

AS2.6 Examine how an historical movement influenced a significant historical event

<p>Pedagogical Process</p>	<p>Key Competencies Development Opportunities</p> <p>Teacher actions could include:</p>
<p>Students need access to and understanding of appropriate context related vocabulary, eg, with a theme of social change in the context of Dissent:</p> <ul style="list-style-type: none"> affects, effects, consequences, society, communities, regions, responses, individuals. <p>Students need to be able to identify movements and what makes the movement significant. Encourage them to use Christine Counsel’s Five R’s:</p> <ol style="list-style-type: none"> Remarkable Remembered Resulting in change Resonant Revealing. <p>Counsel, C. (2005). Looking through a Josephine-Butler shaped window: Focusing pupils’ thinking on historical significance in <i>Teaching History</i>, Vol. 114, August, Fig 1, p.31.</p> <p>Alternatively, have them assess the event against other criteria such as</p> <ul style="list-style-type: none"> Was it significant at the time? Was it significant as a cause of other events? Was it significant as 	<p>Thinking</p> <p>Encourage students to look at, discuss, and explore the nature of a historical movement; establish what events the movement influenced; and then decide which event(s) are the most significant.</p> <p>Students should have clear working definitions of:</p> <ul style="list-style-type: none"> what is an historical movement how movements can influence events what makes an historical event significant how the chosen movement influenced a significant historical event. <p>Using Language, Symbols, and Texts</p> <p>Students need to formulate and express, both orally and in writing, their own understanding of:</p> <ul style="list-style-type: none"> the characteristics of a movement the characteristics of significance. <p>They need to develop the competencies to communicate these understandings and should have learning opportunities to practise and refine this understanding. A variety of formats could be used in developing the understandings and competencies, eg:</p> <ul style="list-style-type: none"> speeches, paragraphs, debates, PowerPoint™, podcasts, posters, mindmaps, etc. <p>Participating and Contributing</p> <p>In small groups, have students create posters to show their understandings of historical movements and how they influenced a significant historical event, eg:</p> <ul style="list-style-type: none"> Theme: dissent <ul style="list-style-type: none"> Movement: Red Feds Event: Waihi Strike 1912 Movement: Parihaka protestors Event: 5 November 1881 government invasion Theme: race relations

<p>part of pattern?</p> <ul style="list-style-type: none"> • Was it significant as a turning point? • Was it significant as a point in the course of events? • Does it reveal something significant about society or individuals? • Does it have significance for the present and/or the future? 	<ul style="list-style-type: none"> ○ Movement: SNCC ○ Event: Birmingham Campaign ○ Movement: Ngati Whatua ○ Event: Occupation of Bastion Point ○ Movement: Te Roopu o te Matakite ○ Event: March on Parliament 1975 <ul style="list-style-type: none"> • Theme: Social Change <ul style="list-style-type: none"> ○ Movement: Sisters Overseas Service ○ Event: Response to Contraception, Sterilisation and Abortion Act 1977 ○ Movement: HART ○ Event: 1981 Springbok Tour. <p>Relating to Others</p> <p>Encourage students to work together to discuss what a historical movement is and how it influenced a significant historical event.</p> <p>Work co-operatively on producing mind maps showing the influence of a movement on an historical event.</p> <p>Feed back to others in the class.</p>
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