



## History Lab Mini Units

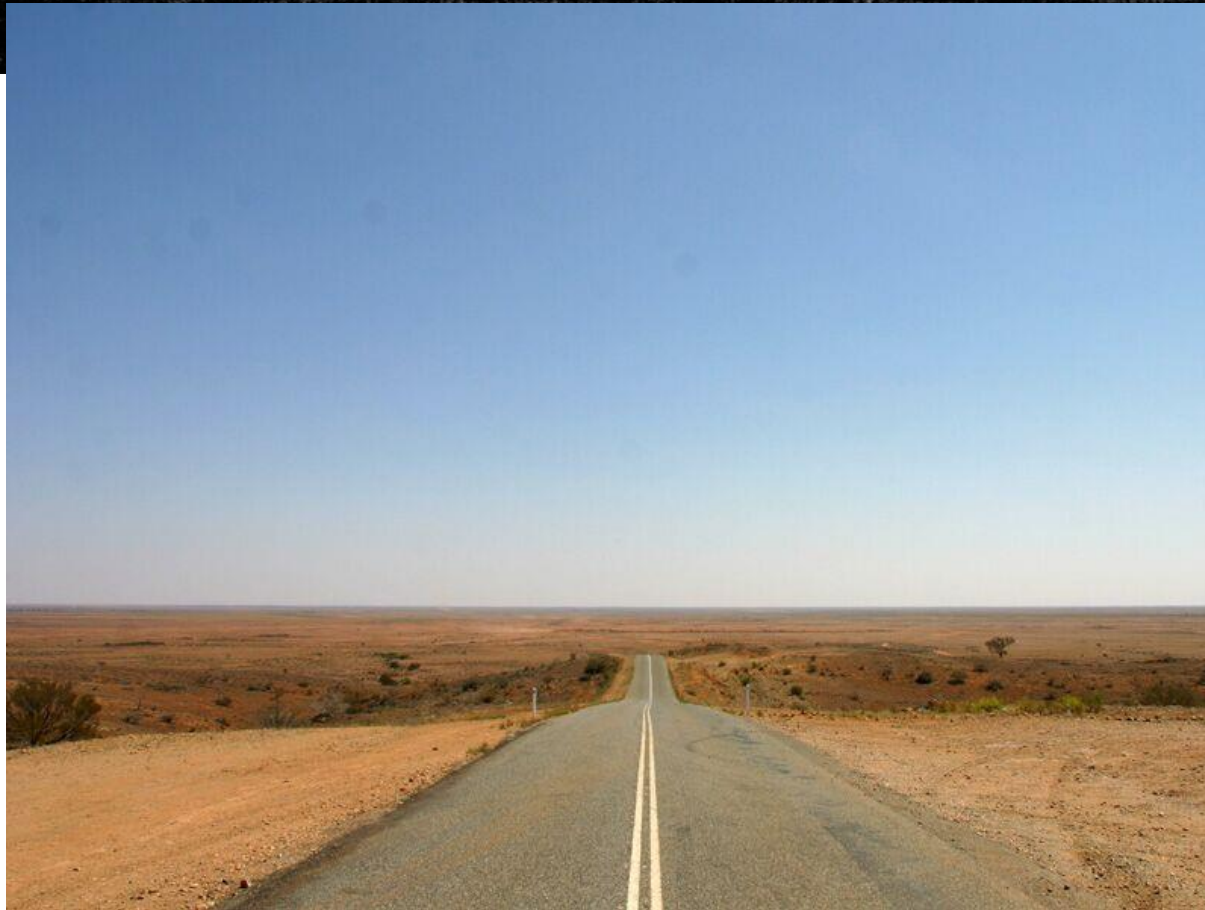
*Program starters for primary, secondary and tertiary learning experiences*

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](http://historylab.net).



## Unit Three

# When the Titanic Sank in the Desert



| Unit Three  | <p><b><u><a href="#">When the Titanic Sank in the Desert</a></u></b></p> <p><i>Inquiry Focus: Memory and public mythology</i></p>   |  |
|---|---|--|
| Australian Curriculum Outcome   | Activity  | Additional Resources   |
| <p><b>Module One: Introducing the Inquiry</b></p> <p>Use historical terms and concepts.</p> | <p>Listen to the HistoryLab podcast <i>When the Titanic Sank in the Desert</i>.</p> <p><b>Discussion</b></p> <p>As a class, in small groups, pairs or individually, students respond to some of 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 does it mean to remember?<br/>         What are some other ways that the public ‘remembers’ together?<br/>         What kind of events tend to be remembered?<br/>         What were some of different meanings attached to the titanic monument in Broken Hill?<br/>         The podcast says, “for Stan, remembering is about getting the facts right.”<br/>         Is it more important to remember ‘correctly,’ or to feel connected to the past?</p> | <p>Scates, Bruce. “Monumental Errors: How Australia Can Fix its Racist Colonial Statues.”<br/> <a href="https://theconversation.com/monumental-errors-how-australia-can-fix-its-racist-colonial-statues-82980">theconversation.com/monumental-errors-how-australia-can-fix-its-racist-colonial-statues-82980</a></p> <p>Ireland, Tracey. “How Captain Cook Became a Contested National Symbol.”<br/> <a href="https://theconversation.com/how-captain-cook-became-a-contested-national-symbol-96344">theconversation.com/how-captain-cook-became-a-contested-national-symbol-96344</a></p> |
| <p>Reflect on learning to propose personal and/or collective action</p>                     | <p><b>Reflection</b></p>  | <p>Clark, Anna. <i>Private Lives Public History</i> Carlton:</p>   |



in response to an issue or challenge, and predict the probable effects.

Students reflect on the issues raised in the podcast and discussion, creating written reflections of between 200 and 500 words considering the following questions:

| Level | Activity   |
|-------|--|
| 5–6   | What issue did you find surprising or curious in the podcast?<br>What did you learn from the podcast?<br>Are there any issues raised by the podcast that you find confusing?<br>What would you like to learn more about?                                       |
| 7–8   | What issue did you find surprising or curious in the podcast?<br>What did you learn from the podcast?<br>What issues raised by the podcast and discussion did you agree/disagree with?<br>What would you like to learn more about?                             |
| 9–10  | What was your first impression of the podcast and the issues it raised?<br>What issues raised by the podcast and discussion did you agree/disagree with?<br>How did presenters use evidence to make you feel convinced, or remain unconvinced?                 |
| 11–12 | What issues raised by the podcast and discussion did you find convincing or unconvincing?<br>How did presenters use evidence to make you feel convinced, or remain unconvinced?<br>What claims do you think might benefit from further research or discussion? |

Melbourne University Press, 2016, ch 4.

Gregson, Sarah. “Titanic ‘down under’: Ideology, Myth and Memorialization.” *Social History* 33, no. 3 (2008): 268–283.

Rainbird, Paul. “Representing Nation, Dividing Community: The Broken Hill War Memorial, New South Wales, Australia.” *World Archaeology* 35, no. 1 (2003): 22–34.





Tertiary

Students evaluate some of the central claims made, and their personal responses to them.

**Module Two:  
Guided Inquiry**

Identify the origin and purpose of primary and secondary sources.

Draw conclusions about the usefulness of sources.

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

**Monument Analysis**

The following inquiry and discussion questions may be used to prompt individual research work, group inquiry, or whole class discussion.

Visit the website, (or physical site) of one of the following memorials:

Australian War Memorial: [awm.gov.au](http://awm.gov.au).

NSW ANZAC Memorial Hyde Park, Sydney: [anzacmemorial.nsw.gov.au](http://anzacmemorial.nsw.gov.au).

The Shrine of Remembrance, Melbourne: [shrine.org.au/Home](http://shrine.org.au/Home).

War Memorial, Adelaide: [adelaide.sa.gov.au/things/war-memorial](http://adelaide.sa.gov.au/things/war-memorial).

*Inquiry Questions*

How does the memorial see its role in Australian public life? What does the memorial website suggest is involved in remembering? What does it commemorate? Where is it positioned? How has it been built and why do you think that is? How does it depict events from the past?

*Analysis and Discussion*

What historical events does the memorial encourage Australians to remember? What historical events, or perspectives, does the memorial leave out and why?

Students may respond in the following ways:

| Level | Activity  |
|-------|---|
| 5–6   | Multimedia presentation with responses to these questions and the evidence used to answer them. |

Inglis, Ken. *Sacred Places: War Memorials in the Australian Landscape*. Carlton: Melbourne University Press, 2001.

Twomey, Christina. "Trauma and the Reinvigoration of Anzac: An Argument." *History Australia* 10, no. 3 (2013), 85–108.



|   | <table border="1"> <tr> <td data-bbox="609 316 833 387">7–8</td> <td data-bbox="833 316 1659 387">One-page reflection on the two <i>analysis and discussion</i> questions.</td> </tr> <tr> <td data-bbox="609 387 833 499">9–10</td> <td data-bbox="833 387 1659 499">Evidenced public writing (such as that found in The Conversation <a href="http://theconversation.com/au">theconversation.com/au</a>) about the memorial.</td> </tr> <tr> <td data-bbox="609 499 833 611">11–12 and Tertiary</td> <td data-bbox="833 499 1659 611">Long form writing in response to this question. Students may write an essay or extended reflection that discusses the contested nature of the memorial.</td> </tr> </table>  | 7–8   | One-page reflection on the two <i>analysis and discussion</i> questions. | 9–10 | Evidenced public writing (such as that found in The Conversation <a href="http://theconversation.com/au">theconversation.com/au</a> ) about the memorial. | 11–12 and Tertiary | Long form writing in response to this question. Students may write an essay or extended reflection that discusses the contested nature of the memorial. |  |
|---|--|-------|--|------|---|--------------------|---|--|
| 7–8   | One-page reflection on the two <i>analysis and discussion</i> questions.   |       |  |      |   |                    |   |  |
| 9–10  | Evidenced public writing (such as that found in The Conversation <a href="http://theconversation.com/au">theconversation.com/au</a> ) about the memorial.  |       |  |      |   |                    |   |  |
| 11–12 and Tertiary  | Long form writing in response to this question. Students may write an essay or extended reflection that discusses the contested nature of the memorial.  |       |  |      |   |                    |   |  |
| <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><b>Modelling Historical Research</b></p> <p>How has the meaning of this memorial changed over time?</p> <p>Using Trove to search newspapers (<a href="http://trove.nla.gov.au/newspaper/?q">trove.nla.gov.au/newspaper/?q</a>), find several articles over a ten- or twenty-year period that refer to the monument. Does public discussion change over this period?</p> <p>What are some ways to access public discussion or opinion over time that do not include newspapers? (students consider popular culture and material created in response to popular culture).</p> <table border="1"> <thead> <tr> <th data-bbox="609 1126 833 1166">Level</th> <th data-bbox="833 1126 1659 1166">Activity</th> </tr> </thead> <tbody> <tr> <td data-bbox="609 1166 833 1278">5–6</td> <td data-bbox="833 1166 1659 1278">Students locate information within parameters set by teachers, for instance, specific dates, search terms and databases.</td> </tr> <tr> <td data-bbox="609 1278 833 1390">7–8</td> <td data-bbox="833 1278 1659 1390">Students locate information from a specific location or database, within parameters set by teachers (dates and search terms).</td> </tr> </tbody> </table> | 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).                           |  |
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|   |  |  |   |       |  |          |   |  |
|---|--|--|---|-------|--|----------|---|--|
|   | <table border="1" data-bbox="607 312 1664 576"> <tr> <td data-bbox="607 312 835 461">9–10</td> <td data-bbox="835 312 1664 461">Teachers guide students through the process of establishing search parameters (dates, search terms, databases). Students then use and adapt these parameters independently.</td> </tr> <tr> <td data-bbox="607 461 835 499">11–12</td> <td data-bbox="835 461 1664 499">Students independently locate primary sources.</td> </tr> <tr> <td data-bbox="607 499 835 576">Tertiary</td> <td data-bbox="835 499 1664 576">Students access peer-reviewed secondary sources and independently locate primary sources.</td> </tr> </table> <p data-bbox="528 647 1637 756">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> | 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. |  |
| 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 data-bbox="163 826 450 970">Identify a range of questions about the past to inform a historical inquiry.</p> <p data-bbox="163 1015 499 1158">Identify and locate relevant sources, using ICT and other methods.</p> | <p data-bbox="528 826 938 863"><b>Sparking Historical Inquiry</b></p> <p data-bbox="528 903 1637 1010">Taking the memorial examined in the previous activity, students brainstorm what questions they might ask to learn more about it, what sources they might use to find answers, and where these sources can be found.</p> <p data-bbox="528 1050 1632 1193">Students construct ‘inquiry trees,’ mind-maps that illustrate various lines of questioning, and how some questions give rise to other questions. Achievable and rich lines of inquiry will be used to spark similar questions in the next module.</p>   |  |   |       |  |          |   |  |
| <p data-bbox="163 1230 488 1374">Process and synthesise information from a range of sources for use as</p>  | <p data-bbox="528 1230 936 1262"><b>Commemorative Practices</b></p> <p data-bbox="528 1302 1151 1334">What events do Australians commemorate?</p>  | <p data-bbox="1688 1230 2069 1414">Blacklock, Fabri. “Telling it our Way: Koori History in NSW.” <i>ACH: Australian Cultural History</i>, no. 23 (2003): 155–60.</p> |   |       |  |          |   |  |



| <p>evidence in an historical argument.</p> <p>Identify and describe points of view, attitudes and values in primary and secondary sources.</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> | Level | Activity  |
|---|-------|---|
|   | 5–6   | <p>Visit the Monument Australia website: <a href="http://monumentaaustralia.org.au">monumentaaustralia.org.au</a> or the City of Sydney monument and commemoration guide: <a href="http://cityartsydney.com.au/group/monuments-memorials/">cityartsydney.com.au/group/monuments-memorials/</a></p> <p>Inquiry questions:<br/>What kind of monuments are featured here? Which sort of monuments are the most common? Why do you think that is? Are there events that aren't commemorated or discussed much, or at all? Why might this be?</p> <p>Students use evidence from this site to debate whether memorialisation in Australia is exclusive or discriminatory.</p> |
|   | 7–8   | <p>Visit the Monument Australia website: <a href="http://monumentaaustralia.org.au">monumentaaustralia.org.au</a> or the City of Sydney monument and commemoration guide: <a href="http://cityartsydney.com.au/group/monuments-memorials/">cityartsydney.com.au/group/monuments-memorials/</a></p> <p>Inquiry questions:<br/>What kind of monuments are featured here? Which sort of monuments are the most common? Why do you think that is? Are there events that aren't commemorated or discussed often, or at all? Why might this be?</p> <p>Students survey the monuments in their local area.<br/>What events from the past are most commonly</p>                 |





|       |   |  |
|-------|---|--|
|       | represented? Examine when the monuments were made and propose hypotheses for local trends.  |  |
| 9–10  | Using Trove, and the archived articles of news outlets, students examine public discussion.<br>What historical events do politicians and the media frequently discuss? How does this change over time? How might you explain these trends? (Try to look past the idea that some events are more historically 'important' than others). How does this compare to the events discussed by Australian historians?  |  |
| 11–12 | Students consider links between memorialisation of past events and present-day concerns.<br><br>How do memorials to the past relate to present-day concerns? Do they continue to have significance? What happens when the values espoused by people memorialised are no longer in step with current values?<br><br>Consider the yolocaust project, and the response from the Berlin Memorial designer Peter Eisenman:<br><a href="http://yolocaust.de">yolocaust.de</a><br><a href="http://bbc.com/news/world-europe-38675835">bbc.com/news/world-europe-38675835</a><br><br>Consider recent debates over the James Cook statue graffiti in Sydney. |  |



|   |   |  |
|---|---|--|
|   | <p>Tertiary</p> <p>Compare the different levels of national and community investment in Sorry Day and Anzac Day. Who are the different participants in each event? Compare local, state and federal government funding for each event. Compare local, state and federal government funding for different cultural institutions. What are the narratives at play?</p> <p>For research and opinion on commemorative funding see<br/>       Lake, Marilyn. "How Do Schoolchildren Learn about the Spirit of Anzac?" In <i>What's Wrong with ANZAC?: The Militarisation of Australian History</i>, edited by Marilyn Lake, Henry Reynolds, Joy Damousi, and Mark McKenna. Sydney: University of New South Wales Press, 2010.</p> <p>Daley, Paul. "A \$500m Expansion of the War Memorial is a Reckless Waste of Money."<br/> <a href="http://theguardian.com/australia-news/postcolonial-blog/2018/apr/09/a-500m-expansion-of-the-war-memorial-is-a-reckless-waste-of-money">theguardian.com/australia-news/postcolonial-blog/2018/apr/09/a-500m-expansion-of-the-war-memorial-is-a-reckless-waste-of-money</a></p> |  |
| <p><b>Module Three:<br/>Independent Inquiry</b></p> <p>Identify a range of questions about the past to inform a historical inquiry.</p> | <p><b>Independent Inquiry: A Local Memorial</b></p> <p>Students locate a local monument and devise questions about its creation and changing or contested significance. Students then research these questions. They should seek to access local libraries, local historical societies and the advice of local studies librarians or</p>  | <p>Monument Australia<br/> <a href="http://monumentaustalia.org.au">monumentaustalia.org.au</a></p> <p>City of Sydney Council monument and commemoration guide</p> |



Identify and locate relevant sources, using ICT and other methods.

Locate, compare, select and use information from a range of sources as evidence.

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

Evaluate contested views about the past to understand the provisional nature of historical knowledge and to arrive at reasoned and supported conclusions.

council historians. They should also use Trove to search newspapers ([trove.nla.gov.au/newspaper/?q](http://trove.nla.gov.au/newspaper/?q)).

The following may guide or differentiate student inquiry and analysis:

| Level    | Activity   |
|----------|--|
| 5–6      | Create a brochure for the memorial. Include a detailed sketch of memorial’s features, annotating each feature and how it helps the public to remember.<br>What story does it tell, or seek to evoke?   |
| 7–8      | Explore public attitudes towards a local memorial.<br>Create a survey for grandparents or older members of the community who may have memories of the memorial.<br>Create a survey for younger members of the community to gain their perspectives on the memorial.<br>Visit the monument or memorial and observe how people interact with it. |
| 9–10     | Locate a local memorial and explore its creation. How has its significance changed? Devise methods for exploring this.   |
| 11–12    | Locate a local memorial and explore its creation. Identify the stakeholders at the time of creation and what kind of story they sought to tell and why? Who are the stakeholders invested in the memorial now?   |
| Tertiary | What is the difference between public memory and commemoration? How are the two processes related?   |

[cityartsydney.com.au/group/monuments-memorials/](http://cityartsydney.com.au/group/monuments-memorials/)

“Heritage.” Department of the Environment and Energy.

[environment.gov.au/heritage](http://environment.gov.au/heritage)



|  |  |  |
|--|--|--|
| <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><b>Research Journal</b></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. 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>   |  |





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| <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>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>Develop texts, particularly descriptions and explanations that</p> | <p><b>Putting Inquiry into Practice</b></p> <p>Students design a historical memorial to stand in the school or university grounds.</p> <p>What event or figure from the past will you commemorate? Why is this important? How will people understand its relevance (consider surveying members of the community)? How will it look? Where would you place it? Who will fund the project and how will their interests be reflected in the memorial?</p> <p>After gauging the attitudes of the community and stakeholders, research the historical event.</p> <p>Develop a formal proposal, brochure, or crowdfund web page that includes a visual and written plan of the memorial, account of the historical event or figure it commemorates and attitudes of key stakeholders.</p> |  |
|---|---|--|



|   |  |  |
|---|--|--|
| use evidence from a range of sources that are acknowledged. |  |  |
|---|--|--|



## 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](https://player.whooshkaa.com/episode/?id=254403).

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

[historylab.net/why-podcasting-matters-for-historians/](https://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](https://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/](https://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](https://audiocraft.com.au/how-to-make-a-podcast/#starting-a-podcast)

Android: [anchor.fm](https://anchor.fm)

PC: [support.whooskaa.com/support/solutions/articles/9000013036-how-to-record-a-podcast-episode-on-your-computer-for-free](https://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](https://macworld.com/article/1044428/software-graphics/junecreate.html)  
[chriswrites.com/how-to-record-voice-podcasts-on-the-mac/](https://chriswrites.com/how-to-record-voice-podcasts-on-the-mac/)  
[cultofmac.com/482571/getting-started-podcasting-mac/](https://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/](https://sidewalk.guide/create/)  
Google maps [google.com/mymaps](https://google.com/mymaps)  
([support.google.com/mymaps/?hl=en#topic=3188329](https://support.google.com/mymaps/?hl=en#topic=3188329))

Examples of historical walking tours: [home.dictionaryofsydney.org/dictionary-of-sydney-walking-tours/](https://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](https://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/](https://home.dictionaryofsydney.org/blog/)





[auswhn.org.au/blog/](http://auswhn.org.au/blog/)

### ***Multimedia Presentations***

Platforms such as Prezi ([prezi.com](http://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](http://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](http://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)<br>(ACHASSI132)     |                          |                          |                          |
| Use chronological sequencing to demonstrate the relationship between events and developments in different periods and places.            | (ACHASSI097)<br>(ACHASSI125)     | (ACHHS205)<br>(ACHHS148) | (ACHHS164)<br>(ACHHS182) |                          |
| Use historical terms and concepts.   | (ACHASSI105)<br>(ACHASSI133)     | (ACHHS206)<br>(ACHHS149) | (ACHHS165)<br>(ACHHS183) | (ACHMH048)               |
| Identify a range of questions about the past to inform a historical inquiry.   | (ACHASSI094)<br>(ACHASSI122)     | (ACHHS207)<br>(ACHHS150) | (ACHHS166)<br>(ACHHS184) | (ACHMH050)<br>(ACHMH049) |
| Identify and locate relevant sources, using ICT and other methods.   | (ACHASSI095)<br>(ACHASSI123)     | (ACHHS208)<br>(ACHHS151) | (ACHHS168)<br>(ACHHS186) | (ACHMH051)               |
| Identify the origin and purpose of primary and secondary sources.  | (ACHASSI098)<br>(ACHASSI126)     | (ACHHS209)<br>(ACHHS153) | (ACHHS169)<br>(ACHHS187) | (ACHMH053)               |
| Locate, compare, select and use information from a range of sources as evidence.   | (ACHASSI095)<br>(ACHASSI123)     | (ACHHS210)<br>(ACHHS153) |                          | (ACHMH051)               |



|   |                              |                          |  |                          |
|---|------------------------------|--------------------------|--|--------------------------|
| Draw conclusions about the usefulness of sources.   | (ACHASSI101)<br>(ACHASSI129) | (ACHHS211)<br>(ACHHS154) | (ACHHS171)<br>(ACHHS189)                                 | (ACHMH055)               |
| Identify and describe points of view, attitudes and values in primary and secondary sources.  | (ACHASSI099)<br>(ACHASSI127) | (ACHHS212)<br>(ACHHS155) | (ACHHS172)<br>(ACHHS173)<br><br>(ACHHS190)<br>(ACHHS191) | (ACHMH056)<br>(ACHMH057) |
| Develop texts, particularly descriptions and explanations that use evidence from a range of sources that are acknowledged.                                | (ACHASSI105)<br>(ACHASSI133) | (ACHHS213)<br>(ACHHS156) | (ACHHS174)<br>(ACHHS192)                                 | (ACHMH060)               |
| Use a range of communication forms (oral, graphic, written) and digital technologies.   | (ACHASSI096)<br>(ACHASSI124) | (ACHHS214)<br>(ACHHS157) | (ACHHS175)<br>(ACHHS193)                                 |                          |
| Process and synthesise information from a range of sources for use as evidence in an historical argument.   |                              |                          | (ACHHS170)<br>(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)               |