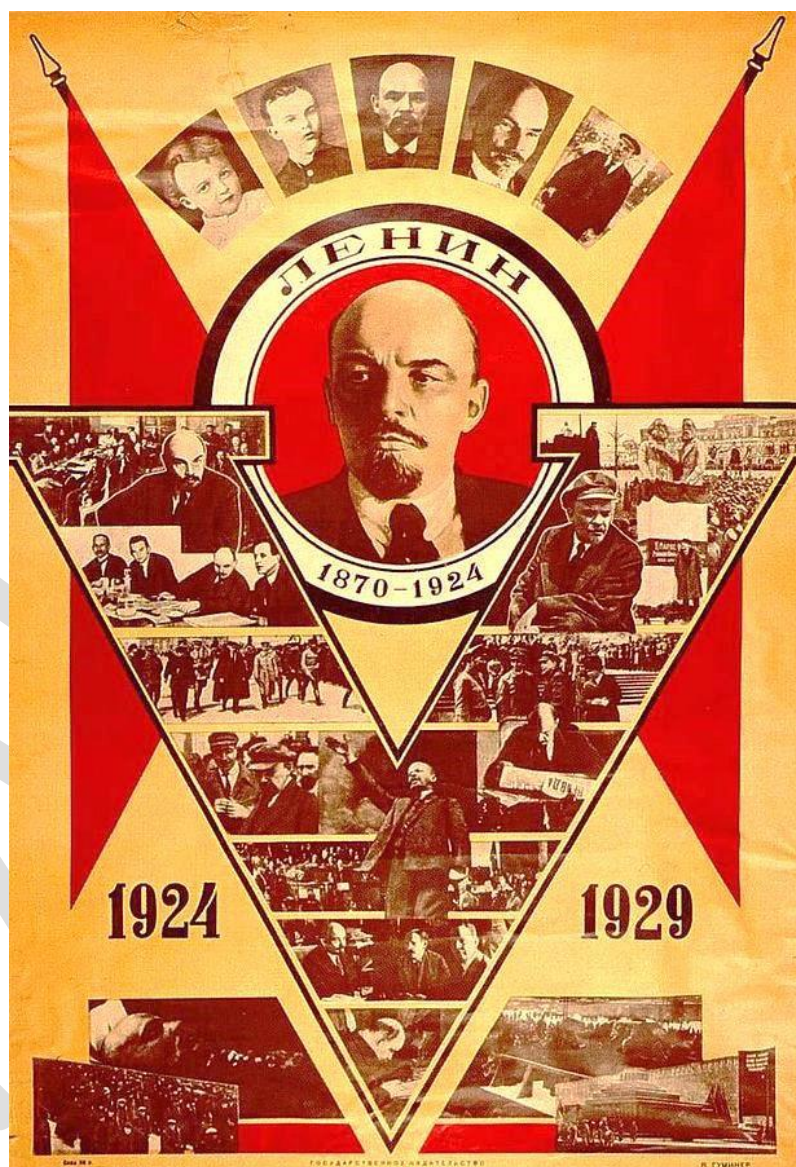


Source Analysis Practise

Source 1

(A Soviet propaganda poster featuring Lenin (1870-1924), published on the 5th anniversary of his death 1929.)



Source 2 *(Extract from a history textbook published in London in 2002.)*

Lenin had a strong streak of ruthlessness and cruelty, [he] was vitriolic about the peasants, ordering the hanging of a hundred kulaks as a lesson to others ... Lenin believed that revolutionaries had to be hard to carry out their role, which would inevitably involve spilling the blood of their opponents.

Lenin's domination of the party is one of the key factors in his success. There were many disputes and splits in the party, such as the serious split over the Treaty of Brest-Litovsk, right into the 1920s. But in the end he always managed to bring the party behind him and keep it united ... His personal magnetism and charisma are not in doubt But he also had tremendous political skills - of knowing when to persuade, when to cajole, when to give in, when to threaten to resign and when to get really tough and demanding. Above all, Lenin was convinced of his role and his destiny. He never had any doubt that he knew the right path and could lead the party along it.

STANVA

Source 3

(A cartoon published by Russian exiles in France in the late 1930s. The text reads, 'Visit the USSR's pyramids'.)



Source 4 (Extract from a pamphlet written in Moscow just after Stalin's fiftieth birthday in 1930.)

Since the great Lenin, there has been no name in the world so dear to the millions of the working people as that of our great leader, Comrade Stalin ... Comrade Stalin: his name is uttered with fervent gratitude by the working masses of the People's Democracies, who have entered upon the building of Socialism; it is cherished by the workers and peasants of China, who have cast off the yoke of colonial oppression.

Comrade Stalin: his name inspires the peoples of the ... oppressed countries in their just struggle for national freedom and independence ... Comrade Stalin's life and work are so majestic, so many-sided, that years of study will be required for their proper illumination ... Comrade Stalin's activities in whatever sphere, are imbued with a great creative mastery of theory, going hand in hand with tremendous organising ability, with the capacity to inspire the Party and the millions of the working people with one united will ... The victory of Socialism in the USSR and the salvation of human civilisation from the onslaught of fascist barbarism: such is mankind's debt to Comrade Stalin.

Acknowledgments:

Source 1 Poster image: Image of Soviet propaganda poster of Lenin. (1929). Retrieved December, 2013, from <http://commons.wikimedia.org/wiki/File:Lenin-poster.jpg>

Source 2 Adapted from: Corin, C., & Fiehn, T., (2002). Communist Russia under Lenin and Stalin. London: John Murray Publishers, pp. 128–129.

Source 3 Cartoon: 'Visitez l'U.R.S.S. ses pyramides!' (193?). Retrieved December, 2013, from <http://highfieldmwh.wikispaces.com/1c+-+STALINIST+RUSSIA>

Source 4 Adapted from: Ordzhonikidze, S. (1930). The 'diehard Bolshevik'. In The life of Stalin: A symposium. New York: Workers' Library Publishers, pp. 87–89. Retrieved December, 2013, from <https://archive.org/stream/TheLifeOfStalinASymposium/Stalin#page/n0/mode/2up>

Source Analysis Hints

Message

- It is really important that you know what the marker is looking for – see the marking guide.
- It is unlikely that the message will be printed in the source itself, you must interpret it.
- Use the word 'message' a minimum of 3 times in answering the question.
- Try using the author's name (publisher / presenter) to keep you focused on THEIR ideas, not a story.
- What does the author want you to understand? If she was whispering in your ear, what would she say?
- What message will be received?
- NEVER EVER STATE WHAT YOU CAN SEE IN THE SOURCE, or tell the story of what you see.
- You are welcome to nominate a 'main message' and a 'supportive message' or 'secondary message'.

Questions About 'Message'

Explain the message of Source 1. (3 marks)

Signposts for Message (i)

1. "The message of Source 1 is **that...**"
2. Or "Smith's message in S1 is **that.....**"
3. Try to move past the overall general topic, make it more sophisticated. Eg Rather than saying that the source is about Stalin's leadership, state what the author is saying about the leadership.
4. ALWAYS, ALWAYS, ALWAYS PROVIDE EVIDENCE

There is a second question regarding 'message'

- (ii) Compare and contrast the messages of Source 1 and Source. (4 marks)

Signposts for Message (ii)

1. Outline what is the **linking theme** between the sources in one sentence?
2. State the message of Source 1
3. Outline where and to what degree S2 is similar to S1. Provide evidence.
4. State where and to what degree source 2 is different. Provide evidence.
5. If you have time, you can provide a concluding statement – more similar than different?

Sentence Starters for Message (ii)

1. "The linking theme between S1 and S2 is ..." "*Both sources convey messages about...*"
2. Message of S1, "*The message of Source 1 is **that...***"
3. S2 is similar to S1, "Source 2's message is similar to S1 in that it also supports Lenin's use of terror... This is evident where the author states that...", or "Source 2 corroborates S1 in that it too accuses Stalin of...but there the similarities end."
4. S2 is different to S1 "Source 2 is moderately different to S1 in that it..." "S2 differs from S1 to a significant extent in that its message focuses on..."
5. "The messages are more similar than different/different than similar." "When read together...the messages corroborate/contradict each other" "While there are

elements of similarity between S1 and S2, they are more different than similar.”

Context

- What does context mean? It means that you must talk **about** the story behind the events/ideas that you find in the sources (more than one). You must create a paragraph that has as many key words, people, places, dates and events that you can see. This is where you get to ‘show off’ your knowledge of the content.
- While you do not need to use the sources like in other questions, you must take as many of the ideas as possible from the sources and weave them together.
- If there is more than one source to do, you treat them as though they were one source, don’t do context separately for each source.

Questions About ‘Context’

(b) Outline the historical context of Source 3.
marks)

(3

1. State what the source(s) are about – they will have a connection and a common linking theme.
2. People, place, time (- 5 years to current time)

- Be a ‘know it all historian’ with dates, people, events. Just the facts about what led to this topic. People, place and time (minus 5 years, roughly).
- Don’t stick too closely to the sources themselves - construct your answer around it but stick to the themes/events they address. Thread all your annotations together into a paragraph.
- The background to the event/action/leadership which led up to what happened and why it happened. A little bit of what happened during the event. You may very brief outline of what happened as a result.
- Preferably – do the sources together, they will likely share the same context, don’t need to do context for S1 and then context for S2...do context for both but include themes from both.

Usefulness - Strengths and Weaknesses

- This question is not about the content of the source, this one is about what the historian (or student) can do with it.
- They **type of source** is the key to this one.
- You must focus on what the source is useful for...and what it is not useful for (its limits).
- There are two general categories of usefulness: fact or opinion. So are we looking at a source that contains historically accurate factual information or one that explores perspectives / opinions?
- The weakness can be in the way the content is presented eg the type of source. For example, cartoons by their nature are strong in that they can show opinion easily (strength); they aren’t usually relied upon for detailed historical information (weakness).
- Perspectives are very useful as historical evidence of what groups or individuals felt at the time but are limited (weak) if they only explore one opinion.
- Similarly, statistical data and secondary sources written by historians offer more balanced and less contestable information (depending on the data source) but often lack the power of perspectives and are often coloured by the attitude of the historian writing the piece.
- Don’t forget to use one of the key words – **limited, moderate, significant in the last sentence.**
- It is important to note the purpose for which the source was produced and what you could do with

it.

HTAANA

Sentence starters for Usefulness

1. The linking theme between S1 and S2.
2. S1 - Useful for (strengths)....as historical evidence
3. S1 - Limited because (weakness)....
4. S1 - Evaluation - "...moderately..., ...significantly ... or ...limited in usefulness'.
5. S2 - Useful for (strengths)....as historical evidence
6. S2 - Limited because (weakness)....
7. S2 - Evaluation - ...moderately..., ...significantly ... or ...limited in usefulness'.
8. Together the sources...or S1 is more useful than S2 or S1 & S2 are of similar usefulness.

Contestability

- Contestable means: disagreeable, controversial, questionable, arguable, cause for debate.
- The secret to this one is in the **type of the source**, **why it was produced** and by whom.
- Usually, contestability is to do with PESEPCTIVES.
- **Whether a source is primary or secondary does not make it any more or less contestable - it changes what you do with it.**
- If you know of an historian with a particular view, use this now, it's worth significant marks. Eg Seuss/Low – anti-Nazi. This does however, make their work more contestable.
- Avoid saying that something is contestable because someone was left out...or someone was cut out, or it is unclear how many people saw the source, or would have agreed with it...statements that could apply to any source will not draw marks.
- The source may be contestable because of its purpose eg as propaganda, as a memoir (trying to justify the reasons for past events). Try to analyse if someone is trying to convince you of something...that will make it contestable. Its omissions may make it unreliable.
- Cartoons are contestable because they typically show only one opinion.
- The other part of contestability is '**Did this actually happen?**' if the answer is no, then it's highly contestable for its content, it may be scare mongering or predictions that never eventuated. This makes a source highly contestable.
- Secondary sources are more difficult to evaluate for contestability. You must look at the 'spin' on the topic and ascertain whether or not the author is balanced and unbiased. Look carefully at the reference list to see where and when the source was published; it may help you see the contestability.
- Also ask yourself if enough time has passed for the author to have this opinion or to have a reliable evaluation. Sources that assess Stalin's leadership in 1931 are highly ontestable.
- You may conclude with a statement of whether or not the sources support or refute one another but you don't have to. It's an option if you have space.

Questions for Contestability

(d) Identify how and discuss why Sources 3 and 4 are contestable. (6 marks)

(6)

Sentence starters for Contestability

1. State the linking theme of both sources eg "Both sources refer to"
2. Outline the **problems** (issues) of S 3. Identify the author's purpose or reason for creating/writing it. Identify the bias; explain how it impacts on the reliability of information in the source.
3. Outline any **benefits** of information provided in the S 3.
4. Outline the **problems** of S4. Identify the author's purpose or reason for creating/writing what is shown. Identify the bias and explain how it impacts on the reliability of information in the source.
5. Outline any **benefits** of information provided in the S 4.
6. State an overall evaluative judgement on the difficulties of accepting the information in sources as a reliable source of historical evidence. They may be less contestable when viewed together.

Source Type	Possible Reasons for Contestability Strengths	Possible Reasons for Contestability Weaknesses
Photo	<p>Can be engaging and easy to interpret</p> <p>Show a range of complementary information eg clothing, vehicles, attitudes etc.</p> <p>Can capture a defining moment that can become iconic</p> <p>Photos have few language barriers depending on the content</p> <p>Can easily capture a mood and engender a feeling eg horror at the Jews' treatment in WW2 or delight at the ending of conflict.</p>	<p>Purpose: why was it taken. A propaganda tool, distortion of reality. This is what is done with the photo after it was taken.</p> <p>Was it designed to shock & or cropped to remove balance.</p> <p>Staged or candid, cropped for effect or to include detail or to cut people out.... link to purpose</p> <p>Presented as a usual scene when it was unusual?</p> <p>The subjects look to be in agreement but were actually hostile</p> <p>Are limited by their captions and background information given.</p>
Posters / Ads	<p>Made to persuade the viewer to think, or do, always start with PURPOSE.</p> <p>These are multi-faceted, they show attitude, values, focus of the nation, perception of the leaders etc</p> <p>They are mostly aspirational rather than factual.</p> <p>An extensive range of complementary information eg products, what a nation values.</p> <p>Can indicate the wealth in society eg there were few ads for diamond rings during WW2.</p>	<p>Not created to be historically accurate and/or inclusive so information is highly contestable.</p> <p>Lots of omissions eg not applicable to those outside the target audience.</p> <p>Ads create an image, something to aspire to, not reality.</p> <p>Weakness is in the exaggerations and perceptions.</p> <p>Note the date it was published and the target audience.</p> <p>Highly contestable</p>
Newspapers	<p>Newspapers express their points of view about important issues in a prominent section called the editorial.</p> <p>They are a very reliable measure of public opinion.</p> <p>The create a record of events that are significant in a society.</p> <p>Sometimes what is not there is just as important.</p>	<p>NPs are highly contestable because they hold the bias of the editor or the owner.</p> <p>They are useful for public opinion</p> <p>Very contestable on content & historical accuracy.</p>
Cartoons	<p>Are notoriously biased, use of humour limits the detail that can be concluded.</p> <p>Contestable because they only present 1 perspective.</p> <p>Contestable because the event depicted never happened.</p>	<p>Are not meant to convey historically accurate information, there will be perspectives not presented, they are biased for or against....</p> <p>Strength – conveys a depth of the emotion from the era and supports the view of the publisher.</p>
Time of publication	<p>Probably the least contestable, they are supposed to be objective and even handed. They have the benefit of hindsight that allows them to make a calculated judgement of the whole period of study, including its affects.</p>	<p>Historians all have their own bias and rarely agree totally. They own politics, where their work is published, their nationality all make their work contestable. What should the author have known given the date of release?</p> <p>Traditional, revisionist, post-revisionist, post 1991</p>
Graph or Table	<p>What is included/left out.</p> <p>Data will rarely be complete, are there gaps. Look for the relationship between the numbers. Does it support what you know eg increase in production during civil war in Russia is unlikely to be true.</p>	<p>Who collected the data? Look in the reference list. Is it possible that the data is 'rubbery', is there an element of propaganda to the data? Who is trying to justify what?</p> <p>Would be more useful with supportive evidence.</p> <p>Reliable data is strong as it is irrefutable proof.</p>
Audience	<p>Some publications are meant for children, church groups, one nationality etc Omissions increase contestability.</p> <p>Link to purpose</p>	<p>As soon as the audience is targeted, the contestability increases and the reliability reduces.</p> <p>Strength is that it reveals the message of the producer. Weak in that there will be a one sided view presented</p>
	<p>Purpose: propaganda, to explore, to justify failures, celebrate success, to warn or apologise. If the publication was meant to be read, it increases the contestability eg a memoir</p>	<p>This affects reliability & makes it less accurate for facts. Do you have a sense of someone making excuses?</p> <p>Is someone trying to convince someone of something? Strength is that it clearly outlines the message the publisher is trying to convey.</p>

Purpose

If it was meant to be private eg a private letter, it decreases contestability and increases accuracy.

Weakness is in the omissions and lack of a balance.

Perspective

This question asks you to judge the point of view of the creator of the source but in relation to a specific topic. So what does the author think about the topic mentioned in the question? Be specific and use evidence. You don't have to just *identify* the point of view; you also have to judge **WHY** the author may have held this view.

















































Questions About Perspective

(b) Identify and account for the authors' perspectives in Sources 3 and 4 regarding ****. (6 marks)

Signposts for Perspective

1. Both sources refer to.... (linking theme)
2. Clearly state the position of the author on the topic.
3. Why might the author hold this view....(this is the 'account for' bit).
4. Identify the beliefs and or values of the person presenting S4 and maybe say **why** he/she had this view at the time. Identify the author's bias as positive in favour of..., or negative against...
5. You could include a comment about who may have shared this view, who may have opposed it, what else it was connected to... Maybe this is a traditionalist view, a revisionist, a post revisionist or post 1991 view.

As an exercise, put a name or initials just above each source to indicate who may have expressed themselves with this tone at some point (person or group). There are some blank ones at the bottom for you to add descriptions of 'tone' that may be missing.

 serene	 complacent	 anxious	 distracted	 pensive	 bored	 angry	 sleepy	 clueless	 hysterical	 confident	 ashamed
 happy	 trusting	 afraid	 surprised	 sad	 disgusted	 furious	 embarrassed	 overwhelmed	 hopeful	 lonely	 lovestruck
 ecstatic	 admiring	 terrified	 amazed	 depressed	 loathing	 jealous	 mischievous	 teary-eyed	 Defiant		
 annoyed	 exhausted	 confused	 paranoid	 smug	 nervous						

Contestability

- Contestable means: disagreeable, controversial, questionable, arguable, cause for debate.
- Contestability is to do with the degree to which the source is historically accurate, is it balanced, reliable, accurate, inclusive, truthful or trustworthy...**for fact?**
- The secret to this one is in the **type of the source**, **why it was produced** and by whom.
- Usually, contestability is to do with PESEPCTIVES.
- **Whether a source is primary or secondary does not make it any more or less contestable - it changes what you do with it.**

Here are some questions that you need to ask yourself.

1. Whose opinion is being presented?
 2. Who might oppose this idea?
 3. Why is this person presenting this idea?
 4. To whom is this message directed?
 5. Why are they saying this **AT THIS TIME**???? (What else is happening at the time?)
 6. Did this actually happen or is this a prediction?
 7. Do you suspect any hidden **motives**? Eg to cast suspicion, to vilify, to justify, to condemn, to create fear, to warn, because they are afraid, towing the line, seeking forgiveness? These words will lead you to high marks).
- The source may be contestable because of its **purpose** eg as propaganda, as a memoir (trying to justify the reasons for past events). Try to analyse if someone is trying to *convince you* of something...that **will** make it contestable. Its omissions may make it unreliable. **"The fact that **** has been omitted from the source makes it unreliable and highly contestable for..."**
 - Cartoons are contestable because they typically show only one opinion...it is useful to show that opinion but they don't present a balanced, reliable point of view of past events...if you are going to state that the **contestability lies in the fact that only one opinion is presented**...YOU MUST state WHAT THE OPPOSING OPINION WAS AND **WHY THAT WOULD BE RELEVANT TO THE DEBATE**. Most students don't do the last 2 bits and therefore get very few marks. The other part of contestability is 'Did this actually happen?' if the answer is no, then it's highly contestable **for its content**, it may be scare mongering or predictions that never eventuated. This makes a source **highly contestable for factual information**.
 - Be cautious if you read a point of view that supports your own... this may mean that the person simply holds the same opinion as you but it still may be contestable...anything highly opinionated will be contestable.
 - Western authors are still contestable but less obvious because their work fits in with our own ideologies (warning...this is SUPER hard to do...maybe shelve this until Yr 12).
 - Also ask yourself if **enough time has passed for the author to have this neutral opinion** or to have **formed a reliable evaluation**. Sources that assess Stalin's leadership in 1934 are highly contestable...especially if they were produced in Russia.
 - Make sure that EVERY statement is related back to whether or not the point you made increases the contestability or proves that the source is reliable and accurate.

Sentence starters for Contestability

Italics represent sentence starters.

1. State the linking theme of both sources eg *“Both sources refer to”*
2. Outline the **problems** (issues) of Source 3. Identify *the author’s purpose* or reason for creating/writing what is shown. Mention the *intended audience*. Identify the bias; explain how it impacts on the *reliability of the information in the source*.
3. Give an overall evaluation on the level of contestability of Source 3.
4. Outline the **problems** of Source 4. Identify *the author’s purpose* or reason for creating/writing what is shown. Mention the *intended audience*. Identify the bias; explain how it impacts on the *reliability of the information in the source*.
5. Give an overall evaluation on the level of contestability of Source 4.
6. IF YOU HAVE TIME...state an overall evaluative judgement on the difficulties of accepting the information in sources as a reliable source of historical evidence. They may be less contestable when viewed together.

Compare and Contrast the Purpose

Address the purpose from a few different angles:

- (a) Who was the intended **audience**? (Always start here)
 - (b) What was the **motive** of the creator?
 - (c) What were they trying to **achieve**? (to what end?)
 - (d) Why would the author be sending this message **AT THIS TIME**? (eg what else was happening that brought this about)? This last bit is worth most of the marks.
- This question is similar to the ‘usefulness’ question...but not the same so avoid using the word ‘useful’.
 - Be careful with cartoons; don’t automatically dismiss them as ‘opinion’ but don’t expect too much of them either. Cartoons are not a source of historical fact, figures, data etc...they are designed to show perspectives
 - Similarly, data tables are not supposed to present the events that led up to this topic or what happened as a result, so don’t bother with statements like this.
 - Avoid saying that something is contestable because someone was left out...or someone was cut out, or it is unclear how many people saw the source, or would have agreed with it...statements that could apply to any source will not draw marks.
 - Please don’t ever say that a secondary source is contestable because the author wasn’t there...they won’t be presenting themselves as someone who was at the event in question...they will deliberately be presenting themselves as an expert, maybe even with a neutral or balance perspective due to a lack of emotive language.
 - ...and just because a source is secondary, it doesn’t mean that it’s not biased...YOU need to find evidence.
 - Ask yourself some of the following questions:
 - Was it for persuasive purposes such as **propaganda**? **Self-justification** in order to justify leader’s actions or role in events? To place the **blame** for a leader’s own failures on other? To **take credit** for a success by exaggerating their own actions in an event or to exaggerate his/her own importance? To **explain** and give reasons for the need for new policies, plans or a declaration of conflict? To **rally** the nation to a war or conscription plebiscite in a passionate and emotive speech? To **express a point of view** such as in a newspaper editorial or cartoon? An **evaluation, explanation or judgement** of an historian, years after events or a period of history. To **praise** or **condemn** a leader or significant person as seen in the Cult of Lenin, Stalin. Written for propaganda purposes such as to **sway** the reader or listener to a particular point of view. Written for **diplomatic purposes** where **threats** are disguised in diplomatic language or the terms of an alliance.

Whole Era Questions

Questions About the Whole Era (i)

What-ever is at the end of the sentence **MUST** be addressed in your answer.

Evaluate the extent to which the four sources give an accurate insight into the significance of ******** in the relevant society during your period of study. (6 marks)

Signposts for Whole Era (i)

1. State the most important theme in the doc set in relation to *******. **WHY WAS THIS A SIGNIFICANT IDEA?** Highlight where you saw it, in which sources but only briefly eg (S1, S3). How well do the sources address this?
2. State the 2nd most important theme in relation to *******, give evidence. **WHY WAS THIS SUCH A SIGNIFICANT THEME?** Briefly state where you saw it. How well do the sources address this?
3. Missing from the doc set but of **equal importance in relation to *****. Explain why it is of equal importance, more importance or simply important in conjunction with the themes identified. Does the idea underpin the other course content, is it the culmination of years of effort, does it represent deep divisions that manifest elsewhere ... link to big ideas. **Note that this is only worth one mark.**

Signposts for Whole Era (ii)

(e)ii Using your knowledge of the whole period of study, evaluate the importance of the themes, ideas and/or events represented in the four sources.

(7 marks)

In this one do not attempt to evaluate how well the sources cover a theme... read the Qu again

1. State the most important theme that you have identified and where you saw it - eg in which sources (chunk them), include evidence. **WHY WAS THIS SUCH A SIGNIFICANT THEME** in relation to the topic and for the A+ students, in relation to other key themes?
2. State the 2nd most important theme included; in which sources, evidence. **WHY WAS THIS SUCH A SIGNIFICANT THEME** in relation to the topic and for the A+ students, in relation to other key themes?
3. (About 2/3 way through your answer) State any ideas **of equal importance that would enhance the ones already there** and explain why they were of equal importance, more importance or simply important in conjunction with the themes identified. Simply stating what was missing will draw no marks.
4. State a strong summarising evaluating sentence. Eg *"While the use of propaganda and terror were key to Stalin's success, the use of role of the NKVD and the use of the gulags played a vital role in Stalin's consolidation of power and were of equal importance."*

Be cautious: are you being asked to assess the source set in relation to the **WHOLE** period or just part of it? This may change your answer. Eg there is no doubt that the Civil War is an important event but in relation to the whole period of study, it's relatively minor. NEVER SUMMARISE BY SOURCE, eg Source 1 shows...Source 2 ..., Source 3... This does not show that you see the themes that connect the sources, you just see the sources and this isn't what the question is asking you.

References: Russia-From-Tsarism-to-Stalinism-1914-1945 Lornhill Booklet on Russian History unit_2_online_textbook http://fhshistory.weebly.com/uploads/7/8/3/8/7838735/unit_2_online_textbook.pdf

I would like to acknowledge the years of support and mentorship from Ms Jan Bishop, ex-Chief Examiner for History who is a passionate advocate for the study of history in Australia and who has supported my understanding of the content that I'm sharing with you today.