



Education
& Training

History

for those new to teaching the subject



Curriculum
K-12

Contents

About this resource	3
The History syllabus 7–10	3
Cross Curriculum Content	4
Becoming familiar with the History syllabus 7–10	5
Historical skills reflection	6
For your reflection	7
What is History?	8
Questions asked by historians	8
Historical perspectives	8
Teaching historical skills	9
Using historical sources	10
Chronology	27
Gathering oral histories	41
Historical inquiry	43
Narrative, role play and drama	46
Site studies	52
Analysing a website	62
Designing an assessment task	66
Organisations to contact for assistance with resources, teacher professional learning and excursions	72
Websites for teaching and learning activities	73

About this resource

This resource is designed to help teachers without a background in History and new teachers, to help you get started teaching History Years 7–10. This involves gaining an understanding of:

- the syllabus and its requirements
- what History is
- questions asked by historians
- skills required to study History
- designing assessment tasks
- professional organisations who offer assistance and resources
- ideas and online resources to assist you in the teaching of History and Historical skills.

The information in this resource is not designed to cover all of the subject matter or skills, but to get you started on the basics including worksheets and a comprehensive list of online resources.

Feel free to use any of the information and graphics in this resource in developing your teaching resources.

The History syllabus 7–10

Aim of the syllabus

To stimulate students' interest in and enjoyment of exploring the past, to develop a critical understanding of the past and to enable them to participate as active, informed and responsible citizens.'

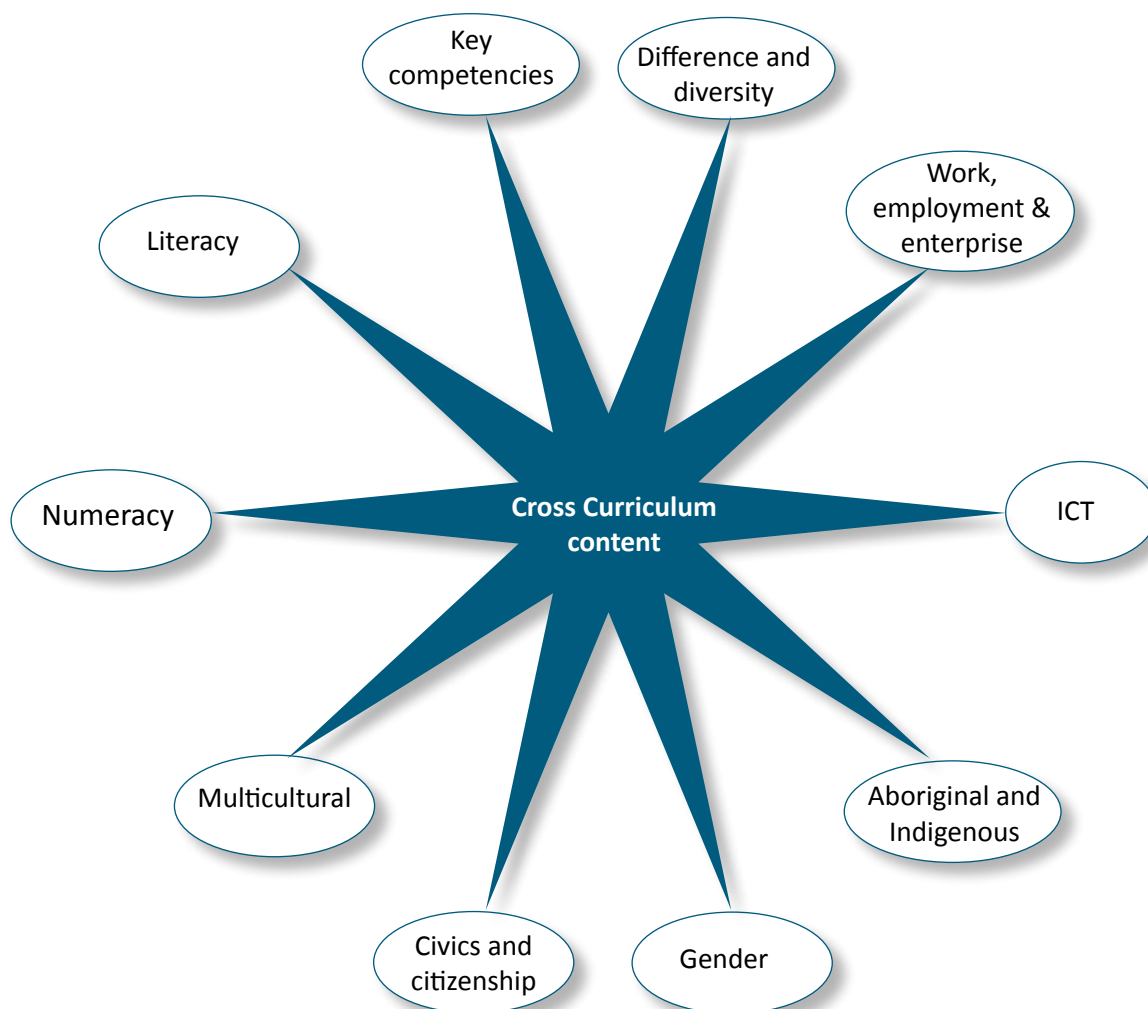
(History syllabus 7–10 p. 10)

Rationale

History enables students to appreciate the human achievements of the past, for their own interest and for the legacy left to later generations. Students are given opportunities to develop their understanding of motivation, causation, consequence and empathy.

Cross Curriculum Content

Cross curriculum content is integrated throughout the History 7–10 syllabus. Cross curriculum content assists students to achieve the broad learning outcomes defined in the Board of Studies *K–10 Curriculum Framework*. It is important to note that History involves not just **learning about past events**, but also being able to **understand historical texts, use and evaluate historical sources, identify different perspectives** and **draw conclusions**. *Quality Teaching* should also be integrated into all aspects of teaching and learning in History.



907 Interactive ochre

Interactive Ochre is a quality e-learning multimedia resource primarily designed to build knowledge, concepts and principles of cultural ...

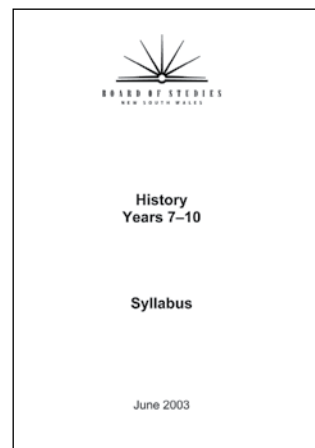
Website | Stage 5, 6, Statement of Attainment | 2006

A good online starting point for Aboriginal and Indigenous content

Becoming familiar with the History syllabus 7–10

These questions are designed to help you familiarise yourself with the course requirements. You can use the link [here](#) or in the Organisations page to access the **Syllabus** and the **School Certificate Scope and Test Specifications**.

[<www.boardofstudies.nsw.edu.au/syllabus_sc/history.html>](http://www.boardofstudies.nsw.edu.au/syllabus_sc/history.html)



1. Students in Stage 5 must study how many hours of mandatory History at each Stage?
2. What do the 'learn to' statements describe?
3. From reading the rationale, how would you describe the purpose of 'Thinking Historically'?
4. In the 7–10 History syllabus, which topics are examinable in the School Certificate?
5. What are the six key skills that the syllabus emphasises should be taught?
6. What is the purpose of a site study? What are the syllabus requirements for Stages 4 and 5 regarding site studies?
7. What is a perspective? How can perspectives be taught in Years 7–10 History?
8. On which page of the History syllabus is the glossary?

Click [here](#) to try this drop and drag activity for History definitions!

[<law.cli.det.nsw.edu.au/Activities/4448/mat4448.htm>](http://law.cli.det.nsw.edu.au/Activities/4448/mat4448.htm)

Historical skills reflection

Use this reflection sheet to identify what you know and what you need to learn more about.

Historical skills	Confident	Developing
Comprehension		
• read and understand historical texts		
• use historical terms and concepts in appropriate contexts		
• sequence events within specific periods of time; explain continuity and change over time		
Analysis and use of sources		
• identify different types and varieties of sources		
• identify the content, origin, purpose and context of historical sources, including ICT sources		
• use and evaluate historical sources for the purposes of historical inquiry		
• draw conclusions about the usefulness of sources for a specific historical inquiry		
• distinguish between fact and opinion		
Perspectives and interpretations		
• identify perspectives of different individuals and groups		
• recognise that historians may interpret events differently		
Empathetic understanding		
• interpret history within the context of the actions, values, attitudes and motives of people from the past		
Research		
• plan historical research to suit the purpose of an investigation		
• locate, select and organise information from a variety of sources		
Communication		
• select the appropriate form of communication for specific purposes		
• communicate effectively using oral, written, computer based and other forms appropriate to an historical investigation		
• use knowledge, understandings and relevant evidence to create appropriate historical texts.		

(History syllabus 7–10 p. 16)

For your reflection

Answer the following questions with reference to your current school's teaching and learning programs and the years you are teaching – this is for your reflection only.

For which of the topics do you have good background knowledge?

For which of the topics will you need to do some reading/research?

For which of the topics will you need to a lot of reading/research?

What is History?

At its most basic level, History is **everything that has happened in the past**. However, it is never possible to determine exactly what happened in the past. History is also an inquiry or **investigation into what happened in the past**. An investigation into the past requires historians to ask questions to discover what happened.

History also encompasses the finished product of historians' inquiries. Such histories are really **historians' interpretations of what happened in the past**, based on their investigation and research. These histories are shaped by the kind of questions asked about the past and by the sources selected or available to the historian.

Questions asked by historians

- How do we know what happened?
- What evidence is left?
- What's fact and what's opinion?
- Whose version of what happened is reliable?
- Is there more than one perspective to examine?
- Why did particular events happen?
- Is there more than one explanation?
- What were the consequences?
- Were the consequences the same for everyone?
- How have past events and their consequences helped shape Australia and/or the world as it is today?



Historical perspectives



Each historian writes about the past from a **particular point of view**. **New research** and **varying perspectives** ensure that history is never static or unchanging. History is an ongoing intellectual debate between historians, and students need to be aware of a **range of viewpoints** or perspectives. Historians could be influenced by their gender, age, family and cultural background, education, religion, values and political beliefs, their life experiences and the time in which they live.

Until the 1970s, Australian history's focus was mainly on political and military history revolving around powerful and influential males. The histories of Aboriginal people, women, migrants, convicts, workers, the local area and social history were often ignored. However, gradually historians began to include these perspectives in their investigations, allowing more voices to be heard. Histories written from a range of perspectives help to provide a **more complete picture** of Australia's past.



A national history needs to include a **balance of political, military and social perspectives** and to include the experiences of a **range of people, not just the prominent and powerful**. Our country's history includes successes and failures. An understanding of all perspectives of our history can help us see how Australia came to be the nation it is today.

(Adapted from the Board of Studies support document,
Advice on Programming and Assessment, p. 64)

Teaching historical skills

The mastery of a skill depends on the ability to perform it unconsciously with speed and accuracy while carrying on other brain functions.

Bloom 1986, cited in Lang, MacBeth & Herbert,
Teaching History in Secondary Schools

The NSW History 7–10 syllabus requires students to develop skills in:

- comprehension
- analysis and use of sources
- perspectives and interpretations
- empathetic understanding
- research
- communication.

An inquiry based approach to understanding history

Understanding about the past requires us to **seek out knowledge as well as apply historical skills** to determine why events occurred and what motivated the people to take the action they took. This is an inquiry based approach. An inquiry based approach helps students to see that there are **different historical interpretations** of an event, group or person. An inquiry based approach helps students to **grapple with the problems and issues of history**.

Planning to teach skills

Skills in History must be taught in **connection to content**. Skills need to be **practiced and reinforced throughout** a unit of work.

When planning a skills based lesson consider the following:

- What **skills outcomes** do I want to achieve?
- What knowledge and skills must the student **already know** and be able to do in order to apply this new skill?
- What scaffolds or **steps** are needed?
- How much **time** will the demonstration and practice of the skill require?
- How will I **assess** whether the skill has been learnt?
- How can I ensure that the skill is **maintained and transferred** to other units?

This resource includes helpful insights and resources regarding following skills:

- Using historical sources.
- Chronology.
- Questioning.
- Gathering oral histories.
- Historical inquiry.
- Narrative, role play and drama.

Using historical sources

Historians get their information from two different kinds of sources: primary and secondary. Primary sources are first-hand sources. Secondary sources are second-hand sources

To understand this, picture the following scenario:

There has been a fire in a science lab at the school. The description of what happened that a student gives to the police is a primary source because it comes from someone who was there at the actual time of the accident. The story that other students tell their parents that afternoon is a secondary source because these students did not actually witness it. The students are presenting an interpretation or perspective of the incident.

Sources and evidence

Historians base their research on sources that are relevant to their inquiry. They need to analyse them to discover if they hold any evidence that will be relevant to their particular historical inquiry. The evidence is the information contained in the source and historians can retrieve it by asking relevant questions. Thus a source is not the same as evidence. A source becomes evidence if it is used to answer a question on the past. It may be evidence for one aspect of history but not for another. Some sources contain useful information but often not all of the evidence that is needed in the inquiry.

Primary sources

Primary sources are interesting to read or interpret as they give us first hand 'you are there' insights into the past. They are also the important tools an historian has for developing an understanding of an event. Primary sources serve as the evidence an historian uses in developing an interpretation and in building an argument to support that interpretation.

Examples of primary sources that we may use are:

- **personal** sources such as letters, diaries, personal narratives, photographs (after 1850s), paintings, memoirs and oral history
- **official** sources such as newspapers, government publications and archives, speeches, birth and death certificates, shipping lists, court records, council records, maps, military records such as enlistment papers
- **artefacts** such as gravestones, buildings, war memorials, foundation plaques, war medals, tools, household implements.



Vrroom: Using primary sources

Vrroom is the virtual reading room of the National Archives of Australia. This page is a guide for users beginning archival research and has
Stage 3, 4, 5, 6 | 2009

Search for this resource on *TaLe* to help you and your students!

Interpreting primary sources.

Primary sources have to be interpreted. We can't always understand what a primary source means, especially if it is from a time or culture significantly different to our own. It is therefore necessary to try to understand what it means and to figure out what the source can tell us about the past.

To help interpret primary sources the following questions can help.

What is it?

- Identify the type of source and what it contains.
- Is it a letter, newspaper article, photograph, document?
- Is it a primary or a secondary source?

What does it show?

- Identify images, symbols, characters.
- What are the key words and what do they mean?
- What is it about?

When was the source written, produced, made?

- At the time of events described or later?
- How much later – 5 years or 100?

Who wrote, produced or made it?

- Is it an eyewitness, someone involved in events described or someone writing about what they've heard or researched?
- From whose perspective is the source written?

Why was it written or produced?

- Are there personal motives, e.g. letter to parents?
- Are there political reasons, e.g. censored newspaper article?
- Is it propaganda, e.g. recruitment poster?

How is it written or produced?

- Does it give a particular point of view?
- Does it give a detached, balanced account?
- Is it biased either for or against the issue?
- How useful is it for an historian researching a particular aspect of history?

Context

- What historical event/issue/personality is it describing?
- What else is happening at the time the source was created?

Analysing a photograph

- Who took the photograph?
- What does it show?
- Where was it taken?
- Where was it published?
- What is its date? Location?
- What is its caption?
- What is written about it?
- Why was it taken?
- Was it posed?
- What further questions do you need to ask?



If we know very little about a photograph, it will be difficult to use as a reliable source; we need to know its origin or provenance.

Analysing an artefact

- What is it?
- What is it made from?
- What size is it?
- Where did it come from?
- When was it made and by whom?
- What was its function?
- What is its significance?
- How has this source been interpreted by others?
- Is this type of artefact still in use today? If not, what is used in its place?
- What else was found with it?
- What does it tell about its society?



Analysing a building or monument

- What is its location/address?
- What type of building/monument is it?
- When was it built?
- What materials is it made from?
- What was its original purpose?
- How is it used today?
- How has it changed over time?
- How is it decorated or what symbols are on it? What do they mean?
- What condition is it in now?
- What is the future of the building?
- How important is it as a heritage building?
- How does it contribute to our understanding of the past?



Analysing a cartoon

A cartoon may be an important historical source, yet it is one of the most difficult for students to understand. By following several steps in deconstructing a cartoon, students learn to understand the broader historical meaning.

Cartoons have been used to poke fun at authority figures, criticise political actions, decisions and policies and to comment upon historical events. Sometimes the message conveyed is a conscious manipulation of the reader in the form of propaganda.



Students particularly need to understand the 'stock' characters and symbols used in different time periods, such as the small boy representing Australia at the time of Federation, the fierce portrayals of our 'enemies' such as the brutish German 'Hun' of World War I and the sinister depictions of Chinese migrants. The following process may guide students in their analysis of a cartoon.

1. **Examine** the cartoon for details: people, buildings, background, dress and clues for historical data. What is the date, title, caption and source? What is happening in the cartoon?
2. **Symbols** – what characters are represented or what symbols can be identified? Are they used for emotive purposes?
3. **Background context** – to what issue/event is the cartoon referring? What background knowledge can be added?
4. **Bias** – who drew the cartoon? What viewpoint is being expressed?
5. **Interpret** the meaning. What is the overall message of the cartoon? Explain in your own words what the cartoonist is saying.
6. **Evaluate** its effectiveness. How does the cartoon attempt to influence the reader? Is it successful? What would the responses to the cartoon have been from different groups at the time? How influential was it at the time?



If you encounter a primary source that you don't understand it is useful to look up a secondary source to help you place that source in its historical context.

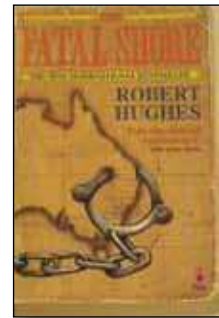
Using secondary sources

Secondary sources are those sources produced after the period or event under investigation. They may include histories written over one hundred years after the event, later newspaper accounts, biographies, documentaries, political commentaries and encyclopedias.

Secondary sources may provide an overview of an event or issue, different opinions and/or interpretations of events, access to statistics, photographs, maps and other sources and provide the latest research and scholarship on a particular historical subject.

To help interpret secondary sources the following questions can help.

- Who wrote it?
- When was it written?
- What sources were used to write it?
- Are these sources reliable?
- What has been omitted?
- Why was it written?
- Who was the intended audience?
- Have any facts been omitted?
- Have emotive phrases or words been used?
- Has the writer any reason to be one-sided?



➔ There can be a strong temptation to teach history from one or two textbooks and to believe that the better a student transfers textbook ideas, the better they are as a student of history. This may be a way to passively learn the content of history but students do not get the opportunity to be *active learners*. Note, however, that many of the textbooks do include skills activities for source analysis.

Three ways to use a secondary source.

1. As a collection of facts

Use a secondary source if you need to find a particular piece of information quickly. You might need to know, for example, where Gallipoli is, what year Gough Whitlam was dismissed or the names of Indigenous tribes in your area.

2. As a source of background material

If you are teaching one topic but you need to know something about what else was happening at that time, or what happened earlier, you could use a secondary source to find the background material that you need. For example, if you are teaching the Great Depression in Australia, you may use a secondary source to help you see which other countries were affected, or what the 1920s were like.

3. As an interpretation

Since the facts do not speak for themselves, it is necessary for the historian to give them some shape and to put them in an order that people can understand. This is called an interpretation. Many secondary sources provide not only information but also a way of making sense of that information. You should use a secondary source if you want to understand how the writer makes sense of a particular person, trend or event.

Teacher activity 1

Look at the sample lesson plan on the following pages and answer these questions.

1. Which of the sources are primary and which are secondary sources?*

Think about:

- a. Their relevance to the topic areas they address.
- b. The syllabus outcomes that they are addressing.
- c. Whether this type of lesson would be useful in your classroom (why, why not).
- d. How else you might use these or other sources in your teaching.

Brainstorm some ways you have taught/could teach sources in the classes you currently teach.

*Answers to Q1: Primary: A, B, D, E, Secondary: C, F, G

Analysing sources - Activities to use

Aboriginal and Indigenous peoples, colonisation and contact history

The nature of the contact between Australian Indigenous and European non-indigenous people is a controversial topic to this day. Numerous documents are available on this topic but they are conflicting and based upon the perspective of the writer.

Look at the documents below and answer the questions.

- A) *'... the most suitable place ... was Botany Bay. The natives would provide little opposition, and the convicts could succeed in defending themselves.'*

From Sir Joseph Banks' report 1779, used by a committee of the British House of Commons investigating Australia as a possible settlement, (Sir Joseph Banks was on Captain Cook's ship)

1. Is this a primary source or a secondary source? Explain your answer.
2. What perspective does this statement take about colonising Australia?
3. What might be an alternative perspective to this view?

B) *'(It could be used as) ... A base for whaling ships, ... British ships engaged in piracy against Spanish trade'*

Excerpt from Sir Joseph Bank's report. (Note – Spain was an enemy of Britain at the time)

1. Is this a primary source or a secondary source? Explain your answer.
2. What perspective does this statement take about colonising Australia?
3. What might be an alternative perspective to this view?

C) *'... nor have I the least doubt of the convicts being the aggressor... (referring to continuing violence between white and black societies)'*

Governor Philip, 9th July, 1788

1. Is this a primary source or a secondary source? Explain your answer.
2. What perspective does this statement take about contact between Indigenous and non-indigenous peoples in Australia at the time?
3. What might be an alternative perspective to this view?

D) *'The natives here are remarkably shy. I am afraid they have been badly used by the white people here some time since. We have, notwithstanding, caught two of them in the woods, treated them kindly, and let them go about their business. I hope it may have a good effect.'*

Surgeon Harris to Governor King (King Papers), Hunter's River, 25th June, 1801

1. Is this a primary source or a secondary source? Explain your answer.
2. What perspective does this statement take about contact between Indigenous and non-indigenous peoples in Australia at the time?
3. What might be an alternative perspective to this view?

E) *'... the settlers were unable with safety to carry on their necessary avocations (jobs) without firearms under daily apprehension (fear) of ... being destroyed by the Natives.'*

Executive Council, Van Diemens Land, 1828

1. Is this a primary source or a secondary source? Explain your answer.
2. What perspective does this statement take about contact between Indigenous and non-indigenous peoples in Australia at the time?
3. What might be an alternative perspective to this view?

E) 'Serious trouble arose over Aboriginal attacks on sheep. The white man, having driven off the native game, could not understand that the Aborigines thus deprived of food would then attack his sheep. To the white man, this meant that the Aborigine must be punished, taught a lesson, and deterred from similar actions in the future.'

Mainstreams in Australian History, 1969

1. Is this a primary source or a secondary source? Explain your answer.
2. What perspective does this statement take about contact between Indigenous and non-indigenous peoples in Australia at the time?
3. What might be an alternative perspective to this view?

G) The Hawkesbury district was the frontier of conflict from 1794 until around 1830. Problems did arise however between the aborigines and the settlers, as the local tribes found their access to the river and their food supply blocked by farms. After a number of skirmishes between the local Darug Aboriginal tribe and the settlers, the NSW Corp was sent to investigate. A detachment of the military remained permanently in the district for over half a century. In 1802 Governor King interviewed several natives from the Hawkesbury, and they stated: that they did not like to be driven from the few places that were left on the banks of the river, where they alone could procure food.

A brief look at the history of the Hawkesbury, Western Sydney Libraries

[<www.westernsydneylibraries.nsw.gov.au/hawkesbury/history.html>](http://www.westernsydneylibraries.nsw.gov.au/hawkesbury/history.html)

1. Is this a primary source or a secondary source? Explain your answer.
2. What perspective does this statement take about contact between Indigenous and non-indigenous peoples in Australia at the time?
3. What might be an alternative perspective to this view?

Review questions

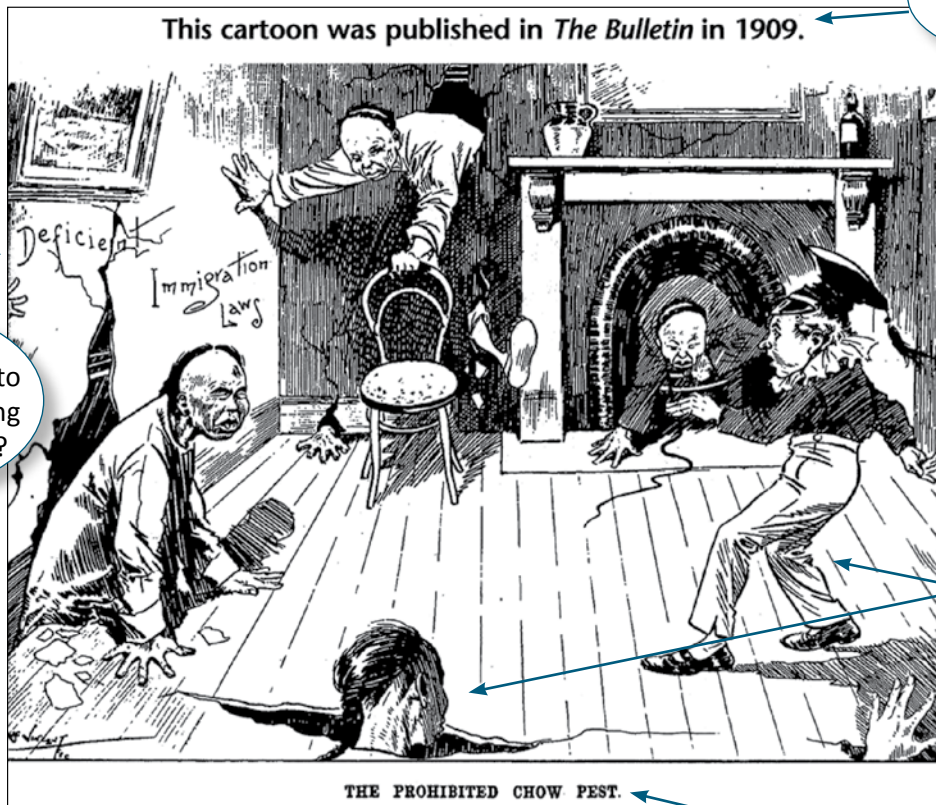
1. What reasons might there have been for the European arrival to Australia? What evidence do we have of this?
2. What evidence do we have that the Aborigines wanted to defend their land?
3. Topic for discussion:
 - a. 'Was European arrival to Australia a white invasion or white settlement?'
 - b. 'Why might there be different perspectives to this topic?'

Cartoon worksheet

This cartoon was published in *The Bulletin* in 1909.

Where and when published?

Does the inscription add to an understanding of the cartoon?



Who are the characters?

What is the meaning of the cartoon?

1. When and where was the cartoon published?

A It was published in *The Bulletin* in 1909.

2. Identify the characters in the cartoon.

A The boy represents Australia, often portrayed as a naïve little boy overwhelmed or overawed by other 'adult' nations. The Chinese figures represent Chinese migrants.

3. What further clue is provided on the house wall?

A 'Deficient Immigration Laws' is written on the walls.

4. Describe what is happening in the cartoon.

A Inside an Australian home, a defenceless and frightened little boy is confronted by Chinese men forcing their way into the house unnaturally through walls, chimney-place and the floor.

5. What is the meaning of the caption?

A 'Prohibited Chow Pest' refers to Chinese migrants as if they were invading plagues of prohibited animals or insects.

6. How are the characters portrayed?

A The young boy (Australia) looks frightened and alone. The invading Chinese look sinister and capable of violence.

7. In your own words, what is the message of the cartoon?

A Australians, represented by the small boy, are not safe in their own homes, due to migration laws allowing illegal and dangerous Chinese migrants to enter their homeland. The cartoon is criticising Australia's immigration laws in 1909 for being unable to keep Asians out of Australia.

8. What viewpoint is expressed by the cartoonist and how does the cartoonist attempt to influence the reader?

A The cartoonist is criticising Australia's immigration laws in 1909 for allowing Asian immigrants. The cartoonist attempts to influence the reader by referring to the underlying fear of our own home being invaded; portraying Australia as a young, defenceless child; and having the young child outnumbered by the sinister looking Chinese men who are violently breaking into his home, seemingly through impenetrable barriers such as walls and floors.

(Adapted from *History Support Document, Advice on Programming and Assessment* pp. 64–70)

Activity 3: Primary or secondary?

Work with a partner to decide if the following sources are primary or secondary sources about World War I. Be prepared to explain the reasons for your choice.

A



Corporal Holland and camel.

Middle East, c.1917. Corporal Albert F. Holland of the 3rd (ANZAC) Battalion, Imperial Camel Corps, mounted on his camel. (Donor A.C. Moore)

Australian War Memorial

This is a _____ source because _____

B



Monument: War Memorial

Australia

This is a _____ source because _____

C

The most obvious expression of support for the war was seen in the rush to enlist in the newly formed Australian Imperial Force (AIF). By the end of 1914 well over twice the required number of 20 000 recruits had responded to little more than an announcement that Australia was at war.

Stewart et al, *The Great War: Sources and Evidence*, Nelson, 1995

This is a _____ source because _____

Activity 4: Sources about you

You have become famous and a local historian wants to write your biography.

- List 10 sources that would provide the historian with information about your life.
- You must include primary and secondary sources. Clearly indicate which is which.
- What kind of information or evidence might each source provide about you?

Source	Primary or Secondary	Type of information or evidence

Activity 5: Cartoon (Vietnam)

Source A 'Cornered'



The Bulletin, 1950 by Scofield

Reproduced in www.hyperhistory.org/index.php?option=displaypage&Itemid=223&op=page

Making History Middle Secondary Units of Work, (Print and online) Unit 2 'Red Menace?' p. 14.

1. When and where was Source A originally published?

A In 1950 in *The Bulletin* magazine.

2. What type of source is SOURCE A?

A Source A is a cartoon – a visual primary source.

3. Identify the symbol(s) used in the source.

A The symbol is the hammer and sickle which represents communism.

4. To what does the writing 'ANTI – RED BILL' on the truncheon refer?

A It refers to the Communist Party Dissolution Bill.

5. What is the rat meant to represent?

A Communists.

6. How is the rat portrayed in the cartoon?

A It is portrayed as cowering in a corner, under a spotlight and intimidated by someone holding a truncheon.

7. What is the message of the cartoon?

A The Communists in Australia, represented by the rat, have been isolated and cornered by the Communist Party Dissolution Bill. This was introduced by Prime Minister Menzies in 1950 to outlaw the CPA and prevent them from being employed in government or semi-government institutions or in any official position in a trade union.

Activity 6: What happened to Stan Harrison?

This is a source based detective exercise which requires you to examine all the relevant evidence provided by the four sources in order to develop a hypothesis about 'What happened to Stan Harrison?'

Read the information from NCHE's *Making History Middle Secondary Units of Work*, Unit 2 'Red Menace?' Also available online <www.hyperhistory.org/index.php?option=displaypage&Itemid=485&op=page>.

Use the following scaffold to complete the activities at the end of the unit individually, and then compare your answers with at least one other person.

Identifying and analysing information

1. Why do you think there was no money in Stan Harrison's wallet?
2. Who was Kate?
3. Why did Stan have a bottle of quinine tablets in his pocket?
4. What do you think happened in Wollongong?
5. What do you suppose was the cause of the disturbance at 28 Palmer Street?

Reconstructing events

6. Arrange all the events between 30 July 1945 & 31 August 1945 into chronological order.

Drawing conclusions

7. How and why do you suppose Stan Harrison died?
8. Present your views to a group about the likely cause of Stan Harrison's death.
9. Do your conclusions differ from those of others? Are some conclusions more valid than others? Why or why not?
10. Write a paragraph to explain what you have learned about historical method – the use of evidence – and historical explanation.

Teacher activity: Design a source analysis worksheet

Choose a source for a topic that you are teaching and design a series of questions students can use to analyse the sources.

Syllabus topic: _____

Student will learn about: _____

Target outcome: _____

Source(s) reference: _____

Compose questions that ask about:

1. What? _____

2. When? _____

3. Who? _____

4. Why? _____

5. How? _____

6. Context _____

Chronology

'The most basic element in an individual's interaction with history is his understanding of time.'

(M.E. Sleeper, 1984)

Extract from Wood, S (1995) *'Developing an understanding of time – sequencing issues'* in *Teaching History the Historical Association*:

Recent research has commonly identified the need to **deliberately develop in children an understanding of time**. Developing a sense of time enables us to place ourselves in a range of contexts – family, community, nation, global and so on. It helps us to see our place in the span of human history, to understand the relationship of modern urban and industrial society to the sweep of humanity's presence on the planet. Through a sense of time we are **helped to interpret our own lives**, to **understand current issues**, and to **make sense of the man-made landscape**.

The development of the concept of time is, however, fraught with difficulties. Firstly it is bound up with **language issues**. Children readily use language to place in time events in their own lives: the problem is posed by more distant periods of the past and the range of words that are used to describe them. Thus we have vague phrases ('long ago', 'in olden times'), words that describe time spans ('generations', 'decade'), locations placed by events ('when granny was a girl'), sizeable chunks of time ('medieval', 'mesolithic') and more precise terms ('Victorian', 'Renaissance').

For really precise locations in time we shift from words to numbers and encounter the confusion of explaining that dates numbered in the 1800s for example are in fact in the nineteenth century. It is **between the ages of 12 and 16 that children can begin to match dates and events in a consistently accurate way**.

Researchers suggest that **these abilities 'are crucially dependent upon instruction ... It seems likely that such specialised time language (such as '1701–1799 equals the 18th Century') will not be mastered unless specifically taught.'** The **ability to sequence** is a **fundamental** feature of **historical understanding**; indeed it could be argued that the past is chaos – until sequenced. It is through sequencing that we reach a grasp of **causation**. Sequencing is what we use when considering long and short term **consequences** of events and it forms the basis of judgements that we make about the most difficult of ideas – progress.

Sequencing helps provide a sense of connections in the past and present and of patterns of time. It depends on:

1. being able to **place appropriate terms in a correct time sequence**
2. being able to **describe the time distances** between items
3. being able to relate items to their **appropriate contexts** i.e. providing a clear contextual justification.

Each of these aspects may vary in difficulty.

Placing items in a correct time sequence

The first stages in this process include:

1. **Distinguishing between past and present:** here 'past' is simply an undifferentiated mass.
2. Being able to **distinguish between items from different historical contexts** given a number of factors, namely:
 - a. that only a limited number of contexts are involved
 - b. that contexts are very distinctly different from one another
 - c. that distinctions are made through artefacts and visual items rather than written documents.

Therefore, **most students at the beginning of Year 7 can sequence items from various 'times'** for example, prehistoric, Roman, medieval, **but narrower time spans present problems.**

Researchers noted that 'young children seem most at ease when handling the distant past, times which are prehistoric or on the boundary between prehistory and the ancient world. These times do not have to be related to the child's experiential world and hence do not confuse further the many different types of time he is encountering there.' It may well be that some pupils never progress much beyond this activity of approximate sequencing.

The next level is **using dates to sequence the past.** A few key dates are commonly regarded as worth learning as invaluable landmarks to be used in negotiating the past. Still, **representing the past numerically** is an **abstract device that lifts the level of difficulty.**

A sequence that describes the progress of level of difficulty may be:

1. **distinguishing** between the present and an undifferentiated past
2. placing in a time **order** distinctive items from a very **limited number** of very different and sizeable historical periods
3. **sequencing** items from a more **numerous range of periods** that aren't quite so sharply different in character
4. placing items in **periods with known descriptions** e.g. Neolithic, Roman, Victorian etc.
5. placing items in quite **precise periods** and in relation to a limited number of dates
6. being able to cope with a **complexity of dates**, a range of descriptions of the same period (e.g. 18th century/classical age/Georgian times) and quite subtle differences.

Durations of time

Sequencing activities such as placing items on a chronological timeline are bound up with both mathematical understanding and addressing the issue of duration of time. We may wish to develop a sense of how long the Roman occupation of Britain lasted or of the slow pace of change in one period, and its rapidity in another. Yet the **'patch' approach to history does not always address the importance of duration of time.** This concept is one that is often overlooked in the History classroom yet quite important so that students don't believe that all 'ages' were of the same duration.

Relating items to their context

It is important when sequencing time to make sure that students are aware that the following are **misconceptions**:

- colour pictures are more recent than black and white ones
- clean places are more recent than dirty ones
- well equipped and comfortable environments are more recent than those that are bleak and sparsely furnished.

The syllabus and time

The following is a summary of the requirements of the NSW *History Years 7–10 syllabus* in relation to time.

- Identify major periods of historical time.
- Sequence people, society and events within specific time periods.
- Define the terminology and concepts of historical time, including year, decade, generation, century, age, BC/AD, BCE/CE.
- Interpret and construct timelines.
- Sequence events to show an understanding of continuity, change and causation.



Note that numeracy skills are required when teaching concepts and skills relating to time. It can be tricky so it is important to teach this explicitly within the context of numeracy and to give students plenty of practice to get used to these concepts and skills.

Activity: Pretesting students' understanding of time

This should take Stage 4 students between 5 and 15 minutes to complete. The test attempts to address students' understanding of dating systems, centuries and time related vocabulary. This will help you understand students' gaps and their grasp of basic time concepts.

Understanding time

1. Which century are we living in?
2. If you look at the newspaper, as well as giving the date, it says that it is the year 2004. Why is it called 2004 and not any other year?
3. What do the letters BC stand for after a date?
4. What do the letters AD mean after a date?
5. What do the letters CE stand for after a date?
6. What do the letters BCE stand for after a date?
7. If Federation occurred in 1901, in which century did Federation take place?
8. What century were the following years in?
 - a. 1537 AD
 - b. 637 AD
 - c. 87 AD
 - d. 1900 AD
 - e. 337 BC
 - f. 87 BC
9. Name any year from these centuries:
 - a. fourteenth century AD
 - b. ninth century AD
 - c. third century BC
 - d. Julius Caesar first landed in Britain in 55 BC. He came back a year later. What year was it then?
 - e. If someone offered to sell you a coin dated 55 BC would it be worth a lot of money? Give reasons for your answer.
10. Explain the meaning of the following:
 - a. chronology
 - b. decade
 - c. century
 - d. millennium
 - e. era
 - f. anachronism

- g. give an example of an anachronism _____



When students have completed the test, analyse their responses to examine where there are gaps in their understanding of time.

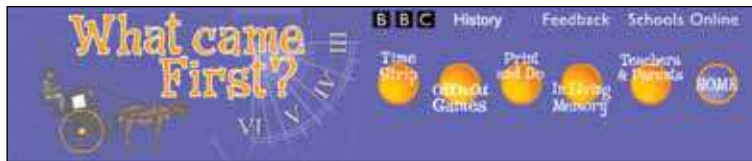
What activities might you devise in order to rectify any deficiencies in their understanding of time? Try the activities included in this resource.

Timeline activities

Timeline activities develop students' understanding of **time, change and continuity**. They provide students with a means of imposing order on the chaos of the past (Wood, 1995). There are **three skills** that students need to develop in order to sequence events and understand change and continuity. These are being able to:

- place appropriate events in the correct time sequence
- describe the time distances between items
- relate items to their appropriate contexts.

Just for fun: play **What came first?**



Timeline tasks help students to **sequence events** and understand the **temporal aspects** of time. Examples:

- Time tunnel (going backwards in time: most recent event leads to a study of the past).
- Comparative charts or timelines.
- Detailed time charts.
- Stratigraphy (classifying rocks).
- Narrative recounts.
- Biographies.
- Constructing a family tree or story.
- Visual timelines.
- Sequencing artefacts – relative dating.
- Case study of a site over time.

Just for fun: play **Odd one out**



Useful websites for teaching about time

- **Atlas of the human journey.**
- Discovering Democracy: **Federation timeline.**



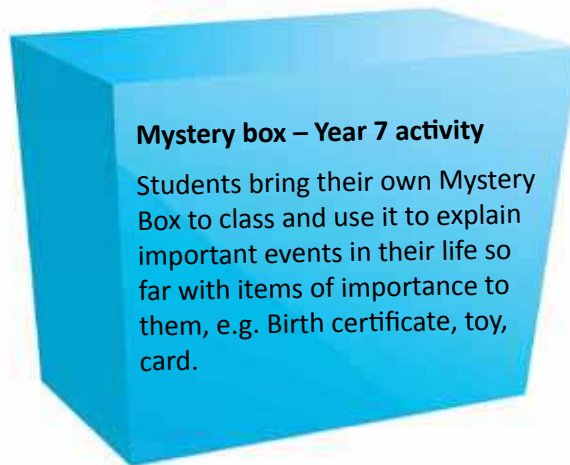
- BBC History **For kids**
- Learn how to use *Microsoft Office* to create a timeline through this **tutorial**.

➔ A properly constructed timeline will be drawn to scale, e.g. 1cm represents 100 years.

Using the tangible and visible

Ideally site study activity will facilitate this work but collections of items and of photographs of local environments can be used. Possibilities include the opportunity to:

- Sequence and justify artefacts (in a 'time box' perhaps) relating to a theme.
- Study a location and correctly place the buildings in periods, explaining why.
- Study a particular building that has changed over time.



Time terminology

AD	Anno Domini (in the year of our Lord)
Age	a particular period of history with distinctive characteristics, e.g. The Ice Age, The Bronze Age, The Middle Ages
Anachronism	When something is placed or occurs outside its proper historical time
BC	Before Christ
BCE	Before the Common Era (instead of BC)
CE	Common Era (instead of AD)
Century	a period of one hundred years
Chronology	placing events and dates in historical order of time
Circa	Around the time of
Decade	10 years
Era	a particular period of time distinguished by a particular personality or event, e.g. The Elizabethan Era; a point of time from which succeeding years are numbered, e.g. The Common Era; a major division of geological time, e.g. The Precambrian Era
Generation	all the people living at the same time period of approximately the same age
Millennium	1000 years
Year	A time period of 365 days



Dates and Centuries

- The first year of the Common Era calendar was year 1 – there is no year zero
- When **naming a century** we have to remember to **add a number**.
 - For example, **1810 was in the 19th Century**, 1910 was in the 20th Century and 2010 was in the 21st Century.
- The **last year of a century ends with a zero** and the **first year of the next century ends with the number 1**.
- The **last year of a century** ends with a zero; in this case we do not add a number to name the century, for example **1800 was in the 18th Century**, 1900 was in the 19th Century, and 2000 was in the 20th Century.



St Paul's Cathedral London was built between 1675 and 1710 to replace the Cathedral destroyed by the Great Fire of London. There has been a Cathedral dedicated to St Paul since 604 AD.

So ...

The first Cathedral dedicated to St Paul at this site was built in the 7th Century.

The building of this Cathedral began in the 17th Century and was completed in the 18th Century.



Note that it is common for dates in the Common Era to have no letters after the number.

For example 2010 means 2010 CE or 2010 AD.

Naming Centuries

1st Century	1 to 100
2nd Century	101 to 200
3rd Century	201 to 300
4th Century	301 to 400
5th Century	401 to 500
6th Century	501 to 600
7th Century	601 to 700
8th Century	701 to 800
9th Century	801 to 900
10th Century	901 to 1000
11th Century	1001 to 1100
12th Century	1101 to 1200
13th Century	1201 to 1300
14th Century	1301 to 1400
15th Century	1401 to 1500
16th Century	1501 to 1600
17th Century	1601 to 1700
18th Century	1701 to 1800
19th Century	1801 to 1900
20th Century	1901 to 2000
21st Century	2001 to 2100

Calculating time distances between different dates

When working with two dates in the common era:

Time distance = later date minus earlier date

For example,

Ho Chi Minh fought the French from 1945 to 1954. For how long did Ho Chi Minh fight the French?

Answer: $1954 - 1945 = 9$ years.

When working with one date BCE and 1 date in the common era:

Time distance = earlier date plus later date

For example,

China occupied Vietnam from 111BCE to 939 CE. For how long did China occupy Vietnam?

Answer: $111 + 939 = 1050$ years.

When working with two dates BCE:

Time distance is: earlier date minus later date

For example,

The Trieu dynasty ruled in Vietnam from 207 BCE to 111BCE. For how long did the Trieu dynasty rule?

Answer: $207 - 111 = 96$ years.

Practice makes perfect

Calculate the time distances in years:

1000 BCE to 2010 = ____ years	3000 BCE to 2000 BCE = ____ years	1200 to 1956 = ____ years
50 BCE to 1250 = ____ years	44000 BCE to 1200BCE = ____ years	1974 to 2001 = ____ years
350 BCE to 1069 = ____ years	50000 BCE to 18 BCE = ____ years	1965 to 2010 = ____ years
111 BCE to 10 = ____ years	26400 BCE to 1300BCE = ____ years	1998 to 2011 = ____ years
2001 BC to 10 AD = ____ years	40 BCE to 37 BCE = ____ years	1914 to 1919 = ____ years
660 BC to 105 AD = ____ years	120 BCE to 99 BCE = ____ years	1301 to 1580 = ____ years
1 BCE to 370 CE = ____ years	3980BCE to 27 BCE = ____ years	850 to 1280 = ____ years
565 BCE to 1025 = ____ years	2 BCE to 1 BCE = ____ years	1010 to 1089 = ____ years

What centuries are the following dates? Find out what important event happened for each date.

5 th March 1953 _____	
14 th July 1858 _____	
1690 _____	
1750 _____	
30 th September 1929 _____	
22 nd April 1451 _____	
23 rd May 1100 _____	
1479 BCE _____	

Answers

5 th March 1953 20 th Century	Joseph Stalin died
14 th July 1858 19 th Century	Suffragette Emmeline Pankhurst born
1690 17 th Century	Battle of the Boyne
1750 18 th Century	Aboriginal warrior Pemulwuy born circa this date
30 th September 1929 20 th Century	First TV broadcast in Australia
22 nd April 1451 15 th Century	Isabella of Spain born
23 rd May 1100 11 th Century	Emperor Qinzong of China born
Circa 1479 BCE 15 th Century BCE	Hatshepsut became pharaoh of Egypt

Teacher activity: Design a History lesson or activity based upon your understanding of this skill. Include:

Which Stage or Year the lesson is aimed at

Outcomes you are targeting

The content you will be teaching

Resources you will be using

Why this skill will be most effective for this syllabus content and Stage

Questioning

Questioning is an important historical skill. It is estimated that 30% of a teacher's time is spent asking questions; however the rate and nature of oral questioning vary from subject to subject. How questions are formulated and used can be a good indicator of what students are getting from your teaching. Questions range in difficulty from recall through to evaluation.

Question type	Example
Recall	Give details of events, people or places mentioned in the source.
Comprehension	What does this evidence say? Do I understand it? Can I picture to myself the scene that it represents?
Interpretation	How does the evidence compare with my knowledge of the historical context? What was the writer's purpose in writing?
Extrapolation	Does it contradict other evidence? What new light does it shed?
Invention	'If you had been there?' questions. What if? questions
Evaluation	What is the value of this evidence? Is it trustworthy? What is your opinion about the course of action taken?

Students need to be able to respond to a range of questions: comprehension, interpretation, analysis and evaluation questions. Questioning skills can be developed through a variety of tasks including:

- classroom discussion
- crossword puzzles
- hypothetical
- interviews
- mock trials.

Activity

1. Using the hierarchy of questions, analyse some textbook activities and try to identify the types of questions that have been asked. What is the distribution of 'lower' and 'higher' order questions? If there are fewer 'higher' order questions, try to formulate some that might be added.
2. Design some questions for a lesson that you are planning or have taught. Think of the key questions that you wish to ask. Think about the sequencing and how you might include some 'thinking' questions.

Bloom's Taxonomy – A guide for questioning in the History classroom

Area	Definition	Teacher Does	Student Does	Process verbs
Knowledge	Recall or recognition of specific information	Directs Tells Shows	Responds Absorbs Remembers	Define, repeat List, record recall
Comprehension	Understanding of given information	Demonstrates Listens Questions Compares Contrasts	Explains Translates Demonstrates Interprets	Restate, tell, discuss, locate, recognise, describe, explain, identify, report, express.
Application	Using methods, concepts, principles and theories in new situations.	Shows Facilitates observes	Solves problems Constructs Demonstrates use of knowledge	Apply, translate, use, employ, interpret, demonstrate, illustrate, dramatise
Analysis	Breaking information down into its constituent elements	Probes Guides Observes Acts as a resource	Discusses Uncovers Identifies dissects	Calculate, test, debate, question, analyse, differentiate, examine, inspect, compare, relate, solve.
Synthesis	Putting together constituent parts to form a whole requiring original, creative thinking	Reflects Extends Analyses evaluates	Discusses Generalises Relates Compares contrasts	Compose, plan, propose, design, arrange, formulate, collect, construct, organise, create
Evaluation	Judging the value of ideas materials and methods by developing and applying standards and criteria	Clarifies Accepts Harmonises guides	Judges Disputes Develops criteria	Judge, evaluate, appraise, rate, select, predict, estimate, assess

Teacher activity: Design a History lesson or activity based upon your understanding of this skill. Include:

Which Stage or Year the lesson is aimed at

Outcomes you are targeting

The content you will be teaching

Resources you will be using

Why this skill will be most effective for this syllabus content and Stage

Gathering oral histories

Why oral history?

Oral history is a legitimate method of gathering and recording historical material and provides active student engagement and learning through their historical environment.

Oral history involves inquiry – learning by doing!

Students gain experience in gathering evidence through interviewing and recording.

It helps students to recognise that history involves ordinary people, not necessarily only the powerful, rich and famous.

It develops students' identification with their local area and empathy with people, through personal contact.

It personalises history and brings with it a human face. This is an important exercise in challenging stereotypes and preconceptions of the past.

It helps to demonstrate the subjectivity of historical interpretation in both oral and written accounts of the past.

It develops in students an awareness of the process of historical construction.

Sensitivities and words of caution

Students need to be aware that evidence gathered through oral history must be subjected to the same evaluative process that is applied to other sources. Material may be subject to half-truths, inaccuracies, bias and faulty memory.

It will take time for students to develop the appropriate skills.

Start in a small way such as bringing a guest speaker into the classroom for discussion.

Obviously, much will depend on the maturity and ability of your students.

Practice questioning technique, use of equipment and role playing in class.

Some subjects may have been approached many times before, so students may be reluctant to do so again. Students will need to respect that.

There may be a reticence to speak on some topics. Be aware of cultural barriers and if students wish to research on aspects of Aboriginal history, consult with the local Aboriginal community first. Confidence will need to be gained and this will take time.

Check the language of questions, keep them simple, avoid slang and jargon and practice open-ended questions.

Common courtesy is needed and dress should be appropriate.

Some memories will not be shared, as they may be too sensitive and private.

The process of gathering oral history: a guide for students

Before the interview

Be specific about your topic, set clear aims and know the purpose of the exercise. What do you mean to achieve?

How will you locate your subject? Why have they been chosen?

What do you know of the subject?

Consult with the local community.

Construct your questionnaire and the types of questions to be asked. Develop open-ended questions that will provide more detailed responses.

Establish contact with your subject by letter, phone or email.

Arrange an initial meeting before the interview. Provide the subject with an overview of your research and the questions to be asked.

Decide on an interview venue – quiet, but where the subject will feel relaxed.

Locate photos, maps, and newspaper articles to jog memories.

Does the subject object to the use of a tape recorder?

Check all the necessary equipment. Does the tape recorder have a pause button for interruptions? A tape counter for locating a particular section later? Do you have spare tapes? Is there a power source nearby?

Before the interview, record a brief introduction with name of subject, interviewer, date, place, and topic.

The interview

Group your questions under broad headings.

Two hours is a useful rough guide for an interview.

As the interviewer, you do not have to stick rigidly to the prepared questions. You may wish to follow up on other interesting material raised by the subject. Further probing and encouragement may be needed.

Give the subject time to think and to respond.

Try not to interrupt.

Show interest and courtesy during the interview. Negative body language will be picked up by the subject.

Be sensitive to topics that the subject does not wish to discuss.

Provide an opportunity for the subject to listen to the tape and change parts if necessary.

Later, present the subject with a thank you letter and copy of the tape or transcript of the interview.

Honour any agreement with your subject regarding publication or access to material.

Post-interview

How will you present your findings?

How and where will the information be stored?

Label the tape/transcript with name, date, location, interviewer, and topic.

(From the History 7–10 support document programming and assessment pp. 75–76)

Historical inquiry

Asking students to conduct their own historical research is an important aspect of teaching and learning history. Once students are able to interpret and evaluate a source then they can move onto selecting sources and resources to mount a set of inquiries.

Student inquiries, if they are well organised, can offer plenty of challenge and scope for individual initiative.

Students need to develop comprehensive research skills as a part of their study of history.

As well as knowing the explicit phases in the Information Process, they need to learn how to constantly evaluate the information they are receiving. These steps can be used with any source material and work effectively when students are accessing information from the internet. These steps teach students that they must manipulate and engage with information they encounter and not just cut and paste the data into a standard report.

Talk to your teacher librarian about teaching and resource support for research, information and inquiry skills.

The Information Process

Defining	<ul style="list-style-type: none">• What do I need to do or find out?• What key words will I use to begin my research?
Locating	<ul style="list-style-type: none">• Where can I get the information I need?• What do I already know?• What do I still need to find out?• What sources and equipment will I use?
Selecting	<ul style="list-style-type: none">• What information do I really need to use?• What sources will be useful for this task?• What information can I leave out?• How relevant is the information I have found?• How credible is the information I have found?• How will I record this information?
Organising	<ul style="list-style-type: none">• How can I best use this information?• How can I combine the information?
Presenting	<ul style="list-style-type: none">• How can I best present this information?• How will I structure this information?• Who is the intended audience?
Assessing	<ul style="list-style-type: none">• What did I learn from this?• Did I fulfil my purpose?• How can I improve the process or product?

An example of a research activity.

This is an enquiry based project on the Peasants' Revolt. It would follow a class-based study of the Black Death which has encouraged students to consider key questions such as 'What was the Black Death?' 'What were the causes?' 'What can we learn about attitudes of the people at the time from the study of the Black Death?', 'What were the results of the Black Death?', 'What was the significance of the Black Death?'

Introduction: Students are presented with a relatively brief overview of the topic, concentrating mainly on the principal events. Students are then told that they are to produce their own research on the Peasants' Revolt. Each will have access to an information pack or resource list and access to a range of books, published at different times. Students are told the marking criteria which will follow the information process table above.

Preliminary task: Students, having heard the overview, are required to browse through the information pack and then try to create a list of questions or separate inquiries, following the example of the questions from the study of the Black Death. These lists themselves will contribute to the assessment because what the students choose to include can be quite instructive about the students' own historical understanding. These lists will be returned with comments and the students will then be ready to continue with the next stage of the project.

Research task: This is as much about process as product and there will be time limits on the amount of time spent on each of the inquiries. Students will have a deadline for the task's completion. One of the dangers of research tasks is that you can lose some control over the pace of the lesson, so setting short term goals is almost necessary. Students will have the option of handing in their work as they complete each stage. This is advantageous to both the teacher and the student as marking is eased and students can gain feedback as they before they proceed to the next stage. The teacher is also able to monitor the progress of each student and correct any that may be 'off the track'.

Conclusion: The whole research task is completed and handed in. There may be an opportunity for each student to contribute to on-going class presentations from their research if an oral presentation is not a part of the assessment. This will ease the burden of 'knowing everything' from the teacher's point of view and allow students to present what they have learnt through their research.

Activity: Design a History lesson or activity based upon your understanding of this skill. Include:

Which Stage or Year the lesson is aimed at

Outcomes you are targeting

The content you will be teaching

Resources you will be using

Why this skill will be most effective for this syllabus content and Stage

Narrative, role play and drama

Narratives

Everyone enjoys stories. The past is full of stories of real people. Historical fiction is widely used in schools and much of the past can be taught as a personalised experience rather than in more abstract terms. **Narrative is an essential feature of explaining causation, the changing character of a period, and of consequences.** Possible approaches to this form of sequencing include:

- constructing a narrative from a provided collection of items
- constructing one's family history
- constructing the story of another family
- writing a biography (less able students can include a limited number of items, to make it a manageable task; a one page scaffold with a few items entered already could be useful)
- drawing a diagram type representation e.g. the story of someone's rise to power filled in on a series of steps or as a cartoon or story board
- recounting a story in written form
- recounting a story as an audio or audio/visual presentation e.g. using *Audacity* or *Moviemaker/Adobe Premiere Elements*
- reading and reporting on a work of historical fiction
- using pictures of someone at two or more stages of their life, arranging them in order and explaining the differences
- basing the story on a series of pictures that may be drawn/cut out and stuck/labelled.

Teacher activity: Design a History lesson or activity based upon your understanding of this skill. Include:

Which Stage or Year the lesson is aimed at

Outcomes you are targeting

The content you will be teaching

Resources you will be using

Why this skill will be most effective for this syllabus content and Stage

Teaching History through Drama

Drama can be an effective way of teaching history. This does not mean that we have to be drama teachers, merely that it is a tool through which to teach. The use of drama aids critical understanding. Drama contains psychological and social aspects that lend themselves to the teaching and learning of History. By putting themselves into the shoes of a character from history, for example, students have the opportunity to gain a deeper understanding of what they are learning and will hopefully find this an engaging way to learn.

Extract from Chris Fleming in *Teaching History*, HTA of NSW:

1. The interview

As the name implies, the interview sets out to interrogate a particular historical figure or a member of a distinct socio-historical group. The basis for success in this kind of improvisation depends on a true level of interaction between different characters and an informed viewpoint from which students can act and respond. Just as the actor sets out to research various historical figures to aid in a faithful representation, the student must undertake their task with similar rigour. Thus, the interview could work very well as a concluding activity to a personal research project or assignment work. A central element to the drama is that it possesses some kind of polemic or conflict. Thus, it lends itself particularly well to adversary scenarios (such as debates, police interrogations or courtroom dramas).

Lesson ideas

- Stage a one-on-one live 'clash' or in-depth interview between Liz Hayes and Vlad the Impaler.
- Invite Prime Minister Billy Hughes, Norman Lindsay, Dr Daniel Mannix and the editor of the *Australian worker* (as a panel discussing conscription) onto a 'Donahue'-style show with a compere and a heavily opinionated audience.
- Following (simplified) courtroom protocol, arrange for the re-trial of Breaker Morant.
- State an exclusive and personal interview with a member of the native police.
- Get Mahatma Gandhi to interview Adolf Hitler about his foreign policy.

2. Re-enactment

The re-enactment is a far more structured activity than the interview, in that it attempts to portray a particular event in history with some degree of fidelity. This is a particularly useful activity when an event needs to be looked at in some detail and the 'staging' requirements are not heavily impractical (hint: do not attempt a re-enactment of the Battle of Waterloo!).

Lesson ideas

- Get each student in the class to memorise a famous speech (for example, the Gettysburg Address or Gough Whitlam's speech on 11/11/75 on the steps of Parliament House) and then to deliver it as they would imagine the original would have been. In some cases, the original may be examined (if possible) as primary evidence, as this may prove to be very useful.
- Re-enact the verbal clashes between police and students at a particular peace protest during the Vietnam War.

3. Re-creation

The re-creation is similar in many respects to the re-enactment, but allows for a greater creative freedom, as it does not tie itself to any particular event in the history. This type of activity is very useful as a basis for exploration and the attainment of broad historical accuracy (for example, how many of your students will be catching a taxi home from their viewing of a public hanging?!).

Lesson ideas

- Invite your students to a dance hall in the 1920s (the classroom may contain a minimal amount of appropriate furniture). One way of running such a lesson would be to prepare the students for such an event, in which they have to arrive to class 'in-role'. They would be greeted by a doorman (the teacher) and stay in role throughout the lesson. If students slip out of role, there could be a 'cool-out' desk where they can collect themselves and then re-join the action. The teacher could call out events intermittently, to which the students would have to respond (e.g. 'my goodness, someone has passed out!'). Subjects of conversation should reflect historical topicality.
- Re-create a scene between an eighteenth century Australian explorer and a group or Mation of Aboriginal people.
- Re-create a domestic scene from the 1950s, where the wife has announced that she is going to start work and have the children minded by a neighbour.

4. Spontaneous drama

This is a far freer activity than the last two, and is 'sprung' on the students, usually functioning as an act of provocation.

Lesson idea

- Arrive to class and start what appears to be a standard lesson. Arrange before class for a subject head or some senior member of staff to enter the room (supposedly unannounced) and make the students stand and move to the side of the room. The subject head should inform them that they no longer own any of their school equipment it is a stunt and their names are no longer on the roll, etc. Parallels and broad symbolic 'equivalents' should be made between the dispossession of the Aboriginal people and the students. Perhaps at the end of the announcement, they could be herded to another part of the school, which is far less comfortable (their 'new home'). The stunt should then be revealed to the students and emotional and intellectual reactions gauged. Obviously, any activity like this carries with it a great deal of moral responsibility. Risks should be calculated and senior members of staff informed. If done properly, however, this kind of drama can make very tangible connections between the reality of historical events and the reality of the students' own lives.
- When students arrive into class, suggest that all people with curly hair this year will not be able to score over fifty percent in their exams, owing to a sudden change in school policy. Parallels can be drawn to arbitrary discrimination involved in such things as the White Australia Policy.
- Accuse a particular student of being involved in an unnamed but dreadful crime. Questioning should take the form of 'guilt by association'. Questions like 'Do you like to help people?', 'Do you think that people should be dobbed in?', 'Do you spend your lunchtimes on the playground?' Parallels might be drawn to the Communist witch hunts of the 1950s.

5. Metaxis

A standard role play is enacted (in this case, depicting some historical scenario or situation) which reaches some kind of provisional conclusion. The class should agree that the conclusion reached is not a desirable one, in some ethical or moral sense. The task then ostensibly becomes one of solving the problem presented by the drama. After the class agrees that the conclusion to the role play is undesirable the role-play is repeated. However, the second time around, any student watching can call 'freeze' and substitute themselves in place of an actor that is presently performing, to see if they can change the course of events by their personal intervention.

Teacher activity: Design a History lesson or activity based upon your understanding of this skill. Include:

Which Stage or Year the lesson is aimed at

Outcomes you are targeting

The content you will be teaching

Resources you will be using

Why this skill will be most effective for this syllabus content and Stage.

Site studies

Site studies mandatory courses

A site study should be integrated within each of Stages 4 and 5 as a means through which students acquire knowledge, skills, values and attitudes from experience in the field or by a recognised a virtual site using ICT. Site studies enable students to understand their historical environment and participate actively in historical inquiry. They can offer a means of interpreting the past and/or recognising how human occupation and use of the site has changed over time, and lead to an understanding of the context in which changes have occurred. They also provide an enjoyable means to understand and actively engage in the past and help fashion a lifelong interest in history.

What is a site study?

A site study is an inquiry based examination of an historically or culturally significant location. Site studies may include an investigation of the school and its surroundings or a visit to an archaeological site, a museum, an Aboriginal site (with permission), a specific building, a monument, a local area, an open-air museum or a virtual site available on CD or the internet.

Information Communication Technologies have presented teachers with opportunities to explore virtual historical and heritage site studies with their students. Virtual sites are especially valuable in teaching students how to evaluate a website or CD for usefulness and reliability as an historical source. They also offer an opportunity to teach some of the skills of investigating an historical site while still remaining within the classroom.

Teachers must **identify the outcomes and objectives relevant to the site study**. The following suggestions of sites could be considered:

heritage buildings	railways and tramways
factories or industrial sites	public buildings
memorials	private homes of heritage value
statues	archaeological sites
Aboriginal sites	Parliament House
museums	Australian War Memorial
national parks and historic sites	streets and streetscapes
monuments	suburbs, towns and villages
the school and its grounds	natural environments
cemeteries	shops and business districts
churches and places of worship	farms and properties
bridges	virtual sites.

(History 7–10 syllabus, p. 15)

Selecting a site study, questions to consider:

Is there a site that can be linked to:

- a. A topic?
- b. An inquiry question?

Before you organise the site study, decide its value by answering the following questions:

- What is the significance of the site at a local, national and/or international level?
- How does the site contribute to our understanding of history?
- What role has the site played to its community?
- Has its usage changed?
- Are there heritage issues to be considered?
- How do I arrange for my students to visit the site?
- Are there any restrictions on student access?
- What do I want my students to see and do at the site?
- How do I program the site study into my lessons?
- Which syllabus outcomes can the study help achieve?
- What preparations need to be made in the classroom before the visit?
- What follow up activities are necessary in the classroom after the visit?
- How will the results be recorded?
- What resources are available? (check with your teacher librarian).

For the student:

As preparation for the site study, students should become aware of:

- How the site study complements classroom work.
- Syllabus inquiry questions that the study will contribute towards understanding.
- The significance of the site in local, national and/or international history.
- The need to treat all historical sites with respect.
- The outcomes they are working towards.
- What is required of them as an individual and as a group member.
- The way in which material will be recorded on the day.
- The equipment required to record information on the day.
- The follow-up activities required to be completed.
- Deadlines concerning submission of work.
- Available resources (check the school library).

Sample Site Study 1: Local cemetery

Syllabus topics:

all Stage 5 topics

A cemetery site study is a good opportunity to look at change and continuity within the local area.

Syllabus inquiry questions:

- Topic 1: What was life like in Australia at the turn of the century?
- Topic 2: What was the impact of World War 1 on the Australian home front 1914–1918?
- Topic 3: What were the differing experiences of various groups during the interwar period?
- Topic 4: What was the impact of the war on the Australian home front?
- Topic 5: What was the impact of the Vietnam War on Australia?
- Topic 6: How have the rights and freedoms of minority groups changed within Australia during the post-war period?
- Topic 8: What have been major social and cultural features of a post-war decade?

Classes involved:

Year 9 or 10

Resources required:

Pen and clipboard

Possible contacts:

- Local historical society
- 'Friends of the Cemetery Association'
- Registry of Births, Deaths and Marriages.

Preparation required:

1. Teacher **pre-visit to the cemetery** to target particular graves for special notice. This could involve looking at grave styles over time, different causes of death, tributes to soldiers from all wars, the graves of different cultures and their geographical placement within the cemetery site. It may also include the placement of the cemetery itself within the community.
2. Teacher to **further investigate one of the gravesites**, e.g. online or visit Registry of Births, Deaths and Marriages.
3. **Student lesson with excursion sheet prior to the visit.** This is to save time at the cemetery so students know what they are looking for. Also this is a good opportunity to discuss behaviour and expectations at a cemetery especially if it is still in use.

Student worksheet: Site study – Local cemetery

Your task is to research some of our past in our local area by using evidence in the cemetery. Record your findings on this worksheet for analysis back in class.

There are three tasks to complete.

Task 1: Find the grave where someone who has made a contribution to the local community is buried.

Remember when you are in a cemetery you need to show respect. Conduct needs to be of the highest possible standard, e.g. No shouting, running or walking on graves.

Name:	Gender:
Date of birth:	Date of death:
Contribution to the local community:	Do you think their gender was significant in determining the way they could contribute to the community? Explain your answer.
How was the person's contribution to the community recognised?	Could that same contribution be made today? Explain.
Sketch the tombstone here:	

Task 2: Find the tombstone of a random person from the community.

Name:	Gender:
Date of birth:	Date of death:
Other details:	
Sketch the tombstone here:	

Task 3: Select 5 tombstones from different decades. Record the following details:

Name and gender	Date and age at death	Occupation	Cause of death	Description of grave
Name: <input type="checkbox"/> Male <input type="checkbox"/> Female	Date: Age:			
Name: <input type="checkbox"/> Male <input type="checkbox"/> Female	Date: Age:			
Name: <input type="checkbox"/> Male <input type="checkbox"/> Female	Date: Age:			
Name: <input type="checkbox"/> Male <input type="checkbox"/> Female	Date: Age:			
Name: <input type="checkbox"/> Male <input type="checkbox"/> Female	Date: Age:			

Follow up activities

Task 1: Significant local person

Students have recorded the name and activities of someone regarded as significant in the local community. Follow-up activities should focus on the nature of community activity across time, and how that allows us to draw conclusions about a specific community or broader society. What evidence is needed to support any conclusions?

From Task 1, students should be able to discuss what makes a good citizen in the local community.

Task 2: The death of (random local person)

Students have recorded the name and details of a person from a randomly selected tombstone. Follow-up activities to further the students' historical skills could include working with a death certificate if available, or tombstone only, and building up a profile of the person and community from the available evidence. Students should reflect upon what is factual and what is conjecture.

From Task 2, students should be able to focus on a particular gravesite to investigate aspects of change, and reinforce the use of primary sources.

Task 3: Tombstones across time

Students have recorded the name and details of 5 tombstones. This exercise should lead to reflection upon the changing nature of any community across time, and the role a site like the local cemetery can play in preserving our communal memory of time and place. This could lead to specific heritage issues being discussed.

From Task 3, students should be able to observe the impact of changing society and culture over time as reflected in grave styles, causes of death and grave placement of various cultures.

Sample Site Study 2: The local war memorial

Outcomes targeted:

- 5.1 explains social, political and cultural developments and events and evaluates their impact on Australian life
- 5.2 assesses the impact of international events and relationships on Australia's history
- 5.4 sequences major historical events to show an understanding of continuity, change and causation.

Syllabus topics:

- Australia and World War One (Topic 2)
- Australia and World War Two (Topic 4)
- Australia in the Vietnam Era (Topic 5).

Depending
on the contents
of the memorial

Syllabus inquiry questions:

- Topic 2: How and why was the Anzac legend created? What was the impact of World War I on the Australian home front 1914–18?
- Topic 4: What was the impact of the war on the Australian home front?
- Topic 5: How did various groups respond to Australia's involvement in the Vietnam War?

Classes involved:

Ideally Year 9 or 10

Resources required:

- Copy of the contents of the war memorial you are visiting.
- Possibly photos of memorial.
- Pen, paper, clipboard.

Possible contacts:

- Local historical association.
- Local RSL.

Preparation required:

- Pre visit to memorial by teacher(s) to familiarise with memorial
- Research local population figures during the wars shown on the memorial

Follow up:

- Task 1: establishing the historical context of the memorial.
- Task 2: establishing material for interpretation.
- Task 3: in class follow up exercises using interpretation, analysis, research and empathy skills.

Student worksheet: Site Study – local war memorial

Your task is to research aspects of the past in our local area by using the evidence at the war memorial. Record your findings on this worksheet for analysis back in class/at home.

There are two tasks to complete at the site and one as a follow up task.

Remember
when you are in a war
memorial you need to show
respect. Conduct needs to be of the
highest possible standard, e.g. no
shouting, running or walking on
the memorial.

Task 1: Establishing the historical context

1. How old is the memorial? _____

When was it built? _____

2. Where is it located in the town? _____

3. Has it been moved? _____

4. What wars are covered on the memorial? _____

Task 2: Establishing material for interpretation

1. How many names are there from each war? _____

2. Do a statistical analysis of the gender representation shown.

Males: _____ = ____% Females: _____ = ____%

These figures indicate _____

3. How many surnames are still familiar to the local area? _____

4. Can you establish family groupings in each war? _____

5. What is the most obvious nationality of the names on the memorial based on their surnames? _____

6. Do a statistical analysis of the national origins shown. Why would you have to be careful with these figures? _____

7. Is there any indication if the names on the memorial were volunteers or conscripts? _____

Task 3: Follow-up

1. What were the approximate population figures for the town during the wars shown on the memorial?

2. What percentage of the population was lost during the wars? _____
3. What do you think is the significance of the gender statistics you have established? _____

4. Would the national origin statistics you have found be reflected in the area today? Explain why or why not. _____

5. Explain why there might be variations in the numbers from each war shown on the memorial.

6. Select a name from each war shown and, using your research skills and classroom knowledge, try and establish a possible biographical sketch showing where they fought, and what their experiences might have been.

7. As a class, record the results of your research as a computer database to assist future historians. You may like to work with the local RSL or historical society in this project.

Preparing a site study

You can design your own site study using the grid below. Think of a site that will be accessible to you and your students. Once you have chosen the topic that you wish to focus upon, use the History syllabus for some suggested site studies.

Site:	Classes involved:
Syllabus topic:	Resources required:
Syllabus inquiry question:	Possible contacts:
Targeted outcomes:	Preparation required:
Follow up:	Evaluation:

Analysing a website

The internet contains an enormous amount of useful information for the historian. It can provide access to libraries, museums and history experts throughout the world. The internet also contains a lot of irrelevant material that students often use indiscriminately. Students need to be aware that each site is constructed by an individual or an organisation for a purpose. There is little, if any, editing, quality control or censorship of websites. History students need to evaluate a website to know whether the information it contains is useful and reliable.

The following five criteria are useful for evaluating websites. After applying the criteria, the material contained in the site can be more closely evaluated using the criteria for analysing historical sources.

1. Decode the URL

The first step in evaluating a site is to decode its uniform resource locator or URL. This indicates what type of site it is such as government, commercial or educational:

URL	Type of site	Example	URL decoded
edu	education	hsc.csu.edu.au	HSC Online
gov	government agency	awm.gov.au	Australian War Memorial
net	network related	abc.net.au	Australian Broadcasting Commission
com	commercial	smh.com.au	Sydney Morning Herald
org	non-profit and research organisations	greenpeace.org	Greenpeace

2. Identify the author or creator of the site

- Does the site show the author or creator?
- Does the site show the author's qualifications or experience?
- Does the site include an email address for contacting the author?
- Most legitimate and reliable sites include details of the author or creator.

3. Links

- Is the site linked to other sites related to the topic?
- Most quality sites link to other related sites.

4. Purpose

- Why does the site exist?
- Is it to provide information, to sell something, to persuade you to think a particular way, to promote a particular cause? Identifying the site's purpose is an important step in evaluation.

5. Currency

- Are there dates on the page to indicate when the page was written or last updated?

Site reliability checklist

Could be unreliable	Should be reliable
Site produced by a private individual but no information is given about them	Site produced by well qualified individuals, e.g. from universities or respected journalists
Site where no information is given about the author or agency	Public organisation which has a clear ethical charter, e.g. Amnesty International
Site where no author or agency is shown	Government, educational sites or non-profit organisation and research sites
Site which uses racist, sexist or violent language to get its message across	Sites which present information objectively rather than emotionally
Site which biased or feature stereotypes, distortions and exaggerations	Sites which provide a statement of intent which will help you detect a point of view and bias
Site which takes extreme viewpoints without providing verifiable evidence	Sites which provide both sides of a discussion, supported by verifiable evidence
Site which is not dated.	Sites which are dated and recently updated.

(Board of Studies Support Document, Advice on Programming and Assessment, pp. 69–70)

Article: Using the internet to research service personnel listed on local war memorials

Introduction

Using the internet to research the stories behind the names on your local war memorial can fulfil many of the requirements of the new syllabus for Years 9 and 10. In addition the process can provide a powerful means to make history 'live' because it allows for personal connections to be made between the students and the lives of those who served and too often, died. Some local Memorials list all those people from the district who joined up, while others only list those who died. For this exercise we will focus on those who died. The main two websites are: the Australian War Memorial (AWM) on <www.awm.gov.au>, particularly the biographical databases and the Record Search facility of the National Archives of Australia (NAA) on <www.naa.gov.au>.

The process for World War I

Record the names on the memorial of those killed. Go to the AWM biographical databases and look up the details on the Roll of Honour and the Nominal Roll for World War I. These databases should provide the Unit, date of enlistment and date of death, and may have some useful details as well, but this is not always the case. Next go to the Red Cross records also available in the biographical databases for World War I. These contain digitalised documents for some service personnel which record searches made by the Red Cross on behalf of the injured or killed person's relatives and friends – usually the family only received a brief telegram and to find out more about what happened had to ask the Red Cross. These records can be a fabulous source of information. Similarly try the Awards and Honours list. If there is something there then it will be wonderfully evocative of all sorts of details, not just date, time and place.

Next try the [NAA](#). Go to the **Search record**, and then **Search as a guest**. Type in the name and number of the person and B2455 as the Reference Number. You may be lucky and get the person's digitalised dossier, or you may be able to order it online. Again, not all service personnel are there, and even if you do, then the dossiers can be frustratingly cryptic. But they can give some specific places, dates etc, that can then be put into general searches.

After you have collected what you can about a person, then the process is to simply try the other databases in the AWM. Type in different items and see what comes up on the photographic database or even the online Official History. You can develop quite a reasonable account of what a person went through, and what was going on around them, and maybe grab some photos online of it all as well. A similar process applies to World War II, although there are no Red Cross records, but a lot more pictures and other websites to help you.

The process for World War II

Look up the names of those killed in action as listed on the local war memorial on the Roll of Honour at the Australian War Memorial's (AWM) website. This site should supply the name, rank, date of death, place of death, unit and the serviceman's place of origin. Once these details are known they can form the basis of further research. Look up the serviceman's name, unit and theatre of operation on the AWM website's photographic database. This database of over 200 000 photos is an excellent resource, not only because of the photos, but also because the captions provide all sorts of interesting details.

Also in the AWM are details of honours and awards which may help if a casualty was decorated. Even if the serviceman is not mentioned directly there is often sufficient material on the unit to establish a record of the events surrounding the death.

In the photographic databases covering World War II, some of the later Pacific campaigns in Bougainville, Tarakan and Morotai are particularly well covered, as are ships, some RAAF units and isolated areas of the home front such as the defences on Manly Beach in Sydney.

Further information on the particular action and the unit history can be gleaned from the excellent *Official History of Australia in the War* series. The *Official History of Australia in the War* for World War I is available on the Australian War Memorial website and is searchable using the normal search button on the menu.

Other sites and sources

Individual service records for World War I can be requested, digitally by emailing <ww1prs@naa.gov.au>. Details for the service records of veterans of World War II have to be applied for in writing, and privacy laws apply. The Photograph Australia <www.pictureaustralia.org> database has a whole series of pictures of different localities online. Also try for local pictures on <www.sl.nsw.gov.au/>. Type in the name of the area and the period and a surprising number of photos of the region can come up. It's a matter of luck. After the Australian War Memorial try typing the military unit into the various search engines on the internet. The RAAF Museum has its own Unit history site. You may be lucky and score a direct history of the unit on the web. Famous units such as 460 Squadron have their own websites. Some interesting international sites will help in specialist areas. A surprising number of Australians served as aircrew in the Royal Air Force. For aircrew who served in Europe there is an excellent site <www.rafcommands.com>. Go to the message board and post the details and see if you get a response.

A wealth of material concerning the Luftwaffe and their claims is available on <www.ww2.dk/wood.html>. This huge site basically lists pretty much all the available information on the German Air Force from the war, and while fragmentary provides a great research opportunity.

Online pedagogy

The problem with this process is engagement with the material by the students—that they actually read the captions and not just surf through the pictures. Quite comprehensive accounts can be composed using the picture captions, and there are some basic history outlines of the war on the net as well. The AWM also has a number of links, which can lead researchers into all sorts of interesting areas.

So in summary you can find out the full name, unit, date and place of death, place of origin and some of the details of the action in which the serviceman died. Much of the information is downloadable for research purposes and excellent assignments can be presented using the cut and paste commands. Such research gives real life to remote events and connects the students to their local heritage. It's worth doing but keep in mind the usual precautions of weird websites and the privacy of veterans and their families.

Tony Cunneen, St Pius X College <acunneen@bigpond.net.au>

Designing an assessment task

You are asked to design an assessment task for History – what are you going to ask/what information is important for you to know before you start?

First of all you need to refer to the Stage Plan/Assessment schedule for the subject to see which outcomes you need to assess and what type of task is required.

The next step is to design the task. This involves planning all parts of the task together i.e. the **outcomes** of the task, the **rubric** and the **marking criteria**.

Teacher preparation template

A 'Teacher preparation template' can be helpful when planning and designing the task.

The teacher preparation template is **not what is handed to students** – it is what **is attached to the assessment schedule and filed**.

It must **include which outcomes are being assessed and the marking criteria** – however these are **not necessarily included on the student version** of the 'Assessment task sheet'.

Syllabus name and focus area

Refer to the syllabus to complete this section.

Outcomes

Outcomes should appear in full – they should not be truncated or rewritten.

Their inclusion in the student version, however, can confuse – e.g. 'selects and uses appropriate oral, written and other forms, including ICT, to communicate effectively about the past' for a written task. For this reason it might be better **not to include outcomes on the student version, or at least place them on the back page** if the faculty policy is to include the outcomes.

Excluding non-crucial information that crowds the page can result in a more student friendly document

Background Information

The background information section of the teacher preparation template can include material helpful for next year's teachers e.g. 'this task should be handed out at the end of the xyz unit of work'.

The task

The task = **what the students are to do**. It should **reflect the outcomes** being assessed (backward map from the task to the outcomes). It should be **explicit** – sometimes students are given several pages of words and find it hard to actually identify what the task is – ie what they are required to do.

Keep it simple

The rubric

The rubric **guides students** as to what they should include in their response. It is especially helpful for less able students.

The rubric **reflects** the task and the outcomes and the marking criteria that follow.

When rubrics were added to the School Certificate, exam responses improved!

Marking criteria

The less complex the task, the fewer the outcomes and the less complex the rubric – the easier the marking criteria is to develop.

The marking criteria is really a rewriting of what is already in the task and rubric!

When working out the marking criteria you should be backward mapping. For example, you may realise that you have written something that you haven't yet asked the students for – and may need to go back and adjust the rubric.

Mark range

It is best to have **no more than a 5 level mark range** e.g. 0–2, 3–4, 5–6, 7–8, 9–10

Otherwise things can get murky, e.g. with a **2 mark range** in each level it is **easier to give clear feedback** to students than for 4 marks.

Multiple mark criteria

Multiple marking criteria is useful, e.g. you may have criteria and give marks for researching and using sources, and also have criteria and separate marks for analysis of those sources and answering the question.

This way you overcome the problem of a student whose research and use of resources is extensive but whose analysis is poor or vice versa – without adding extra value to one part of the criteria over other parts.

Sample teacher preparation template

<p>Syllabus name and topic:</p> <p>Years 7–10 History</p> <p>Year 9 Topic 3: Australia between the wars – 1930s</p> <p>Task focus: The opening of the Sydney Harbour Bridge</p>	<p>Date due: x/x/xxxx</p> <p>Assessment weight: 20%</p>
<p>Outcomes:</p> <p>5.1 explains social, political and cultural developments and events and evaluates their impact on Australian life</p> <p>5.6 uses sources appropriately in an historical inquiry</p> <p>5.8 locates, selects and organises relevant historical information from a number of sources, including ICT, to undertake historical inquiry</p> <p>5.10 selects and uses appropriate oral, written and other forms, including ICT, to communicate effectively about the past for different audiences</p>	
<p>Background information:</p> <p>This task should be handed out at the beginning of this topic to be submitted towards the end. Students should have been given the opportunity to learn about and practice desktop publishing in newspaper format.</p>	
<p>Task:</p> <p>Using information from the sources provided on the hyperhistory website and your own research, write a feature newspaper article about the opening of the Sydney Harbour Bridge.</p> <p>You also need to submit analysis of two sources you use in your research.</p>	
<p>Rubric:</p> <p>Your article should:</p> <ul style="list-style-type: none"> • Describe the opening ceremony using ‘who, what, when, where, why’ as a framework for your content. • Include comments from two people with different perspectives of the opening. • Explain the significance of the bridge to the people of Sydney in the context of the Great Depression. 	
<p>Format:</p> <ul style="list-style-type: none"> • Word length 500 words +/- 10%. • Desktop publish in newspaper format. • Include one graphic, clearly referenced. 	
<p>Note:</p> <p>Students must:</p> <ul style="list-style-type: none"> • Use your own words for your report (plagiarism will be penalised according to School Policy) • Acknowledge extracts from sources and quotations from eyewitnesses 	

Marking criteria: Newspaper article

Outcomes 5.1 and 5.10

Marking criteria	Mark
<ul style="list-style-type: none"> • Presents an accurate and detailed description of the opening ceremony which covers 'who, what, when, where and why' • Provides a clear explanation of the significance of the bridge to Sydney-siders in the context of the Great Depression • Uses hyperhistory sources and other sources to inform the article • Presents a sustained, well-structured and well written newspaper report which includes the required components • Uses appropriate ICT to present the features of a newspaper report, including a clearly referenced, well chosen graphic 	9–10
<ul style="list-style-type: none"> • Presents an accurate description of the opening ceremony which covers 'who, what, when, where and why' • Provides an explanation of the significance of the bridge to Sydney-siders in the context of the Great Depression • Uses hyperhistory sources and another source to inform the article • Presents a well-structured and well written newspaper report which includes the required components • Uses appropriate ICT to present the features of a newspaper report, including a referenced, relevant graphic 	7–8
<ul style="list-style-type: none"> • Presents a description of the opening ceremony which covers most of the 5 Ws: 'who, what, when, where and why' • Attempts to provide an explanation of the significance of the bridge to Sydney-siders in the context of the Great Depression • Uses hyperhistory sources to inform the article • Presents a newspaper report which includes most of the required components • Uses appropriate ICT to present the features of a newspaper report, including a referenced graphic 	5–6
<ul style="list-style-type: none"> • Presents a description of the opening ceremony which covers some of the 5 Ws: 'who, what, when, where and why' • Demonstrates some understanding of the significance of the bridge to Sydney-siders in the context of the Great Depression • Uses limited information from the hyperhistory site to inform the article, without reference to other sources • Presents a newspaper report which includes some of the required components • Makes some attempt to use appropriate ICT to present some of the features of a newspaper report, including a graphic 	3–4
<ul style="list-style-type: none"> • Presents a brief description of the opening ceremony which covers few of the 5 Ws: 'who, what, when, where and why' • Demonstrates limited understanding of the significance of the bridge to Sydney-siders in the context of the Great Depression • Uses limited or no information from the hyperhistory site or other sources to inform the article • Presents a newspaper report which includes few of the required components • Makes a limited attempt to use ICT to present some of the features of a newspaper report 	1–2

Marking criteria: Source analysis of two sources used in the article

Outcomes 5.6 and 5.8

Source 1

Marking criteria	Mark
• Accurately identifies the date, type and producer/writer/speaker of source	1
• Classifies the source accurately as primary or secondary	1
• Accurately describes what the source contains, with reference to key words/images	1
• Accurately explains the perspective of the producer/writer/speaker of source (why it was produced/written/said)	1
• Assesses the source for balance or bias	1
• Total mark awarded out of 5	

Source 2

Marking criteria	Mark
• Accurately identifies the date, type and producer/writer/speaker of source	1
• Classifies the source accurately as primary or secondary	1
• Accurately describes what the source contains, with reference to key words/images	1
• Accurately explains the perspective of the producer/writer/speaker of source (why it was produced/written/said)	1
• Assesses the source for balance or bias	1
• Total mark awarded out of 5	

Year 9 History assessment task

Newspaper report and source analysis: The opening of the Sydney Harbour Bridge

Date due: 20th June 2010

Assessment weight: 20%

Newspaper report (10 marks):

Using information from the sources provided on the [hyperhistory](#) website and your own research, write a feature **newspaper article** about the **opening of the Sydney Harbour Bridge**.

Rubric:

Your article should:

- Describe the opening ceremony using 'who, what, when, where, why' as a framework for your content.
- Include comments from two people with different perspectives of the opening.
- Explain the significance of the bridge to the people of Sydney in the context of the Great Depression.

Format:

- Word length 500 words +/- 10%.
- Desktop publish in newspaper format.
- Include one graphic, clearly referenced.

Note:

Students must:

- Use your own words for your report (plagiarism will be penalised according to School Policy).
- Acknowledge extracts from sources and quotations from eyewitnesses.

Source analysis (10 marks):

You need to submit source analyses for two of the sources you use. In each source analysis you must:

- Identify the date, type and producer/writer/speaker of source.
- Classify the source accurately as primary or secondary.
- Accurately describe what the source contains, with reference to key words/images.
- Accurately explain the perspective of the producer/writer/speaker of source (why it was produced/written/said).
- Assess the source for balance or bias.

Organisations to contact for assistance with resources, teacher professional learning and excursions

Curriculum Support DET

The **Curriculum K–12 Support Directorate** of the NSW Department of Education and Training provides a range of online resources, teacher professional learning courses, programs and assessment samples and advice, as well as links to other educational sites.

For example:

- **HSIE Stages 4–5**
- **History 7–10** for Programming ideas, resources, websites
- **Digital Education NSW – HSIE**
- **Links4Learning – HSIE** Also available in *My Library* in your portal
- **Professional learning in HSIE**
- **Integrated learning in Stage 4: Secondary COGs.**

Board of Studies NSW

- BOS 7–10 **History syllabus and support documentation**
- BOS School Certificate Australian History **course performance descriptors**
- BOS assessment activities & work samples **Stage 4 History**
- BOS performance descriptors & work samples **Stage 5 History**
- BOS **standards package** School Certificate
- BOS School Certificate Australian history **past exams**
- BOS School Certificate Australian geography practice of past **multiple choice** questions

Environmental Education Centres (EECs)

The NSW DET **Environmental Education Centres** are run by DET teachers and provide a range of syllabus based excursion opportunities not just for Geography but also for History.

Professional associations

- History Teachers Association NSW: **HTA**
- History Teachers Association of Australian: **HTAA**
- **National Centre for History Education Australia**
- **Other** HSIE associations.

National Parks and Wildlife Service

The NSW National Parks and Wildlife Service offers a range of school **excursions** for History as well as Geography.

Websites for teaching and learning activities

Junior History

Resources/activities/links from the Centre for Learning Innovation, TaLe and DET Digital Education Revolution (DER)

General

- **Digital literacy** (research assignments)
- **You create a laptop wrap**
- **<www.bubbl.us/>** (brainstorm tool)
- **<www.thelearningfederation.edu.au/default.asp>**
- **Study stack**
- See all helpful *Links4learning* in *My Library* in student and staff portals.

Skills

- **Vroom: Using primary sources**
- **Historical investigation**
- **Dictionary of Sydney** (research: pre-history to present)
- **Multimedia games and quizzes** (research: image library).

Content Years 7–10

- **Australian Dictionary of biography online**
- **<www.hyperhistory.org/>** (National Centre for History Education, Australia)
- **Australia's Heritage National Treasures**
- **Screen Australia digital learning** (downloadable video clips)
- **BBC History**
- BBC History **Trails** (quizzes, activities, etc.)
- BBC History **Interactive content**
- BBC History **Historic figures**
- BBC History **for kids**
- **Oral history**
- Mervyn Bishop: **mission life**
- Mervyn Bishop: **Merv's parents**
- Mervyn Bishop: **the old days**
- **Interactive Ochre** (Indigenous cultural awareness).

Content Years 7 and 8

- Sites2See: **Ancient History at the British Museum**
- **Fascinating Egyptian mummies**
- **The abandoned city** (investigating the ancient Mesoamerican civilisation of Teotihuacan)
- **BBC Ancient History**

- **Red Hill EEC** Historic gold mining town of Gulgong
- Captain Cook: **obsession and discovery**, **Captain Cook** British Library site
- Captain Cook: **explorer, navigator and pioneer**
- **Resistance** (virtual tour, National Museum of Australia)
- First Fleet: **Sydney Cove**
- First Fleet: **Bennelong**
- First Fleet: **First impressions of the Indigenous people**
- Discovering Democracy: **separate colonies one destiny**
- Sites2See: Lachlan and Elisabeth Macquarie archive **LEMA**
- **Macquarie 2010** (legacy of Lachlan and Elizabeth Macquarie)
- **International India, Ancient India**
- Pacific adventurers: **seafarer's museum**.

Content Years 9 and 10

- **Australian History Mysteries 2**
- Paul Ham: **Writing history**
- Laptop Wrap: Virtual site study (**NSW Parliament House; Snowy Mountains**)
- DER Years 9 and 10 **DER activities** (range of activities)
- DER Years 9 and 10 **Links4Learning** (range of activities)
- **<www.foundingdocs.gov.au/default.asp>** (110 key documents from national archives)
- **Film in Australia** (history from early 1900s to today)
- Discovering Democracy: **The Wealth of a Nation** (Australia last half of 19th Century to 1901)
- Discovering Democracy: **Who were we?** (Australian population in 1901)
- Discovering Democracy: **an Australian Nation**
- Discovering Democracy: **the women's story**
- **BBC bite size history** (revision and tests)
- Biography Federation People: **David Syme**
- Biography Federation People: **John Dunmore**
- Biography Federation People: **Catherine Helen Spence**
- **Peter Dalton: enlistment and the call to war** (WWI)
- **Bridging the Gap** (Sydney Harbour Bridge, Great Depression, Jack Lang)
- Laptop Wrap: **The first dismissal** (Jack Lang)
- Norman Dean: **Great depression, Great depression (ESL)**
- Laptop Wrap: **People's experiences between the wars**
- **Gallipoli - Baptism of fire**
- Sites2See: **Gallipoli**
- **Impact of WWII** (on Australian civilians)

Go to
<www.tale.edu.au>
Search for *Discovering Democracy* under HSIE for other resources

Go to
<www.tale.edu.au>
Search for *Biography* under HSIE for other biographies

- **Voices of Vietnam**
- **Australia in the Vietnam Era** (complete unit of work)
- **Changing rights and freedoms** (complete unit of work)
- Making a difference: **The Day of Mourning Protestors**
- Making a difference: **Charles Perkins**
- Making a difference: **Oodgeroo Noonuccal**
- Making a difference: **Vincent Lingiari**
- Laptop wrap: **The Stolen Generations**
- **The 1967 Referendum** National Museum of Australia
- Beth Murray: cultural diversity on the **Snowy Mountains Scheme**
- Fiona Chiu: **Chinese family tree** (story board activity)
- Sites2See: **The Chinese in Australia**
- People power and politics: **School Certificate preparation**
- People power and politics: **Complete topic including SC preparation**

Go to
[<www.tale.edu.au>](http://www.tale.edu.au)
 Search for *Making a difference* under HSIE for other case studies