



FIRES OF EMOTION TEACHING RESOURCE

HISTORY LESSON FOR YEAR EIGHT STUDENTS

DESCRIPTION

Students compare sources from two famous fires - the Great Fire of London in 1666 and the Black Saturday Bushfires in 2009. Students analyse sources, compare the results, and draw a conclusion. The lesson is concluded with students reviewing the activity for weaknesses in the research process.

OUTCOMES

Students should be able to:
 Undertake a historical inquiry of an intangible concept
 Compare, analyse and discuss information from primary sources as evidence
 Review a historical inquiry process to strengthen a conclusion

EQUIPMENT LIST

Print written sources on pages 3 to 6, one source for each group
 Internet connection for YouTube clip (optional expansion)
 Pen per group

AUSTRALIAN CURRICULUM LINKS

Year 8 ACHHS 148, 149, 151, 152, 153, 154, 155.

Curriculum aims of

- Understanding and use of historical concepts: Evidence, Continuity and Change, Perspectives, Empathy.
- Capacity to undertake historical inquiry, including skills in the analysis and use of sources

CONTACT

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LESSON PLAN

	TIME Total 50 min
SETUP Seat students in small groups	
WHAT IS A HISTORICAL INQUIRY Discuss the steps to a historical inquiry research process. Explain that as a class we will undertake a historical inquiry to answer the question "Do emotions change over time?" Ask students if they can think of a method to answer this question. Today our method will be to compare emotions in sources from similar events in 1666 and 2009.	5 min
LOCATING SOURCES Class brainstorm on board what sources are available that could tell us about emotions in 1666. Repeat for 2009. Ideally the students brainstorm will include diaries and news reports. Highlight these sources on the board, and introduce the printed sources prepared earlier (following 4 pages).	5 min
ANALYSING SOURCES Give each group one source. Suggest giving stronger readers the 1666 sources as language can be challenging. Students look up words they do not understand (or teacher can supply to save time). Students highlight words that give insight into emotions.	5 min
OPTIONAL EXPANSION Undertake the same process as step above including a streamed news report or YouTube clip. Discuss how the visual and audio components of the clip impact emotions differently to the written source.	5 min
USING EVIDENCE List the emotion-based words the students identified on the board, displayed as a 1666 list and 2009 list. Ask students to consider if the words are the same or different.	5 min
INFORMED EXPLANATION Remind students of the inquiry question "Do emotions change over time?" Ask students to write a sentence answer (either individually or in groups) to the research question. Typical answer given by students include "The emotions are the same, but the way we communicate them is different". Discuss, compare and summarise student answers as a class.	10 min
REVIEW PROCESS Explain that in a professional research environment, your report would then be submitted for peer review, to determine if the conclusion is based on a sound research process. As a class, identify the faults or weaknesses in the research process we just undertook (pitching this step as 'Let's stump the teacher' is well received). Students should identify weaknesses around <ul style="list-style-type: none"> - the source author (use variety of author demographics - gender, age, background, impact of fire on author) - the source language (how do we know that these words mean the same in 1666? 'Distracted' in the Pepys source could mean divided, adgitated, troubled or disordered). - the source type (use more than just written sources, 1st hand or 2nd hand accounts, purpose of source) - the researcher (need variety of researcher demographics. A pscyologist may identify dfferent emotions) -missing knowledge (need to know more about the context, events , source authors, source purpose) 	15 min

SOURCE 1

DIARY EXCERPT BY JOHN EVELYN

The conflagration was so universal, and the people so astonished, that from the beginning, I know not by what despondency or fate, but crying out and lamentation, running about like distracted creatures without at all attempting to save even their goods; such a strange consternation there was among them.

1. Look up any words and phrases you do not understand.
2. Circle the words in the text above that give us clues to the emotions of John and the townspeople.

SOURCE 2

DIARY EXCERPT BY SAMUEL PEPYS

It made me weep to see it. The churches, houses, and all on fire and flaming at once; and a horrid noise the flames made, and the cracking of houses at their ruins. So home with a sad heart, and there find every body discoursing and lamenting the fire; and poor Tom Hater come with some few of his goods saved out of his house, which is burned upon Fish-streets Hall.

...how horridly the sky looks, all on a fire in the night, was enough to put us out of our wits; and, indeed, it was extremely dreadful, for it looks just as if it was at us; and the whole heaven on fire.

1. Look up any words and phrases you do not understand.
2. Circle the words in the text above that give us clues to the emotions of Samuel Pepys and the townspeople.

SOURCE 3

NEWS ARTICLE, THE AGE, 8 FEBRUARY 2009

Earlier today, an emotional John Brumby has warned Victorians not to underestimate the danger of fires continuing to burn throughout Victoria, saying that despite cooler temperatures it will be days before the crisis is over.

The Premier twice had to choke back tears as he described the impact of yesterday's "devastating" fires that have so far claimed at least 26 lives.

"We pray there's no more loss of life over the next few days," Mr Brumby said at a press conference at the CFA station in Kilmore, north of Melbourne.

"The speed at which the fire moved was unbelievable. Everyone knew on Friday that this would be a horrific day but I think it was even more horrific than predicted."

Mr Brumby said he had spoken to Prime Minister Kevin Rudd this morning from Bendigo and had accepted the offer of assistance from the defence forces. He said the army would help with logistics, supplying fuel and bulldozers as well as personnel on the ground as the fight continued to contain the raging fires.

Mr Brumby said a fire had come within 600 metres of his parents' house in Coleraine yesterday, and he spent some tense hours awaiting news of their wellbeing because they could not be reached by phone.

He is now visiting the devastated region of Kinglake, and will speak to Mr Rudd again later today.

Twenty-six people have been confirmed dead in the fires so far, but police say the number will rise.

1. Look up any words and phrases you do not understand.
2. Circle the words in the text above that give us clues to the emotions of the journalist and the community.

SOURCE 4

NEWS ARTICLE, THE AGE, 10 FEBRUARY 2009

At least 181 people are dead and residents are bracing for further threats as fire crews scramble to contain Australia's worst- ever disaster.

A CFA spokeswoman said increasing southerly winds were a concern.

"Fire activity is still very active and will continue to be ongoing this afternoon," the spokeswoman said.

Premier John Brumby said today support for the victims had been overwhelming. More than \$14 million has so far been donated to the Victorian Bushfire Appeal Fund. A condolence book has also been launched for messages to bushfire victims and emergency crews.

"Across the state, many lives have been lost, many people have been injured, houses and possessions have been wrecked and whole communities almost completely destroyed," he said. "Victorians are responding to the tragedy by pulling together to assist those whose lives have been changed forever by these devastating bushfires."

Whole towns have been declared crime scenes, with fears many of the fires that broke out on Saturday and claimed so many lives were deliberately lit. Victoria Police today announced a new taskforce to investigate whether the fires had been deliberately lit in a bid to apprehend offenders.

Authorities fear the worst of the fires could take weeks to contain.

Interstate fire crews have joined Victorian crews to tackle the bushfires. The reinforcements include 300 firefighters from NSW, 95 from the ACT, 93 from Tasmania and 22 from Western Australia.

1. Look up any words and phrases you do not understand.
2. Circle the words in the text above that give us clues to the emotions of the journalist and the community.

ADDITIONAL INFORMATION FOR TEACHERS

SAMUEL PEPYS (1633 - 1703)

A English naval administrator and Member of Parliament, Samuel Pepys is best known for the diary he kept as a young man from 1660 to 1669. Providing eyewitness accounts of the Great Plague of London, the Second Dutch War, and the Great Fire of London, along with personal events, emotional reflection and political commentary, the diary is one of the most important surviving primary sources of the English Restoration period.

JOHN EVELYN (1620 - 1706)

An English writer, Evelyn's diaries and correspondence provide insight into the art, culture and politics from 1641 to 1706. Evelyn's diaries run over 700 pages, and include personal witness to the deaths of Charles I and Oliver Cromwell. In addition he wrote many other works, translations, treatises, histories, commentaries and even a plan for rebuilding London after the Great Fire (which was mostly ignored by Charles II).

GREAT FIRE OF LONDON

- Sunday, 2 September to Wednesday, 5 September 1666
- Swept through City of London inside the old Roman City Wall
- Did not reach Westminster, Whitehall or most of the suburban slums.
- Consumed estimated 70,000 houses, 87 churches, St Paul's Cathedral, and most of the City authority buildings.
- Only six recorded deaths, but deaths of poor and middle class were not recorded, and limited ability to identify cremated remains.
- Started at the bakery of Thomas Farriner on Pudding Lane.
- Indecisiveness of Lord Mayor of London reduced effectiveness of firefighting techniques.
- Immigrant groups became victims of lynchings and street violence as rumors spread of foreigners setting fires.
- Significant post-fire social and economic problems.

BLACK SATURDAY BUSHFIRES

- Series of bushfires burning across Victoria on Saturday 7 February 2009.
- 400 individual fires recorded.
- Day recorded 46°C and winds over 100km/hour, precipitated by intense heat wave and 2 months with little rain.
- Australia's highest ever loss of life from a bushfire - 173 died and 414 injured.
- Destroyed over 2,030 houses and 3,500 structures.
- Impacted 78 townships and displaced over 7,500 people.
- Variety of ignition sources including fallen power lines, lightning, cigarette butts, power tool sparks and arson.