

# KEY FEATURES OF **MODERN HISTORY** 1

5TH EDITION

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Bruce Dennett | Stephen Dixon | Bernie Howitt | Angela Wong

**OXFORD**





KEY FEATURES OF  
**MODERN  
HISTORY** **1**

5TH EDITION

YEAR 11

Bruce Dennett | Stephen Dixon | Bernie Howitt | Angela Wong

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## USING KEY FEATURES OF MODERN HISTORY 1

New South Wales' most trusted modern history series has been updated for the new Stage 6 Modern History syllabus. The first of a two-volume series, Key Features of Modern History 1 offers complete support for Year 11 teachers and their students, providing unparalleled depth and coverage and a range of new chapter features that will give students of all abilities the best chance of achieving success in Modern History.

Key enhancements:

- > All content has been explicitly aligned to the new Modern History Stage 6 syllabus (Year 11).
- > Subject experts Bruce Dennett, Stephen Dixon, Bernie Howitt and Angela Wong have developed comprehensive, engaging and appropriately levelled content.
- > Unambiguous language is used throughout the book, with plenty of visuals to engage students and support learning.
- > ebook assess provides comprehensive student and teacher digital support including answers to every question in the book, class tests, videos and more.

**12**  
The Origins of the Arab-Israeli Conflict

Three Jewish children on their way to Passover after being rescued from the Buchenwald Concentration Camp at the end of the Second World War.

**FOCUS QUESTIONS**

- 1 What is the historical origin and significance of Palestine?
- 2 What is the historical basis of the conflict between Arabs and Jews in the Middle East?
- 3 What role has Britain played in the Arab-Israeli conflict?

**KEY CONCEPTS AND SKILLS**

**Analysis and use of sources**  
Due to the lengthy historical background to the Arab-Israeli conflict, you will come in contact with a wide range of sources in your studies. It is essential that you not only obtain a range of historical study, but also analyse those sources to ensure you recognise their perspective and any potential bias.

**Explanation and communication**  
A successful investigation into any aspect of the Arab-Israeli conflict should be able to effectively communicate what it has taken a balanced approach. One that does not shy away from reflecting a range of perspectives and perspectives on the side you are favouring.

**Historical investigation and research**  
This chapter brings into sharp focus the question of how a historian's writing is influenced by their interpretation of events. It explores aspects of this issue, you will be accessing the viewpoints of those who may be promoting personal agendas. You will need to assess material perspectives and the way they can impact upon the overall availability of sources.

**LEARNING SKILLS**

- > Analyse a range of sources for multiple perspective and bias
- > Understand the origins of the Arab-Israeli conflict.
- > Understand how historical events and forces can impact the present.

'Focus questions', 'Key concepts and skills', and 'Learning goals' are clearly stated at the beginning of each chapter to guide teachers and students through the content.

Content includes up-to-date case studies, maps and rich visual and written source material

Margin glossary definitions help students to quickly and easily find the meaning of unfamiliar terms, to aid understanding

**9.3** The fall of the Romanov dynasty

**9.2b Understanding and using the sources**

- 1 Why was the October Manifesto introduced, according to Source 1? What changes were agreed to by Nicholas?
- 2 According to Source 2, did Trotsky view the Tsar's desire for reform as genuine? Do Trotsky's comments suggest that revolutionary activity would increase or diminish after the issuing of the October Manifesto? Explain your answer.
- 3 The following questions refer to Source 3.
  - a Which political parties did Lenin and Kerevsky belong to?
  - b Which groups wished to retain the Tsar as head of state?
  - c State two policy differences that help explain why the Bolsheviks and Mensheviks disagreed with each other.

**9.2b** Nicholas II and his family in the October Manifesto.

**9.2b** Political developments following the 1905 Revolution

Nicholas diluted the October Manifesto. He had hoped to buy peace with concessions and, feeling betrayed when strikes and protests continued, he returned to the methods of an autocrat. In the countryside, loyal troops moved through the villages with a campaign of hanging and flogging to subdue the rebellious peasants. On 16 December 1905, the St Petersburg soviet was closed and 190 of its members arrested. A general strike in Moscow led to street fighting from 21 December 1905 until 2 January 1906, resulting in deaths for the strikers and the deaths of more than 1000 workers.

Nicholas had bitterly resented having to concede to a Duma, and tried to reassert his position by issuing a series of **Fundamental Laws** on 2 May 1906. These confirmed the Tsar's right to appoint his own ministers, legislate by decree and have complete control over foreign affairs. Laws passed by the Duma would require his approval. An Imperial Council, with half of its members appointed by the Tsar, would share power with the Duma.

The decision for the first Duma in 1906 and the second Duma in 1907 produced parliaments that were critical of the government, and both were dissolved by Nicholas after only a few months. Before the third Duma, Nicholas altered the electoral law to ensure that the representation of peasants, small landowners and urban dwellers was drastically reduced. The resulting Duma was a submissive and conservative body. It was allowed to serve its full term from 1907 to 1912, as was the fourth and final Duma from 1912 to 1917.

While the Duma met, the prime minister, Peter Stolypin, carried out a policy to repress the revolutionary elements, while offering limited land concessions to the peasants. This two-pronged approach was designed to consolidate the position of the Tsar by removing his revolutionary opponents and winning the loyalty and gratitude of the peasants.

**9.2b** Check your learning

- 1 What do you understand by the term 'revolution'? Do the events of 1905 merit the description of 'revolution'? Why or why not?
- 2 The events of 1905 have been called a 'dress rehearsal' for the Russian Revolution of 1917. What lessons might revolutionaries have drawn from the events of 1905?

**9.3** The fall of the Romanov dynasty

**9.3a** Russia's South-West Front Line, 1914

War was declared between Germany and Russia in August 1914, and at first it seemed that the First World War would see the Romanov throne, not dethroned. Political differences were put aside as Russians joined to fight the common enemy in defence of the homeland. Volunteers hastened to join the army and the Tsar blessed the troops as they left for the front. Even urban discontent – which had been expressed as an increasing number of political and economic strikes in the first half of the year – vanished. No strikes of any kind were recorded in the month of August 1914.

**9.3b** The role of the First World War in the collapse of the Romanov dynasty

At first, Russia's campaign on the south-west front seemed a story of unmitigated success. The Austrians were pushed back in Galicia, and the Germans were defeated at Gumbinnen. Then came the German response. At Tannenberg in August 1914, the Germans inflicted a heavy defeat on the Russians. Masses of prisoners, arms and guns were taken, and the Russian commander Vladimir Samoylov, shot himself. In September, another heavy defeat at the Masurian Lakes confirmed the end of the advance against the Germans and the beginning of a three-year struggle to hold back the German advance into Russia's western provinces. There were some campaign successes against the Austro-Hungarian Army, spearheaded by Russian General Aleksei Brusilov, but the optimistic mood that had increased the war changed to one of increasing disillusionment.

**9.3c** Russian boy soldiers are guarded by German troops after their capture at the Battle of Tannenberg, 1914.



Many chapters feature a 'Profile' which allows for more in-depth learning about a historically significant person, event or phenomenon.

- 15.3 Understanding and using the sources
- 1 Analyse Source 6. What is it implying about King Leopold II's control of the Belgian Congo? Research the treatment of the indigenous peoples of the Congo under Belgian control and discuss whether the attitude shown in Source 6 is justified.
  - 2 Analyse Source 7 and explain what point it is making about the Age of Imperialism.
  - 3 Explain how steamships such as that shown in Source 8 could change international trade and increase the value of European colonies.
- 15.3 Check your learning
- 1 What percentage of the planet did European countries control by 1914?
  - 2 Create a flow chart that explains the two-way trade process that enriched imperialist countries in the nineteenth century.
  - 3 Identify a specific example of imperialism that benefitted the trade of an imperialist country. Research its impact on the population of the colonised country.
  - 4 Conduct research to identify which areas of the planet had not been colonised by Europeans by 1914.

**15.3 PROFILE**

**THE EAST INDIA COMPANY**

Although the spreading of Christianity and 'civilised' Western ideals were used to justify imperialist expansion, these were not the core reasons behind colonisation. At the heart of imperialism was always the desire to secure profit for business owners and shareholders. Nowhere was this more evident than in the activities of the East India Company.

Known by a range of names during its years of operation, the East India Company was essentially an English private company formed to take advantage of new trading opportunities after the defeat of the Spanish Armada in 1588. In this conflict, England broke the monopoly (total control) Spain and Portugal had enjoyed in the East Indian spice trade.

Conflict with the Dutch in what was then called the Dutch East Indies (now Indonesia) saw the Company focus its attention in India in the early seventeenth century, while also pursuing interests in the Persian Gulf, South-East Asia and East Asia.

**SOURCE 9** Tim Hollander as Cuthbert Becher, Chairman of the East India Trading Company in *Pirates of the Caribbean: Dead Man's Chest* (2006). The swarthy company in the film was based on the real East India Company, with the green representing freedom from imperialist powers.

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The major products the Company traded in were cotton, silk, spices, tea and opium. The latter was eventually brought into conflict with China in the Opium Wars. The Company, displaying its inherent 'logic' of nineteenth-century imperialism, demanded to be able to sell Indian opium in China in pay for the Chinese tea it was selling in England. Twice after China banned the sale of opium to its citizens, wars were fought to ensure the Company had the right to sell opium to the Chinese.

For around 150 years, from the 1620s, the Company transported slaves to support its economic enterprise.

The Company effectively ruled India on behalf of the British crown from 1834. Resentment of the Company's imperialist actions in India eventually resulted in the Indian Mutiny of 1857. As a result of this conflict, the British Government took formal control of India in 1858, and ended the Company's Indian possessions, its administrative powers and its arms.

The Company lost all its power. It was finally dissolved in 1874, after over 300 years as a spearhead of English imperialism.

**SOURCE 10** An artist's impression of a Company trading in a port.

**SOURCE 11** A woman smokes an opium pipe in modern-day China.

15.3 PROFILE TASKS

- 1 Which event paved the way for the establishment of the East India Company?
- 2 Research the Indian Mutiny and outline why the East India Company would have been resented by Indians.
- 3 Analyse Source 10 and explain how it could be used as evidence to help a historian understand the relationship between the East India Company and the Indian population.

Whatever the final figure, 'Bloody Sunday' had a profound effect on the attitude of the people towards the Tsar. Instead of 'Little Father', he became 'Nicholas the Bloody'. The Nicholas himself liked to fast – was chastised forever.

**SOURCE 14**

Along the Necker Heights ... there are signs one of Friday and before found workers all dressed in their best clothes ... We had already reached the Alexander Gardens, on the corner site of which the Winter Palace stands, when we heard the sound of gunfire, the signal for the rally to change. The marchers came as thick ... as rain, on the right, was a detachment of police, but those they showed no sign of hostility, the phalanx began moving again. The second was aimed at the crowd ... The first volley was fired in the air, but the third, however, a discharge of deadly rifle fire ... The crowd stood and began moving in every direction ... It was quite clear that the soldiers had made a terrible mistake; they had really intended the cessation of the march ... the modern view is the place without any real ... They scarcely believed that when they got there they would have done and the Tsar would never see to their deaths or at least appear on the balcony.

A. Kennedy, *The Army: Russian Revolution and History* (Penguin Press, 2010)

**SOURCE 15**

I have heard the assembled crowd accused of rushing water that freezing in the canyons, breaking the windows, and using language so blunt that will not bear repetition, although that 'case' it is well attested with known pieces of firing sticks and some even with wooden ... I do know that the commanding officer of the Infantry ... was warned three times, telling that if they did not disperse, he would be compelled to fire on them ... the officers, as far as would go right in among the people and try to remove with them, leaving to do everything in their power to persuade the people to disperse peacefully.

Robert McCormick, the US Ambassador in St Petersburg, in *Michael Bichard and Glenn Powell*, *Russia: Why Revolution?* (2007)

9.2a Understanding and using the sources

Read the accounts by A. Kennedy and Robert McCormick of the Bloody Sunday march. In what ways do these accounts differ? How do you account for these differences?

9.2a Check your learning

- 1 Research the living and working conditions of industrial workers in Russia, around 1900.
  - a Use a mind map or other graphic organiser to summarise your findings.
  - b Explain the main grievances of the industrial working class.
- 2 Research the system of agriculture in Russia, around 1900.
  - a Explain the main grievances of Russia's peasants.
  - b Refer to Source 12, and find two further sources of evidence about farming methods in Russia, around 1900. Analyse these sources for their reliability.

'Understanding and using the sources' questions throughout each chapter enhance student understanding of how to use and critically analyse historical sources

'Check your learning' questions are given for each topic

## obook assess

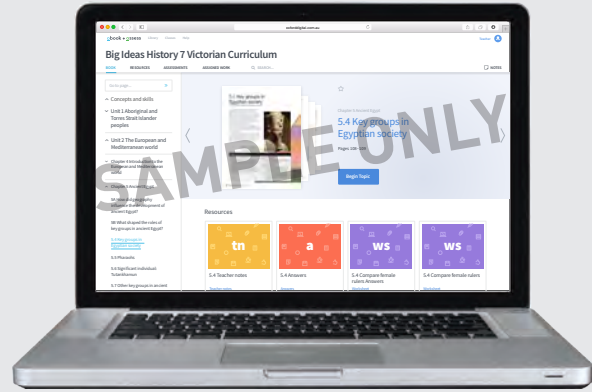
*Key Features of Modern History 1* is supported by a range of engaging and relevant digital resources via obook assess.

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# 6

## Historical Investigation

### KEY CONCEPTS AND SKILLS

#### Analysis and use of sources

Being able to analyse and use sources is fundamental to the success of any historical investigation. Conducting an investigation gives you the opportunity to do exactly what a historian does and analyse sources for usefulness, validity and bias, as well as giving you the opportunity to consider different perspectives.

#### Historical interpretation

During a historical investigation you will be required to develop your own interpretation of the evidence to draw well-reasoned conclusions regarding areas such as cause and effect.

#### Historical investigation and research

This is the very heart of this unit as you develop, conduct and communicate the findings in your own historical investigation.

#### Explanation and communication

Ultimately, the success of your investigation will depend upon your ability to communicate your findings clearly and directly.

### LEARNING GOALS

- > Develop a focus for a historical investigation.
- > Conduct appropriate research to support the investigation.
- > Use a range of sources to support a historical interpretation.
- > Develop an appropriate method to communicate findings.

*R.M.S. Titanic at the docks*

### FOCUS QUESTIONS

- 1 What is a historical investigation?
- 2 How do I conduct a historical investigation?
- 3 How do I support my investigation with evidence?
- 4 How do I present my historical investigation?



# 6.1 Introduction

A historical investigation presents you with the opportunity to ‘do’ history, rather than simply ‘learn’ history. You will become an active participant as you learn the step-by-step process used to conduct historical investigations. These steps will help you to develop critical skills: the ability to identify a topic for investigation, frame the area of research, conduct research, and communicate your findings in a clear and coherent way. These skills are not just necessary for exam success; they are also highly valued in many areas of employment.

The use of technology has greatly increased the opportunities for historical investigation. Digitised newspaper and journal articles have made information more accessible than ever before. The range of sources available for research has exploded in recent years, as libraries and universities collate and digitise collections, and make them available to researchers anywhere in the world from their websites.

Consider an investigation into the sinking of R.M.S. (Royal Mail Ship) *Titanic*. At the click of a mouse, a researcher has access to the archived Library of Virginia’s online exhibition ‘R.M.S. *Titanic*: 100 years later’. However, as the Library of Virginia cautions its website users in Source 1, you are still required to check that sources you may be using during your investigation are actually authentic, as well as analysing them for usefulness, validity and bias. The ability to do this is an ongoing requirement for a successful historical investigation. It is important to remember that widespread access to the internet means that there are few checks on what is posted there.

## SOURCE 1

In order to provide equal access to information on our site, we offer text transcriptions of the articles offered here. Due to the age and condition of the original documents, we cannot guarantee that the transcriptions are exact.

‘R.M.S. *Titanic*: 100 years later’, Library of Virginia website *Building the Titanic*, in Belfast, Ireland

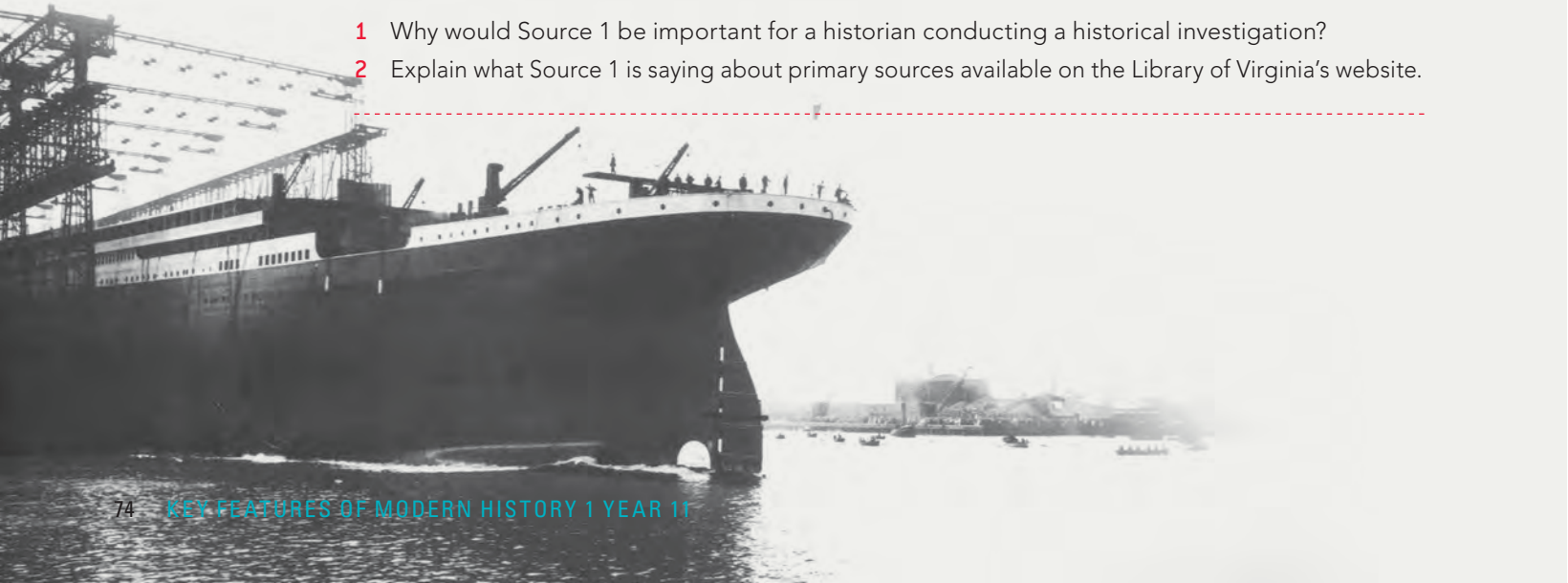
## 6.1 Check your learning

Explain how technology has changed historical research and investigation.

## 6.1 Understanding and using the sources

- 1 Why would Source 1 be important for a historian conducting a historical investigation?
- 2 Explain what Source 1 is saying about primary sources available on the Library of Virginia’s website.

**SOURCE 2**  
Building the  
*Titanic*, at Belfast,  
Ireland





## 6.2

# The process of historical investigation

This chapter will guide you through a historical investigation using 11 steps. This process, or a version of it, is used by all historians when conducting an investigation. By following the steps outlined below when conducting your own investigation, you will also practise your investigative, research and presentation skills, all of which are important skills for a successful historical investigation.

## Step 1 Planning and conducting historical investigations using historical concepts

The first step is to make sure that you are fully aware of specific requirements for your investigation, such as whether there are any limitations on the way it is presented. Make sure you note the final due date.

It is generally a good idea to break large tasks (like historical investigations) into manageable steps. This is called ‘chunking’. Each chunk of work you complete is another step towards completing your final investigation. Once you have identified the chunks, or steps, note the dates when each step will need to be completed in order to meet the final due date. It is also useful to note the type of resources you could use for each step.

## Step 2 Formulating historical questions and hypotheses relevant to the investigation

One of the most daunting aspects of a historical investigation is deciding what you are going to investigate. Before you begin, check the instructions you have been given, and make sure you are aware of any limits that your teacher has set on what you are able to investigate.

■ **hypothesis**  
a proposed explanation for an event



SOURCE 3 The Alamo, San Antonio, Texas

You should then select an area of history that interests you. To develop your ideas, construct a mind map (or similar graphic organiser), starting with a topic name. Your mind map will be a record of how far your area of interest extends, and will help you develop a historical question, which you would then attempt to answer; or a **hypothesis**, which you would then attempt to test. For example, a mind map that started with the topic name ‘American history’ could lead to the historical question: ‘Why is the Battle of the Alamo so important in the history of Texas?’; or the hypothesis: ‘The Battle of the Alamo proves that Texans have always placed national interests above personal interests’.

A historical question and a hypothesis could be combined into a single investigation. For example, the question and hypothesis above could culminate in a historical investigation into the role the Battle of the Alamo played in Texas' campaign to become part of the United States of America.

As your investigation proceeds, you could find yourself posing more and more historical questions or hypotheses to help move your research forward. For example, if the focus of your investigation was the Alamo, you could consider the types of questions that could arise from an examination of Source 3. These could include:

- > What was the original function of the building?
- > How old is it?
- > Why is it so well preserved today?
- > How much of it is left?
- > How accessible is it?

As your investigation progresses from questions and hypotheses into a completed investigation, it is important to ask the following key questions at every stage:

- > What evidence can I find?
- > Where can I access it?
- > How do I know if it is reliable?



SOURCE 4 How reliable a source do you think this painting of the Battle of the Alamo is?



### Step 3 Locating and interrogating a range of sources

For many people, the answer to almost any question has become ‘Google it’. A search engine can be a useful starting point, but does have problems. For example, asking the question ‘Why is the Vietnam War often referred to as the first television war?’ brings up over a million search results. Although this is a very quick way to locate possible sources, a lot of time can be wasted looking through the sites offered. It is important that you are clear about what you are looking for, and that you check any potential source for relevancy. Ask yourself this simple question: ‘Does this source tell me anything about my topic?’

Once you have established a range of relevant sources to assist you with your investigation, you have to interrogate them. Effectively this means asking questions of each source to determine whether it is useful, reliable and/or biased.

Consider the difficulties that historians may face in the future when analysing the Trump presidency in the United States. They will be searching through thousands of Tweets as primary sources, and will have to interrogate sources such as that described in Source 6.

#### SOURCE 6

After Trump’s inauguration in January, [Sean] Spicer inspired the hashtag #SpicerFacts after reiterating his claim that the ceremony had the biggest audience in history, despite evidence from photos, crowd experts, TV ratings and the Washington Metro network. ‘This was the largest audience to ever witness an inauguration, period!’ Spicer said.

In the face of mounting evidence to the contrary, Spicer declared: ‘Sometimes we can disagree with the facts.’

Alexandra Topping, ‘A history of Sean Spicer’s gaffes as White House Press Secretary’, *The Guardian* online, 12 April 2017

**SOURCE 5** South Vietnamese paratroopers jumping from US planes in a strike against the Viet Cong in South Vietnam, March 1963. Why do you think the Vietnam War is often referred to as the first television war?



**SOURCE 7** Former White House Press Secretary Sean Spicer



## Step 4 Identifying different perspectives evident in sources

It is essential that you recognise any perspectives in a source if you are going to use it effectively. In an age when terms such as ‘fake news’ and ‘alternative facts’ have come into popular usage, it is important to accept that anyone can have a perspective on an event. Your job is to ensure that there is evidence to support a perspective if it is to be regarded as valid.

If you have found two different perspectives of the same event, you should compare the two accounts and identify where they are similar, and where they are dissimilar. A useful technique is to construct a Venn diagram to note the commonalities and differences.

You may need to conduct further research on the background of the sources before you conclude whether you should only rely on the commonalities found, or how you could explain the differences.

Examine Sources 8 and 9. Both are accounts of an incident that occurred in Helena, Arkansas in 1965, involving members of the rock group The Band who were having a meal in a ‘Black’ part of town when the police arrived.

### SOURCE 8

I said ‘Good evening officers, is there a problem?’

‘Oh there ain’t no problem, not as long as you don’t mind sitting here eating with a bunch of niggers, there ain’t no problem ... You all are gonna get in that new car of yours ... and we don’t wanna see you around here no more ...’

We mumbled around and finally got out of there, since the next step was to get the shit beat out of us by a bunch of cops.

Levon Helm, *This Wheel’s On Fire*, 1993/2013, pp. 119–20

### SOURCE 9

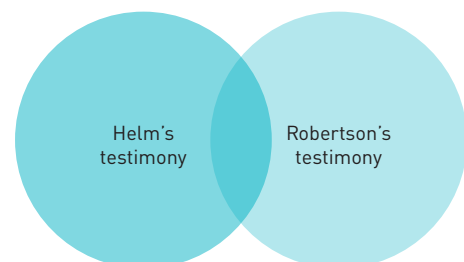
The cops looked at us with blood in their eyes. ‘What do you think you’re doing?’ [the police said]. Levon stood up and introduced himself ... [The police continued] ‘your uncle’d be real proud of you, eatin’ with niggers. What in the goddamn hell are you thinkin’?’

‘What I want you boys to do is get in that car and drive as fast as you can outta here ... we’re all gonna follow you outta town.’

Robbie Robertson, *Testimony*, 2016, p. 157

## 6.2a Understanding and using the sources

- 1 Read Source 6 about Sean Spicer, at the time the official spokesperson for the Trump White House.
  - a What implications does Spicer’s comment ‘[s]ometimes we can disagree with the facts’ have for historians?
  - b How would this source impact on you using official White House press reports as historical sources? What questions would you ask of those sources?
- 2 Use a Venn diagram to note the differences and commonalities in Sources 8 and 9.





## Step 5 Analysing sources for their usefulness and reliability in relation to the question(s) asked

The key in conducting this step is making sure that you are clear about the question(s) you are asking, because this has a major impact on the usefulness of a source. It is the question being asked that influences the usefulness of the source, not the other way round.

Source 10 is one of the most famous photos of the twentieth century. Taken by Nick Ut, it shows Phan Thi Kim Phuc and other children running, after their village had been hit with a napalm bomb during the Vietnam War. It is a very useful source for historians investigating the impact of chemical weapons during the war, but of limited use for historians investigating the causes of the war.

It is also possible to digitally alter images, so you also have to consider what makes an image source reliable. Does the fact that Source 10 is one of the most recognisable images of the twentieth century make it more or less reliable?

You should also ask yourself whether you trust written, visual or aural sources more. Does your opinion make it easier or more difficult to trust certain sources? What would it take for you to accept a source as reliable?

Another consideration is whether a source is biased. For example, the two members of the rock group The Band, who related the accounts in Sources 8 and 9, had a major disagreement leading to a decades-long feud. How important is that information when considering the reliability of the sources? Could their feelings about each other lead to conscious or unconscious bias in their recollections of events? Is there any evidence that this is the case?

**SOURCE 10** Children fleeing after South Vietnamese planes accidentally dropped a napalm bomb on their village of Trang Bang in South Vietnam.





## Step 6 Developing and/or examining historical interpretations

As you interrogate sources that are relevant to your research, you will develop your own interpretation of that evidence. You should also consider the interpretations of other writers who have considered the same sources as you. You do not have to agree with their interpretations, but if you reject them, you need to provide evidence to support your view.

You may encounter evidence that requires you to change your interpretation, and this is a normal part of a historical investigation. The evidence should drive the research, rather than the other way round. One of the features of a poor investigation is that it ignores evidence that does not fit a predetermined outcome.

## Step 7 Using sources to develop a view about a historical issue

If the evidence is driving your research, then your sources will lead you to develop a viewpoint about the historical issues involved in your investigation. As more and more sources become available, it is important to consider how to use sources to develop your view on historical issues. Part of this processing is making sure that you reject sources only because you question their reliability, and not because they don't support your opinion.

It is also useful to think about the ways you can access a particular source, and consider how different versions of a source may impact the way you develop your historical understanding. For example, Martin Luther King's 'I have a dream' speech is a primary source that provides evidence of

the significance of Martin Luther King's role in the US civil rights movement.

Through digital archiving and sharing, you are able to watch King's speech, and see the size of the crowd he was addressing in Washington D.C. on 28 August 1963. You are also able to see the impact his words had on the crowd. Or you could simply listen to King's speech, or read it in text form. You would also have to research how others have interpreted this speech, and why it is regarded as such a famous and historical moment. All these things have an impact on the way you develop your view about King's significance and impact.



**SOURCE 11** Martin Luther King delivering his 'I have a dream' speech, Washington D.C., 28 August 1963

### 6.2b Understanding and using the sources

- 1 Read the text of Martin Luther King's 'I have a dream' speech, and then view footage of the speech. Explain whether viewing the speech affects your understanding of this source. To what extent does the delivery of the speech influence the way you remember the content?
- 2 If you were using King's speech as evidence to support your viewpoint on the civil rights movement, how valuable would Sources 8 and 9 also be? Would you treat these written sources any differently from the way you approached King's speech?

## Step 8 Selecting and organising relevant information

It is important to make sure that your resources are well organised. You could organise source folders (digital or physical) that reflect different aspects of your investigation. For example, if your investigation was examining the difference between the experiences of ‘**Ten Pound Poms**’ and ‘Vietnamese boat people’ as migrants to Australia, you could organise your sources into folders such as:

- > The context of the Ten Pound Poms
- > The experiences of the Ten Pound Poms
- > The context of the Vietnamese boat people
- > The experiences of the Vietnamese boat people

These folders could be further subdivided into primary and secondary sources.

Having well-organised sources will help you when you are ready to interrogate your sources and write up your findings. This step is also another opportunity to reflect on the sources you are selecting and the sources you are rejecting as your investigation progresses. Always ask yourself if your personal bias is playing any role in this process.

## Step 9 Synthesising evidence from a range of sources to develop and support a reasoned historical account or argument

One of the important skills you must have when you are working towards finalising your investigation is the ability to **synthesise** a range of sources into a coherent and reasoned historical argument. It is important that you have worked from a range of sources, if it is to be a successful investigation. Relying on a single source means that you won’t have been able to develop a clear view of your topic, and won’t have displayed your ability to assess a range of sources.

You may well come to exactly the same conclusion after examining one or many sources. However, by accessing a wider range of sources and opinions you will be able to cite a much stronger range of evidence to support that conclusion.

■ ‘**Ten Pound Pom**’ a colloquial term for British immigrants to Australia who were charged just £10 for the voyage by the Australian Government, which subsidised the cost

■ **synthesise** to form a whole by combining different parts



**SOURCE 12** Photos – such as this one of Vietnamese boat people on the South China Sea in 1982 – can offer unique insights, but they should not be relied upon as your only sources.



## Step 10 Using historical terms and concepts appropriately

Before you start writing up your investigation, reflect on how the following historical concepts can help you to develop it. Start by outlining the main points you will be covering, and the evidence you will use to support your interpretation. To help you understand the historical concepts that will be relevant to your final presentation, highlight your work using different colours for each one:

- > Causation – is there any evidence of cause and effect in your work? Can you identify the cause of the topic of your investigation?
- > Continuity and change – what evidence is there to show that your topic has changed anything, or been a force for continuity?
- > Perspectives – can you identify the perspectives that are present in the sources you are using?
- > Significance – what is the significance of your topic? Does every perspective agree about that significance?
- > Contestability – to what extent is your view of your topic contested? What evidence do other sources use to support their views? How can you justify rejecting their evidence and accepting your own?

It is important to review your work and check that you have used historical terms relevant to your topic. For example, if you are writing about colonial Australia, have you included terms such as ‘colonisation’, ‘imperialism’ and ‘dispossession’?

## Step 11 Presenting and communicating the findings of a historical investigation using appropriate and well-structured oral, written and/or multimedia forms, including ICT

Before you present your investigation in its final format, it is important that you give yourself sufficient time to produce a satisfactory draft of your work. Common sense will tell you that the first draft of a piece of work is never as good as the second draft, where you have had an opportunity to correct errors, check sources and ensure you have met all the marking criteria.

Once you are satisfied with your draft, you need to decide on the most effective and appropriate method of presentation. To help you do this:

- > Make sure that you check the instructions you have been given about the task. For example, does it specify a certain type of presentation?
- > Consider which format will allow you to show most clearly that you have conducted quality research and used a range of sources effectively to support your interpretation. For example, does your presentation rely on a wide array of visual sources that might benefit from an ICT-style presentation? Have you accessed an impressive range of resources that could be effectively presented in an extensive annotated bibliography?

Communication is a vital component of any investigation. Regardless of the format chosen, you have to be able to communicate your findings clearly and directly. A useful technique is to ask someone who is unfamiliar with the topic to review your work. If they can understand your argument and evidence, you can be sure that your ideas have been communicated effectively.

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### 6.2 Check your learning

Use a mind map or other graphic organiser to summarise your understanding of the 11 steps in the process of historical investigation.

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# 6.3

## Historical investigation: The sinking of the *Titanic*

This section explores how the 11 steps in the process of historical investigation could be conducted, using the sinking of the *Titanic* as a focus.

### Step 1 Planning and conducting historical investigations using historical concepts

As always, the best starting point of an investigation is personal interest. A mind map starting with '*Titanic*' could lead to 'passengers', and develop into 'who were the passengers?' Alternatively, '*Titanic*' could lead to 'what was life on the ship like?', which could develop into 'what was it like for the different classes of passenger?'

A list of potential concepts could underpin the investigation, for example:

- > Causation – what caused the *Titanic* to have passengers divided into first, second and third class?
- > Continuity and change – did the division of passengers on the *Titanic* represent continuity or change as regards the social structure of the time?
- > Perspectives – is there a difference between the perspectives of the different classes of passengers that survived the *Titanic*?
- > Significance – what was the significance of the sinking of the *Titanic* for historians?
- > Contestability – is there agreement on the treatment of and opportunities available to the different classes of passenger when the *Titanic* sank?

### Step 2 Formulating historical questions and hypotheses relevant to the investigation

Either one of the starting points above could lead to the topic that we will use in this example investigation: 'What does a study of the *Titanic* reveal about aspects of the society at that time?'

This topic raises a range of historical questions that could help frame an investigation, for example:

- > Why is the *Titanic* so famous?
- > Where and when was it built?
- > Who travelled on it?
- > How were the classes divided on the ship?
- > Did the classes meet and mingle on board?
- > Why did the *Titanic* sink?
- > What classes were represented in society in countries such as Ireland, Great Britain and the United States at this time?
- > Did you have a better chance of survival if you were located in any particular class on the ship?



You may prefer to test hypotheses rather than ask questions. These hypotheses could include:

- > The *Titanic* reflected social divisions in society at that time.
- > If you wanted to survive the sinking of the *Titanic*, you should have travelled in first class.
- > The crew of the *Titanic* preferred to save first- and second-class passengers, rather than third-class passengers.
- > The saying ‘women and children first’ was applied on the *Titanic* regardless of class.

Quite often, the further you research, the more questions you develop, as your inquiry uncovers more evidence. Source 13 is an extract from a student’s historical investigation on aspects of the *Titanic*’s sinking, and society at the time. This is an example of how research drives you deeper into the material, raising more questions that will propel your investigation to a higher standard.

#### SOURCE 13

There is definitive evidence to suggest, but not conclusively prove, that at least some of the third-class gates were left locked the night the *Titanic* sank.

If this finding is accurate, and I believe on the evidence presented that it is, then more questions must be asked. Why were the third-class passengers not given a chance to survive? On whose orders were the gates locked? Whose responsibility was it to unlock the gates? Why didn’t they perform their duty? Why did the inquiries cover up the actions and not hold the White Star line [owners of the *Titanic*] accountable?

Extract from a student historical investigation exploration of the hypothesis that the third-class passengers were kept below decks by locked gates as the *Titanic* sank

### Step 3 Locating and interrogating a range of sources

A simple Google search asking ‘How many people died on the *Titanic*?’ will access basic information to help start you off, for example: the *Titanic* had 2223 people on board when it sank, while the capacity of the lifeboats was 1178; of the passengers who died, 130 were first-class passengers, 166 were second-class passengers, and 536 were third-class passengers.

To make this information more valid, it is important to find out how many people were in each class. So the next step would be to access a site that gives you access to the complete passenger lists, such as [www.titanicfacts.net/titanic-passenger-list.html](http://www.titanicfacts.net/titanic-passenger-list.html). Here you can find the name, age and fate of every passenger. Interrogating this source will require patience and organisational skills in order to sort and organise information.

### Step 4 Identifying different perspectives evident in sources

For the historical question ‘What does a study of the *Titanic* reveal about aspects of the society at that time?’, it is important to access a range of perspectives based around class, as this was a clear division on the *Titanic* itself. The sea-going tradition of ‘women and children first’ in a maritime disaster also raises the issue of gender perspectives. First-class women and children had the greatest chances of survival, and therefore their perspective will be more strongly represented in survivor accounts.

One advantage of having the names of the survivors is that this allows for more detailed and specific searches – to find accounts of the sinking that will help establish a range of perspectives.

The **centenary** of the sinking of the *Titanic* in 2012 was marked by an increase in scholarly articles and other publications commemorating the event. One example of the new publications was Deborah Hopkinson's book *Titanic: Voices From the Disaster*. It explored survivor stories from all three classes of the ship, and allows you to compare accounts easily. The Profile below gives a sample of some of these stories.

■ centenary  
hundredth  
anniversary

## PERSPECTIVES OF TITANIC SURVIVORS

### First class

Jack Thayer was 17, and returning to the United States from a trip to Europe with his parents. His mother escaped in a lifeboat, and he jumped from the ship in desperation as it was sinking. He became one of the few to be rescued from the water, when he was dragged onto a lifeboat. He wrote down his recollections in 1940 in a privately published book that was reprinted in 2012. His account has to be interrogated while recognising that his perspective is from the experience of a first-class passenger.

### Second class

Eight-year-old Marjorie Collyer was thrown into a lifeboat by a member of the crew, and her mother Charlotte was dragged from her husband and also placed in the lifeboat. The family was emigrating from England to start a new life farming in Idaho.

### Third class

Rhoda Abbott was returning to the United States from England with her two sons, aged 16 and 13. As third-class passengers, they were among the last to reach the deck. At this point, the *Titanic* was listing badly. Abbott stayed with her sons, who were considered too old to go aboard Collapsible Lifeboat C, which was being loaded as the *Titanic* sank. (The collapsible lifeboats were boat-shaped rafts with canvas sides, which could be raised up.) Abbott jumped from the ship with her sons, who were never seen again. She was hauled into Collapsible Lifeboat A, where she was the only woman.



**SOURCE 14** Second-class survivors of the sinking of the *Titanic*, Charlotte Collyer and her daughter Marjorie

United States Library of Congress  
[Public domain], via Wikimedia



**SOURCE 15** Collapsible Lifeboat D being towed to R.M.S. *Carpathia*

## 6.3 PROFILE TASK

Research sources relating to the *Titanic* survivors profiled above, and assess them for their reliability and their relevance to the question 'What does a study of the *Titanic* reveal about aspects of the society at that time?'



## Step 5 Analysing sources for their usefulness and reliability for the question(s) asked

The newspaper front page shown in Source 16 was published two days after the sinking of the *Titanic*. It is a good example of a primary source that could be analysed for its usefulness and reliability in relation to an investigation into what the sinking of the *Titanic* revealed about the society of the time.

In terms of usefulness, an analysis could focus on the following:

- > How close to the event was the newspaper?
- > Does it contain eyewitness accounts?
- > What is the significance of the following phrases in the headline: ‘women and children saved’ and ‘scores of notables not accounted for’?
- > What does the smaller headline ‘Hope that many may be found on wreckage’ reveal about the knowledge of the sinking at the time of printing?
- > Does the source give any indication about attitudes towards class at the time?

The question of reliability could be assessed by:

- > researching the background of *The World* newspaper – did it have a reputation for reliability?
- > researching whether the newspaper was written before there was access to eyewitness accounts. If it was, what would the reports be based on?
- > analysing the perspective of the articles to see if there was any indication of the newspaper reflecting the experiences of one social group or gender above others.

**The World**  
NEW YORK, TUESDAY, APRIL 16, 1912.  
VOL. LXXI, NO. 15,801. \* \* \* PRICE 10 CENTS

# GREAT TITANIC SINKS; MORE THAN 1,500 LOST; 866 WOMEN AND CHILDREN KNOWN TO BE SAVED; SCORES OF NOTABLES NOT ACCOUNTED FOR

THE LOST LINER, HER POSITION AND THAT OF OTHER SHIPS WHEN SHE HIT ICEBERG

**The TITANIC**  
LENGTH - 852 FT.  
BEAM - 92 FT.  
DEPTH - 94 FT.  
DISPLACEMENT - 53,000 TONS  
VALUE (ESTIMATED) \$100,000,000

**White Star Official Admits the Greatest Disaster in Marine History - J. J. Astor Rumored Lost, but Bride Saved - Text of Olympic's Fateful Message - Partial List Is Received.**

**HOPE THAT MANY WILL BE FOUND ON WRECKAGE**  
Virginian and Parisian Reach Scene Too Late - They Are Joined by Other Steamers, Which Find Only Debris - Capt. Smith Believed to Have Gone Down with Ship - The Search Suffers Severely from Fog, After Floating in the Icebergs for Eight Hours.

**LIST OF THE KNOWN SAVED**

**SOURCE 16** Front page of *The World* newspaper from New York, published 16 April 1912



## Step 6 Developing and/or examining historical interpretations

Assessing the reliability of sources is critical at every stage of an investigation. Although this can be time-consuming, it is an important part of developing a strong investigation

Source 17 is an account from a *Titanic* survivor, relating that *Titanic* officers shot third-class passengers who were trying to escape. This accusation is sensational and, if true, would certainly cast White Star Line, owners of the *Titanic*, in a poor light. It is an account that has to be analysed very carefully before developing an interpretation of your own.

It would be worth investigating the question of shootings on the *Titanic* in detail. An article by Earl Chapman on the *Encyclopaedia Titanica* website would be a useful starting point in assessing the available evidence before arriving at your interpretation.

### SOURCE 17

When the steerage passengers came up many of them had knives, revolvers and clubs and sought to fight their way to the two unlaunched, collapsible boats. Many of these were shot by the officers.

Dr Washington Dodge [first-class passenger from San Francisco],  
'Dr Dodge gives story of rescue', *San Francisco Bulletin*, 20 April 1912



**SOURCE 18** A *Titanic* grave site, Halifax, Nova Scotia, Canada. Four Canadian ships were sent from Halifax to retrieve bodies. Of the 1514 victims of the tragedy, only 333 bodies were recovered in total. One hundred and fifty of those were buried in three Halifax cemeteries.

## Step 7 Using sources to develop a view about an historical issue

By this stage of the investigation, you should be developing some clear views about the historical question. Sources such as 20 and 21 could be used to compare the facilities available to first- and third-class passengers on board. Research would be needed for the Source 20 photograph of the third-class dining saloon on R.M.S. *Olympic* – the *Titanic*'s **sister ship** – to assess its validity. If it is judged to be valid, these two sources would help to develop a view about social division and opportunities in the Western society of 1912.

### sister ship

a ship of the same class and/or of virtually identical design to another ship made by the same company



SOURCE 19 A staircase leading to the first-class restaurant on the *Titanic*



SOURCE 20 The third-class dining saloon on the *Titanic*'s sister ship, the *Olympic*

## Step 8 Selecting and organising relevant information

At this point, you should have well-established folders for your evidence. Your investigation should be well advanced, and your folders could include:

- > evidence of class division on board the *Titanic*
- > first-class passenger accounts
- > second-class passenger accounts
- > third-class passenger accounts
- > uncorroborated accounts
- > secondary sources
- > evidence from official inquiries
- > visual sources
- > passenger lists.



## Step 9 Synthesising evidence from a range of sources to develop and support a reasoned historical account or argument

By now, you have consulted a wide range of sources to establish a clear understanding of what happened on the *Titanic*, what the opportunities were for the different classes of people on board, and how that information helps you understand the society of 1912.

You might now be prepared to argue that the result of your investigation was that the composition of the passengers on board the *Titanic* reflected the prevailing social structure of the time. You may feel you have sufficient evidence to go further and argue that your social class – and/or your gender – reflected your life opportunities, and, in the case of the *Titanic*, your chances of survival.



**SOURCE 21**  
A Canadian stamp commemorating the *Titanic* centenary, 2012

The key to a successful investigation is to now gather together the evidence that supports your argument and allows you to ensure that your viewpoint is historically valid. Your evidence folders should help make this task achievable. If, for example, you wanted to show that there was clear social division on board the *Titanic*, you could draw on evidence from your visual sources folder, and synthesise that with accounts drawn from first-, second- and third-class passengers.

Take some time to check that the evidence you use is indeed supporting your argument, and not merely a distraction. For example, in an investigation of the *Titanic*, it would be easy to be side-tracked by the debate over the proximity of S.S. *Californian*, a ship that was accused of not going to the *Titanic*'s aid. The debate over the *Californian* would, however, be largely irrelevant to an investigation into what a study of the *Titanic* reveals about the society of the time. You could discover both interesting and valid sources on the *Californian* and its role in the *Titanic* tragedy, but they would not be useful for your investigation.

## Step 10 Using historical terms and concepts appropriately

As you move towards your final presentation, it will be important for you to revisit the list of concepts you constructed at the beginning of the process, and review their appropriateness. You may also develop a list of historical terms that would be relevant to your examination of the *Titanic*. These could include:

> social class   > social division   > hierarchy   > gender   > industrialisation.

## Step 11 Presenting and communicating the findings of a historical investigation using appropriate and well-structured oral, written and/or multimedia forms, including ICT

You will by now have established the steps that unpack your investigation, with each step adding more evidence to support your argument. As you select the format with which to present your investigation, review the information you have and consider the nature of the sources you have used.

Your research may have used video-sharing sites such as YouTube (where you can find footage of the *Titanic* as it left on its only voyage, as well as footage of survivors recalling the events). If this is the case, then it may be that an ICT format is the best option for your presentation, so that footage can be embedded in it. Reliance on written testimonies, on the other hand, may lead you to prefer a written format, with images only used when they add clarity to a point you are making. The bottom line is that you have to be absolutely clear in what it is that you are communicating as the result of your investigation.

**SOURCE 22** The *Titanic*, leaving for its maiden voyage from Southampton, Great Britain, 10 April 1912





A historical investigation is your opportunity to ‘do’ rather than simply ‘learn’ history. It allows you to develop the critical historical skills of:

- > analysing and using sources
- > developing your own historical interpretation, as well as recognising others
- > developing and researching a historical inquiry
- > explaining and communicating the results of that inquiry.

If you break your investigation into clear and achievable chunks, you will find that a successful investigation is achievable. The keys to success are:

- > giving yourself time
- > being prepared to research extensively and effectively
- > allowing the evidence to drive your research
- > using a range of evidence to support your argument
- > communicating that argument clearly and effectively.



**SOURCE 23** Survivors of the *Titanic* being rescued from their lifeboat, photographed from R.M.S. *Carpathia*



### FOR THE TEACHER

Check your [eBook](#) [assess](#) for the following additional resources for this chapter:

#### Answers

Answers to each *Check your learning*, *Understanding and using the sources* and *Profile task* in this chapter

#### Teacher notes

Useful notes and advice for teaching this chapter, including syllabus connections and relevant weblinks

#### Class test

Comprehensive test to review students' skills and knowledge

#### assess quiz

Interactive auto-correcting multiple-choice quiz to test student comprehension