



**History In-Service Team,
Supporting Leaving Certificate History.**

www.hist.ie

**Exploration, Enquiry and Evidence: Applying the Three Es
in Practice**

Exemplar Material selected from
Later Modern Field of Study
Europe and the Wider World, Topic 6
The United States and the world, 1945 to 1989
Case Study: *The Moon Landing, 1969*

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Introduction: Exploration, Enquiry and Evidence

Generally speaking, the aim of the HIST in-service programme is to develop teachers' appreciation and understanding of the syllabus and to explore some aspects of its application in the classroom. More specifically, this material aims to explore with teachers some methodologies surrounding the key principle underpinning the syllabus:

.... that the study of history should be regarded as the exploration of what historians believe to have happened, based on enquiry into the available evidence. [Syllabus, page 2]

This emphasis on enquiry and evidence is reflected in the fact that a key feature of the syllabus is the documents-based study:

The study of one of the topics will involve the structured use of historical documents. This will allow the student to develop expertise in the evaluation of evidence and the capacity to make reasoned judgements. [Syllabus, page 2]

Hence, the theme of the material on the following pages is "Exploration, Enquiry and Evidence: applying the Three Es in practice". This theme will be explored in relation to the topic prescribed for documents-based study in the Later Modern field of study that will be examined in 2008 and 2009, namely:

Europe and the wider world: Topic 6
The United States and the world, 1949-1989.

It is envisaged that the approaches to the case studies, including *The Moon Landing, 1969*, will help teachers to realise with their students in the classroom the relevant aims and objectives of the syllabus, and to do so through stimulating and engaging student-centred methodologies.

Exploring Evidence: Drawing Inferences from Historical Sources

Exemplar case study: *The Moon Landing, 1969*

The documents-based study

There will be much greater use of source materials especially in the teaching of the case studies ... It is important that there should also be variety in the selection of historical sources to be used.

Guidelines, page 12

The following approach looks at how a variety of different source materials can be used to add to a student's understanding of a selected case study from the documents-based study. Grounding the lesson in the available source materials not only develops in students the skills appropriate to the documents-based study but can also be a springboard into the elements of the topic, helping the students to develop the contextual understanding necessary for the documents-based study.

A case study involves an “*in-depth investigation of a particularly significant or representative aspect of an element of the topic.*” (Syllabus, page 11)

What makes a particular historical event historically significant?

Five Rs for dealing with historical significance¹

Remarkable

(the event/ development was remarked upon by people at the time/since)

Remembered

(the event/development was important at some stage in history within the collective memory of a group or groups)

Resonant

(people like to make analogies with it: it is possible to connect with experiences, beliefs or situations across time and space)

Resulting in change

(it had consequences for the future)

Revealing (of some aspect or aspects of the past)

¹ Christine Counsell, “Looking through a Josephine-Butler-shaped window: focusing pupils’ attention on historical significance”, *Teaching History*, issue 114, March 2004.

Case study: *The Moon Landing, 1969*

Associated elements:

Advances in military, space and information technology
US foreign policy, 1945 - 1972

Associated key concepts: *technological development; the military-industrial complex*

Associated key personality: *Lyndon Johnson*

Earlier, we discussed the benefits of an over-arching enquiry question that is addressed in stages as work on the case study progresses. Enquiry questions can advance student understanding while underlining the syllabus emphasis on enquiry. In exploring the following enquiry question based on the case study, *The Moon Landing, 1969*, a number of sources may be used to encourage students to acquaint themselves with the issues and events surrounding the case study.

Enquiry Question: Why was the US the first country to put a man on the moon?

Historical documents can be very revealing of the events of the period and myriad inferences about the attitudes, arguments and mores of the period may be drawn from them. However many students may find it difficult to grasp the degrees of certainty and uncertainty that attach to different sources. The following exercises encourage students to climb into a source and to come to grips not only with what the source “tells” us but, also, with what can be legitimately inferred from it. This approach helps students to realise that there are layers and degrees of certainty. It allows students to go beyond literal comprehension and to think about what they have read. It does not require definitive answers, enabling students to be tentative and explorative. This methodology will help students achieve one of the syllabus learning outcomes: *students should be able to draw conclusions from historical sources and use these conclusions to help form judgements on historical issue* (Syllabus, page 10). Students should come away from the exercise not only with a good knowledge of the source itself but an insight into the events and issues surrounding the source.

Written sources as we have identified above can offer a window into the attitudes and events associated with the time the source was written. Visual sources can be historically revealing too. Photographs, cartoons, drawings/diagrams and film are widely available for this particular case study. They also need to be interrogated for viewpoint, information and message, overt or otherwise. Students can infer a lot from visual sources as well as written sources if they have the tools to help them. The worksheet [page 6] may help students to draw inferences from photographs and diagrams.

Source for Moon landing video: <http://www.firstscience.com/site/video/part1.asp>

Relevant material

Teachers can refer to three grids on the use of evidence: “An approach to the analysis of written sources”, a worksheet on page 24 of the *Guidelines*; “An approach to historical cartoons”, page 28 of the *Guidelines* (also in Phase 3 inservice booklet p36 and available on www.hist.ie and on HIST 2006 CD-ROM); the worksheet on interpreting photographs which follows.

What other questions are posed by this source ?

What doesn't this source tell me?

What can be inferred from this source?

What does this source tell me?

Our people were convinced that we would be the first to land on the moon because they were used to the fact that we were always the first, the first, the first. Only we, the cosmonauts, and especially the moon crew, understood that this was not going to happen. It was not character; it was funding that played a role here. We knew that the U.S. had invested \$25 billion. We had invested 2.5 billion rubles in the entire space program, for both manned and unmanned flights. This was ten times less. The moon crew understood that we had a capability to circumnavigate the moon six months earlier than Frank Borman, but we knew that we would not be able to land on the moon ahead of the astronauts."

Cosmonaut Alexei Leonov who gives his views here, was the first man to walk in space. In 1967 he was recruited to train for his nation's lunar program.
from http://www.pbs.org/wgbh/amex/moon/peoplevents/e_race.html

What other questions are posed by this source?

Why did the USSR not put more money into their space programme?

What doesn't this source tell me?

Frank Borman was commander of the Apollo 8 mission which first circumnavigated the moon in 1968

What can be inferred from this source

The Russian people expected to be first because they felt their system was better

The Russians had had a number of successes in the space race

What does this source tell me?

Leonov claims they could have circumnavigated the moon 6 months earlier than the US

The Russian people expected to be the first to the moon

"Our people were convinced that we would be the first to land on the moon because they were used to the fact that we were always the first, the first, the first. Only we, the cosmonauts, and especially the moon crew, understood that this was not going to happen. It was not character; it was funding that played a role here. We knew that the U.S. had invested \$25 billion. We had invested 2.5 billion rubles in the entire space program, for both manned and unmanned flights. This was ten times less. The moon crew understood that we had a capability to circumnavigate the moon six months earlier than Frank Borman, but we knew that we would not be able to land on the moon ahead of the astronauts."

There were political decisions behind the scenes in relation to the Soviet space programme

Cosmonaut Alexei Leonov who gives his views here, was the first man to walk in space. In 1967 he was recruited to train for his nation's lunar program. from http://www.pbs.org/wgbh/amex/moon/peopleevents/e_race.html

The US invested \$25 billion in the space programme Russia invested ten times less than US

The USSR was not an open society with a free press

Leonov was proud of the Soviet character

The Soviets were concentrating on unmanned missions

The USSR's achievements included first ICBM, first satellite, first man in space, first space-walk

How did the USSR spend the Soviet space budget?

Why were the US putting so much money into their space programme?

What other questions are posed by this source ?

What doesn't this source tell me?

What can be inferred from this source?

What does this source tell me?

Finally, if we are to win the battle that is now going on around the world between freedom and tyranny, the dramatic achievements in space which occurred in recent weeks should have made clear to us all, as did the Sputnik in 1957, the impact of this adventure on the minds of men everywhere, who are attempting to make a determination of which road they should take. ...Now it is time to take longer strides--time for a great new American enterprise--time for this nation to take a clearly leading role in space achievement, which in many ways may hold the key to our future on earth...

First, I believe that this nation should commit itself to achieving the goal, before this decade is out, of landing a man on the moon and returning him safely to the earth. No single space project in this period will be more impressive to mankind, or more important for the long-range exploration of space; and none will be so difficult or expensive to achieve.....But in a very real sense, it will not be one man going to the moon--if we make this judgment affirmatively, it will be an entire nation. For all of us must work to put him there. It is a most important decision that we make as a nation. But all of you have lived through the last four years and have seen the significance of space and the adventures in space, and no one can predict with certainty what the ultimate meaning will be of mastery of space *May 25, 1961, President Kennedy's speech to a joint session of Congress*
<http://www.hbci.com/~tgort/moon.htm>

What other questions are posed by this source ?

What doesn't this source tell me?

What can be inferred from this source?

What does this source tell me?

The national space program has made significant contributions to our national security, has been a political instrument of international value, has produced new science and technology, and has given us .. a national pride of accomplishment..

The U.S. and the USSR have widely been portrayed as in a "race to the Moon" or as vying over leadership in space... Now with the successes of Apollo... the U.S. is at the peak of its prestige and accomplishments in space. For the short term, the race with the Soviets has been won.

..Nevertheless, the Soviets have continued development of capability for future achievements and dramatic missions of high political impact are possible...

The landing on the Moon has captured the imagination of the world ..If we retain the identification of the world with our space program, we have an opportunity for significant political effects on nations and peoples

DIRECTIONS FOR THE FUTURE Report of the Space Task Group, NASA 1969 <http://www.hq.nasa.gov/office/pao/History/taskgrp.html>

Photograph Analysis Worksheet

Step 1. Description

A.

Look at the photograph carefully. Form an overall impression of the photograph and then examine individual items. Next, divide the photo into sections and study each section to see what new details become visible.

B.

Use the chart below to list people, objects, and activities in the photograph.

People	
Objects	
Activities	

Step 2. Interpretation

Based on what you have observed above, list three things you might infer from this photograph.

Step 3. Wider context

A.

What decisions has the photographer made in creating this image?

What do you already know about the events surrounding the scene in this photograph?

Has the photograph raised any questions to which you would like answers?
Where could you find answers to them?

“American Know-How”



Source: *Courier-Journal* [Louisville, Kentucky] 17 July, 1969

Cartoonist: Hugh Haynie.

Copyright Notice: The copyright holder has given permission for this cartoon to be used in an educational or informational context. It cannot be used in advertising or in political campaigns.

1. Describe exactly what you see in the cartoon
2. To what issue or event is it referring?
3. What does the caption mean? Is it meant to be humorous or ironic? If so in what way?
4. Can you identify any symbols that the cartoonist is using?
5. What can you infer from this cartoon?
6. What is the essential message of this cartoon?

Kennedy and the Space Race, April 1961

Document A.

President Kennedy, USA, to Chairman Khrushchev, USSR

Date: 12 April 1961

Immediate Release
Office of the White House Press Secretary
The White House

April 12, 1961

FOLLOWING IS THE TEXT OF THE PRESIDENT'S TELEGRAM TO THE CHAIRMAN OF THE COUNCIL OF MINISTERS; UNION OF SOVIET SOCIALIST REPUBLICS, N. S. KHRUSHCHEV:

12 April 1961

The people of the United States share with the people of the Soviet Union their satisfaction for the safe flight of the astronaut in man's first venture into space. We congratulate you and the Soviet scientists and engineers who made this feat possible. It is my sincere desire that in the continuing quest for knowledge of outer space our nations can work together to obtain the greatest benefit to mankind.

THE WHITE HOUSE
WASHINGTON

Source: John F. Kennedy Presidential Library (U.S. National Archives and Records Administration)

Document B

Memorandum for Vice-President [Lyndon Johnson from President Kennedy]

Date: 20 April 1961

In accordance with our conversation I would like for you as Chairman of the Space Council [National Space and Aeronautics Council] to be in charge of making an overall survey of where we stand in space.

Do we have a chance of beating the Soviets by putting a laboratory in space, or by a trip around the moon, or by a rocket to land on the moon, or by a rocket to go to the moon and back with a man. Is there any other space program which promises dramatic results on which we could win? How much additional would it cost?

Are we working 24 hours a day on existing programs? If not, why not? If not, will you make recommendations to me as to how work can be speeded up.

In building large boosters should we put our emphasis on nuclear, chemical or liquid fuel, or a combination of all three?

Are we making maximum effort? Are we achieving necessary results?

I have asked Jim Webb, Dr. [Jerome] Weisner, Secretary [Robert]

McNamara and other responsible officials to cooperate with you fully. I would appreciate a report on this at the earliest possible moment.

Source: John F. Kennedy Presidential Library (U.S. National Archives and Records Administration)

Exploring the Evidence:

1. In Document A, what does Kennedy indicate that he wants in his telegraph to Khrushchev?
2. In document B, what aims does Kennedy mention for the Space Programme in his memo to Johnson?
3. In document B, what strategies does Kennedy have for speeding up American achievement in space?
4. What can you infer from the two documents about Kennedy's underlying attitude to the space race?
5. What differences exist between Kennedy's telegram to Khrushchev [document A] and his memo to Johnson [document B]?
6. What value does Kennedy's telegram to Khrushchev [document A] have as a historical source?