**HASS - Historical Contentions task**  Due Date: Wednesday week 8

Name: Advisory:

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| **Humanities and Social Sciences** |
| LEARNING INTENTIONS |
| Students access a range of relevant primary and secondary sources to analyse historical perspectives and come to their own conclusions. |
| CONTENT DESCRIPTORS |
| Use historical terms and concepts (ACHHS165) & (ACHHS183). Identify and select different kinds of questions about the past to inform historical inquiry (ACHHS166) & (ACHHS184). Evaluate and enhance these questions (ACHHS167) & (ACHHS185). Identify and locate relevant sources, using ICT and other methods (ACHHS168) & (ACHHS186). Identify the origin, purpose and context of primary and secondary sources (ACHHS169) & (ACHHS187). Process and synthesise information from a range of sources for use as evidence in an historical argument (ACHHS170) & (ACHHS188). Identify and analyse the perspectives of people from the past (ACHHS172) & (ACHHS190). Identify and analyse different historical interpretations (including their own (ACHHS173) & (ACHHS191). Develop texts, particularly descriptions and discussions that use evidence from a range of sources that are referenced (ACHHS174) & (ACHHS192). |
| ACHIEVEMENT STANDARDS |
| Students explain different interpretations of the past. When researching, students develop different kinds of questions to frame an historical inquiry. They interpret, process, analyse and organise information from a range of primary and secondary sources and use it as evidence to answer inquiry questions. Students examine sources to compare different points of view. Students develop texts, particularly explanations and discussions, incorporating historical interpretations. |

**Groups:** Individually or in pairs

**Task Summary:** For this project your pair can either focus on a particular feature of life on the goldfields of Ballarat (note: those going on camp are required to do this) or another contention related to an important Australian historical event.

A contention is a controversial statement of opinion. Some possible contentions about life on the Ballarat Goldfields and other historically significant events are provided on the following page.

Your pair needs to choose one of the contentions provided (or negotiate your own), develop a research proposal and then use Primary and Secondary Sources to gather evidence to create a presentation that either supports or discredits your contention.

**Tips:** To help clarify your thinking as a group, please ensure you complete the accompanying 6 thinking hats activity before starting the project.

Students going on Camp can use Sovereign Hill, The Ballarat Art Gallery, The Eureka Stockade site, The Ballarat Cemetery and the Sound and Light Show as sources of information for your project (Photos, videos, recording sounds, written pieces, interpretive signage etc).

For students not going on camp, most of these same things can be found online and in some of the resources we have purchased (Numerous books plus DVD of the Blood on the Southern Cross Sound and Light show) as well as other resources.

Whether you go on camp or not you must use both Primary and Secondary sources which need to be referenced appropriately.

**Assessment:** You then need to create a presentation (mode of your choice) using the evidence you have gathered, putting forward alternative points of view and describing whether you support the contention or not.

**You must submit your 6 Thinking Hats activity and Research Proposal with your final task.**

**Possible Contentions:**

Life on the Goldfields:

* There was no time for fun on the goldfields.
* Today’s women have an easier life than those of the 19th Century goldfields.
* Mining was not the best way to make money on the goldfields.
* The goldfields were not really a multicultural society.
* Sovereign Hill is incredibly fake and not reliable as a secondary source.
* Horses were essential to business and the economy in the 19th Century goldfields.
* It was easier being a school student in the goldfields than it is now.
* 1850s fashion had more style than today’s.
* During the 1850s goldrush, the best technology was simple technology.
* The past might be a good place to visit but you wouldn’t want to live there.
* The diggings were no place for women and children.
* The police force was a corrupt rabble of ex-convicts with no respect for the diggers or the law.
* The gold licences were unfair; they taxed the lucky and unlucky alike.
* Governer LaTrobe was justified in introducing the Gold Licence fee, because he needed revenue to run the new colony of Victoria and cope with the rapid influx of migrants.
* The Ballarat Reform League was just made up of uneducated thugs who didn’t want to pay their taxes.
* Twenty Two miners lay dead, but it was a price worth paying.
* Henry Seekamp was the real villan of the Eureka Stockade and deserved the 6 month prison sentence he received.
* We would have had a far better outcome if the diggers had followed John Humffray rather than Peter Lalor as “The pen is mightier than the sword”.
* Eureka Stockade was not a stand against unfair licences by common workers, but a democratic revolution stirred up by middle class foreigners.

Other Historical Contentions:

* Ned Kelly was a good man.
* Australia should still be known as New Holland.
* The Burke and Wills expedition was irresponsible and doomed from the start.
* Waltzing Matilda should be Australia’s national anthem.
* Canberra was the right choice for Australia’s national capital.



**Historical Contentions Task**

**Six Thinking Hats Process**

**You must submit your 6 Thinking Hats activity and Research Proposal with your final task.**

*Six Thinking Hats* is a time-tested, proven, and practical thinking tool. It provides a framework to help people think clearly and thoroughly by directing their thinking attention in one direction at a time--white hat facts, green hat creativity, yellow hat benefits, black cautions, red hat feelings, and blue hat process.

It's a simple mental metaphor. Hats are easy to put on and to take off. Each hat is a different colour which signals the thinking ingredient. In a group setting each member thinks using the same thinking hat, at the same time, on the same thinking challenge—we call this focused parallel thinking.

For your topic, as a group, work through the 6 Thinking Hats one at a time.

**White Hat: Facts**

What do we already know about our topic and what do we need to find out?

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| Already Know | Need to find out(What sub-questions do you need to answer?) |
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**Blue Hat: Process**

Where might we find the information we need? How will we store and organise this information? How are we going to decide whether we support the contention or not?

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**Red Hat: Feelings**

How do you as a group currently feel about your contention? What are your current opinions?

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**Yellow Hat: Benefits**

What information could you gather that would strengthen your opinion about the contention?

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**Black Hat: Cautions**

What information may weaken your opinion or discredit your idea about the contention?

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**Green Hat: Creativity**

What creative ideas do you have about your contention? How will you present your well-informed opinion in a creative way?

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**Historical Contentions Task**

**Research Proposal**

Once completed, please discuss this proposal and the completed 6 thinking hats task with your advisory teacher.

**You must submit your 6 Thinking Hats activity and Research Proposal with your final task.**

Student names of those who are in our group:

Our chosen contention:

Sub-questions that will help answer the contention:

Where will we find our information (including primary and secondary sources)?:

Different interpretations to be considered:

Presentation method we will use, including what resources you will need:

**Achievement Standards Rubric**

|  | Questioning | Interpretations | Primary and Secondary Sources | Historical Interpretations |
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| A | When researching, students develop a range of different kinds of relevant questions to frame an historical inquiry. | Students explain different interpretations of the past effectively. | Students interpret, process, analyse and organise information from a range of primary and secondary sources and use it as evidence to answer inquiry questions effectively.Students examine sources to compare different points of view effectively. | Students develop texts, particularly explanations and discussions, incorporating historical interpretations effectively. |
| B | When researching, students develop different kinds of appropriate questions to frame an historical inquiry. | Students explain different interpretations of the past appropriately. | Students interpret, process, analyse and organise information from a range of primary and secondary sources and use it as evidence to answer inquiry questions appropriately.Students examine sources to compare different points of view appropriately. | Students develop texts, particularly explanations and discussions, incorporating historical interpretations appropriately. |
| C | When researching, students develop different kinds of questions to frame an historical inquiry. | Students explain different interpretations of the past. | Students interpret, process, analyse and organise information from a range of primary and secondary sources and use it as evidence to answer inquiry questions.Students examine sources to compare different points of view. | Students develop texts, particularly explanations and discussions, incorporating historical interpretations. |
| D | Students attempt to develop questions. | Students attempt to explain different interpretations of the past. | Students attempt to interpret, process, analyse and organise information from a range of primary and secondary sources.Students attempt to examine sources to compare different points of view. | Students attempt to develop texts, particularly explanations and discussions, incorporating historical interpretations. |
| E | No questioning. | No interpretations of the past. | No interpretation, processing, analysis, organisation of sources.No examining of sources or comparison of points of view. | No historical interpretations. |