

THEME 1: Using Evidence

OBJECTIVE:

To find out about and interpret different sources of historical evidence such as pictures, photographs and a range of artefacts including stamps, envelopes and letters, including ICT based sources.

This pack focuses primarily on the history of the postal communications revolution that occurred during the nineteenth century. The activities in this section, however, could be applied to any historical topics that are being taught as they aim to develop the children's understanding of enquiry questions and ways of exploring different types of evidence.

What do we know about the Victorians?

Activity 1.1

KWL (Know, Want to Know, Learnt) Chart

This activity could be completed as a whole class or group activity and displayed as part of the topic working wall display area.

Working in groups, ask the children to think about this question and complete the chart, listing everything they already know in the first column.



Then ask them to list what they would like to find out in the second column.

At the end of the project, complete the third column with what you have learnt. Does the class have any questions they have not answered?

Ask the children to think about the places they could look to try to find the answers; this could include libraries, the Internet and museums.

This table can be used as a template for the class or group discussion.

What I Know (K)	What I want to Know (W)	What I have Learnt (L)



Activity 1.2

What do we think we know about the Victorians?

Introduce the topic to the class. Explain that they will be working in groups, brainstorming ideas about Victorian times. They need to write down answers to the following question on a large sheet of paper.

What do we think we know about the Victorians?

- :: The most important element of this question is 'think we know' as this should encourage all pupils to participate. It does not matter if their 'fact' is correct or not as this will be developed in the next part of the activity.
 - :: The teacher adds any interesting points they would like to look at.
 - :: Once the children have completed a list of facts that they think they know, ask: What are we not sure about or would like to find out more?
 - :: Circle these items in a different colour.
 - :: In groups, ask the children to devise questions to help them find out answers to the points that they have queried.
 - :: Ask the children how they are going to find out the answers.
 - :: Encourage the children to think about the differences between a fact and a point of view.
- :: **Plenary:** end with a discussion of different types of question words and how different questions lead to different types of answers. Introduce the children to the idea of closed and open questions and encourage them to devise questions that will lead to useful information.
 - :: Three different categories of questions can be focused upon:
 - a. **Did / Was / Were there?** With closed questions, ensure that a supplementary question is also devised. (i.e. if the answer is 'yes' it might be interesting to know when... or: if the answer is 'no' then who lived there?): Was there electricity in 1840?
 - b. **Who / What / When?** Short answers – children might want to work on these to find out more detail: When did Victoria become queen?
 - c. **Why / How?** Longer answers: Why was the Penny Black introduced?



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The Penny Black was the world's first adhesive postage stamp. It was introduced in Britain in 1840 by Rowland Hill as a result of widespread calls for postal reform. Its impact upon communications was immense as it was the first time that sending letters became affordable to all. It had as much impact as the modern communications revolution of the Internet, email and text messaging.

facsimile 1

Activity 1.3 History detectives!

There are many ways of introducing or developing the topic of different types of historical evidence. Here are some starting points:

- :: Look at the folded letter facsimile of the Penny Black dated 6 May 1840, the first day that the Penny Black was issued (this is also in the Online Gallery).
- :: Show the children the highlights of the Phillips Collection in the Online Gallery and demonstrate how historical artefacts can be displayed in different ways.
- :: Additionally, look at a selection of books on the Victorians.

Explain to the children that they will be investigating the changes that happened during Victorian times. In order to do so, they will be looking at many different types of evidence.

This activity can be done in conjunction with, or after, the KWL chart on page 2 as the children actively consider the enquiry question and come up with ideas about how they will answer it.

Ask the children to imagine that they are history detectives. Firstly, ask them to think of as many different types of evidence as possible. Brainstorm this as a class:

- :: Letters :: Newspapers
- :: Books :: Film
- :: Paintings :: Music
- :: Photos :: Artefacts
- :: Diaries :: Buildings

History Detective Wheel

Activity 1.4

Make a history detective wheel

Make a history detective wheel using the template on the worksheet.

Photocopy the worksheet directly onto thin card.

Materials needed: Thin card, glue, split pin to fix the two parts together

1. Brainstorm 'what is evidence?'
2. Discuss the advantages and disadvantages of different types of evidence. The pupils could complete a chart listing the different types of evidence and comment on the reliability of each category. Introduce the idea of bias and discuss how this affects different types of sources.
3. Ask the children to write 8 different types of evidence in the outer circle and draw pictures of examples in the inner section.
4. Cut out the different sections and fix together with the split pin so that the children can rotate the wheel and display different types of evidence.

Display idea

Create a 'What is Evidence?' working wall.

Display the children's detective wheels and develop this by asking children to bring in everyday artefacts from home. Examples include postage stamps, a page from a newspaper, an old photo or letter, a record sleeve. See how many different types of evidence can be found.

Alternatively, create a large evidence wheel as a display and ask the class to add different examples of evidence to the sections.



History Detective Wheel

ACTIVITY SHEET

Think about all the different types of evidence history detectives use when they are investigating the past.

Draw pictures of 8 different types of evidence on the first template.

Fill the spaces on the outside of the wheel with a description of what each type of evidence is.

Cut out the two wheels carefully and fix them together using a split pin.

