

Historical Inquiry

Links With K-10 Content: Personal And Family Histories; Investigating the Past

Learning Continuum

Syllabus Outcomes

Early Stage 1 Outcomes (2012)

HTE-2: demonstrates developing skills of historical inquiry and communication

Life Skills 7-10 Outcomes (2012)

HTLS-8: uses sources to understand the past

HTLS-10: uses a variety of strategies to locate and select information for a historical investigation

HTLS-11: investigates the past using historical skills

HTLS-13: selects and uses a variety of strategies to organise and communicate information about the past

HSC HSIE (History) Life Skills 11-12 Outcomes (2012)

HLS3: demonstrates an understanding of the nature of history and historical investigation

HLS10: identifies differing perspectives and interpretations of the past.

HLS11: uses a variety of strategies to locate, select and organise information

Pre-Intentional	Intentional	Concrete Symbolic	Abstract and Verbal Symbolic	Syllabus Content
<p>Students will:</p> <ul style="list-style-type: none"> • focus on photos of holidays, special events, shared experiences and celebrations, including visual recounts in PowerPoints and books • react to objects from an historical event using their senses eg when hand is placed on a textured an aboriginal artefact • react to sensory or tactile objects in reference to stories from their past • focus on photos of stages in their lifetime • react to the feel or look of old and new objects • react to personal recounts told with sensory experiences eg artefacts, sounds • show reaction to the atmosphere of historical buildings when visiting eg look all around, wrinkle the nose to smell. 	<p>Students will:</p> <ul style="list-style-type: none"> • listen to stories of personal experiences • look and listen to fictionalised narratives of historical events • look at and feel items of his/her own belongings now, from the recent past, and from the more distant past, shoes, clothes, wheelchair • discriminate between photos of themselves at recent events as opposed to other at the same event. 	<p>Students will:</p> <ul style="list-style-type: none"> • discriminate between photos of events they have experience and those they have not • listen to stories of personal experiences using augmented communication to ask simple questions such as, "what did you eat." • listen to or watch dramatised narratives of historical events • use photos and remnants to record holidays, special events, shared experiences and celebrations • sequence daily and weekly routine events using objects of reference, pictorial representation and words • point out people they recognize in photos of recent events. 	<p>Students will:</p> <ul style="list-style-type: none"> • collect objects and photos to record an experience in their life • collect objects and photos to record significant people in their life at a particular point in time eg the childhood of a grandparent • participate in historical investigations in the local community eg heritage sites, a memorial, their school using photos, objects, oral and written history • make a word wall of terms from popular culture now and in their grandparents' teenage years • investigate the changes in popular culture in post-war Australia, using pictures, collage or PowerPoint eg television, music, recreation, fashion 	<p>Early Stage 1:</p> <ul style="list-style-type: none"> • pose questions about another's object or photograph • discuss then and now; past and present <p>Life Skills 7-10:</p> <ul style="list-style-type: none"> • explore the concept of old and new eg compare old and new objects where obvious changes can be seen • engage with a range of historical evidence using primary and secondary sources and ICT as appropriate eg photographs, diaries, letters • participate in an investigation of the history of a familiar site eg the school or local park • participate in an investigation of an historically or culturally significant location eg local school, public or heritage buildings, museums and memorials <p>HSC Life Skills:</p> <ul style="list-style-type: none"> • recognise that historical sources used to investigate the past can include: written materials and non-written materials (eg drawings, artefacts) • collect and use sources to explore the life experiences (eg school, work, hobbies, memorable moments, achievements) of one or more significant people in their life at a particular point in time • use the collected sources to compare their own life experiences with those of the identified significant person or persons • explore a range of sources appropriate to an historical investigation by identifying: what it is who made it/wrote it when it was made/written where it was found how it was used • use the collected sources to compare their own life experiences with those of the identified significant person or persons • use historical questions to investigate the experiences of a variety of people from the local community, such as: Aboriginal people, senior citizens, war veterans and migrants

Topic: Historical inquiry

LEARNING EXPERIENCES AND OPPORTUNITIES

Suggested teaching and learning experiences

Art activities: look at photos and painting from different eras comparing clothes, machines

Community access: visit sites of historic interest comparing building styles and materials to present day

Cooking sessions: cook and try food from the past eg grandparents' childhood

In-school community involvement: invite grandparents and other to visit and share items they used when young

Living skills: use equipment from the past such as a hand whisk as well as modern appliances

Playground: Play traditional games from the past such as marbles, skipping games

Sensory play: listen to music from other eras, feel objects from pre-technology such as fountain pens, rolling pins

Shared reading: read books about the past and present

Singing: investigate songs from different eras

Assessment strategies

Pre-Intentional and Intentional

- anecdotal records: observation of engagement in the teaching and learning activity
- data sheets
- observation of a physical response, of performance in practical activities and participation in group work
- photographs
- PowerPoints (teacher made)
- written responses such as diary entries, portfolio
- video/audio recordings
- visual display such as collage

Concrete/Symbolic

- annotated work samples
- observation of responses eg to texts or manipulation of materials showing understanding of concept
- observation of responses eg to texts or manipulation of materials showing understanding of concept
- photographs
- portfolios
- PowerPoints (student made with teacher support)
- teacher/student discussions or conferences
- video/audio recordings

Key vocabulary

Syllabus language

now, then

past, present, future

yesterday, today, tomorrow

before, after

old, new

a long time ago

before and after

in the Dreaming

ancient, modern

decade, century, millennium

Additional terms

book

photograph

object

document

story

sequence

change

diary

calendar

timeline

childhood, adult

family

history

commemorate

significance

sources

generation

heritage

primary source

secondary source

Aboriginal

Torres Strait Islander

Indigenous

Australian

museum

memorial

cemetery

historian

archaeologist

Resources

Your Story, our history: A teacher's guide to primary and secondary sources. <http://vrroom.naa.gov.au/about/primary-sources.aspx>

Powerhouse Museum Online Resources (Free)

The Powerhouse Museum often has exhibitions showcasing objects and items from the past.

Teachers' Resources available - <http://www.powerhousemuseum.com/online/>

Online games for kids - <https://maas.museum/powerhouse-museum/>

AC History Units

Overview of the Australian History curriculum with resources and units of work.

<http://www.achistoryunits.edu.au/teaching-history/teaching-history-overview.html>

http://www.achistoryunits.edu.au/verve/resources/htaa_teach_hist_finding_evidence_in_sources.pdf

National Treasures

Photos of place and objects <http://heritage.nfsadl.com/> <http://www.nationaltreasures.com.au/>

<http://trove.nla.gov.au/general/australian-pictures-in-trove>

History of Sydney <http://home.dictionaryofsydney.org/>

Oral histories

<http://oralhistory.sydneyinstitute.wikispaces.net/>

Museums Some museums will allow artefacts to be handled. Check with the education officer in each museum before visiting.

<https://maas.museum/museums-discovery-centre/>

<http://www.anmm.gov.au/>

<http://sydneylivingmuseums.com.au/the-mint>

<http://www.hawkesbury.nsw.gov.au/museum>

<http://mgns.w.org.au/organisations/coffs-harbour-regional-museum/>

Batemans Bay <http://www.oldcourthousemuseum.com/>