

# DOCUMENT SOURCING



## Key learning

Historical understanding develops through examining evidence from the past. Evidence from a variety of sources assists in developing plausible accounts. No single piece of evidence is sufficient. Both Primary and Secondary sources contribute to historical narratives.

The Glossary of the Australian Curriculum for History defines primary sources and secondary sources in the following way.

- *Primary sources are objects and documents created or written during the time being investigated, for example during an event or very soon after. Examples of primary sources include official documents, such as laws and treaties; personal documents, such as diaries and letters; photographs; film and documentaries. These original, first-hand accounts are analysed by the historian to answer questions about the past.*
- *Secondary sources are accounts about the past that were created after the time being investigated and which often use or refer to primary sources and present a particular interpretation. Examples of secondary sources include writings of historians, encyclopaedia, documentaries, history textbooks and websites.*

<http://www.australiancurriculum.edu.au/humanities-and-social-sciences/history/Glossary>

It should also be noted that some items are both primary and secondary sources, depending on how they were created and how they are used.



## Focus: Diaries and Letters

Diaries and letters have certain points of difference as personal texts. Diaries are generally written for oneself. Letters are written to a particular other. Diaries are often shaped by moments of particular inspiration, discouragement or significant events. Letters are shaped by the contingencies of distance and time between a writer and recipient. At the same time, letters and diaries share some features. Both are personal containing choices by the author of what to reveal or conceal. Perhaps more than any other kind of historical text, personal writing shows how people both embraced and resisted life transitions, such as wartime..



## Questions

### Tuning In

The Crowther diaries and letters are a primary source that provides a particular experience and perspective.

- *Who was William Crowther?*
- *What is the period of time covered by the diaries and letters?*
- *How frequent are the entries?*
- *When was a particular diary entry or letter written?*
- *For what purpose were they written?*
- *What types of events are included?*
- *What words, phrases, images and symbols are used?*
- *What language and punctuation puzzles you?*
- *How would you describe the author's perspective?*
- *Are the Crowther diaries a reliable source? Why or why not?*

### Corroboration

Compare a section from the Crowther diaries or letters to a newspaper account of the day. Historians do this in order to corroborate or cross-check information.

- *What do the two sources (Crowther diaries and newspaper account) have in common?*
- *What is different about the two sources in terms of audience, purpose, time of publication?*
- *Why are some events included in either publication while others are not?*
- *Is one more trustworthy than the other? Give reasons for your answer.*

### Reflection

- *What new perspectives and understandings about war, and WWI in particular have you gained by examining the main plot, characters and setting of the Crowther diaries and letters?*



## Task

### Antiques Road Show: Australian Treasures

An Antiques Road Show is preparing to film an episode showcasing an Australian historical document treasure from each of the Australian states. Your task is to write on behalf of the Tasmanian library (LINC) to advocate for the Crowther Diaries as Tasmania's most valuable collection of historical documents.

Your writing should include:

- An introductory paragraph placing William Crowther and the Diaries and Letters in historical and contemporary context.
- Your opinion on the worth of the in two or three paragraphs, including significant excerpts from the Diaries and/or Letters.
  - A concluding paragraph.



## Australian Curriculum

### History - Year 5 & 6 Historical skills

Identify and locate a range of relevant sources ([ACHHS101](#))

Locate information related to inquiry questions in a range of sources ([ACHHS102](#))

Develop texts, particularly narratives and descriptions, which incorporate source materials ([ACHHS105](#))

Identify points of view in the past and present ([ACHHS104](#))

### History Year 9 – Historical Understanding & Historical Skills

An overview of the causes of World War I and the reasons why men enlisted to fight in the war ([ACDSEH021](#))

The places where Australians fought and the nature of warfare during World War I, including the Gallipoli campaign ([ACDSEH095](#))

Identify the origin, purpose and context of primary and secondary sources ([ACHHS169](#))

Evaluate the reliability and usefulness of primary and secondary sources ([ACHHS171](#))

Identify and analyse the perspectives of people from the past ([ACHHS172](#))

Identify and analyse different historical interpretations (including their own) ([ACHHS173](#))

Develop texts, particularly descriptions and discussions that use evidence from a range of sources that are referenced ([ACHHS174](#))

### English – Year 5

Show how ideas and points of view in texts are conveyed through the use of vocabulary, including idiomatic expressions, objective and subjective language, and that these can change according to context ([ACELY1698](#))

Navigate and read texts for specific purposes applying appropriate text processing strategies, for example predicting and confirming, monitoring meaning, skimming and scanning

Use comprehension strategies to analyse information, integrating and linking ideas from a variety of print and digital sources ([ACELY1703](#))

Plan, draft and publish imaginative, informative and persuasive print and multimodal texts, choosing text structures, language features, images and sound appropriate to purpose and audience (ACELY1704)

## **English – Year 6**

Compare texts including media texts that represent ideas and events in different ways, explaining the effects of the different approaches (ACELY1708)

Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions (ACELY1709)

Analyse strategies authors use to influence readers (ACELY1801)

Plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience (ACELY1714)

## **English – Year 7**

Analyse and explain the ways text structures and language features shape meaning and vary according to audience and purpose (ACELY1721)

Plan, draft and publish imaginative, informative and persuasive texts, selecting aspects of subject matter and particular language, visual, and audio features to convey information and ideas (ACELY1725)

Edit for meaning by removing repetition, refining ideas, reordering sentences and adding or substituting words for impact (ACELY1726)

## **English – Year 8**

Analyse and explain how language has evolved over time and how technology and the media have influenced language use and forms of communication (ACELY1729)

Analyse and evaluate the ways that text structures and language features vary according to the purpose of the text and the ways that referenced sources add authority to a text (ACELY1732)

Use comprehension strategies to interpret and evaluate texts by reflecting on the validity of content and the credibility of sources, including finding evidence in the text for the author's point of view (ACELY1734)

Create imaginative, informative and persuasive texts that raise issues, report events and advance opinions, using deliberate language and textual choices, and including digital elements as appropriate (ACELY1736)

Experiment with text structures and language features to refine and clarify ideas to improve the effectiveness of students' own texts (ACELY1810)

## **English – Year 9**

Interpret, analyse and evaluate how different perspectives of issue, event, situation, individuals or groups are constructed to serve specific purposes in texts (ACELY1742)

Explore and explain the combinations of language and visual choices that authors make to present information, opinions and perspectives in different texts ([ACELY1745](#))

Create imaginative, informative and persuasive texts that present a point of view and advance or illustrate arguments, including texts that integrate visual, print and/or audio features ([ACELY1746](#))

Review and edit students' own and others' texts to improve clarity and control over content, organisation, paragraphing, sentence structure, vocabulary and audio/visual features([ACELY1747](#))

## **English – Year 10**

Identify and analyse implicit or explicit values, beliefs and assumptions in texts and how these are influenced by purposes and likely audiences ([ACELY1752](#))

Choose a reading technique and reading path appropriate for the type of text, to retrieve and connect ideas within and between texts ([ACELY1753](#))

Use comprehension strategies to compare and contrast information within and between texts, identifying and analysing embedded perspectives, and evaluating supporting evidence ([ACELY1754](#))

Review, edit and refine students' own and others' texts for control of content, organisation, sentence structure, vocabulary, and/or visual features to achieve particular purposes and effects ([ACELY1757](#))