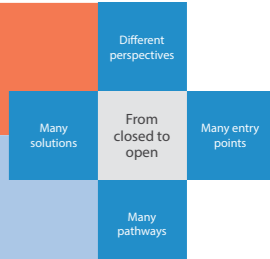









# GOAL – Getting the students doing the thinking in History

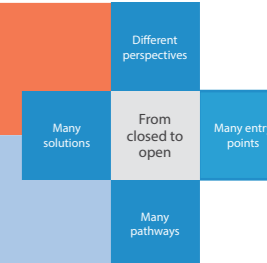
## Transforming tasks strategy: From closed to open




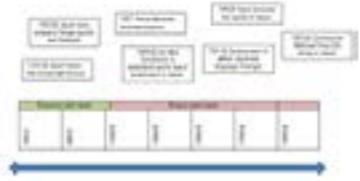




Technique	Before	After	Reflection: Why and how?
<p><b>Different perspectives</b> Our thinking can change beyond one point of view.</p>	<p>This memorial in Mallala was built in honour of the ten local men who died in World War I. These men were very brave and gave their lives so that others could live safe and free lives.</p> <p>Draw the memorial and write down the names of the ten men.</p> 	<p>Who might want to visit this memorial? Who else? Who else? Who else? Who else? Who might not want to visit this memorial? Why?</p> 	<p>WHY would you... have students explore different perspectives about the war memorial?</p> <p>To develop skills in generating ideas by hypothesising and synthesising information from many perspectives.</p> <p>HOW does this develop powerful/expert learners?</p> <p>Students learn to be empathic and resourceful as they seek to understand different points of view.</p>
<p><b>Many entry points</b> Thinking does not have to be linear. Have students work backwards by providing the outcome first.</p>	<p>Research and make a slide show to show your answers:</p> <p>Why did Australia see an influx of Italian migrants after World War II?</p> <p>Why did these migrants leave Italy?</p> <p>Why did they come to Australia rather than another country?</p> <p>What contributions have Italian migrants made to Australian society?</p>	<p>Famous actor Hugh Jackman once said 'Australians are coffee snobs. An influx of Italian immigrants after World War II ensured that'</p> <p>What could he mean?</p> 	<p>WHY would you... have students start with a quote about a consequence of migration and work backwards to identify the causes?</p> <p>To develop skills in hypothesising and analysing information in order to connect consequences and causes.</p> <p>HOW does this develop powerful/expert learners?</p> <p>Students learn to be inquisitive and think logically when many entry points are invited.</p>
<p><b>Many pathways</b> There are many possible ways to complete a task.</p>	<p>Draw a line to match the old item with the new item.</p> 	<p>How many different ways can you sort these objects?</p> 	<p>WHY would you... have students sort objects in multiple ways?</p> <p>To develop skills in identifying relationships between objects in order to classify them in different ways.</p> <p>HOW does this develop powerful/expert learners?</p> <p>Students learn to be imaginative, creative and flexible as they explore many ways to solve problems.</p>
<p><b>Many solutions</b> Open ended solution, but thinking stretched by constraints.</p>	<p>Identify a convict who was transported to Australia in 1788.</p> <p>Find 5 facts about this convict.</p> 	<ul style="list-style-type: none"> <li>This ship is about to leave England.</li> <li>Who could be onboard?</li> <li>What if it was 1788?</li> <li>What if it was 1688?</li> <li>What if it was going to Australia?</li> <li>What if it wasn't?</li> </ul> 	<p>WHY would you... ask students 'what if' questions about convict ships?</p> <p>To develop skills in formulating responses to questions where constraints have been added.</p> <p>HOW does this develop powerful/expert learners?</p> <p>Students learn to be creative, flexible and innovative thinkers when they are challenged to explore many solutions.</p>

# GOAL – Getting the students doing the thinking in History

## Transforming tasks strategy: From closed to open



Technique	Before	After	Reflection: Why and how?
<p><b>Different perspectives</b> Our thinking can change beyond one point of view.</p>	<p>Imagine you are a mother receiving this letter telling you that your son had been killed in World War I. What questions would you have?</p> 	<p>Who might be affected by this letter? Whose life would be changed the most by this news and why?</p> 	<p>WHY would you... have students make judgements about whose lives would be most affected by bad news?</p> <p>To develop skills in analysing information to make judgements about the significance of events to people with different perspectives.</p> <p>HOW does this develop powerful/expert learners?</p> <p>Students learn to be empathic and resourceful as they seek to understand different points of view.</p>
<p><b>Many entry points</b> Thinking does not have to be linear. Have students work backwards by providing the outcome first.</p>	<p>Investigate the countries involved in World War I. How many casualties did each country have?</p>	<p>The Blood Swept Lands and Seas of Red art installation at the Tower of London consists of 888,246 ceramic poppies. Each poppy represents a death.</p> <p>What might have been the causes of these deaths?</p> 	<p>WHY would you... have students begin with an artistic representation of an effect of World War I and work backwards?</p> <p>To develop skills in connecting consequences and causes by forming and testing hypotheses.</p> <p>HOW does this develop powerful/expert learners?</p> <p>Students learn to be inquisitive and resourceful, and think logically when many entry points are invited.</p>
<p><b>Many pathways</b> There are many possible ways to complete a task.</p>	<p>Arrange these events in Shogunate Japan on the timeline. Choose 3 events and research the short and long term effects that each event had.</p> 	<p>How many ways can you arrange these events from Shogunate Japan to show the relationships between them?</p> <ul style="list-style-type: none"> <li>Commodore Matthew Perry (US) arrives in Japan</li> <li>Japan has first contact with Europe</li> <li>Kyoto becomes the capital of Japan</li> <li>Development of written Japanese language (hiranga)</li> <li>The Meiji Constitution is established as the law of government in Japan</li> <li>Prince Musuhito becomes emperor</li> <li>Japan bans access to foreign goods and literature</li> </ul>	<p>WHY would you... have students arrange events from Shogunate Japan in multiple ways?</p> <p>To develop skills in identifying relationships between events in order to classify and organise them in different ways.</p> <p>HOW does this develop powerful/expert learners?</p> <p>Students learn to be imaginative, creative, and flexible as they explore many ways to solve problems.</p>
<p><b>Many solutions</b> Open ended solution, but thinking stretched by constraints.</p>	<p>Research what daily life was like in ancient Egypt for a soldier or farmer. Write a diary entry showing what a typical day was like.</p> 	<p>You are hosting a party in ancient Egypt. How will you plan your party?</p> <p>What if your party had to cater for all social classes? How will you plan your party so that everyone can participate?</p> 	<p>WHY would you... have students develop a plan for hosting a social event in ancient Egypt?</p> <p>To develop skills in designing plans for situations where constraints have been added.</p> <p>HOW does this develop powerful/expert learners?</p> <p>Students learn to be creative, flexible and innovative thinkers when they are challenged to explore many solutions.</p>