

# 1 Historical concepts and skills

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## LESSON 1.1 Overview




### INQUIRY QUESTION

**Why is the modern world important to study, and what skills do I need to understand this history?**

Our study of History covers the modern era starting from 1750, highlighting rapid technological development, global migration, colonisation, revolutions and conflicts. We will explore how these events impacted Australia, including the forced transportation of convicts and slaves, and the effects of the Industrial Revolution on economies and lives.

We will examine the formation of modern Australia, the path from colonies to nationhood, and the struggles faced by Aboriginal and Torres Strait Islander Peoples. Additionally, we will study the rise of global powers in Asia, focusing on China and Japan's interactions with European nations.

### learn on

-  **eWorkbook**  
Customisable worksheets for this topic
-  **Digital document**  
Key terms glossary
-  **Video eLesson**  
History concepts and skills



This timeline is divided into 1000-year sections.

Key dates and brief descriptions of events are given.

The timeline is broken to show a break in the time scale.

**c. 2900 BCE**  
Earliest known writing recorded in Mesopotamia.

**c. 2550 BCE**  
Great Pyramid built at Giza in Egypt.

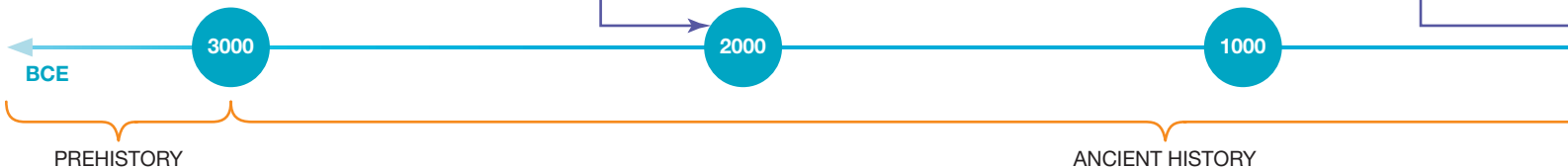
**2000 BCE**  
Knossos palace built on Crete.

**1279 BCE**  
Rameses the Great becomes pharaoh of Egypt.

**1100 BCE**  
Decline of Mycenaean civilisation on Greek mainland.

**776 BCE**  
First known Olympic Games.

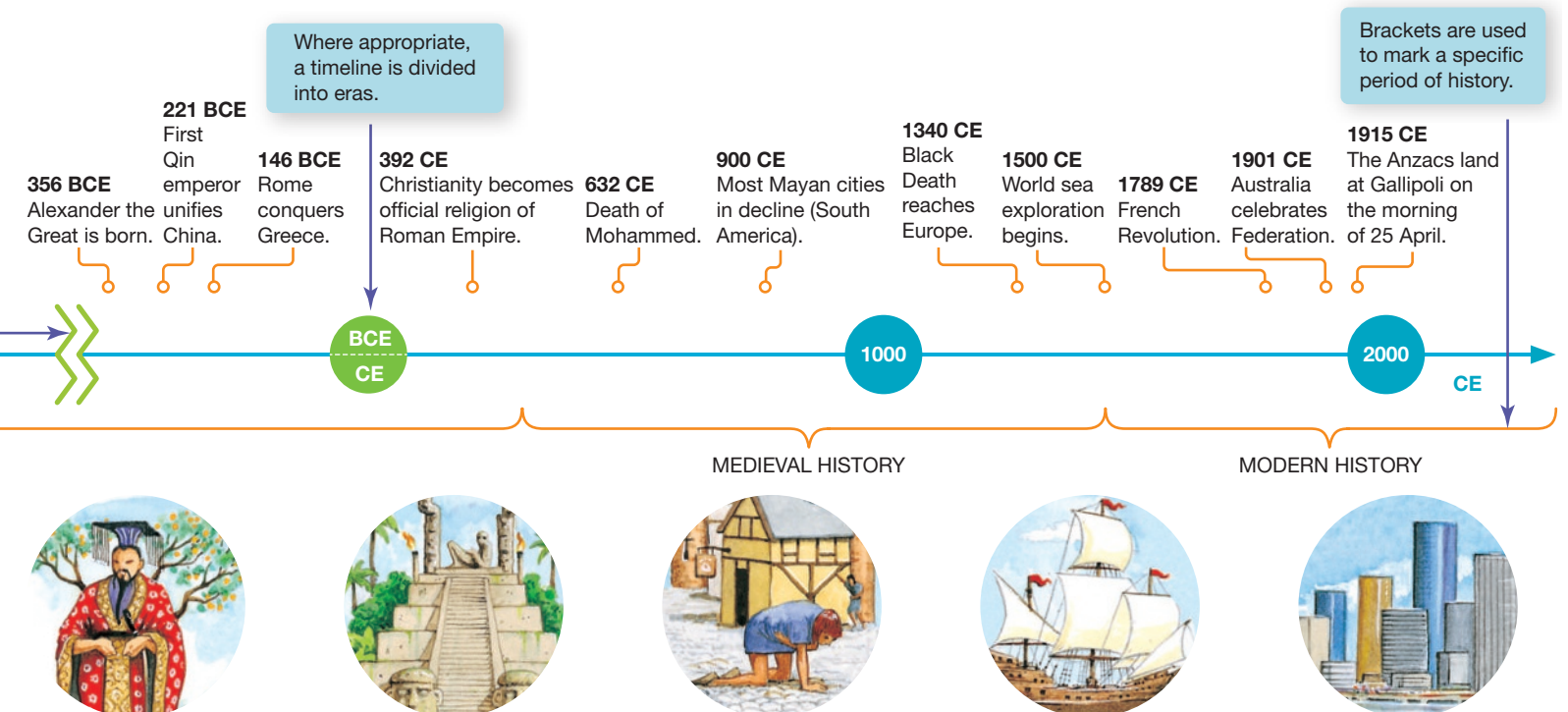
**753 BCE**  
Rome founded.



## SkillBuilder

Use the SkillBuilder activities to develop these Historical concepts and skills:

- HISTORICAL QUESTIONS
- CHRONOLOGY
- USING HISTORICAL SOURCES
- CONTINUITY AND CHANGE
- CAUSES AND CONSEQUENCES
- HISTORICAL SIGNIFICANCE
- COMMUNICATING



## LESSON 1.2 Historical concepts and skills

### LEARNING INTENTION

By the end of this lesson you should be able to:

- **identify** the historical concepts and skills
- **explain** why they are important.

### 1.2.1 Introduction

In 2017, a crowd gathered in southern Israel to mark the centenary of the Battle of Beersheba. Approximately 100 horsemen from Australia participated in a re-enactment of the cavalry charge. This event is often described as ‘the last successful cavalry charge in history’.

**SOURCE 1** Australian horsemen recreate the WWI Battle of Beersheba.



The Australian 4th Light Horse Brigade was assigned to capture the fortified desert town of Beersheba on 31 October 1917. The town, which held strategic importance due to its water supply, was controlled by the Turkish army. The 4th and 12th regiments of the brigade, composed of troops on horseback, charged at the Turkish trenches. With bayonets in hand, they crossed the trenches and entered Beersheba, securing its water wells and taking control of the town. This victory was a significant moment in the campaign against the German-allied Turkish army in the Middle East, contributing to the eventual collapse of the Ottoman Empire.

Historians use various sources such as archives, letters, weapons, skeletons, newspapers, paintings and photographs to reconstruct past events. The study of history involves analysing this evidence to understand what happened in the past.

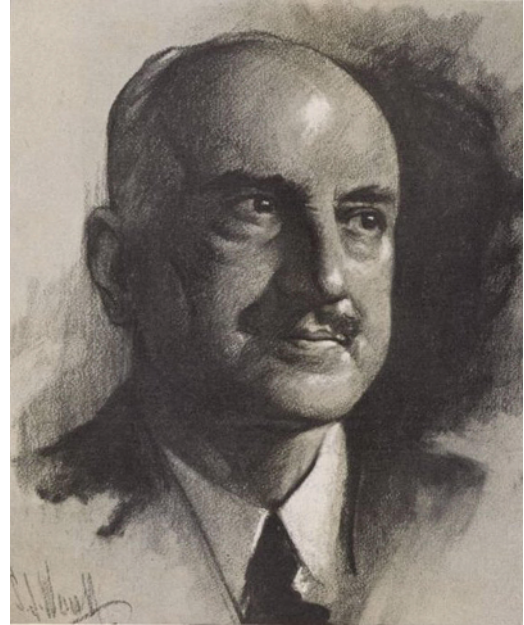
## 1.2.2 Historical concepts and skills

History can be compared to an incomplete jigsaw puzzle — with each discovery, another piece is added to our knowledge of the past and the picture becomes clearer. Unlike the puzzles that we complete at home, the jigsaw of our past remains incomplete. It is the duty of historians to discover, study and place events in the correct chronological order to give an accurate picture of humanity's history. History is more than just names and dates; it is the story of who we are and how we came to be.

The term 'history' comes from the ancient Greek word *historia*, meaning inquiry, or gaining knowledge through investigation. Studying History helps us to understand our heritage. We start to understand where our ideas, languages, laws and many other aspects of our lives came from. We can also develop more open minds and learn to appreciate cultures that are different from our own.

Understanding history is essential to understanding the present and preparing for the future. Human societies did not appear in the present as if from nowhere. They developed over many thousands of years. By studying the past, we might just be able to avoid repeating past mistakes and make our world a better place in the future.

**SOURCE 2** A drawing of the philosopher George Santayana (1863–1952) from the cover of *Time* magazine in February 1936. He is popularly known for the aphorism, 'Those who cannot remember the past are condemned to repeat it'.



### SkillBuilder discussion

#### Asking historical questions

How might understanding our past help us avoid repeating mistakes in the future? Discuss current events or issues in the world today (especially the causes and effects) and suggest some of the historical events that have similar patterns or features. For example, responses to the COVID-19 pandemic were informed by the way previous pandemics were managed. What might past events tell us about how to manage the current situations you identified?

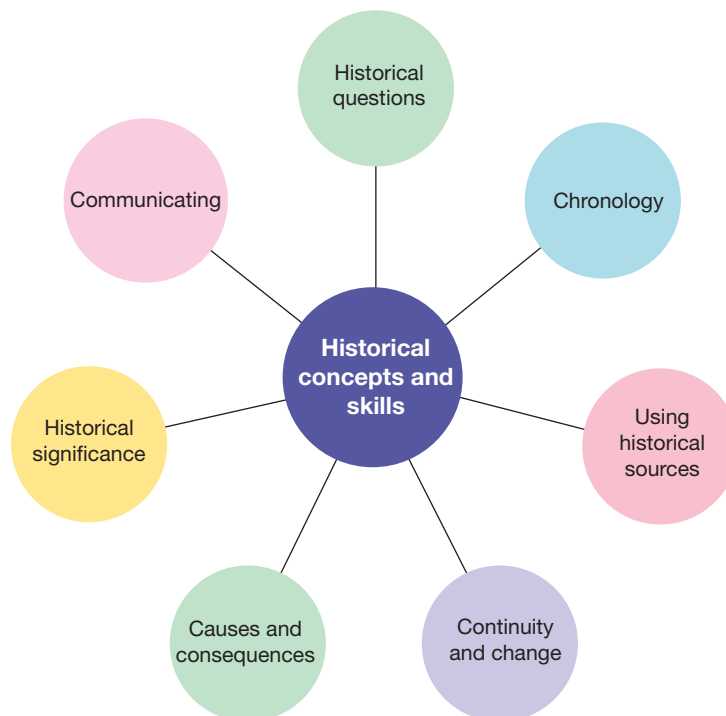
Historical concepts and skills are transferable to many different kinds of careers and jobs. These skills will help you to:

- carry out research
- organise information and check it to determine its accuracy
- draw conclusions and make decisions based on evidence
- recognise the difference between fact and opinion
- understand that more than one way of thinking about any problem is usually possible
- think critically
- communicate effectively
- present findings and conclusions through reports, the media, books, lectures and exhibitions.

**TABLE 1** The concepts and skills that you will use in History

Concepts and skills	Description
Asking historical questions	Our understanding of the past is shaped by the questions we ask and the responses we receive.
Sequencing chronology	Arranging historical events in order of time.
Using historical sources as evidence	Any written or non-written materials that can be used to investigate and give us information about the past; evidence is the information we get from sources that is useful to our investigations.
Identifying continuity and change	Considering the parts of life or society that have stayed the same and those that have changed over a period of time.
Analysing cause and consequence	Looking at the relationship between historical events or actions; for example, when one event or action happens because of the other.
Determining historical significance	Considering the importance given to events of the past.
Communicating	Being able to express our interpretations of the past by constructing an historical argument using knowledge and evidence.

**SOURCE 3** We can also view the concepts and skills diagrammatically



A person trained in History may conduct research and analysis for governments, businesses, individuals, historical associations and other organisations. They may work in administrative or policy roles where they can make use of their research and analysis skills. A person trained in History may be involved in preserving **artefacts** or historic records. Conservation work similar to that shown in **SOURCE 4** is one of the key responsibilities of historians and archaeologists.

**SOURCE 4** Conservation works in 2018 on the facade and dome of the Royal Exhibition Building, in Melbourne, which was completed in 1880 to host the first World's Fair in the Southern Hemisphere.



A number of other careers are related to the study of History. These include:

- anthropologists
- archaeologists
- archivists and museum workers
- curators
- documentary and film makers
- economists
- History teachers
- lawyers
- lecturers, tutors and researchers
- police and armed forces
- political scientists
- sociologists
- writers and authors.

A knowledge of history is important in our everyday lives, and gives many people great personal pleasure. How much more enjoyment do people derive from travel, books and movies when they know about the history that shaped the places involved!

### 1.2.3 Historical questions

When studying History, our investigation of the past is guided and shaped by the questions we ask. These questions help us to focus our thinking about historical knowledge, concepts and sources. Knowing how to phrase effective questions is essential for researching and interpreting the past.

Historical questions can take different forms, such as descriptive questions that ask us to identify or describe an event, procedural questions that focus on recalling what happened or what happened next, and comparative or evaluative questions that require us to analyse causes, consequences and significance, and make judgements about historical events. They can be developed using the historical concepts and skills listed in this topic, such as cause, consequence, continuity, change, significance and **evidence**.

**TABLE 2** Examples of questions that you may ask in History

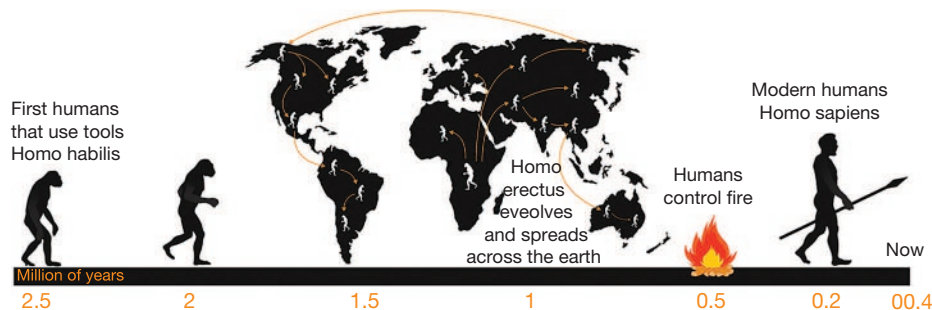
Historical thinking concepts and skills	Example of questions
Sequencing chronology	When does my timeline of events begin and when does it end? What event appears before ... and what happened after? What event caused ... to occur?
Using historical sources as evidence	Who wrote this source? Why did they write this source? What does this source tell me about the historical period I am studying, and what does it not tell me? What <b>biases</b> might it contain?
Continuity and change	At the beginning of the historical period I am studying, what was life like in regard to [power structures/economy/people/ideas/technology]? By the end of the historical period I am studying, what changed in regard to [power structures/economy/people/ideas/technology]? What/who caused these changes to occur? How quickly did these changes occur? What remained the same by the end of the historical period I am studying? What/who stopped these things from changing?
Causes and consequences	What were the short-term causes of ...? What were the long-term causes of ...? What were the political/economic/environmental causes of ...? What were the immediate consequences of ...? What were the long-term consequences of ...? What were the political/economic/environmental consequences of ...?
Significance	Why is this person/event/idea/movement important? How important was this person/event/idea/movement to those living during the historical period? How many people were affected by this person/event/idea/movement? How is this person/event/idea/movement remembered today?

## 1.2.4 Chronology

**Chronology** involves arranging events, ideas and developments in the order that they occurred. It is an important skill because historians need to know the order in which events occurred to identify patterns of continuity and change, analyse causes and consequences, and understand how historical events are connected. Organising events in a sequence allows historians to explain how one event influenced another and how historical developments unfolded over time.

A historian will use a **timeline** to track significant moments and long-term trends. For example, a timeline representing the sequence of events in your morning routine (seen in **SOURCE 5**) helps you understand how one action leads to the next. Similarly, historical timelines help us track and explain major events and trends in human history.

**SOURCE 5** A simple image-based timeline representing the evolution of human beings



## 1.2.5 Using historical sources

Evidence refers to the facts that indicate whether something is true or really happened. Evidence can come from sources, which are needed to prove or disprove events from the past. Historians use evidence from a range of sources to discover when events happened, how they happened, why they happened and how different events are connected.

### Sources

Sources are any written or non-written materials that can be used to investigate and provide information about the time they are studying. It is important to analyse sources from the time we are studying to judge how reliable they are and explore the different points of view, or **perspectives**, of people from the past. This also involves questioning later sources that are interpretations of that time.

### Primary and secondary sources

Historians can use two types of sources to investigate events from the past.

- **Primary sources** were created or written in the period that the historian is investigating.
- **Secondary sources** are written or created by people living after the period that the historian is studying.

Primary sources might include letters, newspapers, art, photographs or film (for example, a film clip of conditions on the Western Front during World War I, filmed from the trenches).

For most periods of history, we can divide primary sources into written and archaeological sources. Written primary sources can include such things as poems, songs, letters, newspapers and speeches. Archaeological sources are objects that were made in the past. They are often called artefacts (they can sometimes include written sources if writing is inscribed on them; for example, a tomb or pottery), and include works of art, weapons, toys and jewellery.

Secondary sources are often books and articles. They can also include websites, models, timelines, computer software and documentary films. To create secondary sources, historians often:

- locate information in primary sources
- interpret that information
- use their research to explain what happened.

### Analysing evidence

When using historical sources as evidence, historians need to ask questions of each source, for example:

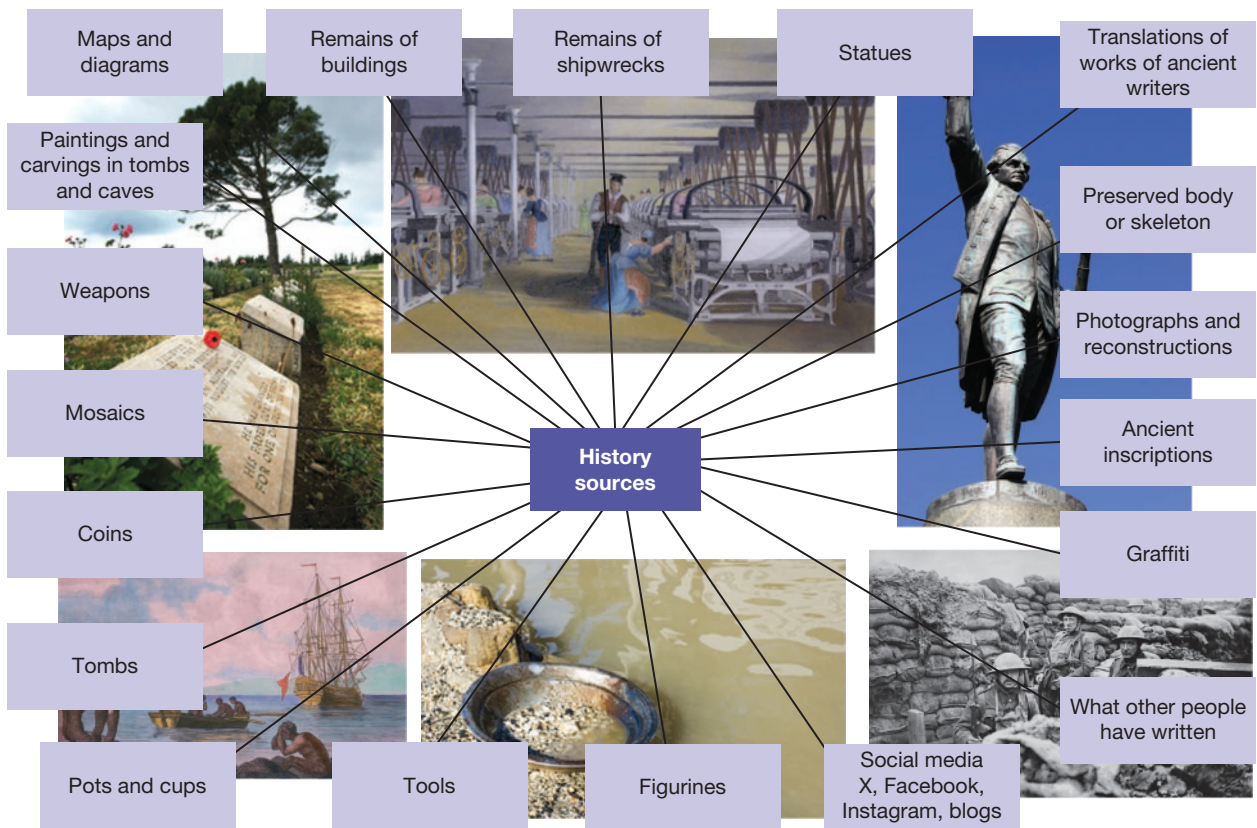
- What type of source is this?
- Who wrote or created this source and when was it written or created?
- Why was this source written or created?
- What evidence does the source provide?
- What were the historical or contextual circumstances at the time of the source's creation?
- Is the source reliable and trustworthy?

Using evidence from sources, historians form a **hypothesis** (a possible theory to explain what happened).

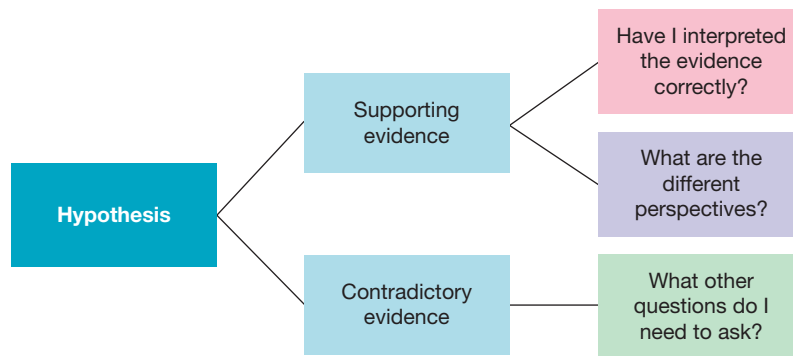
To test a hypothesis, historians seek both supporting and contradicting evidence. They ask what additional information is needed to support their theory and ensure they have all available data about the events or people they are studying. This helps them make accurate interpretations of the past.

Despite thorough methods, differing interpretations and debates persist due to issues like limited evidence or varied perspectives. **Contestability** is a key concept in historical studies, highlighting that historical debates are ongoing and interpretations can vary.

**SOURCE 6** The many different types of primary sources



**SOURCE 7** The process of 'using evidence' to test a hypothesis



**Perspectives**

No two people view an event the same way due to their perspectives, influenced by factors like age, gender and social position. Understanding these perspectives involves exploring people’s viewpoints, attitudes, values and cultures. Historians’ interpretations are also shaped by their perspectives, which can be informed by primary sources such as diaries or visits to historical sites.

To truly understand the past, historians need empathy, which means understanding how people thought and felt in different times without judging them by modern standards. This involves engaging with multiple perspectives, including those of Aboriginal and Torres Strait Islander Peoples, women, children, workers and the non-literate, to build a comprehensive picture of history.

## 1.2.6 Continuity and change

When studying different societies, historians can see that some aspects of life have remained the same over time, while other aspects of life have changed dramatically. This concept is known as identifying **continuity and change**.

Continuity refers to the things that endure, relatively unchanged, over time. You will find that many things remain the same across long periods in history. Sometimes these continuities have stayed with us into modern times.

Change refers to something that is different from what has occurred in the past. This may occur over a long period of time or may occur dramatically and suddenly. In the case of gradual change, it can be difficult to detect the precise moment of change. It could be that many small events have led to a larger change. In the case of sudden change, the moment of change is obvious and definitive. Often this is associated with single events, that are sometimes referred to as turning points in history. It is also important for historians to differentiate between short- and long-term change.

We can make comparisons between and among historical events occurring at the same time, between and among different historical periods, and between present time and the past. The use of timelines can help to understand the sequence of historical events, which should assist in identifying turning points that produced change.

### SkillBuilder discussion

#### Continuity and change

1. Look at **SOURCES 8** and **9**. What are the obvious changes that have taken place?
2. What remains the same between the two images?

**SOURCE 8** An elevated view of Melbourne in 1908, showing Flinders Street railway station beside the Yarra River. The current railway station building, which can be seen in development here, was officially opened in 1910.



**SOURCE 9** An elevated view of modern Melbourne along the Yarra River from Flinders Street railway station



## 1.2.7 Causes and consequences

Once historical events have been placed into chronological order, investigating how one event has caused another event and how events are connected becomes easier. We can also look at the developments that have happened in both the short term and over a longer period of time.

Historical events do not just happen spontaneously, without reason. Every event will have a cause, and every event is also likely to be the cause of subsequent events, effects or consequences. Explaining how and why things in the past have happened is often the result of the historian being able to confidently identify patterns of **causes and consequences**. This is an essential concept to assist in explaining the past, but can also make it possible to predict what may take place in the future.

Causes may include people, societies, politics, beliefs, economics or any other historical factor. Likewise, consequences can include impacts on people, societies, politics, beliefs, economics or any other historical factor. It is important to understand that not all causes leading to a specific event are equally significant — some causes may have more influence than others.

Some causes occur immediately before an event began, while others may have existed for several years, decades or centuries before the event. Some consequences occur immediately after an event or action, while others may occur years, decades or centuries following the event or action.

## 1.2.8 Historical significance

Historical **significance** relates to the relative importance of particular aspects of the past, such as events, individuals or groups, developments, ideas or movements, and historical sites. There is far too much history to study or learn all of it. We need to make judgements about what is important and what is less important.

When we try to establish the significance of an aspect of the past, we must consider a number of questions. For example:

- How relevant was it to people living at that time?
- How many people were affected?
- How did it change people's lives?
- How long were people's lives affected?
- How important and long lasting were the consequences?
- How relevant is it to the contemporary world?

**SOURCE 10** A statue of Simpson and his donkey at the Australian War Memorial in Canberra. John Simpson used donkeys to carry men away from the front line at Gallipoli, often exposing himself to fire.



**SOURCE 11** Stretcher bearers carrying the wounded through the trenches during the Gallipoli Campaign in 1915



### SkillBuilder discussion

#### Historical significance

1. What aspects of your life as a student do you consider to be significant? Some things to consider could be access to technology, the physical state of the space you use, the resources you can access or the subjects that you are studying.
2. Do you think that the things you consider to be significant were important 10, 50 or 100 years ago? Do you think they will be significant 50 years from now?

## 1.2.9 Communicating

Communicating effectively is a vital skill in the study of History. Historians do more than just research evidence. As a result of our investigations, we should be able to apply our newly learnt knowledge of a historical period and communicate this, using facts and evidence. We can present our interpretations of the past in a variety of ways, including written and multimodal presentations, oral presentations and other methods. It is important to use an appropriate and clear format to communicate our historical findings, including the use of subheadings, guiding questions and formal language.

Furthermore, as historians, we must acknowledge the sources we use and the interpretations of other historians in our work. This process is known as referencing, and it shows that our ideas are based on **evidence** and makes our work more credible. There are several guidelines to follow when referencing. Often, your school or teacher will have you follow a particular reference guide of their choice which informs you on how to create a reference list.

### 1.2 SkillBuilder activity COMMUNICATING

#### WWI investigation

1. **SOURCES 10** and **11** show us two important non-combat (or auxiliary) services. **Discuss** in small groups what might be observed by these people. Consider different perspectives.
2. In small groups, list five other non-combat (or auxiliary) services that would have been significant in World War I. Can you rank them in order of importance? Once you have done this, share your rankings with other groups.
3. **Discuss** why ranking might be difficult. **Discuss** why some choices of rank are similar or different. What influences the way people judge historical significance or importance (e.g., personal interests, cultural background or available information)?

## Learning pathways

## ■ LEVEL 1

1, 2, 3, 5

## ■ LEVEL 2

4, 6, 7, 9

## ■ LEVEL 3

8, 10

## REMEMBER AND UNDERSTAND

- What is the main reason historians use timelines?
  - To memorise historical events easily
  - To see how events are connected and track changes over time
  - To prove that all events happen in a specific order
  - To compare historical evidence from primary and secondary sources
- How can primary sources help us understand historical perspectives?
  - By providing direct insights into the beliefs, values and attitudes of people from the past
  - By offering a modern interpretation of historical events
  - By eliminating the need for secondary sources
  - By showing how History was taught in schools
- What is the difference between continuity and change in history?
  - Continuity refers to what stays the same, while change refers to what is different over time.
  - Change is always positive, while continuity is always negative.
  - Continuity only applies to social structures, while change applies to technology.
  - Change happens in all historical events, while continuity is rare.
- Which of the following best explains 'historical significance'?
  - The chronological order of events in the past
  - The importance of events, individuals or groups in shaping history
  - The evidence that historians use to prove their theories
  - The methods used to communicate historical findings
- Explain** what a historian is doing when identifying continuity and change.
- Why could it be wrong to judge people from past times by the standards of our times?

## ANALYSE AND APPLY

- George Santayana's quote in **SOURCE 2** states that 'Those who cannot remember the past are condemned to repeat it.'
  - Rewrite this quote in your own words.
  - How does this quote show that the study of history is important?
- Look at the mind map in **SOURCE 6**.
  - Describe** each of the sources pictured around the mind map.
  - Propose** what we might learn about the past from graffiti or one of the other types of primary sources listed in the mind map.
  - Primary sources are more reliable than secondary sources. **Analyse** this statement.
- Examine **SOURCES 8** and **9** closely. **Identify** the changes that have occurred in Melbourne between the early 1900s and the present. Identify the similarities (or continuities) between Melbourne in the early 1900s and the present.

## EVALUATE AND COMMUNICATE

- Examine **SOURCES 10** and **11** closely. **Evaluate** why the actions of John Simpson are considered more significant than those of other stretcher bearers at Gallipoli.

Answers and sample responses for this topic are available online.

## LESSON 1.3 SkillBuilder: Historical questions

online only

### Why are historical questions important?

Asking historical questions is essential for understanding the past. Historical questions help guide inquiries into events, people and developments in the medieval and modern world. They shape our understanding by focusing on key details, comparing ideas and evaluating significance. In this lesson you will develop your ability to ask historical questions.

## LESSON 1.4 SkillBuilder: Chronology

online only

### What is a timeline?

A timeline is a diagrammatic tool for placing events in chronological order (the order in which they happened). Generally, timelines are constructed using a sequence of dates with the addition of descriptive labels. A timeline may cover a short period or many centuries. Timelines may be as simple as a horizontal or vertical line, or highly visual with use of colour and images. In this lesson you will create a timeline based on key events.

## LESSON 1.5 SkillBuilder: Using historical sources

online only

### Identifying and analysing different perspectives of people in the Industrial Revolution

When examining any historical issue or event, we should try to build up an accurate picture of what actually happened in the past. If we are relying on a primary source in the form of an eyewitness report of an event, we need to be aware of possible bias or prejudice on the part of that eyewitness. In this lesson you will identify the perspectives of different people.

## LESSON 1.6 SkillBuilder: Continuity and change

online only

### Identifying and evaluating continuity and change in the Industrial Revolution

The period of the Industrial Revolution brought more rapid change than had ever occurred previously anywhere in the world. It is important to be able to identify turning points that caused change, and to be able to describe the rate and extent of the change by examining the significance of events, ideas, people and groups.

## LESSON 1.7 SkillBuilder: Causes and consequences

online only

### What does analysing causes and consequences involve?

When studying History, it is important to remember that events don't 'just happen'. Many factors combine to bring about historical events. Being able to analyse causes and consequences is an important historical skill. In this lesson you will analyse the most important causes of an event.

## LESSON 1.8 SkillBuilder: Historical significance

online only

### Evaluating significance: The Chinese on the goldfields

One way of developing a deeper understanding of the past is to think about the significance of particular events, individuals, groups or ideas. This is not an easy thing to do. Measuring the importance of any aspect of history requires making a judgement about what was important at the time or what is still important today. There are various criteria we can use to evaluate the historical significance of any event, individual, group or idea.

## LESSON 1.9 Communicating

online only

### Why is communicating effectively important?

Communicating in History involves sharing interpretations and arguments about the past. Developing this skill will also enable you to construct compelling arguments about significant events in the medieval and modern world, supported by evidence from historical sources.

## LESSON 1.10 Review

### 1.10.1 Key knowledge summary

Use this dot point summary to review the content covered in this topic.

#### 1.2 Historical concepts and skills

- Historians investigate and interpret the past.
- History helps us to understand our past and appreciate other cultures.
- History helps us to understand the present and what the future may hold.
- History provides us with essential skills.
- The seven Historical concepts and skills that you will develop throughout your course are:
  - *Asking historical questions*: This involves identifying, selecting and using a range of questions to guide investigations into the past. Historical questions can take the form of descriptive questions that ask us to identify or describe an event, procedural questions that focus on recalling what happened or when, and comparative or evaluative questions that require us to analyse and interpret historical concepts.
  - *Chronology*: This involves understanding the sequence of historical events and placing them in a timeline. It helps students to comprehend the order in which events occurred and how they relate to each other over time. This skill is essential for constructing a coherent narrative of the past and understanding the progression of historical developments.
  - *Using historical sources*: This focuses on the ability to locate, analyse and interpret various types of historical sources, such as documents, artefacts and oral histories. Students learn to evaluate the reliability and perspective of sources, which is crucial for constructing accurate historical accounts and understanding different viewpoints.
  - *Continuity and change*: This involves identifying what has stayed the same and what has evolved over time. This skill helps students to recognise patterns and trends in history, understand the reasons behind changes and appreciate the persistence of certain elements across different periods.
  - *Causes and consequences*: This involves analysing the reasons behind historical events and their outcomes. Students learn to identify and evaluate the factors that led to specific events and the short-term and long-term effects of these events. Understanding causes and consequences is key to comprehending the complexities of historical processes.
  - *Historical significance*: This refers to the importance of certain events, individuals or developments in history. Students learn to assess the impact and lasting influence of historical phenomena, considering factors such as the scale of change, the number of people affected and the duration of the impact.
  - *Communicating*: This focuses on the ability to effectively convey historical knowledge and understanding through various forms of communication, including writing, speaking and using digital media. Students learn to present their ideas clearly and persuasively, using evidence to support their arguments and engaging with different audiences.

### 1.10.2 Key terms

**artefacts** objects made or changed by humans

**biased** one-sided or prejudiced; seeing something from just one point of view

**causes and consequences** the concept that every historical event will have a cause, and every event or action is likely to be the cause of subsequent consequences or effects

**chronology** a record of past events in order of time, from Latin *chronos* meaning time and *logos*, meaning to work out

**contestability** when particular interpretations of the past are open to debate

**continuity and change** the concept that while many changes occur over time, some things remain constant

**evidence** information that indicates whether something is true or really happened

**hypothesis** (plural: hypotheses) a theory or possible explanation

**perspectives** point of view or attitude

**primary sources** objects and documents that were created or written in the period of time that the historian is investigating

**secondary sources** reconstructions of the past written or created by people living at a time after the period that the historian is studying

**significance** the relative importance assigned to particular aspects of the past; for example, events, developments, movements and historical sites

**timeline** a diagrammatic tool representing a period of time, on which events are placed in chronological order

### 1.10.3 Reflection

Complete the following to reflect on your learning.

Revisit the Inquiry question posed in the Overview.

**Why is the modern world important to study, and what skills do I need to understand this history?**

- Now that you have completed this topic, what is your view on the questions? Discuss with a partner. Has your learning in this topic changed your view? If so, how?
- Write a paragraph in response to one of the inquiry questions, outlining your views.

## learn on



**eWorkbooks**

Customisable worksheets for this topic  
Reflection



**Digital document**

Key terms glossary

## 1.10 Review exercise

### Learning pathways

■ LEVEL 1

1, 3, 4, 5, 9

■ LEVEL 2

2, 7, 8, 10

■ LEVEL 3

6, 11, 12, 13

### REMEMBER AND UNDERSTAND

- What is the main purpose of studying History?
  - To study how past events shape the present
  - To learn entertaining stories about our ancestors
  - To find out personal details about our grandparents
  - To predict every event in the future
- Why do we ask historical questions?
  - To create timelines of historical events
  - To focus thinking about historical knowledge, concepts and sources
  - To determine the chronological order of events
  - To identify the significance of historical sites

3. Chronological order means
  - A. an interesting selection of information.
  - B. in order from the beginning to the end.
  - C. any random order.
  - D. from the end to the beginning.
4. What are primary sources?
  - A. Sources that were created during the time being studied
  - B. Written sources
  - C. Secondary sources
  - D. Books
5. Which of the following is not a secondary source?
  - A. A textbook about medieval peasants
  - B. A photograph of castle ruins
  - C. A ledger kept by a medieval manor
  - D. A documentary about medieval sources
6. What is presentism?
  - A. The act of studying past events to predict future outcomes
  - B. The interpretation of historical events using modern values and perspectives
  - C. The process of recording events in chronological order
  - D. The analysis of primary and secondary sources
7. The concept of history 'continuity and change' refers to
  - A. the study of aspects of history that have remained relatively unchanged and the aspects that have changed dramatically.
  - B. studying written or non-written materials that can be used to provide information about the past.
  - C. historians trying to discover how people thought and felt in the past.
  - D. the ability to make judgements about the importance assigned to particular aspects of the past.
8. What is the relationship between causes and consequences in history?
  - A. Causes and consequences are always equally significant.
  - B. Events happen spontaneously without connection to others.
  - C. Historical events often have multiple causes and consequences.
  - D. Only long-term causes are relevant to understanding the past.
9. What does historical significance refer to?
  - A. The accuracy of historical events
  - B. The relative importance of events, individuals or ideas in the past
  - C. The chronological order of historical events
  - D. The number of sources available for an event
10. What is an important element of effective communication in history?
  - A. Using informal language to make arguments easier to follow
  - B. Ignoring the use of subheadings and guiding questions
  - C. Acknowledging sources and referencing evidence
  - D. Presenting findings only through oral presentations

### ANALYSE AND APPLY

11. In your own words, **explain** what the term 'supporting evidence' means.
12. **Define** the term hypothesis and provide an example of a historical hypothesis.
13. Archaeologists search for historical sources to help them understand the past. **List** four examples of archaeological sources.

**Answers and sample responses for this topic are available online.**

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