



History Teachers' Association of South Australia

KOORINGA
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Greetings all,

What uncertain times we still find ourselves navigating. Many of us joked nervously at this time last year about returning to a new normal, but that new normal, more than a year later, still seems very elusive and still just out of reach. Many of us feel we are living on a knives edge fearful of another snap lockdown in South Australia and what implications that may have on our students, particularly those in year 12 and their exams.

Amongst all this uncertainty however I have seen many in our profession rise to the challenges. Our committee members have been here for every member throughout this pandemic and will remain here to support everyone as we navigate this "new normal". Although we have unfortunately had to cancel this year's State Conference, we are working tirelessly behind the scenes to ensure that we continue that high quality professional development opportunities that we are known for.

Before exploring what is coming up, I would just like to give an update on some of the amazing things that have occurred since our last mailout. The Australian History Challenge was again a huge success with South Australian schools entering at near record numbers. If you haven't heard of, or previously entered, this amazing competition, please consider it for next year. The students love it, it is aligned to the Australian National Curriculum, and students are rewarded for participating. The National History Challenge judging will also be taking place at the start of September and again, despite the disruptions COVID19 has caused, we have had almost forty schools and over one hundred students participate. A huge thank you to the teachers who have supported these wonderful competitions.

Still on the topic of competitions, a massive thank you to immediate past president Paul Foley on the work he has done with the Simpson Prize. There is still time to get those entries in as the closing date is November 5. Of all the years I have been involved with the HTASA, this year's Simpson Prize question is one of my favourites: "To what extent have the Gallipoli campaign and the Western Front overshadowed other significant aspects of Australians' experience of the First World War?". The sources are engaging, confronting, and demand reflection. Lastly there is also still time for students to enter the 2021 Governor's Civics Awards, the deadline being Friday September 17, 2021.

Going forward, we are currently producing an on-line version of the very popular SACE Exam Revision Night. Unfortunately, there will not be Pizza and Coke, but what there will be is a very engaging and helpful presentation, aimed at students, outlining how best to prepare for the exam. The detail in which the source analysis is analysed alone is sure to help student revise both efficiently and effectively.

We are also planning a half-day session for teachers new to SACE teaching coupled with an early career teacher's day. These sessions are always well received and we, as an association, realise that early career teachers and those teaching SACE for the first time need significant support.

Lastly, the first episode of the HTASA podcast is in preproduction. Our first topic will be the Modern Nation of Germany and I will be lucky enough to have Professor Matt Fitzpatrick and Stacy Moros to help unpack such a complex time in history. We will of course explore other Modern Nations as we move forward but though Germany an excellent starting point.

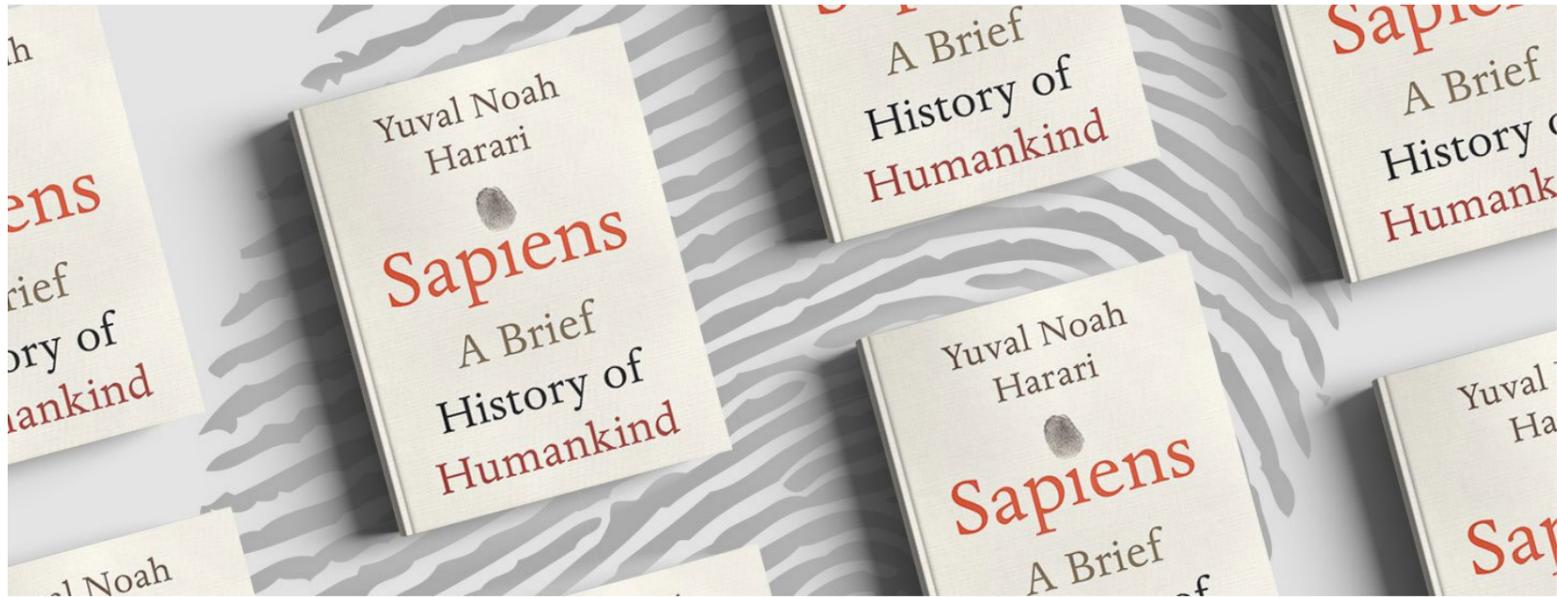
Thank you all for your continued support, and please reach out if you need any support at all. We are here, we are listening, and we are working for all history teachers across the state.

David Albano
President – History Teachers Association of South Australia



Sapiens: A Colossal Undertaking Worth Digesting!

Region: East Africa (or Israel)



Although published six years ago I have only recently encountered Harari's *Sapiens: A Brief History of Mankind*, and regret it's taken so long. Everything about this book is formidable from its author; a Professor of History, taking a PhD. from Oxford in 2002, a keynote speaker at Davos 2020, his books have sold over 30 Million copies and have been translated into 60 languages, the topic; covering 2.5 million years of human history and the book itself; *Sapiens* has sold 18 million copies, is a New York Times top 10 bestseller, in fact The Guardian credited *Sapiens* with revolutionizing the non-fiction market and creating the contemporary 'brainy books' genre. So, it's definitely a book worth reading for any History scholar (and I should acknowledge my son, Greg, for urging me to read it).

As a specialist in world, medieval and military history, Harari's strength is his examination of pre-historic man and the forces behind great Empires from the Persian, Chinese, Greek, Roman, Arab and Mongol to the modern Spanish, British and American hegemonies. Understandably, his futuristic prophecies concerning eternal life (amortality), genetic engineering and bionic humans (or robotic versions) are less convincing. From my experience, Historians tend not to make great futurists.

Harari's style is witty and droll and this is particularly evident in his investigations of early Homo-sapiens, with quips like: "That evolution should select for larger brains may seem to us like, well, a no brainer", furthermore he counters this with the absurdity, "...but if this were the case, the feline family would also have produced cats who could do calculus and frogs by now would have launched their own space programme." There are some appealing 'Brysonian' elements that make this book highly readable.

Ultimately, perhaps it is the questions Harari raises, rather than the ones he answers, that are the most profound aspect of this book. Undoubtedly, the more one studies a particular time in History the less inevitable things seem, that is; the harder it is to explain why things happen. On the surface, the spread of Christianity from a tiny cult in Palestine to the predominant religion in the Roman empire may seem an inevitability founded on Constantine's desire, around 312 A.D, to unify his empire politically, economically, and spiritually. However, Harari points out that "Manichaeism, Mithraism, the cults of Isis or Cybele, Zoroastrianism, Judaism, and even Buddhism..." were all realistic possibilities. Some contemporary questions are offered to make his point concerning historical crossroads and how arbitrary the direction taken can often be. "Will China continue growing until it becomes the leading superpower? Will the United States lose its hegemony? Is the upsurge of monotheistic fundamentalism the wave of the future or a local whirlpool of no long-term significance? Are we heading towards ecological disaster or technological paradise?" Alas, there is no inevitability about the answers to these questions. However, some sage advice is offered to all students of History. "Those more deeply informed about the period are much more cognisant of the roads not taken."

Perhaps the greatest example of this is discussed earlier in *Sapiens* where Harari considers the freakish and transitory windows in the evolutionary process that allowed Homo-sapiens to develop and eventually flourish. The 'Replacement theory' regarding the dominance of *Sapiens* over Neanderthals and Homo-erectus suggests that there are virtually no genetic differences between Africans, Europeans and Asians. However, if some interbreeding



did occur 70,000 years ago then there may indeed be considerable genetic differences. This of course is potentially political dynamite in today's world of racial dogmatism and upheaval.

Alas, *Sapiens* concludes with a fundamentally bleak perception of where our world might be headed.

“Despite the astonishing things humans are capable of doing, we remain unsure of our goals and seem to be as discontented as ever... We are more powerful than ever, but have very little idea what to do with all that power... Is there anything more dangerous than dissatisfied and irresponsible gods that don't know what they want?”

The challenges ahead are colossal, but as a child of the Cold War (when a nuclear holocaust appeared inevitable) I feel less pessimistic, but clearly none of us can afford to be complacent. Harari's sequel, *Homo Deus – A Brief History of Tomorrow* evidently dips much more into futurism. I suspect, I may not be able to recommend it quite as much.

Ron Pippett
History Coordinator

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The Simpson Prize is a national competition for Year 9 and 10 students that focuses on the service of Australians in World War I.



One winner and one runner-up from each State and Territory will participate in a three-day program in Canberra in early 2022. Winning students will also travel to key historical and commemorative site/s across Australia noting that the final itinerary is subject to confirmation. Subject to COVID19 restrictions*

2022 Simpson Prize Question:

To what extent have the Gallipoli campaign and the Western Front overshadowed other significant aspects of Australian's experience of the First World War?



History students at the University of Adelaide

Dr Gareth Pritchard

History remains one of the most popular subjects in the Faculty of Arts. There has been a slight decline in numbers over the last few years, no doubt due to the relentless emphasis on STEM. Moreover, because the number of staff has shrunk, we are not able to offer the same range of courses. However, students retain a strong interest in our subject. In addition to the students who take history as a major or minor, we also get many students from other faculties who take history courses as electives. Lots of these students are passionate about history, and take history courses whenever they can, but they felt pressured to specialise in more obviously vocational subjects. Perhaps about one quarter of our students are taking history as part of a Bachelor of Education, or they plan to become teachers at some point in the future.

Overall, our first-year courses recruit around 300 students each. Our upper-level courses can recruit anything from 50 to 200 students. European history remains the most popular area of study, but there is also strong interest in Australian and American history. One criticism that students often make of our curriculum is that we do not include enough courses on Asian, African, or Latin American history. We would very much like to offer students a wider variety of courses, but our ability to do so is constrained by the small size of the History Department.

The students are extraordinarily diverse in terms of their skills and knowledge. Our best students would not be out of place at any elite university in the world. In general, however, there are some important ways in which students could be better prepared to study history at undergraduate level.

Firstly, and most importantly, we would like students to read more. In particular, we would like them to read more books—not just history books, but books about anything that interests them, including novels. There is a very strong correlation between students' performance at university and the amount of reading they have done before they arrive here. Reading lengthy and complex texts promotes cognitive development in a way that nothing else can. By contrast, many of our students struggle with comprehending even short academic texts because they simply do not have enough experience of reading.

Secondly, students would benefit from having a broader foundation of general historical knowledge. The students who come to us often have a detailed knowledge of the topics that they studied at Years 11 and 12. What is lacking, however, is a broader sense of the main contours of human history. This makes it more difficult for students to contextualise the information that they encounter in specific courses, and more difficult for them to identify general historical patterns. The more widely students read, the better prepared they will be in terms of the breadth of historical knowledge.

Thirdly, almost all students have problems with written expression. Even the best students make numerous grammatical mistakes. The weaker students struggle, not just with grammar and syntax, but with the construction of written arguments. Once again, the single most important thing that students can do to improve their written expression is to read widely.

As university teachers, we understand that there are severe constraints on what can be achieved in school classrooms. The time available for the study of history in the school curriculum is limited. The ability range of students in many schools is even greater than at university. It is probably not possible for the above problems to be addressed within the resources that are available to teachers. However, if there is one message that I would like to get across to all school students—regardless of what they want to study at university—it would be this: Reading makes you smarter!



A profile on: Lizzie Taylor

Hannah Austin

As part of future issues of Kooringa, we are going to do profiles of History teachers in South Australia at different stages in their career and hear about the strategies they use to engage students.

Lizzie has been teaching for two and half years at Unley High. She currently has 8 Humanities, 9 History, 9 Law and Globalisation and 11 History. Aboriginal Studies and History are her main areas of interest.

Lizzie and I both completed our Master of Teaching together and so this conversation specifically focuses on the transition from university to early career teaching and our reflections on how tertiary education prepared us. Hopefully there is some helpful information for Pre-service, early career and experienced teachers alike.



How did University set you up for teaching? What useful things did you learn/take away from study that you've implemented?

[The structure of the Masters course at UNISA includes two practicums – the first in T3 for 5 weeks and the second in T2 for 6 weeks the following year. Many of the subjects are theoretical pedagogy, some on curriculum design, 3 major classes (i.e., HASS focus) and 2 minor streams]

There was one specific Humanities teacher (Malcolm McInerney) who was great – he was able to cover much of the foundational material and provide usable activities in the classroom where many of the other courses were highly theoretical. He also took us on a Humanities excursion to show various ways of introducing material and used debate constantly. Overall, the program that we went through seemed to be unorganised and there were more examples of how not to teach. It was ironic that the way in which we were taught to teach (using collaborative strategies and enquiry-based learning à la Education 2.0) was not the way in which we were mostly taught. Of course, there were outliers who went the extra mile and often these were lecturers and tutors who were still active in the classroom and understood the context that we were stepping into. Forming relationships professionally was arguably the biggest takeaway.

There was the sentiment that even as Master's students, we were 'babied', perhaps in order to cover the very wide range of students doing the course, but also that the strategies did not set us up for the classroom well. Ideally a greater focus on the classroom techniques and pedagogy would be great to see in the future, and something that pre-service teachers need development in.

Personally, it would be helpful to have had experience in learning strategies for teaching History explicitly – memory games, ways of running debates, different source analysis tasks etc., which has been learnt through other teachers and associations like HTASA more than university did. I remember, and occasionally still feel the fear of looking at The Industrial Revolution for example and not knowing interesting and engaging activities to run beyond basic source analysis skills or essay writing and showing videos. This part of teaching is so time consuming and in the early years, can fall to the wayside because there is simply so many other aspects of teaching that early-career teachers are trying to learn and keep up with. Hannah

Why humanities and history?

I was always really interested in it growing up but didn't like it at school - the connection wasn't made at school. I didn't feel passionate, it wasn't engaging, and it wasn't relevant. I didn't feel connected so I wanted other kids to feel like they could connect because it is so important. I've always been engaged in activist movements, and I saw a need for a change in the way we look at Humanities in school – this subject directly reveals how you become a good citizen and human in the world. Students need to know their history and understand how humanity works. It staggers me that all the evidence suggests that Humanities and Arts are as important as other subjects, yet it is constantly swept under the rug. (As a resounding "Hear Hear" rings out among the HASS teachers)



What sorts of activities and ideas have you been able to implement in your classroom where you've seen success? Do you build your own resources or avoid reinventing the wheel and have found some useful resourced out in the ether?

I tend to blend Civics and Geography where possible – these build into the students' place in the world, and how they belong while also teaching the content throughout. I want something to be relevant – the landscape they live in is important, but it needs to be connected to their life, so they go home and ask mum and dad "Hey, do we have a bushfire plan?". When the curriculum becomes dynamic, we can build in natural connections, make relevant links to the students' life, and give them ownership over their education. I do create content and love finding good connections with historians (Dr Kristyn Harman and Dr Nicholas Brodie from UTAS have been very helpful with resources and archival material particularly around convicts and Indigenous Australians)

Were there any teachers that stick out in your experience, either those who have taught you or you have observed teaching?

The teachers that stand out have not only had this deep knowledge base, but they are also passionate and care about the world – they are constantly researching and refiguring their course, and they demonstrate the idea of lifelong learning. They understand the importance of history and don't become complacent in their craft. When you model the life of a historian in front of the kids, history comes alive. The teachers who have had solid, positive relationships also engage students so well in History.

A few teachers have stood out to me - one in Elizabeth Guilfoyle from Pulteney Grammar, so passionate about her work and constantly inspiring her classes. I loved her 'on this day' each day where a student would have a 2–3-minute intro to her lessons with a historical moment. Somehow, she always knew how to link it to her lesson. I have also had the exciting opportunity to work with Kerryn Langman at Unley High and she has taught me so much about the Holocaust. Kerryn was the Education Project Coordinator and Team Research Leader for the new Holocaust Museum so having her guidance as a new modern history SACE teacher has been so fantastic. Super lucky! Both these women have been big influences on me for modelling lifelong learners and wanting to be the best for the students.

Has teaching been what you expected it to be?

It's been better than I expected – yes, my parents were teachers, so I had an idea of the career I was heading into. I find that some of the students are apathetic and lack empathy and understanding, but inevitably there are other factors that play into this and it's not their fault – their parents might be working when they come home so they're not getting the engagement in learning modelled, or they don't engage in their local community and so the relevance of Humanities decreases. Their needs tend to be complex, and so many of them don't read as a habit which makes it harder to provide independent material for them to work through. The question that I find myself coming back to is how do we build empathy and courage and resilience and citizenship in a group of kids who seemingly don't care?

Where would you like to see the history classroom go in the future?

I would love to see more time connecting history to what is happening right now – like discussions on dictatorships and democracy in the modern age or Indonesia and New Guinea on colonisation. There's room for it in the curriculum but so rarely a focus. There are plenty of options to talk about the impact we're having on other people, and we just don't talk about it. I would love to see the government walk the talk when it comes to finding for History and Humanities more broadly although this has perhaps a greater impact at the University level. Crucially, we should be engaging Indigenous people in curriculum design.

I love seeing resources shared however there is a divide between Department and Independent schools which, in my experience, is a barrier and where class sizes are often larger in Department schools, the ideas often don't translate well.

Currently reading: *Intelligent Leadership* by Allistar Mart

Currently watching: *History101* on Netflix - short burst 20 minute takes on historical events. Super easy to understand and I WISH we could access them for school!



The below examples of historical graphic organisers have been made by UK teachers for GCSE and hopefully serve as inspiration for providing content clearly and concisely.

Content found via Twitter thanks to @HistoryCollis, @adamjames317, @AHT_Mrs_Healy, @trapani_barbara, @MrThorntonTeach, @MrPattisonTeach, @RobertPeal, @LouisEverett1

YEAR 9: WHICH SOURCES ARE MOST USEFUL FOR TELLING US ABOUT THE INDUSTRIAL REVOLUTION?					
CONTEXT					
ANCIENT WORLD		MEDIEVAL WORLD		EARLY MODERN WORLD	
INDUSTRIAL WORLD		MODERN WORLD			
<p>DISCIPLINE EVIDENCE</p> <p>Utility Usefulness</p> <p>Provenance Origin of the source (who created it, when & why?)</p>					
PEOPLE		KEY CHANGES		VOCABULARY	
<p>George Stephenson built the first public railway</p> <p>Richard Arkwright built many factories</p> <p>Edwin Chadwick realised poverty caused disease</p> <p>Dr John Snow worked out cholera was caused by dirty drinking water</p> <p>Mary Wortley Montague developed inoculations against smallpox</p> <p>Edward Jenner created the smallpox vaccine from Montague's work</p> <p>Robert Peel founded the Metropolitan Police Force</p> <p>Elizabeth Fry fought to reform prisons</p>		<p>1750</p> <p>Population: 7 million 80% lived in countryside</p> <p>5% of the population could vote – no women</p> <p>Most people worked in agriculture</p> <p>Travel was done by horse and cart</p> <p>No knowledge of germs Low life-expectancy</p> <p>Few children went to school</p> <p>No police force Death penalty common</p>		<p>1900</p> <p>Population: 37 million 80% lived in towns</p> <p>Most men could vote Still no women</p> <p>Most people worked in industry/factories</p> <p>Canals and steam trains sped up travel</p> <p>Better knowledge Vaccinations created</p> <p>Compulsory school for 5–12-year-olds</p> <p>Professional police Prisons reformed</p>	<p>Industry Processing raw materials and the manufacture of goods</p> <p>Revolution Dramatic and wide-ranging change</p> <p>Agriculture Farming</p> <p>Urbanisation Increase in the amount of people living in towns/cities</p> <p>Mechanisation Introduction of machines</p> <p>Workhouse Offered food/shelter the poorest in society (harsh conditions)</p> <p>Cholera Deadly disease caused by dirty water</p>

YEAR 7: HOW DO HISTORIANS KNOW ABOUT THE SILK ROADS?				
CONTEXT				
ANCIENT WORLD		MEDIEVAL WORLD		EARLY MODERN WORLD
INDUSTRIAL WORLD		MODERN WORLD		
<p>DISCIPLINE EVIDENCE</p> <p>Source Something that gives information about the past (diary, picture, etc)</p>				
HISTORIANS		SOURCES		VOCABULARY
<p>Peter Frankopan "For millennia, it was the region lying between East and West that was the axis on which the globe spun."</p> <p>Susan Whitfield "A connected world where the lives of ordinary people were touched, even if in small ways, by the culture, technologies, and goods from distant lands."</p>		<p>MAP</p> <p>Silk road cities were the most populated on earth</p> <p>People travelled the silk road to trade, learn and share ideas</p> <p>Ideas and items were exchanged across the world</p> <p>Merchants traded silk, spices, paper, gems and wool</p> <p>Religions like Christianity, Islam and Buddhism were spread</p> <p>The House of Wisdom in Baghdad was the centre of learning</p>		<p>Silk Road Network of trade routes</p> <p>China Beginning of the silk road</p> <p>Istanbul End of the silk road</p> <p>Caravan Group of travellers</p> <p>Trade Buying/selling goods</p> <p>Merchant Someone who trades</p> <p>Commerce Trade (noun)</p> <p>Scholar A student who studies</p> <p>Nomad Traveller with no home</p>



Ayers House Museum: an immersive, hands-on history destination

Ayers House is a beautiful 1800's mansion that sits on North Terrace opposite the Botanic Gardens and former RAH site. Interestingly, the House was destined to be knocked down in the 70's until Don Dunstan stepped in, and on behalf of the government, asked the National Trust of South Australia to turn a portion of the House into a museum, with another section of the building being set aside to be used as a commercially operated restaurant. I was fortunate enough to be taken on a tour of the site by Helen Lawry who runs the education program at the House and has built some great resources for History teachers.

Museum ethos and set-up

The three-level museum is set up in the style of a nineteenth century mansion. With no gallery barriers, do not touch signs and text panels, the museum is designed to give visitors an immersive experience. It feels more like the film set of a period drama than a typical museum. While most of the rooms are 'no-touch zones' the very human desire to touch things is honoured in the hands-on kitchen, nursery and making room. Currently the museum is closed to the public during the week, so if you book a visit, your class will have the 'run of the place'. Quite a unique experience!

The primary and secondary level education programs are often scenario driven and are always interactive. Aspects of 19th century culture are taught through experience, with education programs including such things as dancing, guessing riddles, reciting poetry, playing games, writing with pen and ink and grinding coffee.

Curriculum links

The primary focus for the museum is that students can interact with primary artefacts and enjoy the experience. The material itself is connected to 19th century living – for those who might be teaching the Industrial Revolution or who love Downtown Abbey, this is the museum for you! Even if you are teaching People Migration in year 10, the museum works as a useful tool to discuss what it would mean to come to Australia on a ship from Portsmouth, as Anne and Henry Ayers did, and establish a new life, which could then be compared with the Indigenous Australian experience and that of immigrants and refugees. Naturally there is a focus on South Australian history and for any SACE students who is completing an independent investigation on an aspect of state history Ultimately having students get out of the classroom and into a space where they can interact with, see and experience, will help history come to life for them.

The contrast between the formal rooms and the servants' working areas gives students a feeling for the place of class in the 19th century. The array of artifacts pertaining to daily life; hairbrushes, shaving mugs, chamber pots, coal scuttles etc. connect students with what daily life would look like. There is vast flexibility around how you can use the museum for your students – Helen is particularly hands-on in facilitating both content learning and in running empathy activities that meet cross-curricular priorities. She also welcomes collaboration and can tailor things to suit your teaching requirements. She is even happy for you to take the reins and run a session in your own way.

The education program tends to have a primary level focus but can very easily be adapted for a secondary setting. Programs such as Spit and Polish, a 'servant training' program would work well for several middle years units and help to develop referencing skills, while Mind Your Manners would work for the year 10 People Movement unit. Accessing the Ayers Family photo album [here](#) can lead to a discussion of primary sources and early colonial history. The source collection of the museum is a highlight – an intricate games compendium could be compared with the smartphone while a fire guard in the basement study could draw discussions around safety and 19th century house design.

There are a number of resources on the [website](#) such as the fictionalised Z-Ward letters that can be used to discuss common perceptions of the time around mental health and can be used alongside the architectural plans of the ward. There are also several songs, riddles and nursery rhymes and adaptations of 19th century dance that can help to build the picture of 19th century life and could be used to develop understanding around the role of literature and song in developing cultural identities across the world. If COVID throws any more lockdowns our way, I would encourage History teachers to jump onto the website, check out the resources and use them for online learning.

There is flexibility around the ways in which you can use the museum – Helen can facilitate and shepherd students through and share her impressive knowledge and is also happy to work with individual teachers to



develop specific activities. It is also a useful resource for any student doing an independent study or even RP into South Australian history.

Ayers House is a curio cabinet come to life – the labyrinthian layout, the intricate and ornate decorations and ornaments transport you to a different age, and the interactive elements will be sure to engage any student who steps foot into the House. It is easily accessible for anyone running excursions in town and teachers and students can also benefit from the input of knowledgeable volunteers who help to run programs.

Check Out Ayers House Museum on the weekends, free entry

Check out Ayers House Museum to see if it would be a good place for your students to visit, it is open from 10:00-4:00 each Saturday and Sunday. It is currently free of charge and bookings are not required.

The museum's lease is not being renewed so if you want to bring your students in don't wait too long....

For Bookings and enquiries: Call (08) 8223 1234 Extension 217 or email Helen at hlawry@nationaltrustsa.org.au



Z WARD

TEACHER FAMILIARISATION WORKSHOP

SUNDAY 26TH SEPTEMBER

10:00-11:30AM

In conjunction with HASS-SA, the National Trust of South Australia is presenting a familiarisation session of Z Ward for teachers.

- For almost 90 years Glenside's Z Ward was home to South Australia's "criminally insane", patients who sat on the overlapping edges of criminality and mental illness.
- Completed in 1885, Z Ward was a significant architectural statement. Its high ceilings, magnificent windows and advanced ventilation system represents what was, for its time, an innovative attempt at providing a humane solution for patients.
- For the last several years secondary students of creative writing, history and psychology have visited Z-Ward. Now HASS teachers are invited to visit Z Ward.
- This visit will include a tour, creative writing exercises, an overview of school experiences and time for independent exploration.

Cost: \$15 per person

Teachers are welcome to bring family members / friends but not children due to the content.

BOOK NOW AT

<https://bit.ly/HASSatZWard>



Adelaide Holocaust Museum and Steiner Education Centre Visit

On May 30th, an autumn Sunday morning, this very new Adelaide Museum welcomed teachers wishing to find out more about this educational institution.

Kathy Baykitch, the Centre Director, introduced the Museum and explained its history, vision and values and its many connections to the Australian curriculum. Unlike Melbourne and Sydney, Adelaide has previously lacked a place for its wider community to learn about the Holocaust.

This South Australian Centre opened on November 9th, 2020 as the fulfilment of the vision and drive of Andrew Steiner, Adelaide artist and Hungarian born child survivor of the Holocaust. The Museum's launch coincided with the pandemic which has understandably imposed imitations on the Museum's operations and on the interactivity of its displays.

The Centre's vision is clear:

to tell the stories of the Holocaust to educate and inspire South Australians to stand up against antisemitism and racism, and actively contribute to creating a fairer, more just and compassionate world.

Its values are also clearly outlined.

- *We practice compassion and respect for all.*
- *We educate against hatred and antisemitism in all its forms.*
- *We believe in the sanctity of life.*
- *We encourage the power of one and being an Upstander.*
- *We reach out to like communities to promote positive relationships and encourage acceptance of diversity.*
- *We will offer Holocaust education in conjunction with recognised Australian Holocaust education programs and scholars.*

The Centre's schools' program is underpinned by "safely in" and "safely out" processes as students engage with the people, stories and events behind in its very moving displays. Unlike other Holocaust Museums, AHMSEC tells stories about South Australians who were impacted by the Holocaust: 6 South Australian survivors feature in this exhibition. The displays also include fascinating details about other South Australians and their families. The curation has been shaped by many: these include Australian and international Holocaust researchers, and Pauline Cockrill, the Museum's Curator. Pauline shared stories behind some of the museum's objects, such a 1930s German typewriter, and enlightened us about some of the curatorial issues involved in setting up the displays. Peter Foley, one of the Museum's volunteer guides, led the group tour of the exhibition, retelling stories behind items in its rich displays and answering questions such as why the hammer and sickle, familiar to a trainee teacher from her childhood, also appeared in a 1930s anti-Jewish propaganda poster. A clear connection to the Arts, particularly Visual Art, is evident at AHMSEC. Its displays are certainly ideal for inquiry-based learning pedagogies.

Kathy outlined the educational plans for this dynamic, evolving Museum. These include plans to create programs on:

- fake news and images
- upstanders during the Holocaust
- resistance during the Holocaust
- memories and storytelling
- other cases of genocide

So far, most school visitors have been from Years 10 and 12. It is planned to develop age-appropriate programs for younger children on:

- children's literature focussing on the Morris Gleitzman's books
- bullying



From July to October this year the Museum will be presenting the visiting exhibition - *Let Me Be Myself- the Life Story of Anne Frank*.

Details about the Museum - its location, events and programs can be found on its website:

<http://www.ahmsec.org.au/>

HASS-SA is particularly grateful to Kathy Baykitch for her recent work for South Australian teachers and their students in leading this Centre and to her colleagues at AHMSEC for hosting us last month.

Wendy Martin

GOVERNOR'S CIVICS AWARDS FOR SCHOOLS

THE 2021 GOVERNOR'S CIVICS AWARDS FOR SCHOOLS

OPEN TO ALL SOUTH AUSTRALIAN STUDENTS WITH A FOCUS ON SOUTH AUSTRALIAN HISTORY AND CIVICS & CITIZENSHIP EDUCATION FROM YEARS 5-12

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