

FRIDAY 2 AUGUST

V VCE



M MIDDLE YEARS

I IB

G GENERAL


 BRING YOUR OWN DEVICE

TIME	SESSION
9.00AM	REGISTRATION
9.50AM	ACKNOWLEDGEMENT OF TRADITIONAL OWNERS / WELCOME AND HOUSEKEEPING
10.20AM	SESSION 1: Please choose <u>one</u> workshop from this session.
F1.1	<p>A History of Ancient Australia Preserved in 10 Amazing Sites M</p> <p><i>Associate Professor Duncan Wright and Dave Johnston, Australian National University</i></p> <p>The study and teaching of Ancient History is inherently exciting and mysterious! We are transported into unfamiliar worlds, echoes of which survive in Sumerian cuneiforms, Egyptian pyramids and armies of terracotta soldiers. Australia's story is equally important and exciting. On this continent, footprints of our modern human ancestors survive from 30,000 years before artists painted the walls of Chauvet Cave and 50,000 years prior to the construction of Stonehenge. In this workshop we introduce, using archaeology and oral histories, our Australian story. We focus on 10 highly significant places around the continent and by doing so draw out themes that may usefully be transferred into the classroom. This workshop is aligned with a new HTAV book <i>Teaching Ancient Australia</i>, which will be launched at this conference.</p> <p>LEVELS 7–10 HTAV PUBLISHER SESSION</p> <p><i>Dr Duncan Wright is co-author of Teaching Ancient Australia, which will be launched at this conference! He is an Associate Professor at the Australian National University, specialising in Australian archaeology with a focus on Torres Strait. Duncan is committed to making archaeology accessible to the wider public, showcasing Australia's vibrant past and how it may link with the present. Current projects include a partnership with the eastern and western Torres Strait Islanders, who are keen to archaeologically trace the pathway of a famous ancestor, and with Blue Mountains communities assessing and conserving fire hit heritage.</i></p> <p><i>Dave Johnston is an Indigenous Australian archaeologist and academic staff member within the School of Archaeology and Anthropology at the Australian National University, which is situated on the lands of the Ngunnawal and Ngambri peoples of the Canberra region. Additionally, he is the Director of Aboriginal Archaeologists Australia and Founding Chair of the Australian Indigenous Archaeologists Association. Dave has been an advocate for Indigenous heritage management and protection for four decades. In 2014 he was the recipient of the Sharon Sullivan National Heritage Award for his contribution to the Australian Indigenous heritage environment and for his continuing influence on practice. Dave has also hosted multiple heritage documentaries, including co-hosting Coasts Australia (Series 4, eight episodes) on Foxtel's HISTORY channel. Dave is a co-author of Teaching Ancient Australia.</i></p>

<p>F1.2</p>	<p>Assisting ALL Students to Achieve V </p> <p><i>Holly Bracken, Bayswater Secondary College</i></p> <p>This collaborative workshop will discuss how to help ALL our students to achieve at a VCE level. This includes those from low socio-economic backgrounds, students who are neurodivergent or have learning difficulties, students with low literacy levels, those who are the first in their family to complete secondary school, students with low academic drive or low learning confidence, and those who do and don't want to go to university. Holly will share some of her tips and tricks learnt along the way, with plenty of time to share and discuss with other participants.</p> <p>VCE BYOD</p> <p><i>Holly Bracken is a History teacher at a small secondary school and has taught VCE Units 1/2 Modern History and Units 3/4 Revolutions (Russia and America) for the past seven years. Holly has experience teaching students from a range of backgrounds, including those from low socio-economic backgrounds, students with learning difficulties and those with low literacy levels.</i></p>
<p>F1.3</p>	<p>Explicit Instruction in the History Classroom G </p> <p><i>Ashley Keith Pratt, Southern Cross Grammar, and James Sach, Fintona Girls' School</i></p> <p>So many examples of high-impact explicit instruction come from the maths and science fields. This workshop will explore the latest developments in evidence-based explicit instruction and its transformative impact on student outcomes in the History classroom. We will provide educators with cutting-edge strategies and practical examples to enhance learning engagement and academic achievement. Discover how to apply these methods to create dynamic, inclusive and effective History lessons that captivate and educate.</p> <p>GENERAL</p> <p><i>Ashley Keith Pratt is a Board Member and former President of HTAV and Deputy Principal at Southern Cross Grammar. Ashley is a current Doctor of Education candidate at the University of Melbourne, focusing on History Education. Ashley is a regular presenter for the HTAV on pedagogical content knowledge within the History discipline.</i></p> <p><i>James Sach is a HTAV Award winner and the Humanities Learning Leader at Fintona Girls' School. James has previously partnered with the University of Queensland's Learning Lab to investigate student knowledge and the use of effective learning strategies in his school, as informed by cognitive psychology.</i></p>
<p>F1.4</p>	<p>Age of Empires: World History M </p> <p><i>Louis Goutos, St Joseph's College</i></p> <p>Welcome to Age of Empires: World History. Join me in this workshop as we explore this middle school elective that takes students on a journey through the past, examining the way empires have shaped history and influenced our modern world.</p> <p>LEVELS 9–10 BYOD</p> <p><i>Louis Goutos is an English, History and Humanities teacher with over seven years of experience teaching at an all-boys Year 9 school campus. In that time, Louis has developed curriculum in all Humanities areas, specialising in creating engaging elective subjects and integrating History into all areas of our curriculum. His background as a journalist allows him to make strong connections between events of the past and news and current affairs.</i></p>
<p>F1.5</p>	<p>Resources and Research on History Teaching from Europe G </p> <p><i>Bridget Martin, International School of Paris</i></p> <p>Many European organisations devoted to History education provide free resources and up-to-date research on various aspects of the field. Based on her ongoing work with the European Association of History Educators (EuroClio) and the Council of Europe, Bridget will present a range of the latest materials, projects and research from the region. The focus will be on those examples most transferrable to the Australian and Victorian contexts.</p> <p>GENERAL BYOD</p> <p><i>Bridget Martin has been teaching History since 2012 and currently works in the international school sector. Since 2018 Bridget has been involved in several projects for EuroClio and is a member of the Teaching and Learning Team for their online platform, Historiana. For the past three years, Bridget has also been a member of the Scientific Advisory Council for the Observatory on History Teaching in Europe and a member of the Advisory Board for HISTOLAB, both of which are ongoing projects of the Council of Europe.</i></p>



<p>F1.6</p>	<p>Trailblazing Women Lawyers: Oral Histories as Teaching Tools V M</p> <p><i>Professor Kim Rubenstein, University of Canberra</i></p> <p>In 2023 the National Library of Australia added to its online Digital Classroom materials, drawing from Professor Rubenstein’s landmark oral history project on Australian women lawyers as active citizens. These trailblazing women worked in Australia and internationally on human rights, Indigenous rights and policies, and the rights of people with disabilities. This workshop will provide background to teachers about these groundbreaking materials and engage in discussions about the value of oral history in the teaching of History and active citizenship.</p> <p>LEVELS 9–10 VCE MODERN HISTORY VCE AUSTRALIAN HISTORY BYOD</p> <p><i>Kim Rubenstein is a Professor in the Faculty of Business, Government and Law at the University of Canberra. A graduate of the University of Melbourne and Harvard University, she is Australia’s leading expert on citizenship, both around its formal legal status and in law’s intersection with broader normative notions of citizenship as membership and participation. This has led to her scholarship around gender and public law, which includes her legal work and her oral history work around women lawyers’ contributions in the public sphere. Her work with the National Library of Australia curating oral histories of women lawyers led to the development of the curriculum material for Year 10 in this presentation.</i></p>
<p>F1.7</p>	<p>Australia’s Response to the Holocaust M</p> <p><i>Dr Simon Holloway, Melbourne Holocaust Museum</i></p> <p>Australia seemed far removed from the horrors unfolding in Europe during the Holocaust, even as the war raged closer to home in the Pacific. Yet, Australia’s ties to and engagement with the Holocaust were unmistakable. Participants in this workshop will discover unique resources and lesson ideas for their classroom that delve into Australia’s responses and actions both during and after the war.</p> <p>LEVELS 9–10 BYOD</p> <p><i>Dr Simon Holloway holds a PhD in Classical Hebrew and Biblical Studies and a Masters in Ancient History. He spent six years as a Sessional Lecturer at the University of Sydney, where he taught Classical Hebrew and Ancient History, and as an Education Officer at the Sydney Jewish Museum, where he lectured on Nazi racial science, Jewish resistance and the history of the Holocaust. Simon currently serves as the Manager of Adult Education and Academic Engagement at the Melbourne Holocaust Museum, where he oversees the development of corporate and tertiary programs. At present, Simon’s research involves the identification of references to biblical and Rabbinic literature in documents produced during the Holocaust.</i></p>
<p>11.15 AM</p>	<p>MORNING TEA</p>
<p>11.50 AM</p>	<p>SESSION 2: Please choose one workshop from this session.</p>
<p>F2.1</p>	<p>The Consolidation of Empires: Exploring the Key Elements of Area of Study 2 V</p> <p><i>Professor Darius von Güttner, Australian Catholic University</i></p> <p>This workshop will examine the consolidation of early modern empires that dominated both the European east and west. Focusing on France (1605–1774) and Russia (1552–1894), this presentation aims to explore the ways in which empires consolidated their power and extended their influence politically, economically and socially. By investigating the exchanges between empires and their spheres of influence, this workshop will explain the consequences of early modern empires’ growth and decline, which gave way to later revolutionary movements as their legacies.</p> <p>VCE EMPIRES</p> <p><i>Professor Darius von Güttner is a historian and Fellow of the Royal Historical Society (United Kingdom). He is an award-winning scholar whose work focuses on the cultural aspects of European history and the transmission of ideas. His publications include academic books on religiously motivated warfare and historical writing. Darius is the author of The French Revolution (Routledge) and HTAV’s French Revolution Study and Exam Guide. He has taught VCE Revolutions and has contributed to the development of Australian and Victorian curricula. Darius teaches History and History education subjects at Australian Catholic University.</i></p>

<p>F2.2</p>	<p>Film as Historical Interpretation V M</p> <p><i>Hollie Griffiths and Cassie Purer, Prahran High School</i></p> <p>This workshop will explore how films may be evaluated by students as historical interpretations. Students can be taught valuable critical analysis skills when understanding the historical evidence used and perspective offered by producers and directors. We present a method that can be used to analyse the usefulness and reliability of film as part of historical studies. The film <i>Jojo Rabbit</i> will be unpacked as an example of how this approach may be applied to the study of the Holocaust and as an example from our VCE Modern History course.</p> <p>LEVELS 7–10 VCE MODERN HISTORY BYOD</p> <p><i>Hollie Griffiths is a passionate Humanities teacher and former Learning Area Leader. She has a keen interest in local history, providing students with meaningful learning experiences that link to the community. She has previously presented for the Prahran Mechanics’ Institute about using local histories in the classroom. Hollie collaboratively developed the Year 10 Holocaust Education program at Prahran High School, as well as the VCE Modern History curriculum.</i></p> <p><i>Cassie Purer is an experienced Humanities teacher, having worked in schools in New South Wales and Victoria for over 15 years. She has held numerous roles in school leadership, including Head of Pedagogy and Head of Teaching and Learning. Cassie is a Gandel graduate, having travelled to Jerusalem in 2020 to attend Yad Vashem. She has collaboratively developed the Year 10 Holocaust Education program at Prahran High School and is passionate about providing students with learning experiences that last beyond the classroom.</i></p>
<p>F2.3</p>	<p>Explicit Instruction on Steroids: Disaggregating History Skills G</p> <p><i>Ben Lawless, Aitken College and Lawless Learning</i></p> <p>Explicit instruction is justifiably the buzzword of the moment—it gets results and empowers us History teachers as the biggest change agents in the room. But what does responsive explicit instruction of History skills look like? This workshop will demonstrate how to break down History skills to make them easier to teach and how to write targeted activities for self-regulated learning. We’ll also explore the classroom management challenges of self-regulation and the benefits of quickly giving personal feedback to so many students. Participants will receive a manual of example activities, linked to a developmental progression of History skills.</p> <p>GENERAL BYOD</p> <p><i>Ben Lawless is a multi-award-winning educator, author, researcher and game designer. He has worked at the University of Melbourne’s Assessment and Evaluation Research Centre for over 15 years, learning about developmental learning theory under Patrick Griffin. He brought developmental rubric pedagogy to the successful textbook series Good Humanities, which has sold over 35,000 copies. Ben has written units of work for the National Museum and presented widely on History pedagogy, game-based learning and assessment. He has created international political simulation games, one being a top 10 HunderED prize contender in Australia. As a writer, Ben has produced historical narratives, keynote addresses, world history summaries and free curriculum resources on lawlesslearning.com.</i></p>
<p>F2.4</p>	<p>Is This Real? Exploring Object-based Learning at the NGV M</p> <p><i>Johanna Petkov, National Gallery of Victoria</i></p> <p>How can you bring the ancient world to life outside the classroom? Join archaeologist and History teacher Johanna Petkov from the National Gallery of Victoria in exploring the ancient world using artefacts from the gallery’s collection. This workshop investigates the ways object-based learning can be used to inspire students studying Level 7 History, using key works from ancient Greece, Egypt, Rome and China. Offering archaeological perspectives and engaging activities for both the classroom and gallery space, this workshop will demonstrate how engaging with primary sources stimulates inquiry and promotes problem-solving and collaboration.</p> <p>LEVELS 7–8</p> <p><i>Johanna Petkov is an archaeologist and qualified History teacher who works as an Educator at the National Gallery of Victoria. She has worked on archaeological excavations in Egypt, Italy and Australia, and her passion is object-based learning. Johanna loves introducing students to people and perspectives from the ancient world through artefacts and challenging their ideas of what life was like for those in the past.</i></p>

<p>F2.5</p>	<p>Practical Ideas for the History Teachers' Toolbox G</p> <p><i>Ash Wood, St Leonard's College</i></p> <p>New to History teaching and need some reliable 'go-to' strategies and activities to help students engage with skills and content? Experienced in the classroom but keen to try out some new activities in a collegial setting? Whether you have been teaching VCE Revolutions for years or are finding yourself with a Year 8 History class for the first time, this workshop aims to offer you some clear and reliable strategies that can be easily adapted for different year levels and abilities. We'll test some of them together, and you will leave confident that you can adapt them to your own classroom environment.</p> <p>GENERAL</p> <p><i>Ash Wood is a History teacher and previous Head of Humanities at St Leonard's College in Brighton. He has presented at past HTAV events on a range of topics and has written and contributed to several publications for Cengage Education and Jacaranda. Ash is always looking for new ways to engage students with both the knowledge and skills of History and enjoys sharing those ideas with colleagues.</i></p>
<p>F2.6</p>	<p>Teaching IB History for the First Time? I</p> <p><i>James Desmond, The Mac.Robertson Girls' High School</i></p> <p>Have you ever thought of teaching the International Baccalaureate (IB)? Does your school currently have, or are they looking to gain, IB accreditation? Have you been voluntold, or are you looking to teach IB for the first time? If you answered yes to any of these questions, then this workshop is for you! The IB provides a holistic, engaging and comprehensive education for students, but can be wildly overwhelming and time-consuming for educators. This workshop will provide you with all the information, structure and support that I wish I had before I started teaching IB History, as well as key differences between the IB and VCE.</p> <p>INTERNATIONAL BACCALAUREATE</p> <p><i>James Desmond is still in the infant years of his teaching career and is juggling being the Head of Humanities at his school while teaching and planning the IB History course he has designed. When he isn't teaching he can be found drinking red wine and eating chocolate.</i></p>
<p>F2.7</p>	<p>Making History Units More Engaging with the New and Free Adobe Express Tools G </p> <p><i>Dr Tim Kitchen, Adobe</i></p> <p>This workshop is all about enhancing creative communication and digital literacy skills within the teaching of any History unit. Adobe Express is a set of free browser and mobile-based applications to help tell stories and enhance creativity in any curriculum area. No Adobe experience is required, and the apps are free and browser-based. Find out more here: www.adobe.com/education/express.</p> <p>GENERAL BYOD</p> <p><i>Dr Tim Kitchen has been Adobe's Senior Education Specialist for Asia-Pacific since 2013. Before that, Tim spent 23 years teaching primary, secondary and higher education. He regularly liaises with schools and universities focusing on enhancing creativity in education. He also manages the Adobe Education leadership and active use programs throughout Australasia and helps lead the Adobe Education Exchange (www.edex.adobe.com), which now has over one million members. A passionate advocate for creativity in education, and a well-recognised education thought leader in Australia, Tim is an author and regular presenter for a wide range of national and international education events.</i></p>

<p>12.50 PM</p>	<p>KEYNOTE SESSION: Making Australian History <i>Professor Anna Clark, University of Technology Sydney</i></p> <p>I've studied the 'history wars' for 20 years, so I know how Australian history has been revised and reinterpreted by successive generations. Each iteration of Australia's national story reveals not only the past in question, but also the guiding concerns and perceptions of each generation of history makers. Surprisingly, when I wrote <i>Making Australian History</i> there had been no account of the ways it has changed, who makes history, and how. That was my starting point for the book.</p> <p>But when it came to writing, it seemed there were more questions than answers: Where does Australian history even begin? With Deep Time? With those early colonial accounts of New Holland? And who are Australia's historians?</p> <p>History making has taken place in what we now call Australia for thousands of generations, but the History discipline has also been part of the architecture of its colonisation, policing whose stories can be told and by whom. We also know that history can play a vital role in truth-telling and reconciliation, as the Uluru Statement from the Heart has advocated. I wrote this book because I wanted to tell the story of 'Australian history'—with all its messiness and possibility.</p> <p><i>Professor Anna Clark is an award-winning historian, author and public commentator. An internationally recognised scholar in Australian history, History education and the role of history in everyday life, Anna's most recent books are The Catch: Australia's Love Affair with Fishing (2023) and Making Australian History (2022). She is currently Professor of History at the University of Technology Sydney.</i></p> 
<p>1.45 PM</p>	<p>NETWORKING LUNCH</p>
<p>2.35 PM</p>	<p>EXHIBITOR PASSPORT PRIZE DRAWS</p>
<p>2.50 PM</p>	<p>VCAA UPDATE: VCE HISTORY <i>Adam Brodie-McKenzie, Curriculum Manager (History and Civics), Victorian Curriculum and Assessment Authority</i></p> <p>Adam will share VCE History-focused resources for teachers developed by the VCAA and share preliminary findings on the review of VCE History.</p> <p><i>Adam Brodie-McKenzie is the Curriculum Manager (History and Civics) at the VCAA. In this role he leads, manages and supports the production, review and development of curriculum and assessment for the Victorian Curriculum and VCE. He is also currently studying a Doctor of Education at the University of Melbourne. Prior to this he was the inaugural Master Teacher of the Humanities at the Victorian Academy of Teaching and Leadership and has worked as a lecturer, school leader and high school teacher for over a decade.</i></p>
<p>3.15 PM</p>	<p>SESSION 3: Please choose one workshop from this session.</p>
<p>F3.1</p>	<p>Beyond Ethnography: Sources for Investigating Deep Time Australia M <i>Dr Georgia Stannard, La Trobe University</i></p> <p>Archaeology is a highly multidisciplinary field that provides essential primary sources for past societies around the world. This is particularly true of Australia, where more than 99.6% of our Deep Time human story is known only through oral traditions and primary archaeological sources. This workshop will equip teachers with core foundational knowledge to bring archaeology into their classrooms using object-based learning. The workshop is ideal for those wanting to build their confidence in primary source analysis and will specifically address the Year 7 unit focused on Aboriginal and Torres Strait Islander peoples and cultures.</p> <p>LEVELS 7–8</p> <p><i>Dr Georgia Stannard is a Lecturer in the Department of Archaeology and History at La Trobe University, specialising in archaeological education and the Deep Time story of Australia's cold climate landscapes. She has been Chair of the Australian National Committee for Archaeology Teaching and Learning for eight years, producing a range of classroom-based resources for Australian history, geography and science teachers.</i></p>

<p>F3.2</p>	<p>The Black Death: Keeping the Grimly Won Gains V M</p> <p><i>Lorenzo Warby, Multisensory (Medieval) Education</i></p> <p>The Black Death killed people, leaving land, machinery and coin intact. Scholars have examined how this increased the scarcity value of labour, leading to rising wages. This presentation explores how unusual this was, as such labour scarcity in other times and places usually led to mass slavery or serfdom. To ascertain what was different about late medieval Europe, post-Black Death Europe is compared with Sub-Saharan Africa, the Americas after the Columbian Exchange imported the Eurasian disease pool, the enserfments of early modern eastern Europe, and with Europe after the Antonine, Cyprian and Justinian plagues.</p> <p>LEVELS 7–8 VCE EMPIRES</p> <p><i>Lorenzo Warby is a principal of Multisensory Education and has been presenting medieval and ancient days at schools for 25 years.</i></p>
<p>F3.3</p>	<p>From Peter I to Putin: Russian Imperialism and Ukraine V</p> <p><i>Andrew Pyrcz, Lyndale Secondary College</i></p> <p>Melbourne University academic Mark Edele concluded in his book <i>Russia’s War against Ukraine</i> (2023) that ‘Ukraine is unlikely ever to return to the Russian Empire. The empire itself is a thing of the past.’ This presentation is a chronological guideline to the evolution of Russo-Ukrainian relations since the Great Northern War (1700–1721) to the present. Key historical events shaping this entangled history include the Battle of Poltava (1709), the emergence of a national movement in nineteenth-century Ukraine, the Ukrainian Revolution (1917–1921) catalysed by the Russian Revolution, the rise and fall of the USSR (1922–1991), and the Holodomor (1932–1933).</p> <p>VCE EMPIRES VCE MODERN HISTORY VCE REVOLUTIONS</p> <p><i>Andrew Pyrcz has written for the HTAV journal Agora, contributing over a dozen articles since 2014 and tackling themes predominantly relevant to Ancient History, Modern History and Revolutions. His 2022 article ‘Divergent Revolutions in Russia and Ukraine’ explored the historical roots of the current Russo-Ukrainian War. The 2016 HTAV textbook Twentieth Century 1: Between the Wars featured his chapter, ‘The USSR: From Lenin’s NEP to Stalin’s Collectivisation’.</i></p>
<p>F3.4</p>	<p>Making the Big Six Your Big Six G</p> <p><i>James Brown and Charlene Landvogt, Scotch College</i></p> <p>For students to be able to write like historians, they need to think like historians. It is the role of the Big Six Historical Thinking Concepts to facilitate this thinking! But how do teachers balance the teaching of content and the teaching of skills in a crowded curriculum? Including practical examples of how to implement procedural and substantive content from Levels 7–12—from the significance of Mungo Man, changes during various European wars and the long-term causes of the French Revolution—this workshop will leave you feeling empowered to make the Big Six your Big Six!</p> <p>GENERAL BYOD</p> <p><i>James Brown has been teaching History, including Revolutions, at Scotch College for the past eight years. He has worked to explicitly include historical thinking concepts in common assessment tasks, particularly when coordinating Year 10 History. James has completed action research on incorporating historical empathy and is currently completing a project on flipped learning, specifically the use of documentaries. He thoroughly enjoys reverse-engineering the requirements of Year 12 History into the lower years and incorporating memes as pedagogy.</i></p> <p><i>Charlene Landvogt has taught Years 7–12 History including VCE Revolutions and Australian History since 2007. She recently completed her Master of Education (Research) on flipped pedagogy and historical thinking. Charlene devotes equal curriculum time to both substantive and procedural knowledge, ensuring students can think historically. She has worked with James to further embed historical thinking concepts across Years 7–12 curriculum and assessment. Charlene currently teaches Years 9, 11 and 12 Australian History.</i></p>

<p>F3.5</p>	<p>Understanding the Delian League through Evidence and Research V </p> <p><i>Namrata Shipstone, Melton Christian College</i></p> <p>The aim of this workshop is to delve deep into the formation of the Delian League and the Athenian Empire. Using primary evidence and scholarly research, attendees will gain a comprehensive understanding of the importance of the Delian League and the Athenian consolidation of power over its allies, while positing this as a major development during the Peloponnesian War.</p> <p>VCE ANCIENT HISTORY BYOD</p> <p><i>Namrata Shipstone is a teacher at Melton Christian College specialising in the Humanities and VCE Revolutions and Ancient History. With 10 years of teaching experience in these subjects, Namrata has recently completed a Master of Arts in Ancient History, focusing her research on empire-building in the ancient world. Her interests include the growth of the Athenian 'empire' and the Roman Empire's interaction with the ancient East.</i></p>
<p>F3.6</p>	<p>There's a Poem for That! G </p> <p><i>Gordon Brown, University High School</i></p> <p>Do you have a passion for poetry? Do you despise poetry? Are you somewhere in the middle? Poetry can be one of the most interesting primary sources you can use in your classroom to engage students in the study of history. From the Ancient World to the present, poetry has been integral to the response of individuals to the great, and not so great, moments we study. This presentation will teach you and your students how to read poetry and think about it as a historical source, and further provide you with a range of poems to use in your History classrooms.</p> <p>GENERAL BYOD</p> <p><i>Gordon Brown is the Head of Humanities at University High School and has been teaching History in multiple countries for over a decade. He has a passion for embedding literacy teaching within the study of History and using a wide range of text types in the classroom. Gordon has previously presented for HTAV on the American Revolution, using graphic novels in the History classroom and using The Writing Revolution to develop better historical writers. A written version of his presentation about The Writing Revolution was also published in HTAV's Agora.</i></p>
<p>4.15 PM</p>	<p>NETWORKING DRINKS</p>