## Teaching and learning plan and activities

### Lesson 1 Revising time lines, introducing TimeRime

<table>
<thead>
<tr>
<th>Timing (suggested timing sequence)</th>
<th>Introduction</th>
<th>Pedagogy</th>
<th>Technology</th>
</tr>
</thead>
</table>
| 15 minutes                         | As a whole class, revise the concept of a timeline. Discuss concepts of chronological time and how dates can be placed in sequence. Create a whole class timeline by placing key dates in sequence that respond to the following questions:  
  • When were you born?  
  • Do we know when your parents were born?  
  • How old are your parents?  
  • How old are your grandparents?  
  This activity should be done on the largest scale possible in order to engage the students – preferably using an IWB or projector. | Assess student prior knowledge about concepts of time. A whole class activity discussing timelines allows the teacher to revise concepts of chronology and sequencing with the students. In this activity the teacher models the concept of timelines and how they allow us to sequence events. This modelling activity gives the students a framework for understanding and organising evidence and facts in sequence. Starting from the familiar – such as the students' birthdays – allows young learners to build new knowledge in relation to what they already know. Sorting and evaluating information is a basic component of inquiry learning. | IWB – Using an IWB allows the teacher to model the importance of sequencing. The IWB is an effective way to demonstrate the sequencing of events on a timeline, as it allows you to physically rearrange and place events into the correct order. |
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<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>40 minutes</td>
<td>Individual task: Students construct a simple timeline of their own life. Some key questions for the students to consider: <strong>What?/When?</strong> Are some of your key events memories? What do you remember most about your different school years? When were you born? <strong>Where?</strong> Where were you born? Have you always lived in the same house?</td>
<td>Students revise the concept of how timelines can be used to represent key events within a person’s life by having students construct simple timelines of their own lives. Through the construction of a simple timeline the students are allowed to experiment with the software they will use for their research project. It is always a good idea to give students the chance to explore the features of new technology. This allows them to familiarise themselves with the program, making subsequent lessons more effective. Teacher should act as a mentor, reframing questions to model historical skills. Historical skills: • concepts about time/chronology • continuity and change over time.</td>
<td>Software: TimeRime Students’ digital images of key events in their lives Scanner</td>
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<td>5 minutes</td>
<td><strong>Conclusion:</strong> Initiate a whole-class discussion. Use these questions to guide student responses: • What problems did you encounter with the software? • How did you solve them? • How might you solve them in the future?</td>
<td>This discussion allows learners to explicitly define learning difficulties. This activity reinforces learning by allowing the students to talk about what worked and what didn’t, and importantly why.</td>
<td>IWB – Using an IWB or projector, display one example of a student’s work for the whole class to discuss.</td>
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### Teaching and learning plan and activities

#### Lesson 2: Introducing the topic - preparing the students to be ‘mini’ historians

<table>
<thead>
<tr>
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</tr>
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<td>15 minutes</td>
<td>Introduce the topic the students will be researching:</td>
<td>Effective brainstorming should be a collaborative process that generates a large number of ideas, encouraging creative thinking strategies.</td>
<td>Use an IWB in the brainstorming process, physically moving and collating ideas generated by the class discussion.</td>
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<td>‘The contribution of Aboriginal and Torres Strait Islander people to Australian society.’</td>
<td>The choice of brainstorming activity should be based on the class needs and dynamics.</td>
<td>When brainstorming with young learners the use of an IWB is an effective tool to visualise the different stages of the thinking process.</td>
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<td>Initiate a class brainstorm of some significant Indigenous Australians and their contribution to Australian society.</td>
<td>Group work facilitates collaborative learning and problem solving. This also encourages communication and interpersonal social skills.</td>
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<td>Select from a variety of techniques to initiate this discussion with your class:</td>
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<td></td>
<td>• Think, Pair, Share</td>
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<td></td>
<td>• Graffiti sheets</td>
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<td>• 1-2-4 strategy</td>
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<td></td>
<td>• Sunshine wheel</td>
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<td>10 minutes</td>
<td>Prepare the class for their own research project by encouraging students to visualise themselves as being ‘mini’ historians.</td>
<td>Teacher models how historians investigate the past by:</td>
<td>IWB</td>
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<td>Ask students to think about:</td>
<td>• asking questions</td>
<td>List of useful websites that have been previewed by the teacher</td>
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<td>• What would historians need to know?</td>
<td>• researching</td>
<td>Using IWB, review key websites that have been previewed by the teacher</td>
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<td>• How do historians go about finding information?</td>
<td>• analysing sources</td>
<td>discussing issues of usefulness and reliability.</td>
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<td></td>
<td></td>
<td>• interpreting evidence</td>
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<td></td>
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<td>• making judgements</td>
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<td>• communicating their conclusions.</td>
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| Timing  
  (suggested timing sequence) | Introduction | Pedagogy | Technology |
|-------------------------------|--------------|----------|------------|
| 25 minutes  
  Begin research | 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.  
  Students choose from a prepared list of key Indigenous Australians who have contributed to the economy, education, science, the arts and sport.  
  When conducting their research, ask students to look for significant moments of change in the life of their eminent Indigenous person.  
  Guide your students to ask specific questions about key events:  
  • What are the important milestones for this person?  
  • What impact has this individual had in major turning points of Australian history?  
  How is this change seen from the perspective of both Indigenous and non-Indigenous Australians?  
  Students are:  
  • searching for sources of information on eminent Indigenous Australians in online repositories  
  • analysing these different sources to determine which are the most useful.  
  Interpreting which information can be used to show key historical events. | The teacher should scaffold the students’ research by modelling correct historical terminology.  
  The teacher should rephrase and clarify students’ questions by explicitly referencing how historians work.  
  Focus on:  
  • primary/secondary sources.  
  Good historians think about:  
  • 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?  
  The key learning concepts for students are:  
  • 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? | Internet access  
  List of useful websites that have been previewed by the teacher  
  TimeRime software |
Timing
(Introduction Pedagogy Technology
(suggested timing sequence)

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| 10 minutes | **Conclusion:** Conduct a whole-class reflection on the process of creating a digital timeline. Ask focusing questions such as:
  - 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? | Reflection time reinforces learning by asking students to demonstrate what they know. | IWB – Using an IWB or projector, display one pairs’ example of student progress so far for the whole class to discuss. |

### Online resources

**Internet websites:**

Information can be accessed over many websites including the following:

- [http://www.pictureaustralia.org/](http://www.pictureaustralia.org/)

**Other resources**

**Hardware:**

- Interactive whiteboard
- Video projector
- Scanner

**Software:**

- TimeRime
Teacher preparation

Here are just some of the significant Indigenous Australians students could research:

- Albert Namatjira
- Faith Bandler
- Mick Dodson
- Christine Anu
- Martin Nakata
- Seaman Dan
- Pat Dodson
- Cathy Freeman
- Evonne Goolagong Cawley
- Jimmy Little
- Lowitja O'Donoghue
- Dr Pat O'Shane
- Noel Pearson
- Galarrwuy Yunupingu
- Charles Perkins

Being culturally sensitive

The culturally sensitive nature of Indigenous history can make teachers feel ill prepared to teach this topic.

Consider some of the following teaching strategies to help you:

1. Use clear learning outcomes

Be clear about the learning outcomes that you are addressing when you teach. Look carefully at how these outcomes develop your students' broader historical understandings of empathy, multiple perspectives, change and continuity.

2. Develop a good depth of knowledge

Develop a good depth of knowledge of the history being taught. As history is a dynamic subject, where new sources are regularly discovered and new interpretations developed, take steps to regularly update your knowledge.

3. Teach the study of history as being open to debate

Challenge your students to think about history as being open to debate and argument rather than being a fixed body of knowledge. Help them to see that history is full of complexities and that there is more than one way of viewing the past.
**Assessment ideas**

Some things to think about:
- Link assessment to learning outcomes outlined in the Australian Curriculum guidelines.
- Use the Australian Curriculum descriptors to create a rubric defining your learning outcomes.
- Involve students in the creation of the assessment rubric.
- Clear expectations focus the most important learning goals.
- Include room for student reflection.

**Differentiated instruction**

Depending on the needs, abilities and backgrounds of students, find sources of historical information appropriate to the level of the learner.

For students with low literacy levels this would involve finding digital sources with high visual and audio content.

**Prepared web links**

Scaffold basic internet research skills by using prepared web links.

Using a search engine such as Google to search for information can be too difficult a task for some learners, as some students need more direct guidance to filter what is useful information from the enormous array of material available online.

Cut and paste useful web links onto a word document, allowing students to directly use the hyperlinks that access web pages.