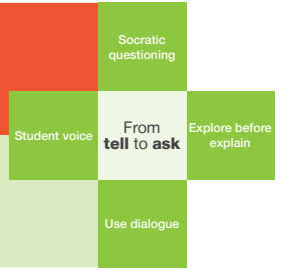








GOAL – Getting the students doing the thinking in History

Transforming tasks strategy: From tell to ask






Technique Example	Before	After	Reflection: Why and how?
<p>Socratic questioning</p> <p>Ask questions that help students dig deeper.</p>	<p>Let's find out about ANZAC Day</p> <ol style="list-style-type: none"> 1. What does ANZAC stand for? 2. When is ANZAC Day? 3. Why is it on this date? 4. How many Australian soldiers were killed? 5. How is ANZAC Day commemorated in your local area? 	<p>Look closely at the image. Discuss the following in your group:</p> <ol style="list-style-type: none"> 1. What do you think is happening in this image? What evidence supports that idea? 2. What if this image was taken on April 25th? Why might this date make a difference? 3. What if the image wasn't taken on April 25th? 4. What is the purpose of ANZAC Day? 5. Many people are not involved in ANZAC DAY. Why not?  <p>Ian McKenzie/AnzacDayhttp://bit.ly/1uQN3o4</p>	<p>WHY would you... ask students to interpret a photograph by posing questions?</p> <p>To develop skills in constructing meaning from sources, developing theories when a specific scenario is presented and revising thinking as new information is revealed.</p> <p>HOW does this develop powerful/expert learners?</p> <p>Students learn to be resourceful, open-minded thinkers who can apply their knowledge and understandings to new situations in flexible ways.</p> <p>Examples of Socratic questions can be found online (For example: http://courses.cs.vt.edu/cs2104/Summer2014/Notes/SocraticQ.pdf)</p>
<p>Explore before explain</p> <p>Ask students to try their ideas first.</p>	<p>Key figures in Australia's history</p> <p>Sir Henry Parkes</p> <p>Read the sources provided about Sir Henry Parkes and write a biography of his life.</p> <p>Include information about the contributions he made to the development of Australian society.</p>  <p>Threthney/Sir Henry Parkeshhttp://bit.ly/13arCl6</p>	<p>Look at the images on Australian notes and coins. What do you think?</p> <ol style="list-style-type: none"> 1. Who's on the money? 2. Why are they there?  <p>Vagawl/Aussie money noteshttp://bit.ly/1yX6sGfly/1uQN3o4</p>	<p>WHY would you... ask students to investigate why particular individuals are featured on Australian currency?</p> <p>To develop skills in questioning information, making judgements and justifying opinions based on evidence and existing understandings.</p> <p>HOW does this develop powerful/expert learners?</p> <p>Students learn to apply what they know to new situations and to become reflective, open-minded thinkers when forming opinions.</p>
<p>Use dialogue</p> <p>Ask students to interact and build meaning through learning conversations.</p>	<p>Write down some interesting street names from your local area. Choose different ones to individually research.</p> <p>Find out:</p> <ol style="list-style-type: none"> 1. When was the street named? 2. Why was the name chosen? 3. What does the name of this street tell you about the past history of your area? 	<p>Find out:</p> <p>What are the different street names in your local area? Choose different ones to individually research. What is the story that lies behind it?</p> <p>In small groups, use your research findings to think about the statement below.</p> <p><i>'Street names help us uncover significant people, events and stories about our local area in the past.'</i></p> <p>Discuss with your group how strongly you agree/disagree with the statement. Why? Develop a joint response and share your group's response with the class.</p>  <p>donkeycart/To absent friendshhttp://bit.ly/1GNRaYM</p>	<p>WHY would you... ask students to work in groups to discuss their research about the history of street names and respond collectively to a statement?</p> <p>To develop skills in synthesising information from a range of sources and generalising information in order to reach a consensus.</p> <p>HOW does this develop powerful/expert learners?</p> <p>Students learn to be open-minded, collaborative thinkers who communicate effectively and can co-construct meaning with others.</p>
<p>Student voice</p> <p>Ask students to decide how they might do this best.</p>	<p>These toy vehicles belonged to my father. They are made out of metal. There are no plastic parts. My father played with these toys when he was a child.</p> <p>Choose one of the toys and draw it. Draw one of your own toys next to it.</p> 	<p>Draw your favourite toy. Why is it your favourite?</p> <p>Find out what your parent's favourite toys were when they were children and why they were their favourites.</p> <p>Are toys more fun to play with now than when your parents were children?</p> <p>How could you find out?</p>  <p>Neko1998/playhttp://bit.ly/13vYWu8</p>	<p>WHY would you... ask students to compare toys and decide which are the most fun to play with?</p> <p>To develop skills in comparing and contrasting objects, personalising information and reaching evidence based conclusions.</p> <p>HOW does this develop powerful/expert learners?</p> <p>Students learn to actively participate in their learning, make decisions and be curious about information presented to them.</p>

GOAL – Getting the students doing the thinking in History

Transforming tasks strategy: From tell to ask



Technique Example	Before	After	Reflection: Why and how?
<p>Socratic questioning</p> <p>Ask questions that help students dig deeper.</p>	<p>Research the answers to the following questions:</p> <ol style="list-style-type: none"> 1. What were some common beliefs about what caused the Black Death? 2. What did most doctors believe was the cause? 3. How did doctors try and treat this cause? 4. What was a beak doctor? 5. What did they wear and why? 6. How successful were the treatments? 	<p>Study this drawing of a plague beak doctor. Consider questions such as the following:</p> <ul style="list-style-type: none"> • What do you notice about this person? • When and where might you meet a person like this? • If you could meet him now, what questions would you ask him? • How might this person answer your questions? What assumptions are you making? • What evidence do you need to verify your ideas? • What questions would this person not be able to answer?  <p>Jaggitha http://bit.ly/16retg7</p>	<p>WHY would you... ask students to design a hypothetical interview with a plague beak doctor?</p> <p>To develop skills in constructing meaning by posing questions and seeking evidence.</p> <p>HOW does this develop powerful/expert learners?</p> <p>Students learn to be curious, imaginative thinkers who seek to understand new situations by asking questions and organising their own ideas.</p> <p>Examples of Socratic questions can be found online (For example: http://courses.cs.vt.edu/cs2104/Summer2014/Notes/SocraticQ.pdf)</p>
<p>Explore before explain</p> <p>Ask students to try their ideas first.</p>	<p>In the 18th century children often worked to help support their family. Many new textile factories emerged during the Industrial Revolution and the owners could employ children for lower wages than adults. In 1788 about two thirds of employees in the cotton mills of England and Scotland were children. The most dangerous work was often given to the smallest children who could crawl under the machines to collect loose cotton.</p> <p>Imagine you were one of these children and write an account of your typical day.</p>	<p>What can you uncover from looking closely at this image?</p> <p>Think about:</p> <ul style="list-style-type: none"> • the information you can/can't see • the possible stories • what surprises you • what you knew already • the information that is missing • what else you want/need to know • how you could find it out.  <p>bob_ Irving/24-child-laborhttp://bit.ly/1BUJEdJ</p>	<p>WHY would you... ask students to interpret a photograph of children working in a factory?</p> <p>To develop skills in questioning information, and forming and testing hypotheses by drawing upon evidence and existing understandings.</p> <p>HOW does this develop powerful/expert learners?</p> <p>Students learn to apply what they know to new situations and to actively make meaning by thinking deeply.</p>
<p>Use dialogue</p> <p>Ask students to interact and build meaning through learning conversations.</p>	<p>Ancient Societies Study</p> <p>Choose one of the following ancient societies and research the rights that different social groups had within that society.</p> <ul style="list-style-type: none"> • Egypt • Rome • Greece • China • India 	<p>Ancient Societies Study</p> <p>In a group of 5, each choose one of the following ancient societies and research the rights that different social groups had within that society.</p> <p>Egypt Rome Greece China India</p> <p>What do you think? Which ancient society would you prefer to live in?</p> <p>Discuss features of each society using your researched evidence. Discuss the positives and negatives of each and decide, as a group, which society you would prefer to live in and why.</p>	<p>WHY would you... ask students to decide as a group which ancient society they would prefer to live in?</p> <p>To develop skills in synthesising information from a range of sources and generalising information in order to collaborate and reach a consensus.</p> <p>HOW does this develop powerful/expert learners?</p> <p>Students learn to be open-minded, collaborative thinkers who communicate effectively and can co-construct meaning with others.</p>
<p>Student voice</p> <p>Ask students to decide how they might do this best.</p>	<p>In 1942 all Australian men aged 18-35 and single men aged 35-45 were required to join the Citizens Military Forces (CMF). Volunteers with the Australian Imperial Force (AIF) were often critical of CMF conscripts believing them to be inferior soldiers.</p> <p>Research and record the role of the CMF and the AIF in World War II.</p>	<p>Research the role of the CMF and the AIF in World War II.</p> <p>What do you think?</p> <p>Which one would you join?</p> <p>What will you need to know before you make your decision?</p> <p>Find the information you need and use it to convince someone else to make the same decision as you.</p>  <p>Australian War Memorial ARTV04333</p>	<p>WHY would you... ask students to justify their (hypothetical) decision about whether they would enlist with the AIF or CMF?</p> <p>To develop skills in, personalising information, making evidence based decisions and effectively persuading others.</p> <p>HOW does this develop powerful/expert learners?</p> <p>Students learn to make evidence based decisions, develop empathy and become socially aware as effective communicators.</p>