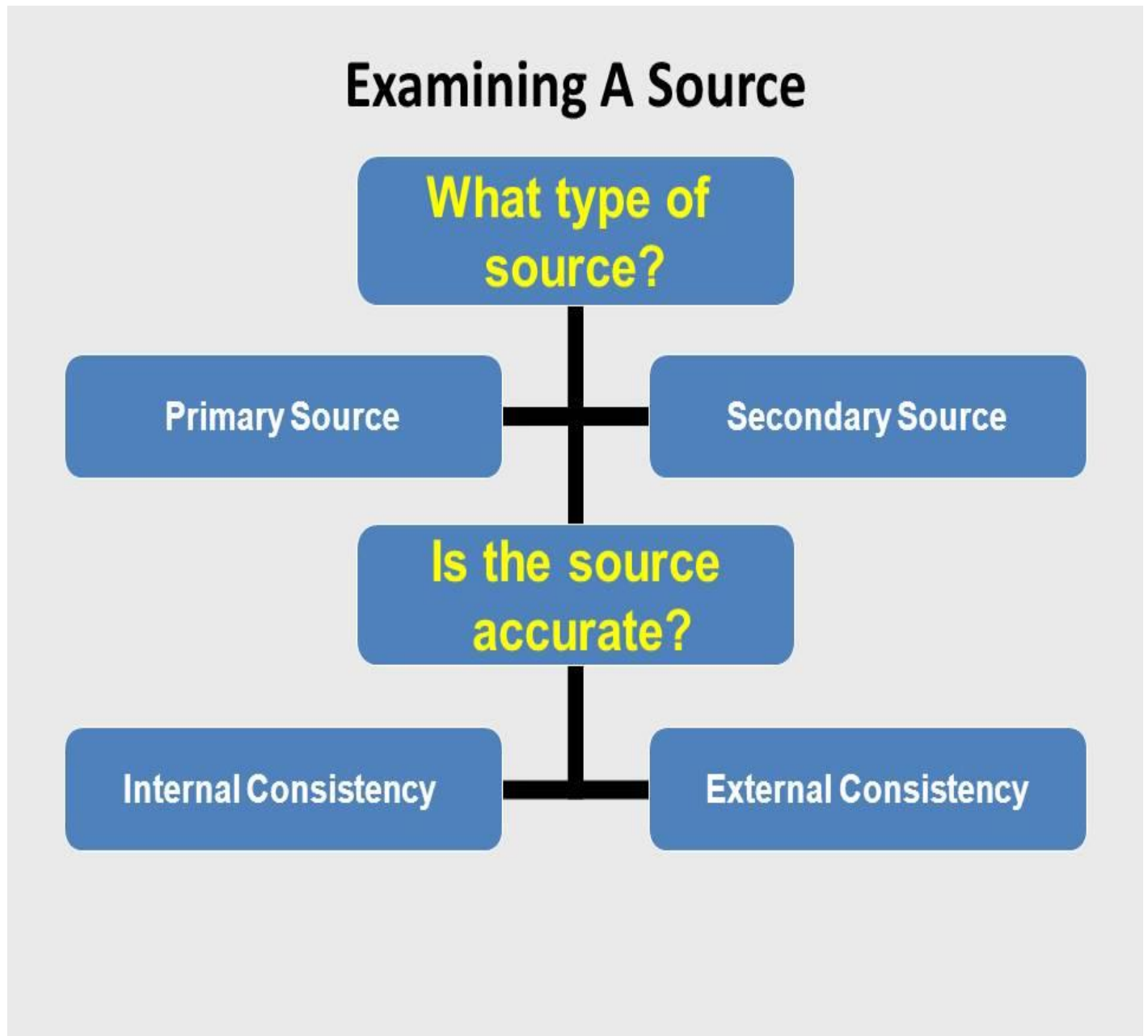


Graphic Organizer



Big Idea Card

Big Ideas of the Lesson 4, Unit 1

- “Historical events happen once and then “disappear.” Since we cannot study historical events directly, historians rely on whatever evidence the event has left behind.
- Historians analyze this evidence (primary and secondary sources) for accuracy.
- Two ways to evaluate the accuracy of a source are by exploring internal consistency and external consistency.
- Internal consistency means that the facts within the source do not contradict each other.
- External consistency means that the facts within the source can be corroborated “against” other sources.

Word Cards

16

corroborate

to confirm or give support to a statement, theory, or finding



Example: Historians corroborate their sources by looking for internal and external consistencies.

(SS070104)

17

evidence

facts or information that can be used to test whether a belief or proposition is true or valid



Example: Historians must have evidence to support their accounts.

(SS070104)

18

primary source

first-hand account of the event that was created at about the time the event occurred



Example: Diaries, letters, reports, photographs, and birth certificates are a few types of primary sources.

(SS070104)

19

secondary source

an account of an event that was created later by people who did not experience first-hand the event you are researching



Example: Encyclopedia articles, books written by historians, and textbooks are three types of secondary sources.

(SS070104)

20

fact

something that is true about a subject and can be tested

$10 + 9 =$	19
$2 + 3 =$	5
$8 + 8 =$	16
$4 + 7 =$	11
$1 + 5 =$	6

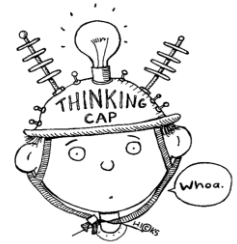
Example: It is a fact that Michigan requires kids to go to school until they are at least 16.

(SS070104)

21

opinion

what someone thinks about a subject



Example: The opinion article in the newspaper argued that Michigan should raise the minimum drop-out age from 16 to 18.

(SS070104)

22

internal consistency

when the facts presented within a single source do not clash with each other



Example: There was internal consistency in the document because it first stated that the car accident happened at 10 AM and then later stated that it happened between breakfast and lunch.

(SS070104)

23

external consistency

when factual details are presented similarly among multiple documents or sources



Example: There was external consistency among the documents because one witness report stated that the blue truck ran the red light while another witness report stated that the light had been red for a while when the blue truck entered the intersection.

(SS070104)

Guided Notes: Distinguishing Between Primary and Secondary Sources

Primary Sources

Defined

Examples

Secondary Sources

Defined

Examples

It is about the USAGE of the Source

Examples

Ways to check on the accuracy of a source:

- Distinguishing Fact from Opinion

- Internal Consistency or Contradictions

- External Consistency or Contradictions

Primary and Secondary Source Activity

Directions: Imagine you were asked to create a detailed account of a very important day in history, the day you were born. What sources could you use to create the account?

1. I was born _____ (your birthday)
(month) (day) (year)

B. List 10 **primary** sources of that day and that event.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

C. List 5 **secondary** sources of that day or that event.

- 1.
- 2.
- 3.
- 4.
- 5.

Comparing Sources

Directions: Below are two sources dealing with factory conditions in England during the 1830s. Read both sources and answer the questions that follow.

Document #1: The Sadler Committee Report: In 1832 there was a committee that investigated life in the factories for the workers. It was called the Sadler Committee. One of the first people called in to testify was Elizabeth Bentley, a twenty-three year old woman who started working in the factory when she was SIX YEARS OLD. Here are the questions and her answers taken directly from the transcript of the investigation.

Elizabeth Bentley, called in; and Examined.

What age are you?

--Twenty-three.

What time did you begin to work at a factory?

--When I was six years old.

At whose factory did you work?

--Mr. Busk's.

What kind of mill is it?

--Flax-mill.

What were your hours of labour in that mill?

--From 5 in the morning till 9 at night, when they were thronged.

For how long a time together have you worked that excessive length of time?

--For about half a year.

What were your usual hours when you were not so thronged?

--From 6 in the morning till 7 at night.

What time was allowed for your meals?

--Forty minutes at noon.

Had you any time to get your breakfast or drinking?

--No, we got it as we could.

And when your work was bad, you had hardly any time to eat it at all?

--No; we were obliged to leave it or take it home, and when we did not take it, the overlooker took it, and gave it to his pigs.

Do you consider doffing a laborious employment?

--Yes.

Explain what it is you had to do?

--When the frames are full, they have to stop the frames, and take the flyers off, and take the full bobbins off, and carry them to the roller; and then put empty ones on, and set the frame going again.

Does that keep you constantly on your feet?

--Yes, there are so many frames, and they run so quick.

Your labour is very excessive?

--Yes; you have not time for anything.

Suppose you flagged a little, or were too late, what would they do?

--Strap us.

Are they in the habit of strapping those who are last in doffing?

--Yes.

Constantly?

--Yes.

Girls as well as boys?

--Yes.

Have you ever been strapped?

--Yes.

Severely?

--Yes.

Could you eat your food well in that factory?

--No, indeed I had not much to eat, and the little I had I could not eat it, my appetite was so poor, and being covered with dust; and it was no use to take it home, I could not eat it, and the overlooker took it, and gave it to the pigs.

You are speaking of the breakfast?

--Yes.

How far had you to go for dinner?

--We could not go home to dinner.

Where did you dine?

--In the mill.

Did you live far from the mill?

--Yes, two miles.

Had you a clock?

--No, we had not.

Supposing you had not been in time enough in the morning at these mills, what would have been the consequence?

--We should have been quartered.

What do you mean by that?

--If we were a quarter of an hour too late, they would take off half an hour; we only got a penny an hour, and they would take a halfpenny more.

The fine was much more considerable than the loss of time?

--Yes.

The Sadler Committee Report (1832). Hanover College History Department. 6 August 2012<<http://history.hanover.edu/courses/excerpts/111sad.html>>.

Document 2: Edward P. Cheyney: *An Introduction to the Industrial and Social History*. Chautauqua, New York: The Chautauqua Press, 1910. This source is an account of factory conditions of the time of the Sadler Committee. It was written by Edward P. Cheyney, an historian writing in 1901.

Children from seven years of age upward were engaged by the hundreds from London and the other large cities, and set to work in the cotton spinning factories of the north. Since there were no other facilities for boarding them, "apprentice houses" were built for them in the vicinity of the factories, where they were placed under the care of superintendents or matrons. The conditions of life among these pauper children were, as might be expected, very hard. They were remotely situated, apart from the observation of the community, left to the burdens of unrelieved labor and the harshness of small masters or foreman. Their hours of labor were excessive. When the demands of trade were active they were often arranged in two shifts, each shift working twelve hours, one in the day and another in the night, so that it was a common saying in the north that "their beds never got cold," one set climbing into bed as the other got out. When there was no night work the day work was the longer. They were driven at their work and often abused. Their food was of the coarsest description, and they were frequently required to eat it while at their work, snatching a bite as they could while the machinery was still in motion. Much of the time which should have been devoted to rest was spent in cleaning the machinery, and there seems to have been absolutely no effort made to give them any education or opportunity for recreation.

The sad life of these little waifs, overworked, underfed, neglected, abused, in the factories and barracks in the remote glens of Yorkshire and Lancashire, came eventually to the notice of the outside world.

Source: Cheyney, Edward P. *An Introduction to the Industrial and Social History*. Chautauqua, New York: The Chautauqua Press, 1910. 6 August 2012

<http://books.google.com/books?id=MylwbO2NnChC&pg=PA233&lpg=PA233&dq=%22Children+from+seven+years+of+age+upward+were+engaged+by+the+hundreds+from+London+and+the+other+large+cities,+and+set+to+work+in+the+cotton+spinning+factories+of+the+north.+Since+there+were+no+other+facilities+for+boarding+them,%22&source=bl&ots=k0VpP6_uDv&sig=iyidJvdiRCQmRSmBfhBzbhWU9FQ&hl=en&ei=zU3Tf2DMcGB8gaUgq3YAw&sa=X&oi=book_result&ct=result&resnum=1&ved=0CBUQ6AEwAA#v=onepage&q&f=false>.

Questions about the Sources

1. What are the differences between these two sources?
2. If you were studying factory life in Britain between 1800 and 1851, would these both be “primary sources?” One? None? Briefly explain.
3. Which of these two accounts makes factory working conditions seem more real to you? Why?
4. Which of the accounts is probably more reliable? Why?
5. Do you think that Edward Cheyney used testimony like Elizabeth Bentley’s to write his account? Why or why not?
6. Historians do not include everything in their accounts. How do you think Mr. Cheyney decided what to include? What do you think made something important enough to include in Cheyney’s account?

Sample Think Aloud

Document 2: Edward P. Cheyney *An Introduction to the Industrial and Social History. Chautauqua, New York: The Chautauqua Press, 1910.* This source is an account of factory conditions of the time of the Sadler Committee. It was written by Edward P. Cheyney, an historian writing in 1910.

(Okay, so he was not there at the event since he wrote it in 1910 and it is about 70 years after the event. I wonder where he got his information... what types of sources did he use? The document is telling me that it was an account based on the time of the other source I read from the Sadler Committee.)

Children from seven years of age upward were engaged by the hundreds from London and the other large cities, and set to work in the cotton spinning factories of the north. *(Wow! That is young... seven years old. I wonder how he knew that. That is a statement of fact. I wonder what was in the north. I am not very familiar with the geography of England. I wonder how far away that was from London and other large cities at the time.)* Since there were no other facilities for boarding them, "apprentice houses" were built for them in the vicinity of the factories, where they were placed under the care of superintendents or matrons. *(I am not sure my students will know what "boarding" means. I hope that the term "house" in the same sentence will clue them in. So, they were put in these houses with a supervisor... probably need that because they could be as young as seven years old. This would be a fact that could be verified by evidence.)* The conditions of life among these pauper children were, as might be expected, very hard. *(Paupers means poor. Hmm, conditions were hard... how hard... compared to what? I am sure that my students have no idea how difficult life was back then. How does he know they were hard? What does he base this conclusion on? This is definitely an opinion.)* They were remotely situated, apart from the observation of the community, left to the burdens of unrelieved labor and the harshness of small masters or foreman. Their hours of labor were excessive. When the demands of trade were active they were often arranged in two shifts, each shift working twelve hours, one in the day and another in the night, so that it was a common saying in the north that "their beds never got cold," one set climbing into bed as the other got out. When there was no night work the day work was the longer. *(Oh, now he is describing what he meant by hard. Here he is listing something that can be verified... facts. How does he know this? Why are there quotes around "their bed never got cold"? Is that a saying or an actual quote?)* They were driven at their work and often abused. Their food was of the coarsest description, and they were frequently required to eat it while at their work, snatching a bite as they could while the machinery was still in motion. *(This information could be verified... did this happen or not? This is a fact. Is it accurate?)* Much of the time which should have been devoted to rest was spent in cleaning the machinery, and there seems to have been absolutely no effort made to give them any education or opportunity for recreation. *(No time to play, certainly no video games, let alone learning. He says "should have been devoted to rest" but that I think is an opinion. His description does support the claim that conditions were harsh. I wonder what sources used to obtain these details?)*

The sad life of these little waifs, overworked, underfed, neglected, abused, in the factories and barracks in the remote glens of Yorkshire and Lancashire, came eventually to the notice of the outside world. *(I wonder how they came to the notice of the outside world? Maybe he is referring to the Saddler Committee report by saying people outside the factory system noticed).*

(I do not see how this source contradicted itself internally. But I would want to have an external check. I would want to go back to the Saddler Report to see if these facts are consistent with that report. I might also want to see other documents from the apprentice houses like rules for living, a bell schedule in a factory, etc.).

A Letter from Paris

<u>Line #</u>	
1	Paris
2	May 3, 1787
3	Dear Charles:
4	This spring (1787) is particularly lovely in Paris. The trip over here, in April,
5	was pleasant. Thomas Jefferson was on the ship. I passed time talking with
6	him. He is taking a new job as Ambassador to France. He was looking forward
7	to the next six months. He is going to spend the next six months, from April
8	until September, here in Paris. I will see him often.
9	I am most interested in the Constitutional Convention. The Convention is
10	taking place now in Philadelphia. I was encouraged by the speech that
11	Madison gave on May 2, 1787. I could not believe my ears. He was wonderful.
12	His words moved me and I stood with the other people in the crowd to cheer
13	his oratory. His interpretation on the Virginia Plan is brilliant. When the plan
14	was introduced on April 30, 1787, I was encouraged. Now after Madison's
15	speech I am overjoyed. And to think he is only 36 years old! Of course,
16	Jefferson's response to Madison was disappointing. The crowd in the hall in
17	Philadelphia could not contain itself after Jefferson sat down.
18	Well, I must go now as I have a dinner tonight at Jefferson's home here in
19	Paris.
20	Yours,
21	Albert Chimes

Task: Complete the following tasks with your partner. Record your thoughts.

1. Identify each sentence as a statement of fact or an opinion.
2. Conduct an internal check: Are there any contradictions within the letter? If so, where? Identify the specific line(s) that contradict.
3. Conduct an external check: Find five facts that you could check or corroborate using other sources to determine the truthfulness of this letter.
4. Do you trust this source? Why or why not? Would you use this as evidence or a source? Explain your thinking.