



(Source 1) "Will the audience kindly keep their seats."
Sidney Strube, *Daily Express* (3rd July 1934)

The nature of this source is useful because ...

I know that ...



(Source 2) David Low, British Cartoonist. *They salute with both hands now!* (3rd July 1934)

The nature of this source is useful because ...

I know that ...

Nature of Cartoons offer a view of an event at the time. They were drawn on the day the story appeared in the newspaper. They are a way of distilling a whole story into one image. They are often satirical (funny). Nothing in the cartoon is there by chance, like in a photograph, so what you see is exactly what the artist wants to convey. The exaggerated nature of the people/scene often points to the heart of the message.

The cost of these crimes has been high: nineteen superior officers and thirty-one junior officers of the Storm Troopers and members of their squads have been shot. Further, three senior officers of the SS who participated in the plot were also shot. Thirteen SA leaders or civilians lost their lives in attempting to resist arrest. Two others killed themselves. Five Party members who did not belong to the SA were shot for their participation in the plot. And finally, three more SS were shot for mistreating prisoners.

(Source 3) Adolf Hitler, speech in the Reichstag (13th July 1934)

The nature of this source is useful because ...

I know that ...

Nature of Speeches. They are often made by important people who want to give an official message. They will be worded to make the speaker sound right / justified. Look at the *audience* of the speech. How would this affect the message? Why would knowing the audience be of use?

Grab a textbook and complete 5 more on speeches and cartoons you find.



British stretcher-bearers near Boesinghe, Belgium, 1917. Taken by a British official war photographer.

The origin of this source is useful because

...

I know that ...



Stretcher bearers on the Western Front. Painting by British artist Gilbert Rodgers in 1919.

The origin of this source is useful because

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I know that ...

From Edward Munro's Diaries of a Stretcher Bearer. Published in 2010

This entry comes from 7th November 1916. (Does this source have *two* origins.)

We commenced to carry down the wounded of whom there were a considerable number. The 7th Brigade had made an attack the previous night and had suffered many casualties. The country over which we have to carry is most difficult to traverse, being pitted with shell holes, mostly waterlogged. Fritz [A reference to the Germans] keeps up a fairly constant shelling. Yesterday he caught some of the 6th ambulance bearers, killing two.

The origin of this source is useful because

...

I know that ...

Origin of a source is **when** it was produced and by **who**. This is where you can really use your *contextual* knowledge of the period to answer your enquiry. It may be an eyewitness account to an event you have studied, allowing for further insight. It may be from a statesperson, allowing you to see their inner thoughts (if a diary for example) or how they wanted something to appear (propaganda). It may be a government source, showing you an official line. It may be from someone who was witness to an event, writing afterwards, showing its significance. **When** the source was made gives information on how the source was first used; to be used in that day's newspaper, a speech delivered at the time of an event, a recollection of something significant. The **Origin** can show us what people would have known about at that time.

Grab a textbook and complete 5 more on speeches and cartoons you find.

Ministry of Propaganda oder March 1934

Attention! ON Wednesday 21 March, the Fuhrer is speaking on all German radio stations from 11am to 11050. Am . . . All factory owners, stores, offices, shops, pubs, and flats must put up speakers an hour before, so that the whole workforce can hear.

The purpose of this source is useful because

...

I know that . . .

A building designed by Albert Speer, Nazi architect, in 1938 for the Nuremburg rallies.



'Children, what do you know of the leader?'
1933 Nazi propaganda children's book.

The purpose of this source is useful because

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I know that . . .

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...

I know that . . .



The purpose of a source is *why* it was created. It is very rare that a person will make a speech, draw a cartoon or write a diary entry with is historians in mind. So think about **who** the audience is for the type of source you have - newspaper readers, the government, the public, students the person themselves. How does the creator want to affect their audience - change minds, defend themsevlse to their audience, inform their audience, educate their audience, express themselves artistically. It may be something for practical use, such as a building, textbook, spreading medical advice. The purpose of the source may not always be apparent. Not many people would open a speech by saying, ' I am trying to convince you of . . . 'This is where your contextual knowledge comes in

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