

**AS1.4 Demonstrate understanding of different perspectives of people in an historical event of significance to New Zealanders**

**Teaching Ideas**

Encourage students to consider the effects of an event on different people at the time, for example:

- historical figures, invented historical figures based on fact. This task needs to be based on history and is not solely a creative writing task.

Introduce the event by placing students in groups and have each group research the event.

- Students in a group could take on individual activities that contribute to a collective account of the event that contribute to a collective response that can be applied to their historical figures or personas.
- Students could prepare a census form, passport application, or a genealogy for the historical figure. This could include occupation(s), religion, marital status, education, offspring, ethnicity, date of birth, political affiliation, language, and parents' details.
- Students could draw an outline of their allocated historical figure and place physical descriptors outside the outline and psychological insights/factors inside the outline. (Role on the Wall Activity)

To grasp their historic persona and their impact on the event more fully, students could use focusing questions, such as:

- Where were you?
- What were you doing?
- Who were you with?
- Who else was involved in the event?
- What did you see/feel/experience?
- What was your response to these experiences?

**Key Competencies  
Development Opportunities**

Teacher actions could include:

**Relating to Others**

Encourage students to relate to people in distant times and places.

Your task needs to guide them to take on the persona of another person and explore the response of this person to an event.

**Thinking**

Encourage students to move outside their own personal experiences and look at an event through someone else's eyes. It supports students to take general information and apply it to a specific person's perspective.

**Using Language, Symbols, and Texts**

- Encourage students to construct a personal response based upon historical information concerning both a person and an event.
- Gather appropriate evidence from a variety of sources. This needs to focus on the people involved in the event and the event itself.
- Encourage students to select information that will guide them towards writing from the perspective of another person using the appropriate tone and register.

**Participating and Contributing**

Strategies could include guiding

Students in role as the real or imagined historic person could then be questioned by a group (hot seating) or by another student (paired interview) to develop the depth of knowledge and understanding required. Ensure that the students allow time for the persona to develop reasoned conclusions about the event. The students could also explore:

- how they might present the event and their personas in play format and
- the considerations associated with using this approach.

Be wary of questions or formats that encourage emotive and ahistorical responses: for example:

- Instead of "How did you feel when Pearl Harbour was attacked?" use questions such as: "Where were you when Pearl Harbour was attacked?" or "What were you doing? What actions did you take? How was your reaction different to others? How did the event change your attitudes and situation?"

informal whole class feedback sessions, or formal teacher-structured group tasks.

- Have students work in groups to pool their knowledge and draw on the strengths of the members in the group.

Group work: for example:

- Students could take turns in presenting a perspective to other members of the group. Group members provide focussed feedback to help reveal any gaps/contradictions in historical understanding.

Monitor group work closely.