

The BitL tool – history years 5–6



History: Years 5–6

<p>What are the stories?</p> <p>What language and ideas do we need to understand this?</p> <p>How does this fit in time?</p> <p>Stories about how Australia has developed socially, economically and politically over time.</p> <p>Stories about what has influenced Australia's social, economic and political development over time.</p> <p>Historical terms that describe social, economic and political development over time.</p> <p>Sequence of historical people and events.</p>	<p>What questions do we have?</p> <p>Questions about cause and effect.</p> <p>Questions about continuity and change.</p> <p>Questions about significance.</p> <p>Identify questions to inform a historical inquiry about Australia's development over time?</p>	<p>What can we use to find out?</p> <p>Primary and secondary sources including: artefacts, photographs, books, oral histories, digital media, museums, archives, buildings, historic sites, maps and landmarks that provide relevant information about Australia's development over time.</p>	<p>How can we use this to find out?</p> <p>Locating and comparing information related to inquiry questions in a range of oral, written and visual sources including artefacts.</p>	<p>How can we make sense of this?</p> <p>Draw conclusions to answer inquiry questions about Australia's social, economic and political, development over time and what influenced this.</p> <p>Compare points of view in the past and present.</p>	<p>How can we communicate this?</p> <p>Develop texts, particularly narratives and descriptions which incorporate source materials to communicate thinking about Australia's development over time using oral, written, graphic and digital forms.</p>						
<p>Pedagogical questions:</p> <ul style="list-style-type: none"> • What are the stories about this? • What is recorded about the past? • Where is it recorded? • 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 need to be told? • What is still here from the past? • Is there a story about this from another geographical place? • How do people communicate about this period of time? • What are the main ideas they talk about? • Are there new words or words we haven't heard used in this way before? • What do these words mean and why are they used? • When did this happen? • How long ago is that? • Was else was happening around that time? • How can you sequence this? 	<p>Pedagogical questions:</p> <p><i>Examples of questions teacher can ask to help elicit students' own questions:</i></p> <ul style="list-style-type: none"> • What does this make you wonder? • What interests you? • What confuses you? • What is missing? • What else do you want/need to know? <p><i>Teachers guide students to ask questions which bring out key historical concepts as described in the following examples:</i></p> <table border="0"> <tr> <td>Cause and Effect</td> <td>Continuity and Change</td> <td>Significance</td> </tr> <tr> <td> <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? </td> <td> <ul style="list-style-type: none"> • How has this changed? • How has this remained the same? • What changed because of this? • What are the patterns? </td> <td> <ul style="list-style-type: none"> • What do people most remember about this? • What does this reveal about the past? • What changed as a result of this? • Who is this significant for? • How many people were affected by this? How long were they affected? • How relevant is this to the present? • Which stories are important? Why? </td> </tr> </table>	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? • What are the patterns? 	<ul style="list-style-type: none"> • What do people most remember about this? • What does this reveal about the past? • What changed as a result of this? • Who is this significant for? • How many people were affected by this? How long were they affected? • How relevant is this to the present? • Which stories are important? Why? 	<p>Pedagogical questions:</p> <ul style="list-style-type: none"> • 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? • What are the primary sources? • What are the secondary sources? • What is available online? 	<p>Pedagogical questions:</p> <ul style="list-style-type: none"> • Is this useful? • Who wrote or said this? • Who created an image of this? • Can what they say be trusted? • What is a fact? • What is an opinion? • Whose opinion or point of view is this? • What other opinions, points of view or perspectives could there be? • How can you find these? • Have you seen or heard this before? • Who made this? Why did they make it? • Could it be a fake? • Is this a primary or secondary source? • What can you compare it to? • Is there another way to use this? • What comprehension skills will you need? 	<p>Pedagogical questions:</p> <ul style="list-style-type: none"> • What do people most remember about this? • Why do people remember these particular aspects of the past? • What does this reveal about the past? • What changed as a result of this? • What are the different points of view about this? • Who is this significant for? • How many people were affected by this? • How long did this affect people for? • How relevant is this to the present? • How does this help you understand the present? • How does this compare? • How did people feel about this? • How would you feel? • Why did this happen? • What would you do? • Is this usual or unusual? • What conclusions can you reach? • How does this help you answer your questions? 	<p>Pedagogical questions:</p> <ul style="list-style-type: none"> • What will you describe? • What do you want to help others understand? • Which perspectives do you want to communicate? • How will you incorporate source materials? • Who is your audience? • What is the best way to communicate this?
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Example: Year 6

Stories of groups of people who migrated to Australia and the reasons they migrated, such as World War II and Australian migration programs since the war.

<p>Where can you find the stories about Greek people who migrated to Australia after World War II?</p> <p>What is recorded about Greek migration to Australia?</p> <p>What do Greek people say about migration now?</p> <p>What do other people say?</p> <p>What records are there about Greek migration?</p> <p>Are there any stories about this in Greece?</p> <p>What are some of the historical terms used in these records and stories?</p> <p>How can you sequence these events?</p>	<p>What surprises you about the stories of Greek migrants?</p> <p>What else do you want to know about this?</p> <p>What does this make you wonder about other migrant groups?</p> <p>What happened to the Greek people who stayed in Greece?</p> <p>How did Greek migration influence Australia?</p> <table border="0"> <tr> <td>Cause and Effect</td> <td>Continuity and Change</td> <td>Significance</td> </tr> <tr> <td> <p>Why did Greek people migrate to Australia after World War II?</p> </td> <td> <p>What are the patterns of Greek migration to Australia over time and how has this changed over time?</p> <p>How do the stories of Greek migrants compare to the stories of other migrant groups?</p> </td> <td> <p>What are the lasting contributions Greek migrants have made to Australian society?</p> <p>How many Greek families did this impact on?</p> </td> </tr> </table>	Cause and Effect	Continuity and Change	Significance	<p>Why did Greek people migrate to Australia after World War II?</p>	<p>What are the patterns of Greek migration to Australia over time and how has this changed over time?</p> <p>How do the stories of Greek migrants compare to the stories of other migrant groups?</p>	<p>What are the lasting contributions Greek migrants have made to Australian society?</p> <p>How many Greek families did this impact on?</p>	<p>Do you know any Greek migrants you can interview?</p> <p>Do you know any descendants of Greek migrants who have kept photographs that might help your inquiry?</p> <p>What records does the Migration Museum keep about Greek migration?</p> <p>How can you find out about the migration policies from this time?</p>	<p>What do these newspaper clippings tell you about the stories of Greek migrants?</p> <p>Whose perspective is represented in this article?</p> <p>Are there any other perspectives?</p> <p>Do you have another photograph to compare this to?</p>	<p>How many Australians have Greek heritage today?</p> <p>What was it like to travel to Australia as a Greek migrant after World War II?</p> <p>How do these migration stories compare to the stories of people migrating to Australia today?</p> <p>In what ways are these stories similar or different to the stories of other migrant groups?</p> <p>What is your opinion about Australian migration policies over time?</p> <p>How do the experiences of Greek migrants after World War II compare to migrant experiences today?</p> <p>What are the lasting contributions of Greek migrants to Australian society?</p>	<p>Whose stories will you tell?</p> <p>What is the best way to tell these stories?</p> <p>How will you describe the experiences of the people you interviewed?</p> <p>How will you use the newspaper clippings and photographs in your narrative?</p> <p>Who is your audience?</p>
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