The BitL tool – history years 9–10

Overview
Bringing it to life – essence meets content

What are the stories?
What language and ideas do we need to understand this?
How does this fit in time?
Stories about the global influences that have shaped the world as it is today socially, culturally, economically and politically.
Stories about how Australia’s social, cultural, economic and political development has been shaped by global influences.
Stories about Australia’s place in the Asia-Pacific region and its global standing over time.

What questions do we have?
Questions about cause and effect. Questions about continuity and change. Questions about significance.
Identify and select different kinds of questions about the past to inform historical inquiry about global influences that have shaped the world as it is today socially, culturally, economically and politically.
Evaluate and enhance inquiry questions.

What can we use to find out?
Primary and secondary sources that provide evidence to support a historical inquiry about the global influences that have shaped the world as it is today socially, culturally, economically and politically including:
- Artifacts, photographs, books, oral histories, digital media, museums, online collections, archives, records and maps.

How can we use this to find out?
Analyzing oral, written and visual primary and secondary sources to identify their origins, purposes and contexts.
Processing and synthesising information from a range of sources for use as evidence in a historical argument.
Evaluating the reliability and usefulness of primary and secondary sources.

How can we make sense of this?
Draw conclusions and develop arguments to answer inquiry questions about the global influences that have shaped the world as it is today socially, culturally, economically and politically.
Analyze the perspectives of people from the past.
Analyze different historical interpretations.
Students form their own historical interpretations.

How can we communicate this?
Develop texts, particularly explanations and discussions that use evidence from a range of sources that are referenced to communicate thinking about Australia’s development over time using oral, written, graphic and digital forms about the global influences that have shaped the world as it is today socially, culturally, economically and politically.

Pedagogical questions:
- What are the stories about this?
- What information and sources are available about this?
- What is recorded or interpreted about the past?
- Where is it recorded?
- Where was this story collected, preserved or interpreted from the past?
- What was the sequence of events?
- What was the impact of this on the Australian home front?
- What surprised you?
- What do you already know about this?
- What do you want to know about this?
- What is the vocabulary we need to understand, communicate about this?
- How this is described recorded or interpreted?
- How relevant is this to the present?
- Why?

Pedagogical questions:
Examples of questions teacher can ask to help elicit students’ own questions:
- What was the sequence of events?
- What was the impact of this on the Australian home front?
- What surprised you?
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Pedagogical questions:
- What is the best way to communicate this?
- What language is appropriate for this text and context?

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Example: Year 10 – Depth Study: World War II
The impact of World War II, with a particular emphasis on the Australian home front, including the changing roles of women and the use of wartime government controls (conscriptation, manpower controls, rationing and censorship).

What information is available at the Australian War Memorial?
- Who is your audience?
- What will you explain?
- What will you discuss?
- What will you argue?
- How will you argue this?
- How will you incorporate the evidence you have used to draw your conclusions?
- How will you support your interpretation with evidence?
- How will you reference the sources you have used?

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History: Years 9–10

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