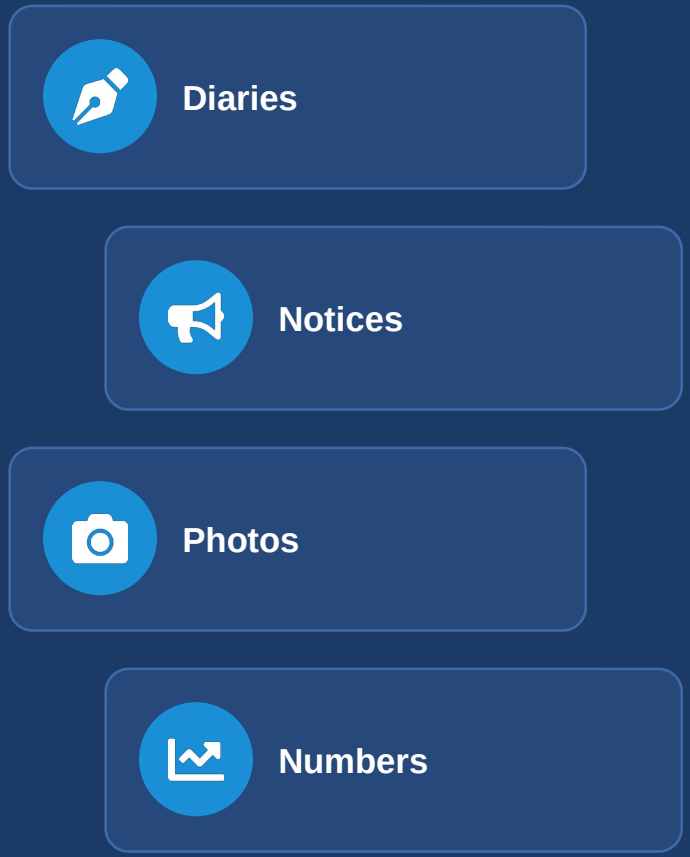
CHC2D Thinking Like a Historian, Lesson 4

Reading the Evidence

Diaries, notices, photos and numbers



Today's goals

We are learning…

- To read different kinds of evidence.
- To combine sources to reach a conclusion.

I can…

- Use See, Think, Wonder on an image.
- Read a data table and describe a trend.
- Corroborate two sources.
- Write a conclusion supported by evidence.

Today's plan

Time	What we're doing	You will…
0–10 min	**Hook**	Predict
10–25 min	**Strategies**	Note
25–45 min	**Source set**	Analyse (page 1)
45–55 min	**Model**	Follow
55–70 min	**Conclusion**	Write (page 2)
70–75 min	**Exit**	Write

Warm-up: what could each source tell you?

- A 13-year-old's diary from 1918.
- A public notice from the Board of Health.
- A table of weekly cases and deaths.
- A photo of volunteers outside an emergency hospital.

Big idea

Different kinds of evidence answer different questions. A diary tells us how it felt, a notice tells us what officials did, a photo shows a moment and numbers show a pattern. Putting them together gives the fullest picture.

Reading images: See, Think, Wonder

For any photo or drawing:

1. See: what exactly is in it? People, objects, words, setting.
2. Think: what does it suggest? Who made it, and why?
3. Wonder: what questions does it raise? What's outside the frame?

Photographs

Posed? Many 1918 photos were posed.

Framed The photographer chose what to show.

Caption Who wrote it, and when?

Reading cartoons and numbers

Political cartoons

Look for symbols, labels, exaggeration and the caption. Ask: what's the cartoonist's opinion?

Statistics

Check who collected them, the units and dates. Describe the trend: rising, falling, peak, steady.

Missing numbers

Who wasn't counted? Reported cases are often lower than real cases.

Source C: Cedar Falls cases and deaths

Week ending	New cases reported	Deaths
Oct. 5	12	0
Oct. 12	96	4
Oct. 19	310	17
Oct. 26	245	21
Nov. 2	120	9
Nov. 9	41	3
Nov. 16	15	1

Invented data for practice, matching real 1918 patterns.

Guided practice: the Cedar Falls sources

On page 1, with a partner:

1. Read Sources A, B and D.
2. For each, use the five-question source check.
3. Use See, Think, Wonder on Source D.
4. Start the table on page 2: what each source tells us and its limits.

Model: corroborating sources

Task: Do Sources A and B agree? What does that tell us?

Sources A and B corroborate each other: both show that schools, churches and the picture theatre in Cedar Falls were closed in October 1918. Source B is an official order, while Source A is a child's private diary, so they were made for different reasons by different people. Because two independent sources agree, we can be confident the closures happened. Source A adds something B can't: the father kept working at the mill because “if he doesn't work, we don't eat,” showing that not every family could follow the advice to stay home.

Why it works

- Names both sources.
- Explains why they're independent.
- States the shared fact.
- Shows what each adds.

Your turn: Evidence to Conclusion

On page 2, on your own:

1. Finish the table: what each source tells us and its limits.
2. Answer question 1 about the trend.
3. Answer question 2 about corroboration.
4. Write your conclusion (question 3) using at least two sources and one limit.

What's missing?



Whose voices are missing from the Cedar Falls sources? Where might a historian find them?

Sentence starters

“We don't hear from…”

“A historian could look at…”

“The numbers might leave out…”

How it works

- Groups of 3: 3 minutes.
- Share one missing voice.

Quick check

- What are the three steps of See, Think, Wonder?
- What does it mean to corroborate a source?
- Name one limit of the Cedar Falls data.
- What three parts does a strong conclusion need?

Exit ticket

1. Which source was most useful? Why?

2. One thing the numbers showed that the diary couldn't.

3. One question you still have about 1918.

Next class: Historians at Work.

Teacher reveal

Cedar Falls answers

Trend: Cases rose quickly from 12 to a peak of 310 (week of Oct. 19), then fell. Deaths peaked a week later (21, week of Oct. 26). Total: 839 cases and 55 deaths reported.

Corroboration: The diary and the notice agree that schools, churches and the theatre closed in October 1918. The photo description shows the community responding with volunteers and emergency hospitals.

Limits: All sources come from one town. We hear from officials and one child, not from doctors, nurses or people who were ill. Reported numbers may be lower than real cases. No Indigenous or immigrant voices.

A strong conclusion: In Cedar Falls, the 1918 influenza spread fast in October, closing public life for weeks. Families faced hard choices, like the diarist's father, who kept working because the family needed his pay.