TEACHING HISTORY
FOR THOSE NEW TO TEACHING THE SUBJECT
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About this resource

This resource is designed to help teachers without a background in history and early career teachers, 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 and concepts.

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.

This version of the resource was edited and written by Judy Adnum.

The NSW syllabus for the Australian curriculum: History K-10

Aim of the syllabus

The aim of the History K-10 syllabus is to stimulate students’ interest in and enjoyment of exploring the past, to develop a critical understanding of the past and its impact on the present, to develop the critical skills of historical inquiry and to enable students to participate as active, informed and responsible citizens.

History K-10 syllabus: NSW syllabus for the Australian curriculum, Board of Studies NSW

Rationale

History is a disciplined process of inquiry into the past that helps to explain how people, events and forces from the past have shaped our world. It allows students to locate and understand themselves and others in the continuum of human experience up to the present. History provides opportunities for students to explore human actions and achievements in a range of historical contexts. Students become aware that history is all around us and that historical information may be drawn from the physical remains of the past as well as written, visual and oral sources of evidence.

The study of History from Kindergarten to Year 10 investigates the actions, motives and lifestyles of people over time, from individuals and family members, to local communities, expanding to national and world history contexts. It introduces the idea that History contains many stories and that there is never only one uncontested version. There are many differing perspectives within a nation's history, and historians may interpret events differently depending on their point of view and the sources they have used. The study of History strengthens an appreciation for and an understanding of civics and citizenship. It also provides broader insights into the historical experiences of different cultural groups within our society and how various groups have struggled for civil rights, for example Aboriginal and Torres Strait Islander peoples, migrants and women. History encourages students to develop an understanding of significant historical concepts such as cause and effect, change and continuity, significance, empathy and contestability.
History as a discipline has its own methods and procedures. It is much more than the simple presentation of facts and dates from the past. History provides the skills for students to answer the question: "How do we know?" An investigation of an historical issue through a range of sources can stimulate curiosity and develop problem-solving, research and critical thinking skills. It develops language specific to the discipline of History and provides opportunities to further develop literacy skills. Students learn to critically analyse and interpret sources of evidence in order to construct reasoned explanations and a rational and informed argument based on evidence, drawn from the remains of the past. Students engage in research involving traditional methods and ICT, including evaluating web-based sources and using a range of technologies for historical research and communication.

*History K-10 syllabus: NSW syllabus for the Australian curriculum, Board of Studies NSW*

**For Your Reflection:**

After reading the aim and rationale, share your thoughts with a partner and reflect upon what the implications of these are for you as a history teacher.
Learning across the curriculum

Learning across the curriculum content, including cross-curriculum priorities, general capabilities and other areas identified as important learning for all students, is incorporated and identified by icons in the History K-10 Syllabus. It 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.
Becoming familiar with the History K–10 syllabus

These questions are designed to help you familiarise yourself with the course requirements.

Download a copy of the current syllabus from:


1. How many depth studies must students studying history in years 7 – 10 complete?

2. What do the ‘learn to’ statements describe?

3. From reading the rationale, what are the key points?

4. In the History K-10 syllabus, which topics are mandatory to study?

5. What are the key concepts that should be taught?

6. What are the key skills that should be taught?

7. What is the purpose of a site study?

8. What are the syllabus requirements for stages 4-5 regarding site studies?

9. What is a perspective? How can perspectives be taught in stages 4-5?

10. On which page of the History K-10 syllabus is the glossary?
The list below indicates the skills that students are expected to develop in history. Use this reflection sheet to identify what you know and what you need to learn more about. For further information go to [http://syllabus.bos.nsw.edu.au/hsie/history-k10/continuum-of-skills/](http://syllabus.bos.nsw.edu.au/hsie/history-k10/continuum-of-skills/)

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<th>Historical skills</th>
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<th>Developing</th>
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<td><strong>Comprehension</strong></td>
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<tr>
<td>• Read and understand historical texts.</td>
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<td>• Use historical terms and concepts in appropriate contexts.</td>
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<tr>
<td>• Sequence events within specific periods of time; explain continuity and change over time.</td>
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<td><strong>Analysis and use of sources</strong></td>
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<tr>
<td>• Identify different types and varieties of sources.</td>
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<tr>
<td>• Identify the content, origin, purpose and context of historical sources, including ICT sources.</td>
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<tr>
<td>• Use and evaluate historical sources for the purposes of historical inquiry.</td>
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<td>• Draw conclusions about the usefulness of sources for a specific historical inquiry.</td>
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<td>• Distinguish between fact and opinion.</td>
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<td><strong>Perspectives and interpretations</strong></td>
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<tr>
<td>• Identify perspectives of different individuals and groups.</td>
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<td>• Recognise that historians may interpret events differently.</td>
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<td><strong>Empathetic understanding</strong></td>
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<tr>
<td>• Interpret history within the context of the actions, values, attitudes and motives of people from the past.</td>
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<td><strong>Research</strong></td>
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<tr>
<td>• Plan historical research to suit the purpose of an investigation.</td>
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<tr>
<td>• Locate, select and organise information from a variety of sources.</td>
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<td><strong>Explanation and Communication</strong></td>
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<td>• Select the appropriate form of communication for specific purposes.</td>
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<td>• Communicate effectively using oral, written, computer based and other forms appropriate to an historical investigation.</td>
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<tr>
<td>• Use knowledge, understandings and relevant evidence to create appropriate historical texts.</td>
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For your reflection: Overview of the syllabus

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.

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<thead>
<tr>
<th>Question</th>
<th>Answer</th>
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<tr>
<td>For which of the topics do you have good background knowledge?</td>
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<td>For which of the topics will you need to do some reading/research?</td>
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<td>For which of the topics will you need to a lot of reading/research?</td>
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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 is fact and what is 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.
Teaching historical concepts and 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 History K-10 syllabus requires students to develop skills in:
- comprehension: chronology, terms and concepts
- analysis and use of sources
- perspectives and interpretation
- empathetic understanding
- research
- explanation and communication.

The History K-10 syllabus also requires students to learn the concepts of:
- continuity and change
- cause and effect
- perspectives
- empathetic understanding
- significance
- contestability.

What is the difference between a concept and a skill?

Concepts are the ‘big ideas’ of history. Understanding these key concepts allows students to begin to think and act like historians, at levels appropriate for their stage of development as outlined by the stages of development. They provide a focus for historical investigation, a guide to organizing historical information and developing historical understanding.

Skills are the practical application of more specific activities such as understanding how to read and create a timeline (Chronology) or how to intelligently read and interpret various resources (source analysis). By mastering and demonstrating these skills, students are on their way to active learning of how history can be read and learned.
Planning to teach concepts and skills

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

When incorporating skills and/or concepts into a unit of work consider the following:

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

Teaching the concepts of history

The syllabus requirements for History K-10 syllabus are to teach the skills and concepts of history as well as the content.

The key concepts are the ‘big ideas’ of History. This section offers definitions and suggestions for incorporating these into your classroom. It draws upon the Australian Curriculum History Units and Peter Seixas and Tom Morton. The Big Six Historical Thinking Concepts. Toronto: Nelson, 2012.

The Key Concepts are:

1. Continuity and change
2. Cause and effect
3. Perspectives
4. Empathetic understanding
5. Significance
6. Contestability

To understand students’ exposure to the concepts prior to secondary school, go to the concepts continuum found at http://syllabus.bos.nsw.edu.au/hsie/history-k10/continuum-of-concepts/

1. Continuity and Change

Definition: (Continuity and change)’Are both evident in any given period of time and apply to the material and immaterial world, continuities being aspects of the past that remain(ed) the same over certain periods of time.’

What students need to learn/know: In history, investigating continuity and change requires students to explore aspects of life that have remained the same and those that have changed over time. Through appropriate activities, younger students can identify continuities and changes (as similarities and differences), while older students can explore why things have stayed the same or changed, the nature and pace of change and the impact of change. It is important to provide an overview, a chronological backdrop for the period, before introducing activities focusing on continuity and change.

Assessing students' understanding of continuity and change.

Evidence of Understanding 1: Students understand that continuity and change are interwoven: both can exist together.

Activities to support the demonstration of this indicator: Students can create or recreate something in chronological order that is correct. This could be an historical recount, timeline or sequencing events. They use the correct terminology to indicate their understanding.

Evidence of Understanding 2: Students understand that change is a process with varying paces and patterns. There are turning points where the process of change shifts in direction or pace.

Activities to support this indicator: Students understand that the past is not just a series of events but can describe the varying pace of change and when and why the pace changed (that is, the turning points). They can identify, describe and explain the pace of change for a certain event/society/period of time. They can identify 'turning points'.

Evidence of Understanding 3: Progress and decline are broad evaluations of change over time. Depending on the impacts of change, progress for one group may be decline for another.

Activities to support this indicator: Students can identify that not all change has the same impact upon all people and/or societies. They are able to differentiate between different groups within a period/society and demonstrate through clear communication the differences and explain the reasons for these differences.

Evidence of Understanding 4: Periodisation helps students and historians to organise thinking about continuity and change. It is a process of interpretation through which we decide which events or development constitute a period of history. When students apply their own or others’ criteria to define a period of history and explains the deviation from traditional periods, they understand the concept of change and continuity.

Activities to support this indicator: Students studying a period of history may question or show reason to change the ‘period.’ They are able to offer intelligent and plausible alternatives supported by evidence. They can engage in intelligent debate to persuade an audience of their alternative. E.g Contact history is generally taught using government policy changes as the definitive ‘turning points’. Students may offer another perspective to teach or learn about contact History.

Strategies for teaching continuity and change:

• Identify things that have changed and things that remained the same over a given period.
• Examine events or developments that led to change or continuity.
• Investigate what forces inhibited change.
• Compare past and present.
• Compare ‘before’ and ‘after’ an event.
• Evaluate change e.g. in terms of progress and decline.
• Use visual aids – sequence images, illustrate timeline.
• Illustrated and annotated timelines can provide a very useful resource for teaching about continuity and change

Useful resources to support teaching this concept:

2. Cause and effect

**Definition:** “used by historians to identify chains of events and developments over time, short term and long term.” [Link](http://www.australiancurriculum.edu.au/humanities-and-social-sciences/history/glossary#C)

**What students need to learn/know:** Historians use cause and effect as a way of explaining factors that led to a historical event or development and the consequent results. Younger students tend to believe that events in the past happened because someone wanted them to happen. While human actions can be important, causation is more likely to be a network of related factors.

There are often multiple causes; long and short term causes and economic and/or political causes. There may be multiple effects, intended and unintended, and effects may differ in duration and from group to group. [Link](http://www.achistoryunits.edu.au/teaching-history/key-concepts/teachhist-concepts.html)

**Assessing students’ understanding of cause and effect:**

**Evidence of Understanding 1:** Change is driven by multiple causes, and results in multiple consequences. These create a complex web of interrelated short term and long term causes and consequences.

**Evidence of Understanding 2:** The causes that lead to a particular historical event vary in their influence with some being more important than others.

**Evidence of Understanding 3:** Events result from the interplay of two types of factors: 1 historical actors, who are people (individuals and groups) who take actions that cause historical events and 2) the social, political and economic and cultural conditions within which the actors operate.

**Evidence of Understanding 4:** Historical actors cannot always predict the effect of conditions, opposing actions, and unforeseen reactions. These have the effect of generating unforeseen consequences.

**Evidence of Understanding 5:** The events of history were not inevitable, any more than those of the future are. Alter a single action or condition, and an event might have turned out differently.

3. Perspectives

**Definition:** “A person’s perspective is their point of view, the position from which they see and understand events going on around them. People in the past may have had different points of view about a particular event, depending on their age, gender, social position and their beliefs and values. For example a convict girl and an Aboriginal Elder would have had quite different perspectives on the arrival of the First Fleet in Australia. Historians also have perspectives and this can influence their interpretation of the past.”

[Link](http://www.australiancurriculum.edu.au/humanities-and-social-sciences/history/glossary#P)
What students need to learn/know: A person's perspective is their point of view, the position from which they see and understand events going on around them. People in the past may have had quite different perspectives on a particular event or issue, depending on factors such as their age, gender, life experience, social position, political outlook, values and beliefs. A historical figure, for example, could have been seen as a freedom fighter by some and a terrorist by others. It is this diversity of perspectives that makes history so interesting.

Assessing students' understanding of perspectives:

Evidence of Understanding 1: An ocean of difference can lie between current worldviews (beliefs, values and motivations) and those of earlier periods of history.

Evidence of Understanding 2: It is important to avoid ‘presentism’ – the imposition of present ideas on people from the past. However, cautious reference to universal human experience can help us relate to the experiences of historical figures.

Evidence of Understanding 3: The perspectives of historical figures are best understood by considering their historical context.

Evidence of Understanding 4: Taking the perspective of historical figures means inferring how people felt and thought in the past. It does not mean identifying with those figures. Valid inferences are those based on evidence.

Evidence of Understanding 5: Different historical figures have diverse perspectives on the events in which they are involved. Exploring those is crucial to understanding historical events.

To understand perspectives, students need to:

- understand the historical context
- identify/acknowledge the beliefs, values and attitudes of people in the past

Students also need to:

- try to set aside their own values
- avoid judging the views and actions of those in the past according to today’s attitudes and values ['presentism']

Activity: On a piece of paper, write down two separate lists. One which identifies the top ten individuals throughout world history and one which identifies the top ten events in world history.

Share your findings with your table and as a group; come up with a list of the top five events and individuals.

4. Empathetic understanding

Definition: Empathy is an understanding of the past from the point of view of a particular individual or group, including an appreciation of the circumstances they faced, and the motivations, values and attitudes behind their actions.

‘Historical Empathy’ – adopt the role of a person who lived in the past and try to see life from that person’s perspectives rather than judging them by the values and attitudes of the present. (NSW History syllabus definition)
Historical empathy involves students in trying to see and understand events from the perspective of someone living in another time and place. This requires sound knowledge of the historical context and a conscious effort to ‘make sense’ of human motives and actions within that context.

Activities most likely to encourage empathetic understanding are based on real historical figures, are grounded in evidence, require students to examine people’s perspectives and motivations within their historical context and provide opportunities for decision-making, problem solving or debate.

Teaching empathy requires much more preparation than simply instructing students to place themselves with their modern sensibilities into an historical context. The instruction to ‘imagine you are a soldier in the trenches’ is not enough.

Empathetic understanding in practice

If you want to put students ‘in the trenches’:

- Make sure they have deep knowledge of the context.
- Make sure they have viewed, read, discussed, analysed a range of relevant sources, perhaps base their ‘identity’ on a real historical person.
- Don’t simply ask them to write a letter home describing their conditions – ask for their opinion about what is happening around them, how conditions have changed, their attitude to their circumstances, leadership, the enemy etc. Perhaps students could complete a Y chart before they begin this exercise.
- Students could also work in groups to empathise with soldiers of different ranks, civilians, prisoners of war etc. This would combine empathy with perspectives – a very effective combination.

a) Role Play as a Strategy for teaching Empathy and Perspectives

Role-play, used effectively, can be a great vehicle for teaching empathy. Role-play usually requires learners to put themselves in someone else’s shoes. In successful role-playing, learners assimilate information that is provided about their role and then act out the assigned role with their interpretation of how that character would have behaved in that certain situation. When planned and executed properly, this type of role-play can help students to understand the feelings and perspectives of others by acting out situations in which there is conflict or a dilemma. For more information and ideas for effective role-play, read Chapter 11 of Killen, R., “Effective Teaching Strategies.”

b) Film Activities to support Empathetic Understanding

Using film in the History classroom is a good way of illustrating aspects of the past. Students could become one of the characters from the chosen film and take the point of view of the feelings of the character. Again, this could become a differing perspectives exercise as well. What are opposing perspectives?

5. Significance: How do we decide what is important to learn about the past?

Definition: the importance that is assigned to particular aspects of the past, e.g. events, developments, movements and historical sites. Significance includes an examination of the principles behind the selection of what should be investigated and remembered and involves consideration of questions such as: How did people in the past view the significance of an event? How important were the consequences of an event? What was the duration of the event? How relevant is it to the contemporary world?

http://www.australiancurriculum.edu.au/humanities-and-social-sciences/history/glossary#S
Significance is the importance that is assigned to particular aspects of the past, for example an event or issue or the contribution of an individual or group. Deciding on significance is a complex process because it involves making judgements that depend on perspective and purpose. Significance may vary over time and from group to group. What was seen as significant in the past may not be considered important today, and what was significant for one group in the past may not have been significant for other groups.

Students can learn to assign significance by asking questions such as: How did people view the event or issue at the time? How many people were affected? How widespread, how deeply or for how long were people’s lives affected?

**ACTIVITY**

What events would different historians* identify as the 10 ‘most significant’ in Australia’s history?

*Feminist, military, Indigenous, labour, environmental,

Students can learn to assign significance by using questions such as:

- How did people view the event or issue at the time?
- How many people were affected by the event or issue?
- How widespread, how deeply or for how long were people’s lives affected?
- What have been the effects of the event or issue?
- How has the event or issue contributed to our understanding of the past or the present?

**Questions to determine significance**

Students can learn to assign significance by using questions such as:

- How did people view the event or issue at the time?
- How many people were affected by the event or issue?
- How widespread, how deeply or for how long were people’s lives affected?
- What have been the effects of the event or issue?
- How has the event or issue contributed to our understanding of the past or the present?

**Assessing students’ understanding of significance:**

**Evidence of Understanding 1:** Events, people, or developments have historical significance if they **resulted in change.** That is, they had deep consequences, for many people, over a long period of time.

**Evidence of Understanding 2:** It is important to avoid ‘presentism’ – the imposition of present ideas on people from the past. However, cautious reference to universal human experience can help us relate to the experiences of historical figures.

**Evidence of Understanding 3:** The perspectives of historical figures are best understood by considering their historical context.

**Evidence of Understanding 4:** Taking the perspective of historical figures means inferring how people felt and thought in the past. It does not mean identifying with those figures. Valid inferences are those based on evidence.
6. Contestability

**Definition:** “Occurs when particular interpretations about the past are open to debate, for example, as a result of a lack of evidence or different perspectives.”

http://www.australiancurriculum.edu.au/humanities-and-social-sciences/history/glossary#D

Contestability in history arises from the open-ended nature of historical interpretation. Two historians might produce quite different interpretations of the same event for a number of reasons, including their reason for researching the topic, the sources of evidence they relied on and their perspective or point of view.

Examining debates between historians can help students understand how historians use sources to construct historical accounts and how their approach and interpretation can be shaped by their purpose and perspective, including their political outlook.

**Online Support**

- AC History Units – How to teach History, sample programs, teaching and learning activities, resources for primary and secondary [http://www.achistoryunits.edu.au](http://www.achistoryunits.edu.au)
- ACARA Folios of student work samples illustrating satisfactory, above and below satisfactory demonstration of the achievement standards. [www.australiancurriculum.edu.au/History/curriculum/F-10](http://www.australiancurriculum.edu.au/History/curriculum/F-10)
- AITSL has a variety of teaching and learning activities and student work samples illustrating teaching standards [http://www.teacherstandards.aiatsl.edu.au/Illustrations](http://www.teacherstandards.aiatsl.edu.au/Illustrations)

**Using Film and Documentary in History**

**Caution:** Film can be a valuable resource for teaching History but it should relate to the teaching and learning program you are following. You must follow school regulations about what films can be shown to students.

**Films as stories from the past: History through film fiction.**

The feature film can often have a great deal to offer the teaching of History. The main difficulty with the relationship between film fiction and history is the fact of fiction. How can students of history be asked to accept the inaccuracies, mistruths, anachronisms and falsifications that abound in film historical fiction and still
be expected to utilise the medium in developing their historical skills and historical consciousness? Screen educator Ryan Scott sees the answer simply in terms of ‘connection’:

Audiences expect to be ‘transported’ to a given time and place. They expect a close relationship to historical ‘truth’, however questionable that premise might be. But the perspective of filmmakers can be affected and at times compromised by poetic licence; they can be guilty of falsification, exaggeration and simplification.

Films can connect students to the past where other sources fail. Their strengths generally lie in developing empathy, the imagination, multisensory comprehension, logic and reasoning and another way into the past.

**Different types of Films and their value in the history classroom**

- Films that reconstruct history – reconstruct actual events and history e.g. Rabbit Proof Fence (2002, Phillip Noyce)
- Historical dramas – fictional story but authentic historical background and events. But story and main characters mostly fictional – e.g. Titanic. (1997, James Cameron)
- Fictional contemporary dramas and comedies
- Fiction films as archival material

**Teaching the skills of history**

This resource includes helpful insights and resources regarding the following skills:

1. Analysis and use of sources: using historical sources
2. Comprehension: chronology, terms and concepts: chronology
3. Explanation and communication: questioning
4. Empathetic understanding: gathering oral histories
5. Research: historical inquiry
6. Perspectives and interpretation: narrative, role play and drama

**1. Analysis and use of sources: Using historical sources**

Historians get their information from two different kinds of sources: primary and secondary. Very simply put, primary sources are first-hand sources and 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**

In history, a source is anything that can be used to investigate the past. 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.

**Interpreting primary sources**

Primary sources have to be interpreted. Students require the skills to analyse historical sources as an integral part of their historical research and inquiry. A primary source’s meaning may not always be instantly clear especially if it is from a time or culture significantly different to our own. It is therefore necessary to try and understand what it means and to figure out what the source can tell us about the past. A simple process to encourage students in their analysis may include the following:

### 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?
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.

**Source Analysis (Examining Perspectives)**

- Look at the sample teaching activity on the following pages and think about:
  
  a.) Their relevance to the depth study or studies 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.

**Analysing sources - Activities to use**

**Activity one: 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 sources below and answer the questions:

---

**Source 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?
Source B

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

Excerpt from Sir Joseph Banks’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 the colonisation of Australia?

3. What might be an alternative perspective to this view?

Source 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 people in Australia at the time?

3. What might be an alternative perspective to this view?
Source 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 people in Australia at the time?

3. What might be an alternative perspective to this view?

Source 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 Diemen's 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 people in Australia at the time?

3. What might be an alternative perspective to this view?
Source F

*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 people in Australia at the time?

3. What might be an alternative perspective to this view?

Source 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*  

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 people 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. Topics for discussion:
   a. Was European arrival to Australia a white invasion or white settlement?
   b. Why might there be different perspectives to this topic?

Activity two: Cartoon worksheet

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

Where and when was this published?

Who are the characters?

What is the message of the cartoon?

Does the inscription add to an understanding of the cartoon?
Activity two continued: Cartoon questions and answers

1. When and where was the cartoon published?
   It was published in The Bulletin in 1909.

2. Identify the characters in the cartoon.
   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?
   ‘Deficient Immigration Laws’ is written on the walls.

4. Describe what is happening in the cartoon.
   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?
   ‘Prohibited Chow Pest’ refers to Chinese migrants as if they were invading plagues of prohibited animals or insects.

6. How are the characters portrayed?
   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?
   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?
   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.
### Activity three: 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.

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| **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  
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| **B** | Monument: War Memorial  
Australia |
This is a ________ source because  
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| **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.  
This is a ________ source because  
|   |   |
Activity four: 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?

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<tr>
<th>Source</th>
<th>Primary or Secondary</th>
<th>Type of information or evidence</th>
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**Activity five: Cartoon Analysis (Vietnam)**


Reproduced in *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?**
   
   *In 1950 in The Bulletin magazine.*

2. **What type of source is SOURCE A?**

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

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

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

4. **To what does the writing ‘ANTI – RED BILL’ on the truncheon refer?**

   *It refers to the Communist Party Dissolution Bill.*

5. **What is the rat meant to represent?**

   *Communists.*

6. **How is the rat portrayed in the cartoon?**

   *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?**

   *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.*

This activity introduces students to history as detective work. What emphasis or significance do they put on each piece of evidence and how does that change their perspective? After doing this activity as an introductory one, it can be referred to through the course to remind them that not everyone places the same importance on each piece of evidence.

Read the information from Making History Middle Secondary Units of Work, Unit 2 ‘Red Menace?’

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.

*quinine was used to treat malaria – a mosquito borne disease often contracted during the war.
**Teacher activity: Design a source analysis worksheet**

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

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<th>Student will learn about:</th>
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<th>Target outcome:</th>
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<th>Source(s) reference:</th>
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Compose questions that ask about:

1. **What?**
2. **When?**
3. **Who?**
4. **Why?**
5. **How?**
6. **Context**
Comprehension: Chronology, terms and concepts: Chronology

*Without a grasp of the concept of time, there can be no real understanding of change, development, continuity, progression and regression.*

(Lomas 1993)

*The ability to sequence is a fundamental feature of historical understanding... the past is chaos to pupils until sequenced.*


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 NSW History Years 7–10 syllabus expectations in relation to time.

• Describe major periods of historical time and sequences events, people and societies from the past.
• 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.

Useful websites for creating or viewing timelines
www.dipity.com

http://www.chronozoom.com


Activity: Pretesting students’ understanding of time

This should take Stage 4 students between 5 and 15 minutes to complete. The pretest attempts to determine 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. In which century are we living?

2. If you look at the newspaper, as well as giving the date, it says that it is the year 2016. Why is it called 2016 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

11. 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 the concept of continuity and change. 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?

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.
Attaching significance to this skill

For students to understand time, begin with items of relevance to them or from their local community. Collections of items and of photographs of local environments can be used. Possibilities include:

• Sequencing and justifying artefacts (in a ‘time box’ perhaps) relating to a depth study.
• Studying a location and correctly placing the buildings in periods, explaining why.
• Studying a particular building that has changed over time.

Time terminology

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>AD</td>
<td>Anno Domini (in the year of our Lord)</td>
</tr>
<tr>
<td>Age</td>
<td>a particular period of history with distinctive characteristics, e.g. The Ice Age, The Bronze Age, The Middle Ages</td>
</tr>
<tr>
<td>Anachronism</td>
<td>When something is placed or occurs outside its proper historical time</td>
</tr>
<tr>
<td>BC</td>
<td>Before Christ</td>
</tr>
<tr>
<td>BCE</td>
<td>Before the Common Era (instead of BC)</td>
</tr>
<tr>
<td>CE</td>
<td>Common Era (instead of AD)</td>
</tr>
<tr>
<td>Century</td>
<td>a period of one hundred years</td>
</tr>
<tr>
<td>Chronology</td>
<td>placing events and dates in historical order of time</td>
</tr>
<tr>
<td>Circa</td>
<td>Around the time of</td>
</tr>
<tr>
<td>Decade</td>
<td>10 years</td>
</tr>
<tr>
<td>Era</td>
<td>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</td>
</tr>
<tr>
<td>Generation</td>
<td>all the people living at the same time period of approximately the same age</td>
</tr>
<tr>
<td>Millennium</td>
<td>1000 years</td>
</tr>
<tr>
<td>Year</td>
<td>A time period of 365 days</td>
</tr>
</tbody>
</table>

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.
  – E.g. 1810 was in the 19th Century, 1910 was in the 20th Century and 2015 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 numbers. For example 2015 means 2015 CE or 2015 AD.

**Naming Centuries**

<table>
<thead>
<tr>
<th>Century</th>
<th>Numbers</th>
<th>Century</th>
<th>Numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Century</td>
<td>1 to 100</td>
<td>11th Century</td>
<td>1001 to 1100</td>
</tr>
<tr>
<td>2nd Century</td>
<td>101 to 200</td>
<td>12th Century</td>
<td>1101 to 1200</td>
</tr>
<tr>
<td>3rd Century</td>
<td>201 to 300</td>
<td>13th Century</td>
<td>1201 to 1300</td>
</tr>
<tr>
<td>4th Century</td>
<td>301 to 400</td>
<td>14th Century</td>
<td>1301 to 1400</td>
</tr>
<tr>
<td>5th Century</td>
<td>401 to 500</td>
<td>15th Century</td>
<td>1401 to 1500</td>
</tr>
<tr>
<td>6th Century</td>
<td>501 to 600</td>
<td>16th Century</td>
<td>1501 to 1600</td>
</tr>
<tr>
<td>7th Century</td>
<td>601 to 700</td>
<td>17th Century</td>
<td>1601 to 1700</td>
</tr>
<tr>
<td>8th Century</td>
<td>701 to 800</td>
<td>18th Century</td>
<td>1701 to 1800</td>
</tr>
<tr>
<td>9th Century</td>
<td>801 to 900</td>
<td>19th Century</td>
<td>1801 to 1900</td>
</tr>
<tr>
<td>10th Century</td>
<td>901 to 1000</td>
<td>20th Century</td>
<td>1901 to 2000</td>
</tr>
<tr>
<td></td>
<td></td>
<td>21st Century</td>
<td>2001 to 2100</td>
</tr>
</tbody>
</table>
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 111 BCE 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 111 BCE. For how long did the Trieu dynasty rule?
Answer: 207 – 111 = 96 years.

Practice makes perfect

Calculate the time distances in years:

<table>
<thead>
<tr>
<th>BCE to BCE</th>
<th>BCE to BCE</th>
<th>BCE to BCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1000 BCE to 2015 =</td>
<td>3000 BCE to 2000 BCE=</td>
<td>1200 to 1956 =</td>
</tr>
<tr>
<td>50 BCE to 1250 =</td>
<td>44000 BCE to 1200BCE=</td>
<td>1974 to 2001 =</td>
</tr>
<tr>
<td>350 BCE to 1069 =</td>
<td>50000 BCE to 18 BCE=</td>
<td>1965 to 2015 =</td>
</tr>
<tr>
<td>111 BCE to 10 =</td>
<td>26400 BCE to 1300BCE=</td>
<td>1998 to 2011 =</td>
</tr>
<tr>
<td>2001 BC to 10 AD =</td>
<td>40 BCE to 37 BCE =</td>
<td>1914 to 1919 =</td>
</tr>
<tr>
<td>660 BC to 105 AD =</td>
<td>120 BCE to 99 BCE =</td>
<td>1301 to 1580 =</td>
</tr>
<tr>
<td>1000 BCE to 2015 =</td>
<td>3000 BCE to 2000 BCE=</td>
<td>1200 to 1956 =</td>
</tr>
<tr>
<td>50 BCE to 1250 =</td>
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</tr>
<tr>
<td>111 BCE to 10 =</td>
<td>26400 BCE to 1300BCE=</td>
<td>1998 to 2011 =</td>
</tr>
</tbody>
</table>
What centuries are the following dates? Find out what important event happened for each date. This is a good activity to adapt to any topic you are doing as either a pre-test or revision.

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

Answers:
Teacher activity:
Design a history lesson or activity based upon your understanding of this skill.

<table>
<thead>
<tr>
<th>Stage and depth study the lesson/activity is aimed at:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Outcomes you are targeting:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>The content you will be teaching:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Resources you will be using:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Why this skill will be most effective for this syllabus content and stage:</th>
</tr>
</thead>
</table>
Explanation and Communication: 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.

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

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
- debates
- hypothetical
- interviews
- mock trials.

Activity

Look at the table on the page below and also Costa’s Level of questioning to help you with this activity.

1. After reviewing 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 why you are asking them? Is it to test students’ knowledge or get them to reflect or think about concepts? Think about the sequencing and how you might include some ‘thinking’ questions.
<table>
<thead>
<tr>
<th>Area</th>
<th>Definition</th>
<th>Teacher</th>
<th>Student</th>
<th>Verbs to start</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge</td>
<td>Recall or recognition of specific information</td>
<td>directs</td>
<td>responds</td>
<td>defines, repeat, list,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>tells</td>
<td>absorbs</td>
<td>record, recall</td>
</tr>
<tr>
<td></td>
<td></td>
<td>shows</td>
<td>remembers</td>
<td></td>
</tr>
<tr>
<td>Comprehension</td>
<td>Understanding of given information.</td>
<td>demonstrates</td>
<td>explains</td>
<td>restates, tell, discuss,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>listens</td>
<td>translates</td>
<td>locate, recognise,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>questions</td>
<td>demonstrates</td>
<td>describe, explain,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>compares</td>
<td>interprets</td>
<td>identify, report,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>contrasts</td>
<td></td>
<td>express.</td>
</tr>
<tr>
<td>Application</td>
<td>Using methods, concepts, principles and theories in new situations.</td>
<td>shows</td>
<td>solves problems</td>
<td>apply, translate, use,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>facilitates</td>
<td>constructs</td>
<td>employ, interpret,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>observes</td>
<td>demonstrates use of</td>
<td>demonstrate, illustrate,</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>knowledge</td>
<td>dramatise</td>
</tr>
<tr>
<td>Analysis</td>
<td>Breaking information down into its constituent elements.</td>
<td>probes</td>
<td>discusses</td>
<td>calculate, test, debate,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>guides</td>
<td>uncovers</td>
<td>question, analyse,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>observes</td>
<td>identifies</td>
<td>differentiate, examine,</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>dissect</td>
<td>inspect, compare,</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>relate, solve</td>
</tr>
<tr>
<td>Synthesis</td>
<td>Putting together constituent parts to form a whole requiring original,</td>
<td>reflects</td>
<td>discusses</td>
<td>compose, plan, propose, design,</td>
</tr>
<tr>
<td></td>
<td>creative thinking.</td>
<td>extends</td>
<td>generalises</td>
<td>arrange, formulate,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>analyses</td>
<td>relates</td>
<td>collect, construct,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>evaluates</td>
<td>compares</td>
<td>organise, create</td>
</tr>
<tr>
<td>Evaluation</td>
<td>Judging the value of ideas materials and methods by developing and</td>
<td>clarifies</td>
<td>judges</td>
<td>judge, evaluate, appraise,</td>
</tr>
<tr>
<td></td>
<td>applying standards and criteria.</td>
<td>accepts</td>
<td>disputes</td>
<td>rate, select, predict,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>harmonises</td>
<td>develops</td>
<td>estimate, assess</td>
</tr>
<tr>
<td></td>
<td></td>
<td>guides</td>
<td>criteria</td>
<td></td>
</tr>
</tbody>
</table>
Teacher activity:
Design a history lesson or activity based upon your understanding of this skill.

<table>
<thead>
<tr>
<th>Stage and depth study the lesson/activity is aimed at</th>
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<tr>
<th>Resources you will be using</th>
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<tbody>
<tr>
<td></td>
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<table>
<thead>
<tr>
<th>Why this skill will be most effective for this syllabus content and stage</th>
</tr>
</thead>
</table>
Empathetic Understanding: 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 is a great way for students to understand the skill of perspective. Everyone has their own story.
- 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 indigenous 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 the interview being recorded?

Check all the necessary equipment. How will you record the interview? Does your device have sufficient battery to last the length of the interview? Practise pausing and restarting recording.

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 recording and change parts if necessary. Later, present the subject with a thank you letter and copy of the recording 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 recording/transcript with name, date, location, interviewer, and topic.
Research: Historical inquiry

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. If you are not sure about what the inquiry based approach involves, go to the Australian Curriculum History Units website developed by the History Teachers' Association of Australia:


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 date into a standard report.

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

**The Information Process**

| Defining | What do I need to do or find out?  
| Locating | What key words will I use to begin my research?  
| Locating | Where can I get the information I need?  
| Locating | What do I already know?  
| Locating | What do I still need to find out?  
| Locating | What sources and equipment will I use?  
| Selecting | What information do I really need to use?  
| Selecting | What sources will be useful for this task?  
| Selecting | What information can I leave out?  
| Selecting | How relevant is the information I have found?  
| Selecting | How credible is the information I have found?  
| Selecting | How will I record this information?  
| Organising | How can I best use this information?  
| Organising | How can I combine the information?  
| Presenting | How can I best present this information?  
| Presenting | How will I structure this information?  
| Presenting | Who is the intended audience?  
| Assessing | What did I learn from this?  
| Assessing | Did I fulfil my purpose?  
| Assessing | How can I improve the process or product?  

Process of historical inquiry using the History K-10 Syllabus

**Question redesign**
Inquiry questions may need to be redesigned as a result of analysing and evaluating sources.

**Step 1 Question**: use the language of time to shape questions to plan and develop an investigation.

**Step 2 Research**: acquiring primary and/or secondary sources which may be related to the area of inquiry.

**Step 3 Analyse**: do the sources contain information that can be considered useful for this inquiry? Process information to begin to develop an informed argument or opinion.

**Step 4 Evaluate**: the reliability of the sources (i.e. Can the information processed in the previous step be believed? Are there limitations to the sources’ believability?)

**Step 5 Communicate**: synthesise information from sources, formulate a perspective and develop an historical text to describe what occurred.

---

**Historical inquiry continuum K-10**

**Early Stage 1**

<table>
<thead>
<tr>
<th>Step</th>
<th>Questioning</th>
<th>Analyse</th>
<th>Evaluate</th>
<th>Communicate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 1</td>
<td>Students are provided with OR pose direct question/s about the past. Suitable instructional words may include: how, what, why, who, when, find, compare and contrast, describe and retell.</td>
<td>Students discuss how collated primary and/or secondary source/s will be used to answer the inquiry question/s</td>
<td>Students, with teacher guidance, discuss the reliability of the source/s to the inquiry question/s.</td>
<td>Students relate a story about the past, using the language associated with time and change and primary and/or secondary source/s.</td>
</tr>
<tr>
<td>Step 2</td>
<td>Students identify primary and/or secondary source/s, either provided by the teacher or collected with guidance.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Step 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Stage 1

<table>
<thead>
<tr>
<th>Step</th>
<th>Questioning</th>
<th>Students are provided with OR pose direct question/s to frame historical inquiry. Suitable instructional words may include: how, what, why, who, when, find, compare and contrast, describe and retell.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 1</td>
<td>Research</td>
<td>Students identify primary and/or secondary source/s, either provided by the teacher or collected with guidance.</td>
</tr>
<tr>
<td>Step 2</td>
<td>Analyse</td>
<td>Students, with teacher guidance, identify historical source/s that are relevant to the inquiry question/s. Students are guided to develop an historical opinion.</td>
</tr>
<tr>
<td>Step 3</td>
<td>Evaluate</td>
<td>Students, with teacher guidance, discuss the reliability of the source/s to the inquiry question/s.</td>
</tr>
<tr>
<td>Step 4</td>
<td>Communicate</td>
<td>Students present a historical narrative, using the language of time and primary and/or secondary source/s.</td>
</tr>
</tbody>
</table>

## Stage 2

<table>
<thead>
<tr>
<th>Step</th>
<th>Questioning</th>
<th>Students are provided with and pose a range of research question/s questions to frame historical inquiry. Suitable instructional words may include; how, what, why, compare and contrast, describe, discuss, identify, and recount.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 1</td>
<td>Research</td>
<td>Students identify and locate primary and/or secondary source/s, with teacher guidance.</td>
</tr>
<tr>
<td>Step 2</td>
<td>Analyse</td>
<td>Students identify historical information, relating the source/s to the key content of the question/s. Teachers assist students to determine the usefulness of the source/s to the inquiry question/s. Students are assisted in determining which source/s to include or exclude, by the teacher, and begin to develop an historical opinion.</td>
</tr>
<tr>
<td>Step 3</td>
<td>Evaluate</td>
<td>Students are guided to discuss the reliability of the source material, reflecting on ‘believability’.</td>
</tr>
<tr>
<td>Step 4</td>
<td>Communicate</td>
<td>Students present a text, such as a narrative or description, using historical terms and concepts, that incorporate relevant primary and secondary sources.</td>
</tr>
</tbody>
</table>

## Stage 3

<table>
<thead>
<tr>
<th>Step</th>
<th>Questioning</th>
<th>Students are provided with research question/s OR may identify and develop their own questions to frame historical inquiry. Suitable instructional words may include: how, what, why, compare and contrast, describe, discuss, identify, and recount.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 1</td>
<td>Research</td>
<td>Students identify and locate a range of primary and secondary sources, using some sources recommended by the teacher.</td>
</tr>
<tr>
<td>Step 2</td>
<td>Analyse</td>
<td>Students interpret historical information, relating sources to the key content of the question/s. Students determine the usefulness of the sources to the inquiry question/s, taking into account the sources’ origins, historical detail, purposes and points of view. Teachers provide guidance in how to determine which sources to include or exclude, beginning the development of an argument or opinion.</td>
</tr>
<tr>
<td>Step 3</td>
<td>Evaluate</td>
<td>Students examine the reliability of the source material, reflecting on potential bias.</td>
</tr>
</tbody>
</table>
### Stage 4

<table>
<thead>
<tr>
<th>Step</th>
<th>Action</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Questioning</td>
<td>Students are provided with research question/s OR may identify and develop their own questions to frame historical inquiry. Suitable instructional words may include: how, what, why, account for, compare, contrast, describe, discuss, explain, identify, outline and recount.</td>
</tr>
<tr>
<td>2</td>
<td>Research</td>
<td>Students identify and locate a range of primary and secondary sources, using teacher guidance as required. Teacher will provide some recommended source material.</td>
</tr>
<tr>
<td>3</td>
<td>Analyse</td>
<td>Students synthesise the collated historical information and align the sources to the key content in the question/s. Students identify meaning and context to determine the usefulness of the sources to the inquiry, taking into account the sources’ origins, motivations, perspectives and interpretations, values and historical detail. Teachers need to provide guidance in how to determine which sources to include or exclude, as students construct an informed argument or opinion.</td>
</tr>
<tr>
<td>4</td>
<td>Evaluate</td>
<td>Students examine the reliability of the source material, considering authorship, to answer the question/s.</td>
</tr>
<tr>
<td>5</td>
<td>Communicate</td>
<td>Students present a text, organising and presenting their findings about the past, identifying and describing different perspectives relevant to the historical inquiry. Students use historical terms and concepts, identify evidence from sources and acknowledge the sources used.</td>
</tr>
</tbody>
</table>

### Stage 5

<table>
<thead>
<tr>
<th>Step</th>
<th>Action</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Questioning</td>
<td>Students identify and develop their own questions OR may be provided with research question/s to frame historical inquiry. Suitable instructional words may include: how, what, why, account for, compare, contrast, explain, discuss, analyse, evaluate and justify.</td>
</tr>
<tr>
<td>2</td>
<td>Research</td>
<td>Students identify and locate a range of primary and secondary sources, using teacher guidance as required. Teachers may provide some recommended source material.</td>
</tr>
<tr>
<td>3</td>
<td>Analyse</td>
<td>Students synthesise the collated historical information and align the sources to the key content in the question/s. Students analyse sources to identify the relevance of the historical content to the question/s. Students determine the usefulness of the sources to the inquiry, taking into account the sources’ origins, purposes, motivations, perspectives, values and historical detail. Teachers may need to provide guidance in how to determine which sources to include or exclude, as students construct an informed argument or opinion.</td>
</tr>
<tr>
<td>4</td>
<td>Evaluate</td>
<td>Students justify the reliability of the source material, considering authorship, to answer the question/s.</td>
</tr>
<tr>
<td>5</td>
<td>Communicate</td>
<td>Students present a text, organising and presenting findings about the past, incorporating their own justifications and interpretations relevant to the historical inquiry. Students use historical terms and concepts, identify evidence from sources and acknowledge the sources used.</td>
</tr>
</tbody>
</table>
Unpacking ‘Analyse’

This step seems simple to teachers but is often a challenge for students. Source analysis in Step #3 requires students to ask these questions of a source:

- What is the ‘core content’ that needs to be addressed to respond to the inquiry question/s?
- Does the source’s content relate substantially to the ‘core content’ of the question/s?
- Is this source USEFUL to the historical inquiry?

A source may be determined as useful because it:

- provides an interesting perspective on the past
- shows us the values and motivations of people in a particular era
- contains historical detail such as dates
- helps us to empathise with people’s experiences in the past OR
- due to the quantity of relevant, historical information.

- Does the source confirm historical arguments or opinions that you previously held? Does the source challenge you to reformulate your arguments or opinions?

It is at this step that students begin to use source material to develop an informed argument or opinion that addresses the historical inquiry question/s.

Unpacking ‘Evaluate’

In this step students determine the reliability of each of the sources to be used in answering the question/s. For each source students need to ask, “Is this source to be believed?”

Students must take into account the origin, values, purpose and context of the source in order to answer the question/s.

Primary sources and secondary sources can both be considered reliable sources of information. A primary source may be reliable because it is produced by a credible witness to an historical event. A secondary source may be reliable because it is produced by an expert historian, or a trustworthy organisation, who has used quality primary materials to produce the source.

However, sources used will often have issues of reliability, such as bias within accounts of a witness or author. Such sources can still be utilised as long as students include reflections on the sources’ bias, noting the way in which bias places limitations on the use of the sources as evidence.
An example of a research activity

This is an inquiry 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 informative 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 or blogs 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.
Teacher activity:
Design a history lesson or activity based upon your understanding of this skill.

<table>
<thead>
<tr>
<th>Stage and depth study the lesson/activity is aimed at</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Outcomes you are targeting</th>
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</thead>
<tbody>
<tr>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>The content you will be teaching</th>
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<tbody>
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<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Resources you will be using</th>
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</thead>
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<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Why this skill will be most effective for this syllabus content and stage</th>
</tr>
</thead>
</table>
Perspectives and Interpretations: 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:

- Construct a narrative from a provided collection of items.
- Construct one’s family history.
- Construct the story of another family.
- Write 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).
- Draw 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.
- Recount a story in written form.
- Recount a story as an audio or audio/visual presentation e.g. Using audacity®
- Read and report on a work of historical fiction.
- Use pictures of someone at two or more stages of their life, arranging them in order and explaining the differences.
- Base the story on a series of pictures that may be drawn/cut out and stuck/labelled.
- Read historical narratives. Authors such as Peter FitzSimon and Kate Grenville are renowned for their historical narratives. There are many views on the place of historical narrative when teaching history. Here are some:
**Teacher activity:**

Design a history lesson or activity based upon your understanding of this skill.

<table>
<thead>
<tr>
<th>Stage and depth study the lesson/activity is aimed at</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Outcomes you are targeting</th>
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</thead>
</table>

<table>
<thead>
<tr>
<th>The content you will be teaching</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Resources you will be using</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Why this skill will be most effective for this syllabus content and stage</th>
</tr>
</thead>
</table>
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 a controversial interviewer 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 ‘Q&A’-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 doorperson (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 of indigenous 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. **NB** For thorough preparation and background information, watch the Jane Elliott’s *The Angry Eye* before this lesson activity.

**Lesson ideas**

- 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.

Stage and depth study the lesson/activity 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 analysing 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. Such an approach can lead to an understanding of the historical context in which changes have occurred. The enjoyable experience of active engagement in the past helps to create and nurture a lifelong interest in history.

What is a site study?

A site study is an inquiry-based examination of an historically significant location. Site studies may include an investigation of the local area, or a visit to an archaeological site, museum, an Aboriginal site (issues of access and permission need to be appropriate to the site selected), a specific building, a monument, a local area, an open-air museum or a virtual site available through ICT.

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

<table>
<thead>
<tr>
<th>Aboriginal sites</th>
<th>monuments</th>
</tr>
</thead>
<tbody>
<tr>
<td>archaeological sites</td>
<td>museums</td>
</tr>
<tr>
<td>Australian War Memorial</td>
<td>National Parks and Historic Sites</td>
</tr>
<tr>
<td>bridges</td>
<td>Parliament House</td>
</tr>
<tr>
<td>cemeteries</td>
<td>public buildings</td>
</tr>
<tr>
<td>changed natural environments</td>
<td>railways and tramways</td>
</tr>
<tr>
<td>churches and places of worship</td>
<td>shops and business districts</td>
</tr>
<tr>
<td>factories or industrial sites</td>
<td>statues</td>
</tr>
<tr>
<td>heritage buildings</td>
<td>streets and streetscapes</td>
</tr>
<tr>
<td>houses</td>
<td>suburbs, towns, villages</td>
</tr>
<tr>
<td>memorials</td>
<td>virtual sites</td>
</tr>
</tbody>
</table>
Questions to consider when selecting a site study

Is there a site that can be linked to:

a. an overview
b. a depth study
c. 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

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

**Syllabus topics**

<table>
<thead>
<tr>
<th>Stage 4</th>
<th>Depth Study 6d: Aboriginal and Indigenous Peoples, Colonisation and Contact History</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stage 5</td>
<td><strong>Depth Study 1:</strong> The Making of the Modern World</td>
</tr>
<tr>
<td></td>
<td><strong>Depth Study 2a:</strong> Making a Nation.</td>
</tr>
<tr>
<td></td>
<td><strong>Depth Study 3:</strong> Australians at War: World Wars I and II (1914–1918, 1939–1945)</td>
</tr>
<tr>
<td></td>
<td><strong>Depth Study 4:</strong> Rights and Freedoms (1945 – present)</td>
</tr>
<tr>
<td></td>
<td><strong>Depth Study 5:</strong> The Globalising World</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Years</th>
<th>7 - 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resources</td>
<td>Pen and clipboard/iPad/iPhone</td>
</tr>
<tr>
<td>Possible contacts</td>
<td>Local historical society</td>
</tr>
<tr>
<td></td>
<td>‘Friends of the Cemetery Association’</td>
</tr>
<tr>
<td></td>
<td>Registry of Births, Deaths and Marriages</td>
</tr>
<tr>
<td>Preparation</td>
<td>Teacher <strong>pre-visit to the cemetery</strong> 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.</td>
</tr>
<tr>
<td></td>
<td>Teacher to <strong>further investigate one of the gravesites</strong>, e.g. online or visit Registry of Births, Deaths and Marriages.</td>
</tr>
<tr>
<td></td>
<td><strong>Student lesson with excursion sheet prior to the visit.</strong> 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.</td>
</tr>
</tbody>
</table>
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.

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.**

<table>
<thead>
<tr>
<th>Name:</th>
<th>Gender:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date of birth:</td>
<td>Date of death:</td>
</tr>
<tr>
<td>Contribution to the local community:</td>
<td>Do you think their gender was significant in determining the way they could contribute to the community? Explain your answer.</td>
</tr>
<tr>
<td>How was the person's contribution to the community recognised?</td>
<td>Could that same contribution be made today? Explain.</td>
</tr>
</tbody>
</table>

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:

<table>
<thead>
<tr>
<th>Name and gender</th>
<th>Date of and age at death</th>
<th>Occupation</th>
<th>Cause of death</th>
<th>Description of grave</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name:</td>
<td>Date:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ Male</td>
<td>Age:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ Female</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Name:</td>
<td>Date:</td>
<td></td>
<td></td>
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<tr>
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<tr>
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<tr>
<td>Name:</td>
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</table>

NSW Department of Education
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

<table>
<thead>
<tr>
<th>Syllabus topics</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Stage 5</strong></td>
<td><strong>Depth Study 3:</strong> Australians at War: World Wars I and II (1914–1918, 1939–1945)</td>
</tr>
</tbody>
</table>
| **Outcomes**    | HT5-2: sequences and explains the significant patterns of continuity and change in the development of the modern world and Australia.  
                  HT5-5: identifies and evaluates the usefulness of sources in the historical inquiry process  
                  HT5-7: explains different contexts, perspectives and interpretations of the modern world and Australia  
                  HT5-9: applies a range of relevant historical terms and concepts when communicating about the past  
                  HT5-10: selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences. |
| **Years**       | 9 - 10 |
| **Resources**   | Copy of the contents of the war memorial you are visiting.  
                  Possibly photos of memorial.  
                  Pen, paper, clipboard. |
| **Possible contacts** | Local historical society  
                  Local RSL |
| **Preparation** | Pre visit to memorial by teacher(s) to become familiar 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

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.

Your task is to research some of our past in our local area by using 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.

Task 1: Establishing the historical context

<table>
<thead>
<tr>
<th>How old is the memorial?</th>
<th>When was it built?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Where is it located in the town?</th>
<th>Has it been moved?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

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. In the past, students have researched returned soldiers and invited them to the ANZAC ceremony. It’s a lovely way to connect individuals from the present to events from the past.
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.

<table>
<thead>
<tr>
<th>Site:</th>
<th>Classes involved:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Syllabus topic:</th>
<th>Resources required:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Syllabus inquiry question (if applicable)</th>
<th>Possible contacts:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Targeted outcomes:</th>
<th>Preparation required:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Follow up:</th>
<th>Evaluation:</th>
</tr>
</thead>
<tbody>
<tr>
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</tr>
</tbody>
</table>
Research: 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:

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

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

<table>
<thead>
<tr>
<th>Could be unreliable</th>
<th>Should be reliable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Site produced by a private individual but no information is given about them</td>
<td>Site produced by well qualified individuals, e.g. from universities or respected journalists</td>
</tr>
<tr>
<td>Site where no information is given about the author or agency</td>
<td>Public organisation which has a clear ethical charter, e.g. Amnesty International</td>
</tr>
<tr>
<td>Site where no author or agency is shown</td>
<td>Government, educational sites or non-profit organisation and research sites</td>
</tr>
<tr>
<td>Site which uses racist, sexist or violent language to get its message across</td>
<td>Sites which present information objectively rather than emotionally</td>
</tr>
<tr>
<td>Site which biased or feature stereotypes, distortions and exaggerations</td>
<td>Sites which provide a statement of intent which will help you detect a point of view and bias</td>
</tr>
<tr>
<td>Site which takes extreme viewpoints without providing verifiable evidence</td>
<td>Sites which provide both sides of a discussion, supported by verifiable evidence</td>
</tr>
<tr>
<td>Site that is not dated.</td>
<td>Sites that are dated and recently updated.</td>
</tr>
</tbody>
</table>
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) www.awm.gov.au, particularly the biographical databases and the Record Search facility of the National Archives of Australia (NAA) www.naa.gov.au.

The process for World War I

Visit the local war memorial and record the names 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 Honours and Awards 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 the Collection/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

The National Library of Australia is a treasure trove of sources both photographic and written. Try for local pictures at [www.sl.nsw.gov.au](http://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. Also try typing the military unit into the various search engines on the internet. The RAAF Museum has its own Unit history site. 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](http://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](http://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
Planning for effective learning and assessment

Read the BOSTES article on planning effective learning and assessment activities
http://syllabus.bos.nsw.edu.au/support-materials/planning-programming

Further support to help with effective assessment:

Principles for Assessment and Reporting

The teaching and learning cycle

Sample template for designing an assessment task

These tips will support you in designing an assessment task using the template on the following page.

1. **Syllabus name and topic**: Refer to the syllabus to complete this section.

2. **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, visual and digital forms to communicate 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.

3. **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’.

4. **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 – i.e. what they are required to do.

5. **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 should reflect the task, the outcomes and the marking criteria.

6. **Marking criteria**: 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.

7. **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 assessment preparation template

<table>
<thead>
<tr>
<th>Syllabus name and topic:</th>
<th>Date (due):</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Assessment weight:</td>
</tr>
</tbody>
</table>

### Outcomes:

### Background information:

### Task:

### Rubric:

### Format:

### Note:
Year 10 history assessment task
by Persephonie Jamons persephonie.jamons2@det.nsw.edu.au

Depth Study 6: Technology from the 19th Century to Today
Date due: Term 2, week 9 (First lesson of the week)
Assessment weight: 30%
Part A: _____/5
Part B: _____/5
Part C: _____/20
Total: _____/30

Outcomes:
HT5 – 1: explains and assesses the historical forces and factors that shaped the modern world and Australia
HT5 – 4: explains and analyses the causes and effects of events and developments in the modern world and Australia
HT5 – 8: selects and analyses a range of historical sources to locate information relevant to an historical inquiry
HT5 – 9: applies a range of relevant historical terms and concepts when communicating an understanding of the past
HT5 – 10: selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences

Task:
Over the term, we will be looking at the way in which Australia and the world have been influenced and shaped by technology. Your assessment task for this unit will be a research task. You will need to choose a significant personality in recent technological development and research their life and how they have influenced technology.

You must choose your personality from the list below (if you wish to do someone different, you must submit a request to your teacher for approval):
• Tim Berners-Lee
• Radia Perlman
• Bill Gates
• Steve Jobs
• Carol Shaw

Note:
• Ensure you read the requirements of Parts A, B and C before attempting to commence completing the task.
• Late submissions will incur a penalty of 10% per day.
• Submissions will not be accepted more than a week after the due date.
• Plagiarism is not tolerated.
• Evidence of plagiarism will result in a mark of zero, as well as being reported to Head Teacher HSIE and could result in an N-Warning.
Part A: Research Journal (total marks 5)

Throughout the task, you will need to keep a rolling research journal. This journal, to be kept in a soft-copy (using Microsoft Word, Pages, a Google Doc or an equivalent word processing tool) will be where you make note of:

- Any websites you visit, the information held there and the relevance of that information to answering Part B and/or C.
- Any images or other material that you feel would assist in answering Part B and/or C.
- At least 1 piece of primary source evidence (for example: a speech, an image, a letter, etc.) that will assist in your answering of Part C.
- A bibliography: correctly reference any source you use in part C.

Part B: Research Task (total marks 5)

This component of the task requires you to use your research to answer the following questions about your personality. The task must be completed using a computer-based tool. You may present the task as a word-processed document; poster (developed in a word-processing tool or using Canva); Prezi or PPT; App; Podcast/Vodcast; Website or any other technological way.

1. Name your personality and provide at least 1 photo of them.
2. Outline the early life of your personality. (Education, early work in technology, their upbringing, etc.)
3. Describe the way in which your personality first became involved in the technology field.
4. What contribution has your personality made to technology and/or the development of technology?
5. From your research, how has your personality's involvement in technology changed the way in which technology is perceived/transferred/used today?
6. Explain the effect your personality's involvement in technology has had on Australia.
7. Include images of the inventions/contributions your personality has made to technology.

Part C: Extended Response (total marks 20)

Using the information from Part A and Part B, answer the following question.

Assess the impact your chosen personality has had on the environment or society through their influence in technology.

Your response to this question should be between 500 and 750 words. You must include references to at least one primary source, which should be referenced in your Journal.

All references you use should be included in a bibliography, which must be submitted in part A.
<table>
<thead>
<tr>
<th>Mark</th>
<th>Criteria</th>
</tr>
</thead>
</table>
| A 5  | - At least 9 well organised, succinct and well composed journal entries that make reference to appropriate source material, with correct use of historical language  
- Journal is well formatted and word-processed, including dates of entries  
- A well formed and correctly referenced bibliography included |
| B 4  | - At least 7 organised and well-composed journal entries that make reference to appropriate source material, with correct use of historical language  
- Journal is well formatted and is word-processed, including dates of entries  
- A correctly referenced bibliography included |
| C 3  | - At least 6 organised journal entries that make reference to appropriate source material present, with correct use of historical language  
- Journal is well formatted and is word-processed, including dates of entries  
- A correctly referenced bibliography included |
| D 2  | - At least 5 journal entries that make reference to source material are present, with some use of historical language and is word-processed  
- A bibliography is present, although not correctly referenced |
| E 1  | - 4 or less journal entries are present with attempted use of historical language  
- Journal is not word-processed  
- No bibliography present |
| 0    | - No journal entries present |

**Comment:**
## Marking Criteria: Part B – Research task

<table>
<thead>
<tr>
<th>Mark</th>
<th>Criteria</th>
</tr>
</thead>
</table>
| A 5  | • Well-written and sustained responses to all questions that reflect high level of research, knowledge and understanding of the personality.  
• All writing is succinct, with correct use of historical language  
• Multiple relevant photographs of personality and inventions included  
• Presentation is creative, well-made and uses technology appropriately |
| B 4  | • Well-written responses to all questions that reflect evidence of research, and accurate knowledge and understanding of the personality  
• Explanations reflect accurate knowledge and understanding of the personality  
• Most writing is succinct, with correct use of historical language and is structured  
• Presentation is creative and uses technology appropriately |
| C 3  | • Explanations reflect accurate knowledge and understanding of the personality, with some evidence of research.  
• Some writing is succinct, with correct use of historical language  
• Some relevant photographs of personality and inventions included  
• Presentation is creative and uses technology appropriately |
| D 2  | • Explanations reflect some knowledge of the personality, with little evidence of research.  
• Writing attempts to be succinct, with some use of historical language  
• Some relevant photographs of personality and inventions included, however most are irrelevant.  
• Presentation is creative and technology is used |
| E 1  | • Explanations attempt to reflect knowledge of the personality.  
• Writing is poor, with little to no use of historical language  
• Presentation does not show creativity and does not use technology |
| 0    | • Non-attempt/no submission made.  
• Attempt is plagiarised |

**Comment:**
# Marking Criteria: Part C – Extended response

<table>
<thead>
<tr>
<th>Mark</th>
<th>Criteria</th>
</tr>
</thead>
</table>
| **A** 17 - 20 | • Demonstrates comprehensive, extensive and well-formed knowledge and understanding of the personality and their involvement in technology  
• Includes references to multiple sources (minimum 4) and references them correctly  
• Extended response adheres to word limit, is word-processed and includes relevant and appropriate use of historical language  
• Response is concise and well written, with accurate spelling, correct structure and overall clarity |
| **B** 13 - 16 | • Demonstrates comprehensive, extensive knowledge and understanding of the personality and their involvement in technology  
• Includes references to multiple sources (minimum 3) and references them correctly  
• Extended response adheres to word limit, is word-processed and includes relevant and appropriate use of historical language  
• Response is well written, with accurate spelling, correct structure and overall clarity |
| **C** 9 - 12 | • Demonstrates comprehensive knowledge and understanding of the personality and their involvement in technology  
• Includes references to multiple sources (minimum 2) and references them correctly  
• Extended response adheres to word limit, is word-processed and includes relevant use of historical language  
• Response has some aspects of good writing, some spelling mistakes, attempt at correct structure |
| **D** 5 - 8 | • Demonstrates some knowledge of the personality and their involvement in technology  
• Includes references to sources (1 or more) and attempts to reference correctly  
• Extended response attempts to adhere to word limit, is word-processed and includes attempted use of historical language  
• Response has spelling mistakes and attempts to write in the correct structure |
| **E** 1 - 4 | • Demonstrates little to no knowledge of the personality and their involvement in technology  
• Includes no references to sources, or does not reference correctly  
• Extended response does not adhere to word limit (too short/too long) and is not word-processed  
• Response has spelling mistakes and no structure |
| 0 | • Non-attempt/no submission made.  
• Attempt is plagiarised |

**Comment:**
Further contacts to assist with resources, teacher professional learning and excursions

**Curriculum Support**

The NSW Department of Education Curriculum K–12 Support 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)
- Past newsletters Integrated learning in Stage 4: Secondary COGs

**BOSTES NSW**

- BOSTES K–10 History syllabus and support documentation
- BOSTES assessment activities & work samples Stage 4 History
- BOSTES performance descriptors & work samples Stage 5 History
- BOSTES standards package

**Environmental Education Centres (EECs)**

The NSW Department of Education Environmental Education Centres are run by department 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
- 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

General

- www.bubbl.us (brainstorm tool)
- www.thelearningfederation.edu.au/default.asp
- www.canva.com (create beautiful documents online)

Skills

- Vroom: Using primary sources
- Historical investigation
- Dictionary of Sydney (research: pre-history to present)
- http://www.visiblethinkingpz.org

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 BBC
- 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

- Ancient History at the British Museum
- BBC Ancient History
- Red Hill EEC Historic gold mining town of Gulgong
- Captain Cook - obsession and discovery (link to buy series)
- Captain Cook - obsession and discovery (related website)
- 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
- Lachlan and Elisabeth Macquarie archive LEMA
- Macquarie 2010 (legacy of Lachlan and Elizabeth Macquarie)
- Pacific adventurers: seafarer's museum.

Content Years 9 and 10

- Australian History Mysteries
- Paul Ham: Writing history
- Virtual site study NSW Parliament House
- Virtual site study 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)
• Building the Bridge
• Laptop Wrap: The first dismissal (Jack Lang)
• Great depression, Charleville, Queensland
• Laptop Wrap: People’s experiences between the wars
• Gallipoli - Baptism of fire
• Sites2See: Gallipoli
• Impact of WWII (on Australian civilians)
• 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
• Apology to Australia’s Indigenous Peoples
• The 1967 Referendum National Museum of Australia
## Appendix: Terminology in History K-10

<table>
<thead>
<tr>
<th>Key terms in history</th>
<th>Additional terms for each stage's topics</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Early Stage 1</strong></td>
<td>‘my history’, family history, people, daily life, stories, important days, special holidays, ‘same and different’, object, photograph</td>
</tr>
<tr>
<td>change and continuity, cause and effect, event, time, past, present and future, ‘then and now’</td>
<td></td>
</tr>
<tr>
<td><strong>Stage 1</strong></td>
<td>role, family history, family life, community, celebration, local, site, people, daily life, experiences, leisure, technology, stories, retell, narrative, communication, ‘same and different’, importance, special holidays, traditions, sources</td>
</tr>
<tr>
<td>Prior learning:</td>
<td>generation, point of view</td>
</tr>
<tr>
<td>change and continuity, cause and effect, event, time, past, present and future, ‘then and now’</td>
<td></td>
</tr>
<tr>
<td>New terminology to be introduced:</td>
<td>heritage, site, identity, diversity, local, state, federal, national, international, emblems, community, celebration, commemoration, World, colonisation, settlers, daily life, Aboriginal, Torres Strait Islander, Country (as referred to in studies of Aboriginal history), traditions, exploration, navigator, technology, reasons, importance, significance, narration, explanation, ‘same and different’, behaviour, actions, research, experiences, sources, primary source, secondary source, object, views and experiences, historian</td>
</tr>
<tr>
<td><strong>Stage 2</strong></td>
<td>colonies, society, convict, frontier, indigenous, economy, civics, migrant, national, international, ‘global connections’, entrepreneurs, humanitarian, influences, migration, Federation, democracy, local, state, federal, citizenship, constitution, attitudes, settlement, invasion, development, government, law, human rights, referendum, Stolen Generations, importance, significance, description, source material, rights and freedoms</td>
</tr>
<tr>
<td>Prior learning:</td>
<td>generation, sequence, perspective</td>
</tr>
<tr>
<td>change and continuity, cause and effect, event, time, past, present and future, ‘then and now’, generation</td>
<td></td>
</tr>
<tr>
<td>New terminology to be introduced:</td>
<td>interpretation, contestability, cause, impact, consequence, BC/AD, decade, century, millennia</td>
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<tr>
<td><strong>Stage 3</strong></td>
<td></td>
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<tr>
<td>Prior learning:</td>
<td></td>
</tr>
<tr>
<td>change and continuity, cause and effect, event, time, past, present and future, ‘then and now’, generation, sequence, perspective</td>
<td></td>
</tr>
<tr>
<td>New terminology to be introduced:</td>
<td></td>
</tr>
<tr>
<td>Stage 4</td>
<td>Prior learning:</td>
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<td>---------</td>
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</tr>
<tr>
<td></td>
<td>change and continuity, cause and effect, event, time, past, present and future, ‘then and now’, generation, sequence, perspective, interpretation, contestability, cause, impact, consequence, BC/AD, decade, century, millennia</td>
</tr>
<tr>
<td></td>
<td>New terminology to be introduced:</td>
</tr>
<tr>
<td></td>
<td>immediate and long-term effects, BCE/CE, fact, opinion, bias, chronology, prehistory, ancient, medieval, modern history, archaeology, dating, origin, turning point, historical context</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Stage 5</th>
<th>Prior learning:</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>change and continuity, cause and effect, event, time, past, present and future, ‘then and now’, generation, point of view, sequence, perspective, interpretation, contestability, cause, impact, consequence, immediate and long-term effects, BC/AD, BCE/CE, decade, century, millennia, fact, opinion, bias, chronology, prehistory, ancient, medieval, modern history, archaeological record, dating, origin, turning point, historical context</td>
</tr>
<tr>
<td></td>
<td>New terminology to be introduced:</td>
</tr>
<tr>
<td></td>
<td>intended consequences, unintended consequences, revolution, transformation, culmination, historiography, evaluation, inter-war, post-World War II, legacy, influences</td>
</tr>
</tbody>
</table>