

AS2.4 Interpret different perspectives of people in an historical event of significance to New Zealanders, in role

Teaching Ideas

Key Competencies Development Opportunities

Teacher actions could include:

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

- historical figures or 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 within the group to contribute to a collective account of the event that can then be applied to their historical figures or personas.
- Students could prepare a census form/passport application/ genealogical form 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 the historical figure and place physical descriptors outside the outline and psychological insights/factors inside the outline (role on the wall activity).

Provide a structured brief for the finished product for example

- 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

Relating to Others

Encourage students to relate to people in distant times and places and show insight into their responses to their circumstances.

Students will be using contexts studied in class for this standard. Give students the opportunity to discuss and evaluate the impact of significant events on a variety of individuals and/or groups.

Guide them to take on the persona of another person or member of a specified group, and explore and interpret the responses 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. This may help them to apply information to interpret a specific person's, or group's, perspective.

Students will interpret events by looking beyond the event itself to explain how people's perspectives shaped their response to the significant historical event.

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

experiences?

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
- considerations associated with using this approach.

Be wary of questions or formats that encourage emotive and ahistorical responses, eg:

- 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?"

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 to encourage students to participate and contribute could include guiding 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.
- Students could take turns in presenting a perspective to other members of the group. Group members provide focused feedback to help reveal any gaps/contradictions in historical understanding.

Monitor group work closely.