

The BitL tool – history years 7–8



History: Years 7–8

What are the stories?

What language and ideas do we need to understand this?

How does this fit in time?

Stories about how global societies have developed and changed from ancient to modern times.
 Stories that show the values and beliefs that have influenced societies from ancient to modern times.
 Stories about how societies and individuals from ancient to modern times have influenced the world today.
 Historical terms that describe the developments, characteristics and legacies of global societies over time.
 Sequence of historical events, developments and periods.

What questions do we have?

Questions about cause and effect.
 Questions about continuity and change.
 Questions about significance.

Identify a range of questions about the past to inform a historical inquiry about developments and changes in societies globally.

What can we use to find out?

Primary and secondary sources that provide evidence to support a historical inquiry about how global societies have developed and changed from ancient to modern times including: artefacts, photographs, books, oral histories, digital media, museums, archives, records and maps.

How can we use this to find out?

Analysing oral, written and visual primary and secondary sources to identify their origins and purposes.
 Locating, comparing, selecting and using information from a range of sources as evidence and drawing conclusions about their usefulness.

How can we make sense of this?

Draw conclusions to answer inquiry questions about how global societies have developed and changed from ancient to modern times.
 Describe points of view, attitudes and values in the past and present.

How can we communicate this?

Develop texts, particularly descriptions and explanations that use evidence from a range of sources that are acknowledged to communicate thinking about Australia's development over time using oral, written, graphic and digital forms about how global societies have developed and changed from ancient to modern times.

Pedagogical questions:

- What are the stories about this?
- What information is available about this?
- What is recorded about the past?
- Where is it recorded?
- What do we already know about this?
- What do people say about the past?
- What do other people or sources say about the past?
- What has been collected, conserved or interpreted 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?
- What are the new terms and vocabulary we need to understand?
- What are some of the key historical events from this time?
- What are some of the key developments from this time?
- What period of time does this belong to?
- When did this happen?
- How long ago is that?
- Was else was happening around that time?
- How can you sequence this?

Pedagogical questions:

Examples of questions teacher can ask to help elicit student's own questions:
 • What does this make you wonder?
 • What interests you?
 • What confuses you?
 • What is missing?
 • What else do you want/need to know?
 • What contradicts what you already knew?
 Teachers guide students to ask questions which bring out key historical concepts as described in the following examples:

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| <p>Cause and Effect</p> <ul style="list-style-type: none"> • What caused this? What happened next? • What effects did this have? • Who did this impact on? • What influenced this? • What were the long and short term consequences of this? | <p>Continuity and Change</p> <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? | <p>Significance</p> <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? For how long were they affected? • How relevant is this to the present? • Which stories are important? Why? |
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Pedagogical questions:

- What evidence do you need to inform your inquiry?
- What information is available about this?
- What is recorded about the past?
- Where is it recorded?
- What has been collected, conserved or interpreted about this?
- Where are the collections and interpretations about this?
- What is available online?
- What evidence is there?
- What are the primary sources?
- What are the secondary sources?

Pedagogical questions:

- How can you analyse this?
- Who wrote or created this?
- For what purpose was it written or created? How reliable or accurate is this?
- What does the language used tell you about the attitudes and opinions of the author?
- 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?
- Is it one sided?
- If it is one sided can this be used as evidence of values, attitudes and power structures that prevailed in the past?
- Whose perspective is being presented?
- What other perspectives are there?
- How can you use this as evidence to inform your inquiry?
- What is contestable?
- What comprehension skills will you need?

Pedagogical questions:

- What can you conclude from this?
- What does this reveal about points of view, attitudes and values in the past?
- What changed as a result of this?
- What motivated people to do this?
- What are the legacies of this?
- What are the different points of view about this?
- Who was/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 answer your inquiry questions?
- What other questions do you have?
- Can you generalise this?
- What patterns are there?
- What does this mean for the future?
- What action will you take?

Pedagogical questions:

- What will you describe?
- What will you explain?
- What do you want to help others understand?
- Which perspectives do you want to communicate?
- Who is your audience?
- What is the best way to communicate this?
- What language is appropriate for this text and context?
- How does a historian use language in this text or context?
- How will you support the conclusions you are communicating based on evidence?
- How will you acknowledge the sources you have used?

Example: Year 7 – Depth Study: China

The significant beliefs, values and practices of Chinese society, with a particular emphasis on ONE of the following areas: everyday life, warfare or death and funerary customs.

What has been recorded about everyday life in ancient China?
 Where have artefacts from ancient China been collected and interpreted?
 What do you already know about ancient China?
 What was happening in other parts of the world at this time?
 What are the main features of stories about daily life in ancient China?
 How does this period of time compare chronologically to others you have studied?
 What new words and phrases do you hear in stories about ancient China and what do they mean?

What contradicted what you thought you already knew about ancient China?
 What do you wonder about how people in ancient China lived?
 What else do you want to know about this?

<p>Cause and Effect</p> <p>How was the social structure of ancient China formed?</p> <p>How did other ancient societies influence the development of ancient Chinese society?</p> <p>What are the lasting legacies of how people lived in ancient China?</p>	<p>Continuity and Change</p> <p>How has daily life in China changed over time?</p> <p>How did agricultural practices develop over time?</p>	<p>Significance</p> <p>What were the significant beliefs that impacted on the daily lives of people in ancient China?</p> <p>What changed in other parts of the world as a result of Chinese beliefs?</p>
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What would be useful to help answer your inquiry question about daily life in ancient China?
 Which museums have collections about ancient China and are they available online?
 Are there paintings and other artworks that could be used as primary sources?
 What has been recorded about life in ancient China?

What can this painting tell you about life in ancient China?
 Why was this article written about ancient China and whose perspective is the author conveying?
 What clues are there that this website will have reliable and accurate information?
 What do these quotes from Confucius mean to you and how would people apply this to their daily life?
 What contradictions have you found and how can you explain them?

What can you conclude about daily life in ancient China?
 How did daily life in China compare to daily life in other ancient societies?
 What can you generalise about daily life in ancient China and what is dependent on perspective?
 What aspects of daily life from ancient China are still present today?
 How will you pull together your findings to answer your inquiry questions?

How will you describe daily life in ancient China?
 How will you explain this from different perspectives?
 How will you use evidence to help others to understand the influence of Confucius on daily life in ancient China?
 Who is your audience?
 What is the best way to communicate this?
 How will you acknowledge the sources you have used?