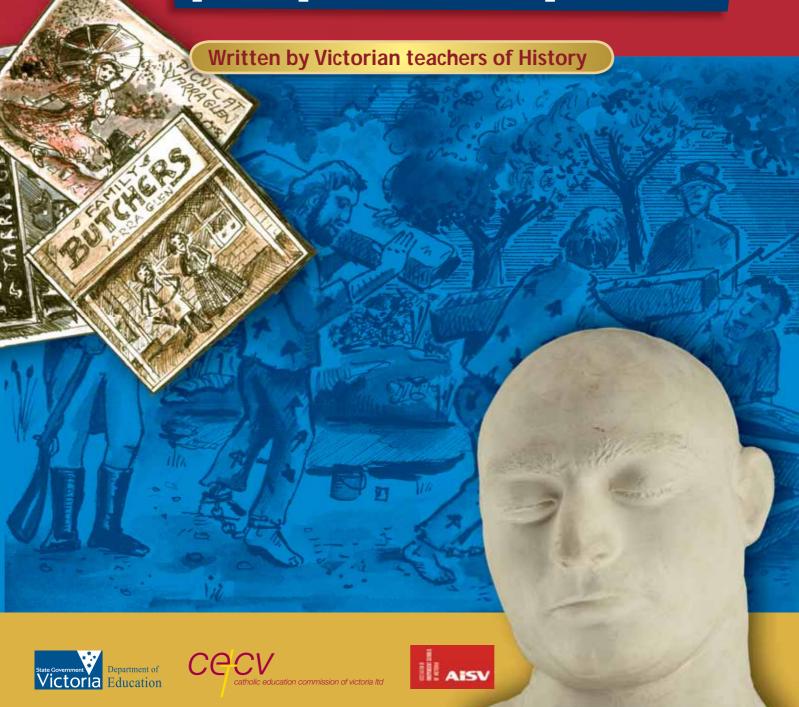


MAKING HISTORY in Victorian Classrooms

History units for

primary and secondary schools



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History units for

primary and secondary schools



Written by Victorian teachers of History

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Foreword

The National Centre for History Education is pleased to support the publication of these teaching and learning resources for both primary and secondary schools.

The materials in this resource were written by experienced Victorian educators and teachers, and produced by the Commonwealth History Project. They are designed to support teachers who may be uncertain how to be effective educators of History. They directly relate to the Victorian Essential Learning Standards (2005), and will assist in their effective implementation. They describe how a number of teachers have created units of work specific to their school while at the same time embracing issues of historical significance.

Teachers involved in the writing of these units participated in the Professional Development Program for Teachers of History in Victoria (March 2004) and attended the 2004 Discovering Democracy Conference, 'Celebrating Success in Civics & Citizenship & Making History'. The authors of the units were guided by two principles:

- the need to actively engage students in the materials
- the value in encouraging students to see and appreciate how historians work.

For teachers in primary schools for whom the teaching of History may be something of a mystery, this resource provides an excellent pathway into the excitement of historical study. For secondary school teachers of History or the Humanities, the units demonstrate how the choice of fascinating topics can become the vehicle to enhance students' understanding.

This resource's topics, techniques and assessment processes provide excellent curriculum support writing advice for both novice teachers and experienced teachers.

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Australian Government

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An introduction to the teaching of History

Background to these units

In 2003, the Commonwealth History Project distributed *Making History* to all Australian schools. Each book contains units of work for teachers of History in the upper primary and middle secondary school. These are the year levels at which Australian history traditionally is most often taught.

History continues to be inaccessible to some teachers and students alike. The units in this book are practical, achievable and challenging for students and teachers. They provide a rich source of support for teachers who have been wary of teaching History. They clearly illustrate that History can be taught well by teachers whether they are trained in the discipline or not.

Before proceeding to the units, three important questions are addressed below:

- History: When we are?
- How can I interest my students in history?
- What's the connection between 'doing History' and life after school?

The History units in this book were created by a number of experienced teachers working in primary and secondary schools in Victoria. Each participated in the Professional Development Program for Teachers of History in Victoria (March 2004) and attended the 2004 Discovering Democracy Conference, titled 'Celebrating Success in Civics & Citizenship & Making History'. Equipped with learning from these experiences, the teacher-authors of the units were guided by at least two principles: firstly, the need to actively engage students in the materials, and secondly, the value in encouraging students to see and appreciate how historians work.

The topics chosen by the teachers are diverse and were designed with reference to the Victorian Curriculum and Standards Framework II (CSF II). They have been edited to include direct links to the Victorian Essential Learning Standards (VELS). The topics represent the personal interests of the teachers and their schools. It is our belief that, regardless of the school context, the units can be used in a number of ways, including being adapted to suit different school contexts, year levels, and teacher and student interests.

A report (see Dyer, 2004, as noted in Appendix 2) about the teaching of SOSE in Victorian schools revealed a very mixed bag of modes of delivery. In the area of curriculum content the investigation revealed that in Years 7, 8 and 9 half the sample of schools have integrated programs while the other half have separate discipline studies, generally History and Geography. In Year 10 the pattern was one of SOSE/Humanities-type electives. Using anecdotal evidence the picture in primary schools in Victoria suggests that a majority of schools either integrate SOSE/Humanities into other thematic key learning area studies or create separate SOSE/Humanities topics often on some form of cyclical basis.

History: When we are?

So where does teaching of History fit into this picture? As only one of the contributing disciplines to the Humanities domain, the approach to History can be 'hit and miss'. In primary schools, a declining number of graduates have a History major. In secondary schools, there are an increasing number of teachers taking History as a 'fill-up' part of their workload. These units offer a way into thinking about teaching and learning History, especially for those teachers for whom History is not their first interest.

These units are built around the premise that a sense of history or 'when we are' is critical to young people developing a sense of personal identity. Understanding our location in time contributes to our sense of belonging to the human race, by giving us a perspective or lens through which to look at other people. It also opens the possibilities of the future by enabling us to see our place here and now as a type of guardianship, with responsibilities for caring for ourselves, for others and for the environment.

A study of history, by contributing to this sense of identity, belonging, optimism and resilience, thereby enhances the attributes necessary for our role as the 'good citizen' with responsibilities for the common good. These units assist in this process by focusing on a range of generic and transferable values and skills rather than a body of knowledge. This is not to say that an understanding of key discipline concepts is not important in the teaching and learning of History. A well-informed citizen is more likely to make a contribution to their community.

Some of the units have a particular focus on 'doing History'. An understanding of the processes of history makes a valuable contribution to young people's ability to analyse popular media. By seeing the gathering and presenting of information as a process they can approach all forms of media with a healthy dose of scepticism, but also a sense of empathy for the writer. In this uncertain world of global tensions, having skills that allow us to deconstruct information and examine data assist us to understand the information and place it in an historical perspective. Hopefully this will be done with a dose of sensitivity.

Finally, these units all contribute in some way to the common good. History is sometimes referred to as the collective memory of a community and therefore it needs to be nurtured and recorded for future generations. We are not suggesting, however, that a study of history is necessarily a story of progress, lineal, a total picture or even value free. Reflecting on our personal experiences of History at school, we mostly remember a white Anglo male's view of big events which had to be learned by heart. At no time did we consider that the study could have been about other groups or 'lesser' events. It is our view that the units in this collection reflect the constructivist view of history. By this we mean that young people today are much more likely to engage with historical material if they are given permission to give it their own meaning. Once challenged, young people are full of ideals and open to emotional engagement. Once they move beyond the 'What's the point?' attitude, their sense of efficacy will be enhanced.

How can I interest my students in history?

Many students believe that history has little relevance for them. History after all is about understanding the events and narratives of the past. It is often seen to be about the big decision makers (monarchs and prime ministers) and their actions, the meanings of which appear distant in time and connection with students. For students, the present and future is often where things are at: computerised and digital technologies, cyberspace, instantaneous global communication, consumerism, reality television, and news as it happens. Yet each of these 'now' products has a fascinating history that started with cave drawings and was revolutionised when 'primitive' civilisations started making sense of sounds (speech) and later invented writing.

'What's history got to do with me?' is a common question in the History classroom with no easy answer. How can life in distant societies or centuries have anything to do with students in modern-day Australia? And Australian history seems to lack the great adventures, journeys and battles that have both united and divided nations. History must not only be relevant, it must also be exciting, filled with problem-solving opportunities, adventure, mystery, intrigue, action and counteraction. Fortunately, history has all these things, and the units in this resource are examples of how it can be done in and beyond the classrooms.

History is everywhere...

History happens in our local communities, our region, our state and our nation, not just in some distant place. It is as much about personal identity and values as it is about national, international and global issues, causes and movements. Local history can open up an awareness of historical processes and benefit from the historian's skills and understandings as much as any other historical investigation. There is evidence all around, in the records of local

organisations and institutions, in the artefacts housed in local libraries, galleries, museums and historical societies, as well as in students' homes and in the rich, untapped resources of personal memories about events that affected the lives of ordinary people. Politicians passed the great acts of parliament, but ordinary people lived the consequences, good and bad. Here are valuable learning experiences to engage students in investigating, analysing and evaluating cause and effect, change and continuity, time as a continuum, and the impact of actions and decisions on others. Students are encouraged to critically look at primary and secondary sources.

An issues-based approach

An issues-based approach provides a practical alternative to the traditional selection of topics. History can help illustrate an issue through how others have seen that issue over time. It allows students to learn from history and to understand the successes and failures of the past so as to inform the present and the future. For teachers seeking ideas on how this can be achieved in the classroom, the units in this resource are a valuable contribution. As well as materials on the National Centre for History Education's Hyperhistory website, ideas can also be found by visiting the Department of Education (DoE) Victoria History website, the Victorian Curriculum and Assessment Authority website, or other State or Commonwealth education websites (see Appendix 2 and specific 'Resources' sections in each of the units).

History is asking big questions

When confronted by the big questions, students engage in making meaning. If they ask, for example, 'Are we well served by the rights we have?' the study of history will help them to understand how the human rights they see as a birthright have evolved. They also see that the meaning given to any right has also changed. Whereas 'freedom' is seen as a universal right today in western democracies such as Australia, it had a more limited meaning in ancient Greece, medieval Europe and feudal Japan. Students can also investigate why human rights are not recognised globally even today, and how the practice of rights appears, disappears and reappears throughout history. It is a salutary, but important lesson. It also has critical links to the students' development of a personal model of active citizenship.

History is finding the answers

History is selective because it only tells the story of some people from a period of time and often from particular viewpoints. The teaching and learning of History can also be selective as teachers and students develop a set of questions on big issues that matter to them. As teachers, we can encourage students to be actively involved in shaping their historical inquiries. We can engage them in finding out what they want to know. We can also select the 'best bits' of history that capture students' imaginations and interest. In this way it is possible to instil a love of history that leads to lifelong learning and passion for history.

History must have a context

The study of history needs a purpose. That purpose can be practical; for example, to find out how the use of different technologies, a human right or a group within our society evolved. Or it can be personal; the investigation of an event or idea for its own sake, trying to find out about national identity and therefore our own identity. The study of history also needs the important context of time. Students need to know when in the past things actually happened and what else was happening at the same time. Time is a continuum and this must be apparent even when we are taking out slices or the 'best bits' from history. Students need to know what came before and after the time or event they are investigating to give their inquiry greater purpose and more meaning.

History as knowledge and skill

History is a subject in its own right and a valuable tool for informing broader inquiries. Teachers have debated whether or not History should be taught separately or as part of an integrated curriculum. We believe that the answer is both. This will depend on the topic or issue being investigated. However, in practice it is rarely one or the other. Even when teaching History in its purest sense, teachers and students draw upon the knowledge, skills and understandings of other disciplines to inform their inquiry and help them to communicate their findings.

For example, a biography of a military leader may draw upon psychology, sociology, an understanding of geography, technology, and related sciences. This approach draws on the best principles of an integrated curriculum and yet its prime focus was historical.

What will help to make history meaningful for students is the choice of relevant issues with which they can engage, combined with:

- active learning strategies
- collaborative group work
- problem-solving and the use of a broad range of questions
- investigation techniques that develop deeper thinking
- involvement in helping to define (and refine) the lines of inquiry.

In this context, the debate about a subject or integrated focus becomes less important. In practice, the debate is often academic!

In summary, students are more likely to develop an interest in history if it:

- connects with them and their world
- draws on historical events, personalities and resources around them and moves outwards
- has a purpose and a context
- is selective, engaging, has mystery, suspense and action
- combines an issues-based approach with the investigation of specific topics or historic periods and events
- allows students to find meaning in the past
- engages students actively in their learning and the direction it takes.

What's the connection between 'doing History' and life after school?

The study of history not only connects students with their past, it helps prepare them for their futures.

Many career pathways require a broad range of skills that can be adapted to work-related situations and daily lives. History promotes inquiry through active investigation, research, analysis and critical evaluation. It requires students to ask questions, and to think constructively, creatively and analytically. Students learn how to hypothesise, identify and organise supporting evidence, to synthesise, to formulate and reformulate ideas, to solve problems. These are the very skills that employees often seek. They seek people who can be focussed, who think both logically and laterally, who have a healthy combination of task and people orientations.

History teaches students to critically analyse documents, people and motives, and to search for meanings that are not always clear and evident. It develops the confidence to tackle broader tasks and a sceptical approach to data and evidence provided by others. Students of History learn to work independently and in teams, to be collaborative and take on different roles to help achieve their goals. History can also require a sustained effort. Perseverance at a task is seen as a desirable employee trait. Inquiry, sustained investigation and the communication of observations and findings require students to adopt a range of learning styles, to use multiple intelligences economically and effectively.

The study of history also helps to equip students with a stronger sense of identity and well-formulated values, ideas and opinions. Through the study of history, students come to a better understanding of:

- how their nation developed
- growing national identity and self-confidence

- the nation's evolving role in a global world
- their own place and identity in these contexts.

Students of History develop a greater awareness of their own identity, being able to locate themselves more confidently in the past. In knowing where they have come from, students can more confidently move in their current and future social environments. It is said that each generation rewrites history. Perhaps this is because history is not about absolutes. It is about the way people see the past and the people who inhabited it. The evidence students of History find is sometimes contestable and that leads to debate and argument. This helps to develop students own values, ideas and opinions as well as their capacity to support these with strong supporting evidence. It is an important social skill to acquire, and studying history helps students to do just that.

History helps to prepare today's citizens by presenting them with their heritage through investigating values, institutions and ideals. It also develops their understanding of how and why these evolved. By investigating issues, students of history learn what has been achieved (and what has not been achieved) over time and how and why that is so. They learn too that there is more to be done. History teaches them that people can make a difference, that 'people power' actually exists.

The teaching of History centres on an inquiry approach to learning. That approach equips students with the necessary skills for active citizenship. Through reflection and social action, students learn to identify issues that need further effort within their community and nation, and how they can go about making a difference. They learn that social power and political power are equal partners in promoting a healthy and responsive democracy.

History opens up many career pathways. It does this not only through the knowledge students acquire, but also through the understandings they develop and the skills they use. Many employees regard the skills of the inquiry process and of collaborative learning as critical flexible skills productive employees should acquire. As a result, employment opportunities for students of History have widened considerably in recent years. They include: archaeologist, arts management, barrister, conservator, archivist, copywriter, court and Hansard reporter, criminologist, diplomat, editor, film and television producer, foreign affairs and trade officer, journalist, law clerk, lawyer, librarian, museum curator, policy officer, project manager, tour quide, travel consultant, website designer and developer.

The teaching of History presents its own challenges to teachers and students alike. It also has its own rewards. We hope that these units of work and the National Centre for History Education's Hyperhistory website will help teachers to address these challenges and reap the rewards that come when students engage in productive historical inquiry.

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Dr John Andrews
Education Consultant

Warren Prior was formerly a teacher of SOSE in secondary schools. More recently at Deakin he has focused his teaching and research on Civics and Citizenship Education and worked on a number of international curriculum writing projects.

John Andrews taught at a wide range of primary schools for many years before bringing his History expertise to various curriculum development and policy roles within the Department of Education, Victoria. He now writes and edits curriculum resources as an independent consultant.

Units included in this resource

Victorian Classroom teachers of History prepared these units. Tim Delany of the Victorian Association of Social Studies Teachers (VASST) edited them to reflect the Victorian Essential Learning Standards (VELS).

	YEARS	TITLE	AUTHORS
Upper primary teaching units	5–6	Back to the future in Yarra Glen	Yarra Glen Primary School Shirley Cleaveley Carol Leeson Helen Ryan
	5–6	Sacred spaces, sacred places	Holy Rosary Primary School Kensington Brett Collison Bernadette Ramsay
	5–6	Gariwerd dreaming	Cavendish and Hamilton (Gray Street) Primary School Sally Purnell Lesley Toohey
	5–6	Sorrento settlement 1803–1804	Carrum Downs Primary School Mary Anne La Macchia Anne Taylor Josie Mains
Middle secondary	7–10	What happened to Stan Harrison? The mystery continues	Lowther Hall Anglican Grammar School Nicola Sabbadini
teaching units	9–12	Debates on Aboriginal genocide in Australia (includes teacher PD activity)	Trinity Grammar School Di McDonald Nick Smith
Professional development unit for teachers	PD unit for teachers of History	Help! I'm not a History teacher – I'm a teacher of history	Penleigh and Essendon Grammar School Annabel Astbury
teachers -	Classroom practice activity	The concept of primary and secondary sources	

BACK TO THE FUTURE IN YARRA GLEN

FOCUS QUESTIONS

- → What can we learn from the past to help us in the future?
- → Why do the uses of some buildings or places continue unchanged while others change more frequently?

LINKS TO <www.hyperhistory.org>



'History at home – a local area study' published in *Making History – Upper Primary Units*.

OVERVIEW

This is a values-based history investigation. It focuses on the specific historic environment of Yarra Glen, building on knowledge and understandings from the unit 'History at home – a local area study' published in *Making History – Upper Primary Units*. The investigation aims to teach students about sources of historical information and encourages them to ask reflective questions about the value of learning from the past. The approach taken in this unit can be adapted to suit the historical environment of other places.

Key understandings

- The local area is a rich source of historical information.
- Not all artefacts from the past were valued or preserved.
- People only preserve buildings and artefacts that they consider to be important and of value.
- The uses of particular buildings may change over time, reflecting our changing needs and priorities.
- The investigation of buildings and their uses over time helps us to understand change and continuity in our community.

Suggested time allocation

It is suggested that these activities should run from 12 to 16 lessons over a four to six week period.

RESOURCES

Published resources

- Edwards, I., & Tonkin, R. (1989), Papa and the Olden Days, William
 Heinemann Australia. (This provides an example of country Victoria in the
 early twentieth century.)
- Tonkin, Rachel (1997), When I was a kid, Allen & Unwin. (This provides an example of Melbourne in the 1950s.)
- Wheatley, Nadia (1987) *My Place* (illustrated by Rawlins, Donna) Australia, Collins Dove.

Unit 1

Historical literacies

See Making History: a guide for teaching and learning history in Australian schools at <www.hyperhistory.org>.



Narratives of the past (including oral history)



Research skills



Language of history



Making connections: Applying knowledge of the past to new situations



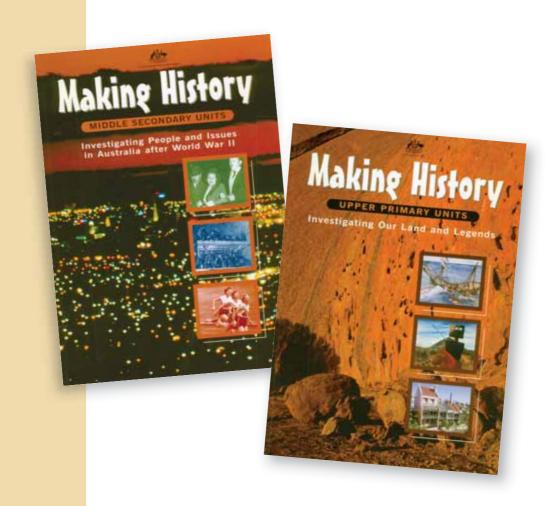
Identifying historical data and information

Website resources

- Department of Education (Victoria), for History domain support materials: http://www.education.vic.gov.au/studentlearning/teachingresources/history/default.hm>.
- Department of Education, Science and Training (Australian Government), National Centre for History Education:
 <www.hyperhistory.org>
 - Making History: Upper Primary Units 'Investigating Our Land and Legends', Curriculum Corporation. (See especially 'History at home – a local area study', pp 3–16.)

Suggested local resources

- Excursion venues.
- Historic sites.
- Historical society.
- Local business associations.
- Local government.
- Local libraries.
- Senior citizens.



SETTING THE SCENE

My place is Yarra Glen

The VELS domains covered in this activity are:

LEVEL	DOMAIN	DIMENSION (Standard)
4	History	Historical knowledge and understanding
4	History	Historical reasoning and interpretation
4	Interpersonal Development	Building social relationships
4	Interpersonal Development	Working in teams
4	Thinking	Reasoning, processing and inquiry
4	Thinking	Reflection, evaluation and meta-cognition

Students should read (or have read to them) My Place, by Nadia Wheatley and Donna Rawlins.

As a class, discuss:

- the main messages and ideas presented in the story
- the approach used by the authors to investigate the past and the possible reasons for this
- whether or not students believe this approach is successful
- other situations in which students believe this approach could be used to tell the story of the past.

In small groups, students identify buildings and places in their local area that may have a story to tell. Share findings and reasons for selecting these buildings and places.

Challenge students to suggest preliminary ideas that could be included if they wrote a book similar to My Place about buildings or places in their local area. Record these for later use as a class reference.

Ask students:

 Do you know any important dates or events in the history of our area that could be used as milestones in the story? (Include the opening of the first school, post office, library, supermarket, video shop, music shop, aged care facility, hospital, the arrival or departure of train travel, the use of electricity/gas, the first traffic lights.)



Extension task

When students suggest ideas for their own version of My Place, they could follow this up by making family trees or social diagrams to illustrate their family's connection to the local area back through time. This will help them develop respect for the past and its people.

SETTING THE SCENE

Photographs provide

an eye to history

The VELS domains covered in this activity are:

LEVEL	DOMAIN	DIMENSION (Standard)
4	History	Historical knowledge and understanding
4	History	Historical reasoning and interpretation
4	Communication	Listening, viewing and responding
4	Personal Learning	The individual learner

As a class, look at historic photographs of well-known sites in the local area such as the main street, shops, schools, restaurants, cafes, hotels, town hall, churches, service station, private residences, greengrocers, waterways, wharves, transport sites. If possible, match some of these photographs with local buildings and places suggested by students during the previous activity. It is best if locations of these buildings and places are close to one another. This will make the site surveys undertaken later easier to manage and less time consuming.

Ask students to:

- identify the location and current use of each site
- suggest possible eras or dates when these buildings may have been constructed
- o consider ways to find out how old these buildings are
 - these could include foundation stones, dates on the top of buildings, charts and books about architectural styles, records of local historical societies and local government
 - as a home task (or later when following the heritage trail to conduct site surveys), you can
 ask students to locate foundation stones and dates on buildings, then record these and
 place them on a class timeline
 - parents and grandparents as well as the local historical society are also a valuable source of information
- find other evidence from these photographs that could help them to understand what life was like at different times in the past
 - if necessary, direct students' attention to people in the photographs and what they
 are wearing, types of transport, street lighting, road surfaces, horse troughs, types of
 advertising and signage, and building materials used.



Extension task

Using the photographs, identify different occupations and clothing/uniforms that suggest different roles or jobs people might have undertaken in your community. Discuss why these are important jobs or roles. How do they contribute to a better way of life for all? Emphasise people's interdependence and the need to cooperate to meet our needs and wants. Are there jobs that have disappeared? Are their jobs that have appeared in more recent times?

SETTING THE SCENE

Mapping and defining

the inquiry

The VELS domains covered in this activity are:

LEVEL	DOMAIN	DIMENSION (Standard)
4	History	Historical reasoning and interpretation
4	Thinking	Reflection, evaluation and meta-cognition
4	Geography	Geospatial Skills

Using a map of the local area, ask students to locate the buildings and places in the historic photographs, and then suggest possible reasons why these locations might have been chosen. Where practical, check these reasons during the site survey and interview at Activity 5.



INVESTIGATION

Defining the inquiry

The VELS domains covered in this activity are:

LEVEL	DOMAIN	DIMENSION (Standard)
4	History	Historical knowledge and understanding
4	History	Historical reasoning and interpretation
4	Communication	Listening, viewing and responding
4	Interpersonal Development	Building social relationships
4	Interpersonal Development	Working in teams

As a class, negotiate and allocate one photograph to each group of students to investigate.

Explain that students are to investigate the history of this building or place. Each group then brainstorms possible questions they could ask to find out about the history and the changing uses of this building or place over time. Challenge students to think back to before there was a town, city or suburb at this location, when the site may have been used for farming or by the original Indigenous inhabitants. Questions could include:

- When did you start your business?
- Was it in this building or place?
- What changes have you made here, and why?
- How many people work here? Is that an increase or a decrease? Why has that happened?
- Who was the previous owner/occupier of this building or place? What type of business did he or she operate?
- Do you know when Europeans first used this site? What was it used for?

Share ideas as a class. Encourage students to revisit their list of questions and add questions suggested by other groups that could help them enrich and deepen their investigations.



Extension task

Discuss issues related to oral history. These include the reliability and selectivity of personal memory. Model this by asking students to write an account of a shared experience that happened earlier that year. Compare accounts. Are there any differences in the detail provided? Are these differences important ones? What do you do when people's facts disagree?

Also discuss personal issues such as the right to privacy and sensitive issues that could arise in an interview such as difficult economic times.

INVESTIGATION

The present -

site survey and interview

The VELS domains covered in this activity are:

LEVEL	DOMAIN	DIMENSION (Standard)
4	History	Historical reasoning and interpretation
4	Interpersonal Development	Building social relationships
4	Interpersonal Development	Working in teams
4	Personal Learning	The individual learner
4	Civics and Citizenship	Community engagement
4	Communication	Listening, viewing and responding
4	Geography	Geographical knowledge and understanding
4	Geography	Geospatial skills

Ask students to organise a timetable to help them visit all the sites as a class. They should plan the route, estimate the distance they will travel, and the time required to complete their trail and the site survey of each place.

Students should then work in groups to conduct a site survey of one location. (If places and buildings are separated by considerable distances, this activity can be adapted to become a home task with group members sharing responsibilities for completing elements of the site survey. The field trip could then be to another site where the teacher models how a site survey is undertaken.)

Ask students to:

- estimate and measure the site frontage or dimensions
- measure and/or describe the location, direction and/or distance of each place or building from a common point such as the post office
- describe and/or photograph the building, the materials from which it is made and any distinguishing features
- describe its current use
- interview the present proprietors using relevant questions developed during Activity 4
- identify equipment and technology used as well as who works there and any special skills or training required.



Teacher advice

Prior to the site visits, discuss phrases of appreciation that can be used to show respect towards people in the local community.

INVESTIGATION

Where can we find

further information?

The VELS domains covered in this activity are:

LEVEL	DOMAIN	DIMENSION (Standard)
4	History	Historical knowledge and understanding
4	History	Historical reasoning and interpretation
4	Communication	Listening, viewing and responding
4	Interpersonal Development	Working in teams
4	Thinking	Reasoning, processing and inquiry
4	Thinking	Reflection, evaluation and meta-cognition
4	ICT	ICT for visualising thinking (electronic mind-map)

At school, each group first identifies questions that were satisfactorily answered during the site visit. They reflect on the remaining questions and consider any supplementary questions that will deepen their understanding of the history and changing uses of their chosen building or place.

Brainstorm the research sources available and list these using a mind map. On the mind map also indicate the types of information each source might be able to provide. On your list, include sources such as the town information centre, historical society, local family knowledge, internet, guest speaker, local government, maps, local identities and neighbourhood residents.

A visit to the senior citizens club could provide anecdotal information about these sites and the area's history generally. Use this to establish a regular buddy or friendship system.



Teacher advice

Discuss the protocols for approaching different groups to access information. Also reinforce the need to be sensitive about the information received and to respect people's privacy.

This visit could help students deepen their appreciation of the knowledge of and contributions made by senior citizens to their community over time.

Completing the picture

The VELS domains covered in this activity are:

LEVEL	DOMAIN	DIMENSION (Standard)
4	History	Historical knowledge and understanding
4	History	Historical reasoning and interpretation
4	Communication	Listening, viewing and responding
4	Interpersonal Development	Working in teams
4	Personal Learning	The individual learner
4	Personal Learning	Managing personal learning
4	Civics and Citizenship	Community engagement

Ask students to meet in their small groups for a planning conference to:

- check that all questions they need to ask are listed
- identify the most likely resources to answer each question, using the mind map as a guide
- indicate who in the group (an individual or a pair) is responsible for finding information to answer each question
- establish a timeline for locating and recording information.

Students should undertake their investigations using the internet, telephone, local history publications, arranging for a member of the local historical society to visit them (or for the class to visit the society) and other resources.



Teacher advice

Inclusion and trust

Make sure all members of the group take on a role to help the group acquire all the information they need to complete their task. Students could work in pairs to provide mutual support.

Discuss what historians might do if there is some information missing.

What have we found out?

The VELS domains covered in this activity are:

LEVEL	DOMAIN	DIMENSION (Standard)
4	History	Historical knowledge and understanding
4	History	Historical reasoning and interpretation
4	Communication	Listening, viewing and responding
4	Thinking	Reflection, evaluation and meta-cognition

As a group, check recorded information, suggest alternative or additional sources of information and supplementary questions that could be used to broaden and deepen student understanding of the task. Discuss how useful each source of information proved to be and any sources students may have used that were not listed on their mind map.

As a group, ask:

- What conclusions can we make from our information?
- What things have been continuous and what have changed?
- What does the history of this site tell us about the way land has been used in our local area?
- Have people's needs changed over time?
- In what ways have the services provided in this building or at this place been good or bad for our community?
- In what ways have these services had a good or bad effect on the local environment and the local economy?



Extension task

Challenge the group to predict possible future changes for this building or place. Ask students to think of new needs that might occur in the future. As an example of this, they could use entertainment, leisure or food needs.

Students could expand this activity by asking their parents and grandparents (or senior citizens) about the types of shops and places that provided entertainment, leisure activities or food when they were children. Students should describe the types of changes that have occurred in the intervening time.

Ask them then to predict for the same time into the future: when they might be parents and grandparents. Share findings and ask students if they found the exercise easy or difficult, and why.

Bringing it all together

The VELS domains covered in this activity are:

LEVEL	DOMAIN	DIMENSION (Standard)
4	History	Historical Knowledge and Understanding
4	History	Historical reasoning and interpretation
4	Communication	Listening, viewing and responding

Ask students, in their groups, to discuss the following questions and resolve any differences of opinion:

- What have we learnt about the needs and wants of people in our community over time?
- How have these needs and wants been met?
- Do people's needs and wants change or stay the same over time?
- What have we learnt about the ways in which people in our community depend on each other?
- Does our study of this site and its history suggest we have considered the health of our environment?



Extension task

Consider if any uses of buildings or places were controversial. Students take on a minority group point of view and prepare a written or oral statement explaining why some people might have objected to a particular use for that building or place. Ask students to suggest reasons why the proposal might have been allowed to proceed.

Group presentations

The VELS domains covered in this activity are:

LEVEL	DOMAIN	DIMENSION (Standard)
4	History	Historical knowledge and understanding
4	History	Historical reasoning and interpretation
4	Communication	Listening, viewing and responding
4	Communication	Presenting
4	Personal Learning	The individual learner
4	Personal Learning	Managing personal learning
4	ICT	ICT for creating
4	ICT	ICT for communicating

Ask students to present their findings to the class.

Presentation options include:

- a timeline of the site development to show how this has changed or stayed the same to meet the needs of the community in the last (100) years
- an overlay of the streetscape to scale to show how it looked at different times in the past and now. Students should also predict possible future changes
- a written and/or oral report on the key features of their particular site using past, present and future perspectives.

As a class, discuss the types of visual aids and graphic organisers that students could use to best illustrate their information and conclusions.

Ask each group to present its information and findings to the class. Encourage other students to ask questions of the presenting group. If questions cannot be answered, the presenting group should either:

- explain where they looked unsuccessfully for that information
- undertake an additional search for the required information and report back at a later date.

After all presentations have been concluded, bring the class together. Ask students:

- How have our needs and wants changed and stayed the same since (for example, Yarra Glen) was founded as a European settlement?
- If someone in our local council asked you to tell them something you have learnt from your study of (for example, Yarra Glen) in the past that could help our community in the future, what would you tell them? (The focus could be on social, economic or environmental issues.)
- If you could come back to (for example, Yarra Glen) in 100 years time, what do you think it might be like?



Extension task

Ask students to develop an historic trail around their community. They should prepare a commentary for each significant site and explain important changes in their community. These could be environmental, social or economic/business changes.

SACRED SPACES, SACRED PLACES

FOCUS QUESTION

What sacred places are important to cultural groups in Australian and other communities, and why?

LINKS TO <www.hyperhistory.org>



This unit builds upon learning developed through the 'Caring for Uluru' section in *Making History – Upper Primary Units*.

OVERVIEW

In this unit, students will identify the characteristics and significance of sacred places and consider some conflicting points of view that exist about them.

Students will undertake three activities:

- 1 Gallipoli and the story of the Anzacs.
- 2 Aboriginal Australians and sacred sites.
- **3** Sacred sites in other parts of the world.

In undertaking these investigations, students will search for commonalities as well as the defining differences. By exploring some of the debates surrounding these places, they will reflect on their values and the values of others. Students will also be asked to consider their civic responsibility in helping to preserve these important heritage sites.

The study of Aboriginal Australian issues and communities

Where Aboriginal Australian issues and communities are being studied, students and teachers should understand protocols for research and publication. See the ABC website for a well-developed example of such protocols: <www.abc.net.au/message/proper/principles.htm>.

The Victorian Aboriginal Education Association Inc. (VAEAI) is a community based and community controlled organisation whose aim is to develop processes for the involvement of Victorian Koorie community members in decision making regarding education and training provision for Koorie students. Central to the VAEAI's approach to education is a holistic view of the needs of Koorie students, advocating a birth to death philosophy of education. For information regarding VAEAI, Local Aboriginal Consultative Groups (LAECGs) and policy go to:

http://www.vaeai.org.au/policy/pdf/vaeai_policy.pdf.

Teachers could also consult their local Aboriginal heritage centre for further advice.

Unit 2

Historical literacies

See Making History: a guide for teaching and learning history in Australian schools at <www.hyperhistory.org>.



Events of the past: Constructing the past



Narratives of the past



Making connections:
Applying knowledge of
the past to new situations



Research skills: Accuracy and precision



Moral judgment in history

Key understandings

- All societies identify places of sacred and/or historic importance to them.
- There are many sacred places where we can remember Australians who served and died in war and peacekeeping.
- Sacred places for Indigenous Australians are closely associated with the land.
- There is a range of views about the use and care of places in a society.
- We have a responsibility to care for sacred and historic places.

Suggested time allocation

Approximately one term of Integrated Studies or Humanities/Civics education.

Learning activities

The learning tasks in this unit are designed around an inquiry-learning model. Learning activities consist of short tasks and investigations.

Assessment tasks

Each of the investigations and short tasks undertaken by students in this study provide an opportunity for teacher, self or peer assessment. Three assessment tasks designed by the authors and tested in their classrooms are contained within this unit, following each activity.

RESOURCES

A wide range of resources is also included with each of the activities.

Published resources

• Fox, Mem, M (1997), Wilfred Gordon McDonald Partridge, Omnibus Books, illustrated by Vivas, J.

Website resources

- Department of Education (Victoria):
 http://www.education.vic.gov.au/studentlearning/teachingresources/history/default.hm
 for History domain support materials.
- Department of Education, Science and Training (Australian Government), National Centre for History Education:
 <www.hyperhistory.org>
 - Making History: Upper Primary Units 'Investigating Our Land and Legends', Curriculum Corporation.
- Department of Veterans Affairs, Education Resources (Saluting Their Service program), an extensive list of current and past education resources for primary school students:
 - <www.dva.gov.au/commem/commac/studies/studies.htm>.

Gallipoli and the

story of the Anzacs

The following resources can be used to establish historical background, interest and understanding of the story of Gallipoli.

Published resources

- Department of Veterans Affairs (2003), Time to Remember: Understanding Australia's
 Experiences of War and Peacekeeping, ANZAC Day Kit, Curriculum Corporation.
 (See pp. 21–32.) (A copy of the kit was sent to all primary schools in Australia in 2003.)
- Department of Veteran Affairs (2001), We Remember.
- Reid, Richard (2003), Every day in the year, Department of Veterans Affairs.
- Shrine of Remembrance (2005), ANZAC: Where history and spirit come together. (Education materials for ANZAC Day.)
- Shrine of Remembrance (2005), Ordinary men and women do extraordinary things too: What was it like during World War I? (Excursion and education kit.)

Website resources

- ANZAC Day Commemorative Committee (Qld): <www.anzacday.org.au>.
- Australian Government, Culture and Recreation Portal: http://www.cultureandrecreation.gov.au>.
- Australian War Memorial: <www.awm.gov.au>.

See especially:

- <www.awm.gov.au/commemoration/anzac/index.htm>
 for links to ceremonies around the world, images, sound recordings of the Last Post,
 Reveille and Rouse and education resources
- <www.awm.gov.au/encyclopedia/anzac/spirit.htm> for the encyclopaedia to locate information about specific battles such as Lone Pine, Gallipoli, The Nek
- http://www.awm.gov.au/education/box/index.asp
 for Memorial Boxes (teachers can borrow these boxes through the Australian War Memorial or from the Victorian Association of Social Studies Teachers, phone 9348 4957).
- Deane, Sir William, 'The Spirit of Anzac', Address by Sir William Deane on the Occasion of the Dawn Service, Anzac Cove, Sunday, 25 April 1999:
 <www.gg.gov.au/speeches/textonly/speeches/1999/990425-2.html>.
- Department of Veterans' Affairs: <www.australiansatwar.com.au>.
- Department of Veterans Affairs, Valuing our Veterans: <www.dva.gov.au/commem/commac/studies/anzacsk/eduact3.htm>
- Department of Veteran Affairs, Working the Web Investigating Australia's Wartime History: http://www.dva.gov.au/commem/commac/studies/wtw.htm.
- Returned Servicemen's League: <www.rsl.org.au/commemoration/anzac.html>.
- Shrine of Remembrance: <www.shrine.org.au>.

Assessment task

Students should create a concept map to explain the ANZAC campaign and the ANZAC spirit.

Before students can satisfactorily complete the assessment task, they should have had sufficient practice with concept maps. They need to be familiar with the thinking processes required and how ideas are presented and linked. Students should be aware of the difference between a concept map and a web. They should also have undertaken activities that give them the opportunity to acquire the knowledge and understandings to be presented during the assessment task.

Develop assessment criteria as a class. Ensure all students are clear about the meaning of each criterion and of teacher expectations.

Criteria for this task could include:

- the use of accurate historical knowledge
- an understanding of the difference between fact (the history of what happened at Anzac) and opinion (what Anzac has come to mean to people since that time)
- a clear presentation of ideas, with links or connections clearly made on the map
- an ability to explain their concept map clearly to others and to justify connections made between ideas.



Extension task

The following website resources can assist in planning an ANZAC Day commemoration ceremony at your school.

Published resource

Department of Veterans Affairs 2003, Time to Remember: Understanding Australia's Experiences of War and Peacekeeping, ANZAC Day Kit, Curriculum Corporation. (See pp. 5, 7–9, 12–13.)

Website resources

Australian War Memorial websites:

- <www.awm.gov.au/commemoration/index.htm>
- <www.awm.gov.au/commemoration/anzac/anzac_tradition.htm>
- <www.awm.gov.au/encyclopedia/Gallipoli/index.htm>.

Australian War Memorial and Department of Veteran Affairs 1999, Anzac: a day to REMEMBER (see especially pp. 20–29 – you can download this as a PDF file):

<www.awm.gov.au/commemoration/anzac/adaytoremember.htm>.

Aboriginal Australians

and sacred sites

The following resources can be used to establish historical background, interest and understanding of Aboriginal Australians' sacred sites.

Published resources

- Berndt, Catherine (1983), This is Still Rainbow Snake Country, Martin Educational.
- Mowaljarlai, David (2004), When the Snake Bites the Sun.
- Seahorse Productions (1997), Harry's War (DVD, available from: <www.frontrowvideo.com.au>).
- Trezise, Percy (1997), Land of the Dingo People.
- Trezise, Percy (1997), Land of the Magpie Goose People.
- Trezise, Percy (1998), Land of the Emu People.

Website resources

- Australian Heritage Council: <www.ahc.gov.au>.
- Bunjilaka Centre at the Melbourne Museum: http://melbourne.museum.vic.gov.au.
- Heritage Council Victoria: <www.heritage.vic.gov.au>.
- Heritage Victoria Online Register: http://www.heritage.vic.gov.au/page_239.asp?ID=239&submit_action=ss.
- Koorie Heritage Trust: <www.koorieheritagetrust.com>.
- Victorian Aboriginal Education Association Inc.: <www.vaeai.org.au>.

Assessment task

Students should make a website about a sacred Indigenous site in Victoria using information to illustrate an Aboriginal perspective. Using listed websites and resources, students can investigate and include other Victorian locations that have been classified as sacred sites.

Criteria for this task could include:

- an understanding of issues related to indigenous ownership of land
- the identification of an appropriate indigenous sacred site
- an effective use of resources, including images
- knowledge of key indigenous sacred sites in Victoria
- skills in using multimedia to communicate ideas.

UNIT 2

Sacred sites in other

parts of the world

The following resource can be used to establish historical background, interest and understanding of sacred sites in other parts of the world, particularly Asia.

Website resource

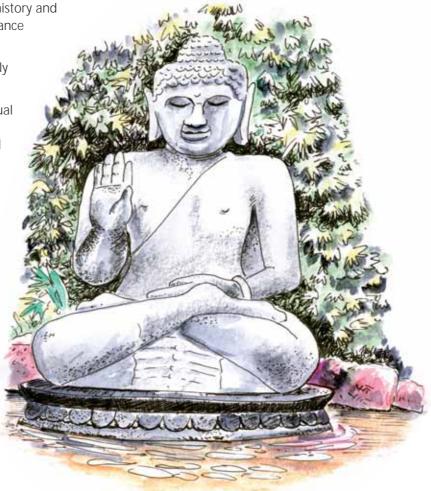
UNESCO World Heritage register: http://whc.unesco.org/pg.cfm?cid=31.

Assessment task

Students should investigate a sacred site in another part of the world, including Asia. They can use websites and library resources to locate information in response to the set of questions developed by the class.

Criteria for this task could include:

- an understanding of the terms 'sacred site' and 'heritage site'
- a logical classification and organisation of information
- an ability to make connections between the sacred or historic site, its history and current use and/or importance
- an ability to answer all set questions clearly, accurately and precisely
- the use of appropriate visual and graphic materials to support written work, oral presentations or dramatic presentations.



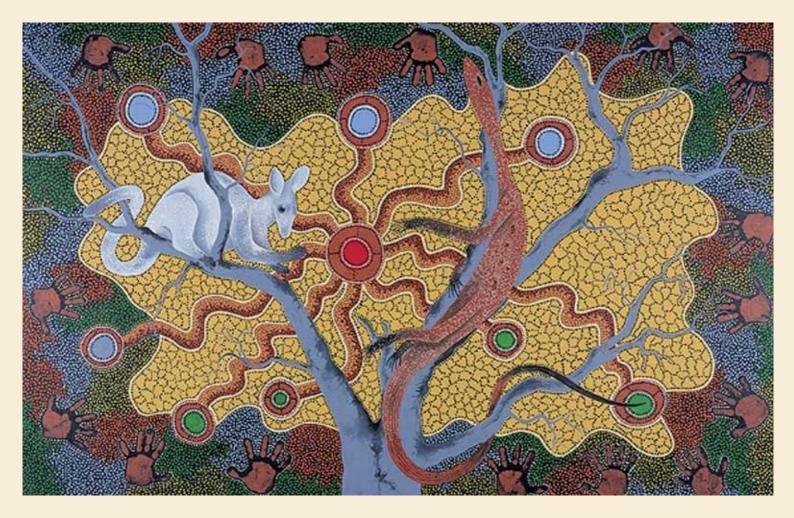
Self-assessment

Use individual interviews, an end of unit letter or questionnaire responses to prompt students to reflect on the knowledge and understandings acquired as well as their application to individual, small group and whole class work.

Encourage students to identify their strengths as well as areas requiring further consolidation in future units of work. It is important to be clear about what it is you expect of students during this self-assessment activity.

This self-assessment task could be placed in the students' portfolios, along with examples of work produced during the unit as a record of their progress.

To facilitate this end-of-unit self-assessment, encourage students to keep a journal in which to reflect on their work throughout the unit.



The Wurreker (Message Carriers)

Artist: Kevin J. Williams (Permission is granted from VAEAI for the reproduction of this painting.)

This painting depicts Wile the Possum and Tyuling the Goanna. Wile and Tyuling are the totems of learning. They are reaching out to all Koories to carry the message of learning.

The eight circles surrounding Wile and Tyuling represent the eight regions of the Victorian Aboriginal Education Association Incorporated (VAEAI). Grey is the rock of the region, blue relates to the rivers in the various regions, green relates to the forests in those regions. The ninth circle in the centre of the picture is the VAEAI community and is coloured red for this is the heart of VAEAI where all communities have their input.

GARIWERD DREAMING

FOCUS QUESTION

Can we plan for a better future by understanding the cultures of Aboriginal Australians?

LINKS TO <www.hyperhistory.org>



Prior to participation in this unit, students would benefit from an understanding of Indigenous Australian culture in the central area of Australia through the investigations in the 'Caring for Uluru' section of *Making History – Upper Primary Units*.

OVERVIEW

This unit relates to Aboriginal culture specific to southwest Victoria. Students work through activities that focus on divergent views about caring for significant sites with particular reference to Hamilton and the Grampians (Gariwerd) National Park. Through their understanding of the significance of sacred places to local Indigenous peoples, students are able to make informed choices about preserving these places for future generations.

As noted, this unit assumes that students have already completed 'Caring for Uluru' and have a common knowledge and skill base to inform and shape their investigations. Teachers who are connected with and knowledgeable of local Aboriginal cultures can adapt this unit to reflect the culture, beliefs and heritage of local Aboriginal groups.

The study of Aboriginal Australian issues and communities

Where Aboriginal Australian issues and communities are being studied, students and teachers should understand protocols for research and publication. See the ABC website for a well-developed example of such protocols: <www.abc.net.au/message/proper/principles.htm>.

The Victorian Aboriginal Education Association Inc. (VAEAI) is a community based and community controlled organisation whose aim is to develop processes for the involvement of Victorian Koorie community members in decision making regarding education and training provision for Koorie students. Central to the VAEAI's approach to education is a holistic view of the needs of Koorie students, advocating a birth to death philosophy of education. For information regarding VAEAI, Local Aboriginal Consultative Groups (LAECGs) and policy go to:

http://www.vaeai.org.au/policy/pdf/vaeai_policy.pdf.

Teachers could also consult their local Aboriginal heritage centre for further advice.

Unit 3

Historical literacies

See Making History: a guide for teaching and learning history in Australian schools at <www.hyperhistory.org>.



Use of primary and secondary sources



Making connections: Apply past knowledge to new situations



Aboriginal narratives about the past



Making judgments



Representing Aboriginal cultures with sensitivity

Key understandings

- An understanding and empathy for the values and culture of Aboriginal Australians.
- All people have personal stories of special places that can be shared.
- We all have a shared responsibility for preserving and protecting sacred sites and places of historic significance.
- People can bring about change.
- By appreciating the history of European settlement in Australia, we can better understand its impact on Aboriginal culture.
- Lessons from history can inform our responses to current issues.

Suggested time allocation

It will take approximately eight weeks or 24 to 30 lessons to complete these activities and tasks.

Learning activities

Note that while some of the learning activities are designed with a specific geographical location in mind, the unit provides a wide range of generic learning activities, as well as a suitable template for other place and heritage studies.

ASSESSMENT

This unit provides many opportunities for self, peer and teacher assessment. Self and peer assessment are particularly relevant when students undertake cooperative learning tasks. For further information on assessment and reporting in Victorian schools, see the Department of Education's Assessment and Reporting website (noted below).

RESOURCES

Published resources

- Clarke, Banjo (2003), Wisdom Man (as told to Camilla Chance), Penguin.
- Cole-Adams, J. & Gauld, J. (2003), *Our Voices: Caring For Country*, National Museum of Australia, Rigby Heinemann.
- Cole-Adams, J. & Gauld, J. (2003), Our Voices: Teachers' Resource Book
 Phase 3.
- Department of Education, Science and Training (2002), Society and Environment – Workbooks D and E, Curriculum Corporation (Australia), RIC Publications.
- Lovett-Gardiner, I. (1997), Lady of the Lake Aunty Iris's Story, Koorie Heritage Trust Inc.
- Nicholson, J. (1997), Kimberley Warrior The Story of Jandamarra, Allen & Unwin.

Website resources

- ABC program, 'Wish You Were Here Sacred Sites':
 http://www.abc.net.au/ola/tourism/episodes/ep7.htm.
- ABC Message Stick Online: http://www.abc.net.au/message/links.htm.
- ABC website for example of protocols for research and publication of Aboriginal Australian issues and communities:
 <www.abc.net.au/message/proper/principles.htm>.
- Australian Memory of the World: <www.amw.org.au>.
- Australian Museum, Indigenous Australians: <www.dreamtime.net.au>.
- Brambuk Aboriginal Cultural Centre: <www.brambuk.com.au>.
- Brambuk Aboriginal Cultural Centre, 'Aboriginal Heritage Kooris in the Gariwerd Area':
 - <www.wimmera.com.au/wimmera/2_brambuk_kooris_gariwerd.htm>.
- Brambuk Aboriginal Cultural Centre, 'Wimmera Attractions Aboriginal Rock Art':
 - $<\!www.wimmera.com.au/wimmera/2_aboriginal_rock_art.htm\!>.$
- Bunjilaka (Museum Victoria's Aboriginal Centre):
 http://melbourne.museum.vic.gov.au/bunjilaka/index.asp.
- Department of Education's Assessment and Reporting website: http://www.education.vic.gov.au/studentlearning/studentreports/fact.htm.
- Department of Education, Science and Training (Australian Government), National Centre for History Education:
 <www.hyperhistory.org>.
 - Making History: Upper Primary Units, Curriculum Corporation.
- Department of the Environment and Water Resources (Australian Government): http://www.environment.gov.au/heritage/index.html.
- Department of Education, Science and Training (1999), Discovering Democracy
 Upper Primary Units (see especially the unit, 'People Power'):
 <www.curriculum.edu.au/ddunits/units/units.htm>.
- Heritage Council of Victoria: <www.heritage.vic.gov.au>.
- Kelly, Paul and Carmody, Kev, 'From Little Things Big Things Grow', lyrics available from the Paul Kelly website Dumb Things (also available from the Paul Kelly compact disc *Comedy*, 1991): <www.paulkelly.com.au>.
- Koorie Heritage Trust Inc: <www.koorieheritagetrust.com>.
- National Trust of Australia Victoria: <www.nattrust.com.au>.
- National Trust of Australia: http://nationaltrust.org.au>.
- Parks Victoria: <www.parkweb.vic.gov.au>.
- Trackstar (for information about setting up webquests): http://trackstar.4teachers.org.
- Victorian Aboriginal Education Association Inc.: <www.vaeai.org.au>.
- Victorian Aboriginal Education Association Inc. (for information regarding Local Aboriginal Consultative Groups, LAECGs, and policy):
 http://www.vaeai.org.au/policy/pdf/vaeai_policy.pdf>.

Understanding and

empathy in history

The tasks in this activity aim to provide some background knowledge of Aboriginal Australia before colonisation.

It is important to make students aware that these introductory activities focus on traditional Aboriginal culture. While beliefs, values, and the spiritual relationship with the land remain unchanged, most Aboriginal Australians today live in larger cities and towns. They reflect the same diversity in lifestyle as other cultures.

TASK 1: Conversation starters

The VELS domains covered in this task are:

LEVEL	DOMAIN	DIMENSION (Standard)
4	History	Historical knowledge and understanding
4	Communication	Listening, viewing and responding
4	Thinking	Reasoning, processing and inquiry

To introduce the week's activity and tasks, students should refocus on the understandings developed during the unit *Making History – Upper Primary Unit*, 'Caring for Uluru'. Ask students to sit in small groups and for three to five minutes share information, ideas and opinions they developed during that unit. Where possible, they should identify similarities and differences/ changes and continuities between Indigenous lifestyles and issues at the time of European occupation and today. Ask each group to share one or two ideas arising from their discussions.

TASK 2: Before the Europeans (PMI chart)

The VELS domains covered in this task are:

LEVEL	DOMAIN	DIMENSION (Standard)
4	History	Historical knowledge and understanding
4	History	Historical reasoning and interpretation
4	Communication	Listening, viewing and responding
4	Interpersonal Development	Working in teams
4	Thinking	Reasoning, processing and inquiry
4	Thinking	Creativity

As a class, read and discuss a text that provides students with information about traditional Aboriginal lifestyles at the time of European occupation. The text 'Aboriginal Australia before Colonisation' in the *Society and Environment – Workbook E*, p. 2 is suitable for this purpose. Alternatively, find extracts from journals kept by early Australian explorers or by John Batman at the time of Melbourne's settlement in 1835. Identify and discuss the cultural perspectives of those writing colonial journals.

Students complete a Plus, Minus, Interesting to know (PMI) graphic organiser to help them to clearly understand the effect of colonisation on the Aboriginal population. Compare this information with students' earlier ideas from the 'Conversation starters' task. If necessary, make alterations to any inaccurate information previously recorded.

lus (+)	Minus (–)	Interesting (1)

TASK 3: Shared reading: Identifying issues

The VELS domains covered in this task are:

LEVEL	DOMAIN	DIMENSION (Standard)
4	History	Historical knowledge and understanding
4	Thinking	Reflection, evaluation and meta-cognition
4	Communication	Listening, viewing and responding
4	Interpersonal Development	Working in teams

As an ongoing class shared reading activity, read *Lady of the Lake* by Aunty Iris Lovett-Gardiner or *Kimberley Warrior* by John Nicholson.

Ask students to work in eight groups, each group adopting a specific intelligence or learning style (Word, Logic and Maths, Space and Vision, Body, Music, Interpersonal, Intrapersonal, Environmental). As a class, discuss what is meant by each learning style and suggest the types of activities or presentation styles each group could use. Make a chart of these for future reference by the class.

Each group negotiates and decides on which book to focus. They identify the main ideas, issues or messages dealt with in their selected book. Each group decides how best to present these using their intelligence or learning style. Explain that the presentation should conclude with lessons from the book for present and future generations.

What makes a sacred

or heritage site?

To introduce the concepts of sacred and heritage sites, pose the question: 'What makes a site a sacred site or a heritage site?' Record student responses to both terms. Check these against a dictionary definition. List examples of sacred sites and heritage sites that are known to students. Include examples from Australian, Asian, African, Middle Eastern and Western cultures.

Students look for examples on an ongoing basis. Direct student discussion on whether or not a site could be both a heritage and a sacred site. Ideas shared at this time could provide the basis for later work about Australia's cultural heritage and World Heritage, focussing on the work of relevant government and international agencies responsible for this work and the historical and cultural significance behind some of these sites. Introduce the UNESCO program, Memory of the World to preserve important historical documents. Visit the Australian Memory of the World website (<www.amw.org.au>) and find out about the program and Australian documents already listed.

TASK 1: Viewpoints - Values continuum

The VELS domains covered in this task are:

LEVEL	DOMAIN	DIMENSION (Standard)
4	History	Historical knowledge and understanding
4	History	Historical reasoning and interpretation
4	Communication	Listening, viewing and responding
4	Personal Learning	The individual learner
4	English	Writing
4	Thinking	Reasoning, processing and inquiry
4	Thinking	Creativity
4	Thinking	Reflection, evaluation and meta-cognition

Set up a values continuum across the classroom. Read one values statement at a time, asking students to stand along the continuum from 'Strongly Agree' to 'Strongly Disagree'. Students then justify their positions. If a student changes his/her mind when others' viewpoints are expressed, they may change their position by physically moving to a new position. As they do this, the teacher stops them and seeks reasons for their change of mind. There are no right or wrong answers. Students should feel comfortable enough to express a view or opinion without being judged or judging others.

Sample values statements:

- All land is sacred.
- Land can never be truly owned.
- To be a heritage site it must have spiritual meaning.
- Tourists should not be allowed to visit sacred sites.

TASK 2: My special place: Does everyone agree?

The VELS domains covered in this task are:

LEVEL	DOMAIN	DIMENSION (Standard)
4	History	Historical knowledge and understanding
4	History	Historical reasoning and interpretation
4	Civics and Citizenship	Community engagement
4	Communication	Listening, viewing and responding

Refer to the painting *The Wurreker* (Message Carriers) on page 26. Ask students to think about the question, 'Land holds different meanings for different people, who is right?'

Students should respond to the statement using a local example. This could be use of a local disused, polluted or neglected site or an area of land that has special significance to Indigenous people in your area. Students should first identify the different groups who may be interested in the future of this land, and then describe the viewpoint of each interest group. To do this, students should interview a representative of each group in person or by phone or invite a speaker from each group to school to discuss the issue. To ensure students gain maximum benefit from this activity, develop questions to ask as a class. Discuss interviewing or questioning techniques and/or telephone protocols.

After students have responded to the statement, challenge them by asking: If you think you know who is right, can you explain how you arrived at this conclusion?

TASK 3: Heritage places

The VELS domains covered in this task are:

LEVEL	DOMAIN	DIMENSION (Standard)
4	History	Historical knowledge and understanding
4	History	Historical reasoning and interpretation
4	Civics and Citizenship	Community engagement
4	Communication	Listening, viewing and responding

Complete the activity 'Heritage Places' from Society and Environment – Workbook E, pp. 42–43.

As a class, plan a walk around the local area or a major centre near your school. Identify and photograph places with possible heritage significance. Use the graphic organiser, Consider All Factors (CAF), or ask students to develop a graphic organiser of their own to record findings. To ensure students are fully informed about these places, their history and significance, arrange for a representative from the local historical society or the local branch of the National Trust to accompany students on their heritage trail and to suggest additional places to visit. Also consider Aboriginal protocols described at the beginning of this unit. Students could develop questions to ask the guest speaker(s) on the day. Provide the speaker(s) with a list of students' questions prior to the day so they are well prepared and informative.

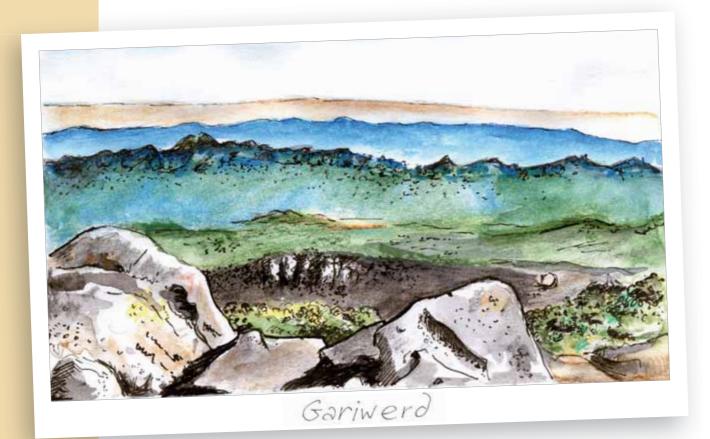
TASK 4: Different perspectives

The VELS domains covered in this task are:

LEVEL	DOMAIN	DIMENSION (Standard)
4	History	Historical reasoning and interpretation
4	Communication	Listening, viewing and responding
4	Communication	Presenting
4	Interpersonal Development	Building social relationships
4	Interpersonal Development	Working in teams
4	Thinking	Reasoning, processing and inquiry
4	Thinking	Creativity
4	Thinking	Reflection, evaluation and meta-cognition

Students now complete the activity, 'It Depends on How You Look at It' from *Society and Environment – Workbook E*, pp. 76–77. This will help to prepare them for the next activity.

Conduct a mock council meeting with representatives from the interest groups identified in the task, 'My Special Place'. Debate and convince council to support your viewpoint. Council could be another class at the same year level who later decides who 'wins' the case. Discuss the outcome and the fairness of it. Ask students: What could you do if you did not agree with the decision in a real-life situation?



Heritage sites?

Who, what, where?

To revise previous learning and to prepare for the next series of activities and tasks, students should complete the following activities from *Society and Environment – Workbook E*:

- 'Our Heritage', pp. 78–80
- 'Aboriginal Heritage Sites', pp. 81–82.

TASK: Australian heritage sites

The VELS domains covered in this task are:

LEVEL	DOMAIN	DIMENSION (Standard)
4	History	Historical knowledge and understanding
4	History	Historical reasoning and interpretation
4	Personal Learning	The individual learner
4	Personal Learning	Managing personal learning
4	ICT	ICT for creating
4	ICT	ICT for communicating
4	ICT	ICT for visualising thinking

Display a wall map of Australia. Locate Aboriginal and other heritage sites including those listed as part of Activity 2 introducing the concept of sacred and heritage sites.

Ask students to each select one heritage site to research. Explain that the purpose of their research is to better understand the significance of this historic site and to produce a product (for example, a poster or brochure) that can be used to increase local awareness of the history and significance of the site.

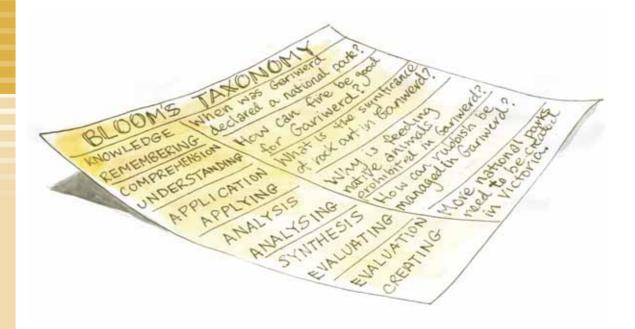
Students could use the following websites to identify local places of heritage significance as well as undertake research.

- Bunjilaka Centre at the Melbourne Museum: http://melbourne.museum.vic.gov.au.
- Department of the Environment and Water Resources (Australian Government): http://www.environment.gov.au/heritage/index.html.
- Koorie Heritage Trust: <www.koorieheritagetrust.com>.
- National Trust: http://nationaltrust.org.au>.
- National Trust (Victoria): <www.nattrust.com.au>.
- Victorian Aboriginal Education Association Inc.: <www.vaeai.org.au>.
- Victorian Government: <www.heritage.vic.gov.au>.

Activity 3

Discuss key words students can use to help them to conduct their search. Encourage students to take notes that they could later use to produce an awareness-raising brochure about their heritage site.

Students compose a list of questions using a Three-level Guide of Difficulty or Bloom's Taxonomy of Cognitive Processes to encourage deeper thinking and understanding about their selected heritage site. They should provide addresses of websites used. Questions are then exchanged with another student to answer as a mini-webquest. For information about setting up webquests go to http://trackstar.4teachers.org or conduct a global search for 'webquests'. Students work in pairs to share the results of their mini-webquests.



Gariwerd (Grampians)

National Park

TASK 1: Are sacred sites and tourism compatible?

The VELS domains covered in this task are:

LEVEL	DOMAIN	DIMENSION (Standard)
4	History	Historical knowledge and understanding
4	History	Historical reasoning and interpretation
4	Thinking	Reasoning, processing and inquiry

Explain to students that they will be discussing the question, 'Is it a sacred site or is it a tourist site?' Ask them to predict the main ideas they believe would be related to this issue.

Using the Brambuk Aboriginal Cultural Centre articles 'Aboriginal Heritage – Kooris in the Gariwerd Area' and 'Wimmera Attractions – Aboriginal Rock Art' (see 'Resources' section at the beginning of this unit for specific website addresses) ask students to discuss some of the concerns people might have while trying to resolve this question. Record these suggested concerns and display the list. Revisit the list after completing the two textbook activities and after returning from the field trip. Add to or amend the list to reflect new understandings. Students could suggest possible or actual solutions people have used in similar situations.

Students then complete the activity 'Parks' in Society and Environment – Workbook D, pp. 78–79.

TASK 2: Visiting sacred sites

The VELS domains covered in this task are:

LEVEL	DOMAIN	DIMENSION (Standard)
4	History	Historical knowledge and understanding
4	History	Historical reasoning and interpretation
4	Thinking	Reasoning, processing and inquiry
4	Personal Learning	Managing personal learning

Students plan and cost their field trip to Gariwerd National Park (or an Aboriginal Keeping Place or cultural museum). Arrange to visit and book lessons at Brambuk Aboriginal Centre, a Keeping Place or museum. Focus on sacred sites within the park and local Aboriginal culture. If permissible, photograph places as a basis for discussion at school. Check with the keepers or guides that this is permissible before proceeding to photograph places or artefacts.

At school, discuss the management of these sites as well as their spiritual and historical significance. Discuss how cave paintings and Indigenous art help Indigenous people express their way of life and beliefs. Collect examples of different styles of Aboriginal art. Identify styles similar to art that are produced locally.

Using Gariwerd National Park as an example, students complete the activity 'Rules' from Society and Environment - Workbook D, pp. 96-97. Discuss ideas and their practicality. Resolve any differences of opinion.

The politics of sacred and heritage sites

TASK 1: Caring for country

The VELS domains covered in this task are:

LEVEL	DOMAIN	DIMENSION (Standard)
4	History	Historical knowledge and understanding
4	Communication	Listening, viewing and responding
4	Interpersonal Development	Working in teams
4	Civics and Citizenship	Community engagement
4	The Arts	Creating and making

Ask students to read 'Caring for Country', an extract from *Our Voices*. They should then complete the activity, 'Many Ways to Care' from the *Our Voices: Teachers' Resource Book – Phase 3*, page 26.

In small groups, discuss the actions taken by different people. This should include a discussion of the appropriateness of different types of social action. Where possible, relate these ideas to local stories and places. This activity provides another opportunity to work with representatives of your local Aboriginal community or Keeping Place. Invite these representatives to school to tell traditional stories.

Students later work in small groups, each group producing an annotated frieze or collage retelling one of the stories they have recently heard. Think about ways Aboriginal groups might have represented the same stories. Share these responses with representatives of your local Aboriginal community.

TASK 2: Active citizenship at work: Case study

The VELS domains covered in this task are:

LEVEL	DOMAIN	DIMENSION (Standard)
4	History	Historical knowledge and understanding
4	Communication	Listening, viewing and responding
4	Interpersonal Development	Working in teams
4	Civics and Citizenship	Community engagement

Using the lyrics from the song 'From Little Things Big Things Grow' (Kelly, Paul and Carmody, Kev – see 'Resources' section), introduce the idea of active citizenship.

Ask students to explain the main idea of the story in the lyrics and discuss different reactions to the situation. Students should then think of examples at school, home and in the community where a similar situation has arisen. Discuss how the issue was finally resolved and whether or not they think this was the best solution.

Using *Discovering Democracy Upper Primary Units – People Power*, Focus 4 'In What Ways Can Popular Movements Achieve Change?', students complete activities 1b–1e.

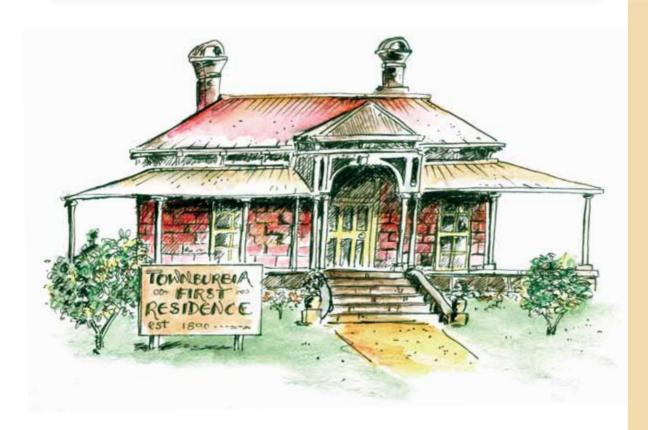
In small groups, decide which 'people power' strategy would be best to use to help preserve a heritage site. Share ideas as a class. Present students with the following scenario.

In the centre of the city of Townburbia stands a magnificent house and outbuildings. On one side next to this property is an aged care facility. On the other side is the local hospital. The primary school of 1500 students is across the road. The sports oval is on land immediately behind the house.

The house and outbuildings once belonged to the founder of the town. Before that the land was under the custodianship of the local Aboriginal community as a place on which to camp when they were in the area.

The National Trust is interested in the house for its architectural and historical significance. The local Aboriginal community want to preserve the land, as it is significant to them.

The owner has been offered several million for the land, much more than he expected. A developer is keen to build a new shopping centre there. It will include a cinema complex and all-night nightclub. The sports oval would make a handy car park. The developer believes this project will provide much needed employment in the area and help the local economy, which is not doing well.



In groups, ask students to:

- identify the interest groups and their positions toward the project
- decide whether or not the project development should proceed
- devise an action plan to save the site.

Share findings as a class. Try to highlight and address differences of opinion.

Action stations!

6

UNIT 3

TASK: Campaigning for our heritage

Students consider the merits of local sites of significance. In the case of the two schools participating in the development of this teaching unit, these sites included the Wannon River and the Rail Bridge at Cavendish. Select one site of significance to your local area.

Allocate the roles of tourism developers and 'Save Our River and Rail' activists to two groups in your class. In the case of the unit writer's schools, each school was assigned a different role.

Ask each group to devise an action plan to support its position. They should think about 'people power' strategies such as letters to the editor, posters, radio interviews, TV news or current affairs reports, surveys, etc. Each group should also rehearse a debate supporting its position in relation to the site. Establish rules for the debate, and discuss how to organise arguments and evidence. Allocate different arguments to different speakers, but collect and collate information as a group. Listen to the speakers and ask other group members for ideas to strengthen each argument.

Ask the students to select a day for both groups to meet for an onsite public debate (at the Wannon River for the two schools involved in the development of this unit). Representatives of each group should conduct the debate. Parents can be invited to attend and vote for the group they think presents the best arguments for their case.

Discuss if the winning position is actually the way students feel about the issue. How do some people feel about arguing successfully for a position they don't hold personally? Raise the issue: What can we all do to help save this site for the future? Record ideas and select the most practical ones for students to implement.

Invite the local press. Promote the Commonwealth History Project as well as the issue that concerns students.

Conclude with a shared picnic for the two schools or groups, and parents. Prior to the picnic, involve students in planning the picnic and how the day could proceed. If the planning involves two schools, this could start as a discussion in one school with the second school providing feedback. Use emails to help resolve any issues as quickly as possible. Arrange for discussions to proceed at both schools simultaneously.



Reflection task

Invite students to respond to the question, 'Sacred sites, heritage sites, what have they to do with me?'

Ask students to consider ways they can make their local community aware of sacred and heritage sites, and the culture and traditions of local Indigenous groups.

SORRENTO SETTLEMENT 1803–1804

FOCUS QUESTION

What can we learn from the experiences of early settlers and the impact on Indigenous culture?

LINKS TO <www.hyperhistory.org>



'History at home – a local area study' published in *Making History* – *Upper Primary Units*.

OVERVIEW

In this unit, students investigate the first European settlement on the Kulin Nation's land, which has become known as Port Phillip in present day Sorrento.

This unit will focus on three questions:

- Why was there an attempt to settle in Victoria at this time?
- What did the early settlers learn and what attitudes did these settlers form about traditional Aboriginal lifestyles?
- What was life like for these early settlers at Sorrento?

The study of Aboriginal Australian issues and communities

Where Aboriginal Australian issues and communities are being studied, students and teachers should understand protocols for research and publication. See the ABC website for a well-developed example of such protocols: <www.abc.net.au/message/proper/principles.htm>.

The Victorian Aboriginal Education Association Inc. (VAEAI) is a community based and community controlled organisation whose aim is to develop processes for the involvement of Victorian Koorie community members in decision making regarding education and training provision for Koorie students. Central to the VAEAI's approach to education is a holistic view of the needs of Koorie students, advocating a birth to death philosophy of education. For information regarding VAEAI, Local Aboriginal Consultative Groups (LAECGs) and policy go to:

http://www.vaeai.org.au/policy/pdf/vaeai_policy.pdf.

Teachers could also consult their local Aboriginal heritage centre for further advice.

Unit 4

Historical literacies

See Making History: a guide for teaching and learning history in Australian schools at <www.hyperhistory.org>.



Events of the past: Sequence key dates concerning the settlement



Historical materialism: History as a product of human labour and endeavour, not of abstract concepts



Narratives of the past: Recount the history of the early settlement



Making connections: Articulate personal and historical values related to the site



Making connections: Demonstrate knowledge of Indigenous heritage and compare this with European values and perceptions



Research skills: Use of primary and secondary source materials

Key understandings

- New settlements require a spirit of cooperation and clear lines of authority to succeed.
- Travel and communication in the colonial period was more difficult than it is today.
- The lifestyles of Aboriginal Australians have changed over time.
- Many aspects of Aboriginal culture and belief systems have continued from one generation to the next.

Key terms

Key terms include: archaeology, artefacts, colony, conservation, cooperation, differences, empathy, environment, evidence, facts, Indigenous, migration, oral history, Port Phillip District, settlement, similarities, survey, timeline.

Suggested time allocation

This unit is designed as a ten-week study. During the first two weeks, students investigate the preparation, journey, and reasons why Victoria was settled. Three weeks are spent investigating Aboriginal lifestyle, and four weeks learning about the nature of the European settlement and the challenges these settlers faced. The final week is set aside for student presentations and assessment tasks.

ASSESSMENT

Assessment tasks have been developed for this unit (see final section). Before commencing Activity 2, students should be informed of these assessment tasks and teacher expectations.

In addition to these, a number of tasks detailed in the learning activities provide an opportunity for teachers to give detailed and meaningful feedback to students and parents on progress.

For more information on assessment and reporting in Victorian schools, see the Department of Education's Assessment and Reporting website.

RESOURCES

Many of the publications listed below can be obtained from the Nepean Historical Society Museum and Heritage Gallery, Corner of Ocean Beach and Melbourne Roads, Sorrento, PO Box 139, Sorrento 3943, phone (03) 5984 0255. Volunteer members demonstrate colonial life in the cottage for groups. School and group visits can be made by arrangement. See: <www.nepeanhistoricalsociety.asn.au>.

Published resources

- A3 Posters of colour drawings of the 1803 period by Colonel Daniels.
- Angell, Barbara (1984), Voyage to Port Phillip 1803, The Nepean Historical Society.
- Bridges, Collins and McCraw eds (1966, 4th ed. 1992), The Peninsula Story: Sorrento and Portsea – Yesterday, Book 1, Sorrento, The Nepean Historical Society.
- Cotter, R. (2001), *Boon Wurrung People of the Port Phillip District*, Lavender Hill Multimedia.
 - This resource provides a great insight into a way of life that mastered the environment and produced a rich heritage. It also deals with the damaging effects of European contact.

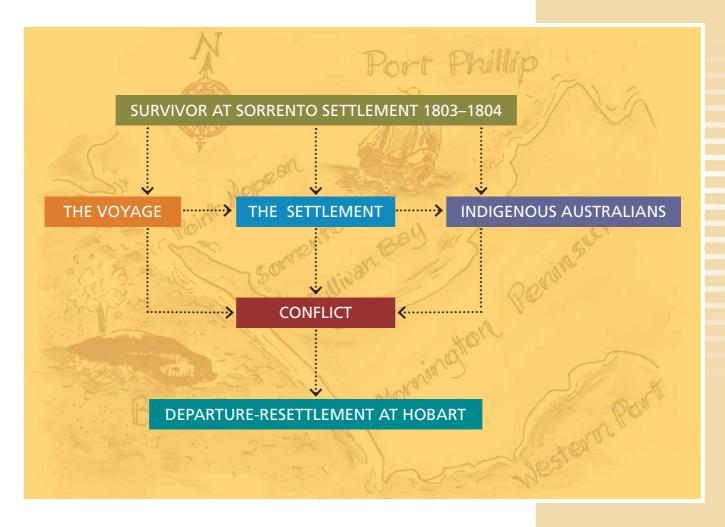
- Cotter, R. (2001), *No Place For a Colony: Sullivan Bay*, Sorrento and the Collins Settlement. Published by Lacrimae Rerum, Melbourne.
 - This is a very accessible and enjoyable account of the settlement. It contains letters and other original documents and useful articles. Mr Cotter wrote the book for the 200th anniversary celebration of the settlement.
 A report in the local Frankston paper inspired the development of this teaching unit. (The author thanks Mr Cotter for the use of his book. As an avid member of the Nepean Historical Society, he may be available as a quest speaker onsite or in your school.)
- Currey, J. E. B., Humphrey A. W. H. (1984), Narrative of a Voyage to Port Phillip and Van Diemen's Land with Lieut. Governor Collins, 1803–1804.
- Dalton, J. & Smith, D. (1986), *Extending Children's Special Abilities: Strategies for primary classrooms*, Department of Education (Victoria).
 - This is an excellent reference for Bloom's Taxonomy of Cognitive Processes (and a range of other thinking and organising skills).
- o Gott, B. (1992), Koorie Plants, Koorie People.
- Ronin Films (1981), Women of the Sun.
- Shillinglaw, J. J. (1972), Historical Records of Port Phillip, Heinemann.
 - Firsthand accounts of the pioneers who discovered, explored and first settled this bay.
- The Sullivan Bay Settlement Victoria's First Step to Statehood (2003, DVD).
 - Available from Lavender Hill Multimedia, PO Box 180 Red Hill South, Victoria, 3937, and the Nepean Historical Society.
 - Narrated by local voices, this DVD commemorates the bicentenary of the settlement in a visual way that can be understood by people of all ages.
- The Grimes 1803 Survey of Port Phillip (2003, CD-ROM).
 - A project product of a partnership between the Association of Bayside Municipalities (ABM), the Surveyors' Board of Victoria, the Victorian Government and Lavender Hill Multimedia. Contact ABM at <secretary@abmonline.asn.au>.
 - The CD-ROM is an interactive journey retracing the route the survey party took when mapping the Port Phillip coastline and the rivers between January 21 and February 27, 1803. It includes the logbook of Fleming the gardener, the field book notes of surveyor Grimes, along with short biographies of Grimes, Fleming and acting Lieutenant Robbins, Captain of the Cumberland.

Website Resources

- Australian National Botanic Gardens Education Services, Aboriginal Plant Use and Technology (2000):
 <www.nma.gov.au>.
- Bunjilaka Centre at the Melbourne Museum: http://melbourne.museum.vic.gov.au.
- Department of Education (Victoria), History domain support materials: http://www.education.vic.gov.au/studentlearning/teachingresources/history/default.hm.
- Department of Education's Assessment and Reporting: http://www.education.vic.gov.au/studentlearning/studentreports/fact.htm.

- Friends of the Collins 1803 Settlement, Sorrento:
 http://www.parkweb.vic.gov.au/1park_display.cfm?park=95>.
 - This website includes a brief history of the Sorrento Settlement. The
 material is easy to read, with pictures of Collins, the settlement etc. It
 also contains source documents in Acrobat Format. These are letters that
 tell the reader about the conditions on board ship and at Port Phillip.
 These resources can be downloaded, printed, and read aloud to create
 atmosphere. They include:
 - Daniel Woodriff a captain of the Calcutta who kept a log
 - David Collins an account based largely on Collins's correspondence
 - David Collins daily orders for the settlement including garrison orders that describe the rations available for each person
 - James Hingston Tuckey first lieutenant on the Calcutta, who wrote an account and memoir
 - John Pascoe Fawkner son of a convict, who wrote reminiscences of his boyhood at Sullivan Bay
 - Nicholas Pateshall third lieutenant on the Calcutta, who wrote an account of his voyage on HMS Calcutta
 - Robert Knopwood the chaplain to the settlement, who kept a diary
 - William Pascoe Crook a missionary who wrote letters.
- History Council of Victoria: http://historycouncilvic.org.au/.
- Koorie Heritage Trust: <www.koorieheritagetrust.com>.
- Museum Victoria: <www.mov.vic.gov.au>.
- National Museum of Australia: <www.nma.gov.au>.
- Public Records Office, Victoria: <www.prov.vic.gov.au>.
- Radio National, The William Buckley Story:
 http://www.abc.net.au/rn/history/hindsight/stories/s1252488.htm>.
 - William Buckley escaped from the first official settlement of Port Phillip Bay at Sorrento. After his escape, he lived for 32 years with the Wathaurung people.
- Royal Historical Society: http://www.historyvictoria.org.au/>.

Unit summary



This unit is presented in four activities:

ACTIVITY 1 Deciding to settle – The voyage

ACTIVITY 2 The European settlement – Imagining the past

ACTIVITY 3 Life in the settlement

ACTIVITY 4 Understanding Aboriginal Australians

Deciding to settle

The voyage

To introduce this historical event students learn about the voyage undertaken by Collins and others on board the HMS Calcutta. Individually, or as a class, read extracts from Richard Cotter's *No Place for a Colony* to find out why it was decided to establish a settlement at Sorrento.

TASK 1: PMI Chart

The VELS domains covered in this task are:

LEVEL	DOMAIN	DIMENSION (Standard)
4	History	Historical knowledge and understanding
4	History	Historical reasoning and interpretation
4	Interpersonal Development	Working in teams

Ask students to create a PMI (Plus, Minus, Interesting to know) chart summarising the reasons for settlement.

TASK 2: What to take?

The VELS domains covered in this task are:

LEVEL	DOMAIN	DIMENSION (Standard)
4	History	Historical knowledge and understanding
4	History	Historical reasoning and interpretation

Ask students to work in small groups and list what they would take if they were sent to establish a new settlement.

Check student predictions about provisions against descriptions of the actual provisions.

Find out about the ships (including their dimensions and how many passengers and/or how much cargo each could carry) and their preparations for the voyage, such as fitting out, and how the convicts and settlers were selected.

TASK 3: Passengers and supplies

The VELS domains covered in this task are:

LEVEL	DOMAIN	DIMENSION (Standard)
4	Thinking	Reasoning, processing and inquiry
4	Thinking	Creativity

Ask students to record information about passengers and supplies using graphs. Decide upon classification categories as a class.

TASK 4: Reality testing

Ask students to draw a lifesize outline of one of the ships in the schoolyard and imagine fitting the people, equipment and cargo into this space.

You can ask the students to do any of the following:

- Look at astronomical maps for the Southern Hemisphere.
- Discuss how ships used the stars to guide their course.
- Compare this with the technologies used in helping to navigate modern shipping.
- Talk to someone who has travelled by ship between Victoria and Tasmania to find out about seagoing conditions.
- Focus on the weather and calmness or roughness of the sea during the crossing.
- Compare on board conditions in 1803 with those that passengers enjoy today.

Ask students to read N. L. Pateshall's account of his fifteen-month voyage on HMS Calcutta and final arrival at the settlement.

TASK 5: Living conditions

Ask students to complete tasks on the HMS Calcutta, using Worksheet 1.

Ask students to consider the differences in the living conditions of convicts and free settlers on board the ship.

As a comparison, students can investigate British society in the late eighteenth and early nineteenth centuries. Students should focus on issues affecting early settlers in Australia, such as:

- Why convicts? Why transportation?
- Who was transported? How were convicts selected?
- What occupations or trades and skills did the convicts have? Were these useful skills in a new settlement? Which of these trades and skills have disappeared? Why was this?
- How were convicts transported? (Students can investigate ships: their size and conditions for travel. Or they can make a model of a sailing ship like those used to transport convicts.)
- What was the First Fleet?
- What was the route these ships took from England to Sydney? (Ask students to find out about travelling conditions including weather and sea-going conditions.)

The European settlement

Imagining the past

Students can now undertake tasks to develop a deeper understanding of the challenges faced by the settlers who arrived on the HMS Calcutta.

TASK 1: Digging up the past

The VELS domains covered in this task are:

LEVEL	DOMAIN	DIMENSION (Standard)
4	History	Historical reasoning and interpretation
4	Communication	Listening, viewing and responding
4	Thinking	Creativity

Ask students to bring and present to the class old photographs or household items probably dating from the nineteenth century. These could include old style irons, heavy-duty pots with a handle to hang over a fire, food storage containers and/or buggies for horses. Discuss what the items were, from what they were made, how and why they were used. Compare these with modern equivalents.

TASK 2: Tabling the past

The VELS domains covered in this task are:

LEVEL	DOMAIN	DIMENSION (Standard)
4	History	Historical knowledge and understanding
4	History	Historical reasoning and interpretation
4	Thinking	Reasoning, processing and inquiry
4	Thinking	Creativity

Ask students to draw up a pictorial table that shows old style items and their modern equivalents. Include clothing styles, means of transport, occupations, etc. Add to the table as the unit progresses.

Set up an area in the classroom where students can display illustrations and books about daily life in the early nineteenth century. Ask students to search the school and local libraries and at home for these.

TASK 3: Cooking up the past

The VELS domain covered in this task is:

LEVEL	DOMAIN	DIMENSION (Standard)
4	Thinking	Reflection, evaluation and meta-cognition

Ask students to create and label a Venn diagram to show the similarities and differences about cooking in the new settlement and today.

TASK 4: Setting up a house

Design a questionnaire to survey parents about setting up a new house. Ask students to compare their answers with what people needed to set up a house at the new settlement area in Sorrento.

TASK 5: Your own settlement

The VELS domains covered in this task are:

LEVE	L	DOMAIN	DIMENSION (Standard)
4		History	Historical reasoning and interpretation
4		Thinking	Creativity
4		Geography	Geospatial skills
4		Interpersonal development	Working in teams

Ask students to develop a map of Port Phillip Bay that shows where their local area is and when it was settled. They should also locate Sorrento and Sullivan Bay, and describe their location in relation to Sorrento.

TASK 6: A class map

The VELS domains covered in this task are:

LEVEL	DOMAIN	DIMENSION (Standard)
4	History	Historical knowledge and understanding
4	History	Historical reasoning and interpretation

Ask students to make a class map of the local area. Decide where to place new buildings, piers, cemeteries, houses, parklands, sporting and leisure facilities, a hospital and so on. Students should give reasons for their decisions, for example, placing the takeaway shop near the pier to attract tourists, and the hospital near public transport to improve access. Use a key to identify different land uses.

Discuss the things that influenced their decisions about this settlement.

Ask students to form small groups and discuss how making these decisions (about facilities in their local area) would be similar to and different to how early settlers would have made decisions. For example, when settlers first arrived in Sorrento and found it thick with native vegetation, what would their first priorities have been?

Assessment task

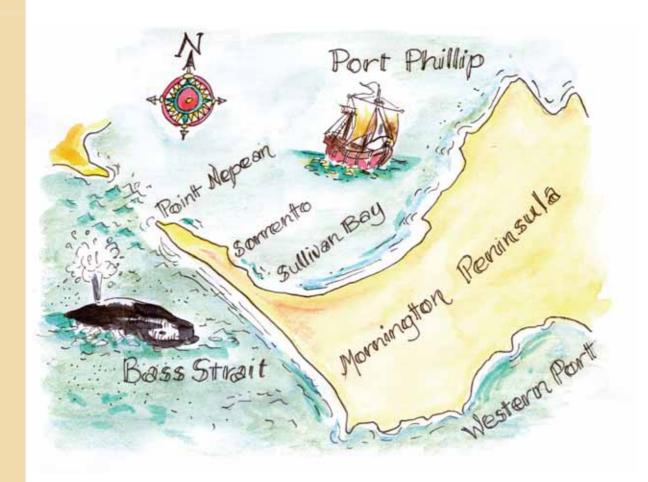
Using a map of the Mornington Peninsula, locate key natural features, for example, how far your settlement is from fresh water. As a class, discuss how these natural features might affect your decision where to establish a settlement. Emphasise the fact that the early settlers did not have this advantage.

Compare your constructed map with a modern aerial map of your local area. If possible, also find an aerial map (or other map) showing your local area some time in the past. Discuss similarities and differences between your local area now and then.

TASK 7: Research

Assign one of the following research tasks to each small group:

- Design and organise a game show in which the contestants must answer questions about the new settlement.
- Imagine you were a member of the party setting up the Sorrento settlement. Write an
 advertising jingle to promote your settlement as the preferred destination over those in
 Sydney or Hobart.



Life in the settlement

Plan an excursion to The Nepean Historical Society Museum and Heritage Gallery. Volunteers here can demonstrate colonial life in the cottage. An excursion to the historical society is essential for the following learning activities. The Mornington Peninsula has a wide range of school campsites available and this excursion would enhance any camp program. You should also include the following sites in your excursion itinerary:

- Museum, Watts' Cottage (next door)
- Pioneer Garden
- Coppin's Lookout
- Sorrento Cemetery
- Collin's Settlement Historic Site (first Settlement)
- Sullivan Bay
- Sorrento Historic Precinct (foreshore)
- Steam tram platform
- Sorrento Park
- St John's Anglican Church
- Point King and historic Point Nepean for an insight into traditional Aboriginal lifestyles, whaling and sealing.

Use Bloom's Taxonomy and/or De Bono's Six Thinking Hats to support students to develop questions that will deepen their understanding of the excursion sites and life for the settlers. Photograph key features on the day to help explain and illustrate students' conclusions and ideas when making sense of what was learnt.

The VELS domains covered throughout this activity are:

LEVEL	DOMAIN	DIMENSION (Standard)
4	Thinking	Reasoning, processing and inquiry
4	Thinking	Creativity
4	Thinking	Reflection, evaluation and meta-cognition
4	Communication	Presenting
4	Interpersonal Development	Building social relationships
4	Interpersonal Development	Working in teams

TASK 1: Mapping Sorrento

While onsite, students should draw a map of the Sorrento settlement area, marking in key features. Photograph the area and later use these to check students' maps. The maps could also be compared to ones completed/sourced in previous learning activities.

Whilst at the Museum and Heritage Gallery, explore the roles and occupations of people who settled the area. Discuss why these skills were needed, particularly, tradesmen such as blacksmiths, carpenters, doctors.

TASK 2: The life of a child

Ask students to draw up a table to explain the main similarities and differences between the life of a child at the new settlement and the life of a child today.

TASK 3: Survival tools

Ask students to make a list of things the new settlers needed to survive their new environment and where they might have found them. Include a list of tools and equipment so students understand how technology played an important part in people's everyday lives. List challenges people living at the settlement faced such as preserving foods, growing plants, having a fresh water supply.

Discuss how knowledge of science, nutrition and/or technology could have helped people overcome some of these problems. For example, investigate ways people then and now preserved food (drying, salting). Find out what types of food were available to these people.

TASK 4: Old recipes

Ask students to search for recipes and make a colonial meal (for example, damper).

TASK 5: The decision makers

Ask students to work in small groups, representing the decision makers of the new settlement. They should write a list of new rules or laws for the settlement. Identify rules and laws that only apply to free settlers or to convicts. Ask the groups to exchange lists and to decide if they think the other group's rules and laws are fair and just. They should justify their answers. Ask them: Would people in 1803 agree with your opinions about fairness and justice? How do you know this?

TASK 6: Free settlers and convicts

Divide the class into two groups, one representing the free settlers and one representing the convicts. The convict group believes that rations should be increased. Using knowledge gained about this settlement in 1803–1804, debate whether this increase should be allowed. Allow all students an opportunity to speak to ensure that a wide range of views is heard.

Using primary and secondary sources find out about some of the major personalities involved in the settlement.

TASK 7: David Collins

This task also covers the following VELS domains:

LEVEL	DOMAIN	DIMENSION (Standard)
4	ICT	ICT for creating
4	ICT	ICT for communicating

Ask students to use PowerPoint or other presentation software to write a biography and a visual presentation on the life of David Collins. See worksheet 2.



Extension task

Assign the following tasks to each small group with respect to learning styles and abilities.

- Create a chart or poster illustrating the types of people chosen to establish
 the new settlement such as clerks, teachers, cooks, carpenters. Include
 skills required, where he or she will work, and hours worked.
- Investigate and play games the children may have played at the new settlement, such as string games, knuckles, hoops, skittles, quoits.
- Create a cartoon strip to show a typical day in the life of a convict.
- Role-play the setting up of the new settlement. Appoint a leader, conduct a ballot to allocate occupations and roles to others.
- Make a mobile to represent the three different amounts of food rations given to each man, woman and child. Were rations the same for convicts and free settlers?



Revision questions

How well did people get along with each other in the new settlement? What were the main problems that the settlement faced? Do you think these things help explain why the settlement was abandoned? Use primary and secondary sources to reinforce or fill gaps in student knowledge.



Teacher advice

There are a wide range of local historical societies and museums willing to support Victorian schools engaging in local history research projects. For information on locations and programs, contact your local council, the Royal Historical Society or the History Council of Victoria.

Understanding

Aboriginal Australians

The study of Aboriginal Australian issues and communities

Where Aboriginal Australian issues and communities are being studied, students and teachers should understand protocols for research and publication. See the ABC website for a well-developed example of such protocols: <www.abc.net.au/message/proper/principles.htm>.

The Victorian Aboriginal Education Association Inc. (VAEAI) is a community based and community controlled organisation whose aim is to develop processes for the involvement of Victorian Koorie community members in decision making regarding education and training provision for Koorie students. Central to the VAEAI's approach to education is a holistic view of the needs of Koorie students, advocating a birth to death philosophy of education. For information regarding VAEAI, Local Aboriginal Consultative Groups (LAECGs) and policy go to: http://www.vaeai.org.au/policy/pdf/vaeai_policy.pdf.

Teachers could also consult their local Aboriginal heritage centre for further advice.

Ask students to read excerpts from Richard Cotter's book, *Boon Wurrung: People of the Port Phillip District*. The book describes and discusses the culture and living styles of Indigenous people of this area and at this time. To avoid stereotyping, ensure students are aware that there are significant differences between traditional and contemporary lifestyles and that diversity has always existed between different Aboriginal communities. Use this as a starting point for discussing Cotter's observations and ideas. Students explain what they think Cotter's attitude was towards Aboriginal people. They should find evidence to support their viewpoints.

Arrange to meet with a representative of the local Koorie community. Explain that you are investigating the 1803–1804 settlement at Sorrento. The problem you have posed for students is: If the European settlers had observed the lifestyle of the Aboriginal people at that time, it might have made survival there easier for them. Students should use this opportunity to find out how Indigenous Australians used the land and their environment to survive. Consider native plants used for food and those used for medicine.

To find out more about the lifestyles of Indigenous Australians, visit the National Museum of Australia's website at <www.nma.gov.au> and Museum Victoria at <www.mov.vic.gov.au>.

The VELS domains covered in this activity are:

LEVEL	DOMAIN	DIMENCION (Chandard)
LEVEL	DOMAIN	DIMENSION (Standard)
4	History	Historical knowledge and understanding
4	History	Historical reasoning and interpretation
4	Communication	Listening, viewing and responding
4	Communication	Presenting
4	Thinking	Creativity

TASK 1: Visiting old Sorrento

Present the following scenario to students: You are a visitor to the Sorrento settlement in 1804. During the day you are taken on a tour of the area and see a group of Indigenous Australians. You spend the day observing them. At dinner that night your host asks you to tell him about your day. Prepare a two-minute speech describing your day and what you observed about the Aboriginal group.

TASK 2: Making comparisons

Ask students to compare and contrast the lifestyles of Europeans and Aboriginal Australians living in the Sorrento area in 1803. They should use Worksheet 3 to help organise their ideas.

TASK 3: Illustrating Buckley

This task also covers the following VELS domains:

LEVEL	DOMAIN	DIMENSION (Standard)
4	The Arts	Creating and making
4	English	Writing

This task requires students to investigate the life of William Buckley after he escaped from the Sorrento settlement and lived with the Indigenous people in the area.

Ask students to prepare a story map or series of cartoons to illustrate the main events, ideas and messages from his life story. They should use a contemporary map of the Sorrento to Geelong area to trace Buckley's journey, and include possible encounters with Aboriginal clans.



Arrival at Sullivan Bay Buckley put to work building a magazine.



Buckley escapes into the bush with two other convicts.

The story continues

Sorrento settlement

1803-1804

Major assessment - The European settlement

The major assessment for this unit requires students to imagine they are a settler and write a letter home to England describing the new lifestyle and living conditions. The letter should include the actions of others living in and making decisions about the settlement, and tell how the student (as a settler) reacted to them.

To deepen understanding, ask students to imagine this letter is being written on board ship as they return to Hobart in 1804. This will require them to also explain and analyse why the settlement had not been a success.

Students should use the De Bono chart to help them identify the main content areas of their letter and the supporting evidence.

De Bono's Six Thinking Hats	For each hat, think about:
YELLOW	What is good about the new settlement?
good points	Describe the excitement felt as the ship left the docks in London and you were embarking upon your adventure first to Hobart and then on to Sorrento.
BLACK	What didn't you like about the settlement?
critical, bad things	Critically describe the early settlement and explain some of the hardships faced.
RED feeling, emotions	Make a list of emotions. Describe how you might have felt during the early days or on the journey from Hobart to Sorrento.
	How might you feel now that the settlement has not succeeded?
WHITE	What was taken to build or establish the settlement?
information, facts	How was the settlement site chosen?
	What do you think the settlement site looks like?
	When did the settlers arrive in Port Phillip Bay?
GREEN	How would you have planned the new settlement?
creativity, possibilities	How would you store food in the house?
	What would you say, and how would you respond, to the Indigenous people you met near the site?
	If you had been in charge, describe what you might have done differently.
BLUE thinking about thinking	Which hat/s gave you a better understanding of the difficulties faced by the new settlers?
	Which hat would you prefer to use so you could learn more about the settlement?

As noted earlier, before commencing the tasks in Activity 2, students should be made aware of the nature of the assessment task and teacher expectations. Involve students in developing assessment criteria and in understanding the meaning of each criterion.

Assessment criteria could include some or all of the following:

- Use of accurate and precise information.
- Organisation of main ideas in a logical sequence.
- Selection of relevant supporting information for each main idea.
- Connecting information about the past with the personal experiences of the writer and the historical context.
- Identification of issues, difficulties, problems faced by the settlers.
- An understanding of why the writer thinks the settlement was a success or failure.

Teachers could also use the following two suggestions, involving a De Bono chart similar to the one provided above:

- 1 Discuss: Was the area settled in 1803–1804 a success or not? What things led to its success or failure?
- **2** Create a poster to promote the new settlement.

End-of-unit assessment tasks

To test student knowledge, ask students to prepare question and answer cards. Conduct a class guiz.

To assess student understanding, develop a number of questions or assessment tasks based on Bloom's Taxonomy of Cognitive Processes. Where possible, these should be broad ranging and open-ended.

Suggested questions:

- What do you think were the most successful and unsuccessful things about the settlement?
- How do you think escaped convicts like William Buckley survived?
- If you were in charge, what would you have done to make the settlement succeed?
- What else could the settlers have done besides return to Hobart?
- What might have happened if the settlers had gone to the other end of Port Phillip Bay and into Hobson's Bay?

Suggested assessment tasks:

- Make a timeline of the main events in the story of the Sorrento Settlement.
- Make a cartoon strip showing the sequence of events at Sorrento, 1803–1804.
- Retell the Sorrento story in your own words.
- If you had to make a museum display explaining the nature of the Sorrento settlement, what would you include and why?
- If you could go back in time, design a set of questions you would ask different people at the settlement.
- Conduct a debate on an issue you learnt about during your investigations of the Sorrento settlement.

WORKSHEET 1

Imagining life on

the HMS Calcutta

Look at the picture of HMS Calcutta. Read about the ship, recording dimensions and other details. Locate the decks on the ship. Label where convicts possibly lived and slept while on board.



The 52-gun HMS Calcutta (under Captain Daniel Woodriff R.N.) arriving at Sullivan's Bay, Port Phillip, with Lieutenant-Governor General David Collins and the first European settlers in Victoria, October 1803. The merchantman Ocean (under Captain John Mertho) is at anchor having arrived two days earlier. Painted by Dacre Smyth. Reproduced with the permission of Dacre Smyth.

WORKSHEET 2

A biography of

Governor Collins

Write a biography about Governor Collins The new settlement was under the command of Lieutenant-Governor David Collins R. M., and the area was known as the Collins Settlement Historic Site. Develop questions and categories of information to help you organise your information. Date of birth: Place of birth: **Education:** Parents and family life: **Character and personality:** Work history: Leadership: Other:

WORKSHEET 3

Comparing lives of

different Australians

List things you know about British culture at this time. Then list things you know about Aboriginal culture. Consider if this information helps you to better understand the relations between the Europeans and Aboriginal people.

	British Colonisers	Kulin Nation
Customs		
Beliefs		
Food		
Cooking methods and equipment		
Use of the arts and art styles		
Transport		
Other		

WHAT HAPPENED TO STAN HARRISON? The mystery continues...

FOCUS QUESTION

→ How do historians 'do history'?

LINKS TO <www.hyperhistory.org>



'What Happened to Stan Harrison?' published in *Making History – Middle Secondary Units*.

OVERVIEW

This is primarily an exploration of the ways the *Making History* secondary unit 'What Happened to Stan Harrison?' can be used to deepen students' understanding of how historians work and how historical narratives are constructed. It is a fun learning unit that can work at various levels and to various degrees of sophistication. The unit makes a very useful springboard into a study of the impact of a number of aspects of World War II on Australian society. It could also form the basis of a detailed and integrated course as it encourages research and communications skills in a number of areas. It can be used to address a wide range of learning outcomes.

This unit can also be seen as an example of an approach to teaching and learning history. At the core of the unit is an historical issue or dilemma, a mystery – what happened to Stan Harrison? The narrative explores the tentative nature of historical interpretation. There are numerous other mysteries and issues that could be investigated using similar strategies.

Key understandings

- History is a constructivist activity.
- The investigation of even a small incident/issue can help us to understand bigger trends and values held by a community.
- The unravelling of an historical event in the past requires a wide range of both primary and secondary sources.
- Attempting to interpret and understand the past requires us to analyse our own value positions.
- An informed sense of our past enhances our understanding of the present and suggests possibilities for the future.

Suggested time allocation

- Four to five hours if implemented at Year 7.
- Five hours or longer if implemented at Year 9.

Unit 6

Historical literacies

See Making History: a guide for teaching and learning history in Australian schools at <www.hyperhistory.org>.



Analysing and interpreting a range of primary, secondary and visual sources of information



Using evidence to draw conclusions



Constructing an historical narrative



Constructing a timeline



Formulating a hypothesis



Identifying issues in the past



Formulating a position



Using historical representations

Student outcomes

At the end of this unit, students will have:

- revised the difference between primary and secondary sources
- gained an increased understanding of how historians construct historical narrative
- used the internet and other library resources, to complete research into a particular aspect of history
- gained an insight into some aspects of life for various classes of people in Australia between the period 1788 and 1900
- written their own history based on a set of real documents.

ASSESSMENT

There are a number of assessment options for this unit. One option is for a group presentation of the findings into the investigation about Stan Harrison.

Students should be clear from the outset about the assessment criteria for this task. Negotiated criteria could be in relation to:

- use of appropriate presentation strategies, including a range of media support aids
- research skills
- demonstration of understanding of key concepts
- evidence of effective working in teams.

Assessment tasks could include:

- a role-play
- a debate
- a folio of media reports in newspaper/TV news articles about Stan Harrison.

RESOURCES

Published resources

- Department of Veterans Affairs, Australians at War Education Kit, Ryebuck Media, 2002.
- Gurry, T. (1981), 'The European Occupation' in Focus On Australian History series, Heinemann.
- Jones, K. (2000), Free settlers: 1891–1939, Macmillan Education Australia.
- Thompson, G. (1947), 'Slavery and famine: punishments for sedition or an account of the miseries and starvation at Botany Bay' in Australian Historical Monographs, Dubbo NSW Review Publications.

Website resources

- ANZAC Day, 'A Land Fit for Heroes' (ext.):
 <www.anzacday.org.au/education/activities/land_for_heroes/default.html>.
- ANZAC Day, 'Overpaid, oversexed and over here: the American "invasion" of Australia':
 <www.anzacday.org.au/education/activities/over_here/default.html>.
- ANZAC Day, 'What happened on the Home Front?':
 <www.anzacday.org.au/education/activities/homefront/default.html>.
- ANZAC Day, 'What happened on the Sandakhan Death March?': www.anzacday.org.au/education/activities/sandakan/sandakan01.html.
- Australian War Memorial, Anzac Education resources: http://www.awm.gov.au/commemoration/anzac/>.
- Australian War Memorial, 'This month in history': <www.awm.gov.au/>.
- CityRail, Map of Sydney rail network: <www.cityrail.info/networkmaps/flash/mainmap.jsp>.
- Department of Education (Victoria), for History domain support materials: http://www.education.vic.gov.au/studentlearning/teachingresources/history/default.hm>.
- Department of Education Science and Training (Australian Government),
 'What Happened to Stan Harrison?' in Making History Middle-secondary Units:
 http://hyperhistory.org.
- National Archives of Australia: <www.naa.gov.au>.
- National Archives of Australia, 'Documenting a Democracy: Australia's Story': <www.foundingdocs.gov.au>.
- Royal Perth Hospital, 'History of Malaria': <www.rph.wa.gov.au/malaria/history.html>.

YEAR 7 ACTIVITY

What happened

to Stan Harrison?

VELS specific skills (Level 5)	Outline of activity	
Analyse a range of primary, secondary and visual sources of information.	As a class read 'What Happened to Stan Harrison?' Clarify the material and complete the below as appropriate.	
Use evidence to draw conclusions.	Build a glossary of terms, such as 'provisional conclusions', 'night soil man', 'discharge papers', 'two-up', 'Victoria Barracks', 'USMC semper fidelis'.	
Learn about a significant event in Australian history.	Construct a timeline of events in the case.	
Use a variety of sources to construct an historical narrative.	In groups, report on your findings and be prepared to justify your conclusions.	

Assessment Tasks

Ask students to find and use some primary sources relating to life in nineteenth century Australia to form a provisional account.

Resources in the activity

- 1 Making History Secondary Online unit, 'What Happened to Stan Harrison?'
- 2 On the Australian War Memorial website go to 'this month in history'.
- 3 National Australian Archives.
- **4** Thompson, G, 'Slavery and famine: punishments for sedition or an account of the miseries and starvation at Botany Bay', Australian Historical Monographs, Dubbo NSW Review Publications C1947.
- 5 Jones, Kevin, Free settlers: 1891–1939, Macmillan Education Australia, 2000.
- 6 'The European Occupation', Focus on Australian History series, Heinemann, 1981.

YEAR 9 ACTIVITY

What happened

to Stan Harrison?

VELS specific skills	Outline of activity
Analyse a range of primary, secondary and visual sources of information.	As a class read 'What Happened to Stan Harrison?' Clarify material and complete activities as appropriate.
Use evidence to draw conclusions.	Build a glossary of terms such as 'provisional conclusions', 'night soil man', 'discharge papers', 'Victoria Barracks', 'USMC semper fidelis'.
Learn about a significant event in Australian history.	Describe the legal procedures that occurred after the discovery of Stan Harrison's dead body. What would constitute evidence?
Apply geographic skills.	Use the internet, an historical Australian atlas or your librarian to locate a map of Sydney (around 1945 if possible).
Interpret maps and other data.	Investigate 'quinine' and 'malaria'.
Use a variety of sources to construct an historical narrative.	Could Stan Harrison have been a Prisoner of War? Complete 'What happened on the Sandakhan Death March?' from the Anzac Day website.
	Complete 'Overpaid, oversexed and over here: the American "invasion" of Australia'.
	Complete the activities in 'What happened on the Home Front?' (ext.).

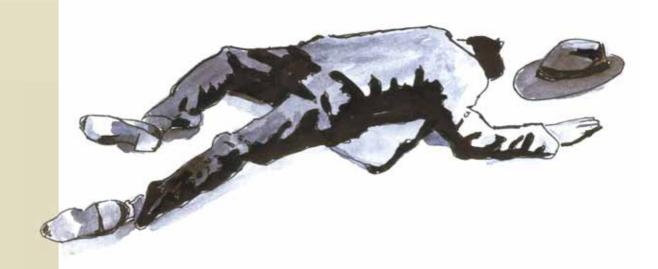
Assessment Tasks

Ask students to:

- 1 prepare a case against Kate's American boyfriend to put before a coronial inquest
- 2 construct a history of an aspect of Australia's involvement in WWII using three to six primary sources that you have come across in your research. Follow the Stan Harrison model
- **3** write an analytical essay on the impact of an aspect of Australia's involvement in WWII.

Resources in the activity

- 1 Making History Secondary Online unit 'What Happened to Stan Harrison?'
- 2 Dept of Veterans Affairs, Australians at War Education Kit, Ryebuck Media, 2002.
- 3 On the Australian War Memorial website go to 'this month in history'.
- National Australian Archives.
- 'An overview of WWII.'
- 'Documenting a Democracy: Australia's Story'.
- Map of Sydney Rail Network. 7
- 'A History of Malaria.'
- 9 'Overpaid, oversexed and over here: the American "invasion" of Australia.'
- 10 'What happened on the Sandakhan Death March?'
- 'What happened on the Home Front?'
- 12 'A Land Fit for Heroes' (ext.).



EXTENSION ACTIVITY (YEARS 7 & 9)

What happened to

the convicts?

The following assignment can be seen as an extension or follow-up activity to *What happened to Stan Harrison?* A generic focus question could be developed for a range of topics – convicts, explorers, Egyptian slaves. In this case, a specific focus question relating the topic of convicts has been identified: Were the convicts sent to Australia all unfortunate victims of poverty in England? To answer the question, students use their learning on the historical inquiry process developed through their study of Stan Harrison.

Here, the intention is to create an inquiry-learning environment encouraging historical interpretation and giving students the opportunity to enhance their research skills. In this example, a wide range of evidence is readily available, from poetry, paintings, documents, reports, songs and diaries.

STEPS

- 1 Divide students into groups of four.
- **2** Allocate one of the following subjects of investigation to each group:
 - convict
 - free settler
 - Aboriginal man, woman or child
 - emancipist

- miner
- Chinese immigrant
- o politician.



- **3** Ask students to answer the following questions:
 - What was life like for this kind of person?
 - How did they work or play?
 - What issues concerned them?
 - What was their attitude to government likely to be?
 - Were they rich or poor, educated or illiterate?
- 4 In order to build up a picture of what life was like for your subject, each member of the group is to find one primary source relating to the life of their 'subject' in the nineteenth century.
- **5** Each member analyses their primary source in one full paragraph, describing and commenting on context, producer, content and authenticity. Conclude by making provisional statements about what this source can tell us about the subject.
- **6** Each group then pools their sources and conclusions. Together, draft a history of the likely life of the subject from the information contained in the collection of sources.
- 7 Collate the sources and the individual explanations and add the history that you developed in Step 6 above. The complete project should take up to three A4 pages.
- 8 Present to the class. (Note: make a list of your sources in a bibliography.)
- **9** As a follow up, the teacher could compare student 'histories' with some secondary source material on the same subjects.

DEBATES ON ABORIGINAL GENOCIDE IN AUSTRALIA

FOCUS QUESTION

→ Who owns history, and is there a 'right way' to look at it?

LINKS TO <www.hyperhistory.org>



This unit draws upon articles published in Ozhistorybytes, an online journal for teachers of History, available on the National Centre for History Education's Hyperhistory website.

OVERVIEW

This unit will help a teacher of history to update and extend their own knowledge, and will also assist as a teaching method to develop a knowledge of history and historiography. It will also help a teacher model inquiry learning in history.

The Hyperhistory website developed as part of the National Centre for History Education contains a variety of materials and approaches about teaching and learning Aboriginal history. It also contains useful material on 'historical literacy', that is the particular 'skills, attitudes and conceptual understandings that mediate and develop historical consciousness' in students (Taylor, T. and Young, C., 2003, *Making History: a guide for the teaching and learning of history in Australian schools*).

The unit is presented in three activities:

- 1 Debates on genocide, parts 1 and 2 (teacher professional development)
- Year 9 Early contact between Aborigines and Europeans
- 3 Years 9 and 12 Using the film Rabbit Proof Fence.

One detailed teacher professional development activity and two classroom-based learning activities have been developed for this unit. This unit is also relevant to VCE Koorie History Unit 1, Australian History Unit 3, Section 1, and Australian History Unit 4, Section 2.

The study of Aboriginal Australian issues and communities

Where Aboriginal Australian issues and communities are being studied, students and teachers should understand protocols for research and publication. See the ABC website for a well-developed example of such protocols: <www.abc.net.au/message/proper/principles.htm>.

The Victorian Aboriginal Education Association Inc. (VAEAI) is a community based and community controlled organisation whose aim is to develop processes for the involvement of Victorian Koorie community members in decision making regarding education and training provision for Koorie students. Central to the VAEAI's approach to education is a holistic view of the needs of Koorie students, advocating a birth to death philosophy of education. For information regarding VAEAI, Local Aboriginal Consultative Groups (LAECGs) and policy go to: https://www.vaeai.org.au/policy/pdf/vaeai_policy.pdf>.

Teachers could also consult their local Aboriginal heritage centre for further advice.

Unit

Historical literacies

See Making History: a guide for teaching and learning history in Australian schools at <www.hyperhistory.org>.



Analysis of primary and secondary sources



Use evidence to draw conclusions



Research skills



Narratives of the past



Historical reconstruction

The historical debate

One of the most controversial of current debates in Australian History is that which is broadly termed the 'black armband history'.

In 1993, in an article titled 'Goodbye to All That?' (Weekend Australian, 1–2 May 1993, p.16.), the well-known Australian historian Geoffrey Blainey identified the 'black armband view' as a rival to the old way Australian history was taught. (The newspaper article was an edited transcript of his Latham Memorial Lecture, which he delivered in Sydney during that week.) The 'Black Armband View' was an interpretation of Australia's history as one of white invasion, violence and dispossession. Those who promote this view of Australia's history wear imaginary black armbands as in mourning the victims. The other rival view Blainey called the 'Three-Cheers View of History', which 'viewed Australian history as largely a success'.

The then Prime Minister Paul Keating gave an equally significant speech in December 1992, now known as the Redfern Speech. Unlike Blainey, Keating acknowledged the violence of European dispossession of Aboriginal land and systematic failures of successive Australian governments to understand and respond to the broad implications of this dispossession. He talked about change and improvement in the coming decade.

In the 1996 Robert Menzies lecture, Prime Minister John Howard spoke out against the view that Australian governments should apologise for past actions. Further, he identified a 'challenge...that is to ensure that our history as a nation is not written definitively by those who take the view that Australians should apologise for most of it'. Howard rejected much of what Keating had said at Redfern and proceeded to elaborate upon Blainey's 1993 viewpoint: 'This " black armband" view of our past reflects a belief that most Australian history since 1788 has been little more than a disgraceful story of imperialism, exploitation, racism, sexism and other forms of discrimination.'

The 'black armband' view of history came to be associated with those historians and other members of the community who were prepared to acknowledge the darker side of Australia's history. They want to present an 'invasion' rather than a 'settlement' view of Australia by white people, the dispossession of the land by the white government, the existence of frontier wars, the reality of the 'stolen generation', and the need for genuine reconciliation between the white and black communities in Australia.

Those who reject this view argue that the achievements of white settlers and explorers are being dismissed, that the view of 'terra nullius' was perfectly legitimate and understandable in the nineteenth century as was the view of Australian Aborigines as members of a dying race. They argue that assimilation was an acceptable view and that the present generations should not have to apologise or provide compensation for the mistakes of the past.

All of these issues have been seen in many of our most strident and divisive political and legal debates over the last 15 years. These include debates over land rights, the 'Stolen Children' reports (see the *Bringing Them Home Report* and education module at the Aboriginal and Torres Strait Islander Social Justice website), the issue of reconciliation and compensation, and whether the government should say sorry to the Australian Aborigines for past wrongs. All of these debates have used history. The Wik and Mabo decisions made use of recent scholarship on contact history.

As a whole, this national debate centres on the treatment of Australian Aborigines. Our historians are in a contest for historical truth. Many historians are endeavouring to retell our history, not from the majority view, but with a sense of including minorities and complexity. History is being used to support or

deny particular political philosophies. The old history represents a different sort of white and black world to the one we have in the twenty-first century. History is not dead for either side in this debate. How we negotiate this debate, how we write our history, indicates to the broader community, and the rest of the world, how we see ourselves.

As Morag Fraser wrote in reviewing Reynolds' *Why Weren't We Told*?, 'the history of this country is only one layer in the thick depiction that truth requires' (Fraser, 1999).

As teachers of History we must help our students to understand and explore the historical debate that is occurring. This unit has been designed to support this task.

Key understandings

- The complexities of historical literacy including historical analysis and synthesis of multiple perspectives.
- Cause and effect relationships.
- Competing historical narratives.
- The tentative nature of historical interpretations.
- The concept of genocide as applied by some historians to some historical events in Australia.

Suggested time allocation

Sixteen lessons.

ASSESSMENT

There are a number of assessment options for this unit. Each of the classroom learning activities includes assessment considerations for planning.

In general, the development of criteria for assessment can be negotiated with students before the units commence, to include components such as:

- planning and timely completion of tasks
- research skills
- use of appropriate presentation strategies
- understanding of key concepts
- demonstration of skills
- evidence of appreciation of historiographic issues
- creation of resources files.

For further information on assessment in Victorian schools, see the Department of Education's Assessment and Reporting website.

RESOURCES

Published resources

- Australian Film Commission (2002), *Rabbit Proof Fence* (video), directed by Philip Noyce.
- Reynolds, H. (1999), Why Weren't We Told? A Personal Search for the Truth about Our History, Viking, Penguin, Australia.
- Ronin Films (1981), Women of the Sun.

Website resources

- Aboriginal and Torres Strait Islander Social Justice, Bringing them home:
 The 'Stolen Children' Report:
 http://www.humanrights.gov.au/social_justice/stolen_children/index.html
- Aboriginal People and Place: www.cityofsydney.nsw.gov.au/barani/themes/theme1.htm>.
 - A brief history of the Aborigines of the Sydney area with some images.
- Australians for Native Title and Reconciliation, Paul Keating's Redfern Speech:
 http://www.antar.org.au/content/view/24/1/>.
- Awaba: <www.newcastle.edu.au/centre/awaba/awaba/group/amrhd/awaba/gallery/ nla.html>.
 - A database of historical materials, including images, relating to the Aborigines of the Newcastle and Lake Macquarie Region.
- Department of Education (Victoria), History domain support materials: http://www.education.vic.gov.au/studentlearning/teachingresources/history/default.hm.
- Department of Education's Assessment and Reporting website:
 http://www.education.vic.gov.au/studentlearning/studentreports/fact.htm>.
- Department of Education, Science and Training (Australian Government), National Centre for History Education:
 <www.hyperhistory.org>.
 - This website contains a variety of materials and approaches about teaching and learning Aboriginal history. It also contains useful material on historical literacy – the particular 'skills, attitudes and conceptual understandings that mediate and develop historical consciousness' in students (Taylor, T. and Young, C., 2003, Making History: a guide for the teaching and learning of history in Australian schools).
- Fraser, M. 'Telling Us All' (Review of Reynolds's *Why Weren't We Told?*), Australian Book Review, July 1999, Issue 212, extract available at: http://home.vicnet.net.au/~abr/July99/fra.html.
- Inspiration Software: <www.inspiration.com>.
 - Electronic concept map available for download.
- McKenna, M. 1997, 'Different Perspectives on Black Armband History',
 Politics and Public Administration Group, 10 November 1997. Research Paper,
 Australian Parliamentary Library:
 </www.aph.gov.au/library/pubs/rp/1997-98/98rp05.htm>.
- The World Upside Down: <www.nla.gov.au/exhibitions/upsidedown/>.
 - An online exhibition including a timeline and images of Australia 1788–1830.

TEACHER PROFESSIONAL DEVELOPMENT

Debates on genocide

Go to the Ozhistorybytes section of the National Centre for History Education's Hyperhistory website. This is an online journal that provides articles at a variety of levels, written by professional historians. Open the Issue Two articles entitled, 'Debates on genocide, Parts 1 and 2', which provide a starting point for your own professional learning. The articles consider if the conflict that existed during the period of colonial settlement can be defined as genocide.

In Part 1, the Waterloo Massacre and the Myall Creek Massacre are described. Four commentators are then discussed in Parts 1 and 2. The earliest is the Reverend Lancelot Threkald, a missionary working with Australian Aborigines between 1826 and 1840, who is 'a key source used by historians in reconstructing the past treatment of Australian Aborigines'.

Four historians, Tony Barta, Henry Reynolds, Keith Windschuttle and Kenneth Minogue, comment on whether or not the concept of 'genocide' applies to Australian History. Each historian's background, line of argument and their use of Threkald as evidence, is described.

For your professional learning, as you read the article you could practice inquiry learning by constructing a chart to record the different arguments and attitudes of these four historians. If you are a teacher whose method does not include history, this is a way of reading and analysing the material.

Your chart will also help you to understand the historical literacy of 'contention and contestability' (see 'Historical Literacy' in Taylor, T. and Young, C., 2003, *Making History: a guide for the teaching and learning of history in Australian schools*), that is, that debate is an important part of historical thinking. This reinforces the view that explanation is subjective and that evidence is incomplete and must be tested by argument.

Historian's background (Note that an historian's background may influence his views of history.)	Historian's view of 'genocide' and arguments	Use of Threkald as 'proof' of argument (List the precise quotes)	Does this view/evidence fit with the UN definition of genocide?
Barta			
Reynolds			
Windschuttle			
Minogue			

STUDENT LEARNING

Early contact between

Aborigines and Europeans

The VELS domains covered in this activity are:

LEVEL	DOMAIN	DIMENSION (Standard)
5	History	Historical knowledge and understanding
5	History	Historical reasoning and interpretation
5	Communication	Listening, viewing and responding
5	Thinking	Reflection, evaluation and meta-cognition

On the National Centre for History Education's Hyperhistory website click on Ozhistorybytes. This is an online journal that provides articles at a variety of levels, written by professional historians.

Choose the article, 'The Death of the Governor's Game Killer' from Issue One of this journal. This is an article about Governor Phillip's responses and attitudes to the Aborigines in the early years of European settlement in New South Wales.

If it is difficult for students to read the material on line, you may wish to print the article.

TASK

Using a similar chart to that completed by the teacher in the professional development activity, ask students to summarise the material to develop a sense of causation and motivation.

Deciding what type of action this is, is a way of understanding the shifting nature of historical facts, and to identify and understand the underpinning values and moral frameworks that existed in other times for other people (see 'Historical Literacy' in Taylor, T. and Young, C., 2003, *Making History: a guide for the teaching and learning of history in Australian schools*).

Students can then discuss and argue their choice of description for Phillip's actions, thus engaging in historical debate 'writ small'.

Time/Event	Phillip's Actions	Effect on Aborigines - including their response/actions	Does this show retribution, patience, restraint, reconciliation or pantomime?
15 May 1788, First Dispatch			
First few months in colony			
End of 1788, Arabanoo, Colbe and Baneelon (Bennelong) were seized			
Smallpox epidemic			
February 1790, Phillip wounded			
10 December 1790, McIntyre is killed			



Extension task

Students could find another image on the web showing European/Aboriginal conflict from a later period. Describe its context and define it, using the same concepts as retribution, patience, restraint, reconciliation or pantomime.

Historical literacies

See *Making History: a guide for teaching and learning history in Australian schools* at <www.hyperhistory.org>.



8 Causation and motivation



Understanding historical events



Analysing historical sources and their validity



Dealing with the cruel realities of history



The issue of moral relativism

Assessment considerations

- Have the students included sufficient detail from their reading?
- Does the last column choice of word or concept reflect the summary?
- Are they able to argue for their choice?
- Are their choices of images from the web relevant?

STUDENT LEARNING

Using the film

Rabbit Proof Fence

The VELS domains covered in this activity are:

LEVEL	DOMAIN	DIMENSION (Standard)
5	History	Historical knowledge and understanding
5	History	Historical reasoning and interpretation
5	Communication	Listening, viewing and responding
5	Thinking	Reflection, evaluation and meta-cognition
5	ICT	ICT for creating
5	ICT	ICT for communicating

This unit can be presented differently to both Year 9 and Year 12 students.

Watch the film *Rabbit Proof Fence* in class. Then, at the National Centre for History Education's website (<www.hyperhistory.org>) click on Ozhistorybytes. This is an online journal that provides articles at a variety of levels, written by professional historians.

Choose the article entitled 'Rabbit Proof Fence: The question of intent in history' in Issue Two. In this article, Peter Cochrane, Adrian Jones and Corinne Manning raise several issues associated with the film, with the issues of 'stolen children', and the debate over whether such policies can be defined as genocide. Read the article as a class.

The article moves from the film and the sources on which it is based, to a discussion of the role of A.O. Neville, the Chief Protector of Aborigines in Western Australia in the 1930s. His portrayal in the film can be compared to some documentary evidence. His policies are then placed in the broader context of the development of the assimilation policy dating from 1937 when the top administrators in Aboriginal affairs came to Canberra. If the policy of assimilation can be defined as genocide is then discussed. This article incorporates several historical literacies.

Other Victorian film productions that may be useful when studying this area include *Lovely Little Sixpence*, directed by Alec Morgan and Gerry Bostock, and episode three of *Women of the Sun* (about Nerida Anderson), screened on SBS and ABC.

TASK

To help students analyse the article and make links between the film and broader historical issues, they can use Inspiration software or another electronic concept-mapping tool.

The below instructions are for Inspiration 7.0 but can be adapted for other versions.

- 1 Open Inspiration. Make the **Main Idea box**, *Rabbit Proof Fence*. Using the 'add note' function, make a summary of the key points in the film. You could use the article and your recollections of the film.
- 2 Link the *Rabbit Proof Fence* box with a box called Historical Evidence and another called Source of Film. Using the article, add notes on these two topics. Make a further box linked to Source of Film called Problems with Sources and add notes to this based on the section in the article called Time and History, by Nugi Garimara, in which she discusses the problems of her sources.

These first three boxes are focussed on the film, its historical accuracy and the sources that were used to write the book on which the film is based. Some issues of historiography are now part of the concept map as well.

The next part of the diagram explores the views of A.O. Neville and some more aspects of historiography. All these boxes should be the same colour but a different colour from the first three boxes.

- 3 Make a box labelled **Architect of Policy, A.O. Neville** linked to the **Rabbit Proof Fence** box.
- 4 Link three more boxes to this box labelled **Neville in film**, **Neville in 1931 newspaper** and **Neville's book**. Use the film and the article to add notes on Neville's views as shown in these three different sources.

The next part of the diagram links Neville with the development of the broader policy of assimilation. These boxes should be in another colour.

- 5 Link Architect of Policy, A.O. Neville box to a box labelled Legal Basis for 'breeding out' of colour and in this box add notes on the 1936 Western Australian laws from the article.
- **6** Link this box to one labelled **Assimilation**, and in this add notes about the 1936 conference and its policies from the article.

The final part of the diagram moves into the broader and contemporary issues of the Stolen Generation and whether this policy can be defined as genocide. These boxes need to be a fourth colour.

- **7** Link **Assimilation** to a box labelled **The Stolen Generation** and add notes defining the policy as explained in the article.
- 8 Link the **Stolen Generation box** to two others: **Bringing Them Home** and **Was this Genocide?** Use the article, and other sources (see the web references at the end of the article), to add notes on these two aspects.
- **9** You could also link **Was this Genocide?** to a box labelled **Robert Mann** and include his comments from the article.
- 10 Link the *Rabbit Proof Fence* box to Stolen Generation box and Assimilation box, so students can see that the film is not just a narrative but also embodies broader concepts and issues.

Students should have four sets of colours on the diagram about different aspects of the film, historical sources and historical issues.

Assessment considerations – concept maps

There are various ways to assess electronic concept maps. Some considerations include:

- Are all concepts included?
- Are links between the concepts valid? Can the student explain why they have linked particular concepts? Are relationships clear and descriptive?
- Are there any unusual links that indicate a higher order of thinking by the student, perhaps moving from the factual to the conceptual?
- Is the information supplied through the add note function sufficiently detailed? Does it show reasonable use of the sources? (Use Outline view to check this is it faster?)
- If the students have changed the symbols, are the new ones appropriate, that is, does the particular graphic make the idea clearer?

UNIT 6

Example of assessment

Criteria	High	Medium	Low
Symbols			
Are they appropriate?			
Links			
Are they accurate?			
Is the link clearly labelled?			
Add note information			
• Is it accurate?			
Is it relevant?			
Overall presentation of concept map			



Extension tasks

Students may make other links and boxes based on the reading of the article and their knowledge from the film. But beware, the maps can become very complicated.

Students can change the basic symbols to others to make the concepts clearer. They can also cut and paste images from the web as their concept boxes. This is a part of using concept maps that students enjoy, and is a good way for them to individualise their work as well as clarify their understanding.

If you then go to Outline view, students will have a series of notes that could be used as a basis for answering such questions as:

- What does the film *Rabbit Proof Fence* show about the policies of assimilation?
- To what extent is the film *Rabbit Proof Fence* accurate in its portrayal of A.O. Neville and his attitudes and policies?
- Is Rabbit Proof Fence a useful source of historic evidence?

Historical literacies

See Making History: a guide for teaching and learning history in Australian schools at <www.hyperhistory.org>.



Knowing and understanding historical events, realising the significance of events



The past can be explained through a variety of perspectives



Analysing historical sources and their validity



Contention and contestability – The 'stolen children'



Understanding media – Rabbit Proof Fence

HELP! I'M NOT A HISTORY TEACHER – I'M A TEACHER OF HISTORY

FOCUS QUESTION

→ How can the teacher effectively engage with the past?

LINKS TO <www.hyperhistory.org>



This unit provides links to and considers issues discussed in the *Making History* teaching guide and resource books. It also makes use of Ozhistorybytes, the online journal for teachers of history.

OVERVIEW

This is a professional development unit for teachers with little experience in teaching History in the classroom. More often than not, teachers are faced with challenges for which teacher training or other academic qualifications could not have possibly prepared them. Such a challenge may be to teach an area of the curriculum of which they have no experience or foreknowledge. In most circumstances, through using skills acquired in the classroom and beyond, teachers are able to overcome such obstacles. However, what is defined as best teaching practice for that area may not always emerge despite their earnest efforts.

History, like all other disciplines, has a pedagogical paradigm that underpins effective teacher practice in teaching History (*Making History: A guide for the Teaching and Learning of History in Australian Schools*, 2003). As more teachers are faced with the challenge of teaching History, it is crucial that teachers are aware of what is meant by 'historical literacy' and 'historical knowledge'.

As *Making History* suggests from the outset, this guide does not assume that users are trained in either history or in history education method.

This professional development unit is designed so that teachers may teach themselves the basics of historical literacy. Three key questions are considered:

- 1 What are historical sources?
- 2 What types of evidence are available to historians?
- 3 How do concepts such as objectivity and postmodernism relate to historical inquiry?

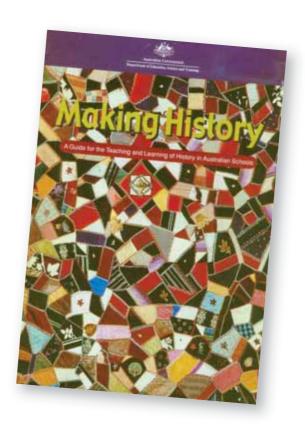
An activity for classroom practice is provided at the end of this unit (Activity 5).

Key understandings

- History is a constructivist activity.
- The unravelling of an historical event in the past requires a wide range of both primary and secondary sources.
- Attempting to interpret and understand the past requires us to analyse our own value position.
- An informed sense of our past enhances our understanding of the present and suggests possibilities for the future.

RESOURCES

- Department of Education (Victoria):
 http://www.education.vic.gov.au/studentlearning/teachingresources/history/default.hm> for History domain support materials.
- Department of Education, Science and Training (Australian Government), National Centre for History Education:
 <www.hyperhistory.org>.
- Department of Education, Science and Training (Australian Government),
 Discovering Democracy Units:
 http://www.curriculum.edu.au/ddunits/index.htm>.
- Taylor, T. and Young, C. (2003) Making History: a guide for the teaching and learning of history in Australian schools, The National Centre for History Education, Australian Government. (Available from <www.hyperhistory.org>.)



UNIT 7

What do we mean by

historical sources and

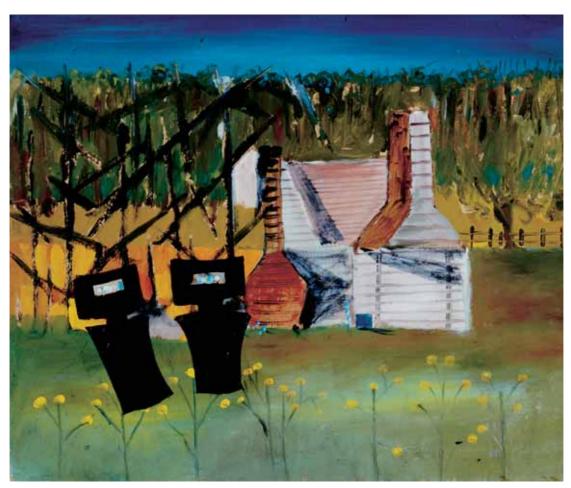
historical evidence?

In this exercise, you will be introduced to the different types of historical sources:

- Primary source one which is created around the time of the event/s, person/people under study.
- Secondary source one which is created later and which provides further commentary. on the event. This may be a textbook, biography, journal article.
- Historical evidence primary and secondary sources in all forms. Evidence can come in many shapes. It is important to remember that teaching History is not just about the written word.

Look at the following images of Ned Kelly. With your colleague/mentor, discuss and justify which of the following should be considered as primary or secondary sources.





Sidney Nolan, Glenrowan 1945. Enamel on board, 63.5 x 76 cm. Photo by: Rob Little. Collection: Nolan Gallery, Cultural Facilities Corporation, Canberra.

Reproduction of this image with the permission of the Nolan Gallery.

IMAGE 2 Death Mask of Ned Kelly



La Trobe Picture Collection, State Library of Victoria.

IMAGE 3 The Capture of Ned Kelly (wood engraving)



La Trobe Picture Collection, State Library of Victoria.

IMAGE 4 Capture of the Kelly Gang (oil painting)

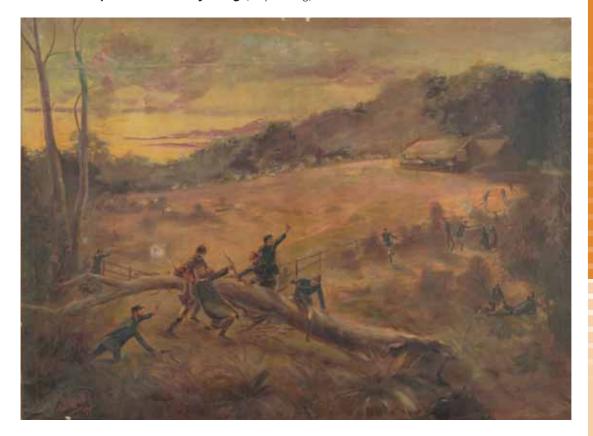


Image Courtesy of the National Library of Australia.

IMAGE 5 Photograph of the Kelly Gang

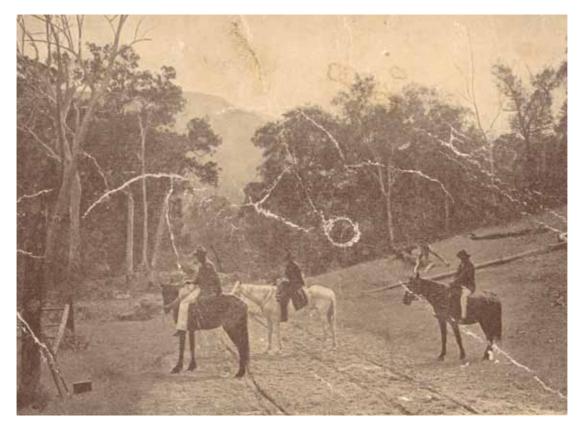
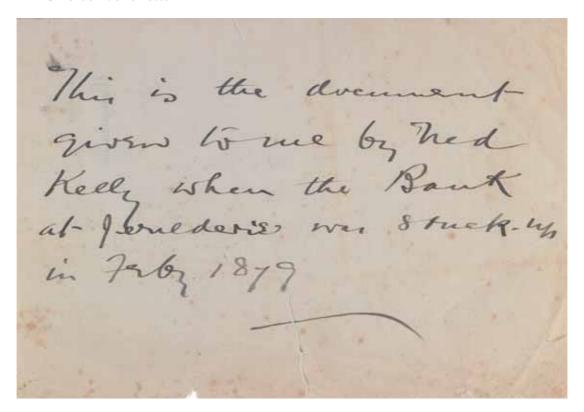


Image Courtesy of the National Library of Australia.

IMAGE 6 Jerilderie Letter



Australian Manuscripts Collection, State Library of Victoria.

To learn more about historical sources and how to introduce them into classroom practice, see the teacher's guide (noted in 'Resources' section).

The types of evidence available to historians

Our knowledge of the different types of evidence that have been used to document an event depends upon our own knowledge of the event. This activity aims to let a small group of teachers or individuals pool their knowledge of an event to uncover a variety of sources.

- 1 Have each group choose one area that is presented in the Discovering Democracy Units at http://www.curriculum.edu.au/ddunits/index.htm. (This may be a unit taught to students at a later date.)
- 2 In small groups, draw up a table which lists all the different types of evidence available to the historian. Your list might include (but is not limited to):
 - written sources, including letters, diaries, newspapers, biographies, history books, historical novels, poetry
 - audio and visual sources, including film, documentary, art, plays, music
 - electronic sources, including the internet, databases, CD-ROMs, DVDs.
- **3** Compile a list of suitable resources for the chosen Discovering Democracy Unit, ensuring a variety of sources and availability for classroom use.
- 4 This exercise in hunting and gathering will support effective team building, unit planning and implementation.

Reflecting on practice

Monitoring both student learning and teacher effectiveness is important for personal and professional growth. In this activity, teachers develop a set of questions on teaching about, and learning from, primary and secondary sources. For example:

- What were the goals of the activity?
- What evidence is there of learning taking place?
- What criteria could be used to measure teacher effectiveness?

To respond to these questions, we will consider the concepts of objectivity and postmodernism in history. The National Centre for History Education's Hyperhistory website shows how postmodernism can provide some effective tools for historical inquiry.

TASK: Critically analysing language

Read the document below. It is an account of Assistant Protector Thomas explaining the relationship that he had with an Aboriginal man, 'Gellibrand'.

1 May 1839

On going to Melbourne for the Chief Protector, when near the west part of the town, a black was bawling as loud as his lungs would allow. I turned around and who should it be but my sable brother Gellibrand. He had been out with a Gentleman for a few weeks, and immediately on his return had been up to the camp where he had left me. Not finding my tent there, he asked me where I quombaed. I made him sensible and on my arrival at two o'clock I found him there. I had a fine piece of beef for dinner. He sat down to table as had been his habit ever since he claimed me his brother, and took his dinner. I made him handle knife and fork as usual, but he occasionally made a blunder and whipped up his meat with his fingers, which was immediately checked with a laugh from him: 'Stupid me'. He stopped for tea &c., and at night quombaed by us, at my men's fire. I gave him pipe, &c.

From M. Cannon (ed.) (1983), *Historical records of Victoria [text]: Vol.2B: Aborigines and protectors 1838–1839*, Victorian Government Printing Office, pages 522–523.

Discuss possible meanings of unfamiliar words such as 'sable' and 'quombaed'. Think about the implications of phrases such as 'My Sable Brother', and Gellibrand's response 'Stupid Me!'

If students were given this document, how would they see the relationship between Thomas and Gellibrand? Would students be able to detect the subtleties of meaning in statements such as:

- 'He sat down to table as had been his habit ever since he claimed me his brother...'
- '...which was immediately checked with a laugh from him: "Stupid Me"."

By closely examining the language used or deconstructing the text, the reader applies a postmodernist interpretation to the work.

Students are probably already familiar with analysing and deconstructing texts, and using these strategies in the History classroom will highlight to them issues of objectivity and subjectivity in history – fact versus interpretation. This is an obvious progression from analysing text merely to establish an historical narrative. While it may at times seem like a complex process, it is rewarding when students achieve analytical sophistication that can be applied in other learning environments.

EVALUATING DOCUMENTS

Objectivity and subjectivity

- 1 Read the article from Ozhistorybytes, Issue 3, entitled 'Ways of Seeing: Photographs as Historical Evidence' (available from <www.hyperhistory.org>) which explores the use of photographs and artworks as pieces of evidence. Discuss, as a group, the historiographical problems with using these two media as historical evidence.
- 2 Choose an event, for example the devastation of the Twin Towers in New York on September 11, 2001, the aftermath of Hurricane Katrina, or the 'Children Overboard' incident. Using photographs (widely available on the web), try to piece together an objective account of what occurred. You may find it helpful to use two columns titled 'Truths of Fact' and 'Truths of Reasoning'. Does the group come to a consensus? Such an exercise is useful in introducing the ideas of historical objectivity.
- **3** What types of evidence could be used with students to discuss the issues in the course you are currently teaching?

Suggestion for

classroom practice

Getting students to construct a short profile of themselves is an effective way to teach students the concept of primary and secondary sources.

This activity could be followed up with 'Unit 5: Ned Kelly Hero or Villain?' or 'Unit 1: History at home', in *Making History: Upper Primary Units* (available at <www.hyperhistory.org>), which provide teaching and learning activities on assessing different types of evidence.

- 1 Invite students to bring in primary sources such as photographs, copies of birth certificates, notices, personal items, videos of themselves. A class presentation/discussion could be conducted to consider the value of different pieces and what they tell us about the individual.
- 2 Ask students to conduct a brief interview of one or two questions with two family members about their birth, their early years or character (e.g. 'What do you remember about the day I was born?', 'What did I look like when I was born?', 'How would you describe me?').
- **3** Re-group to discuss the interview responses What is different or similar about the accounts given by their interviewees and the artefacts that they have brought with them to class (primary sources)?
- 4 Ask students to write a brief autobiography.
- 5 The three elements artefact, interviews and autobiography could be collated together for the student to present their own museum exhibition. Students could peruse the exhibition and discuss the correlations between each of the accounts of one of their classmates.

APPENDIX 1

Victorian Essential Learning Standards and *Making History in Victorian*Classrooms

MEETING STANDARDS FOR LEVEL 4

Level 4 encompasses years 5 and 6 in Victorian schools. These years represent the first half of the stage described as Building Breadth and Depth. In these years, students progress beyond the foundations, and their literacy and numeracy becomes more developed. An expanded curriculum program provides the basis for in-depth learning within all domains in the strands.

The Victorian Essential Learning Standards (VELS) have been referenced in the editing of these units, which were initially linked to the Curriculum and Standards Framework II (CSF II). The CSF II SOSE guidelines may still be a useful reference document for teachers implementing the units in this publication.

The following is a detailed explanation of the standards most relevant to the units published in *Making History in Victorian Classrooms*. Namely, it describes Level 4 standards for the Discipline-based Learning domain, History (Humanities), the Interdisciplinary Learning domains Communication and Thinking, and the Physical, Personal and Social Learning dimension, Civics and Citizenship. For full details of these dimensions as well as their parent strands, see the Victorian Curriculum and Assessment Authority's website. In particular, note that these standards may not be fully inclusive of your specific teaching and learning program, and can be supplemented in planning and assessment where necessary.

The most significant Level 4 standard met by the units in this resource is Historical Knowledge and Understanding. This standard (detailed below) confirms a sound knowledge of Australian history as important for all Victorian students. Standards relating to Civics and Citizenship, Thinking, and Communication are also met by the units.

History

Historical knowledge and understanding

At Level 4, students demonstrate their knowledge and understanding of Australian history. They describe the colonisation of Australia and key events in the development of Australia such as the impact of European settlement on the Indigenous population, the growth of New South Wales and the Port Phillip District including the founding of Melbourne, the 1850s gold rushes, Federation, and world war.

Students demonstrate an understanding of key aspects of an Asian country within the Australian region. They describe how other societies are organised, how they express their beliefs, and how they make meaning of their world. They identify significant people and events in that country's recent history and describe its daily life, religious traditions, customs and governance.

They compare and contrast the values and beliefs of Australians and people of other cultures. They make comparisons between aspects of different cultures and countries, in both the past and present, and ask questions about their own society. They sequence events and describe their significance in bringing about particular developments.

Historical reasoning and interpretation

At Level 4, students use a range of primary and secondary sources to investigate the past. With support, they frame research questions and plan their own inquiries. They question sources and make judgments about the views being expressed, the completeness of the evidence, and the values represented. They use historical vocabulary, including the language of time and comparison. They construct timelines, and develop explanations and narratives in a range of forms.

Civics and Citizenship

Civic knowledge and understanding

At Level 4, students describe events leading to Federation. They describe the three levels of government and other features of Australia's governance. They describe key democratic principles and values. They understand the concept of multiculturalism and describe the contribution of various cultural groups, including Indigenous communities, to Australian identity. They demonstrate understanding of the process of making and changing laws.

Community engagement

Students demonstrate cooperation and understanding of the roles and responsibilities of leaders, and of democratic processes, when engaging in school and community activities. They research issues important to them, using different kinds of data and sources to identify evidence supporting a point of view. They demonstrate understanding that there are different viewpoints on an issue, and contribute to group and class decision-making.

Communication

Listening, viewing and responding

At Level 4, students ask clarifying questions, develop interpretations and provide reasons for them. They explain why peers may develop alternative interpretations. They describe the purpose of a range of communication strategies, including non-verbal strategies, and evaluate their effectiveness for different audiences.

Presenting

At Level 4, students use a range of presentation formats to summarise ideas and organise information logically and clearly to meet the needs of audience and purpose. They identify the features of an effective presentation and adapt elements of their own presentation to reflect them. Using criteria provided, they evaluate the effectiveness of their own and others' presentations.

Thinking

Reasoning, processing and inquiry

At Level 4, students develop their own questions for investigation. They collect relevant information from a range of sources and check it for accuracy. They distinguish between fact and opinion. They use the information they collect to develop concepts, solve problems or inform decision making. They articulate reasoned arguments with supporting evidence.

Creativity

At Level 4, students generate imaginative solutions when solving problems. They demonstrate flexibility in their thinking in a range of contexts.

Reflection, evaluation and meta-cognition

At Level 4, students use a broad range of thinking processes and tools, and reflect on and evaluate their effectiveness. They articulate their thinking processes. They document changes in their ideas and beliefs over time.

MEETING STANDARDS FOR LEVEL 5

Level 5 encompasses years 7 and 8 in Victorian schools. These years represent the second half of the stage described as Building Breadth and Depth. In these years students progress beyond the foundations and their literacy and numeracy becomes more developed. An expanded curriculum program provides the basis for in-depth learning within all domains in the strands.

The Victorian Essential Learning Standards (VELS) have been referenced in the editing of these units, which were initially linked to the Curriculum and Standards Framework II (CSF II). The CSF II SOSE guidelines may still be a useful reference document for teachers implementing the units in this publication.

The following is a detailed explanation of the standards most relevant to the units published in *Making History in Victorian Classrooms*. It describes Level 5 Standards for the Discipline-based Learning domain, History (Humanities), the Interdisciplinary Learning domains Communication and Thinking, and the Physical, Personal and Social Learning dimension, Civics and Citizenship. For full details of these dimensions as well as their parent strands, see the Victorian Curriculum and Assessment Authority's website. In particular, note that these standards may not be fully inclusive of your specific teaching and learning program, and can be supplemented in planning and assessment where necessary.

Notable in this level is the fact that the History dimension does not require students to demonstrate 'historical knowledge and understanding' of Australian history – focusing on ancient and medieval history instead. This poses a problem for year 7 and 8 teachers as all of the units included in this resource relate to aspects of Australian history. However, teachers wishing to undertake any of the units as part of a year 7 or 8 curriculum plan could easily focus on other standards including 'historical reasoning and interpretation' (History) or 'civic knowledge and understanding' (Civics and Citizenship). The unit on Stan Harrison is particularly favourable to this emphasis.

History

Historical reasoning and interpretation

At Level 5, students frame key research questions to guide their investigations, and report on their findings. They use primary and secondary sources in their investigations, document resources, evaluate historical sources for meaning, point of view, values and attitudes, and identify some of the strengths and limitations of historical documents. They use relevant historical evidence, concepts and conventions to present a point of view.

Civics and Citizenship

Civic knowledge and understanding

At Level 5, students explain the origins and features of representative government. They compare representative government with other forms of governance. They explain the importance of political rights and describe how they were achieved in Australia. They describe the purposes of laws and the processes of creating and changing them. They identify and discuss the qualities of leadership through historical and contemporary examples. They identify and question the features and values of Australia's political and legal systems. They use a range of sources for their inquiries, including the mass media, and present viewpoints based on evidence.

Community engagement

At Level 5, students participate in school events, or with the school in local or community events. They express opinions based on evidence and contest and debate ideas about the effectiveness of civic institutions and legal processes. They explore democratic processes through research and use appropriate information-gathering techniques, including interviews. They work with others and participate in decision-making.

Communication

Listening, viewing and responding

At Level 5, students show respect for others' ideas by modifying their verbal and non-verbal responses. They interpret complex information and evaluate the effectiveness of its presentation. When responding, they use specialised language and symbols as appropriate to the curriculum. They consider their own and others' points of view, apply prior knowledge to new situations, challenge assumptions and justify their own interpretations.

Presenting

At Level 5, students use the communication conventions, forms and language appropriate to the subject to convey a clear message across a range of presentation formats to meet the needs of the context, purpose and audience. They provide and use constructive feedback and reflection to develop effective communication skills.

Thinking

Reasoning, processing and inquiry

At Level 5, students apply a range of question types, and locate and select relevant information from varied sources. When identifying and synthesising relevant information, they use a range of appropriate strategies of reasoning and analysis to evaluate evidence and consider their own and others' points of view. They use a range of discipline-based methodologies. They complete problem-solving and decision-making activities which involve an increasing number of variables and solutions.

Creativity

At Level 5, students apply creative thinking to explore possibilities and generate multiple options, problem definitions and solutions.

Reflection, evaluation and meta-cognition

At Level 5, students explain the purpose of a range of thinking tools and use them in appropriate contexts. They use specific language to describe their thinking and reflect on their thinking processes during their investigations. They modify and evaluate their thinking strategies. They explain the different methodologies used by different disciplines to create and verify knowledge. They describe and explain changes in their ideas and beliefs over time.

MEETING STANDARDS FOR LEVEL 6

Level 6 encompasses years 9 and 10 in Victorian schools. These years are described as Developing Pathways. In these years students develop greater independence of mind and individual interests. They seek deeper connections between their learning and the world around them and explore how learning might be applied in that world. They need to experience learning in work and community settings as well as the classroom. They are beginning to develop preferred areas for their learning.

The Victorian Essential Learning Standards (VELS) have been referenced in the editing of these units, which were initially linked to the Curriculum and Standards Framework II (CSF II). The CSF II SOSE guidelines may still be a useful reference document for teachers implementing the units in this publication.

The following is a detailed explanation of standards most relevant to the units published in *Making History in Victorian Classrooms*. It describes Level 6 standards for the Discipline-based Learning domain, History (Humanities), the Interdisciplinary Learning domains Communication and Thinking, and the Physical, Personal and Social Learning dimension, Civics and Citizenship. For full details of these dimensions as well as their parent strands, see the Victorian Curriculum and Assessment Authority's website. In particular, note that these standards may not be fully inclusive of your specific teaching and learning program, and can be supplemented in planning and assessment where necessary.

The most significant Level 6 standard met by the units in this resource is 'historical knowledge and understanding'. This standard (detailed below) confirms deep knowledge of Australian history as important for all Victorian students. Standards relating to Civics and Citizenship, Thinking, and Communication are also met by the units.

History

Historical knowledge and understanding

At Level 6, students analyse and describe the factors involved in the British colonisation of Australia and evaluate the impact on Aboriginal and Torres Strait Islander communities. They analyse significant events and movements that have resulted in improvements in civil and political rights for groups of Australians, and describe the contributions of key participants and leaders in these events. They compare different perspectives about a significant event.

Students explain the historical foundations of contemporary issues, such as constitutional change, land rights, multicultural issues, and changing community values and beliefs.

Students analyse the impact of significant events and ideas in shaping world history in the twentieth and twenty-first centuries. They describe and explain the key changes in social and political attitudes, ideologies and values in society in the twentieth and twenty-first centuries. They explain how key political ideas have operated in one or more twentieth and twenty-first century historical contexts. They demonstrate an understanding of globalisation and understand aspects of Australia's role in the international sphere and in global issues.

Historical reasoning and interpretation

At Level 6, students frame research questions and locate relevant resources, including contemporary media and online resources. They use a range of primary and secondary sources and use historical conventions to document sources. They critically evaluate sources of evidence and recognise that in history there are multiple perspectives and partial explanations. They develop historical explanations in a variety of forms and using a range of methods.

Civics and Citizenship

Civic knowledge and understanding

At Level 6, students describe the origins and nature of Australia's federal political system and present a considered point of view on an issue about change in the political system. They explain how the Constitution affects their lives, and identify human rights issues, both national and international. They explain how citizens influence government policy through participation in political parties, elections and membership of interest groups. They describe democratic values and evaluate how well they are expressed in aspects of the Australian political system. They understand the development of a multicultural society and the values necessary to sustain it. They describe the election processes in Australia and how to vote, and evaluate their own support of democratic values. They take a global perspective when analysing an issue, and describe the role of global organisations in responding to international issues.

Community engagement

At Level 6, students articulate and defend their own opinions and contest, where appropriate, the opinions of others. They draw on a range of resources, including the mass media, in relation to social, environmental and economic issues in personal and global contexts. They develop an action plan, which demonstrates their knowledge of an issue and suggest strategies to raise community awareness of it. They participate in a range of citizenship activities at school and in the local community, and with a national or global perspective.

Communication

Listening, viewing and responding

At Level 6, students convey meaning by identifying how their message has been effectively communicated, considering alternative views, recognising multiple interpretations and responding with insight. They use complex verbal and non-verbal cues, subject-specific language, and a wide range of communication forms. Students elaborate and clarify using pertinent questions to explore explicit and implicit meaning.

Presenting

At Level 6, students make explicit the relationship between the suitability of the communication format, content and mode, and the resources and technologies selected to effectively communicate. They use subject specific language and conventions in accordance with the purpose of their presentation to communicate complex information. They provide and use feedback and reflection in order to inform their future presentations.

Thinking

Reasoning, processing and inquiry

At Level 6, students discriminate in the way they use a variety of sources. They generate questions that probe viewpoints and perspectives. They process and synthesise complex information and complete problem-solving and decision-making activities that involve a wide range and complexity of variables and solutions. They employ appropriate methodologies for creating and verifying knowledge in different disciplines. They make informed decisions based on their analysis of various perspectives and, sometimes contradictory, information.

Creativity

At Level 6, students experiment with innovative possibilities within the parameters of a task. They take calculated risks when defining tasks and generating solutions.

Reflection, evaluation and meta-cognition

At Level 6, when reviewing information and refining ideas and beliefs, students explain conscious changes in their own and others' thinking and analyse alternative perspectives and perceptions. They use explicit terms to discuss their thinking, select and use thinking processes and tools appropriate to particular tasks, and evaluate their effectiveness.

APPENDIX 2

Some general resources

Publications

Dyer, J. (2004) Editorial, Ethos, Vol 12, No 1, p. 2, VASST, Melbourne.

Organisations

Heritage Victoria

80 Collins Street, Melbourne, Vic. 3000 Telephone (03) 9655 6519 Fax (03) 9655 8752 Email keritage.Vic.gov.au. Website <a href="mailto:www.heritage.vic.gov.au.

History Teachers' Association of Victoria

402 Smith Street, Collingwood, Vic. 3066 Telephone (03) 9417 3422 Fax (03) 9419 4713 Email <education@htav.asn.au>. Website <www.htav.asn.au>.

National Trust of Australia

Tasma Terrace, 4 Parliament Place, East Melbourne, Vic. 3002 Telephone (03) 9656 9800 Fax (03) 9650 5397 Email <info@nattrust.com.au>. Website <www.nattrust.com.au>.

Royal Historical Society of Victoria

239 A'Beckett St, Melbourne, Vic. 3000
Telephone (03) 9326 9288
Fax (03) 9326 9477
Email <office@historyvictoria.org.au>.
Website <www.historyvictoria.org.au>.
(To find out about historical societies in your local area, contact the Royal Historical Society of Victoria.)

Social Education Victoria

150 Palmerston Street, Carlton, Vic. 3052 Telephone (03) 9349 4957 Fax (03) 9349 2050 Email <admin@sev.asn.au>. Website kitable.com/kit

Websites

ABC website

(for example, of protocols for research and publication of Aboriginal Australian issues and communities):

<www.abc.net.au/message/proper/principles.htm>

Asia Education Foundation:

<www.asialink.unimelb.edu.au/aef/>.

Ask Asia:

<www.askasia.org/>.

Australian Heritage Council

(to find out about local properties and sites on the Register of the National Estate): <www.ahc.gov.au>.

Australian National Maritime Museum:

<www.anmm.gov.au/>.

· Department of Education, Victoria

(for History domain support materials):

http://www.education.vic.gov.au/studentlearning/teachingresources/history/default.hm>.

· Department of Education, Science and Training (Australian Government),

National Centre for History Education:

<www.hyperhistory.org>.

• EdNA Online:

<www.edna.edu.au/system/tools/email.html>.

(Provides a number of email newsletters, visit the website to subscribe.)

Enhance television:

<www.enhancetv.com.au/>.

Global Education:

http://globaled.ausaid.gov.au/index.html.

• Guide to Globalisation:

<www.globalisationguide.org/>.

• Koorie Heritage Trust:

<www.koorieheritagetrust.com/>.

• Museum of Victoria:

<www.mov.vic.gov.au/>.

National Centre for History Education:

<www.hyperhistory.org>.

• National Library of Australia, Australian History on the Internet:

<www.nla.gov.au/oz/histsite.html>.

National Museum of Australia:

<www.nma.gov.au/>.

· Picture Australia website

(owned by the National Library of Australia and providing immediate access to Australian images from a wide range of organisations, including state libraries, museums and galleries): <www.pictureaustralia.org>.

• Studies of Asia Across the Curriculum Discussion Group:

<asia-ednet@edna.edu.au>.

• UNESCO World Heritage Centre: http://whc.unesco.org/pg.cfm?cid=1.

- Victorian Aboriginal Education Association Inc. (for information regarding Local Aboriginal Consultative Groups and policy): http://www.vaeai.org.au/policy/pdf/vaeai_policy.pdf.
- Victorian Curriculum and Assessment Authority: <www.vcaa.vic.edu.au/>.

History teaching - National

You may like to broaden your thinking about teaching and learning history by investigating programs in other states. Here are some useful websites.

- Australian Capital Territory: <www.decs.act.gov.au/>.
- New South Wales: <www.boardofstudies.nsw.edu.au/>.
- Northern Territory: http://150.191.80.32/>.
- Queensland: http://education.qld.gov.au/>.
- South Australia: <www.dete.sa.gov.au/decs_home.asp>.
- Tasmania: <www2.education.tas.gov.au/>.
- Western Australia: <www.eddept.wa.edu.au/>.

History teaching – United Kingdom

The United Kingdom has a national curriculum, unlike Australia, and its approach to social learning is very different to that of all Australian states and territories. This web address provides entry into the entire national curriculum.

<www.nc.uk.net/>.

