

Historical Concepts & Skills

Curriculum focus	Evaluate different historical interpretations and contested debates (VCHHC125 – see http://tinyurl.com/j85w2pg)
Essential question (EQ)	To what extent could the European settlement of Australia be interpreted as having resulted in ‘genocide’? Explore the debate surrounding this issue.
Victorian Curriculum elaborations	<p>Suggestion:</p> <ul style="list-style-type: none"> Analysing a contested debate such as the effects of European settlement etc. Constructing a historical argument using sources of evidence.
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 A suggestion has been offered here which can be adapted using different historical content.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 and 10 History ‘Background Notes’ on the TRP website for pre-reading Selected informative websites – also see useful links on the TRP website <p>Ann Curthoys, ‘Disputing National Histories: Some Recent Australian Debates’, <i>Transforming Cultures</i> eJournal, Vol. 1 No 1, March 2006, available at: www.epress.lib.uts.edu.au/journals/index.php/TfC/article/download/187/134</p> <p>Keith Windschuttle, ‘Historical Truth, Postmodern Theory and the Fabrication of Aboriginal History’, (Lecture) 26 May 2010, available at: http://archive.is/20131008002902/www.stolengenerations.info/index.php?option=com_content&view=article&id=229&Itemid=172</p> <ul style="list-style-type: none"> Relevant graphic organiser and activity worksheets on the TRP website, including: <ul style="list-style-type: none"> - Historical interpretations and contested debates activity worksheet - Read and analyse non-fiction (RAN) chart - Seed Discussion Organiser worksheet - Debating in the history classroom worksheet - Historical interpretations and contested debates worksheet - Making Inferences worksheet - Vocabulary worksheet - CRAAP Test worksheet

'E' level	Learning Activity Descriptio	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: To what extent could the European settlement of Australia be interpreted as having resulted in 'genocide'? Explore the debate surrounding this issue.</p> <p>Brainstorm the concept of genocide. What is genocide? What are some of case of genocide in history?</p> <p>Brainstorm how the European settlement of Australia could be interpreted as genocide.</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>Build on your brainstorming by consulting some key sources compiled by historians. Try and find additional sources that have varied interpretations (multiple perspectives). Some include:</p> <p>Ann Curthoys, 'Disputing National Histories: Some Recent Australian Debates', <i>Transforming Cultures</i> eJournal, Vol. 1 No 1, March 2006: available at www.epress.lib.uts.edu.au/journals/index.php/TfC/article/download/187/134</p> <p>Keith Windschuttle, 'Historical Truth, Postmodern Theory and the Fabrication of Aboriginal History', (Lecture) 26 May 2010, available at: http://archive.is/20131008002902/www.stolengenerations.info/index.php?option=com_content&view=article&id=229&Itemid=172</p> <p>With a partner, complete the Read and analyse non-fiction (RAN) chart worksheet for these sources.</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>Complete the Historical interpretations and contested debates activity worksheet. Then, using your information, hold a class debate (formal or informal) on the question of genocide in Australian history.</p> <p>Use the Debating in the history classroom worksheet to help you format the debates.</p> <p>Note: such debates must be well scaffolded and handled carefully. This question of genocide is particularly sensitive and some of the research available online is highly contentious. Participants must be thoroughly briefed on correct behaviour, respect towards classmates, and objectivity in research and evaluation.</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>From your research, and the information produced in the debates, elaborate on your knowledge. With a partner or in small groups, use the Seed Discussion Organiser worksheet to discuss the debates and the main perspectives on this issue.</p> <p>Using specific facts, make 'inference statements' regarding events in Australian history and the issue of genocide. What new language/vocabulary have you learned? Useful worksheets include:</p> <ul style="list-style-type: none"> - Making Inferences worksheet - Vocabulary worksheet

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>After listening to/participating in the debates, write a response to the EQ (above). Use evidence to justify your reasoning. If assessing the reliability of secondary sources, consider using a CRAAP Test worksheet to help with your analysis.</p> <p>Useful worksheets for writing an essay/extended response include:</p> <ul style="list-style-type: none">- The Keyhole Essay worksheet- Writing essays - an adapted university guide worksheet <p>Other suggested activities:</p> <p>Choose another relevant historical debate and comparing the various interpretations involved and evaluate any differences you discover.</p> <p>Possible topics include:</p> <ul style="list-style-type: none">• Australia: settled or invaded?• Effects of European settlement on Australia• The debate surrounding Australia Day (26th January)• The issue of Indigenous recognition in the Constitution and/or calls for a formal treaty with Aboriginal people <p>Use a Venn Diagram worksheet or T chart (comparison) worksheet to scaffold your analysis.</p>
-----------------	--	---