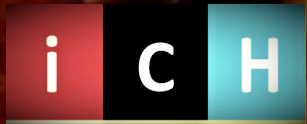




# **SOURCE COLLECTIONS**

**+Skills Templates**



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.**

**B**

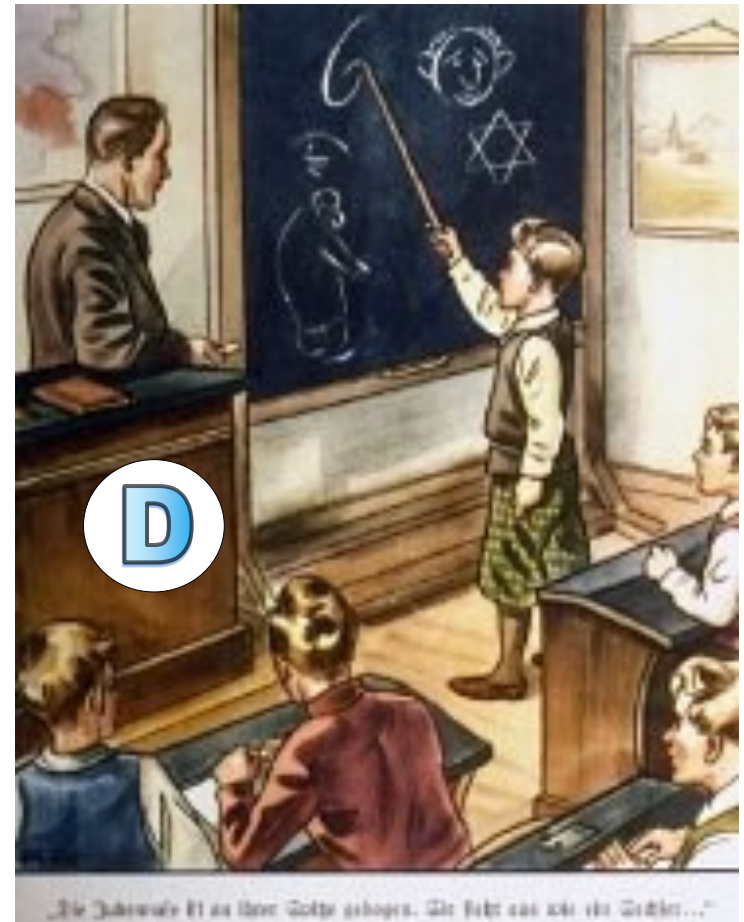
'I had attended it with a group of friends ... some Jewish, some gentile [non-Jewish]. It was so cruel...that we could not believe anybody would have taken it seriously, or find it convincing. But the next day one of the my German friends said that she was ashamed to admit that the movie had affected 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**





# 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?



# 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*



# What Was the Impact of the First Sino - Japanese War?



**Mission:** to analyse, evaluate and compare historical sources to find how the Sino - Japanese war changed Japan's outlook.

... Everybody agreed it would be very difficult to capture Pyongyang since the city held huge British cannons. However, in August, the Japanese army overpowered Pyongyang with so little effort that it almost was disappointing—and the Japanese people were enraptured. My home town had no telephone system back then. News of victories came to the police before the newspaper received it, thanks to a telegraph line between the post office and the police station. All news was put upon the message board in front of the police station, and we children ran to check it several times a day. The excitement of the Japanese people was beyond imagination. After all, China was thirty times as big as Japan. And its population was over 200 million, compared to our 30 million. It had such a competent leader in Li Hongzhang ... and this was our first war with a foreign country, a country supported more over by the British. Everyone - adults, children, the aged, the women - talked about war and nothing else, day and night ... no one ever had been as happy as when we learned of the fall of Pyongyang.

**An extract from a memoir written in 1931, by Ubukato Toshio, a journalist - novelist, a teenage at the start of the Sino - Japan war.**

A

Speaking for many of his countrymen, journalist Tokutomi wrote that the Triple Intervention was to transform his psychologically and dominate the rest of his life. 'Say what you will, it had happened because we weren't strong enough. What it came down to was that sincerity and justice didn't amount to a thing if you weren't strong enough.' Japan had learned to emulate the West. It had played by the rules. From the standpoint of the victim, they were not particularly fair rules, but they were the established rules of imperialism. Now, in Japan's moment of victory it found it was reviled by yellow peril sloganeering and denied equal membership in the imperialistic club. Japanese, even those who had been most enthusiastic about Western models, became convinced, as Marius Jensen writes, that international law and institutional modernisation alone would never bring full respect and equality from the West.

B

**Modern Japan - The American Nexus, John Hunter Boyle, 1993.**

We must continue to study and make use of Western methods. If new war-ships are considered necessary we must, at any cost, build them: if the organisation of our army is inadequate we must start rectifying it from now - if we need to our entire military system must be changed. At present Japan must keep calm and sit tight, so as to lull suspicions nurtured against her: during this time the foundation of her national power must be consolidated: and we must watch and wait for the opportunity, in the Orient that will surely come one day. When this day arrives, Japan will decide her own fate: and she will be able not only to put into their place the powers who seek to meddle in her affairs: she will even be able, should this be necessary to meddle in their affairs'.

**An extract from Japanese government official Hayashi - 1895, following the Triple Intervention.**

C



Chinese officials surrender to naval officers - Japanese artist c1895.






Source Summarise the main + sub points / messages?	Content Language : tone : balance etc	Origin Who : when : where	Purpose Motive : why : audience	Supported Corroboration or contrast?	
A _____ _____ _____ _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Limitations <input type="checkbox"/>
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B _____ _____ _____ _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Values <input type="checkbox"/>
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C _____ _____ _____ _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Reliability <input type="checkbox"/>
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D _____ _____ _____ _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Rank for Value / Reliability <input type="checkbox"/>
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# 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](http://Victorianweb.org) c2016**

C






# 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.



# 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**

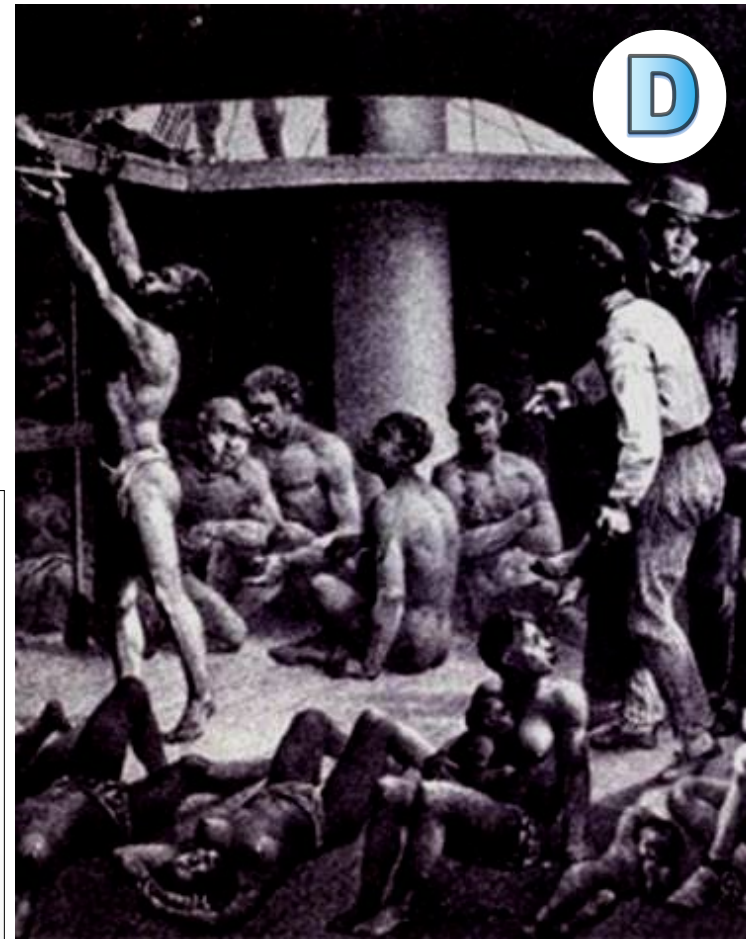
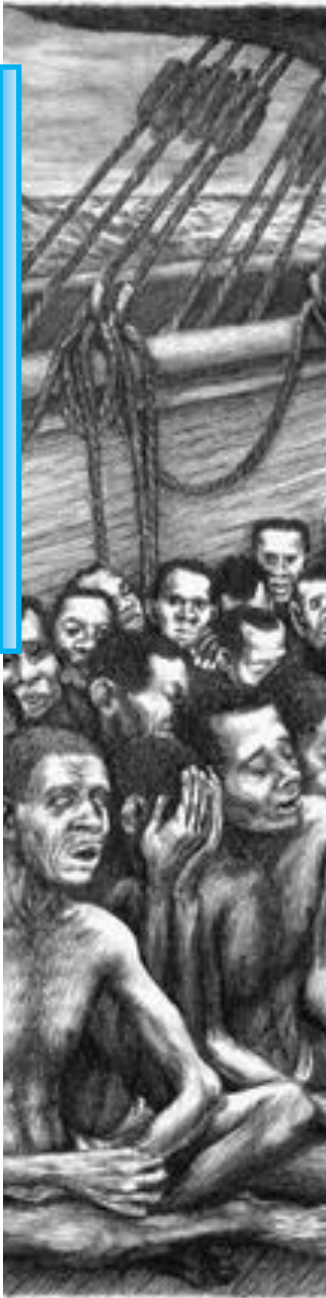
*'When the ship was made ready with many fearful noises, we were all put under deck. The stench ( smell ) was so intolerably loathsome ( horrible ). The closeness of the place, and the heat added to the number in the ship, which was so crowded that each had scarcely room to turn himself, almost suffocated 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





# Why Did Most Germans Support Nazi Rule?



 **Mission:** to analyse, evaluate and compare historical sources to understand why the Nazi's gained so much support



The economic situation was bad before the Nazi Party came to power. Hitler used this skilfully and promised the restoration of Germany to it's former glory. People were happy to follow because it seemed like the answer they were looking for. Many looked around and saw Jewish people doing well. Adolf Hitler, for all his massive faults, was a leader. He commanded respect from the German people by saying the right things that created anger in the people. He gave the German youth employment, goals and a future ... no longer a shamed country burdened with the debts of the reparations, but an empire. Few people opposed him.

[www.johndclare.net](http://www.johndclare.net)

A

**B** 'At the time I did wonder if Hitler's seizure of power might prove helpful for me. In my medical school my fellow students were often complaining that the opportunities for doctors was getting worse every year. But when Hitler came to power he would 'eliminate' our Jewish competition. I wasn't Jewish, nor a Social Democrat, nor a Communist. So I kept quiet and consoled (told) myself that this time must pass.'

**A German Doctor describes his thoughts on the early years of Nazi rule.**

The aim of propaganda and censorship was to brainwash people into obeying the Nazis and idolising Hitler. It was achieved by ensuring only the ideas and values of the Nazis were heard and seen by the masses. The government department responsible for propaganda was the Ministry of Enlightenment and Propaganda, headed by Dr Joseph Goebbels. He believed propaganda worked best if it were "invisible" (i.e. subtle) and "all-pervasive" (i.e. everywhere). Therefore, all aspects of the media, culture and the arts were censored and used for Nazi propaganda. Much of the information Germans received reinforced the message of Aryan racial superiority whilst bitterly bad-mouthing the Jews and other 'enemies' of the regime.

BBC Bitesize Guides

C





# Why Was the Mongol Army so Successful?

3 mins



**Mission:** to analyse, evaluate and compare historical sources to find out about the Genghis Khan and the Mongol army.

Genghis Khan set out to fight the people of north China. First he took the city of Fuzhou then marching through the Wild Fox Pass he took the city of Xuandefu. From here he sent out an army under Jebe's command to take the fortress of Zhuyongguan. When Jebe arrived there he saw that it was well defended, so he said "I'll trick them and make them come out in the open. I'll pretend to retreat and when they come out, I'll attack them." So Jebe retreated and the north Chinese army cried "Let's go after them!" They poured out of their fortifications until the valleys and mountainsides were full of their soldiers. Jebe retreated to Sondi-i-wu Ridge and there he turned his army round to attack as the enemy rushed towards him in waves. The north Chinese army was beaten. Close behind Jebe's forces came Genghis Khan, commanding the great Middle Army. They too attacked, forcing the north Chinese army to retreat.

**Extracts from The Secret History of the Mongols - 14th century.**

**The author is unknown but was writing for the Mongol Royal family after the death of Genghis Khan.**

A

**B** The attack would not be easy. From a population ten times that of the Mongols, the Jin Emperor could draw cavalry and infantry numbering several hundred thousand, and his cities were well fortified. As the Mongol army spilled into northern China and approached the pass that led to Beijing, the Jin commander seems to have made a fatal mistake. He had a chance of launching a surprise attack when the Mongols were looting. Instead, perhaps to win time, he sent an officer to discuss peace terms. The officer promptly defected [joined the opposing side] with the information that the Jin were waiting at the far end of the pass. There the Jin cavalry, packed between ridges, was overwhelmed by arrows and a Mongol charge. Horsemen turned and trampled their own infantry.

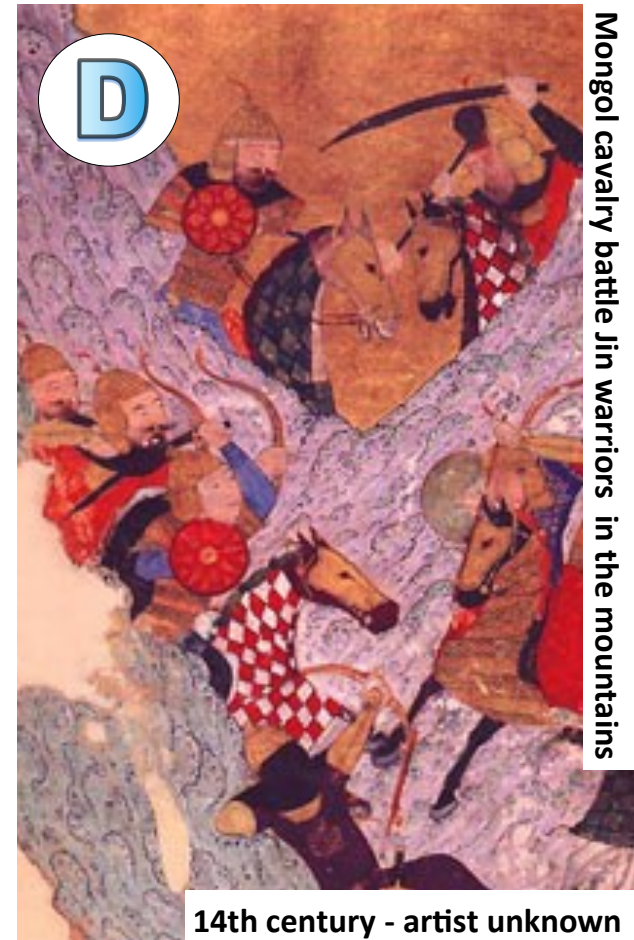
**John Man, an historian specializing in Chinese and Mongolian history, writing in the biography Genghis Khan, Life, Death and Resurrection (2004).**

It is difficult to convey the extent of the Chinese losses at battles such as Badger Mouth, but nine years later travellers reported the fields of carnage still covered with bones. At the imperial court Chih-Chung was widely blamed for the disaster. It was said that he was too timid, that he should have attacked the Mongols with cavalry alone, and much earlier while they were still pillaging, but that he insisted on fighting with both cavalry and infantry on the field ...Genghis ordered Jebe to take a fortified pass ...but Jebe found the pass, too strong to be taken by assault so he pretended to retreat. All along the fifteen-mile pass were fortresses perched on steep slopes. At news of Jebe's retreat the soldiers all rushed out, eager to be in at the kill. Jebe led them on a chase for thirty-five miles, stretching them out so that the various groups of pursuers lost touch with each other. Then he turned and demolished them one group at a time, spreading panic that in the end led the defenders of Chu-yung chuan to surrender to the Mongols.

**Frank McLynn, a military historian.**

**Genghis Khan: His conquests, His empire, His legacy (2015).**

C



Mongol cavalry battle jin warriors in the mountains

14th century - artist unknown





# The Failure at Gallipoli - who was to blame?

6 minute starter



**Mission:** to analyse + evaluate historical sources then consider who was most to blame for the failed Gallipoli campaign.

**A**

'In truth it is unfair to blame the British for the slaughter at the Turkish position at Nek in 1915. Instead it was mostly the fault of two Australian incompetents (fools) - Brigadier General Hughes and Colonel Antill. Hughes was a commander who didn't command and Antil was not but he did. The ordinary soldiers at Gallipoli were indeed lions led donkeys but not all donkeys were British. General Bridges of the Australian division died after needlessly exposing himself to shellfire while General Johnston was to blame for delaying an attack on a poorly defended Turkish position. When he finally decided to attack the Turks had reinforced their defences and the Kiwis were needlessly slaughtered.'

**By journalist Saul David, article in the Daily Telegraph ( a British newspaper ) published in 2015**

**B**

"There were no terrible 'if' moments when the whole campaign could have been won. In reality, the landing had no chance as it was doomed from the outset. The strategic conception was wrong. The available resources were not there and the troop numbers were almost equal on both sides. The Turks had 60,000 fighting troops – bayonets, as they used to call them in those days – and the Allies had 70,000. The British already knew from the Western front that you needed two to three times the number of attacking forces to have any chance of even breaking into a well-defended enemy in trenches, let alone breaking through."

**Ashley Elkins. Chief Historian at Australian War Museum**

"We tend to look at it from the Allied side but the Turks certainly had something to do with our defeat. There's a risk of overlooking the effective and courageous resistance of the Turkish army. They were very capable, they had many tricks up their sleeves that the Australians had to learn that they were experienced and hardened soldiers – more so than most of the Australians. They had very experienced officers who knew how to command in combat. That was something Australia also had to learn."

**Internet Article - Brendan Nicholson. [Australiainwar.com.au](http://Australiainwar.com.au)**

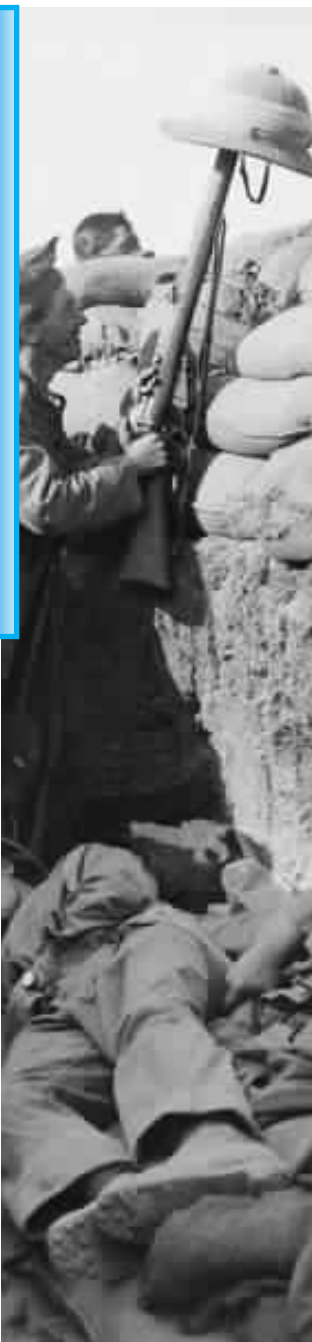
**C**

**D**

'Still, it is worth remembering that British Prime Minister, Winston Churchill was only responsible for the naval aspects of the operation. The beach landing strategy came from Lord Kitchener and Ian Hamilton. There were benefits elsewhere from keeping the Turks occupied at Gallipoli. For instance, they were never able to launch a successful attack on the Suez Canal.

There were also long-term benefits as well. The campaign highlighted the weaknesses of cooperation between the Allies in 1915, teaching Churchill and others valuable lessons. Of course, some of the blame must be laid at Churchill's feet, and Churchill realised that. He accepted his fate and left government to command a battalion on the Western Front. The experience tested his character and his judgment, but ultimately made him a better leader.

**Warren Dockter - British Telegraph Newspaper.**





# 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 Touchueville, 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





# 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.**

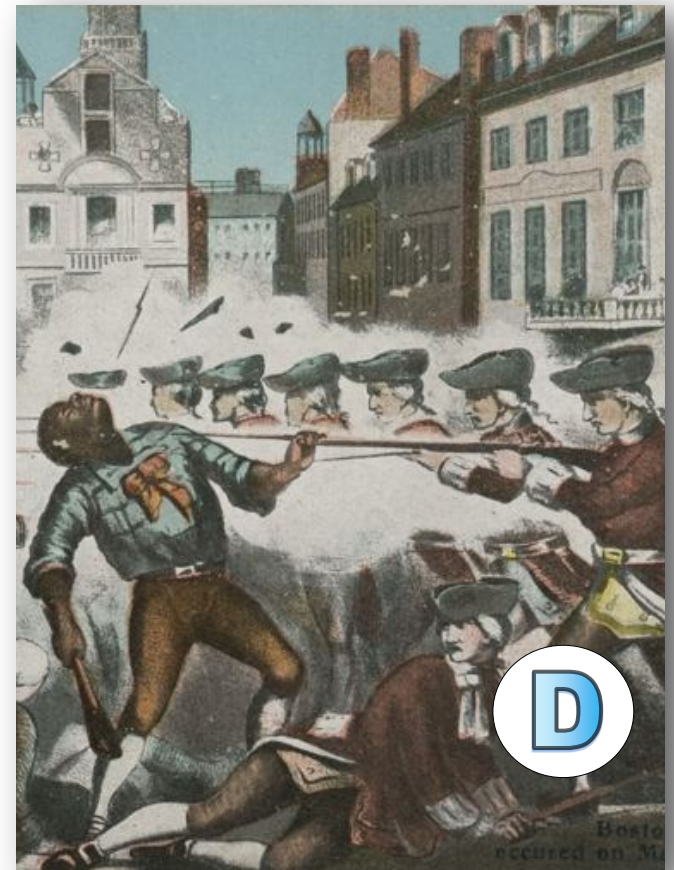
A

**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**



**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?

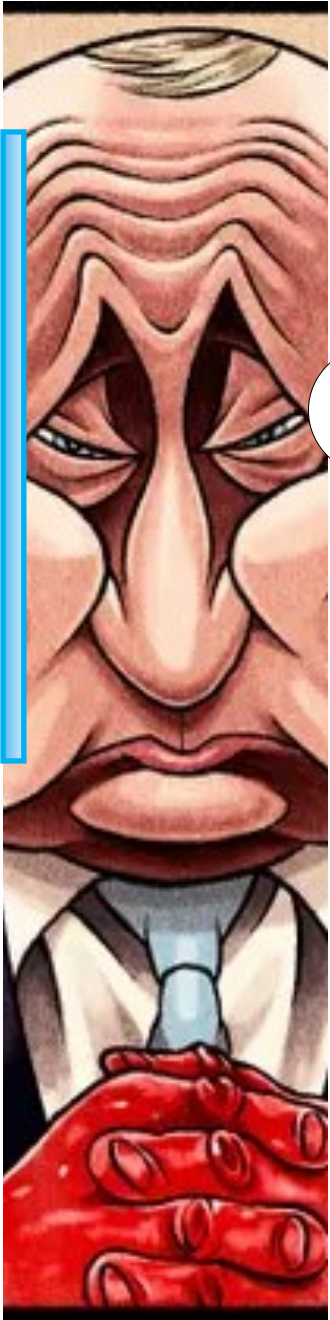
C



# Vladimir Putin - a totalitarian dictator?



**Mission:** to analyse, evaluate and compare historical sources to understand how much power Vladimir Putin has in Russia.



As Putin was speaking, police detained several people, ahead of the planned protests. Including two key allies of Putin opponent Aleksei Navalny. In his speech, Putin made no mention of Navalny -- not a surprise as he has steadfastly refused to use his critic's name -- who is gravely ill in prison following his decision to launch a hunger strike in protest against what he calls inadequate medical treatment for leg and back pain. Navalny also blames Putin for trying to assassinate him last August by giving the order to poison him with a Soviet-style chemical nerve agent. Navalny barely survived the attack after he was medically evacuated to Germany for treatment. The Kremlin has denied any role in the incident.

**Radio Free Europe - Article, April 21st 2021.**

**B**

To stay in power, despots ( dictators ) have to worry about more than just their advisers and cronies. They have to win over, intimidate, or coerce their population too. That's why dictators invest in state-sponsored media. In Russia, the state goes so far as to present fake presidential candidates who pretend to oppose Putin in rigged elections. Some citizens brainwashed by state propaganda will support a war that is sure to backfire. Others privately oppose the regime, but will be too afraid to say anything. As a result, reliable polling doesn't exist in Russia is no exception. That means that despots like Putin are unable to accurately understand the attitudes of their own people. If you live in a fake world long enough, it can start to feel real. Dictators and despots begin to believe their own lies, repeated back at them and propagated by state-controlled media.

**The Atlantic—Article, Brian Klaas. March 16th 2022**

Last week, Vladimir Putin announced sweeping changes to the Russian constitution. Shortly afterward, the Prime Minister and his government resigned; there is no doubt that they did so at Putin's behest. On Monday, Putin fired the country's prosecutor general. Putin's tenure as President is not supposed to extend beyond 2024, and the changes were widely seen as an attempt to extend his hold on power for as long as he deems fit.

**David Cody, Professor of English at Hartwick College, New York: 2016.**

**C**

**D**





# 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.



# The Marshall Plan - “the most unselfish act in history?”



**Mission:** to analyse, evaluate and compare historical sources to decide if Marshall Aid was ‘the most unselfish acts in history’.



“The peoples of a number of countries of the world have recently had totalitarian regimes forced upon them in violation of the Yalta agreement ... now, every nation must choose between alternative ways of life. One way is based upon the will of the majority, free elections, freedom of speech and freedom from political oppression. The second way of life is based upon the will of a minority forcibly imposed upon the majority. It relies upon terror, a controlled press and radio; fixed elections, and the suppression of personal freedoms. I believe that it must be the policy of the United States to support free peoples who are resisting attempted subjugation. I believe that our help should be primarily economic and financial . If we falter in our leadership, we may endanger the peace of the world -- and we shall surely endanger the welfare of our own nation. Great responsibilities have been placed upon us by the swift movement of events. I therefore ask the Congress to provide authority for assistance to Greece and Turkey in the amount of \$400,000,000 while they repair the damages of war. It is necessary only to glance at a map to realize that the survival and integrity of the Greek nation are of grave importance in a much wider situation. Confusion and disorder might well spread throughout the entire Middle East. The effect will be far reaching to the west as well as to the east.”

US President Harry Truman in a speech to the US Congress, 12th March 1947. (Edited)

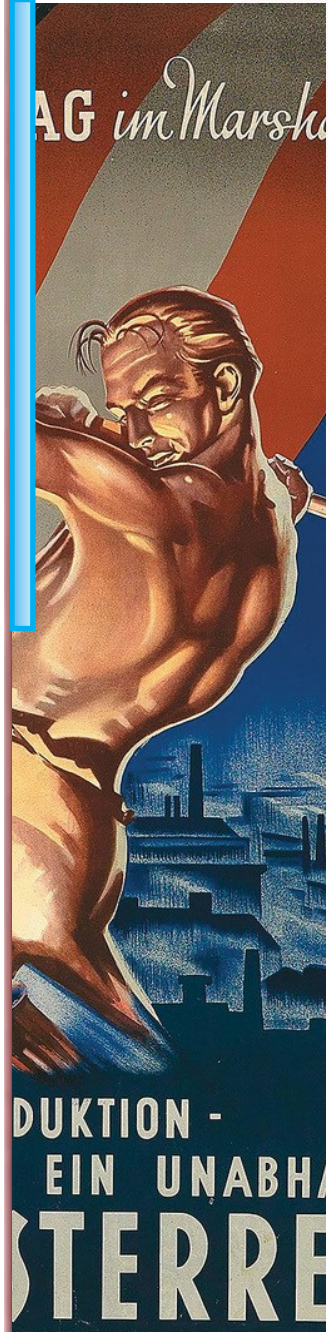
‘On the one hand Marshal Aid was an extremely generous act by the American people. On the other, it was motivated by American self-interest. They wanted to create new markets for American goods. The Americans also remembered the disastrous effects of the Depression and wanted to do all it could to prevent another worldwide slump. Stalin viewed Marshall Aid with suspicion. After expressing some initial interest he refused to have anything to do with it. He also forbade any of the Eastern bloc states to apply for Marshal Aid. Stalin’s view was that the anti-communist aims behind Marshall Aid would weaken his hold on Eastern Europe. He also felt that the USA was trying to dominate by making countries reliant on the US dollar.’

**Historian Ben Walsh, Modern World History.**



‘The ruling gang of American imperialists has taken the path of open expansion, of enslaving weakened capitalist countries. It has hatched new war plans against the Soviet Union. Imitating Hitler, the new aggressors are using blackmail.’


**GM Malenkov, a Soviet politician, speaking in 1947 about the Marshall Plan.**





# Nat Turner - freedom fighter or mad murderer?



 **Mission:** to analyse, evaluate and compare historical sources to try and decide if Nat Turner's action were justified ( right) .

**A** We decided to enter the house secretly, and murder them whilst sleeping. We got a ladder and set it against the chimney, on which I ascended, opened a window, entered and came down stairs, unlocked the door, and removed the guns from their places. It was then decided that I must spill the first blood. Armed with a hatchet, and accompanied by Will, I entered my master's chamber, it being dark, I could not give a death blow, the hatchet glanced from his head, he sprang from the bed and called his wife, it was his last word, Will laid him dead, with a blow of his axe, and Mrs. Travis shared the same fate, as she lay in bed. The murder of this family, five in number, was the work of a moment, not one of them awoke; there was a little infant sleeping in a cradle, that was forgotten, until we had left the house and gone some distance, when Henry and Will returned and killed it.

**Nat Turner's Confession, November 1831** - by Thomas Gray who interviewed Nat in prison. Gray was a white and a former slave owner.

"I don't think his goal was to kill white children his goal was to get freedom for his people. And if, as was later said 'by any means necessary' this meant the killing of white children then so be it. It was an uncompromising position and based around something he has seen around him, the killing of black children and the selling of black children, It was reprehensible ( terrible ) but you understand why he did it."

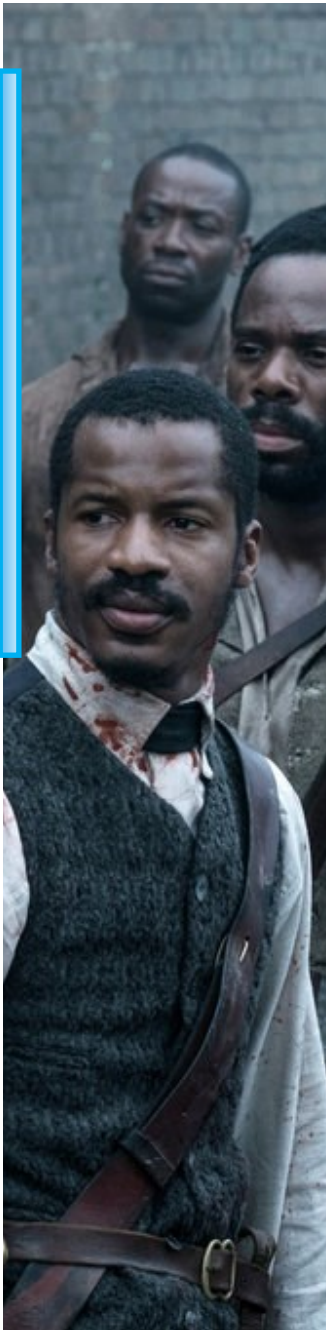
**Ray Winbush - Director of Race Relations Institute.**  
**Interview for a documentary - 2003.**

"...extremely intelligent but a fanatic for his cause of freedom. The calm, deliberate composure with which he spoke of his late deeds and intentions, the expression of his fiend (demon)-like face when excited by enthusiasm; still bearing the stains of the blood of helpless innocence about him; clothed with rags and covered with chains, yet daring to raise his manacled (chained ) hands to heaven; with a spirit soaring above the attributes of man, I looked on him and my blood curdled in my veins."

**A description of Nat Turner given by Thomas Gray after he interviewed Nat Turner - November 1831.**




**Modern Image of Nat Turner**

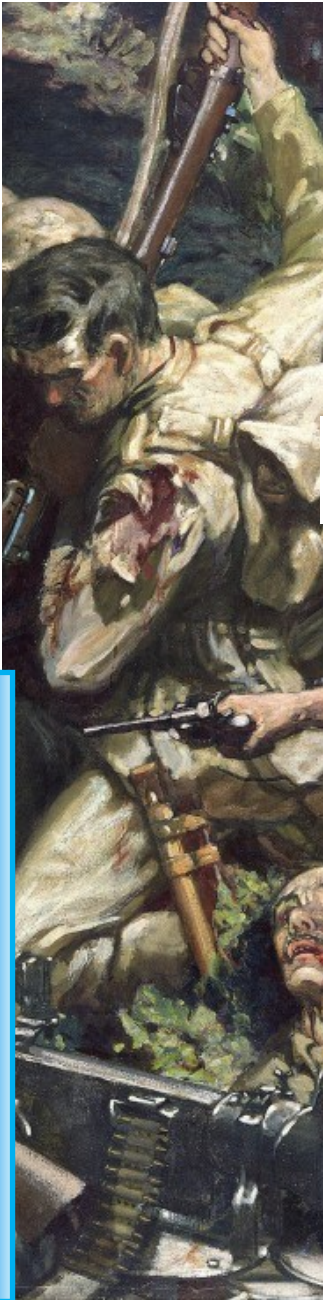




# The Battle of the Somme - a useless waste of life?



 **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 3<sup>rd</sup>, 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




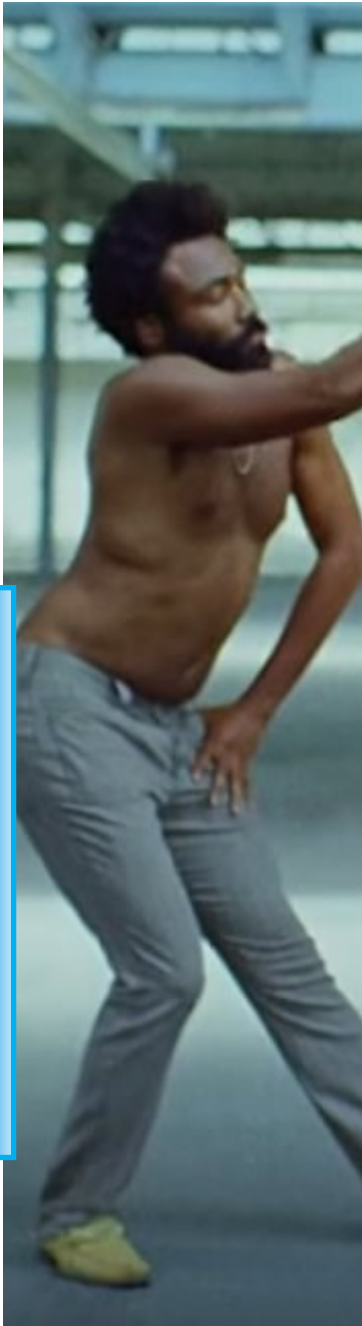


# Who, or what was Jim Crow?

4 mins



 **Mission** - to analyse, evaluate and compare historical sources to understand the meaning and impact of Jim Crow.



Jim Crow was the name of the racist system mainly in southern and border states, between 1877 and the mid-1960s. Jim Crow was more than racist anti-black laws (or black codes) . It was a way of life. Under Jim Crow, African Americans were relegated to the status of second class citizens. Many Christian teachers taught that whites were the 'best' people, blacks were just servants, and even God supported racial segregation. At every educational level, it was taught that blacks were intellectually inferior (not as smart) as / to whites. White politicians gave speeches on the great danger of allowing the mixing of the white and black people. Even children's games showed blacks as inferior beings ( less important people ) compared to whites.

An ( edited ) article from the Jim Crow Museum website - March 2020.

A

*... all free Negroes, and mulattoes (people of mixed race) in this state over the age of eighteen found on (or after) the second Monday in January 1866, with no lawful employment or found assembling together either in the day or night time and all white persons so assembling with free Negroes, or mulattoes, or usually associating with freedmen, free Negroes, or mulattoes on terms of equality, or living in adultery with a free Negro, or mulatto, shall be seen as vagrants ( homeless ) and shall be fined in the sum of not exceeding, in the case of a free Negro, or mulatto, \$150, and a white man, \$200, and imprisoned. The free Negro not exceeding ten days, and the white man not exceeding six months.*

**Vagrancy Law - Mississippi, 1865. This was an example of a black code.**

B

The roots of Jim Crow laws began as early as 1865, immediately following the ratification of the 13th Amendment - the ending of slavery in the United States. Black codes were strict local laws that said when, where and how freed slaves could work, and for how much money. The codes appeared throughout the South as a legal way to put Black people back into forced service, to take voting rights away, to control where they lived and how they traveled and to seize (take) children for labor (work) purposes. The legal system / police was stacked against Black people, with ex Confederate soldiers working as police and judges, making it difficult for African Americans to win court cases. These codes worked with the prison system - prisoners were treated as enslaved people. Black people were given more time in prison than white people. Because of the gruelling (very hard) prison work, many died in prison.

Extract ( edited ) from the website - History.com

C



Cigarette card advertisement - New York - 1896.



# The Nuremberg Trials - did the Nazis show any remorse?



**Mission:** to analyse, evaluate and compare historical sources to find out if those found guilty of war crimes said sorry.

"This was a bad day ... damn that stupid fool, Speer! Did you see how he disgraced himself in court today? How could he stoop so low as to do such a rotten thing to save his lousy neck? I nearly died with shame! To think that Germans will be so rotten to prolong this filthy life. Do you think I give that much of a damn about this lousy life?. For myself, I don't give a damn if I get executed, or drown, or crash in a plane, or drink myself to death! But there is still a matter of honour in this damn life! Assassination attempt on Hitler! Ugh! I could have sunk through the floor. And do you think I would have handed Himmler over to the enemy, guilty as he was? Dammit, I would have liquidated the bastard myself! Or if there was to have been any trial, a German court should have sentenced him! Would Americans think of handing over their criminals to us to sentence?".... "But I should like to state clearly that I have never decreed the murder of a single individual at any time and neither did I decree any other atrocities or tolerate them while I had the power and the knowledge to prevent them. The new allegation presented by Mr. Dodd in his last speech, that I had ordered Heydrich to kill the Jews lacks every proof and is not true either. There is not a single order signed by me, or signed on my behalf."

**Statements from Hermann Goring in 1946 - made during the Nuremberg Trials and in his prison cell before his execution. Goring was a leading Nazi.**

A

**B** "If any ill-treatment of prisoners by guards occurred, I have never observed any. in the course of the years the guard personnel had deteriorated to such an extent that the standards formerly demanded could no longer be maintained. We had thousands of guards who could hardly speak German, who came from all lands as volunteers and joined these, units, or we had older men, between 50 and 60, who lacked all interest in their work, so that a camp commander had to watch constantly that these men fulfilled even the lowest requirements of their duties. It is obvious that there were elements among them who would ill-treat internees, but this ill-treatment was never tolerated."

**Rudolf Hess - Nuremberg Trials, 1946. He was the deputy Fuhrer to Hitler.**

Ben Ferencz says the lack of remorse on the blank faces of the Nazis he prosecuted for killing more than a million innocent people is still revolting. The 97-year-old recalls the scene at Nuremberg in vivid detail ... "Defendants' faces were blank all the time...absolutely blank,...like...they're waiting for a bus," ... "I'm still churning," as he tears up. "I'm still churning. They were 3,000 SS officers trained for the purpose and directed to kill, without pity or remorse, every single Jewish man, woman and child they could lay their hands on,"

**An account of an interview with Nuremberg Prosecutor, Ben Ferencz. The interview was for the TV show - 60 Minutes.**

C

D





# The Remilitarisation of the Rhineland: a gamble?

7 mins



**Mission:** to analyse, evaluate and compare historical sources to find out how risky Hitler's remilitarization of the Rhineland was.

*"The forty-eight hours after the march into the Rhineland were the most nerve-racking in my life. If the French had then marched into the Rhineland we would have had to withdraw with our tails between our legs, for the military resources at our disposal would have been wholly inadequate for even a moderate resistance."*

**Adolf Hitler after the Rhineland remilitarisation in private, to his interpreter, Dr Paul Schmidt years after German troops went into the Rhineland.**

A

**B** 'From information given by the Service Ministers it transpired that our position at home and in home waters was a disadvantageous one, whether from the point of view of the Navy, Army or Air Force, or anti-aircraft defence. In addition, public opinion was strongly opposed to any military action against the Germans in the demilitarised zone. In particular, the ex-service men were very anti-French. Moreover, many people, perhaps most people were saying openly that they did not see why the Germans should not re-occupy the Rhineland. In these circumstances, it was generally accepted that it was worth taking almost any risk in order to escape from that situation.

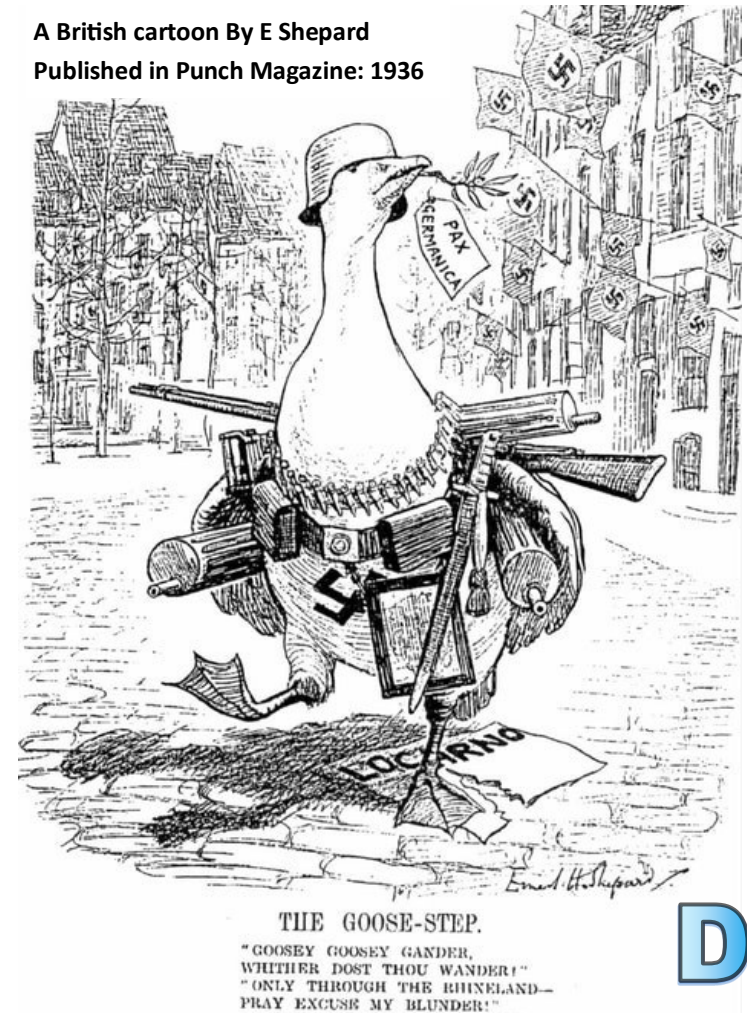
**The British Foreign Secretary, Anthony Eden, describes a meeting he had with French, Belgian and Italian counterparts in 1936.**

Adolf Hitler knew that both France and Britain were militarily stronger than Germany. However, he became convinced that they were unwilling to go to war. He therefore decided to break another aspect of the Treaty of Versailles by sending German troops into the Rhineland. The German generals were very much against the plan, claiming that the French Army would win a victory in the military conflict that was bound to follow this action. Hitler ignored their advice and on 1st March, 1936, three German battalions marched into the Rhineland. The French government was horrified to find German troops on their border but were unwilling to take action without the support of the British. The British government argued against going to war over the issue and justified its position by claiming that "Germany was only marching into its own back yard."

**Article from Spartacus Education Website.**

C

**A British cartoon By E Shepard  
Published in Punch Magazine: 1936**



D



# Why did Australia get involved in WW1?

 **Mission:** to analyse and evaluate historical sources to gain a better understanding why Australia entered the First World War in 1914.

A

There is no more revered image in Australia's national consciousness than that of the Anzac. Tough and independent-minded, the idealised digger is constantly invoked: in political speeches, sporting contests, school assemblies, advertising slogans, and so on. When the Great War began it was regarded by many as something of a grand adventure that would be over within weeks. But by the time it ended four years later, more than 60,000 Australians from a population of less than five million were dead. The Great War's second enduring legacy has been to reinforce the (mistaken) belief that we could not defend ourselves against a major military threat. Throughout WWI, from Gallipoli to the Western Front, Australians fought as members of an alliance under British command. We had no voice in decision-making, or even the deployment of our troops. We became conditioned to accept strategic advice, not make it. We weren't consulted by the UK before war was declared on our behalf in 1914; and matters were only marginally better in 1939.

**Opinion piece by Australian journalist Alan Stephens. Published in ABC news online article in 1914.**

When Britain declared war in 1914 it declared war on behalf of the British Empire, which included Australia. Secondly, if Australia became involved in this war they would gain more respect from some of their fellow countries considering they were quite a new smaller nation. Australians at this point in time were also very naive and believed that by the time they went to war it would all be over. These are a few enlistment posters for WW1 There were a few other minor reasons such as staying loyal to their mates who decided to sign up for war.

B

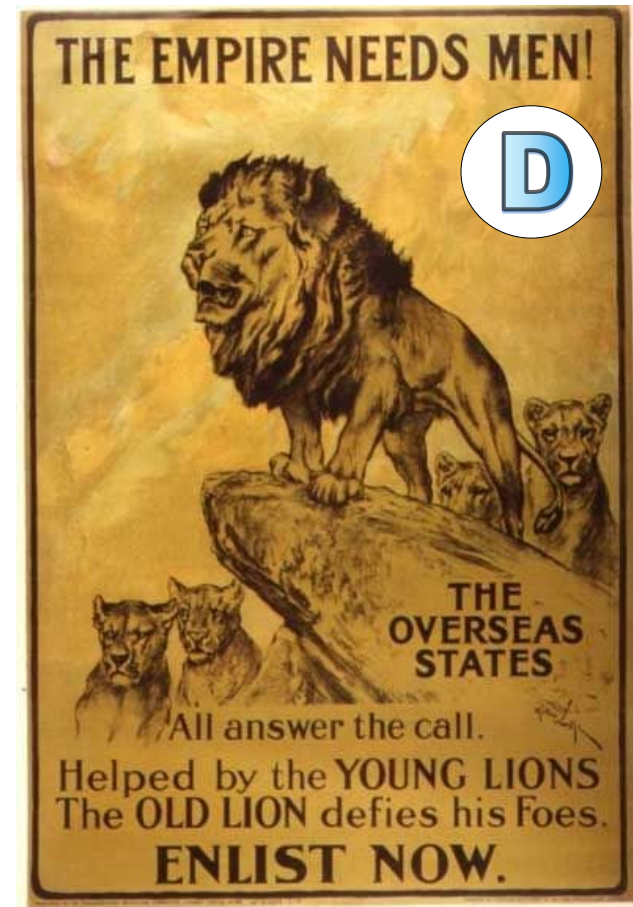
**Internet Article: c2015**

When Britain declared war against Germany in August 1914, Australia, as a dominion of the British Empire, was automatically also at war. While thousands rushed to volunteer, most of the men accepted into the Australian Imperial Force in August 1914 were sent first to Egypt, not Europe, to meet the threat which a new belligerent, the Ottoman Empire, posed to British interests in the Middle East and the Suez Canal. After four and a half months of training near Cairo, the Australians departed by ship for the Gallipoli peninsula, along with troops from New Zealand, Britain, and France. On 25 April 1915 the Australians landed at what became known as Anzac Cove, whereupon they established a tenuous foothold on the steep slopes above the beach.

C

**Australiagov.au - First World War Website.**

D





# Causes of the Civil War - slavery or states' rights?



**Mission:** to analyse, evaluate and compare historical sources to find out the main cause of the American Civil War.

"When you go back and you look at the actual documents, many people have said since then that it was about states' rights, but really the only significant state right that people were arguing about in 1860 was the right to own what was known as slave property — property and slaves unimpeded — and to be able to travel with that property anywhere that you wanted to. So it's clear that this was really about slavery in almost every significant way, but we've sort of pushed that to the side because of course we want to believe that our country is a country that's always stood for freedom. And ... certainly it's difficult for some Southern Americans to accept that their ancestors fought a war on behalf of slavery. And I think that Northerners really, for the cause of national reconciliation, decided to push that aside — decided to accept Southerners' denials or demurrals."

**Historian and author - Adam Goodheart - Interview for National Public Radio, 2011.**

**B** Our new ( Confederate ) government is founded upon exactly the opposite idea; its foundations are laid, its corner-stone rests, upon the great truth that the negro is not equal to the white man; that slavery subordination to the superior race is his natural and normal condition. This, our new government, is the first, in the history of the world, based upon this great physical, philosophical, and moral truth. This truth has been slow in the process of its development, like all other truths in the various departments of science.

**Alexander Stephens - Vice President of the Confederacy  
Speech given in March, 1861.**

"South Carolina's secession noted "an increasing hostility on the part of the non-slaveholding States to the institution of slavery" and protested that Northern states had failed to "fulfill their constitutional obligations" by interfering with the return of fugitive (runaway) slaves. Other seceding states echoed South Carolina. "Our position is thoroughly identified with the institution of slavery — the greatest material interest of the world," proclaimed Mississippi in its own secession declaration, passed Jan. 9, 1861. "Its labor supplies the product which is by far the largest and most important portions of the commerce of the earth. A blow at slavery is a blow at commerce and civilization."

**Washington Post Newspaper Article - 2011.**



THE DIS-UNITED STATES—A BLACK BUSINESS

A

D

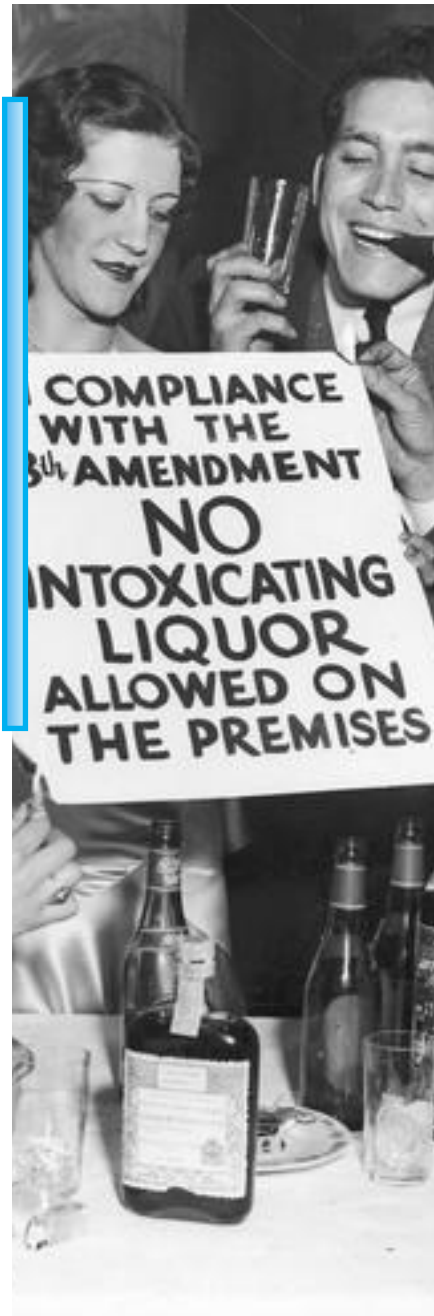
C



# Prohibition - a noble experiment?



 **Mission:** to analyse, evaluate and compare historical sources to consider if Prohibition was a total failure.



"I make my money by supplying the demand. If I break the law, my customers who number hundreds of the best people in Chicago, are as guilty as I am. The only difference between us is that I sell and they buy. Everybody calls me a racketeer. I call myself a businessman. When I sell alcohol it's bootlegging. When my patrons serve it on a silver tray on Lake Shore Drive it is called hospitality."

**Al Capone - statement: 1920s.**

A

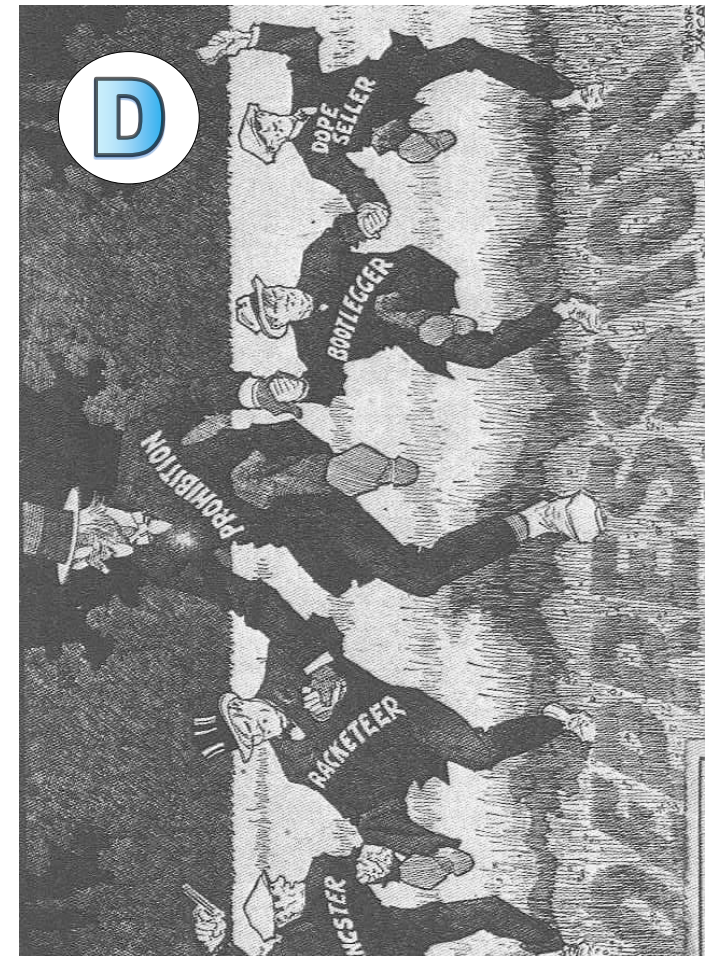
**B** "Prohibition has led to more violation of and contempt for the law, to more hypocrisy among private citizens as well as police officers than any other thing in our national life. It is responsible for the greatest organised criminal class in the country ... it is time to replace the present corruption, lawlessness and hypocrisy with honesty."

**Pauline Sabin - organiser of the women's campaign to end Prohibition.**

"You'd go into what seemed like an ordinary restaurant that served fried chicken and spaghetti. The wine would be served in coffee cups so that if the police raided the place, you'd appear to be drinking coffee, not wine ... Prohibition taught America disrespect for the law. It taught many people that the pursuit of crime created very profitable careers ... most people felt there was nothing wrong particularly when the President was serving liquor in the White House."

**Elmer Gertz - Chicago Lawyer, 1920s.**

C





# Hyperinflation - a tragedy for all Germans?



 **Mission:** to analyse, evaluate and compare historical sources to consider if all Germans were equally hurt by hyperinflation.



'The impact of hyperinflation within Germany was uneven. Some profited from it. Smart speculators like the tycoon Hugo Stinnes made fortunes, and industrialists and landowners who owed money were able to pay off their debts in devalued currency. Others were able to escape the worst - those, for example, whose wealth took the form of property or those with goods or skills which could be readily bartered. Initially the working class suffered comparatively little because trade unions ensured that wages kept pace with rising prices, but as 1923 wore on their position deteriorated. The principal losers in 1923, though, were those with cash savings, many but not all of whom were in the middle class ( the *Mittelstand* ). Middle-class savers experienced the trauma of seeing the value of their savings completely wiped out'.

Alan White, *The Weimar Republic* - 1997.

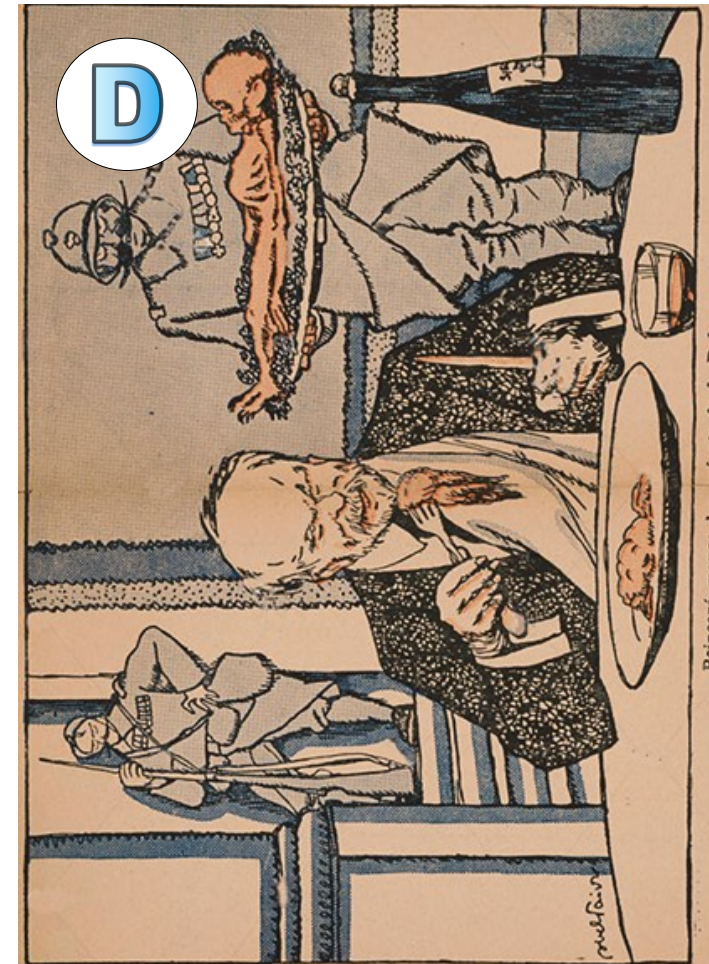
**B** My father had sold his business during the war, together with all the real-estate property he owned, and retired from business. He was, by middle-class standards, a rich man, and intended to live on the income from his investments. These were mainly life-insurance policies, fixed-value securities and a mortgage on a large agricultural estate, whose yield of 15,000 marks per annum would have provided a very good income. All this depreciated, of course, to zero - my father only managed to keep his head above water by resuming work. "

**A writer remembering the effects of the inflation on his father.**

This financial disaster had *profound effects on German society*: the working classes were badly hit; wages failed to keep pace with inflation and trade union funds were wiped out. The middle classes and small capitalists lost their savings and many began to look towards the *Nazis* for improvement. On the other hand landowners and industrialists came out of the crisis well, because they still owned their material wealth - rich farming land, mines and factories. This strengthened the control of *big business* over the German economy. Some historians have even suggested that the inflation was deliberately engineered by wealthy industrialists with this aim in mind. However, this accusation is impossible to prove one way or the other, though the currency and the economy recovered remarkably quickly.

Norman Lowe, *Mastering Modern World History* (1982)


**C**





# Skills Option - Analysis + Interpretation

1		Max 6	
2		3	
3		3	
4		3	15

 **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 \_\_\_\_\_

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**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 \_\_\_\_\_

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The sub message of the source is \_\_\_\_\_

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**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 \_\_\_\_\_

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A sub message of source D is \_\_\_\_\_

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**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.



# Skills Option - 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’?

5		2	10
6		2	
7		2	
8		2	
9		2	

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

5

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

Explain = \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_


\_\_\_\_\_

Evidence from the source “ \_\_\_\_\_ ”

\_\_\_\_\_

**Unreliable (bias)** = strong words - one sided - exaggeration - emotion - opinionated - boastful - subjective.

**Reliable** = factual - balanced - softer words - clear - respectful - understated - objective.



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

7

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 are from or their beliefs corrupt what is said? Are they likely to hold bias?

What about the ‘audience’ - could this help or hurt the reliability of the information?



**Corroborating source A with B, C and D.**

6

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.



**Purpose of source A** - the reason or motive.

8

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?





# **SOURCE COLLECTIONS**

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