

Distance Learning Tasks: Summer Term 2020

T2: The Anatomy of a Revolution



Introduction:

Historical debate is the essence of good history. Historians write arguments to support their theories and historians argue with each other to test and evaluate their claims of the past. Although the past is gone, the interpretation of the past has its own past, present and future.

Like all other subjects, history is challenging; but that's why it's called 'Advanced Level'. Your studies will build on the skills you have already learned; historical 'source analysis', studying historical 'evidence' and understanding 'cause'. Most importantly, you will do a lot of thinking. And a lot of thinking about your thinking!

Historians think with evidence in ways that are different from everyday thinking. In history, we can't 'see for ourselves' because the past doesn't exist. All we have is the evidence.

We can't even rely on 'credible' witnesses to tell us the 'truth'; people who wrote the past didn't do so for our benefit; they often had clear agendas when creating traces about the past and often didn't know the 'truth' themselves.

As well as collecting your own knowledge, you will also be asked to collect evidence from the past, to create your own opinion, as a historian in your own right.

Task 1: Study the image below. Using your source analysis skills, what can infer from this object about who owned it, when it is from, what its purpose was, where it may be located and why it is linked to a 'revolution'.



Task 2: Read the information below. Once you have explored the source and read the information, establish; what the source is made from; who used it; how it was used; how it works; why it was revolutionary.

In the early 1800s, Wales was at the forefront of global industrialisation. Its economy depended largely on jobs in mining and the iron industry. Working conditions for ordinary people were poor and dangerous and there was high unemployment. In June 1831, a popular uprising began in Merthyr Tydfil, with an angry crowd calling for parliamentary reform to stop the exploitation of workers by industry owners. The rioting and protest lasted for days, with some 7,000 – 10,000 men and women marching and rallying under the 'red flag' – the radicals reportedly killed a calf and dipped the white cloth of a reform flag in its blood.

The authorities summoned soldiers from the nearest barracks to try and take control. They fired into a crowd protesting outside the Castle Inn, killing as many as twenty people. One soldier, Donald Black, was stabbed. A twenty-three year old miner, Richard Lewis, whose nickname was Dic Penderyn, was arrested for the stabbing. The arresting constable was carrying this tipstaff. Inside was the warrant for Dic Penderyn's arrest. Over 11,000 people signed a petition calling for Dic Penderyn's life to be spared. But the authorities wanted to make an example of him to deter others. Despite little evidence against him, he was hanged for the stabbing on August 13 1831 (much later, a man called Parker admitted to the deed). His hanging turned Dic Penderyn into a local hero, a martyr. And working men in South Wales were not deterred from protesting: many would join trade unions or support Chartism and, in 1839, there was an even bigger rising at Newport.