

THE QUEENSLAND HISTORY TEACHERS' ASSOCIATION PROUDLY PRESENTS



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QHTA STATE CONFERENCE

# SHARING STORIES

25 JUNE 2022 - ONLINE

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## CONFERENCE PROGRAM

### COSTS:

\$110 - MEMBERS

\$180 - NON MEMBERS

\$80 - PRIMARY TEACHERS

\$25 - FT STUDENTS /UNWAGED

### REGISTRATION DETAILS:

PLEASE VISIT THE QHTA WEBSITE TO REGISTER FOR THE ONLINE  
CONFERENCE AT [WWW.QHTA.COM.AU](http://WWW.QHTA.COM.AU)

9-9:30	<b>Welcome</b>				
9:30-10:40	<b>Keynote address – Dr Estelle Lazer - Pompeii</b>				
<b>Morning tea break</b>					
11- 12	1a <b>Kathleen Collin</b> Year 9 History: An approach to a semester of History - The Making of the Modern World through to WWI	1b <b>Paul Baker</b> If video killed the radio star, has cognitive load theory killed the inquiry method?	1c <b>Lauren Hovelroud</b> Responding to the Gandel Holocaust Knowledge and Awareness in Australia Survey 2021	1d <b>Assoc Prof Andrew Bonnell</b> The Russia-Ukraine conflict in historical perspective	1e <b>Assoc Prof Kathryn Welch</b> Cleopatra as Pharaoh? Power, leadership and gender at the end of the Hellenistic Age.
12:15-1:15	2a <b>Dr Glenn Davies</b> Discipline-specific teaching strategies to enhance literacy in your Year 7-10 History classes	2b <b>Kelly Chase</b> History, Herstory, Our Story: A practical guide to gender inclusivity in the Middle Years History classroom	2c <b>Mary Roberts</b> Teaching the Alternative Sequence is a tricky business	2d <b>Louise Brown</b> Tasmania's Black War: a unit plan and IA1 style assessment for Y11 Modern History.	2e <b>Dr Estelle Lazer</b> Frozen: Antarctic and sub-Antarctic archaeology
<b>Lunch Break</b>					
1:45-2:45	3a <b>Ben Hegerty</b> Engaging strategies for collaborative paragraph building	3b <b>Sally Lawrence</b> 8 Aboriginal ways of learning	3c <b>Dr Serena Love</b> Teaching the ethics of human remains	3d <b>Dr Natalie Fong</b> Preparing students for exams (Years 9-12)	3e <b>Assoc Prof Tom Stevenson</b> Caesar's Military Reputation: Attacking generalship or the quality of his Legions?
3-4	4a <b>Theresa Tapara, Melissa Alexander and Kira Sampson</b> Out of the box ideas for using School Box in History	4b <b>Kerbi McMillan</b> Being a HASS HoD: A guide to launching effective and meaningful leadership	4c <b>Tom Harvey</b> Three Populists and a Pandemic: Teaching 2020-2021 Modern History	4d <b>Clair Monnickendam</b> Devising and Conducting: The Soviet Union and the Independent Source Investigation	4e <b>Kay Bishop</b> Breakdown of the Republic: Caesar in the Digital Age

## Keynote - Dr Estelle Lazer

It is perhaps unsurprising that “a child with no fear of dirt” would become an archaeologist. That such a child would become one of the world’s foremost forensic archaeologists with twin passions for Pompeii and Antarctica is far less predictable. Yet this is the story of Dr Estelle Lazer, an Honorary Research Associate at the University of Sydney’s Department of Classics and Ancient History, who has won international acclaim for her ground-breaking work with the skeletons of Pompeii.

By the age of eight Dr Lazer already had an interest in Pompeii, always her “dream site”. Around the same time a story from a student teacher, who spoke of a relative who had been an Antarctic explorer, established her interest in that “wild and beautiful place, that’s like nowhere else on Earth” and in 1984 she worked on the site associated with Douglas Mawson’s expedition. In Antarctica “the archaeology is very very different”. It would be in Pompeii, however, that her international reputation was established. On her first expedition there in 1986, she was given the opportunity to study the skeletons of a number of the Pompeians, who had died in the eruption of Vesuvius in 79 CE. Before her work, there had not been a modern, systematic study of these skeletons. This became the basis of her PhD and subsequently she has become one of the world’s leading authorities on the human skeleton remains at Pompeii. Dr Lazer’s investigations using the medical imaging technology of x-rays and CT scans to analyse the famous plaster casts made by Giuseppe Fiorelli as well as skeletons found more recently have helped debunk some of the myths and beliefs previously held about those who lived and died in Pompeii. Consequently, the real stories of their lifestyle, diet, health and disease have emerged.

Her work, that has been ongoing for more than three decades, for the Pompeii Archaeological Park and the Great Pompeii Project has been the focus not only of her own publications (including *Resurrecting Pompeii*, 2009 and ‘CT Scans and X-Ray Analysis of the Casts’, 2021) but also of documentaries made by: the BBC (featuring Mary Beard); Bettany Hughes; and National Geographic. Unsurprisingly, Estelle Lazer herself is an extraordinary story teller. With a career that has taken her to sites in Bahrain, the UK, Italy, Cyprus, central NSW and Antarctica, look at the material she has worked with!



*Dr Lazer holding a 3D print of the seventh cast of a human victim that was excavated in 1873 (Pompeii Cast Project in 2015).*

### **1a Kathleen Collin - Year 9 History: An approach to a Semester of History -The Making of the Modern World through to WWI**

Kathleen will offer some ideas for approaching Year 9 History for a mixed ability cohort by adopting a skills-based focus that spans the Industrial Revolution, Movement of Peoples, Making a Nation and WWI. This session will consider ideas for assessment and differentiation based on Kathleen's experience in planning for, and teaching, a very diverse group of Year 9 historians this year.

*Kathleen Collin has over 25 years of History teaching experience at Independent and Catholic high schools in NSW and Qld. She has held a range of roles including Head of Faculty, Director of Learning and Teaching and Head of Secondary. She was a member of the writing team for the NSW Ancient History HSC Examination and was an Assessor for the NSW HSC Extension History paper. Currently, Kathleen is Assistant Principal Strategy and School Operations at St Augustine's College*

### **1b Paul Baker - If video killed the radio star, has cognitive load theory killed the inquiry method?**

World-renowned educator Dylan William says John Sweller's Cognitive Load theory is the single most important thing for teachers to know. The problem is... that theory says the Inquiry Method harms student learning. What should QLD history teachers do in response? Abandon the very approach that underpins senior history ATAR subjects in this State, and its associated critical thinking? Replace it all with direct instruction and explicit teaching? Today's presentation will explore this very real dilemma and seek to find the most appropriate response to keep student learning progressing in the 21<sup>st</sup> century.

*Paul has presented at HTAA National Conferences and QHTA State Conferences. His recent presentations have explored the emancipatory effect of studying history and demonstrated how that can be made practical in the history classroom, investigated the classroom teaching dilemma of striving for objectivity whilst creating 'active' citizens in schools where political discourse is circumscribed, and provided practical pedagogies for teaching 'perspective' without the pitfalls. Dr Russell Cowie Award winner Brian Hoeppe described one of Paul's recent presentations as, "For me...it was the highlight of a day of quality presentations."*

### **1c Lauren Hovelroud - Responding to the Gandel Holocaust Knowledge and Awareness in Australia Survey 2021**

"One of the most compelling messages of the GHKAS Report is that we must all work together to help Australians learn about the Holocaust in schools and museums and share the messages and lessons of hope, courage and humanity to ensure a better future for all". ~ Nina Bassat AM, Holocaust survivor, Melbourne (2022)

The *Gandel Holocaust Knowledge and Awareness in Australia Survey* is the first national, large-scale survey of Australians' knowledge of the Holocaust, funded by the Gandel Foundation and undertaken by researchers from Deakin University. This landmark survey of over 3,500 people across Australia is the largest survey of its type ever undertaken worldwide. It is also a profound catalyst and powerful tool for teachers to call for and implement change to better address the urgent need for Holocaust education and awareness.

As a graduate and alumni of the *Gandel Holocaust Studies Program for Australian Educators* and member of the GHKAS advisory group, this seminar will focus on this educator's response to the survey, highlighting opportunities for how this can impact pedagogical practice in the classroom, offering practical insights for teachers with a focus on the lesson plans and resources developed for *Holocaust Memorial Week 2022* which focus on Australian connections to

the Holocaust. The session will also draw on the pedagogical philosophy of *Yad Vashem*, as well as aspects of project-based learning and global competencies work, to authentically engage and empower our students to work towards peace, hope and justice.

*For over 13 years Lauren has taught a range of History and English classes from grades 8 to 12 within a rural-remote P-12 setting and now at a large metropolitan P-12 state college at Kelvin Grove in Brisbane. She explores her fierce passion for Holocaust education and awareness, as a 2019-2020 graduate and alumna of the Gandel Holocaust Studies Program for Australian Educators at Yad Vashem, Jerusalem, Israel, by creating resources, PBL projects and units of work, delivering professional development and conference presentations, and as a member of the advisory group for the Gandel Holocaust Knowledge and Awareness in Australia Survey in conjunction with Deakin University, while also partnering with Deakin to develop resources for Holocaust Memorial Week in 2022.*

### **1d Associate Professor Andrew Bonnell - The Russia-Ukraine conflict in historical perspective**

The Russian invasion of Ukraine that commenced in February this year has resulted in scenes of horror reminiscent of events in that region some 80 years ago. What are the historical causes of the current conflict? And what versions of history are being used by Vladimir Putin to try to justify the invasion? Issues to be considered include post-Cold War developments in Eastern Europe, including the expansion of NATO; the rise of Great Russian nationalism under Putin; the question of the Crimea; and the long history of entanglement between Ukraine and Russia.

*Andrew Bonnell is Associate Professor of History at the University of Queensland, specializing in modern German history. Publications include The People's Stage in Imperial Germany (2005), Shylock in Germany (2008), Red Banners, Books and Beer Mugs, The Mental World of German Social Democrats, 1863-1914 (2021), as well as numerous articles and book chapters. He is on the editorial advisory board of the journal German History. Andrew is also a member of the QHTA Management Committee and has presented conference sessions and Modern History Student Seminars for a number of years. In 2019 he was recognised with a QHTA Outstanding Teacher Award.*

### **1e Honorary Associate Professor Kathryn Welch - Cleopatra as Pharaoh? Power, leadership and gender at the end of the Hellenistic Age**

Was Cleopatra VII of Egypt a pharaoh? Some scholars suggest she was, but the question is both tricky and interesting. We know that she was *basilissa* (queen) and that her son with Julius Caesar was crowned pharaoh (Ptolemy XV Caesar) but was she joint pharaoh as well as joint ruler? In Hellenistic Egypt, the two could be separated. This talk will explore the official titles and powers of Cleopatra in the context of Egyptian and Hellenistic possibilities. The answers are surprising, as is some of the recent scholarship that unlocks new evidence for the ways in which a mingling of the political and religious cultures of Egypt and Macedon affected the status and presentation of Ptolemaic queens.

*Kathryn Welch is an Honorary Associate Professor in the Department of Classics and Ancient History at the University of Sydney. She works principally on the history and historiography of first century BCE Roman history and is currently engaged in writing a biography of Marcus Antonius. She wrote the entry on Cleopatra for the textbook Personalities from the Past (J. Lawless ed.) in 1997 and has maintained her interest in the topic since then, not least by teaching a*

*postgraduate unit entitled “Cleopatra’s Nose and other Appendages” several times during her teaching career at Sydney. Associate Professor Welch also co-directs the Pompeii Cast Project with Dr Lazer.*

### **2a Dr Glenn Davies - Discipline-specific teaching strategies to enhance literacy in your Year 7-10 History classes**

The teaching of history in secondary school has a distinct purpose - the development of critical skills in students. History requires students to comprehend, infer, interrogate, analyse and synthesise information from multiple sources. Students also need to recognise different perspectives throughout historical periods and question how texts may be used to position an audience. ‘Literacy in History’ concerns the ability to work effectively with historical texts and the resources that historians produce such as charts, maps, diagrams, monographs, documentary videos, journal articles, web sites, textbooks, etc. Discipline-specific literacy helps to clarify what teachers can do to help their students learn in a more effective way. Literacy lifts student performance.

*Dr Glenn Davies has been a secondary history teacher in Queensland schools since 1992. He is currently Head of Social Sciences & Languages, Craigslea SHS and lectures in History and Politics Education at Australian Catholic University. He has been the QHTA ePublishing Manager since 2006, presented at QHTA and HTAA National Conferences, participated in various QCAA State committees, and written six secondary history textbooks. If you’re making one, he prefers his coffee instant with lots of milk. No sugar. Thanks.*

### **2b Kelly Chase - History, Herstory, Our Story: A practical guide to gender inclusivity in the Middle Years History classroom**

Our classrooms are often made up of 50% girls, yet when you leaf through the pages of many curriculum aligned text books, women are rarely mentioned, even in periods of history lasting more than 700 years. In this session, you will learn some practical tips for being more inclusive of women’s stories within the Middle Years curriculum to show the next generation of women that they are worthy of making history.

*Kelly Chase has been the Curriculum Middle Leader for the Social Sciences at Assisi Catholic College since 2015. She has a passion for ensuring that women’s stories are represented in the history classroom. In 2020, Kelly started the History Detective Podcast as a practical resources for teachers to use while teaching online. Since then she has released more than 30 episodes of the podcast with more than 20 of these episodes focused on stories about women from history.*

### **2c Mary Roberts - Teaching the Alternative Sequence is a tricky business**

Teaching the alternative sequence in senior syllabus is a tricky business. The combination of teaching Year 11 and 12 students in the same classroom, building relationships and catering for the needs of a more diverse group of learners brings challenges and rewards. This presentation will discuss learnings from the past three years of the Modern History AS program. Specifically, it will cover teaching skills development in Year 11 newbies and Year 12 high-flyers in the same classroom environment, building relationships quickly between different cohorts of students to encourage collective student engagement, and topic choice to best prepare for alternate sequence external assessment. It will also consider the dreaded end of Term 4 progression – what to do with Year 11 students in the final 5 weeks of Term 4 without compromising the teaching and learning of the new student cohort in Term 1? Please join me if you’re currently delivering AS, have considered the AS structure or just want to know more about how it works.

*Mary is a Curriculum Leader (Humanities) at St Joseph's School, Stanthorpe, where she delivers senior syllabus programs in alternative sequence and concurrent modes. She has experience teaching humanities across all secondary year levels and enjoys the challenges, and many rewards, of teaching rurally.*

### **2d Louise Brown - Tasmania's Black War: a unit plan and IA1 style assessment for Y11 Modern History**

This workshop will share a unit plan on the Tasmanian Black War, intended for Y11 in their first term of Senior History. With such a short amount of time to teach such a significant part of the Frontier Wars, it can be a challenge to do justice to the complex experiences of all involved in the tragedy of the Black War. This presentation will share one approach: an enquiry tightly focused on the escalation of the conflict, which still made space to explore the changing motives and experiences of those involved. There will also be suggestions about how prepare students for an IA1-style assessment, including the careful selection of evidence to serve a strong historical argument. And of course, lots of literacy ideas. A unit booklet is available for all participants.

*Louise Brown studied History at Oxford University and taught secondary History in the UK for 21 years. She was Head of Humanities at one of the UK's most successful Academies. Louise emigrated with her family to Australia in August 2017 and is now Head of the Sociocultural Faculty at St Margaret's Anglican Girls School in Brisbane. She is the co-organiser of the termly online TeachMeets, where History teachers share practical ideas for immediate use in the classroom. Louise has an interest in literacy, particularly developing students' academic vocabulary and improving the quality of their written expression. Louise has a passion for making History both accessible and challenging for all students.*

### **2e Dr Estelle Lazer - Frozen: Antarctic and sub-Antarctic archaeology**

Antarctica was the last continent on earth to be colonised. This involved a race between nations for discovery and exploration. Prior to that, sealing and whaling expeditions exploited the Sub-Antarctic islands for their marine mammal resources.

As a result of the work of Australian explorer, Sir Douglas Mawson, Australia claims 42% of the Antarctic Territory. Trained as a geologist, Mawson first travelled to Antarctica with Ernest Shackleton in 1907. He then led two major expeditions to Antarctica. The first from 1911-14 and the second from 1929-31.

*Dr Estelle Lazer was the first archaeologist to work at the site associated with Mawson's Australian Antarctic Expedition at Cape Denison on the Antarctic mainland. She has travelled to Antarctica seven times, including four summers camping and working on the ice at Cape Denison and another summer working on sealing sites at Heard Island in the Sub-Antarctic.*

### **3a Ben Hegerty - Engaging strategies for collaborative paragraph building**

This session will present a range of strategies for making the process of formulating and writing historical paragraphs more engaging, interactive and collaborative. Through the context of a Year 9 Industrial Revolution topic, participants will be shown effective techniques to use at various stages of the paragraph writing process, including:

- Suggested sources and questions to elicit effective paragraph writing
- Strategies to encourage initial curiosity and gauge existing knowledge
- Visible Thinking strategies for analysing source material in a collaborative and engaging way
- Using attitude scales to consider perspectives and synthesise ideas
- Taking the stress out of paragraph writing through sentence starters and writing frameworks
- Suggestions for giving clear and effective feedback on paragraph writing

All participants will hopefully come away from this with a few new ideas and resources that can be immediately be implemented in their History classroom.

*Ben Hegerty is the Leader of Learning – Humanities, at Stuartholme School in Brisbane. He is the lead history author for the Year 7 and Year 8 titles in the newly published 'Cambridge Humanities and Social Sciences for Queensland' textbook series (released late 2021) which features many of the techniques that will be demonstrated in this presentation. Ben was also a contributing writer for 'Cambridge Senior Ancient History for Queensland', is a member of the QHTA Management Committee and has contributed to the QCAA in various roles, as a District Review Panel Chair, Subject Matter Expert, Lead Endorser and Lead Confirmer. He completed his Master of History through the University of New England.*

### **3b Sally Lawrence - 8 Aboriginal ways of learning**

8 Aboriginal ways of Learning brings Aboriginal ways of knowing and being 'out of the dusty corners of Anthropology and Linguistics' and into the Australian classroom (Yunkaporta & Kirby 2011, p. 206). It comprises eight interconnected pedagogies that see teaching and learning as fundamentally holistic, non-linear, visual, kinesthetic, social and contextualised. 8 ways provides a framework for educators and guides an inquiry of learning that is culturally safe, holistic and connected to country. It is through this holistic pedagogical practice that an Indigenous perspective is embedded, through process rather than content, and can be applied to all learning. Join Sally Lawrence to deconstruct this framework and apply it to a primary source, unit of work or historical investigation.

*Sally has worked exclusively with both Aboriginal and Torres Strait Islander communities over the past 25 years. Early career positions within the Torres Strait lay a strong foundation for Sally's ongoing work with many mainland First Nations communities. In particular, her work for Cherbourg's Ration Shed Museum is of significance, having gained special commendation from the Minister for Education, the Honourable Kate Jones. 'Our Land Our Stories' is Sally's latest collaboration with Nelson Cengage and AIATSIS and recently launched at Parliament House in Canberra in 2019.*

### **3c Dr Serena Love - Teaching the ethics of human remains**

Who own human bodies? When does a body stop becoming a person and transform into an object to be studied and put on public display? This presentation provides some resources and guidance through the tricky subject of the ethics of human remains for the Senior Ancient History curriculum. The emphasis will be placed on Australian examples, such as Lake Mungo and repatriation of Aboriginal remains, however Ancient Egypt and others will also be discussed.

*Serena Love is an archaeologist with over 25 years' experience working throughout Australia as a heritage consultant and a researcher. Serena has taught archaeology at universities in the United States and at the University of Queensland, and is head of the Everick Foundation, a not-for-profit organisation committed to researching and sharing Australia's unique cultural story. Serena works closely with Aboriginal communities in Queensland to record, preserve and to gain a better understanding and appreciation for our shared heritage.*

### **3d Dr Natalie Fong - Preparing students for exams (Years 9-12)**

This workshop will present practical ideas for preparing students for History exams, including aspects such as: revision, understanding criteria, practice exams, and reflecting on exam results.

*Natalie Fong is Dean of HASS at Redlands College and the Senior Modern History teacher. She has a PhD in Australian-Chinese History, 1880s-1950s, and in her 'spare time' she works as a professional historian.*

### **3e Associate Professor Tom Stevenson - Caesar's Military Reputation: Attacking generalship or the quality of his Legions?**

It is natural in hindsight to look upon Caesar's long string of military victories as inevitable. But he often faced the real prospect of defeat through deployments or tactics that could easily be described as reckless, if he had lost. Yet his ability to win under such circumstances might, remarkably, help to explain his men's fanatical loyalty. It was not just that he kept winning, but he kept winning in dire circumstances. The aim of this paper is to test his reputation as an outstanding attacking general by asking whether he was at times out-generalled by opponents. Four engagements will be surveyed: at the Sambre against the Nervii in 57, at Gergovia and Alesia in 52, at Dyrrachium in 49-48, and at Pharsalus in 48. Was it Caesar's generalship or the quality of his legionaries that was decisive?

*Tom Stevenson teaches Classics and Ancient History at the University of Queensland. He is at heart an historian of Late Republican and Augustan Rome, though in recent years he has developed an interest in representations of the ancient world in historical novels and films. Tom is a past President of The Australasian Society for Classical Studies, regularly presents at the QHTA Ancient History Student Seminars, is a member of the QHTA Management Committee and was recognised in 2019 with a QHTA Outstanding Teacher Award.*

#### **4a Theresa Tapara, Melissa Alexander and Kira Sampson - Out of the box ideas for using School Box in History**

*A social network opportunity to explore together ideas and practices with technology in our classrooms. This will be a practical sharing and opportunity to create a supportive learning environment to discuss the pedagogy, ideas, practices and practical ideas on how to use SchoolBox to enhance teaching and learning in our humanities classrooms. Theresa and Melissa share their experiences with implementing SchoolBox in their schools, with a key focus on creation of unit pages, marking rubrics and collecting student data to inform teaching practices.*

*Theresa Tapara sees herself as a teacher who loves support and conversations about how we do what we do with other teachers. Theresa feels she learns best from conversation and demonstration of practice, with a strong will to forge connections with others on a similar journey.*

*Melissa Alexander is the Head of Humanities at Somerville House, having previously practiced in law before segueing into the educational sector. In her capacity as a teacher, Melissa has worked in both public and private sectors in New South Wales and Queensland and recently completed her Masters of Education (Curriculum and Pedagogical Leadership). Melissa shares Theresa's strong belief in sharing within the educational community and is particularly passionate about the importance of Humanities in creating active citizens for our future society.*

*Kira Sampson is an experienced Humanities and Modern History teacher who works hard to include the elusive "21<sup>st</sup> Century skills" into her everyday teaching practice. She is currently a curriculum co-ordinator at Somerville House.*

#### **4b Kerbi McMillan - Being a HASS HoD: A guide to launching effective and meaningful leadership**

This presentation will focus on effective ways to develop leadership skills prior to moving into a middle leadership role. It will also focus on ways of maintaining effective leadership whilst in a middle leadership role, such as a HOD/Curriculum leader. Specific examples, resources and personal anecdotes will be shared with all attendees.

*In her third year of teaching, Kerbi McMillan moved into middle leadership, and since then, has pursued a pathway in leadership throughout her career. She has spent eight years as a Curriculum Leader for Humanities/Business/IT across multiple schools in NSW/Qld. She is currently the Acting Head of Senior School and Study Pathways at St Paul's School and has led through significant educational changes, ensuring staff wellbeing and student learning are always at the forefront of her actions and decisions.*

#### **4c Tom Harvey - Three Populists and a Pandemic: Teaching 2020-2021 Modern History**

This paper takes a historical inquiry approach to recent and current events to explore the influence of ideas in the contemporary world, including the Trump presidency, the Black Lives Matter movement, the COVID 19 pandemic, and growing tensions between NATO powers and Russia. This approach is designed to provide students with a familiar, relevant and engaging context in which to develop their understanding and application of skills of historical analysis, evaluation, synthesis, and communication.

*Tom Harvey is Head of Humanities at Townsville State High School. He has taught in both the public and private sectors in Townsville, Brisbane and Canberra, and is a passionate advocate for the Humanities as a crucial component in a well-rounded education.*

#### **4d Clair Monnickendam - Devising and Conducting: The Soviet Union and the Independent Source Investigation**

One of the requirements to achieve at the upper level in both devising and conducting and the evaluating criteria in an investigation is to select and evaluate evidence which includes different perspectives. Students are also required to develop a nuanced key inquiry question. Finding different perspectives during research and devising a complex question is something which many students find challenging. The challenge for teachers is to balance the teaching of content and skills and the requirement to teach a depth study within a fairly tight timeframe. This workshop will provide teachers with some tried and tested strategies to support students to achieve the lofty heights in the devising and conducting descriptor on the ISMG, frame a complex and clear key inquiry question and advice to students on how to undertake research into a Unit 3 topic. It will also provide guidance on how to ensure students are exposed to both content and skills during a depth study which prepares students to complete an independent source investigation. These strategies can also be applied to a depth study where the assessment task is the IA3. The presentation will focus on content from Unit 3, Topic 7: Soviet Union 1920s-1945. A unit plan and some teaching materials will be shared with attendees.

*Clair is a member of the QHTA Management Committee and has taught at a range of state and independent Queensland schools for 12 years. She currently teaches Senior Modern and Senior Ancient History at Clayfield College and is a regular presenter at QHTA TeachMeets.*

#### **4e Kay Bishop - Breakdown of the Roman Republic: Caesar in the Digital Age**

This session on the breakdown of the Roman Republic will focus on one person, Julius Caesar, using ancient and modern sources to demonstrate how ancient and modern perspectives can shape our interpretations of events. This is not an acceptance that Caesar was the most significant contributor to the breakdown, but a need, in the brief time available, to manage an array of issues and personalities. The session will demonstrate how to use the abilities of tech savvy teens to hone their investigative and analytical skills. Along the way, issues about the pitfalls of applying labels to this period and about seeing events through the lens of our own democratic ideals will be canvassed. This is a fascinating period of History, and it raises questions for our own time. How can a government, which on the surface seems to have been so carefully balanced, end up in the grip of power-hungry, ego-driven men? How can a seemingly civilized society so easily descend into bloodshed and unremitting violence? And how can a society drag itself out of such a cycle of violence?

*Kay Bishop is an experienced History teacher and was Head of Social Sciences and Head of Curriculum at Frawley College and then Head of Social Sciences at John Paul College. After a very temporary retirement in 2007, Kay became Project Officer for a Curriculum Corporation national curriculum project and then Project Manager for the Asia Education Foundation to develop professional development modules for Asian units in the Australian Curriculum: History. She worked on several other projects before taking up teaching contracts at Somerville House from 2009 to 2011. She has been President and an Executive Member of QHTA for many years and was President of HTAA and then Executive Officer of HTAA for several years. Kay was a member of the History Sub-*

*Committee for the Board of Secondary School Studies, later QSA and now QCAA for several decades and was Chairperson for a number of years. She is currently a Principal Education Officer with the Department of Education and Training.*