# Welcome to Term 3 History TeachMeet 20th August 2020

lbrown@stmargarets.qld.edu.au

# Term 3 Presentations

| | |
|---|---|
| Amanda O'Neill | Twitter - for Junior and Senior school |
| Glenn Davies | Using Microsoft Forms |
| Louisa Tyrrell | Literature Reviews for the Independent Source Investigation |
| Clair Monnickendam | Icelandic Sagas / Metacognition |
| Cameron Paterson | Redesigning Unjust systems |
| Alison Bedford & Emma Kann | Designing and deconstructing questions |
| Craig Johnston | Bias no more – evaluating perspective in sources |
| Ben McCrystal | Getting junior History out of the classroom |
| Louise Brown | Using mini-whiteboards to check for understanding |
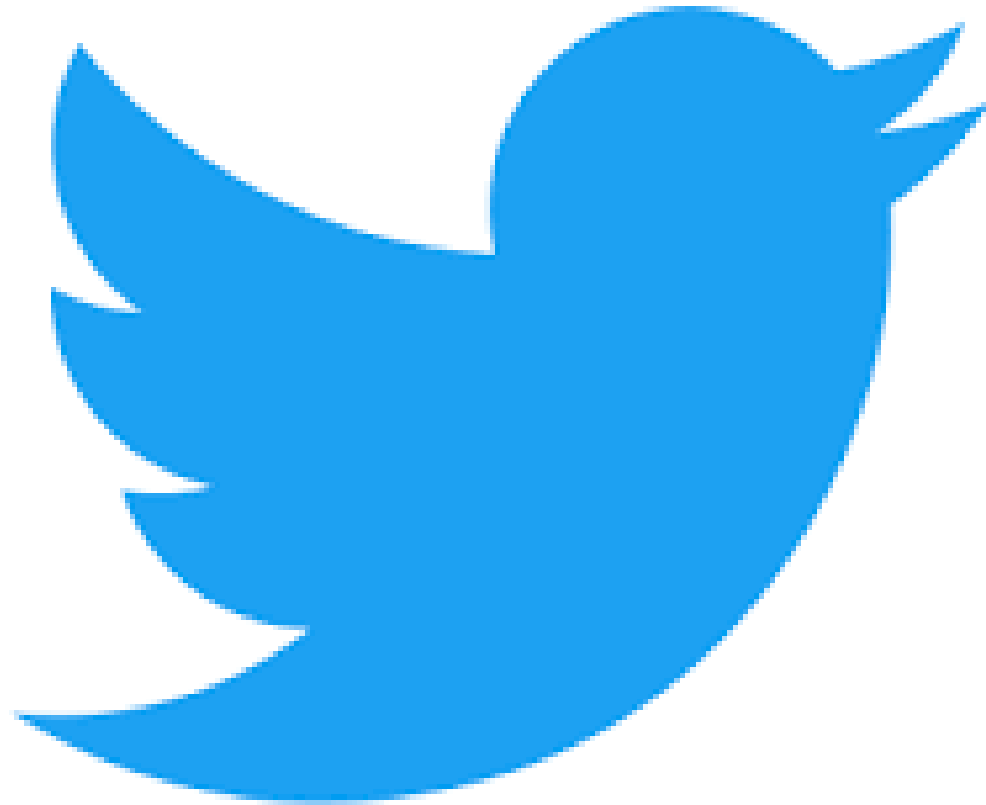
# USING TWITTER IN THE CLASSROOM

Amanda O'Neill

St Hilda's School

aoneill@sthildas.qld.edu.au

Ancienthistoryschool.com

# WHY USE TWITTER?

- Social media platforms are part of life for students 7-12 (and probably younger than year 7!)

- It can be an opportunity to teach the correct use of social media

- It is a chance to teach about
  - Audience
  - Motive
  - Implicit meaning
  - Explicit meaning
  - Concise communication
  - Language choices
  - perspective

# DID I CREATE REAL TWITTER PROFILES?

NO!

- Lots of issues with the Twitter Terms and Conditions

- Issues with student privacy

- Who manages the accounts?


- BUT


- It would have been interesting to see if a Caesar vs Senate Twitter storm would catch the attention of Twitter moderators!

# SENIOR HISTORY CLASSROOM

- The idea for this came as a result of teaching the Breakdown of the Roman Republic.

- In this unit there were very different perspectives playing out across the events of the period

- As we approached the Civil War, students asked me how Pompey, Casear and the Senate communicated

- I replied that Twitter would have been perfect

- So we created a series of Twitter profiles and began a Twitter storm between the three identities

- This idea can be used with any of the topics in the syllabus

# PROFILES



**Gaius Julius Caesar** ✓
@GaiusJu33510082

Military General. Future Dictator. Or am I?
Enemy of the Senate. Champion of Rome.

⊙ The Republic, Italy   ⊙ Born July 13

Following  1.2M Followers

Tweets        Tweets & replies        Media        Likes

Edit profile



**SPQR (Senātus Populusque Rōmānus)**
@gimmea_S_P_Q_R

Founding fathers. Wise men. Government of Rome.
Account run by princeps senatus.

⊙ The Republic, Italy   ▦ Joined June 2020

Following      Followers



**Pompey Magnus** ✓
@pomeeeeeeeeee_mag

Roman General. Hero of Rome.
Champion of the Senate. Defender of the Republic.

⊙ The Republic, Italy   ⊙ Born September 29   ▦ Joined June 2020

1 Following 900K  Followers

# HOW DID WE DO THE ACTIVITY?

- We have large windows in the classroom and I blue tacked each profile to a window.

- Students added their tweet sheets and the threads started from there

- Obvious rules regarding appropriate language and images (some students said Caesar and the senate would certainly break those rules!)

# TWITTER SHEETS



Twitter allows 140 characters including #hashtags, punctuation and spaces.

Students needed to consider the perspective of the tweeter, the implicit message, the explicit message, the language choices appropriate for the tweeter in regard to the situation – anger, frustration, taunting etc

Gifs and images can also be used to visually communicate meaning

# SAMPLES



Gaius Julius Caesar @GaiusJu33510082 · 7h

The senate SUCKS. They are FAKE NEWS. #buildthewall

💬 55K    🔁 47.8K    ♡ 211.2k



Pompey Magnus @pomeeeeeoccee_mag · 7h

When you walk into the theater expecting to be crowned king but instead 40 senators with daggers jump you:

# WHAT NEXT?

- The class intends to curate social media profiles for Augustus:


- Instagram

- Facebook

- Twitter

- Snapchat

- Tic toc


- Students need to consider the audience for each platform and how Augustus would curate each of these platforms to communicate a message to the citizens of the empire and beyond

# MIDDLE/JUNIOR SCHOOL

- A similar process can be done in the Middle and Junior school

- Students would need to become familiar with the platform, but the activity would run the same way

- It can be used to teaching concise communication

- The difference between explicit and implicit meaning

- To highlight how we communicate to different audiences

- How you might communicate to illiterate audiences (middle ages) by using only gifs and photos?

# IDEAS:

- Middle Ages unit: Tweet as a character from the social structure pyramid. How might they respond to the plague, rising taxes, religion, food shortages, conflict?

- Ancient Egypt: how might the pharaoh tweet to different groups on the social structure pyramid? consider the audience, language choices (what language might a pharaoh use?), choice of gifs or images to communicate with illiterate or foreign groups

- WW1 : how might twitter have been used to communicate during ww1? Would there have been restrictions about what could be tweeted and why ?

# Using Microsoft Forms and Australian History Competition

When the 2020 Australian History Competition was cancelled for the Year 7 History cohort due to COVID-19, the Social Sciences faculty delivered the Australian History Competition internally using the 2019 AHC test paper and resources in Microsoft Forms. There are some very useful analytical features in Microsoft Forms, and when the student answers are exported into a spreadsheet there is even more that can be done.

We also did the same process with the Year 10 History students, and compared their results with their Year 7 Australian History Competition

There are some very useful analytical features in Microsoft Forms, and when the student answers are exported into a spreadsheet there is even more that can be done.

This is a great way for individual teachers within the cohort to triangulate their assessment data and flush out 'gifted and talented students'.
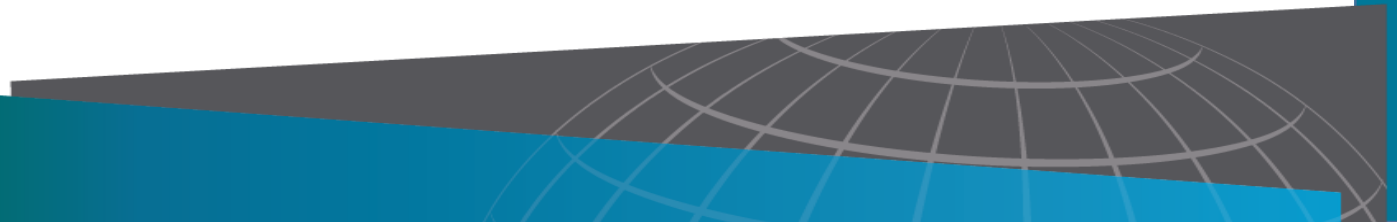
The Social Sciences Faculty has been running the Australian History Competition with all Year 7 History students (in Semester 1) since 2016.

We have the individual registration costs added to the student enrolment fee.

Let's have a look at some of the stimulus material and questions: from the Year 10 2019 AHC and 2019 Year 7 AHC.

# Using Microsoft Forms and Year 9/10 Australian History Competition

## 2019 Australian History Competition – Years 9 & 10 Source Sheet

**SOURCE A** Australian Banknotes

**SOURCE B**
'The Only Way'
Cartoon in the *Melbourne Punch*, 10 May 1888

**Cartoon Caption**
Victoria: 'Girls, there's but one way to rid ourselves of this unsightly thing and that's by all taking hold together. A strong unanimous heave with this lever and the job is done...'

**SOURCE C** Summary of the Target Committee 10 May 1945; extract from memo to General Leslie Groves, Manhattan Project

Dr Stearns has surveyed possible targets possessing the following qualifications: (1) they are important targets in a large urban area of more than 3 miles diameter, (2) they be capable of being damaged effectively by a blast, and (3) they are likely to be unattacked by August.

It was the recommendation of those present at the meeting that the first choices of targets for our weapon should be the following: a) Kyoto, b) Hiroshima, c) Yokohama, d) Kokura Arsenal.

Kyoto has the advantage of the people being more highly intelligent and hence better able to appreciate the significance of the weapon. Hiroshima has the advantage of being such a size and with potential focussing from nearby mountains that a large fraction of the city may be destroyed. The Emperor's palace in Tokyo has a greater fame than any other target but is of least strategic value.

2019 Australian History Competition © HTAA & The Giant Classroom          1

Which of the following was a famous poet, journalist and author, particularly remembered for the poems, 'The Man from Snowy River' and 'Waltzing Matilda'.
(a) Edith Cowan
(b) Dame Nellie Melba
(c) Sir John Monash
(d) Banjo Patterson

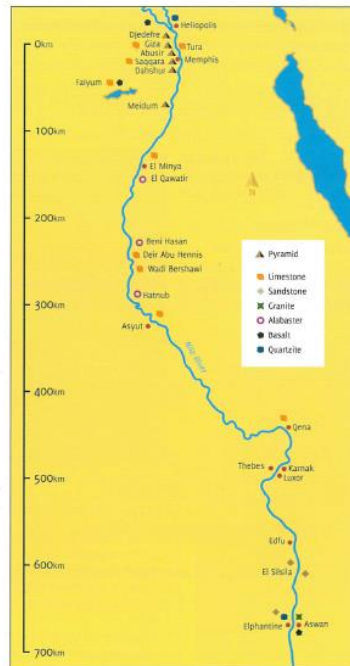Which of the following people shown on a banknote was an inventor?
(a) Edith Cowan
(b) Rev John Flynn
(c) Mary Reiby
(d) David Unaipon

## 2019 Australian History Competition – Years 7 & 8 Source Sheet

**SOURCE A**
**Location of quarries in Ancient Egypt**

Legend:
- ▲ Pyramid
- ■ Limestone
- ◆ Sandstone
- ✕ Granite
- ○ Alabaster
- ● Basalt
- ■ Quartzite

**SOURCE B** Discovery may help solve ancient mystery

In 2018 archaeologists made a dramatic discovery which may answer the question about how the pyramids were built. At a quarry at Hatnub south of Giza, they discovered a 4,500 year-old ramp with steps on either side. These steps have a number of holes for posts to which ropes would have been attached. The ropes would have been used to hoist heavy blocks of stone from the quarry onto a sled to be dragged up the steep slope. No evidence for such a system has been found anywhere else in Egypt.

The quarry contained evidence of tool marks and two inscriptions of the 4th Dynasty pharaoh Khufu. Archaeologists suggest that ramps like this might have been used in the construction of the Great Pyramid for Khufu.

2019 Australian History Competition © HTAA & The Giant Classroom          1

Approximately how many kilometres is the Hatnub quarry from Giza?

(a) 200
(b) 250
(c) 300
(d) 350

Now what we'll do is:

1. 'Open Microsoft Forms'
2. Open: 'Year 10 History AHC' form
3. Look at the Year 10 student overall responses
4. Show how we can send a link to a person to do the survey
5. Look at how we can create/amend questions
6. Extract the student result data in a spreadsheet
7. Create a few sorts from the data

## Triangulating Assessment Data

To validate student semester / progress report results you can compare it against other measurement tools:

1. Classroom assessment results (formative & summative)
2. NAPLAN data (standardised literacy & numeracy testing)
3. External Benchmark competition (assessing syllabus concepts & skills)

# Using Microsoft Forms and Australian History Competition

**Triangulating Assessment Data**

If these measurement tools aren't basically in alignment then you know there is something out of place. In some cases it is the student has been 'flying under the radar' and has been 'flushed out' as a 'Gifted and Talented' student.

Identifying students who do well in these external benchmark competitions also gives a faculty a selection of students to approach who may wish to participate in other competitions.

HISTORY

20th August, 4:30pm

Teachmeet

Please join us for our first online History TeachMeet.

**Literature reviews for the Independent Source Investigation**

# Context for learning experience



**St. Ursula's College** (Yeppoon) – all girls school in the Presentation tradition

**Social Science, Years 7-9:**
- Core, full-year subject
- Combination of History, Geography & Civics

## 10 Social Science – year overview

| Introduction to… | Ancient History (women in the ancient world) | Legal Studies (Youth Justice) | Modern History (A.C. – WWII) | Geography (A.C. – Human Wellbeing) |
|---|---|---|---|---|
| Assessment | Investigation – research assignment: independent source investigation | Investigation– research report: analysing and evaluating legislation | Examination – essay in response to historical sources (seen question) | Examination – combination response: short answer, stimulus response |

# Why literature reviews?

**The issue** – students selecting areas for inquiry where there wasn't enough source material available.

**The consequences** – students would burn valuable research time on a topic that they could not easily access sources on -> squeeze on time when selecting another research focus.

**Trying to address the issue:**

➢ Modelling how to develop a key inquiry question sub-questions from background research.

➢ Selecting relevant sources – sorting relevant from irrelevant sources using research questions.

## = mixed success

- **Learning focus**:
  - ✓ To know and understand:
    - ➤ the steps involved with your assignment task
    - ➤ the purpose of **source hunting** and a **literature review**
  - ✓ To be able to:
    - ➤ Locate sources on a topic
    - ➤ Identify and explain their usefulness, explicit and implicit meanings, possible perspectives, possible credibility & reliability

- **Time to complete activities**:
  - ✓ 60 minutes

- **Response type:**
  - ✓ A literature review of one (1) source

# Steps in an Independent Source Investigation (I.S.I.) – otherwise known as your assignment ☺

- Step 1 – Background research: (a)picking and (b)getting a sense of the topic/person.

- Step 2 – Source hunting: what sources (primary and secondary) are out there on my topic/person? What are they about? -> literature review

- Step 3 – Focusing your research: what am I going to specifically focus on? -> developing a key inquiry question and sub-questions + write your rationale.

- Step 4 – Analysing and evaluating my selected sources: (a)what are the sources telling me about my key inquiry question and/or sub-question and (b)why are saying what they are saying?

- Step 5 – Bringing it all together: (a)answering your key inquiry question **while** (b) analysing and evaluating your sources –> writing your critical summary.

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# Step 2a – source hunting

**Purpose** of 'source hunting'?

**Understand** the **nature of the evidence** about a topic. This refers to:

➢ What information is out there about your topic? Is there a lot of stuff?

➢ Are there gaps in the source material? Do we only know about 'bits' of the topic?

➢ What types of source are there – literary, non-literary, primary, secondary?

➢ Whose perspectives do we have? Whose perspectives don't we have?

Each topic is unique in terms of the **nature of the evidence** and before we start an inquiry, we need to **understand the 'terrain' before we go exploring**. This makes understanding and searching for information much easier.

# Step 2(a) – How to begin a source hunt?

You assignment requires you to use **primary** AND **secondary** sources. You cannot study history without primary sources – they are after all the reason we know anything about the past at all.

So, start with the **PRIMARY SOURCES:**

1. Internet search -> '*[your topic] + primary sources*'. Here's what a search for primary sources on Hypatia looks like on Google Chrome:

# Step 2(a) – Going on a source hunt...

I'm going to the top site in my Google search first because it looks like it's good some relevant information for me.



These primary sources are as follows:

- An entry in the Suda Lexicon (Suidas - 10th century A.D.);
- A passage in the Ecclesiastical History of Socrates Scholasticus;
- An excerpt from The Chronicle of John, Coptic Bishop of Nikiu;
- Six letters by **Hypatia's** pupil, Synesius of Cyrene;

More items...

plato2051.tripod.com › hypatia_of_alexandria ▾

Hypatia of Alexandria - Golden Chain of Platonic Succession

HYPATIA OF ALEXANDRIA (CA. 370-415 A.D.)

Source – Norfleet, P. 2011, *Hypatia of Alexandria (CA. 370-415 A.D.),* viewed 14th May 2020, http://plato2051.tripod.com/hypatia_of_alexandria.htm

# Step 2(a) – Going on a source hunt (cont.)...

This screenshot is the start of the text on this webpage, so I'm going to read it first to see what it tells me.

The facts concerning Hypatia of Alexandria (ca. 370-415 A.D.) depend upon a very small collection of primary documents. Any source, whether it be an Internet site, book or article, that goes beyond the information contained within these primary documents, is either fiction or speculation and should be clearly labeled as such. These documents were all originally written in patristic Greek; they have all been translated into English but some translations may not be easy to locate. My source for the following information is an online article entitled: ***The Primary Sources for the Life and Work of Hypatia of Alexandria***, by Professor Michael A. B. Deakin, Mathematics Department, Monash University, Clayton, Australia.

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3) An excerpt from *The Chronicle of John, Coptic Bishop of Nikiu*;

4) Six letters by Hypatia's pupil, Synesius of Cyrene;

5) Four miscellaneous short extracts from other works:

    (a) The inscription at the beginning of Book III of Theon's Commentary on Ptolemy's *Almagest*.

    (b) A brief reference in an ecclesiastical history by Philostorgius.

    (c) Another brief reference in the *Chronicle* of John Malalas.

    (d) A further brief reference in the *Chronographia* of Theophanes.

\***How many** primary sources there are.
\*Who the **authors** are.

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**Where** information has come from -> helps in assessing **reliability/credibility**

# Step 2(a) – Going on a source hunt (cont.)…
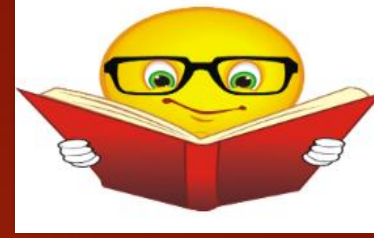
This screenshot is the start of the text on this webpage is the **first source**, so I'm going to start there.

**Hyperlink** to come back to for in-depth research

## Suda Lexicon

The most important primary source is the **Suda**. It is a massive 10th century Byzantine encyclopedia of the ancient Mediterranean world, formerly attributed to an author called Suidas. The Suda is written in Greek, with 30,000 entries, many of which are drawn from ancient sources that have since been lost. The word "Suda" is probably from the Byzantine Greek word *souda*, meaning "fortress" or "stronghold," with the alternate name, *Suidas*, stemming from an error made by **Eustathius**, who mistook the title for the proper name of the author. The work is somewhere between a grammatical dictionary and an encyclopedia in the modern sense. As a dictionary, it explains the source, derivation, and meaning of words according to the philological knowledge of the era. This part of the work is not especially important. It is the articles on literary history that are valuable. These entries, such as the one for Hypatia, supply details and quotations from authors whose works are otherwise lost.

Points to note:
- 'Most important primary source' -> why? Is this general accepted or more the author's opinion? Maybe something to look into later…
- Has been constructed from ancient sources – maybe primary? – that have now been lost/don't exist -> well researched, 'massive… encyclopedia' -> can assume it's reasonably reliable?

(**white text** = information from source, **yellow text** = my thinking)

# Step 2(a) – Going on a source hunt (cont.)...

This screenshot is the start of the text on this webpage is the **first source**, so I'm going to start there.

The daughter of Theon the geometer, the Alexandrian philosopher, she was herself a philosopher and well-known to many. [She was] the wife of Isidore the philosopher. She flourished in the reign of Arcadius. She wrote a commentary on Diophantos, the Astronomical Canon, and a commentary on the Conics of Apollonios. She was torn to pieces by the Alexandrians, and her body was violated and scattered over the whole city. She suffered this because of envy and her exceptional wisdom, especially in regard to astronomy. According to some, [this was the fault of] Cyril, but according to others, [it resulted] from the inveterate insolence and rebelliousness of the Alexandrians. For they did this also to many of their own bishops – consider George and Proterios.

Points to note:
- Source tells is about her family background, her work and her death -> half of the source is devoted to the discussion of this -> possible focus for in-depth research?
- Positive perspective on H. (blue highlighting)

(**white text** = information from source, **yellow text** = my thinking)

# Step 2(b) – Literature review

What should be in your **literature review**?

Remember that <u>BEFORE</u> we start in-depth research, we need to **understand the 'terrain' before we go exploring.**

So things to be looking for and notes that you need to make could be:

- ✓ What does this source tell me **explicitly**?
- ✓ What does this source tell me **implicitly**?
- ✓ What is/are the **perspectives** in the source?
- ✓ Level of **credibility/reliability**?
- ✓ How could this source be **useful**? -> <u>possible options</u> for in-depth research

# Step 2(b) – Literature review: example

Source – *Suda Lexicon* (10th century Byzantine encyclopedia), http://plato2051.tripod.com/hypatia_of_alexandria.htm)

- ✓ What does this source tell me **explicitly**?

About H's family background, her work, her death + reasons for it.

- ✓ What does this source tell me **implicitly**?

Appears to be quite favourable towards H. – complementary words about her work, critical of her death -> focusing on the barbarity of it.

- ✓ What is/are the **perspectives** in the source?

See implicit meanings.

- ✓ Level of **credibility/reliability**?

Described as an encyclopedia/dictionary – lots of different contributors who are likely to be educated and knowledge.

- ✓ How could this source be **useful**? -> possible options for in-depth research

To talk about H's work and her death – connection between the two?

# Now it's over to you:

Activity: Conduct a literature review of another source (John Bishop of Niku) for Hypatia. Use the questions on slides 11&12 for what you should be talking about in your literature review. **POST →** **SHARE →**

## The Chronicle of John, Coptic Bishop of Nikiu

An English translation of the pertinent extract from *The Chronicle of John, Coptic Bishop of Nikiu* is given below. Please note that Bishop John tries to justify the brutal murder of Hypatia to the maximum extent possible.

And in those days there appeared in Alexandria a female philosopher, a pagan named Hypatia, and she was devoted at all times to magic, astrolabes and instruments of music, and she beguiled many people through (her) Satanic wiles. And the governor of the city honored her exceedingly; for she had beguiled him through her magic. And he ceased attending church as had been his custom. But he went once under circumstances of danger. And he not only did this, but he drew many believers to her, and he himself received the unbelievers at his house. And on a certain day when they were making merry over a theatrical exhibition connected with dancers, the governor of the city published (an edict) regarding the public exhibitions in the city of Alexandria: and all the inhabitants of the city had assembled there (in the theater). Now Cyril, who had been appointed patriarch after Theophilus, was eager to gain exact intelligence regarding this edict. And there was a man named Hierax, a Christian possessing understanding and intelligence who used to mock the pagans but was a devoted adherent of the illustrious Father the patriarch

# Metacognition in junior history

Clair Monnickendam-Balmoral State High School

cmonn1@eq.edu.au

'Metacognition is an essential, but often neglected, component of a 21st century education that teaches students *how* to learn....we now know that metacognitive and cognitive abilities are not naturally endowed but can and should be taught and learned ' (Wilson & Conyers, 2016)

Hattie describes metacognition as "higher order thinking, which involves active control over the cognitive process engaged in learning"

"metacognition involves being knowledgeable about and in control of one's cognitive abilities"

Source: Wilson, D., & Conyers, M. (2016). *Teaching students to drive their brains*. ASCD.
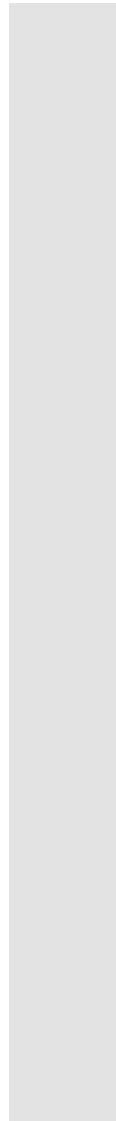
# Why teach metacognition?

# Year 8 History and metacognition

- they analyse, select and organise information from primary and secondary sources

- describe different interpretations of the past

- identify and explain different points of view in sources

- explain the causes and effects of events and developments

- recognise and explain patterns of change and continuity over time

# What does this look like in the classroom?

- Setting learning goals and planning to achieve them
- **Students monitor progress against learning goals**
- **Explicit teaching and focus on cognitions**
- **Using cognitive processes in writing**
- Feedback on thinking

# Describing-

to **give an account** of a situation, **event, pattern or process.**

# Describing the process of change in ships from the Roman to the Viking Age

- Identify the facts/features- both images

- Identify the patterns-what has changed

- Order the information-what will you give an account of and in what order

- Describe how transport/ships changed.

**Changes in ships**
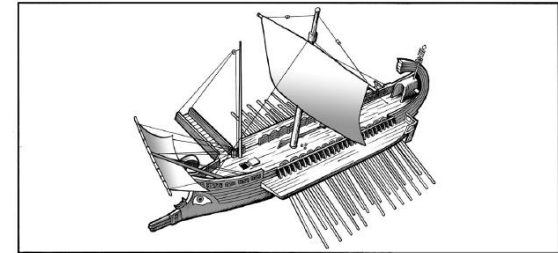


This picture shows a Roman trireme which was used by the Roman navy at the height of the Roman Empire c. 250AD (CE).
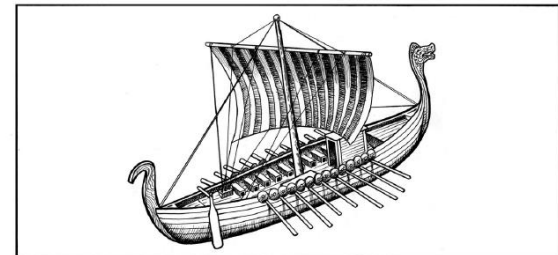


This picture shows a Viking longship which was used by the Vikings in sea voyages c. 950AD (CE).

# Describing continuity and change

- There were minor changes in ships between the Roman era and the Viking Age and these changes led to improvements in the speed and the maneuvreability of ships. Aspects of ships which changed during this period were the sails, the number of people able to be carried on the ship and the number of oars. As can be seen in the source, both Roman and Viking ships made use of sails to move the boat across the water. However, Roman triremes had multiple sails whereas Viking longships had a single sail. Roman triremes had three sets of oars and required lots of oarsmen to propel the boat through the water. In comparison, Viking ships had fewer oars and less oarsmen. These changes were an improvement because the Viking ships would have been able to change direction a lot quicker because they were faster and lighter.

# Let's describe the course of Viking expansion

Identify the facts-dates, places, settlement or raid

Order the information-by centuries or by region/area

Describe or give an account of Viking expansion



Western Settlement

**Greenland**

Skrælingjar

Middle Settlement

Eastern Settlement

**Vinland**
North America)

Iceland

*NORWEGIAN SEA*

Saami (Lapps)

Permia (Bjarmland)

Faroes

Finns

Volga Bulgars

Shetland

Norway

Chuds

*ATLANTIC OCEAN*

Hebrides

Orkneys

Sweden

Rus' States

Ireland

*NORTH SEA*

Skane

Letts

Lithuanians

Denmark

Wales

England

Wends

Prus

**Khazar Khaganate**

Frisia

East Slavs

*CASPIAN SEA*

Normandy

West Slavs

**Byzantine Empire**

**Francia**

Bulgars

*BLACK SEA*

Shirvia

South Slavs

Dayl

Iberian Kingdoms

Italy

al Andalus

Africa

Sicily

**Abbasid Caliphate**

*MEDITERRANEAN SEA*

## Scandinavian Settlement

- eighth century
- ninth century
- tenth century
- eleventh century
- denotes areas subjected to frequent Viking raids but with little or no Scandinavian settlement

# Use the source to describe Viking expansion in the British Isles

The Vikings raided and expanded throughout Europe and the British Isles during the eighth and ninth centuries AD.

In the eighth century….

**Or** The Vikings raided….

Monitoring progress using entry slips and getting students to revise and rewrite

# Analysing historical sources

**How powerful were women in Viking times?**

Let's have a look at some different perspectives on Viking women

What perspective on Viking women is presented in this image?

**See, think, wonder.**

# Analysing historical sources-meet Gunnhild...

- Wife of Eric Bloodaxe, King of Norway (930-34) and the Orkneys (937-54)

- Fled to Denmark from Jorvik after the death of her husband at the Battle of Stainmore

- Her son, Harald, became King of Norway after a war with King Haakon

- Fell in love with Hrut, from Iceland, and arranged the killing of Soti, the man who tried to steal Hrut's inheritance

- Believed to have magic powers which she used to cast a spell on Hrut when he returned to Iceland to marry

"Lord!" said Hrut, "I wish you to let me live in your court, and become one of your men."

At this the king holds his peace, but Gunnhillda said -

"It seems to me as if this man offered you the greatest honour, for me thinks if there were many such men in the body-guard, it would be well filled."

"Is he a wise man?" asked the king.

"He is both wise and willing," said she.

"Well," said the king, "methinks my mother wishes that thou shouldst have the rank for which thou askest, but for the sake of our honour and the custom of the land, come to me in half a month's time, and then thou shalt be made one of my body-guard. Meantime, my mother will take care of thee, but then come to me.

...Hrut came back towards autumn, and had gotten great store of goods. He went at once to the king, and had a hearty welcome. He begged them to take whatever they pleased of his goods, and the king took a third. Gunnhillda told Hrut how she had got hold of the inheritance, and had Soti slain. He thanked her, and gave her half of all he had.

**Source: The Story of Burnt Njal, 1861 translation into English by George W. DaSent from the original Icelandic 'Brennu-Njáls saga'.**

**Context statement: In this extract from Njal's saga, Hrut, a Viking from Iceland, has returned to Norway to claim some property which has been left to him. He meets with the King of Norway, Harald Greyfell and the King's mother, Gunnhillda. The Icelandic sagas are believed to have been written in the 13th and 14th centuries CE, perhaps originating in an oral tradition of storytelling. Their authorship is unknown.**

# Analysing Njal's saga

- Read through the text and write down answers to the following questions:

- What does Hrut ask of the King?

- Why does King Harald eventually agree to Hrut's request?

- How does Gunnhillda get half of what Hrut brings back from his expedition?

- Highlight four phrases in the text which suggest that Gunnhillda was a powerful Viking woman.

- What social class do you think Gunnhillda belonged to? Why?

# Evaluating the source

When we evaluate sources we make a judgement based on two criteria: reliability and usefulness

Think-what makes someone or something reliable?

When we make decisions about how reliable a source is we consider who wrote it, when they wrote it and why they wrote it.

# Evaluating the sagas

- Comes from the Icelandic sagas, written in the thirteenth century.

- The sagas were originally part of an oral tradition-stories spoken aloud to entertain  and celebrate the heroic exploits of Viking Kings, warriors and Queens.

- They were eventually written down and have been translated from Icelandic.

- How many years after the end of the Viking Age is this?

- Who wrote the Icelandic sagas?

- How do we know if Gunnhild was an actual person?

- Why might the sagas be problematic as a source of evidence?

- What does this source suggest about female power in the Viking Age?

# An experienced historian comments on the role of women in Viking society

- The mistress of the household also had responsibility for its valuables. As the Viking home was also the centre of a family business, this included any raw materials produced – products that could be sold if there was a surplus. The discovery of weighing scales in certain female graves – they are particularly common in Russia – suggest that women, especially those living in urban areas, sometimes took charge of the family's finances and may have negotiated terms of sale or trade. A married couple of *húsbóndi* (an Old Norse word which gives us English 'husband') and *hýfreyja* (wife) presided over the home as partners. The status accorded to the role of wife is clear from an inscription on the Hassmyra rune stone (Sweden), in which a bereaved *húsbóndi* claims that **"no better *hýfreyja* will come to Hassmyra to run the estate"** than his late wife, Odindisa.

- **Source: Jesch, J. (2019). *Viking women: at home and at war*. HistoryExtra. Retrieved 5 July 2020, from https://www.historyextra.com/period/viking/vikings-women-home-matriarchs-traders-artisans/.**

'She is powerful because the king takes her advice and employs Hrut as his bodyguard'

'She exercised power through her son-her power is indirect'

'She has power because she is wealthy'

'What makes someone or something reliable is knowledge, wisdom and experience'

'this source is not reliable because we don't know who wrote it or whether they had knowledge of Gunnhild'

'The secondary source is reliable because the writer is an expert historian'

'She has expert knowledge because she has referred to the runestone and the weighing scales.'

'Viking women were powerful but they mainly had power in the domestic sphere.'

# Evidence of student thinking

# Compare perspectives in sources

Complete the Venn diagram to compare perspectives in sources 1 and 2.
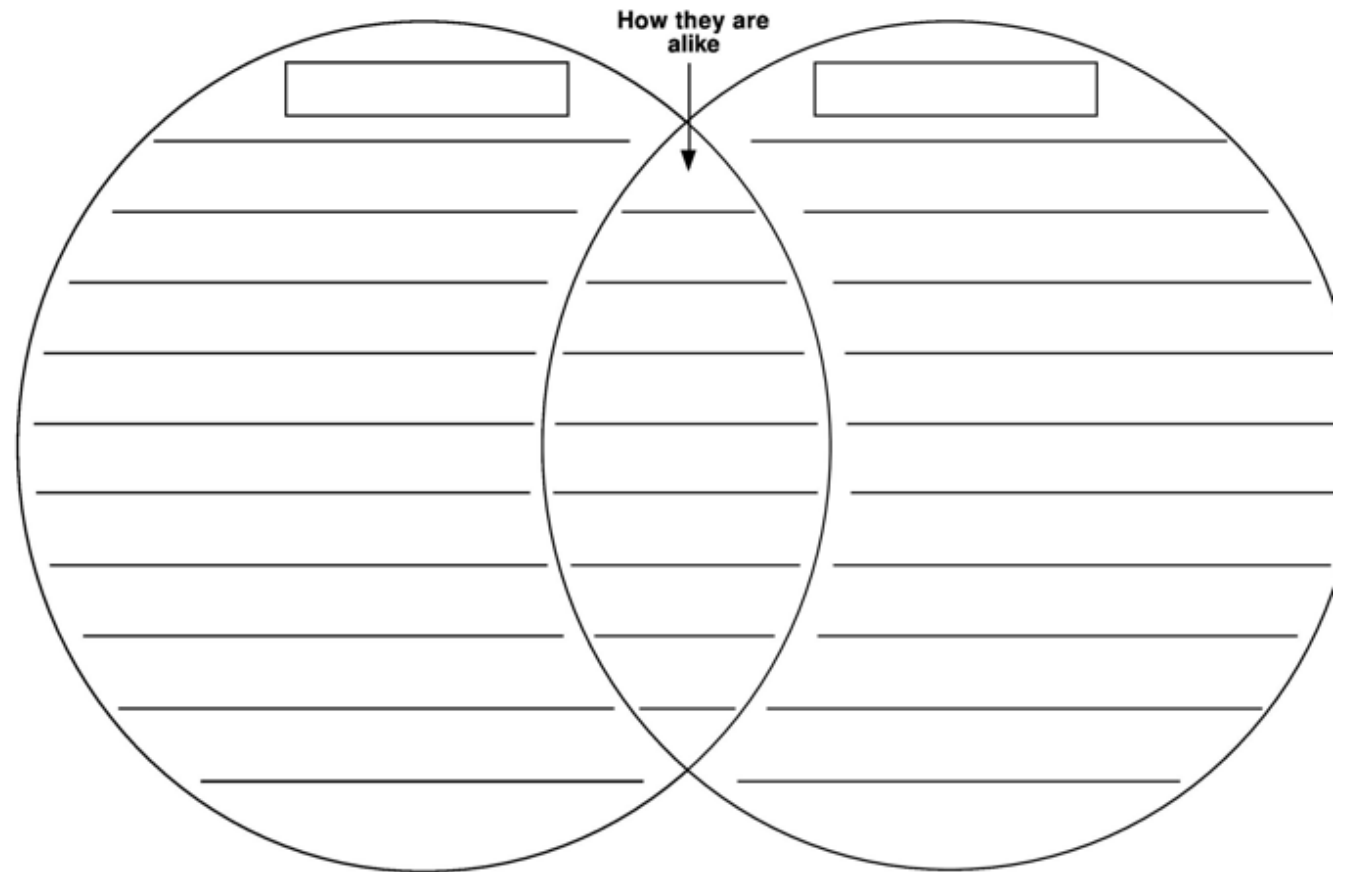
# Redesigning Unjust Systems

Cameron Paterson

cdp151@mail.harvard.edu

@cpaterso



*Captain No Beard*

ZDE ŽIL
KAREL GUTMANN
NAR. 1875
DEPORTOVÁN 1943
DO TEREZÍNA
ZAVRAŽDĚN 27.5.1943

ZDE ŽILA
KAROLÍNA
GUTMANNOVÁ
NAR. 1877
DEPORTOVÁNA 1942
DO TEREZÍNA
ZAVRAŽDĚNA 15.12.1943
V OSVĚTIMI

ZDE ŽIL
OTTO GUTMANN
NAR. 1904
DEPORTOVÁN 1942
DO TEREZÍNA
ZAVRAŽDĚN 6.9.1943
V OSVĚTIMI

ZDE ŽIL
RUDOLF GUTMANN
NAR. 1906
ZAVRAŽDĚN 13.3.1945
V GRAWINKELU

*Stolpersteine*, stumbling stones, Czech Republic – mark the site where the four members of the Gutmann family lived before they were murdered in the Holocaust.

Memorial to Roma and Sinti victims, Berlin, 2012

*Garden of Stones Memorial*, 2006, Museum of Jewish Heritage New York City - small oak trees were planted by Holocaust survivors in each stone.

9 years later the saplings have grown into large trees whose trunks have become part of the boulders.

Shoes on the Danube Bank Memorial – sixty pairs of shoes mark the site in Budapest where fascist Arrow Cross militiamen shot Jews and threw their bodies into the river in 1944 and 1945.

UK Black Lives Matter protestors tip statue of slave trader Edward Colston into Bristol Harbour

"Pulling down the statue of George III, 1776" by William Walcutt, 1854

The toppling of Saddam Hussein's statue in Baghdad, 2003.

US Confederate Statue Debate

#RhodesMustFall

CHANGE THE DATE NO PRIDE IN GENOCIDE

CHANGE THE DATE

Robert Townsville 2020

Debate about statue wording in Bathurst.

The Colebrook Reconciliation Park in South Australia stands where the Colebrook Children's Home once stood. Many Aboriginal children were placed in this institution after being removed under government policies.

*Aboriginal Memorial*, National Gallery of Australia, 1988 – 200 hollow log coffins from Central Arnhem land commemorating all the indigenous people who have lost their lives defending their land.

*Witnessing to Silence*, Fiona Foley, outside Brisbane Magistrate's Court - a memorial to Aboriginal people massacred in Queensland during colonial settlement and expansion.

*Standing by Tunnerminnerwait and Maulboyheenne,* by Andrew and Walter, 2017 - the public hanging in Melbourne of two young Tasmanian Indigenous Palawa men in 1842.

*Jumping Castle War Memorial,* Brook Andrew, 2010 - as a full-size inflatable 'bouncy' castle it offers fun and laughs and an immersive experience, but as a self-titled war memorial it suggests solemnity and reflection. What would it mean to jump on this heritage, this site of commemoration?

Michael Cook,
Invasion

Portrait of Captain Cook,
John Webber

Captain No Beard,
Daniel Boyd

Jason Wing, Captain James Crook

Titus Kaphar, Behind the Myth of Benevolence

# Critical Historical Mending

- Mending together stories that challenge each other in a way that does not obscure or patch over their conflict.

- Ask students to tell the history of the systems, affirm the entirety of the struggle(s) and take their own stand.

# THE EMANCIPATION MEMORIAL

**BEFORE**

**AFTER**

# SHORE
## NSW
## RHODES SCHOLARS

**1964**

**J. D. HEYDON**

AC, QC, BA, MA, BCL

# Devising and Deconstructing Historical Questions

All She Can Be®

# Devising

**Key Inquiry Questions should have:**

- An open interrogative
- A Historical Concept eg; Significance, Change and Continuity etc.
- Specific Content
- Scope and Scale

*With recognition of Michael Cocks's *History Skills* website - Guidance on Question Design

## Devising

**To check alignment of sub-questions - use the 3 R's**

1) Relevant? - Which element of the KIQ is this sub-question relevant to? (If you can't identify this easily, redraft).
2) Repetition? - Is the element addressed by this sub-question addressed by any other sub-question? Do you need both?
3) Reasoned? - Are your sub-questions in a logical order, which progress you towards being able to develop an overarching response to your KIQ?
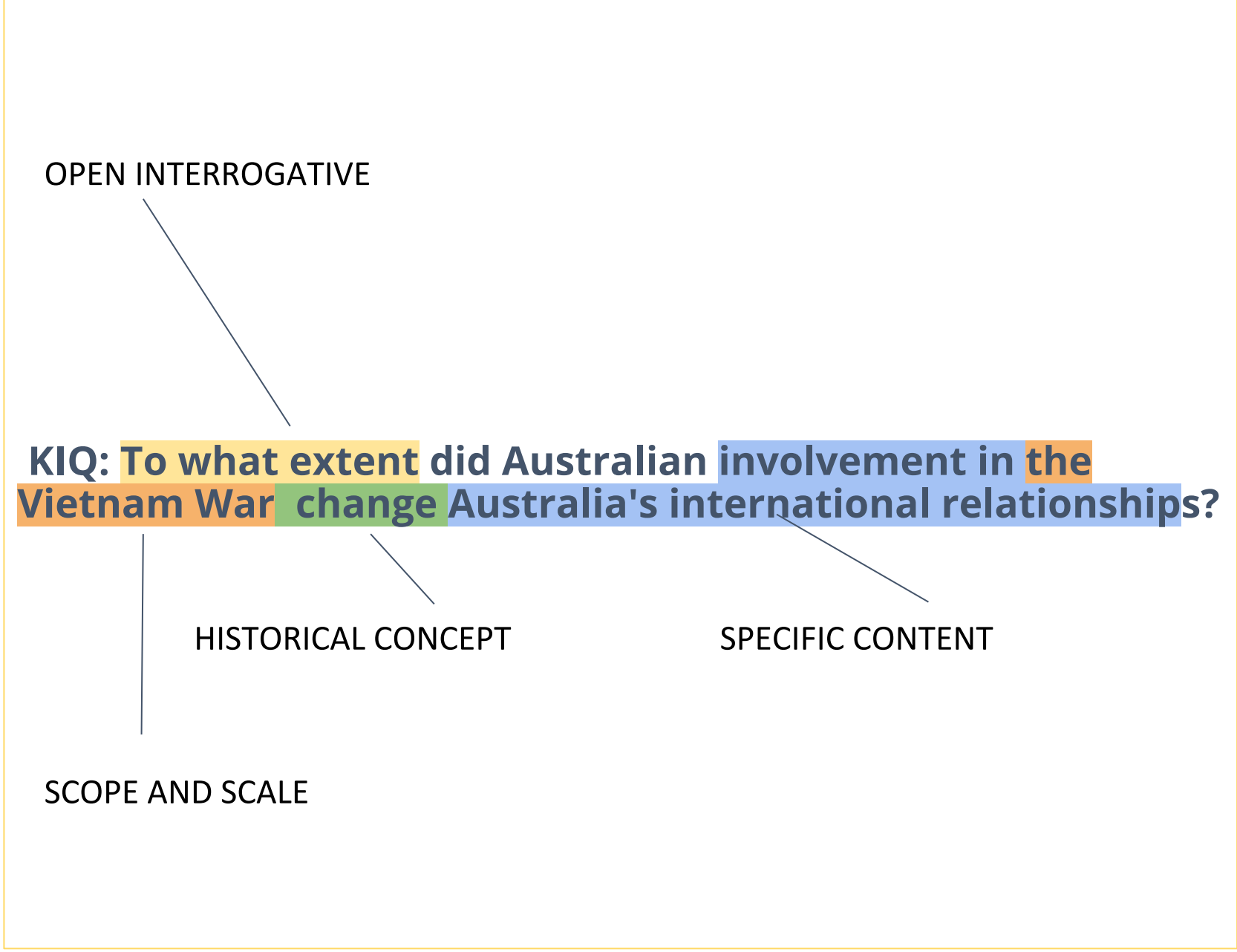
# Devising

Example:

**KIQ: To what extent did Australian involvement in the Vietnam War change Australia's international relationships?**

SIQ1: What were the contexts and causes for the outbreak of the Vietnam War?

SIQ2: What were the key factors that influenced Australian foreign policy during the 1950s and 1960s?

SIQ3: What was the nature of Australian involvement in Vietnam between 1962 and 1972?

SIQ4: How did Australia's involvement in Vietnam influence foreign, defence, and immigration policies in the 1970s?

# Devising

OPEN INTERROGATIVE

**KIQ: To what extent did Australian involvement in the Vietnam War change Australia's international relationships?**

HISTORICAL CONCEPT

SPECIFIC CONTENT

SCOPE AND SCALE

# Devising

Example **RELEVANT**:

**KIQ: To what extent did Australian involvement in the Vietnam War change Australia's international relationships?**
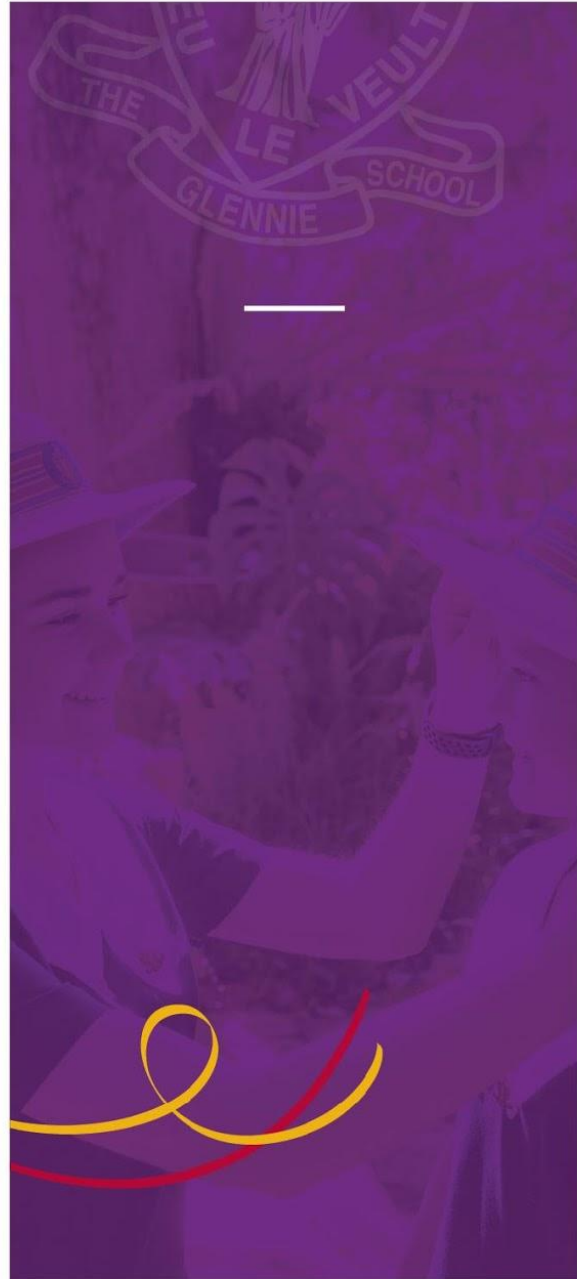
SIQ1: What were the contexts and causes for the outbreak of the Vietnam War?

SIQ2: What were the key factors that influenced Australian foreign policy during the 1950s and 1960s?

SIQ3: What was the nature of Australian involvement in Vietnam between 1962 and 1972?

SIQ4: How did Australia's involvement in Vietnam influence foreign, defence, and immigration policies in the 1970s?

DIFFERENCES IN RESPONSES TO SIQ2 AND 4

Example **REPETITION**:

**KIQ: To what extent did Australian involvement in the Vietnam War change Australia's international relationships?**

SIQ1: What were the **contexts and causes** for the outbreak of the Vietnam War?

SIQ2: What were the **key factors** that **influenced** Australian foreign policy during the 1950s and 1960s?

SIQ3: What was the **nature** of Australian involvement in Vietnam between 1962 and 1972?

SIQ4: How did Australia's involvement in Vietnam **influence** foreign, defence, and immigration policies in the 1970s?

Each question has a distinct time frame

Specificity in the content focus of each question

**Distinct historical concepts**

# Devising

Example **REASONED**:

**KIQ: To what extent did Australian involvement in the Vietnam War change Australia's international relationships?**

SIQ1: What were the contexts and causes for the outbreak of the Vietnam War?

SIQ2: What were the key factors that influenced Australian foreign policy during the 1950s and 1960s?

SIQ3: What was the nature of Australian involvement in Vietnam between 1962 and 1972?

SIQ4: How did Australia's involvement in Vietnam influence foreign, defence, and immigration policies in the 1970s?

Chronological

SIQ4: requires s<u>ynthesis of knowledge</u> from previous questions AND provides evidence for the **making of a decision** about "to what extent" (KIQ)

# Deconstructing

**Deconstructing Questions: THE 5 Cs!**

- CUE (what do I have to do (cognition)?)

- CRITERIA (what do I have to include?)

- CONTENT (what do I have to know?)

- CONNECTION (how do the source/s connect to the question?)

- CHECKLIST (have you done everything you identified above?)

## Deconstructing

**CUE**

Question: Use evidence from Sources 4 and 5 in the stimulus book to <mark>evaluate</mark> the extent to which evidence from each source is <mark>useful and reliable</mark> in supporting the historical interpretation that fear played a large role in Australia's decision to become involved in the Vietnam War.

CUE: EVALUATE - this requires me to make judgements about usefulness and reliability using evidence from the the sources (features of evidence determined through ANALYSIS)

## Deconstructing

**CRITERIA**

Question: Use evidence from Sources 4 and 5 in the stimulus book to evaluate the extent to which evidence from each source is useful and reliable in supporting the historical interpretation that fear played a large role in Australia' decision to become involved in the Vietnam War.

CRITERIA: In need to ensure I include:

 Sources 4 and 5

Evidence from <u>each</u> source (features, quotes etc)

Other examples: provide two reasons for...; identify three differing perspectives...

# Deconstructing

**CONTENT**

Question: Use evidence from Sources 4 and 5 in the stimulus book to evaluate the extent to which evidence from each source is useful and reliable in supporting the historical interpretation that fear played a large role in Australia's decision to become involved in the Vietnam War.

CONTENT: I need to use my knowledge and evidence from the sources around reasons for Australia's involvement in the Vietnam War to make a judgment about if fear played a large role.

# CONNECTION

CONNECTION: How do Sources 4 and 5 connect to the idea of fear as a reason for Australia's involvement in the Vietnam War? What features of evidence help me assess their USEFULNESS and RELIABILITY?

Source 4: Primary - audience. Anti-Asian, anti-communist perspective: implied - (caricature, hammer and sickle, dark jungle), explicit language of threat "nearer, clearer, deadlier" = biased, but widespread (rel), useful for perspective

**CONNECTION** - promotes/shows fear of 'Asian invasion' amongst white audience

Source 5: corrob. 4 "fear of communist expansion was of concern", however, suggest Aus was more afraid of "Indonesian attack" and only became involved in V. to secure America as an ally in the event of an Indonesian attack.

**CONNECTION**; differing perspective, still fear, different motive Author (origin) experts, (rel), useful in refining understanding of fear

Deconstructing

## Deconstructing

**CHECKLIST**

CUE

Evaluate usefulness and reliability (requires analysis of features of evidence)

CONTENT

Fear as a reason for Aus. involvement in the Vietnam War

CRITERIA

- Source 4

    (audience, bias, implicit and explicit fear of Asian communism)

- Source 5

    (corrob, historical assessment, Aus. motive was fear of Indonesia)

CONNECTION

# Deconstructing

A word of caution: **PLURALS**

Analyse: "dissect to ascertain and examine constituent **parts** and/or their **relationships**; break down or examine in order to identify the essential **elements, features, components** or structure"

Evaluate :"make an appraisal by weighing up or assessing **strengths, implications and limitations**"

- usefulness "how the source provides relevant information in answer to the question...how it may be used to **corroborate or contradict** other sources"

Synthesise: " combine **different parts or elements** (e.g. information, ideas, components) into a whole, in order to create new understanding"

Note that in the sample response provided, **more than one feature of evidence** is identified for each source (Analyse). **More than one strength and/or limitation** of the source is considered in determining reliability and how the source is useful in reaching a decision (Evaluate). There is also explicit **corroboration**, which is a key part of usefulness.

Queensland Curriculum and Assessment Authority. (2018, January). *Glossary of Cognitive Vierbs.* Retrieved July 2020, from https://www.qcaa.qld.edu.au/downloads/senior-qce/common/snr_glossary_cognitive_verbs.pdf

A sample response to the worked example question will also be available.
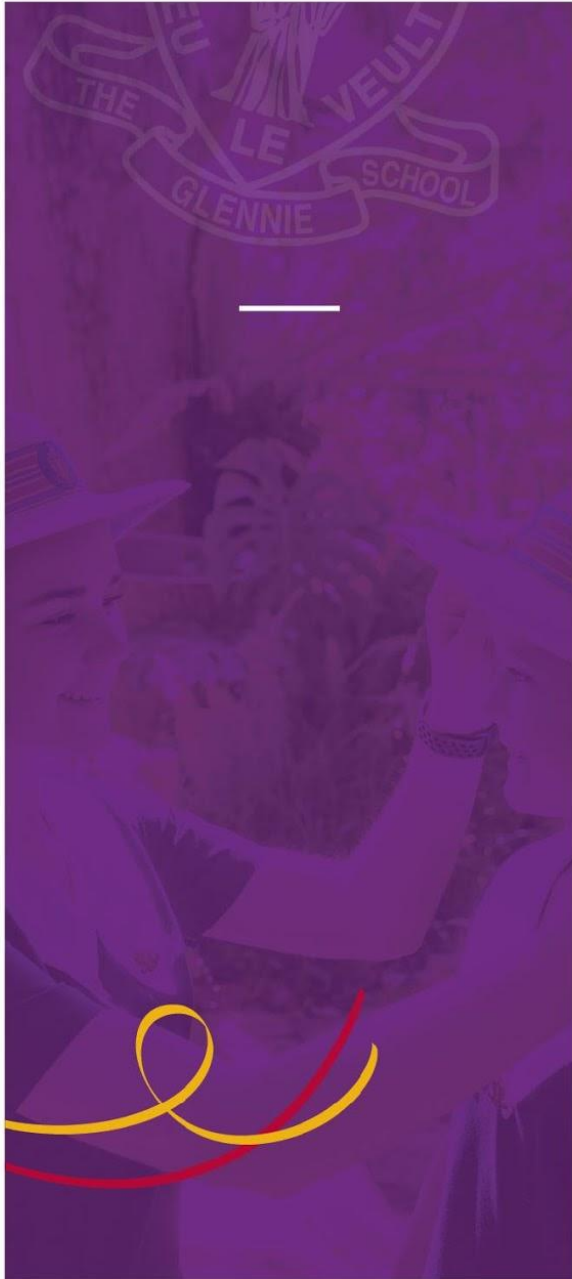
Emma Kann

kanne@glennie.qld.edu.au

Alison Bedford

bedforda@glennie.qld.edu.au

# Example Response to Public Sample External Examination: Modern History
Devised by Dr Alison Bedford, The Glennie School

Sources 4 and 5 are both useful in supporting the historical interpretation that fear played a large role in Australia's decision to become involved in the Vietnam War. Source 4, a political cartoon from 1950 targets a white Australian audience, as *The Bulletin* focused on "Australia for the White Man" (Source 4 Context Statement). The cartoon appeals to the audience's likely anti-immigration, anti-Asian and anti-communist sentiments, as it is produced during the **height of the White Australia Policy era**. The caricature of an Asian soldier, with heavy features and Roman-style sword and shield highlight the anti-Asian bias present in the image. The use of the hammer and sickle logo implies the threat of Communism. The threat suggested by the soldier emerging from the dark jungle is reinforced explicitly in the caption "nearer, clearer, deadlier" (Source 4). While clearly biased against Asian Communist expansion, Source 4 is nonetheless a reliable depiction of the Australian public's fear of the spread of Communism in Asia as a threat to Australia and so is useful in determining this fear was a motive for Australian involvement in Vietnam as another Asian nation that turned to Communism. Source 5 corroborates this view, explicitly arguing that "fear of Communist expansion was of concern [for Australia]". However, the authors, all Australian historians, argue that this fear was not specific to Vietnam, but rather that Australia was more concerned with the threat of "Indonesian attack" (Source 5) and their motive for involvement in Vietnam was to secure an alliance with the United States which would ensure their support in the event of war with Indonesia. The authors' **expertise and interest in exploring the "Australian-American relationship' (Source 5 Context Statement)** make it likely their judgement of Australia's motives are reliable. Both Sources 4 and 5 are very useful in determining that fear played a large role in Australia's decision to become involved in Vietnam, as Source 4 reveals a long-held, wide-spread fear of Asian Communism and Source 5 identifies that this fear was centred on Indonesia, which prompted Australia to commit to Vietnam to secure America as allies in the region.

---

Clear answer to the question - I have decided they SUPPORT the interpretation and state this clearly. Notice the use of the exact language of the question.

Context

Audience with evidence

Perspective linked to **Context**

I identify some EXPLICIT features of the cartoon, and then link this to the perspective (anti-Asian bias) IMPLIED by the image.

Again, what I can see (explicit) and what it suggests (implicit)

Linking of implied threat in image to explicit threat in text (note correct referencing for a short response examination)

Recognising issue with source reliability, so responding to the task instruction the 'evaluate reliability and usefulness', and then arguing why it is still useful. Notice the return to language from the question to show I am responding directly.

Corroboration implies increased reliability. Language of quote also directly addresses question topic of 'fear.

Discussion of how the sources differ in their suggestion of what it was that Australia actually feared

Identification of Australia's **motive** for going to Vietnam

Assessment of reliability based upon **origin.**

Clear statement that responds directly to question - to what extent are Sources 4 and 5 useful and reliable….

Making a judgment: 'fear played a large part' Summarising HOW I made this judgement, summarising the key finding from each source to show how this fear motivated Australian decisions about becoming involved

Motive 1 - anti-Communist and racist sentiment

Motive 2 - desire for greater regional support against Indonesia
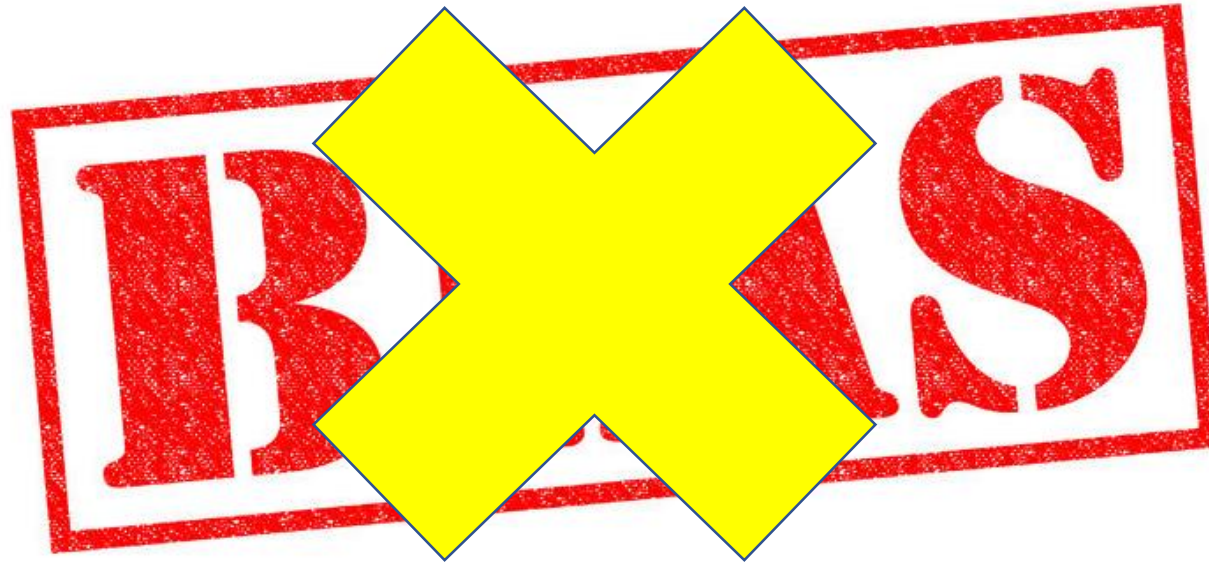
# Bias no more: Teaching perspective in sources

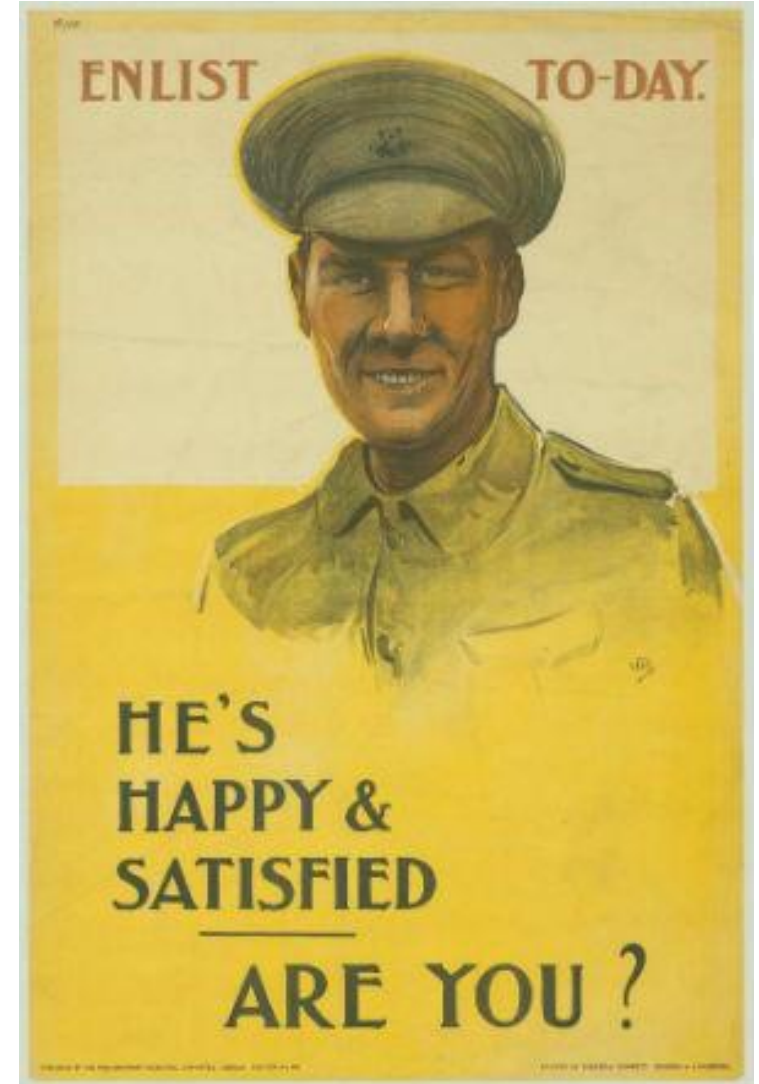Dr Craig Johnston, Clayfield College

cjohnston@clayfield.qld.edu.au

# The traditional approach

- What methods does this poster use to encourage men to enlist?

- What emotions does it appeal to?

- Is it biased?

Answer:

- The poster is bias **(!)** as it presents the war as a place where men are happy and satisfied. It explicitly implies that the reader is not happy, and that joining the army will make him happy. It does not mention trench foot, so it is unreliable.



State Library of Victoria: https://blogs.slv.vic.gov.au/such-was-life/wwi-posters-from-the-librarys-collection/

# The reality

- We have to accept, and ensure students understand, that

ALL SOURCES ARE BIASED

Biased source!
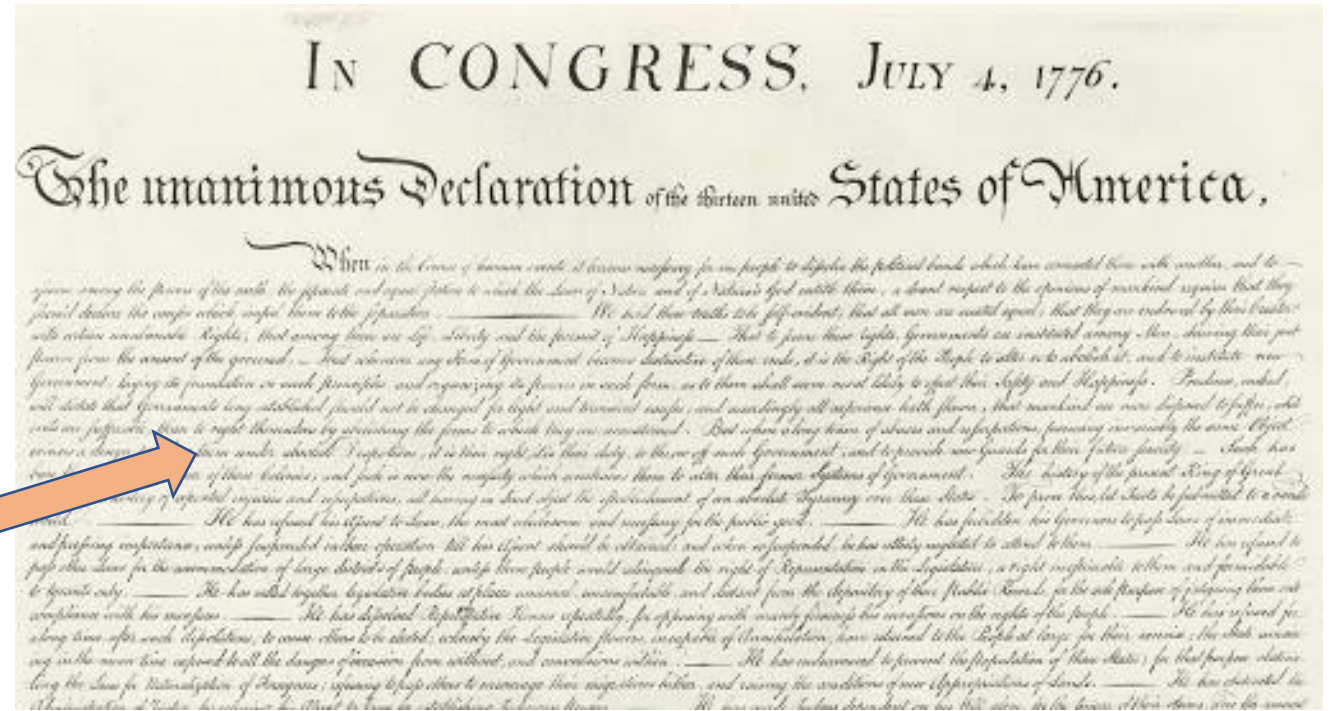
# Criterion: Evaluating

- The IA2 ISMG:

Assessment objective

5. evaluate evidence from historical sources to make judgments linked to a topic focused on national experiences in the Modern World

| The student work has the following characteristics: | Marks |
|---|---|
| • discerning judgments about usefulness and reliability<br>• these judgments use evidence from primary and secondary sources and refer to different perspectives included in the source analysis<br>• these judgments are well-reasoned and corroborated. | 7–8 |

# Perspective activity: Who would you invite?

- To dinner:
  - A 68 year old grandmother
  - An expert economist, elected president of an African country

- To speak at your school:
  - A 13 year old girl
  - A soldier who fought in a liberation army

# Whose perspective?

- Ellen Johnson Sirleaf, who worked for the World Bank, became Africa's first elected female leader when she became president of Liberia in 2006.

- In recent analysis by the International Day Against the Use of Child Soldiers (2019), almost 30,000 cases of recruitment of children were verified, a 159% rise since 2012.

# Example: Indian independence – partition

You see, Jinnah was so much of a one-man band. If somebody had told me he's going to be dead in a few months would I then ... have said, Let's hold India together and not divide it? ... Jinnah was a lunatic. He was absolutely, completely impossible. I don't think we could have waited for him to die ... But what we could have done is to argue with him in a very different way. I assumed I was dealing with a man who was there for keeps, and had Pakistan as his object ... If in fact, we suppose for a moment that Jinnah had died, literally before the transfer of power, I believe the [Indian National] Congress would have been so relieved that their arch enemy was dead — we would have been dealing on a basis where Congress would have been prepared to give up much more and the other Muslim leaders would have been ready to accept that.

Earl Mountbatten, interviewed about 20 years after partition

# Ben McCrystal

Humanities, English, Art and German Teacher
One School Global, Wakerley, Brisbane

# Getting Junior History out of the Classroom

Year 9 Humanities

Short and long-term Causes of WWI

# How did I approach this?

- I did use videos, readings and powerpoint presentations

- I also used some out of class activities to embed the learning

- These included
  1. Alliance role play/ walk through on the tennis court
  2. Scavenger hunt around the school

# Activity – Long Term Causes

Alright, on your feet!

We're heading outside for a role play activity on the tennis court to examine the alliances that were in place in 1914, immediately prior to the war, that were a key factor in the start of the war.

Be sure to grab your hat first!

# Activity – Short Term Causes

-Class Activity - Scavenger Hunt

To learn about the short term causes we will do a scavenger hunt where you will gather clues.

Instructions:

- You will be organised into groups by your teacher
- In your group, get a clue and answer sheet and look over it
- There are several artefacts of evidence placed around the secondary school
- The sheet will have a clue as to where to find the artefact and also a space to write the answer once you have found the artefact.
- Once you have found all the artefacts and filled in all the answers on your sheet, return it to your teacher
- The team who finishes first with all of the correct answers will win a prize (which may or may not be chocolate)

Good luck!!!

Artefact 3

07/02/2020

# Outcomes

- The students really enjoyed it

- Made the learning fun, practical and visible

- Question 1 in the exam was on the long and short-term causes of WWI and the majority of the class did really well on this question

- Feedback was very positive

## Question 2

1 / 1 pts

What was your favourite part of the WWI unit?

Your Answer:

I loved how in depth it was and how it enlightened my knowledge of the ww1, i loved the scavenger hunt, it was an interactive and fun activity that taught me about the events that lead up to war. I also enjoyed learning about the effects on different countries

## Question 2

1 / 1 pts

What was your favourite part of the WWI unit?

Your Answer:

My favourite part about the WW1 topic was learning about the war and it's short term and long term causes.

# Mini whiteboards: check for understanding

Louise Brown

lbrown@stmargarets.qld.edu.au

# 5 ways with a mini whiteboard

1. Quick knowledge check: "Who led the suffragettes?  3,2,1…"

2. Longer definitions: "write down a definition of the word 'dynasty'"

3. Draw your answer: "draw your understanding of 'empire'"

Show and explain it back to a partner…

Show it and explain it to me!

4. Address a misconception: "does reform mean change for the better or change for the worse?"

5. Chronology checks: put the following in order: WSPU, WW1, NUWSS

# Benefits

- Everyone participates – but low stakes – no one sees but you!

- Chance for praise – experience success early on!

- Obvious visual check for understanding – you can correct

- Recall – strengthens memory

- Brings out nuance in understanding – what *was* an empire?

**"If they can't say it, they can't write it"**

1. Students write individually on the mini-whiteboard

2. Read it to a partner – amend/improve?

3. Read it to the class; build fluency

4. Teacher can correct or extend