



SOURCE COLLECTIONS

Free

Sample Sources

by **icHistory**



The Holocaust - why did it happen?



Mission: to analyse, evaluate and compare historical sources to find out reasons for the Holocaust.

'The behaviours of the ants give us reason to think and note the following truths. The work of the individual has only one purpose: to serve the whole group. Each ant risks its life without hesitation for the group. Individual ant or other species who are not useful or are harmful to the whole are eliminated. The species is maintained by producing a large number of offspring. It is not difficult for us to see the application of these principles to mankind: We also can accomplish great things only by a division of labour. If a person acts against the general interest, he is an enemy of the people and will be punished by the law as shown earlier in principle 4. A look at our own German history proves that we must defend our territory to preserve our existence. These natural laws are incontrovertible; living creatures demonstrate them by their very survival. They are unforgiving. Those who resist them will be wiped out. Biology not only tells us about animals and plants, but also shows us the laws we must follow in our lives, and steels our wills to live and fight according to these laws. The meaning of all life is struggle. Woe to him who sins against this law.'

Extracts (edited) from a school biology textbook for 5th grade girls - 1942.

A

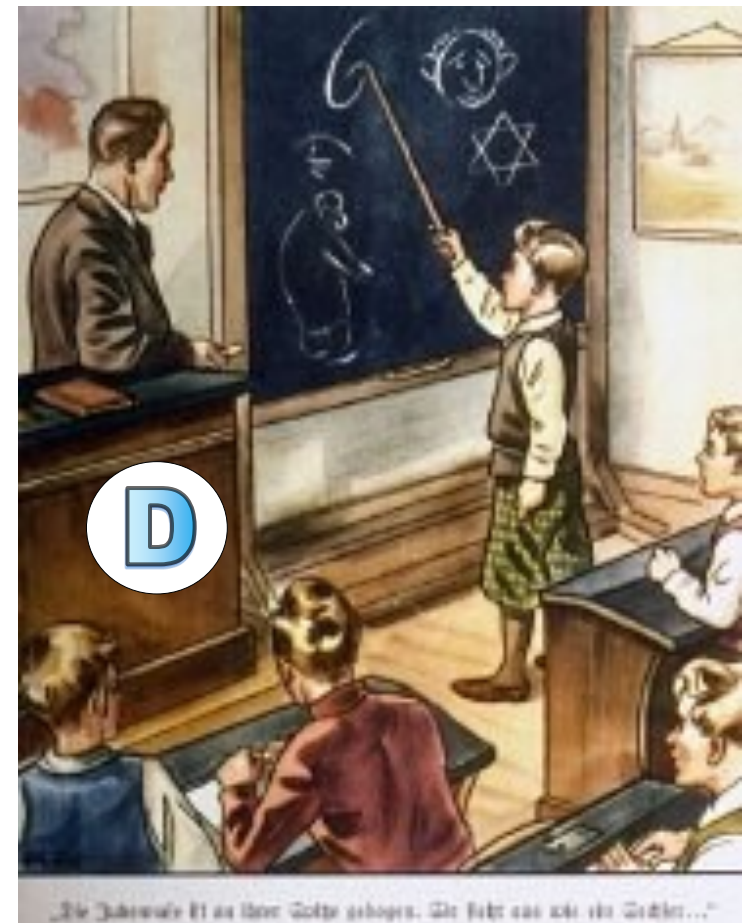
B 'I had attended it with a group of friends ... some Jewish, some gentile [non-Jewish]. It was so cruel...that we could not believe anybody would have taken it seriously, or find it convincing. But the next day one of the my German friends said that she was ashamed to admit that the movie had affected her. That although it strengthened her resolve to oppose the German regime, the film had succeeded in making her see Jews as "them." And that of course was true for all of us. The Germans had driven a wedge in what was one of the most integrated communities in Europe.'

Comments from graduate student Marion Pritchard after seeing a Nazi propaganda film called *The Eternal Jew*.

'Education in the Third Reich served to indoctrinate students with the National Socialist world view. Nazi scholars and educators glorified Nordic and other "Aryan" races, while denigrating Jews and other so-called inferior peoples as parasitic "bastard races" incapable of creating culture or civilization. After 1933, the Nazi regime purged the public school system of teachers deemed to be Jews or to be "politically unreliable." Most educators, however, remained in their posts and joined the National Socialist Teachers League. 97% of all public school teachers, some 300,000 persons, had joined the League by 1936. In fact, teachers joined the Nazi Party in greater numbers than any other profession.'

Website Article Published by the Holocaust Museum.

C

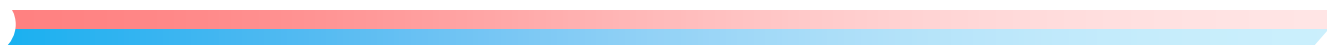


D



Source Skills

I can ... analyse, compare, interpret and evaluate



Q1

What is the main point or message of source A?

Q2

Provide a sub-point or message from source A

Q3

How similar are the MAIN messages from sources B and C? Not similar: somewhat similar: very similar (Explain answer)

Q4

How similar are the sub-messages from sources B and C? Not similar: somewhat similar: very similar (Explain answer)

Q5

What is the main message of source D?

Q6

Give an example from source B, C or D that corroborates (supports) source A.

Q7

Give an example from source B, C or D that does NOT corroborate (support) source A.

Q8


How reliable is source A? Circle a score then explain your reason (Not Reliable 1 2 3 4 5 6 7 8 9 10 Reliable)

Q9

What are the most important AND / OR most surprising things you learned from these sources?

The Representation of the People Act - 1918



 **Mission:** to analyse, evaluate and compare historical sources to find out about the Representation of the People Act.



In 1917 the question of granting the vote to women was discussed in the British Parliament. It was agreed by friend and foe (those for and those against women's suffrage) that British women had played and were playing a unique and important part in the war... There was great rejoicing among all sections of women. What a relief to think that once peace was declared abroad peace would be declared at home. The agitation was at last drawing to a close ...On February 6th, 1918, Royal assent was given to the "Representation of the People Act." Women were voters. And so my Suffrage pilgrimage was ended... I left the Movement, financially, as I joined it, penniless. Though I had no money I had reaped a rich harvest of joy, laughter, romance, companionship, and experience that no money can buy.

Annie Kenney, *Memories of a Militant*, Book Extract – Published, 1924.

A

B The Representation of the People Act gave the vote to all men over 21, whether they owned property or not. The act (also) gave the vote to women over the age of 30 who met a property qualification, or whose husband did. included 8.5 million women - two thirds of all women in the UK. However, the women who benefited in 1918 were mature and married females. It had been younger, mainly single women who had contributed so much in the munitions factories and elsewhere. They were given no recognition (not allowed to vote) by the government until 1928.

BBC History Bitesize

I have seen great days, but this is the greatest. I remember when we started twenty-one years ago, with empty coffers... I never believed that equal votes would come in my lifetime. But when an impossible dream comes true, we must go on to another. The true unity of men and women is one such dream. The end of war, of famine - they are all impossible dreams, but the dream must be dreamed until it takes a spiritual hold.

In 1919 the Women's Freedom League held a public meeting to celebrate women over thirty obtaining the vote. One of the speeches was made by 83 year old Charlotte Despard.

C



D



What Did Mussolini and the PNF Stand For?

Mission: to analyse, evaluate and compare historical sources to find out about the nature of Italian fascism.

"And, however much violence may be deplored, it is evident that we, in order to make our ideas understood, must beat refractory (stubborn) skulls with resounding blows ... we are violent because it is necessary to be so. All those acts of violence which figure in the papers must always have that character of the just retort and legitimate reprisal (retaliation) because we are the first to recognise that it is sad, after having to fight the enemy within ... and for this reason that which we are causing today is a revolution to break up the Bolshevik State, while waiting to settle our account with the Liberal State which remains."

Mussolini speech extract to the fascists of Bologna, April 1921.

A

B

In the Po valley, the town were on the whole the less red than the country, being full of landowners, garrison officers, university students, rentiers, professional men, and trades people. These were the classes from which Fascism draw its recruits and offered the first armed squads.

Comments on the backgrounds of the fascist squadaristri bu Angelo Tasca.

'Fascism is the precise negation of that doctrine which formed the basis of the so – called Marxian Socialism. After Socialism, Fascism attacks the whole complex of democratic ideologies. Fascism denies that the majority, through the mere fact of being a majority, can rule human societies. It denies that this majority can govern by means of periodical consultation. Fascism is definitely and absolutely opposed to the doctrines of liberalism, both in the political and economic sphere.'





**The Doctrine of Fascism - 1932
Giovanni Gentile + Benito Mussolini.**

C



D



<p align="center">Source</p> <p align="center">The main + sub points summary</p>	<p align="center"> Content</p> <p align="center">Language : tone : balance etc</p>	<p align="center"> Origin</p> <p align="center">Who : when : where</p>	<p align="center"> Purpose</p> <p align="center">Motive : why : audience</p>	<p align="center"> Supported</p> <p align="center">Corroboration or contrast?</p>
<p>A _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Circle source 'value' after your COPS analysis --- 1 2 3 4 5 6 7 8 9 10</p>	<p align="center"><input type="checkbox"/></p>	<p align="center"><input type="checkbox"/></p>	<p align="center"><input type="checkbox"/></p>	<p align="center"><input type="checkbox"/></p>
<p>B _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Circle source 'value' after your COPS analysis --- 1 2 3 4 5 6 7 8 9 10</p>	<p align="center"><input type="checkbox"/></p>	<p align="center"><input type="checkbox"/></p>	<p align="center"><input type="checkbox"/></p>	<p align="center"><input type="checkbox"/></p>
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Source Limitations



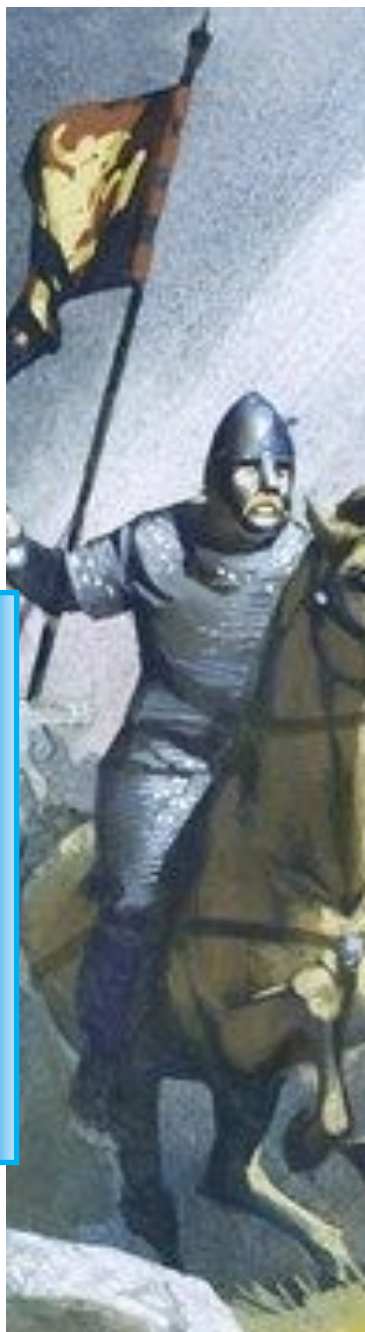
Source Values

Why Did William Win the Battle of Hastings?

6 mins



Mission: to analyse, evaluate and compare historical sources to understand some of the reasons William won.



'You will not see one coward ... for God's sake, spare not; strike hard at the beginning; stay not to take spoil (treasure) ... there will be plenty (enough) for every one. There will be no safety in asking quarter (mercy / kindness) or in flight (running away) - the English will never love or spare (not kill) a Norman. Felons they were, and felons they are; false they were, and false they will be. Show no weakness toward them, for they will have no pity on you: neither the coward for running well, nor the bold man for smiting (fighting) well, will be the better liked by the English. You may fly (run) to the sea, but you can fly no farther; you will find neither ships nor bridge there; there will be no sailors to receive you and the English will overtake you there, and slay you in your shame. More of you will die in flight than in battle. Then, as flight will not secure you, fight, and you will conquer. I have no doubt of the victory as we are come for glory; the victory is in our hands''.

A speech given by William of Normandy before the battle - recorded by A Norman Chronicler- 1066.

A

B "The Normans are valiant on foot and on horseback - good knights they are on horseback and well used to battle - all is lost if they once penetrate (break through) our ranks (front lines). They have brought long lances and swords but you have painted lances and keen edged bills. I do not expect that their arms (weapons) can stand against yours. Cleave wherever you can, it will be done if you spare aught (no one)''.

A speech given by King Harold before the battle in October 1066.

The Norman infantry were well trained, experienced full-time fighters. They wore armour including chain-mail coats of iron rings, kite-shaped shields and iron helmets. They were armed with a sword, a spear or an axe. These cavalry were the best soldiers in the army. They were highly trained full-time fighters. On flat ground, infantry could not stand up to the power of a knight. They wore armour including a chain-mail coat of iron rings, a kite-shaped shield and an iron helmet. They carried a sword, spear or axe. Blunt instruments such as the battle mace were also used. They rode large, trained warhorses. Archers were highly trained and they didn't normally wear armour as they needed to be able to move freely, though some did wear leather or iron helmets. They carried their bow and a quiver of arrows (with a range of up to 100m). Many also carried a small knife or sword.

[Teachit.co.uk/history](https://www.teachit.co.uk/history)

C



The Normans - Image from BBC Teach

Image message? = consider the tone / colours used.

Skills Option - Analysis + Interpretation

1		Max 6	
2		3	
3		3	15
4		3	

Mission: to analyse, compare and interpret sources A, B, C and D.

Origins of source A - the who, when where. 1

Who created the source = _____

Where is this person from = _____

When was the source created (year) = _____

When was the source created (century) = _____

When (choose 2) - BCE BC CE AD

Primary, secondary or tertiary source = _____

Who is the source for (audience) = _____

What type of source is it? e.g. letter, speech, book, diary, other

Note = you may not be able to complete all the answers depending on the source information.

Comparing sources B and C - how similar are these sources? 3

Point = the main messages are similar not similar.

Explain _____

Tip = try to use + compare short quotes from the sources as "evidence" to support your point.

Analysing source A - describing what source A says. 2

The main message of the source is _____

The sub message of the source is _____

Note = the main message is the main or key point of the source.

Cartoon / poster interpretation - explain the meaning of source D. 4

The main message of source D is _____

A sub message of source D is _____

Top tip = look for clues, often small text or hidden words in political posters and cartoons. There is often supporting information with the source to help you understand it.

Source Skills - Evaluation

Mission - to evaluate (judge) the reliability of source A using 'COPS'.



- **Content** = what the source says, language, tone.
- **Origin** = the who, when, where behind the source.
- **Purpose** = the reasons, why or motive for the source.
- **Supported** = is the source corroborated or 'backed up'?

C		2	10
O		2	
P		2	
S		2	
J		2	

Content of source A - is what the source says reliable? C

Point = the source content may ○ may not ○ be reliable.

Explain = _____

Evidence from the source “ _____ ”

Unreliable = strong words - one sided - exaggeration - blames - opinionated - boastful - subjective.
Reliable = softer words - balanced - moderate - clear - respectful - self critical - objective.

●

Origins of source A - choose one of who, where, when. O

Point = the source origins may ○ may not ○ be reliable.

Explain = _____

Think - Can we trust this person? Can we trust the time in which it was created? Could where they come from or their beliefs corrupt what is said? Are they likely to have bias?
 What about the 'audience' - could this help or hurt the reliability of the information?

●

Purpose of source A - the reason or motive. P

Point = the source purpose may ○ may not ○ be reliable.

Explain _____

Think - Does this person have a special reason (motive) to lie, be biased OR to be truthful?
 Could this be propaganda or trying to persuade their audience?

●

Corroborating source A with B and C S

Point = the source is corroborated ○ is not ○ corroborated.

Explain = _____

Tip = find a strong example from one of the other sources. Explain why this supports OR challenges something written in source A. Add a short "quote" as evidence if you can.

●

The French Revolution - why did it happen?



 **Mission:** to analyse, evaluate and compare historical sources to find out reasons for the French Revolution

'France had not yet become the land of dumb conformity, it is now ... though political freedom was far to seek, a man could still raise his voice and count on its echoes to be widely heard... Outside the humblest classes there was not a man in France, who, given the necessary courage, could not defy authority up to a certain point, while seeming to comply, put up resistance. And when addressing the nation, the king spoke as a leader rather than a master. "We glory" Louis XVI declared in his preamble to the issue of an edict at the beginning of his reign, "at the fact this this nation is high-spirited and free." One of his ancestors expressed the same ideas in more antiquated philosophy, when, in applauding the Estates-General" for the boldness of their "remonstrances" he said. "We would rather converse (speak with) with freemen than serfs."

de Toucheville, The Old Regime and the French Revolution, 1856.

A

B 'Not all Frenchmen paid taxes on the same basis. For one thing the regions that had retained their Provincial Estates, notably Brittany and Languedoc, bore a lighter burden. Many bourgeois did not pay the taille (land tax) and the road service fell only on peasants. Most favoured of all were the clergy and nobility. The tax exemptions from which they benefitted were more important since rural rents had risen far more than prices - 98% compared with 65%. At the same time the value of income received in kind, had risen as from the tithe and some feudal dues, had risen in direct proportion to prices. In short, under the Old Regime, the richer a man was, the less he paid. Technically the crisis (revolution) was easy to meet - all that was necessary was necessary was to make everyone pay.'

Lefebvre, The Coming of the French Revolution, 1947.

"The bourgeoisie, the leading element in the Third Estate, now took over. Its aim was revolutionary; to destroy aristocratic privilege and to establish legal and civil equality in a society that would no longer be composed of orders and constituted bodies. But the bourgeoisie intended to stay within the law. Before long, however, it was carried forward by the pressure of the masses, the real motive force behind the revolution..."

Albert Saboul - Understanding the French Revolution, 1989.

C



D



Source Skills - COPS Evaluation Option



Q How reliable is source A? Use the 'COPS' method to help explain determine this.

Introduction - Overall Source A is ... * Very * Somewhat * Not reliable.

The content of the source is ...

+

10

9

The origins of the source is (not - somewhat - very) reliable ...

8

7

The purpose of the source is (not - somewhat - very) reliable ...

6

5

The source is / is not (corroborated) supported ...

4

3

2

Content = What the source says - Consider - the language used = strong language, one sided, opinions, exaggeration, boasting - OR - uses clear / calm language, modest, more balanced, fact based?

1

Origin = Consider who said, wrote the source - where they are from / when it was created? Any national / regional / personal bias? Too 'close' to the situation or too 'far' away from it?

-

Purpose = Consider the motive behind the source. This often links to the origins and context of the time. Intended audience?

Supported = Is the information corroborated by other sources and or from your own knowledge?



Thought exercise - if grading tis source from 1 - 10 what would you give it now you have used the 'COPS' method? Not reliable --- 1 2 3 4 5 6 7 8 9 10 --- Very Reliable

The Boston Massacre (or) The Boston Mistake?



 **Mission:** to analyse, evaluate and compare historical sources to find out what happened in Boston in 1770.

'On which some well-behaved persons asked me if the guns were charged. I replied yes. They then asked me if I intended to order the men to fire. I answered no, by no means, that the soldiers were upon the half cock and charged bayonets, and my giving the word fire under those circumstances would prove me to be no officer. While I was thus speaking one of the soldiers, having received a severe blow with a stick, stepped a little to one side and instantly fired... On this a general attack was made on the men by a great number of heavy clubs and snowballs being thrown at them, by which all our lives were in imminent danger... some persons at the same time from behind calling out "Damn your bloods, why don't you fire". Instantly three or four of the soldiers fired... On my asking the soldiers why they fired without orders, they said they heard the word 'fire' and supposed it came from me. This might be the case as many of the mob called out fire, fire, but I assured the men that I gave no such order... that my words were "don't fire, stop your firing" ..."

Captain Thomas Preston, British soldier - 1770.

A

B I heard some of the inhabitants cry out, "heave no snowballs", others cried "they dare not fire". *Captain Preston was then standing by the soldiers, when a snow ball struck a grenadier, who immediately fired, Captain Preston standing close by him. The Captain then spoke distinctly, "Fire, Fire!" I was then within four feet of Capt. Preston, and know him well. The soldiers fired as fast as they could one after another. I saw the mulatto [Crispus Attucks] fall, and Samuel Gray went to look at him, one of the soldiers, at a distance of about four or five yards, pointed his piece directly for the said Gray's head and fired. Mr Gray, after struggling, turned himself right round upon his heel and fell dead."*

Charles Hobby, a Boston labourer - 1770

During Preston's trial, John Adams argued that confusion that night was rampant. Eyewitnesses presented contradictory evidence on whether Preston had ordered his men to fire on the colonists. But after witness Richard Palmes testified that, "...After the Gun went off I heard the word 'fire!' The Captain and I stood in front about half between the breech and muzzle of the Guns. I don't know who gave the word to fire," Adams argued that reasonable doubt existed; Preston was found not guilty. The remaining soldiers claimed self-defense and were all found not guilty of murder. Two of them - Hugh Montgomery and Matthew Kilroy—were found guilty of manslaughter and were branded on the thumbs as first offenders per English.

History.com / website


C



D

Fun fact - John Adams, was a lawyer, Founding Father and future president. He actually defended Captain Preston at his trial! Why would he do this?

The Industrial Revolution - what was work like for children?

 **Mission:** to analyse, evaluate and compare historical sources to find out life for child workers during the Industrial Revolution.

"I have visited many factories, both in Manchester and the surrounding districts, during a period of several months and I never saw a single instance of corporal punishment inflicted on a child. The children seemed to be always cheerful and alert, taking pleasure in using their muscles. The work of these lively elves seemed to resemble a sport. Conscious of their skill, they were delighted to show it off to any stranger. At the end of the day's work they showed no sign of being exhausted."

An extract from the book titled 'The Philosophy of Manufacturers'. The book was published in 1835 by Andrew Ure a wealthy Scottish businessmen. The book was aimed a factory managers and owners and to make production more efficient.

A

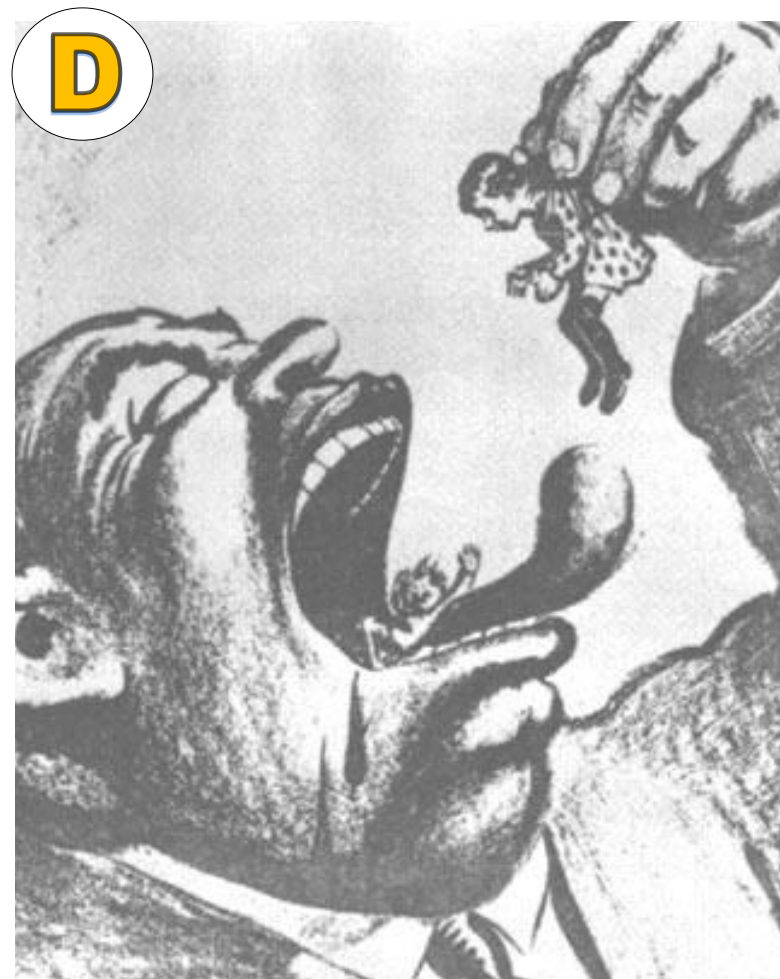
B 'Children as young as six years old during the industrial revolution worked hard hours for little or no pay. Children sometimes worked up to 19 hours a day, with a one-hour total break. This was a little bit on the extreme, but it was not common for children who worked in factories to work 12-14 hours with the same minimal breaks. Not only were these children subject to long hours, but also, they were in horrible conditions. Large, heavy, and dangerous equipment was very common for children to be using or working near. Many accidents occurred injuring or killing children on the job. Not until the Factory Act of 1833 did things improve.

From a modern history text book.

'Many children worked 16 hour days under terrible conditions. Parliamentary laws to try and reduce the working hours of children in factories and cotton mills to 12 hours per day had been passed in 1819. After protesting in 1831 further reforms were passed but only in the textile industry, where children were put to work at the age of 5, and not to most other industries. The new laws were monitored and enforced in the whole of England by a total of four inspectors (men).

**David Cody, Professor of English at Hartwick College, New York:
Online article: Victorianweb.org c2016**

C



Spirit of the Blitz - myth or reality?



Mission: to analyse, evaluate and compare historical sources to understand how British people responded to the Blitz.



The British nation is stirred and moved as it never has been at any time in its long and famous history, and they mean to conquer or to die. What a triumph the life of these battered cities is over the worst that fire and bomb can do! The terrible experiences and emotions of the battlefield are now shared by the entire population. Old men, little children, the crippled, the veterans of former wars, aged women, the hard-pressed citizen, the sturdy workman with his hammer in the shipyard, the members of every kind of ARP service, are proud to feel that they stand in the line together with our fighting men. This, indeed, is a grand, heroic period of our history, and the light of glory shines upon all.

Winston Churchill, broadcast 27 April 1941.

A

B Firemen fought the fires. Fire-watchers tried to put out incendiaries. Rescue workers dug for buried people. Those who could tried to get on with their lives. The homeless went to government rest centres. The Women's Voluntary Service provided cups of tea and blankets. Bomb disposal men tried to disarm UXBs (unexploded bombs). It was a dangerous job; many UXBs were booby-trapped. Not everybody behaved bravely. Some people talked about surrendering. In the East End of London, there was some looting. The government's Mass Observation researchers were worried.

Extract - Johndclare.net

The "butcher's bill" as Churchill called it was almost certainly higher than the 1,172 claimed. Many bodies were never recovered. At the height of the raids there was almost a mutiny on HMS Jackal. Sailors refused to return to their stations unless they were promised shore leave to check on their families. Anyone who could trekked out of the city to the surrounding Devon countryside. They were dubbed "the yellow convoy" by a judgmental press.

London's Café de Paris is bombed. Looters work through the debris, easing rings from fingers, unclasping necklaces, rifling handbags for compacts. Looting was the largely unspoken, unacknowledged underside of the 'Blitz spirit'. Some looters were bomb chasers. During a raid they would converge on the target area and smash shop windows as the bombs fell. The thieves' network would also pass on information about damaged houses where rich pickings might be had.

BBC Teach



Londoners collect their belongings from destroyed homes.

Versailles and the Big 3 - were they satisfied?



Mission: to analyse, evaluate and compare historical sources to find out if the 'Big 3' were happy with the treaty.

3 mins

'I am leaving Paris, after eight fateful months, with conflicting emotions. There is much to approve and much to regret. It is easy to say what should have been done, but more difficult to have found a way for doing it. The bitterness created by the war, the character of the men having the dominant voices in the making of the Treaty, all had their influence for good or for evil. How splendid it would have been had we blazed a new and better trail! However, it is to be doubted whether this could have been done. To those who are saying that the Treaty is bad and should never have been made and that it will involve Europe in infinite difficulties in its enforcement, I feel like admitting it. But I also say that empires cannot be shattered and new states raised upon their ruins without disturbance. To create new boundaries is always to create new troubles. And yet I wish we had taken the other road.'

Extract from the diary of Edward M. House - 29th June, 1919. He was President Wilson's main advisor during the peace negotiations.

A

B Lloyd George in a train racing across France, knew that he was heading (back to Britain) into a storm of criticism for his failure to get the huge reparations payments from the Germans he had promised in the election campaign of the previous December. But Lloyd George had deeper concerns. He had come to fear that the treaty was too harsh and unworkable, that is perhaps condemned Europe to another (future) gigantic war.

From a history book published in 1968.

Clemenceau always thought he had secured the best possible deal for France and he was right. He had won more from the allies that they had originally been prepared to give; France had another measure of safety in the Rhineland.

There were two different reaction in Britain. There was much popular support for the harshness of the treaty. Yet some people felt that the treaty would create problems in the future because it was too harsh. Some of the British delegates at Versailles had asked for last-minute changes to allow Germany to join the League of Nations, and reparations to be reconsidered. Clemenceau and Wilson had refused.

President Wilson was delight that the League of Nations had been set up.

From a history book published in 1997.

C




Source Origin - German Newspaper, 1919.



I seem to hear a child

The Middle Passage - the happiest time?



 **Mission:** to analyse, evaluate and compare historical sources to find out about the realities of the Middle Passage.

A

'The opinion that the number of slaves were said to be crowded in them is groundless (untrue). On the voyage from Africa to the West Indies, the Negroes are well fed, comfortable and have every attention paid to their health, cleanliness and convenience. When upon deck they amused themselves with dancing. In short, the voyage from Africa to the West Indies was one of the happiest periods of a negro's life.'

In 1778, British Members of Parliament met to talk about the conditions on board the slave ships. A British slave trader named Robert Norris was called to give his views.

'The voyage from Africa to the Americas took between 6 and 8 weeks. Enslaved Africans were chained together by the hand and the foot, and packed into the smallest places where there was barely enough room to lie on one's side. It was here that they ate, slept, urinated, defecated, gave birth, went insane and died. They had no idea where they were going, or what was going to happen to them. Slaves were usually fed once or twice a day. To prevent muscle wastage slaves would be brought up on deck and told to jump up and down in their chains. Those who refused to 'dance' were whipped. It has been estimated that between 9-11 million people were taken from Africa by European traders and landed alive on the other side of the Atlantic. The average loss was 1 out of 8 of all slaves and it can be estimated that a further 1½ million Africans lay at the bottom of the Atlantic Ocean.'

Internet article from - Recovered Histories

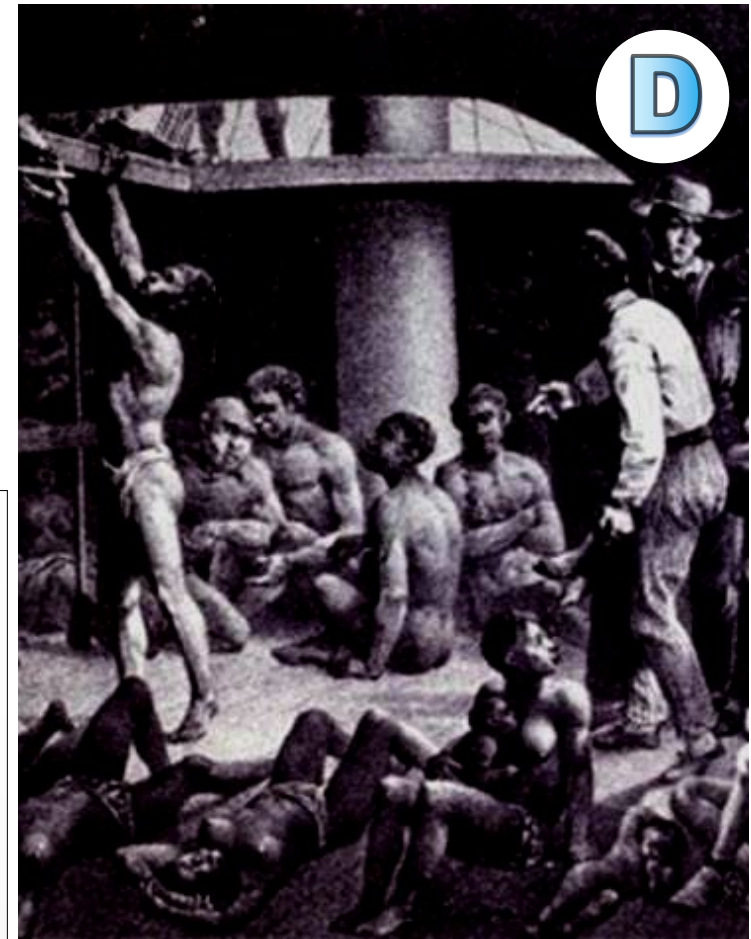
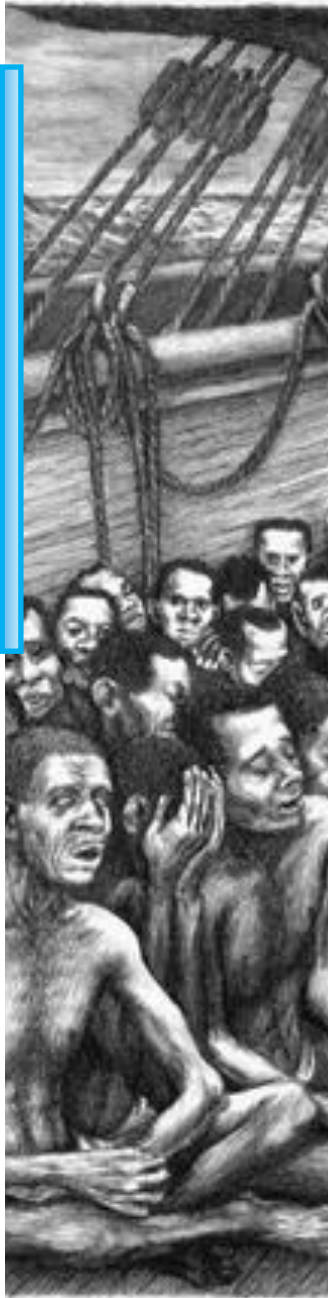
'When the ship was made ready with many fearful noises, we were all put under deck. The stench (smell) was so intolerably loathsome (horrible). The closeness of the place, and the heat added to the number in the ship, which was so crowded that each had scarcely room to turn himself, almost suffocated us. This produced copious perspirations (sweat) and the air soon became unfit for respiration, a variety of smells brought on a sickness among the slaves, of which many died -- thus falling victims to the greed, as I may call it, of their purchasers (buyers). '

An extract from Olaudah Equiano's account - ' An Interesting narrative:' 1789. He was a black abolitionist and writer.

B


C

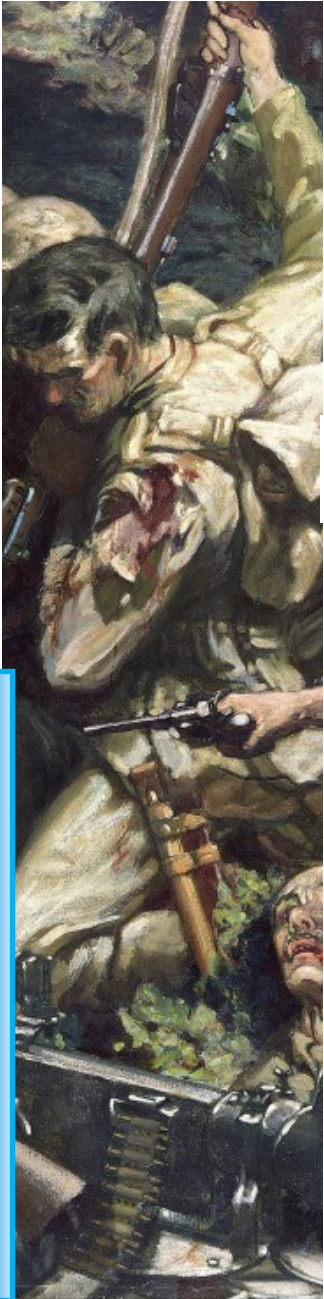
D



The Battle of the Somme - a useless waste of life?



 **Mission:** analyse, evaluate + compare sources to find out what happened at the Somme in 1916.



'At about 7.30 o'clock this morning a vigorous (strong) attack was launched by the British Army. The front extends over some 20 miles north of the Somme. The assault was preceded by (began with) a terrific bombardment, lasting about an hour and a half. It is too early to as yet give anything but the barest particulars, as the fighting is developing in intensity, but the British troops have already occupied (taken) the German front line. Many prisoners have already fallen into our hands, and as far as can be ascertained (known) our casualties have not been heavy.'

The Daily Chronicle newspaper published this report on the Battle of the Somme, July 3rd, 1916.

A

B 'I would like to congratulate you on the achievement and successes you have made in this great battle. You have pushed back the enemy back with great bravery and skill even with such terrible weather.'

A telegram sent by British Prime minister Lloyd George to the British soldiers during the Battle of the Somme in 1916.

'Haig believed in the old ways of battle when horses would charge against the enemy and smash them. This worked before the new machine gun arrived. In the First World War Haig tried and failed again and again the same idea with men against machine guns It was a mass slaughter and a such waste of human life. 'Haig was a donkey. His only idea was to kill more Germans than have Germans kill his own men. This was a terrible kind of idea and was not an idea at all. He knew he had no chance of breaking through the German trenches but he still sent men to their deaths.'

'British Butchers'
Modern Historian, 1985.

C



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