

A fossilized dinosaur skeleton is embedded in a sandy desert landscape. The skeleton is positioned diagonally across the frame, with its head on the left and tail on the right. The bones are dark and clearly visible against the light-colored sand. The background shows a vast, open desert with some distant hills under a clear sky.

# SOURCE COLLECTIONS

**Free**

**Sample Pack**

by **icHistory**



# 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.

# 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

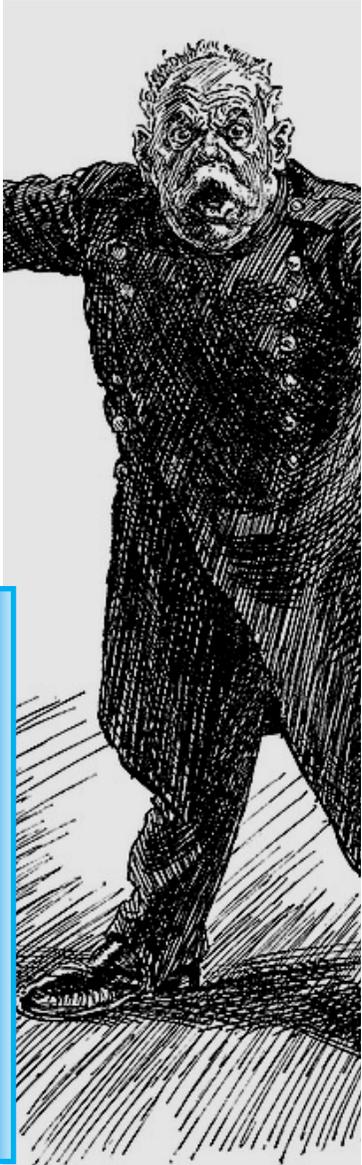
What is the most important OR most surprising thing you learned from these sources?

# Was German Anger at Versailles Justified?

History Matters - 4 mins



**Mission:** to analyse, evaluate and compare historical sources to understand if German anger at the treaty was justified.



When the territorial clauses of the Peace Treaty go into effect, Germany will lose its most important regions for the production of wheat and potatoes. The Treaty also provides for the loss of almost a third of our production of coal. An enormous part of German industry will be condemned to extinction and we will therefore no longer be able to provide bread and work for millions of people. Nothing will be able to prevent the deaths of millions of people. It is demanded of us that we shall confess ourselves to be the only ones guilty of the war. Such a confession would be a lie. The German government's actions certainly contributed to the disaster, but we energetically deny that against Germany and its people, who were convinced that they were making a war of defence, were alone guilty. Those who sign the Treaty, will sign the death sentence of millions of German, men, women and children.

**Count Brockdorff - Rantzau's reply to the terms of the Peace Treaty. May 1919. He was the German Foreign Minister.**

**A**

You will not find many members of the American delegation at Paris who approve of the Treaty. They are convinced that far from being the basis for lasting peace, it will be the direct and certain cause of further wars. They find they have assisted in the making of wars peace based on the greed and ambitions of European imperialists. The general feeling of the delegation is that they have been tricked.

**B**

**A letter from a member of the American delegation to his sister. Sent from Versailles, May 1919.**

"I want to say that I did not find any of my colleagues in Paris against doing justice to Germany. But I hear that this treaty is very hard on Germany. When a country has committed a criminal act, the punishment is hard, but the punishment is not unjust. The nation permitted itself to commit a criminal act against mankind, and it is to undergo the punishment, not more than it can ensure but up to the point where it can pay. It must pay for the wrong it had one."

**President Woodrow Wilson, USA - September 1919. He gave many such speeches as across America at this time.**

**C**



German Cartoon - Published in 1919

**THE RECKONING.**

I CALL IT. WHY, IT'S FULLY  
PAY, IF WE'D WON."

# The Holocaust - why did it happen?



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

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

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

A

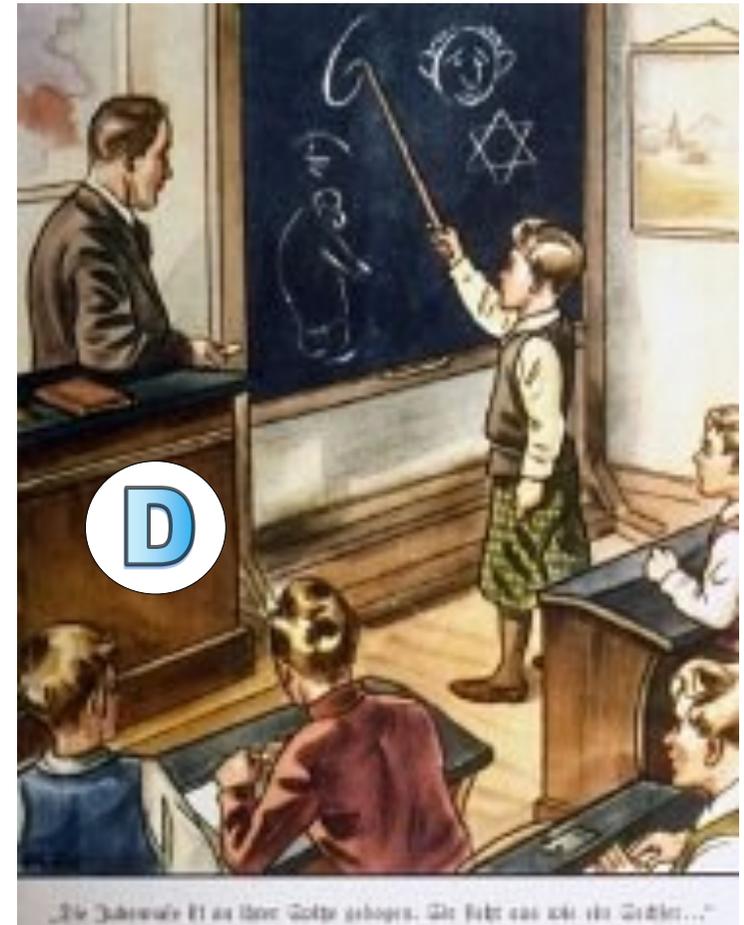
**B** 'I had attended it with a group of friends ... some Jewish, some gentile [non-Jewish]. It was so cruel...that we could not believe anybody would have taken it seriously, or find it convincing. But the next day one of the my German friends said that she was ashamed to admit that the movie had affected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

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

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

**Website Article Published by the Holocaust Museum.**

C



# 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 its 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. So few people opposed him.

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

A

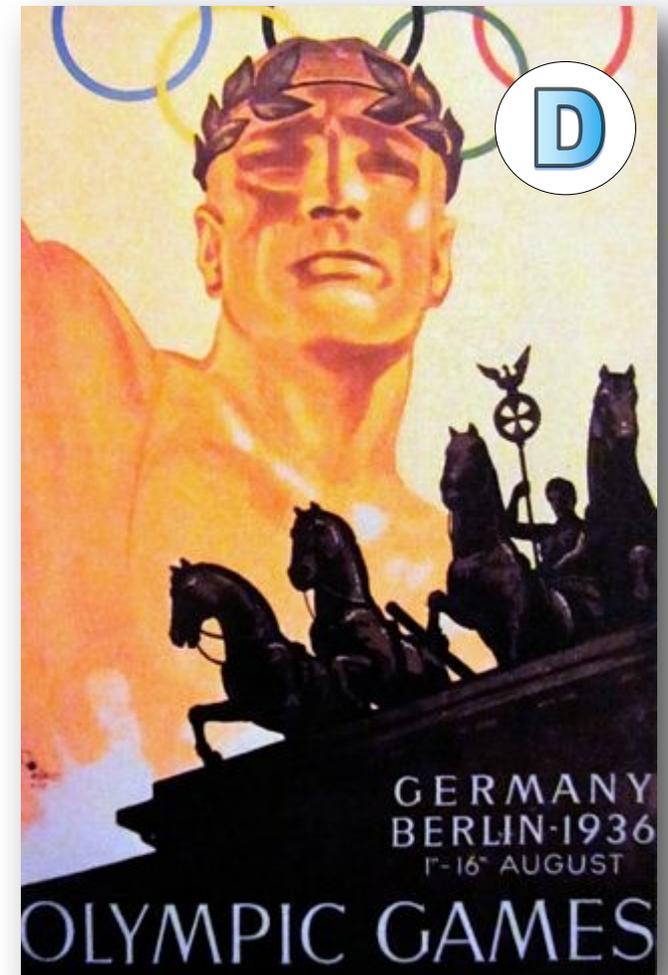
**B** 'At the time I did wonder if Hitler's seizure of power might prove helpful for me. In my medical school my fellow students were often complaining that the opportunities for doctors was getting worse every year. But when Hitler came to power he would 'eliminate' our Jewish competition. I wasn't 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



D

# 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**

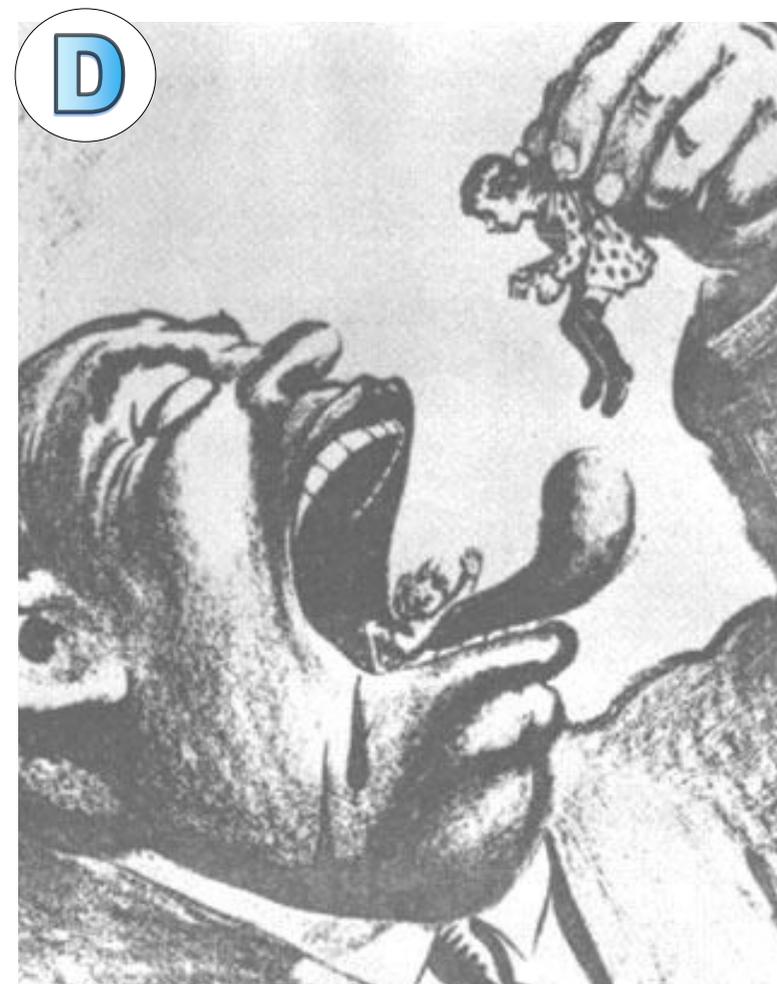
**B** 'Children as young as six years old during the industrial revolution worked hard hours for little or no pay. Children sometimes worked up to 19 hours a day, with a one-hour total break. This was a little bit on the extreme, but it was not common for children who worked in factories to work 12-14 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**



# 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.**

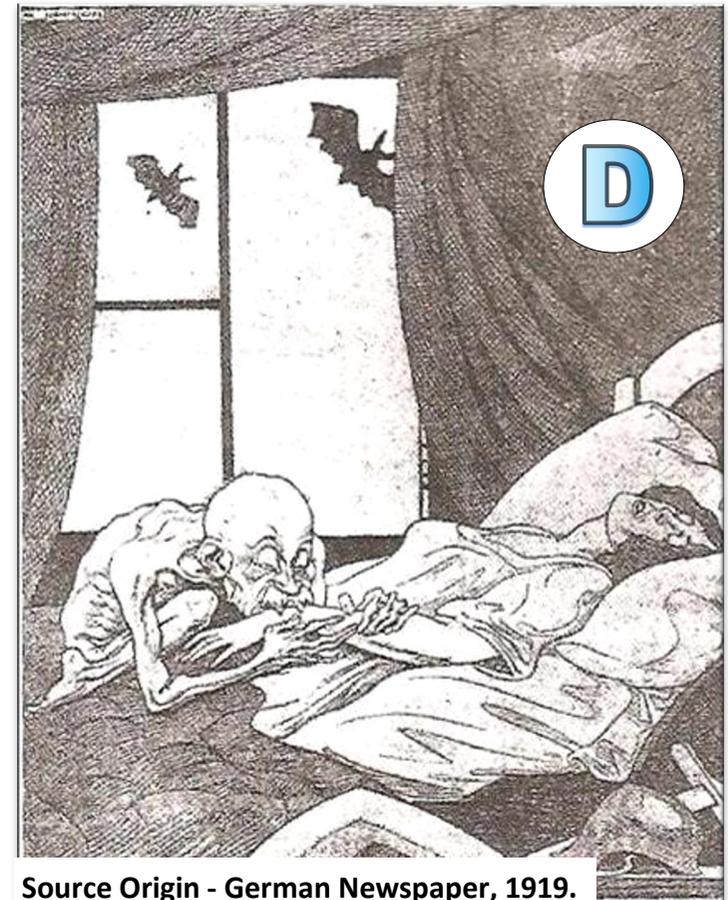
Clemenceau always thought he had secured the best possible deal for France and he was right. He had won more from the allies that they had originally been prepared to give; France had another measure of safety in the Rhineland.

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.

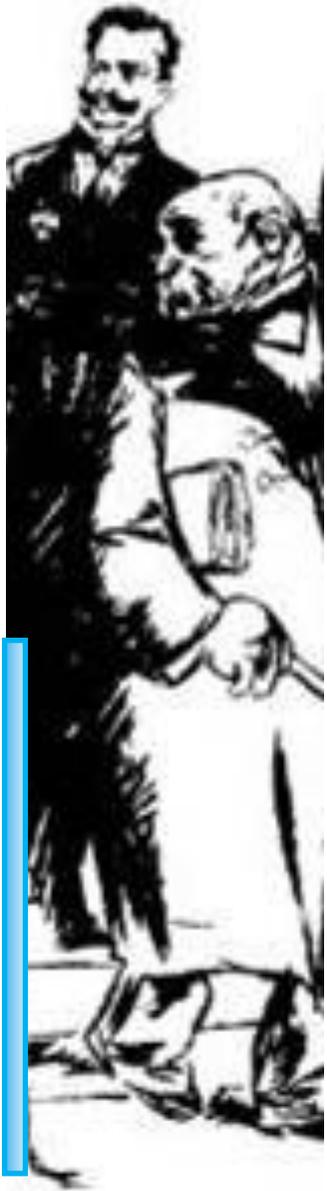
President Wilson was delight that the League of Nations had been set up.

**From a history book published in 1997.**

C



Source Origin - German Newspaper, 1919.



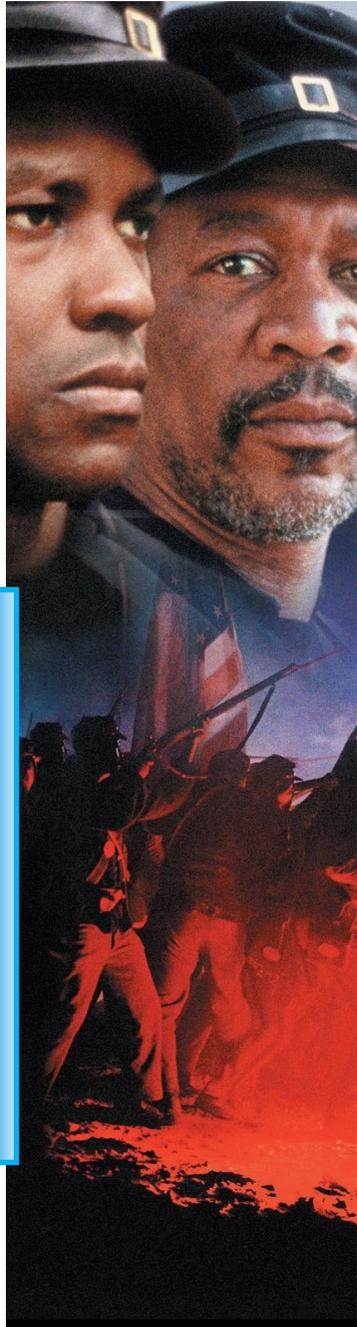
*I seem to hear a child*

# Did Black People Fight in the American Civil War?



 **Mission:** to analyse, evaluate and compare historical sources to understand the role African Americans played in the war.

3 mins



'The Kansas coloured soldiers fought bravely again. Union troops under **General James Blunt** fought a strong Confederate force under General Douglas Cooper. After a two-hour bloody engagement (fight) , Cooper's soldiers retreated. The 1st Kansas, which had held the centre of the Union line, advanced to within fifty paces of the Confederate line and exchanged fire for some twenty minutes until the Confederates broke and ran. General Blunt wrote after the battle, *"I never saw such fighting as was done by the Negro regiment....The question that negroes will fight is settled; besides they make better soldiers in every respect than any (white) soldiers I have ever had under my command.*

**Original source - unknown.**

**A**

**B** In January, 1864, several Confederate officers in the Army of the Tennessee suggested using slaves as soldiers since the Union was using black troops. General Cleburne recommended offering slaves their freedom if they fought and survived. Confederate President Jefferson Davis refused to consider Cleburne's proposal and forbade further discussion of the idea. The concept, however, did not die. By the fall of 1864, the South was losing more and more ground, and some believed that only by arming the slaves could defeat be averted. On March 13, the Confederate Congress passed General Order 14, and President Davis signed the order into law. But only a few African American companies were raised, and the war ended before they could be used in battle.

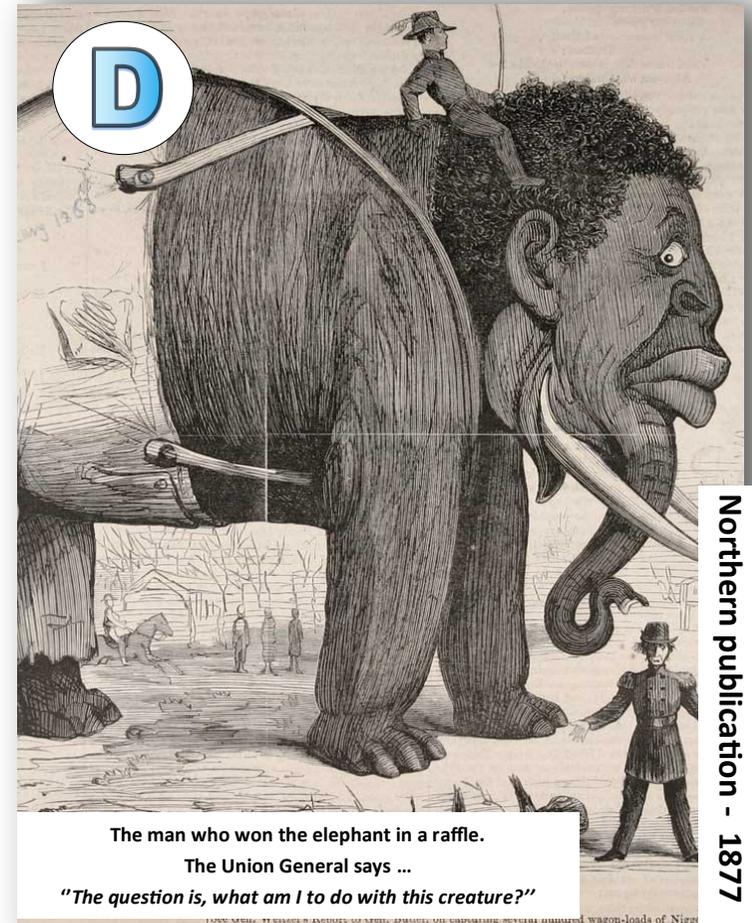
**Civilwar.com**

As word spread of their bravery, Congress at last authorised the raising of black troops throughout the Union. Over 180,000 volunteered.

President Lincoln credited these men of colour with helping turn the tide of war ( in favour of the North )

**The closing credits from the movie 'Glory'**

**C**



Northern publication - 1877

# 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.**

**B**

"...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.**

**C**



**Modern Image of Nat Turner**



# 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'.

**A**

"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 Marshall 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.**

**B**

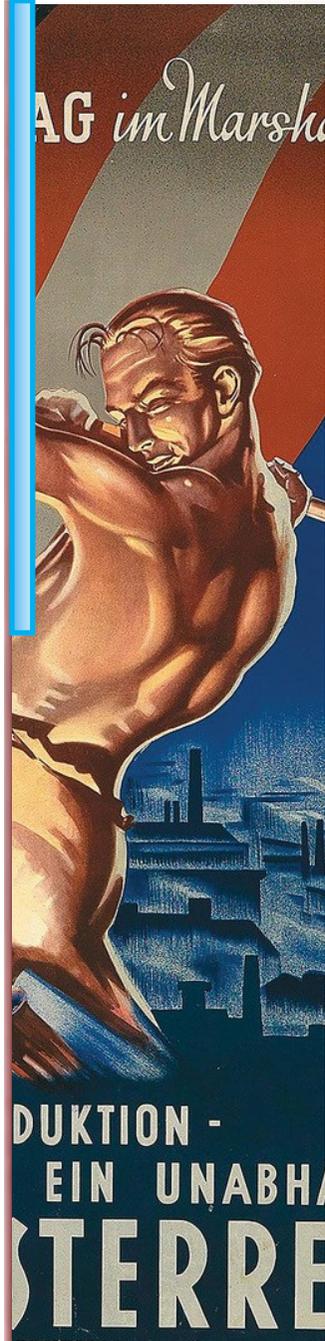
'The ruling gang of American imperialists has taken the path of open expansion, of enslaving weakened capitalist countries. It has hatched new war plans against the Soviet Union. Imitating Hitler, the new aggressors are using blackmail.'

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

**C**



**D**



# The Middle Passage - the happiest time?



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

**A**

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

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

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

**Internet article from - Recovered Histories**

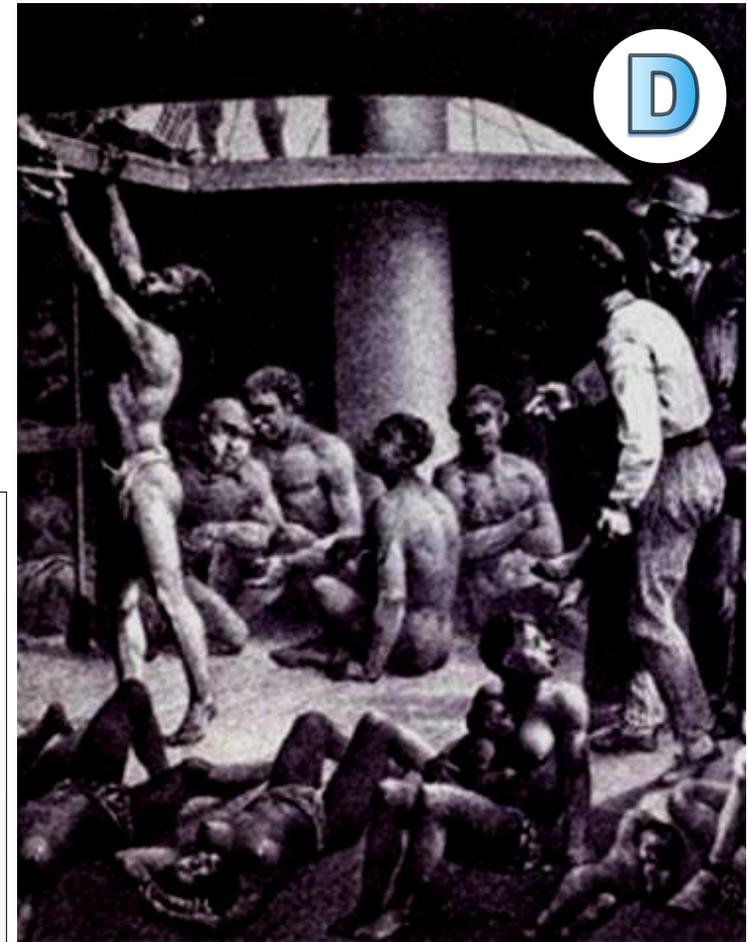
*'When the ship was made ready with many fearful noises, we were all put under deck. The stench ( smell ) was so intolerably loathsome ( horrible ). The closeness of the place, and the heat added to the number in the ship, which was so crowded that each had scarcely room to turn himself, almost suffocated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

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

**B**

**C**

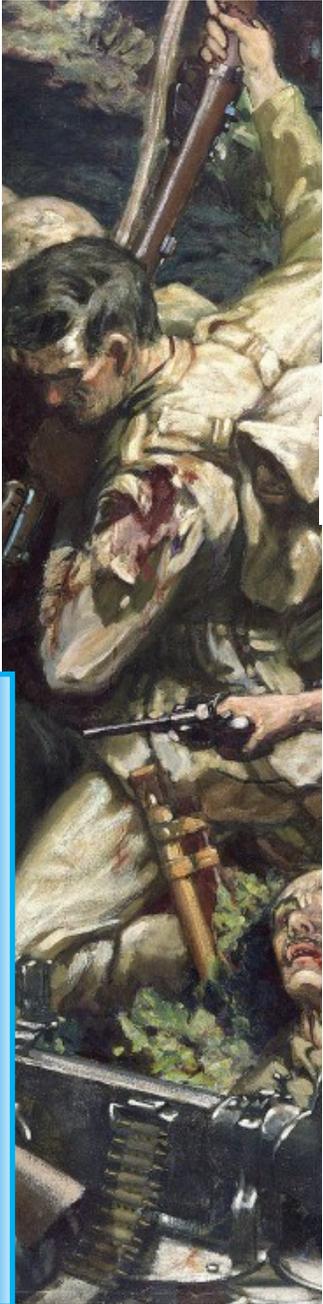
**D**



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



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



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

**The Daily Chronicle newspaper published this report on the Battle of the Somme, July 3<sup>rd</sup>, 1916.**

A

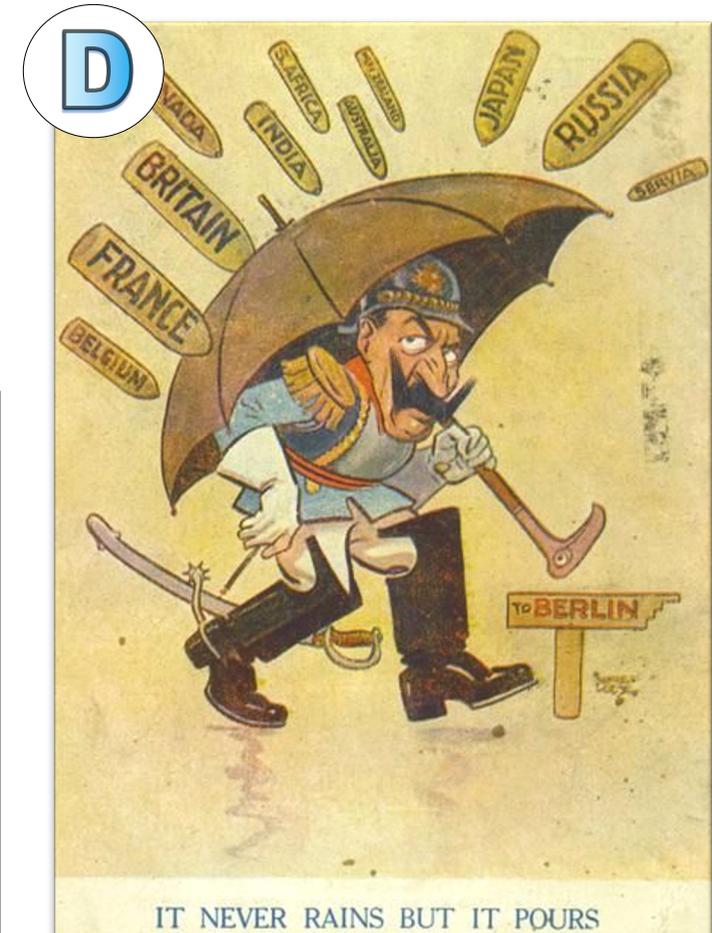
**B** 'I would like to congratulate you on the achievement and successes you have made in this great battle. You have pushed back the enemy back with great bravery and skill even with such terrible weather.'

**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



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