

3.3

Analyse and Evaluate Evidence in Historical Sources



National Certificate of Educational Achievement
TAUMATA MATAPURANGA A-MOTU KUA TAIA

3.3 Excellence Criteria

- Demonstrate an informed and perceptive understanding of historical ideas and/or differences in points of view indicated by the evidence.
- Provide an informed and perceptive analysis of historical relationships indicated by the evidence provided.
- Make valid and perceptive judgement(s) about the usefulness and/or reliability of the evidence.

THINK OF AS MANY DIFFERENT TYPES OF HISTORICAL RESOURCE AS YOU CAN

Eg **Act of Parliament**
Cartoon
History text
Statistics

As well as the resources mentioned in the previous slide (Act of Parliament, Cartoon, History text, statistics), we can add:

Novels
Paintings
Photographs
Drawings
Maps
Poems
Graphs
Letters
Official Government reports
Flyers
Posters
Diaries
Blog

What do I need to do?

BEFORE YOU EVEN LOOK AT THE QUESTIONS:

- Firstly find the most **DIRECT** information.... Describe the **SURFACE** information – e.g. what you are told – what is obvious or stated.
- To do this examine: people, clothing, symbols and objects.
- Look at where people are or where they might be.
- For graphs, tables etc - interpret the diagram first - look at what it is saying, colours etc.
- Read any captions given.
- Look for key information - dates, author etc.

What next?

- Secondly you should look at what the resource **INFERS**...e.g. what does it tell you about the author, or the time period; is there an underlying message?
- Does the resource show an opinion or a bias? If so what is it and why is it being shown or why is it biased?
- Are there specific attitudes being shown from the characters or author?
- Can you explain these or explain why these attitudes are being shown?

1. Demonstrate an informed and perceptive understanding of historical ideas and/or differences in points of view indicated by the evidence:

•To be *perceptive* is to look past the basic facts and information into what ideas or messages are behind the basics shown in the resource.

•*Ideas* = concepts or issues.

•*Point of view* = beliefs, attitudes, values, opinions.



Types of questions



- Questions usually take the form of:
“Use the evidence from this source to show/explain/illustrate/explain....”
- You will be expected to use the information in the resources to answer these questions.
- You must also look past the basic facts into the meanings behind the information - be *perceptive* about the ideas or perspectives being demonstrated.
- To help you in this you must also use your own prior knowledge in your answers. This is what **INFORMED** means.

Q1 Understanding historical ideas and points of view

Source A = a generalized position or view based upon 3 extracts within the source

Chinese Immigrants and the Poll Tax

Chinese immigrants were particularly unwelcome. Nineteenth century society did not, in general, celebrate diversity. Anglo-Saxon nationalists held firm convictions about the superiority of Europeans, and especially British civilisation. Contact with and eventual assimilation into that civilisation were regarded as valuable benefits conferred upon Maori by British settlers. Restrictions upon Chinese immigration were first imposed in 1881 when a poll tax of £10 per immigrant was levied. These measures were justified by the expressed need to protect New Zealand's European identity.

[Judith Bassett, in Binney, J., Bassett, J., Olsen, E., *The People and the Land: Te Tangata Me Te Whenua: An Illustrated History of New Zealand 1820 – 1920*, (Bridget Williams Books, Wellington, 1990), p.189]

The prevailing attitude in 1871 was that:
All classes agree that the Chinese are eating up the inheritance that we should leave for our race in the future.

[*Lake Wakatipu Mail*, 17 May, 1871. In Murphy, N., *The Poll Tax*, (New Zealand Chinese Association, Wellington, 1994), p.11]

New Zealand social and political institutions were based on the belief that:
...a great destiny lies before them. If they allow themselves to be in any degree embarrassed by foreign races, or if a mixed breed of an inferior degree of civilisation is allowed to spring up here, not only the welfare of other races who surround them will be imperilled, but their own future will be greatly endangered.

[George Grey, *AJHR*, 1879, D.3. – Session 1. In Murphy, N., *The Poll Tax*, (New Zealand Chinese Association, Wellington, 1994), p.11]

Questions for Source A

- Historians can have different points of view about people and issues from the past. Using evidence from **Source A**, write 4–5 sentences explaining different reasons for European hostility towards the Chinese in nineteenth century New Zealand.

Advice:

- Underline key words in every line of text**
- Identify in your response whether each extract is *primary* or *secondary*. Make a comment about the extracts point of view in context.**
- If you are asked for 4-5 sentences, it is probably a good idea to write 4-5 sentences!**
- Make sure that your answer starts with the question's key focus ie *Reasons for European hostility towards Chinese* . . .**
- Comment about the extracts within the broader context of 19th century NZ society eg in relation to Maori**

Historians can have different points of view about people and issues in the past. Using evidence from **Source A**, explain in 4-5 sentences, different reasons for hostility towards Te Kooti

Source A

Example 2



"Te Kooti is portrayed as a worthless drunk before his arrest on 28 February 1869. The Premier, Harry Atkinson, is shown barring his way to Poverty Bay, supported by the armed forces who had hunted him in vain during the earlier wars."

[Extract from a cartoon strip published in the *Evening Post* 13 March 1869, Alexander Turnbull Library, J. Binney, J. Bassett, E. Olsen, *An Illustrated History of New Zealand 1820-1920*, (Wellington, 1990), pp.126-127]

"Then, in 1868, arose a new leader of military and religious genius, Te Kooti Rikiorangi. He had been, probably unjustly, deported to the Chatham Islands. . . . He escaped from the Chathams, led about 150 followers back to Poverty Bay, and set up his headquarters further inland. He raided the settlements, in 1868, and took seventy lives, both settler and Maori. In the inaccessible interior he evaded all attempts to capture him. . . . As long as it was still possible that the defeated but still powerful and angry Kingies would accept him as leader, no government could rest easy. . . ."

[W. H. Oliver, *The Story of New Zealand*, (London, 1905), pp.90-91]

"Te Kooti was not a chief, he had no tribal basis of support, and his mana did not depend upon military success. Yet his authority over his followers was very great. . . . His power arose from his religion, Ringatu, The Upraised Hand. . . . The all-embracing, complete nature of Ringatu, and the utter security of Te Kooti's place in it, gave him important advantages as a military leader. The loyalty of his followers was virtually unshakable, he was able to pain fresh adherents readily, and his resistance acquired an enormous resilience. . . . Te Kooti's powerful personality always worked in concert with his well-developed belief system, which reconciled the temporal and spiritual worlds in a way many Maoris found intellectually as well as emotionally satisfying."

[J. Bell, *The New Zealand Wars*, (Auckland, 1986), pp.218-219]

Source B = Table of statistics about gender or population distribution or urban-rural ratio. This one is about ethnicity

Census results of European, Maori and Mixed Race Population, 1874 – 1901

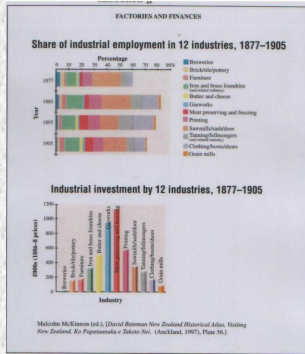
Census Year	European	Maori	'Half-castes living as' Europeans	'Half-castes living as' Maori
1874	341 860	45 470	1 860	n.d.
1878	432 519	43 595	1 947	n.d.
1881	500 910	44 097	2 044	n.d.
1886	589 386	41 969	1 958	2 254
1891	634 068	41 993	2 184	2 681
1896	714 162	39 854	2 259	3 503
1901	787 657	43 143	2 407	3 133

Source: Census (1926) v.14, Tables I and II.

.Totals include 'half-castes living as Maori', but not 'half-castes living as Europeans' who are included in the European totals.
n.d. = no data

Evidence gained from statistics can provide an understanding about society. Write 4–5 sentences explaining what can be learned from **Source B** about the *makeup of nineteenth century New Zealand*.

Source B Example 2



Evidence gained from statistics can provide an understanding about society. Write about 4-5 sentences explaining what can be learnt from **Source B** about the development of the New Zealand economy

Q1 Understanding historical ideas and points of view.

Evidence gained from statistics can provide an understanding about society. Write 4-5 sentences explaining what can be learned from Source B about _____?

Advice:

- What are the headings or titles of all of the statistics or graphs?
- Who gathered the statistics and for what purpose?
- Note where the statistics or graphs do not tell the whole story eg What do they not say?
- Do the statistics cover parameters?
- Make sure that your answer starts with the question's key focus ie 'The development of the NZ economy

Q1 Understanding historical ideas and points of view. Source C = two contrasting historians' views about an important historical figure or idea

Historian 1

These wars, as has been suggested, were essentially campaigns in the same war, a product of colonization in New Zealand, a war for dominion, for land. As Mclean felt, the renewed fighting in 1863 was not the result of any one act, but 'of a combination of circumstances acting upon the two races which were inevitable'. To place too great an emphasis on the actions of individuals is to give as misleading an account of the events of 1863 as of 1860. It is easy to see how Grey could have prevented the war from reviving when it did, by accepting the Maori extremists' terms of peace, but not to see how the armed truce could have been prevented from ending in renewed war in the near future. Nothing less than the defeat of the Maoris, and the acquisition of a great deal of good land by the North Island settlers, could end the war. The settlers, increasingly predominant in numbers as well as superior in technology, had to be satisfied.

Source Keith Sinclair, *The Maori Wars* New Zealand University Press, 1957 p.271

Historian 2

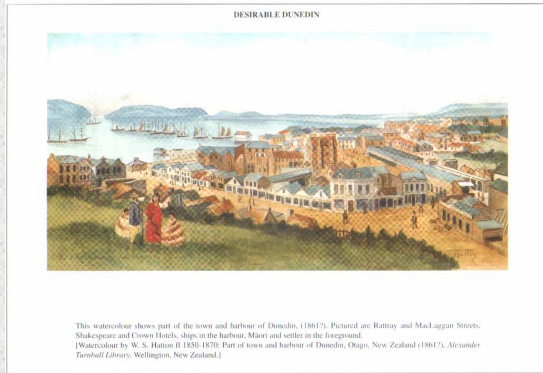
The analysis of the [military] operations in the Taranaki and Waikato Wars will show that land was not the main British military objective. The British consistently attempted to obtain victory through decisive battle. When they failed to do so, they were sorely disappointed. In Waikato, the occupation of tracts of land was sometimes a side-effect of these attempts, but for most observers this was nothing more than a consolation prize. Of course, to seek to defeat the previous occupants does not necessarily preclude a political aim of seizing land. But the single-minded search for rapid and decisive victory accords much better with a political aim of asserting sovereignty. When the British did occupy the land supposed to be their main objective at Waitara and in central Waikato, they were not content and continued to seek to crush the Maoris in battle. In Taranaki, Browne at first hoped that a sharp local lesson would be enough to demonstrate to the Maoris that British authority was to be taken seriously, even beyond the tacitly agreed boundaries of control... When this effort failed, as a result of Kingite intervention, the British method became more comprehensive, though their objective remained essentially the same. In this respect, a main cause of the Waikato War was the failure of the British attempt to assert their sovereignty over the Maoris through victory in Taranaki.

Source: James Belich, *The New Zealand Wars*, p. 80.

Opinions and views about people can change over the course of time. Using evidence from **Source C** write 4-5 sentences explaining how and why the views of James Belich differ from those of Keith Sinclair.

Q1 Understanding historical ideas and points of view.

Source D = a visual depicting clearly demonstrable interaction eg action, exchange, gesture, stance.



Evidence gained from visuals can provide an understanding about historical events and places. Write 4-5 sentences explaining what can be learned from **Source D** about the thriving town of Dunedin.

Advice:

- **Always look at the title.**
- **Describe as much of the detail as you can**
- **At first glance this is a fairly innocuous question but with all visuals consider the purpose that it might be used as well as the purpose that it was drawn - particularly if aspects are 'not right' from your own knowledge.**
- **By adding into the question 'propaganda for the thriving town of Dunedin' would your answer change?**
- **What view of Maori-Pakeha relations is shown?**
- **How do people in Dunedin earn their living?**
- **With all visuals remember that History is about people.**

2. Provide an informed and perceptive analysis of historical relationships indicated by the evidence provided.

- **Informed** = indicates use of prior knowledge to supplement your answer.
- **Perceptive analysis** = looking past the facts given to understand the ideas put across in the resource.
- **Historical relationships** =
 - cause and effect
 - past and present
 - specific and general
 - continuity and change
 - similarities and differences

Types of questions



- Questions usually take the form of:
"An important historical relationship is *cause* and *effect*. Use evidence from Source _ to explain in your own words the effect of _____ on _____."
- The questions may ask you to link ideas from one source to another or go beyond the basic information to look for the relationships listed in the previous slide.
- The answer may not be directly in the source - you may have to draw your own conclusions or make your own generalisations.

Q2 Historical relationships

Source E = visual depicting two phases of the same process or movement

Refer to **Source E**.

Write 4-5 sentences explaining what the visual tells you about the consequences of the actions of the Native Land Courts.

A meeting of Maori women was held at Te Aute to discuss lands drifting from the Maori to the government...an issue which the Maori men had been unable to deal with.



Minister of Lands: "But, my good woman, if I don't buy your husband's lands how will you live?"
New Woman (Native product): "That's our affair."

Source: Auckland Public Library.

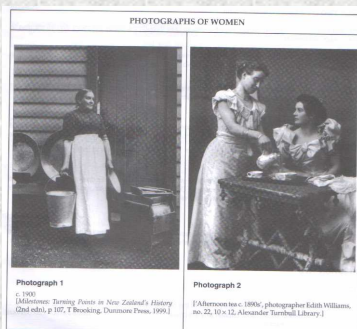
Q2 Historical relationships

Advice:

- The question gives you the clue to the relationship.
- Always describe the visual but read behind the question.
- This question asks for you to comment on the consequences of the actions of the Native Land Court. What was it? Who set it up? What did it do to Maori?
- Consider that all events deal with cause, course and consequence, try to put this resource into that framework (CCC)

Q2 Historical relationships

Source E
Example 2



Photograph 1

c. 1910
[Midwestern: Turning Points in New Zealand's History
Oxford edn, p. 165, T. Bracken, Otago Press, 1999.]

Photograph 2

[Afternoon tea c. 1900, photographer Edith Williams,
no. 22, 10 x 12, Alexander Turnbull Library.]

Write 4-5 sentences explaining what the visuals tell you about the surface views of women's role in society in relation to the reality.

Q2 Historical relationships

Source F can use two extracts that explain a relationship that complements each other

Extract 1

The worst of all male abuses was alcohol. The consumption of liquor in the colony was supposedly high. In 1861 New Zealanders drank over three gallons of beer, over two of spirits and nearly one of wine per head of population. In 1879, the first survey of licences showed, there was one licence to every 287 people. To the women of New Zealand liquor was the greatest of sins – it was 'the serpent' in the new Eden; the destroyer of 'the peace and purity' of the new country. It coarsened men and caused women and children to suffer. The words 'No drunkard shall inherit the Kingdom of heaven' were added to religious texts. Many men joined with women in this view.

Source: Raewyn Dalziel The Colonial Helpmeet; Women's Role and the Vote in Nineteenth-Century New Zealand
P.191 Binney J. ed *The Shaping of History Essays from the New Zealand Journal of History*

Bridget Williams Books, 2001

Drunkenness Extract 2

Alcohol was a cheap clean drink that provided a concentrated source of energy and vitamins for men involved in physical work. Whisky was an excellent astringent for endless meals of fatty mutton. There were many reasons why colonial men drank, but drink they did, and to excess.

From the beginning legal restrictions on liquor outlets were few and pubs spread fast. By 1879 there was one pub for every 287 people. Christchurch in 1870 had 44 pubs for a population of 12,500. Twenty years later Westland's six main towns still had 134 hotels for 14,000 people.

The effects of drink were also nearly always publicly visible in New Zealand. Men tended not to drink at home but in the pub and when their revels were over they had to stagger back along the street, or ride in a streetcar, or be carried home in a dray. The violence and dissolute behaviour that went with drink was never hidden from the sight of the respectable and temperate. The effects of alcohol do not seem to be universal in all cultures, but in the West the effect of alcohol has characteristically been to release inhibitions and give free reign to violent and aggressive impulses. This certainly appears to have been the pattern in colonial New Zealand.

There can be no question, then, that drunkenness was a serious social problem in nineteenth-century New Zealand, and convictions for drunkenness were high. Until the 1890s convictions per head were considerably greater than in Britain - over five times greater in 1858. At times and in certain places the level of convictions for drunkenness was extraordinarily high - 111 per 1,000 people in Auckland in 1847, 87 per 1,000 people in Greymouth and Hokitika in 1867. These figures were exceptional but between 1870 and 1920 crimes associated with drunkenness bulk very large indeed in the national crime statistics. In 1870 there were 12,104 total convictions in the magistrates' courts; 4,660 were for drunkenness. In 1910 arrests had risen to 23,949, but still 11,718 (just under 50 per cent) were for drunkenness. Nor does this tell the whole story for there were other offences which may well have arisen from drinking. In 1910, for example, there were 982 arrests for obscene language, 203 for abusive language, 745 for vagrancy, 579 for breaches of the peace, 200 for sly-grog selling, 157 for refusing to quit licensed premises, and 278 for disorderly conduct. By comparison there was a total of 461 people arrested for burglary, 2,191 for theft and only six for murder and seven for rape. Although these figures represented police actions as opposed to public behaviour (especially important with rape). **Jack Phillips 4 Men's Country**

3. Make valid and perceptive judgement(s) about the usefulness and/or reliability of evidence.

- Here you are again asked to look past the basic information and make a judgement on how useful or reliable the source is.

Therefore you must assess:

- What are its features and characteristics as a particular type of evidence.....
- Who wrote or produced the source and for which audience?
- When and where was it written?
- What was the intended purpose of the source?
- How are the ideas presented in the source?
- **Always read the notes or headings that indicate the origin of the source.**
- **Avoid the simplistic view that a primary source is better than a secondary.**
- **Do not confuse usefulness with reliability.**

Usefulness and Reliability

Do not confuse "usefulness" with "reliability".

Usefulness: - means how *valuable* the source is (to an historian) - this may be partly based on reliability but also includes other information and you must assess the **PURPOSE** of the source.

Reliability: - refers to how accurate the source is and thus how much it can be relied upon (for an historian).

- Again you need to assess the purpose of the source in deciding whether it can be relied upon to satisfy that purpose.
- *Note: a source can be unreliable but also useful and you must be able to acknowledge the differences e.g. - an anti-Semitic poster may be **unreliable** with information regarding Jews, but **useful** as an indication of Nazi propaganda.*

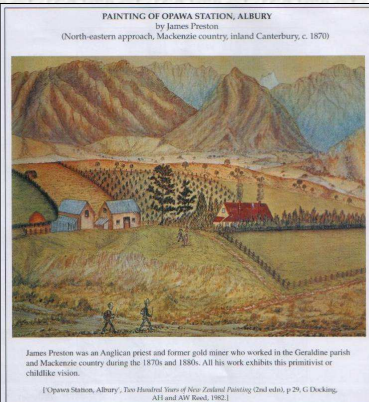
Types of Questions



- Questions may take the form of:
"Evaluate the reliability of the information contained in Source "X" as historical evidence. Use evidence from the source to explain, in your own words, why you have made your judgement."
OR
"Evaluate the usefulness OR the reliability of the evidence of Source "X" to an historian studying _____.
Use examples from the source to support your answer."

Q3 Usefulness/reliability

Source G = promo or poster with strong visual focus



Refer to **Source G**.
Write 4-5 sentences explaining the usefulness of visuals in providing evidence for historians

Q3 Usefulness/reliability

Source H = excerpt from a contemporary newspaper but written as a comment at the time



The Sweater
Who robs the widow of her right,
By work that takes her day and night,
To earn her poor starvation mile?
The Sweater
Who is it makes girls go astray,
To earn their bread in sinful way,
Because for work he will not pay?
The Sweater
Who is it that will cheat and lie,
And every cunning trick will try,
His greed of gain to satisfy?
The Sweater
Who is the vilest meanest thief,
That trades in flesh and blood and grief,
Till from his fangs death brings relief?
The Sweater
Who has the rings and jewels on,
And gloats o'er money he has won,
By dirty business he has done?
The Sweater
He is society's disgrace,
And must be told so to his face:
So out with him, leave him no place,
The Sweater

(a) Write 4-5 sentences explaining why an historian might view the poem and photograph in **Source H** with some caution.

Advice:

When evaluating how reliable you think a piece of information is keep in mind several questions:

1. Was the writer there in person?
2. Was the writer/photographer in a good position to see, hear and understand what was going on?
3. Was the account written at the time or soon after?
4. What was the reason for writing the account?
5. Had the writer any reason to distort the truth?
6. Who was it written for? Is it slanted to suit a particular view?
7. Is the style of writing exaggerated?
8. Does it give exact facts that could be checked?
9. Does the evidence fit in with other evidence?



Extra Tips!

CONTENT - when considering a source's content:

- Consider what it says and what it does not say but implies. Also consider what might have been said if possible.
- Assess how far the source is fact and how far it is opinion.

ORIGIN - consider where it came from:

- what sort of document is it?
- When was it produced?
- For whom was it produced and why?

LANGUAGE, STYLE, TONE - this covers the way a source is written:

- look for emotive words
- look for techniques such as exaggeration, repetition
- look for atmosphere created.



Assessing.....

VALUE AND LIMITATION -

- Value means how useful a source is to a historian.
- You must consider the purpose for which the historian is using the source.
- An unreliable source may be valuable.

Private letters, Diaries, Memoirs:



VALUE:

- Give an intimate glimpse into the effects on the lives of individuals.
- Can give a candid and revealing insight into the real views of someone.
- Can reveal aspects of personality.

LIMITATIONS:

- If intended for disclosure, it may be contrived to justify a person's opinion or actions.
- Limited because it gives only one viewpoint.
- Inevitably biased - contains opinions.
- Recollections years later may be inaccurate.

Poems, Novels

VALUE

- Can give an idea of the spirit and culture of the time.
- Often offer and emotional appeal to the reader.

LIMITATIONS

- Often involve the imagination
- May not be entirely factual
- Often biased



Drawings, Paintings, Cartoons

VALUE

- Can capture spirit of the time, opinions and sentiments.
- Evidence of a culture at a particular moment.
- Can be visually stimulating.

LIMITATIONS

- Inevitably biased. The creator has a point of view.
- Limits scope - only highlights one aspect.
- May not be factual.



Photographs, Film

VALUE

- Can capture moments in history in vivid detail.
- Simulates first hand experience.
- Visually stimulating historical evidence.

LIMITATIONS

- My be propaganda - contain bias.
- Can be manipulated to convey a certain point of view.
- Parts can be edited.



Newspapers




VALUE

- Can provide an indication of the nature of society.
- Can provide a daily record of events.

LIMITATIONS

- as a product of society it may only offer a limited perspective.
- In a dictatorship - censorship, propaganda.



<p>Statistics</p> <p>VALUE</p> <ul style="list-style-type: none"> • provide raw factual evidence of historical trends. • Generally open to interpretation. <p>LIMITATIONS</p> <ul style="list-style-type: none"> • can be manipulated - accuracy can be questioned. • Might be a limited sampling - not representative. • Must look at the purpose it has been produced for. 	
<p>Government Records</p> <p>VALUES</p> <ul style="list-style-type: none"> • can give a candid glimpse into the workings of government. <p>LIMITATIONS</p> <ul style="list-style-type: none"> • could have been manipulated. • May only contain what the government wants revealed. 	
<p>Oral History</p> <p>VALUE</p> <ul style="list-style-type: none"> • gives first hand, individual knowledge of an event. <p>LIMITATIONS</p> <ul style="list-style-type: none"> • memories can be unreliable. • Hindsight may have led to a reassessment of views. • Personal bias - highly subjective. 	

A guide for assessing AS 3.3

ACHIEVEMENT: A response at this standard may be relatively short (1-2 sentences). The student may show a general understanding of the thrust of the question and provide a reasonably accurate answer to it, but the degree of evidential support and/or explanation may be limited.

MERIT: A response at this standard will be 3-4 sentences. The student may show a good understanding of the thrust of the question and provide an accurate answer to it. The main response to the question will be supported with direct reference to, or quoting of, one piece of evidence from the source, and will be complemented by an explanation linking the identified evidence to the main response to the question.

EXCELLENCE: A response at this standard will be at least 3- 4 sentences. The student will show a very good understanding of the thrust of the question and provide an accurate and perceptive answer to it. The main response to the question will be supported with direct reference to, or quoting of, more than one piece of evidence from the source, and will be complemented by a perceptive explanation clearly linking the identified evidence to the main response to the question

Some of this material is available on the web but most of the resources have been scanned from previous Bursary exam papers

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With lots of ideas from Rachel Maire,
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