

# It's your turn: Independent study

## Strand

Time, Continuity and Change  
Culture and Identity

## Core learning outcomes

### *Time, Continuity and Change*

- TCC 4.1** Students use primary sources to investigate situations before and after a change in Australian or global settings.
- TCC 4.3** Students share empathetic responses to contributions that diverse individuals and groups have made to Australian or global history.
- TCC 4.4** Students critique information sources to show the positive and negative effects of a change or continuity on different groups.
- TCC 4.5** Students review and interpret heritages from diverse perspectives to create a preferred future scenario about a global issue.

### *Culture and Identity*

- CI 4.5** Students express how material and non-material aspects of groups influence personal identities.

## Purpose and overview

Activities enable students to negotiate a guided independent study into a community social issue.

By organising and conducting interviews, students gain an understanding and appreciation of the value of oral stories as a valid and important source of information. They develop questioning and listening skills and explore the ethical considerations and protocols to be followed when conducting interviews. Students are provided with opportunities to observe and roleplay interview situations before conducting their 'real' interviews.

As part of taking action on their findings, students present their learning through negotiated, creative formats.

Recording their reflections in learning logs assists students to describe the ongoing processes and skills they use to conduct their social investigations and provides a resource that can be used during evaluation activities in the culminating phase of the independent study.



Phases	Activities	Core learning outcomes	Assessment opportunities
<b>1. Motivate interest</b>	Students identify topics and processes needed to develop their investigations. As the predominant sources of information in these activities will be oral histories, a model of an interview situation is provided to assist students to develop an understanding of what can be gained by sharing an individual's story.	As negotiated	After observing a modelled interview situation, students complete a KWL chart that records their understanding of the interview topic and a PMI table on their understanding of the interview process.
<b>2. Prepare for the inquiry</b>	Students are encouraged to keep their focus narrow by exploring possible topics of investigation based on their own knowledge and experiences. Students choose a topic for their independent study.	As negotiated	Students work in groups to create concept/mind maps that describe aspects of their investigations. They consider their own personal experiences and how these may be incorporated into planning for their investigations.  Students begin to explore various perspectives that are held about the issues related to their investigation topics.
<b>3. Frame, negotiate and identify</b>	In this phase, students frame questions about their negotiated issue and identify processes, skills and stages that will be used in the social investigation. The stages will not necessarily be linear in development and may require reconsideration and changes.	As negotiated	Students discuss phases of their inquiry and track their investigations to date. They discuss their learning logs in regular conferences with the teacher and/or 'buddy support'.
<b>4. Gather information</b>	Students begin to gather information for their independent study.	As negotiated	Students may create concept/mind maps that illustrate different interpretations of topics.  Students present reports about their findings from interviews.
<b>5. Analyse</b>	Students use a framework such as Bloom's taxonomy to analyse information gathered on a social issue.	As negotiated	Students record their reflections in their learning logs.
<b>6. Conclude, review and take action</b>	Students come to conclusions about their learning so far and take action through the presentation of their independent study.	As negotiated	Students present their findings from their investigations into social and/or environmental issues in self-selected formats.
<b>7. Reflect and evaluate</b>	Students evaluate their learning about a social issue and their participation in investigations.	As negotiated	Students reflect on how material and non-material aspects of groups influence personal identities and record their thoughts in their learning logs.  Students evaluate and discuss their learning and participation in the investigation.

## Assessment

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The assessment opportunities outlined are examples of how to assess students' demonstrations of the identified learning outcomes. As often as possible, negotiate assessment with students and support a variety of ways of demonstrating the learning outcomes. Reflect with students on evidence gathered when making judgments about their demonstrations of learning outcomes. Some students may require more time and/or other contexts in which to demonstrate these learning outcomes. Other modules may provide such time and/or contexts and the 'Levels 1 to 6 module learning outcomes maps' in the *Years 1 to 10 Studies of Society and Environment Sourcebook Guidelines* can be used to identify these modules.

### **Assessing outcomes at different levels**

Activities in this module are designed primarily for students working towards demonstrations of Level 4 learning outcomes. Assessment opportunities may need to be modified or created to enable students to demonstrate core learning outcomes before or after this level.

### **Resource 2 and Resource 3**

The following are examples of assessment tasks that may be incorporated to provide opportunities for students to demonstrate the core learning outcomes negotiated for this module:

- organise team work
- create concept/mind maps that indicate proposed stages for a planned investigation
- write statements of intent that reflect appropriate focuses and timelines
- use cognitive organisers such as a PMI table (see Resource 2) to record and identify strengths, weaknesses and other considerations
- create concept maps to identify and link ideas
- draw explosion charts showing multiple ideas
- draw futures wheels to predict possibilities
- create timelines to sequence continuities and changes
- create 'planning walls' that reflect intended actions (Resource 3)
- use tables to record initial planning considerations of topics/issues
- conduct interviews
- engage in debates
- participate in roleplays
- present portfolios
- present reports in self-selected formats
- write persuasive letters that include accompanying evidence.

## Using this module

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This module provides opportunities for students to:

- select and pursue negotiated areas of interest related to core learning outcomes
- investigate social/environmental issues and, in doing so, develop empathy with individuals and groups that are in some way the same as, or different from, themselves
- express their own creativity and style in documenting the results of an investigation involving the local community
- present the results of a social inquiry that shows how events that change the world are reflected in the lives of ordinary individuals.

Negotiate topics for investigation with students. Topics chosen should provide opportunities to demonstrate particular core learning outcomes.

Students may need to be taught how to conduct an independent study or assisted to acquire the necessary skills for independent research as they work through the 'motivate interest' phase.

### **Resource 4**

To undertake this social investigation, students need to:

- submit statements of intent (see Resource 4)
- state topics simply and succinctly

- Resource 5**
- submit outlines before they begin work
  - keep and monitor records of the investigation (learning logs — see Resource 5)
  - consider the content of their learning logs, which should detail processes and problems, topic planning, interpretation and presentation considerations
  - use resources that relate directly to their own topics.
- Choosing a focus**
- The independent study may begin with an investigation of a resource — for example, a story, picture or letter — that can be used to explore issues of the past, present and/or future. Oral histories may be gathered from family or community members.
- Choose an area of general interest about which students can gather a range of perspectives — for example, particular experiences of previous generations when they were the same age as the students, stories told to children in previous generations, travel experiences or different perspectives about a situation that may have occurred in the local area. Encourage students to interview family members about their perspectives of society.
- Resource 6**
- Photographs (see Resource 6 for information about analysis of photographs), maps, letters, postcards or artefacts such as cameras, toys, pieces of furniture, household, clothing and recreation items, cartoons from old newspapers or items that have utilised technology to improve a person's way of life provide a stimulus for telling a story.
- Features of a social investigation**
- A social investigation should include:
- an identified topic
  - purpose for the investigation of an aspect of social change
  - familiar data that is close to students' personal and family experiences
  - contemporary cases and a futures perspective (this ensures that conceptual issues are highlighted, rather than events simply being described)
  - appropriate research methodology — for example, oral history, case study
  - an end product, which should contain an effective structure and depict appropriate sequencing
  - an analysis that provides supporting evidence for assumptions
  - genuine research
  - a neutral and objective approach
  - a resources list and bibliographic details.
- (Adapted from Robertson 1994)
- Social investigation strategy information**
- For further information about social investigation strategy, consult the papers *Inquiry Approaches in Primary Studies of Society and Environment Key Learning Area* and *Inquiry Approaches in Secondary Studies of Society and Environment Key Learning Area* which are available on the Queensland School Curriculum Council website. These papers identify approaches that involve students actively constructing meaning, negotiating areas of interests, framing questions, locating resources, learning in a social context and taking action.

## Background information

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### Terminology

In this module students have opportunities to become familiar with and use the following terminology:

artefacts	interview techniques	report genre
Bloom's taxonomy	KWL strategy	research
critical literacy	learning log	roleplay
document analysis	oral history	secondary sources
elaborations	phenomena	social investigation
ethical action	photographic interpretation	statement of intent
futures	PMI cognitive organiser	stereotype
global citizen	primary sources	student portfolio
inquiry	question types	technological hazard
interview structure		

## School authority policies

Be aware of and observe school authority policies that may be relevant to this module. Ensure that parents/carers are informed of aspects of this independent social investigation, including any fieldwork experiences planned outside of school hours and/or school grounds.

## Equity considerations

Activities take place in a supportive environment. They provide opportunities for students to increase their understanding and appreciation of equity through valuing diversity and challenging inequities. Activities encourage students to:

- develop collaboration and cooperation skills through planning and conducting independent social investigations
- appreciate and value the diversity of others' experiences in the local community
- respect and appreciate multiple perspectives relating to events and the experiences of others
- recognise and understand the tentative nature of research.

Some students with disabilities may need assistance with some activities. Advice should be sought from their support teachers.

It is important that these equity considerations inform decision making about teaching strategies, classroom organisation and assessment.

## Links

### **Studies of Society and Environment**

This module is one of a suite of modules for Levels 1 to 6. See the Queensland School Curriculum Council website at [www.qscq.edu.au](http://www.qscq.edu.au) for more information.

It is intended that core learning outcomes from this independent research module will be further developed at Levels 5 and 6, when students will again be provided with opportunities to participate in independent social research.

This module has conceptual and process links to the following modules:

- Level 3: *Cattle, gold and sugar cane: Working in the past*
- Level 3: *It's my turf: Local area study*
- Level 3: *New horizons: Immigration in Australia*
- Level 4: *Changing places: Changing global environments*
- Level 4: *The telly never lies: Media representations.*

### **Other key learning areas**

Activities may offer opportunities for planning across key learning areas. However, it is important that the integrity of the key concepts, organising ideas and processes within key learning areas is maintained.

Links to other key learning areas will depend on the focus of independent studies. Consult the relevant key learning areas syllabuses and associated materials once this focus is determined to inform the planning of activities.

**Links to cross-curricular priorities****Futures perspective**

Students may consider and investigate the following issues as part of a futures focus within their social research:

- What sort of community would the person interviewed ideally like to live in?
- What hopes and fears does this person have for the future of his or her cultural or social group?
- What does it mean to be a global citizen?
- What might families look like in the future?
- How might democratic processes evolve in the future?
- What laws might we need in the future?
- What sort of work and leisure would the person interviewed prefer for the future?
- What services will be needed to support our communities in the future?

**Support materials and references**

Refer to *Futures: Tools and Techniques*, 2000 for further information about how to implement futures education.

**Lifeskills — Citizenship skills**

Refer to the *Discovering Democracy* materials and website for further information (see Support materials and references).

**Evaluation of a unit of work**

After completion of units of work developed from this module, collect information and make judgments about:

- teaching strategies and activities used to progress student learning towards demonstrations of core learning outcomes
- opportunities provided to gather evidence about students' demonstrations of core learning outcomes
- future learning opportunities for students who have not yet demonstrated the core learning outcomes and to challenge and extend those students who have already demonstrated the core learning outcomes
- the extent to which activities matched needs of particular groups of students and reflected equity considerations
- the appropriateness of time allocations for particular activities
- the appropriateness of resources used.

Information from this evaluation process can be used to plan subsequent units of work so that they build on, and support, student learning. The evaluated units of work may also be adapted prior to their reuse. For further information, refer to the 'Curriculum evaluation' section in the sourcebook guidelines.

## Activities

### Phase 1 Motivate interest

Students identify topics and processes needed to develop their investigations. As the predominant sources of information in these activities will be oral histories, a model of an interview situation is provided to assist students to develop an understanding of what can be gained by sharing an individual's story.

#### Activity 1 Deciding on a topic

Discuss the processes of a social investigation. Consider aspects such as social issues, investigative and research techniques that are applicable to social inquiry and possible primary and secondary sources that could be used in such an investigation.

Assist students to use the elaborations for the identified learning outcomes to develop a list of possible topics for investigation.

Discuss this list and assist students to select topics they may be interested in investigating either in small groups, pairs or individually.

#### Support materials and references

Use cooperative learning strategies such as milling or 'find someone who ...' (see Mannison 1994) to assist students to identify other class members who may be interested in researching the same topics. If applicable, encourage students to form groups and discuss how to conduct their investigation and what report and/or presentation formats they may use.

#### Activity 2 What is an oral interview?

##### Teaching considerations

Arrange to video and/or record the interview. Inform students that they will be observing this interview situation and recording their observations for later discussion.

#### Support materials and references

*Before the interview:* This activity models how to organise, conduct and evaluate an interview. Discuss aspects of interviews such as questioning and listening skills (see Robertson 1994). Explain the ethical considerations and protocols that need to be addressed when planning and conducting interviews (Resource 1). Negotiate the topic of the interview with students, emphasising that a 'narrow' focus is best. With students' assistance, compile and send an invitation to the interviewee (for example, a parent, carer or community member). Assist students to organise recording equipment. If necessary, model the use of the think/pair/square/share strategy as a way of compiling a class KWL chart (what we know, what we want to know and what we have learnt) focusing on the interview topic. This chart can be completed after the interview.

#### Resource 1

*During the interview:* Conduct the interview while students note the types of questions asked and answers given, the focus of the interview and the protocols that are observed.

#### Resource 2

*After the interview:* Replay the video/cassette tape/s to reconstruct the interview process. Students add to their notes taken during the interview and use them to discuss the interview. Assist students to consider and extend their understanding about the interview process by completing individual PMI tables (plus, minus and interesting) (see Resource 2). A KWL chart that records students' understandings about the topic of the interview may also be completed.

#### Assessment

After observing a modelled interview situation, students complete a KWL chart that records their understanding of the interview topic and a PMI table on their understanding of the interview process.

## Phase 2 Prepare for the inquiry

Students are encouraged to keep their focus narrow by exploring possible topics of investigation based on their own knowledge and experiences. Students choose a topic for their independent study.

### Activity 3 Reflecting on personal experiences

Remind students of what is involved in an independent study. Discuss the distinction between 'primary' and 'secondary' sources. Encourage students to use primary sources as much as possible for this investigation.

Encourage students to reflect on personal experiences that might help them choose their topic — for example, students may have family contacts who would be excellent sources of information or potential interviewees.

**Resource 3** Discuss the list of topics developed during Activity 1. Establish a 'planning wall' in the classroom on which students can list their ideas about topics in concept/mind map formats. This needs to be an extended activity to allow for reflection on and negotiation about proposed studies. Students could also use who, what, when, where and why questions to plan focuses for their investigations (see Resource 3).

**Assessment** Students work in groups to create concept/mind maps that describe aspects of their investigations. They consider their own personal experiences and how these may be incorporated into planning for their investigations.

### Activity 4 Linking with the community

#### Teaching considerations

Cooperative planning is recommended with various school/community members, such as people in the local historical society, museum staff and local council members. Explain the nature of the activities in which students will be engaged to parents/carers/community members.

Encourage students to discuss the possible topics they might research with family or extended family members. Provide students with opportunities to present reports on their family discussions if they wish. Assist students to identify community members who may assist with their investigations.

Encourage students to question one another about the nature of their proposed investigations. The 'planning wall' should grow as a result of these discussions and will provide a record of the planning. This cooperative planning/learning approach will support the 'narrowing' of the focus of investigations.

**Assessment** Students continue to create concept/mind maps that describe aspects of their investigations.

### Activity 5 Sounding it out

Encourage students to give short presentations about their intended independent study.

**Resource 4** After initial progress reports that identify possible issues for investigation, assist students to prepare and submit statements of intent (see Resource 4). Consider inviting parents/carers/community members to attend these informal presentations. These people may form a valuable support group for the students.

As students make decisions about the focus of their independent study, assist them to construct timelines on which to place information about their investigations. Such timelines can be added to throughout the investigations and may form part of the final presentations or reports.

**Assessment** Students begin to explore various perspectives that are held about the issues related to their investigation topics.



### Phase 3 Frame, negotiate and identify

In this phase, students frame questions about their negotiated issue and identify processes, skills and stages that will be used in the social investigation. The stages will not necessarily be linear in development and may require reconsideration and changes.

#### Activity 6 Tracking the way

Demonstrate and discuss stages of a social investigation. The recursive nature of inquiry may be demonstrated by using the 'planning wall' to highlight the changes that have occurred.

**Resource 5** Assist students to keep learning logs as an essential part of the independent study. As students progress through their investigations, the learning log should document the processes of phased, recursive inquiry (see Resource 5).

**Assessment** Students discuss phases of their inquiry and track their investigations to date. They discuss their learning logs in regular conferences with the teacher and/or 'buddy support'.

#### Activity 7 Practising interviewing techniques

**Support materials and references** View or listen to the recording of the modelled interview situation. Review the processes used during the interview and ensure students understand the various aspects of conducting a successful interview (see Robertson 1994 for further details).

Encourage students to practise their interview skills with other class members. Provide feedback on the suitability of the questions framed for the interview.

### Phase 4 Gather information

Students begin to gather information for their independent study.

#### Activity 8 Knowing your topic

**Support materials and references** Assist students to identify primary and secondary sources as part of this stage of 'gathering information' for investigations. Assist students to identify different perspectives on their issue to guide the development of well-informed interview questions. Information about perspectives may be recorded as concept or mind maps. Encourage students to share information. A critical literacy approach may be adopted to achieve this (see Australian Association for the Teaching of English 1996). Information gathered should be retained for further review following interviews and will contribute to the reflection process.

**Assessment** Students may create concept/mind maps that illustrate different interpretations of topics.

#### Activity 9 Interviewing and reporting back

Assist students by organising and/or conducting interviews to gather information about their topic. As the interviews may occur outside the school grounds and outside school time, enlist parents'/carers' assistance with supervising this activity where possible.

Model the report genre (see the English syllabus and associated materials) and assist students to use this genre to record what occurred in the oral interview. At this level, students do not need to provide interview transcripts. The recordings should form part of the evidence for the report. If the interviewee has given permission, the recordings may be preserved as primary source material.

**Assessment** Students present reports about their findings from interviews.

**Phase 5 Analyse**

Students use a framework such as Bloom's taxonomy to analyse information gathered on a social issue.

**Activity 10 Analysing information**

Assist students to use Bloom's taxonomy to organise and analyse information gathered for their independent study. (This may need to be introduced or revised depending on students' understanding of this taxonomy.) For example, when investigating events during the Great Depression in Australia and their impacts, the following format may be used:

<b>Knowledge</b> (learn the information)	<b>Comprehension</b> (understand the information)	<b>Application</b> (use the information)	<b>Analysis</b> (break the information down into its component parts)	<b>Synthesis</b> (put the information together in new and different ways)	<b>Evaluation</b> (judge the information)
Identify a variety of people, places and events associated with the Great Depression.	In your own words, explain what life must have been like for the one in four Australians who were unemployed in 1932.	Devise a list of questions that could be used to interview people who lived through the Great Depression. Conduct interviews.	Use, reflect on and interpret different sources to determine what you think were the major causes of the Great Depression.	Imagine that you were in charge of a bread line or soup kitchen during the Great Depression. Use information gathered to create a drawing or write a description of what you see, hear and smell on a Y chart.	Discuss the saying 'to save for a rainy day' from the perspectives of a person living during the Depression and a young person living today. Consider how material/ non-material aspects of groups influence personal identities.

(Adapted from Forte & Schurr 1996, p. 40)

**Support materials and references**

Consult *Inquiry Approaches in Primary Studies of Society and Environment Key Learning Area* or *Inquiry Approaches in Secondary Studies of Society and Environment Key Learning Area* (available on the Queensland School Curriculum Council website) for information about the various approaches that can be used with students when analysing and reflecting on findings from investigations.

**Resource 6**

Refer to Resource 6 for sample questions to use when analysing photographs as primary sources of evidence.

Use the milling strategy (see Mannison 1998) to assist students to informally share their responses to questions about their findings. Ask students to record reflections in their learning logs about responses shared during milling.

**Assessment**

Students record their reflections in their learning logs.

## Phase 6 Conclude, review and take action

Students come to conclusions about their learning so far and take action through the presentation of their independent study.

### Activity 11 Presenting findings

Negotiate the format students will use to present what they have learnt during their investigations. Encourage creative responses — for example:

- write persuasive letters to relevant organisations and include accompanying evidence
- roleplay the storyteller in costume
- roleplay a conversation with the storyteller
- create a 'virtual gallery' that uses 'travelling freeze frames' (see the Level 3 module *New horizons: Immigration in Australia*)
- create a video
- create a photographic story wall
- create a slide show as part of a multimedia display
- create a static display.

Provide opportunities for students to plan and create their presentations, either individually or in groups.

For students who have focused on an issue relating to the care and management of a place, action may be taken in the form of submitting a proposal to a local council or organisation. Ensure that any action in this area is conducted within the parameters of appropriate consultation.

**Assessment** Students present their findings from their investigations into social and/or environmental issues in self-selected formats.

## Phase 7 Reflect and evaluate

Students evaluate their learning about a social issue and their participation in investigations.

### Activity 12 Reflecting on identities

Assist students to use the elaborations in the sourcebook guidelines to discuss and 'unpack' aspects of core learning outcome CI 4.5.

Encourage students to consider the information they gathered during interviews that relates to material and non-material aspects of groups. Ask them to reflect on how these things could have influenced personal identities and to record reflections in their learning logs.

**Assessment** Students reflect on how material and non-material aspects of groups influence personal identities and record their thoughts in their learning logs.

**Activity 13 How did I go?****Resource 2**

Assist students to use a strategy such as PMI table (see Resource 2) to evaluate their involvement in the independent study. This could be recorded in their learning logs. A decision could be made about whether any collective action should be taken as a result of the investigations.

Encourage students to share their evaluation of their experience of the independent study with other members of their group or other class members (if appropriate, pair students with other class members). An evaluation might explore aspects such as:

- What have I learned about the topic?
- What have I learned about myself as a worker?
- What, if anything, would I do differently next time I conduct a social investigation and why?
- What aspects, if any, did I find difficult and challenging and why?
- What obstacles, if any, did I need to overcome? How would I do this next time?
- What aspects did I find easy/enjoyable and why?

**Assessment**

Students evaluate and discuss their learning and participation in the investigation.

## Strategies for ethical action when conducting interviews

### Resource 1

1. Explain the purpose of the interview to the interviewee/s.
2. The interviewee has the right to have a say in how his or her material is used.
3. Conduct interviews without personal bias, with honesty and with respect for the interviewee.
4. Seek assistance if you feel any material provided by the interviewee would harm another person's reputation.
5. Treat every interview as a confidential conversation until the interviewee gives you permission to share the information.
6. Ensure the interviewee is given the opportunity to review, correct and/or withdraw material.
7. Ensure that interviews are preserved for future researchers only if the interviewee has given permission for this to occur.

**PMI table**

**Resource 2**

<p><b>I (?)</b> (interesting — a question or comment)</p>	
<p><b>M (-)</b> (minus — a drawback)</p>	
<p><b>P (+)</b> (plus — a benefit)</p>	

## Planning wall sample for individual students

## Resource 3

Who?	What?	When?	Where?	Why?
<b>Example 1</b> WWII discharge papers (artefact)	Significant event	1945–1946	Local community	International/national relations
<b>Example 2</b> Owner of the local picture theatre	Impact of change in entertainment and lifestyle	1950–1960 (feature films, Movietone news, cartoons)	Local community	Social change
<b>Example 3</b> Photograph of a group of students in the school playground (artefact)	Children's games	1970s	Local community	Community life (school)
<b>Example 4</b> An artefact from a Chinese–Australian citizen	Religion, tradition, culture, language	Undated	Local community	Family/community life
<b>Example 5</b> Local tradesperson (e.g. hairdresser)	Technical and social job requirements	1980–1990	Local community	Changes in work patterns
<b>Example 6</b> Female city/shire council member	Election experience	1980s	Local community	Perspectives on decision making

**Statement of intent for my independent study**

**Resource 4**

**Name:** \_\_\_\_\_

**Independent study title:**

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**Focus of study:**

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**Useful resources/contacts:**

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**Anticipated problems/difficulties:**

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**Support strategies/people:**

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- My independent study presentation will be \_\_\_\_\_
- I agree to complete my independent study by \_\_\_\_\_
- I agree to complete a learning log as part of my independent study.

\_\_\_\_\_  
**(Student's signature)**

\_\_\_\_\_  
**(Teacher's signature)**

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Date

## Learning log

## Resource 5

1. The learning log is a description of the processes you have used during your independent study.
2. Entries should explain the sequence of events that took place.
3. Entries should describe the decisions you made and identify any problems you encountered and how you solved them.
4. Entries in your log should reveal your reflections about the decisions you have made and why and the events that have occurred while you have been collecting and analysing information.
5. The learning log may be in the form of a diary or table.

## Using photographs as primary evidence

## Resource 6

### Use the following questions to focus your investigation:

- Who took the photo?
- When, where, why and for whose benefit?
- What are the relationships between the people? How are they positioned in the photograph?
- What do you know about the 'stories' in the photograph?
- What 'stories' are not evident?
- Who might be missing and why?

### Further organisers for photograph interpretation

Use the foreground, mid-ground and background to section the photograph.

#### 1. Natural features

- What landforms are in each section?
- What time of year do you think it might be? Does the photo have evidence of what the climate is like? If so, what?

#### 2. Built features

- What types of buildings and transport can you see?
- How are the people using them?
- How have the people modified the natural environment?
- How old do you think the buildings are and why?

#### 3. Social features

- Describe the people in the photograph.
- What are they doing?
- What are the relationships between the people?
- What evidence is there of the origin of the people?
- What evidence is there of economic circumstance? (keeping in mind the period of time of the photograph)

#### 4. Action features

- What is happening in the photograph? What may have happened before or after the photograph was taken?
- What evidence of historical, political, social or economic circumstance is there?
- Which actions suggest where and when the photograph was taken?

## Support materials and references

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- Board of Studies New South Wales 1991, *Preparing and Presenting Your Personal Interest Project*, North Sydney.
- Cooper, C. 1998, *Learner-centred Assessment*, Global Learning Communities, Launceston, Tas.
- Fischer, C. & King, R. 1995, *Authentic Assessment: A Guide To Implementation*, Corwin Press, California, USA.
- Forte, I. & Schurr, S. 1996, *Integrating Instruction in Social Studies: Strategies, Activities, Projects, Tools and Techniques*, Hawker Brownlow Education, Highett, Vic.
- Gray, I. 1995, 'Using photographs in the history classroom', *The History Teacher*, vol. 33, no. 2, September 1995.
- Hicks, D. 1996, 'Visions of the future', *The Social Educator*, vol. 14, no. 2, August 1996.
- Johnson, D., Johnson, R & Holubec, E. 1991, *Cooperation in the Classroom*, Interaction Book Company, Minnesota, USA.
- Lidstone, J. (ed.) 1995, *Global Issues of Our Time*, Cambridge University Press, UK.
- Mannison, M. 1998, *Interactive Teaching Strategies: 46 Strategies and Hundreds of Classroom Examples for All Grade Levels*, 5th edn, Nice Business Publications, Paddington, Qld.
- Robertson, B. 1994, *Oral History Handbook*, 3rd edn, Oral History Association of Australia (South Australian Branch) Inc., Adelaide.
- Slaughter, R. 2000, *Futures: Tools and Techniques*, Futures Study Centre, Melbourne.
- Tutt, K. et al. 1996, *Looking At Society — Tracts and Traces*, 3rd edn, Longman Australia, Melbourne.
- Wilton, J. 1991, 'Oral history: Resources for the classroom', *Teaching History: Journal of History Teachers' Association of NSW*, vol. 25, no. 2.

### Kits

- Australian Association for the Teaching of English 1996, *Critical Literacy Resource Pack*, Norwood, SA (contains readings' and resources' book, and videocassette).
- Discovering Democracy Primary Kit*, 1998, Curriculum Corporation, Carlton, Vic.
- Discovering Democracy Secondary Kit*, 1998, Curriculum Corporation, Carlton, Vic.

### Websites

(All websites listed were accessed in June 2002.)

- Discovering Democracy Project. [www.curriculum.edu.au/democracy/about/project/project.htm](http://www.curriculum.edu.au/democracy/about/project/project.htm)  
Provides national and state information about this Commonwealth project that supports the teaching of aspects of civics and citizenship in Australian schools.
- Kingstown High School, *What Did You Do in the War, Grandma? An Oral History of Rhode Island Women During World War II*. [www.stg.brown.edu/projects/WWII\\_Women/tocCS.html](http://www.stg.brown.edu/projects/WWII_Women/tocCS.html)
- Longview Community College, *Bloom's Taxonomy — Critical Thinking Across the Curriculum Project*. [www.kcmetro.cc.mo.us/longview/ctac/blooms.htm](http://www.kcmetro.cc.mo.us/longview/ctac/blooms.htm)  
Provides information about Bloom's categories of higher order thinking.
- Museum Victoria, *Hidden Histories*. [www.museum.vic.gov.au/Hidden\\_Histories/index.htm](http://www.museum.vic.gov.au/Hidden_Histories/index.htm)  
Documents the oral histories of Indigenous community members to increase understanding of Indigenous cultures.

**This sourcebook module should be read in conjunction with the following Queensland School Curriculum Council materials:**  
***Years 1 to 10 Studies of Society and Environment Syllabus***  
***Years 1 to 10 Studies of Society and Environment Sourcebook Guidelines***  
***Studies of Society and Environment Initial In-service Materials***

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