

Becoming a 'mini' historian

Preparation Notes: Lesson Aims

- Enable students to conduct student-centred research to understand the importance of notable Indigenous Australians and the contribution they have made to Australian society since 1900.
- Invite students to choose an eminent Indigenous Australian for their research.
- Develop an understanding of time and sequence and other key historical skills through creating an interactive timeline to demonstrate the key events of the person's life in relation to a specific time in Australian history.

Teaching and learning plan and activities

Lesson 2: Introducing the topic - preparing the students to be 'mini' historians

Timing <small>(suggested timing sequence)</small>	Introduction	Pedagogy	Technology
15 minutes	<p>Introduce the topic the students will be researching:</p> <p>'The contribution of Aboriginal and Torres Strait Islander people to Australian society.'</p> <p>Initiate a class brainstorm of some significant Indigenous Australians and their contribution to Australian society.</p> <p>Select from a variety of techniques to initiate this discussion with your class:</p> <ul style="list-style-type: none"> • Think, Pair, Share • Graffiti sheets • 1-2-4 strategy • Sunshine wheel. 	<p>Effective brainstorming should be a collaborative process that generates a large number of ideas, encouraging creative thinking strategies.</p> <p>The choice of brainstorming activity should be based on the class needs and dynamics.</p> <p>Group work facilitates collaborative learning and problem solving. This also encourages communication and interpersonal social skills.</p>	<p>Use an IWB in the brainstorming process, physically moving and collating ideas generated by the class discussion.</p> <p>When brainstorming with young learners the use of an IWB is an effective tool to visualise the different stages of the thinking process.</p>

Include references to Aboriginal and Torres Strait Islander cultures and/or experience in teaching sequences

The teacher has selected a range of resources and strategies to support and promote students' understanding of Aboriginal and Torres Strait Islander cultures and experiences.

10 minutes	<p>Prepare the class for their own research project by encouraging students to visualise themselves as being 'mini' historians.</p> <p>Ask students to think about:</p> <ul style="list-style-type: none"> • What would historians need to know? • How do historians go about finding information? 	<p>Teacher models how historians investigate the past by:</p> <ul style="list-style-type: none"> • asking questions • researching • analysing sources • interpreting evidence • making judgements • communicating their conclusions. 	<p>IWB</p> <p>List of useful websites that have been previewed by the teacher</p> <p>Using IWB, review key websites that have been previewed by the teacher, discussing issues of usefulness and reliability.</p>
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Timing (suggested timing sequence)	Introduction	Pedagogy	Technology
25 minutes Begin research	<p>In pairs students are given the task to investigate the life of a notable Indigenous Australian, which will be used to construct an interactive timeline using the TimeRime program.</p> <p>Students choose from a prepared list of key Indigenous Australians who have contributed to the economy, education, science, the arts and sport.</p> <p>When conducting their research, ask students to look for significant moments of change in the life of their eminent Indigenous person.</p> <p>Guide your students to ask specific questions about key events:</p> <ul style="list-style-type: none"> • What are the important milestones for this person? • What impact has this individual had in major turning points of Australian history? <p>How is this change seen from the perspective of both Indigenous and non-Indigenous Australians?</p> <p>Students are:</p> <ul style="list-style-type: none"> • searching for sources of information on eminent Indigenous Australians in online repositories • analysing these different sources to determine which are the most useful. <p>Interpreting which information can be used to show key historical events.</p>	<p>The teacher should scaffold the students' research by modelling correct historical terminology.</p> <p>The teacher should rephrase and clarify students' questions by explicitly referencing how historians work.</p> <p>Focus on:</p> <ul style="list-style-type: none"> • primary/secondary sources. <p>Good historians think about:</p> <ul style="list-style-type: none"> • What are the best sources of information? • What are the best places to look for information? • What information is worthwhile? • Why some resources are perhaps more useful and more reliable than others? • Under what criteria might we judge the resources? <p>The key learning concepts for students are:</p> <ul style="list-style-type: none"> • Is the information that I'm using trustworthy? Is it reliable? • Can I back-up this information with other sources that say the same thing? Can I corroborate the sources? 	<p>Internet access</p> <p>List of useful websites that have been previewed by the teacher</p> <p>TimeRime software</p>

Demonstrate understanding of activities that recognise the experience of Aboriginal and Torres Strait Islander peoples:

The teacher has organised students to research eminent Indigenous Australians and has used questioning to support students' understanding of their contribution to Australian history. Through this activity the teacher promotes the key skills of the learning area, such as inquiry, locating sources and analysis.

Timing (suggested timing sequence)	Introduction	Pedagogy	Technology
10 minutes	<p>Conclusion:</p> <p>Conduct a whole-class reflection on the process of creating a digital timeline.</p> <p>Ask focusing questions such as:</p> <ul style="list-style-type: none"> • What difficulties did they encounter? • Why is a timeline important in the study of history? • How do students work out which information is important? • What are the key challenges in finding information digitally and how can students determine the reliability of information they find online? 	<p>Reflection time reinforces learning by asking students to demonstrate what they know.</p>	<p>IWB – Using an IWB or projector, display one pairs' example of student progress so far for the whole class to discuss.</p>