

**ANALYSE AND EVALUATE EVIDENCE IN HISTORICAL
SOURCES
[NCEA 90656]**

Introduction

The following are examples of resources chosen to help students develop analytical skills when assessing historical evidence for usefulness and reliability. The use of these, and similar resources, can assist students increase their understanding of historical ideas and relationships.

To follow is an exercise designed to help students:

- Demonstrate an understanding of historical ideas and situations reflecting issues of bias or points of view
- Make judgements about the reliability and usefulness of historical evidence.

Instructions

Answer the questions from the Question Booklet in your own words.

Write your answers on your own named paper. Put your history teacher's name on it as well.

Answer all the following questions, using the sources attached. You may use your own knowledge to assist you in answering these questions. Aim to write between 50-100 words in response to these questions.

Debrief Notes for Teachers

Source A - Will of William MINCHIN

from Archives Reference: CAHX CH 171, CH A672/1869

Michael John BURKE's family:

Freehold land

Inherited by all children equally (not primogeniture)

Wife to have income until youngest child is of age (aged 21, not 18 like now)

Michael Burke was wealthy; he wanted to provide for his family; the will ensured his wealth was allocated upon his death – specific investment instructions

Importance of extended family

NZ society:

Wealth in the land, also encumbrances (debts)

Wealth passed to the next generation

Role of women – as wives, mothers, not primary land holder

Mention of extended family – Maria's brothers

Source B - Photo - Teachers' Training College

from Archives Reference: CALN CH182/Box5 ctc200/01 Photographs - Staff and students 1886

Ratio of men to women

Number of Maori students, if any

Guess the average age of Teacher Training students

Source C - 1864 Census Extract

From New Zealand Census 1864

Maori were represented separately in Census

Number of British-born subjects, other nationalities and those naturalised

Number in each province – where was there a high concentration of a particular ethnicity

People born at sea

Were there, perhaps, targeted immigration schemes in some countries?

Source D – Inwards correspondence to the Provincial Secretary. Petition signed by 98 residents of Stafford town strongly opposing entry of Chinese to Westland 27 May 1867

from Archives Reference: CH 287, CP 89, ICPS 796(1)/1867

Upon what had the petitioners based their views

Where/How would they have got information

What nationalities do you think the miners were?

What do you think may have been the outcome?