

What can a source prove?

LH_W3 | Tuesday 10:10–10:50 | Name: _____

I can: Evaluate an archive record and distinguish evidence from authority.

Point, speak, draw or write. Keep your first answer visible.

Our source

SECONDARY SOURCE CARD describing an archival original: The National Archives passenger list.

Archive record: passenger list for Empire Windrush, arrival in Britain, June 1948.

A passenger list records details of passengers and a journey.

It does not, by itself, explain every passenger's motives or feelings.

Compare with another kind of source before making a wider claim.

First decision

Which claim goes beyond the list?

A. It records passengers. / B. It is linked to the 1948 journey. / C. Every passenger felt the same.

My choice and reason:

Your evidence

LH_W3 | Use the source on page 1

1. Record what the source is, when it was made and what it is useful for.

2. Write a judgement with one supported claim and one limit.

One change, question or next step:

Beliefs and values: source card

LH_W3 | Use for task 3

CLASSROOM SOURCE SUMMARIES — paraphrases or explicitly labelled fictional applications; not quotations. Use within the one 40-minute Humanities/RE lesson.

A1. Matthew 7:12 presents Jesus teaching people to treat others as they would wish to be treated. This is a paraphrase of a Christian sacred text.

B1. Humanists UK describes ethical decisions using reason, empathy and concern for wellbeing. This is a summary from a non-religious organisation.

F1. Fictional application: a community display team decides whether a new volunteer should have a way to contribute.

My RE response

Name each source type. Explain how A1 and B1 could support a fair way for the fictional volunteer to contribute.