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history

10

The modern world and Australia

SAMPLE

The historian's toolkit

History is the study of the past. Historians are interested in all aspects of the past and seek to piece together accurate pictures of what life was like in days gone by. They also look for patterns – what has remained the same, what has changed, and why.

Historians are time detectives; they follow a process of **historical inquiry** in order to better understand the past. They ask questions, form opinions and theories, locate and analyse **sources**, and use **evidence** from these sources to develop an informed explanation about the past. Oral accounts, documents, **artefacts** and archaeological finds form the basis of research and investigation in history.

Historians are curious. They investigate events and want to know more about them. This year you will be looking at events that took place from 1918 to the present day and how these events influenced modern-day Australia. One of the major events that took place during this period is World War II. Since the end of the war, historians have been able develop a range of theories and conduct research to explain many aspects of the war. By carrying out their research, historians have been able to record and explain many characteristics of the war, including:

- the underlying causes that led to the outbreak of the conflict
- the decisions that determined the course of the war in Europe and the Pacific
- the economic and social impacts of the conflict
- the effects that new weapons and technology had on the course of the war
- the short- and long-term impacts that the war had in Australia and around the world.

By conducting historical inquiries into important world events such as World War II, historians help us to understand how many aspects of our past have shaped the modern world in which we live today. Welcome to the wonderful world of history!

Source HT.1 This World War II propaganda image by wartime artist W. Krogman shows the bombing of the German city of Cologne by RAF Lancaster bombers. Although propaganda images were often factually inaccurate, they served to rally public support for the war and boost civilian morale by portraying the military successes of the Allied Forces.

HT.1
Concepts for historical understanding

HT.2
Historical skills

HT.3
Careers in history

HT.1 Concepts for historical understanding

Historians use seven concepts to help them investigate and understand the past. At times you will use several of these concepts at once; at other times you may focus on just one. As you learn to apply each concept, you will begin to think like a historian. The seven key concepts in history are:

- perspectives
- empathy
- continuity and change
- significance
- cause and effect
- contestability.
- evidence

Perspectives

The concept of **perspectives** is an important part of any historical inquiry. A person's perspective is their point of view – the position from which they see and understand events going on in the world around them. People often have different points of view (or perspectives) about particular events, historical figures, civilisations or artefacts depending on their age, gender, social position and their beliefs and values. Just like anyone else, historians have perspectives, that can influence their interpretation of the past and the way in which they write about it. Regardless of their own perspectives (and what they may think about something personally), historians must try to understand the different values and beliefs that shaped and affected the lives of people who lived in the past.

The fall of Saigon marked the end of the Vietnam War in 1975. The government of South Vietnam (supported by the USA, Australia and other anti-communist countries) was defeated by forces in North Vietnam (supported by China and other communist countries). The end of the war led to the reunification of North and South Vietnam under a communist government. Vietnamese people in the South who had supported US and Australian troops were regarded as traitors by the new government. In the years after the war, millions were captured and sent to 're-education camps' where they were tortured or abused. It is estimated that around 165 000 people died in these camps.

From 1975 onwards, well over 1 million refugees fled Vietnam. Many escaped on foot to neighbouring

Source HT.2 Boat people fleeing Vietnam after the fall of Saigon and the end of the Vietnam War

countries where they were housed in camps. Others chose to escape by boat, attempting a dangerous sea crossing to reach safety. The first refugees from Vietnam to arrive by boat (known as '**boat people**') in Australia landed in Darwin in April 1976.

The concept of perspectives is very useful when interpreting the complex issues such as the mass migration of Vietnamese boat people after the war. From the perspective of the boat people themselves, there was no other option but to leave. The risks of travelling by boat to other countries presented better odds of survival than staying in Vietnam. From the perspective of those refugees waiting in camps, boat people were often seen as queue jumpers who refused to apply for asylum through the proper legal channels. From the perspective of the Australian government at the time, Vietnamese refugees were seen as a responsibility. Because of the role Australia had played in the conflict, the government (supported by large sections of the Australian public) felt obligated to help those who had helped us.

Continuity and change

Historians recognise that over time some things stay the same, while others change. This concept is referred to as **continuity and change**. Examples of continuity and change can be seen across every civilisation at any given period of time.

Historians refer to aspects of the past that stay the same over time as continuities. They refer to aspects of the past that do not stay the same over time as changes. Continuities and change can be identified within a certain civilisation and over short periods of time. They can also be identified across different civilisations and much longer periods of time.

The use of **propaganda** in Australia during World Wars I and II provides some good opportunities to look at continuity and change. During both world wars, propaganda was used to encourage people to support the Australian war effort by enlisting to fight. Propaganda posters not only encouraged people to act, but also reminded those already serving in the war that their efforts were important to all Australians. Sources HT.3 and HT.4 are examples of recruitment posters from World War I and World War II. The objective of both posters (i.e. to recruit new soldiers), and the techniques used to meet that objective, are very similar. Both sources use images of mateship and honour to encourage men to enlist. They both also attach a sense of shame and disloyalty to the idea of not enlisting. All of these shared similarities are example of continuity.

Many changes can also be observed in the way propaganda was used in Australia during World War I and World War II. For example, Germans and Turks were demonised in Australian propaganda campaigns and during World War I, but during World War II it was the Japanese who were most often demonised. This is largely because the Germans and Turks were seen as our main enemies during World War I and the Japanese were seen as our main enemy during World War II. The most obvious change, however, was linked to the introduction of new forms of mass communication between the wars. During World War I, the vast majority of propaganda took the form of posters that were displayed on street and in workplaces. Although printed posters were still important during World War II, a far greater

percentage of propaganda at that time was delivered in the form of moving pictures known as newsreels. Newsreels, shown in cinemas around Australia, served to boost morale of Australians at home and focus the country's anger on the enemy.

Another aspect of change was that during World War II, news delivered on the radio and short newsreels shown before feature films in cinemas encouraged people to think and act in particular ways. This was viewed as a technique for maintaining morale.

Source HT.3 An Australian pro-conscription poster from World War I

Source HT.4 An Australian pro-conscription poster from World War II

Cause and effect

The concept of **cause and effect** is used by historians to identify chains of events and developments, both in the short term and in the long term. Cause and effect aims to identify, examine and analyse the reasons why events have occurred and the resulting consequences or outcomes. It helps to think of cause and effect as the 'why' and 'what' of history.

Sometimes the link between cause and effect is very clear. For example, heavy rain over many weeks (cause) leads to flooding (effect) and the destruction of crops (effect). However, often this link is not quite so obvious. Generally, there are many causes (reasons) that lead to an event or action. There can also be many effects (outcomes). Sometimes the effects are simple to identify, while in other cases they are more difficult to predict and may not even become obvious until long after the event.

At the end of World War I, when the **League of Nations** forced Germany to accept the terms of the **Treaty of Versailles**, the aim of the league was not just to punish Germany but also to make sure that Germany was too weak to ever pose a threat to European peace again. However, many historians now agree that it had the opposite effect. It is generally accepted that the Treaty of Versailles caused such extensive economic suffering in Germany that it contributed to the rise of the Nazi party and the start of World War II.

Historians were able to reach this conclusion by using the concept of cause and effect. Germany's defeat in World War I led the leaders of the Allied forces to come together to decide of the terms of their surrender and agree on **reparations** to be paid by Germany as compensation. These terms were all outlined in the Treaty of Versailles (cause). They resulted in a range of effects – some short-term, others long-term. Short-term effects included:

- feelings of humiliation and anger among the German people
- severe economic difficulties and instability led to hyperinflation (extreme price rises) and Germany's currency became almost worthless for a time (see Source HT.5)

- high unemployment
- unstable government
- the scapegoating of groups such as the Jews and communists for the country's economic problems.

Long-term effects included:

- the rise of Adolf Hitler and the election of the Nazi Party to government in Germany with promises to restore Germany to its former glory
- the start of World War II as Germany moved to 'reclaim' territories it had lost in Europe at the end of World War I
- the formulation of 'the Final Solution' which included a plan to exterminate all Jews living in Europe (an event known as the **Holocaust**).

Source HT.5 Hyperinflation was one of many short-term effects in Germany brought about by the Treaty of Versailles. For a time, the prices of goods such as food and heating oil increased so rapidly that money became worthless. These men are baling up billions of German Marks to be burned for heat.

Evidence

Evidence is the information gathered from historical sources. The concept of evidence is an essential part of historical inquiry. Evidence can come from many different sources; for example, interviews and accounts from people who lived at the time, letters, diaries, films, maps, newspapers, buildings, paintings, photographs, song lyrics, nursery rhymes, clothing, photographs and even cartoons. But how do we use these sources to piece together the story of the past? We can make an educated guess (called a **hypothesis**) and then look for evidence to support it.

Evidence can be gathered from two types of sources:

- **primary sources** – objects created or written at the time being investigated; for example, during an event or very soon after. Examples of primary sources include official documents, such as laws and treaties; personal documents, such as diaries and letters; photographs or films; and documentaries. These original, firsthand accounts are analysed by historians to answer questions about the past.

- **secondary sources** – accounts about the past that were created after the time being investigated and which often use or refer to primary sources and present a particular interpretation. Examples of secondary sources include writings of historians, encyclopaedia entries, documentaries, history textbooks, films, illustrations, reconstructions and websites.

Historians do not always agree on evidence, even when it comes from the same source. They often have different opinions or points of view. This is why historians are constantly searching for new sources of evidence. They rely on a range of different sources to help them gain a more complete picture of the past.

Source HT.6 This photograph was taken in a London Underground station during the *Blitz* in December 1940. The *Blitz* was a time when Germany was carrying out nightly air bombing raids on cities across Britain. Train stations and tunnels in London were converted to air raid shelters after the attacks started on the city and many residents were forced to take shelter there each night. Primary sources such as this are very useful to historians because they provide a wealth of evidence about the conditions experienced by civilians during this time.

Source HT.7 Winston Churchill's Britain at War Experience was a temporary museum that operated in London from 2010 to 2012. The aim of the museum was to recreate the experience of daily life in London during World War II. The museum featured a reconstruction of a London Underground air raid shelter. Here, visitors could experience huddling together to the terrifying sounds of bombs falling above, just as civilians did during the *Blitz*. Secondary sources such as this reconstruction rely heavily on evidence from primary sources in order to be as historically accurate as possible.

Empathy

The concept of **empathy** helps us to understand the impact of past events on particular individuals or groups. This includes an appreciation of the circumstances they faced and the motivations, values and attitudes behind their actions. Put another way, empathy is the ability to 'walk in someone else's shoes' – to be aware of and sensitive to others' feelings, thoughts and experiences.

Empathising brings history to life. It connects us as human beings regardless of how much time has passed. Consider the experiences of many mixed-race and Aboriginal children who were forcibly removed from their families by federal and state government agencies from around 1908 to the 1970s and placed under the care of state-run institutions or white families. These children are now referred to as the **Stolen Generations**. It isn't difficult to empathise with the victims of these policies. Just image how terrifying and upsetting it would be to never see your family again. This will give you some idea of what it must have been like for these children and their parents.

The concept of historical empathy, however, encourages us to view events from all sides and not to judge past events by today's standards. It requires us to look objectively at the attitudes and social norms that were common during the period being studied in order to understand the motives and actions of the different people involved. It may not come naturally, but historical empathy requires you to put yourself in the position of the politicians and government officials who enforced these policies. There were many reasons given at the time to justify the actions of the government and the public. It is essential to understand that white Australian customs, language and laws at this time were believed to be far superior to Aboriginal customs. Many Australians discriminated against Indigenous Australians on the basis of race and did not recognise them as citizens. By removing Indigenous children from their families, teaching them English, exposing them to Christianity and making them attend school, many government officials thought they were giving these children a better chance at a successful life in Australia. For this reason, many white Australians believed it would be better for children of mixed race to grow up in white families and become productive members of society.

Empathising does not excuse the actions of people from the past, but it does help us to gain a more complete understanding and appreciation of the factors that motivated them. In 2008, then Prime Minister Kevin Rudd delivered an official apology to members of the Stolen Generations who suffered as a result of official government policies. The apology came about because of a broad change in attitude towards Indigenous Australians and a growing respect for their traditional cultures and customs, but much work remains to be done in the areas of Indigenous rights and freedoms.

Source HT.8 This newspaper clipping from 1934 is seeking homes for mixed-race Aboriginal children taken from their families. Children such as this later became known as the Stolen Generations.

Significance

The concept of **significance** relates to the importance assigned to aspects of the past. This includes people, events, developments, discoveries, movements and historical sites. History is full of so many important events, significant people and interesting places that we could never study all of them. Instead, we need to make a judgement about which of these is worthy of study. In order to determine if a person, event, development, discovery, movement or site is historically significant, historians may ask the following questions:

- How important was this to people who lived at that time?
- How many people were affected?
- To what degree were people's lives affected?
- How widespread and long-lasting were the effects?
- Can the effects still be felt today?

When thinking about events that are historically significant, it can be tempting to choose global incidents – like world wars – that involved many countries and resulted in wide-scale death and destruction. There is no denying that these types of events are of major significance – in only a few short years they can change the course of history forever. However, a range of other events can be just as significant, even though they may take place over a much longer period of time and not be as obvious. Take the arrival of television in Australia. The first mainstream television broadcast in Australia took place on 16 September 1956 in Sydney. At this time, less than 10 per cent of the population had a television in their home. By 1978, 64 per cent of homes in Melbourne and 70 per cent of homes in Sydney had television. By 2000, 99 per cent of all Australian homes had a television – with most having more than one. Although this change took place slowly over a longer period of time, it is very significant.

Increasing rates of television viewing since 1956 have had many wide-ranging impacts on Australian society. For example, the spread of television led to a massive increase in the cultural influence of the United States in Australia in the second-half of the 20th century. For the first time, people across Australia were exposed to (and influenced by) American views and attitudes on a

Source HT.9 From the time of its introduction to Australia in 1956, television has had a significant impact on Australian society and culture.

Source HT.10 Popular television shows from the United States that are watched in Australia have a significant influence on our views and attitudes.

nightly basis. In the early 1960s, at least 80 per cent of all Australian television content was sourced from the United States. These American programs consistently topped the ratings. Regulations were later brought in to ensure a certain level of Australian content on television. Today Australian law requires 55 per cent of free-to-air shows to be produced in Australia. The majority of the remaining 45 per cent continues to be produced in the USA. In fact, popular American shows are now fast tracked from the United States so that Australians can watch them only hours after they have screened in the United States. Today, these programs have a significant impact on Australian popular culture and identity, influencing everything from language and music to politics and law.

Contestability

The concept of **contestability** relates to explanations or interpretations of past events that are open to debate. Historians around the world often have access to very different sources. Artefacts, such as jewellery and weapons, may have been damaged, or artworks may be incomplete. Written records may contain errors, or might have been changed after they were written. Some records may even have been completely destroyed. This can lead historians to draw different conclusions about what they are seeing. Even historians studying the same sources can sometimes come to very different conclusions about what the evidence is telling them. This is one of the exciting things about history – it is open to debate. There is often no right answer, and historians are always seeking a more complete understanding of the past. For example, there is an ongoing public debate in Australia about how to interpret and represent Australian history since white settlement, particularly with reference to the impact of colonisation on Indigenous Australians.

The growth of the Aboriginal rights movement since the 1970s prompted a new wave of historians to argue that 'official' Australian history since British settlement had largely ignored the stories of hundreds of thousands of Indigenous Australians who had suffered as a result of European colonisation. Historians such as Manning Clark and Henry Reynolds wanted to correct the imbalance in the history books and acknowledge the murders, injustices and racial policies that had dominated the relationship between Europeans and Indigenous peoples since colonisation.

Other historians resisted this new approach to Australian history arguing that it was too negative and obscured the achievements of white Australia. Historians such as Geoffrey Blainey and Keith Windschuttle contest the extent of the harm inflicted on Indigenous Australians by white settlers on the frontier. On occasions they have accused other historians of falsifying evidence relating to the level of violence committed towards Aboriginal people, particularly in Tasmania. They also contest the extent of frontier violence against Aboriginals presented by Clark and Reynolds.

The public debate over the interpretation of events in Australia's history since British settlement is ongoing. Today, it is referred to as the history wars. Historians on both side of the debate have undertaken significant archival and fieldwork research in order to present evidence to support their hypotheses. In many cases, however, historians on opposing sides of the argument have questioned the research methodology used and contest the findings.

Source HT.11 These Indigenous Australians, covered in traditional body paint, are shown taking part in a street protest against the Australian Bicentennial (200th anniversary) celebrations held in 1988. Many Indigenous Australians regard the arrival of British settlers as a day to be mourned rather than celebrated. Many historians today disagree with each other on the interpretation of events in the history of Australia since British colonisation (particularly relating to the impact that settlement had on Aboriginal and Torres Strait Islander peoples). This debate is known as the history wars.

Check your learning HT.1

Remember and understand

1 What is the difference between a primary and secondary source? Give an example of each type of source.

2 Which historical concept would be most helpful to historians attempting to understand the factors that led to certain Indigenous Australian children being taken from their families by force during the 20th century? Explain your response.

3 Historians in Australia have developed two competing interpretations of the experiences of Indigenous Australians since British settlement. What is this debate commonly referred to? Which historical concept is this an example of?

4 In your own words, define the concept of perspectives. Why is it a useful tool for historians? Why did different people in Australian society have different perspectives on the arrival of Vietnamese boat people in the 1970s?

Apply and analyse

5 Look again at the types of questions historians ask to decide if events, discoveries, people or sites are historically significant. For example:
- how important was it to people who lived at that time?
- how many people were affected by it?
- to what degree were people's lives affected by it?
- how widespread and long-lasting were its effects?
- can its effects still be felt today?

a Use each of these questions to determine the historical significance of the following:

i the signing of the Treaty of Versailles at the end of World War I

ii the release of the worldwide hit *Wrecking Ball* by Miley Cyrus in 2013

iii the arrival of Vietnamese immigrants to Australia after the Vietnam War

iv the introduction of television to Australia in 1956.

a Place the events in order from most to least significant, providing a justification for each.

b Compare your responses with other members of your class. Did you all draw the same conclusions?

5 Examine Source HT.11 and complete the following tasks.

a When was this source taken and what are these people shown doing?

b How might the perspectives of these people differ from the perspective of the Australian Government when it comes to the Australian Bicentennial celebrations? Explain your response.

c Explain how the historical concept of empathy is useful when conducting a historical inquiry into the colonisation of Australia by the British?

Evaluate and create

1 Conduct additional Internet research to create a flow chart that shows the causes and effects (both short-term and long-term) of World War II on Australian society.

2 Use a selection of new examples and images to create a poster or audiovisual presentation that briefly explains all seven of the historical concepts discussed in this section.

HT.2 Historical skills

History has been described as the study of 'who we are and why we are the way we are'. Historians examine the past and try to explain what they find. Like detectives at the scene of a crime, they follow a process of historical inquiry – they pose questions, locate and analyse sources, use evidence from these sources to develop an informed explanation about the past, and then communicate their findings.

To conduct a historical inquiry, historians need a range of skills. By studying history you will gradually master each of these skills. Some of them you will find easy to master, others may take a little longer. As you develop each new skill you will have gained another important tool for understanding and explaining events and people that have shaped our world.

You will now be familiar with many of these skills from your studies in junior history. This year you will revisit each of the skills and learn to apply them more effectively. Each of the skills you will be learning are organised into five broad categories (see Source HT.12). Each category represents the stages of a historical inquiry and contains a number of more specific skills that you will be practising.

It might help you to think of each of these skills as individual tools in your toolkit. For some historical inquiries, you may only need to use one tool; for others, you may need to use all of them.

Source HT.12 The five categories of skills used in a historical inquiry

Chronology, terms and concepts	• Use chronological sequencing to demonstrate the relationship between events and developments in different periods and places • Use historical terms and concepts
Historical questions and research	• Identify and select different kinds of questions about the past to inform historical inquiry • Evaluate and enhance these questions • Identify and locate relevant sources, using ICT and other methods
Analysis and use of sources	• Identify the origin, purpose and context of primary and secondary sources • Process and synthesise information from a range of sources for use as evidence in a historical argument • Evaluate the reliability and usefulness of primary and secondary sources
Perspectives and interpretations	• Identify and analyse the perspectives of people from the past • Identify and analyse different historical interpretations (including your own)
Explanation and communication	• Develop texts, particularly descriptions and discussions that use evidence from a range of sources that are referenced • Select and use a range of communication forms (oral, graphic, written) and digital technologies

Source HT.13 Historical skills help you to be a detective of the past.

Chronology, terms and concepts

Use chronological sequencing to demonstrate the relationship between events

One of the most helpful things historians can do to get a better understanding of the past is to organise events according to the order in which they happened. This is known as **chronology**. Chronology can help us organise things that happened over a small period of time, like a day or week, or large periods of time, like hundreds of thousands of years. We can also use chronology to look at events that happened in one place or society, or compare events across many different places and societies.
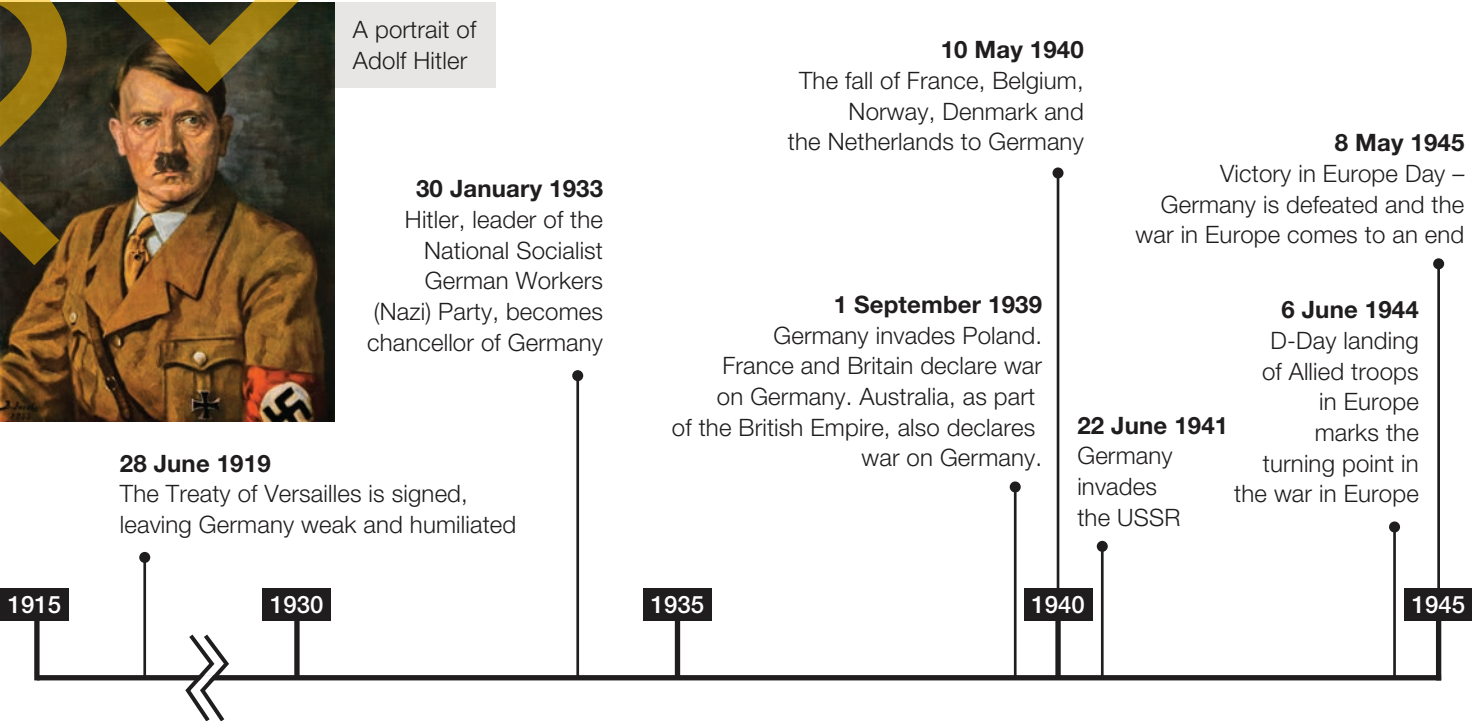
Chronology allows us to develop an ordered sense of time. Once events have been ordered chronologically, we are able to use a range of historical concepts such as cause and effect, significance, and continuity and change to analyse them in detail.

Creating timelines

Timelines are used by historians to sequence time and order important events chronologically. They help divide large sections of time into smaller periods so that events (like the births and deaths of important people, wars and discoveries) can be arranged in the correct order.

Timelines can look quite different, but essentially they all work in the same way. There are some basic steps you need to follow when constructing timelines. You should already be familiar with these steps, but Source HT.14 provides a simple example and some basic reminders.

A portrait of Adolf Hitler

28 June 1919
The Treaty of Versailles is signed, leaving Germany weak and humiliated

30 January 1933
Hitler, leader of the National Socialist German Workers (Nazi) Party, becomes chancellor of Germany

10 May 1940
The fall of France, Belgium, Norway, Denmark and the Netherlands to Germany

1 September 1939
Germany invades Poland. France and Britain declare war on Germany. Australia, as part of the British Empire, also declares war on Germany.

22 June 1941
Germany invades the USSR

6 June 1944
D-Day landing of Allied troops in Europe marks the turning point in the war in Europe

8 May 1945
Victory in Europe Day – Germany is defeated and the war in Europe comes to an end

1915   1930   1935   1940   1945

Work out the length of time you want to represent on your timeline, then divide it evenly into suitable blocks of time – in this case, 50 years, A timeline showing what you did yesterday might be divided into hours; one showing key events in the 19th century might be divided into decades.

To represent a large span of time, you may need to break your timeline into sections using a jagged line. This break shows that a section of time has been left out and will ensure that your timeline will fit on the page! Just make sure no important events fall during the time you are leaving out.

Mark specific dates into the timeline. These dates need to be accurately plotted so that they appear in chronological order. A full date with day and month can be added for particularly significant events if this is appropriate.

Provide a brief description of the dates plotted on the timeline, describing the events that took place. Include a picture and caption if appropriate.

Source HT.14 A simple timeline of some key events from World War II

Use historical terms and concepts

Just like scientists and mathematicians, historians share a common language. They use historical terms and concepts to clarify what they are talking about and share their findings. Source HT.15 lists and defines some important historical terms you will come across during your study of the modern world and Australia.

Source HT.15 Some useful historical terms you will encounter while learning about the modern world and Australia

Term	Definition
appeasement	a policy adopted by Britain and France towards Germany from the mid-1930s until 1939; the policy was designed to avoid a second world war by granting certain allowances to Hitler and the Nazi government
communism	an economic system in which the means of production (e.g. factories, farms and machinery) are publicly owned (by the state) and goods are distributed equally according to need, as opposed to privately owned and controlled systems such as capitalism
democracy	a political system based around the idea that the citizens of a society should have control over the way in which they are governed
genocide	the deliberate and systematic (planned) mass killing of people based on their race, ethnicity, religion or culture
globalisation	the increasing connectedness of economic and financial systems in countries around the world; globalisation refers to a number of changes that are taking place to decrease the importance of national barriers to the production and trade of goods and services
Holocaust, the	the deliberate and systematic (planned) mass murder of Jews and other 'undesirables' by the Nazis during World War II (*see also Shoah*)
immigration	the act of entering and settling permanently in a country or region to which a person is not native
imperialism	the process of gaining and maintaining control over other countries, regions or territories for economic or strategic (military) reasons
propaganda	information or material that attempts to influence the behaviour or opinions of people within a society; propaganda can take many forms (e.g. posters, flyers, advertising campaigns, films) and is designed to promote a particular cause or course of action and/or damage the cause of an enemy
referendum	(in Australian history) a national vote of the people on actions proposed by the government; any proposed changes to the Australian Constitution must be put to a vote in a referendum
Third Reich	a term used to describe the German state from 1933 to 1945 when it was under the rule of Adolf Hitler and the Nazi Party
White Australia policy	a term used to describe a series of government policies introduced after Federation in 1901 that prevented 'non-white' immigrants from settling in Australia, favouring instead those from certain European nations (especially Britain); these policies were progressively overturned between 1949 and 1973

Check your learning HT.2

Apply and analyse

1. Why do you think history has been described as the study of 'who we are and why we are the way we are'? Do you think this is an accurate description?
2. In your own words, define the term 'chronology'? Why is it an important skill for historians?
3. Name one of the most useful tools for organising significant historical events into chronological order.

Evaluate and create

1. Choose a significant issue or event that interests you that took place between 1918 and the present. Conduct some Internet research and create a timeline of events related to the issue or event you have chosen. Some events you might like to examine include:
   - the struggle for civil rights in the United States
   - World War II
   - the introduction of television in Australia.
   a. Your timeline should include at least six entries related to the issue or event. Each entry must include the date and a brief description.
   b. Include images of video links for at least two of the entries on your timeline.
   c. Present your timeline electronically or as a poster.

Historical questions and research

Identify and select different kinds of questions about the past to inform a historical inquiry

Historians begin any historical inquiry by asking big questions. From these big questions, historians develop a **hypothesis** (theory) about who, what, where and why certain events took place. These questions then help to frame the process of inquiry and act as a guide for the collection of evidence.

The photograph in Source HT.16 shows a group of women working in a factory, assembling the wing of an aeroplane. Women workers on the home front were essential during World War II to maintain the supply of weapons and other goods to the men on the battlelines.

Source HT.16 Using sources such as this, historians can begin to develop a range of closed and open questions to frame a historical inquiry.

skill drill

Generating questions to inform a historical inquiry

Look closely at Source HT.16. This photograph could provide an interesting starting point for a historical inquiry into the roles of women during World War II. To start your inquiry, think of some questions that begin with the words 'what', 'where', 'how', 'when' and 'why'.

For example, questions such as those listed below help to guide the research process:

- What are the people in the photograph doing?
- Who are they?
- What are they building and what might it be used for?

By asking these kinds of questions (known as closed questions), you will often discover a range of facts to follow up on. This is a good start. However, in addition to asking closed questions, it is important that you ask more complex questions (known as open-ended questions). Open-ended questions such as 'What were working conditions like for these people?' and 'What effects did increasing numbers of women in the workforce have on society?' will often open up exciting new areas for you to explore.

Apply the skill

1. Based on what you have read and seen, generate two closed and two open questions of your own that will help guide an inquiry into the women on the home front in Australia during World War II.
2. Once you have generated your inquiry questions, identify the information you will need to answer these questions and where you might be able to locate it.
3. Are there any questions for which you have not been able to find reliable evidence or answers? What reasons might there be for this?

Identify and locate relevant sources, using ICT and other methods

Sources provide information for historians. They can take many different forms, from historical artefacts to written records in books or online. Some examples of sources include human remains, coins, cave paintings, textbooks, journals, online databases, newspapers, letters, cartoons and diaries.

Locating a range of relevant sources is a valuable skill which usually involves a number of different search methods, such as:

- checking catalogues at your school and local library
- using online search engines such as Google, Yahoo and Bing
- visiting museum and government websites
- looking at newspaper and magazine archives
- contacting local historical societies
- interviewing older family members about the past, and examining family antiques and keepsakes.

Using ICT to locate relevant sources

Although printed books and newspapers are valuable sources of information, most research today is conducted online. In order to ensure that sources gathered online are accurate, reliable and relevant, a number of guidelines should be followed:

- Search engines such as Google are useful research tools, but much of the material on these sites is not reliable and may contain inaccuracies, false and misleading information or material that is out of date. When using search engines like Google or Yahoo, be sure to define your search using keywords. Your librarian is a good person to ask for help and information. Most schools will also have a website devoted to providing information about developing good research skills.
- A reliable way of searching for sources is to use sites linked to government departments, reputable companies, museums, universities and educational institutions. A quick way of telling if a site is reputable is to look at the domain name in the URL (Internet address). Some of the most common domain names are listed in Source HT.17 along with some information about their reliability.
- Avoid blogs posted by unknown individuals. If you happen to find information relevant to your investigation on a blog or social media site, always verify it by using a more reliable source.
- Never cut and paste information from the Internet straight into your own work. Taking someone else's work, ideas or words and using them as if they were your own is called plagiarism and can have very serious consequences.

Source HT.17 Some common domain names and their characteristics

Domain name	Description
.edu	The site is linked to an educational institution such as a university or school. These sites are generally very reliable.
.gov	The site is linked to a government department or institution. These sites are generally very reliable.
.net	This site is linked to a commercial organisation or network provider. Anyone is able to purchase this domain name and generally there is no one to regulate the information posted on the site. As a result, these sites may be unreliable.
.org	This site is linked to an organisation. Generally, these organisations are not for profit (e.g. Greenpeace, World Vision International, British Museum). If the organisation is reputable and can be contacted, it generally means that the information provided has been checked and verified by that organisation. You need to be aware of any special interests that the organisation may represent (e.g. particular religious, commercial or political interests) as this may influence what they have to say on a particular issue. If you are unsure about the reliability of information found on a website with this domain name, check with your teacher or librarian.
.com	This site is linked to a commercially based operation and is likely to be promoting certain products or services. These domain names can be purchased by anyone, so the content should be carefully checked and verified using another, more reliable source.

Recording relevant sources

As you identify and locate relevant sources, it is essential that you record details to include in your list of references or bibliography.

When citing (mentioning) a book in a bibliography, include the following, in this order, if available:

1 author surname(s) and initial(s)
2 year of publication
3 title of book (in italics)
4 edition (if relevant)
5 publisher
6 place of publication
7 page number(s).

Example:

Easton, M., Carrodus, G., Delany, T., Smith, R., 2014, *Oxford Big Ideas Geography|History 10 Australian Curriculum*, Oxford University Press, Melbourne, pp. 18–19.

When citing an online source in a bibliography, include the following information, if available:

1 author surname(s) and initial(s) or organisation name
2 year of publication or date of web page (last update)
3 title of document (article) enclosed in quotation marks
4 date of posting
5 organisation name (if different from above)
6 date you accessed the site
7 URL or web address enclosed in angle brackets <…>.

Source HT.18 Most research today is conducted online.

Examples:

Australia's War 1939–1945, 'All in – Indigenous service', accessed 24 March 2013, http://www.ww2australia.gov.au/allin/indigenous.html.

Foley, Robert T, 2011, 'Blitzkrieg', BBC History, accessed 2 April 2013, <http://www.bbc.co.uk/history/worldwars/wwtwo/blitzkrieg_01.shtml>.

Analysis and use of sources

Identify the origin, purpose and context of primary and secondary sources

As explained earlier, historians use two types of sources to gather evidence about the past:

- primary sources – objects created or written at the time being investigated; for example, during an event or very soon after
- secondary sources – accounts about the past that were created after the time being investigated and which often use or refer to primary sources and present a particular interpretation.

Understanding the origin, purpose and context of primary and secondary sources

Both primary and secondary sources are useful, but it is important to understand:

- where they came from (origin)
- why they were created (purpose)
- the historical setting in which they were created (context).

These factors are important because they provide clues about the perspective of the person who made the source, as well as the attitudes and beliefs that were common at that time. All sources are influenced by the author's own point of view. In some cases the author may even have been paid (or forced) to write in a particular way or to ignore certain facts. This is referred to as **bias** and is often aimed at persuading the reader to agree with the author's point of view. This is why historians must carefully analyse and evaluate all of the sources they use.

Source HT.19 The origin and purpose of these primary (A) and secondary (B) sources are very different, even though they are both related to the building of the Burma Railway by Allied prisoners of war (POWs) during World War II (under orders from Japanese forces).
(A) This aerial photograph, taken on 5 February 1945 of a bridge built as part of the Burma Railway over the River Kwai in Thailand, is a primary source. So is the bridge itself. The construction of the bridge started in October 1942 and it was completed by late October 1943. Sixteen thousand Allied POWs (including 2815 Australians) and 100 000 imprisoned slave labourers of Chinese, South Indian, Malay, Burmese, Japanese and Dutch–Indonesian origin lost their lives during the bridge's construction.
(B) This photograph, taken on location in Sri Lanka during the filming of the 1957 British–American war film *The Bridge on the River Kwai*, is a secondary source. The popular film (which is also a secondary source) won seven Academy Awards (including Best Picture). It gave a largely fictional account of events that took place during the construction of the bridge during World War II.

Analysing sources by asking 'who', 'what', 'when' and 'why' questions will help you identify the origin and purpose of the sources. For example:

- Who wrote, produced or made the source?
  - Is the creator's personal perspective obvious in the source?
  - Is the creator a member of a particular group, religion or organisation?
- What type of source is it?
  - Was the source created at the time of the event or afterwards?
- When was the source written, produced or made?
  - How old is the source?
  - Is it an eyewitness account or is it written by someone at a later date?
  - Is the source complete?
- Why was it written or produced?
  - Was it designed to entertain, persuade or argue a point of view?
  - Does the creator have anything to gain personally from the source?
- What other events may have been happening at the time and might have influenced the author or source?

Process and synthesise information from a range of sources as evidence

By this stage of your historical inquiry, you will have located and collected a variety of different sources and types of information. Now it is time to process and synthesise the most relevant information that you will use as evidence to support your hypothesis. There are a number of different ways to organise large amounts of information so that you can decide quickly and easily which sources provide the most useful, relevant and reliable evidence.

Using graphic organisers to help you process and synthesise information

Graphic organisers are very useful tools for collecting, comparing and selecting suitable resources that you have located. A decision-making chart like Source HT.20 can help you do this.

Source HT.20 A decision-making chart showing an example of how you might process, compare and select sources

Research topic: What were the experiences of Allied prisoners of war during the construction of the Burma Railway? Hypothesis: That Allied prisoners of war were treated so harshly that they died in their thousands.			
Source 1: 'Changi' ABC website	Pros: • The entry is has some great primary sources • The entry is written by a reputable organisation – the ABC – and was developed to accompany a TV documentary on the subject	Category of source: Secondary source – special interest webpage	Reference information: http://www.abc.net.au/changi/history/burma.htm (Accessed 24 February 2013)
	Cons: • Not detailed enough • The website is focused mainly on conditions at the prisoner of war (POW) camp known as Changi. Only a pretty small section of the article talks specifically about the Burma Railway		
Source 2:	Pros:	Category of source:	Reference information:
	Cons:		
Source 3:	Pros:	Category of source:	Reference information:
	Cons:		
Source 4:	Pros:	Category of source:	Reference information:
	Cons:		
Source 5:	Pros:	Category of source:	Reference information:
	Cons:		
Recommended sources in order of relevance/usefulness: 1 2 3 4 5			

Analysing propaganda posters

Propaganda is information or material that attempts to influence the behaviour or opinions of people within a society. Propaganda can take many forms, such as posters, flyers, advertising campaigns and films, and use many different techniques to get its message across. Regardless of the forms it takes, all propaganda is designed with the same goal in mind – to influence people's thoughts and actions by promoting a particular idea or course of action. Very often, propaganda is also designed to damage the reputation or cause of an enemy.

Throughout World War II, many forms of propaganda were used. One of the most common was the poster. Propaganda posters can tell us a great deal about the time period being studied. Although they do not always present the truth, they can provide historians with great insights into opinions and attitudes that were popular at the time. The most effective propaganda poster uses a range of techniques to convey its message simply and directly.

The text 'Germany awake!' calls the viewer to action. It suggests that Germany has been sleeping and that it is now time for action.

The strong use of red grabs the audience's attention and is associated with the greatness of the German Empire.

Red was also the colour of the National Socialist (Nazi) Party.

The swastika became a symbol of Nazi strength and racial superiority in the 1930s and 1940s in Europe.

The eagle is a traditional symbol of German strength and power. Its strength is emphasised by being large and central.

In the background, a large crowd of people all show their support for this message by raising their right arms in the air (the Nazi salute).

The text 'Vote list: 2 National Socialists' instructs people to vote for the National Socialist (Nazi) Party and tells them how to use the ballot paper.

Source HT.21 A sample analysis of a National Socialist (Nazi) propaganda poster from 1934, *Germany awake!*

When asked to analyse a propaganda poster, follow these steps:

Step 1 Look for evidence of a range of visual techniques

Propaganda posters use a range of techniques to grab the attention of viewers and get their message across quickly and effectively. These include:

- **colours** – often a combination of bright, bold colours (or dark, menacing colours) are used to convey a message, grab the viewer's attention and/or provoke some kind of emotional response
- **images and symbols** – a range of different images and symbols are used to convey the message and/or identify people and countries. It is common for flags, logos and animals to be used to represent countries. For example, Source HT.21 proudly displays the symbols of the German eagle and the swastika to represent German strength and unity. It is also common for enemies to be represented using racist or derogatory imagery.
- **text** – most often, a clear and simple message accompanies a propaganda poster. This is often a call to action or a warning of some kind. For example, HT.21 declares 'Germany awake! Vote List: 2 National Socialists'

Step 2 Ask a range of questions to analyse the intended message and audience of the poster

Once you have identified the main visual techniques being used, it is time to think more deeply about what the poster is trying to achieve. You can do this by asking a range of questions such as:

- Who is the intended audience? Who was the poster made for?
- What is the historical context of the poster? What year was it produced in?
- What is the purpose of the poster? What is the intended message? What is it trying to get people to do?
- Is it effective at getting its message across to the audience? Why/why not?

Source HT.22 An Australian propaganda poster from 1942, *He's coming south* (AWM ARTV09225)

Source HT.21 has been done as an example.

Apply the skill

1. Use the steps provided to analyse the propaganda poster in Source HT.22.
2. List the similarities and differences between Source HT.21 and Source HT.22. Which do you think is more effective at achieving its goal? Provide reasons for your answer.

Evaluate the reliability and usefulness of sources

A useful source, whether primary or secondary, is one that will add to your understanding of a historical inquiry. The source needs to be relevant to your investigation and must also be reliable. The conclusions you draw about the sources you have found will determine their usefulness. In many cases, this means separating fact from opinion. A fact is something that can be proved and verified by more than one source; for example, the year in which an event took place. An opinion is the view or belief of a person or persons. Opinions are generally based on interpretations of facts, but are more subjective. The use of words such as 'might', 'could', 'believe', 'think' and 'suggests' all indicate that an opinion is being expressed, but it is not always that simple to separate fact from opinion. More often than not, you will need to conduct research to determine this. For example, without research it would not be possible to identify which of the following statements is fact, and which is opinion:

- Fact: The crossing over the River Kwai in Kanchanaburi, Thailand, was built by Allied prisoners of war and slave labourers under orders from the Japanese army during World War II.

- Opinion: The 1957 film *The Bridge on the River Kwai* accurately portrays the type of harsh treatment received by British prisoners of war at the hands of the Japanese during the construction of the Burma Railway.

The following questions will help you determine the reliability and usefulness of a source you are researching:

- Is it balanced or does it present one point of view (in other words, is it biased)?
- Does it provide information that is supported and reinforced by evidence from other sources?
- Does it provide factual information or opinion?
- Does it provide enough information and sufficient detail to help me answer the inquiry question?

Source HT.23 An illustration by Murray Griffin, a prisoner who was held at the Changi POW camp in Singapore, created in 1946. It depicts the kinds of punishments given to British and Australian prisoners of war by the Japanese during the construction of the Burma Railway. Griffin sought to make records of events and conditions based on the testimony of surviving POWs.

Check your learning HT.4

Remember and understand

1 Which of the following are examples of primary sources?
  a Source HT.23 – an illustration by Murray Griffin, a prisoner at Changi
  b Source HT.24 – a photograph of two Australian prisoners of war outside a hut at Changi.
  Give a reason for your answer.
2 Provide two reasons why graphic organisers are useful tools when processing and synthesising information from a range of different sources.

Apply and analyse

3 Give two reasons why it is important to know the origin and purpose of every source used in a historical inquiry.
4 What words indicate that a writer is expressing an opinion rather than a fact? If none of these words are present in a written source, what is the best way to identify it as fact or opinion?

Evaluate and create

5 Conduct an online search to locate other graphic organisers that may be useful to help you process and synthesise information from a range of sources as evidence. Some graphic organisers of use to you may include KWL charts, fishbone diagrams and PMI charts. Once you have examined other types of graphic organisers, make a decision about which ones you think are most useful to you.
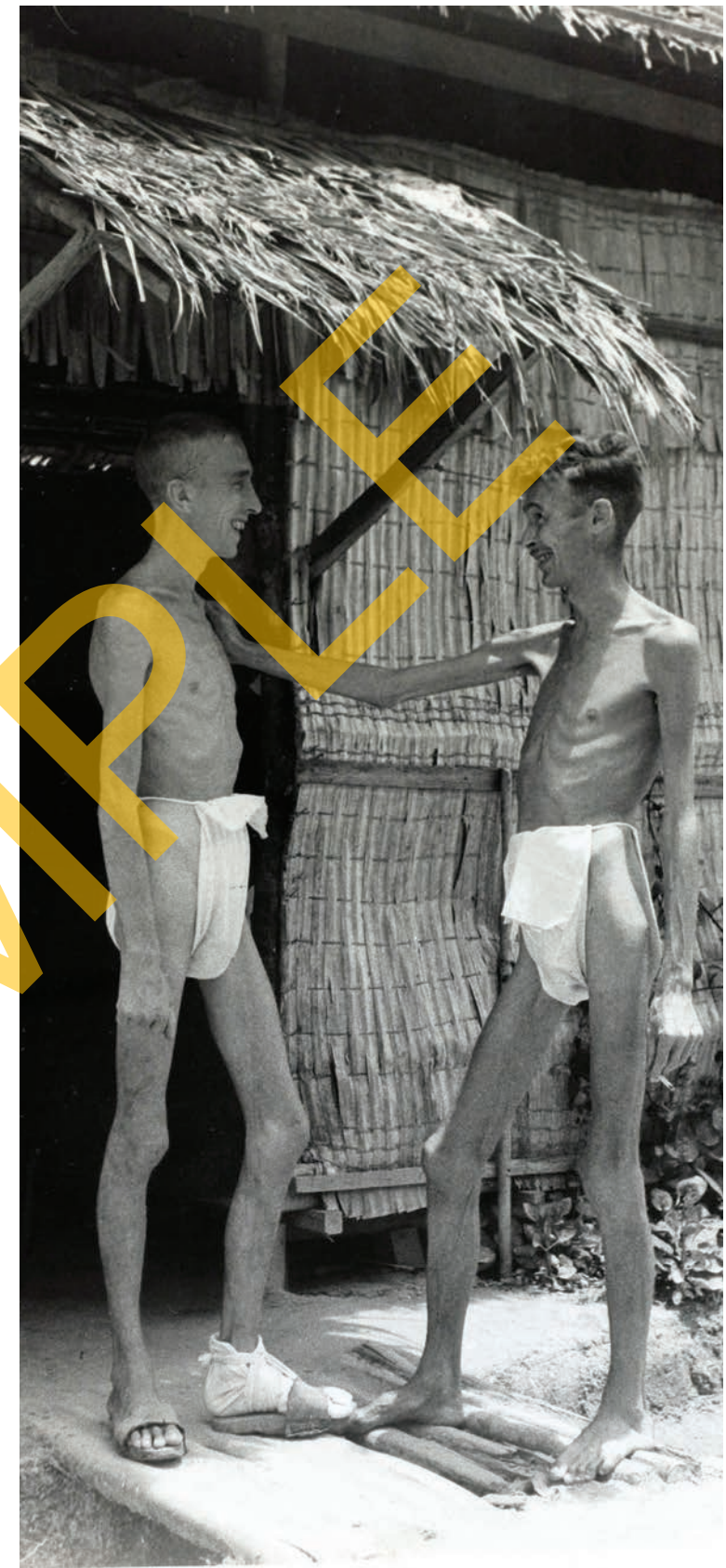
Source HT.24 This photograph shows two Australian prisoners of war outside one of the huts at Changi POW camp in Singapore, just after the camp was liberated in 1945.

Perspectives and interpretations

Identify and analyse perspectives and interpretations from the past

Primary and secondary sources reflect and represent many different points of view, attitudes and values. These may include personal, social, political, economic or religious points of view. For example, an extract from an affidavit by former Gunner (soldier) Reginald Melbourne to the Australian War Crimes Registry, provides the following description of conditions in Changi, a notorious **prisoner of war (POW)** camp run by the Japanese:

Source HT.25

After capture I was taken to Changi Camp, where I was with approximately 12000 men, employed clearing the bombed area, also well sinking. Work was from 6 to 6, food was half a cup of cooked rice per man per day.

From Changi was I marched with 500 men to Duckatinor Hills. Here we were employed clearing after bombing runs, building roads and hill levelling. Food supplies were as at Changi.

Whilst working at the river camp I witnessed a guard (known as the Black Snake) bash Gnr Jack Francis with a heavy stick many times and finally brutally kicked him in the stomach and about the head. Francis died a few days later.

I was severely beaten by the Black Snake with a heavy bamboo. He knocked me down several times, then kicked me. I vomited frequently following the bashing was unfit to work and generally was much knocked about. I was finally operated upon by Col. Dunlop for a damaged bladder and internal injury.

Extract from an affidavit (sworn statement) by former Gunner (Gnr) Reginald Melbourne to the Australian War Crimes Registry recorded on 2 January 1948

This account is one of many that help historians form opinions about how the Japanese treated prisoners of war during World War II. Many other sources also provide evidence on different aspects of conditions for POWs and their Japanese captors during World War II, from the perspectives of POWs themselves, Japanese soldiers, Japanese government and military officials and social observers at the time. It is only when we consider the full range of different perspectives revealed through all of the available sources that we can begin to form a complete picture of their experiences – one that is both accurate and reliable.

Explanation and communication

Develop texts, particularly descriptions and explanations that use evidence from a range of sources that are referenced

Historical writing requires you to describe and explain events using evidence from a range of sources. You will often be required to outline the significance of a past event while providing reasons for the event and referring to relevant evidence. As you have learned, different types of sources need to be used to ensure that historical writing presents a balanced view and is supported by reliable evidence.

The two most common and useful text types you will be expected to use this year are descriptions and explanations.

Writing descriptions

The purpose of descriptions is to give clear information about people, places or objects at particular moments in time. They focus on the main characteristics or features of particular people or things. They 'paint a picture' in words for readers to increase their understanding.

Descriptions must be well planned. Use the structure in Source HT.26 or ask your teacher to provide you with a template. Descriptions must always follow a set structure, and events must be organised in chronological order.

Structure of a description	
Introduction	Introduces the subject.
	States the name of the person or event.
	Outlines why the topic is important.
Body	Provides details about the person or event (including dates and important facts).
	Information must be organised in paragraphs, with a new paragraph for each detail.
	Quotations and descriptive words should be used where relevant.
Conclusion (optional)	Revisits the most important details and provides a concluding statement.

Writing explanations

The purpose of explanations is to tell how or why something happened. They provide the reader with a greater understanding of the causes and effects of past events. Use the structure in Source HT.27 or ask your teacher to provide you with a template. Explanations must be clear and factual. They should not contain opinions or emotional language. There must be supporting evidence from a variety of sources for each point made. These sources must be acknowledged in a bibliography using the correct referencing format.

All historical writing needs to be acknowledged. At the end of your writing you must always include a full reference list or bibliography. This list shows your readers the range of different sources of evidence you used and where they can be found. For detailed information on this refer to the skill 'Identify and locate relevant sources, using ICT and other methods', which was covered earlier.

Structure of an explanation	
Introduction	Clearly states the main idea or aim.
	Briefly outlines the reason/s why an event occurred and its effect/s.
Body	Each idea must be supported by evidence. There should also be some analysis of the evidence to explain its significance or importance.
	Information must be organised in paragraphs, with a new paragraph for each detail.
	Language should be precise and not contain emotional words.
	Personal opinions (e.g. 'I' or 'my') should be avoided.
Conclusion (optional)	Provides a short and clear overview of the main ideas presented in the body.
	States a conclusion drawn from the evidence.

Select and use a range of communication forms (oral, graphic, written) and digital technologies

The final stage of any historical inquiry is the presentation of your findings. This is one of the most important aspects of your inquiry because it draws together all of the sources, evidence and findings of your investigation.

There are a number of ways to effectively and impressively communicate your findings. For example:
- oral – speeches, class presentations, re-enactments, interviews and role plays
- graphic – posters, cartoons, graphic organisers and models
- written – descriptions, explanations, class newspapers, scripts, letters and diaries
- digital – audiovisual presentations, websites, films, blogs, wikis and apps.

All of these communication forms can add colour and life to the presentation of historical information.

skill drill

Creating an audiovisual presentation

One of the most popular ways to present the findings of a historical inquiry is to create an audiovisual presentation. To prepare and present a successful audiovisual presentation there are several steps to follow.

Step 1 Gather your research
Make sure that you have collected everything that you have found out in your historical inquiry. This will include any written research or findings, a list of sources you have used, and a range of relevant images and/or photographs. If you have been working in a group, this may involve collating your research with other members of your class.

Step 2 Plan and create your presentation
Once you have gathered your research, you will need to decide on the best way to deliver your findings. You may choose to use Microsoft PowerPoint or Prezi. Alternatively, you may like to create a website or short film to show to the class. How you will present your findings may depend on the criteria set by your teacher. It is important to check these before your presentation so that you can ensure you are meeting all criteria.

Step 3 Deliver your presentation
Regardless of the format you have chosen, there are some things to keep in mind:
- Practice makes perfect – rehearse your presentation before coming to class, especially if you are working in a group. Make sure each member of the group knows exactly what they have to do.
- Prepare for the worst – make a backup copy of your presentation in case anything unexpected occurs, such as data loss.
- Engage the audience – make eye contact, do not read from your notes and prepare cue cards to help you remember your lines. Speak clearly and make sure your text and layout is as visually appealing as possible.
- Check for errors – make sure any audio and visual material is correct and contains no factual or spelling errors.
- Speak slowly – focus on the purpose of your presentation and do not allow yourself to be distracted.
- Finish strongly – your presentation should end on a high note!

Check your learning HT.5

Remember and understand

1 Historical sources always reflect the perspective of their writer. Give two examples of factors that may influence a writer's point of view or perspective.

2 What is the purpose of a description? How is this different from the purpose of an explanation?

Apply and analyse

3 Your teacher has asked you to provide a written report on the experiences of Australian POWs during World War II. Would it be more appropriate to write a description or an explanation? Explain your choice.

4 Source HT.25 is an extract from an affidavit (sworn statement) by former Gunner (Gnr) Reginald Melbourne to the Australian War Crimes Registry. It was recorded on 2 January 1948.

a Do you think this piece of statement presents a balanced and reliable description of conditions for Australian POWs held in Changi Camp? Why/why not?

Evaluate and create

5 Imagine that all members of your class have been asked to present an audiovisual presentation on the short- and long-term effects of **internment** on Australian POWs held at Changi.

Your teacher has asked each member of the audience to create a peer evaluation form that can be used to assess each presentation. Create five assessment criteria to be included on the form that can be used to assess the most important aspects of each presentation. Present your five assessment criteria in order of importance.

HT.3 Careers in history

There are a wide range of jobs and careers linked to the study of history. Because many aspects of society, culture and technology change so quickly these days, the need to preserve stories and **artefacts** from the past has become more important than ever. An appreciation of events from the past can help members of a community or citizens of a nation avoid repeating costly mistakes (such as wars) and make better plans for the future.

Today, there is a wide range of career opportunities available for students of history (see Source HT.28). Some of these jobs relate to the study and preservation of our heritage, while others involve communicating and sharing aspects of our history.

Valuing and preserving our heritage	Communicating and sharing history	Related opportunities
Collections manager	History consultant	Journalist
Art historian	Museum education officer	Architect
Ethnographer	Genealogist	Policy researcher
Heritage planner	Researcher	Novelist
Art restorer	Archaeologist	Public relations officer
Antique dealer	Documentary film maker	Lawyer
Social historian	Multimedia designer	University lecturer
Auctioneer	Tourism officer	Foreign affairs

Valuing and preserving our heritage

Historic preservation is an important field of history that seeks to preserve and protect artefacts, buildings, and other objects of historical significance. Older and rarer artefacts that are in good condition are generally considered to be more significant historically, and therefore more valuable. Unfortunately, however, the older an artefact is, the higher the chances that it has been damaged or changed in some way – for example, ancient buildings and monuments can be damaged through constant exposure to pollution or extreme environmental events (see Source HT.29). Likewise,

delicate objects such as fine pottery can chip when being handled or moved and priceless works of art can be damaged through exposure to certain types of light and levels of moisture in the air.

Historians work in a wide range of interesting and important roles when it comes to valuing and preserving our heritage. As well as those who specialise in the preservation of books and paper, metals, ivory, artworks, textiles and stained glass, there is a new and growing career path for historians that involves digital preservation. In addition to physical artefacts such as stone, wood, paper, silk and bamboo that record our history, a large quantity of historical information today only exists in digital forms. You might not immediately think of emails, blogs, wikis, social networking websites and online photo albums as historical artefacts, but these items will tell the stories of modern society in the same way that stone tablets did in ancient times. With digital media it is easier to create content and keep it up-to-date, but this content is continually changing. This creates many challenges in the preservation of this content so that it can be studied in the future.

Source HT.29 Art restorers work in the Papal Basilica of St. Francis of Assisi in the town of Assisi, Italy. The basilica (church) is one of the most important religious buildings in Italy and has been a UNESCO World Heritage site since 2000. These art restorers are busy repairing damage caused by two earthquakes that hit Assisi in 1997, damaging the basilica.

Communicating and sharing history

In addition to historians who preserve our heritage, there are those who work in exciting careers communicating the past and sharing our traditions with other people.

Career profile: Lucy Bracey – Associate Historian with Way Back When Consulting Historians

Lucy Bracey works as an Associate Historian for Way Back When Consulting Historians – a small company of professional historians who produce histories for a range of clients from individuals and small community groups to large organisations. Anyone who has a story they want researched and recorded (or something from the past that they consider worth preserving) can approach Way Back When and take advantage of their expertise.

Lucy helps her clients by researching their histories and communicating their stories in interesting and meaningful ways. Depending on the wishes of the client, these histories can be presented in many different formats – book, digital story, website, radio program, exhibition, heritage report or iBook.

Lucy uses a wide range of historical skills in her day-to-day work. She conducts research in archives and libraries, tracing primary and secondary sources of evidence to answer key inquiry questions. For Lucy, being a historian is like being a time detective – finding out all about how people lived, what they did and who they were.

Lucy's job as an Associate Historian offers her lots of variety and the opportunity to work on a range of

Source HT.30 Lucy Bracey, Associate Historian with Way Back When Consulting Historians, shares fascinating stories from the past with a wider audience.

interesting projects. This means she never gets bored. From one week to the next, Lucy can be working at home, in the office or out on the road. Lucy likes travelling to different places and meeting interesting people. She also enjoys seeing a range of historical artefacts and investigating historical collections and archives people have assembled. She appreciates meeting weird and wonderful people at local historical societies in sleepy Victorian towns and is motivated by the prospect of uncovering all sorts of hidden treasures!

Related opportunities

History graduates are also sought after in many other fields including law, politics and foreign affairs because they know how to find and analyse information. Most importantly, the study of history encourages us to test assumptions and support statements and opinions with evidence. The ability to sift through large amounts of information and work out what is important in the detail is essential in these professions.

Check your learning HT.6

Remember and understand

1 Why is historical preservation such an important area of history?

2 A new and growing career path for historians today involves digital preservation. In your own words, define what this involves and why it is important.

Apply and analyse

3 Lucy Bracey works as an Associate Historian for Way Back When Consulting Historians. What types of activities does her job involve?

4 Why might a community group or organisation want Way Back When to research and record its history?

Evaluate and create

5 Learn more about the services offered by Way Back When Consulting Historians by visiting their website.
   a In a short written report, summarise the type of work they do and name at least two of their former clients.
   b Are you a member of any clubs or organisations that you think might be interested in having their histories recorded by Way Back When? If so, what format do you think would be most appropriate: written, oral or digital? Explain your choice.