Adding value through inquiry: Independent study

Strand
Time, Continuity and Change
Culture and Identity
Systems, Resources and Power

Core learning outcomes

Time, Continuity and Change	**TCC 5.5**	Students identify values inherent in historical sources to reveal who benefits or is disadvantaged by particular heritages.
Culture and Identity	**CI 5.3**	Students share their sense of belonging to a group to analyse cultural aspects that construct their identities.
	CI 5.5	Students express how dominant and marginalised identities are constructed by media and other influences.
Systems, Resources and Power	**SRP 5.3**	Students use a structured decision-making process to suggest participatory action regarding a significant current environmental, business, political or legal issue.

Purpose and overview

This module is designed to provide guidance for students to negotiate topics to be investigated and outcomes to be demonstrated through an independent study. Suggested activities assist students to explore values that were considered important around one hundred years ago in Australia, and to compare these with values that are widely held today. Students may explore a variety of time periods.

Phases	Activities	Core learning outcomes	Assessment opportunities
1. Reflecting	1. Values: yours, mine, ours 2. Selecting a topic 3. First scan of the available resources 4. Reflecting while beginning research 5. Researching and empathising to consider the excluded	TCC 5.5 CI 5.3 CI 5.5 and others as negotiated	Negotiated research task that could be presented in a variety of written and non-written formats.
2. Investigating	6. Finding values in historical sources	As negotiated	Analysis of historical sources (for example, Resource 5).
3. Communicating and participating	7. At the forum	SRP 5.3 and others as negotiated	Participation in structured decision making at student forum.
4. Reflecting	8. Reflecting on values	SRP 5.3 and others as negotiated	Sharing and actively participating in the local community.

Assessment

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 learning outcomes at different levels

Activities are designed primarily for students working towards demonstrations of Level 5 learning outcomes. Some assessment opportunities may be used to decide whether students are demonstrating the learning outcomes at levels before or after Level 5. To guide judgments about students' demonstrations of learning outcomes consider whether students are:
- working towards demonstrations of the Level 5 learning outcomes
- demonstrating the Level 5 learning outcomes
- demonstrating the Level 5 learning outcomes and working towards Level 6 learning outcomes.

Learning outcomes in the syllabus at Level 4 and Level 6 could provide a guide for teacher judgments. Studies of Society and Environment learning outcomes are organised so that there is a progression of concepts and processes within a strand. For example, the progression from TCC 4.5 to TCC 5.5, then TCC 6.5 involves increasing sophistication and complexity particularly related to the concept of *heritage* and the process of *reflecting,* though neither of these is exclusive of other concepts and processes. The elaborations provide specific examples of how the concepts and processes may be levelled from Levels 1 to 6. See the Queensland School Curriculum Council website at www.qscc.qld.edu.au for more information.

Using this module

Support materials and references

Activities in this module assume that the explicit teaching of values is a vital component of formal education and is especially relevant for Studies of Society and Environment. The key value of social justice is particularly emphasised. The purpose, however, is not to indoctrinate students or to assume that everyone will have common understandings of social justice. Rather, activities model how to provide opportunities for students to clarify their own understandings of values and to explore the understandings of other communities. References that deal with the teaching of ethics are particularly relevant and several are included in the 'Support materials and references'.

Inquiry Approaches in Secondary Studies of Society and Environment Key Learning Area (available on the Queensland School Curriculum Council website) identifies approaches that involve students actively constructing meaning, negotiating areas of interests, framing questions, locating resources, learning in a social context and taking action.

Activities begin with introspection and values clarification. Activities are underpinned by a focus on social justice and involve empathy and concern for others.

Background information

Terminology

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

construction of identity	gender	race
culture	marginalise	social justice
diversity	migrants	values
ethnicity	personal identity	

School authority policies

Be aware of and observe school authority policies that may be relevant to this module, particularly those relevant to social justice.

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:
– reflect on the key values of Studies of Society and Environment
– critique, challenge and question
– reflect on what historical sources reveal about changes in particular values
– create and implement strategies that promote one or more of the key values.

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.qscc.qld.edu.au for more information.

This module has conceptual and process links to the following module:
– Level 6: *Government and citizens: Independent study.*

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.

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   Reflecting

Core learning outcomes emphasis: TCC 5.5, CI 5.3, CI 5.5 and others as negotiated

Activities in this phase assist students to demonstrate the core learning outcomes listed and may need to be modified to provide opportunities for demonstrations of other core learning outcomes identified by individual students. The inquiry begins with reflecting to emphasise that students already have knowledge, especially about values. Structured activities help students to reflect on values and provide a framework to help students negotiate their own topic for investigation. Some students may be able to conduct an independent research project with only some involvement in the following activities.

Focus questions:

- Does everyone have values?
- Why are values important?
- What topic might I like to study?
- How do I select my learning outcomes?

Activity 1   Values: yours, mine, ours

Encourage a discussion of values — for example, tell a story in which a young person thinks they do not value anything but discovers that they do. Explain how textbooks, the school curriculum, teachers, newspapers, television news programs, advertisements and films all reflect certain values. None are value free.

Distribute a collection of photographs that you have gathered from magazines. Working in small groups, each student chooses one photograph that brings to mind something that they value highly. The photograph might actually depict an opposite image to that which they value. For example, the photograph might be of a person showing anger to another, but might bring to mind the value of friendship and respect for others. Students share the images and the values they represent within the small group. Whole class sharing could reveal what is valued by students.

Invite pairs of students to write their own definitions of 'values'. Definitions are shared and recorded. Students then compare their definitions with the definitions of the four key values of Studies of Society and Environment.

Resource 1   Students read and complete Resource 1. Invite students to discuss the statements or questions and whether they are associated with social justice. For example, the first statement could be seen as a bullying comment made by someone who believes they are superior to another person. Such a practice would not be underpinned by values of social justice. Alternatively, this comment could occur in friendly jest. One purpose of this activity is to help students to infer how one or more key values may be related to several core learning outcomes and a topic of their choice.

Prepare extracts from a popular:
- television show, such as a sitcom or a 'soapie'
- television advertisement
- print advertisement
- song.

Ask small groups of students to critically analyse one of these extracts and to identify what is valued and what is not. Students exchange findings and create a brief summary. Groups then compare findings to see if any values appear to be widespread. As they report their decisions, remind students that the popularity of the sources provides some indication that the values are representative of the society in which they were found.

Activity 2   Selecting a topic

Ask students to individually consider a place, time and topic that they would like to know more about. Students record their ideas. Collect these ideas and discuss some creative ways of relating these places, times and topics to the study of values of a society.

Explain that students will be investigating some common values that existed in a society at different points in time. Any society can be chosen — from ancient European to medieval Japanese or more modern societies. Distribute the wording of Level 5 core learning outcomes. Assist students to select one or two outcomes that:
– can be demonstrated by studying a society
– involve the study of key values.

Ask students to record the place, time and society they have chosen. Use these to make written suggestions and identify students who may be struggling.

Activity 3   First scan of the available resources

Resource 2

Once topics have been decided, assist students to locate primary or secondary sources of evidence that may be useful for their topic. Emphasise that the task involves identifying the extent to which some key values have changed or stayed the same in their chosen society over a period of time and explain that they will need to find evidence related to two periods in time. The time span should be at least two generations, but preferably longer. Resource 2 may provide some useful sources.

Once students have located some resources, assist them to decide how they will use the resources to demonstrate their negotiated core learning outcomes through investigation of the extent to which some widely accepted values changed or stayed the same over a period of time. Assist students to translate this task into a main research question that is supported by several ancillary focus questions.

Activity 4   Reflecting while beginning research

Resource 3

To assist students to begin to consider how dominant and marginalised identities are constructed by media and other influences, ask them how they believe male identities and female identities are constructed in the media. To assist these discussions, encourage students to explore what is meant by the term 'gender' and how important it is not to confuse the term with 'sex'. (See Resource 3.)

Activity 5   Researching and empathising to consider the excluded

The following roleplay may assist students to develop empathy towards marginalised or excluded groups.

Select five students and give them each a card marked with a cross. Ask these students to leave the room temporarily while you provide remaining students with cards marked with a tick. Tell these students they have the 'correct card'. Bring whole class together to explain the following guidelines:
– Students are to form groups of between two and four to describe activities enjoyed on weekends.
– Entry into a group is by non-verbal communication — that is, by display of the 'correct card'.
– Once a group is formed, all members should have the opportunity to describe their favourite activities.
– After a few minutes, the teacher will give a signal and students are to form new groups, with the same admission rules.
– Students bearing cards with crosses may not converse with each other.

Continue the activity until students have participated in three or four sessions. Lead a discussion of the activity, beginning with what it felt like for students to be excluded or included and move towards questions concerning:
• Which groups, throughout various historical periods, including present-day Australia, have been excluded from important practices or activities?
• How important have the factors of age, social class, disability, gender and ethnicity been in the exclusion of particular groups from certain activities?

Resource 4 Raise awareness of exclusion by having students read Resource 4 and answer the questions. Discuss responses.

This discussion should help to raise awareness of inclusivity as part of the key value of social justice. Assist students to review their understanding of the definition of social justice presented in the Studies of Society and Environment syllabus.

Phase 2   Investigating

Core learning outcomes emphasis: as negotiated

Activities assist students to understand the principles of historical research.

Focus questions:

- How can we know what values were widely accepted in the past?
- How can we explore what has been happening to values over time in Australia?

Activity 6   Finding values in historical sources

Clarify the level of student knowledge about the basic principles of historical research, such as the need to base conclusions on publicly available primary sources. Explain that using historical sources to find out what a large group of people valued in the distant past can be very challenging and involves looking for a range of clues in the sources. Emphasise that it is difficult to decide what an individual values even when you are talking to them and that it is even more difficult to decide what a large group of people value. Remind students that all conclusions in history are tentative.

Ask students to suggest some primary sources that might reveal some clues about what people valued in the past. Prompt for primary sources such as speeches, diary entries, autobiographies, poems, paintings, buildings, advertisements, songs and photographs and explain how some of these may reveal some values. Clarify that the sources would need to represent the values of a large number of people rather than just one or two people.

Resource 2 To practise finding values in historical sources, provide each student with a set of historical sources, such as those in Resource 2. If possible, include some visual sources. Explain that, like any selection of sources, this is a 'snapshot' of the historical period being studied because the source material represents a small proportion of the sources available. Highlight that even the totality of sources may not reflect marginalised or neglected groups of people.

Students discuss the source material with a partner and share responses to sentence stems, such as:
- What I found interesting here was …
- We can tell that the following ideas or objects were valued by a large number of people …
- I'd like to know more about …

Ask students to identify the values that appear to have been associated with various social groups, such as children, women, families or indigenous people. Focus discussion on whether these values represent a 'socially just' society and whether there have been changes in these values since that time.

Reiterate the need to refer to representative primary evidence when referring to more recent time periods.

Assist students to create a hypothesis. Ask them to suggest ways of testing this hypothesis and then explain how historians collect and analyse vast amounts of source material to corroborate their claims. Refer to *History in Years 1 to 10 Studies of Society and Environment Key Learning Area* on the Queensland School Curriculum Council website.

Resource 5 Use Resource 5 to introduce students to their assessment tasks.

Phase 3   Communicating and participating

Core learning outcomes emphasis: SRP 5.3 and others as negotiated

Students participate in a forum to share and modify their findings.

Focus questions:

- What does the evidence reveal about widely held values in Australia around one hundred years ago?
- What does the evidence reveal about widely held values in other places in different time periods?
- What does the evidence reveal about the extent to which values changed in different societies over time?
- Can we share our conclusions in a structured way?
- How might our individual conclusions about values and how they changed need to be modified when we hear of other perspectives?
- Does any action need to emerge as a result of our research?

Activity 7   At the forum

Set the terms of the forum using a structured decision-making process. For example, nominate a chairperson, set time limits for speakers and clarify rules for entering discussion. Explain how assessment will occur during the forum and make sure students are aware of how they will be expected to demonstrate the core learning outcomes they have negotiated.

Students could present their findings to an audience of peers, students from another year level, other members of the teaching staff or members of the broader community. The particular format of the presentation could be decided by the students.

Conduct the forum and encourage students to take notes. Students should participate in the forum, adjust their findings to reflect additional perspectives and summarise their final synthesised conclusions. Use these conclusions to discuss possible action that could be taken as a result of the research.

Phase 4   Reflecting

Core learning outcomes emphasis: SRP 5.3 and others as negotiated

Focus question:

- How can we be involved in the community and work together?

Activity 8   Reflecting on values

Encourage students to reflect on and share their findings and conclusions following their presentations at the forum. Effective sharing could occur in many ways — for example, all students could record statements that capture the values they studied on a classroom or electronic blackboard.

Students reflect on their statements and decide which key values underpin them. They consider issues/perspectives that may be important to their local community and decide whether they need to:
- inform and/or raise questions for others via a display, newspaper article, letter or other means of communication
- stimulate others to take action — for example, by educating them through guest speakers and films
- directly influence change, via public debates, listening to and lobbying visiting politicians, making submissions and so on
- operationalise change, such as by joining appropriate organisations.

Resource 6   Provide practical examples and applications of these types of action. Discuss possible assessment tasks with students. In groups, students could predict the consequences of using certain types of actions and evaluate them. Resource 6 may assist students to reflect.

Checking out values   **Resource 1**

Read the statements or questions below and consider the following questions:

1. What are some of the contexts in which each statement or question could have been made (that is, by whom, when and where)? For each context, what does this statement or question suggest that people value?*
2. Whose interests are served/whose interests are not served by such a comment?
3. Which key value is associated with the statement?

(a) Yeah, just choose seven. That's all you can count to!

(b) Who cares about recycling? Just throw it in the ordinary bin!

(c) They were a walkover. They played like a bunch of girls!

(d) If Kym and Leon look at me like that again, I'll give them a thump!

(e) He lives in a dump!

(f) What's wrong with having McDonald's again? It's cheap and it's quick!

(g) I want you to decide what would be the best way for us to learn this. I'd like to make the following suggestions …

(h) Come on! What's in your head? Sawdust?

(i) I just think the US should nuke them!

(j) I think Australia should give aid. Otherwise, millions will starve to death.

(k) Get back on the boat and go home. This isn't your country!

(l) They're country bumpkins! What would they know?

(m) Did you hear the latest blond joke?

(n) Kids' voices were important in the Constitutional Convention.

(o) I think the Queen is good for Australia. Why change what's working?

(p) How can they be involved in making the decisions? They live too far away.

(q) Listen, there's a way we can do this if we all cooperate.

(r) Just put yourself in her shoes!

(s) Reconciliation between Aboriginal peoples and Torres Strait Islander peoples and other Australians is an important issue in our country today.

* When you are considering what values might be held by people who make statements like these, remember that there are four key values in the Queensland Years 1 to 10 Studies of Society and Environment key learning area:
– democratic process
– social justice
– ecological and economic sustainability
– peace.

Searching for values in 1900 — Resource 2

The doctrine of the equality of man was never intended to apply to the equality of the Englishman and the Chinaman.
(Australia's first prime minister, Edmund Barton)
Quoted in Johnston, G. & Simmelhaig, H. 1980, *Frontpage History,* CCH Australia Limited, North Ryde, NSW.

He must have been about fourteen … He was only a boy at the time, just a teenager. He and his friends were all playing on the beach. And these white men came and said 'Come in and have a look at the boats.' So they went on to the boat, and they took them to look below the deck, and they took them down the hatch and then they locked them down and the next thing they were gone, out to sea.'
The Forgotten People: A History of the South Sea Island Community edited by C. Moore. Quoted in Fabian, S. & Loh, M. 1980, *Children in Australia: An Outline History,* Hyland House, Melbourne, p. 64.

I didn't get a chance to play when I was a kid — … From when I was about eight, I used to go home from school, put the horse in the spring cart, get the two dogs and go out in the bush, to fetch a couple of kangaroos. The dogs would get the smell up of the kangaroos and want to get out of the cart. I'd let the dogs out and they'd fossick around until they found them, then they'd fight with them till they killed them. They used to bite their throat. If I couldn't follow the dogs, what with the horse, the dogs'd come back to me and then they'd take me to where the kangaroo was. I'd put the dead kangaroo in the cart and we'd go home. Dad used to skin them. We'd peg the skin out and when it was dry, we'd bundle a few up and send'em down to Geraldton to sell them at the skin place. Lots of families used to eat the meat and we did too.
(Written by the eldest daughter of a rural family in Western Australia around 1907.)
Dow, G. & Factor, J. 1991, *Australian Childhood: An Anthology,* McPhee Gribble, Ringwood, Vic., p. 172.

Everything was right once Mother came home — Bearing seven children in 10 years took its toll; mother has to rest with an acute thrombosis of a leg after the birth of Ethel May, the seventh child. Dad had just been asked to leave our last place of residence because, as usual, he had not paid the rent. This time we were taken in by Dad's mother, Grandma Smith at 'Beaumont' in Cherry Tree Road, who housed us in the big log cabin originally used as a kitchen when built in 1874.

… Father was as childish as we were in some ways; everything was right once Mother came home, someone to see to the meals and the children. He didn't seem to be aware that she was weak and tired, needing to be looked after; he expected her to take up where she had left off.
(Written during hard times in Victoria during early 1900s.)
Dow, G. & Factor, J. 1991, *Australian Childhood: An Anthology,* McPhee Gribble, Ringwood, Vic., pp. 202, 203.

… no matter what measures are necessary, Australia must be kept pure for the British race who have begun to inhabit it.
Sir William McMillan in *Commonwealth Parliamentary Debates, House of Representatives,* Vol. IV, 6 September 1901, p. 4 626. Quoted in Pook, H. 1993, *Windows on Our Past: Constructing Australian History,* Oxford University Press, South Melbourne, p. 35.

Anonymous verses written to Vida Goldstein

She was pretty
She was fair:
Tailor-made and
Debonair.

She was clever
She was bright,
And her politics
Were right.

She was gifted
In her speech,
She had mighty
Truths to teach.

But one thing she had a-missing,
Which the legislator wants,
And I almost blush to name it,
But really hadn't — pants
No she hadn't
Really hadn't
Poor Vida hadn't pants.

For the great Australian nation,
Though it loves to woo and flirt,
Will never bend its noodle
To unmitigated skirt.

Quoted in Engwerda, R. 1994, *Southern Voices: Australian History to 1918,* Heinemann, Port Melbourne, Vic., p. 211.

What do we mean by 'gender'?   Resource 3

Sex is used to refer to biological and reproductive characteristics. We are born as a member of the male sex or the female sex.

Gender is a culturally ascribed pattern of behaviour recognised as 'feminine' or 'masculine'. It is a socially constructed, learned behaviour. Accordingly, gender differs from one society to another and across social classes and ethnic and cultural groups within the same society.

Gender equity exists when there are equitable opportunities for all people to pursue a broad range of interests, subjects, careers and lifestyles.

Source: Queensland Department of Education 1996, *Piecing it Together: Understanding the Construction of Gender,* Brisbane.

Another useful reference that contains teaching units and helpful ideas is *Gender Up Front: Strategies for a Gender Focus Across the Key Learning Areas* (ed. Nayler 1997).

Just a fairytale?   Resource 4

The dogs and the penguins

Once upon a time there was a land where penguins lived. They swam, fished, played and looked after each other and generally lived happy healthy lives.

Not too far away was Dogland. The dogs that lived here were highly organised, but Dogland was getting crowded, so a group moved out and set up a settlement close to where the penguins lived. Before long, the dogs had established a government system and some schools.

The schools were open to everyone and concentrated on teaching students the basics: running, jumping, digging holes and catching a ball in the mouth. The penguins proved to be poor students. The dogs believed they were lazy, unmotivated and unintelligent because they showed little interest; even when they did attend, they were very low achievers. When swimming was introduced, a few penguins excelled at this, but things didn't really change much because when they got into the swimming class they just wanted to play.

Source: Queensland School Curriculum Council 1999, 'Equity in The Arts Key Learning Area', Workshop presented by the Equity Team at The Arts Trial Schools Conference, February 11–12.

Questions to consider

1. In what ways were the dogs the dominant group?
2. What activities were valued by the dominant group?
3. What activities were not valued by the dominant group?
4. If you wanted to argue that the penguins weren't intelligent, what evidence could you use?
5. If you wanted to argue that the penguins were intelligent, what evidence could you use?
6. How is 'intelligence' measured in the story?
7. Explain in what ways the penguins were 'marginalised' or left out when it came to deciding what activities would be taught in school.
8. What action would you propose if you were given the task of implementing some programs in order to make life better for the penguins?
9. Do you think there are some activities that you learn at school which suit some social groups more than others?
10. Is this just a fairytale? Can you think of some examples, either present-day or from other times in history, of some groups being marginalised or left out?

Assessment task   Resource 5

Comparing values over one hundred years of Australian history

The main task involves finding out to what extent certain widely held values have changed in Australia over the last one hundred years. To complete this task you will need to interpret and compare historical sources and create some corroborated conclusions. Your conclusions will be communicated in a forum and maybe as a brief written report.

As you participate in the forum you will reflect on and consider the groups in society you concentrated on and/or the standpoint you took during your research. You may have emphasised values that mainly concerned the natural environment, school, work, family, nationalities, age groups, gender, social classes or some other group or perspective. Present your perspectives and interpretations of evidence. Consider presentations of other students. Remember that a forum is a 'structured decision-making process' as mentioned in SRP 5.3. Use the sharing of ideas in the forum to help you to decide to what extent certain widely held values have changed in Australia over the last one hundred years. Communicate these decisions diagrammatically — for example, in a flow chart.

You may also want to discuss with your teacher the possibility of using your decisions to:
– make judgments about the impact of human activity on ecosystems
– evaluate who may have been advantaged or disadvantaged by changes to a Queensland industry
– suggest ways of improving access to democracy in Queensland or elsewhere in Australia.

Assessment will occur through:
– teacher observation of your research work
– your communication in the forum and/or a written report of your conclusions
– a diagrammatic summary
– other ways as negotiated with your teacher.

The core learning outcomes to be demonstrated will be selected in negotiation with your teacher.

Begin by carefully re-reading the historical sources provided and reflecting on previous learning activities in which you explored what made a society 'socially just'. Decide if you need more evidence, what it might be and where you might find it. Find evidence about the present and propose a hypothesis about the extent to which values have changed in Australia over time. Continue your research and remain aware of the standpoint or perspective you have adopted.

Remember to use primary and secondary evidence:
– Primary source documents are those from the historical period being studied, such as poems, songs, posters, photographs, historical accounts, films and advertisements.
– Secondary source documents are those written after the historical period being studied, such as textbooks.

Collect at least five sources from each historical period and prepare to present your hypothesis and the evidence that supports it to the forum. Following the forum draw on the evidence provided by other class members and make some overall conclusions to the hypothesis. Present these as a diagram and submit for assessment.

Decide if you are going to make some suggestions or take some actions based on your research. In making decisions about your demonstrations of core learning outcomes, your teacher may want to create some more detailed criteria.

Reflecting on what you have learned　　　　Resource 6

Throughout this independent study, you were encouraged to:
− show that you were thinking carefully about values in historical sources
− clarify how your research was going with your peers and your teachers
− work with other students.

Complete the following table to help you clarify:
− which activities you participated in
− how participating in these activities helped you to learn.

Learning activities	Completed by me	Helped me to learn
1. Constructing my own definitions for terms such as 'values'.		
2. Working in small groups.		
3. Participating in whole class discussion.		
4. Constructing my own questions to investigate what I wanted to know about.		
5. Learning through problem-solving scenarios.		
6. Participating in activities that give a sense of what an experience feels like — for example, being excluded.		
7. Analysing primary source documents, such as poems, posters, laws and letters, written during the time period being studied.		
8. Analysing secondary source documents, that is, those written after the event being studied.		
9. Responding to sentence stems — for example, completing the sentence stem 'I would like to know more about …'.		
10. Writing paragraphs to communicate key ideas.		
11. Constructing diagrams such as flow charts to communicate ideas.		
12. Participating in a forum to communicate ideas.		
13. Investigating a topic independently.		
14. Interviewing people to gather information.		
15. Debating what really happened in other times and places.		
16. Debating what is really happening in Australia today.		
17. Investigating a topic and developing focus questions.		
18. Gathering evidence.		
19. Creating a strategy to promote an idea or a value.		
20. Reflecting on how I learn.		

Support materials and references

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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

In July 2002, the Queensland School Curriculum Council amalgamated with the Queensland Board of Senior Secondary School Studies and the Tertiary Entrance Procedures Authority to form the Queensland Studies Authority. All inquiries regarding this module should be directed to:

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