- A DİVE İNTO -
İNFORMATİON SOURCES

This course is designed for Blended Learning: combining classroom-based teaching with online educational materials. It aims to utilise the benefits of both teaching-and-learning styles, creating engaging lessons that reimagine how information can be presented, engaged with, and assessed.

Module 1: Explore and Understand Sources

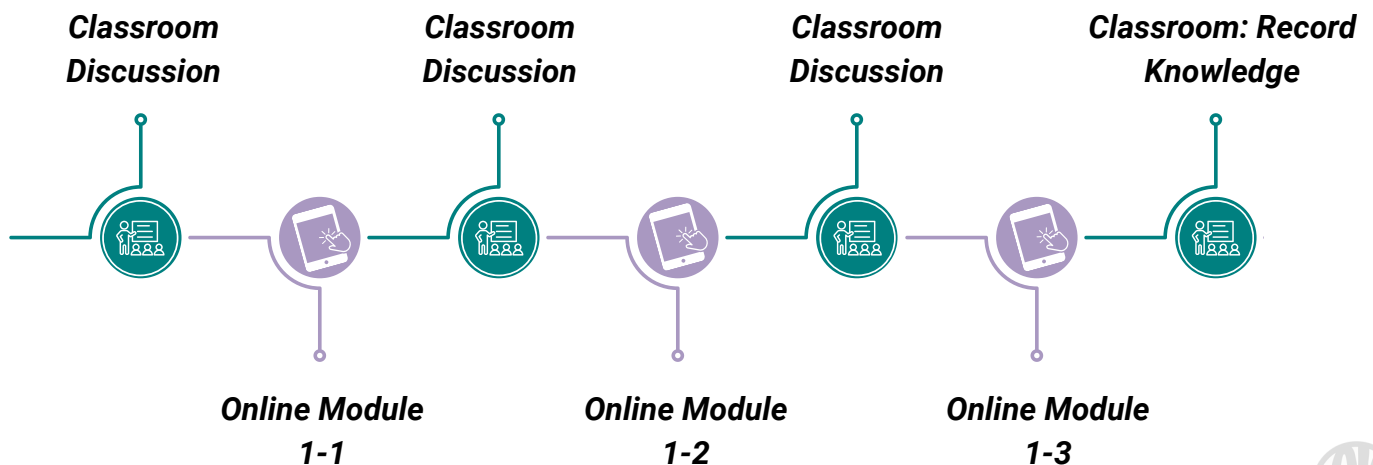|	
Learning Area	Social Sciences - History Grades 5 - 10
Learning Outcomes	1. Explain what sources are. 2. Identify mediums of sources: written, oral, artefact, visual. 3. Identify primary and secondary sources.
Requirements	Each learner needs a device with wifi connection, and headphones. Link to digital activity
Notes	There are three modules in total, with each progressing in cognitive difficulty. Younger grades can choose to complete only one or two of the modules. All classroom-based activities are designed to complement the online course and make use of the benefits of classroom-based teaching - such as teacher-guided discussion, sharing of ideas and collaborative work. These can be adapted to suit each context.

OUTLINE

Classroom Discussion → **Online Module 1-1** → **Classroom Discussion** → **Online Module 1-2** → **Classroom Discussion** → **Online Module 1-3** → **Classroom: Record Knowledge**

Topic Engagement: Classroom Discussion

- Find out what social media the learners use use - TikTok, Instagram, Snapchat, WhatsApp groups*

Note: While WhatsApp itself is often considered a messaging app rather than a fully fledged social media platform, WhatsApp groups can be considered a form of social media due to their ability to facilitate community interaction, content sharing, and public communication within a group, blurring the lines between private messaging and broader social sharing. Younger learners might have more experience in WhatsApp groups rather than other, more open, social media platforms.

- Question: **How does what you see on social media affect your view of the world?**
    - Ask the learners the question and allow them time to think and discuss in small groups before feedback and discussion with the whole class
- Prompts for further thought:
    - Do you think everyone sees the same things on their social media?
    - Do your WhatsApp groups share the same things as everyone else's?
    - Is your 'For You' page or feed the same as everyone else's?
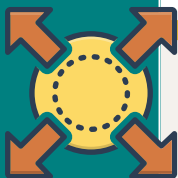
EXTENSION
Think about people saying that they're on a particular 'side' of TikTok - e.g. BookTok, FoodieTok, DanceTok, ParentTok, SportsTok. "Sides of TikTok" is a platform vernacular created and adopted by users to describe their experiences engaging with algorithmically curated, similar types of content, as well as the subsequent collectives forming around them.*

- Does this mean that not everyone is on the same 'side' and so actually seeing different things?

- How do social media algorithms work?
They are designed to show users more of what will keep them engaged and on the platform - anything that will help you decide to stop scrolling will not be shown to you.

- How do WhatsApp groups work?
People in the group will only share thoughts, videos, memes, or pictures that the group would be interested in, not anything that the group is not interested in seeing.

Link to Topic: Discussion

Use the discussion prompts below to guide the learners into identifying all things that we get information from as 'sources'

- Social media is something we get information from. What else do we use to get information?
  - *Radio, TV, books, internet search engine, speaking to people etc*
- Does anyone know the name for the group of all of these things that we can get information from? *Answer: Sources*

Navigate to the online module

- Get learners to sign navigate to the online module (using either the QR code or the link). Select Contents → 1. Exploring Sources

Activity: Select All

Learners must select all the things that can be considered sources of information. They will not be able to progress until they receive the correct answer (Hint: everything is a source of information.)

Content Block: Defining Sources

Learners will be presented with the definition of sources.

Activity: Immersive Exploration

Learners will be presented with a 360 degree immersive room to explore. They will need to discover 10 items in the room by dragging the image around. All the items are sources of information about the topic of the Macassar Beach Pavilion. The can be opened, looked at and played. Headphones are advised.

Activity: Drag and Drop Classification

Learners will be prompted to sort the sources into the four different mediums: written, oral, artefact, visual. Use this activity to allow the learners to explore their own knowledge of the four mediums before they are given the definitions on the next slide.

Content Block: Different Source Mediums

Learners will be given the definitions of the four different source mediums.

Extension

A class discussion will follow this slide, so learners should not work ahead. The slide will prompt early-finishers to look at the resources section if they are finished and waiting. This will give them more knowledge about the Macassar Beach Pavilion.

Discussion prompt: Lead into Primary and Secondary Sources

Once the class has finished the online module above, use the character's speech on this slide (which mentions: "I have to think about where each of them got their information from, which can help me decide if the information is true.") to start a discussion about why he has said that:

- How does knowing where a sources' information comes from help us know if the information is true?

Steer this conversation towards the idea that there are two groups we can sort sources into, based on where they get their information from: those whose information is 'first hand' / directly from the event, and those whose information is not.

Navigate back to the online module

- Select Contents → 2. Primary and Secondary Sources

Activity: Drag and Drop Classification

- Learners will be prompted to sort the sources into primary and secondary sources of information about a specific topic: the rise and fall of Macassar Beach Pavilion.
- They will be challenged by the "To Do List", which will not be accepted in either classification. Allow them to discuss with each other and try to figure out why it will not go on either primary or secondary sources (this is because it is not a source of information relevant to the topic.) The To Do List should be left on the side and then learners should hit "Submit".

Content Block: Primary and Secondary Sources

- Learners will be given the definitions for primary and secondary sources.
- The character will introduce the word "reliable".
- Continue on to the next slide to consider how mediums could be primary OR secondary sources, depending on what information is needed

Feedback and check understanding
Discussion points:

- What was something new someone learned?
- Was there anything anyone was surprised by?
- Was there anything anyone was annoyed by?
- Was there anything anyone was confused by?

Discussion prompt: Lead into Primary and Secondary Sources

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Navigate back to the online module

- Select Contents → 3. Check Your Knowledge

Content Block: Unit 1 Summary

- Learners will be given a summary of what they have learned in in this module before they start the quiz.

Activity: Quiz

- Learners will be asked 7 questions of various types.
- If they do not pass the quiz, they will be directed back to the summary for a review of the information before trying the quiz again.

Record Knowledge

Record knowledge as best suits class needs and workflow, such as:

- Have learners create a mind map or summary notes of information covered so far
- Hand out a pre-created summary and have learners paste in and highlight