

AS2.3 Examine sources of an historical event of significance to New Zealanders

Teaching Ideas	Key Competencies Development Opportunities
<p>Examining sources in a context builds on the study of sources more generally, eg:</p> <ul style="list-style-type: none"> in a study of dissent, sources on the origins of the Waterfront Strike 1951 could be used to generate discussion and refresh students knowledge about primary and secondary sources and the distinctions between them. <p>Discussion could also focus around the reliability and usefulness of the source and how students could use other sources to test reliability.</p> <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, eg, who wrote it, when was it written, where does it comes from? What is the source about? Are there specific events referred to in it? What can you see in 	<p>Teacher actions could include:</p> <p>Thinking</p> <p>Support students to develop analytical and explanatory skills:</p> <ul style="list-style-type: none"> Read each source carefully for independent understanding. Think about relationships underpinning the sources. <p>Using Language, Symbols, and Texts</p> <p>Allow students time to refresh these skills and to exercise them on more challenging documents. They still require explicit and meaningful feedback targeting the strengths and weaknesses of their approach:</p> <ul style="list-style-type: none"> Encourage students to support their statements with detailed reference to the specified source, eg, quoting facts, figures, opinions from it. Encourage students to incorporate facts into explanations. <p>There is more emphasis on recognising and explaining connections, comparisons, and contrasts between documents at level 2, and students need experience in this over the course of the year.</p> <p>Teach students how to read for context using strategies, such as:</p> <ul style="list-style-type: none"> reading around difficult phrases to infer meaning reading all provided material on the source, eg, author, date, title reading any notes, references, etc reading all sources and then going back to source to use inference to aid understanding. <p>Model exploration and interpretation of the source:</p> <p>Photographs and other visual documents, including maps, diagrams and paintings – ask questions: time and place? Who are the subjects? What is the relationship between the subjects? Is the visual posed or spontaneous? What is the perspective of the creator of the image? What is the key feature of the image? Has the image been doctored for example has a photo been cropped, is it part of larger painting, map or poster?</p> <p>Written sources – ask questions: 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</p>

<p>the source that may allow you to place it in a context?</p> <ul style="list-style-type: none"> • What is the likely audience of the source? Personal, public, participants, observers, later students • What historical facts are contained in the source? • Does the source represent an opinion or point of view? Does it show detectable bias? • 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 provided? • Are there contrasting ideas/points of view between the sources? • What are the limitations of the source? Are there points of view, information/ opinion clearly missing from the source? What supplementary sources could you use to redress these limitations? 	<p>interpreting the language? Is bias evident? Does the style or content reflect social class, level of education, cultural background, beliefs, attitudes?</p> <p>Graphs and diagrams – ask questions: Where has the information come from? What is the trend of the graph? Why has the information been presented in graph or diagram form? How effectively is the information presented? How could an historian validate the data contained in a diagram or graph? Is the information supported/contradicted by any of the others sources presented?</p> <p>Managing Self</p> <p>Encourage students to develop a systematic approach to their research and allocate time to complete it.</p> <p>Give students the opportunities to monitor their use of time available for completing the standard.</p> <p>Participating and Contributing</p> <p>Encourage students to participate in and contribute to preparatory exercises in class followed by informal whole class feedback sessions, or formal teacher-structured group tasks.</p> <p>Have students work in groups to pool their knowledge and draw on the strengths of the members in the group.</p> <p>Ask students to develop questions based on an unseen source and swap between groups.</p> <p>Group work: for example students could take turns in presenting a source to other members of the group. Group members provide feedback.</p> <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? Encourage students to take notes about the feedback they receive.
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