

S1 History

Lesson 2: Sources of Evidence.
Working with sources





Last lesson:
Why do we study
history?



Key Symbols in History



Think, pair and share task:

This symbol will be shown when we have a class discussion

Literacy task:



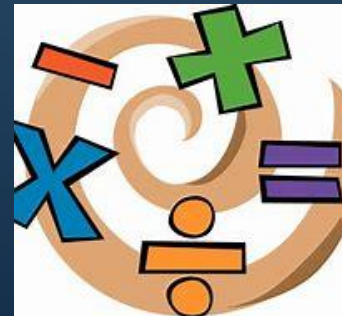
This symbol will be shown when you will be asked to complete written work in your jotters.



Historical Skills task:

This symbol will be shown when you will use the skills of a historian. This will include reading and analysing sources of information

Numeracy task:




This symbol will be shown when you will be asked to complete work that has a numeracy element to it.

How do we work with sources of evidence?

Learning Intentions

1. To be able to identify evidence to find out what happened in an event.
2. To understand that historians use sources to find information about the past.
3. To be able to explain what a primary and a secondary sources are

Success Criteria

1. I identified evidence to find out what happened in an event.
 2. I understand that historians use sources to find information about the past.
 3. I can explain what a primary and a secondary sources are.
- 
- A series of three parallel white diagonal lines extending from the bottom right towards the center of the slide.

Starter activity



Can you think of four famous detectives, real or imagined?

Activity one: Detective skills



You are going to be shown a crime scene in the next slide.

Can we work out what happened to the person in the picture?

In pairs, work out what evidence you would take from the crime scene. Can you come up with five pieces of evidence from the crime scene?

SC 1: I identified evidence to find out what happened in an event

Activity one: Detective skills



Going further



Well done, you have picked up some important pieces of evidence and are one step further to cracking the case!

However can you dig a bit deeper?

Is there any other evidence from the **whole crime scene** that may be useful. Look a bit closer at the overall picture.

SC 1: I identified evidence to find out what happened in an event

Activity one: Detective skills



SC 1: I identified evidence to find out what happened in an event

Come to your conclusion!



You have now gathered up as much evidence as you can from the photograph

Can you now explain what happened?

Write a short paragraph explaining what you think happened and use some of the evidence you as your reasons for thinking this.

SC 1: I identified evidence to find out what happened in an event

So what happened?



Oh dear, we seem to have a few different ideas about what happened! They cannot all be correct!

So what is the real story?

Answer:

There is no right answer!

We cannot be 100% certain as we only have some clues to help us! However based on what we have we can piece some of the story together. But we need more information from other places.

What has been important is how you gathered up your evidence and why you thought it may be important!

SC 1: I identified evidence to find out what happened in an event

What information is missing?



For example:

- We cannot find out who the person is.
- How long they had been there.
- Age of the person.
- Where the crime scene is.

So to learn that information, we would need to use other **Sources of evidence** to help us.

SC 1: I identified evidence to find out what happened in an event



So what has all of this got
to do with history?

History detective skills



- Trying to find out what happened in the past is very similar to the way the police try to gather evidence from a crime scene.
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- Historians try to gather up as much information about the past as they can so that we can come to as accurate a version of events as we possibly can.
- The evidence we use are called sources and are usually put into two main groups:
 - PRIMARY SOURCES
 - SECONDARY SOURCES

SC 2: I understand that historians use sources to find information about the past.

Activity One: Copy the following note into your jotter



A **primary** source is evidence that was produced by someone at or near the time of the event. "First hand" evidence, often an eyewitness who saw the event taking place!

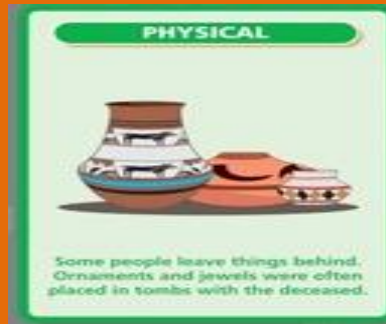
A **secondary** source is evidence that was produced by someone at a later date. "Second hand" evidence, often articles/books/TV programmes written by historians.

SC 3: I can explain what a primary and secondary source is.

Activity One: Different type of sources



Physical Evidence



Oral evidence



Written Evidence



Visual Evidence



SC 2: I understand that historians use sources to find information about the past.

SC 3: I can explain what a primary and secondary source is.

Activity Two:



Using the source cards provided, place the cards into the following four groups

Physical Evidence

Oral Evidence

Written Evidence

Visual Evidence

SC 2: I understand that historians use sources to find information about the past.

SC 3: I can explain what a primary and secondary source is.

Activity Three: Questions



1a) What advantages to historians have when they look at **primary sources** for information?

1b) What disadvantages to historians have when the only look at a **primary source** for information?

2a) What advantages to historians have when they look at **secondary sources** for information?

2b) What disadvantages to historians have when the only look at a **secondary source** for information?

3) Why is best for historians to use a range of sources to gain information about a historical event?

SC 2: I understand that historians use sources to find information about the past.

SC 3: I can explain what a primary and secondary source is.

Plenary: How did we get on?

Success Criteria

1. I identified evidence to find out what happened in an event.
2. I understand that historians use sources to find information about the past.
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Next lesson:
What was life
like in Scotland in
1286?

