Year 5: History Overview.   The Australian Colonies

The Year 5 curriculum provides a study of colonial Australia in the 1800s. Students look at the founding of British colonies and the development of a colony. They learn about what life was like for different groups of people in the colonial period. They examine significant events and people, political and economic developments, social structures, and settlement patterns.

Australian Curriculum and Reporting Authority, 2013, F-10 Curriculum, History v 5.1.

This is completed in two parts:

- Exploring the development of British colonies in Australia

- Investigating the colonial period in Australia

Exploring the development of British colonies in Australia

- Key events and people in Australia during the 1800s

- Key events related to the development of British colonies in Australia

- Economic, political and social motivations behind colonial developments, particularly the establishment of the Van Diemen's Land and Moreton Bay colonies

- Continuities and changes in a British colony in Australia during the 1800s

- Details about what daily life (clothing, diet, leisure, work, language, housing) was like at the time for different groups of people, such as a European family, Aboriginal or Torres Strait Islander Language group, a convict and a free settler

- Factors that influenced settlement patterns (local, regional, state/territory, rural, urban) of development in colonial Australia during the 1800s, including:
  - Geographical features
  - Climate
  - Water sources
  - Discovery of gold
  - Transport

- o   Access to port facilities

- The impacts of colonisation on the environment (flora and fauna) and Aboriginal peoples.

Investigating the colonial period in Australia

- Details about events or developments, including the economic, social and political impacts on a colony, for example the impact of the Eureka Stockade on the development of democracy

- Reasons why people migrated to Australia in the 1800s, for example convicts, gold miners or indentured labourers

- The experiences and contributions of a particular migrant group within a colony, such as the Chinese at Palmer River

- The contribution or significance of an individual or group to the shaping of a colony in the 1800s, for example Peter Lalor

- The motivations and actions of an individual or group that shaped a colony.

Historical Understanding Required

- Make a list of possible sources that might provide information for a specific inquiry. Include primary and secondary sources in the list, as well as a range of physical, written, visual and oral sources.

- Consider the ways in which primary sources are preserved or passed down through generations and the implications of that for the kinds of sources to which we have access today. For example there are many written sources from the perspective of European settlers in Australia. Primary source material from an Aboriginal perspective generally comes from oral, physical and visual sources.

- Develop inquiry questions based on an artefact or group of artefacts.

- Understand the Internet domain names 'com', 'edu', 'gov', 'org' as indicators of the provenance of a source.

- Visit a local cemetery and survey graves to find clues about patterns of settlement, ages and causes of death in the local area.

- Provide scaffolding to assist in the comprehension of written sources. Students may need to be referred to the unit glossary or be provided with a 'plain English' version of more complex texts. Alternatively, provide difficult written sources with an in-text glossary, with synonyms inserted in the text [in brackets, to show that the inserted text is not part of the original text].

Continuity and change

- Examine two sources of evidence to identify similarities and/or differences, and describe what they reveal about the past.

- Place key events and people of Australia's colonial past in chronological order by creating timelines and explain the sequence in terms of continuity and change.

- Create visual representations, such as snapshots, illustrations, tableaus or 'freeze frames' that show 'before' and 'after', and label continuities and changes.

- Identify the causes and effects of changes.

- Examine maps to identify how a colony changed or stayed the same over time.

- Explicitly teach language that can be used to describe and explain continuity and change.

Cause and effect

- Investigate the impact of settlement on the environment by comparing present and past landscapes and flora and fauna of the local community.

- Identify the factors that influenced patterns of development in a colony, such as geographical features, climate, water resources, discovery of gold, transport and access to port facilities. Discuss why these factors influenced patterns of development in a colony.

- List possible causes and effects of an everyday activity such as being late for school or the events leading to an accident.

- Explain causes and effects from perspectives of different people at the time. Compare the motivations of a participant in an event with the effects of the event, intended and unintended.

- Create a visual representation of a set of causes and effects. Arrows going out of an event or development indicate that it is a cause. Arrows going in indicate that it is an effect. Those events or developments that have the most arrows going out are likely to be major causes and those with the most arrows going in are likely to be major effects.

- Classify causes and effects as short or long term.

- Use a sequence showing continuity and change to identify causes of changes.

- Create 'counterfactuals' by constructing different outcomes for a key event, for example 'What if Peter Lalor had encouraged gold miners to pay rather than resist licence fees?'

- Ask why an event happened. Turn every response into a new 'why' question to establish root causes of events or developments.

Perspectives

- Create visual representations, such as snapshots, illustrations, tableaus or 'freeze frames', that show events from the perspectives of different participants at the time.

- Use a graphic organiser to compare different perspectives in contradictory sources.

- Create a timeline of events, annotated with perspectives from different participants.

- Describe a participant in an event from the perspective of a different participant.

Empathy

- Create letters, diary entries, posters, illustrations and comic strips with speech bubbles from the perspectives of people at the time.

- Take on the character of a person at the time to complete role play activities like interviews, 'hot seats' or trials.

- Create a Y chart (indicating what an event or location would have looked like, sounded like and smelled like) for different people in the past.

- Compare features of life in the present and the past.

- Use literature, film and drama to introduce an event, its context and chronology, before choosing participants or characters who represent different points of view. Students can then explain why people behaved the way they did.

- Create a graphic organiser in which actions of individuals in the past can be analysed in terms of beliefs and values.

Significance

- Explain why a person, event or development is personally significant or relevant to the present day.

- Sort a series of events marked on cards in chronological order, according to cause and effect, and by significance.

- Select 'the most significant' person, event, development or movement from a list and justify that choice or list a series of historical events in order of priority and justify the choices made.

- Compare how a person, event or development is differently significant to other groups or individuals.

- Compare significant events at local, national and global levels. How are they differently significant?

- Have students complete two minutes of continuous, uninterrupted writing, in which they write everything they can remember about the unit. Discuss which content was remembered by most students and whether that content represents the most significant individuals and events studied.

Chronology, terms and concepts

- Develop an annotated timeline or other visual representation over the length of the unit. Add key stages of settlement, local, regional or state events and people of historical significance as the unit progresses.

- Create timelines in the playground to show different time scales, for example a year, a century, a day.

- Use historical terms when talking about the past, for example 'penal', 'transportation', 'navigation', 'frontier conflict', 'colony', 'colonisation', 'gold era', 'Eureka Stockade', 'the Myall Creek Massacre'.

- Understand key concepts related to content such as 'settlement', 'expansion', 'migration', 'protection', 'development', 'rural', 'urban'.

- Identify the origins of place names in Australia, for example those named by or after Europeans, Aboriginal place names.

- Reinforce the language of time, including 'before', 'after', 'in the past', 'sequence', 'chronology', 'change', 'continuity', 'cause', 'effect', 'timeline'.

- Build and add to a unit glossary every lesson.

- Practise writing sentences with historical terms used in context.

- Annotate sources to explain the terms used in a source to another person.

Historical questions and research

- Develop key questions about the local community or region, for example 'Why was the area settled?', 'What people came to live in the area?', 'How did they make their living?', 'How did men, women and children live?'

- Understand the internet domain names 'com', 'edu', 'gov', 'org' as indicators of the provenance of a source.

The analysis and use of sources

- Create a graphic organiser or retrieval chart on which to record information from a range of sources and compare those sources.

Perspectives and interpretations

- Use a graphic organiser to compare perspectives on an event from the past and summarise these to show how they reflect beliefs, values and attitudes.

Explanation and communication

- Develop a narrative about the past including key events and people's experiences.

- Recount the experiences of an individual based on researched facts, for example a biography, diary or journal of an explorer or participant in the Eureka Stockade.

- Create charts, pictorial stories, maps and digital and oral presentations to explain the past. For example, hold a mock trial to determine the guilt or innocence of a participant in the Eureka Stockade.

- Make a podcast that features a story from the goldfields or Moreton Bay penal colony.

Some of these concepts can be found on the Revision Page.   <http://epr701revision.weebly.com/>

Exploring the development of British colonies in Australia.
- Key events and people in Australia during the 1800s   - Key events related to the development of British colonies in Australia   - Economic, political and social motivations behind colonial developments, particularly the establishment of the Van Diemen's Land and Moreton Bay colonies   - Continuities and changes in a British colony in Australia during the 1800s   - Details about what daily life (clothing, diet, leisure, work, language, housing) was like at the time for different groups of people, such as a European family, Aboriginal or Torres Strait Islander Language group, a convict and a free settler   - Factors that influenced settlement patterns (local, regional, state/territory, rural, urban) of development in colonial Australia during the 1800s, including: - Geographical features   - Climate

- o   Water sources

- o   Discovery of gold

- o   Transport

- o   Access to port facilities

- The impacts of colonisation on the environment (flora and fauna) and Aboriginal peoples.

Investigating the colonial period in Australia

- Details about events or developments, including the economic, social and political impacts on a colony, for example the impact of the Eureka Stockade on the development of democracy

- Reasons why people migrated to Australia in the 1800s, for example convicts, gold miners or indentured labourers

- The experiences and contributions of a particular migrant group within a colony, such as the Chinese at Palmer River

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- The motivations and actions of an individual or group that shaped a colony.

Lessons	Objectives
Lesson 1	Understand historical terms relevant to the Eureka Stockade • Revise the concept of significance in relation to Governor La Trobe's actions • Explore the structure of a text about the significance of Governor La Trobe's actions • Locate information in sources about Governor La Trobe • Describe the significance of Governor La Trobe's actions in shaping the colony, using historical terms and concepts This will be firstly a historical investigation on Peter Lalor and the Eureka Stockade. For this investigation we will, develop questions, identify sources, identify points of view, locate and record information, sequence the information on a time line, organise and compose a text then produce a web page or digital story that we can upload to YouTube. To accomplish this we will work through an inquiry that has been prepared to assist you develop the skills that you will need. For this lesson we are looking at Governor La Trobe's actions and how they were significant in shaping the colony

| Lesson 2 | **Lesson Concepts:**

• Continuity and change — Aspects of the past that have changed while others have remained the same

• Significance — Significance of people and events in bringing about change

• Historical terms and concepts — Use related to content

• Historical questions and research — A range of communication forms; texts, particularly narratives and descriptions, incorporate historical terms, concepts and relevant sources

Lesson Objectives:

• Understand the role of a significant person in shaping colonial Australia.

• Explore a digital profile that describes the significance of a person or group who brought change in a colony

• Explain the purpose of developing a digital profile of a significant person or group who brought about change in the colonies — to create a class 'Who's who in colonial Australia?'

• Review the concepts of significance and continuity and change in the context of |

	bringing change to colonial Australia.
	• Examine the structure of a digital profile, identifying:
	• Name/s • Context — where and when and Actions — what they did • Significance of their actions in bringing about change • Point of view about the person or group.
	We look at who were the humanitarians that shaped the colonies Who were they? Why they are considered significant. And some examples.
	During this process we create a digital profile on a couple of people from our list. Carolyn Chisholm and Blaxland Lawson and Wentworth.
	Explore a digital profile that describes the significance of a person or group who brought change in a colony
	• Identify sources in which to locate information for a profile of a person or group who brought about change in the colonies • Draw conclusions about the significance of a person in shaping the colonies

Lesson 3	Developing questions about the role of Peter Lalor in shaping the colony

Lesson Objectives:

- Identify the assessment task
- Identify how you will be assessed
- Start the assessment task
- Describe how to frame a historical inquiry, using historical terms and concepts

I will go through the assessment Rubric with the students so that they understand what and how they are being assessed.

The class will go through he different parts of the assessment so that they will understand what they are working towards.

I have created an experimental video on QuickTime that I will use to explain homework and assessments. Students could also use this for presentations and explanations, it is quite easy to use the free version of Weebly doesn't allow you to put video files onto it so I have made a You Tube Clip and embedded that into the site. It is only experimental but I will expand this idea for the next assessment.

Starting the assessment.
You will develop questions about:
The significant person involved in the event, Peter Lalor |

	The significant event, The Eureka Stockade. The significance of Peter Lalor and The Eureka Stockade in brining about change.
Lesson 4	Identifying and comparing sources Lesson objectives • Review the assessment • Review the Guide to making judgments • Complete the next section of assessment • Identify and compare Sources For each section of the assessment I will review the rubric for that part. **How do we know about the past?** We will review sources and work through techniques for gathering sources suitable for their historical questions. I will model referencing these sources, and demonstrate proper historical investigation through these sources.
Lesson 5	Examining sources to identify points of view Lesson Objectives: • Locating and recording information. • Revise questions posed about Peter Lalor and the Eureka Stockade • Revise the process of historical inquiry and role of sources in an historical inquiry

	Locate relevant information in sources about the changes in the Victorian population brought about by the gold rushes in the 1850s? I will review the relevant area of the rubric. Have a look at the sources that you have selected to use, can you identify a point of view I pose questions based on the questioning developed in the earlier lessons and demonstrate how to extract differing points of view form their sources. From this analysis of the sources we will develop a hypothesis or position to identify the significance of this event or development on a colony.
Lesson 6	Locating and recording information Lesson Objectives: • Identify the sources that will help you answer this question • Complete the next section of assessment • Review questions that have been developed by the students **What are your questions?** What was Peter Lalor's role in the Eureka Stockade? What are the sources that will help you answer your questions? I will demonstrate the tools the students will use to source helpful and valid

	information to answer their questions I will demonstrate note taking.

Lesson 7	**Sequencing events of the Eureka Stockade**
	
	Lesson objectives
	    • Introduce and review the assessment
	    • Complete the next section of assessment
	    • Select six significant events during the Eureka Stockade and add them to the timeline.
	    • Revise continuity and change in relation to what was happening in Australian colonies in the 1800s
	    • Describe the changes in Australian colonies in the 1800s
	    • Locate and sequence information from a source to answer 'when' and 'where' questions about gold discoveries in Australia
	
	This lesson introduces a similar inquiry prepared by Melissa Guille.
	
	Guile, M, 2006, Stories From Australia's History, Peter Lalor And The Eureka Stockade. Retrieved 16th November 2013.
	http://www.macmillan.com.au/mea/demoversions/MDL/Contents/SFAH_Eureka.pdf
	
	This investigation demonstrates the process of developing questions, gathering notes and information and communicating those concepts in a creative way. The Timeline created here demonstrates the chronology of events, using historical terms and is relevant to their inquiry.
	
	I have included resources and we will work through the skills needed to

	chronologically order the events.
Lesson 8	**Organise your text.** Lesson Objective: • Plan, write and edit final text. This will include expectations for the inclusion of: • Historical terms and facts • A description of the role of Peter Lalor in the Eureka Stockade • An explanation of the significance of how Colonial Australia was shaped by the changes brought about by Peter Lalor through his role in the Eureka Stockade This lesson the class will work through preparation of their text, this will include a step-by-step instructions on compiling information in an organised manner for presentation into their final assessment piece. I have prepared a draft outline for demonstration purposes and a checklist for students to compare with their finished product.
Lesson 9 and 10	How to communicate our ideas. These last two lessons aren't structured lessons, I will always integrate arts into my

| | planning and this is just a couple of suggestions to produce a different way to communicate ideas and information. I believe that offering students this type of multi modal presentation enhances learning and presents opportunities for higher order thinking.

I expect that these ideas will be available for investigation by the students; I will provide resources to connect in a meaningful way to design and ICT.

I have provided resources and suggestions for presentation of their ideas. This includes Graphic Novels, Web Sites, You Tube clips and digital storytelling.

My resources include:

- Photography tips,

- Drama and photography lesson plans

- Creating Graphic Novel instructions

- Lesson ideas for composing a graphic novel

- Instructions for creating a class web site on Weebly |

	These last two lessons are by no means structured lessons but a suggestion for lessons that could be integrated for use in this part of the curriculum.

References:

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