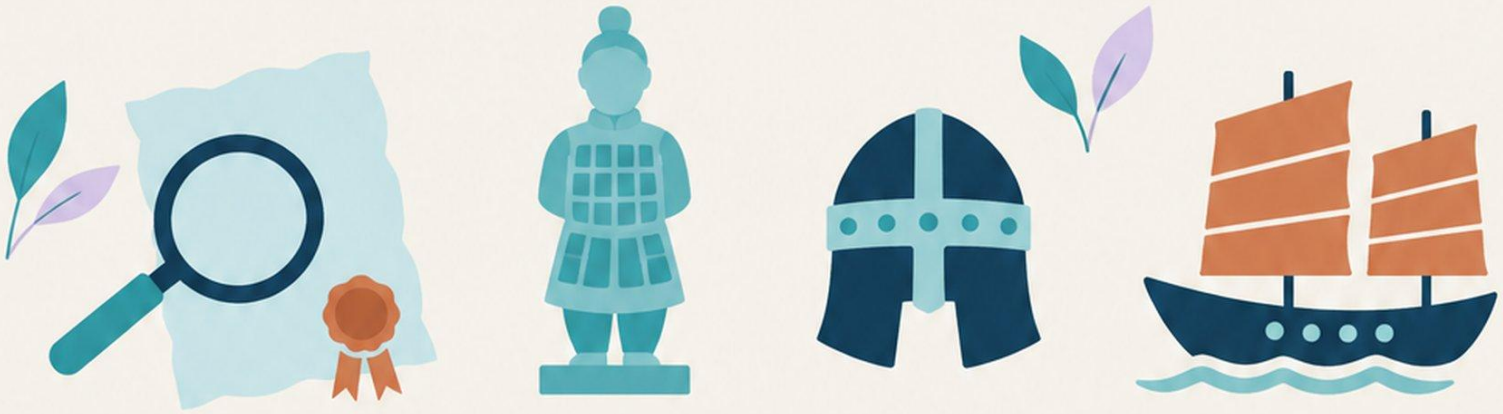


UNIT 3

Evidence & the Past

How do we know what really happened?



Name _____ **Class** _____

Year 7 Academic English

Contents

	LESSON	BIG QUESTION	PAGE
1	**Source detectives**	What can a source tell us?	**3**
2	**See it or think it?**	Observation or inference?	**9**
3	**What does it mean?**	How context changes meaning	**15**
4	**Two accounts**	Why do accounts differ?	**21**
5	**The Black Ships**	Purpose, audience and usefulness	**29**
6	**The ship in the sand**	How does a historian reason from evidence?	**37**
7	**The city in the forest**	What can maps tell us about the past?	**41**
8	**Too fast for the ice?**	Corroborate or contradict?	**47**
9	**From evidence to claim**	How do I turn evidence into a paragraph?	**53**
	Lesson 9 homework	Write a whole answer (Opening + two evidence paragraphs)	58
10	**The whole answer**	How do I finish a “How far…?” answer?	**61**
	Transcripts	Lessons 1, 4 and 6: the listening texts	65
	Unit review	What can I do?	67

USING THIS BOOKLET

Bring this booklet to every lesson. Lesson 10 uses your Lesson 9 homework, so keep it safe.
Use your vocabulary book as well to keep a record of new words.

UNIT 3 · LESSON 1

Source detectives

What can a source tell us?

AIMS

How confident are you now? Circle one face for each aim at the end of the lesson.

Content Find out what different sources can and cannot tell us. ☹ 😐 ☺

Language Understand and use key words about sources. ☹ 😐 ☺

Skills Choose the most useful sources for a question. ☹ 😐 ☺

Think: See, think, wonder

Look closely at Source A on the screen. Write one idea for each.

SEE

I can see _____

THINK

I think _____

WONDER

I wonder _____



Source A

Listen: Meet Zheng He

Listen twice. Take notes in bullet points: words and numbers, not full sentences.

1 Who? Who was Zheng He?

- _____
- _____
- _____

2 When? When did the ships sail?

- _____
- _____
- _____

3 Where? Name 3 places.

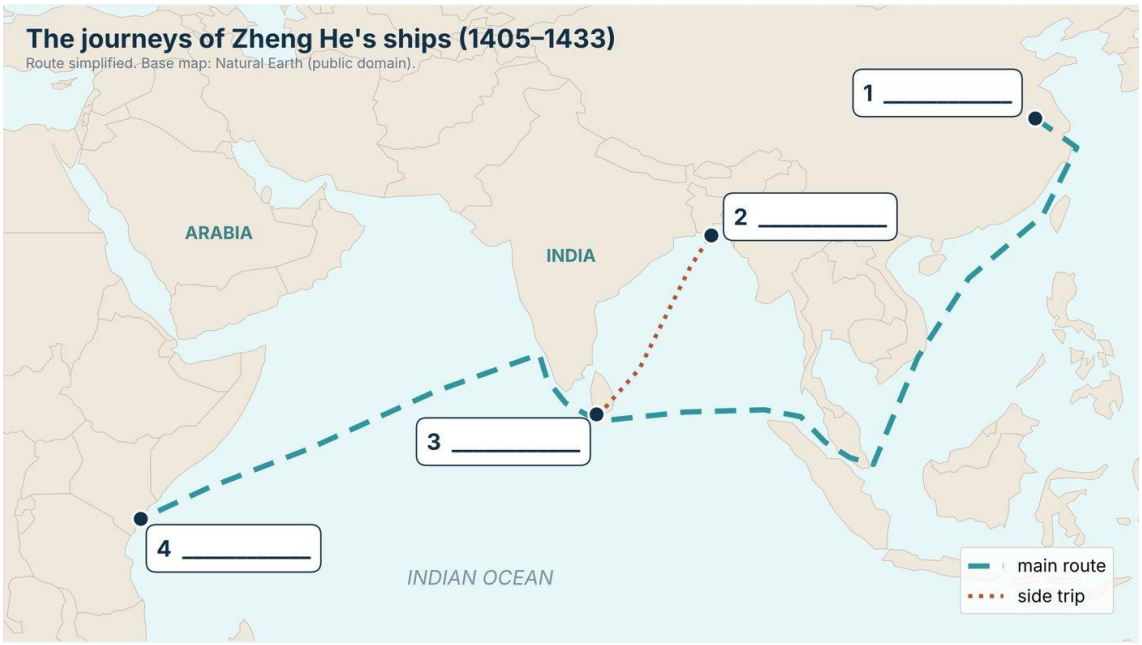
- _____
- _____
- _____

4 Why? Give 2 reasons.

- _____
- _____
- _____

Label: Seven long journeys

Write the places in boxes 1–4. Use the listening and what you already know.



WORD BANK China · Bengal · Sri Lanka · Malindi (East Africa)

Read: Life on the treasure ships

Read the text. Then do the true or false task on page 3.

A treasure ship was like a small floating town. Each ship carried hundreds of people. There were sailors and soldiers, but also cooks, doctors and interpreters: people who could speak other languages. One interpreter, Ma Huan, later wrote a book about the places he visited.

The sailors needed to find their way across the open sea. They used a magnetic compass, and at night they looked at the stars. They also used special sea maps that showed the routes between ports.

The ships could not sail at any time. They waited for the monsoon winds, which change direction at different times of the year. Because of this, one journey could take about two years.

The ships carried silk, porcelain and other gifts from China. They came back with spices, precious stones and medicines.

interpreter = a person who changes words from one language to another **monsoon winds** = strong winds that change with the seasons **porcelain** = fine white pottery


silk


porcelain


spices


precious stones

Modern illustrations

Check: True or false?

Circle T or F. Then correct the false sentences.

1	Each treasure ship carried hundreds of people.	T F
2	There were doctors on the ships, but no cooks.	T F
3	An interpreter is a person who can speak other languages.	T F
4	Ma Huan wrote his book before he joined the ships.	T F
5	The sailors used a compass and the stars to find their way.	T F
6	The ships waited for the right winds before they sailed.	T F
7	One journey could take about two months.	T F
8	The ships came back to China with spices, precious stones and porcelain.	T F

Learn: Key words

Say each word. Read the meaning. Write the word in a language you know.

WORD	MEANING	IN MY LANGUAGE
source	something that gives us information about the past	
evidence	information that helps answer a question	
primary source	made at the time, or by someone who was there	
secondary source	made later by someone who was not there. It explains or comments on the past.	
feature	something you can see or notice	
specific	exact and clear	
captive	kept by people, not free	

Read: Four sources

Look at each source and read the caption. Use them for your detective notes on page 5.

Source A: Tribute Giraffe with Attendant



Based on a painting by **Shen Du**, a court artist.

Nanjing, China, **1414**.

There is **Chinese writing** at the top.

Tribute Giraffe with Attendant. Philadelphia Museum of Art. Public domain.

Source B: a stone from Sri Lanka



Dated **1409**.

Found in **Sri Lanka**.

The writing is in **three languages**: Chinese, Tamil and Persian.

It lists gifts from Zheng He's ships to a temple.

Galle stone, 1409. Colombo National Museum, Sri Lanka. Photo: Kanatonian, CC BY-SA 3.0, via Wikimedia Commons.

Source C: an old Chinese sea map



From a Chinese book finished in **1621**.

It shows sea routes to **India**, **Sri Lanka** and **Africa**.

Find **Malindi** at the bottom.

Many historians think it was copied from the sailors' own route maps.

Mao Kun map, from the Wubei Zhi (1621). Library of Congress, Geography and Map Division. English labels added.

Source D: a page from a school textbook

Chapter 3 · China and the Indian Ocean

The giraffe that came to China

In 1414, a giraffe arrived in China. It was a gift for the Emperor from the king of Bengal. But the giraffe first came from Malindi, a city in East Africa. Visitors from Malindi took it to Bengal, and Zheng He's ships brought it to China. People in China had never seen a giraffe before. Many people thought it was a magical, lucky animal.



Malindi, East Africa: a modern illustration. page 47

Write: Detective notes

Ask the three questions about each source on page 4. Write short notes, not sentences. Copy row A from the teacher's model.

1 **What is it?** painting · object · map · text · primary or secondary?
2 **What does it show? What does it suggest?** see · think
3 **What can't it tell us?** the limitation

	WHAT IS IT?	IT SHOWS… (SEE)	IT SUGGESTS… (THINK)	IT CANNOT TELL US…
A				
B				
C				
D				

Use the evidence: How did a giraffe get to China?

Talk with a partner first: which two sources are most useful? Why? Your partner asks: "Which detail shows that?" Then write 3 sentences. Use one specific detail from each source.

Source ___ suggests that _____

_____

This is supported by Source ___, which _____

_____

However, Source ___ cannot tell us _____

_____

Check ☐ **I answer the question** ☐ **a specific detail from each source** ☐ **one limitation**

On your own: a new question

What is the evidence that Zheng He's ships visited Bengal? Use Sources E and F. Write 3 sentences on your own.

Source E: Ma Huan describes Bengal

Ma Huan sailed with Zheng He as an interpreter. Later he wrote a book about the places they visited.

From Sumatra, the ships sailed north-west for about twenty-one days and arrived at Chittagong, in Bengal. There, people changed to small boats and went up the river to a town called Sonargaon.

Bengal is a large country with walled cities. Rich people build ships and trade with other countries. People pay with a silver coin called a tanka. For small things, they use sea shells. They make very fine cotton cloth.

Adapted from Ma Huan's book (written about 1416–1451). English translation 1895, public domain.

Source F: a coin from Bengal



A silver **tanka** from Bengal. Made about **1493–1519**.

tanka = a silver coin

Silver tanka, Sultanate of Bengal. American Numismatic Society, public domain.

Source E suggests that _____

_____

This is supported by Source F, which _____

_____

However, _____

_____

Check ☐ **a specific detail from E** ☐ **a detail from F** ☐ **one limitation**

STRETCH **Which source is more useful for this question, E or F? Why?**

_____

_____

_____

UNIT 3 · LESSON 2

See it or think it?

Observation or inference?

AIMS

How confident are you now? Circle one face for each aim at the end of the lesson.

Content Find out what the Pompeii sources show and what they suggest. ☹ 😐 ☺

Language Use "infer", "indicate" and "interpretation" to talk about sources. ☹ 😐 ☺

Skills Check an inference: "What is your evidence?" ☹ 😐 ☺

Read: A city under ash

Read the text. Then answer the questions below.

Pompeii was a busy Roman town in the south of Italy. Thousands of people lived there. Near the town there was a mountain called Vesuvius.

In AD 79, Vesuvius erupted. Ash and small rocks fell on Pompeii for many hours. Then clouds of very hot gas rushed through the streets. The town disappeared under the ash.

Later, people forgot about Pompeii. In 1748, people started to dig. In 1863, an archaeologist called Giuseppe Fiorelli found empty holes in the hard ash. The holes had the shapes of people. He poured plaster into the holes. When it was hard, he took away the ash. These shapes are called casts.



Pompeii today, with Vesuvius behind. Photo: Commonists, CC BY-SA 4.0, via Wikimedia Commons.

erupt = when a volcano sends out fire, ash and rock **archaeologist** = a person who digs to find things from the past **plaster** = white powder + water; it goes hard

Check: Answer the questions

Talk with a partner. Then write your answers.

1 Why did Pompeii disappear?

2 How did Fiorelli make the casts?

3 "Thousands of people lived there." Is this an exact number or an estimate? Why?

Learn: Key words

Say each word. Read the meaning. Write the word in a language you know.

WORD	MEANING	IN MY LANGUAGE
observation	what you can see or read in a source	
evidence	information that helps us answer a question	
infer / inference	to work out an idea from evidence / the idea you work out	
indicate	to show or suggest (a formal word)	
support	to help show that an idea is true	
interpretation	what someone thinks the evidence means	

IN MY LANGUAGE **How do you say these words in a language you know? Which word is the strongest?**

shows	suggests	proves	might

Remember Unit 2? "The data suggests…" → "The source suggests…"

Model: See it or think it?

Look at Source A. Copy the teacher's model.



Source A

Plaster cast of a person, Pompeii, AD 79. Photo: falco, Pixabay.

OBSERVATION **I can see...**

INFERENCE **This suggests... because...**

HOW CERTAIN? **Does it prove it?**

Think: How certain can we be?

Look at Source A again. Circle one word for each idea. Then write your evidence.

1 **This was a person.**

no evidence · might · probably · certain

Evidence: _____

2 **This person died in AD 79.**

no evidence · might · probably · certain

Evidence: _____

3 **This person was trying to run away.**

no evidence · might · probably · certain

Evidence: _____

4 **This person was poor.**

no evidence · might · probably · certain

Evidence: _____

Read: Source B: “The last night of the world”

Read Pliny’s letter. Use it for the tasks on page 5.

Pliny the Younger

Pliny was 17. He was in Misenum, about 30 km from Pompeii, across the bay. He wrote this letter more than 25 years later.



Modern illustration.

1 For many days the ground had been shaking. That night it shook so much that we decided to leave the town. A big crowd of frightened people followed us.

2 Outside the town we stopped. Our carts rolled backwards and forwards, even on flat ground. The sea moved back from the beach, and sea animals were left on the dry sand. Over the sea there was a huge black cloud, with long flashes of fire inside it.

3 Ash began to fall, but only a little. I looked back. A thick black cloud was coming behind us, spreading over the land like a river.

4 Darkness came. It was like a room when the lamp goes out. You could hear women screaming, babies crying and men shouting. People called for their parents, their children, their husbands and wives. They found each other by their voices. Many thought there were no gods any more, and that this was the last night of the world.

5 Ash began to fall again, thick and heavy. Again and again we stood up and shook it off. If we did not, we would be buried under it.

6 At last the darkness went away and real daylight came. Everything was covered in deep ash, like snow.

Adapted from a letter by Pliny the Younger to the historian Tacitus (Letters 6.20), about AD 106. Shortened and simplified translation from the Latin for this lesson.

PRIMARY OR SECONDARY? Source B is a _____ source, because

_____

Sort: Did Pliny see it, or think it?

Tick one box for each quote. Pliny is a witness, but witnesses make inferences too.

	QUOTE FROM SOURCE B	He saw, heard or felt it	He thought it
1	“the ground had been shaking”	☐	☐
2	“a big crowd of frightened people”	☐	☐
3	“The sea moved back from the beach”	☐	☐
4	“sea animals were left on the dry sand”	☐	☐
5	“a thick black cloud… spreading over the land like a river”	☐	☐
6	“You could hear women screaming, babies crying and men shouting”	☐	☐
7	“this was the last night of the world”	☐	☐
8	“If we did not, we would be buried under it”	☐	☐

How could Pliny know what thousands of people were thinking?

_____

Infer: What can we infer?

Match each inference to Pliny’s evidence (A–D). Then circle how certain you are.

- **A** “the ground had been shaking” · “our carts rolled backwards and forwards”
- **B** “women screaming, babies crying and men shouting”
- **C** “If we did not, we would be buried under it.”
- **D** “Many thought there were no gods any more… the last night of the world.”

1	**People were panicking.**	___	no evidence · might · probably · certain
2	**Some people felt hopeless.**	___	no evidence · might · probably · certain
3	**There was an earthquake.**	___	no evidence · might · probably · certain
4	**The ash was dangerous.**	___	no evidence · might · probably · certain

REJECT **“Pliny saw people die in Pompeii.” Why is this inference wrong?**

_____

Write one inference in full.

I infer that _____

This is supported by Source B, which states that _____

This shows that _____

because _____

It is probably / might be true. (Circle one.)

On your own: Source C

Look closely for one minute. Then write two evidence → inference chains. In one chain, give another possible meaning.



Source C: a cast of a dog

Look at the whole body: the legs, the head, the mouth and the neck.

What can you see? What does it suggest?

Cast of a dog, Pompeii, AD 79. Antiquarium of Boscoreale. Photo: Jebulon, CC0, via Wikimedia Commons.

Chain 1

EVIDENCE	→	INFERENCE	→	HOW CERTAIN?
_____		_____		no evidence
_____		_____		might
_____		_____		probably
				certain

ANOTHER POSSIBLE MEANING

_____

Chain 2

EVIDENCE	→	INFERENCE	→	HOW CERTAIN?
_____		_____		no evidence
_____		_____		might
_____		_____		probably
				certain

Check ☐ **a specific detail** ☐ **an inference** ☐ **how certain** ☐ **another meaning**

STRETCH **What other source would be relevant? How would it help?**

_____

_____

UNIT 3 · LESSON 3

What does it mean?

How context changes meaning

AIMS

How confident are you now? Circle one face for each aim at the end of the lesson.

Content Use a timeline and background information to explain what a source may mean. ☹ 😐 ☺

Language Use time words (before, after) and careful words (may, might) to explain a source's context. ☹ 😐 ☺

Skills Change your interpretation when you learn the context. ☹ 😐 ☺

Learn: Key words

Say each word. Read the meaning. Write the word in a language you know.

WORD	MEANING	IN MY LANGUAGE
context	the who, when, where and why of a source	
interpret	to decide what something means	
interpretation	what someone thinks a source means	
sequence	the order that things happen in	
chronology	the order of events in time (History)	

Model: How context changes meaning

Look at Source A. Copy the teacher's model.



Source A

A clay soldier. Photo: Diego Tirira, CC BY-SA 2.0, via Wikimedia Commons (cropped).

INTERPRETATION 1

Before I knew the context, I thought _____

_____

CONTEXT

Now I know _____

_____

INTERPRETATION 2

So it may suggest _____

_____

THE CONTEXT MATTERS BECAUSE…

_____

Read: The first emperor

Read the story. Then answer the questions with a partner.

Long ago, China had many kingdoms, and they often fought each other. In 221 BCE, the King of Qin won the wars and united China. He called himself Qin Shi Huang, the First Emperor. He had become king as a boy, in 246 BCE, and at that time workers started to build his tomb at Mount Li.

The emperor wanted to live forever, so he looked for a medicine to stop death. But he also prepared for death. In 210 BCE, he died and was buried in his tomb under a large hill of earth. Nobody knew about the clay soldiers under the fields nearby.

More than 2,000 years later, in 1974, some farmers were digging a well. They found pieces of clay soldiers. Archaeologists started to dig, and in 1979 a museum opened on the site. The archaeologists are still digging today.



Modern illustration. This is not a source.

unite = join together to make one **tomb** = a place under the ground for a dead body

1 Why did the emperor start his tomb when he was young?

2 Did anyone know about the soldiers before 1974? How do you know?

3 Underline every date in the text.

Order: Put it in sequence

Put the six events in chronological order. Write 1–6. Use the dates to help you.

	EVENT	DATE	ORDER
A	The First Emperor dies. He is buried in his tomb.	**210 BCE**	
B	Farmers are digging a well. They find pieces of clay soldiers.	**1974 CE**	
C	The King of Qin unites China. He becomes the First Emperor.	**221 BCE**	
D	A museum opens on the site. People can visit the soldiers.	**1979 CE**	
E	A boy becomes King of Qin. Work on his tomb begins.	**246 BCE**	
F	Sima Qian writes a history of China.	**about 94 BCE**	

Think: Think about the context

Check your order with the timeline on the slide. Then answer the questions.

1 How many years after the emperor died did Sima Qian write?

2 Could Sima Qian see the tomb being built? How do you know?

3 He was not there. So how could he find out about the tomb? What might he not know?

Read: Source B: Sima Qian's history

Use the context questions first. Then read the source and answer the questions.

CONTEXT QUESTIONS

Who? Sima Qian, a historian
When? about 94 BCE
Where? at the Han emperor's court, China
Why? to write a history of China
Was he there?



Modern illustration. This is not a source.

"Nobody came out again"

In the ninth month, the First Emperor was buried at Mount Li. When he first became king, workers started digging there. After he united China, more than 700,000 workers were sent to build the tomb. They dug very deep, and they filled the tomb with palaces and towers, and with strange and valuable treasures.

Workers made crossbows that fire arrows by themselves, so anyone who digs into the tomb will be shot. They used mercury to make rivers and seas. Above, there were the stars of the sky, and below, there was the land.

The workers knew all the secrets of the tomb, so they were shut inside, and nobody came out again. Then trees and grass were planted, so the tomb looked like a hill.

		
crossbow a weapon that shoots arrows	**mercury** a silver metal that is liquid	**treasure** gold, jewels and other valuable things

Adapted from Sima Qian, Records of the Grand Historian (Shiji), chapter 6, about 94 BCE. Shortened and simplified translation from the Chinese for this lesson. Pictures: modern illustrations.

1 Name two things in the tomb.

2 What does Sima Qian NOT write about?

3 Is Source B a primary or a secondary source? Why?

Think: A silent source

Sima Qian does not write about the clay soldiers. What could this mean? Check each idea against the evidence.

CONTEXT CLUES

- He wrote more than 100 years later.
- He was not there.
- The soldiers were under the fields.
- The workers were shut inside the tomb.

For each idea, circle one choice. Then finish the sentence.

1 There were no clay soldiers in 210 BCE. MODEL

There is (evidence against) / some evidence for / no evidence for or against **this idea,**

because *the soldiers were buried by the tomb and made for the emperor, so they were there in 210 BCE.*

2 Sima Qian did not know about the soldiers.

There is evidence against / some evidence for / no evidence for or against **this idea,**

because _____

_____

3 He wrote about them, but that part was lost.

There is evidence against / some evidence for / no evidence for or against **this idea,**

because _____

_____

LAST QUESTION **Does Source B support the view that there were no soldiers? Why not?**

_____

_____

Notes: How context changes meaning

Look at the first row. Then complete the row for Source B with a partner.

SOURCE	CONTEXT: WHO? WHEN? WHERE? WHY?	WHAT DOES IT SHOW?	HOW DOES THE CONTEXT CHANGE WHAT IT MEANS OR WHAT IT CAN TELL US?
Source A clay soldier MODEL	workers for the emperor; about 210 BCE; buried near his tomb (primary)	a life-size soldier made of clay, with a detailed face	It was buried near the emperor's tomb with about 8,000 others, so it may suggest an army to protect him after death.
Source B Sima Qian			

Use: before / after · so it may suggest · because · The context matters because… · This connects with…

Write: Why does context matter?

Write a paragraph of 4 sentences on your own. Choose Source A or Source B.

How does the context change what the source may mean?

CHECKLIST

- ☐ when it was made (before / after)
- ☐ context: who, when, where or why
- ☐ a careful word: may, might, probably
- ☐ a reason: because…

SENTENCE STARTERS (IF YOU NEED THEM)

1. Source ___ was made in ___, after ___.
2. At first, it seems to show ___.
3. However, in this context, ___.
4. So it may suggest ___, because ___.

My source: Source A / Source B (circle one)

UNIT 3 · LESSON 4

Two accounts

Why do accounts differ?

AIMS

How confident are you now? Circle one face for each aim at the end of the lesson.

Content Compare two accounts of a shipwreck: where they agree, where they differ, and what each one leaves out. ☹ 😐 ☺

Language Use 'both', 'however', 'whereas' and 'in contrast' to compare two accounts. ☹ 😐 ☺

Skills Listen for the main message first. Then take short notes. ☹ 😐 ☺

Map: A long way from home

Find Jeju on the map. Then answer the questions.



Map made for this lesson. Base map: Natural Earth (public domain). Routes simplified.

1 Where was the ship sailing from, and where was it going?

_____

_____

2 What pushed the ship to Jeju?

_____

_____

Learn: Key words

Say each word. Read the meaning. Write the word in a language you know.

WORD	MEANING	IN MY LANGUAGE
account	a description of what happened	
compare / comparison	find what is the same and what is different	
contrast	show how two things are different	
perspective / viewpoint	the way one person sees things, because of who they are	
emphasise	give a lot of attention to something	
leave out	not include	

Listen: Account A: Hendrick Hamel

Listen twice. Listen 1: what is the sequence of events, and how did Hamel feel? Listen 2: write key words and numbers only.

1 Numbers

How many men? How many alive?

Example: **64 men**

2 The soldiers

What did they do?

3 Feelings

How did the sailors feel?

4 The governor

What was he like? What did he do?

After you listen: compare your notes with a partner. Did you hear the same numbers?



Modern illustration. This is not a source.

Read: Account A: Hamel's journal

Now read what you heard. Check your notes. Then answer the questions.

CONTEXT QUESTIONS

Who? Hendrick Hamel, the ship's writer
When? he wrote it in 1666–1667
Where? in Nagasaki, Japan
Why? we will find out later…



Hamel's journal, Rotterdam, 1668. Public domain. Scan: DBNL (KB).

"We thought they were going to kill us"

My name is Hendrick Hamel. I was the writer on a Dutch ship. In 1653, we sailed from Taiwan to Nagasaki in Japan. But a terrible storm broke our ship near an island. There were sixty-four men on the ship. Only thirty-six of us came out of the sea alive. Our captain was dead. We found him on the beach, and we buried him.

The next day, about two thousand soldiers came. Their leader put an iron chain around my neck, with a little bell on it. We had to lie down on the ground. We were very afraid. We thought they were going to kill us. We tried to say "Nagasaki! Japan!", but nobody understood us.

Then they took us to the governor of the island. He was an old man, and he was very kind to us. He gave us rice, and he took good care of our sick men. Later, a Dutchman called Weltevree came to see us. He had lived in Korea for twenty-six years. He told us that the king never let foreigners leave.

Adapted from Hendrick Hamel's journal (written 1666–1667). Old English translation, reprinted 1918, public domain. Shortened and simplified for this lesson.

1 How many men were on the ship? How many came out of the sea alive?

2 Find one sentence where Hamel makes an inference. How do you know it is an inference?

3 Is Account A a primary source? What is one limitation?

Read: Account B: the governor's report

Use the context questions first. Then read the report and answer the questions.

CONTEXT QUESTIONS

Who? Yi Won-jin, the governor of Jeju
When? 1653, a few days later
Where? on Jeju
Why? we will find out later…



A volume of the Annals of the Joseon Dynasty, Kyujanggak, Seoul. Photo: Salamander724, public domain.

A report to the king, 1653

A ship has broken apart near the south coast of Jeju. I sent two officials to look. Thirty-eight people are alive.

We cannot understand their language, and their writing is different too. They have blue eyes, yellow hair and short beards. Their clothes are long, with many ties.

The ship carried medicines and 27,000 deer skins.

We asked a man who knew some Japanese to question them. We pointed to the east, and they said "Japan". We asked where they wanted to go. They said "Nangasaki" (Nagasaki).

Adapted from the report of Yi Won-jin, governor of Jeju, in the Annals of the Joseon Dynasty (Hyojong Sillok), 1653. Translated from the classical Chinese for this lesson.

1 How many people are alive, according to the report?

2 What did the ship carry?

3 How did the officials find out where the ship was going?

4 What does the governor want the king to know? Write two things.

Think: Why might the numbers be different?

Hamel says 36 men lived. The report says 38 people were alive. Use the clues. Write two sentences.

CLUES

- When did each writer write?
- Who counted the men, and when?
- Could something happen after the count?

The numbers might be different because _____

_____

Another reason is probably that _____

_____

Compare: Agree, differ, only A or only B?

Read each sentence. Look at both accounts. Tick one column.

SENTENCE	Agree	Differ	Only A	Only B
1 A ship broke near Jeju in 1653.				
2 Nobody could understand the sailors' language.				
3 The sailors were going to Nagasaki.				
4 The number of men who lived.				
5 The ship carried 27,000 deer skins.				
6 The sailors had blue eyes and yellow hair.				
7 Soldiers put a chain on Hamel's neck.				
8 The sailors were afraid they would die.				
9 The governor was kind to the sailors.				

Learn: One difference, three ways

Read the three sentences. Look at the full stops and commas.

Hamel says 36 men lived. However, the report says 38 people lived.

Hamel says 36 men lived, whereas the report says 38 people lived.

Hamel says 36 men lived. In contrast, the report says 38 people lived.

'However,' and 'In contrast,' start a new sentence. Put a comma after them.
'whereas' joins two ideas in one sentence. Put a comma before it.

Your turn: Write it three ways

Join these two sentences in three ways.

1 **Hamel writes about his feelings.**
2 **The report gives only facts.**

A with 'however':

B with 'whereas':

C with 'in contrast':

FIX IT **What is wrong with each sentence? Write it again correctly.**

a *"Whereas the report describes the cargo."*

b *"Hamel says the governor was kind however the report does not say this."*

Think: What does each account emphasise?

Complete the table. Use both accounts and your sort.

	 **Account A: Hamel**	 **Account B: the report**
It emphasises…		
It leaves out…		
It was written for…		

Pictures: modern illustrations. They are not sources.

Ideas: feelings · facts · numbers · the chain · the cargo · the kind governor · what the sailors looked like · where the ship was going

Explain: Why do the accounts differ?

Read the last context question for each account. Then finish the sentences.

Account A: Hamel	**Account B: the report**
Who? the ship's writer, who was there **When?** 13 years later **Why?** a report for his company. Historians think he also wanted his unpaid wages.	**Who?** the governor of Jeju **When?** a few days later **Why?** to give the king the facts quickly

Hamel probably emphasises _____ **because** _____

_____

In contrast, the report probably emphasises _____ **because** _____

_____

Write: Compare the two accounts

Write 4 sentences on your own. Compare the accounts. Don't describe each account separately.

Explain one important difference, and why it matters.

CHECKLIST	SENTENCE STARTERS (IF YOU NEED THEM)
☐ one thing that is the same ☐ one difference, with a specific detail ☐ 'whereas' or 'in contrast' ☐ why it matters: 'because'...	1 Both accounts say that ___. 2 However, Hamel says ___, whereas the report says ___. 3 In contrast to the report, Hamel emphasises ___. 4 This difference matters because ___.

UNIT 3 · LESSON 5

The Black Ships

How do purpose and audience affect what a source is useful for?

AIMS

How confident are you now? Circle one face for each aim at the end of the lesson.

Content Explain why a Japanese and an American source about the Black Ships are useful for different things. ☹ 😐 ☺

Language Use 'useful for + -ing', 'limited because + reason' and 'may' for careful claims. ☹ 😐 ☺

Skills Evaluate a source by analysing its purpose and its audience. ☹ 😐 ☺

Learn: Key words

Say each word. Read the meaning. Write the word in a language you know.

WORD	MEANING	IN MY LANGUAGE
purpose	why someone made a source	
audience	the people a source was made for	
useful for / limited	good for answering a question / not so good	
analyse / analysis	look closely at the parts of something	
evaluate / evaluation	decide how good or useful something is	
biased	shows only one side, or shows one side in a better or worse way	
persuade	try to make someone agree or do something	

PATTERNS

useful for + noun / -ing *This picture is useful for showing feelings.*

limited because + reason *It is limited because the artist was not there.*

created to + verb *It was created to sell news.*

made for / created for + people *It was made for American readers.*

Read: Text 1: the President's letter, 1852

Read the letter. Words in quotation marks are the original words. Words in brackets explain them.

"Great and Good Friend"

'GREAT and Good Friend'

I am sending Commodore Perry to Japan. I have 'no other object' (reason): I want 'the United States and Japan' to 'live in friendship and have commercial intercourse (trade) with each other'.

'The United States of America reach from ocean to ocean.' 'Our steamships can go from California to Japan in eighteen days.'

'We understand there is a great abundance (a lot) of coal and provisions (food) in the Empire of Japan.' We would like our steamships to stop in Japan and 'supply themselves with coal'. If one of our ships is wrecked, our sailors 'should be treated with kindness'.

'I have particularly charged (told) Commodore Perry to abstain from (not do) every act which could possibly disturb the tranquility (peace)' of your country.

From the letter of President Millard Fillmore to the Emperor of Japan, 13 November 1852. Public domain. Words in quotation marks are the original words; words in brackets explain them. Other parts are shortened.



President Millard Fillmore (in office 1850–1853). Photo: Mathew Brady, about 1855–1865, after he was President. Library of Congress. Public domain.

1 Find two phrases that make the letter sound friendly.

2 Find one phrase that shows the USA is big and strong.

3 What was the letter created to do?

Read: Text 2: Perry's own letter, 1853

Perry gave Japan a second letter, with the President's letter. Read part of it.

"A much larger force"

'Many of the large ships-of-war (warships)' are still coming. To show that I am friendly, I have brought only 'four of the smaller ones'.

If it is necessary, I will 'return to Edo in the ensuing (next) spring with a much larger force'.

But I hope that your government will agree to the President's 'very reasonable and pacific (peaceful)' letter. Then I will not need to come back.

From Commodore Perry's own letter to the Emperor, 7 July 1853, given to Japan with the President's letter. Public domain. Perry wrote about himself as 'the undersigned'; here he says 'I'. Words in quotation marks are the original words.



Commodore Perry, 1856–58. Photo: Mathew Brady. Metropolitan Museum of Art (CC0).

1 What does Perry's letter add?

2 Is this letter friendly, a threat, or both? Give a reason from the text.

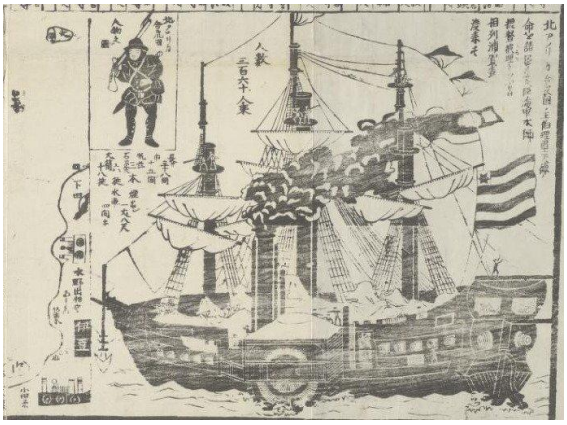
I think it is

3 Why might the President's letter leave this out?

Key idea: the maker of a source chooses what to put in and what to leave out. They choose for their purpose and their audience.

Analyse: Source A: a Japanese picture

Look at the picture. Read the context. Then complete the steps.



Source A (detail): a Japanese news sheet (kawaraban) about the Black Ships, 1854. Maker unknown. Public domain, via Wikimedia Commons.

CONTEXT

Who? a Japanese printer. Name unknown.
For whom? ordinary people in Japan, to sell
Did the artist see the ship? probably not

News sheets were sold in the street. Many artists never saw the ships.

1 Look: I can see ...

2 Infer: This suggests that the artist thought the ship was ...

3 Judge: So this picture is useful for ***what the ship really looked like*** **/** ***what people in Japan imagined*****.**

Write: Four questions about Source A

Question 1 is done for you. Answer questions 2, 3 and 4.

1 Who made it? *A Japanese printer. We do not know the name, and he probably never saw the ships.*	**2 Who was it for? (audience)**
3 What did they want people to think or do? (purpose)	**4 What is it useful for? How is it limited?** Useful for Limited because

Analyse: Source B: an American picture

Now your turn. Look, infer, judge.



Source B: the Americans land at Yokohama, 8 March 1854. Print made in New York, 1855, from drawings by Wilhelm Heine, the official artist. National Portrait Gallery, Smithsonian (CC0).

CONTEXT

Who? Wilhelm Heine, the official artist
Was he there? yes
For whom? American readers, printed in New York, 1855

1 Look: I can see ...

2 Infer: This suggests that the artist wanted the Americans to look ...

3 Judge: The artist was there, so this picture is useful for ***what the landing looked like*** **/** ***how Japanese people felt*****.**

Read: Source B: the official American book

Read. Underline the words that show how the writer wants readers to see each side.

CONTEXT
Who? Francis Hawks, an American writer. He used Perry's notes and his officers' diaries.
When? printed in 1856
For whom? the US Congress and American readers

The Americans land, March 1854

On 8 March 1854, 'the escort, consisting of about five hundred officers, seamen and marines (sea soldiers), fully armed, embarked (got into boats) in twenty-seven boats'. 'The bands now struck up a lively tune.' 'Crowds of people had gathered from the neighboring towns and villages' to watch.

A few days later, the Americans gave gifts to Japan. 'The presents filled several large boats.' One gift was a small steam train on a round track. It was 'so small that it could hardly carry a child of six years of age'. The Japanese officials could not fit inside the carriage, so they 'betook themselves to (climbed onto) the roof'. 'It was a spectacle not a little ludicrous (very silly) to behold (see) a dignified mandarin (an important official) whirling around the circular road ... with his loose robes flying in the wind.'

The Japanese watched the telegraph machine 'with intense curiosity' and 'were greatly amazed'.

From the official American book about the visit: Narrative of the Expedition of an American Squadron to the China Seas and Japan (1856), pages 400 and 414. Public domain. Words in quotation marks are the original words; words in brackets explain them. Other parts are shortened.

1 How does the writer want readers to see the Americans? Find two words or phrases.

2 How does he want them to see the Japanese? Find two words or phrases.

3 What does he emphasise? What does he leave out?

Compare: What is each source useful for?

Complete the grid with a partner. Write full sentences. The first row is done for you.

	Source A: the Japanese picture	Source B: the American picture and book
It shows the perspective of…	*It shows the perspective of a Japanese printer.*	*It shows the perspective of the Americans: Perry, his officers and his artist.*
It was made for…		
It was created to…		
It is useful for…		
It is limited because…		

Patterns: made for + people · created to + verb · useful for + noun / -ing · limited because + reason
Phrases: ordinary people in Japan · American readers · sell exciting news · show the visit as a success · how people felt

Write: How useful is your source?

Which source is more useful? It depends on the question. Choose ONE question. Write 3–4 sentences on your own.

A How useful is Source A for finding out how people in Japan reacted to the Black Ships?

B How useful is Source B for finding out what happened when the Americans landed?

CHECKLIST

- ☐ one thing it is useful for
- ☐ one specific detail as evidence
- ☐ one limitation
- ☐ the purpose or the audience
- ☐ a careful word: may, suggests

SENTENCE STARTERS (IF YOU NEED THEM)

1. Source ___ is useful for showing ___ because ___.
2. The ___ suggests that ___.
3. However, it is limited because it was created to ___.
4. Overall, it is useful for ___, but not for ___.

I chose question A / B

Stretch: write about both sources. Link them with **whereas**.

PEER CHECK: ONE STAR, ONE STEP

Star: _____

Step: _____

UNIT 3 · LESSON 6

The ship in the sand

How does a historian reason from evidence?

AIMS

How confident are you now? Circle one face for each aim at the end of the lesson.

Content Identify the evidence, reasoning and uncertainty in a historian's explanation of Sutton Hoo. ☹ 😐 ☺

Language Report a historian's reasoning: 'The historian says... because...' ☹ 😐 ☺

Skills Take key-word notes while you listen. ☹ 😐 ☺

Learn: Key words

Say each word. Read the meaning. Write the word in a language you know.

WORD	MEANING	IN MY LANGUAGE
conclude / conclusion	decide something after looking at the evidence / the idea you decide	
reason	why something happens, or why you think something	
support	make an idea stronger, with evidence	

Listen 1: Who was buried at Sutton Hoo?

First, write the words you expect to hear. Then listen once to the end for the answer.



The Sutton Hoo helmet, about 625. British Museum. Photo: Wikimedia Commons, CC BY-SA 4.0.

BEFORE YOU LISTEN: MAKE A PREDICTION

Which words do you expect to hear in the historian's description? Use the picture and the context to help you.

WHILE YOU LISTEN

Listen for this: who does the historian think was buried? Circle one at the end.

a soldier / *a rich farmer* / *a king*

Listen 2: Notes like a historian

Listen again. Take notes under the four headings. Key words only. You can write in any language.

Spelling help: Sutton Hoo · Byzantine Empire · Bede · Rædwald

Evidence *What did they find?*	**Reason** *Why does the evidence matter?*
Uncertain *What is missing?*	**Conclusion** *What does the historian think?*

Notice: Careful words

The historian is not 100% sure. Read five sentences from the listening. Underline the careful words.

1. It could have been a gift.
2. It's unlikely that this was an ordinary soldier.
3. It seems this was someone very powerful.
4. The body may have disappeared.
5. It's likely that it was Rædwald.

CAREFUL PATTERNS

may / might / could + have + past participle possible, but we cannot prove it	*The soldiers may have protected the emperor.*
It's likely / unlikely that + sentence probably true / probably not true	*It's unlikely that Sima Qian knew about them.*
It seems (that) + sentence the evidence suggests this	*It seems the soldiers were an army.*

Examples: the clay soldiers (Lesson 3).

Practise: Make it careful

Rewrite each sentence with may, might or could + have. One sentence should NOT change. Which one? Why?

Remember: disappear → disappeared · come → come · take → taken

1 The bones disappeared.

2 The silver dish came as a gift.

3 Robbers took treasure from the small mounds.

4 The ship was 27 metres long.

Imagine: Two robbers

Optional. Long ago, robbers dug into the big mound. Imagine they found the treasure! Write their talk. Use may, might or could + have.



Modern illustration. Imagined scene. This is not a source.

Objects: the stone stick · a drinking horn · a small harp · the helmet

A: *This could have been a king's sword!*

B: *Maybe. And this stone stick? It might have been …*

B _____

A _____

B _____

A _____

B _____

A _____

B _____

Write: Notes

Use this page after the lesson.

One thing I learned: _____

_____

One thing I will practise: _____

_____

MY NOTES

UNIT 3 · LESSON 7

The city in the forest

What can maps tell us about the past?

AIMS

How confident are you now? Circle one face for each aim at the end of the lesson.

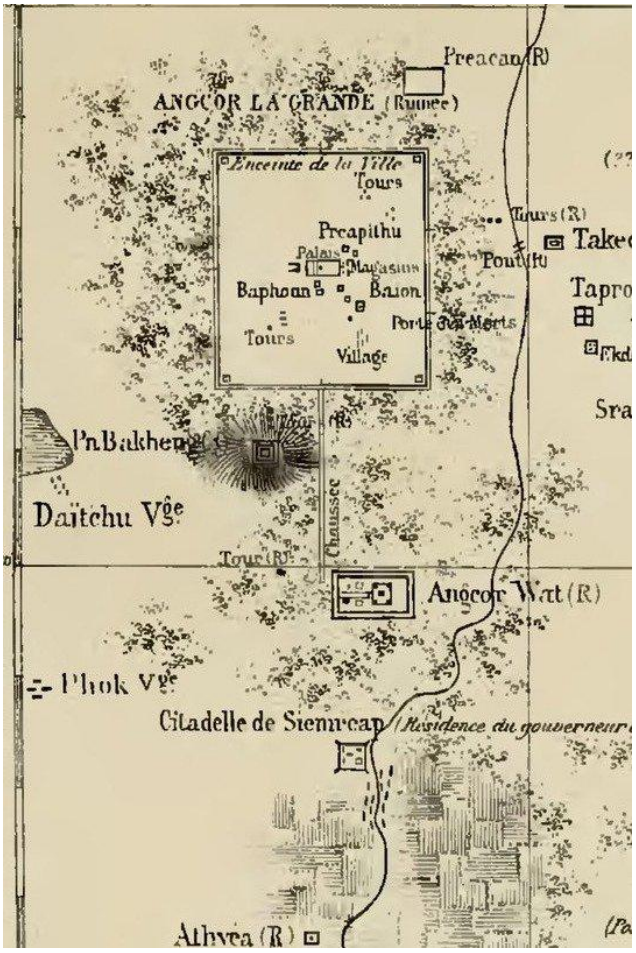
Content Compare Angkor in the past and today, and find what the sources do not show. ☹ 😐 🙂

Language Compare sources: 'Both… while / whereas… This suggests…, but the sources do not show…' ☹ 😐 🙂

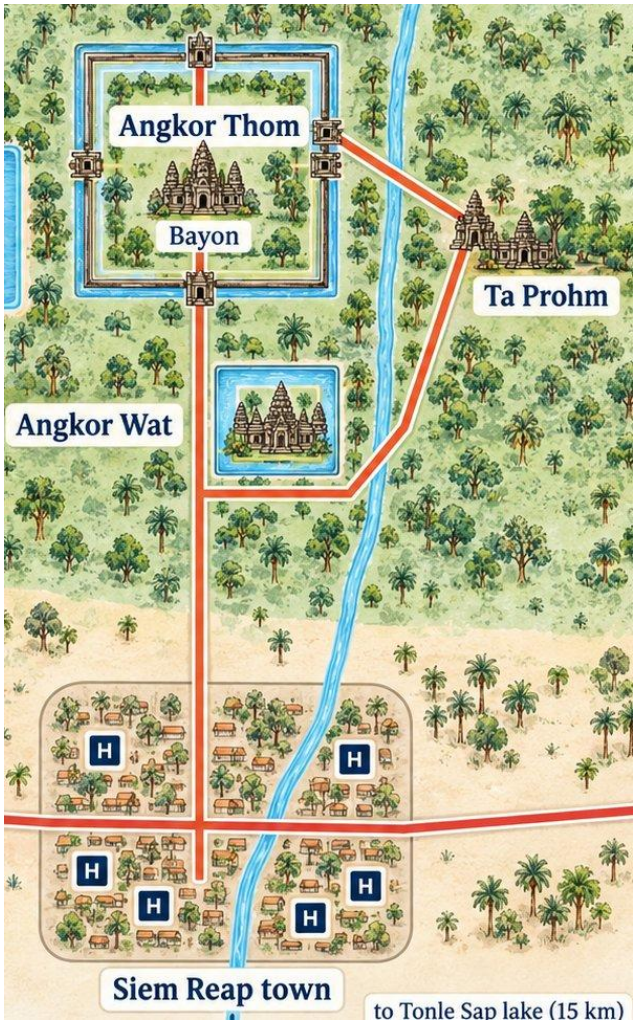
Skills Connect a visual to a written description. ☹ 😐 🙂

Compare: Two maps: then and now

Same place, two maps. Find what changed, what stayed similar, and what we can't tell. Key words only.



Source B: the 1866 map (part). Public domain.



Angkor today (part). Drawn for this lesson.

THEN AND NOW: YOUR NOTES

Changed *What is different today?*	Stayed similar *What is still there?*	We can't tell *What do the maps not show?*

Then: circle the **two** details that matter most. How much has Angkor changed?

Write: Paragraph 1: two maps

Use the two details you circled (not roads: that was the teacher model). Use the frame.

Both maps show _____

_____

The 1866 map shows _____

_____

while today's map shows _____

_____

This suggests that _____

_____

but the maps do not show _____

_____

Read: Source A: a visitor in 1296

Zhou Daguan came to Angkor from China in 1296. He stayed for about a year. Later he wrote a book about what he saw. Underline four features of the city.

Zhou Daguan, A Record of Cambodia (adapted)

"The city wall is about twenty li [about 10 km] around. It has five gates. … Outside the wall there is a great moat [a wide ditch full of water]. Over the moat there are big bridges. On each side of a bridge there are fifty-four stone gods. They are very big and fierce [strong and angry]. All the gods hold a stone snake in their hands. The snakes have nine heads. … In the centre of the city there is a gold tower."

"The houses of ordinary people have only grass roofs. They do not dare [are too afraid] to put tiles [hard pieces for a roof] on their houses."

Check: Does the photo support it?

Look at photos A–F on page 4. For each detail, write the photo letter. Then write Yes, No or Can't tell.

Zhou Daguan says there is…	Photo	Yes / No / Can't tell
a wall with gates		
a moat with big bridges		
stone gods holding a snake		
snakes with nine heads		
a gold tower in the centre		
houses with grass roofs		

Look: Photos of the city today

Look at photos A–F. Use them for the table on page 3.



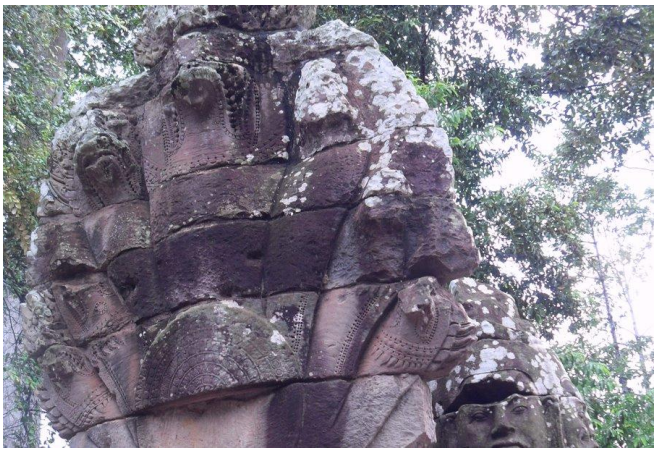
A The moat and the bridge



B The south gate



C Stone gods and the snake



D A snake's heads, close up



E The Bayon: the centre tower



F A tower close up: a stone face

Photos: A Supanut Arunoprayote / Wikimedia Commons / CC BY 4.0 · B BluesyPete / Wikimedia Commons / CC BY-SA 3.0 · C Gary Todd, CC0 · D BrightRaven / Wikimedia Commons / CC BY 3.0 · E, F Marcin Konsek / Wikimedia Commons / CC BY-SA 4.0.

Write: Paragraph 2: words and photos

Choose one detail the photos support and one they do not. Use the frame.

The photo supports Zhou's description of _____

_____

Zhou Daguan describes _____

_____

whereas the photo shows _____

_____

This might be because _____

_____

Notes: What did the lasers find?

Watch the videos and read your article. Write five things that people did not know before 2012.

1 _____

_____

2 _____

_____

3 _____

_____

4 _____

_____

5 _____

_____

Write: Notes

Use this page after the lesson.

One thing I learned: _____

_____

One thing I will practise: _____

_____

MY NOTES

UNIT 3 · LESSON 8

Too fast for the ice?

Corroborate or contradict?

AIMS

How confident are you now? Circle one face for each aim at the end of the lesson.

Content Decide how far five sources support one view about why Titanic sank. ☹ 😐 ☺

Language Compare sources: supports / partly supports / challenges, both, however, corroborates / contradicts. ☹ 😐 ☺

Skills Select relevant evidence and explain what it shows. ☹ 😐 ☺

The view: Titanic sank mainly because it was travelling too fast for the icy conditions.
The question: How far do the sources support this view?

Read: The source pack

Five sources about one question. Read Source A with your teacher. Then read your group's source. Underline the relevant evidence: the words that help answer the question.



Modern illustration.

Source A: the British inquiry report

The British inquiry [an official investigation] asked nearly 100 people questions: survivors (mostly crew), sailors from other ships and experts. In July 1912, it wrote a report.

The report said that Titanic was travelling at "about 22 knots" [about 40 km per hour].

It said this speed was "excessive" [too fast] for the conditions.

"No directions were given to reduce speed." [Nobody told the crew to go slower.]

It also said that the look-out [the people watching for ice] was not "sufficient" [enough].

Adapted from: British Wreck Commissioner's Inquiry, Report on the Loss of the "Titanic", 30 July 1912 (answers 10b, 10c, 14a, 14b).



Titanic's surviving officers, 1912. Lightoller is in the centre. Public domain.

Source B: the Second Officer

Charles Lightoller was Titanic's Second Officer [one of the senior officers]. He survived. The British inquiry asked him questions in May 1912.

A lawyer asked: was it "recklessness" [very careless and dangerous] to travel at 21½ knots near ice?

Lightoller answered: "It is ordinary navigation" [the normal way to sail a ship].

He also said: "Then all I can say is that recklessness applies to practically every commander and every ship crossing the Atlantic Ocean." [commander = captain]

Adapted from: Charles Lightoller, evidence to the British Wreck Commissioner's Inquiry, Day 12, May 1912 (questions 14414–14416).



Frederick Fleet, April 1912. Public domain.

Source C: the lookout

Frederick Fleet was a lookout. He was in the crow's nest [a high place on the mast] when he saw the iceberg. He survived. The US Senate inquiry asked him questions on 23 April 1912.

The lookouts on Titanic had no binoculars. "We had nothing at all, only our own eyes, to look out," Fleet said.

A senator asked: with binoculars, could you see the iceberg sooner?

Fleet answered: "We could have seen it a bit sooner."

How much sooner? "Well, enough to get out of the way."

Adapted from: Frederick Fleet, evidence to the United States Senate Inquiry, Day 4, 23 April 1912.



Modern illustration: building a ship with rivets.

Source D: the scientists

In 2008, two scientists, Jennifer McCarty and Tim Foecke, wrote a book about Titanic. They tested rivets [metal pins that hold the steel plates of a ship together] from the wreck.

At the front and the back of the ship, the builders used iron rivets. Iron rivets are weaker than steel rivets.

Some of the iron had a lot of slag [waste material] in it. This made the rivets weaker.

The builders were making three giant ships at the same time and needed millions of rivets quickly. The scientists think the company wanted to build fast and save money, so it bought some cheaper rivets.

They think weak rivets broke when Titanic hit the iceberg, so water came in faster.

The builders disagree. Titanic's sister ship, the Olympic, had the same rivets. It sailed for 24 years.

Based on: J. H. McCarty and T. Foecke, What Really Sank the Titanic (2008), and reports of their research (Live Science, 2008). Our own summary.



Modern illustration: the Californian in the ice.

Source E: the other ship

Cyril Evans was the radio operator on another ship, the Californian. It was near Titanic that night. The US Senate inquiry asked him questions in 1912.

On 14 April, the Californian stopped because there was so much ice.

Less than an hour before Titanic hit the iceberg, Evans sent a radio message to Titanic: "Say, old man, we are stopped and surrounded by ice."

Titanic's radio room answered: "Shut up, shut up, I am busy; I am working Cape Race." [busy sending passengers' messages to a radio station in Newfoundland]

Adapted from: Cyril Evans, evidence to the United States Senate Inquiry, Day 8, 26 April 1912 (question 11361).

Test: Your group's source

Use the four steps. Then teach the class.

Our source: Source A B C D E (circle one)

1 What does it say? Say it in your own words.

2 Relevant evidence: copy two or three key words.

3 Decide: circle one.

supports	partly supports	challenges

4 Give a reason.

Source ___ _____ the view because _____

This shows that _____

Compare: Compare and contrast the sources

Listen to each group. Complete rows B–E with key words only. Row A is done.

Source	Relevant evidence (key words)	Decision	Agrees or disagrees with…? About what?
A	"about 22 knots" · "excessive" · look-out not "sufficient"	supports	
B			
C			
D			
E			

Write: Compare the sources

Use your grid. Write four sentences with the frame.

Source ___ and Source ___ both suggest that _____

_____

This means Source ___ corroborates Source ___. _____

However, Source ___ contradicts Source ___ because _____

_____

_____

This suggests that _____

_____

but the sources do not show _____

_____

CHECK

- ☐ Did I say what two sources *both* suggest?
- ☐ Did I say which source *corroborates* another?
- ☐ Did I use *however* and *contradicts*?
- ☐ Did I use one quote from a source?
- ☐ Did I say one thing the sources do not show?

UNIT 3 · LESSON 9

From evidence to claim

How do I turn evidence into a paragraph?

AIMS

How confident are you now? Circle one face for each aim at the end of the lesson.

Content Turn evidence from one Titanic source into a clear, careful paragraph. ☹ 😐 🙂

Language Link a claim, evidence and inference with reference words: It shows that… / This evidence suggests… / This means… ☹ 😐 🙂

Skills Choose relevant evidence and explain what it suggests. ☹ 😐 🙂

Rate: Where have we practised this?

In Lesson 11 your teacher will check these five things. Look at the lessons where we practised each one. Then circle 1, 2 or 3.

	I can…	We practised this in…	Me now
1	**I can understand the sources.** say what they say or show	**L1 Zheng He** **L3 Terracotta Army** **L5 Black Ships**	1 2 3
2	**I can use evidence to support my ideas.** choose useful details and explain them	**L2 Pompeii** **L6 Sutton Hoo** **L8 Titanic**	1 2 3
3	**I can explain inferences carefully.** it shows… it suggests… do not say too much	**L2 Pompeii** **L6 Sutton Hoo**	1 2 3
4	**I can compare the sources.** supports, partly supports, challenges	**L4 Hamel** **L7 Angkor** **L8 Titanic**	1 2 3
5	**I can make a supported judgement.** answer “How far…?” or “To what extent…?” overall	**L5 Black Ships** **L8 Titanic**	1 2 3

1 = not yet 2 = getting there 3 = confident

Today: rows 2 and 3.

Read: Is it relevant?

Read Source F. Does it help to answer the question about the view?

The view: Titanic sank mainly because it was travelling too fast for the icy conditions.



Modern illustration.

Source F: the lifeboats

The British inquiry report (July 1912) also wrote about Titanic's lifeboats.

"The Titanic was provided with 20 boats." [Titanic had 20 lifeboats.]

"The total boat accommodation was 1,178 persons." [There was room for 1,178 people in the lifeboats.]

There were about 2,200 people on board.

The boats "left behind them many hundreds of lives to perish" [many hundreds of people were left on the ship and died].

Adapted from: British Wreck Commissioner's Inquiry, Report on the Loss of the "Titanic", 30 July 1912 ("Account of the Saving and Rescue of Those Who Survived: Boats").

Source F is / is not relevant to the question, because _____

_____

Quote it: Use the source's exact words

Finish each sentence with exact words from Source F. Use quotation marks " ".

a) The report says that the boats _____

_____

b) There were not enough lifeboats. The report says that Titanic "_____".

There were about 2,200 people on board, but

"_____".

Take apart: A strong paragraph

A student wrote about Source E. Read the source, then the paragraph.



Modern illustration.

Source E: the other ship

The Californian stopped because there was so much ice. Less than an hour before the crash, it sent Titanic a radio message: “Say, old man, we are stopped and surrounded by ice.”

Titanic’s radio room answered: “Shut up, shut up, I am busy.”

(1) Source E partly supports the view. **(2)** It shows that another ship, the Californian, was “stopped and surrounded by ice” less than an hour before Titanic hit the iceberg. **(3)** This evidence suggests that there was a lot of dangerous ice near Titanic, because a ship nearby had to stop. This means that it was probably safer for Titanic to slow down. **(4)** However, the evidence does not prove that Titanic was going too fast, because Source E does not tell us Titanic’s speed.

1 Find the quote. Which exact words from Source E are inside the quotation marks “ ”? Copy them.

2 What reason does the writer give for the inference? Look after *because*.

3 Underline the linking words: *It · This evidence · This means · because · However*

4 Why does Source E only *partly* support the view?

Because Source E does not tell us _____

Fix: A weak paragraph

Another student wrote about Source B. Find three problems.



Titanic's surviving officers, about May 1912. Public domain.

Source B: the Second Officer

A lawyer asked Lightoller, Titanic's Second Officer: was it "recklessness" to travel at 21½ knots near ice?

He answered: "It is ordinary navigation." [the normal way to sail a ship]

"Recklessness applies to practically every commander and every ship crossing the Atlantic Ocean."

(1) Source B proves that Titanic sank because it was going too fast. **(2)** Lightoller was the Second Officer and he survived. **(3)** He said, "It is ordinary navigation." **(4)** There were not enough lifeboats, so many people died.

Problem	Sentence(s)	How to fix it
Too strong		
Not relevant		
No explanation		

Fix it together Rewrite the paragraph with your teacher.

Claim Source B ...
Evidence It shows that ...
Inference This suggests that ... because ...
Be careful However, the evidence does not prove ...

Write: Your own paragraph

Read Source G. Tell your partner: “It shows that… This suggests that…” Then write your paragraph (50–80 words).



J. Bruce Ismay, 1912. Author unknown. Public domain.

Source G: the company boss

Bruce Ismay was the head of the White Star Line, the company that owned Titanic. He was on the ship and survived. The US Senate inquiry asked him questions on 19 April 1912.

“I understand it has been stated that the ship was going at full speed. The ship never had been at full speed.”

“She had not all her boilers on.” [boilers = big tanks that make steam for the engines]

“It was our intention, if we had fine weather on Monday afternoon or Tuesday, to drive the ship at full speed.” [intention = plan]

Adapted from: J. Bruce Ismay, evidence to the United States Senate Inquiry, Day 1, 19 April 1912.

Claim Source G supports / partly supports / challenges the view.
Evidence It shows that …
Inference This suggests that … because …
Be careful However, the evidence does not prove … / Ismay may …
Link it This corroborates / contradicts Source ___, which says …

CHECK

- ☐ **Relevant evidence?** I chose words from the source that help answer the question.
- ☐ **Inference explained?** I wrote *This suggests that… because…*
- ☐ **Careful?** I said what the evidence does not prove. No *proves*!
- ☐ **Look back:** look at rows 2 and 3 on page 1. Would you change your number?

UNIT 3 · LESSON 9 · HOMEWORK

Write a whole answer

Opening + two evidence paragraphs. The Judgement comes in Lesson 10.

THE QUESTION

Review the Titanic sources A–G in your booklet.

How far do the sources support the view that Titanic sank mainly because it was travelling too fast for the icy conditions?

1 Opening	2 Evidence paragraph 1	3 Evidence paragraph 2	4 Judgement
Your first answer. **TODAY**	Evidence that supports. **TODAY**	Evidence that challenges or partly supports. **TODAY**	Answer "How far?" overall. **LESSON 10**

EACH EVIDENCE PARAGRAPH: FOUR JOBS (LESSON 9)

Claim Source ___ supports / partly supports / challenges the view.
Evidence It shows that "___".
Inference This suggests that ___ because ___.
Be careful However, the evidence does not prove ___.
Quote: exact words · short · inside " " · fits your sentence. **Target:** about 150–200 words.

Opening your first answer: two short sentences

*Several sources support the view that ... **However,** some sources challenge this view.*

Evidence paragraph 1 the evidence that supports the view

Evidence paragraph 2 evidence that challenges or partly supports

Start with a link: *In contrast, Source ___ ... / However, Source ___ ...*

BEFORE LESSON 10 Read your answer again. Tick.

- ☐ **Opening?** Two sentences: my first answer + However, ...
- ☐ **Four jobs?** Each paragraph has a claim, evidence, an inference and a be careful sentence.
- ☐ **Relevant?** My evidence helps to answer the question.
- ☐ **Quotes?** Exact, short and inside “ ”.
- ☐ **Careful?** I use careful words (suggests, may). I do not use *proves*.

4 Judgement Write this in Lesson 10.

PHRASE MAT

Ways to write each part

Different ways to do the same job. They work for any source and any subject.

Opening give your first answer	Several sources support the view that … However, some sources challenge this view. The sources mostly / partly support the view that … To some extent, the sources suggest that …
Claim say what the source does to the view	Source ___ supports / partly supports / challenges the view. Source ___ gives strong support to the view. Source ___ raises doubts about the view.
Evidence use the source's words	Source ___ shows that … According to Source ___, … The writer says that "…".
Inference explain what it suggests	This suggests that … because … This indicates that … From this, we can infer that …
Be careful say what it cannot tell us	However, the evidence does not prove … On its own, Source ___ cannot tell us … It is possible that … / … may …
Link start a new paragraph or connect two sources	In contrast, Source ___ … Similarly, Source ___ … Source ___ corroborates / contradicts this.
Judgement answer "How far?" at the end (Lesson 10)	Overall, … / On balance, … / To conclude, … The strongest evidence is … because … … so … was probably not the only reason.

Order of a whole answer: Opening → claim → evidence → inference → be careful → link (new paragraph) → judgement.

UNIT 3 · LESSON 10

The whole answer

How do I finish a “How far…?” answer?

AIMS

How confident are you now? Circle one face for each aim at the end of the lesson.

Content Finish a whole “How far…?” answer about Titanic, and learn the context for Lesson 11: Krakatoa, 1883. ☹ 😐 ☺

Language Write a judgement with academic phrases: Overall, … / The strongest evidence is … because … ☹ 😐 ☺

Skills Analyse a model answer, then write and check your own judgement. ☹ 😐 ☺

Read: A full answer

Read the whole answer. Then answer questions 1–3 on page 2.

Question How far do Sources A, D, E and F support the view that Titanic sank mainly because it was travelling too fast for the icy conditions?

Opening	Several sources support the view that Titanic sank mainly because it was travelling too fast for the icy conditions. However, some sources challenge this view.
Evidence paragraph 1	Source A supports the view. It shows that the British inquiry called Titanic’s speed “excessive”. This suggests that the ship was going too fast for the conditions, because the inquiry says: “No directions were given to reduce speed.” Source E corroborates this. It shows that another ship was “stopped and surrounded by ice”, so the ice was very dangerous. In ice like this, ships needed to go very slowly or stop, so a high speed was a big risk. However, Source E does not tell us Titanic’s speed, so it only partly supports the view.
Evidence paragraph 2	In contrast, Source D challenges the view. It shows that some rivets at the front of the ship were made of weak iron. This suggests that the rivets may have broken much more easily than expected when Titanic hit the iceberg, so water came in faster. However, the evidence does not prove this. The Olympic, Titanic’s sister ship, had the same rivets. If the rivets were very weak, the Olympic would probably have had problems with them over time, even without a collision, but it sailed for 24 years.
Judgement	Overall, the sources mostly support the view. The strongest evidence is Source A, because the inquiry called the speed “excessive”, and Source E shows that the ice was very dangerous. However, Source D suggests that weak rivets may also have made the ship sink faster, so speed was probably not the only reason. Source F is not relevant, because it is about the lifeboats, not the sinking.

Think: How does the answer work?

Answer the questions about the model answer on page 1.

1 What is the writer's first answer?

2 Why does the writer start a new paragraph for Source D? Which words show the link?

3 Which source is not used in the evidence paragraphs? Why?

Annotate: The Judgement

The Judgement does four jobs. Underline where the writer does each job. Write the job name in the margin.

Answer	**Strongest**	**Less certain**	**Not used**
an overall answer to "How far?"	the strongest evidence, and why	what makes the answer less certain	why one source is not used

Judgement

Overall, the sources mostly support the view. The strongest evidence is Source A, because the inquiry called the speed "excessive", and Source E shows that the ice was very dangerous. However, Source D suggests that weak rivets may also have made the ship sink faster, so speed was probably not the only reason. Source F is not relevant, because it is about the lifeboats, not the sinking.

MARGIN

Learn: Volcano words

Say each word. Read the meaning. Write the word in a language you know.

WORD	MEANING	IN MY LANGUAGE
volcano	a mountain with a hole at the top; hot rock, gas and ash can come out	
erupt / eruption	when a volcano throws out hot rock, gas and ash	
explosion	a very loud, very strong bang that breaks things	
ash	very small grey pieces of rock that fly into the sky	
tsunami	a very big wave from the sea that hits the coast	
coast	the land next to the sea	

Read: Krakatoa, 1883

Read the text. Then answer the three questions.

Krakatoa was a small volcanic island in the Sunda Strait, between the islands of Java and Sumatra. In 1883, this area was part of the Dutch East Indies, a colony of the Netherlands. Today it is part of Indonesia.

On 26 and 27 August 1883, Krakatoa erupted. There were several huge explosions. People heard the biggest one about 4,800 km away, on Rodrigues Island in the Indian Ocean. About two thirds of the island disappeared.

The eruption caused tsunamis. In some places, the waves were more than 30 metres high. They destroyed towns and villages on the coasts of Java and Sumatra. The official number of deaths was 36,417, and most people died in the tsunamis.

Ash went high into the sky and travelled around the world. For months, people in many countries saw strange red sunsets.

1 Where is Krakatoa? Which country is it in today?

2 How far away did people hear the biggest explosion?

3 What caused most of the deaths?



Modern illustration: a red sky over a European city, late 1883.

Write: Notes

Use this page after the lesson.

One thing I learned: _____

_____

One thing I will practise: _____

_____

MY NOTES

Listen: Transcripts

Read these after you listen. Check your notes and your answers.

LESSON 1

Zheng He's journeys

About 600 years ago, China was ruled by an emperor called Yongle. In 1405, the emperor sent a huge group of ships, called a fleet, across the ocean. The leader of the fleet was a man called Zheng He.

Zheng He's fleet was enormous. Historians think that the first journey had more than 200 ships and about 27,000 people. The biggest ships were called treasure ships. They were much bigger than most other ships at that time.

Between 1405 and 1433, Zheng He made seven long journeys. His ships sailed to Southeast Asia, to India and Sri Lanka, to Arabia, and even to the coast of East Africa.

Why did they travel so far? The emperor wanted other countries to know about China's power and wealth. So the ships carried gifts, such as silk and porcelain. In return, rulers sent their own gifts and visitors back to China. The sailors also traded goods and collected information about the places they visited.

After Zheng He died, the long journeys stopped. But many sources from that time still help us to find out what happened.

LESSON 4

Account A: Hendrick Hamel

My name is Hendrick Hamel. I was the writer on a Dutch ship. In 1653, we sailed from Taiwan to Nagasaki in Japan. But a terrible storm broke our ship near an island. There were 64 men on the ship. Only 36 of us came out of the sea alive. Our captain was dead. We found him on the beach, and we buried him.

The next day, about 2,000 soldiers came. Their leader put an iron chain around my neck, with a little bell on it. We had to lie down on the ground. We were very afraid. We thought they were going to kill us. We tried to say "Nagasaki! Japan!", but nobody understood us.

Then they took us to the governor of the island. He was an old man, and he was very kind to us. He gave us rice, and he took good care of our sick men. Later, a Dutchman called Weltevree came to see us. He had lived in Korea for 26 years. He told us that the king never let foreigners leave.

LESSON 6

Who was buried at Sutton Hoo?

OK. So, look at this helmet. It was found in 1939, in the east of England, at a place called Sutton Hoo. And the big question is: who was buried here? Was it a soldier? A rich farmer? A king? Let's look at the evidence first.

First, the person was buried in a ship. A really big ship, about 27 metres long. The wood has gone now. But the shape of the ship was still there in the sand, with lines of metal rivets, the metal pins that held the wood together.

Inside the ship, there was a lot of gold. A big gold buckle, jewellery, and this helmet. There was also a silver dish from the Byzantine Empire, thousands of kilometres away. It could have been a gift. Or someone may have bought it.

Now, think about it. Pulling a ship up from the river, digging a huge grave, burying all that gold: you needed a lot of people and a lot of money for that. So it's unlikely that this was an ordinary soldier, or a farmer. It seems this was someone very powerful.

Then there were the coins. A purse with 37 gold coins. Coins are very useful, because we can date them. The newest coins were made in about the year 625. And a written source, a history book by a monk called Bede, tells us about a very powerful king in this area at that time: Rædwald. Historians think he died in about 625. So the dates match.

But here is the problem. There was no body. No bones. Now, the soil here is acidic. It destroys bones, so the body may have disappeared. Scientists found chemical traces that suggest a body was there. But there was no name. Nothing in the grave says "Rædwald". It could have been a different king.

So, what is my conclusion? I think this was the grave of a king. It's likely that it was Rædwald. The evidence fits, but it doesn't prove it. So I'd say: probably Rædwald.

UNIT 3 · EVIDENCE & THE PAST

What can I do?

Look back at Lessons 1 to 10.

Name _____ **Class** _____ **Date** _____

CHECK Tick one box for each row. Be honest: this is for you. Then choose your strongest skill and one skill to practise.

	LESSON	I CAN …	Not yet	Nearly	Yes
1	**Source detectives**	I can say what a source can and cannot tell us.	☐	☐	☐
2	**See it or think it?**	I can tell an observation from an inference and give my evidence.	☐	☐	☐
3	**What does it mean?**	I can explain how the context changes what a source may mean.	☐	☐	☐
4	**Two accounts**	I can compare two accounts with both, however and whereas.	☐	☐	☐
5	**The Black Ships**	I can say what a source is useful for and why it is limited.	☐	☐	☐
6	**The ship in the sand**	I can take key-word notes and report a historian's reasoning.	☐	☐	☐
7	**The city in the forest**	I can compare a map or photo with a written description.	☐	☐	☐
8	**Too fast for the ice?**	I can say if a source supports, partly supports or challenges a view.	☐	☐	☐
9	**From evidence to claim**	I can write a paragraph with a claim, evidence and an inference.	☐	☐	☐
10	**The whole answer**	I can write a careful "How far…?" judgement.	☐	☐	☐

My strongest skill: _____

One skill I want to practise: _____