



Using This Website in Class

TEACHER GUIDE TO WWW.WELSHBACCCHISTORY.CO.UK

Getting Started

Welcome to our Home page. The first thing you will notice is the tabs at the top – in English and Welsh if you hover your mouse over the titles. You can also reach the Welsh and English pages if you click on the text in the circles below the welcome banner.

First thing's first: the students should go to RESEARCH QUESTIONS/CHOOSING A QUESTION page to download worksheets on:

- 1) How to develop their question for their topic
- 2) How to plan out their project thoroughly

CHOOSING A RESEARCH QUESTION

Developing a Research Question
Overview

- What is a research question?
- Why do I need one?
- How do I create one?
- How do I know it's good?
- What do I do with it?

WHAT MAKES A GOOD QUESTION?

What makes a good research question? You want your question to be:


1. FOCUSED
2. INTERESTING
3. LINKING TO CURRENT AFFAIRS
4. SOMETHING YOU CAN RESEARCH EASILY

Watch the videos to get an idea about what makes a good and a bad question for your topic. Then download the worksheets below.

WORKSHEETS

BRAINSTORMING

PDF




Welsh Bacc Resources Brainstorm (1).pdf

Download the worksheet to begin working on your research topic question!

ACTION PLAN


PDF



Individual Investigation.pdf

Download the worksheet to begin working on your research topic plan!

WELSH BACC RESOURCES WJEC_CBAC




In class, the students can watch the videos on this page (the first one will start to play automatically, and has sound). You may wish to play this in class so everyone can benefit from it, or perhaps one of the two videos below the Worksheets would be better for your class. They are all in English – If you would like to make a Welsh version for the site, please do and send welshbacchistory@gmail.com the file to upload!

PAGE 1

Research Questions: Lesson Time


BRAINSTORMING



Welsh Bacc Resources Brainstorm (1).pdf

Download the worksheet to begin working on your research topic question!

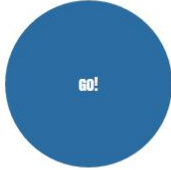
ACTION PLAN




Individual Investigation.pdf


Download the worksheet to begin working on your research topic plan!

WELSH BACC RESOURCES WJEC_CBAC








How to Develop a Good Research Topic



Develop a research question that works





CONTACT:

Contact us at welshbacchistory@ah@gmail.com

WELSH TRANSLATION:

Welsh Translation supplied by :
Fiona Gannon

CONNECT:



Whichever of the three videos you choose, the whole Welsh Bacc class could benefit as the principles of choosing a research topic and question will be exactly the same regardless of subject. The worksheet labelled BRAINSTORMING can be downloaded for the students to brainstorm their ideas and refine them in class. The worksheet labelled ACTION PLAN can be downloaded and, just like the BRAINSTORMING worksheet, be applied for any subject area or topic the student wishes to work on. These worksheets can be filled in during lesson time. We recommend that teachers have a look at the worksheets beforehand. These are available in both English and Welsh.

Additional resources can be found on the WJEC website, linked by the big blue button. If these are out of date, please contact WJEC and drop welshbacchistory@gmail.com a line if the link is broken. You can do so via our Contact Us page.

Independent Study Time/Lesson Time

Students can begin learning about research in their own time, via the RESEARCH SKILLS pages. They can be directed to these in lesson time, and taken through them by the teacher.

RESEARCH SKILLS

HOW DO I KNOW IF AN INTERNET SOURCE (LIKE A WEBSITE) IS A GOOD ONE OR NOT?

1 HOW TO USE GOOGLE IN YOUR RESEARCH

Evaluating Information Online

We have some good advice on how to tell if the information you find online is good or not - check out the video tutorial created by Cardiff University Library Services by clicking the link!

2 GOOGLE ADVANCED SEARCH WALKTHROUGH

PDF

Google Advanced Search Walkthrough.pdf
Downloaded the .pdf file to work through how to use Google Advanced Search for your research, step by step. It's not enough to Google your question and only look at the first results you get.

3 WIKIPEDIA

HOW DO I RESEARCH?

We have a whole section of [How To video tutorials](#) to help you with your research skills for an oral history project, courtesy of Minnesota History Society podcasts on YouTube. You can also check out the helpful tips and activities put together for you by Cardiff University Library Services, by clicking on the links below.

[NOTE TAKING TIPS](#)

[AVOIDING PLAGIARISM TUTORIAL](#)

[PLAGIARISM QUIZ](#)

WHERE CAN I GO?

SEARCHING FOR SOURCES? LET US HELP!

CLICK HERE FOR ARCHIVES AND LIBRARIES NEAR YOU

The side bar has links to:

- (1) A video produced by Cardiff University Libraries on how to evaluate whether a website is trustworthy or not
- (2) A .pdf they can download, which is a Google Advanced Search walkthrough, teaching them how to use Google effectively
- (3) A video produced by Cardiff University Libraries on the pros and cons of Wikipedia.

The HOW DO I RESEARCH? box has links to note-taking advice and plagiarism guidance from Cardiff University Library Services.

This page and the .pdf is also available in Welsh, but the videos are not. If the students need help gathering sources, there is the RESEARCH RESOURCES page under the RESEARCH SKILLS tab to

help them – this can be accessed in their own time, or in class. This page can also be accessed via the big green button on the page. Other resources linked to on this page are also courtesy of Cardiff University Library Services.

If students have indicated on their ACTION PLAN that they will need to conduct interviews, they should go to the ORAL HISTORY: 'HOW TO' PODCASTS (also under the RESEARCH SKILLS tab).

Welsh Bacc Resources

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ORAL HISTORY: INTERVIEWS & RESEARCH

Why do Oral History?

How to do Oral History Podcast Series

Why do Oral History?


SurgeFactory

Here are five podcasts from the Minnesota Historical Society (U.S.) - a history YouTube Channel that [you can subscribe to by clicking here](#). These podcasts will explain why oral history projects are important, and how to write interview scripts and collect information for your interview. Watch the five parts to get a good idea of how to write and conduct your interviews, and what to do when things don't seem to be going well.

Like 0 Tweet G+1 0

There are five podcasts from the Minnesota History Society available to listen/watch. The students can practice their note-taking skills during the podcasts, either jotting down notes as they listen or pausing after each one to recap the main points and listening again.


It is recommended that this is done in independent study time, as they may not be able to get through all five in class time. This is up to the teacher's discretion though – there is the opportunity to be flexible depending on how many students need to know how to conduct interviews and learn these kinds of skills.



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Looking for Sources? Try our Research Resources!



Scoop It Page

Check out the Welsh Bacc History Resources Scoop It page, where we have a range of online resources covering various parts of the history curriculum. You can search the page for the topic you're interested in, and check out the links we have to improve your background knowledge. The Welsh Bacc History Resources site is not responsible for external content.

[Scoop It](#)




Welsh Libraries

What if you need to go to the library? Did you know that libraries contain a lot of history resources too - and not just history textbooks? If you need to look at newspapers, archives are not the only place to look. Libraries keep newspapers too - so if you want to compare modern news stories and see how different papers and magazines report on the same topic, you can go to your library and see what they have. If you're comparing modern news reporting with historical news stories, you will also need to go to your nearest archive to see the older news stories - email your local archive or search via ArchivesWales.org


WelshLibraries.org has lots of great

#HistoryFeed




@HistoryExtra Mon Jun 27 2016

Want to see @thehistoryguy @TracyBorman @sixteenthCgirl @James1602 and many more speak at our #HistoryWeekend? Visit <https://www.historyweekend.org>




@HistoryClassroom Mon Jun 27 2016

Great article about the role of women during the WWI era! @New1914 @WW1CC <https://www.bbc.com/history/ww1/ww1-women>




@HistoryExtra Mon Jun 27 2016

First World War soldiers' inventories photographed by Thom Adkinson <https://www.bbc.com/history/ww1/ww1-soldiers> via @CreativeReview



@HistoryClassroom Mon Jun 27 2016

Lilly Hughs O'Connell & Monique Brindley Seaford: Remembering the women of World War I <https://www.bbc.com/history/ww1/ww1-women>



@HistoryClassroom Mon Jun 27 2016

If the students have listened to the podcasts on how to conduct interviews and gather information, then they can learn how to handle historical information in class time.

They can also reach the resources list via the RESEARCH SKILLS main page, which has a big green button linking to this page.

Again, it's up to the teacher whether this is supported in lesson time, or is solely used in independent study periods.

Source Analysis

When students are gathering their sources and looking at their data, they will need to analyse the information to extrapolate their conclusions. They may want to look at newspapers, diaries, interview scripts, and so on. How should they approach these things?

First, the Source Analysis page provides the right questions to ask – in class, students should make notes on these questions, or copy and paste from the website to print out.

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SOURCE ANALYSIS



Historians are like detectives. They are required to analyse and make sense of pieces of information about people who are no longer able to speak for themselves. Sometimes we have no film, no newspapers, no photographs and no sound recordings to help us; other times, we can make use of a wide range of information including interviewing people to collect their memories of events. Reading a letter or memoir left by someone who died twenty, fifty, a hundred or over a thousand years ago can be thrilling. But do they mean what they say? Is there a hidden message? Are we following a trail of false clues? This is part of the challenge - and excitement - of history. The skills you acquire will remain with you for life, and can be applied in any situation requiring careful, analytical thought.

Begin by **reading the text very carefully** from start to finish. If you are in doubt about the meaning of words reach for the dictionary, don't try and guess. Once you have grasped the general sense, **go back** and begin to engage with the document **sentence by sentence**, teasing out the internal evidence. Reading a source is not like glancing at the newspaper; you cannot grasp all you need to know in a few minutes. It is an **active exercise** which demands **concentration**. Remember that the scribe or author was writing for a particular readership, with different ideas and expectations. How far can you put yourself in the shoes of the first recipients?

Avoid simply paraphrasing the document or **writing an historical account** of the people or events it may describe. This is **not** the point of the exercise. We want to know what **you** make of the document itself, **how important you think it may be** and how far you can set it in a **wider historical context**.

[GO TO EXERCISE 1](#) [GO TO EXERCISE 2](#)

WHAT TO ASK:

WHO is writing? Does the individual in question identify himself or herself by name? Are there enough clues to make an informed guess about their sex/gender/class/job? Does this matter? Is the voice coming to us at first hand, or is a third party "vetting" or reporting somebody else's words?	WHAT sort of source is it? Does it serve a specific purpose? Is it a clip of film, music, an interview, a diary, a photograph? Does it follow a distinctive structure, and if so, why? Can you find others like it? What about the language/s it is written in? The use of Welsh suggests a potentially different readership from English, for example, and tells you more about who the original work was for. If it's a diary, for example, and someone switches from English to Welsh when they are excited or happy or emotional for some reason, that might show you that Welsh was their first
HOW objective or impartial is the writer?	

There is no right or wrong answer; students are learning a method they can apply to other scenarios.

They can move on to exercise 2 once the first exercise is completed – this time they will be learning how to read sources closely, and compare them. The teacher guidance version of the exercise is also available to download, and again does not provide “answers” but explains at each section what the student should be doing, and providing questions the teacher can ask in order to encourage the student to think independently about the exercise.

Exercise 2 must be completed using the two embedded websites – The BBC and *Washington Post*, and the link to The Guardian's story. All three reports are on the Riots of 2011.

Comparing Sources: Exercise 2

Connecting the Chartism Movement to Modern Day Protests


Part of being a historian is thinking critically about sources, and comparing one source with another. You cannot get a full picture with only one source!


Here are a selection of reports on the London Riots of 2011. Read the reports critically - ask yourself questions about who is writing them, what the reporters want you to think when you read the report, and what sort of images they are using to put their points across. **ONLY READ THE NEWSPAPER REPORTS THEMSELVES.**

For more context to the Chartism Movement and a timeline of the protests, click on this link: [BBC REPORT > CHARTISM](#)

For more context to the London Riots and a timeline of the violence, click on this link: [BBC REPORT > LONDON RIOTS 2011](#)


[Exercise 2.pdf](#)


[Exercise 2 Teacher Guidance.pdf](#)



Menu

Find local news

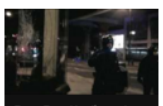
Home | UK | World | Business | Politics | Tech | Science | More

UK | England | N. Ireland | Scotland | Alba | Wales | More

London riots: Your reaction


© 8 August 2011 | UK

Police have condemned a wave of "copycat criminal activity" across London in a second night of looting and disorder following riots in Tottenham.



Reaction to the rioting is rife

Home Secretary announced



Options

Conclusions we can't draw about London's riots

By Anne Applebaum | Columnist | August 10, 2011

Riots in the British capital have hit inner-city Tottenham, suburban Ealing, gritty Hackney, chic Notting Hill. Windows have been smashed, video cameras stolen and cars set ablaze. Young men in hooded sweatshirts congregated on street corners and charged the police. "Copycat" riots have followed across the country, from Bristol to Nottingham. And nobody really knows why.

Scan the comment names of the British press, and you

[The Guardian - Reading the Riots 2011](#)

This is an **AMERICAN** newspaper. Are they impartial, or can you see a **bias**? What are they saying? Make some notes on the **key things** the report says. What angle are they taking? What are they interested in reporting?

The BBC news reported on the London riots in 2011. They are supposed to be **impartial**, but can you find a **bias**? What are they saying? Make some notes on the **key things** the BBC report says.

The Guardian is a **Left Wing** newspaper. Can you see a **bias**? What are they saying? Make some notes on the **key things** the video report says. Who have they chosen to interview? Do you think this is

The worksheets again should be downloaded = there is no right or wrong answer, but there is a way to think about these stories, and make comparisons between them.

The teacher guidance for the activity again provides the questions a teacher could ask the students to get the most out of the comparison, and indicates what skills are being developed or called for.


Students should then attempt to apply these skills to their own source material – including the secondary sources (historians and others reporting on the events or topics they are covering).

The Welsh language version of this page is of the worksheets only; there is no online content in Welsh on these riots. Any online Welsh content on something similar could be substituted: if you have suggestions, please use the Contact Us form or email

welshbacchistory@gmail.com.

Writing Up

Most Universities don't use Harvard referencing at all for Humanities subjects, and students will lose marks at degree level for incorrect references. The WJEC has plenty on Harvard references, but this website also introduces students to MHRA, and gives the opportunity to practice footnotes instead of in-line referencing.

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REFERENCING*

Most universities in the UK don't use the Harvard style of referencing for history essays. Most, like Cardiff University, use a different style, called MHRA. If you do need to use Harvard, you can check out the tutorials on the WJEC site. Click on the button at the top right of this page to get there, and explore their resources! If you want to do history at degree level and / or you need to use the footnote style for this coursework, we have an exercise to show you how to reference printed books and sources you found online.



Why do I need to reference my work?

You need to tell the reader (a) where you got your facts from (b) where your quotes come from (c) which sources you used (d) what arguments you've summarised in your work. If you don't, that's called **plagiarism** - you can be accused of stealing someone else's work. That's very serious - and it will cause you to fail. Make sure that you reference your work thoroughly in the correct format.



Footnotes go at the end of the sentence, after the full stop. If you hold down Ctrl + Alt + F keys together, Word will automatically create a footnote! R. Bell back



If you have to use the MHRA system, here's how:

Books:

Books are cited with the author name first, then the title in *italics*, then the (place it was published, year it was published) in brackets, then the page number/s the quote or fact or argument can be found.

Say you want to reference a book by John Gay on Tudor England. You repeated a fact you found on page 24. That would be footnoted like this:

John Gay, *Tudor England*, (Oxford, 1990) p. 24.


Like this:

David Patterson, Doug and Susan Willoughby, *Civil Rights in the USA, 1863-1980*, (Oxford, 2001), p. 64.


I used page 64 of a book with more than one author/creator. How do I reference that?





Give it a go!



Exercise 1 Footnotes.docx



Exercise 1 Footnotes Teacher Guidance.pdf



It is up to the teacher whether this is recommended, or practiced in class time with the answers in .pdf form and the worksheet in Word.doc for students to edit and print out. Since the Welsh Bacc generally encourages Harvard, this is there purely for those students looking to do a History degree, to help with the transition and get them to practice this footnoting method prior to University level.