



**Queensland History Teachers' Association**

**State Conference**

**Saturday 25<sup>th</sup> June 2011**

**Brisbane Grammar School**

**Lilley Centre**

**Gregory Terrace**

**Spring Hill**

**Keynote Speaker**

**Dr Peter Stanley**

**Australian National Museum**

**Registration Costs and Online Registration  
procedures below**

## **Registration Costs (including GST)**

<b>Members:</b>	<b>\$154</b>
<b>Members &gt;200k</b>	<b>\$121</b>
<b>Non-members</b>	<b>\$220</b>
<b>Primary Teachers</b>	<b>\$99 (only if you choose the primary only sessions (green), otherwise ordinary costs apply)</b>
<b>Students</b>	<b>\$44</b>
<b>Presenters</b>	<b>no charge</b>

All registration should be completed online at [www.qhta.com.au](http://www.qhta.com.au). Click on "Register". If you need a Tax Invoice before paying make sure you choose the 'cheque' option and request a Tax Invoice. You are not compelled to pay by cheque but if you choose the 'credit card' option you will not be able to proceed without entering credit card details. Please read all instructions carefully to ensure your registration is complete.

If you cannot register online you may use the fax back form on the web site but note there is a charge for this option, as it requires more administrative time for processing and communicating.

Sessions in **green** are for primary school teachers, sessions in **yellow** are ancient history sessions.

Session 1 is 60 minutes, unless otherwise stated. Session 2 is 90 minutes and sessions 3 and 4 are 60 minutes.

There is a 35 person maximum on every session.

Certificates of Attendance will be provided at the end of the Conference. No certificates will be sent via post.

For details of the workshop sessions see below.

# QHTA State Conference 2011

8:15 – 8:45	Coffee and Registration						
8:45	General Matters						
9:00 - 10:15	<b>KEYNOTE ADDRESS</b> <i>Dr Peter Stanley</i>						
10:15 –11:15	<p style="text-align: center;"><b>P1</b> <b>Megan Thurecht, Carmel Betts, &amp; Julie Gabbana</b> <i>S-t-r-e-t-c-h-i-n-g the Australian History Curriculum to Consider the Planet before People: A Year 1 Integrated History, Geography, Science and Arts Unit – “From Dinosaurs to Dingoes”</i></p>	<p style="text-align: center;"><b>1 A(i)</b> <b>Linda Barron</b> <i>Twenty top history resources</i> <b>30 minute session</b> <b>1A(ii)</b> <b>Kaye de Petro</b> <b>Pearson Resources</b> <b>30 minute session</b></p>	<p style="text-align: center;"><b>1B</b> <b>Marcia Rouen</b> <i>Ideas for teaching ‘The Asia World in Year 7 History’</i></p>	<p style="text-align: center;"><b>1C</b> <b>Dr Alan Barrie</b> <b>AH</b> <i>Roman Identity in the Roman Republic and the ‘fall’ of the Republic</i></p>	<p style="text-align: center;"><b>1D</b> <b>Michelle Brown</b> <i>From Civil War To Civil Rights</i></p>	<p style="text-align: center;"><b>1E</b> <b>Alisa Cleary</b> <i>Framework for a World History Approach to the Australian Curriculum</i></p>	<p style="text-align: center;"><b>1F</b> <b>Adrian Skerrit</b> <i>Australia’s war in the Pacific</i></p>
11:15 –11:45	Morning Tea						
11:45 – 1:15	<p style="text-align: center;"><b>P2</b> <b>Terry Gallagher</b> <i>From SOSE to history and beyond</i></p>	<p style="text-align: center;"><b>2A</b> <b>Sue Burvill- Shaw</b> <i>Developing Assessment for the Australian Curriculum.</i></p>	<p style="text-align: center;"><b>2B</b> <b>Dr Rosalie Triolo</b> <i>‘What finer feat?’ The Queensland School Paper 1915 and the Great War</i></p>	<p style="text-align: center;"><b>2C</b> <b>David Arnold</b> <i>History inquiry learning strategies</i></p>	<p style="text-align: center;"><b>2D</b> <b>Dr Carmel Young</b> <i>History Skills, Historical Literacies and Deep Learning</i></p>	<p style="text-align: center;"><b>2E</b> <b>Jo-Anne Cameron</b> <b>AH</b> <i>Who Wants to Be an Archaeologist/Historian? The Great Sources/Evidence Challenge of 2011</i></p>	<p style="text-align: center;"><b>2F</b> <b>Cameron Paterson</b> <i>Having Wonderful Ideas About History</i></p>
1:15 – 2:00	Lunch						
2:00 – 3:00	<p style="text-align: center;"><b>P3</b> <b>Monique Hegarty, Maria Mead, Helen Hennessy</b> <i>A Whole School Approach to supporting the Introduction of the Australian Curriculum, History, in the Primary School.</i></p>	<p style="text-align: center;"><b>3A</b> <b>Robyn Coase Willis</b> <i>There’s Nothing Dark about the Dark Ages: A Source-based Year 8 Medieval History Unit</i></p>	<p style="text-align: center;"><b>3B</b> <b>Professor Colin Mackerras</b> <i>The Role of Mass Movements in China over the Last 30 Years</i></p>	<p style="text-align: center;"><b>3C</b> <b>Marcia Rouen</b> <i>Unpacking the historical understandings in the Australian History Curriculum</i></p>	<p style="text-align: center;"><b>3D</b> <b>Professor R.D. Milns</b> <b>AH</b> <i>Alexandria-Alexander’s Greatest Legacy</i></p>	<p style="text-align: center;"><b>3E</b> <b>Brian Morrow</b> <i>Can an individual make a difference in history?</i></p>	
3:00 – 4:00	<p style="text-align: center;"><b>P4</b> <b>Alisa Cleary</b> <i>Thinking Globally – Global Perspectives in the Early Years Classroom</i></p>	<p style="text-align: center;"><b>4A</b> <b>Greg Cope</b> <i>Engage and motivate learners using online primary sources</i></p>	<p style="text-align: center;"><b>4B</b> <b>Kira Sampson</b> <i>Adjusting to the Australian Curriculum – a Year 8 Unit on Medieval History</i></p>	<p style="text-align: center;"><b>4C</b> <b>Gary Butner</b> <i>Learning History from the Community and Environment</i></p>	<p style="text-align: center;"><b>4 D</b> <b>Dr Rashna Taraporewalla</b> <i>300 and Teaching the Spartan Mirage</i></p>	<p style="text-align: center;"><b>4E</b> <b>Peter Lawrence</b> <i>Studies of Hope: Voices in Australia.</i></p>	
4:00 – 4:30	Wine and Cheese						

# QHTA State Conference 2011

## Keynote Address

**Dr Peter Stanley**

*Patriotism is not enough:*

Australian history in global context Edith Cavell's famous aphorism is as apposite today as it was in 1915; perhaps more so. At a time of increasing parochialism and isolationism in Australian life and history it is important to remember that Australia cannot be seen as independent of wider currents in world history. Touching on examples from Australia's past, Peter Stanley will argue that only by understanding the bigger picture can we understand Australia.

*Dr Peter Stanley is the head of the Centre for Historical Research at the National Museum of Australia. He has published more than twenty books, mainly in the fields of Australian military and social history. His recent books include Bad Characters: Sex, Crime, Mutiny, Murder and the Australian Imperial Force, and his latest book is Simpson's Donkey, a novel for children. His next book will be Digger Smith and Australia's Great War.*

## Workshop Session 1

### Primary 1

**Megan Thurecht, Carmel Betts, & Julie Gabbana, Emmaus College**

*S-t-r-e-t-c-h-i-n-g the Australian History Curriculum to Consider the Planet before People: A Year 1 Integrated History, Geography, Science and Arts Unit – “From Dinosaurs to Dingoes”*

The Australian History Curriculum for Year 1 focuses upon the history of the individual and the family; Geography, upon environments familiar to students; and Science, (amongst other things) upon living things and changes in the sky and landscape. This integrated unit explores the land of Australia and its dinosaurs, a “long, long, long, long time ago”, as well as more recent times when the continent was first peopled, and when the first pets were introduced. In terms of understanding time and evidence, what are Year 1s capable of?

**1 A (i) (a 30 minute session in conjunction with the one below)**

**Linda Barron State Library of Queensland**

*Twenty top history resources*

Want some inspiration to develop national curriculum resources? Bored with your current collections? Not sure what the State Library of Queensland can offer you. This rapid session will take you through twenty top resources for the teaching and studying of history. Find out what's new, what's old and what's useful. State Library of Queensland staff share their favourite resources with you.

*Linda is the Client Learning Coordinator at the State Library of Queensland. She has a Bachelor of Adult and Community Learning and is currently studying her Masters of Training and Development. Linda is the Project Manager of Looking @ 2.0 the online learning program about web 2.0 technologies. Linda is passionate about libraries, education, Web 2.0, food and wine.*

**1 A (ii) (a 30 minute session in conjunction with the one above)**

**Kaye de Petro, Pearson Education**

*Pearson History*

This session will take teachers through the various components of the History Curriculum and show them how to address the two strands of historical skills and historical understanding and knowledge, demonstrating with Pearson History for years 7-10, using the inquiry process to underpin the study of History. Pearson History encourages ‘big picture’ thinking enabling students and teachers to make connections with society and cultures both past and present. This session will help teachers with teaching the new Australian Curriculum History successfully.

*Kaye was a teacher of History and English for 28 years in a Victorian government secondary school. Currently, she is working as a publisher of the new Pearson History Australian Curriculum suite*

### 1B

**Marcia Rouen, Education Queensland**

*Ideas for teaching 'The Asia World in Year 7 History'*

The Australian History Curriculum for Prep-Year 10 identifies the "The Asian World - China and India" as a depth study to be taught in Year 7. This workshop will:

- examine teaching and learning ideas to develop student's historical understandings
- provide ideas on selecting resources that present opportunities for students to view a range of perspectives, consider contestable accounts, and develop empathy
- reflect on the significance of the contributions of The Asian World to the Ancient World.

*Marcia, Teaching and Learning Branch, Department of Education and Training, is a former teacher and Head of Department Social Science in Queensland state schools. For the past decade, she has been an Education Officer providing curriculum advice on SOSE and the Humanities and social sciences.*

## **1C**

### **Dr Alan Barrie, Brisbane Grammar School**

#### ***Roman Identity in the Roman Republic and the ‘fall’ of the Republic***

The presentation will investigate the issue of Roman ‘identity’ in the Roman Republic and how, when discussing the ‘fall’ of the Republic, one has to understand what actually ‘fell’ – not only a political system, but a way of life. Roman identity is established through analysis and discussion of particular mythological stories, the political system of the Republic, and core social concepts and relationships. Having established that, the presentation will seek to persuade the audience that, when locating the beginning of the ‘decline’ of the Republic, one actually has to start much earlier than Tiberius Gracchus. With a touch of controversy perhaps, it will be shown that the man responsible for first sowing discord into the Roman political system; the man who first set certain precedents in place for other ambitious Romans to follow; the man whose own personal sense of ‘identity’ was more Greek than Roman in outlook, was, indeed, Scipio Africanus. In addition, the presentation seeks to demonstrate how a 2-3 week unit of work in a senior Ancient History school course can be based, at its core, upon a PowerPoint, thus demonstrating how courses and materials can be developed for when students, in the near future, substitute pen and paper for the laptop / tablet in the classroom.

## **1D**

### **Michelle Brown, Albany Creek State High School**

#### ***From Civil War To Civil Rights***

Currently placed in Senior Modern History as a Year 11 unit, this is a unit which would also be easily transferrable to a Year 10 or Year 12 context. Participants will receive a copy of the current years Category 2 Research Essay test and the Category 4 Response to stimulus test. The Unit aims to explore a number of different strands within the realms of possibility in this unit: Lincoln and the abolition of slavery; The rise of African American identity and culture (Music; Harlem Renaissance); The rise of the Klan as a resistance to change, The emergence of the civil rights movement from Brown versus the Board of Education and some discussion of the ‘centrality’ of Martin Luther King Jr and the process in which the lionisation of one person can marginalise others in history. The pedagogy looks at embedding an understanding of Criteria 2 and the concepts of change and continuity into the day to day class work of the students.

*Michelle has been teaching modern history and junior history for many years and has been a regular presenter at QHTA conferences. Her sessions are always drawcards as she incorporates innovative pedagogical practices with history rigour. She has been a member of the QHTA Executive for many years and has been a strong supporter of the National History Challenge in which her students have had consistent success. She is also a rabid Dr Who fan who reads Vampire stories and is interested in the concept of Lincoln as a vampire slayer*

## **1E**

### **Alisa Cleary Global Learning Centre**

#### ***Framework for a World History Approach***

Join the team from the Global Learning Centre and explore a variety of dynamic, complementary resources to enhance your delivery of the Australian Curriculum in your globally engaged classroom. The session will introduce a framework for integrating a ‘world history approach’ to the curriculum and resources and strategies focussing on Year 9 History (Making a Better World) and Year 10 History (Rights and Freedoms and The Globalising World).

## **1F**

### **Adrian Skerit, The Gap State High School**

#### ***Australia’s war in the Pacific***

The deeply reverential manner in which Australia’s military history is commemorated sometimes makes it difficult to subject this history to rigorous evaluation. This workshop will explore a range of historical questions relating to Australia’s war against Japan:

- What role did the fall of Singapore play in the evolution of Australian military strategy?
- Were Papuan carriers on the Kokoda track volunteers or indentured labourers?
- Was the wartime burden on the home front shared equally?
- To what extent did the Allied victory expand democracy and self-government in the region?
- Did the Japanese military plan to invade Australia?

Participants will be invited to discuss the validity of these questions for the classroom by reflecting on documents from the recent historical debates.

## Workshop Session 2

### Primary 2

#### Terry Gallagher QSA

##### *From SOSE to history and beyond*

The changing curriculum for the humanities and social sciences at national and state levels presents challenges for teachers and schools. This session will investigate the central ideas of this learning area for 21st century learners. Planning, teaching and assessing in the primary and middle school using the discipline-based framework of history will be discussed, as will the links between the Queensland curriculum and the Australian Curriculum content.

*Terry Gallagher is a Project Manager in the Australian Curriculum at QSA. He has led and worked on a range of social science and history curriculum development projects, including developing the Year 10 Guidelines, the Studies of Society and Environment Essential Learnings and the Studies of Society and Environment 1–10 Key Learning Area syllabus. He has been a member of the Australian Curriculum, Assessment and Reporting Authority (ACARA) history learning area advisory panel.*

### 2A

#### Sue Burvill-Shaw, St Aidan's School

##### *Developing Assessment for the Australian Curriculum.*

This workshop will explore ideas for developing assessment in years 7 to 10 that satisfied the requirements of the Australian Curriculum while preparing students for success in Senior Ancient and Modern History. It will explore ways teachers can adapt the four categories of senior assessment to the Junior classroom, and ways teachers can develop appropriate standard matrices by using the standards in the Australian Curriculum, the Essential Learnings and the Senior Criteria standards as a framework. It will also share assessment developed for Australian Curriculum Depth Studies.

*Sue has been a practising teacher since 1982 and is currently Head of Humanities at St Aidan's Anglican Girls' School, QLD. Sue has been a regular presenter of workshops based on practical teaching approaches at both State and National Teachers' Conferences. She is State Panel Chair for Ancient History and a presenter for Teacher Training Australia.*

### 2B

#### Dr Rosalie Triolo, Monash University

##### *'What finer feat?' The Queensland School Paper 1915 and the Great War*

In July 1915, Queensland's Department of Public Instruction issued its first account of the Gallipoli Landing to Class V-VI teachers and children. The *School Paper* of the war years is a tremendous yet highly-underrated and almost forgotten resource for understanding how official statements about the Great War shaped lessons in the state's classrooms and profoundly influenced attitudes and activities beyond. Following a brief history of the *School Paper*, each participant will receive a photocopy of the July 1915 edition as well as selected articles and illustrations from others of that year. Using these as a basis, participants will collaboratively devise inquiry questions and activities to engage Queensland students anew and in diverse ways a century later.

*Rosalie is a History Education lecturer in the Faculty of Education at Monash University and works closely with a large cohort of History pre-service teachers. She is active in HTAV, HTAA, Australian Curriculum and historico-cultural communities. She has published History/Humanities textbooks, units, web resources, DVDs and professional learning materials. Her doctorate focused on Victorian teachers and students during the Great War.*

### 2C

#### David Arnold, National Museum of Australia

##### *History inquiry learning strategies*

In this session participants will:

- Explore what effective inquiry learning looks like in the history classroom
- Examine how inquiry learning is relevant to *Australian Curriculum: History*
- Be shown several examples of effective inquiry learning approaches in history and have the opportunity to workshop these examples
- Be able to take back to school several practical classroom exercises...

from a variety of National Museum of Australia history resources including the new *Australian History Mysteries* website written and produced in collaboration with Ryebuck Media. *Australian History Mysteries* is an extensive history curriculum resource currently consisting of fifteen nineteenth and twentieth century Australian History case studies covering many of the most iconic and important events and people in Australian History. Each case study includes a video introduction and inquiry learning unit of work; many also include a multimedia interactive. Participants in this workshop can get a pre QHTA conference taste of the resource and its relevance to their teaching at <http://www.australianhistorymysteries.info/>

*David is manager of education at the National Museum of Australia since and oversees the development of both the popular school visits program and an extensive education outreach program. The museum is considered a leader in the provision of award winning curriculum resources to schools. Prior to working at the Museum, David was responsible for the development of civics and citizenship programs and resources at the Commonwealth Parliament and taught history at three Victorian secondary schools.*

## **2D**

### **Dr Carmel Young**

#### ***History Skills, Historical Literacies and Deep Learning***

Juggling content, history skills and historical literacies while engaging students is the perennial challenge for History educators. By focusing on big questions and an inquiry mode, students are more able to develop the particular skills and literacies of the History discipline and achieve deep learning. In a workshop that introduces these key concepts, Carmel uses some of the teacher and student resources from Oxford's Australian Curriculum: History titles to highlight how students can begin to learn the skills of Historians and suggests strategies for teachers to foster deep learning in their own school.

*Carmel has made an enormous contribution to History Education in Australia. Her activities have included active involvement in the HTANSW, Chair of the History Educators Network of Australia, teaching History Curriculum and Methods at the University of Sydney and, in conjunction with Tony Taylor, writing History: A guide to the teaching and learning of history in Australian schools. Carmel is now working with Oxford University Press as a History Consultant on the Australian Curriculum editions of Oxford Big Ideas History.*

## **2E**

### **Jo-Anne Cameron, The Gap State High School**

#### ***Who Wants to Be an Archaeologist/Historian? The Great Sources/Evidence Challenge of 2011***

This workshop will introduce and involve participants in an 'introductory simulation exercise', intended to acquaint students with the nature of archaeological and historical evidence. This activity has been successfully used with Yr 11 Ancient History students and adapted for Yr 8 students. Participants are invited (but it's not mandatory) to bring along examples of activities, focussed on the joy and challenges, that dealing with diverse and problematic sources can have, that they have used with and to enthuse their students.

*Jo-Anne is HOD Humanities Learning Enhancement at The Gap SHS. She is a member of the QHTA Executive and has served as President in the past. She is a teacher of vast experience and a contributor to previous conferences.*

## **2F**

### **Cameron Paterson, Shore School, North Sydney**

#### ***Having Wonderful Ideas About History***

This workshop focuses on the learning and teaching of history. The presenter will demonstrate how to follow students' thinking instead of leading it in a history classroom. Education should be where teachers design powerful learning experiences and then listen while students do the explaining. This requires learning how to ask questions without steering students towards pre-determined answers. The workshop concludes with an overview of research into young people's thinking about history, and some comments about networked learning and global connections, and the teaching of visuals, animation and sound.

*Cameron has just completed a Masters in Education at Harvard University. Whilst at Harvard he taught in Harvard's teacher education program in urban public schools. Cameron teaches history at Shore School in North Sydney, where he is the Mentor of Learning & Teaching. He has received several awards including: an Australian Davos Connection Future Summit Leadership Award, a Premier's Westfield History Scholarship, and a NSW Minister's Quality Teaching Award. Cameron loves teaching but wants to blow up schools. He believes that grades are immoral and exams are anachronistic. He is the editor of the Year 9 and 10 MacMillan textbooks for the Australian curriculum.*

## Workshop Session 3

### Primary 3

#### **Monique Hegarty, Maria Mead and Helen Hennessy, Catholic Primary Schools and Catholic Education**

##### ***A Whole School Approach to supporting the Introduction of the Australian Curriculum, History, in the Primary School.***

Monique Hegarty, the TL, Maria Mead, the ICLT support teacher and Helen Hennessy, the BCE history education officer will discuss the lessons learnt in developing a whole school approach to the Australian Curriculum and the resources used to support the teaching of historical inquiry to date.

*Monique Hegarty is a primary teacher with 23 years classroom experience. She has been a teacher librarian for eleven years and has a strong interest in supporting the new curriculum through literature and other resources. Maria Mead has been in primary classrooms for 24 years and been in an ICLT support role for 10 years. Her interests are in multimedia creation, mobile devices in education and cyber learning design. Helen Hennessy has been a secondary teacher of history for 30 years and is currently the Brisbane Catholic Education Officer for history. She is enjoying working across a number of schools helping them implement the new history curriculum.*

### 3A

#### **Robyn Coase Willis, Emmaus College**

##### ***There's Nothing Dark about the Dark Ages: A Source-based Year 8 Medieval History Unit***

This workshop uses the Australian Curriculum to frame a Year 8 Medieval History unit. A focus upon historical concepts and skills engages students with the Inquiry process, helping them to become budding young historians. A sample unit of study, a suite of learning activities at the Abbey Museum and St John's Cathedral, and a source-based test will be provided. The learning experiences are informed by the strands, concepts, and perspectives of the Australian History Curriculum, as well as the General Capabilities and Cross-curriculum Priorities.

### 3B

#### **Professor Emeritus Colin Mackerras AO**

##### ***The Role of Mass Movements in China over the Last 30 Years***

The paper will take up specific mass movements in China over the last 30 years. These will include in 1989 the mass movements in Beijing and other cities, in the Tibetan areas in 1987 to 1989 and 2008, and in Xinjiang, especially in 2009. It will explore the nature of these various mass movements, pointing to comparisons and contrasts. It will also raise the question of a "jasmine revolution" in Beijing, given the occurrence of mass movements in North Africa and the Middle East. It will conclude that such a "jasmine revolution" is unlikely and give reasons for this view. The paper will try to evaluate these various mass movements and how they have affected China, trying to take a big-picture approach to issues like democracy, stability, political change and Confucian harmony.

*Professor Emeritus Colin Mackerras AO is a patron of the QHTA. He worked at Griffith University from 1974 to 2004 and has written widely about China, especially its ethnic minorities, theatre and Australia-China relations. He was foundation Professor in Modern Asian Studies at Griffith University in 1974. Professor Mackerras spends part of each year lecturing in Beijing and he is a world renowned Sinologist.*

### 3C

#### **Marcia Rouen, Educational Queensland**

##### ***Unpacking the historical understandings in the Australian History Curriculum***

Historical understandings are embedded in the content descriptions and achievement standards of the Australian History Curriculum. This workshop will:

- \* examine the intent of each of the historical understandings
- \* discuss what each historical understanding looks like in content descriptions as well as classroom practice
- \* consider the role of questioning in developing student capacity in the historical understandings
- \* reflect on teaching and learning ideas that bridge the teaching of SOSE and the Australian History Curriculum.

*Marcia, Teaching and Learning Branch, Department of Education and Training, is a former teacher and Head of Department Social Science in Queensland state schools. For the past decade, she has been an Education Officer providing curriculum advice on SOSE and the Humanities and social sciences.*

### 3D

#### **Emeritus Professor R.D. Milns AO**

##### ***Alexandria-Alexander's Greatest Legacy***

Professor Milns will present an illustrated lecture which looks at the foundation of Alexandria in Egypt. He will explore the early development of the city and then the great scientific, scholarly and literary achievements of this city, which make it one of four great pillars of Western civilisation and thus the greatest legacy of Alexander's career. Alexander the Great is one of Professor Milns's significant areas of scholarship and his first hand experience of the archaeological remains of ancient

places, coupled with exceptional scholarship, will assist teachers to explore a range of aspects of ancient legacies with their students.

*Professor Milns is a patron of QHTA and has been a strong supporter of QHTA activities over many years. He was Professor of Classics and Ancient History at the University of Queensland for 33 years and retired in 2003. He is an expert on Alexander the Great and Phillip of Macedon and in 2007 the Antiquities Museum at UQ was named after him to honour the invaluable contributions he has made to the study of the ancient world. He was made a member of the Order of Australia in 1997 and continues to be an honorary research consultant for the classics Department.*

## **3E**

### **Brian Morrow, Villanova College**

#### ***Can an individual make a difference in history?***

The session will explore the ethical dilemmas Brian faced in the South African Police, his role in the scandal which exposed to the world the plot by the white Apartheid Government to prevent black majority rule and his subsequent life in political exile. “The man who may have changed the course of South African history” is how the Weekly Mail headline described Brian Morrow in 1995 when he revealed his identity as the Inkathagate whistleblower. This is his story.

*Brian currently teaches English and SOSE in the Middle and Senior Schools and has spoken extensively at schools in the UK and Australia where his presentations have been well received. He is also the author of a book on the Inkathagate affair.*

## Workshop Session 4

### Primary 4

#### Alisa Cleary, Global Learning Centre

##### *Thinking Globally – Global Perspectives in the Early Years Classroom*

This workshop will introduce the Global Learning Centre and its resources and services to support primary teachers in the delivery of the Australian Curriculum History. Participants will receive a complementary copy of the resource, 'Thinking Globally - Global Perspectives in the Early Years Classroom'. This resource explores a variety of teaching activities and strategies to develop historical concepts such as continuity and change, cause and effect, perspectives and empathy in the primary classroom.

### 4A

#### Greg Cope, National Archives

##### *Engage and motivate learners using online primary sources*

How do we spark interest, focus attention and provoke student investigation? Teachers visiting our permanent exhibition *Memory of a Nation* at the National Archives are often surprised that students immerse themselves in learning activities based on concepts imbedded within an insignificant paper based primary source. This workshop will demonstrate learning activities using on-line primary sources and give participants the opportunity to create their own. Then we will explore some strategies for on-line research using the attributes of our unique virtual reading room. Get out of the room and get into Vrr...room! [vrrroom.naa.gov.au](http://vrrroom.naa.gov.au)

*Greg is the Assistant Director for the Brisbane Office of the National Archives of Australia and is well known throughout family and historical groups in Queensland. He has worked for the National Archives for over ten years and has published two books on Queensland history. He has the important role of informing the public on the nature of the archive collection and how to access this vast resource. Greg has presented many seminars on the archives and is a keen genealogist who has taken an active role in family and local history.*

### 4B

#### Kira Sampson, Somerville House

##### *Adjusting to the Australian Curriculum – a Year 8 Unit on Medieval History*

While many of us already have tried and true history units that have worked well in the classroom, we now find that they are now no longer applicable to the year level for which they were designed. In this presentation, Kira will share the process of reorganising a unit and adjusting it to another year level. This unit is a Year 8 unit on Medieval Societies that has been amended for the Australian curriculum. This will include the key questions explored, the types of sources used and two different pieces of assessment, including the criteria sheets. These criteria were adapted from existing Essential Learning statements and modified to comply with the Standards statement in the Australian Curriculum.

*Kira is a member of the QHTA Executive and is a teacher at Somerville House. She has presented at various Conferences such as the recent QSA Conference. She teaches SOSE as well as Senior Modern History and ITC.*

### 4C

#### Gary Butner, Educational Consultant

##### *Learning History from the Community and Environment*

Historical evidence is all around us. It is visible in our built environment and in the conversations of ordinary people. This workshop proposes a number of learning experiences that make this evidence accessible to students, hopefully in a form and manner which is engaging and transformational. If you wish to attend this workshop, you might like to email me one experience related to community-based learning that students found engaging and valuable. These will be incorporated into the workshop. Please send to [gbutner@plexusEDU.org](mailto:gbutner@plexusEDU.org).

*Gary is an educator with wide ranging experience. He has been a classroom teacher for many years, a Director of Studies at various schools and a regular presenter at conferences. He currently offers educational consultancy services to schools, is involved in writing textbooks, and also works in tertiary institutions.*

### 4D

#### Dr Rashna Taraporewalla

##### *300 and Teaching the Spartan Mirage*

Cinematic depictions of ancient societies are often evaluated by historians in terms of the accuracy of their portrayal of historical events. Theatre-going audiences, of which students within the history classroom are a part, assess historical films very differently. Zack Snyder's 2007 film *300* was a box-office hit, but was heavily criticized by many ancient historians asked to review the film. The hyper-reality of the Spartans presented on-screen and the blatant embellishments made in telling the story of their last stand at Thermopylai opened the film to censure of scholars. Yet the film made an impact upon students, igniting in many a passionate interest in the Spartans and the events which occurred at Thermopylai. Despite its inaccuracies, does the film have a place in the history classroom? This paper suggests that *300* is particularly useful in teaching students about the Spartan mirage, an idealized image of an ordered, militaristic Sparta which never existed, and which has been perpetuated in western culture since ancient times.

*Rashna is an Honorary Research Fellow at the University of Queensland, where she has lectured for several years. She completed her doctorate at the University of Queensland in 2009, and a Masters degree at the University of London in 2004. She has developed history teaching resources for the Australian Children's Television Foundation and is active in delivering professional development course for history and SOSE teachers. She maintains a keen interest in the history and archaeology of the Archaic and Classical Greek world.*

## **4E**

### **Peter Lawrence**

#### ***Studies of Hope: Voices in Australia.***

This session has a focus on Asian Immigration to Australia using the Category One method of assessment from the Senior Modern History Syllabus. Peter will examine a range of sources on this topic and discuss the issues involved in teaching this unit. He will also provide examples of assessment.

*Peter Lawrence has been teaching in Education Queensland schools in North Queensland and the Sunshine Coast for the past 14 years as both a Modern History and Economics teacher. He was involved in the original trial and implementation of Aboriginal and Torres Strait Islander Studies. He presented at the 2010 QHTA state conference on Studies of Conflict: The Stolen Generation. He is currently HOD of Social Sciences at Kawana Waters State College.*