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History in Documents and a Document in History

учебное пособие
по английскому языку
для студентов гуманитарных направлений



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History in Documents and
a Document in History

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Аннотация

Учебное пособие предназначено для студентов гуманитарных направлений подготовки, а также может использоваться широким кругом читателей, изучающих иностранный язык. Пособие разработано на основе компетентного подхода и обеспечивает взаимосвязанное развитие речевой, языковой, социокультурной и информационной компетенций студента. Представлен обширный массив текстов аутентичного характера, привлеченных из современных источников, газет, журналов и интернет-ресурсов страноведческой и лингвистической направленности, адаптированных для студентов данного уровня. Публикуется в авторской редакции.

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Методическая записка

Настоящее учебное пособие *History in Documents and a Document in History* предназначено для студентов, обучающихся по специальностям «Документоведение», «История», «Международные отношения», а также может использоваться широким кругом читателей, изучающих иностранный язык.

Данное пособие разработано на основе коммуникативного подхода и обеспечивает взаимосвязанное развитие речевой, языковой, социокультурной и информационной компетенций студента. Основная цель пособия заключается в развитии языковых и коммуникативных компетенций студентов, изучающих английский язык на направлениях подготовки «Документоведение», «История», «Международные отношения».

В пособии представлен обширный массив текстов аутентичного характера, привлеченных из современных источников, газет, журналов и Интернет-ресурсов страноведческой,

исторической направленности, адаптированных для студентов данного уровня. Таким образом, пособие последовательно погружает студента в тематические пласты специальной лексики и грамматики и помогает сформировать навыки работы с литературой по специальности.

Пособие состоит из следующих частей – READING, GRAMMAR, TRANSLATION PRACTICE и VOCABULARY.

Раздел READING состоит из семи модулей, в каждом из которых представлены аутентичные тексты разного уровня сложности. Речевой материал текстов отражает богатство современного английского языка, представляет специальные языковые, речевые выражения, обороты и термины профессиональной речи.

Каждый текст снабжен упражнениями, направленными на развитие навыков устной и письменной речи: лексические, лексико-грамматические и речевые, которые позволяют проверить как общее понимание прочитанного, так и закрепить только что приобретенные навыки. Система упражнений к текстам способствует активному усвоению профессиональной лексики и повторению некоторых аспектов грамматики. Прочное закрепление лексического материала обеспечивается заданиями на словообразование, перифраз, выбор, нахождение эквивалентов, перевод. Лексические упражнения обеспечивают эффективную повторяемость лексических единиц в пределах тематического комплекса. Особен-

ностью раздела READING является то, что он может быть задействован либо в качестве домашнего задания с последующей проверкой в учебной группе, либо самостоятельной работы.

Раздел GRAMMAR представлен тремя модулями. Каждый модуль содержит грамматические упражнения для активизации грамматических навыков устной речи, а также для выработки устойчивых навыков и умений, необходимых как для адекватного перевода текстов по специальности, так и для беспереводного чтения.

Раздел TRANSLATION PRACTICE представляет собой практикум по переводу текстов, максимально приближенных к языку специальности. По усмотрению преподавателя данный раздел можно задействовать как форму самостоятельной работы в виде письменного перевода или предлагать студентам в качестве домашнего задания.

Пособие может быть использовано для развития коммуникативной компетенции – умения получать, перерабатывать и передавать информацию. Содержание учебного материала может представлять интерес для тех, кто интересуется историей и хотел бы изучить прошлое через призму исторических документов.

Part I. Reading

Module I. Historical documents

Text 1. Historical documents

1. Study the following words:

1 account	отчет
2 limited lifespan	ограниченный период времени
3 obsolete	устаревший
4 government entity	государственное учреждение
5 storage	хранение, хранилище

Read the text and do the tasks after it.



Historical documents are papers that contain important information about a person, place, or event.

Most famous historical documents are either laws, accounts of battles (often given by the victors or persons sharing their viewpoint), or the exploits of the powerful. Though these documents are of historical interest, they do not detail the daily lives of ordinary people, or the way society functioned. Anthropologists, historians and archeologists generally are more interested in documents that describe the day-to-day lives of ordinary people, indicating what they ate, and their interaction with other members of their households and social groups, and their states of mind. It is this information that allows them to try

to understand and describe the way society was functioning at any particular time in history.

Many documents that are produced today, such as personal letters, pictures, contracts, newspapers, and medical records, would be considered valuable historical documents in the future to such people. However most of these will be lost in the future since they are either printed on ordinary paper which has a limited lifespan, or stored in digital formats that will become obsolete fairly soon.

Some companies and government entities are attempting to increase the number of documents that will survive the passage of time, by taking into account the preservation issues, and either printing documents in a manner that would increase the likelihood of them surviving indefinitely, or placing selected documents in time capsules or other special storage environments.

(Abridged from the original texts provided by Britannica Encyclopedia)

2. Answer the following questions:

- 1) What is a “historical document”?
- 2) What types of documents are mentioned in the text? Can you think of any more?
- 3) What details are scientists usually interested in?
- 4) What do these details help scientists understand?
- 5) What documents will become valuable in the future?
- 6) Why will documents be lost?

7) In what way do governments try to store and increase the number of documents?

3. Match the words on the left with their definitions on the right.

1) law(s)	a) a formal agreement, having the force of law between two or more people or groups
2) account(s) of battles	b) the case history of a patient
3) personal letter(s)	c. a paper printed and sold usually daily or weekly, with news, notices, advertisements, etc.
4) picture(s)	d) a rule that is supported by the power of

	government and that governs the behavior of members of a society
5) contract(s)	e) a written or spoken report, description or a story about war events
6) newspaper(s)	f) a written or printed message sent usually in an envelope
7) medical record(s)	g) a painting or drawing

4. Fill in the gaps with the words given in the box:

law	account	letter	picture	contract
newspaper	record			

1) Most daily _____s will not publish anonymous letters to the editor.

2) Historical _____s describe the young princess as exceedingly tall, thin, and plain, but with a generous nature.

3) You can ask the children to create a different ending to the story or draw different _____s to illustrate what they have read.

4) All citizens are equal before the _____.

5) As written _____s developed, they also used wooden writing boards and wax tablets for work which was not intended to be permanent.

6) Richmond Police are sending warning _____s to parents of children caught buying or attempting to buy alcohol.

7) When an agreement is reached with the owner, a private _____ is written and signed.

5. Find out what functions these people do:

an anthropologist	a) excavates artifacts and studies historical structures; b) deciphers and analyzes artifacts, ancient languages and past cultures
	a) collects information from observations, interviews, and documents; b) records and manages records of observations taken in the field
	a) writes history books about all kinds of topics, times, people and places; b) helps to preserve buildings or important historical documents
an archaeologist	a) researches socio-historical and archaeological aspects; b) studies linguistical and biological aspects of humanities
	a) studies the origin, development and behavior of human beings; b) examines the cultures, languages, archaeological remains and physical characteristics of people in various parts of the world
	a) interprets the event or time period; b) answers the questions of what happened, who was involved, why
a historian	a) utilizes fossils evidence to develop extensive data on human ancestry; b) studies the development of the human species

	a) analyze s data, laboratory samples, and other sources to uncover patterns about human life, culture, and origins;
	b) writes reports and gives presentations on research findings
	a) studies written records of ancestries;
	b) works as a teacher at colleges or universities or works as an archivist

Text 2. Four Types of Historical Documents

Read the text and do the tasks after it.

Historical documents are papers that contain important information about a country's people, laws or policies. For example, the U.S. Constitution is a historical document, and so are the birth and death certificates and military records of the country's people. Anthropologists and historians are interested in such papers, and the documents also help people research their ancestry. These are the four types of historical documents.

Political Documents. Political papers that are considered historical documents include the officially signed copy of the U.S. Declaration of Independence, U.S. Constitution and U.S. Bill of Rights. These historical documents are preserved at the offices of the National Archives and Records Administration

in Maryland. Under the Freedom of Information Act, they are generally accessible to anyone.

Vital Records. Birth, marriage and death certificates are historical documents and usually are referred to as vital records. They provide people with genealogy information, such as when their ancestors were born, married or died and even cause of death. Vital records are valuable for people who are interested in reviewing or discovering their ancestry.

Census Records. Information from the first U.S. Census, which was in 1790, is available from various sources, including the offices of the National Archives and Records Administration. The United States takes a census every 10 years; the census provides information on population numbers and growth and people's birthplace, age, street address and occupation, among other details. The data is helpful to track ancestors and to confirm information. It also is necessary for government records.

Military Records. Military personnel records are historical documents, too. They contain information about when soldiers, marines and other military personnel members enlisted, their training or qualifications, whether or not they were disciplined and/or awarded medals and their discharge or retirement information. The records include additional information, too.

(Abridged from the original texts provided by <http://www.ehow.com>)

1. Answer the following questions:

1) What information is given in historical documents?

2) How can historical documents help scientists?

3) What political documents are mentioned in the text? Can you give more examples of political documents?

4) What type of information do vital records provide people with?

5) Who can find vital records important?

6) How often does the United States take a census?

7) What information does a census usually contain?

8) What data can be found in military records?

2. Match the words on the left with their definitions on the right:

1) documents	a) in law, an exact duplicate of the text of any document
2) papers	b) a document that certifies some legal fact, for example, a birth or a divorce
3) records	c) A written or printed paper that bears the original, official, or legal form of something and can be used to furnish decisive evidence or information
4) certificate	d) A collection of letters, diaries, and other writings, especially by one person
5) census	e) an account in permanent form, especially in writing, preserving knowledge or information about facts or events
6) copy	f) a government-sponsored, universal and obligatory survey of all individuals in a geographical area

3. Find the words in the text for the definitions given below:

1) _____ advanced and detailed study of a subject, so as to learn new facts.

2) _____ a person`s ancestors considered as a group.

3) _____ to keep something in good condition for a long time by some special treatment.

4) _____ worth a lot of money or very useful.

5) _____ any thing or place from which something comes, arises, or is obtained; origin.

6) _____ to enter the armed forces or a course of study.

7) _____ the separation of a person from military service.

8) _____ the act of leaving one`s job, career, or occupation permanently, usually because of age.

4. Give Russian equivalents for the following word combinations and pay attention to the use of prepositions:

	accessible to	_____
	referred to	_____
to be	available from	_____
	necessary for	_____
	interested in	_____
	preserved at	_____

Text 3. How to analyze a historical document

1. Study the following words and phrases:

1 will	завещание
2 pension file	пенсионное дело
3 obituary	некролог, сообщение о смерти
4 handle	обращаться, манипулировать, пользоваться
5 repository	вместилище, хранилище
6 handwriting	почерк, рукописный текст
7 script	почерк, рукописный текст, подлинник
8 bias	склонность, предпочтение
9 familiarize	познакомить(ся), ознакомить(ся)

2. Read the text and choose the most suitable heading

from the list A-H for each part of the text:

A Evaluate whether the information in the document is primary or secondary information.

B Compare the document to others of the same type from the same location and era.

C Determine what type of document you are analyzing.

D Learn whether your document is an original.

E Consider why the document was created.

F Familiarize yourself with the handwriting of the time and place from which your document originates.

G Determine who authored the document, and who may have contributed information.

H Consider the era in which the document was created.

How to analyze a historical document

Historians and genealogists often use old documents to gather information about the past. Evaluating old records is an effective way to learn about the past, and it's often one of the first skills historians and genealogists learn. Here are some tips for how to analyze a historical document.

1 _____ You might be looking at a will, a pension file, an obituary, a news article, or any number of other document types. Knowing what you're looking at helps you develop an approach for handling the information the document contains. For an obituary, for example, you will want to find out whether the item appeared in a newspaper or a different publication, whether it was written by the publication's staff or a paid

placement, and whether there were other newspapers in the same time and place that might cover the same person differently. For a military pension file, you'll want to find out up front which side of a war the soldier served on, since that will have a significant impact on the breadth and depth of the materials you should expect to find in the file. Understanding the background behind the document before you begin to work with it will enhance your ability to extract useful information in your analysis.

2. _____ A census record, for example, is created primarily to count the number of people in a particular location for taxation and representation purposes. You might find useful information in a census that can be used for another purpose, like genealogical research or social studies. However, understanding the original reason a document was produced helps determine how accurate the information it contains may be for secondary purposes.

3. _____ Primary information is given by someone with firsthand knowledge; secondary information is not. Both types of information can appear in the same item. For example, a death certificate will contain the doctor's explanation of the cause of death. This is primary information, since the doctor was present during or shortly after death. The same death certificate will usually include the date and place of birth of the deceased. This is usually secondary information, since the person giving the information is typically someone who was not present at the birth of the deceased. Generally speaking,

historians consider primary information to be more reliable than secondary information.

4. _____ Consider whether those individuals may have had accurate information, and whether they may have had biases or reasons to provide information that was not accurate or truthful.

5. _____ This will help you interpret terms that may be unfamiliar or whose meanings have changed over time. For example, the word "infant" generally refers to a baby under the age of 2 today, but in the documents from the British colonies in the 1700s, "infant" meant anyone under the age of 21.

6. _____ Wills, for example, often contain standard language that is other wills of a particular time and place. If your document contains different language than the norm, that might indicate a unique situation or circumstance.

7. _____ If you obtained it from a repository (such as a library or archive), ask the staff if it is an original document. If you own the document or received it from a lay person, have a qualified professional review it to determine whether it's an original. Local historical societies and colleges can often help with this. Documents that have been transcribed, abstracted, copied or otherwise derived from the original may contain errors. Work with original documents (or photographic copies of documents) whenever possible to ensure accuracy.

8. _____ For example, Old German handwriting has letters that are very different than those used

today. Becoming familiar with the handwriting styles of the era will help ensure that you're interpreting your document correctly. Numerous books and websites are available to help you translate handwriting from different times and places. Staff at local historical societies in the location where the document originated can often help with this as well.

(Abridged from the original texts provided by <http://www.ehow.com>)

3. Answer the questions:

- 1) What document types are mentioned in the text?
- 2) What information is important for analyzing an obituary?
- 3) Why do you need to know which side of war a soldier served on?
- 4) What is a census record created for?
- 5) Why is it important to understand the purpose of creating a document?
- 6) What's the difference between primary and secondary information?
- 7) Which type of information is more reliable?
- 8) Why is it important to know the period of time in which the document was created?
- 9) Why is it better to work with original document?
- 10) How can knowing the handwriting styles of the era help you to analyze the historical document?

4. Find synonyms for the following words in the text:

- 1) to estimate _____

- 2) influence, effect _____
- 3) exact, precise _____
- 4) to define _____
- 5) certain, undoubted _____
- 6) to add, share, supply _____
- 7) to show, denote, reveal _____
- 8) to inspect, analyze _____
- 9) mistake, fault _____
- 10) to explain, decipher _____

5. Find the words in the text for the definitions given

below:

- 1) _____ a manner or method of doing something.
- 2) _____ to raise to a higher degree; intensify; magnify.
- 3) _____ select (a passage from a text, film, or piece of music) for quotation, performance, or reproduction.
- 4) _____ to come into sight; become visible.
- 5) _____ the dead person.
- 6) _____ to make a written copy, especially a typewritten copy, of (dictated material, notes taken during a lecture, or other spoken material).
- 7) _____ to remove by drawing out gently or take away.
- 8) _____ to receive or obtain from a source or origin (usually followed by from).

9) _____ to make certain to happen.

10) _____ to take its origin or rise; begin; start; arise.

6. Fill in the gaps with the words given in box. For some points the first letters are given. Translate the sentences into Russian:

derive	approach	extract	originate	abstract
deceased	appear	enhance	ensure	transcribe

1) I **e** _____ that text directly out of our new library system.

2) The point is this – we cannot **a** _____ ideas from the historical epoch in which they appeared.

3) The **d** _____ was found with multiple head injuries on a footpath.

4) Dog owners must by law **e** _____ their pet wears a collar and tag with their name and address on it.

5) The word magazine **d** _____s from an Arabic word meaning a storehouse, a place where goods are laid up.

6) The exotic creature, which _____ from central and South America, is probably an escaped pet.

7) Interviews were _____ by the researcher who carried out the interview.

8) He is diplomatic and cautious in his _____ to

sticky situations.

9) From the moon, Earth **a**_____s as a bright blue-and-white object in the black sky.

10) She spends time on **e**_____ing her image with fitness routines and new styles.

7. Make the summary of the text.

Revision I.

Check yourself. Remember the following words and phrases:

account(s) of battles	familiarize	personal letter(s)
bias	handle	picture(s)
census	handwriting	records
certificate	law(s)	repository
contract(s)	medical record(s)	script
copy	newspaper(s)	transcribe
decipher	obituary	will
documents	papers	
evaluate	pension file	

Module II. Early documents

Text 1. Types of documents

Read the text and do the tasks after it.



Documents that have been preserved are originals, drafts, or copies. Originals are formal documents drawn up on the order

of the sender or donor, and they were designated to serve the recipient or beneficiary as evidence of the transaction recorded. Handwritten copies of documents, made either before or after the deed was actually executed (sealed), are not classified as originals. If made before an “original,” they were rough drafts of it; if made afterward, they were copies.

The particularly Anglo-Saxon method of chirography gave the possibility of producing several “originals.” By this process two or more specimens of a document were written on the same page of the vellum sheet, and the free space between the texts was filled in with the word *chyrographum* (“handwriting”) or other words and symbols. Then the sheet was cut irregularly right through these words or symbols. The originals thus separated could later be reassembled. An exact fit was complete proof of authenticity.

But to provide documents having the force of “originals,” copies of the original were usually made and formally certified, by public notaries, or by high ecclesiastical or secular dignitaries. Copies certified in this way were accorded the same legal value as the originals. In practice, lack of critical judgment on the part of the certifiers often led to the certification of forged records. In documents known as transumptis, which recited earlier documents or charters as part of their text, it often happened that the earlier document was forged, but, being included in the new, it received validation.

The original documents and copies considered above were

issued at the request of the recipient or beneficiary or of his legal heir. It also happened quite often that the sender or donor wished for various reasons to retain a record of the documents issued by him. The chanceries (record offices) of secular rulers or great ecclesiastics therefore kept copies of outgoing documents in registers, and often of incoming documents, too. The popes were among the first to adopt the old Roman practice of keeping registers; although nearly all the earlier ones have been lost, an almost uninterrupted series of papal registers is extant from the pontificate of Innocent III onward.

An important group of registers are the rolls kept by the medieval kings of England; the earliest extant rolls date from the 12th century. The keeping of registers in the chanceries of the French kings began about the year 1200, in Aragon about 1215, in Sicily under the Hohenstaufen emperor Frederick II (died 1250), and in the German imperial chancery from the early 14th century.

Another manner of studying documents is in the formula books of the various chanceries. Notaries drawing up the various forms of medieval documents did not usually compose each new text afresh but, rather, copied from books in which such text formulas had been collected, a practice that can be traced back to Roman procedure. These model texts frequently contained only the legally relevant passages, while the individually applicable parts, such as names, figures, and dates, were either abridged or totally omitted. During the time of the Frankish kings, important

collections were made, such as the *Formulae Marculfi* (early 8th century) and the *Formulae imperiales* (828–832). Significant collections of formulas serving as models for papal documents have been preserved from the 13th century.

(Abridged from the original texts provided by Britannica Encyclopedia)

1. Answer the questions:

- 1) What documents are original?
- 2) What are drafts?
- 3) What are copies?
- 4) How could people create several originals?
- 5) How did the method of chirography work?
- 6) What was the method of chirography used for?
- 7) How can a document get the force of the original?
- 8) What led to the certification of forged documents?
- 9) Under what circumstances forged documents could receive validation?
- 10) What were registers used for?
- 11) What are the examples of registers?
- 12) What did the formula books contain?

2. Match the words to their definitions:

1) original	a) a piece of parchment or paper (intended to be) written on and rolled up for convenient handling, carrying, or storage
2) copy	b) a copy, a transcript; esp. one of a legal document
3) deed	c) a picture, document, photograph, etc., from which another is copied; the text or literary work from which a translation is made
4) draft	d) the fact or condition of being(or having been) written down as evidence of a legal matter, spec. the proceedings or verdict of a court of law
5) record	e) a collection of sheets of paper or other material, blank, written, or printed, fastened together so as to form a material whole
6) charter	f) a written document delivered by the monarch or legislature, esp. granting privileges or recording rights or creating a borough, company, university, etc.; a written constitution

7) register	g) a piece of written or printed matter (document) that reproduces the contents of another
8) transumpt	h) a book or volume in which important particulars of any kind are regularly and accurately recorded; a written record or collection of entries thus formed
9) roll	i) a written or printed instrument signed (and sealed and delivered) by the disposer, legal disposition such as the transfer of property or the creation of a contract
10) book	j) a preliminary version or rough form of something to be written or printed, esp. an official document

3. Fill in the correct word from the list below. Then, use the collocations to make your own sentences:

incoming, formula, forged, proof, validation, dignitaries, keeping, imperial

- 1) register
- 2) chancery
- 3) records
- 4) to receive
- 5) documents
- 6) books
- 7) of authenticity
- 8) secular

Text 2. Classification of documents

Read the text and do the tasks after it.

The documents of the Middle Ages are usually classified under two groups: public documents, which are those of emperors, kings, and popes, and private documents, which comprise all others. Another way of classifying documents is according to whether they are evidentiary or dispositive. The former merely record a valid legal act already executed orally, while the actual issuing of the latter forms in itself the legal act. This distinction, found among Roman documents from the 3rd century A.D. onward, gradually ceased to exist after the early Middle Ages.

After the collapse of the Carolingian empire in the 9th century, private documents lost much of their function and were replaced by simple memorandums about legal acts and the witnesses to them. It was not until the late 11th and early 12th centuries that sealed charters of high secular or ecclesiastical dignitaries were again gradually considered as dispositive. Papal documents can be classified mainly as either letters or privileges, and royal documents can be classified as diplomas or mandates. Privileges and diplomas give evidence of legal transactions designed to be of long duration or even of permanent effect, while mandates and many papal letters contain commands.

1. Answer the questions to the text:

- 1) Give definitions to public documents and private documents.
 - 2) What's the difference between evidentiary and dispositive documents?
 - 3) What documents replaced private documents?
 - 4) When and why did private document lose their functions?
 - 5) What was the classification of papal and royal documents?
 - 6) What is the difference between papal and royal documents?
- 2. Find all the types of documents mentioned in the text and give definitions to them in your own words.**

Text 3. Materials used for the early documents

Read the text and do the tasks after it.

Documents were written on a variety of material. In antiquity there were documents of stone, metal, wax, papyrus, and, occasionally, of parchment, but only papyrus and parchment (and, very occasionally, wax) were used during the Middle Ages. From the 12th to the 13th centuries, paper was also available.

Papyrus, made from the stem of the papyrus plant, was produced mainly in Egypt. The Merovingian kings wrote their documents on papyrus until the second half of the 7th century, and the popes did so until far into the 11th century. North of the Alps papyrus had finally disappeared by the 8th century, when it was replaced by parchment.

Parchment was made from animal hides and was thus easier to obtain. In southern Europe it was made mainly from sheep and goat hides; the insides of the skin were thoroughly smoothed and calcined, while the hairy sides were left rougher. In central and northern Europe, parchment was usually made from calves' skins, and both sides of the hides were thoroughly smoothed and calcined.

Paper came originally from China. During the 8th century AD, it spread to the Arab world and from thence to Byzantium, where it was manufactured from linen and was used from the 11th to the 13th centuries for imperial documents. After that time ordinary paper was used in the Byzantine Empire. In the West the use of paper, most common at first in southern Italy and Spain, had begun to spread by the beginning of the 12th century. Germany and southern France began to import paper from Spain and Italy in the 13th century, and soon afterward it had reached England by way of Bordeaux. But paper did not altogether replace parchment, which long remained in use, especially for solemn documents.

Конец ознакомительного фрагмента.

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