

Historical Concepts & Skills

Curriculum focus	Analyse and corroborate sources and evaluate their accuracy, usefulness and reliability (VCHHC123 – see http://tinyurl.com/j85w2pg)
Essential question (EQ)	What does an analysis of various historical sources (primary and secondary) detailing the Coranderrk Inquiry reveal about their accuracy, reliability and usefulness?
Victorian Curriculum elaborations	Suggestion: <ul style="list-style-type: none"> • Developing a set of questions that support student’s analysis of sources • Corroborating a range of historical sources identifying similarities, differences and inconsistencies
Further information	Teachers will select the area of history that will form the main part of this curriculum focus. A suggestion has been offered here which can be adapted using different historical content.
Suggested resources	<ul style="list-style-type: none"> • Refer to Year 9 History ‘Background Notes’ on the TRP website for pre-reading • Selected informative websites – also see useful links on the TRP website Minutes of Evidence website (The Coranderrk Story): http://www.minutesofevidence.com.au/the-coranderrk-story/ <ul style="list-style-type: none"> • Relevant graphic organiser worksheets on the TRP website, including: <ul style="list-style-type: none"> - Gathering Information worksheet - Primary or secondary source worksheet - CRAAP test source analysis worksheet - 6Cs of primary source analysis chart worksheet

'E' level	Learning Activity Description	Learning Activity framework
Engage	<ul style="list-style-type: none"> • Generate interest • Access prior knowledge • Connect to past knowledge • Set parameters of the focus • Frame the idea 	<p>EQ: What does an analysis of various historical sources (primary and secondary) detailing the Coranderrk Inquiry reveal about their accuracy, reliability and usefulness?</p> <p>Brainstorm the Coranderrk Inquiry.</p> <p>What was the purpose of the Coranderrk Inquiry? Where did it take place? Who was involved? What were the outcomes?</p>
Explore	<ul style="list-style-type: none"> • Experience key concepts • Discover new skills • Probe, inquire, and question experiences • Examine their thinking • Establish relationships and understanding 	<p>To build your understanding of the Coranderrk Inquiry, watch/read the clips/resources available in the TRP for some background (including the verbatim scene-by-scene play) – as well as visiting: http://www.minutesofevidence.com.au/the-coranderrk-story/ https://web.archive.org/web/20040831012400/http://www.abc.net.au/missionvoices/ http://ergo.slv.vic.gov.au/explore-history/fight-rights/indigenous-rights/coranderrk-mission</p> <p>Complete a Gathering Information worksheet to capture your information and begin to collate your research.</p>
Explain	<ul style="list-style-type: none"> • Connect prior knowledge and background to new discoveries • Communicate new understandings • Connect informal language to formal language 	<p>Which of your selected sources are <u>primary</u> sources of evidence? Which are <u>secondary</u> sources of evidence?</p> <p>Read the Primary or secondary source? Worksheet to help you determine which is which. Try and research an even spread of primary and secondary sources.</p> <p>Complete a CRAAP Test worksheet to analyse your selection of secondary sources pertaining to the Coranderrk Inquiry.</p> <p>Complete a 6 Cs of Primary Source Analysis worksheet to analyse your selection of primary sources pertaining to the Coranderrk Inquiry.</p>
Elaborate	<ul style="list-style-type: none"> • Apply new learning to a new or similar situation • Extend and explain concept being explored • Communicate new understanding with formal language 	<p>Working with a partner or in groups, fill out a Seed Discussion Organiser worksheet exploring the sources of evidence you have analysed regarding the Coranderrk Inquiry. From your analysis of the historical sources which detail the Coranderrk Inquiry, discuss any ideas or information you don't understand, things that seem interesting or surprising when it comes to using historical sources, any vocabulary you need clarification on, and any prior knowledge you have that you'd like to share.</p>

Evaluate	<ul style="list-style-type: none">• Assess understanding (Self, peer and teacher evaluation)• Demonstrate understanding of new concept by observation or open-ended response• Apply within problem situation• Show evidence of accomplishment	<p>Use a selection of worksheets, including:</p> <ul style="list-style-type: none">- 4 square paragraph writing worksheet- Hamburger paragraph planning worksheet- PEEL writing organiser worksheet <p>Write an extended response (2-3 paragraph) to justify HOW examining a range of historical evidence, from primary through to secondary sources, can give historians a fuller picture of an event such as the Coranderrk Inquiry. WHY might examining only 1-2 sources, or neglecting primary and/or secondary sources, result in a less reliable, or less complete, historical understanding?</p> <p>Other suggested activities:</p> <p>Analyse the accuracy, reliability and usefulness of primary and secondary historical sources pertaining to another historical case study (of your choosing).</p> <p>To assist you in your task, also visit:</p> <p>http://ergo.slv.vic.gov.au/learn-skills/research-skills/locate-information/searching-web</p> <p>http://ergo.slv.vic.gov.au/learn-skills/research-skills/select-resources/evaluate-websites</p> <p>http://ergo.slv.vic.gov.au/learn-skills/research-skills/select-resources/primary-secondary-sources</p> <p>http://ergo.slv.vic.gov.au/teachers/student-templates-source-analysis</p>
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