



## QHTA NEWSLETTER

The newsletter of the Queensland History Teachers' Association Inc  
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Queensland History Teachers' Association Incorporated  
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**Note:**  
**New contact details**

**November 2002**

[www.qhta.com.au](http://www.qhta.com.au)

Bali, Hinduism, Gandhi, Iraq, imperialism, appeasement. No matter what topic or concepts you are currently teaching they are most likely connected to tragic current events in ways this generation of students may never have encountered. Links between past, present and future provided by History seem to be emphasised in student's minds at these times. Some teachers run regular current events lessons, perhaps once a fortnight and suggest links to current historical inquiries. Others encourage conceptual links every lesson and others take time out to deal with events such as the Bali bombings and the pending war with Iraq. How are you connecting your teaching of History to current events? Please share with us.

Judging from the variety of topics included in this year's QHTA Historical Writing Competition entries students are being invited to investigate the historical background to a myriad of current events. The **winners of the competition** are listed in this newsletter and on the QHTA website. Thanks to all teachers who submitted entries.

Don't forget the **Simpson Prize** - closing date is soon... December 13 in fact. The essay topic is 'We Will Remember Them' and in 900 to 1200 words it must concern how and why Australians have commemorated the ANZAC experience. **Winners and two teachers travel to Turkey for the April 2003 ANZAC service at Gallipoli.** See information inside.

Fancy a **free trip to Canberra this January**? The Australian National University (ANU) are holding a summer school for teachers of History. Conducted by the Humanities Research Centre the program will run from Monday January 20<sup>th</sup> 2003 to Friday 24<sup>th</sup>. Education Queensland has announced it is unable to fund return airfares. However QHTA will consider funding one member of QHTA to participate in this school, providing this member is relatively early into their History teaching career and they have approached their employing authority and can verify that no assistance is available. See details and application form inside.

**Canberra – did you say Canberra ?!!** Have you seen the new national museum? Have you seen their new *History Mysteries* materials? For \$88 they are definitely worth buying....see inside.

**Monday December 9 – it's on again !!**  
**Primary SOSE/Secondary Junior History Day 2002**  
QUT, Carseldine Campus. See fliers in your school or visit QHTA's website.

**Speaking of excellent professional development...** Hands up those who went to Sydney for the National History Teachers' Conference. See inside for a few instant snapshots and a reminder that in 2003 the conference is in BRISBANE.

PLUS see inside for the latest list of **useful websites**.

**HISTORY TEACHER FELLOWSHIPS  
AUSTRALIAN NATIONAL UNIVERSITY  
CANBERRA**

**JANUARY 2003**

**Making History -the 2<sup>nd</sup> Annual Summer School, ANU  
19 - 24 January 2003**

Making History 2003 is a short summer school for all teachers of history - both primary and secondary. ANU will provide staffing and accommodation for successful applicants who will be designated ANU Teacher Fellows. The National Centre for History Education and the History Teachers' Association of Australia are supporters and sponsors of the summer school. The Summer School program will look at '*who makes history*' and '*what makes history*'.

There will be keynote speakers, panels of scholars, discussions, debate, and assisted research work in a variety of Canberra locations including the National Museum of Australia and the War Memorial. Speakers will include Iain MacCalman, Patricia Jalland and John Mulvaney. This is a unique opportunity to work with the some of the best scholars in Australia - and revive your enthusiasm for history. Applications close 22 November 2003. 40 successful applicants will be selected.

The ANU will meet the costs of bed and breakfast in college style

**FOR APPLICATIONS AND FURTHER INFORMATION PLEASE CONTACT  
The HUMANITIES RESEARCH CENTRE**

**At**

**Ph: 02 6125 2700 Fax: 02 6248 0054**

**Email: [administration.hrc@anu.edu.au](mailto:administration.hrc@anu.edu.au)**

**Website: [www.anu.edu.au/HRC/historysummerschool](http://www.anu.edu.au/HRC/historysummerschool)**

**QHTA SCHOLARSHIP DETAILS ON NEXT PAGE!!**

Want to attend the Summer School but worried about transport costs???? Then the

**QHTA SCHOLARSHIP TO THE SUMMER SCHOOL**

Could be your answer~!!

The QHTA is offering ONE scholarship, covering airfares and registration, to a teacher who satisfies the requirements on the **ANU** application form and who

- **Is a current member** of QHTA
- **Is a teacher in the first three years of his/her career**
- **Provides** evidence that **his/her** school will not provide financial assistance for attendance at the Summer School

If you wish to apply for this scholarship then forward your application (from the Humanities Research Centre) as well as evidence relating to the **three criterion** to

The Executive Officer  
QHTA  
PO Box 406  
The Gap QLD 4061

OR

Fax: 07 3366 0299

Email: [qhta@qhta.com.au](mailto:qhta@qhta.com.au)

Applications must be received by QHTA  
by Wednesday 20 November

**NOTE:**

**QHTA members applying for the QHTA scholarship** should submit all materials as described above to QHTA.

**QHTA members applying to attend the Summer School, but not applying directly for the QHTA scholarship,** should send the ANU application form directly to the ANU, as indicated on the application form.

If you would like further information about the scholarship then contact Jan Christopher - [janchristopher@email.com](mailto:janchristopher@email.com)

**ANCIENT HISTORY SEMINARS**

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The inaugural **Year 11 Ancient History Seminars** will be held at John Paul College on **Wednesday 26 February 2003**

Mark it in your calendar **NOW!!!**

A final program and registration form will be in your school before the end of the year – look out for it

The seminars offer Year 11 Ancient History students the opportunity to hear experts talk about aspects of archaeology and the ancient world.

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**NATIONAL CONFERENCE OF THE HTAA**

Will be held in **BRISBANE 29 SEPTEMBER – 2 OCTOBER 2003**

**This means that the State Conference has been CANCELLED.**

**Start planning now to be in Brisbane for this great opportunity - if you've never been to a National Conference before then make the most of this event in your own backyard!!**

REMEMBER

29 SEPTEMBER - 2 OCTOBER

THE NATIONAL CONFERENCE OF THE HTAA

BRISBANE

DON'T MISS OUT!!!!!!!

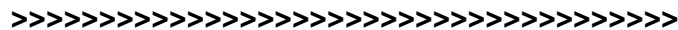


PROFESSIONAL HISTORIANS ASSOCIATION (QUEENSLAND) INC

*QHTA is increasingly approached by other organisations, which are fostering the study of, and interest in, History. Recently links have been developed with the Professional Historians Association (Queensland) Inc. The information which follows is a summary of their organisation. The QHTA will be utilising the skills of the PHA in future newsletters, journals and professional development events. The PHA has over 80 members throughout Queensland and the QHTA urges you to contact them – you'll be surprised how they can help you!!!*

PHA(Qld) is a professional body representing over eighty historians throughout Queensland. The Association is affiliated with a National body (Australian Council of Professional Historians Association). PHA(Qld) members work in a wide range of areas, including state and local government, academic institutions, as historians working on commissioned histories, as heritage consultants, and as independent researchers. Regular meetings provide a point of contact for Brisbane-based members, and regional members keep in touch via a newsletter. Members' publications and areas of interest are included in the list of members available on the Association's website at <http://www.qld.historians.org.au/> which also provides information on the profession's scale of fees and has links to useful sites.

PHA(Q) is keen to foster links between historians and related professionals, including those involved in education at all levels. Professional historians can be found working throughout the state and could provide a useful connection for secondary teachers wanting to make contact with local historians or with historians with expertise in particular areas of interest. It may be possible for our members to provide guest lectures at schools, or give practical lessons to students in areas of applied history.



WEBSITES

- [www.examsclub.com.au](http://www.examsclub.com.au) is well worth a look by Year 11 and 12 teachers. The site contains exam papers from NSW, TAS and SA External exams as well as hundreds of favourite teacher sites including Worksheets, lesson plans, jobs, ideas and many other resources. And it is a free site with no passwords.
- The Australian Bureau of Statistics has a series of lesson plans that relate to their publication *Australia's Environment: Issues and Trends*. These statistics can be used to

explore some of the relationships between Australia's society, economy and environment.

To access the lesson plans:

- log onto [www.abs.gov.au](http://www.abs.gov.au)
- click on the Education link in the navigation bar
- click on Teaching tools and Classroom activities under 'For school teachers'
- click on the Australia's Environment curriculum activities link

(Thanks QETA)

- <http://www.enhancetv.com.au/index.lasso> provides news on upcoming relevant TV shows.
  - <http://www.qsa.qld.edu.au/>
    - provides a course of study in History for Queensland teachers, that *will* also satisfy SOSE core learning outcomes.
    - The P-10 Curriculum Framework is also worth a good look. It provides a way of grouping outcomes from across the KLAs to make them more manageable.
  - <http://www.kartoo.com/> is a very user friendly search engine for use by upper primary lower secondary students.
  - <http://www.hyperhistory.org/> the National Centre for History Education – check it out – a very useful site.
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## Launch of *History Mysteries*: National Museum, Canberra, 31 October 2002

Ian Gray

As a member of the Queensland History Teachers' Association Executive and Head of Social Sciences at Somerville House I was invited to a launch and workshop associated with these new educational materials. They aim to make some of the resources of the museum available nationally, through print materials, a video and a website. Given that this new museum is one of the most exciting, innovative, interactive, high-tech museums I have ever experienced I was very much looking forward to learning more about *History Mysteries*.

The print and video materials enable students to investigate five case studies in Australian History:

1. Who discovered Australia?
2. What was the life a female convict really like?
3. The Eureka Rebellion – could you have stopped it from happening?
4. What happened in a frontier conflict near Broome in 1864?
5. Was Ned Kelly a hero or a villain?

The materials are designed for middle school but are highly adaptable. My initial thoughts on how these might relate to P-12 Social Science programs were as follows:

1. Questions about exploration, the meaning of “discovery”, the place of Cook etc -- **Year 6 SOSE**
2. Female convicts --Year ??
3. Eureka, arguably a major reason for the early emergence of male suffrage in Australia, and issues of immigrants, tyrants and egalitarianism – **Year 10 History/SOSE**
4. Frontier conflict and the use of local monuments to investigate Aboriginal History – **Year 12 Modern History**
5. Ned Kelly where students role play Ned’s trial and make decisions about issues of law and justice – **Year 7 or 8 SOSE or perhaps Legal Studies?**  
(Note: there will be a National Museum exhibition on Ned Kelly in Semester 2, 2003.)

What do you think? Any ideas on where the female convicts case study could fit?

Rest assured it is worth trying to find a place for these materials. The video excerpts that introduce each case study are engaging and enticing – highly motivating for students. The print materials incorporate museum objects and displays. They provide **suggested lesson**





- <http://www.researchpapers> online etc
- Lyndon highlighted the problems of students accessing 'extreme History' sites involving all sorts of weird theories and conspiracies. He suggested to combat them that teachers find them and explore them, [using a data-show] and their evidence based with students. To find some examples do a Google search on 'truth history'.
- Australian War Memorial – Memorial Box program – the materials are sent to you in an intriguing box with lots of clues about different topics. See their website.
- New ABC series for middle primary students – “Our History” covers topics of Indigenous Australians, Eating then and now, schooling then and now, rabbits, the Snowy Scheme and more. I have a brochure or see [www.abc.net.au/schoolstv](http://www.abc.net.au/schoolstv)
- **1942 Battle for Australia** – fall of Singapore. A couple of workshops here presented some contentious arguments that were debated at length:
  - a Japanese invasion force was a myth. There was a widespread belief in 1942 that invasion was imminent but the Japanese did not have the capacity and the Aust. Government knew this. Midget subs in Sydney Harbour occurred after the Battle of the Coral Sea.
  - Fall of Singapore was due to Australian complacency based on racist assumptions of Japanese inferiority as a fighting force (eg with their eyes they could not see at night, cult of Bushido underestimated ) and inadequate preparation eg 1920s and 30s slashing of military budgets, → Kokoda men fed on tins of bully beef tinned in 1916, 30 000 Japanese stormed down Malaysian peninsular and defeated 100 000
  - More bombs dropped on Darwin than on Pearl Harbour
  - British were too preoccupied in Europe and it was a 'Great Betrayal' as in book of same name by David Day
- **Women's Land Army** – 3 intriguing and mischievous ex Land Army 'girls' described some arduous and often dangerous work ploughing, milking cows, skinning animals, spraying crops – without protection – etc. After years of pressuring RSL and government they were allowed to march in ANZAC Day march in 1985, given a civilian medal in 1986 and in 2001 recognised for first time as eligible for limited war vets compensation eg for skin cancers, injuries etc
- **Historical television and movies** – *why historians and history teachers are so often distrustful of the visual medium* and how we need to engage students more frequently in it was explored in two fascinating lectures:
  - *Beyond text* – Sue Castrique from the Professional Historian's Assoc and *The good the bad and the down-right ugly – Hollywood History* by Dr Marnie Hughes-Warrington, from Macquarie Uni.
  - TV Hist is too often like a Pioneer Bus tour with a bossy narrator and a linear chronological story line. The solution is to use evocative, representative primary source visuals, recreations using actors, symbols such as the cigarette still burning that could have belonged to Curtin etc or historical sites as they are now but the danger is that an 'empty stage' image of the past is created. The problem for TV histories is how to construct meaning in forms that must always be seen (as compared to written text).
  - Examples of good film/TV histories that could be used as models for students wanting to present their historical arguments visually, include; *Rosie the Riveter*, *the Civil War series*, *Shoah* (holocaust witnesses camera detects the possible deception of eye-witnesses in ways that printed transcripts of interviews cannot + interviewing descendants of historical protagonists can provide insights into the possible personalities of those long dead in a way not possible in print), *Primary* a documentary of the JKK campaign, *Federation* an ABC documentary.



- Character or agency seems to have fallen out of favour with historians but it is essential for history on TV and it does provide insights into motivations and causalities eg Catherine Spence could project her voice to the back of a crowded Church and wore white gloves her first parliamentary speech
- Details can be wrong eg wrong vintage train in *Federation* but at what point do we admit we are not time travelers? Film makers require above all that we tell it well. Historians insist that we get it right
- Film makers are rarely trained historians and as consultants to film makers historians are often ignored.
- Criteria such as the need for verification may be different for history on film as compared to history in print → maybe tell the story/create the argument as visual and use text as the illustration and not the other way around – ie historiophoty as well as historiography.

Marnie Hughes-Warrington claimed there were often many **Complaints about History on film:**

1. it's too linear – ie has a beginning, middle and end where in Hollywood especially the end is predictably upbeat. But History is not free of plot conventions eg they must adopt a 'serious' tone. (Unlike Indian films where singing and dancing is encouraged.) Some film makers have tried to break the mould eg Chaplin in the 1941 movie *The Great Dictator* - great comedy - serious message.
2. film puts individuals at the forefront - yes but individuals can represent social issues
3. poor information load - true no footnotes in film and composite characters can be created eg *Saving Private Ryan* and *Gladiator*

## 2002 QHTA Historical Writing Competition Winners

The entries for the 2002 QHTA Historical Writing Competition were of an extremely high standard this year. QHTA is delighted to be able to award prizes in almost all categories. Congratulations must go to all the students who entered, as well as their teachers. Certificates and prizes will be sent to schools shortly.

Incidentally 1<sup>st</sup> prize receives **\$100**, 2<sup>nd</sup> prize receives **\$65** and 3<sup>rd</sup> prize receives **\$35**. If your students missed out this year, plan now for a September 2003 entry. Build the competition into your assessable work. No extra work on your part required.

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| <p><b>Year 12 Ancient History</b><br/> First Prize: Jack Fuller, Indooroopilly SHS<br/> Second Prize: Helen Berents, The Gap SHS<br/> Third Prize: Scott Nichols, St Laurence's College<br/> Highly Commended:<br/> Hayley Fooks, Caboolture SHS<br/> Aimee Gust, Indooroopilly SHS<br/> Emma Portelli, Redcliffe SHS<br/> Jordan Walsh, The Gap SHS</p> | <p><b>Year 12 Modern History</b><br/> First Prize: Kathleen McBryde, Brisbane Girls Grammar<br/> Second Prize: Ruimin Gao, Brisbane SHS<br/> Third Prize: Rachel Willis, Redlands College<br/> Highly Commended:<br/> Emily Absolon, Albany Creek SHS<br/> Shishi Luo, Indooroopilly SHS<br/> Larisa Labzin, Somerset College<br/> Priscilla Pandeiro, Indooroopilly SHS<br/> Lisa Rosta, Albany Creek SHS</p> |
| <p><b>Year 11 Ancient History</b><br/> First Prize: Alix Vann, Brisbane Girls Grammar<br/> Second Prize: Nicole Pentis, St Hilda's School<br/> Third Prize: Hannah McCotter, St Hilda's School<br/> Highly Commended: Andrea Stolarchuk, St Hilda's</p>  | <p><b>Year 11 Modern History</b><br/> First Prize: Kate Sherington, St Hilda's School<br/> Second Prize: Elise Adams, Brisbane Girls Grammar<br/> Third Prize: Tim Power, St Laurence's College<br/> Highly Commended:<br/> Emma Low, Northside Christian College<br/> Rachel Mansted, Somerset College<br/> Thomas Perkins, Anglican Church Grammar School<br/> Jonathon Daly, St Laurence's College</p>      |
| <p><b>Year 10 History</b><br/> First Prize: Claire Tomlin, Moreton Bay College<br/> Second Prize: Emily See, Brisbane Girls Grammar<br/> Third Prize: Fiona Streit, Moreton Bay College<br/> Highly Commended:<br/> Nicola Franks, Fairholme College<br/> Jon Piccini, Centenary SHS<br/> Rosemary Gunningham, Fairholme College</p>                     | <p><b>Year 9 History</b><br/> First Prize: Sarah Campbell, Albany Creek SHS<br/> Second Prize: Bernadette Miller-Greenman, Clairvaux MacKillop College<br/> Third Prize: Carmel Joffe, St Hilda's School<br/> Highly Commended:<br/> Tanya Gromof, Albany Creek SHS<br/> Nadia Atkinson, Albany Creek SHS</p>  |
| <p><b>Year 8 History</b><br/> First Prize: Amy Cash, Moreton Bay College<br/> Second Prize: Bianca Stafford, Saint Monica's College<br/> Third Prize: Not awarded<br/> Highly Commended:<br/> Samantha Hogan, St Hilda's School<br/> Petra McIntyre, St Hilda's School</p>   |  |

**URGENT ADVICE**



**The Simpson Prize 2003  
...an essay competition for year 9 and year 10 students**

The History Teachers' Association of Australia, in conjunction with its affiliates, is pleased to advise that the Commonwealth Department of Education, Science and Training will fund the Simpson Prize Competition for 2003.

**ESSAY TOPIC:**

**'We Will Remember Them'  
How and why have Australians commemorated the ANZAC  
experience?**

(900–1200 words)

Winners and two teachers travel to Turkey for the April 2003 ANZAC service at Gallipoli

**ENTRIES CLOSE FRIDAY, 13 DECEMBER 2002**

with

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**INFORMATION SHOULD BE IN YOUR SCHOOLS NOW!!**  
If not, then go to

**THE SIMPSON PRIZE WEBSITE**

**[www.pa.ash.org.au/afsse/simpson/prize2003](http://www.pa.ash.org.au/afsse/simpson/prize2003)**