

Unit 2 Investigating the 1852 Gundagai Flood

Teacher Resource 2: Learning sequence program

(adapt and incorporate into teaching programs)



Skills focus	Teaching/learning activities	Students demonstrate their learning by
<p>Lesson 1</p> <ul style="list-style-type: none"> identify and locate relevant sources, using ICT 	<ul style="list-style-type: none"> Teacher introduces students to Trove and the type of sources in the 10 zones. Students view 2-minute animated film 'Discovering Jessie Webb' on Trove and identify some of the different types of sources shown in Jessie's story. (https://help.nla.gov.au/trove/using-trove) Teacher reminds students that histories are based on sources and that finding and analysing sources is an important part of a historian's work. Students practise searching for sources on a prominent <i>local</i> person, place or event: one source from each of at least five different zones. Discuss which ones would be most useful for research on the local topic and why. 	<p>Locating 5 different sources on local topic Locating sources on the 1852 Gundagai flood</p>
<p>Lesson 2 – may take 2 lessons</p> <ul style="list-style-type: none"> evaluate sources, analyse origin and purpose and draw conclusions about their usefulness 	<ul style="list-style-type: none"> Teacher introduces and explains the purpose of the research task: to locate and analyse sources and use the information from them to construct an account of the flood and how it has been commemorated over time. Teacher or students use the Background to provide a context for the flood. Students apply skills from previous lesson on using Trove to locate 5 different sources about the 1852 Gundagai flood. Teacher explains the importance of analysing sources <i>in context</i> to see if they are useful for the research topic. Teacher models or leads joint analysis of a relevant source from Trove about the flood, using the questions on Working with Sources (SR 1). Students work individually or in pairs to analyse the sources they have located. 	<p>Locating 5 different sources on the 1852 flood and assessing their usefulness for this task</p>
<p>Lesson 3</p> <ul style="list-style-type: none"> develop an historical text that uses evidence from a range of sources that are referenced 	<ul style="list-style-type: none"> Students discuss what they have discovered from the sources about the 1852 flood, and enter notes and relevant source details on the 5W Planning Scaffold (SR5). Teacher introduces the concept of commemoration by asking students to identify monuments or sites in the local areas and inviting them to share their own or their family's experiences of commemoration. Give students Commemoration (SR 4) and introduce them to the Monument Australia website, www.monumentaustralia.org.au Students work on Part B of their research task, locating 4 or 5 different monuments or other forms of commemoration relating to the 1852 Gundagai flood. 	<p>Entering notes into 5W Planning Scaffold (SR 5)</p> <p>Participating in discussion on commemoration and monuments</p> <p>Locating monuments or commemoration of the flood</p>

<p>Lesson 4</p> <ul style="list-style-type: none"> process and synthesise information from a range of sources for use as evidence in a historical text 	<ul style="list-style-type: none"> Teacher explains why and how historians reference sources, using Referencing Sources in History (SR 2). Class reads and discusses the student sample, Student Use of Referencing (SR 3), which highlights and annotates the key features of referencing. Students practise by working as a class or in pairs to jointly construct a paragraph that includes a short and/or long quotation that is referenced with a footnote. Students work individually to draft responses to Part A and Part B of the research task. Using class editing processes (self-edit, peer-edit, teacher + student edit), students work on their research task which will be completed for homework. 	<p>Constructing a paragraph (jointly or individually) that includes at least one referenced source</p> <p>Draft responses to Parts A and Part B, edited according to usual class process</p>
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