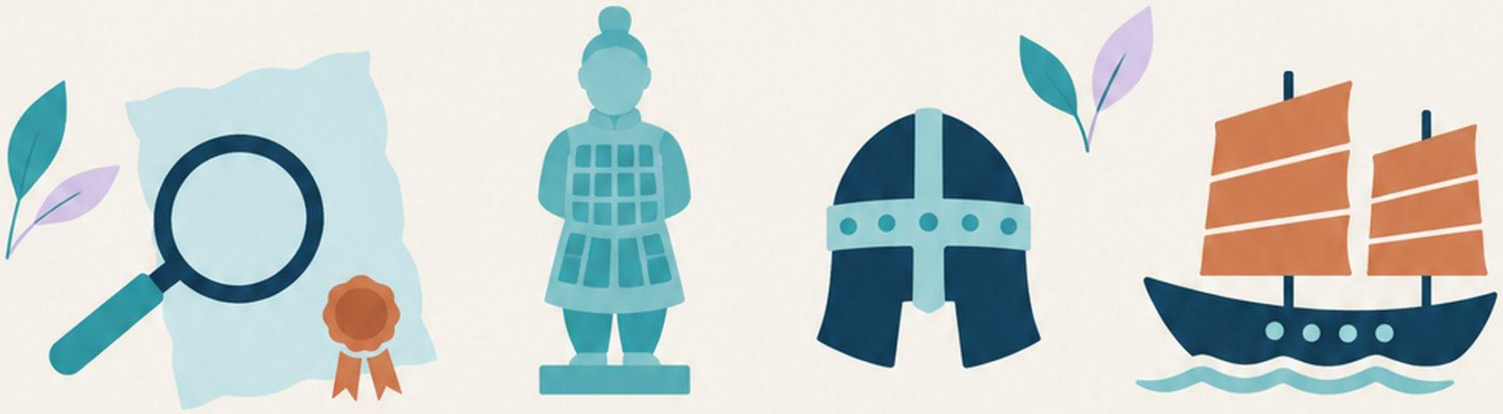


UNIT 3

Evidence & the Past

How do we know what really happened?

Answer key



Name _____ **Class** _____

Year 7 Academic English

Contents · Answer key

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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 ANSWER KEY

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.

Teacher: Accept any idea that matches the stage: SEE = only what is really in the painting.

SEE

Suggested answer: **e.g. a giraffe with a long neck and a man who holds it with a rope.**

THINK

Suggested answer: **e.g. I think the giraffe was a special gift, because a man is looking after it.**

WONDER

Suggested answer: **e.g. I wonder where the giraffe came from.**



Source A

Listen: Meet Zheng He

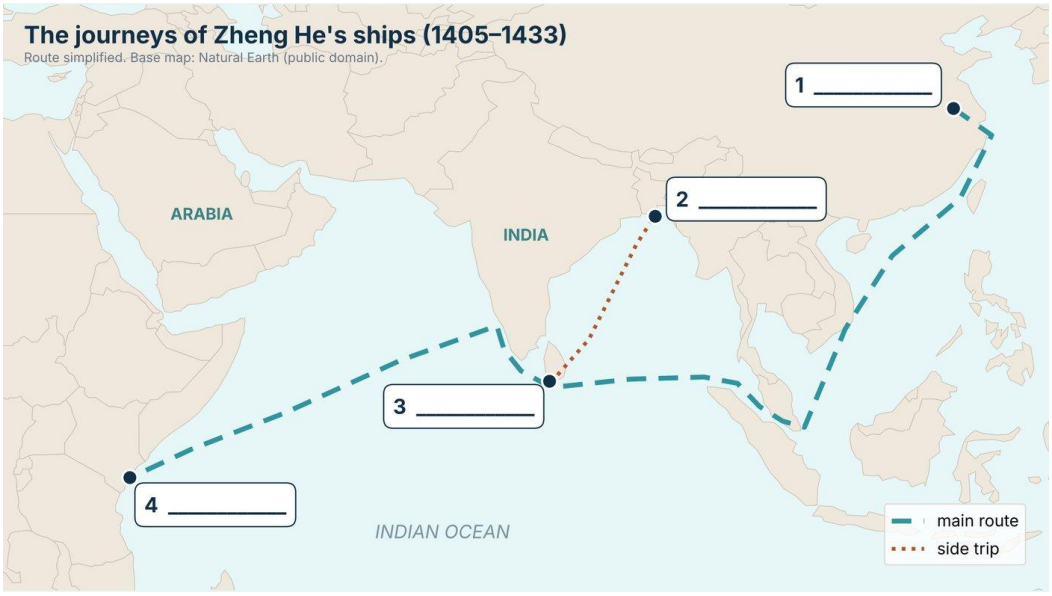
Listen twice. Take notes in bullet points: words and numbers, not full sentences.

Teacher: Listen 1: Who? When? Listen 2: Where? Why?

1 Who? Who was Zheng He? • **leader of the fleet** • **sent by Emperor Yongle** • **about 27,000 people, 200+ ships**	**2 When?** When did the ships sail? • **about 600 years ago** • **1405–1433** • **seven journeys**
3 Where? Name 3 places. • **Southeast Asia** • **India, Sri Lanka, Arabia** • **East Africa**	**4 Why?** Give 2 reasons. • **show China's power and wealth** • **give gifts (silk, porcelain)** • **trade and collect information**

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)

1 China 2 Bengal 3 Sri Lanka 4 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.

Teacher: Several sentences are nearly right: one small word makes them false. Ask: "Show me the words in the text."

1	Each treasure ship carried hundreds of people.	T
2	There were doctors on the ships, but no cooks. **There were cooks and doctors.**	F
3	An interpreter is a person who can speak other languages.	T
4	Ma Huan wrote his book before he joined the ships. **He wrote it later, after the journeys.**	F
5	The sailors used a compass and the stars to find their way.	T
6	The ships waited for the right winds before they sailed.	T
7	One journey could take about two months. **One journey could take about two years.**	F
8	The ships came back to China with spices, precious stones and porcelain. **Porcelain went out from China. They came back with spices, precious stones and medicines.**	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	*Learners' own words*
evidence	information that helps answer a question	*Learners' own words*
primary source	made at the time, or by someone who was there	*Learners' own words*
secondary source	made later by someone who was not there. It explains or comments on the past.	*Learners' own words*
feature	something you can see or notice	*Learners' own words*
specific	exact and clear	*Learners' own words*
captive	kept by people, not free	*Learners' own words*

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.

Teacher: Accept other answers if they are true and specific. The "suggests" column can differ most: ask "What can you see that makes you think that?"

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	painting from China · 1414 · primary	a giraffe · a man holds it with a rope	the giraffe was captive	how the giraffe got to China
B	stone · 1409 · primary	writing in 3 languages · gifts from Zheng He's ships	the ships visited Sri Lanka	anything about the giraffe
C	map · book from 1621 · based on older maps	sea routes to India, Sri Lanka and Africa · Malindi	Chinese ships could sail to Malindi	if a giraffe was on a ship
D	textbook page · secondary	a gift from the king of Bengal, 1414 · first came from Malindi	Zheng He's ships carried it from Bengal to China	how the writer knows

Teacher: Row A is modelled on slide 17. Source A's Chinese writing (slide 18) says the giraffe was a gift from Bengal: learners can add this to row A.

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.

Teacher: Learners should answer the question, not just describe sources. Any two most useful sources with a reason are fine; A (the writing names Bengal) and D (it explains the whole journey) are strong.

Suggested answer: **Source D suggests that the giraffe first came from Malindi, and Zheng He's ships carried it from Bengal to China.**

Suggested answer: **This is supported by Source A, which has Chinese writing that says the giraffe was a gift from the kingdom of Bengal.**

Suggested answer: **However, Source D cannot tell us how the writer knows.**

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.

Suggested answer: **Source E suggests that Zheng He's ships visited Bengal, because Ma Huan describes the route to Chittagong and the money people used.**

Suggested answer: **This is supported by Source F, which shows that people in Bengal really used silver coins called tanka.**

Suggested answer: **However, Source F cannot tell us that Chinese ships went there, because it was made more than 60 years later.**

Teacher: Other good limitations: Source E was written some years after the journey; we read it in translation.

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?**

Suggested answer: **Source E, because Ma Huan sailed with Zheng He and describes the route to Bengal. Source F only shows Bengal used silver coins, and it was made later.**

UNIT 3 · LESSON 2 ANSWER KEY

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?

Suggested answer: **Vesuvius erupted. Ash, rock and very hot gas covered the town.**

2 How did Fiorelli make the casts?

Suggested answer: **He poured plaster into the holes in the hard ash. When it was hard, he took away the ash.**

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

Suggested answer: **An estimate. Nobody counted the people in AD 79, so we do not know the exact number.**

Teacher: Q3 recycles "estimate" (Unit 2 Lesson 3).

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	*Learners' own words*
evidence	information that helps us answer a question	*Learners' own words*
infer / inference	to work out an idea from evidence / the idea you work out	*Learners' own words*
indicate	to show or suggest (a formal word)	*Learners' own words*
support	to help show that an idea is true	*Learners' own words*
interpretation	what someone thinks the evidence means	*Learners' own words*

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

shows	suggests	proves	might
Learners' own words	*Learners' own words*	*Learners' own words*	*Learners' own words*

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

Model: See it or think it?

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

Teacher: Model on slide 7. Accept close copies. The key step is "because…": the inference must point back to the evidence.



Source A

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

OBSERVATION **I can see…**

> *Suggested answer:* **a person sitting with their knees pulled up. One hand covers their face.**

INFERENCE **This suggests… because…**

> *Suggested answer:* **they were covering their nose and mouth from the ash, because their hand is over their face.**

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

> *Suggested answer:* **No. It might also mean they were crying or afraid.**

Think: How certain can we be?

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

Teacher: Statement 3 is the trap: the person is sitting still, not running. Ask "What is your evidence?" every time.

1 **This was a person.**

no evidence · might · probably · **certain**

Evidence: **We can see the shape of a person. Bones are often inside casts.**

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

no evidence · might · **probably** · certain

Evidence: **The casts come from the AD 79 ash, but the photo cannot show the date.**

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

no evidence · might · probably · certain

Evidence: **The person is sitting still, not running.**

4 **This person was poor.**

no evidence · might · probably · certain

Evidence: **We cannot see money or clothes clearly.**

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 **primary** source, because **Pliny was there on the day.**

Teacher: But he did not see Pompeii itself: he was 30 km away. This matters on page 5.

Sort: Did Pliny see it, or think it?

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

Teacher: 2 = he may have seen that some people were afraid, but he can't know the whole big crowd was. 7 = a big comment. 8 = a prediction (a Unit 2 word).

	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?

Suggested answer: **He couldn't. He heard some people, then he made a big comment.**

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.**	**B**	no evidence · might · **probably** · certain
2	**Some people felt hopeless.**	**D**	no evidence · **might** · probably · certain
3	**There was an earthquake.**	**A**	no evidence · might · **probably** · certain
4	**The ash was dangerous.**	**C**	no evidence · might · **probably** · certain

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

Suggested answer: **There is no evidence. Pliny was in Misenum, about 30 km away, so Source B does not tell us about Pompeii.**

Write one inference in full.

Suggested answer: **I infer that people were panicking. This is supported by Source B, which states that women were screaming and men were shouting. This shows that they were panicking because people scream and shout when they are very frightened. It is probably true.**

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?
The dog is on its back. Its legs are in the air and its body is twisted.		**This suggests it was struggling.**		no evidence might **probably** certain

ANOTHER POSSIBLE MEANING

Suggested answer: **It might also mean the body moved later, in the ash.**

Chain 2

EVIDENCE	→	INFERENCE	→	HOW CERTAIN?
It has a collar with metal rings.		**This indicates that it was tied up, so it could not escape.**		no evidence might **probably** certain

Teacher: Don't say "chained": learners infer it from the collar rings. Reject "The owners didn't love the dog" (no evidence).

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

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

Suggested answer: **A record of the house, or other casts found nearby. They could show if the dog was tied up and who lived there.**

UNIT 3 · LESSON 3 ANSWER KEY

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	*Learners' own words*
interpret	to decide what something means	*Learners' own words*
interpretation	what someone thinks a source means	*Learners' own words*
sequence	the order that things happen in	*Learners' own words*
chronology	the order of events in time (History)	*Learners' own words*

Model: How context changes meaning

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

Teacher: Model on slide 7. Accept close copies. The key step is the last line: the context explains the meaning.



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 it was a statue for a garden.

CONTEXT

Now I know it was buried near the emperor's tomb, with about 8,000 others.

INTERPRETATION 2

So it may suggest that the soldiers were made to protect the emperor after he died.

THE CONTEXT MATTERS BECAUSE…

it tells us why the object was made.

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?

Suggested answer: **Possible answers: he was preparing for death; a big tomb takes many years to build. Accept careful answers with "may".**

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

Suggested answer: **No. The text says that nobody knew about the clay soldiers under the fields. Farmers found them by chance in 1974.**

3 Underline every date in the text.

Suggested answer: **221 BCE, 246 BCE, 210 BCE, 1974, 1979.**

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**	3
B	Farmers are digging a well. They find pieces of clay soldiers.	**1974 CE**	5
C	The King of Qin unites China. He becomes the First Emperor.	**221 BCE**	2
D	A museum opens on the site. People can visit the soldiers.	**1979 CE**	6
E	A boy becomes King of Qin. Work on his tomb begins.	**246 BCE**	1
F	Sima Qian writes a history of China.	**about 94 BCE**	4

Teacher: Watch for F placed before A because 94 is smaller than 210. BCE counts down.

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?

Suggested answer: **About 116 years (more than 100 years).**

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

Suggested answer: **No. He was born around 145 BCE, long after the emperor died.**

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

Suggested answer: **He could find out from older records, or from older people who remembered. He could not see the tomb himself, so he might not know about things that were secret or hidden.**

Teacher: Q3: don't mention the soldiers yet. Learners discover the silence on the next page.

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? **No. He was born long after the emperor died.**



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.

Suggested answer: **Any two: palaces and towers; treasures; crossbows that fire by themselves; rivers and seas of mercury; the stars and the land.**

2 What does Sima Qian NOT write about?

Suggested answer: **The clay soldiers (an army).**

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

Suggested answer: **Secondary. He was not there, and he wrote more than 100 years after the emperor died.**

Think: A silent source

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

Teacher: Model idea 1 together. Every answer is one full sentence with a reason from the context clues.

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 he wrote more than 100 years later and he was not there. The soldiers were under the fields, and the workers who knew the secrets were shut inside.

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 nothing tells us that a part was lost, and we can't ask him.

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

Suggested answer: **No. It is silent: it just does not mention them. A silent source does not prove that something was not there.**

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	**Sima Qian, a historian; about 94 BCE; at the Han court in China; to write a history of China; secondary (he was not there)**	**a tomb with palaces, treasures, crossbows and rivers of mercury; workers shut inside**	**He wrote more than 100 years after the emperor died, so he may not have known about the soldiers under the fields. His silence does not prove they were not there.**

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.

Teacher: Possible answer below is for Source B. Starters are optional: confident writers can ignore them.

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)

Suggested answer: **Source B was written in about 94 BCE, more than 100 years after the First Emperor died. At first, it seems to show everything that was in the tomb. However, in this context, we know that Sima Qian was not there and the soldiers were under the fields. So his silence may suggest that he did not know about them, because the secrets of the tomb were hidden.**

Teacher: Success: when it was made; one piece of context; a careful word; a reason. Stretch: use "interpret" and "interpretation".

UNIT 3 · LESSON 4 ANSWER KEY

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?

Suggested answer: **From Taiwan to Nagasaki, in Japan.**

2 What pushed the ship to Jeju?

Suggested answer: **A storm.**

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	*Learners' own words*
compare / comparison	find what is the same and what is different	*Learners' own words*
contrast	show how two things are different	*Learners' own words*
perspective / viewpoint	the way one person sees things, because of who they are	*Learners' own words*
emphasise	give a lot of attention to something	*Learners' own words*
leave out	not include	*Learners' own words*

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.

Teacher: Possible notes are shown. Accept any accurate key words. Learners do not see the text until after Listen 2.

1 Numbers How many men? How many alive? **64 men · 36 alive · about 2,000 soldiers · Weltevree: 26 years in Korea**	**2 The soldiers** What did they do? **chain + little bell on Hamel's neck · made the men lie down**
3 Feelings How did the sailors feel? **very afraid · thought the soldiers would kill them**	**4 The governor** What was he like? What did he do? **old · very kind · gave rice · took care of the sick men**

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?

Suggested answer: **There were 64 men on the ship. Only 36 came out of the sea alive.**

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

Suggested answer: **"We thought they were going to kill us." He did not see it happen: he thought it.**

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

Suggested answer: **Yes, it is primary, because Hamel was there. One limitation is that he wrote it 13 years later, so he might remember some details wrongly.**

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?

Suggested answer: **According to the report, thirty-eight people are alive.**

2 What did the ship carry?

Suggested answer: **It carried medicines and 27,000 deer skins.**

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

Suggested answer: **They asked a man who knew some Japanese to question the sailors. The sailors said "Nangasaki".**

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

Suggested answer: **Any two: how many people are alive; what they look like; what the ship carried; where it was going.**

Teacher: Q4 links to the "Why?" on page 7: a report for the king gives the facts.

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.

Teacher: Accept any reasonable inference with 'might' or 'probably'. One historian notes that 2 injured men died later, but we cannot be certain.

CLUES

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

Suggested answer: **Hamel wrote 13 years later, so he might not remember the number correctly.**

Suggested answer: **some injured men died after the officials counted them.**

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

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

Teacher: Most sentences are in only A or only B. That is normal: each writer chooses what to include.

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':

Suggested answer: **Hamel writes about his feelings. However, the report gives only facts.**

B with 'whereas':

Suggested answer: **Hamel writes about his feelings, whereas the report gives only facts.**

C with 'in contrast':

Suggested answer: **Hamel writes about his feelings. In contrast, the report gives only facts.**

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

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

Suggested answer: **It is not a full sentence: it needs a first idea. Hamel describes the chain on his neck, whereas the report describes the cargo.**

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

Suggested answer: **It needs a full stop and a comma. 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…	feelings (fear); how the men were treated: the chain, the kind governor; people (the captain, Weltevree)	facts: the number of people, what they look like, the cargo, where they were going
It leaves out…	the cargo; what the Koreans saw and thought	feelings; the chain; the men who died
It was written for…	his company and readers at home, so it is longer and personal: a story with feelings.	the king, so it is short and formal: facts and numbers.

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

Suggested answer: **Hamel probably emphasises his fear and the chain because he wanted his company to know how much the men suffered.**

Suggested answer: **In contrast, the report probably emphasises facts and numbers because the governor had to tell the king the facts quickly.**

Write: Compare the two accounts

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

Teacher: Starters are optional. Success = learners compare in the same sentence, not one account after the other.

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 ___.

Suggested answer: **Both accounts say that a Dutch ship broke near Jeju in 1653. However, Hamel says that 36 men lived, whereas the report says that 38 people were alive. In contrast to the report, Hamel emphasises how afraid the sailors were and how the soldiers put a chain on his neck. This difference matters because the governor was writing facts for the king, but Hamel was writing years later, for his company.**

Teacher: Final task link (teacher only): this paragraph practises Evidence paragraph 2 of the unit assessment (comparing sources). Learners have not met the final task yet. Stretch: use 'perspective' and 'emphasise' in the last sentence.

UNIT 3 · LESSON 5 ANSWER KEY

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	*Learners' own words*
audience	the people a source was made for	*Learners' own words*
useful for / limited	good for answering a question / not so good	*Learners' own words*
analyse / analysis	look closely at the parts of something	*Learners' own words*
evaluate / evaluation	decide how good or useful something is	*Learners' own words*
biased	shows only one side, or shows one side in a better or worse way	*Learners' own words*
persuade	try to make someone agree or do something	*Learners' own words*

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.*

Teacher: "persuade" is used for the President's letter (slide 11): it is persuasive and one-sided, but we keep "biased" for Source B (slide 18).

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.

Suggested answer: **'Great and Good Friend'; 'live in friendship'; 'treated with kindness'; 'disturb the tranquility (peace)' (any two).**

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

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

3 What was the letter created to do?

Suggested answer: **It was created to persuade Japan's ruler to trade with the USA and to let American ships buy coal.**

Teacher: Slide 11 is a teacher model of the four questions. Learners answer these after the model.

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?

Suggested answer: **A warning: more warships and soldiers will come next spring if Japan does not agree.**

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

Suggested answer: **Both. It says Perry is friendly and hopes he will not need to come back, but it also warns of 'a much larger force'. (Accept any answer with a reason from the text.)**

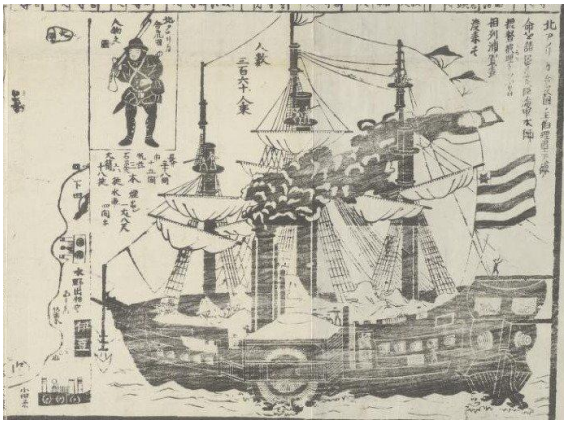
3 Why might the President's letter leave this out?

Suggested answer: **Its purpose was to sound friendly and to persuade, so a threat might make Japan say no.**

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 ...

Suggested answer: **I can see black smoke, big guns, a paddle wheel and the US flag.**

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

Suggested answer: **This suggests that the artist thought the ship was strange, powerful and frightening.**

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)** *Suggested answer:* **Ordinary people in Japan who wanted news.**
3 What did they want people to think or do? (purpose) *Suggested answer:* **To buy the news sheet, so they made the ship look exciting, strange or frightening.**	**4 What is it useful for? How is it limited?** *Suggested answer:* **Useful for what ordinary people in Japan imagined and felt.** *Suggested answer:* **Limited because many artists never saw the ships.**

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 ...

Suggested answer: **I can see soldiers in long straight lines, big American flags, ships in the bay, and Japanese officials.**

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

Suggested answer: **This suggests that the artist wanted the Americans to look strong, organised and important.**

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.

Suggested answer: **Strong, organised and generous: 'five hundred', 'fully armed', 'twenty-seven boats', 'a lively tune', 'The presents filled several large boats'.**

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

Suggested answer: **Curious, surprised and a little funny: 'a spectacle not a little ludicrous', 'loose robes flying in the wind', 'intense curiosity', 'greatly amazed'.**

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

Suggested answer: **He emphasises American strength, order and gifts, and Japanese surprise. He leaves out what Japanese people thought or felt.**

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 made for ordinary people in Japan.**	**It was made for American readers and the US Congress.**
It was created to…	**It was created to sell news, so it makes the ships exciting and frightening.**	**It was created to show the visit as calm, organised and successful.**
It is useful for…	**It is useful for what ordinary Japanese people heard, imagined and felt.**	**It is useful for what happened at the landing and how Americans saw the visit.**
It is limited because…	**It is limited because many artists never saw the ships.**	**It is limited because it was made by Americans for Americans, so it does not show how Japanese people felt.**

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.

Teacher: First, a 1-minute oral check (slide 24 notes): which source helps more with A? With B? Why does the answer change? Starters are optional.

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

Suggested answers: **A: Source A is useful for showing how ordinary people in Japan reacted to the Black Ships, because it was made in Japan and sold to them. The smoke and the guns suggest that some people were frightened or amazed. However, it is limited because it was created to sell exciting news, and the artist may not have seen the ships. Overall, it is useful for people's feelings, but not for what the ships really looked like.**

B: Source B is useful for showing what happened when the Americans landed in 1854, because the artist and Perry's officers were there. The straight lines of soldiers suggest that the Americans wanted to look strong and organised. However, it is limited because it was created for American readers, so it may not show how Japanese people felt. Overall, it is useful for what happened, but not for Japanese feelings.

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

PEER CHECK: ONE STAR, ONE STEP

Star: _____

Step: _____

Teacher: Final task link (teacher only): this paragraph practises the Judgement stage of the unit assessment (criterion 5: a supported, careful judgement). Learners have not met the final task yet.

UNIT 3 · LESSON 6 ANSWER KEY

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	*Learners' own words*
reason	why something happens, or why you think something	*Learners' own words*
support	make an idea stronger, with evidence	*Learners' own words*

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.

Learners' own words, e.g. gold, king, ship, buried, treasure, helmet, soldier.

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***

Teacher: the historian says "probably Rædwald", but only at the end. Check: were your predictions from slide 3 right?

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?* • **big ship, about 27 m** • **gold: buckle, jewellery, helmet** • **silver dish from the Byzantine Empire** • **37 gold coins, newest about 625** • **Bede: Rædwald, a very powerful king then**	**Reason** *Why does the evidence matter?* • **ship + huge grave + gold = many people and a lot of money** • **so a very powerful person, not a soldier or farmer** • **coin dates match the time Rædwald died**
Uncertain *What is missing?* • **no body, no bones (acidic soil)** • **no name in the grave** • **could be a different king** • **the evidence doesn't prove it**	**Conclusion** *What does the historian think?* • **a king** • **probably Rædwald**

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.

Suggested answer: **The bones may / might / could have disappeared.**

2 The silver dish came as a gift.

Suggested answer: **The silver dish could / may / might have come as a gift.**

3 Robbers took treasure from the small mounds.

Suggested answer: **Robbers might / may / could have taken treasure from the small mounds.**

4 The ship was 27 metres long.

Suggested answer: **Do not change it. We know this: it is evidence (we can measure it), not a guess.**

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 …*

Suggested answers: **B: … a tool to make swords sharp.**

A: No, it could have been a symbol of the king's power!

B: This horn may have been for drinking at a big feast.

A: This small harp might have been for music.

Teacher: Speak or write: the teacher chooses (slide 17). Real answers after the task: the stone bar is a whetstone, maybe a sceptre (a symbol of power); the horn is for drinking at feasts; the harp is a lyre.

Write: Notes

Use this page after the lesson.

One thing I learned: _____

_____

One thing I will practise: _____

_____

MY NOTES

UNIT 3 · LESSON 7 **ANSWER KEY**

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.

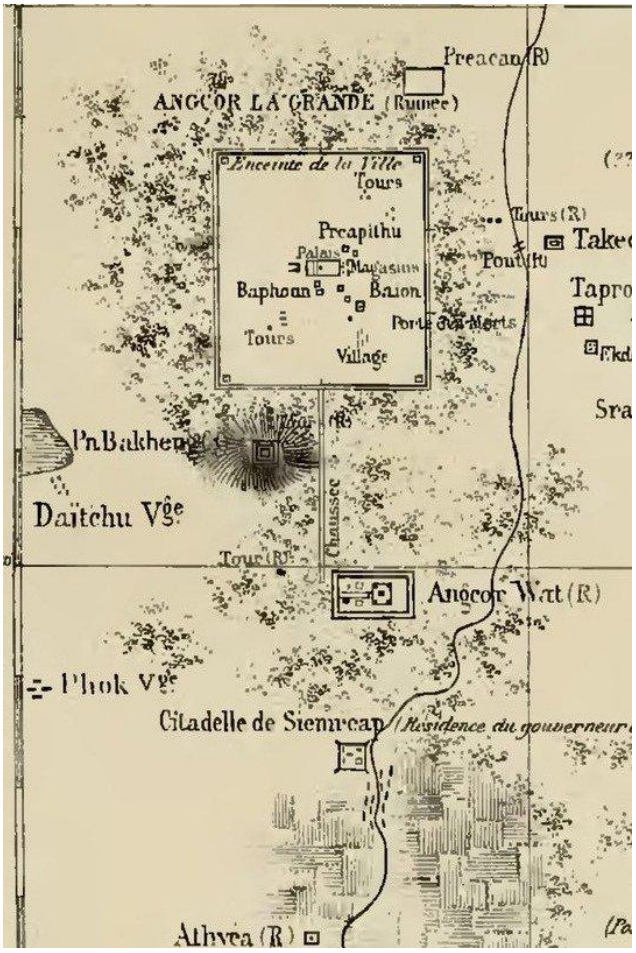
Content Compare Angkor in the past and today, and find what the sources do not show. ☹ 😐 ☺

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

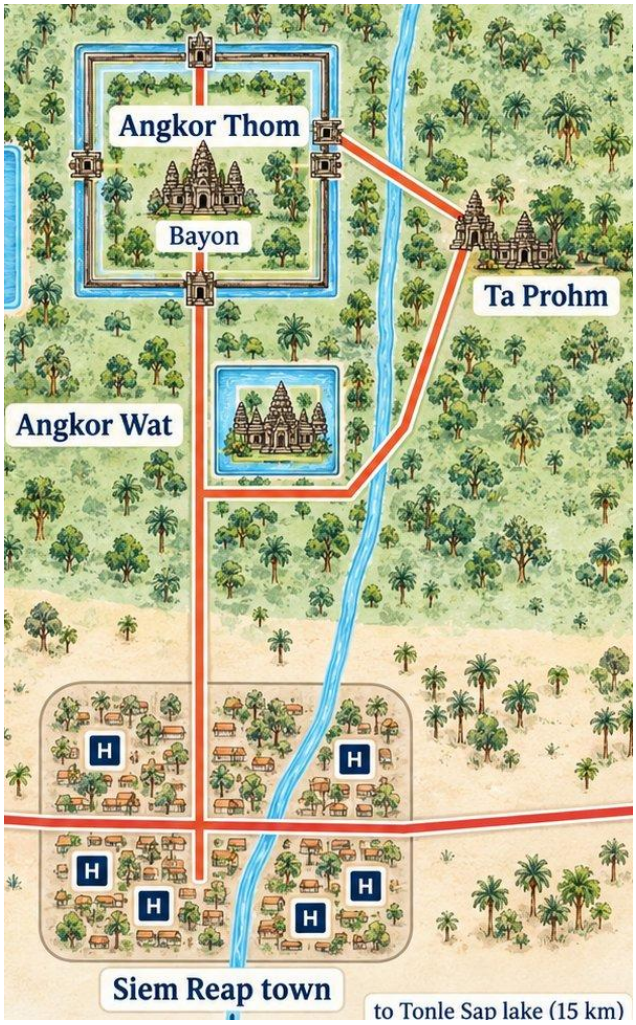
Skills Connect a visual to a written description. ☹ 😐 ☺

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?*
• many roads (1866: one raised road) • a big town with hotels (1866: a small citadel) • no village inside the wall	• the square city wall • the Bayon in the centre • Angkor Wat, south of the city • the river	• water in the moat in 1866? • how many people lived there • why the town grew • Phnom Bakheng: not on today's map

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.

Suggested answer: **Both maps show the square city of Angkor Thom, with the Bayon in the centre.**
Suggested answer: **The 1866 map shows a small citadel and fields at Siem Reap,**
Suggested answer: **while today's map shows a big town with hotels.**
Suggested answer: **This suggests that many more people live and visit here today,**
Suggested answer: **but the maps do not show why the town grew.**

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."

Teacher: Features to underline (any four): the city wall · five gates · a great moat · big bridges · fifty-four stone gods · a stone snake with nine heads · a gold tower in the centre.

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	B	Yes
a moat with big bridges	A	Yes
stone gods holding a snake	C	Yes
snakes with nine heads	D	No: seven heads
a gold tower in the centre	E, F	No: grey stone
houses with grass roofs	none	Can't tell

Look: Photos of the city today

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



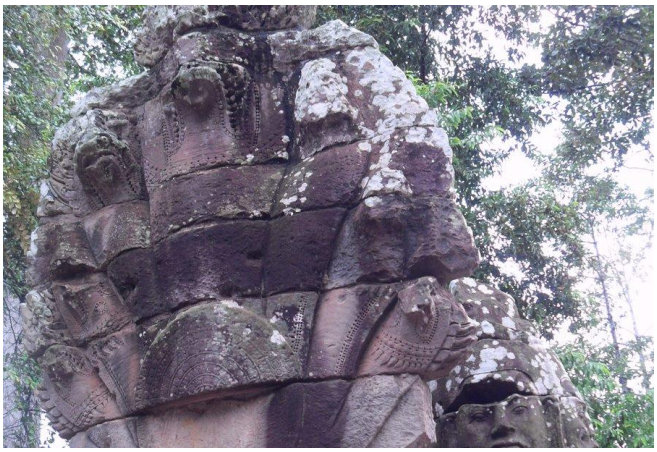
A The moat and the bridge



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.

Suggested answer: **The photo supports Zhou's description of a moat with big bridges.**
Suggested answer: **Zhou Daguan describes houses with grass roofs,**
Suggested answer: **whereas the photos show no houses today.**
Suggested answer: **This might be because wood and grass rot.**

Notes: What did the lasers find?

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

Suggested answers: **a huge city around Angkor Wat: more people than we thought**
a grid of streets, ponds and small hills for houses
whole cities under the forest that no one knew about
big water systems: canals and lakes made by people
few big cities in the south: maybe people did not move south

Teacher: Any five facts from the videos and articles are fine. Report back at the start of Lesson 8.

Write: Notes

Use this page after the lesson.

One thing I learned: _____

_____

One thing I will practise: _____

_____

MY NOTES

UNIT 3 · LESSON 8 **ANSWER KEY**

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).

Relevant evidence: **"about 22 knots" · "excessive" · "No directions were given to reduce speed." · look-out not "sufficient"**



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).

Relevant evidence: **"It is ordinary navigation" · "recklessness applies to practically every commander and every ship"**



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.

Relevant evidence: **no binoculars · "We could have seen it a bit sooner." · "enough to get out of the way"**



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.

Relevant evidence: **iron rivets are weaker · slag · cheaper rivets · water came in faster · the builders disagree**



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).

Relevant evidence: **"stopped and surrounded by ice" · less than an hour before · "Shut up… I am busy"**

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.

Suggested answer: **B: Lightoller said 21½ knots was normal for ships at that time. · C: The lookouts had no binoculars, so they saw the iceberg late. · D: Weak iron rivets may have let water in faster. · E: The Californian warned Titanic about ice, but Titanic's radio was busy.**

2 Relevant evidence: copy two or three key words.

See the relevant evidence under each source.

3 Decide: circle one.

supports	partly supports	challenges

Teacher: B challenges (speed was normal) · C partly supports / challenges (the look-out was a problem too) · D challenges (another reason) · E partly supports (more ice = more danger = a need to slow down, but Source E does not tell us Titanic's speed). Accept other decisions with a good reason.

4 Give a reason.

Suggested answer: **Source E partly supports the view because Evans says the Californian was "stopped and surrounded by ice".**

Suggested answer: **This shows that the ice was very dangerous, so it was safer to slow down. However, Source E does not tell us Titanic's speed.**

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	**"ordinary navigation": normal speed for ships then**	**challenges**	**agrees with A on the speed (about 22 knots), but contradicts A: "ordinary", not "excessive"**
C	**no binoculars; "enough to get out of the way"**	**partly supports**	**agrees with A: the look-out was not good enough**
D	**weak iron rivets; water came in faster**	**challenges**	**a different reason, not a direct contradiction of A; the builders contradict the scientists**
E	**"stopped and surrounded by ice"; radio too busy**	**partly supports**	**corroborates A: the icy conditions were dangerous (A adds: nobody slowed down); contradicts B: another ship stopped for the ice**

Teacher: Accept other decisions with a good reason. Column 4 is the new thinking. Corroborate: A + C (look-out), A + E (dangerous icy conditions), A + B (the speed number). Contradict: A vs B (excessive or ordinary?), E vs B (the Californian stopped: not every ship carried on). D gives another reason: that is not the same as a contradiction.

Write: Compare the sources

Use your grid. Write four sentences with the frame.

Suggested answer: **Source A and Source E both suggest that the icy conditions were dangerous.**

Suggested answer: **This means Source E corroborates Source A.**

Suggested answer: **However, Source B contradicts Source A because Lightoller says the speed was "ordinary navigation".**

Suggested answer: **This suggests that the speed was normal in 1912,**

Suggested answer: **but the sources do not show what other ships did that night.**

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 ANSWER KEY

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").

Suggested answer: **Source F is not relevant to the question, because it is about the lifeboats (why so many people died), not the speed (why the ship sank).**

Quote it: Use the source's exact words

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

Suggested answer: **a) The report says that the boats "left behind them many hundreds of lives to perish".**

Suggested answer: **b) There were not enough lifeboats. The report says that Titanic "was provided with 20 boats". There were about 2,200 people on board, but "the total boat accommodation was 1,178 persons".**

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.

Suggested answer: **"stopped and surrounded by ice"**

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

Suggested answer: **A ship nearby had to stop (so there was a lot of dangerous ice).**

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

Teacher: Linking words: It = Source E; This evidence = the ship stopped in the ice; This means = one more step (so Titanic should slow down). Chain: more ice → more danger → slow down? Source E shows the first two steps; it does not tell us Titanic's speed, so it only partly supports the view.

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

Suggested answer: **Because Source E does not tell us Titanic's speed. It shows the ice was dangerous, but not that Titanic was going too fast.**

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	**1**	**Use supports / partly supports / challenges. Never proves.**
Not relevant	**2 and 4**	**Cut it. Use evidence about the speed and the ice.**
No explanation	**3**	**Add This suggests that… because…**

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 …

Suggested answer: **Source B challenges the view. It shows that Lightoller called the speed "ordinary navigation". This suggests that Titanic was not going faster than other ships, because he says "recklessness applies to practically every commander and every ship". However, the evidence does not prove that the speed was safe, because Lightoller was one of Titanic's officers, so he may want to defend the crew.**

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 …

Suggested answer: **Source G challenges the view. It shows that Ismay said “the ship never had been at full speed”. This suggests that Titanic was not going as fast as possible, because “she had not all her boilers on”. However, the evidence does not prove that the speed was safe for the ice, because a ship can be too fast for ice without going at full speed. Also, Ismay was the head of the company, so he may want to defend it. This contradicts Source A, which says the speed was “excessive”. (Or: This corroborates Source B, which says the speed was “ordinary navigation”.) (Partly supports is also fine with a reason: the company planned to go even faster.)**

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 ANSWER KEY

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.*

Suggested answer: **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 the evidence that supports the view

Suggested answer: **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 evidence that challenges or partly supports

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

Suggested answer: **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.**

Teacher: Other answers are fine: e.g. paragraph 2 can use Source B (Lightoller: "ordinary navigation") or Source G (Ismay: "never had been at full speed") to challenge the view.

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.

Suggested answer: **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.**

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 ANSWER KEY

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?

Suggested answer: **Several sources support the view, but some challenge it.**

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

Suggested answer: **Source D challenges the view (a new point). The link words are "In contrast".**

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

Suggested answer: **Source F, because it is about the lifeboats, not the sinking.**

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. **[Answer]** The strongest evidence is Source A, because the inquiry called the speed "excessive", and Source E shows that the ice was very dangerous. **[Strongest]** However, Source D suggests that weak rivets may also have made the ship sink faster, so speed was probably not the only reason. **[Less certain]** Source F is not relevant, because it is about the lifeboats, not the sinking. **[Not used]**

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?

Suggested answer: **In the Sunda Strait, between Java and Sumatra. Indonesia (in 1883: the Dutch East Indies).**

2 How far away did people hear the biggest explosion?

Suggested answer: **About 4,800 km away (on Rodrigues Island, in the Indian Ocean).**

3 What caused most of the deaths?

Suggested answer: **The tsunamis.**



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: _____