



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 Two

Damages for a Broken Heart



Unit Two	<p><u>Damages for a Broken Heart</u></p> <p><i>Inquiry Focus: Emotions in history</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>Damages for a Broken Heart</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>How can we read emotion in the archives? How do private emotions, or personal relationships become the concern of the state, and end up in state archives? How do ideas about love change? How might this influence the sources that we have? What are some potential problems associated with reading emotion in historical documents or objects?</p>	<p>Teo, Hsu-Ming. "Love Writes: Gender and Romantic Love in Australian Love Letters, 1860–1960." <i>Australian Feminist Studies</i> 20, no. 48 (2005): 343–61.</p> <p>Moses, Dirk. "The History of Emotions: Research Seminar." (2013). eui.eu/DepartmentsAndCentres/HistoryAndCivilization/ResearchAndTeaching/Seminars/AutumnTerm2013-2014/rs-history-of-emotions-moses</p> <p>Australian Research Council Centre of Excellence for the History of Emotions. "Resources."</p>



		<p>historyofemotions.org.au/publications-resources/resources/</p> <p>Matt, Susan J. "Current Emotion Research in History: Or, Doing History from the Inside Out." <i>Emotion Review</i> 3, no. 1 (2011): 117–24.</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="591 858 1644 1347"> <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? What issues raised by the podcast and discussion did you agree/disagree with? What would you like to learn more about? </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? What issues raised by the podcast and discussion did you agree/disagree with? What would you like to learn more about?	
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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>Identify and describe points of view, attitudes</p>	<p>Object Analysis: Convict Love Tokens</p> <p>Explore the collection of convict love tokens online: love-tokens.nma.gov.au. [The museum’s introduction to the tokens may be helpful: love-tokens.nma.gov.au/what-is-a-convict-love-token]</p> <p>In pairs, groups, or individually, students explore the collection, select a token and conduct a primary source analysis.</p> <p>This analysis may be drawn up as a table, presented as a multimedia presentation, short speech or as a written description. Students should also provide a sketch of the object, annotating its features.</p>	<p>For discussion of the emotional significance of tokens, see further discussion on tokens from the London Foundling Hospital</p> <p>Styles, John. “Objects of Emotion: The London Foundling Hospital Tokens, 1741–1760.” In <i>Writing Material Culture History</i>, edited by Giorgio Riello and Anne Gerritsen, 165–71.</p>						



<p>and values in primary and secondary sources.</p>	<p>Analysis should address the following ideas:</p> <p><i>Appearance</i> What are the physical features of the token? What features seem to have been part of making the token, and what features seem to be a result of wear and tear? What does the token say?</p> <p><i>Context of Creation</i> When and how was the token made? By whom was it made, and for what purpose?</p> <p><i>Analysis</i> What can we learn about the emotions attached to transportation through these tokens? What emotions are represented? How might the recipients of these tokens have interacted with them? What are some of the problems associated with using these tokens as evidence of emotion?</p> <p>Students should share their responses with the group.</p>	<p>London: Bloomsbury Publishing, 2015.</p> <p>Evans, Tanya. <i>'Unfortunate Objects': Lone Mothers in Eighteenth-Century London</i>. Basingstoke: Palgrave Macmillan, 2005, chapter 6.</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>Sparking Historical Inquiry</p> <p>Students select a convict love token, and plan to create a 500-word object label for a museum exhibition. Students identify what information should be included in the description, and devise questions to assist them to answer these questions. They then identify a number of primary and secondary materials that may assist them to answer these questions.</p>	<p>See <i>Further Resources</i> for guides on writing museum labels.</p>



	<p>As a group, discuss the limits of what can be known about these sources. What questions may not be able to be answered? How does this relate to the nature of the sources? How does this differ from many written sources?</p>													
<p>Identify and locate relevant sources, using ICT and other methods.</p> <p>Draw conclusions about the usefulness of sources.</p> <p>Process and synthesise information from a range of sources for use as evidence in an historical argument.</p>	<p>Modelling Historical Research</p> <p>Students research and write up their object labels.</p> <p>If students cannot find much information about the tokens themselves, encourage them to think contextually in order to interpret their significance. (See above for research on other sorts of tokens).</p> <table border="1" data-bbox="591 823 1644 1238"> <thead> <tr> <th>Level</th> <th>Activity</th> </tr> </thead> <tbody> <tr> <td>5–6</td> <td>Students locate information within texts provided by teachers.</td> </tr> <tr> <td>7–8</td> <td>Students receive assistance finding primary and secondary sources.</td> </tr> <tr> <td>9–10</td> <td>Students independently locate secondary sources and receive direction for finding primary sources.</td> </tr> <tr> <td>11–12</td> <td>Students independently locate primary and secondary sources.</td> </tr> <tr> <td>Tertiary</td> <td>Students access peer-reviewed secondary sources, and independently locate primary sources.</td> </tr> </tbody> </table>	Level	Activity	5–6	Students locate information within texts provided by teachers.	7–8	Students receive assistance finding primary and secondary sources.	9–10	Students independently locate secondary sources and receive direction for finding primary sources.	11–12	Students independently locate primary and secondary sources.	Tertiary	Students access peer-reviewed secondary sources, and independently locate primary sources.	<p>Primary Sources</p> <p>See the primary sources embedded in this resource from the State Library of NSW: “The Convict Experience.” <i>State Library of NSW.</i> sl.nsw.gov.au/stories/convict-experience</p> <p>Secondary Sources</p> <p>Field, Michele and Timothy Millett, eds. <i>Convict Love Tokens: The Leaden Hearts the Convicts Left Behind.</i> Kent Town: Wakefield Press, 1998.</p> <p>“Day in the Life of a Convict.” <i>Sydney Living Museums.</i> sydneylivingmuseums.com.au/convict-sydney/day-life-convict</p>
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		<p>Karskens, Grace. <i>The Colony: A History of Early Sydney</i>. Crows Nest: Allen and Unwin, 2009.</p> <p>Bashford, Alison and Stuart Macintyre. <i>Cambridge History of Australia</i>. Vol. 1–2. Cambridge: Cambridge University Press, 2015.</p>
<p>Module Three: Independent Inquiry</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>Independent Inquiry: Letters of Complaint</p> <p>Teachers introduce the City of Sydney Council’s letters of complaint collection. The following materials describe the collection and can be used to spark student questions.</p> <p>Murray, Lisa. “Letters of Complaint.” home.dictionaryofsydney.org/letters-of-complaint/</p> <p>Podcast series created by the City of Sydney council: itunes.apple.com/au/podcast/letters-of-complaint/id1234863578?mt=2</p> <p>Using this material as inspiration, students plan a historical inquiry into emotion in the archives. Students devise a central question, any follow up questions, and propose where they might find extra primary and secondary material to provide context on the conditions under which these letters were written. (The City of Sydney Council archive and Trove will be useful for this task cityofsydney.nsw.gov.au/learn/search-our-collections).</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>Letters of complaint can be found within the council’s collection “Letters Received by Council 1843–1899”: archives.cityofsydney.nsw.gov.au/Entity.aspx?Path=\Series\26\Item\Related. A list of digitised documents also exists through the National Library of Australia. Please note that each document needs to be individually downloaded from this list: trove.nla.gov.au/list?id=94000</p>	
<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)