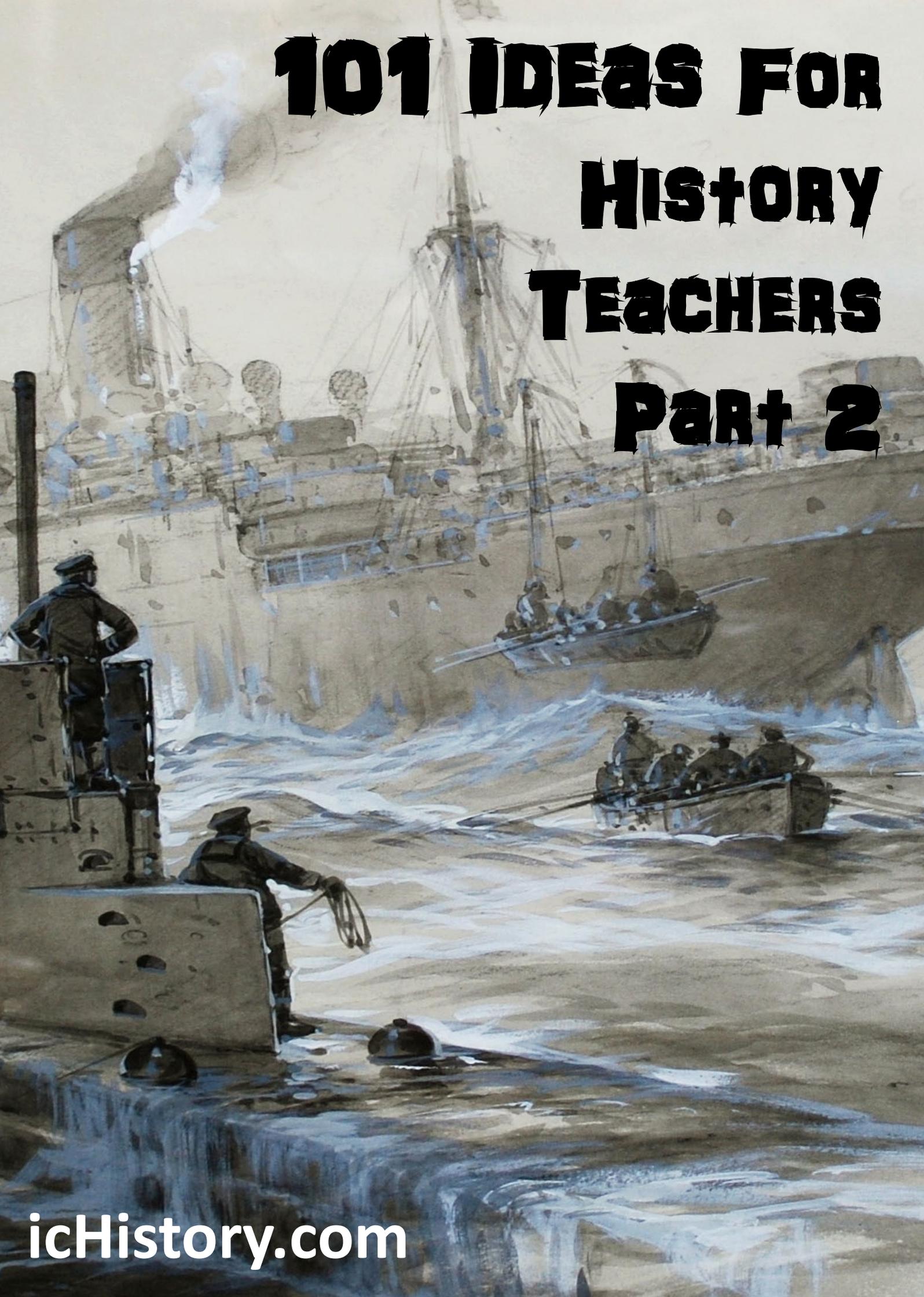


101 IDEAS FOR HISTORY TEACHERS Part 2



Idea 16 / 101: Photo Evidence

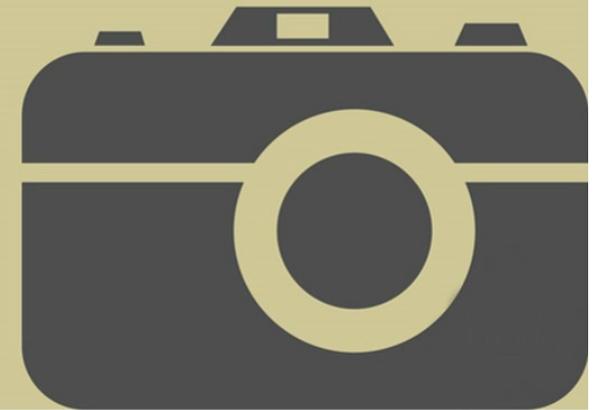


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How it works

Example Worksheet Provided
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The Camera
Never
Lies



Suggestions

As a follow up activity as student to **create their own** 'lying' photograph.
My student love this!

Skills

Source evaluation
Creativity
Teamwork

Adapt to

Any skills unit and perfect for GCSE
source paper preparation



The Camera Never Lies !

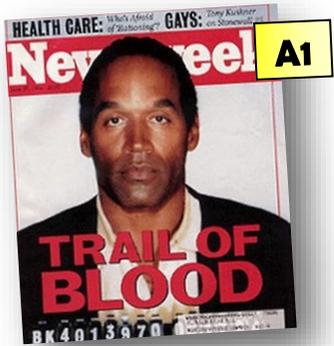
Mission: to question the statement that 'the camera never lies'.

Photographs can be used to influence people just as much as written information. Here's how:

- 1: **Staged**: the people or objects in the photo are placed in an unusual way or unnatural pose or position.
 - 2: **Selected**: the photograph has been chosen as it captures the subject in a positive / negative way.
 - 3: **Doctored**: the photo has been changed / edited in some way after the image was taken.
 - 4: **Omitted**: the photographer leaves out something very important.
 - 5: **Snapshot**: a single photo only shows a split second in time, not what came before or after.
 - 6: **Trick**: the photo is taken in a way that tries to trick the viewer, such as an optical illusion.
- (As always, consider **provenance** when available and look out for forms of **propaganda**.)



Task: for the photos or pairs below label what they are 'guilty' of using 1-6 above.



A1



B



C



D

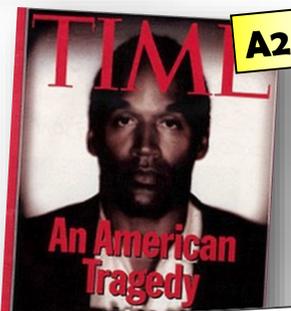


E

Vladimir Putin finds historical artefacts



G



A2



F



North Korean leader Kim Jong – un.

Reasons the photo may be unreliable:

Reason the photo may be reliable:

Can you create a photo that lies?

Not reliable 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 Very Reliable

Idea 17 / 101: Source Types



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How it works

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Suggestions

'Google' *history on the net*
primary secondary sources
for an interactive quiz.

Skills

Source classification and
evaluation
Considering useful

Adapt to

Any skills unit
or lesson

Identifying Source Types

Discover : examples of sources **Explore** : how to categorise these sources **Skill**: source investigation and evaluation

A source is anything that gives us information about history. It could be a letter, a picture, an audio clip 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 / c _ _ _ _ from that time in history.

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

Created later 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

2

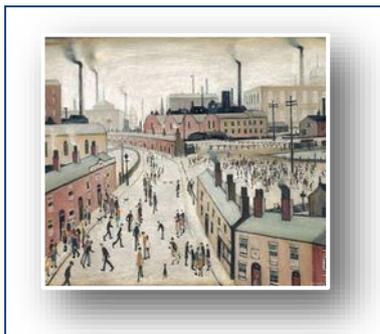
4

6

8

10

12

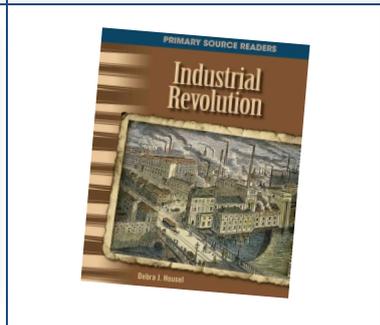
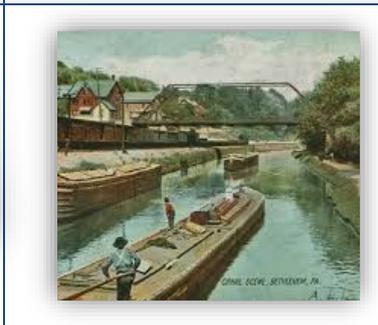


1 : Painting by S.Lowry

2: Queen Victoria Cartoon

3: Photograph

4 : Stephenson's Rocket

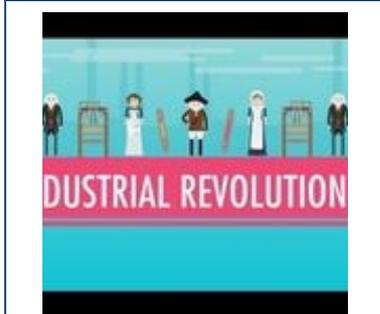


5 : Coronation Street

6 : Song

7: Canal Postcard

8 : School textbook



1	<input type="text"/>
2	<input type="text"/>
3	<input type="text"/>
10	<input type="text"/>

1	<input type="text"/>
2	<input type="text"/>
3	<input type="text"/>
10	<input type="text"/>

9: YouTube Clip

10 : Rocket Model

Rank reliability!

Rank usefulness!

Idea 18 / 101: Source Analysis



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How it works

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Suggestions

Use to review lesson content—works well as a set (flipped) homework

Skills

Source analysis
Source evaluation
Considering Motive and Bias

Adapt to

Any lesson or any unit of work



'The scavengers, who have been said (in the Report of the Factory Committee) to be "constantly in a state of grief, always in terror, and every moment they have to spare stretched all their length upon the floor in a state of perspiration." I have seen scavengers idle (not working)for four minutes at a time, and certainly could not find that they displayed any of the symptoms of the condition described in the Report of the Factory Committee.'

E. C. Tufnell, one of the Factory Commissioners, wrote about the work of scavengers in 1834.

Who created this source: _____ their job, role or position: _____

Who is it for / audience: _____

When was it created : Year: _____ Century: _____ BCE CE Primary Secondary Tertiary

Where is the person who created the source from ? _____

What type of source is it: Letter / Speech / Diary / Other :

What is the content of the source. Summarise this in your own words rather than just copy out lines.

The MAIN point of the source is : _____

Furthermore it reveals : _____

Additionally it illustrates : _____

Finally it shows us : _____

Use the 5W indicators below to help decide if the source is reliable or unreliable / biased.

Consider 1: Content 2: Provenance 3: Motive 4: Corroboration

C O N T E N T	Unreliable	What	Reliable	P R O V E N A N C E	Who	When	Where	M O T I V E	Why
	Uses opinions One sided Strong Language Emotional Confused Boastful Exaggerates Subjective Disrespectful	Uses facts Balanced Softer Language Calm Clear Modest Understates Objective Respectful	Could the person know things others do not? Does the person have an important job or role? Is the person trustworthy or of good standing? Could their 'audience' influence what is said or written?		Primary sources from a good eyewitness may be truthful, <u>but</u> they can also be confused or emotional. Primary sources may be recorded a long time after the event so the person may have forgotten some details. Secondary sources may get changed over time. The person was not there, <u>but</u> they can be written with less emotion and using more information not available at the time..	Where a person comes from may influence the reliability of a source. For example, a German in 1942 may be biased towards a Jewish person. Think national or regional bias!	Does the person have motive or a reason to lie? Does the person have a reason to tell the truth? Could it be propaganda and / or persuasion?		

Unreliable 1 2 3 4 5 6 7 8 9 10 **Reliable**

1: The source content (what) may may not make the source reliable because : _____

Example : ' _____ ,

2 : The source provenance (origins) may may not make the source reliable because : _____

Example from the source : ' _____ ,

3: The source motive (why) may may not make the source reliable because : _____

4 : Any other ideas why the source may or may not be reliable. Is the source supported / corroborated?



"The infants, when first introduced to these abodes of torture, are put at stripping the full spools from the spinning jennies and replacing them with empty spools. They are put to work in a long room where there are about twenty machines. The spindles are apportioned to each child, and woe be to the child who shall be behind in doing its allotted work. The machine will be started and the poor child's fingers will be bruised and skinned with the revolving spools. While the children try to catch up to their comrades by doing their work with the speed of the machine running, the brutal overlooker will frequently beat them unmercifully, and I have frequently seen them strike the children, knocking them off their stools and sending them spinning several feet on the greasy floor."

Samuel Fielden was a social reformer who had worked in a textile factory in Lancashire. c 1877.

Who created this source: _____ their job, role or position: _____

Who is it for / audience: _____

When was it created : Year: _____ Century: _____ BCE CE Primary Secondary Tertiary

Where is the person who created the source from ? _____

What type of source is it: Letter / Speech / Diary / Other :

What is the content of the source. Summarise this in your own words rather than just copy out lines.

The MAIN point of the source is : _____

Furthermore it reveals : _____

Additionally it illustrates : _____

Finally it shows us : _____

Use the 5W indicators below to help decide if the source is reliable or unreliable / biased.

Consider 1: Content 2: Provenance 3: Motive 4: Corroboration

C O N T E N T	Unreliable	What	Reliable	P R O V E N A N C E	Who	When	Where	M O T I V E	Why
	Uses opinions One sided Strong Language Emotional Confused Boastful Exaggerates Subjective Disrespectful	Uses facts Balanced Softer Language Calm Clear Modest Understates Objective Respectful	Could the person know things others do not? Does the person have an important job or role? Is the person trustworthy or of good standing? Could their 'audience' influence what is said or written?		Primary sources from a good eyewitness may be truthful, <u>but</u> they can also be confused or emotional. Primary sources may be recorded a long time after the event so the person may have forgotten some details. Secondary sources may get changed over time. The person was not there, <u>but</u> they can be written with less emotion and using more information not available at the time..	Where a person comes from may influence the reliability of a source. For example, a German in 1942 may be biased towards a Jewish person. Think national or regional bias!	Does the person have motive or a reason to lie? Does the person have a reason to tell the truth? Could it be propaganda and / or persuasion?		

Unreliable 1 2 3 4 5 6 7 8 9 10 Reliable

1: The source content (what) may may not make the source reliable because : _____

Example : ' _____ ,

2 : The source provenance (origins) may may not make the source reliable because : _____

Example from the source : ' _____ ,

3: The source motive (why) may may not make the source reliable because : _____

4 : Any other ideas why the source may or may not be reliable. Is the source supported / corroborated?

Idea 20 / 101: Resourceful



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How it works

Show you students a plastic shopping bag

Give them a few minutes to think up as many uses as they can for the bag excluding using it for carrying shopping / groceries.

Share ideas and list (20?) on the board

My favourite to date has been for a horse rider using two bags as 'horse brakes'.

Follow up - can students think of others ways we have become a wasteful society? Compare this to how indigenous people live, their respect of their environment and nature.



Suggestions

Use as a lesson starter

Skills

Creativity
Outside the box thinking
Resourcefulness

Adapt to

Native Americans
Aboriginal Australians
Any study of indigenous people
or the environment

Idea 20 / 101: Key Word Starters



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How it works

Example Worksheet Provided
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Suggestion

Follow up the activity by asking the class to co create a sentence or short paragraph containing all words.

Skills

Vocab
Literacy

Adapt to

Any lesson or unit of work to introduce new vocabulary

Idea 21 / 101: Plague Victim

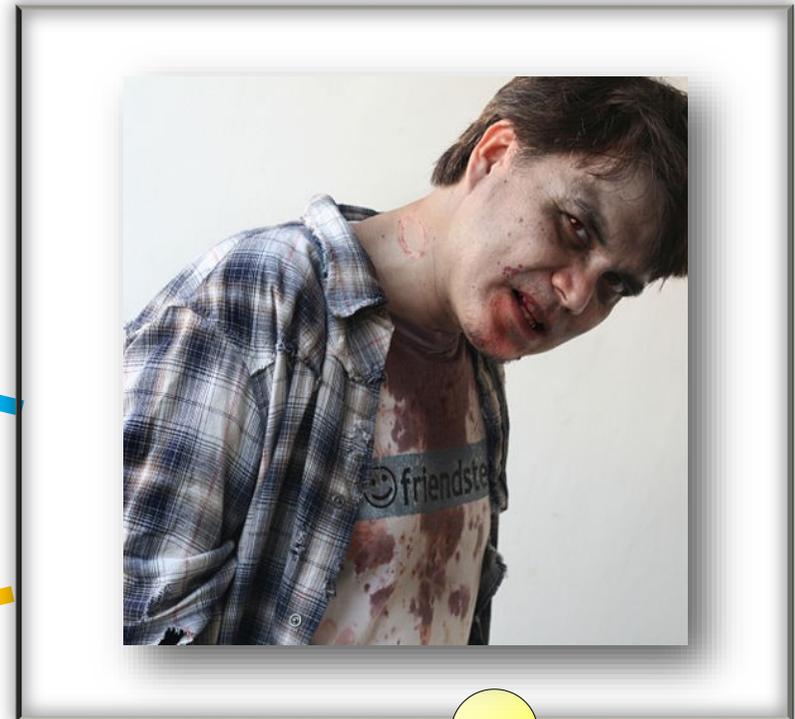


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How it works

Break up into small groups - each group should choose one member who will be the 'victim'. The task is to turn the classmate into a victim of the Black Death. Include symptoms and create appropriate Medieval style clothing.

Try to avoid the zombie look, pictured right .



Suggestion

Set as homework tasks to allow student to prepare / coordinate

Skills

Creativity
Teamwork

Adapt to ...

Any lesson to create a sense of period dress

Idea 22 / 101: Musical Interlude



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How it works

Example Worksheet Provided
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Suggestion

Play the song twice over.
Students to write in their
answers on the
second play

Skills

Listening
Literacy

Adapt to ...

Any lesson with appropriate
supporting song or poem

Musical Interlude: Took The Children Away

 **Task** : enjoy a musical break, listen to the song completing the missing lyrics below.

https://www.youtube.com/watch?v=br83o_JpIFw

This story's right, this story's true
I would not tell lies to you
Like the _____ they did not keep
And how they fenced us in like _____.
Said to us come take our hand
Sent us off to _____ land.
Taught us to read, to write and _____
Then they took the children away,
Took the children away,
The children away.
Snatched from their mother's _____
Said this is for the best
Took them away.

The _____ and the policeman
Said you've got to understand
We'll give them what you can't _____
Teach them how to really live.
Teach them how to live they said
_____ them instead
Taught them that and taught them this
And others taught them _____
You took the children away
The children away
Breaking their mothers heart
_____ us all apart
Took them away

One dark day on Framingham
Come and didn't give a damn
My mother cried go get their dad
He came running, _____ mad
Mother's tears were falling down
Dad shaped up and s_____ his _____.
He said 'You _____ my kids and you fight me'
And they took us from our family.

Chorus

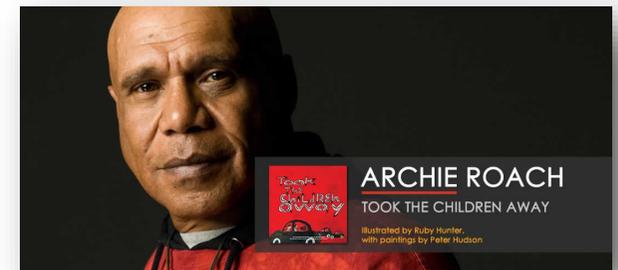
Told us what to do and _____
Told us all the white man's ways
Then they _____ us up again
And gave us gifts to ease the pain
Sent us off to _____
As we grew up we felt alone
Cause we were _____ white
Yet feeling black

One sweet day all the children came back
The children come back
The children come back
Back where their _____ grow strong
Back where they all _____

The children came back
Said the children come back
The children come back
Back where they understand
Back to their _____
The children come back

Back to their mother
Back to their father
Back to their sister
Back to their brother
Back to their _____
Back to their land
All the children come back
The children come back
The children come back
Yes I came back

Song by: Archibald William Roach



Musical Interlude: Took The Children Away

 **Task** : enjoy a musical break, listen to the song completing the missing lyrics below.

https://www.youtube.com/watch?v=br83o_JpIFw

This story's right, this story's true
I would not tell lies to you
Like the **promises** they did not keep
And how they fenced us in like **sheep**.
Said to us come take our hand
Sent us off to **mission** land.
Taught us to read, to write and **pray**
Then they took the children away,
Took the children away,
The children away.
Snatched from their mother's **breast**
Said this is for the best
Took them away.

The **welfare** and the policeman
Said you've got to understand
We'll give them what you can't **give**
Teach them how to really live.
Teach them how to live they said
Humiliated them instead
Taught them that and taught them this
And others taught them **prejudice**.
You took the children away
The children away
Breaking their mothers heart
Tearing us all apart
Took them away

One dark day on Framingham
Come and didn't give a damn
My mother cried go get their dad
He came running, **fighting** mad
Mother's tears were falling down
Dad shaped up and **stood his ground**.
He said 'You **touch** my kids and you fight me'
And they took us from our family.

Chorus

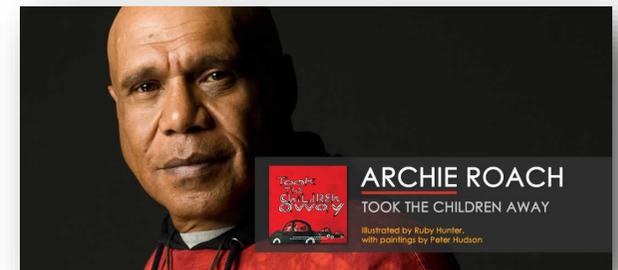
Told us what to do and **say**
Told us all the white man's ways
Then they **split** us up again
And gave us gifts to ease the pain
Sent us off to **foster homes**
As we grew up we felt alone
Cause we were **acting** white
Yet feeling black

One sweet day all the children came back
The children come back
The children come back
Back where their **hearts** grow strong
Back where they all **belong**

The children came back
Said the children come back
The children come back
Back where they understand
Back to their **mother's land**
The children come back

Back to their mother
Back to their father
Back to their sister
Back to their brother
Back to their **people**
Back to their land
All the children come back
The children come back
The children come back
Yes I came back

Song by: Archibald William Roach



Idea 23 / 101: Telephone Whispers



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How it works

Also known as 'Rumours' or 'Chinese Whispers'

Create a short phrase or sentence and write onto a slip of paper. For example ...

'Yesterday John walked his dog Jim to the pet shop. John asked the pet shop owner Jen if he could buy a fly. The owner replied 'We don't sell flies'. John said .. "well there is one in the window"

Have this message passed through the students during the lesson

This activity can be used to show the problems of fully trusting **oral history**.



Suggestion

Once completed compare the difficulty of the exercise to oral history handed down over the ages.

Skills

Questioning evidence and information

Idea 24 / 101: Key Word Extension



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How it works

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Suggestions

Once all words completed play the 'pronunciation game' ... (all students stand) then a round robin quick fire game. One word for each student then pass on. Any pauses, stumbles or incorrect pronunciation they sit down. Be ruthless but make it quick and fun!

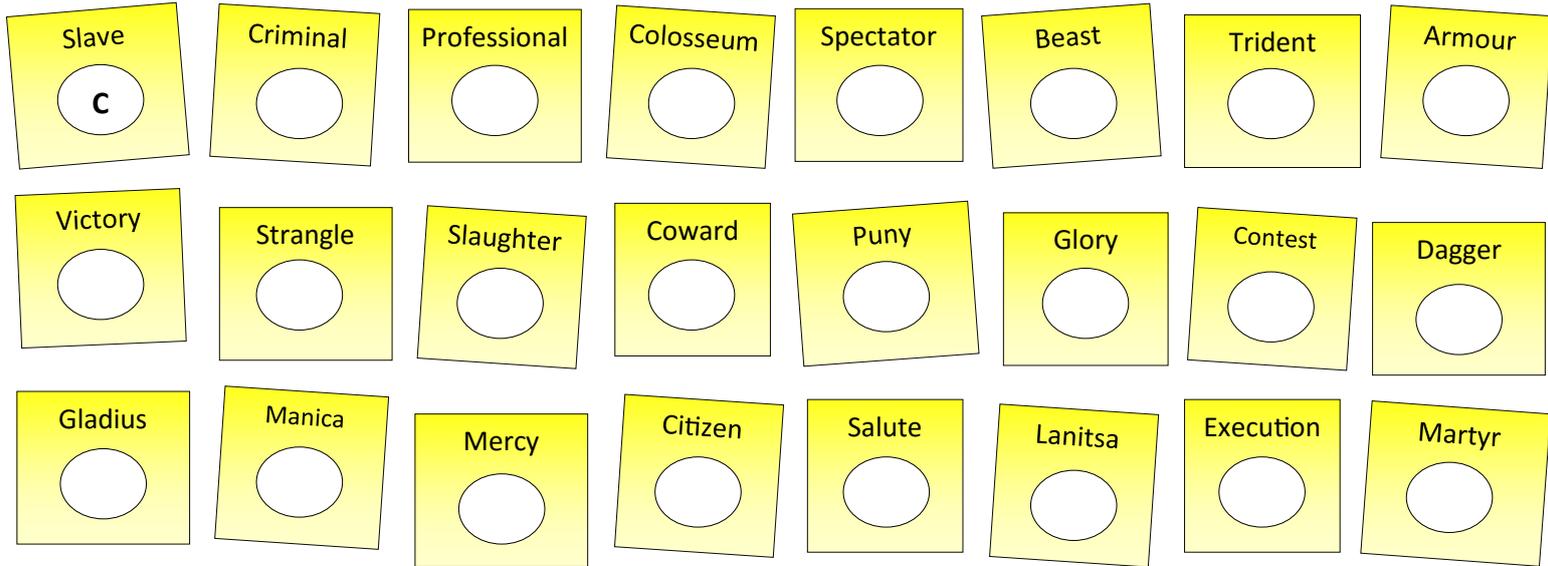
Skills

Great starter for a unit of work to introduce new vocabulary



Rome and the Gladiators : unit key words.

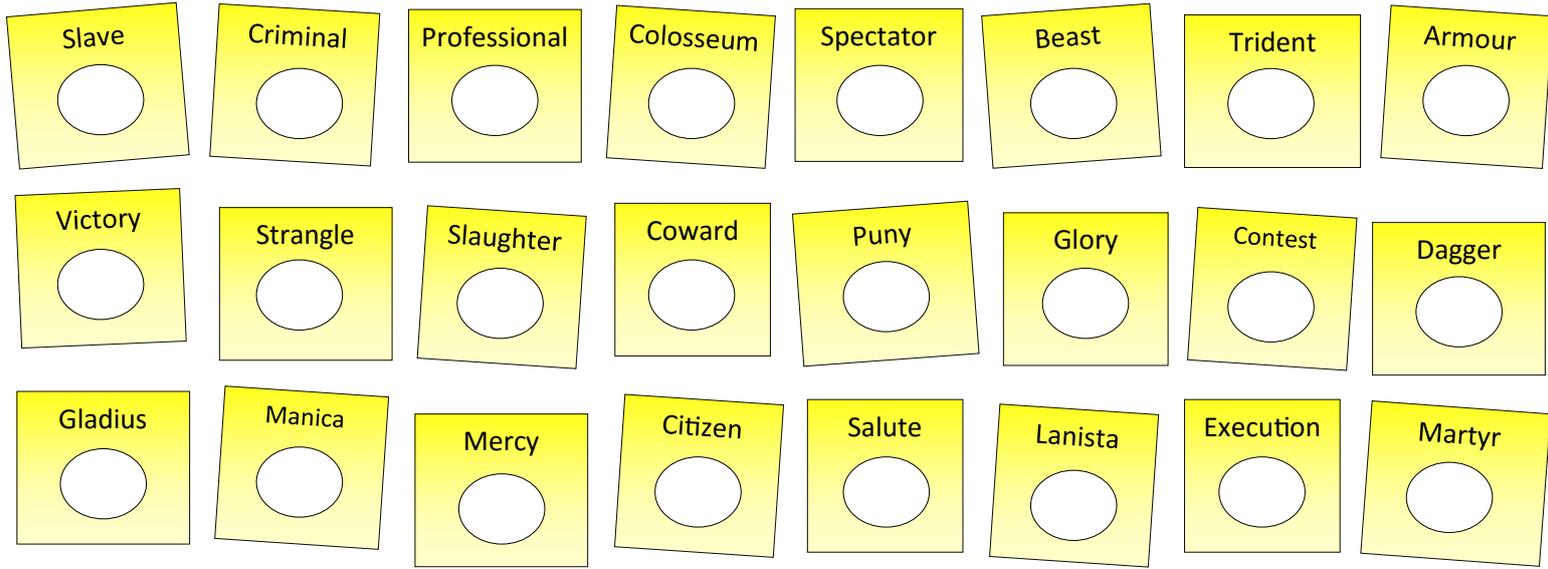
 **Discover** : essential unit vocabulary **Explore**: key word definitions **Skill** : vocabulary development.



Words	Definitions	Similar Words	?
	Deaths or murders that are very bloody	M _ _ _ _ _	A
	A shoulder / arm guard		B
	A person who has no rights or freedom - is the property of another person		C
	Small and weak		D
	To win		E
	A short sword, used by Roman soldiers		F
	A Roman arena where gladiators fought		G
	A competition or fight		H
	A person who does something as their main job - usually to a high skill level		I
	A person who 'belongs to' or has rights within a country		J
	To show respect to		K
	A person who is NOT seen as brave or heroic		L
	A person who has broken the rules of a country		M
	Planned killing - often by the state (rulers of a country)		N
	To kill by putting hands around the neck	C _ _ _ _	O
	A person who dies for their beliefs		P
	A spear with 3 points		Q
	The name given to the owner of a gladiator school		R
	To show kindness or compassion		S
	A person who watches something	C _ _ _ _	T
	To achieve fame, fortune or popularity		U
	Wild, dangerous animal		V
	A small sword		W
	Worn to protect the body		X

Rome and the Gladiators : unit key words.

 **Discover** : essential unit vocabulary **Explore**: key word definitions **Skill** : vocabulary development.



Words	Definitions	Translation	?
	Deaths or murders that are very bloody		A
	A shoulder / arm guard		B
	A person who has no rights or freedom - is the property of another person		C
	Small and weak		D
	To win		E
	A short sword, used by Roman soldiers		F
	A Roman arena where gladiators fought		G
	A competition or fight		H
	A person who does something as their main job - usually to a high skill level		I
	A person who 'belongs to' or has rights within a country		J
	To show respect to		K
	A person who is NOT seen as brave or heroic		L
	A person who has broken the rules of a country		M
	Planned killing - often by the state (rulers of a country)		N
	To kill by putting hands around the neck		O
	A person who dies for their beliefs		P
	A spear with 3 points		Q
	The name given to the owner of a gladiator school		R
	To show kindness or compassion		S
	A person who watches something		T
	To achieve fame, fortune or popularity		U
	Wild, dangerous animal		V
	A small sword		W
	Worn to protect the body		X

Idea 25 / 101: Pick a Reader

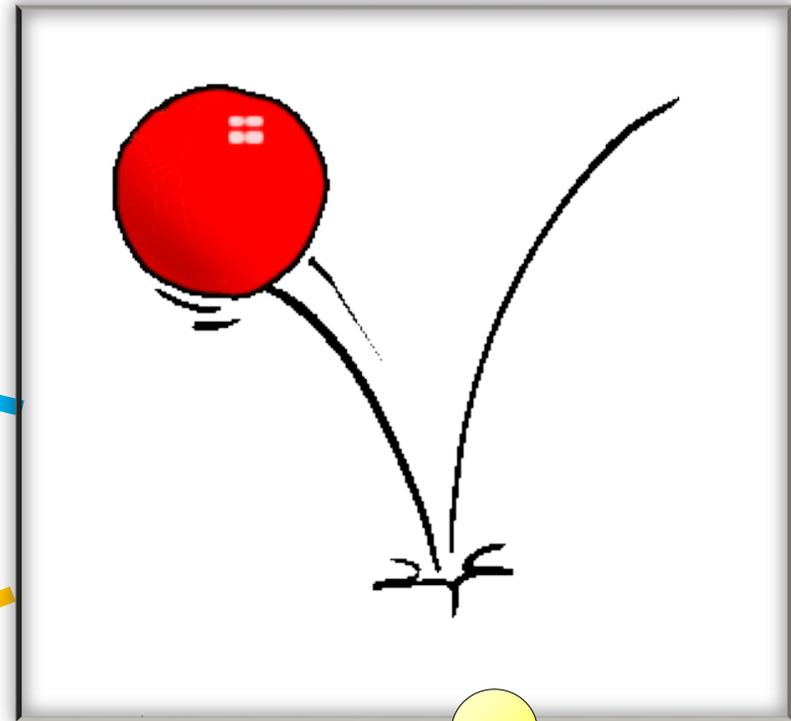


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How it works

To avoid the usual 'hands up' method of choosing a student to answer a question or read, change this up a little with these suggestions...

1. Use the Classtools.net name generator.
2. Blow up a balloon and let it fly. Whichever student it lands closest to is chosen.
3. Same as above but using a rubber bouncy ball
4. Play a 'category game' EG Countries in Europe. The student unable to name is chosen.



Suggestion.

Skills

Adapt to ...

Idea 26 / 101: Slave for a Day



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How it works

Have the students partner up. A three can also work.

On day 1 a student is the master and can order the other slave to do any tasks (within reason and things that are not harmful) for the day. Eg carrying books or bags.

The aim is to see how many 'orders' each student can carry out before 'breaking'.

Students the switch roles.



Suggestion

1. Review experiences once the experiment is completed.
2. Discuss the Milgram Experiment

Skills

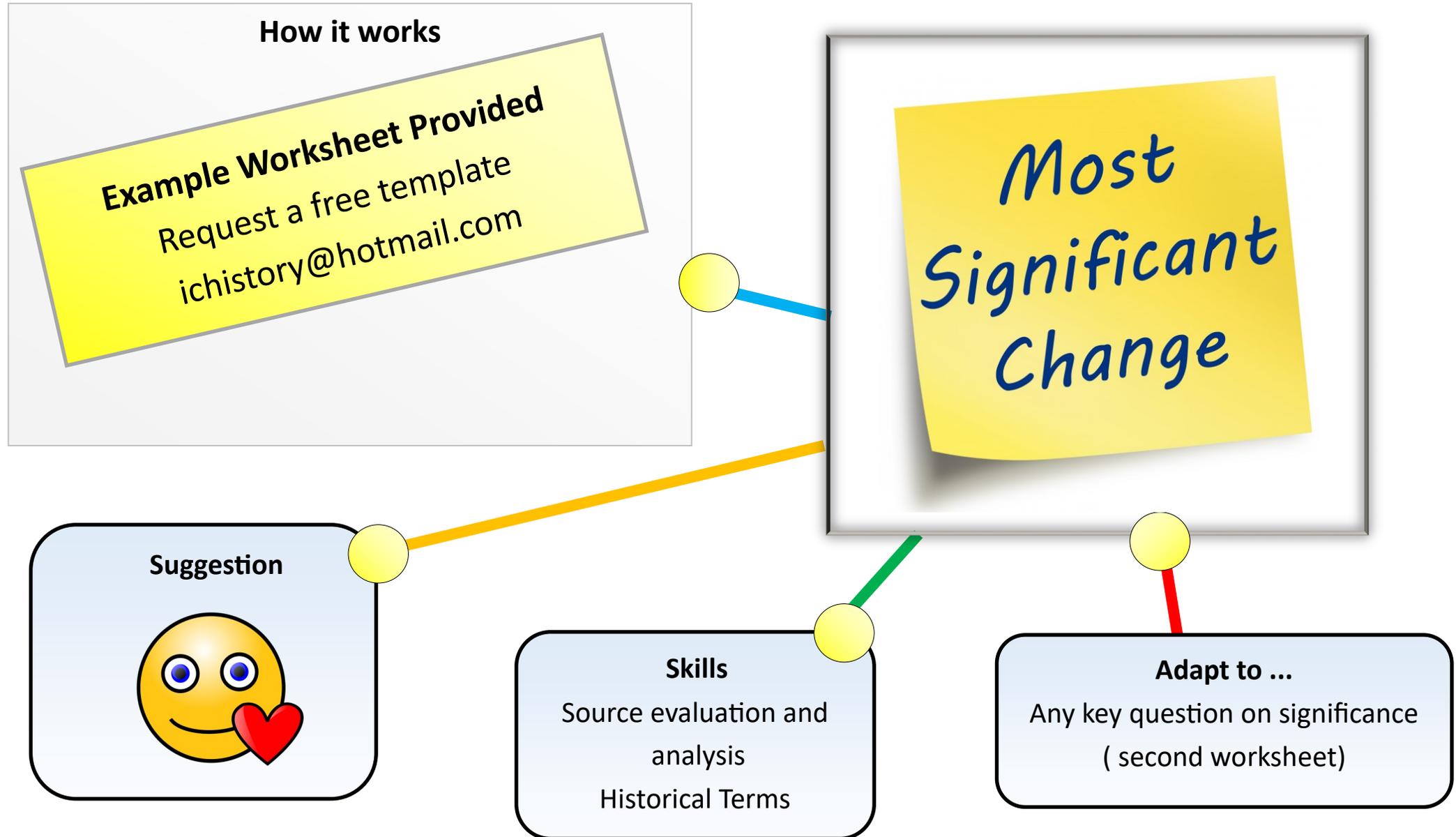
Empathy

Adapt to / use with ..

Slave trade..
Industrial Revolution ..

Idea 27 / 101: Significant, reliable and useful

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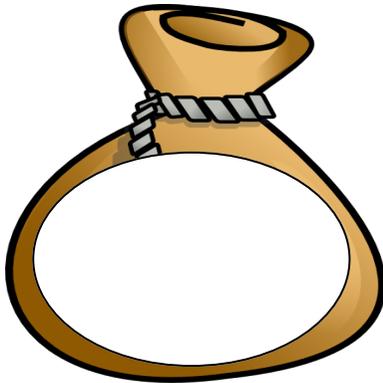
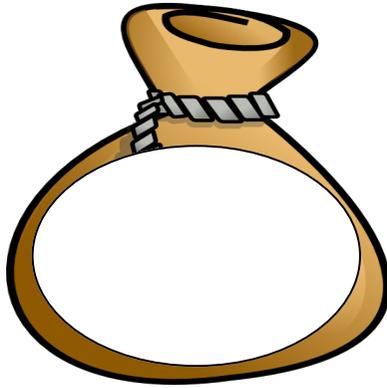
Reliable, Useful, Significant

It can sometimes be difficult or confusing to tell the difference between **reliability**, **useful** and **significance**. The following activity should help.

Task 1 : look at the list of words and put them into the 'best fit bag'. **Task 2** : write a definition for reliable, useful and significance.

Task 3 : Score source A for each category out of 10.

- True
- Important
- World Changing
- Meaningful
- Consequence
- Effective
- Informative
- Helpful
- Revealing
- Insightful
- Influential
- Trustworthy
- Honest
- Accurate
- Factual

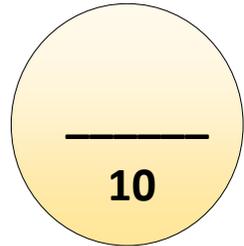


Source A

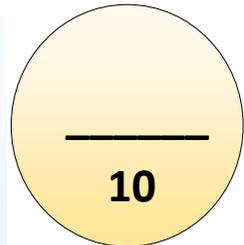
In 1951, the Federal Minister for Territories, Paul Hasluck, actively pursued the policy of assimilation in reference to Aboriginal people as a way of improving their way of life. He, like many others before him, believed that they could improve their treatment and conditions, if they could be encouraged to be more 'white'. Assimilation for Aboriginal people was seen as a positive policy by many people - as were the policies of paternalism and protectionism. They 'were only trying to help'.

Skwirk.com

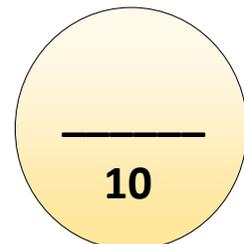
Reliable =



Useful =



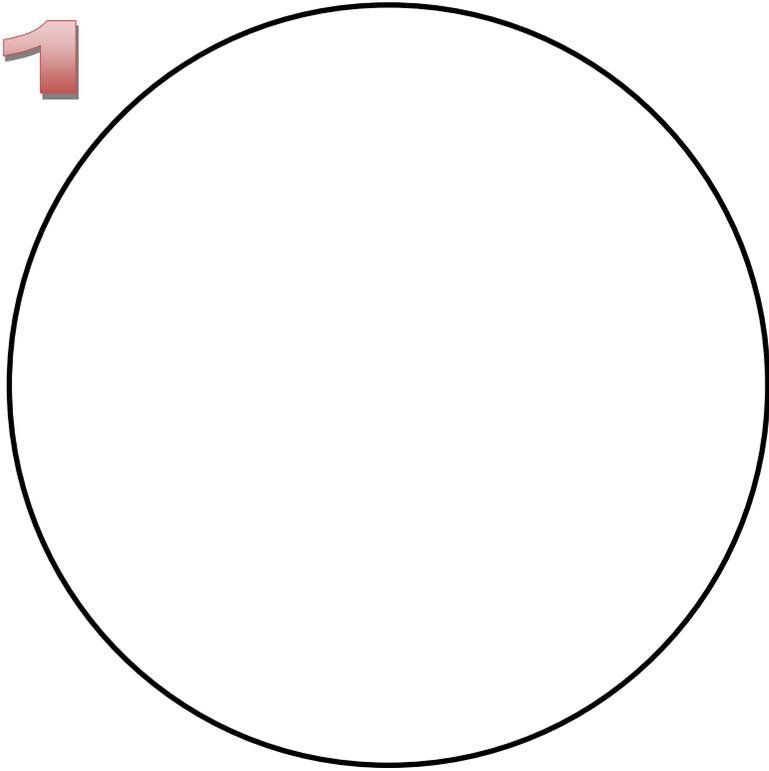
Significance =



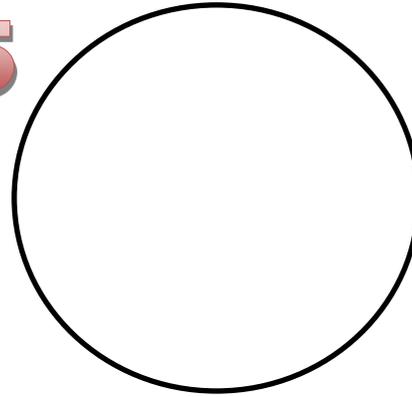
How Significant Was

?

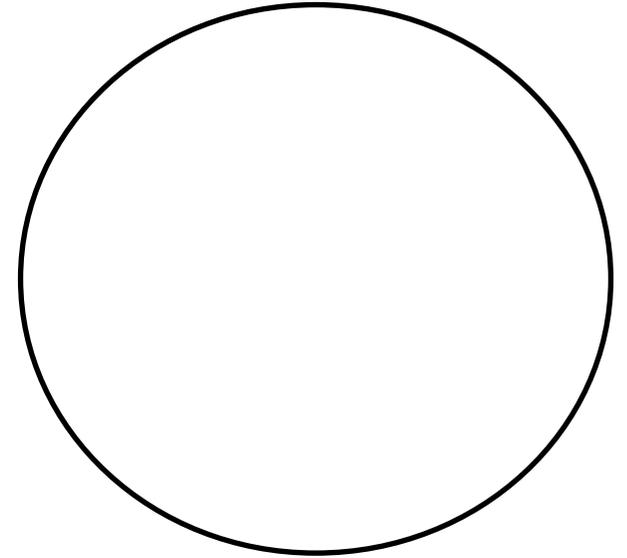
1



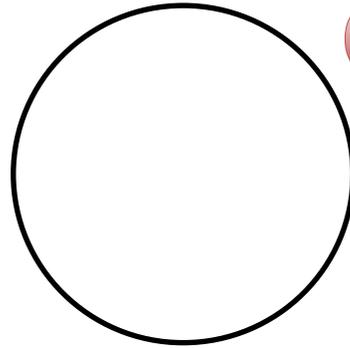
5



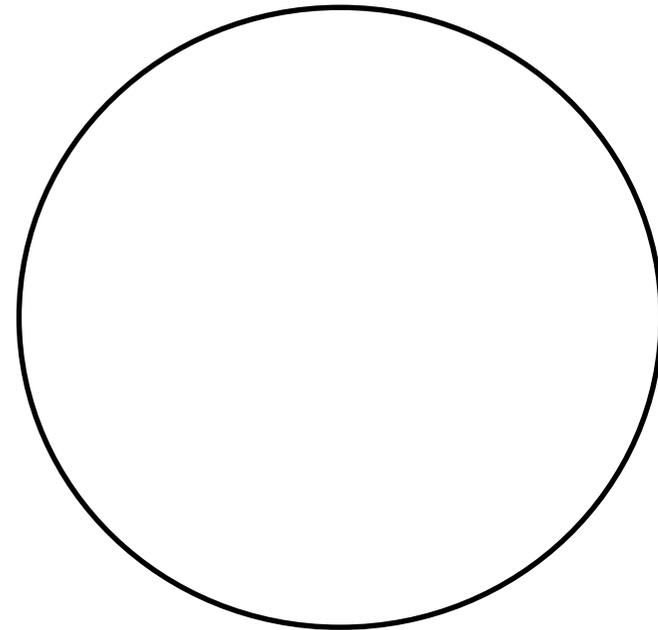
3



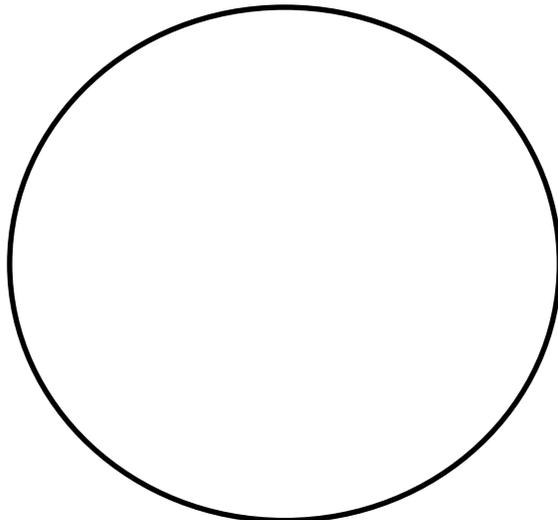
6



2



4



Significant Factors

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Tip: Draw lines between circles to show links

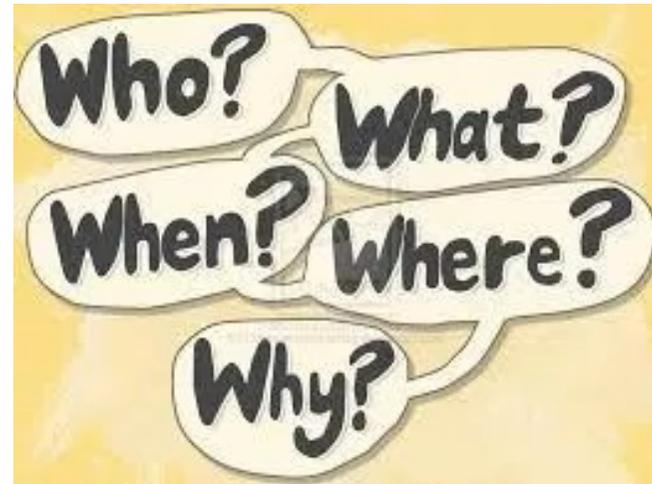
Idea 28 / 101: The 5 W's



101 Ideas For History Teachers Part 1 is available free @ www.ichistory.com or email (Phil) ichistory@hotmail.com

How it works

Example Worksheet Provided
Request a free template
ichistory@hotmail.com



Suggestion

Lots of scope to adapt the following worksheets to fit your lesson

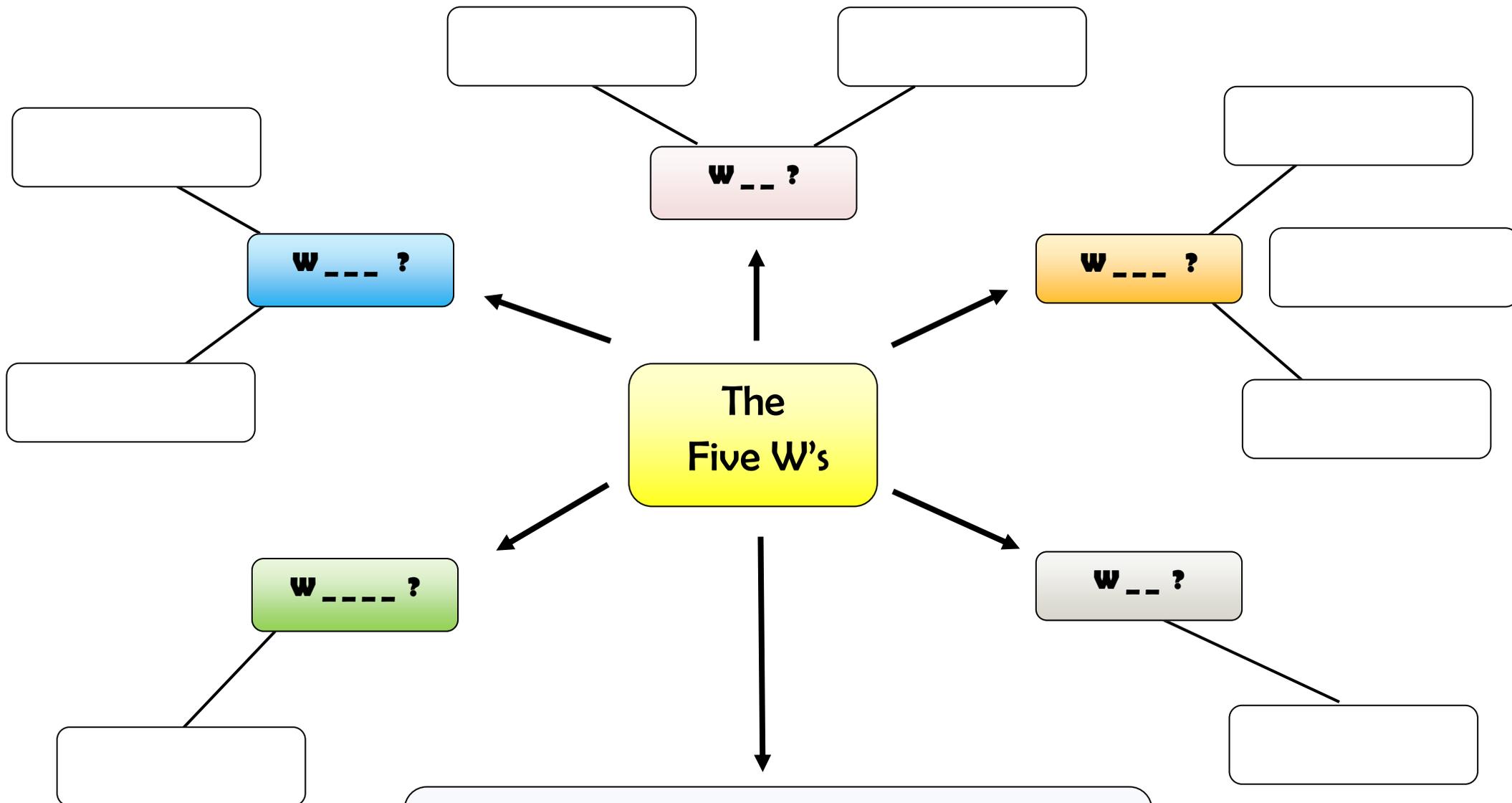
Skills

Source evaluation and interpretation

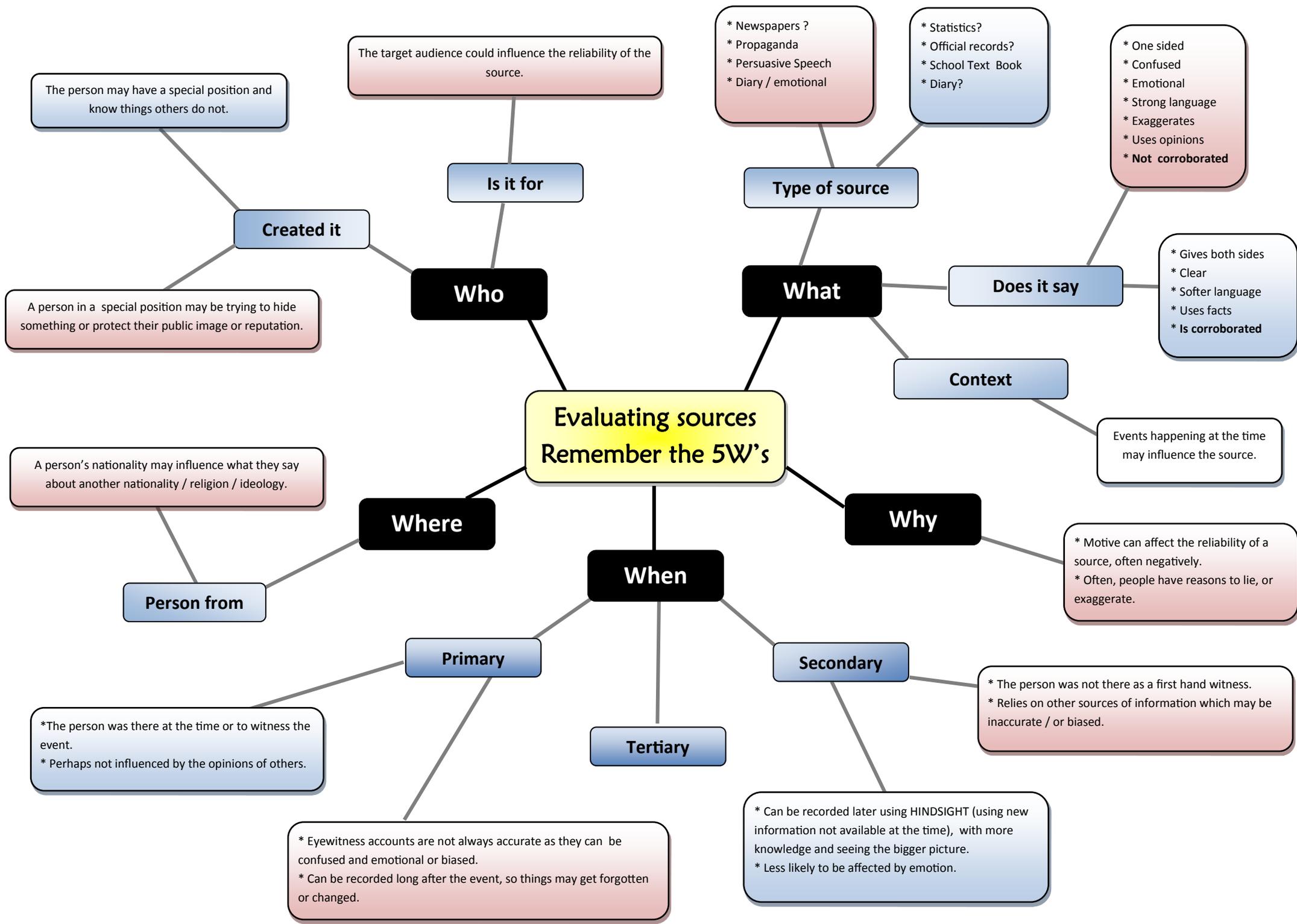
Adapt to ...

Any skills based unit or lesson

Analysing Sources, The 5W's



You use all of the 5w's to help you decide if a source is:
 R _____ or Un _____ .



**Evaluating sources
Remember the 5W's**

Who

Created it

The person may have a special position and know things others do not.

A person in a special position may be trying to hide something or protect their public image or reputation.

Is it for

The target audience could influence the reliability of the source.

What

Type of source

* Newspapers ?
* Propaganda
* Persuasive Speech
* Diary / emotional

* Statistics?
* Official records?
* School Text Book
* Diary?

Does it say

* One sided
* Confused
* Emotional
* Strong language
* Exaggerates
* Uses opinions
* **Not corroborated**

* Gives both sides
* Clear
* Softer language
* Uses facts
* **Is corroborated**

Context

Events happening at the time may influence the source.

Why

* Motive can affect the reliability of a source, often negatively.
* Often, people have reasons to lie, or exaggerate.

When

Primary

*The person was there at the time or to witness the event.
* Perhaps not influenced by the opinions of others.

* Eyewitness accounts are not always accurate as they can be confused and emotional or biased.
* Can be recorded long after the event, so things may get forgotten or changed.

Secondary

* The person was not there as a first hand witness.
* Relies on other sources of information which may be inaccurate / or biased.

* Can be recorded later using HINDSIGHT (using new information not available at the time), with more knowledge and seeing the bigger picture.
* Less likely to be affected by emotion.

Tertiary

Where

Person from

A person's nationality may influence what they say about another nationality / religion / ideology.

Idea 29 / 101: Recognising BIAS



101 Ideas For History Teachers Part 1 is available free @ www.ichistory.com or email (Phil) ichistory@hotmail.com

How it works

Example Worksheet Provided
Request a free template
ichistory@hotmail.com



Suggestion

Note the **COP** principle
Content
Origin
Purpose.

Skills

Source
evaluation

Adapt to ...

Any source or skills based
unit or activity



BIAS



Testing Reliability: BIASED COP

Discover: how to evaluate the reliability of sources **Explore:** the principle of COP **Skill:** source analysis and evaluation.



B **igoted**
Arrogant. Only interested in **own opinion**. Not tolerant of other people's beliefs or opinions.

I **s One-Sided**
Focus only on the good or bad. **Not at all balanced**. Subjective not objective.

A **bout 'Me'**
Boasts about own achievements OR disrespects those of others.

S **trong Language**
Contains reactive, **emotional**, strong words (e.g. superlatives) look out for use of CAPS and !!!!!

E **xaggerates**
Takes the truth but makes it much smaller or bigger. Or may just lie.

D **oesn't Add Up**
The information is **not corroborated** by other more reliable sources of information.



Source CONTENT Reliability (What: Use BIASED to help)

The content is / is not reliable

Reason 1: _____

Example: _____

The content is / is not reliable

Reason 2: _____

Example: _____

Source Origin Reliable? (Who , When, Where)

The origin is / not reliable..

Source Purpose Reliability (Why / Motive)

The purpose is / not reliable..

Overall Source Usefulness: Not Useful 1 2 3 4 5 6 7 8 9 10 Very Useful

Overall Source Reliability: Very Unreliable 1 2 3 4 5 6 7 8 9 10 Very Reliable

Recognising Bias: Trump's Tweets

Discover: how to recognise bias **Explore:** the mind of Donald J. Trump **Skill:** source analysis and evaluation.

B **igoted**
 Arrogant. Only interested in **own opinion**. Not tolerant of other people's beliefs or opinions.

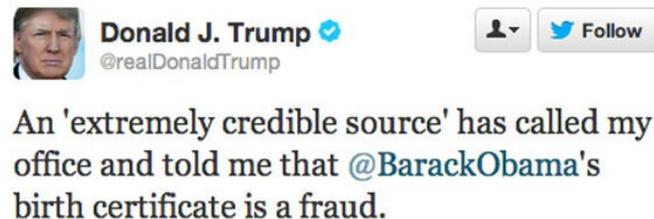
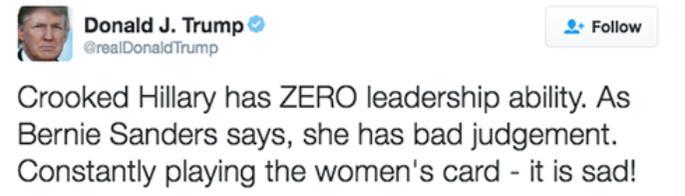
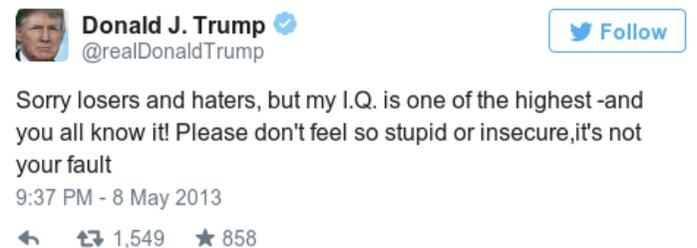
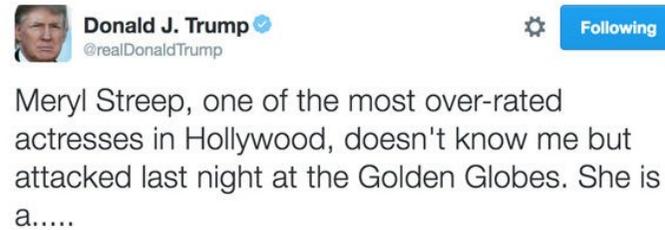
I **s one-sided**
 Focus only on the good or bad. **Not at all balanced**. Subjective not objective.

A **bout 'Me'**
Boasts about own achievements OR disrespects those of others.

S **trong Language**
 Contains reactive, **emotional**, strong words (e.g. superlatives) look out for use of CAPS and !!!!!

E **xaggerates**
 Takes the truth but makes it much smaller or bigger. Or may just lie.

D **oesn't Add Up**
 The information is **not corroborated** by other more reliable sources of information.



Why biased 1: Uses strong language
 Example: 'TOTAL' = superlative.
 Why biased 2: Exclamations and CAPS
 Example. WITCH HUNT!

Why biased 1: _____
 Example. _____
 Why biased 2: _____
 Example. _____

Why biased 1: _____
 Example. _____
 Why biased 2: _____
 Example. _____

Why biased 1: _____
 Example. _____
 Why biased 2: _____
 Example. _____

Why biased 1: _____
 Example. _____
 Why biased 2: _____
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Recognising Bias: Trump's Tweets

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B

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I

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A

Boasts about own achievements OR disrespects those of others.

S

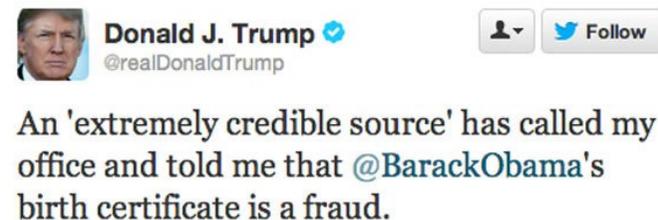
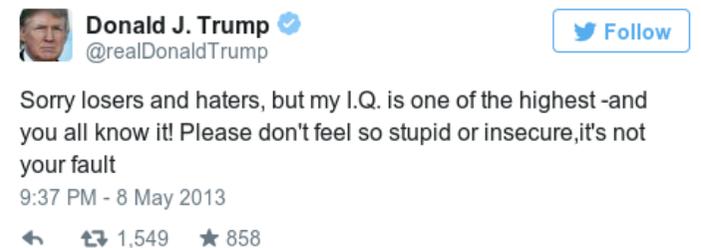
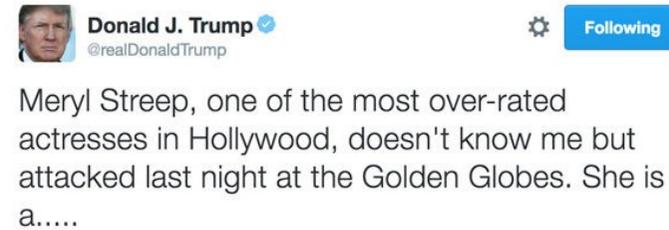
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D

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Why biased 1: Uses strong language

Example: 'TOTAL' = superlative.

Why biased 2: Exclamations and CAPS

Example. WITCH HUNT!

Why biased 1: _____

Example. _____

Why biased 2: _____

Example. _____

Why biased 1: _____

Example. _____

Why biased 2: _____

Example. _____

Why biased 1: _____

Example. _____

Why biased 2: _____

Example. _____

Why biased 1: _____

Example. _____

Why biased 2: _____

Example. _____

Sorting Unreliable + Reliable

Reliable is ...

Unreliable is ...

Bias is ...

Unreliable

Reliable



Fact

Opinion

Proof

Honest

One Sided

Balanced

Emotion

Bias

Trust

Word Bags

Lies

Objective

Strong Words

Fake

Exaggerate

Anger

Gossip

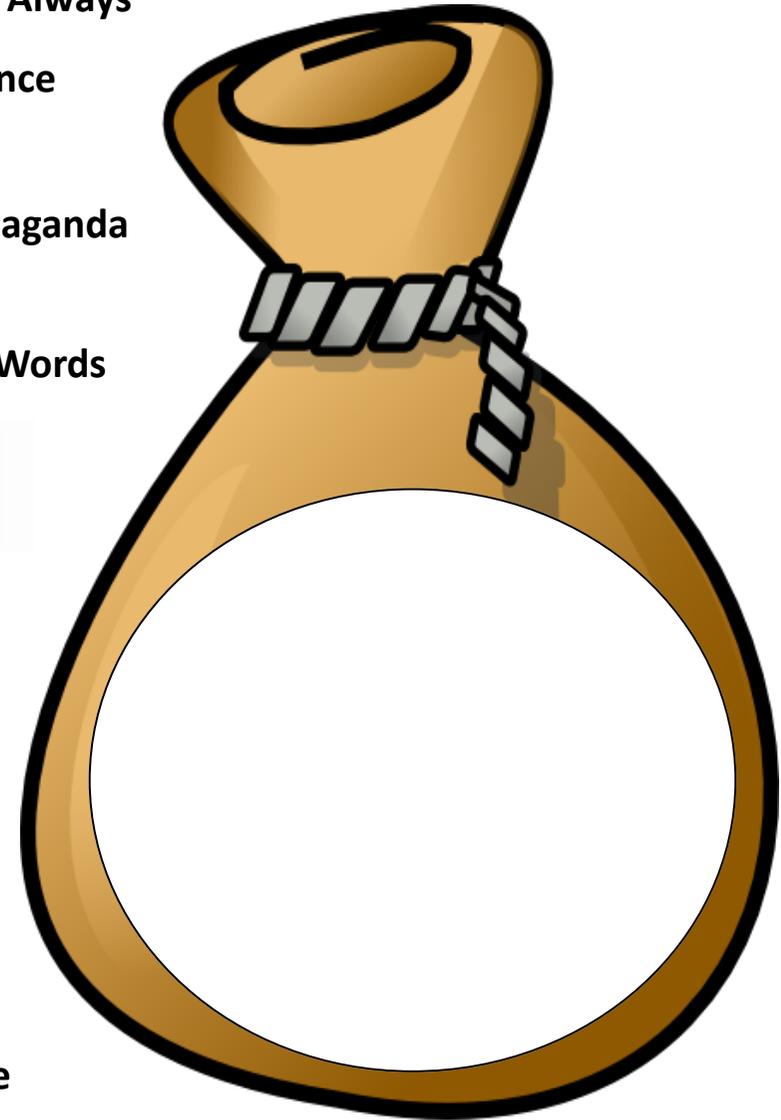
Subjective

Always

Evidence

Propaganda

Soft Words



Idea 30 / 101: icHistory Recommends



External Teaching Resources and Services.

I use all of the following links, sites or groups in my own teaching and resourcing. So here's a shout out and recommend to other teachers working hard to make our personal and professional lives that little bit easier.

If you have any recommends of your own drop me an email @ ichistory@hotmail.com

Dragonfly-training.co.uk offers a wide variety of CPD opportunities and also online training



Websites

www.mrallsophistory.com
www.historylearningsite.co.uk
www.johndclare.net
www.spartacus-educational.com
www.icgeography.com
www.explaininghistory.com

Facebook Groups

History Teachers Australia
NSW History Collective

Twitter

@russeltarr @mrsthorne
@jivespin @estarnott

Podcasts

www.historypod.net

Youtube

[youtubemrhndshistory](https://www.youtube.com/channel/UCmRhndshistory)

101 HISTORY TEACHING IDEAS 16 - 30

Did you find these useful?

Request part 1 or share an idea by

contacting (Phil)

ichistory@hotmail.com

WWW.ICHISTORY.COM