

Unit Title: Early Australia

Authors

Karen Green

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Standards

▪ VELS

▪ Physical, Personal and Social Learning

▪ Interpersonal Development

▪ Building social relationships

- they accept and display empathy for the points of view and feelings of their peers and others [Level 4]

▪ Working in teams

- students work effectively in different teams and take on a variety of roles to complete tasks of varying length and complexity [Level 4]
- they work cooperatively to allocate tasks and develop timelines [Level 4]
- they explain the benefits of working in a team [Level 4]
- they provide feedback to others and evaluate their own and the team's performance [Level 4]

▪ Personal Learning

▪ The individual learner

- they monitor and describe progress in their learning and demonstrate learning habits that address their individual needs [Level 4]
- students identify, with support, their preferred learning styles and use strategies that promote learning [Level 4]

▪ Managing personal learning

- they undertake some set tasks independently, identifying stages for completion [Level 4]
- students develop and implement plans to complete short-term and long-term tasks within timeframes set by the teacher, utilising appropriate resources [Level 4]

▪ Civics and Citizenship

▪ Civics knowledge and understanding

- they explain the concept of multiculturalism and describe the contribution of various cultural groups, including Aboriginal and Torres Strait Islander communities, to Australian identity [Level 4]

▪ Discipline-based Learning

▪ English

▪ Reading

- they analyse these texts and support interpretations with evidence drawn from the text [Level 4]
- students read, interpret and respond to a wide range of literary, everyday and media texts in print and in multimodal formats [Level 4]

▪ Speaking and listening

- students plan, rehearse and make presentations for different purposes [Level 4]
- they adjust their speaking to take account of context, purpose and audience, and vary tone, volume and pace of speech to create or emphasise meaning [Level 4]

▪ The Humanities - History

▪ Historical knowledge and understanding

- they compare and contrast the values and beliefs of Australians and people of other cultures [Level 4]
- students demonstrate their knowledge and understanding of significant events in Australian history including Aboriginal and Torres Strait Islander history, European settlement, the development of the colonies, the development of the wool industry, the 1850s gold rushes; the moves to self-government, Federation; and World War I [Level 4]
- they demonstrate an understanding of the histories of some cultural groups which make up Australia today [Level 4]

▪ Historical reasoning and interpretation

- students use a range of primary and secondary sources to investigate the past [Level 4]
- they comprehend and question sources and make judgments about the views being expressed, the completeness of the evidence, and the values represented [Level 4]
- with support, they frame research questions and plan their own inquiries [Level 4]
- they present their understandings in a range of forms [Level 4]
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- they use appropriate historical language and concepts to develop historical explanations [Level 4]
- Interdisciplinary Learning
 - Communication
 - Listening, viewing and responding
 - students ask clarifying questions about ideas and information they listen to and view [Level 4]
 - they develop interpretations of the content and provide reasons for them [Level 4]
 - Presenting
 - students summarise and organise ideas and information, logically and clearly in a range of presentations [Level 4]
 - they identify the features of an effective presentation and adapt elements of their own presentations to reflect them Using provided criteria, they evaluate the effectiveness of their own and others' presentations [Level 4]
 - Thinking Processes
 - Reasoning, processing and inquiry
 - they develop reasoned arguments using supporting evidence [Level 4]
 - they use the information they collect to develop concepts, solve problems or inform decision making [Level 4]
 - they distinguish between fact and opinion [Level 4]
 - students develop their own questions for investigation, collect relevant information from a range of sources and make judgments about its worth [Level 4]
 - Reflection, evaluation and metacognition
 - they articulate their thinking processes [Level 4]
 - they document changes in their ideas and beliefs over time [Level 4]

Content

Aboriginal and Torres Strait islander history
 European settlement
 the development of the colonies
 the development of the wool industry
 the 1850s gold rushes
 Contributions of cultural groups to Australian identity
 Timelines
 Learning habits and styles
 Team work
 Multiculturalism
 Presentation skills
 Summarising
 Primary and secondary sources
 Research questions
 Historical language
 Clarifying questions
 Effective presentations
 Fact and opinion

Processes

read, interpret and respond to texts
 analyse texts and support interpretations with evidence
 produce texts for different purposes
 ask clarifying questions
 develop interpretations of content and provide reasons for them
 summarise and organise ideas and information in a range of presentations
 identify features of an effective presentation and adapt their own presentations
 evaluate presentations
 develop questions for investigation
 collect relevant information from a range of sources and make judgements about its worth
 develop reasoned arguments
 distinguish between fact and opinion
 use information to develop concepts, solve problems or inform decision making
 work effectively in teams and take on a variety of roles
 explain the benefits of working in a team
 work cooperatively to allocate tasks and develop time lines
 develop and implement plans to complete tasks
 undertake tasks independently identifying stages for completion

identify preferred learning styles and use strategies that promote learning
monitor and describe progress in their learning

Concept Phrase

Power of freedom and interdependence

Rationale

History shapes our future.

Investigation Into

How a nation's identity and values are developed through historical events.
How we can play a part in developing the desired attitudes and behaviours of Australian citizens.
The issues surrounding living in a multicultural society.

Essential Questions

How has Australia's past influenced our present way of life?
What are the main features of an Australian lifestyle?
What factors may affect our Australian lifestyle in the future?

Pretests - Sorted by Week

Picture Key Pretest

Week 1 | No domain specified

Picture Key

How is history like the picture provided?

Students to work in pairs to brainstorm answers.

Collect responses and place on a noticeboard. This will provide a reference point for both teacher and students as to what the class knows at the beginning of the unit. This list may be edited by students upon completion of the unit to uncover prior misconceptions and identify what has been learnt.

Picture Key Resources

Provide each pair with a different picture - one that is not related to the topic being studied.

Picture Key Environment

Students to be seated in pairs for this pretest.

Reverse Key Pretest

Week 1 | No domain specified

Reverse Key

Name 10 things that you would never find in a history book about Australia.

List 5 things that tourists coming to Australia would never see.

Reverse Key Resources

History books - so students can see what is included in history books about Australia

What If Pretest

Week 1 | No domain specified

What If Key - provide a world map

What if Australia was situated closer to Europe?

What if Captain Cook had bypassed Australia and gone to South America instead?

This will provide information to teacher as to how well students understand geography, weather patterns, international time

What If Resources

World map

What If Environment

Students to work independently on these What If Keys so teacher can identify prior knowledge of each student.

Immersion activities - Sorted by Week

Movie Immersion activity

Watch a movie about early Australia:

BabaKiueria (Barbeque Area) (1986)

A satirical film made by Aborigines about their discovery of Australia and its white inhabitants.

A critical and popular success, this 'reverse angle' probe into racial inequality in Australia has developed a considerable cult following. It approaches its subject with humour but is no less effective for that, perhaps more so.

The white Australian lifestyle is seen through (patronising) Aboriginal eyes within a pseudo-documentary format, written by Geoffrey Atherden of Mother and Son fame.

Aboriginal actors Michelle Torres and Bob Maza (Heartland) are supported by a number of familiar faces, including Cecily Poison (E Street) and Tony Barry, who scored major ABC TV hits in I Can Jump Puddles and his Penguin award-winning Scales of Justice.

Movie Resources

Source the movie

Sovereign Hill Immersion activity

Week 3 | No domain specified

Excursion to Sovereign Hill to look at the impact of the gold rushes on Australia's development as a nation.

Sovereign Hill Resources

Organise booking to Sovereign Hill - Harry to do this.

Organise buses - Sally to do this.

Glossary

history, deportation, emancipation, free settler, Aboriginal, Torres Strait Islander, ticket-of-leave, colony, multiculturalism, bias, tolerance, culture, European settlement, colonies, identity, nation, primary and secondary sources, gold fields, troopers, immigrant

Tasks - Sorted by Week

Multiple Intelligences Task

Remembering | Week 1 | Personal | Assessment: As, For, Portfolio Entry

Students are to complete a Multiple Intelligences checklist to identify their preferred way of absorbing and presenting information.

This information will be placed on a circular poster indicating the profile of the class.

Students to then reflect on how understanding this MI theory may help them as learners. They will write this reflection in journals.

Students to begin a journal that they will keep during this unit. They will make regular entries as to the following:

1. How they follow timelines
2. How they identify and tap into their Multiple Intelligence preferences and the preferences of other people they know
3. How they will work on two Habits of Mind 'Gathering data through all senses' and 'Persistence' while working through this unit of work
4. How they are working as a team member

The MI profile of the class will help the teacher when placing students into teams and when developing lessons for the whole class.

Timeline Task

Remembering | Week 1 | History

Teacher to provide a list of 10 significant events that have taken place in Australia. Students will label the template of a timeline that already has dates inserted. Students to access resources (such as books and websites) to support their decisions. They will select 3 and write at least 3 sentences about the significance of each of these events in Australian History. They will locate on a map of Australia where these events took place.

This task will form the basis of a class discussion as to why these events may have been significant, as well as an opportunity for students to make sure they have the events placed in the correct position on their timeline.

Timeline Advanced

Task for Cassie, Alex and Siobhan

Cassie, Alex and Siobhan to complete the timeline (as per other students) and then select another specific event (one

that has not already been covered) that is of particular interest to them and develop a 4 slide Power Point presentation about this event that can be shown to others in the class. Explain why they selected this particular event.

Timeline Modified

Task for Jake and Katrina

Provide a list of only 4 significant events that students will place on a template of a timeline that already has dates inserted. Students to access resources (such as books and websites) to support their decisions. They will locate on a map of Australia where these events took place.

This task will form the basis of a class discussion as to why these events may have been significant, as well as an opportunity for students to make sure they have the events placed in the correct position on their timeline.

Timeline Resources

Time line template with a list of significant events in Australian history.
Books and websites on early Australia (Danny to organise these).

Rubric design Task

Understanding | Week 1 | Personal

Develop class rubric re cooperative group work - criteria to include: Cooperation, Timelines, Roles and Responsibilities. This rubric will be used during the Jigsaw activity so students can assess their contribution as team members.

Jigsaw Task

Remembering | Week 2 | History | Assessment: As

Jigsaw (as per description in Toolkit)

Students are organised into 'home teams' of four members and assigned member numbers from one to four. Introduce a topic of study that can be divided into many parts. The 'home teams' are re-formed as 'expert teams', which means all of the number ones in the home teams move to form the number one expert team, and the number twos form the number two expert team etc. Each expert team is allocated a specific aspect of the topic to investigate. When their investigations are complete, the expert group members return to their original home teams. There will now be an 'expert' in each aspect of the topic, who will be responsible for imparting to other home team members what they have learnt in their expert group.

Place students into 'home teams' that will look at various aspects of early Australia up to the gold rushes:

Aboriginal history

Captain Cooks voyage

Early European settlement - colonisation

The wool industry

The gold rushes

Provide reference material (books and websites) for students on the various topics to be studied. Each expert team is to write an A-Z of their topic that they then share with the members of their original home team. The A-Z should include the key word and one or two sentences that outlines it in more detail e.g. the team looking at Aboriginal history may have Spear for 'S' - this would require more information such as Aborigines used spears when hunting animals like kangaroos or fish.

Students to reflect on their work as team members as per the rubric they designed in Week One.

Jigsaw Resources

Retain all information gathered during jigsaw activity to use in Creating Task 2

Rubric re teamwork that has been designed by students

Jigsaw Environment

Arrange room so that students are able to work in 'Jigsaw groups.'

Jigsaw Standards linked

- VELS
 - Physical, Personal and Social Learning
 - Interpersonal Development
 - Working in teams
 - students work effectively in different teams and take on a variety of roles to complete tasks of varying length and complexity [Level 4]
 - they work cooperatively to allocate tasks and develop timelines [Level 4]
 - they explain the benefits of working in a team [Level 4]

Students to read about Aboriginal life before European settlement. A variety of texts will be provided and students will be encouraged to get other texts from their local library. Students will identify features of the nomadic lifestyle, customs, foods, shelter, dream time stories etc.

A class discussion will be facilitated about how the lives of Aboriginals were different from the convicts and free settlers who arrived in Australia in late 1700 and early 1800.

Aboriginal Life Advanced

Students who are interested in taking this further may complete a Venn Diagram to indicate similarities and differences between the lives of the Aboriginals, the convicts and the free settlers. Either Double or Triple Venn diagrams can be used.

Aboriginal Life Standards linked

- VELS
 - Physical, Personal and Social Learning
 - Interpersonal Development
 - Building social relationships
 - they accept and display empathy for the points of view and feelings of their peers and others [Level 4]
 - Working in teams
 - they provide feedback to others and evaluate their own and the team's performance [Level 4]
 - they explain the benefits of working in a team [Level 4]
 - students work effectively in different teams and take on a variety of roles to complete tasks of varying length and complexity [Level 4]

Reasons for Transportation Task

Remembering | Week 3 | History | Assessment: For

Students to read an excerpt from a diary of a convict and consider what their experience as a convict was. Using other resources as well as diary entries, students are to list the different reasons that led to people being transported to Australia. Place these reasons on the white hat graphic(found in the toolkit).

Collect white hat graphics and see how well the different reasons for transportation have been researched. If necessary spend more time with those who don't have finely tuned research skills. Perhaps ask those who have done well to share with others how they went about their research. Write a class support document (with the students assistance) on the 'do's and don't's' of effective research.

Reasons for Transportation Standards linked

- VELS
 - Physical, Personal and Social Learning
 - Interpersonal Development
 - Working in teams
 - they work cooperatively to allocate tasks and develop timelines [Level 4]
 - they provide feedback to others and evaluate their own and the team's performance [Level 4]

Sovereign Hill Task

Remembering | Week 4 | History | Assessment: As, Of, For

After Week 3 excursion to Sovereign Hill students to record what they noticed about life during the gold rushes. This may be done in any of the following ways - (all of the Multiple Intelligences have been accounted for in the following activities) Students should reflect on the MI check-list that they completed at the beginning of this unit and choose which one they want to complete;

1. Write a true or false quiz about the goldrush. (Logical/Mathematical)
2. Label a timeline of the gold rush in Ballarat. (Logical/Mathematical)
3. Make a tape of sounds that would have been heard on the goldfield or in towns like Ballarat during the goldfield.(Musical)
4. Play charades with a partner - the topic is the goldfield.(Interpersonal)
5. List the natural events that would have played a part in how the towns of the goldrush were formed - including geography, natural phenomena etc.(Naturalist)
6. List how life on the goldfield may have been for different people - miners, troopers, Chinese, shopkeepers etc.
7. Write a diary entry of someone living in Ballarat in 1850. (Intrapersonal)
8. Make a poster that could be placed around the goldfield informing locals about news of the day.(Visual/Spatial)
9. Student choice - negotiated with teacher.(e.g. movie, power point)

Students to record in their journals how they approached the MI task that they chose to complete.

Sovereign Hill Standards linked

- VELS
 - Physical, Personal and Social Learning
 - Interpersonal Development
 - Building social relationships
 - they accept and display empathy for the points of view and feelings of their peers and others [Level 4]

Question Matrix Task

Applying | Week 4 | Thinking

Using a question matrix students develop questions that may have been asked by one of the following people who were living in Sydney in 1790:

a convict,
a free settler,
a policeman,
an aboriginal,
a shopkeeper,
Governor Arthur Phillip

Students to get into pairs, exchange questions and provide possible answers to the questions.

Students to prepare a possible diary entry or letter that could demonstrate the thoughts and opinions of the people that they have generated questions about. Students to consider the purpose of the text and the tone it should take.

Placemat re European Settlement Task

Analysing | Week 5 | History

Students are asked to form groups of four, with one piece of A3 paper allocated to each group. One member of each group is nominated as the scribe and draws the 'placemat' diagram on the paper. Each student writes their thoughts about the topic 'European Settlement from 1788 to 1854' in the outer spaces

- * Allow for at least 1 minute of 'think time'™ during which no-one speaks or writes
- * The next couple of minutes (depending on complexity) are for students to record their own ideas on the topic, also conducted in silence.
- * Each participant is then given time to share and explain their views and ideas.
- * As any common points are raised (may just be common to 2 people) they are recorded in the centre. Those that are common to the whole group are recorded in a different colour.
- * Each group then reports the common points to the whole group.

The group takes the ideas from the placemat and collates the groups black hat and yellow hat ideas on the appropriate graphic organisers (available in the toolkit).

Question Keys Task

Analysing | Week 5 | Thinking | Assessment: For

Students to generate questions to the following answers:

The answer is Dreamtime stories what are 3 questions?
The answer is European settlement what are 3 questions?
The answer is Sovereign Hill what are 3 questions?
The answer is free settler what are 3 questions?
The answer is

Answers to these Question Keys will provide an indication of how well students have understood this unit to date - this task acts as formative assessment and provides an opportunity to clarify any misconceptions and see where some students may require further extension.

Question Keys Advanced

Some students may wish to generate some more 'answers' to which they can generate some questions.

Multiculturalism Debate Task

Analysing | Week 6 | Communication

Spend time explaining the format and conventions of debating.

Place students in teams to debate the following statements:

'Despite having inhabited Australia for at least 20,000 years, the Aboriginal people have few rights.'
'Starting as nation of convicts has been a disadvantage for us as a nation'
'Learning history is a waste of time.'

Multiculturalism Debate Standards linked

- VELS
 - Discipline-based Learning
 - English
 - Speaking and listening
 - they adjust their speaking to take account of context, purpose and audience, and vary tone, volume and pace of speech to create or emphasise meaning [Level 4]
 - Interdisciplinary Learning
 - Thinking Processes
 - Reasoning, processing and inquiry
 - they develop reasoned arguments using supporting evidence [Level 4]
 - they use the information they collect to develop concepts, solve problems or inform decision making [Level 4]
 - they distinguish between fact and opinion [Level 4]
 - students develop their own questions for investigation, collect relevant information from a range of sources and make judgments about its worth [Level 4]

Multiculturalism Lotus Task

Analysing | Week 7 | C & C

Students to analyse a number of different cultural sectors that exist in Australia today. Using a lotus diagram place the word 'Multiculturalism' in the centre and brainstorm some of the topics that are generated from this e.g. religions, foods etc.

Eight equal groups are then formed in the classroom. Each group to take one of these topics and repeat the Lotus Diagram process i.e. One group may place 'Religions' in the centre and they then transcribe the 8 different ideas that were in the first class brainstorm. This group then goes into more depth about each of the 8 topic areas that have been brainstormed.

What If Key Task

Evaluating | Week 8 | English | Assessment: Of, Portfolio Entry

What If Key

Students to generate some 'What If' questions about what they have been studying over the past 7 weeks - they then work in teams of three students brainstorm as many possible solutions.
An example may be 'What If Australia had been discovered by the French?'

What If Key Standards linked

- VELS
 - Physical, Personal and Social Learning
 - Interpersonal Development
 - Building social relationships
 - they accept and display empathy for the points of view and feelings of their peers and others [Level 4]
 - Working in teams
 - they work cooperatively to allocate tasks and develop timelines [Level 4]
 - they explain the benefits of working in a team [Level 4]

Multiculturalism Brochure Task

Creating | Week 9 | History | Assessment: Of, Portfolio Entry

Create a brochure advertising 'Multicultural Australia'.

What do you need to include in a brochure that promotes Australia as a culture that promotes diversity? The brochure will celebrate the contributions made by different cultural groups to our Australian Identity.

Students will generate an individual plan that includes the amount of time they will spend on each aspect of their brochure production.

Multiculturalism Brochure Standards linked

- VELS
 - Physical, Personal and Social Learning
 - Personal Learning

- - Managing personal learning
 - they undertake some set tasks independently, identifying stages for completion [Level 4]
 - students develop and implement plans to complete short-term and long-term tasks within timeframes set by the teacher, utilising appropriate resources [Level 4]
 - Civics and Citizenship
 - Civics knowledge and understanding
 - they explain the concept of multiculturalism and describe the contribution of various cultural groups, including Aboriginal and Torres Strait Islander communities, to Australian identity [Level 4]
 - Discipline-based Learning
 - English
 - Speaking and listening
 - students plan, rehearse and make presentations for different purposes [Level 4]
 - The Humanities - History
 - Historical knowledge and understanding
 - they compare and contrast the values and beliefs of Australians and people of other cultures [Level 4]
 - they demonstrate an understanding of the histories of some cultural groups which make up Australia today [Level 4]

MI reflection Task

Analysing | Week 10 | Thinking

Revisit MI task that was done in Week One - share their MI journal entries and reflect in small groups.

MI reflection Standards linked

- VELS
 - Physical, Personal and Social Learning
 - Personal Learning
 - The individual learner
 - they monitor and describe progress in their learning and demonstrate learning habits that address their individual needs [Level 4]
 - students identify, with support, their preferred learning styles and use strategies that promote learning [Level 4]

Class Video Task

Creating | Week 11 | Communication | Assessment: Of

Produce a class video about Early Australia. Groups that were set up in Remembering Task 2 to work on a script about their content area.

They will produce a timeline to complete this task.

Aboriginal history

Captain Cooks voyage

Early European settlement - colonisation

The wool industry

The gold rushes

Each group is to recreate a possible scene from history and provide an insight into what life was like. They are required to indicate how life in Australia has been affected by the past.

A rubric is to be created by the class that will be used to assess the performances done by each group. Once the video is complete the class will view it and use the rubric to assess each team's performance.

Class Video Resources

Video camera

Copies of rubric for each student

Dress-ups

Class Video Environment

Designated outdoor areas that are visible from the classroom

Common work areas booked for small group rehearsal/videoing

Class Video Standards linked

- VELS
 - Physical, Personal and Social Learning
 - Personal Learning
 - Managing personal learning
 - students develop and implement plans to complete short-term and long-term tasks within timeframes set by the teacher, utilising appropriate resources [Level 4]
 - they undertake some set tasks independently, identifying stages for completion [Level 4]
 - Discipline-based Learning
 - The Humanities - History
 - Historical knowledge and understanding
 - students demonstrate their knowledge and understanding of significant events in Australian history including Aboriginal and Torres Strait Islander history, European settlement, the development of the colonies, the development of the wool industry, the 1850s gold rushes; the moves to self-government, Federation; and World War I [Level 4]
 - Historical reasoning and interpretation
 - students use a range of primary and secondary sources to investigate the past [Level 4]
 - they comprehend and question sources and make judgments about the views being expressed, the completeness of the evidence, and the values represented [Level 4]
 - with support, they frame research questions and plan their own inquiries [Level 4]
 - they present their understandings in a range of forms [Level 4]
 - they use appropriate historical language and concepts to develop historical explanations [Level 4]
 - Interdisciplinary Learning
 - Communication
 - Presenting
 - students summarise and organise ideas and information, logically and clearly in a range of presentations [Level 4]
 - they identify the features of an effective presentation and adapt elements of their own presentations to reflect them Using provided criteria, they evaluate the effectiveness of their own and others' presentations [Level 4]

Where to from here? Task

Creating | Week 12 | Thinking | Assessment: As, Of

Ask students to sit in a circle and discuss the essential questions that were written at the beginning of this unit:

How has Australia's past influenced our present way of life?

What are the main features of an Australian lifestyle?

What factors may affect our Australian lifestyle in the future?

Record these thoughts on a whiteboard. Students then to use these ideas to write a note to a future grandchild.

In this reflection they will focus on they how their ideas and beliefs have changed during the course of this unit. They are to over time

articulate their thinking processes while they have been learning more about Australia history and the cultural groups that live here.

Where to from here? Standards linked

- VELS
 - Physical, Personal and Social Learning
 - Interpersonal Development
 - Building social relationships
 - they accept and display empathy for the points of view and feelings of their peers and others [Level 4]
 - Interdisciplinary Learning
 - Thinking Processes
 - Reflection, evaluation and metacognition
 - they articulate their thinking processes [Level 4]
 - they document changes in their ideas and beliefs over time [Level 4]