

## Cold case detectives – Program summary

Year Levels	Years 9 - 10
<b>Focus</b>	Students work in groups to explore different time zones in the Melbourne Gallery to identify the ways society has changed as well as the continuities which exist, and to predict changes and things that remain constant into the future.
<b>Description of Program</b>	<p>Students will work as teams of detectives with materials found in their 'Cold Case Files' in different zones of the gallery.</p> <p>The zones are</p> <ol style="list-style-type: none"> <li>1. Melbourne the meeting place 1835-1850</li> <li>2. Gold Town 1850-1880</li> <li>3. Boom and Bust City &amp; Little Lon 1880-1900</li> <li>4. Melbourne and the Nation 1900-1920</li> <li>5. Electric City &amp; Phar Lap 1920-1945</li> <li>6. Suburban City 1945-1980</li> </ol> <p>Each 'Cold Case File' will contain a Missing Person profile and a clue to the work the missing person did at the time of their disappearance. Students will be required to explore their team's zone to build a profile of their "misper" and develop ideas about his or her fate.</p> <p>Each team member will investigate a different missing person from their zone, but may work together to share clues and ideas.</p> <p>Students will be required to think about and investigate the lives of Indigenous and non-Indigenous peoples, of women as well as men, and of children as well as adults.</p> <p>In completing the full <i>Cold Case Detectives</i> program, students will:</p> <ul style="list-style-type: none"> <li>▪ Engage in a pre-museum visit activity at school to orient them to the program, establish teams and become familiar with the use of a Community of Inquiry process.</li> <li>▪ Predict the purpose and meaning of objects and generate questions and ways of collecting information (pre-gallery activity at the museum).</li> <li>▪ Investigate the purpose and meaning of objects in the context of the exhibition, using digital technologies to record information, and draw tentative conclusions about aspects of the era by pooling their findings with those of other team members (gallery-based activity).</li> <li>▪ Present their tentative conclusions to the class (post-gallery activity at the museum).</li> <li>▪ Extend their investigations back at school using the <i>Melbourne Story</i> web-based resources. The focus of these activities will be on groups extending and sharing</li> </ul>

	<p>their research and developing timelines; discerning patterns over time; drawing conclusions about the ways attitudes, behaviours and institutions develop and testing them against observable aspects of the present; and making predictions about the future. Findings will be presented using web-based technologies.</p>
<b>Key questions</b>	<p>Is there such a thing as a Melbourne identity? If so, has it changed over time?</p> <p>How have events in the wider world affected the lives of the people of Melbourne?</p> <p>Are there different and perhaps conflicting stories to be told about Melbourne's history and development?</p>

<b>Cost</b>	<p>\$2.20 per Student</p> <p>\$11.00 Booking Fee</p>
<b>Dates Available</b>	From May 1
<b>Capacity</b>	Minimum 18 and Maximum 35
<b>Times</b>	10:00am and 12:00 Noon
<b>Duration</b>	<p>Allow for:</p> <p>30 Minutes with an Education Officer in the Museum Activity Room.</p> <p>45 minutes in the gallery.</p> <p>15 minutes for post visit debriefing activity.</p>
<b>Venue</b>	Museum Activity Room and the <i>Melbourne Story</i> exhibition in the Melbourne Gallery
<b>Bookings</b>	Bookings for school visits should be made at least two weeks in advance. Call 1300 130 152 between 8.30am and 5pm Monday to Friday.

## VELS Outcomes

<b>Physical, Personal and Social Learning</b>	<p><u>Interpersonal development</u></p> <p><i>Building social relationships</i></p> <ul style="list-style-type: none"> <li>▪ Students demonstrate awareness of complex social conventions, behaving appropriately when interacting with others.</li> </ul> <p><i>Working in teams</i></p> <ul style="list-style-type: none"> <li>▪ Students work collaboratively, negotiate roles and delegate tasks to complete complex tasks in teams. Working with the strengths of a team, they achieve agreed goals within set timeframes.</li> </ul>
	<p><u>Civics and Citizenship</u></p> <p><i>Civic Knowledge and Understanding</i></p> <ul style="list-style-type: none"> <li>▪ Students describe the origins of Australia’s federal political system.</li> <li>▪ Students explain the development of a multicultural society and the values necessary to sustain it.</li> </ul> <p><i>Community Engagement</i></p> <ul style="list-style-type: none"> <li>▪ Students draw on a range of resources, including the mass media, to articulate and defend their own opinions about political, social and environmental issues in national and global contexts.</li> </ul>
<b>Discipline-Based Learning</b>	<p><u>Humanities – History</u></p> <p><i>Historical knowledge and understanding</i></p> <ul style="list-style-type: none"> <li>▪ Students analyse events which contributed to Australia’s social, political and cultural development.</li> <li>▪ Students evaluate the impact of colonisation on Aboriginal and Torres Strait Islander communities and the fight for civil and political rights and land rights.</li> <li>▪ They analyse significant events and movements which have resulted in improvements in civil and political rights for other groups of Australians.</li> <li>▪ They compare different perspectives about a significant event and make links between historical and contemporary issues.</li> <li>▪ Students analyse the impact of some key wars and conflicts in the twentieth and twenty-first centuries.</li> <li>▪ They explain why significant social and cultural movements have developed and evaluate their influence on societies.</li> <li>▪ They analyse changes in technology, medicine and</li> </ul>

	<p>communication.</p> <p><u>Historical reasoning and interpretation</u></p> <ul style="list-style-type: none"> <li>▪ Students frame research questions and locate relevant resources, including contemporary media and online resources.</li> <li>▪ They identify, comprehend and evaluate a range of primary and secondary sources, including visual sources.</li> <li>▪ They recognise that in history there are multiple perspectives and partial explanations.</li> <li>▪ They use evidence to support arguments and select and use appropriate written and oral forms to communicate, develop historical explanations in a variety of oral, written and electronic forms.</li> </ul> <p><u>Humanities – Economics</u></p> <p><i>Economic knowledge and understanding</i></p> <ul style="list-style-type: none"> <li>▪ Students describe how markets, government policies, enterprise and innovation affect the economy, society and environment in terms of employment, economic growth, the use of resources, exports and imports, and ecological sustainability.</li> </ul> <p><i>Economic reasoning and interpretation</i></p> <ul style="list-style-type: none"> <li>▪ Students demonstrate an awareness of the impact of values and beliefs on economic issues, and how differences may be identified, negotiated, explained and possibly resolved.</li> </ul>
<p><b>Interdisciplinary Learning</b></p>	<p><u>Communication</u></p> <p><i>Listening, viewing and responding</i></p> <ul style="list-style-type: none"> <li>▪ Students consider alternative views, recognise multiple possible interpretations and respond with insight.</li> <li>▪ Students use pertinent questions to explore, clarify and elaborate complex meaning.</li> </ul> <p><i>Presenting</i></p> <ul style="list-style-type: none"> <li>▪ Students select suitable resources and technologies to effectively communicate.</li> <li>▪ They provide constructive feedback to others and use feedback and reflection in order to inform their future presentations.</li> </ul>
	<p><u>Information and Communications Technology</u></p> <p><i>ICT for creating</i></p> <ul style="list-style-type: none"> <li>▪ Students use ICT to devise detailed plans that sequence tasks to be done, resources needed, and timelines for completion.</li> </ul>

	<ul style="list-style-type: none"> <li>▪ Students apply processing practices that take into account their legal obligations and ethical considerations.</li> </ul> <p><i>ICT for communicating</i></p> <ul style="list-style-type: none"> <li>▪ Students exchange ideas and considered opinions with others through online forums and websites.</li> <li>▪ Students apply techniques to locate more precise information from websites.</li> </ul>
	<p><u>Thinking</u></p> <p><i>Reasoning, processing and inquiry</i></p> <ul style="list-style-type: none"> <li>▪ Students generate questions that explore perspectives. They process and synthesise complex information and complete activities focusing on problem solving and decision making.</li> <li>▪ They make informed decisions based on their analysis of various perspectives and, sometimes contradictory, information.</li> </ul> <p><i>Creativity</i></p> <ul style="list-style-type: none"> <li>▪ Students experiment with innovative possibilities within the parameters of a task. They apply selectively a range of creative thinking strategies to broaden their knowledge and engage with contentious, ambiguous, novel and complex ideas.</li> </ul> <p><i>Reflection, evaluation and metacognition</i></p> <ul style="list-style-type: none"> <li>▪ Students explain conscious changes that may occur in their own and others' thinking and analyse alternative perspectives and perceptions.</li> </ul>