

The BitL tool – history years 9–10



History: Years 9–10

What are the stories?

What language and ideas do we need to understand this?

How does this fit in time?

Stories about the global influences that have shaped the world as it is today socially, culturally, economically and politically.
 Stories about how Australia's social, cultural, economic and political development has been shaped by global influences.
 Stories about Australia's place in the Asia-Pacific region and its global standing over time.

What questions do we have?

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

Identify and select different kinds of questions about the past to inform historical inquiry about global influences that have shaped the world as it is today socially, culturally, economically and politically.
 Evaluate and enhance inquiry questions.

What can we use to find out?

Primary and secondary sources that provide evidence to support a historical inquiry about the global influences that have shaped the world as it is today socially, culturally, economically and politically including: artefacts, photographs, books, oral histories, digital media, museums, online collections, 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, purposes and contexts.
 Processing and synthesising information from a range of sources for use as evidence in a historical argument.
 Evaluating the reliability and usefulness of primary and secondary sources.

How can we make sense of this?

Draw conclusions and develop arguments to answer inquiry questions about the global influences that have shaped the world as it is today socially, culturally, economically and politically.
 Analyse the perspectives of people from the past.
 Analyse different historical interpretations.
 Students form their own historical interpretations.

How can we communicate this?

Develop texts, particularly explanations and discussions that use evidence from a range of sources that are referenced to communicate thinking about Australia's development over time using oral, written, graphic and digital forms about the global influences that have shaped the world as it is today socially, culturally, economically and politically.

Pedagogical questions:

- What are the stories about this?
- What information and sources are available about this?
- What is recorded or interpreted about the past?
- Where is it recorded or interpreted?
- What do we already know about this?
- What has been collected, conserved or interpreted from the past?
- How this is described recorded or interpreted in other geographical places?
- How do people communicate about this period of time?
- What are the main ideas they talk about?
- What is the vocabulary we need to understand, define and use?
- What are some of the key developments and events from this time?
- What period of time does this belong to?
- When did this happen?
- How long ago is that?
- What are the relationships and patterns between events and developments in different times and places?

Pedagogical questions:

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

- What does this make you wonder?
- What surprises you?
- What confuses you?
- What is missing?
- What else do you want/need to know?
- What contradicts what you already knew?
- How can you ask a better question?

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

- | | | |
|---|---|---|
| Cause and Effect | Continuity and Change | Significance |
| <ul style="list-style-type: none"> • What causes of this have been identified? • What have been identified as the long and short term effects of this? • Are there different opinions on the cause/s of this? • Who did this impact on? • What influenced this? • What were the long and short term consequences of this? | <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? • 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? |

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?
- 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 it 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 and support your historical argument?
- What is contestable?
- How can you synthesise this?
- How can you comprehend this source or text?

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 individuals and groups 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?
- Can you generalise this?
- What patterns are there?
- What is your own position on this?
- What can you argue or debate?
- What possible interpretations are there?
- What is your interpretation?
- What does this mean for the future?
- What action will you take?

Pedagogical questions:

- What will you explain?
- What will you discuss?
- What will you argue?
- How will you argue this?
- What do you want to help others understand?
- What is the historical interpretation you want to communicate?
- 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 incorporate the evidence you have used to draw your conclusions?
- How will you support your interpretation with evidence?
- How will you reference the sources you have used?

Example: Year 10 – Depth Study: World War II

The impact of World War II, with a particular emphasis on the Australian home front, including the changing roles of women and the use of wartime government controls (conscription, manpower controls, rationing and censorship).

What information is available at the Australian War Memorial about the impact of World War II on the Australian home front?
 What records have been kept?
 Who is still alive to talk about this?
 What do you already know about how World War II impacted on the Australian home front?
 What do terms like home front, conscription, manpower controls, rationing and censorship mean and how are they used to talk about this time?
 What was the sequence of events?

What contradicted what you thought you already knew about the bombing of Darwin during World War II?
 What do you wonder about the role of Australian women during World War II?
 What else do you want to know about the Cowra breakout?
 What puzzles you about this?

Cause and Effect	Continuity and Change	Significance
What were the events leading up to the bombing of Darwin? What were the short and long term effects of this bombing? Why were men conscripted and what was the impact of this on Australian families both short and long term?	How did daily life for Australians change as a result of World War II? How did Darwin change after the bombing?	What were the significant events of World War II that had the most impact on Australia? To what extent were the lives of women impacted on by World War II?

What primary and secondary sources at the Australian War Memorial would inform this and are they available online?
 Would a memorial box be useful?
 Who is still alive to talk to about this?
 Are there local organisations such as the RSL that could help you?
 Has anyone kept photographs, newspaper clippings or letters from this time?

Why have these war records been kept?
 How was the Cowra breakout reported and what other perspectives could there be?
 How does this information fit with other information you have read?
 What else would you need to know to make a fair judgement on this?
 Does this support your argument?
 How much can you rely on the memories of someone who was living in World War II and what other evidence will you need to support this?
 What contradictions have you found and how can you explain them?

What have been the lasting impacts of World War II on Australia?
 What can you conclude about the points of view, attitudes and values of Australian people during World War II?
 What arguments or debates could you pose about the impact of World War II?
 How many people were affected by World War II and what makes their experiences significant?
 What generalisations can you make and what is dependent on perspective?

What will you explain to others about the effects of World War II on the home front?
 What will you discuss and what arguments will you present in your discussion?
 How will you use evidence to help others to understand the impact of World War II on Australia's home front?
 Who is your audience?
 How will you communicate and support your own perspective on this?
 What evidence will you provide to persuade others?
 How will you reference the sources you have used?