



# **HISTORY**

# **SKILLS**

# Fact + Opinion

Something that is 100% **true**. It cannot be argued with.



During this activity you will learn how to tell the difference between **facts** and **opinions**. Use two colours to highlight the definitions (meanings) left and right and the statements below.

Fact  Opinion

A person's **feelings** or thoughts about something.  
**Not always true.**



Wellington is the capital city of New Zealand.



Dogs are better than cats because they are more playful.



Twelve divided by two is six.



History is a better subject than geography.



France won the football / soccer World Cup in 2018.



The iPhone 12 is better than all other smart phones.



A cockroach can live without its head for a week.



If you look really closely you can see tiny hairs on the palm of your left hand.



You cannot lick your own elbow.



Bigfoot is a mysterious animal that lives in North America.



A fully grown giraffe is taller than a fully grown elephant.



There are more scary animals in Australia than in Africa.



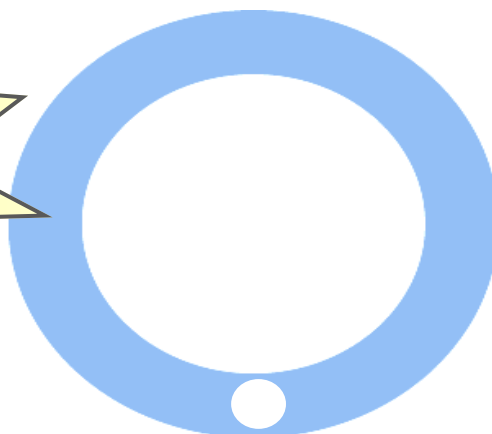
Spending a lot of time on phones, devices and computers is not good for you.




Trying to lick your elbow or staring at your hands are signs of madness.



Add an **AMAZING** fact and interesting opinion of your own in the circles right.



# History Skills: key words starter

 **Mission:** to match and understand 8 unit key words with images and definitions.

Exaggerate




Opinions



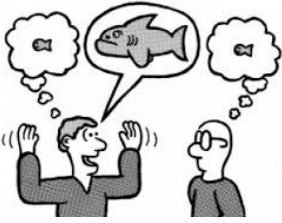

Decade



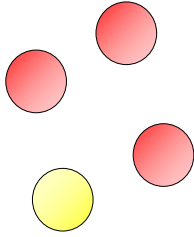

Corroborate




Bias




Archaeology




Evaluate




Myth




A made up story.

To extend the truth or make the truth bigger.

A person's idea - based more on thoughts and feelings rather than facts.

More than 9 years less than 11.

Information that is supported or backed up.

The study of history using primary artefacts and objects.

To judge the importance or value of something.

A very strong, unfair opinion is said to be ...

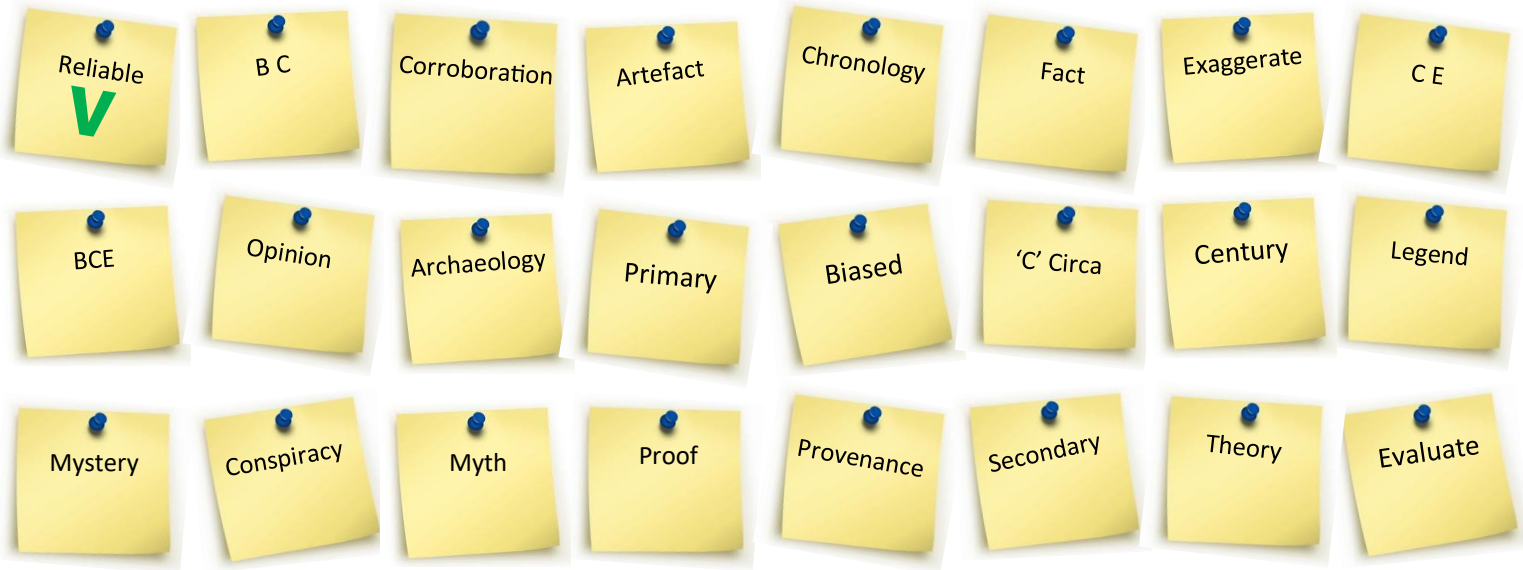
Word	Definition	Translate / Similar
Bias		
Exaggerate		
Opinion		
Decade		
Myth		
Evaluate		
Corroborate		
Archaeology		

# History Skills Glossary



Word	Definition	Similar Word	
	Something that we don't know the answer to		A
	Where something ( information ) comes from	O _ _ _ _ _	B
	100 % true		C
	A made up story	F _ _ _ _	D
	This tells us that something is real or true	E _ _ _ _ _ _	E
	Common Era	A _ _ _ D _ _ _ _ _	F
	A secret plan by a group to do something harmful or unlawful		G
	A source / information created later, after the time, or a copy		H
	An idea or ideas used to explain something	H _ _ _ _ _ _ _ _	I
	To judge the importance or value of something		J
	Before Common Era		K
	The study of history using primary artefacts		L
	A person's idea - based more on thoughts and feelings rather than facts		M
	Before the time of Jesus Christ's birth		N
	A source / information that originates from the time	C _ _ _ _ _ _ _ _	O
	A very strong opinion is very likely to be ...		P
	The Latin word meaning 'about'		Q
	One hundred years		R
	A story that could be partly true		S
	To extend the truth or make the truth bigger	E _ _ _ _ _ _ _	T
	An object made by humans	R _ _ _ _	U
	Something we can trust, works well or is truthful		V
	Putting times, dates and events in order		W
	Information that is supported or backed up		X

# History Skills Glossary



Word	Definition	Similar Word	
Mystery	Something that we don't know the answer to		A
Provenance	Where something ( information ) comes from	Origins	B
Fact	100 % true		C
Myth	A made up story	Fable	D
Proof	This tells us that something is real or true	Evidence	E
CE	Common Era	Anno Domini	F
Conspiracy	A secret plan by a group to do something harmful or unlawful		G
Secondary	A source / information created later, after the time, or a copy		H
Theory	An idea or ideas used to explain something	Hypothesis	I
Evaluate	To judge the importance or value of something		J
BCE	Before Common Era		K
Archaeology	The study of history using primary artefacts		L
Opinion	A person's idea - based more on thoughts and feelings rather than facts		M
BC	Before the time of Jesus Christ's birth		N
Primary	A source / information that originates from the time	Contemporary	O
Biased	A very strong opinion is very likely to be ...		P
Circa	The Latin word meaning 'about'		Q
Century	One hundred years		R
Legend	A story that could be partly true		S
Exaggerate	To extend the truth or make the truth bigger	Embellish	T
Artefact	An object made by humans	Relic	U
Reliable	Something we can trust, works well or is truthful		V
Chronology	Putting times, dates and events in order		W
Corroboration	Information that is supported or backed up		X

# Source Types

A source is anything that gives us information about history. It could be a letter, a picture, a sound recording, a computer game, a book, a film, a diary or an object.

There are three main types of historical source.

**Primary** ( contemporary ) **Secondary** and **Tertiary**.

Original information that originates / comes from that time in history.

Information created / made after that time in history ,or, a copy.

Created later ( secondary ) but includes some primary information.

For each of the sources below decide if they are ... Primary ( P ) Secondary ( S ) or Tertiary ( T ).

1			3			5			7			9			11	X	X
2			4			6			8			10			12	X	X

			
<b>1: Dinosaur Skull</b>	<b>2: History Text Book</b>	<b>3: Aboriginal Cave Art</b>	<b>4: Viking Coin</b>
			
<b>5: A 'selfie'</b>	<b>6: Taj Mahal Model</b>	<b>7: Computer Game</b>	<b>8: Frozen Mammoth</b>
		1 <input type="text"/>	1 <input type="text"/>
		2 <input type="text"/>	2 <input type="text"/>
		3 <input type="text"/>	3 <input type="text"/>
		10 <input type="text"/>	10 <input type="text"/>
<b>9: Newspaper</b>	<b>10: DVD Movie</b>	<b>Rank Reliability</b>	<b>Rank Usefulness</b>

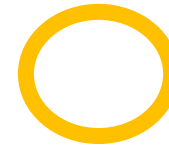
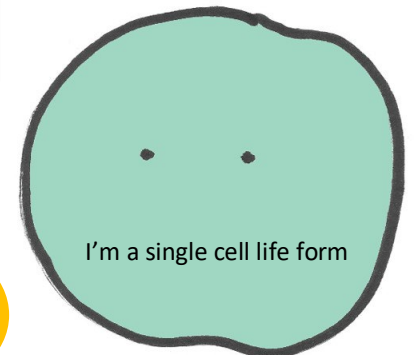
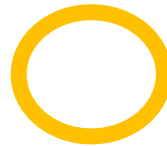
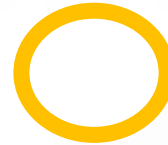
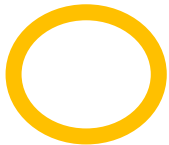
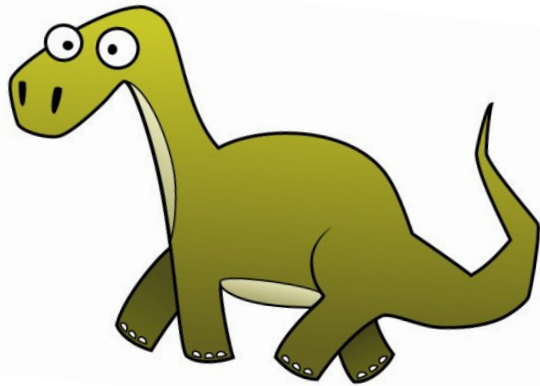
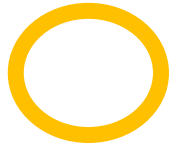
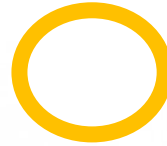
# CHRONOLOGY

i c h






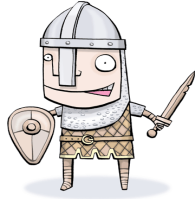
# Putting Things in Order

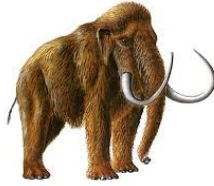


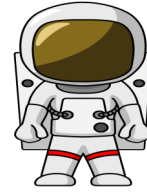
# Chronology

**1** Match the image with the event letter. (Events are shown in the table below) 






















**2** Put the image letters into the boxes: oldest event into 1 to the most recent into 10.

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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**3** Complete the table putting the events and dates into c \_\_\_\_\_ order.

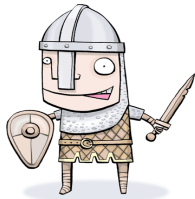
	Jumbled Event	Jumbled Date	C O D E	Ordered Event	Ordered Date	BC AD
O	Battle of Hastings	1939 to 1945				
O	World War 1	85 Million				
H	Cretaceous Era	1066				
L	Genghis Khan	500 to 400				
R	The Last Ice Age	13 Billion				
Y	1st Man On Moon	33				
C	The Big Bang	50 Thousand				
O	Roman Era	1969				
G	World War 2	1162				
N	Jesus Died	1914 to 1918				

# Chronology

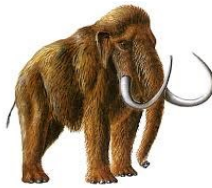
**1** Match the image with the event letter. ( Events are shown in the table below ) ★



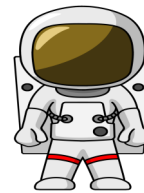
G



O



R



y



L



C



N



O



O



H

**2** Put the image letters into the boxes - oldest event into 1 to the most recent into 10.

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

C H R O N O L O G Y

**3** Complete the table putting the events and dates into c \_\_\_\_\_ order.

★	Jumbled Event	Jumbled Date	C O D E	Ordered Event	Ordered Date	BC AD
O	Battle of Hastings	1939 to 1945	C	The Big Bang	13 Billion	BC
O	World War 1	c 85 Million	H	Cretaceous Era	85 Million	BC
H	Cretaceous Era	1066	R	The Last Ice Age	50 Thousand	BC
L	Genghis Khan	c 500 to 400	O	Roman Era	500 to 400	BC – AD
R	The Last Ice Age	c 13 Billion	N	Jesus Died	33	AD
Y	1st Man On Moon	33	O	Battle of Hastings	1066	AD
C	The Big Bang	c 50 Thousand	L	Genghis Khan	1162	AD
O	Roman Era	1969	O	World War 1	1914 to 1918	AD
G	World War 2	c 1162	G	World War 2	1939 to 1945	AD
N	Jesus Crucified	1914 to 1918	Y	1st Man On Moon	1969	AD

# Chronology + Using Timelines

BC =

BCE =



AD =

CE =

1

Option - put the information from the chronology table 2 into the timeline below.

13  
Billion

BCE

The Big Bang = The creation of the universe.



# Corroboration

In this activity you will learn the meaning of **corroboration** - why it is important and how to use it.

- What is it? **Corroboration** is finding information that is similar, backed up or supported .
- Why do I need to learn about **corroboration**?
  - 1: You can use corroboration to help decide if a source of information is reliable or unreliable.
  - 2: Corroboration can help in your daily life, for example, it can help us know if people are telling the truth, it can be used to save money and even save you life - a big claim!Do you think information that is corroborated is likely to be more or less reliable?
- Q = How do I use corroboration? A = You check that the information you have is supported or backed up.

## 1: What killed the dinosaurs?



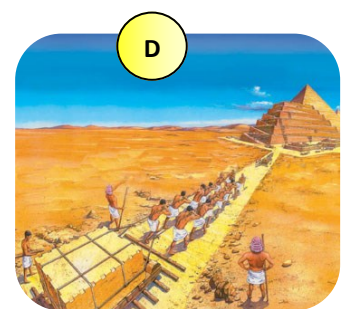
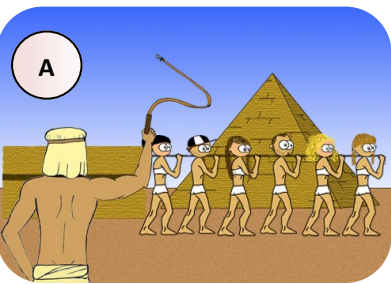
What two explanations ( theories / reasons ) are shown in these 4 images?

Theory 1: \_\_\_\_\_

Theory 2: \_\_\_\_\_

The theory that is corroborated ( most supported ) is theory \_\_\_\_\_

## 2: 'Who' built the Egyptian pyramids?



What two explanations ( theories / reasons ) are shown in these 4 images?

Theory 1: \_\_\_\_\_

Theory 2: \_\_\_\_\_

The theory that is corroborated ( most supported ) is theory \_\_\_\_\_

**3: Can you help?** When driving home from work a man heard a loud 'ticking' noise coming from the engine of his car. Although just a few miles from his home he decided to have the car looked at straight away and stopped at the next garage he saw. The mechanic looked at the engine and with a very serious look on his face said it will cost a lot of money to fix the problem. **What advice would you give to the car owner and why?**

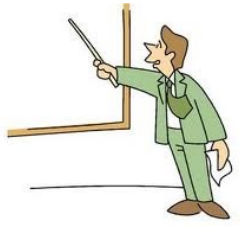
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# Evaluating Sources of Information

You are going to evaluate types of information by looking for the good ( pros ) and bad things ( cons ) of each. You will also recap your understanding of primary, secondary and tertiary sources. You could also give each information type a reliability score, 1 being unreliable and 10 being the most reliable.



History Teacher

- ( P )
- ( S )
- ( T )



- 10
- 9
- 8
- 7
- 6
- 5
- 4
- 3
- 2
- 1



Speeches

- ( P )
- ( S )
- ( T )



- 10
- 9
- 8
- 7
- 6
- 5
- 4
- 3
- 2
- 1

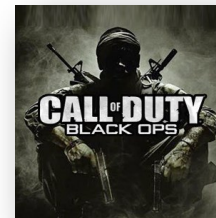


The Internet

- ( P )
- ( S )
- ( T )



- 10
- 9
- 8
- 7
- 6
- 5
- 4
- 3
- 2
- 1



Computer Games

- ( P )
- ( S )
- ( T )



- 10
- 9
- 8
- 7
- 6
- 5
- 4
- 3
- 2
- 1



News / Media

- ( P )
- ( S )
- ( T )



- 10
- 9
- 8
- 7
- 6
- 5
- 4
- 3
- 2
- 1



Fossils

- ( P )
- ( S )
- ( T )



- 10
- 9
- 8
- 7
- 6
- 5
- 4
- 3
- 2
- 1



Diaries

- ( P )
- ( S )
- ( T )



- 10
- 9
- 8
- 7
- 6
- 5
- 4
- 3
- 2
- 1



4 Text Books

- ( P )
- ( S )
- ( T )



- 10
- 9
- 8
- 7
- 6
- 5
- 4
- 3
- 2
- 1





# Considering Context

To have a better understanding of history and ultimately be more successful studying it, it is important to be aware of **context**. Context means understanding the situation surrounding an event, how people felt about it, the factors leading up to it and the culture of that time. It is very easy to judge people from the past for their actions, but being aware of context may help us understand them - even if we don't agree with them.

Describe what is happening in the image below.

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## North Carolina, USA - 1960



Try to explain WHY this happened or the context surrounding this event.

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## Bandwagon

*Everyone else is doing it  
You should too*



## Transfer

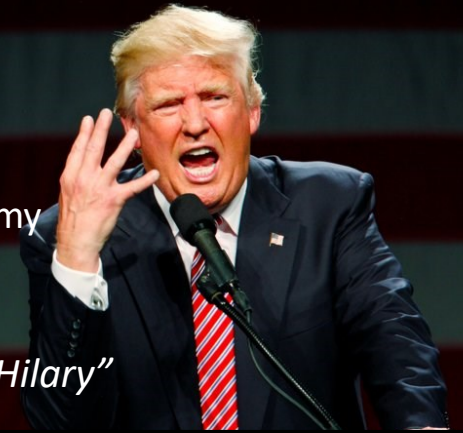
Flags  
Logos  
Banners  
Songs  
Catchy Tunes



## Name Calling

Create an enemy  
Us V Them

*"Crooked Hilary"*

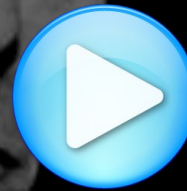


## Generalisation

Strong language  
Exaggeration  
Boasts  
Hyperbole



## Propaganda Devices



## Plain Folk

*I'm just like you*



## Card Stacking

I am good or  
you are bad



## Repetition

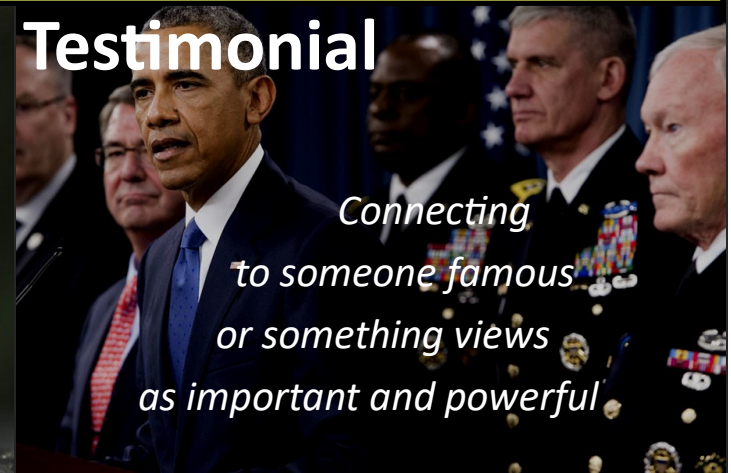
Repetition

Repetition



## Testimonial

*Connecting  
to someone famous  
or something views  
as important and powerful*





7



Trumpfeld



10



8



9



Video	Bandwagon	Transfer	Name Calling	Testimonial	Plain Folk	Generalisation	Card Stacking	Repetition
Tick the propaganda device or devices used in each video.								
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								

# Anachronisms

Task = Look at the set of four images under each area of history outlined below.  
Identify which is the 'odd one out' in each time period.

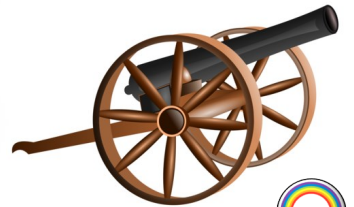
## The Ice Age



## WW1 Aircraft



## 1066



## The Cold War



An anachronism is \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# History Skills - Sample Pack

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