

# Historical Concepts & Skills

<b>Curriculum focus</b>	Analyse the different perspectives of people in the past and evaluate how these perspectives are influenced by significant events, ideas, location, beliefs and values (VCHHC124 – see <a href="http://tinyurl.com/j85w2pg">http://tinyurl.com/j85w2pg</a> )
<b>Essential question (EQ)</b>	<b>What were the perspectives of European settler in relation to the Aboriginal people of whose land they settled? What about the perspective of Aboriginal people in relation to European settlers? Can it be said that all people from either group shared the same perspectives as their peers? Consider events, ideas, location, beliefs and values.</b>
<b>Victorian Curriculum elaborations</b>	<p><b>Suggestion:</b></p> <p>Using a range of sources to identify different perspectives and construct an argument about the experiences of people at the time</p>
<b>Further information</b>	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 A suggestion has been offered here which can be adapted using different historical content.
<b>Suggested resources</b>	<ul style="list-style-type: none"> <li>• Refer to Year 9 History 'Background Notes' on the TRP website for pre-reading</li> <li>• Selected informative websites – also see useful links on the TRP website</li> </ul> <p>Minutes of Evidence website (The Coranderrk Story): <a href="http://www.minutesofevidence.com.au/the-coranderrk-story/">http://www.minutesofevidence.com.au/the-coranderrk-story/</a></p> <ul style="list-style-type: none"> <li>• Relevant graphic organiser worksheets on the TRP website, including:             <ul style="list-style-type: none"> <li>- <b>Analysing the perspectives of people in the past</b> handout</li> <li>- <b>Gathering Information</b> worksheet</li> <li>- <b>Historical Source Analysis</b> worksheet</li> <li>- <b>T chart (comparison)</b> worksheet</li> <li>- <b>Venn Diagram</b> worksheet</li> <li>- <b>Y-chart</b> worksheet</li> </ul> </li> </ul>

'E' level	Learning Activity Description	Learning Activity framework
<b>Engage</b>	<ul style="list-style-type: none"> <li>• Generate interest</li> <li>• Access prior knowledge</li> <li>• Connect to past knowledge</li> <li>• Set parameters of the focus</li> <li>• Frame the idea</li> </ul>	<p><b>EQ: What were the perspectives of European settlers and Aboriginal people toward each other? Can it be said that all people from either group shared <u>the same</u> perspectives as their peers? Consider events, ideas, location, beliefs and values.</b></p> <p>Brainstorm what you expect were the views of both European settlers and Aboriginal people.</p> <p>What were the perspectives of European settlers in relation to the Aboriginal people whose land they settled? What about the perspectives of Aboriginal people in relation to European settlers?</p> <p>Use a <b>Y-chart worksheet</b> to hypothesise what each group may have been seeing, feeling and/or hearing.</p>
<b>Explore</b>	<ul style="list-style-type: none"> <li>• Experience key concepts</li> <li>• Discover new skills</li> <li>• Probe, inquire, and question experiences</li> <li>• Examine their thinking</li> <li>• Establish relationships and understanding</li> </ul>	<p>Collect and collate a range of useful historical sources of evidence that will help you later to analyse the perspectives of people from the time period being examined. Consider both primary and secondary sources and look out for viewpoints, opinions, bias etc. expressed in the sources that will help you in your task.</p> <p>Use a selection of the following worksheets to assist in the task:</p> <ul style="list-style-type: none"> <li>- <b>Gathering Information</b> worksheet</li> <li>- <b>Historical Source Analysis</b> worksheet</li> </ul>
<b>Explain</b>	<ul style="list-style-type: none"> <li>• Connect prior knowledge and background to new discoveries</li> <li>• Communicate new understandings</li> <li>• Connect informal language to formal language</li> </ul>	<p>Use the <b>Analysing perspectives of the past</b> worksheet. Fill out the first page (of 3) with the perspectives you can identify from the accounts of European settlers. Fill out the second page (of 3) with the perspectives you can identify from Aboriginal accounts. On the third page (of 3) compare and contrast the perspectives from the two different groups.</p> <p>Other useful worksheets for this task may include:</p> <ul style="list-style-type: none"> <li>- <b>T chart (comparison)</b> worksheet</li> <li>- <b>Venn Diagram</b> worksheet</li> </ul>
<b>Elaborate</b>	<ul style="list-style-type: none"> <li>• Apply new learning to a new or similar situation</li> <li>• Extend and explain concept being explored</li> <li>• Communicate new understanding with formal language</li> </ul>	<p>Write a brief report (written or oral) responding to the EQ (above). Use evidence to justify your evaluations.</p>

<p><b>Evaluate</b></p>	<ul style="list-style-type: none"> <li>• Assess understanding (Self, peer and teacher evaluation)</li> <li>• Demonstrate understanding of new concept by observation or open-ended response</li> <li>• Apply within problem situation</li> <li>• Show evidence of accomplishment</li> </ul>	<p>Using the report you compiled earlier, write an essay/create a presentation exploring how the difference in perspectives between the two groups may have resulted in misunderstandings, disagreements and conflict.</p> <p>Citing evidence from the time and <u>specific</u> examples, consider how things might have been different had people been able to consider other peoples' perspectives before making decisions. How important is an understanding of 'historical empathy' (having an ability to understand historical perspectives) in our study of the past. Why?</p> <p>The process of analysing events using <i>historical empathy</i> can be complex – involving understanding <i>why</i> a historical person acted the way he or she did, based on the culture of the time period being studied, rather than judging people or events from the past simply with emotional responses.</p> <p>How might employing this concept of historical empathy (perhaps better described as 'historical perspective-taking') enable us to effectively analyse events from the past (and our present society) in order to envision a better future for all Australians?</p> <p><b>Useful sources:</b>  <a href="http://historicalthinking.ca/historical-perspectives">http://historicalthinking.ca/historical-perspectives</a>  <a href="https://tc2.ca/uploads/PDFs/thinking-about-history/historical_perspective_elementary.pdf">https://tc2.ca/uploads/PDFs/thinking-about-history/historical_perspective_elementary.pdf</a></p> <p><b>Other suggested activities:</b></p> <p>Assess the perspectives of those specifically involved in the Coranderrk Inquiry and complete the <b>Analysing perspectives of the past</b> worksheet.</p> <ul style="list-style-type: none"> <li>• Watch the video clips of <i>Coranderrk: we will show the country</i> as <u>one of the sources</u> to identify certain historical perspectives.</li> <li>• Read the 1882 report of the 1881 Inquiry – available at:  <a href="http://www.minutesofevidence.com.au/static/media/uploads/coranderrk_moe_digitized.pdf">http://www.minutesofevidence.com.au/static/media/uploads/coranderrk_moe_digitized.pdf</a></li> <li>• Read Digitised newspaper reports of the Inquiry from the period – including (examples) at:  <a href="http://trove.nla.gov.au/newspaper/result?q=Coranderrk+Inquiry">http://trove.nla.gov.au/newspaper/result?q=Coranderrk+Inquiry</a></li> <li>• Listen to the <i>Last Refuge: Remembering Coranderrk Aboriginal Station</i> (podcast)  <a href="http://mpegmedia.abc.net.au/rn/podcast/2008/05/hht_20080511.mp3">http://mpegmedia.abc.net.au/rn/podcast/2008/05/hht_20080511.mp3</a></li> </ul>
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