



History Lab Mini Units

Program starters for primary, secondary and tertiary learning experiences

These mini units have been designed to be adapted by teachers, university tutors and convenors. They provide a basis for developing targeted and detailed programs, learning experiences, assessments or lesson plans. Each mini unit focusses on one History Lab podcast and is divided into three modules. The first module involves exploring the key themes and questions for the podcast. The second models student inquiry, sparking questions and demonstrating historical research. The third module guides independent student inquiry.

The content and activities presented in these programs are designed to be accessible for students of a range of abilities, and easily adapted or differentiated. At points within each unit, activities have been explicitly differentiated into five levels. These are intended to roughly align with years 5–6, 7–8, 9–10 and 11–12 in the Australian Curriculum, and tertiary level, although they also provide ideas for differentiation between year levels and stages, or for alternative activities that may be adapted to suit different year levels. A variety of inquiry and discussion questions have also been included in order to support a range of ages and abilities. At the end of this document, a *Further Resources* appendix includes activities that may be used to structure discussion and present student findings. While each activity has been aligned with outcomes from the Australian curriculum, for clear presentation, only outcome descriptions, and not their codes, have been included. A table at the end of this document lists aligns each outcome descriptor to its code for each year level.

Please assess whether each HistoryLab podcast and any linked resources are appropriate for your students prior to use.

For more information about HistoryLab, or to pitch an idea visit historylab.net.



Unit One

Lindy Chamberlain and the Afterlife of Evidence



Unit One	<p><u>Lindy Chamberlain and the Afterlife of Evidence</u></p> <p><i>Inquiry Focus: Evidence</i></p>	
Australian Curriculum Outcome	Activity	Additional Resources
<p>Module One: Introducing the Inquiry</p> <p>Use historical terms and concepts.</p>	<p>Listen to the HistoryLab podcast <i>Lindy Chamberlain and the Afterlife of Evidence</i>.</p> <p>Discussion</p> <p>As a class, in small groups, pairs or individually, students respond to the following questions. This may involve discussion, written or digital brainstorming, mind-mapping, written responses, mock debates or discussion techniques (see the <i>Further Resources</i> appendix for discussion methods).</p> <p>What is evidence? How do objects become evidence? How does evidence, and the way that historians read evidence change over time? What is the difference between legal and historical evidence? How does Lindy’s work in curating her own archive change the way historians read letters addressed to her? How might the changing significance of different pieces of evidence change the way that museum curators and archivists treat evidence? Katherine Biber described her experience of seeing Azaria’s jumpsuit in a “museum repository, in a very sterile room: the items were all stored individually in plastic tubs, they had some kind of tissue paper or</p>	<p>Biber, Katherine and Trish Luker. “Evidence and the Archive: Ethics, Aesthetics, and Emotion.” <i>Australian Feminist Law Journal</i> 40, no. 1 (2014): 1–14.</p> <p>Staines, Deborah, Michelle Arrow and Katherine Biber, <i>The Chamberlain Case: Nation, Law, Memory</i>. Melbourne: Australian Scholarly Publishing, 2009.</p> <p>Staines, Deborah, Michelle Arrow and Katherine Biber. “Azaria Chamberlain Inquest: Forget the Dingo Jokes and Recognise Lindy’s Trauma.” theconversation.com/azaria-chamberlain-inquest-forget-the-dingo-jokes-and-</p>



	<p>other kind of material surrounding them, the curator and conservator were wearing latex gloves, nothing was to be touched with naked hands, there was this huge white sterile table that we looked at things on, and they put these shiny white pads on the table so that the garments didn't have to touch a hard surface.”</p> <p>How does the setting in which evidence is considered change its meaning?</p> <p>For tertiary students: Discussion on the changing significance of evidence taps into larger historiographical debates. How have historians discussed these issues in the past? What is at stake for these historians? Of what benefit is it for the public to consider these ideas?</p>	<p>recognise-lindys-trauma-7590.</p> <p>Chamberlain-Creighton, Lindy. <i>Through My Eyes: The Autobiography of Lindy Chamberlain-Creighton</i>. Bowden: East Street Publications, 2004.</p>						
<p>Reflect on learning to propose personal and/or collective action in response to an issue or challenge, and predict the probable effects.</p>	<p>Reflection</p> <p>Students reflect on the issues raised in the podcast and discussion, creating written reflections of between 200 and 500 words considering the following questions:</p> <table border="1" data-bbox="591 1010 1644 1385"> <thead> <tr> <th>Level</th> <th>Activity</th> </tr> </thead> <tbody> <tr> <td>5–6</td> <td> What issue did you find surprising or curious in the podcast? What did you learn from the podcast? Are there any issues raised by the podcast that you find confusing? What would you like to learn more about? </td> </tr> <tr> <td>7–8</td> <td> What issue did you find surprising or curious in the podcast? What did you learn from the podcast? </td> </tr> </tbody> </table>	Level	Activity	5–6	What issue did you find surprising or curious in the podcast? What did you learn from the podcast? Are there any issues raised by the podcast that you find confusing? What would you like to learn more about?	7–8	What issue did you find surprising or curious in the podcast? What did you learn from the podcast?	
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<p>Module Two: Guided Inquiry</p> <p>Identify the origin and purpose of primary and secondary sources.</p> <p>Draw conclusions about the usefulness of sources.</p>	<p>Object Analysis: The Lindy Chamberlain Collection</p> <p>As a group, and through the educator’s guidance, students complete the following guided inquiry.</p> <p>The National Museum of Australia holds a large number of objects related to the Chamberlain case: collectionsearch.nma.gov.au/ce/lindy+chamberlain?page=2. Select an item, the following table provides suggestions for how items might produce differentiated learning experiences:</p>									



Identify and describe points of view, attitudes and values in primary and secondary sources.

Level	Activity
5–6	Royal Commission and Northern Territory Supreme Court tags from purple woollen blanket that was in Azaria Chamberlain's carry cot the night she disappeared. 1993.0118.0027.002
7–8	White dress worn by Lindy Chamberlain at the first inquest into the death of Azaria Chamberlain, 1980 1993.0107.0008
9–10	Metal panel from area under the dashboard of the Chamberlains' car with a spray of sound deadener that was incorrectly identified as blood 1993.0118.0074.001
11–12	Select a courtroom sketch of the Chamberlain trial by Veronica O'Leary
Tertiary	Students independently select and analyse an item of their choice.

Students make observations (or annotate copies of) the object's features.

Students consider:

How the object was made and by whom?

How does it relate to the case?

How does it relate to the history of the case?

In what contexts is it significant?

[if this link fails to connect, enter the terms "Lindy" and "Chamberlain" into the NMA's collection search collectionsearch.nma.gov.au. Educators may also



	find the Museum's 'collection highlights' page useful for scaffolding student learning nma.gov.au/explore/collection/highlights/azaria-chamberlains-dress	
Identify a range of questions about the past to inform a historical inquiry. Identify and locate relevant sources, using ICT and other methods.	Sparking Historical Inquiry Using these objects, students brainstorm questions about the objects and the case more broadly. They also propose where that they might find answers to these questions, including primary and secondary research. Students record these questions through concept maps, multimedia presentations, written reflections in their research journals (see below) or inquiry plans:	



	<p><u>Inquiry Plan</u></p> <p>Question:</p> <p>Possible Sources: <i>Primary:</i> <i>Secondary:</i></p> <p>What is at stake? <i>Whose perspectives will be included?</i> <i>Whose perspectives may be overlooked?</i></p>	
<p>Identify and locate relevant sources, using ICT and other methods.</p>	<p>Modelling Historical Research</p> <p>As the Chamberlain case was widely covered by the Australian media, there is a lot of primary source material available online. These include Trove's newspaper search (trove.nla.gov.au/newspaper/). The National Library of</p>	<p>Online repositories include: tandfonline.com jstor.org scholar.google.com.au</p>



Draw conclusions about the usefulness of sources.

Process and synthesise information from a range of sources for use as evidence in an historical argument.

Australia has also digitised the *Australian Women's Weekly* magazines from 1933 to 1982 (trove.nla.gov.au/aww).

Educators may also demonstrate how to use library catalogues or journal repositories to find secondary research.

Students use these online repositories to explore their questions. If students cannot answer their questions, and have examined a variety of primary sources, this is a good reason to revise and ask another question, as this is part of historical practice.

Many libraries facilitate access to these repositories.

Level	Activity
5–6	Students locate information within parameters set by teachers, for instance, specific dates, search terms and databases.
7–8	Students locate information from a specific location or database, within parameters set by teachers (dates and search terms).
9–10	Teachers guide students through the process of establishing search parameters (dates, search terms, databases). Students then use and adapt these parameters independently.
11–12	Students independently locate primary sources.
Tertiary	Students access peer-reviewed secondary sources, and independently locate primary sources.



	<p>Students record their findings in their research journals (see below) or using presentation techniques outlined in the <i>Further Resources</i> appendix. Students then share their findings with the group.</p>											
<p>Use chronological sequencing to demonstrate the relationship between events and developments in different periods and places.</p> <p>Identify links between events to understand the nature and significance of causation, change and continuity over time.</p> <p>Evaluate contested views about the past to understand the provisional nature of historical knowledge and to arrive at reasoned and supported conclusions.</p>	<p>Applied Object Analysis</p> <p>Students should attempt this task largely independently, as individuals, pairs or groups.</p> <p>Using the same collection (collectionsearch.nma.gov.au/ce/lindy+chamberlain?page=2) students examine the range of objects and their descriptions. What role did each object play, first as legal evidence and then historical evidence? How did these transformations occur? These questions may be explored in the following ways:</p> <table border="1" data-bbox="546 935 1603 1385"> <thead> <tr> <th>Level</th> <th>Activity</th> </tr> </thead> <tbody> <tr> <td>5–6</td> <td>Students construct a timeline depicting how an object’s significance changes, and the forces involved in this change.</td> </tr> <tr> <td>7–8</td> <td>Students sketch a diagram of an object, annotating its features and their multiple significances</td> </tr> <tr> <td>9–10</td> <td>Students design new groups within the collection according to the varied significances, and provide descriptions for these groups. Students then sort the collection into these new groups.</td> </tr> <tr> <td>11–12</td> <td>Students create statements of significance for different objects in the collection, including their varied meanings.</td> </tr> </tbody> </table>	Level	Activity	5–6	Students construct a timeline depicting how an object’s significance changes, and the forces involved in this change.	7–8	Students sketch a diagram of an object, annotating its features and their multiple significances	9–10	Students design new groups within the collection according to the varied significances, and provide descriptions for these groups. Students then sort the collection into these new groups.	11–12	Students create statements of significance for different objects in the collection, including their varied meanings.	
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<p>Identify the origin and purpose of primary and secondary sources.</p> <p>Identify and describe points of view, attitudes and values in primary and secondary sources.</p>	<table border="1" data-bbox="544 312 1601 464"> <tr> <td data-bbox="544 312 770 464">Tertiary</td> <td data-bbox="770 312 1601 464">Students select an object from the collection and describe how it might be used to tell different narratives through either a written historical piece, or a museum exhibition.</td> </tr> </table> <p data-bbox="544 504 1601 571">Any of these activities may be scaffolded using or adapting the following resource:</p> <p data-bbox="640 616 1541 687">Students complete a primary source analysis, using a table that analyses different features of the object: See below.</p> <p data-bbox="640 724 1518 796">This example shows some of the features of Azaria’s jumpsuit discussed in the podcast</p> <table border="1" data-bbox="544 833 1601 1174"> <thead> <tr> <th data-bbox="544 833 808 874">Object:</th> <th colspan="3" data-bbox="808 833 1601 874">Azaria’s Jumpsuit</th> </tr> <tr> <th data-bbox="544 874 808 948">Feature</th> <th data-bbox="808 874 1072 948">Everyday Use (if applicable)</th> <th data-bbox="1072 874 1337 948">Legal Evidence</th> <th data-bbox="1337 874 1601 948">Historical Evidence</th> </tr> </thead> <tbody> <tr> <td data-bbox="544 948 808 1021">Forensic measurements</td> <td data-bbox="808 948 1072 1021"></td> <td data-bbox="1072 948 1337 1021"></td> <td data-bbox="1337 948 1601 1021"></td> </tr> <tr> <td data-bbox="544 1021 808 1062">Bloodstains</td> <td data-bbox="808 1021 1072 1062"></td> <td data-bbox="1072 1021 1337 1062"></td> <td data-bbox="1337 1021 1601 1062"></td> </tr> <tr> <td data-bbox="544 1062 808 1174">Size and structure of the suit</td> <td data-bbox="808 1062 1072 1174"></td> <td data-bbox="1072 1062 1337 1174"></td> <td data-bbox="1337 1062 1601 1174"></td> </tr> </tbody> </table>	Tertiary	Students select an object from the collection and describe how it might be used to tell different narratives through either a written historical piece, or a museum exhibition.	Object:	Azaria’s Jumpsuit			Feature	Everyday Use (if applicable)	Legal Evidence	Historical Evidence	Forensic measurements				Bloodstains				Size and structure of the suit				
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<p>Module Three: Independent Inquiry</p>	<p>Independent Inquiry: Defining Moments</p>	<p>Grimshaw, Patricia, Marilyn Lake, Ann McGrath, and Marian Quartly. <i>Creating A</i></p>																						



<p>Identify a range of questions about the past to inform a historical inquiry.</p> <p>Identify and locate relevant sources, using ICT and other methods.</p> <p>Locate, compare, select and use information from a range of sources as evidence.</p> <p>Process and synthesise information from a range of sources for use as evidence in an historical argument.</p> <p>Evaluate contested views about the past to understand the provisional nature of historical knowledge and to arrive at reasoned and supported conclusions.</p>	<p>Using the National Museum of Australia's Defining Moments online exhibition (nma.gov.au/defining-moments), students pick another significant event from Australia's history, and one of its associated primary sources.</p> <p>Students devise questions about the event and the primary source. They also explore how the source became evidence and how its significance has changed over time. Students then research the event using primary and secondary sources, and draw their own conclusions for whether the event was significant, and for whom it was significant.</p> <p>For students in year 5, 6 and 7, the collection may be introduced through these videos, provided by the National Museum. youtube.com/playlist?list=PLaINyVqfWoKNNNDc_B7p72vqMBcA5_jL8</p> <p>Tertiary students should consider the format of the Defining Moments online exhibition. How does the idea of the nation-state change the ways in which historians consider events to be significant?</p>	<p><i>Nation</i>. Melbourne: McPhee Gribble, 1994.</p> <p>Bashford, Alison and Stuart Macintyre. <i>Cambridge History of Australia</i>. Vol. 1–2. Cambridge: Cambridge University Press, 2015.</p>
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<p>Use historical terms and concepts.</p> <p>Identify a range of questions about the past to inform a historical inquiry.</p> <p>Identify and locate relevant sources, using ICT and other methods.</p> <p>Draw conclusions about the usefulness of sources.</p>	<p>Research Journal</p> <p>As the podcasts show, it is important for historians to explain their methods. Throughout their independent inquiries, students should therefore keep a research journal. This journal should document their findings, and how their investigation changes as they follow different leads and ask follow-up questions. It should demonstrate not only the different directions in research, but also analysis of evidence that has led to each finding, or each change in direction.</p>	
<p>Use a range of communication forms (oral, graphic, written) and digital technologies.</p> <p>Develop texts, particularly descriptions and explanations that use evidence from a range of sources that are acknowledged.</p>	<p>Students present their findings (see the <i>Further Resources</i> appendix for presentation methods and resources).</p>	



Further Resources

Discussion Techniques

Fishbowl

Six chairs are placed in a small circle within a larger circle made by the rest of the class or group. Five students are selected to discuss a question. Students from the surrounding circle who wish to contribute to the discussion move to sit in the empty chair. One of the five students previously in the inner circle vacates their chair so that there is always one chair that remains empty. Time limits may be imposed to ensure adequate changeover.

Jigsaw

Students are split into groups of four or five to discuss or research a question. Each group is given a different question and reaches a conclusion through discussion or research. Each group then shares their knowledge with the rest of the class or tutorial, and students learn from each other.

Speed Dating

Students form two lines of chairs facing each other. They have two minutes to discuss a question, before a bell is rung and one line moves to the left, ensuring that each pair of students has a new member. The new pair then discuss the same question. This may be repeated several times, to gain different perspectives, or used with different questions.

Silent Debate

A sheet of butcher's paper (or a large pinboard) is divided into multiple sections, each of which correspond to a position in a debate, or discussion. Each student receives a small stack of two different coloured post-it-notes. On one colour, they write their opinion, and on the other, their evidence for this opinion. Each student then sticks their two notes to the section that most closely resembles their stance. The group then discusses their responses as a whole.

Presenting Student Findings

Podcast

Students present their findings by creating a podcast.

See for example:

Making of History Lab podcast player.whooshkaa.com/episode/?id=254403.

Pietsch, Tamson. "Why Podcasting Matters for Historians." *HistoryLab* (2018).

historylab.net/why-podcasting-matters-for-historians/.



Lancaster, Emma. “Doing’ history for your ears—Australia’s first investigative history podcast.” *The Walkley Magazine* (2018). medium.com/the-walkley-magazine/doing-history-for-your-ears-australia-s-first-investigative-history-podcast-b318d31d2cca. For an example of a shorter programs, see the 2Ser Dictionary of Sydney programs 2ser.com/tag/dictionary-of-sydney/

There are many guides available online for how to make a podcast. Here are a few examples that require limited equipment or spending:
audiocraft.com.au/how-to-make-a-podcast/#starting-a-podcast

Android: anchor.fm

PC: support.whooskaa.com/support/solutions/articles/9000013036-how-to-record-a-podcast-episode-on-your-computer-for-free

Mac: macworld.com/article/1044428/software-graphics/junecreate.html
chriswrites.com/how-to-record-voice-podcasts-on-the-mac/
cultofmac.com/482571/getting-started-podcasting-mac/

Walking Tour

Students create a walking tour of historical spaces within a particular area. Each stop includes a description of the sources used to uncover its past.

Online walking tour platforms:
Sidewalk sidewalk.guide/create/
Google maps google.com/mymaps
(support.google.com/mymaps/?hl=en#topic=3188329)

Examples of historical walking tours: home.dictionaryofsydney.org/dictionary-of-sydney-walking-tours/

Online Symposium

Using blog-hosting software, students create an online symposium, creating posts that provide different perspectives on similar issues and questions. Students may then comment on each others’ posts to create online discussion.

For an example of an academic online symposium see:
manyheadedmonster.wordpress.com.

Blog

Students present their findings as blog posts. These should present both their conclusions, and the steps that they took to come to these conclusions, writing explicitly about the evidence used.

For examples of historical blogs see:
home.dictionaryofsydney.org/blog/



auswhn.org.au/blog/

Multimedia Presentations

Platforms such as Prezi (prezi.com) or Microsoft PowerPoint may be used to present students findings. This should include (if possible) pictures and analysis of primary sources.

Dramatic Interpretation

Throughout the podcasts, primary sources are read aloud, and then analysed. In pairs or small groups, students prepare short presentations, performing dramatic interpretations of sources, and taking the role of 'presenter' to explain the features, meaning and significance of sources. These may be live or recorded.

Museum Label

Students create museum labels for primary sources that they have analysed. Labels should describe the object, its significance, and should provide background information about the object which positions it within a wider historical narrative.

See the following guides: australianmuseum.net.au/writing-text-and-labels
vam.ac.uk/_data/assets/pdf_file/0009/238077/Gallery-Text-at-the-V-and-A-Ten-Point-Guide-Aug-2013.pdf



Australian Curriculum Alignment

Curriculum content descriptors (as they appear in the units)	Curriculum outcome codes by year			
	5–6	7–8	9–10	11–12
Reflect on learning to propose personal and/or collective action in response to an issue or challenge, and predict the probable effects.	(ACHASSI104) (ACHASSI132)			
Use chronological sequencing to demonstrate the relationship between events and developments in different periods and places.	(ACHASSI097) (ACHASSI125)	(ACHHS205) (ACHHS148)	(ACHHS164) (ACHHS182)	
Use historical terms and concepts.	(ACHASSI105) (ACHASSI133)	(ACHHS206) (ACHHS149)	(ACHHS165) (ACHHS183)	(ACHMH048)
Identify a range of questions about the past to inform a historical inquiry.	(ACHASSI094) (ACHASSI122)	(ACHHS207) (ACHHS150)	(ACHHS166) (ACHHS184)	(ACHMH050) (ACHMH049)
Identify and locate relevant sources, using ICT and other methods.	(ACHASSI095) (ACHASSI123)	(ACHHS208) (ACHHS151)	(ACHHS168) (ACHHS186)	(ACHMH051)
Identify the origin and purpose of primary and secondary sources.	(ACHASSI098) (ACHASSI126)	(ACHHS209) (ACHHS153)	(ACHHS169) (ACHHS187)	(ACHMH053)
Locate, compare, select and use information from a range of sources as evidence.	(ACHASSI095) (ACHASSI123)	(ACHHS210) (ACHHS153)		(ACHMH051)



Draw conclusions about the usefulness of sources.	(ACHASSI101) (ACHASSI129)	(ACHHS211) (ACHHS154)	(ACHHS171) (ACHHS189)	(ACHMH055)
Identify and describe points of view, attitudes and values in primary and secondary sources.	(ACHASSI099) (ACHASSI127)	(ACHHS212) (ACHHS155)	(ACHHS172) (ACHHS173) (ACHHS190) (ACHHS191)	(ACHMH056) (ACHMH057)
Develop texts, particularly descriptions and explanations that use evidence from a range of sources that are acknowledged.	(ACHASSI105) (ACHASSI133)	(ACHHS213) (ACHHS156)	(ACHHS174) (ACHHS192)	(ACHMH060)
Use a range of communication forms (oral, graphic, written) and digital technologies.	(ACHASSI096) (ACHASSI124)	(ACHHS214) (ACHHS157)	(ACHHS175) (ACHHS193)	
Process and synthesise information from a range of sources for use as evidence in an historical argument.			(ACHHS170) (ACHHS188)	(ACHMH059)
Identify links between events to understand the nature and significance of causation, change and continuity over time.				(ACHMH047)
Evaluate contested views about the past to understand the provisional nature of historical knowledge and to arrive at reasoned and supported conclusions.				(ACHMH058)