



Name \_\_\_\_\_

Class Period \_\_\_\_\_

Date \_\_\_\_\_

**Beyond the Sources** • *Moving*

Using the information you gather on the web site, answer the following questions about the unit.

1. The sources on this site show us some of the perils of making a large change in a community. How can using a variety of newspaper articles, photographs, and other sources give us a clear description of an event in a community's history?

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What incorrect conclusions might a historian make if they only used one of these sources?

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2. Special maps such as insurance maps can give us specific information we might not find on a standard political map. How is the insurance map in this unit probably more useful to us for our research about moving the town than a regular city map would be?

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What other kinds of maps might show us more information about the town and its moving process?

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3. Communities are often built near natural resources (such as iron ore) that provide income and employment for residents. What can Photo 1 in this unit tell you about life for the people who lived in the houses near the mine?

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**Beyond the Sources • Moving**

How can a photograph like this make the reality of living near a mine more clear than the insurance map in Map 1?

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Why is it important to use both of these sources to help you understand the situation?

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4. The newspaper articles in this section describe a court action that was begun against the mining companies. How might we find more information about this action?

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What can a legal dispute like this teach us about the time period and what the community felt was important?

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What can it tell us about the industry that caused the move?

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