

1 Historical concepts and skills

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LESSON 1.1 Overview

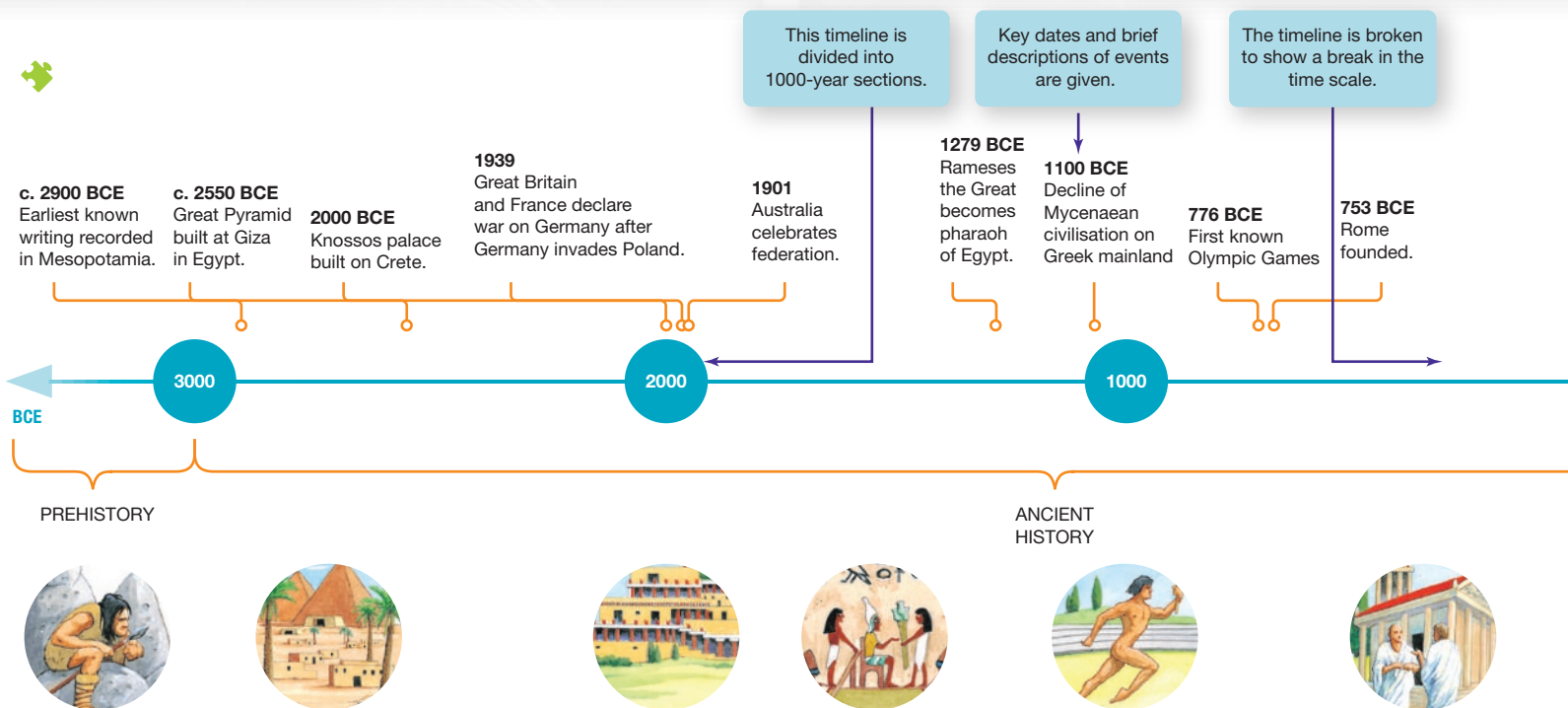
INQUIRY QUESTION

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

The twentieth century's conflicts, ideas and movements reshaped nations, influenced human rights, and connected people globally. World War II altered global power and led to international organisations like the United Nations and the signing of the Universal Declaration of Human Rights, in which Australia played a significant role. Civil rights and Indigenous recognition movements have redefined Australian society, with migration and debates over policies like the White Australia policy shaping national identity and inclusion.

learn on

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



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



Where appropriate, a timeline is divided into eras.

Brackets are used to mark a specific period of history.

356 BCE
Alexander the Great is born.

221 BCE
First Qin emperor unifies China.

146 BCE
Rome conquers Greece.

392 CE
Christianity becomes official religion of Roman Empire.

632 CE
Death of Mohammed

900 CE
Most Mayan cities in decline (South America)

1340 CE
Black Death reaches Europe.

1500 CE
World sea exploration begins.

1789 CE
French Revolution

BCE
CE

1000

2000

CE

MEDIEVAL HISTORY

MODERN HISTORY



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

History is more than just dates or random names or events that occurred in the past. History is the story of humanity and as such it captures the heart and soul of all of our societies. People throughout the world commemorate important events in a variety of ways.

The people in the image below were participating in a 1940s ‘re-creation weekend’ at Pickering in North Yorkshire, England. The attendees were dressed in a variety of 1940s clothing including military or civilian dress, which contributed to a realistic atmosphere. The men in the photo were dressed as soldiers of the United States Army in World War II.

World War II was fought between the Allied powers (Britain, the United States, the USSR, France, Australia, New Zealand and others) and the Axis powers (Germany, Italy and Japan). This conflict took more lives and destroyed more property across the world than any war before it or since. World War II started in 1939 when Germany’s invasion of Poland led France and Great Britain to declare war on Germany. Nazi Germany quickly overwhelmed western Europe in 1940. In 1944, Allied forces invaded France and pushed back the Germans. The war in Europe ended with Germany’s surrender on 7 May 1945. The war ended in the Pacific when Japan surrendered on 2 September 1945.

We know these things because historians use clues like archives, letters and weapons as well as many other historical sources to bring the past to life. It is through historical records that historians are able to discover the mysteries of our past. Historians research, compile, evaluate and report their findings in an attempt to discover the truth about our past in an unbiased manner.

SOURCE 1 Participants dressed as World War II United States soldiers during a reenactment event



1.2.2 Historical concepts and skills

History is full of stories of individuals living, striving to survive and often dying in challenging, difficult times, as well as stories of individuals thriving in times of peace. History can confuse you, amaze you and even shock you with these stories; at times it is difficult to understand the mindset of people and societies of the past, while at other times it is easy to relate to their lives and the decisions they made in the situations they faced.

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.'

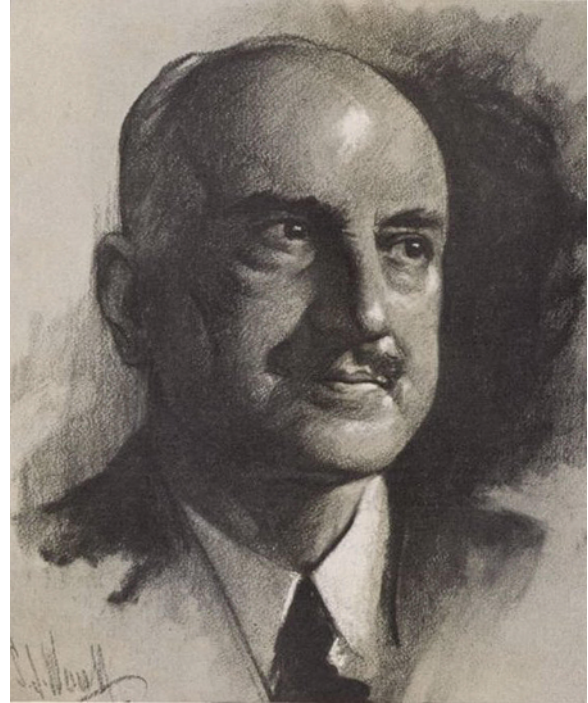


TABLE 1 The concepts and skills that you will use in History

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	Historical events are arranged in order of time, or chronologically.
Using historical sources as evidence	Sources are 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	To identify continuity and change, we consider the parts of life or society that have stayed the same and those that have changed over a period of time.
Analysing causes and consequence	To analyse causes and consequence, we look at the relationship between historical events or actions — for example, when one event or action happens because of the other.
Determining historical significance	To determine historical significance, we consider the importance given to events of the past.
Communicating	We express our interpretations of the past by constructing a historical argument using knowledge and evidence.

SOURCE 3 We can also view the concepts and skills diagrammatically



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

- 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 2 Careers associated with the study of history

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

A knowledge of history not only gives us a variety of transferrable skills, but it also gives us insight into the people, places and events often discussed in movies and books.

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 judgments about historical events. They can be developed using the historical concepts and skills listed in this chapter, such as cause, consequence, continuity, change, significance and evidence.

TABLE 3 Questions that could be commonly asked in the History classroom

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 biases 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 in which 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 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.

1.2.5 Using historical sources

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.

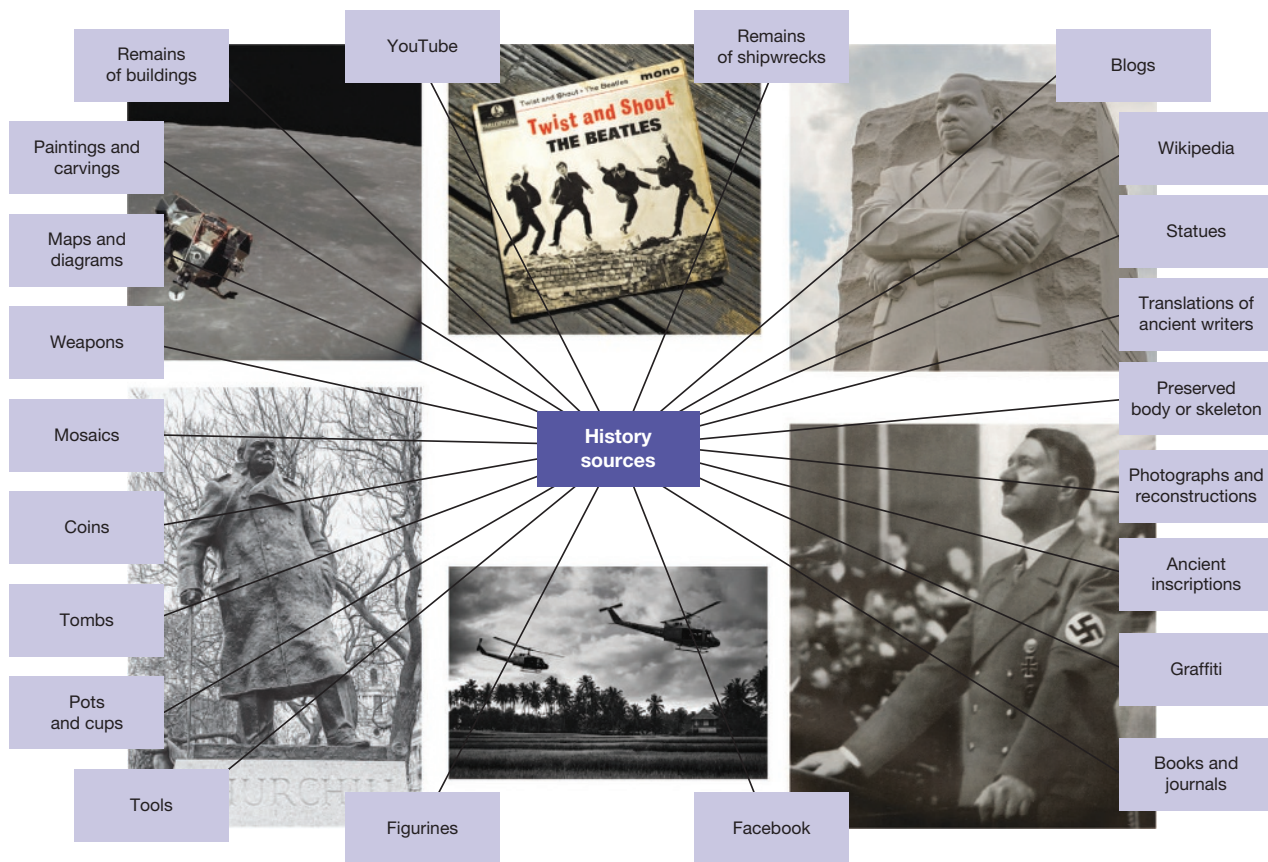
TABLE 4 The different types of sources

Source type	Description	Examples
Primary	Created or written in the period being investigated	Written primary sources can include letters, newspapers, art, photographs, film, poems, songs, speeches, and so on. Archaeological sources are objects that were made in the past. They are often called artefacts and include weapons, toys, jewellery, and other everyday objects from the past.
Secondary	Written or created by people after the period being studied	Books, articles, websites, models, timelines, computer software, documentary films

To create secondary sources, historians often:

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

SOURCE 4 The many different types of primary sources



Analysing evidence

When using historical sources as evidence, historians need to ask questions about each source, such as where did the source come from (origin) and why was it created (purpose). A source may be fact or someone's opinion — that is, it could be **biased**. One way to test sources for reliability is to compare them with other sources. If this evidence leads to the same conclusion, it is known as supporting evidence. If it leads to different conclusions, it is known as contradictory evidence. Historians will pose a variety of critical analysis questions about sources and attempt to answer them to create a thorough understanding of the historical sources.

TABLE 5 Examples of historical source analysis questions

Question
What type of source is this?
Who wrote or created this source and when was it written or created?
What is the message (what is the creator trying to tell us)?
What is the purpose (why was the source created)?
What is the author's perspective?
What is the historical context (what was happening at the time the source was created)?
How contestable are the sources?

Historians use evidence from sources to form a **hypothesis** — a possible explanation of events. They test these hypotheses by looking for supporting and contradicting evidence, and asking if they have all available information. This approach helps ensure their final interpretations are accurate.

Historians' methods and sources lead to differing interpretations, which are debated due to evidence gaps or varying perspectives. **Contestability** is crucial in history, as historical debates continue over time.

No two people see or experience one event in the same way; this is due to perspectives and empathy.

SOURCE 5 Perspectives and empathy influence how we 'see' an event.

Perspectives

The varying points of view that different individuals may have of an event

Empathy

The ability to appreciate others' experiences, identify motives behind actions and opinions, understand influences of beliefs and values, and compare past experiences

SOURCE 6 A British family of 15 at Southampton docks at the start of their journey to Australia in 1968



SOURCE 7 Refugees on a boat from Vietnam, which sailed into Darwin in 1977



SkillBuilder discussion

Using historical sources

Discuss how the experiences of the British family embarking on their journey to Australia in 1968 differ from those of the Vietnamese refugees arriving in Darwin in 1977? Consider factors such as reasons for migration, conditions of travel, and reception upon arrival.

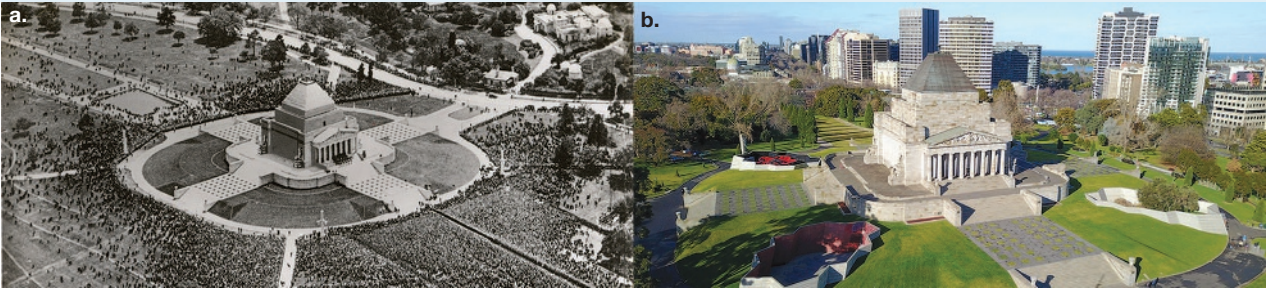
1.2.6 Continuity and change

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 and change can be seen by comparing objects from the past to similar objects in today's modern society:

- Mobile phones from the 1980s were the size of house bricks, compared to modern smartphones that have more technology in them than the computers that were used to power the mission to the Moon.
- Prior to World War II, most women were housewives and if they did work, it was in secretarial, nursing or teaching roles. However, after World War II, women moved into non-traditional roles throughout society and men took on more responsibilities in raising children.

SOURCE 8 Continuity and change shown through aerial views: (a) the ceremony dedicating the Shrine of Remembrance in Melbourne, 1934, and (b) an aerial view of the Shrine of Remembrance, Melbourne, present day



SkillBuilder discussion

Continuity and change

1. What has changed between the two pictures?
2. Discuss how you might have been able to track this change or display it in sequence.

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. Being able to explain how and why things in the past have happened is often the result of the historian confidently identifying 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.

1.2.8 Historical significance

Historical **significance** relates to the relative importance of 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.

Historians give significance to key turning points in history that impacted both local and global societies. Due to the vastness of history, it is impossible to study everything, so historians determine which events are most significant based on data and analysis, leading to debates. Different viewpoints shape historical narratives, depending on who tells the story, and this becomes evident when critically analysing historical sources.

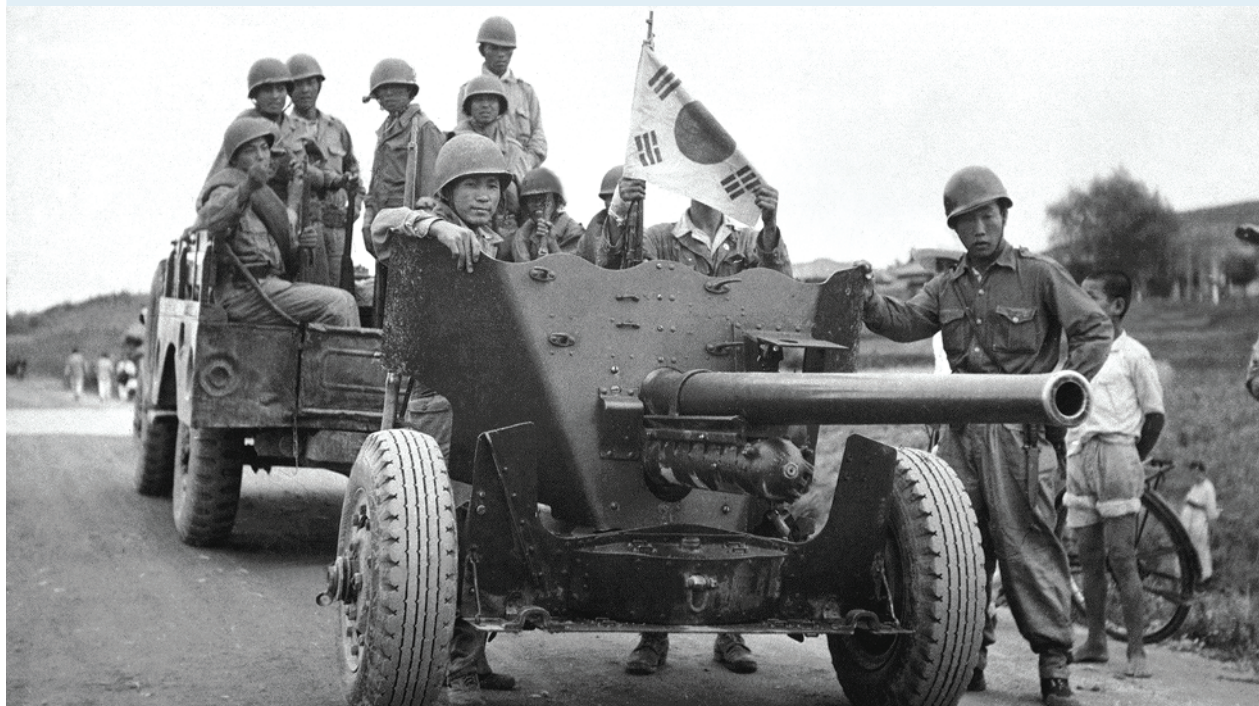
When we try to establish the significance of an aspect of the past, we must consider a number of questions. For example:

- How relevant was it to people living at that time?
- How many people were affected?
- How did it change people's lives?

- For how long were people's lives affected?
- How important and long-lasting were the consequences?
- How relevant is it to the contemporary world?

It is worth noting that historical significance needs to be established. That is, the importance or meaning of the aspect of the past must be explained. The historian must be able to justify why the aspect has significance. Furthermore, significance can change over time and can vary between groups of people. An excellent example of this is the Korean War, which has greater significance to the people of North and South Korea, for example, than for the general public of Australia.

SOURCE 9 The Korean War, fought between North Korea (backed by China and the USSR) and South Korea (supported by the UN, including the USA), lasted from 1950 to 1953. Despite its significance, the war received little attention in the West compared to World War II and the Vietnam War, leading to it being called 'The Forgotten War'. Millions died, including soldiers and civilians, and the conflict had lasting negative effects on Korea. To this day, North and South Korea remain divided.



SkillBuilder discussion

Historical Significance

Discuss some of the significant or important events in the world today. Do you think that they will be significant 50 years from now?

1.2.9 Communicating

Communicating effectively is a vital skill in 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 how to create a reference list.

1.2 SkillBuilder activity HISTORICAL SIGNIFICANCE

1. Rank the Revolution! In small groups, construct a list of ten key inventions, people, events, or developments from the Industrial Revolution (c.1750–1914) that you believe were the most significant. Here are three examples to get you started:
 - The steam engine (James Watt)
 - The invention of the spinning jenny
 - Growth of factories and urbanisation.
2. Rank them from most to least significant. Think about how each development changed lives at the time and how it still influences the world today.

1.2 Exercise

learn 

Learning pathways

■ LEVEL 1

1, 2, 3, 7, 9

■ LEVEL 2

4, 5, 6, 10, 13

■ LEVEL 3

8, 11, 12, 14, 15

REMEMBER AND UNDERSTAND

1. **Identify** the main reason historians use timelines.
 - A. To memorise historical events easily
 - B. To see how events are connected and track changes over time
 - C. To prove that all events happen in a specific order
 - D. To compare historical evidence from primary and secondary sources
2. **Identify** how primary sources can help us understand historical perspectives.
 - A. By providing direct insights into the beliefs, values and attitudes of people from the past
 - B. By offering a modern interpretation of historical events
 - C. By eliminating the need for secondary sources
 - D. By showing how history was taught in schools
3. What is the difference between continuity and change in history?
 - A. Continuity refers to what stays the same, while change refers to what is different over time.
 - B. Change is always positive, while continuity is always negative.
 - C. Continuity only applies to social structures, while change applies to technology.
 - D. Change happens in all historical events, while continuity is rare.
4. **Determine** which of the following best explains 'historical significance'.
 - A. The chronological order of events in the past
 - B. The importance of events, individuals, or groups in shaping history
 - C. The evidence that historians use to prove their theories
 - D. The methods used to communicate historical findings
5. **Identify** five careers related to learning about history.
6. **Explain** why evidence is important in the study of History.
7. **Explain** what a historian is doing when identifying continuity and change.
8. **Describe** what it means to empathise with people you study.
9. **Explain** why it could be wrong to judge people from past times by the standards of our times.

ANALYSE AND APPLY

10. Why might it be wrong to think that primary sources are more reliable than secondary sources?
11. Read George Santayana's quote in **SOURCE 2**.
 - a. Rewrite this quote in your own words.
 - b. **Explain** how this quote shows that the study of history is important.
12. Look at the mind map in **SOURCE 4**.
 - a. **Describe** five of the sources pictured around the mind map.
 - b. **Propose** what we might learn about the past from graffiti or one of the other types of primary sources listed on the mind map.
 - c. **Determine** whether it is wrong to think that primary sources are more reliable than secondary sources. Write a short response justifying your own point of view, and then discuss your thoughts in pairs or small groups.
 - d. As a class, **identify** and make a list of some kinds of primary sources that could be used to create a history of your school (a secondary source). Beside each source in your list, **explain** what you think you could find out by using it as evidence.
13. **Examine SOURCE 1**. **Explain** why so much effort goes into recreating elements of the past.

EVALUATE AND COMMUNICATE

14. Imagine you are a historian from 2080, writing a report on historical events of 2024. **Identify** events you believe are historic turning points, and **justify** your decision.
15. **Examine SOURCE 9** closely and then answer the following questions. **Explain** your answer for each question.
 - a. **Explain** how significant this war is to you.
 - b. **Explain** how significant this war would be to a person your age living in Korea.
 - c. **Explain** how significant this war would be to an older person living in Korea.

Answers and sample responses for this topic are available online.

LESSON 1.3 SkillBuilder: Historical questions

online only

What does it mean to ask historical questions?

Historians use questions to investigate the past and uncover different perspectives on historical events. A well-formed historical question can guide research, challenge assumptions, and help reveal the complexities of an issue. Some historical questions focus on causation (e.g. 'What arguments were made for and against the use of atomic bombs in 1945?'), while others examine consequences (e.g. 'How did the bombing of Hiroshima and Nagasaki influence global debates on nuclear weapons?'). 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). A simple chronology would be one, for example, that showed in sequence, or time order, key events of a day in your life. This lessons allows you to practice chronology.

LESSON 1.5 SkillBuilder: Using historical sources

online only

What are historical sources?

Historical sources are materials that provide evidence about the past. They can be primary sources—created at the time being studied—or secondary sources, which interpret and analyse the past.

LESSON 1.6 SkillBuilder: Continuity and change

online only

What are broad patterns of change?

Societies are constantly evolving, but not everything changes at the same pace or in the same way. Some changes happen suddenly, such as the outbreak of World War II, while others take years or even decades to unfold, like the shift in attitudes towards Indigenous rights in Australia. Similarly, while some changes affect only small groups, others reshape entire societies.

LESSON 1.7 SkillBuilder: Causes and consequences

online only

What are graphic organisers and how can they be used to analyse causes and consequences?

Graphic organisers are visual ways of representing many things including causes and consequences. They can be used to show:

- who or what made something to happen or change
- who supported the change and who opposed it
- which effects were intended and which were unintended
- how an event affected individuals and the wider world.

LESSON 1.8 SkillBuilder: Historical significance

online only

How do we evaluate historical significance?

History is filled with countless events and individuals, but how do we decide which ones are truly significant? Historians use key questions to determine the impact of an individual, event, or idea. In this SkillBuilder, we will focus on Anne Frank and her diary to evaluate its significance in shaping historical understanding of the Holocaust.

LESSON 1.9 SkillBuilder: Communicating

online only

What is historical communication?

Communicating in history involves sharing interpretations and arguments about the past. In this lesson you will use historical evidence, such as primary and secondary sources, and apply historical concepts, to explain ideas clearly and persuasively.

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.
- You will learn seven historical concepts throughout your History course.
 - Asking historical questions 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 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 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 involve 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 involve 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 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 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 Greek *chronos* (meaning time) and *logos* (meaning study)

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 points 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 History?

1. Now that you have completed this topic, what is your view on the question? Discuss with a partner. Has your learning in this topic changed your view? If so, how?
2. 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

1. **Identify** the main purpose of studying history.
 - A. To study how past events shape the present
 - B. To learn entertaining stories about our ancestors
 - C. To find out personal details about our grandparents
 - D. To predict every event in the future
2. What is the main purpose of asking historical questions?
 - A. To create timelines of historical events
 - B. To focus thinking about historical knowledge, concepts and sources
 - C. To determine the chronological order of events
 - D. 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. **Identify** 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. **Identify** 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.

ANALYSE AND APPLY

9. **Explain** what historical significance refers to and provide an example of an event that has significant historical significance.
10. **Describe** an important element of effective communication in history.
11. In your own words, **explain** what the term *supporting evidence* means.
12. **Define** historical hypothesis, and provide an example.
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.
