

AS1.3 Interpret sources of an historical event of significance to New Zealanders

Teaching Ideas	Key Competencies Development Opportunities Teacher actions could include:
<p>Examining sources in a context builds on the study of sources more generally. For example:</p> <ul style="list-style-type: none"> in a study of <i>Medicine through Time</i>, students could explore sources on the establishment of hospitals in London, focusing on their reliability and usefulness, how reliability can be tested, and identifying other sources that could support the reliability of a particular source. <p>Provide a framework to assist students to draw information from previously unsighted decontextualised sources:</p> <ul style="list-style-type: none"> What information is provided on the source? For example, who wrote it, when was it written, where it comes from? What is the source about? Are there specific 	<p>Thinking</p> <p>Support students to develop interpretation skills, such as:</p> <ul style="list-style-type: none"> reading each source carefully for independent understanding thinking about relationships underpinning the sources <p>Students need a lot of practice to develop these skills. They also require explicit and meaningful feedback targeting the strengths and weaknesses of their approach.</p> <p>Using Language, Symbols, and Texts</p> <ul style="list-style-type: none"> Encourage students to support their statements with detailed references to the specified source for example quoting facts, figures, and opinions from the specified source. Encourage students to incorporate facts into their explanations. <p>Model how to explore and interpret sources.</p> <p>For example, show photograph(s) and ask questions:</p> <ul style="list-style-type: none"> What is the time and place? Who are the subjects? What is the relationship between the subjects? Is the photo posed or spontaneous? What is the perspective of the photographer? What is the key feature of the photograph? <p>This approach would also work for interpreting cartoons, posters and other visual sources.</p> <p>For example, read a written source and ask questions:</p> <ul style="list-style-type: none"> Who wrote it? When was it written? What language register is used? Is there internal evidence of the age of the piece? Are there difficulties interpreting the language? Is bias evident? Does the style or content reflect social class, level of education, cultural background, beliefs, attitudes? <p>Another example: Look at a graph and ask questions:</p>

<p>events referred to in this source?</p> <ul style="list-style-type: none"> • What can you see in the source that may allow you to place it in a context? • What historical facts are contained in the source? • Does the source represent an opinion or point of view? Is there detectable bias in the source? • Can you establish historical relationships such as cause and effect, past and present, continuity and change, specific and general? • How does one source relate to any others that are provided? 	<ul style="list-style-type: none"> • Where has the information come from? • What is the trend of the graph? • Why has the information been presented in graph form? • How effectively is the information presented? • How could an historian validate the data contained in a graph? • Is the information in the graph supported/contradicted by any of the other sources presented? <p>Managing Self</p> <p>Encourage students to develop a systematic approach to their research and working out how much time will be needed to complete it.</p> <p>Participating and Contributing</p> <p>Strategies could include:</p> <ul style="list-style-type: none"> • guiding informal whole class feedback sessions, or formal teacher-structured group tasks. <p>Have students work in groups to pool their knowledge and draw on the strengths of the members in the group. For example:</p> <ul style="list-style-type: none"> • students could take turns presenting a source to a group, who then provide feedback • ask students to develop questions based on an unseen source and swap between groups. <p>Support the process by providing focusing questions for presentation:</p> <ul style="list-style-type: none"> • What is your source? • How does it relate to your focusing questions? What has it told you so far? • What other leads or research directions has it suggested? <p>Provide focusing questions to encourage effective feedback:</p> <ul style="list-style-type: none"> • Do you notice anything else about the source? • Can you suggest additional directions for research prompted by the source? • Have you seen other sources that complement, contradict, or add to the source? • What other questions does the source raise? <p>Encourage students to take notes about the feedback they receive.</p>
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