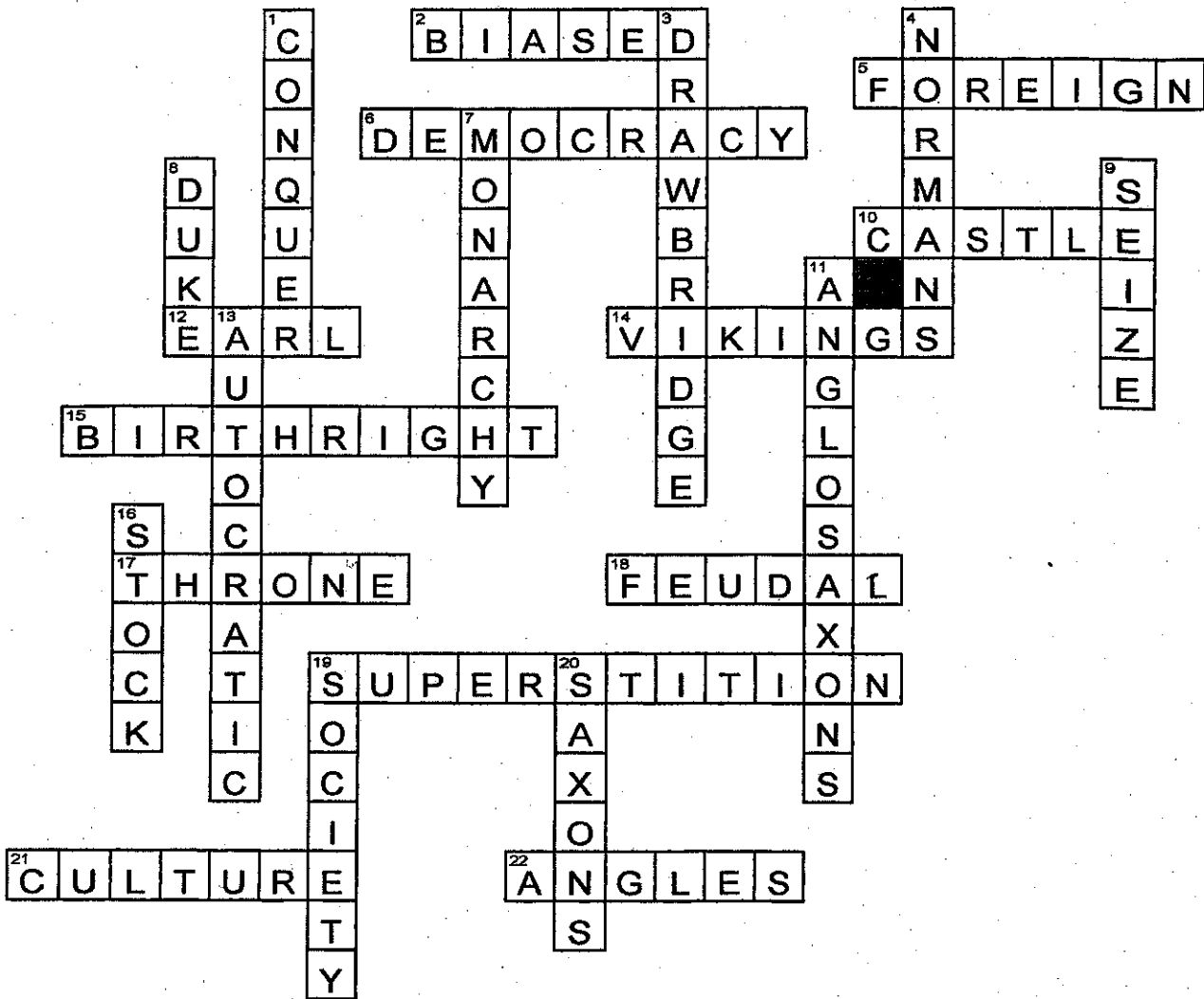
Across Clues

2. favours one side unfairly (6)
5. people from another country (7)
6. rule by the people for the people (9)
10. large stone house of a Lord (6)
12. a British nobleman (4)
14. people from Denmark (7)
15. when the rule is passed to the children (10)
17. the fancy seat that the king sits on (6)
18. a land ownership system (6)
19. belief without fact (12)
21. the way a group of people live (7)
22. people from Germany (6)

Down Clues

1. to defeat in war (7)
3. a bridge that can be opened (10)
4. people from France (7)
7. rule by a King or Queen (8)
8. a Nobleman next rank after Prince (4)
9. to take anothers land or property (5)
11. blending of Angles and Saxons (11)
13. when the king makes all the laws (10)
16. a wooden frame that people were locked in (5)
19. a group of people living together (7)
20. people from Gaul (6)

Medieval Europe



Shoey

Global Citizenship

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

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

Answers

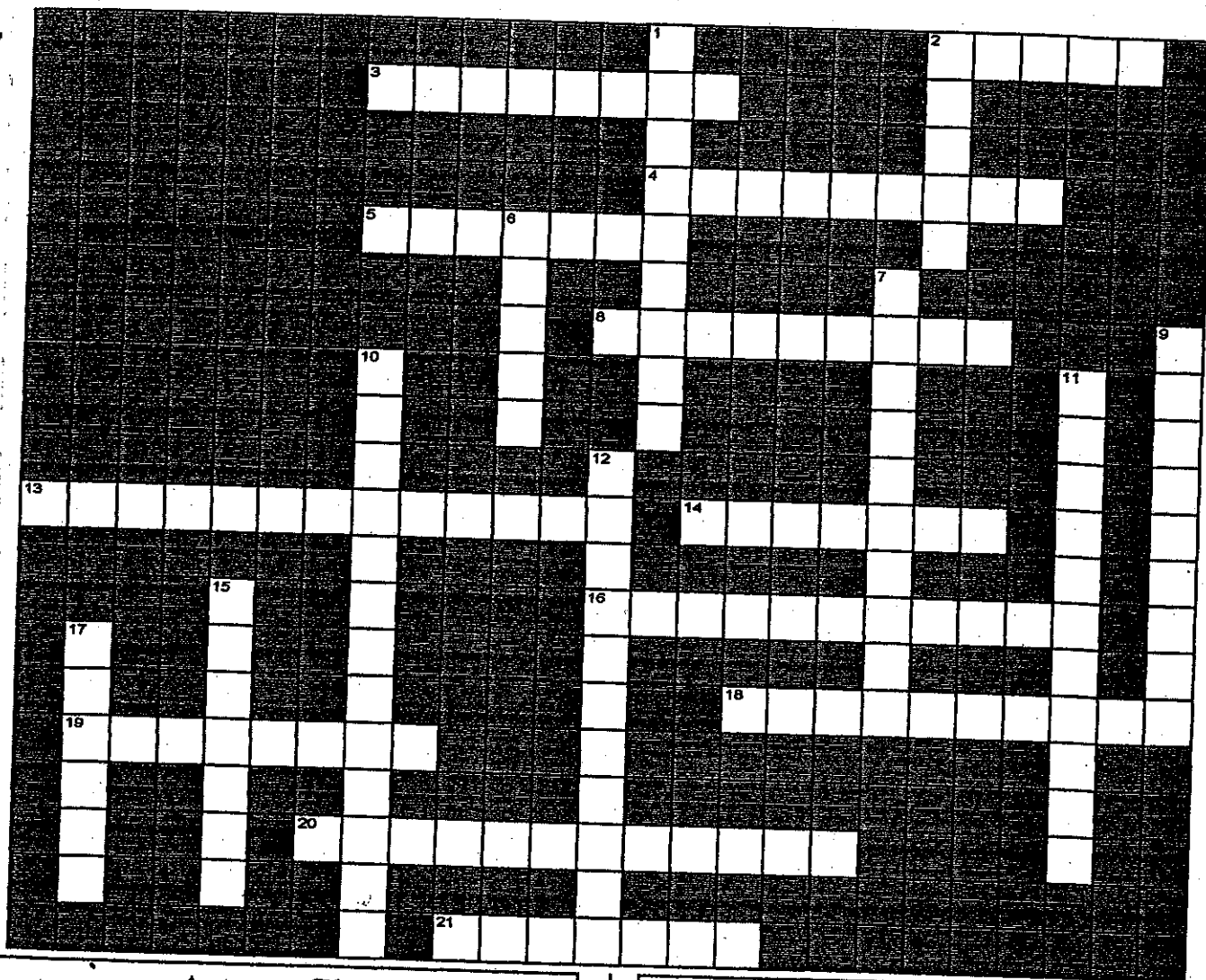
1	
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23	
24	
25	

CLUES

1. from overseas (7)
2. signitures supporting a cause or statement (9)
3. unfair treatment (9)
4. by itself (8)
5. convince people to make a certain decision (9)
6. cutting down all the trees (13)
7. people's relatives (6)
8. use of very long nets between two ships to catch fish (12)
9. the place where a person was born (10)
10. plants (5)
11. the way people live and their beliefs (7)
12. exchanging goods or services for money (5)
13. a group of people demonstrating for what they believe (7)
14. people travelling for holidays (7)
15. everything around you both natural and man-made (11)
16. a group of people with something in common (9)
17. many different cultures living in the one area (13)
18. people's children and their children etc. (11)
19. people moving from one country to another to live permanently (11)
20. important (10)
21. people who were born overseas (8)
22. animals (5)

Shoey

Global Citizenship



Across Clues

2. plants (5)
3. by itself (8)
4. convince people to make a certain decision (9)
5. a group of people demonstrating for what they believe (7)
8. a group of people with something in common (9)
13. cutting down all the trees (13)
14. from overseas (7)
16. people moving from one country to another to live permanently (11)
18. the place where a person was born (10)
19. people who were born overseas (8)
20. use of very long nets between two ships to catch fish (12)
21. the way people live and their beliefs (7)

Down Clues

1. signitures supporting a cause or statement (9)
2. animals (5)
6. exchanging goods or services for money (5)
7. important (10)
9. unfair treatment (9)
10. many different cultures living in the one area (13)
11. people's children and their children etc. (11)
12. everything around you both natural and man-made (11)
15. people travelling for holidays (7)
17. people's relatives (6)

LATITUDE AND LONGITUDE

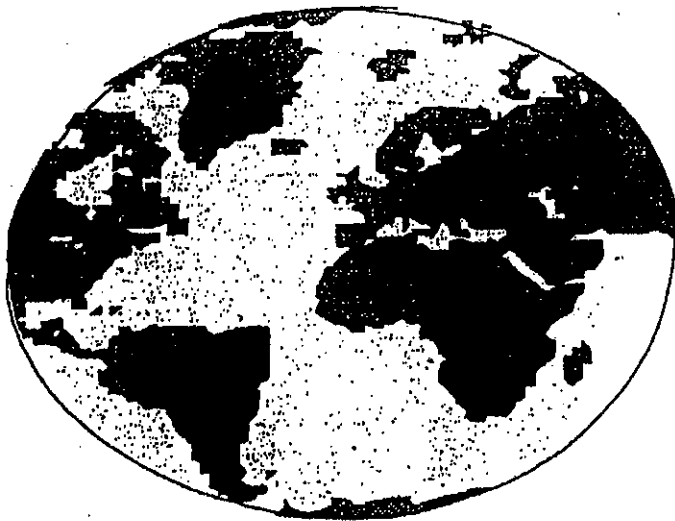
Latitude and longitude are lines on map to help us find the exact location of places.

Lines of latitude are imaginary lines which run across the world from west to east. Each line (or parallel) is given a number between 0° and 90° and they are measured north or south of the equator.

Lines of longitude are imaginary lines which run up and down the world from north to south. Each line (or meridian) of longitude is given a number between 0° and 180° and are measured east or west of the Prime Meridian.

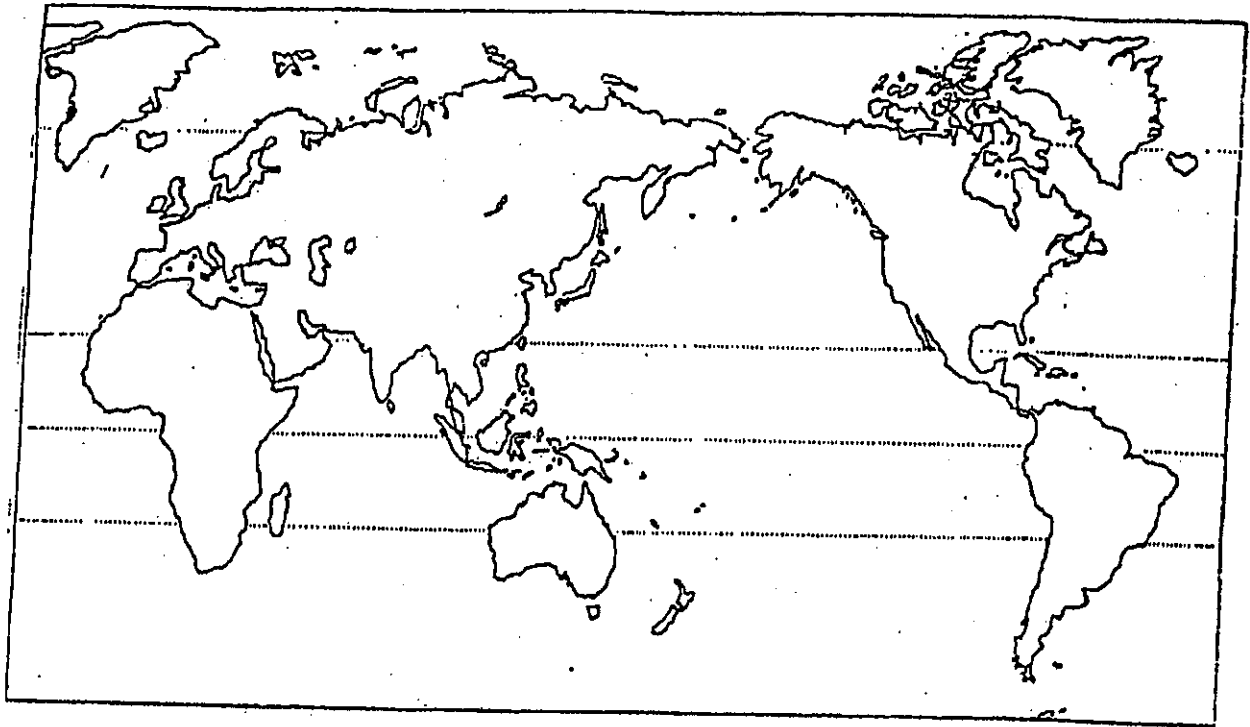
We use latitude and longitude to find places in the world. The location of any place on a map is given by the **latitude** followed by the **longitude**.

Remember : latitude comes before longitude in the alphabet.



WHERE DO I LIVE ?

LONGITUDE AND LATITUDE



WHAT LATITUDE IS THE EQUATOR ? _____

WHAT CONTINENTS DOES IT PASS THROUGH ? _____

WHAT LATITUDE IS THE SOUTH POLE ? _____

HOW MANY DEGREES SOUTH IS SYDNEY ? _____

HOW MANY DEGREES EAST IS SYDNEY ? _____

THE INTERNATIONAL DATE LINE IS AT LONGITUDE _____ DEGREES

WHAT OCEAN DOES IT PASS THROUGH ? _____

WHAT IS THE LONGITUDE ON THE OPPOSITE SIDE OF THE GLOBE FROM THE INTERNATIONAL DATE LINE ? _____

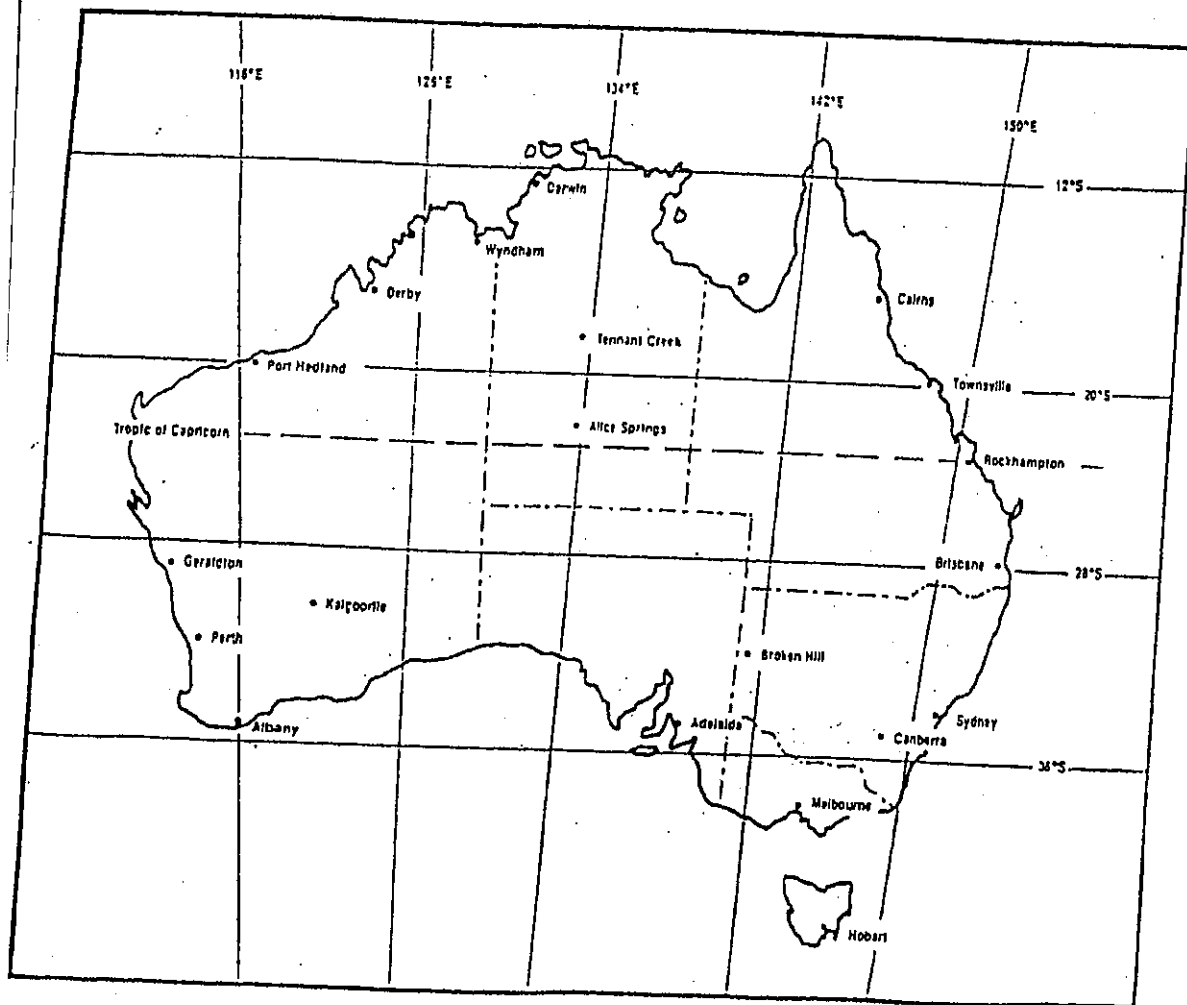
LATITUDE AND LONGITUDE

Using the co-ordinate markings on the map, give the approximate co-ordinates for the following questions.

- 1) What latitude marks the northern boundary of Queensland ? _____
- 2) What longitude marks the south-western boundary of Western Australia ? _____
- 3) Approximately how many degrees does Australia cover from west to east ? _____
- 4) What longitude is Broken Hill close to ? _____

Write the name of the city that is close to the location of each set of co-ordinates

-) $36^{\circ}\text{S } 139^{\circ}\text{E}$ _____
-) $28^{\circ}\text{S } 150^{\circ}\text{E}$ _____
-) $36^{\circ}\text{S } 118^{\circ}\text{E}$ _____
-) $20^{\circ}\text{S } 134^{\circ}\text{E}$ _____
-) $20^{\circ}\text{S } 118^{\circ}\text{E}$ _____



It's Magic

Note: You will need your atlas for this one.

What happened when the wizard discovered gunpowder?

Find the latitude and longitude of each of the capital cities below. There is a list of co-ordinates at the bottom of the page that will help you. Then, in order, read the letters next to the co-ordinates you have used to find the answer to the riddle.

- | | | | |
|----------------|-------|--------------------|-------|
| 1 Madrid | _____ | 8 Reykjavik | _____ |
| 2 Rome | _____ | 9 Warsaw | _____ |
| 3 Windhoek | _____ | 10 Ulan Bator | _____ |
| 4 Kabul | _____ | 11 Washington D.C. | _____ |
| 5 Jakarta | _____ | 12 Rangoon | _____ |
| 6 Buenos Aires | _____ | 13 La Paz | _____ |
| 7 Mexico City | _____ | 14 Lagos | _____ |
| | | 15 Nairobi | _____ |

Co-ordinates

A	40°25'N	3°41'W	L	22°35'S	17°04'E
E	6°28'N	3°30'E	C	38°52'N	77°00'W
I	6°10'S	106°10'E	Y	34°15'N	69°00'E
R	16°20'S	68°15'W	E	16°50'N	96°10'E
O	52°15'N	21°00'E	R	48°00'N	107°00'E
S	64°06'N	21°59'W	G	19°24'N	99°09'W
F	41°55'N	12°28'E	R	1°17'S	36°48'E
N	34°30'S	58°28'W			



LATITUDE AND LONGITUDE

Use a world map to locate the countries or places indicated below

(pg 56 or 62 in Australian School Atlas)

Write the latitude and longitude and then the name of the place.

eg $20^{\circ}\text{S } 130^{\circ}\text{E}$ - Australia

-) $20^{\circ}\text{S } 130^{\circ}\text{E}$ - _____
-) $30^{\circ}\text{S } 20^{\circ}\text{E}$ - _____
-) $10^{\circ}\text{N } 120^{\circ}\text{E}$ - _____
-) $50^{\circ}\text{N } 0^{\circ}$ - _____
-) $60^{\circ}\text{N } 150^{\circ}\text{W}$ - _____
-) $40^{\circ}\text{N } 100^{\circ}\text{W}$ - _____
-) $0^{\circ} 60^{\circ}\text{W}$ - _____
-) $40^{\circ}\text{S } 80^{\circ}\text{E}$ - _____
-) $20^{\circ}\text{N } 80^{\circ}\text{E}$ - _____
-) $40^{\circ}\text{N } 40^{\circ}\text{W}$ - _____

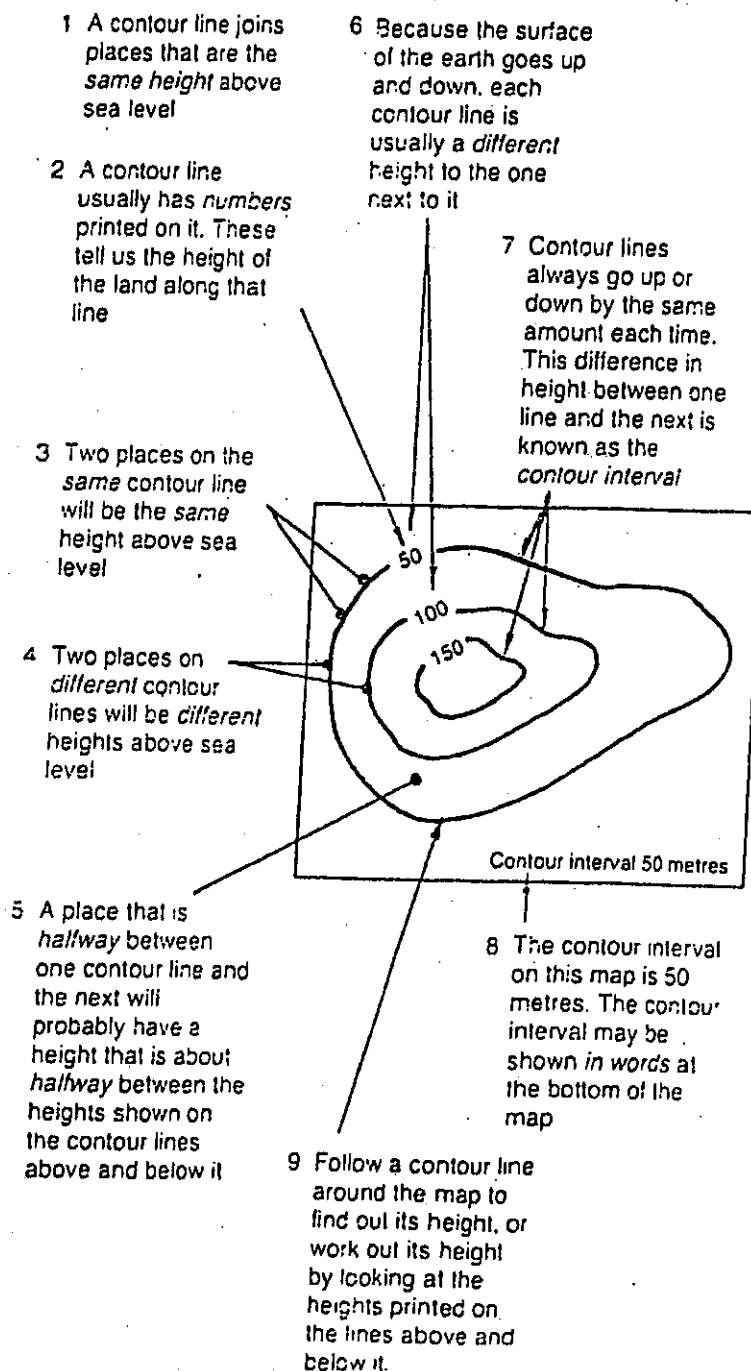
JUMBLED ANSWERS

DIA	ALASKA	USA
RAZIL	PHILIPPINES	SOUTH AFRICA
INGLAND (UK)	INDIAN OCEAN	NORTH ATLANTIC OCEAN
AUSTRALIA		

CONTOUR LINES

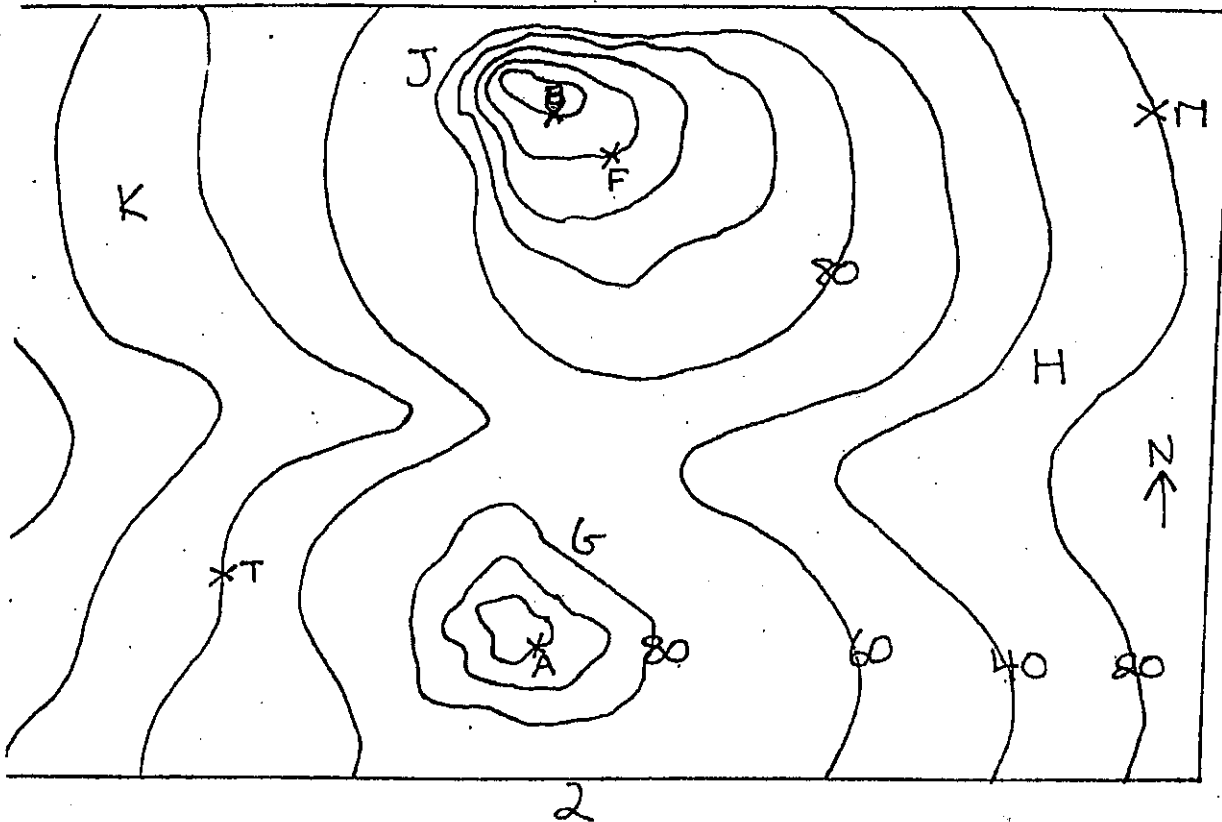
The most useful way of showing both height and shape on a map is by using special lines known as *contour lines*. These are lines drawn on a map joining places that are the same height above sea level.

There are several things you should know about contour lines. they are shown in the following illustration.



TOPOGRAPHIC MAP EXERCISE

Look at the topographic map below, then answer the following questions



QUESTIONS

What is the contour interval ? _____

What is the height of the following points ?

A _____

M _____

F _____

T _____

What is the highest point named on the map ? _____

A steep slope is at G, H, J or K ? _____

What direction is A from B ? _____

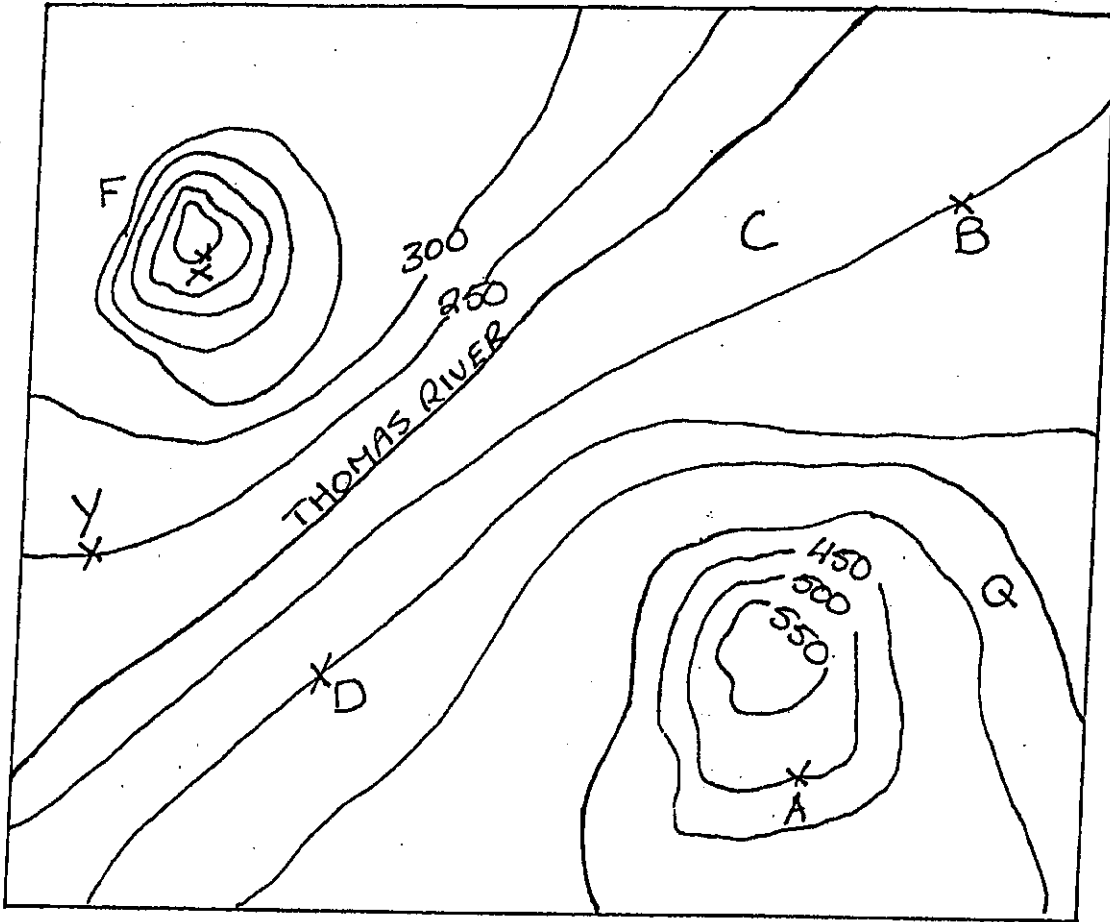
What direction is T from F ? _____

If you were standing at H could you see J ? _____

What is the lowest point named on the map ? _____

Describe the shape of the land - what landform could it be ? _____

Look carefully at the map then answer the following questions



QUESTIONS

- 1) What is the contour interval ? _____
- 2) What is the height of the following points ?
 A _____ X _____
 B _____ Y _____
- 3) What is the highest point on the map ? _____
- 4) What is the lowest point on the map ? _____
- 5) At what letter is there a steep slope ? _____
- 6) At what letter is there a gentle slope ? _____
- 7) Which point is higher, A or X ? _____
- 8) Which point is lower, C or D ? _____
- 9) What do you think the landform is ? _____

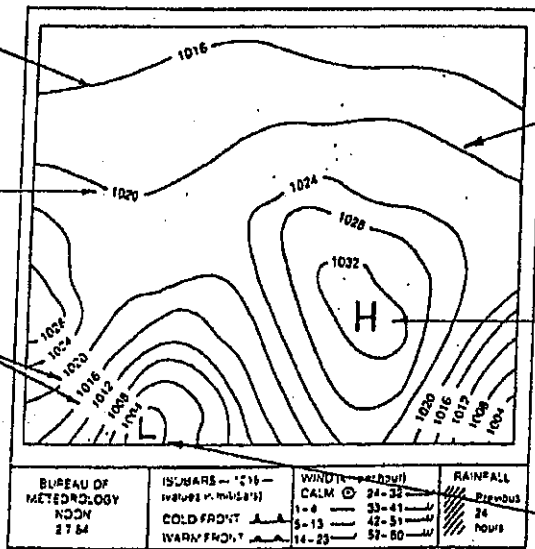
WEATHER MAPS

A weather map or synoptic chart is just like any other map we might use. The following points help explain not only the symbols used on the map but also the weather conditions that could be expected.

1) Isobars and air pressure

Weather maps have a pattern of fine black lines across them. These lines are called isobars and show air pressure. There are 2 main air pressure systems. A *high* pressure system normally means fine settled weather. A *low* pressure system usually means cloudy unsettled weather with a chance of rain.

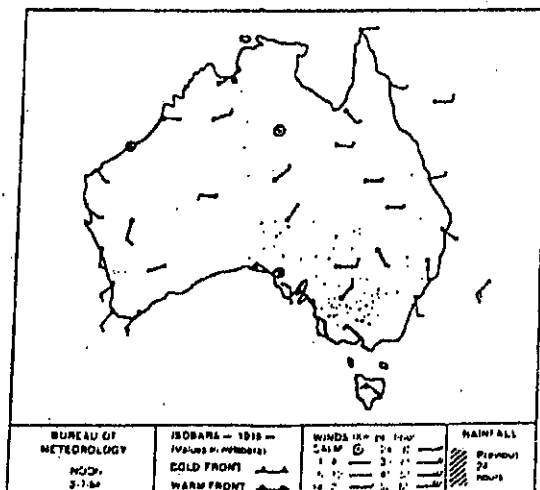
- 1 Each isobar is a line on a map joining places that have the same atmospheric pressure (air pressure)
- 2 Each isobar usually has numbers printed on it. These tell us the air pressure along that isobar. The air pressure on this map has been measured in millibars
- 3 Two places on the same isobar will have the same air pressure
- 4 Two places on different isobars will have different air pressures
- 5 A place that is halfway between one isobar and the next will probably have an air pressure that is halfway between the pressures shown on these isobars



- 6 The isobars go up or down by the same amount each time
- 7 Follow an isobar around the map to find out its air pressure, or work out the air pressure by looking at the pressures shown on the isobars on either side
- 8 This circle pattern of isobars is a high pressure system. The pressure gets higher and higher towards the circle in the middle
- 9 This circle pattern of isobars is a low pressure system. The pressure gets lower and lower towards the circle in the middle

Wind direction and speed

The below diagram shows us the small arrow-like symbols that have been used on a weather map. These give us information about the direction of the wind and speed of the wind at different places in Australia.



- * the dot at the end of each arrow tells us where each place is
- * the stem or shaft of each arrow tells us from which direction the wind is coming. Winds are always named according to the direction from which they are blowing.
- * the feathers on each arrow tell us the speed of the wind. These are explained in the key at the bottom of the weather map.

Eg

This symbol shows a wind blowing from the north-east at around 14-23 km/h.

3) Cold fronts and warm fronts

A cold front forms when cold air moves into an area in which there is already warmer air. The cold air pushes the warm air up and out of the way. When this happens :

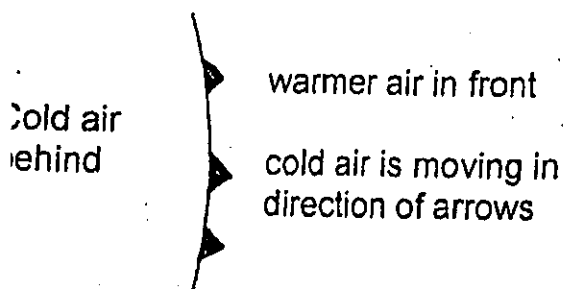
- * there is a fall in temperature
- * dark heavy clouds
- * a chance of heavy rain

A warm front forms when warm air moves into an area where there is cooler air. The warm air slides up and over the cooler air. Then this happens :

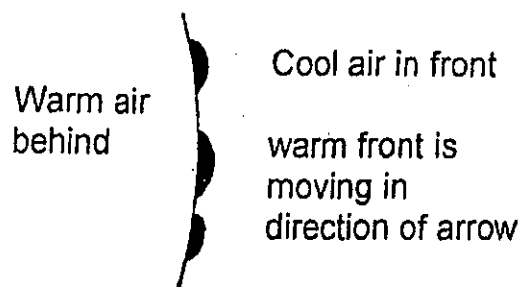
- * there is a rise in temperature
- * layers of cloud may form
- * a chance of long periods of rain

The following diagrams show the symbols used on weather maps for a cold front and a warm front.

COLD FRONT



WARM FRONT



) Rainfall

his is shown on a weather map by shading the area as shown below.



WEATHER MAP EXERCISE

Using the information given on the weather map and the rules underneath it, complete the exercises below.

- 1) What is the direction of the wind and its speed at
 - a) Kalgoorlie ? _____
 - b) Townsville ? _____
 - c) Darwin ? _____
 - d) Perth ? _____

 - 2) What is about to happen at Perth ?

 - 3) What effect will this have on the wind direction there ?

 - 4) Name 2 centres which are experiencing calm conditions
 - a) _____
 - b) _____

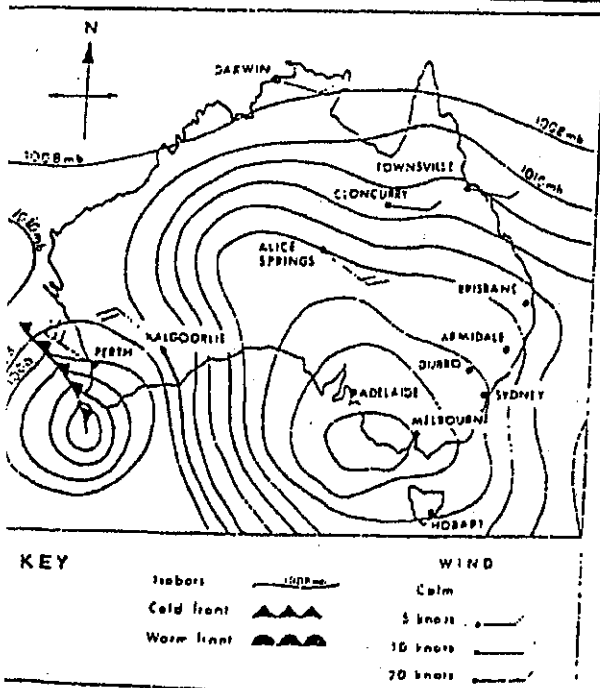
 - 5) Which town would have the hottest day and why ?

 - 6) Which area of Australia is most likely to have rain ?

 - 7) Would it be cloudy or not at
 - a) Alice Springs ? _____
 - b) Townsville ? _____

 - 8) If the pressure cells continued to move in the normal way, what weather could Adelaide expect to have in the next 2 days ?

- Why ?



Some Rules to follow when reading Weather Maps.

1. Lines joining places of equal air pressure are called isobars. All isobars are numbered and they show areas of high or low pressure (cells). The unit of measurement is the millibar (mb).
2. High pressure is shown by high millibar numbers (say more than 1010mb), while low pressure is shown by low millibar numbers (say below 1000mb).
3. Winds blow clockwise around a low pressure cell and anti-clockwise around a high pressure cell.
4. Many close isobars mean strong winds, few widely-spaced isobars mean light winds.
5. Winds tend to blow in the same direction as the isobars.
6. Pressure cells in Australia tend to move in an east to south-easterly direction. They usually move about 500 to 700 kms a day.
7. An advancing mass of cold air is called a cold front.
8. Air from the sea brings moisture. Air from inland is usually hot and dry.
9. Mountain barriers cause air to rise and if it is moist then rain results.
10. Mountain barriers stop inland winds from reaching inland.
11. Northern areas are generally hotter than southern areas because of the effect of latitude. Inland areas have greater extremes of temperature.

Weather or Not

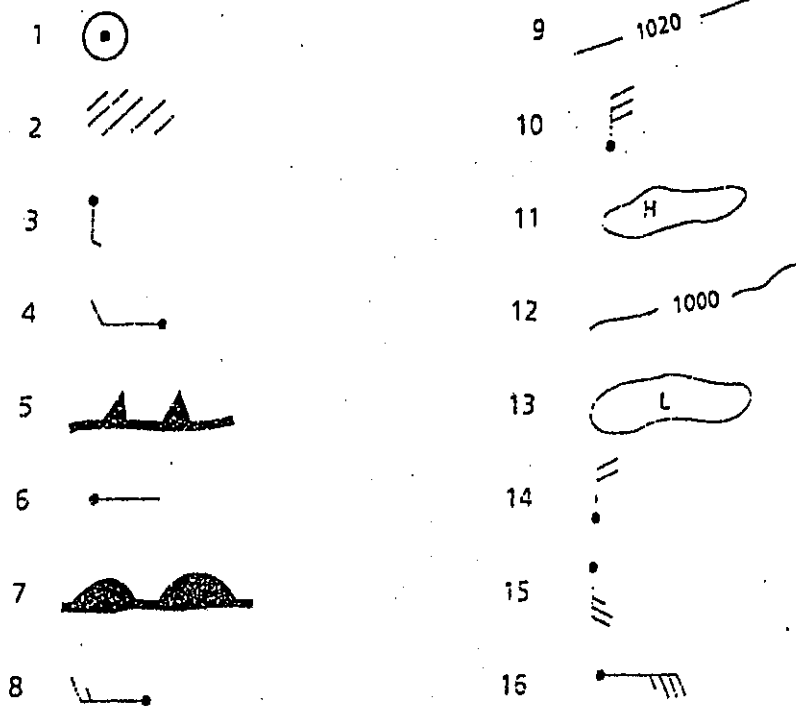
Why couldn't they play cards in the ark?

Note: The north point for these questions is at the top of the page.

A number of symbols commonly used on weather maps are shown below.

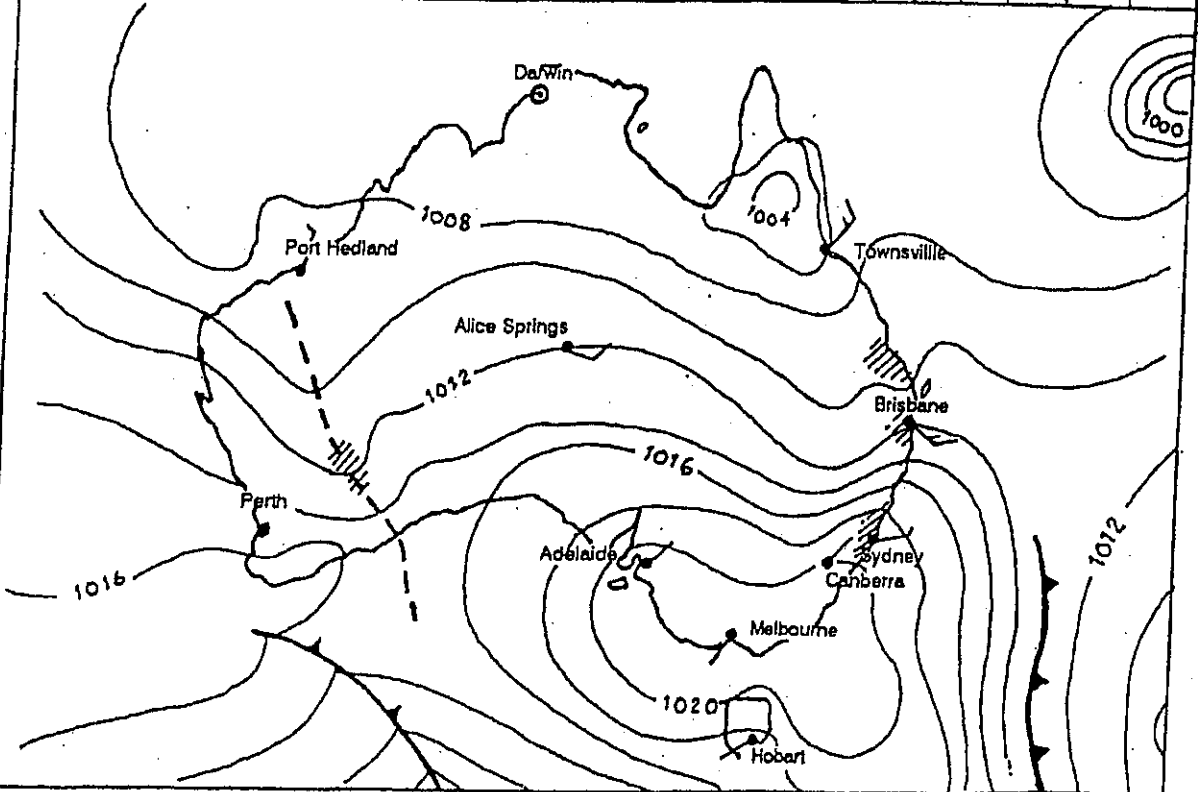
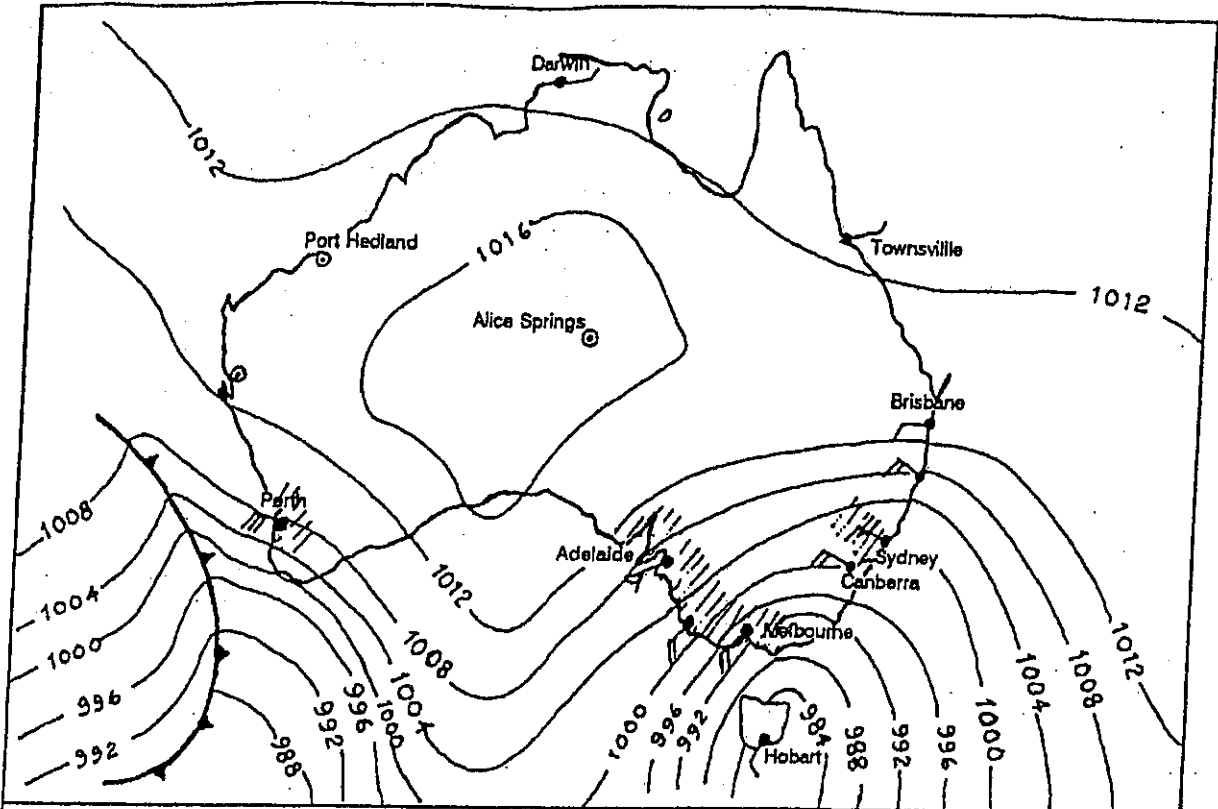
Beside each symbol, write down what it represents, choosing your answers from the list at the bottom of the page.

Then, in sequence, use the letters next to the answers to find the riddle's solution.



What the symbols represent

- A Southerly wind at 5-13 kilometres per hour
- T Warm front
- N Calm
- A Wind from the east at 1-4 kilometres per hour
- N Isobar, value 1020 millibars
- D Low pressure system
- K East wind at 61-68 kilometres per hour
- E Isobar, value 1000 millibars
- S Cold front
- O West wind at 24-32 kilometres per hour
- O Rainfall
- T North wind at 52-60 kilometres per hour
- H Wind from the west at 14-23 kilometres per hour
- C South wind at 42-51 kilometres per hour
- H High pressure system
- E North wind at 33-41 kilometres per hour



ISOBARS value in hectopascals	COLD FRONT	Winds km per hr	Calm	○	24 - 32	
	WARM FRONT	1 - 4			33 - 41	
	TROUGH	5 - 13			42 - 51	
		14 - 23			52 - 60	
	RAINFALL (Previous 24 hours)					