

EDUCATION RESOURCE KIT

Educational programs are designed to spark curiosity through the discovery of new ideas, immersive experiences and growth of youth through art & culture.

AT THE CENTRE



1X4

8 July - 29 October, 2023

7-10 History/Elective History Outline:

1X4 addresses the ideas behind how each individual artefact has different stories to tell based on your own perspective of an object or event. It assists students in exploring how stories are told, and the ways that museums tell those stories.

Syllabus Links:

Students learn about:

- *Perspectives*: people from the past may have had different views shaped by their different experiences
- *Contestability*: how historians may dispute a particular interpretation of an historical source, historical event or issue
- Analysis and use of sources
- How historians and archaeologists investigate history, including excavation and archival research
- The range of sources that can be used in an historical investigation, including archaeological and written sources
- Popular Culture 1945-present
- History and historical inquiry
- Heritage and conservation
- Museum and/or archives studies
- Historical reconstructions
- identify and examine the various means of collecting sources, displaying the past and reconstructing the past

Objectives:

Students learn to:

- ask a range of questions about the past to inform an historical inquiry
- develop historical texts, particularly explanations and historical arguments that use evidence from a range of sources
- identify different types of sources
- identify the origin, content, context and purpose of primary and secondary sources
- evaluate the reliability and usefulness of primary and secondary sources for a specific historical inquiry
- interpret history within the context of the actions, values, attitudes and motives of people in the context of the past
- undertake the processes of historical inquiry
- examine the varying constructions of historical meaning through a range of examples

Activities:

Before your visit:

- Introduce/discuss and identify examples of Perspective and Contestability. Opportunities here exist for researching a popular historical 'myth' that can be 'busted' or examined.
- Provide opportunities for students to analyse sources - introduce object analysis. Discuss words such as 'provenance' and 'reliability'. See Resources below for information that can assist.
- Discuss with students the existence of museums and other sites of historical importance - who owns these sites, how are their objects chosen, what information is provided and what process could there be to choose what is displayed and what is not?

During your visit:

- Students examine objects of their choice and identify key features. What do they think the objects are made of, how are they displayed, why are there no labels and how does this fit in with the theme of the exhibition? See worksheet below as an example for use.
- Students can compare this exhibition to the permanent exhibition in the WPCC museum - how are the objects placed, is there a 'theme' to them, what 'stories' are told?

After your visit:

- Students can choose an object from the permanent collection and conduct some research of their own to create their own '1x4' story. What perspectives have they chosen to highlight?
- Discuss how these objects highlight the difference between physical artefacts and other types of sources (ie written/oral). What are the difficulties with interpreting this type of source compared to another for an historian?
- Students could curate their own 'class museum' where they choose objects of significance to them and write their own 'histories'.

Resources:

- **Newcastle Museum**, *1x4 website*, (2023) <https://www.1x4.com.au/intro.htm>
- **Dubbo Regional Council**, *WPCC Virtual Tour*, <https://www.westernplainsculturalcentre.org/multimedia-library>
- **National History Education Clearinghouse**, *Multiperspectivity: What Is It, and Why Use It?* (2018) <https://teachinghistory.org/teaching-materials/ask-a-master-teacher/23610>
- **History Skills**, *How to analyse historical sources*, (2023) <https://www.historyskills.com/source-criticism/analysis/>

What does the object show us?

What is the object made of?

Who might it have been made for?

When do you think this object was made?

Where do you think this object was made?

Draw the source here

Is it for Public or Private use?

How/where has this object been placed in the exhibit?

What is missing that might help you understand it more?

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1X4

8 July - 29 October, 2023

7-10 English Outline:

1X4 addresses the ideas behind how each individual piece has different stories to tell based on your own perspective of an object or event. It assists students in exploring how stories are told, and the ways that museums tell those stories.

Syllabus Links:

Students learn about:

- students must read, listen to and view a variety of texts that are appropriate to their needs, interests and abilities.
 - media, multimedia and digital texts.
- opportunities to think in ways that are critical and creative using information and ideas and arguments to respond to and compose texts
- the ability to use a repertoire of knowledge and skills to communicate and comprehend effectively in a wide variety of contexts, modes and media

Outcomes:

Stage 4:

- recognise when information is presented objectively and subjectively by examining the language of opinion, including modality, bias, personal pronouns and other semantic cues
- explore and explain the ways authors combine different modes and media in creating texts, and the impact of these choices on the viewer/listener
- 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
- critically consider the ways in which meaning is shaped by context, purpose, form, structure, style, content, language choices and their own personal perspective
- investigate and understand the ways web and digital technologies influence language use and shape meaning

Stage 5:

- interpret, analyse and evaluate how different perspectives of issue, event, situation, individuals or groups are constructed to serve specific purposes in texts
- analyse and explain how text structures, language features and visual features of texts and the context in which texts are experienced may influence audience response
- creatively adapt texts into different forms, structures, modes and media for different purposes, audiences and contexts and explain the differences emerging as a result of such adaptations
- investigate the ways web and digital technologies use and manipulate visual images, hyperlinks, sound and the written word to create meaning

Activities:

Before your visit:

- Discuss with students how information can be presented in a variety of ways to provide different perspectives. This could be done using media reports/articles on the same event but from different writers. Students identify language that can indicate opinion such as bias, personal pronouns, and modality.
- Students can all be given the same 'scenario' and asked to write from three different perspectives (first person, second person and third person). How is each one presenting the information - compare with others in the class, and discuss why each individual writes differently (background, perspective, culture, age, gender etc).
- Introduce informative websites that present knowledge - *Wikipedia* is an example, and this can be compared to another learning website such as *Encyclopaedia Britannica's* website. How do these websites present their information, what is the language used, how do they select the information to be presented?

During your visit:

- Students write down their thoughts and observations using the worksheet below, or their own workbooks on a selection of objects that draw their attention. Students should practice using descriptive language and analysis to identify the features of their chosen object/s.
- Choose one object and write a narrative, short creative piece, or poem about the object, or from the perspective of the object.
- Teachers can invite students to discuss the impact of their understanding by removing the labels - how does this affect their experience of this exhibition? For reference, students can compare this to the WPCCC permanent collection.

After your visit:

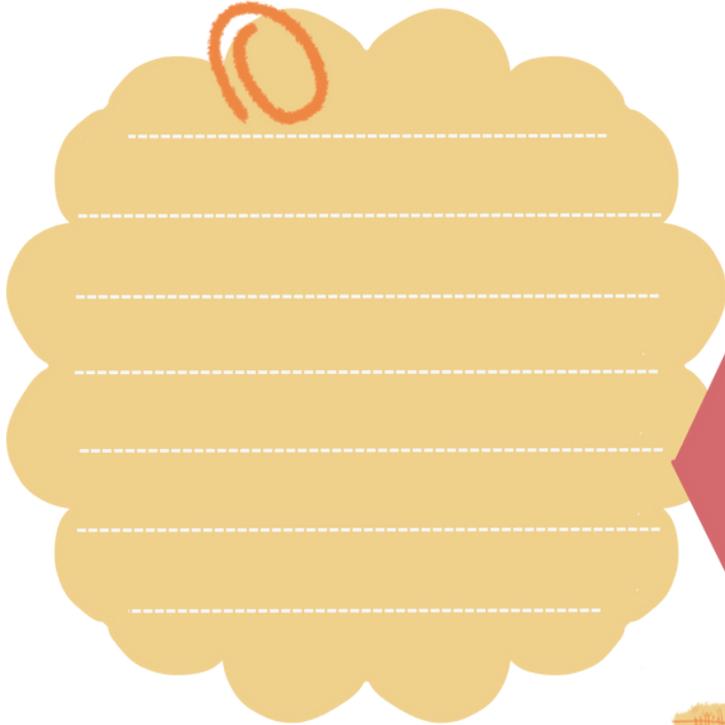
- Students access the **1x4** website (see resources below) and discuss its features ie layout, colour, use of images, use of oral and written information.
- Utilise their observations about the exhibition and compare it to the information on the website - is it similar or different to what they thought/imagined, why might that be?
- Analyse the information presented on the website - how is each story presented, how do we know the viewpoint? Is opinion obvious through the language used?
- What is the impact of using the different images for each object (the photographs of different angles versus the hand drawn outlines as the image hyperlinks) does this affect your perception of the objects and their stories?
- Students use one of the objects stories as inspiration and create their own **1x4** series of stories about an object special to the student. This can be created digitally also.

Resources:

- **Newcastle Museum, 1x4 website**, <https://www.1x4.com.au/intro.htm>

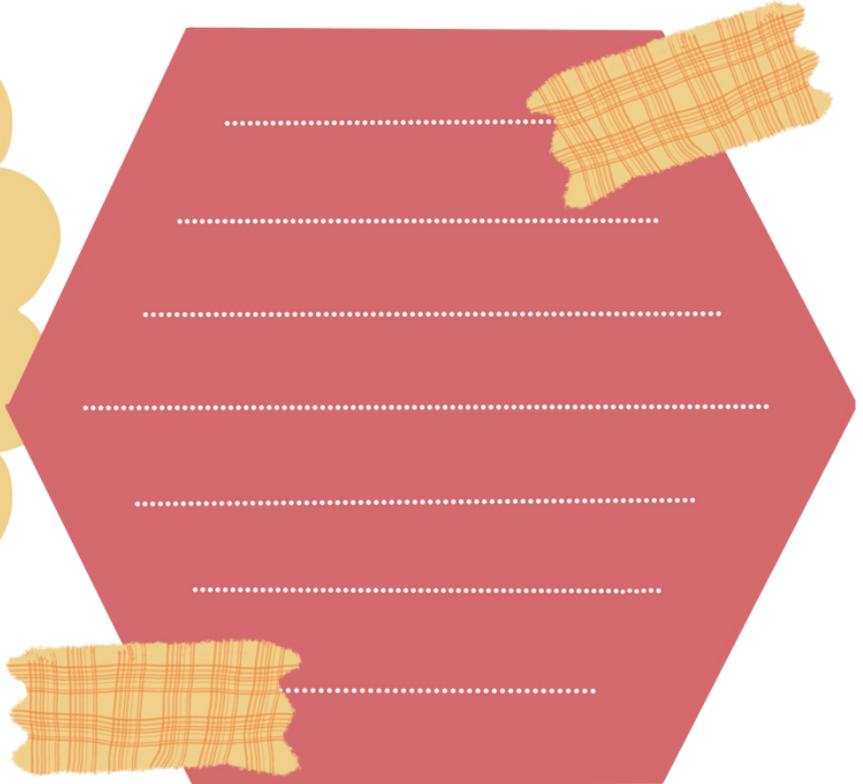
My Observations:

What do I know?



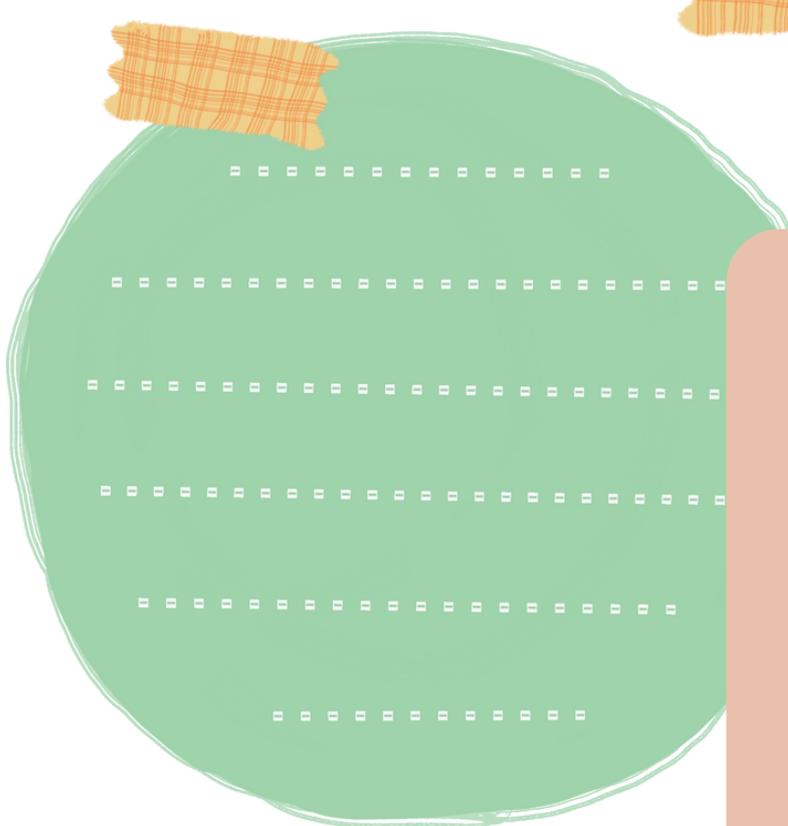
A yellow cloud-shaped area with a scalloped border. It contains seven horizontal dashed lines for writing. A red scribble is located at the top left corner.

What do I see?



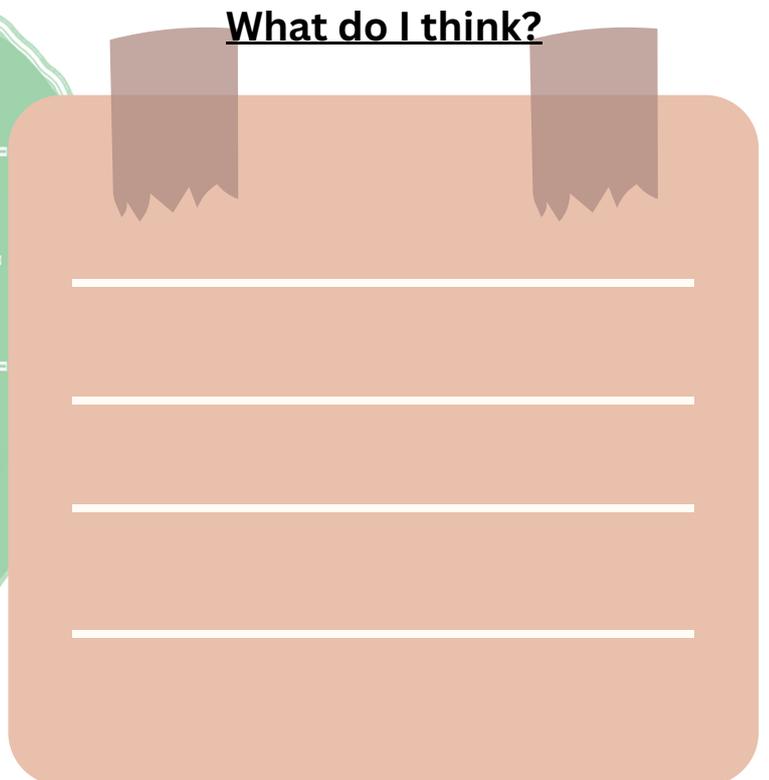
A red hexagonal area with a solid border. It contains seven horizontal dotted lines for writing. Two pieces of orange plaid tape are attached to the right and bottom edges.

What do I want to know?



A green circular area with a hand-drawn border. It contains five horizontal dotted lines for writing. A piece of orange plaid tape is attached to the top left edge.

What do I think?



An orange rounded rectangular area with a solid border. It contains five horizontal solid lines for writing. Two pieces of brown tape are attached to the top edge.