

Support materials for AS 91434 - Research an historical event, or place, of significance to New Zealanders, using primary and secondary sources

These support materials are intended to be given to students to help them with the requirements of this particular achievement standard.

Finding Resources

There is a wealth of material about the life of Rewi Alley. Beyond easily accessible resources on the internet (for example Papers Past, EPIC, New Zealand Sound Archive, The New Zealand Film Archive) there is an archive available at Christchurch Boys' High School. The archivist is Bruce Harding who can be contacted through the school . Eric Livingstone (livingstonebc@xtra.co.nz) is a specialist on Rewi Alley who can also be contacted.

Tips for Online Researching

1. Use quotes when searching specific topics. For example "Boston Tea Party".
2. Use the words AND, NOT and OR to further produce more relevant results. For example, a Boolean search could be "Nelson Mandela" AND "Polynesian Panthers". This would limit the search results to only those documents containing the two key words.
3. When you want to skim a document for a keyword use control F and then enter the word in the box. Every time it is mentioned in the article it will be highlighted.

Writing Focussing Questions

After this research assessment you have to write up your research and communicate key historical ideas. It is sensible to use these key historical ideas to write the focussing questions for your research.

Here are the four key historical ideas:

- **Significance:** Historians weigh up the importance, durability, and relevance of events, themes, and issues in the past and the appropriateness of using the past to provide contemporary lessons; historians debate what is historically significant and how and why the decision about what is significant changes.
- **Continuity and Change:** History examines change over time and continuity in times of change. Historians use chronology to place these developments in context. Historians debate what has changed, what has remained the same, and the impact of these changes.
- **Cause and Effect:** Historians investigate the reasons for and the results of events in history; they debate the causes of past events and how these events affect people's lives and communities. Historians study relationships between events to identify pervasive themes, ideas, and movements, such as terrorism, revolution, and migration.
- **Perspectives:** There are multiple perspectives on the past (both at the time and subsequently). Interpretations of the past are contested – historians base their arguments on historical evidence and draw from a variety of perspectives.

You only need one focussing question. If you have two then they should go together: they should not be unrelated. If they are unrelated it will make it hard to write about them in one article in the next assessment.

Your question may combine historical ideas. For example: "How have perspectives on XXXX changed over time?" (Combines perspectives with continuity and change).

Significance questions:

How significant was XXXX to...
(a group of people/a country)?

In what ways was XXXX
significant to....?

In what ways does XXXX
continue to be significant to....?

To what extent was XXXXX a
turning point in the history of....?

Continuity and Change questions:

To what extent has XXX
change.....?

To what extent have the
changes started by XXX continued?

Cause and Effect questions:

What were the most
significant causes of XXXX?

How to Annotate

AS91434v.1 states that students will - as part of a research process - *typically*: “make annotations that identify the relevance, and assess the comparative usefulness, of the selected evidence in terms of the focussing question(s) being investigated.”

This means that for each piece of evidence you include you must highlight and annotate to identify the relevance of the selected evidence in terms of the focussing question being investigated. **For Merit and Excellence, you must also comment on the reliability of each piece of evidence.**

Example One

Focussing Question: What were the most significant consequences of World War II for Germans?

Source	Annotations
<p>More than 7 million Germans, including almost 2 million civilians, died during World War II.(1) After the end of the war in Europe additional casualties were incurred during the Allied occupation and also during the population expulsions that followed.</p> <p>After the war, the German people were often viewed with contempt because they were blamed by other Europeans for Nazi crimes. Germans visiting abroad, particularly in the 1950s and 1960s, attracted insults from locals (2), and from foreigners who may have lost their families or friends in the atrocities.</p> <p>Source: Wikipedia - Consequences of Nazism</p>	<ol style="list-style-type: none"> 1. Consequence: Death toll. There must also be those permanently injured, or mentally ill, and all the people who lost loved ones. Big psychological trauma. Short to medium-term consequence, but of huge significance in that period to millions of people. Social consequence. 2. Consequence: Bad feeling towards Germans. Short to mid-term, probably not so much now and only affected Germans who travelled. Must feel unfair to those who didn't do anything in the war or were children at the time. Social consequence. <p>Reliability: Wikipedia is a moderated, on-line encyclopedia which potentially anyone can edit. It is peer moderated, and checked by Wikipedia's own employees for issues. Wikipedia's reliability always needs to be checked against other sources, but it is generally reliable outside of current, controversial issues.</p>

It is not enough to just highlight and write “consequence” next to the relevant section. You need to think about what type of consequence it was (social, economic, political, long term, short term) and how significant it was (highly, moderately, not).

Example Two

Focus Question: What do official perspectives on conscientious objectors in WWI tell us about the values of the time?

Source	Annotation
 <p>Source: British postcard, 1916</p>	<p>Perspective: Objectors are effeminate and weak. Implies that “real men” were not objectors. The objector is shown with a limp wrist which stereotypically suggests homosexuality (which at the time was a criminal offence). The objector is also shown to be very weak physically. Finally, it shows that the objector’s views are not strongly held. The postcard is highly derogatory, and clearly reveals a set of values about what makes a “real man”. 1916 was the year that conscription began in England so this postcard is trying to stop people from trying to dodge their duty.</p> <p>Reliability: As a primary source this a reliable indication of one point of view on conscientious objectors. However, it is unclear from the site where I found this postcard what it was used for, and how widely it was distributed. It may be that it was never actually used at much or at all. If it was widely used and enjoyed it would be a reliable indication of values.</p>

This annotation is successful for a few reasons. Firstly, it closely reads the image and makes three points simply about the image. Secondly, it talks about the values the perspective reveals. Finally, it connects the source to outside information about the year conscription was introduced.

Making connections between your sources is very useful for a higher grade. Only do this where it is useful and natural. In the example above it would be useful to link this source to another source about conscription being made the law in 1916.

Here’s an annotation that connects this source with the one above:

Source	Annotation
<p>He told the court martial which sentenced him <i>I have heard a call above the roar of the guns.</i> In ‘The Absolutist and the Carmelite’, he defined an absolutist as, <i>A man to whom the sinfulness of war seems so appalling that he must struggle against it, wrestle to deliver a world bound by it; feels that anything less would be to him drifting with the tide – not stemming it.</i></p> <p>Source: Quakers in the World</p>	<p>Perspective: Quaker. Shows the strongly held Christian values of some objection to the war. Talk of “struggle” and “wrestling” suggest very strong, moral beliefs. Something that is not shown in the 1916 postcard which suggests all objectors are light weights.</p> <p>Reliability: This information comes from an American Quaker website that is clearly promoting some of its members as “heroes”. It is not a balanced website. The “About” page says that it has been set up to promote understanding of Quakerism especially for educators and students.</p>

Annotating for Reliability

This involves making a comment about the people who have produced the content and their reliability. This is exactly what you did in your perspectives assessment. If there is an author find out about that author. If it is a website find out about the people who made it. Please don’t say these things:

- “It is from a newspaper so it is reliable.”
- “It’s from Te Ara so it’s reliable.”
- “It has lots of footnotes so it’s reliable”
- “It’s just one person’s opinion so it’s not reliable.”

None of these things are true without proof. Some newspaper articles are very unreliable.

Who wrote the Te Ara article and what is their background? What are the footnotes linked to, and are those links to good sources? Just because one person said doesn’t rule it out as a reliable source. All sources must be assessed case by case.