



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 Four

Fishing for Answers



Unit Four	<p><u>Fishing for Answers</u></p> <p><i>Inquiry Focus: Archives and ‘objectivity.’</i></p>	
Australian Curriculum Outcome	Activity	Additional Resources
<p>Module One: Introducing the Inquiry</p> <p>Use historical terms and concepts.</p> <p>Identify and describe points of view, attitudes and values in primary and secondary sources.</p> <p>Use chronological sequencing to demonstrate the relationship between events and developments in different periods and places.</p>	<p>Listen to the HistoryLab podcast <i>Fishing for Answers</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 constitutes an archive, or archival collection? How do historians interpret archival collections? What kind of archives, evidence and perspectives might be privileged by historians, and what kind of archives might be overlooked? Why? How do cultural institutions such as archives influence the stories that historians tell?</p> <p>For senior students: In the podcast Nathan Sentance and Anna Clark discuss the fact that the Sydney Opera House was built on the site of an Aboriginal shell midden — a pile of discarded shells and bones accumulated in layers over centuries. Middens, like the opera house, often showed where people gathered, and</p>	<p>Huggins, Jackie. “Firing on in the Mind’: Aboriginal Women Domestic Servants in the Inter-War Years.” <i>Hecate</i> 13, no. 2 (1987).</p> <p>Information on the history of Sydney Harbour:</p> <p>Karskens, Grace, “Harbour Life: Tracing Early Sydney’s Watery History.” theconversation.com/harbour-life-tracing-early-sydneys-watery-history-21892</p> <p>Clark, Anna. <i>The Catch: The Story of Fishing in Australia</i>. Canberra: National Library of Australia, 2017.</p>



	<p>Nathan asks whether the Opera house symbolises the erasure of Aboriginal history, as it may have destroyed the midden, or a continuation of that site as a gathering place. Later in the podcast, Tamson Pietsch says, “The buildings of colonial Sydney are held together using the archives of Aboriginal Australia.” What issues does the podcast raise about continuities versus departures and silences? Can the opera house be considered to continue the practice of gathering in what was formerly an Aboriginal meeting place?</p>	<p>Hoskins, Ian. <i>Sydney Harbour: A History</i>. Sydney: University of New South Wales Press, 2009.</p> <p>Consider this discussion of ring trees as another source of historical evidence:</p> <p>Power, Jacqueline. “The Ring Trees of Victoria’s Watti Watti People are an Extraordinary Part of our Heritage.” theconversation.com/the-ring-trees-of-victorias-watti-watti-people-are-an-extraordinary-part-of-our-heritage-91310.</p>
<p>Use historical terms and concepts.</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</p>	<p>Considering Place</p> <p>The podcast asks, what you learn from being in a place? What’s the tension between imagination and history? At what point does imagination turn into projection?</p> <p>Consider the ways that historical projects have sought to bring a sense of the past into present spaces. Students explore History Pin (historypin.org/en/), which locates historical pictures on a map, allowing users to compare past and present views of places.</p>	<p>Arrow, Michelle. “I just feel it’s important to know exactly what he went through’: In Their Footsteps and Australian Television History.” <i>Historical Journal of Film, Radio and Television</i> 33, no. 4 (2013): 594–611.</p> <p>Griffiths, Tom. <i>The Art of Time Travel: Historians and</i></p>



<p>historical knowledge and to arrive at reasoned and supported conclusions.</p>	<p>Many local councils also have local history walks (the City of Sydney Council, for example, has many cityofsydney.nsw.gov.au/learn/sydneys-history/urban-history/history-walks).</p> <p>Consider the advantages and disadvantages of exploring history through place, and imaginations of historical space. What role does imagination play in historical knowledge? What's the difference between imagination and interpretation of evidence?</p> <p>Respond to these questions by constructing an 'advantages-disadvantages' table, through mock debates, exposition, written reflection, or discussion methods detailed in the <i>Further Resources</i> appendix.</p>	<p><i>Their Craft</i>. Carlton: Black Inc. Books, 2016. Chapter 12.</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 1008 1646 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>Aboriginal and Colonist Perspectives</p> <p>The State Library of NSW has digitised a series of maps showing the growth of Sydney over subsequent decades from colonisation: guides.sl.nsw.gov.au/c.php?g=671781&p=4728975</p> <p>Unlike these primary source maps, historians have sought to reconstruct Aboriginal perspectives at the time in the following digital interactive maps: Aboriginal language map of Australia: aiatsis.gov.au/explore/articles/aiatsis-map-indigenous-australia</p>									



<p>Identify and describe points of view, attitudes and values in primary and secondary sources.</p>	<p>Map of Colonial Frontier Massacres in Central and Eastern Australia 1788-1930: c21ch.newcastle.edu.au/colonialmassacres/map.php</p> <p>Students compare the perspectives of Aboriginal peoples and colonists. Discuss the following questions: How did colonists see the land? How was this different from Aboriginal perspectives and Aboriginal navigation? What is happening to the landscape from 1788? What are the 'silences' in the primary sources? How have historians tried to recover or fill these silences in recent maps?</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>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</p>	<p>Sparking Historical Inquiry: Interrogating the Archives</p> <p>Students consider how historians may be influenced by the archives themselves, not only the sources that they hold.</p> <p>Examine the State Library of New South Wales website, particularly its account of its history and Indigenous collections: sl.nsw.gov.au; sl.nsw.gov.au/about-library/history-library; indigenous.sl.nsw.gov.au. Students discuss how the library and its holdings might have played a part in Aboriginal-colonial relations.</p> <p>Students may also consider some of the issues in dealing with sources such as <i>Oscar's Sketchbook</i> which has been held and digitised by the National Museum of Australia: nma.gov.au/explore/features/oscars/oscars_sketchbook/home nma.gov.au/explore/features/oscars/oscars_sketchbook/oscars_sketchbook_drawings</p>	



and to arrive at reasoned and supported conclusions.

Students devise questions about the perspectives privileged by cultural institutions, and what these institutions have done to mitigate these factors. These may include: How might historians authentically capture Aboriginal people's perspectives? What are some of the problems faced by non-Indigenous historians seeking to write Indigenous histories?

Students record these questions through concept maps, multimedia presentations, written reflections in their research journals (see below) or inquiry plans:

Inquiry Plan

Question:

Possible Sources:

Primary:

Secondary:

What is at stake?

Whose perspectives will be included?

Whose perspectives may be overlooked?



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

Draw conclusions about the usefulness of sources.

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

Modelling Historical Research

Students then search for sources through which to answer these questions. Many cultural institutions will have publically available annual reports on their websites. Students should also try to find newspaper coverage about the institution through Trove (trove.nla.gov.au/newspaper/).

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.

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.

Using their research, students compose a guide, that may have been published by a cultural institution, that critically reviews the institution's archival holdings and their acquisition practice.



<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>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</p>	<p>Independent Inquiry:</p> <p>Provocation: Consider these paintings from the State Library of NSW.</p> <p>Paintings by colonists from the early nineteenth-century: archival.sl.nsw.gov.au/Details/archive/110332263 archival.sl.nsw.gov.au/Details/archive/110324573 archival.sl.nsw.gov.au/Details/archive/110331533 archival.sl.nsw.gov.au/Details/archive/110314746 archival.sl.nsw.gov.au/Details/archive/110323697</p> <p>Contrast these to the work created by Aboriginal artists in the latter half of the century: archival.sl.nsw.gov.au/Details/archive/110044522 archival.sl.nsw.gov.au/Details/archive/110327983</p> <p>Students devise questions around whose perspectives are portrayed here, and how reliable these sources are. Students suggest sources that would allow them to find out more. These should include both sources that provide different perspectives and sources that portray similar perspectives?</p> <p>Further primary sources and points of inquiry by year level:</p> <table border="1" data-bbox="568 1235 1626 1385"><thead><tr><th>Level</th><th>Activity</th></tr></thead><tbody><tr><td>5–6</td><td>Compare early and mid-nineteenth-century European depictions of Aboriginal people: Early nineteenth century:</td></tr></tbody></table>	Level	Activity	5–6	Compare early and mid-nineteenth-century European depictions of Aboriginal people: Early nineteenth century:	
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and to arrive at reasoned and supported conclusions.

	<p>archival.sl.nsw.gov.au/Details/archive/110335567 Mid-nineteenth century: archival.sl.nsw.gov.au/Details/archive/110316303 archival.sl.nsw.gov.au/Details/archive/110314783</p> <p>Have colonists' depictions changes since earlier in the century? Why or why not? How did Aboriginal people depict European invaders?</p>
7–8 and 9–10	<p>See the following for further artistic representations of Aboriginal people by early colonists:</p> <p>Drawings by Captain James Wallis and Joseph Lycett: Held and digitised by the State Library of NSW: archival.sl.nsw.gov.au/Details/archive/110365989</p> <p>Watercolour illustrations by Philip Gidley King, Held and digitised by the State Library of NSW: archival.sl.nsw.gov.au/Details/archive/110335567</p> <p>Watercolour illustrations by Richard Browne Held and digitised by the State Library of NSW: archival.sl.nsw.gov.au/Details/archive/110315052</p>
11–12	<p>Papers from members of the first fleet containing descriptions of Indigenous and invader interactions:</p> <p>Letters by William Waterhouse, page to the Duke of Cumberland. Held and digitised by the State Library of NSW:</p>



	<table border="1"> <tr> <td data-bbox="568 316 797 536"></td> <td data-bbox="797 316 1626 536"> <p>archival.sl.nsw.gov.au/Details/archive/110327672</p> <p>Journal of William Bradley, a member of the Royal Navy. Held and digitised by the State Library of NSW: archival.sl.nsw.gov.au/Details/archive/110314966</p> </td> </tr> <tr> <td data-bbox="568 536 797 1278">Tertiary</td> <td data-bbox="797 536 1626 1278"> <p>Examine these recent attempts to value Aboriginal knowledge: stolengenerationstestimonies.com nla.gov.au/oral-history/bringing-them-home-oral-history-project humanrights.gov.au/publications/bringing-them-home-report-1997</p> <p>What kind of historical evidence is this? In addition to oral histories, how have historians sought to critically include Aboriginal voices in their analysis? What are some of the issues with this? What are some of the advantages?</p> <p>See for instance: Grimshaw, Patricia and Elizabeth Nelson. "Empire, 'the Civilising Mission' and Indigenous Christian Women in Colonial Victoria." <i>Australian Feminist Studies</i> 16, no. 36 (2001): 295–309. 10.1080/08164640120097534.</p> </td> </tr> </table>		<p>archival.sl.nsw.gov.au/Details/archive/110327672</p> <p>Journal of William Bradley, a member of the Royal Navy. Held and digitised by the State Library of NSW: archival.sl.nsw.gov.au/Details/archive/110314966</p>	Tertiary	<p>Examine these recent attempts to value Aboriginal knowledge: stolengenerationstestimonies.com nla.gov.au/oral-history/bringing-them-home-oral-history-project humanrights.gov.au/publications/bringing-them-home-report-1997</p> <p>What kind of historical evidence is this? In addition to oral histories, how have historians sought to critically include Aboriginal voices in their analysis? What are some of the issues with this? What are some of the advantages?</p> <p>See for instance: Grimshaw, Patricia and Elizabeth Nelson. "Empire, 'the Civilising Mission' and Indigenous Christian Women in Colonial Victoria." <i>Australian Feminist Studies</i> 16, no. 36 (2001): 295–309. 10.1080/08164640120097534.</p>	
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Identify a range of questions about the past	Place-Based Inquiry					



<p>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>Visit a local site where the combined histories of Aboriginal people and colonists are clear. Students should devise questions on the different people that have lived in that place.</p> <p>Questions may include:</p> <ul style="list-style-type: none">Which group of Aboriginal people lived in this place before colonisation?How might Aboriginal people have used this place?When did Europeans take this land and was there resistance?How might colonisation have changed the landscape?What evidence is left of these processes and whose perspective does it privilege? <p>Suggestions for locations in Sydney include:</p> <p><i>The Coal Loader, North Sydney</i> The Coal Loader was an industrial site in North Sydney throughout the twentieth century. However, evidence of a previous Aboriginal history is also clear in rock engravings. northsydney.nsw.gov.au/Waste Environment/The Coal Loader/About the Coal Loader northsydney.nsw.gov.au/Waste Environment/The Coal Loader/History of the Coal Loader</p> <p><i>Mrs Macquarie's Chair</i> Now part of the Royal Botanical Gardens, Mrs Macquarie's Chair was cut into exposed Sandstone. This is not a building, like so many of the other structures around the Rocks, how does it represent the colonisation of Aboriginal country?</p>	
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	sydney.com/destinations/sydney/sydney-city/city-centre/attractions/mrs-macquaries-chair-sydney	
<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> <p>Students may also want to present their findings by creating a walking tour (see the <i>Further Resources</i> appendix).</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)