

AEG 5212 Teaching Humanities 2

List of Curriculum Resources and Technologies

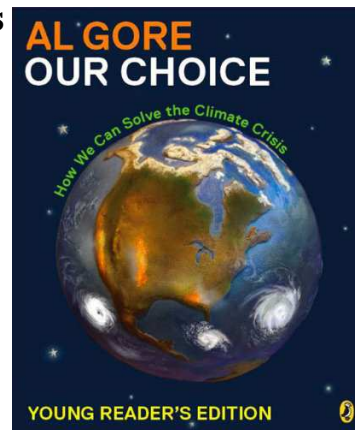
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Texts

(1) Our Choice - How We Can Solve the Climate Crisis (Young Reader's Edition)

Al Gore
Bloomsbury Publishing, London. 2009.



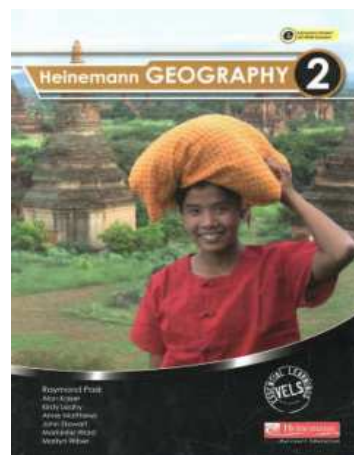
This book is not a traditional textbook, but could definitely be used as an excellent resource for an integrated humanities unit for a Year 7 or Year 8 curriculum. Areas covered include methods of carbon free energy production, the effect of carbon pollution, suggestions for taking action and saving energy and discussion of the economics of carbon; in an integrated curriculum this could incorporate science, geography, economics, civics and citizenship etc. The book is very engaging and easy to comprehend, but as it is aimed at a younger audience the sources of much of the information have not been made explicitly clear on each page. It is also clearly biased towards the side of climate change, and only acknowledges the opposing arguments as climate skeptics and as politically and economically motivated. While this is most likely the case, it would be better to have students develop an understanding of that by themselves, possibly through an inquiry project where they research and check the facts and figures. The other drawback to the book is that it is very USA-centric. It does a great job of exposing where climate change is creating flow-on issues around the world, but many of the images and examples are American. This could be alleviated by provision of some further Australian based material when used in the classroom.

(2) Heinemann Geography 2

Raymond Pask, Alon Kaiser, Kirsty Leahy, Anne Matthews, John Stewart, Marianne Ward, Marilyn Wiber
Heinemann Harcourt Education, Port Melbourne. 2010 reprint.

Heinemann Geography 2 is designed to cover VELS Humanities at Level 6, specifically geography, but also incorporates many interdisciplinary activities. Each section has a skill or knowledge focus, with questions designed to get students thinking geographically and solidifying their understanding.

The real positives for this book are contextualisation and narrative materials. Several of the chapters address global issues such as land degradation, global warming and poverty and look at the factors (including geographical) which contribute to these. Exploring these concepts as chapters allows students to apply their skill based work from previous chapters.



Most chapters also include a narrative section, which might be a short story or biography or some kind of article. These can be used to not only integrate literacy into the humanities but also to engage students who connect well with story telling.

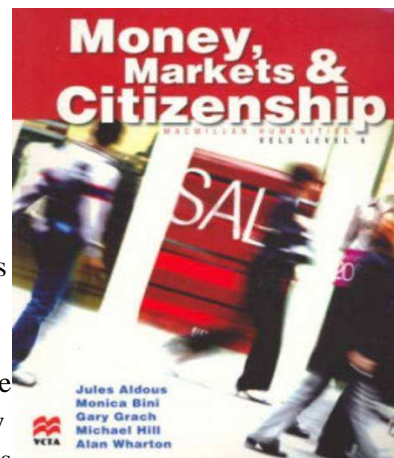
This text would make an excellent class set and could be used successfully within a range of integrated units or as a standalone geography unit.

(3) Money, Markets & Citizenship

Jules Aldous, Monica Bini, Gary Grach, Michael Hill, Alan Wharton
Macmillan Education Australia, South Yarra. 2007 reprint.

This text has been designed to align with the VELS Level 6 standards for Economics and Civics and Citizenship, and includes sections on personal finance, enterprise, work and vocational pathways, economics (markets and the Australian economy), and civics and citizenship (government, law and human rights).

It is a fairly straightforward text. Some attempt has been made to make the content more visually appealing with images, case studies and flow chart type notation, however it is still extremely text heavy. Where this book really stands out is the selection of material for certain learning activities and content. Included is an entire chapter on human rights, containing the preamble to the Universal Declaration of Human Rights. There are activities on refugees and asylum seekers, reconciliation, native title and its history and Aboriginal voting rights. Some of the information requires updating, but activities such as these are an excellent starting point for an inquiry based unit of work and as such this text would be an excellent teacher resource.



(4) Oxford Big Ideas Australian Curriculum History 7

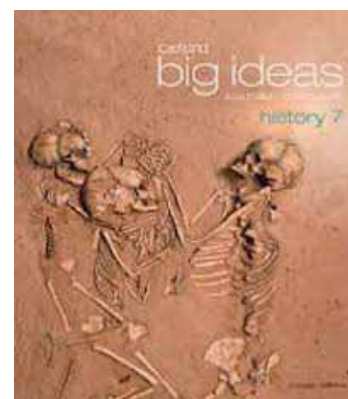
Maggy Saldais

Oxford University Press, South Melbourne. 2011. This text has been designed for the Australian Curriculum, Level 7. It is an excellent reference that clearly illustrates

coverage of the relevant standards, and is based around the key inquiry questions. It is specifically geared towards the history curriculum and the knowledge and skills that are necessary for students to acquire, but also includes a certain amount of cross curricular material that could be used to link topics to such as geography, civics and citizenship and economics.

The text has been made visually appealing by use of a wide variety of interesting images, and is structured to draw students deeper into their skills and understanding as the chapters progress. The suggested activities and question-based material are thorough in themselves and as a starting point for further exploration.

Given that history is only one component of the Year 7 humanities curriculum it would probably not be advisable to add this to a required book list, but a class set would be an excellent resource.



Professional organisations; providers of education services

(5) Jewish Holocaust Centre

<http://www.jhc.org.au>
13 - 15 Selwyn St
Elsternwick, Victoria, 3185
(03) 9528 1985



The Jewish Holocaust Centre includes an excellent museum with an extensive collection of artefacts about all aspects of the Holocaust, from tragic to hopeful. It would be particularly relevant to students in Year 10, as the AUSVELS History standards include significant events in World War II. The guided tours of the collection add a personal element to the experience, and the opportunity to speak to Holocaust survivors during the visit is a rare and amazing opportunity to hear the history first-hand.

(6) Museum Victoria - Immigration Museum

<http://museumvictoria.com.au/immigrationmuseum/>
Old Customs House
400 Flinders St
Melbourne, Victoria, 3000
(03) 9927 2700



The Immigration Museum runs a range of educational programs aimed at all year levels. There are teaching resources accompanying each program, and curriculum links are explicitly stated. For example the Seeking Refuge program for years nine through twelve has links to Civics and Citizenship, Communication, and Thinking Processes, as well as an array of VCE subject areas. Standing exhibitions such as the Customs Gallery can be used to explore the integration of Victoria's history and economic growth.

(7) Koorie Heritage Trust

<http://www.koorieheritagetrust.com>
295 King Street (Cnr Little Lonsdale Street)
Melbourne, Victoria, 3000
(03) 8622 2600



The Koorie Heritage Trust provides excellent programs and resources, particularly the Walkin' Birrarung - Yarra Cultural Tour. This tour combines history, geography and elements of civics and citizenship to give students a practical experience of the history and scope of the Kulin people which exists in Melbourne's CBD. The Trust's programs would be an appropriate interdisciplinary resource for all secondary years.

(8) Equal Love and Australian Marriage Equality

Equal Love: <http://www.equallove.info/>
PO BOX 400
Northcote, Victoria, 3070
Convenor Ali Hogg: 0403 019 430



Australian Marriage Equality: <http://www.australianmarriageequality.com/wp/>
PO Box 158
Broadway, NSW, 2007
National Convener Alex Greenwich: 0421 316 335



As organisations to support education I believe both should be consulted concurrently. Equal Love provides the ground support and organises protest rallies, whilst Australian Marriage Equality does much of the lobbying and provision of hard facts and statistics. Level 6 VELs for History and Civics and Citizenship deal with social and cultural movements and the processes for bringing about change in legal and political systems respectively. The marriage equality movement provides an ideal case study for this as an interdisciplinary unit, and students will be able to access a number of excellent resources from these two organisations.

(9) National Gallery of Victoria

NGV International
180 St Kilda Road
Melbourne, Victoria, 3000
<http://www.ngv.vic.gov.au/learn/schools-programs/programs-for-students>



The NGV runs a wide selection of interesting programs using the centre's collections as a framework to explore history, cultural and identity. There are programs available for all year levels, with specialised sessions run for VCE students. It is predominantly History focussed in terms of the humanities, but there are definitely interdisciplinary connections particularly in regards to Civics and Citizenship. The NGV also offers Professional Learning on topics such as critical literacies and analysis of visual texts.

CD Roms; software

(10) Heinemann HUMANITIES 1 “A Narrative Approach” Teacher CD-ROM

Maree Boyle, Jo Eddey, Jo Eshuys, Vic Guest, Jo Leech, Anne Mirtschin, Graeme Poynton, Richard Smith, Kane Summerhayes, Marianne Ward

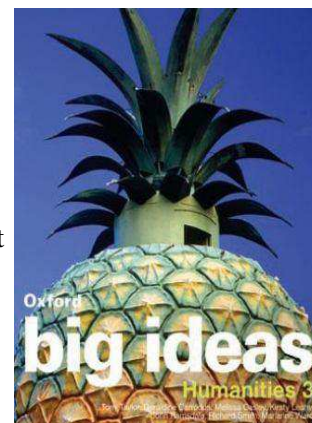
Heinemann Harcourt Education, Port Melbourne. 2008 reprint.



This is a comprehensive resource that covers VELS Level 5, including geography, economics and history for years seven and eight. It is designed to work in conjunction with the Heinemann Humanities 1 “A Narrative Approach” student textbook, and the teacher CD-ROM includes all material in the teacher’s resource kit plus some additional useful material. Each chapter of the text comes with a unit/lesson plan with clear links to the appropriate VELS, and a range of assessment and enrichment tasks. The whole package is based around the narrative approach, which means a series of stories are utilised to bring the subject matter to life. This could be a real advantage in linking literacy and humanities and will appeal to students who prefer to learn through listening or reading.

(11) Oxford Big Ideas Humanities 3 CD-ROM

Tony Taylor, Geraldine Carrodus, Melissa Casley, Kirsty Leahy, John Ramsdale, Richard Smith, Michael Spurr, Marianne Ward
Oxford University Press, South Melbourne. 2010.



The Oxford Big Ideas textbooks are an excellent resource. This particular text is designed to support Level 6 Humanities VELS (particularly aimed at Year nine level) and uses a variety of approaches to engage students and encourage deeper thinking and understanding. It is visually appealing and interesting, including clear and helpful photographs and illustrations.

This CD-ROM does not add much value to the students’ learning experience.

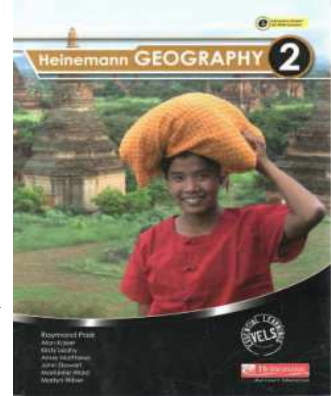
It does include a ebook and pdf copy of the text, but otherwise there is no extra material made available. Therefore it is really only useful for those students who work solely digitally. The questions sets allow students to easily work on and hand in the questions from the text but ultimately these are a convenience product.

(12) Heinemann Geography 2 CD-ROM

Raymond Pask, Alon Kaiser, Kirsty Leahy, Anne Matthews, John Stewart,
Marianne Ward, Marilyn Wiber

Heinemann Harcourt Education, Port Melbourne. 2010 reprint.

This CD-ROM not only includes a pdf copy of the text for students who prefer to work digitally, but also incorporates a range of other materials to make this a very good resource. Each chapter has quizzes, research tasks and revision, as well as a number of other assorted games and activities. There is also a selection of good quality printable map outlines that can be used to support work on this text or any other. Each chapter has a list of web links which provide an excellent base for students to pursue research or further study.



Web quests

(13) Federator - An Australian Federation WebQuest

WebQuest Direct

<http://www.webquestdirect.com.au/federator/index.htm>

At face value this is an Australian history based web quest to explore the impact of Federation, designed for years nine through twelve students. The premise would probably appeal to most students (a secret group working against the rest of the class), but the richness of the tasks themselves and the possibilities that they open up make this an excellent resource. All aspects of the Humanities would need to be considered by students as they work through the web quest, as well as much of Interdisciplinary Learning and Physical, Personal and Social Learning.

There are comprehensive lists of resources for both students and teachers, and a preprepared assessment rubric is included that can be referred to by anyone. The tasks are varied and therefore inclusive of different learning preferences.

FEDERATOR An Independence WebQuest

Briefing

An Australian Federation WebQuest

Briefing
Mission Objective
Strategy
Resources
Completion
Teachers
Evaluation

Present Day Australia:
F-900s are a notorious robotic chaos criminals - cyborgs similar to the **Terminator!** Originally created to remedy the past mistakes of our governments, the F-900s have fallen into the wrong hands and are now considered dangerous.

Their mission is to destroy everything positive about Australia whilst magnifying all that is negative. They are truly evil and will stop at nothing to ruin everything we hold dear.

The F-900s have gone back to the time of Federation. They are attempting to start a chain reaction of problems that will result in destroying the Australia that you live in today!

BACK NEXT

(14) I Came, I Saw, I Conquered! - Social Studies WebQuest

Created by Joan Easton and Patricia A. Russac

<http://www.librarybcds.com/6WQrome/6WQrome.html>

This History web quest has been designed for younger students, around middle school. It would be suitable to be used as a template for Year Seven and Eight students, but would need to be modified depending on the civilisation that has been selected to investigate (as per AUSVELS standards).

This web quest is out of date, not all of the links are valid. However it is still a useful resource as it is a good example of how the students can be guided through inquiry learning. The tasks are varied and often creative and could engage students to think about history in ways other than just dates and facts.



I Came, I Saw, I Conquered! So, what happened to the Roman Empire?

Social Studies WebQuest
Created by Joan Easton and Patricia A. Russac
Buckley Country Day School - September 2003



[Introduction](#) | [Process](#) | [Resources](#) | [Evaluation](#) | [Conclusion](#)
[Task 1](#) | [Task 2](#) | [Task 3](#) | [Task 4](#) | [Task 5](#) | [Task 6](#) | [Task 7](#)

Introduction

Did you ever eat a Caesar salad and wonder how it got its name? Well, I do. What I don't know is how such a great empire that started with me, Julius Caesar, fell after almost 500 years in power. What ever happened to veni, vidi, vinci?

*Lettuce (let us) know,
The Ghost of Julius Caesar*

Itinerary

You will read and complete each assigned task over the next few weeks to discover all you can about Ancient Rome. At the end of each task you will be asked to complete a product as part of the quest. It is extremely important that you do your best and keep on task to complete your rendezvous through Ancient Rome.

The Ghost of J. C.

Sources of appropriate films/DVDs; films

(15) ABC Learn

<http://www.abc.net.au/learn/>



The ABC Learn site includes a range of different video resources that can be used in the Humanities curriculum. A small video library is present, including a collection of short videos. Currently these cover only science and history, but the collection seems to be in a state of growth. ABC Learn also covers the ABC Schools TV and Behind the News programs, both of which offer video content aimed at students, with accompanying teacher resources. Behind the News in particular is an excellent resource for introducing or effectively incorporating news and current affairs into the classroom, which can benefit most parts of the humanities curriculum.

(16) BBC Learning Zone Class Clips

<http://www.bbc.co.uk/learningzone/clips/>



The BBC Learning Zone has a huge collection of short videos on a wide variety of topics. There is an easily navigable browse by subject function, or a simple search tool. A filter allows quick exclusion of primary level content as appropriate. Videos for all of the humanities branches are available, and could be used at any secondary class level.

The only (slight) drawback for Australian teachers is that the content is predominantly British.

(17) Australian Screen - Education

<http://aso.gov.au/education/>



This collection has over one thousand short videos with accompanying teacher's notes; these include themes to highlight, possible discussion topics etc. The videos cover all branches of the humanities, and could be used at most year levels. Warnings are given where content may be deemed potentially disturbing.

Some of the clips are from full length films or documentaries, many of which are obtainable through Australian Screen. This could be an excellent resource if a class engages with a particular topic and would benefit from further exposure.

(18) Culture Victoria - Stories

<http://www.cv.vic.gov.au/stories/>



This is another extensive collection of Australian short videos and photographs, collated to tell a series of stories about various aspects of Australian life and culture. There is explanatory text accompanying each video and image, and where appropriate links are provided to further resources. The collection covers all branches of the humanities and could be used at any level.

The real strength of this collection and what makes it a valuable resource is that the videos and images are arranged by topic, so are easy to locate and use. The fact that each collection tells stories could be a good way to engage students, to contextualise their learning.

Simulation games

(19) Against All Odds

<http://www.playagainstallodds.com/>

This is an online game developed by the UNHCR that allows students to follow the struggles that refugees and asylum seekers must face. They are presented with a series of scenarios and decisions and must find a way to survive. AUSVELS History at Level 10 goes into details about the Universal Declaration of Human Rights and the struggles for human rights that occur in Australia and around the world. Civics and Citizenship studies at many levels also involve discussion of human rights, and so this game could be used from Years seven through ten. This could be an excellent resource to contextualise refugee issues and to spark discussion and community action.



(20) Sweatshop

<http://www.playsweatshop.com/index.html>

Sweatshop is an online game that makes you the manager of a clothing factory. The player must make hiring, safety and comfort decisions while still achieving stated goals, and will be assessed by 'karma' as a good or bad manager. The game begins simply but progresses through more challenging scenarios. Students would find the game engaging and it could assist in contextualising the issues faced by sweatshop labourers. It would be a good adjunct to an Economics unit which covered exploited markets like child labour in the chocolate market, or for Civics and Citizenship studies referring to human rights.

The website includes SweatStop, a resource of thirty facts with associated linked references about sweatshops and conditions of workers. This would be a great resource for an investigative project.

