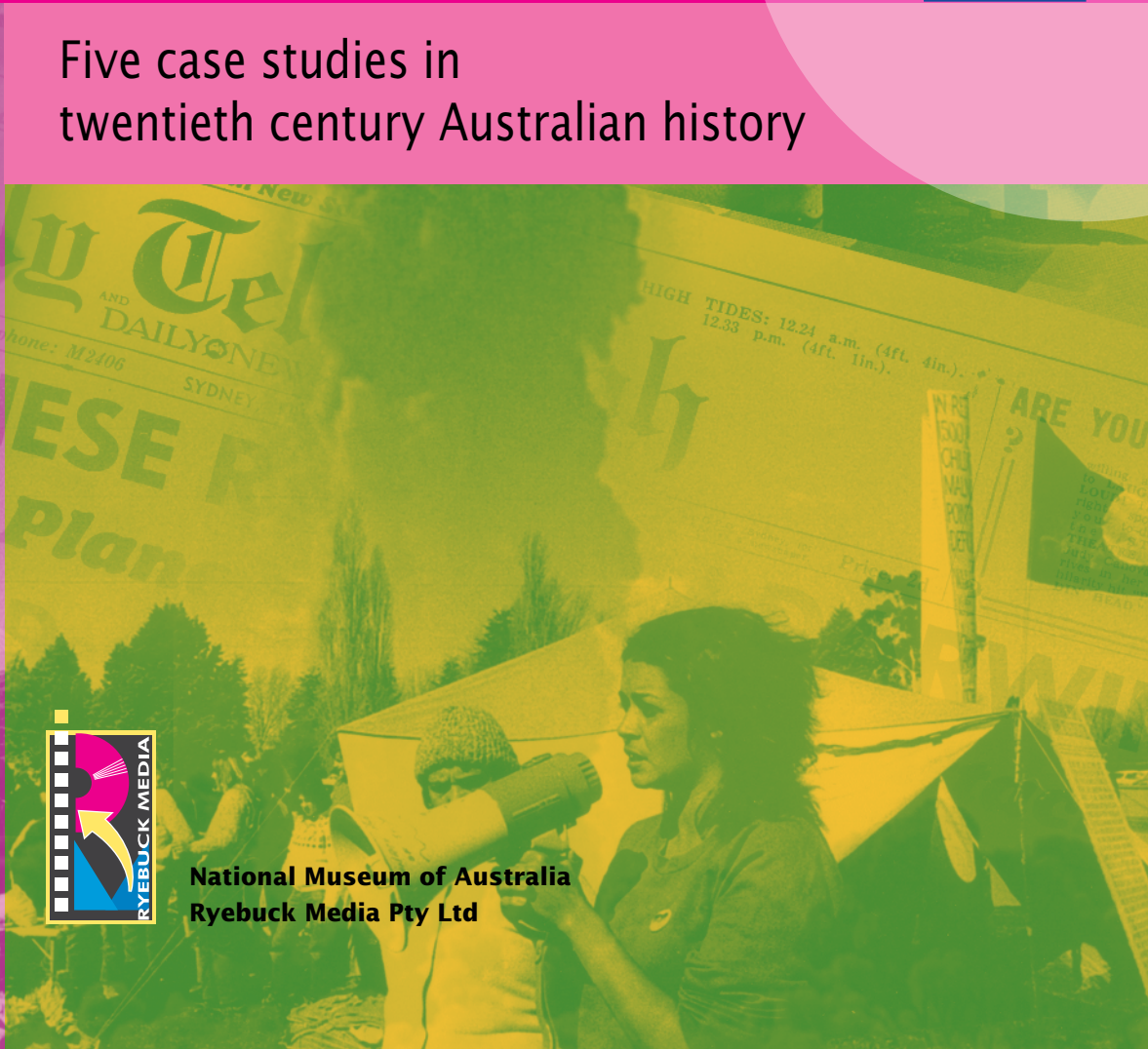




Australian History Mysteries 2

Five case studies in
twentieth century Australian history



NATIONAL
MUSEUM OF
AUSTRALIA
CANBERRA




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Ryebuck Media Pty Ltd

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Introducing *Australian History Mysteries 2*

The resource

Australian History Mysteries 2 (Case studies in twentieth century Australian history) is a joint project of the National Museum of Australia and Ryebuck Media Pty Ltd, specialists in educational multimedia. The project is supported by the National Film and Sound Archive and the National Archives of Australia.

Australian History Mysteries 2 follows on from the success of the first series, on nineteenth century Australian history.

This new kit is a print and video/DVD resource drawing on materials from a variety of museums, historic collections and historic sites to present students with a rich array of evidence for their investigations.

Aims

A major aim of the resource is to show teachers and students how museums are an excellent starting point for students' historical activities. Museum objects and displays can raise questions, suggest inquiries, provoke debate, reveal stories, and present mysteries that need to be solved by investigating evidence.

The project also aims to stimulate students' interest in and engagement with a study of aspects of their history and heritage, and to develop the skills needed in pursuing historical inquiries.

The structure of the resource

The resource contains:

- **A 40 minute video/DVD** with short introductory sections on each of the five case studies. These introductions take students to the places associated with their investigations, and show them current and historical images of the site. Students are also introduced to the 'mystery' or 'mysteries' that they will investigate in each case study.

This element of the resource serves to excite, stimulate, engage and challenge students. It is the 'hook' that will lead them into wanting to explore further the issues raised with them by the narrator, Tim Gurry. The first segment briefly introduces each of the case studies, then there are separate segments to introduce each case study to the students in more detail.

- **Five print case studies**, with reproducible evidence sheets. The case studies are:

Case Study 1



What happened to 'Smithy'?

This unit explores the contribution and significance of Sir Charles Kingsford Smith to Australian national identity. It looks at his war record, and then his 'barnstorming' feats before he established the aviation records for which he became a national hero. The evidence asks students to compare the image with the reality, and raises questions about how we should remember and commemorate national figures. Students are also asked to decide which version of his disappearance they think best fits the evidence available.

Case Study 2

Why did the government lie about the bombing of Darwin?



Why was the bombing of Darwin ‘hushed up’ by the Commonwealth Government? Was there a warning that was ignored? Was there looting and cowardice by soldiers? Was 19 February 1942 Australia’s ‘day of shame’, or did people show great heroism and self-sacrifice? Students visit the sites of this disaster, analyse maps, interrogate witnesses, sequence the events, and come to their own conclusions. It is a powerful study of the behaviour of people at a time of great danger and stress.

Case Study 3

What are the mysteries of Maralinga?



What are Australia’s Cold War secrets? Could Australia have been a nuclear power? Why did we build a nuclear reactor? Were the tests safe? Why were we testing atomic weapons in the 1950s? Why were the bones of dead Australians secretly tested for nearly thirty years after the explosions? This case study reveals much about the nature of Australia during the early Cold War period.

Case Study 4

How have Indigenous people’s citizenship rights changed over time?



How have Aboriginal and Torres Strait Islands people’s rights changed? How can you reconcile the apparent racism of the Freedom Rides period in places like Walgett and Moree with the overwhelmingly positive result of the 1967 referendum? Or the apparent hostility of many towards the Aboriginal Tent Embassy with the passing of equal wage legislation for Aboriginal workers in the Northern Territory pastoral industry? Students explore the evidence to critically discuss the issue of Australians’ attitudes to racial equality and citizenship.

Case Study 5

What happened to Juanita Nielsen?



In 1975 Juanita Nielsen, opposing the development of the historic Victoria Street in inner Sydney, disappeared. Who killed her, and why? The focus here is on using her death to put the society of the time under the microscope — green bans, union rivalries, political corruption, a powerful criminal presence, police involvement, clashing egos and an emerging environmentalism movement.

- A set of **introductory ‘tuning in’ activities** for each case study. These activities help students engage with the key concepts involved in each case study in a way that makes sense in their own lives today. Once they have focused clearly on the nature of the investigation, they will be better able to critically analyse the evidence.
- **Suggested teaching strategies** for each of the case studies, so that even the least experienced history teacher will feel confident in presenting the units to their classes. The approaches recommended include individual student, group and whole class activities. Of course, teachers are able to select and adapt the ideas, resources and suggested questions and strategies and shape them to their own needs and approaches.
- There is also an associated **website** containing bibliographical information, educational games, links to related sites for each unit, and updates of information. This is at www.nma.gov.au/ahm/home.html.

The choice of case studies

The case studies are not exhaustive investigations of the topics to which they relate. Rather, they provide a way of focusing on a key aspect of each. They are studies in depth, not in breadth.

Each of the case studies has been selected because it involves a key aspect of Australian history usually studied in secondary schools. Each study provides a way for students to explore aspects of the craft of the historian in a different way, thus enriching history teaching in schools.

An inquiry approach

All the units in *Australian History Mysteries 2* come from the practical classroom experience of the writers, and reflect a commitment to inquiry learning.

By 'inquiry learning' we mean a process that as far as possible involves students in 'finding out by working out'. This means that, while we have selected and sometimes edited or adapted the evidence and provided an appropriate framework for presenting it to students in the classroom, it is still up to the students to critically analyse the evidence, and come to their own conclusions about it.

This approach is built into each unit. The principles involved are the active elements behind students' learning activities. In this inquiry process, students:

Engage	They reach a point where they are interested and engaged, and want to find out what has happened in this case.
'Tune in'	Students see the key concepts involved in the study in a way that they can identify with in their own lives and experience. The study has <i>meaning</i> for them.
Hypothesise	They draw on existing knowledge and ideas, and state what they expect to find, or what they anticipate the outcome might be. Their hypotheses then become the things that they are testing by evidence.
Structure an inquiry	To carry out their inquiry, students have to follow a logical and coherent structure. They determine what they need to know to answer the questions they are exploring.
Critically examine evidence	Students now go through the process of gathering, sorting, comprehending, classifying, interpreting, testing, accepting, rejecting, qualifying, contextualising and synthesising this evidence.
Reach a conclusion	Students are now ready to reach an informed conclusion that they can defend and justify. The conclusion is theirs, and they will be aware of the degree of certainty with which they can hold that conclusion. They are able to complete a summative task that demonstrates their knowledge and understanding, and that reflects the processes they have gone through.
Reflect and Apply	Students are able, finally, to go beyond the particular case studied, and think in terms of the broader concepts involved. They can apply their new knowledge and understandings to other periods, places and peoples.

Application to the curriculum

Australian History Mysteries 2 has been written for students at the middle secondary years of schooling (years 8–10), and it can be adapted for both higher and lower levels.

Teachers will be able to identify the areas within their own state or territory curriculum documents where this resource will be suitable for use in their classrooms, and most notably in:

- History
- Studies of society and environment
- Civics and citizenship education
- Values education
- Discovering democracy.

The main use will be in the history syllabi in all Australian states and territories:

ACT Studies of society and environment	High School Band Time, continuity and change
NSW History 7–10	Stage 5 Topics 3, 4, 5
NT Social systems and structures	Bands 4 and 5 Time, continuity and change
QLD Years 9 & 10 History	Levels 5 and 6 Time, continuity and change
SA Society and environment	Standard 5 Time, continuity and change
TAS Curriculum frameworks	Thinking — Inquiry Social Responsibility — Understanding the past and creating preferred futures
VIC Studies of society and environment	Level 6 History
WA Society and environment	Early adolescence Time, continuity and change

Learning based outcomes

Taken together, the approaches and emphases in *Australian History Mysteries 2* cover a large area of what all state and territory curriculum documents say history is about. The case studies chosen allow students to explore key aspects of history, such as:

- **knowledge** about aspects of their shared past
- **understandings** about the nature of evidence
- **concepts** of change, continuity, causation, motivation, empathy
- cultural influences on historical understanding — the impact of different values and different cultural contexts in leading to different **representations** of the past.

A description of the specific key learning outcomes for each case study is provided on the divider page for that case study, together with activities that can be used to develop and monitor students' achievement of these outcomes during the series of lessons.

Australian History Mysteries 2 website

There is an associated website with this kit. It is at www.nma.gov.au/ahm/home.html. This website provides a variety of generally interactive approaches to aspects of the case study in a way that acknowledges different learning styles. The interactive exercises may be used as starting points, enrichment activities, alternative approaches or as ways of emphasising and reinforcing some of the learning outcomes of the case study.

Making history active

We believe the case studies, the multimedia materials that go with them, and the suggested approaches for implementing them all work together in this resource. They create the real possibility for active engagement, argument, enlightenment, outrage, pride, wonder, and, above all, *excitement* to be generated in classrooms.

Evaluating this resource

The National Museum of Australia and Ryebuck Media are determined to produce resources that meet the needs and standards required by teachers. We have included an Evaluation Page with this kit. We would appreciate it if you would complete and return this page. It will be very useful in helping us to monitor teachers' needs, and to ensure that we are producing the best resources possible.

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Brisbane Airport Corporation, Brisbane	Australian War Memorial, Canberra
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