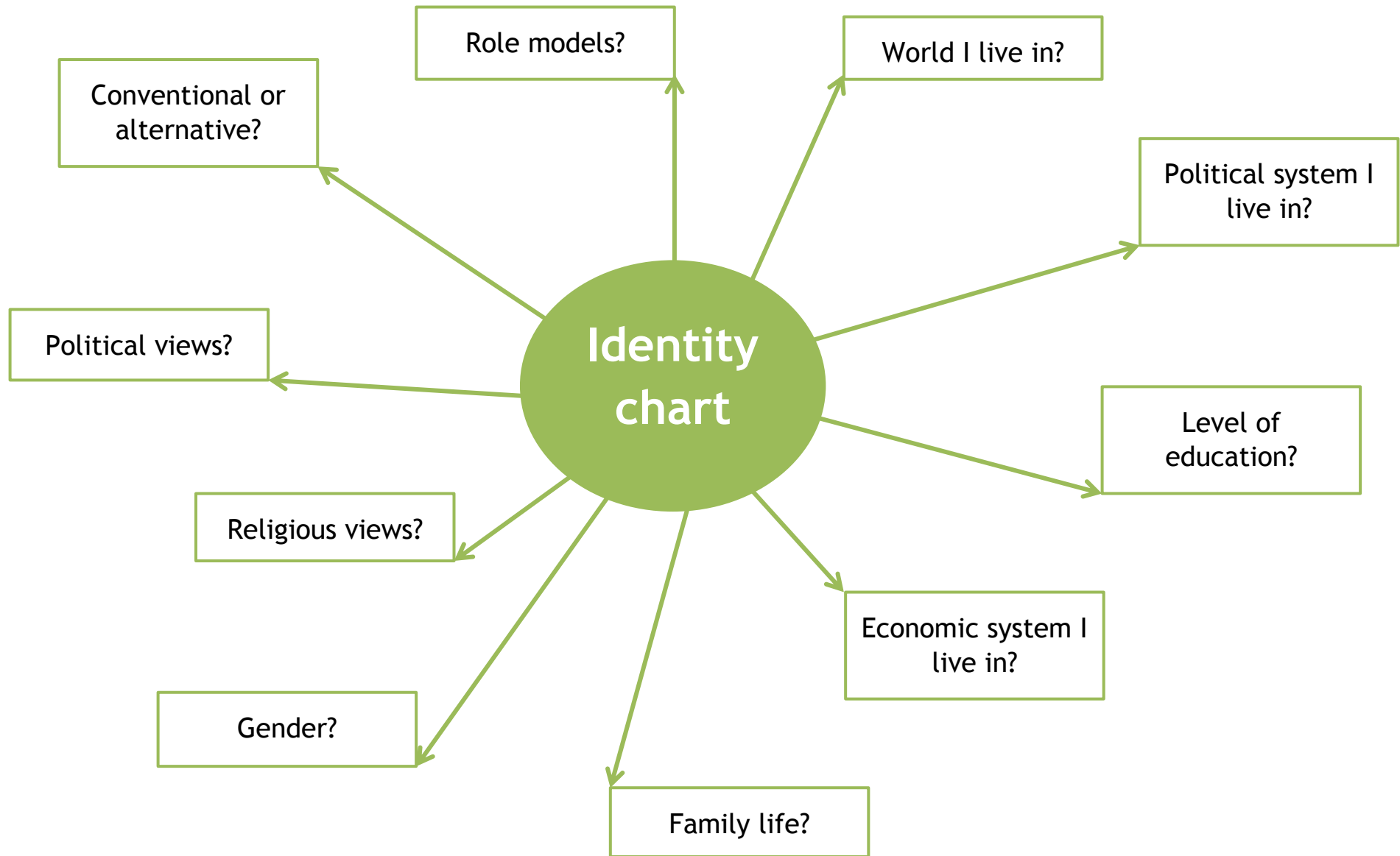


Teaching notes

This task is an introduction for KS5 students to why historians are so prone to offering differing interpretations.

1. Using the 'Identity chart' (p.2) ask students to consider the influences on their lives and what values/ideas they may believe and/or take for granted.
2. Discuss the moral issues (p.3) in small groups. You could divide the statements up so that each small group has two or three to work on. How do your students' experiences/value systems impact on their views on these questions?
3. Link the moral issues to historical debates (you could focus particularly on a debate within your current area of study, to help make this more concrete). How have their experiences/views affected the formation of their own opinions/interpretations on the history they are currently studying?
4. Consider the wider norm/values systems that are held by large groups/societies. How might these affect the histories written by individuals within them? How and why do prevailing views shift over time?



Do you agree with abortion?

Should people who are incurably ill have the right to die?

Can killing enemy soldiers in war be justified?

Is killing people who threaten the existence of your nation justified?

Should animals be killed to provide resources for humans?

Should animals be hunted for pleasure?

Should more civilised nations have more power over weaker ones?

Should nations compete rather than cooperate with each other?

Is it ever right to steal?

Is it ever right to go to war?

Would you give money to someone who was begging?

Do you agree with the principal of having the death penalty for the most serious crimes?

Are men better than women at football?

If you knew no one could ever find out, would you cheat in an exam?

Are individual freedoms and rights more important than state security?