

The BitL tool – history years 3–4



History: Years 3–4

What are the stories?

What language do we need to understand this?
How does this fit in time?

Stories about the identity, diversity and change of the local community and broader Australian society over time.
 What language do we need to talk about and understand this?
 Historical terms that describe identity, diversity and change over time.
 Sequence of historical people and events.

What questions do we have?

Questions about heritage and diversity in the local and wider community and changes over time.

What can we use to find out?

Artefacts, photographs, books, oral histories, digital media, museums, buildings, historic sites, war memorials, maps and landmarks that provide relevant information about identity, diversity and change in the local and broader Australian community.

How can we use this to find out?

Locating relevant information in spoken, written, visual sources including artefacts.

How can we make sense of this?

Draw conclusions about identity, diversity and change in the local and wider community over time.
 Identify and compare different points of view.

How can we communicate this?

Develop texts, particularly narratives that communicate thinking about diversity, identity and change using oral, written, graphic and digital forms.

Pedagogical questions:

- What are the stories about this?
- What do we already know about this?
- What do people remember or say about the past?
- Do people remember or say different things about the past?
- Do we need to find another story about this?
- Which stories do we need to pay the most attention to?
- What is still here from the past?
- What do people celebrate or commemorate?
- What language do we need to understand this?
- How do people talk about the past?
- Are there words we haven't heard before?
- What do these words mean?
- When did this happen?
- How long ago is that?
- What is the order?
- What happened first, next etc?

Pedagogical questions:

Examples of questions teacher can ask to help elicit students' own questions:

- What does this make you wonder?
- What surprises you?
- What excites you?
- What confuses you?
- What is missing?
- What else do you want/need to know?

Teachers guide students to ask questions which bring out key historical concepts as described in the following examples:

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| Cause and Effect | Continuity and Change | Significance |
| <ul style="list-style-type: none"> • Why did this happen? • What caused this? • What happened next? • What effects did this have? • Who did this impact on? | <ul style="list-style-type: none"> • How has this changed? • How has this remained the same? • What changed because of this? | <ul style="list-style-type: none"> • Which stories are the most important? Why? • Who are they important to? |

Pedagogical questions:

- Who can you ask?
- Who might know something about this?
- Who might know something else about this?
- Who might know another side to this story?
- Where can you look?
- Where else can you look?
- What has helped you find out before?

Pedagogical questions:

- Is this useful?
- Who wrote this?
- Who said this?
- Who created an image of this?
- Can what they say be trusted?
- What is a fact?
- What is an opinion?
- Is there more than one answer?
- Have you seen or heard this before?
- Who made this? Why did they make it?
- Could it be a fake?
- What is happening here?
- What are the features of this?
- What can you compare it to?
- Is there another way to use this?
- What comprehension skills will you need?

Pedagogical questions:

- What does this tell you about the past?
- Why do people remember or say this about the past?
- Why did this happen?
- Who did it impact on?
- What were the short and long term consequences?
- How does this compare?
- How did they feel?
- How would you feel?
- Why did people do that?
- What would you do?
- What has changed?
- What has stayed the same?
- Is this usual or unusual?
- How does this help you answer your questions?
- What other questions do you have?

Pedagogical questions:

- What do you want to communicate?
- How will you tell a narrative about this?
- Who do you want to communicate to?
- What is the best way to communicate this?

Example: Year 4

The diversity and longevity of Australia's first peoples and the ways Aboriginal and/or Torres Strait Islander peoples are connected to Country and Place (land, sea, waterways and skies) and the implications for their daily lives.

Where can we find stories about how Kurna people lived before European settlement (in books, websites, museums, art galleries, community groups and orally)?

What is still here from this time?

Where can we find stories about what is/was important to Kurna people at different times (including now)?

What do people say about what life was like for Kurna people before European settlement?

Do people say different things about what life was like for Kurna people before European settlement? Why?

What are the stories that show how Kurna people are connected to Country and Place?

What are the important things to pay attention to in these stories about what life was like for Kurna people before European settlement?

What does this make you wonder about what life was like for Kurna people before European settlement?

Why do people say different things about what life was like for Kurna people before European settlement?

What do you want to know about what life is like for Kurna people now?

What is missing in these stories about what life was like for Kurna people before European settlement?

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|--|---|--|
| Cause and Effect | Continuity and Change | Significance |
| How and why do Dreamtime stories influence the way Kurna people live and have lived over time? | Kurna people are connected to Country and Place. How has this changed or remained the same over time? | Which stories are the best ones to show what life was like for Kurna people before European settlement? |
| How did the arrival of Europeans impact on the ways Kurna people use/d the land? | How did the connection Kurna people have with Country and Place change with the arrival of Europeans? | Which stories do Kurna people want to tell? What other words are used to describe European settlement and why are they used? |

Who can you ask about how Kurna people lived before the arrival of Europeans?

Who might know a different side to this story?

Which parts of this museum exhibition could help answer your questions?

Is this painting a useful source for finding out something about how Kurna people lived in the past?

Is there another way to use this map to find out something about how Kurna people lived before the arrival of Europeans?

Who told you that story and can you trust what they say?

How do Kurna people interact with the land today?

How do other individuals and groups and interact with the land today?

How does this compare?

How do you think Kurna people felt when Europeans arrived?

How would you feel?

How would Kurna people be living today if Europeans hadn't arrived when they did?

What were the short and long term consequences of European settlement on Kurna people?

What do you want to communicate about the ways Kurna people lived before the arrival of Europeans?

How can you write a narrative about Kurna life before the arrival of Europeans?

Who do you want to communicate this to?

What is the best way to communicate about this to this audience?