

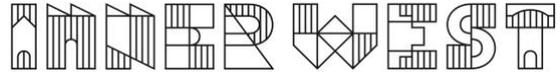
Guided Historical Inquiry

1. Think about each theme below then look through the list of historical sources to find which ones are relevant to each theme. In the table, write the numbers of all the relevant historical sources you find. If while skimming through the historical sources you identify another theme that interests you, you can add it to the last row of the table (must be approved by your teacher).

(Note: This is a skimming activity, looking at the titles of sources and conducting searches in the document will give you clues. Later you will look at selected sources in greater depth).

Themes	The numbers of all the historical sources that are relevant to this theme
LGBTQ+ Law reform	
First Nations LGBTQ+ activists and community	
Trans rights and trans community	
Feminism within the gay liberation movement	
CAMP Inc. (a pioneering LGBTQ+ organisation that started in the Inner West)	
The political potential of partying (social collectives as a place of resistance)	
Theme of your own choice (must be approved by your teacher and have sufficient information about it in the historical sources)	

Inner West LGBTQ+ History Site Study: Guided Historical Inquiry



2. You are going to conduct a mini historical inquiry using one of the themes from Question 1 above. You are going to write your own questions to guide your inquiry and choose the format through which you would like to communicate your findings (keeping in mind the allocated timeframe; keep it simple). Choose the theme for your historical inquiry from the table in Question 1 and write it in the box below.

Selected theme for historical inquiry:

3. In relation to your selected theme, what do you want to learn more about? What do you want to find out and share with your peers? You are going to write a list of 6-10 questions that will guide your historical inquiry. To help you write your questions, think about the five Historical Concepts in the table below and how they apply to your theme:

Continuity and change: Some aspects of a society continue to be the same while others are dynamic and change over time.

Cause and effect: Ways in which events, decisions, and developments in the past have led to later effects, results, or long-term changes.

Perspectives: The fact that different and/or changing interpretations of historical events exist, sometimes shaped by the available sources of information. When analysing different historical interpretations, we must think critically to identify biases and omissions.

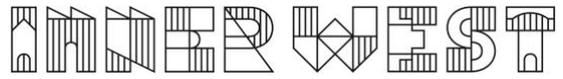
Significance: The impact of a group, individual, idea, belief, practice, or event on their time or later periods, or the importance assigned to a historical site (in this case the whole of the Inner West of Sydney is the 'historical site' that we are studying).

Contestability: Similar to the 'Perspectives' concept above, 'contestability' refers to the fact that certain historical accounts and interpretations may be debated or challenged.

An example of a question about LGBTQ+ Law reform, that incorporates the Historical Concept of 'Cause and Effect' might be "What were the lasting social impacts of the decriminalisation of homosexuality in NSW in 1984?"

In the table on the following page, write 6-8 questions that will guide your historical inquiry, incorporating at least three of the Historical Concepts above (whichever are most relevant). Remember that questions for a historical inquiry should be open ended (as in the question above) rather than questions with simple answers (such as a date or a person's name) or yes/no answers.

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Selected theme for historical inquiry:

Guiding questions:

1.

2.

3.

4.

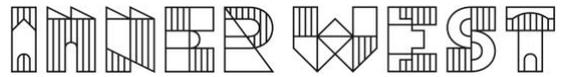
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6.

7.

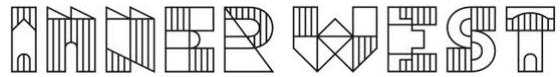
8.

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4. To investigate your guiding questions, look at the historical sources that you identified in Question 1 (which are relevant to your selected theme) and take some time to read through them in closer detail (including browsing through any links that are included). Then list them in the table below, **in chronological order**, and provide a brief summary of each. Leave the fourth column blank for now.

Source number and date	Title of historical source	Brief summary of historical source	Value/ limitations of source



5. To complete the fourth column of the table above, we will be analysing the 'value' and 'limitations' of each historical source. This requires us to think critically about historical sources and how we use them. The 'value' of a source measures how reliable and useful it is as a piece of historical evidence. The 'limitations' of a source are things that might limit its value (for example discriminatory bias or misinformation). To analyse the 'value' and 'limitations' of a historical source, we need to think about the origin, context, perspective, purpose, credibility, and reliability of a source.

Here is a hypothetical example; let's say that we want to use a video interview with a politician from two decades ago as a historical source. This person is claiming that electoral fraud occurred, resulting in their party losing the election. Think about the origin, context, perspective, purpose, credibility, and reliability of this source (you can make up the background information as this is a hypothetical example). What might be the possible value of this source? What might be its possible limitations? Discuss and analyse other examples with your peers and class.

Now look at all of the historical sources that you have listed above in the table above. Think about their origin, context, perspective, purpose, credibility, and reliability. Make some brief notes in the fourth column of the table regarding what you believe to be the 'value' and/or 'limitations' of each.

6. Now that you have analysed your sources, it is time to combine and synthesise the information that you have found in them to answer your guiding questions. Write a short paragraph to answer each of your guiding questions, using the historical sources as evidence (add the numbers of the sources to show where you found the information).
7. Decide how you would like to present the findings of your historical inquiry to your teacher/peers/class. Keep the allocated timeframe in mind (you will probably need to keep it simple). Some possible ideas could include creating a Prezi presentation, a poster, a timeline etc. The choice is yours, but your idea must be approved by your teacher.
8. Present your findings to your teacher/peers/class, ensuring that you refer back to the historical sources as evidence. Leave time for questions and group discussion at the end so that your classmates can share their ideas and reflections about what you have presented.