



MODERN HISTORY

Stage 1A Local History

The Pilbara – 40 000 years of local history

Week	Unit Content	Teaching/Learning Activities	Assessments
1	HTAM	What is History? What is Local History? Evidence Sources- Primary, Secondary. Where to locate sources	
2-4	WWHN Elements at the start of a period Key people, ideas, events over the period Consequences of continuity and change over the period	Teach skills - Use the street names on the road map of Karratha and surrounds as a starting point for the important people of the area. Use the local library local history collection. The 1950/1960s – a period of great change: <ul style="list-style-type: none"> o Resource discoveries o 1960 Lifting of the embargo on the export of iron ore o Equal pay for Aboriginals and the results of this o Influx of Non-Indigenous workers to the area o Results of these changes on the social and cultural life of the Aboriginal peoples of the area 	
5-7	HTAM WWHN HEAR	40 000 years of Local History- an overview: a. Indigenous history b. The Burrup Peninsula and the petroglyphs b. Maritime history c. European exploration and settlement d. Resource development e. Changing land use – Indigenous, pastoral, resources, tourism If possible, include an excursion day to local sites	Task 1 Cognitive test on first 4 weeks work Week 5
8-12	HTAM Constructing historical inquiry Interpreting, analysing and synthesising information Communicating findings WWHN Key people, ideas, events Consequences of continuity and change HEAR Explanations and representations of the past	Building on the background work already completed, students are to complete a student centred Inquiry* on a subject chosen from a list of subjects devised by the teacher: <ul style="list-style-type: none"> o Teach students the inquiry method o In-school research o Visit to local sources of material. These could include Cossack, Roebourne, the Burrup Peninsula, the Local History archive at the Karratha Community Library, various mine sites, Millstream o Help students prepare a presentation (e.g. museum display, power point, wall chart, music etc) 	Task 2 Teacher generated Document study Week 8 Task 3 Historical inquiry Part a. – planning – beginning Week 9 Part b. – sources and notes- beginning Week 11 Part c. – Final presentation – end Week 12



13	HEAR Understanding perspectives	Different interpretations of the local history – involve students in providing the perspectives – perhaps have visitors to the school – e.g. Aboriginal perspective or the conservation/resource development perspectives.	Task 3 –Part d. Essay- Week 13
14		Overview of term’s work	Task 4 Student developed Document study using 3-4 documents the students have found for the Inquiry
15			Task 5 Cognitive test

*Possible topics for the Historical inquiry:

- Aboriginal history:
 - The Burrup Peninsula
 - The oral histories
 - Art and culture
 - Government policies – changing policies and the impact on communities and individuals
- Maritime history
- The Pearling Industry
- The Pastoralists
- The Resource Industries
- Millstream
- The Old Roebourne Gaol
- Cossack – a case study
- A multi-cultural society – early contacts, Cossack, today

Note:

1. This is not an exhaustive list and students should be encouraged to follow areas of interest in their inquiry.
2. The inquiry work could be linked to the National Trust’s Photo and Story competition.
3. The inquiry could also be linked to Community Service work – e.g. developing a heritage trail, working with organisations to care for old buildings, graveyards etc.
4. This program can be adapted to suit the Stage 2 Course.
5. This program can be adapted to other areas of the Northwest.



Sample assessment outline for Unit 1AHIM People, place and time—Local History

Type weighting	Task	Task weighting	Outcome 1 Historical investigation and participation	Outcome 2 Understanding the past	Outcome 3 Continuity and change	Outcome 4 Interpretations and perspectives
40% (30-50%)	Historical inquiry Task 3 Part a.- Planning 10% Part b.- Sources & notes 10% Part c.- Presentation 15% Part d.- Extended response 5%	40%	✓	✓	✓	✓
30% (10-30%)	Explanation Task 1 Cognitive Test	10%	✓	✓	✓	
	Task 5 Topic Test	20%	✓	✓	✓	✓
30% (20-40%)	Document study Task 2 Teacher generated	15%	✓	✓	✓	
	Task 4 Student generated	15%	✓	✓	✓	✓
0% (0-20%)	Examination	0%				

1AHIM—Local History: The Pilbara

TYPE: Historical inquiry

OUTCOMES: Outcome 1: Historical investigation, communication and participation;
Outcome 2: Understanding the past; Outcome 4: Interpretations and perspectives

UNIT CONTENT: Historical thinking and methodology; Working with historical narrative;
Historical explanation and representation

TASK 3: Historical inquiry

You are to research one of the areas listed below or another topic of local history that interests you AND is approved by your teacher.

Part a. - Planning. You are to use the Research Organiser for developing your ideas and planning your research.

Part b. - Recording Sources and Note making. You are to use the Research Organiser to record the sources you use and to make your notes.

Part c. - Final presentation. The method of presentation is to be discussed with the teacher

Part d. – Extended response. You will be given class time to plan your writing. You will write your extended response in 40 minutes in class.

Time for the task:

Five weeks of both class and your own time.

What you need to do:

Historical thinking and methodology

Using your Research Organiser:

- select both primary and secondary sources which show a variety of perspectives, especially indigenous/non-indigenous and development/conservation
- construct a range of focus questions to address the main points of view. E.g. Who, what, when, where, how and why
- use the note making pages in the Organiser to record your notes. Compile a correct bibliography
- use the evidence collected to develop an argument and draw conclusions
- devise an appropriate presentation format. For example, this could take the form of a wall chart, a museum display, re-enactments, a Power-Point presentation, a website, a video presentation, an interview.

Working with historical narrative

- show an understanding of the past by:
 - showing a chronology of the important events/people/ideas of the period
 - examining the beliefs/values/traditions of the society studied
 - studying the key events that occurred during the period
 - studying the key people who were influential during the period
 - identifying the continuity during the period and what changed and why (what were the forces that caused change?).

Historical explanation and interpretation

- show that a variety of points of view exist about past people, ideas and events
- use different evidence to show the variety of points of view
- show how different individuals and groups have different points of view and how these have been shaped by past and present experiences.

This task is worth 40% of your mark for the unit.



What needs to be submitted for assessment?	Due dates:
<input type="checkbox"/> Research Organiser with planning, sources, notes and focus questions included	
<input type="checkbox"/> A correctly formatted bibliography	
<input type="checkbox"/> Final presentation (negotiated with your teacher)	
<input type="checkbox"/> Extended response	



SUGGESTED MARKING GUIDE
1AHIM—Historical inquiry

Inquiry	Marks available	Description of what will determine your mark
Planning	10	
General planning	/5	Brainstorm ideas, plan where to locate sources, confirm topic and presentation with your teacher
Focus questions	/5	A series of focus questions which illustrate who, what, when, where, how and why
Sources and notes	10	
Sources	/5	A range of sources (e.g. primary and secondary; government documents; cartoons; literary; newspaper articles, photos etc.) which show different perspectives (points of view).
Note-making	/3	Precise note-making in your Organiser. Ability to find and explain the main points in a source.
Bibliography	/2	Submission of a correctly formatted bibliography.
Presentation	15	
Development of the argument and conclusions	/5	An understanding of the key arguments/points of view including: <ul style="list-style-type: none"> ○ an understanding of the chronology, key people/events/ideas, the continuity and change throughout the period ○ an understanding of the different perspectives (points of view) which existed at the time and/or now
Presentation	/10	An appropriate presentation format which contains accurate and relevant information. Any sources used as supporting evidence must be cited correctly. Accurate and relevant use of historical terms.
Extended response	/5	
Extended response	/5	The extended response should show the understandings from the presentation
Total	/40	Teacher comment