

EXAMINING ARTEFACTS



Key learning

Objects, memorabilia and artefacts help tell historical stories. They can engage student's historical imagination and curiosity. Students work as real historians when they interrogate artefacts. They develop the skill and disposition of asking historical questions in order to develop evidence-based conclusions. They learn that historical understanding often depends on inference and imagination.



Focus: Artefacts' questioning framework

In order to scaffold and support students in their historical thinking, teachers are encouraged to use a framework for historical questioning similar to the following. Not all questions may be relevant for every artefact. Students are also encouraged to ask their own questions.



Questions

Observing

Describe what you see

Who might have owned it?

Where was it made?

When was it made?

How was it used?

Other questions of observation ...

Interpreting

Was it valuable?

What does it tell you about the time?

Was it usual or unusual?

Was it significant?

Why might it have survived?

Other questions of interpretation ...

Speculating

What is it?

What do you think is the background to the artefact?

What would it have felt like to own it?

How does it represent a part of Australian history?

What evidence does it provide?

Other questions of interpretation ...



Task

Allport Library and Museum of Fine Arts: Apprentice Museum Curator

You are an apprentice curator at the Allport Library and Museum of Fine Arts and have been asked by the museum's curator to talk to a group of year 5/6 or year 9 students about a particular artefact from the Crowther diaries' collection. This could be a letter, a photo, a sketch or other artefact you will select from the Crowther Diaries' website. In preparation for your talk you are asked to provide an information report about the artefact to the curator so that she is confident you have enough knowledge for your talk. You should then deliver your talk to the group of year 5/6 or year 9 students and respond to any questions.

Your Artefact Information Report should include:

- A title, perhaps made tantalizing if constructed in the form of a question or emotive exclamation
- An Opening Statement to introduce the artefact giving its historical context
- Writing in the present tense, third person and objective
- Topic Paragraphs about the object. This may include a paragraph on William Crowther, the Allport Library and Museum of Fine Arts and the how the artefact came to be donated.



Australian Curriculum

History - Year 5 & 6 Historical skills

Identify and locate a range of relevant sources ([ACHHS101](#))

Locate information related to inquiry questions in a range of sources ([ACHHS102](#))

Develop texts, particularly narratives and descriptions, which incorporate [source materials](#) ([ACHHS105](#))

Use a range of communication forms (oral, graphic, written) and digital technologies ([ACHHS106](#))

History Year 9 – Historical Understanding & Historical Skills

An overview of the causes of World War I and the reasons why men enlisted to fight in the war ([ACDSEH021](#))

The places where Australians fought and the nature of warfare during World War I, including the Gallipoli campaign ([ACDSEH095](#))

Identify and locate relevant sources, using ICT and other methods ([ACHHS168](#))

Identify the origin, purpose and context of primary and secondary sources ([ACHHS169](#))

Evaluate the reliability and usefulness of primary and secondary sources ([ACHHS171](#))

Identify and analyse different historical interpretations (including their own) ([ACHHS173](#))

Develop texts, particularly descriptions and discussions that use evidence from a range of sources that are referenced ([ACHHS174](#))

English – Year 5

Clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students' own experiences and present and justify a point of view ([ACELY1699](#))

Plan, rehearse and deliver presentations for defined audiences and purposes incorporating accurate and sequenced content and multimodal elements ([ACELY1700](#))

Navigate and read texts for specific purposes applying appropriate text processing strategies, for example predicting and confirming, monitoring meaning, skimming and scanning ([ACELY1702](#))

Use comprehension strategies to analyse information, integrating and linking ideas from a variety of print and digital sources ([ACELY1703](#))

Plan, draft and publish imaginative, informative and persuasive print and multimodal texts, choosing text structures, language features, images and sound appropriate to purpose and audience ([ACELY1704](#))

Review, edit and refine students' own and others' texts for control of content, organisation, sentence structure, vocabulary, and/or visual features to achieve particular purposes and effects ([ACELY1757](#))

English – Year 6

Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for defined audiences and purposes, making appropriate choices for modality and emphasis ([ACELY1710](#))

Compare texts including media texts that represent ideas and events in different ways, explaining the effects of the different approaches (ACELY1708)

Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions (ACELY1709)

Select, navigate and read texts for a range of purposes, applying appropriate text processing strategies and interpreting structural features, for example table of contents, glossary, chapters, headings and subheadings(ACELY1712)

Plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience(ACELY1714)

English – Year 7

Analyse and explain the effect of technological innovations on texts, particularly media texts(ACELY1765)

Analyse and explain the ways text structures and language features shape meaning and vary according to audience and purpose(ACELY1721)

Plan, draft and publish imaginative, informative and persuasive texts, selecting aspects of subject matter and particular language, visual, and audio features to convey information and ideas (ACELY1725)

Edit for meaning by removing repetition, refining ideas, reordering sentences and adding or substituting words for impact (ACELY1726)

English – Year 8

Analyse and explain how language has evolved over time and how technology and the media have influenced language use and forms of communication (ACELY1729)

Plan, rehearse and deliver presentations, selecting and sequencing appropriate content, including multimodal elements, to reflect a diversity of viewpoints (ACELY1731)

Analyse and evaluate the ways that text structures and language features vary according to the purpose of the text and the ways that referenced sources add authority to a text (ACELY1732)

Use comprehension strategies to interpret and evaluate texts by reflecting on the validity of content and the credibility of sources, including finding evidence in the text for the author's point of view (ACELY1734)

Create imaginative, informative and persuasive texts that raise issues, report events and advance opinions, using deliberate language and textual choices, and including digital elements as appropriate (ACELY1736)

Experiment with text structures and language features to refine and clarify ideas to improve the effectiveness of students' own texts (ACELY1810)

English – Year 9

Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for aesthetic and playful purposes (ACELY1741)

Interpret, analyse and evaluate how different perspectives of issue, event, situation, individuals or groups are constructed to serve specific purposes in texts (ACELY1742)

Explore and explain the combinations of language and visual choices that authors make to present information, opinions and perspectives in different texts (ACELY1745)

Create imaginative, informative and persuasive texts that present a point of view and advance or illustrate arguments, including texts that integrate visual, print and/or audio features (ACELY1746)

Review and edit students' own and others' texts to improve clarity and control over content, organisation, paragraphing, sentence structure, vocabulary and audio/visual features (ACELY1747)

English – Year 10

Analyse and evaluate how people, cultures, places, events, objects and concepts are represented in texts, including media texts, through language, structural and/or visual choices (ACELY1749)

Identify and explore the purposes and effects of different text structures and language features of spoken texts, and use this knowledge to create purposeful texts that inform, persuade and engage (ACELY1750)

Use organisation patterns, voice and language conventions to present a point of view on subject, speaking clearly, coherently and with effect, using logic, imagery and rhetorical devices to engage audiences (ACELY1813)

Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements to influence a course of action (ACELY1751)

Choose a reading technique and reading path appropriate for the type of text, to retrieve and connect ideas within and between texts (ACELY1753)

Review, edit and refine students' own and others' texts for control of content, organisation, sentence structure, vocabulary, and/or visual features to achieve particular purposes and effects (ACELY1757)