

What is History?

- History is essentially the _____ – how they lived, what they valued and how their lives were influenced by the time and place in which they were born.
- The study of history helps us to better understand _____, as we can investigate the _____ of specific historical events.
- Historians need to work as _____ - piecing together the clues to be able to come to some conclusions about what life was like in the past.

Activity 1:

Use the pictures as clues to suggest what may have been considered important in these societies.



a) _____



b) _____



c) _____



d) _____

Time in History

- The term _____ is often used to describe a particular period of history – for example “the medieval era”
- The term _____ (abbreviated to c.) is used when an exact date is not known.

Activity 2:

Match each of these items to the approximate year of its release (choose from the dates in the box).

- c. 1830
- c. 2001
- c. 1927
- c. 1450

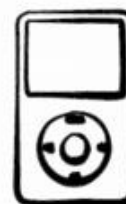
Television



Sewing Machine



iPod



Printing Press



- Chronological order is:

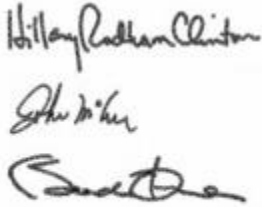
List the inventions from Activity 2 in chronological order:

Sources and Evidence

- Historians learn about the past through examining _____. They can then use this evidence to construct a _____ which can be used to investigate and explain the behaviour of people in the past.
- Evidence can be _____ (written – such as letters, diary entries, symbols) or _____ (not written – artifacts such as vases, buildings, photographs).

Activity 3:

Identify each of these historical sources as either literary or non-literary.









Historical evidence is also classified as either _____ or _____

Primary Sources:

Secondary Sources:

Activity 4:

In the spaces provided, sketch and explain an example of both a primary and a secondary source.

Activity 5:

Step 1: Write a list of ten items that a historian from the future could use to find out about what life was like for Canadian teenagers in 2015 (think about clothing, food, schooling, recreation... use your imagination!).

Step 2: Then, write 2-3 sentences which explain how two or more items from your list could be used by the historian to explain their arguments.

Fact vs. Opinion

Something that is 100 % true. It cannot be argued with.

During this activity you will learn how to tell the difference between **facts** and **opinions**. Use two colours to highlight the definitions (meanings) left and right and the statements below:

Fact Opinion

A person's feelings or thoughts about something. Not always true.

Twelve divided by two is six.	<input type="radio"/>
The Vancouver Canucks are the best hockey team in the world!	<input type="radio"/>
The L.A. Kings won the Stanley Cup in 2014.	<input type="radio"/>
The iPhone is better than all other smart phones.	<input type="radio"/>
A cockroach can live without its head for up to 9 days.	<input type="radio"/>
A fully grown giraffe is taller than a fully grown elephant	<input type="radio"/>
Dogs are better than cats because they are more playful.	<input type="radio"/>
Ottawa is the capital of Canada.	<input type="radio"/>
Napoleon was one of the greatest military leaders in world history.	<input type="radio"/>
Canada is the greatest country in the world.	<input type="radio"/>
Wolves are clever animals.	<input type="radio"/>
WWII was the most devastating war in history.	<input type="radio"/>
Pierre Trudeau was an amazing Prime Minister.	<input type="radio"/>

Add an **AMAZING** fact and interesting opinion of your own in the circles, right.

