NOTE: While all resources are provided free of charge for use in Australian classrooms, the original copyright holders of some portions of this booklet have been indicated. Teachers are reminded to maintain all referencing and acknowledge this use in school copyright audits.

NOTE 2: To save on photocopying, no space for student writing has been added. Teachers are advised to provide as much space as they require, unless posting for students electronically.

Resources provided to teachers at
the Australian History Teachers’ Association National Conference
Brisbane 2017
By Sue Burvill-Shaw
s.burvillshaw@gmail.com

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ACTIVITY ONE:

Read each of the definitions of History.

SOURCE ONE

‘History is a disciplined process of inquiry into the past… … …History promotes the understanding of societies, events, movements and developments that have shaped humanity from earliest times…. … History, as a discipline, has its own methods and procedures which make it different from other ways of understanding human experience. The study of history is based on evidence derived from remains of the past.’

Reference: ACARA 2016 Rationale, Australian Curriculum Humanities and Social Sciences


SOURCE TWO

‘History is a narrative about the past written in the here and now, rather than some distanced mirror of it,’

Reference; Munslow, Professor Alun, October 2001, What history is, viewed July 17, 2005, http://www.history.ac.uk/ihr/Focus/Whatishistory/munslow6.html

SOURCE THREE

History (from Greek ιστορία, historia, meaning "inquiry, knowledge acquired by investigation") is the study of the past as it is described in written documents.[3] [4] Events occurring before written record are considered prehistory. It is an umbrella term that relates to past events as well as the memory, discovery, collection, organization, presentation, and interpretation of information about these events. Scholars who write about history are called historians.

The Greek word was welcomed Classical Latin as historia, meaning "investigation, inquiry, research, account, description, written account of past events, writing of history, historical narrative, recorded knowledge of past events, story, narrative". History was borrowed from Latin (possibly via Old Irish or Old Welsh) into Old English as stær (‘history, narrative, story’), but this word fell out of use in the late Old English period.


THINKING TIME! What similarities and differences do you see when you compare and contrast these definitions?
ACTIVITY TWO

As you watch the opening section of Moana, take note of how Moana and her people record and teach their history. How is this similar or different from the definitions you investigated earlier? How is it similar or different from the way you learn History? Why might this be the case?

ACTIVITY THREE

As you watch the opening section of Moana, take note of the way Moana and her people make use of the land and sea upon which they live? Could we describe their lifestyle as sustainable?

ACTIVITY FOUR

Why do different peoples see the world in different ways? This task asks you to contribute to our class discussion about the ideas of a WORLDVIEW and PERSPECTIVE and then to decide what your own World view might be, what influences have helped shape this world view and how this will influence your perspective on various topics.

ACTIVITY FIVE

Examine the source below.

Copy and paste the article into a Word Document.

Be sure to add the complete reference at the top of the article.

Read the article and highlight positive opinions in one colour and negative opinions in a different colour.

Underline the names of people and groups who hold these opinions.


Now answer each of the following questions. Be sure to add evidence to support your ideas.

1. What is the origin and purpose of this source?
2. Which individuals or groups are quoted as presenting negative **perspectives**? What evidence suggests this?

3. Which individuals or groups are quoted as presenting positive perspectives? What evidence suggests this?

4. After reading this article why do you think these different perspectives exist?

**Viewing from a particular Point-of-view.**

**ACTIVITY SIX (for girls)**

As you watch the **final sections** of Moana, try to watch the film through the cultural lens (as if you were) of a Polynesian or Melanesian woman or girl. Do you think the film would make you proud to be Polynesian or Melanesian? Be ready to offer specific evidence from the film to support your answers.

**ACTIVITY SIX (for boys)**

As you watch the final sections of Moana, try to watch the film through the cultural lens (as if you were) of a Polynesian or Melanesian man or boy. Do you think the film would make you proud to be Polynesian or Melanesian? Be ready to offer specific evidence from the film to support your answers.

**ACTIVITY SEVEN**

Examine the following map of Polynesian expansion (c2500 BCE to c300 BCE) copied from [http://www.wiley.com/legacy/Australia/PageProofs/c08PolynesianExpansionAcrossThePacific_web.pdf](http://www.wiley.com/legacy/Australia/PageProofs/c08PolynesianExpansionAcrossThePacific_web.pdf)

Use the data here to add the details of Polynesian expansion to the blank map at the end of this booklet. Write a complete reference for the source of your information on your blank map.
ACTIVITY EIGHT

Carefully read the source at this address:

Use the information here to answer each of the following questions:

1. What is the origin and purpose of this source? Write the reference for this source.
2. What Inquiry Question are these Historians hoping to answer?
3. Explain how the Macquarie University team collaborated with scientists to answer the question.
4. What source did the University of Auckland team use to help answer the Inquiry Question?
5. Why would having teams of historians from different universities collaborating to solve an Inquiry Question be a useful strategy?
6. Explain some of the conclusions the collaborating teams presented in their study published in the journal PNAS.
7. In what ways does the map published with these finding match the ideas to be found on other maps?
8. What changes did these historians note in the technology used to build canoes in New Zealand after settlement until European arrival?
9. What evidence did they use to conclude that the Polynesian peoples had brought their culture to New Zealand?
10. Do any of the ideas presented here CORROBORATE (support) the ideas presented in the film, *Moana*?

**ACTIVITY NINE**

Read the article at the following URL and use the data there to answer the two questions which follow.

http://www.pnas.org/content/112/44/13432.full

1. What evidence can historians use to investigate the movement of peoples through the Pacific?
2. What does this suggest about the impact of these people on the environments of the Pacific?
**ACTIVITY TEN**

Match the following terms and definitions

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a) In humanities and social sciences, a world view or a set of ideas or beliefs that guide actions. *Perspectives* draw on a person’s or group’s age, gender experiences, cultural or religious background, ideologies and/or intellectual contexts, which influence their world view and inform their opinions, values, and actions. Two types of perspective can be considered: those ‘of’ people, and perspectives ‘on’ events and phenomena of the past and present.

b) What can be learnt from a historical *source* to help construct a historical *narrative*.

c) Looking at someone or something from a location or position. In the Australian Curriculum: Humanities and Social Sciences, an individual’s view about a particular person, event or phenomena, which may be irrational and/or immediately sensed, or deeply considered and reflective.

d) Any written or non-written material that can be used to investigate the past, for example, coins, photographs, letters, gravestones, buildings, transcripts. A source becomes ‘evidence’ if it is of value to a particular inquiry.

e) An explanation of the past, for example, about a specific person, event or *development*. There may be more than one interpretation of a particular aspect of the past because historians may have used different sources, asked different questions and held different points of view about the topic.

f) An ongoing capacity of an *environment* to maintain all life, whereby the *needs* of the present are met without compromising the ability of future generations to meet their *needs*.

**ACTIVITY ELEVEN**


1. Explain how and why theories about Easter Island or Rapa Nui have changed over the years.

2. Does the information at this site seem to CORROBORATE (SUPPORT) or REFUTE (disagree with) the theories at the Smithsonian site? Be sure to use evidence from both articles in your answer. [https://www.elitereaders.com/scientists-uncover-shocking-mystery-easter-island-heads/](https://www.elitereaders.com/scientists-uncover-shocking-mystery-easter-island-heads/)

**FOR FUNACTIVITIES GO TO:** [https://www.pinterest.co.uk/Steffie333/moana/](https://www.pinterest.co.uk/Steffie333/moana/)