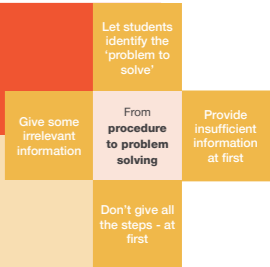


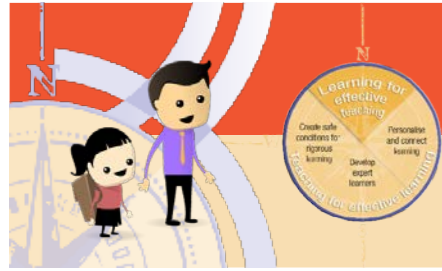


# GOAL – Getting the students doing the thinking in History/HASS

## Transforming tasks strategy: From procedure to problem solving

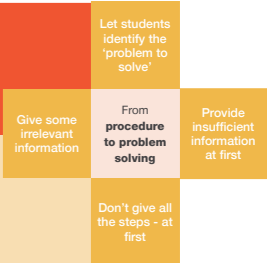





Technique	Before	After	Reflection: Why and how?
<p><b>Students identify the 'problem to solve'</b></p> <p>Present a provocation and ask students to determine the problem to solve.</p>	<p>Research the life of Ned Kelly. Write a report that includes:</p> <ul style="list-style-type: none"> <li>his early life and family</li> <li>his conflict with the law</li> <li>his life as a bushranger</li> <li>the Glenrowan shootout</li> <li>his trial and death.</li> </ul>  <p>Do you think he was a hero or villain? Why?</p> <p><a href="http://bit.ly/1sCKL1y">http://bit.ly/1sCKL1y</a></p>	<p>What do you think about these two statements? What do they make you wonder?</p> <p>“Ned Kelly deserves his rightful place in Australian folklore and history. The fact that thousands of Victorians signed a petition to oppose the execution of Ned demonstrates this point.”</p> <p style="text-align: right;">David Crawford, The Age, October 30, 2001.</p> <p>“What we shouldn't forget is that Ned Kelly remains responsible for the single biggest killing of police officers in Australia's history. We hope what will be buried with him is the quaint Australian tradition we have of hero-worshipping those who have been responsible for the most horrific crimes,”</p> <p style="text-align: right;">Bruce McKenzie Victoria Police Association 2013</p>	<p><b>WHY would you... have students think about their response to two conflicting statements about Ned Kelly?</b></p> <p>Students learn to compare alternative views and reflect on the reasons for the difference.</p> <p><b>HOW does this develop powerful/expert learners?</b></p> <p>So students become curious and motivated seekers of information.</p>
<p><b>Provide insufficient information at first</b></p> <p>Give a perplexing problem and slowly provide information as needed.</p>	<p>Before the zipper was invented, boots were often done up with buttons.</p> <p>Sometimes boots had more than 50 buttons. The buttons were often very small and hard to do up with your fingers. A tool called a button hook was used to help with this task. They were usually made out of metal.</p> <p>Design your own button hook.</p>	<p>Look at the object below.</p> <p>What do you think this object could have been used for?</p> <p>What information will help you to work out the answer?</p> <p>Questions will be addressed one at a time.</p> 	<p><b>WHY would you... have students identify an object by posing questions one at a time?</b></p> <p>To develop skills in identifying what they need to know to solve problems and in posing effective questions to find out.</p> <p><b>HOW does this develop powerful/expert learners?</b></p> <p>Students learn to be logical and inquisitive thinkers who can make decisions about the information they need to seek, and the steps they need to take, when presented with problems to solve.</p>
<p><b>Don't give any of the steps - at first</b></p> <p>Provide prompts and support to scaffold the learning as needed.</p>	<p><b>Create a timeline</b> showing the different policies and programs that have impacted on immigration to Australia since World War II.</p> <p><b>Research:</b></p> <p>Who were the different migrants groups? Why did they want to come to Australia? When did they come? How did Australia help them to come? Who was not allowed to migrate to Australia? Why?</p>	<p><b>Australia has always welcomed migrants.</b></p> <p>What is your opinion on this statement? What do you need to know to form <b>an evidence based</b> opinion? How could you find out?</p> <p><b>Create a timeline</b> showing the different policies and programs that have impacted on immigration to Australia since World War II. Include information about the different migrant groups. Use your timeline to justify your ideas and your opinion.</p>	<p><b>WHY would you... have students form an opinion about whether Australia has always welcomed migrants?</b></p> <p>To develop skills in identifying relevant information, thinking critically, challenging assumptions, and forming opinions which are evidence based.</p> <p><b>HOW does this develop powerful/expert learners?</b></p> <p>Students learn to be critical consumers of information and actively seek to question, challenge and interrogate opinions that are presented as facts.</p>
<p><b>Include some irrelevant information</b></p> <p>Give additional information that is not required to do the task.</p>	<p><b>Arrange these significant events in order, on your timeline.</b></p> <ul style="list-style-type: none"> <li>Beginning school.</li> <li>Learning to walk.</li> <li>Saying first word.</li> <li>Learning to crawl.</li> <li>Being born.</li> <li>Beginning kindergarten.</li> </ul> <p>Does everyone's timeline look the same? Explain.</p>	<p><b>Which of these are significant events in your life?</b></p> <ul style="list-style-type: none"> <li>Beginning school.</li> <li>Learning to walk.</li> <li>Visiting grandma.</li> <li>Saying first word.</li> <li>Riding a bike.</li> <li>Being born.</li> <li>Eating ice cream.</li> <li>Moving house.</li> <li>Beginning kindergarten.</li> <li>Watching television.</li> <li>Younger brother/sister born.</li> </ul> <p>Does everyone's timeline look the same? Explain.</p>	<p><b>WHY would you... have students decide which events should go on their timeline, and which should not?</b></p> <p>To develop skills in classifying and organising information, and developing flexible thinking about why people may organise and prioritise information differently.</p> <p><b>HOW does this develop powerful/expert learners?</b></p> <p>Students learn to be strategic thinkers who can approach problems in logical, methodical ways.</p>



# GOAL – Getting the students doing the thinking in History

## Transforming tasks strategy: From procedure to problem solving



Technique	Before	After	Reflection: Why and how?
<p><b>Students identify the 'problem to solve'</b></p> <p>Present a provocation and ask students to determine the problem to solve.</p>	<p>Research the discovery of the Mungo Woman in 1969. Write a report that answers the following:</p> <ul style="list-style-type: none"> <li>Who made the discovery?</li> <li>What methods were used to draw conclusions about the longevity of human occupation at Lake Mungo?</li> <li>Why is the discovery significant?</li> </ul>	<p>In 1969 a charred human jawbone was found in a fossil lake of south-western New South Wales. Some say this is the most important find of human remains ever made in Australia.</p> <p>▶ What do you want to know?</p>	<p><b>WHY would you... have students identify questions to investigate from a provocation about finding human bones?</b> To develop skills in identifying relevant questions, planning investigations and solving problems.</p> <p><b>HOW does this develop powerful/expert learners?</b> So students become curious and motivated seekers of information.</p>
<p><b>Provide insufficient information at first</b></p> <p>Give a perplexing problem and slowly provide information as needed.</p>	<p><b>Immigration during the Goldrush</b></p> <p>The Victorian gold rush of the 1850s attracted a great number of immigrants from all over the world including Chinese, Europeans and Americans.</p> <p>Choose one of these groups and research their experiences on the goldfields using the websites provided.</p>	<p><b>Stage coach mystery</b> Look at the photograph. Who do you think they are? Where might they be going?</p>  <p>▶ What information do you need, in order to be more certain of your answers?</p> <p>Work in a small group to devise questions that will help you.</p> <p>If these are the answers to your questions, what else would you need to know?</p>	<p><b>WHY would you... have students work in groups to interrogate a photograph?</b> To develop skills in identifying what they need to know to solve problems and in posing effective questions to find out.</p> <p><b>HOW does this develop powerful/expert learners?</b> Students learn to be collaborative and resourceful.</p>
<p><b>Don't give any of the steps - at first</b></p> <p>Provide prompts and support to scaffold the learning as needed.</p>	<p><b>The Vikings</b></p> <p>Where did the first Viking raiders come from? Who did they raid? Describe the ships and weapons that Vikings used in their raids. Why were Vikings so successful in these early raids?</p>	<p>How would you survive a Viking raid?</p> <p>▶ Think about:</p> <ul style="list-style-type: none"> <li>What is the problem about?</li> <li>How is it similar or different from other problems you have solved?</li> <li>What kinds of strategies/questions will be useful – why?</li> <li>Does your solution make sense? Is there a different way?</li> </ul> 	<p><b>WHY would you... have students develop a plan to survive a Viking raid?</b> To develop skills in developing plans for solving problems, identifying information needed to solve problems and applying information to a particular context.</p> <p><b>HOW does this develop powerful/expert learners?</b> Students learn to be flexible, innovative and resourceful thinkers who can approach problems in logical, methodical ways.</p>
<p><b>Include some irrelevant information</b></p> <p>Give additional information that is not required to do the task.</p>	<p>June 2014 was the 50th anniversary of the Beatles tour of Australia. Design an exhibition that includes stories, images and artefacts, that explains the impact The Beatles' tour had on Australia.</p> <p>Access the following sites to start your thinking:</p> <ul style="list-style-type: none"> <li>Footage of The Beatles arriving in Adelaide</li> <li>Film of their arrival in Sydney</li> <li>Film of The Beatles performing in Melbourne</li> <li>Slideshow of six images from The Beatles tour</li> <li>Transcript of The Beatles' Adelaide press conference.</li> </ul>	<p>June 2014 was the 50th anniversary of the Beatles tour of Australia. Design an exhibition that includes stories, images and artefacts, that explains the impact The Beatles' tour had on Australia.</p> <p>Decide which of the following links will be most useful to start your thinking:</p> <ul style="list-style-type: none"> <li>Footage of The Beatles arriving in Adelaide</li> <li>Picture and commentary about Alfred Hitchcock wearing a 'Beatle wig'.</li> <li>A link to a slideshow of popular artists of the 1960's.</li> <li>Film of The Beatles' arrival in Sydney.</li> <li>A link to tours of overseas music artists from 1960 – 1970.</li> <li>A link to an English store that sells Beatles memorabilia.</li> <li>Film of Beatles performing in Melbourne.</li> <li>Slideshow of six images from The Beatles tour.</li> <li>Transcript of The Beatles' Adelaide press conference.</li> <li>Blog: The sad decline of music: Cole Porter vs. The Beatles.</li> </ul>  <p>Paul Townsend/1960s Beatlemania Fashion <a href="http://bit.ly/1GrJ4Xw">http://bit.ly/1GrJ4Xw</a></p>	<p><b>WHY would you... have students decide which would be useful, and which would not?</b> To develop skills in establishing criteria for selecting and organising information.</p> <p><b>HOW does this develop powerful/expert learners?</b> Students learn to be strategic thinkers who can analyse the appropriateness of information for the context, and approach problems in logical, methodical ways.</p>