



## TUMUT PUBLIC SCHOOL HISTORY PROGRAM 2021

Stage:	3	Year:	5 & 6	Unit Name:	The Australian Colonies	Term:	1 & 2	Duration:	20 Weeks
Unit Description						Inquiry Question			
Students investigate colonial Australia in the 1800's. Students look at the founding of the British colonies and the development of a colony. Students explore what life was like for different groups in the colonial period. They examine significant events and people, political and economic developments, social structures and settlement patterns.						<ol style="list-style-type: none"><li>1. What do we know about the lives of people in Australia's colonial past and how do we know? (LTS2)</li><li>2. How did an Australian colony develop over time and why? (LTS1 &amp; 2)</li><li>3. How did colonial settlement change the environment? (LTS3)</li><li>4. What were the significant events and who were the significant people that shaped Australian colonies? (LTS4)</li></ol>			

Outcomes	Historical Concepts	Historical Inquiry Skills
<p>A student:</p> <ul style="list-style-type: none"><li>● <b>HT3-1: Describes and explains the significance of people, groups, places and events to the development of Australia</b><ul style="list-style-type: none"><li>○ Reasons (economic, political and social) for the establishment of British colonies in Australia after 1800<ul style="list-style-type: none"><li>■ <u>discuss</u> why the British government set up colonies in Australia after 1800</li></ul></li><li>○ The impact of a significant development or event on a colony<ul style="list-style-type: none"><li>■ <u>identify</u> events that have shaped Australia's identity and <u>discuss</u> why they were significant</li><li>■ <u>use</u> a range of sources to <u>investigate</u> ONE significant development or event and its impact on the chosen colony</li></ul></li><li>○ The role that a significant individual or group played in shaping a colony<ul style="list-style-type: none"><li>■ <u>use</u> a range of sources to <u>investigate</u> the role of a particular man, woman or group and the contributions each made to the shaping of the colony</li></ul></li></ul></li><li>● <b>HT3-2: Describes and explains different experiences of people living in Australia over time</b><ul style="list-style-type: none"><li>○ The nature of convict or colonial presence, including the factors that influenced patterns of development, aspects of the daily life of inhabitants (including Aboriginal and Torres Strait Islander peoples) and how the environment changed<ul style="list-style-type: none"><li>■ <u>outline</u> settlement patterns in the nineteenth century and the factors which influenced them</li><li>■ <u>discuss</u> the impact of settlement on local Aboriginal peoples and the environment</li><li>■ <u>discuss</u> the diverse relationships between Aboriginal peoples and the British</li><li>■ <u>investigate</u> the everyday life of a variety of men and women in post-1800 colonial settlements using a range of sources and <u>explain</u> their different experiences</li></ul></li><li>○ The reasons people migrated to Australia from Europe and Asia, and the experiences and contributions of a particular migrant group within a colony<ul style="list-style-type: none"><li>■ <u>identify</u> the European and Asian countries from which people migrated to Australia during the nineteenth century and reasons for their migration</li><li>■ <u>investigate</u> the experiences of a particular migrant group and the contributions they made to society</li></ul></li></ul></li><li>● <b>HT3-5: Applies a variety of skills of historical inquiry and communication</b><ul style="list-style-type: none"><li>○ See Historical Inquiry Skills &gt;&gt;</li></ul></li></ul>	<p>The following <b>geographical concepts</b> have been integrated into the unit:</p> <p><b>Continuity and change:</b></p> <ul style="list-style-type: none"><li>● <i>aspects of both continuity and change in Australian society over time</i></li></ul> <p><b>Cause and effect:</b></p> <ul style="list-style-type: none"><li>● <i>some causes and effects of an historical event or development</i></li></ul> <p><b>Perspectives:</b></p> <ul style="list-style-type: none"><li>● <i>different points of view in the past and present</i></li></ul> <p><b>Empathetic understanding:</b></p> <ul style="list-style-type: none"><li>● <i>why behaviour and attitudes of people from the past may differ from those of today</i></li></ul> <p><b>Significance:</b></p> <ul style="list-style-type: none"><li>● <i>the importance of the contributions of individuals and groups to their times</i></li></ul> <p><b>Contestability:</b></p> <ul style="list-style-type: none"><li>● <i>historical events or issues may be interpreted differently by historians</i></li></ul>	<p>The following <b>geographical inquiry skills</b> have been integrated into the unit:</p> <p><b>Comprehension: chronology, terms and concepts</b></p> <ul style="list-style-type: none"><li>● respond, read and write to show understanding of historical matters</li><li>● sequence historical people and events</li><li>● use historical terms and concepts</li></ul> <p><b>Analysis and use of sources</b></p> <ul style="list-style-type: none"><li>● locate information relevant to inquiry questions in a range of sources</li><li>● compare information from a range of sources</li></ul> <p><b>Perspectives and interpretations</b></p> <ul style="list-style-type: none"><li>● identify different points of view in the past and present</li></ul> <p><b>Empathetic understanding</b></p> <ul style="list-style-type: none"><li>● explain why the behaviour and attitudes of people from the past may differ from today</li></ul> <p><b>Research</b></p> <ul style="list-style-type: none"><li>● identify and pose questions to inform an historical inquiry</li><li>● identify and locate a range of relevant sources to support an historical inquiry</li></ul> <p><b>Explanation and communication</b></p> <ul style="list-style-type: none"><li>● develop historical texts, particularly narratives and descriptions, which incorporate source material</li><li>● use a range of communication forms (oral, written, graphic) and digital technologies</li></ul>

## Learning Across the Curriculum

The following highlighted Cross-Curriculum Priorities are embedded in this inquiry unit:

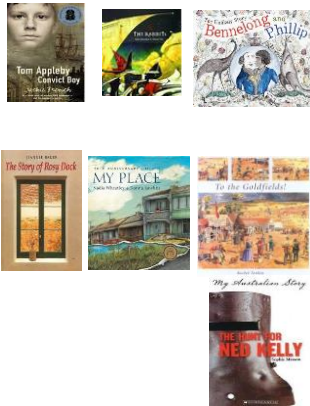
- Aboriginal and Torres Strait Islander Histories and Cultures
- Asia and Australia's engagement with Asia
- Sustainability

The following highlighted General Capabilities are embedded in this inquiry unit:

- Information and Communication Technologies
- Literacy
- Numeracy
- Critical and Creative Thinking
- Work and Enterprise
- Ethical Understanding
- Intercultural Understanding
- Difference and Diversity
- Personal and social capability
- Civics and citizenship

### Suggested Literary Texts to support learning:

- Tom Appleboy Convict Boy by Jackie French
- Young Dark Emu by Bruce Pascoe
- The Rabbits by John Marsden & Shaun Tan
- The Unlikely Story of Bennelong and Phillip y Michael Sedunary & Bern Emmerichs
- My Place by Nadia Wheatley
- The Story of Rosy Dock by Jeannie Baker
- To the Goldfields! By Rachel Tonkin
- My Australia Story: The Hunt for Ned Kelly by Sophie Mason



## Curriculum Learning Links

Outcomes from other Key Learning Areas have been integrated to support the development of understanding and skills in this inquiry unit:

### English:

- EN3-3A Reading and Viewing
- EN3-5B Responding and Composing
- EN3-2A Writing and Representing
- EN3-7C Thinking Imaginatively, Creatively, Interpretively and Critically
- EN3-8D Expressing Themselves

### Mathematics:

- MA3-13MG Time 2

### Visual Arts:

- VAS3.3 & VAS3.4 Appreciating

## Assessment For/ As/ Of Learning

### Learning & Teaching Sequence 1:

- Artefacts See Think Wonder **Assessment For Learning**
- 3, 2, 1 Bridge **Assessment As Learning**
- Research task **Assessment For Learning**
- Research report presentation **Assessment Of Learning**

### Learning & Teaching Sequence 2:

- Art appreciation **Assessment For Learning**
- Impact of colonisation Jigsaw Cooperative Groups **Assessment For Learning**
- Analysis of Art as Evidence **Assessment For Learning**
- Phillip and Bennelong Peel The Fruit **Assessment For Learning**
- Phillip and Bennelong compare and contrast **Assessment Of Learning**
- Examining resistance **Assessment For Learning**

### Learning & Teaching Sequence 3:

- Introduced species wanted poster **Assessment For Learning**
- Erosion experiment **Assessment For Learning**
- Land clearing explanation **Assessment Of Learning**

### Learning & Teaching Sequence 4:

- Gold fields journal **Assessment For Learning**
- Gold rush research **Assessment For Learning**
- Significant person that shaped the colony: biography **Assessment Of Learning**

CONTENT FOCUS	LEARNING & TEACHING SEQUENCE - 1	EVALUATION	RESOURCES
<p><b>How did an Australian colony develop over time and why?</b></p> <p>Students:</p> <ul style="list-style-type: none"> <li>Reasons for the establishment of British colonies in Australia after 1800 <ul style="list-style-type: none"> <li>Discuss why the British government set up colonies in Australia after 1800</li> </ul> </li> <li>The nature of convict or colonial presence, including the factors that influenced patterns of development, aspects of the daily life of inhabitants (including Aboriginal and Torres Strait Islander peoples) and how the environment changed <ul style="list-style-type: none"> <li>outline settlement patterns in the nineteenth century and the factors which influenced them</li> </ul> </li> </ul> <p>Curriculum Links:</p> <p><b>Mathematics:</b> → <a href="#">MA3-13MG</a> Time 2</p> <p><b>English</b> → <a href="#">EN3-3A</a> Reading and Viewing → <a href="#">EN3-5B</a> Responding and Composing</p>	<p><b>Tuning In:</b> <i>What learning experiences will be used to spark curiosity, ascertain prior knowledge and understand student wonderings?</i></p> <ul style="list-style-type: none"> <li>Examine a range of short videos that begin to highlight two perspectives about Australia’s past <ul style="list-style-type: none"> <li>View the short video How did an Australian colony develop over time? - <a href="https://www.ryebuck.com.au/video/how-did-australian-colonies-develop-over-time/">https://www.ryebuck.com.au/video/how-did-australian-colonies-develop-over-time/</a></li> <li>View the short film <i>European Observers</i> - <a href="https://dl.nfsa.gov.au/module/1563/">https://dl.nfsa.gov.au/module/1563/</a></li> </ul> </li> <li>Examine a range of images depicting colonial, indigenous artefacts and convict love tokens from the 1800s (see appendix) using the Kagan Structure <b>All Write Round Robin</b> <ul style="list-style-type: none"> <li><b>See Think Wonder</b> thinking routine would help scaffold student thinking about these artefacts and their significance <b>Assessment For Learning</b></li> </ul> </li> <li>Discuss the sort of documents historians have used to piece together an understanding of the first contact between Europeans and Indigenous Australians. Highlight that there are gaps in our knowledge of the past, and whether or not we have a clear perspective from both sides.</li> <li>Use the thinking routine <b>3, 2, 1 Bridge</b> to gather initial thinking and wonderings about the development of Australian colonies. <b>Assessment As Learning</b> <ul style="list-style-type: none"> <li>3 things you think you know about the development of Australian colonies</li> <li>2 questions you currently have</li> <li>1 way we could explore these wonderings further</li> </ul> </li> </ul> <p><b>Shared Inquiry:</b> <i>What learning experiences and questions will be used to develop understanding and skills? What assessment opportunities will help us monitor student learning and inform future practice? What differentiation (Support/ Extension) will be needed?</i></p> <ul style="list-style-type: none"> <li>Examine and discuss the short video <i>What is a colony?</i> <a href="https://youtu.be/6M5kKo_OmO0">https://youtu.be/6M5kKo_OmO0</a> <ul style="list-style-type: none"> <li>Use the information to construct a definition of what an Australian colony is using the Kagan Structure <b>All Write Round Robin</b></li> <li>Record and display these definitions.</li> </ul> </li> <li>Investigate the changes experienced by the colonies up until Federation <ul style="list-style-type: none"> <li>Utilise the <a href="#">Upper Primary History text cards</a> <i>Growth of Australian Colonies: 1800s</i> to stimulate discussion about the growth of the colonies</li> <li>Examine the short video <i>Territorial History of Australia</i> - <a href="https://www.youtube.com/watch?v=9pjB8UrHwO4">https://www.youtube.com/watch?v=9pjB8UrHwO4</a> <ul style="list-style-type: none"> <li>Discuss what students observed and noticed about the changes in Australian colonies.</li> </ul> </li> <li>Read <a href="#">The Development of the Colonies</a> (AEC) and match the year with the corresponding map (<b>teacher’s to mix up the order prior to task</b>) <ul style="list-style-type: none"> <li>Order the colonies chronologically to create a timeline. (LINK: <b>Mathematics</b>)</li> </ul> </li> </ul> </li> </ul>		<p>video <a href="#">How did an Australian colony develop over time?</a> short film <a href="#">European Observers</a> Kagan Structure <b>All Write Round Robin</b> <a href="#">See Think Wonder</a> thinking routine</p> <p>thinking routine <b>3, 2, 1 Bridge</b> Template (see appendix)</p> <p>video <a href="#">What is a colony?</a> Kagan Structure <b>All Write Round Robin</b></p> <p><a href="#">Upper Primary History text cards</a> video <a href="#">Territorial History of Australia</a></p> <p><a href="#">The Development of the Colonies</a> (AEC)</p> <p>Kagan Structure <b>Round Table Ream Writing</b></p> <p>iPad/ Laptop devices</p>

→ [EN3-2A](#) Writing and Representing  
→ [EN3-7C](#) Thinking Imaginatively, Creatively, Interpretively and Critically  
→ [EN3-8D](#) Expressing Themselves

- Use the Kagan Structure **Round Table Team Writing** to make initial speculative judgements about the advantages and disadvantages are for having six separate colonies.
- Research Task** (Independent or small group)
  - Use a variety of sources to research the development of a given colony. Key aspects to be included in findings: (LINK: [English](#)) **Assessment For Learning**
    - First settled by Europeans – date settled, reasons why the colony was formed
    - First Nations tribes that lived in the colony
    - Sources of the population - convicts or free settlers or both
    - When were they granted self-governance from Britain?
    - Name of the first official Governor
    - Create a timeline of some of the key history and development that have occurred for the colony
    - Useful sources from [For Teachers For Students](#):
      - [ACT](#) -
      - [NSW](#) -
      - [NT](#) -
      - [QLD](#) -
      - [SA](#) -
      - [TAS](#) -
      - [WA](#) -
      - [VIC](#) -
      - Establishment of the various colonies ([CBHS History](#))
  - Present research findings to the class as a research report using a template. A success criteria rubric should be shared with students prior to research task commencement and utilised as part of the assessment and feedback stage of this research task. **Assessment Of Learning**
- Reexamine the thinking routine [3, 2, 1 Bridge](#) from earlier in the learning sequence to gather new thinking, wonderings and reflect on how and why our thinking has changed **Assessment As Learning**
  - 3 things you now know about the development of the Australian colonies
  - 2 questions you still have
  - 1 area you would like to explore further
  - Bridge: How and why has our thinking changed

Resource books  
Research report template (Google Docs)  
Success criteria rubric

CONTENT FOCUS	LEARNING & TEACHING SEQUENCE - 2	EVALUATION	RESOURCES
<p><b>What do we know about the lives of people in Australia's colonial past and how do we know?</b> and <b>How did an Australian colony develop over time and why?</b></p> <p>Students:</p> <ul style="list-style-type: none"> <li>• The nature of convict or colonial presence, including the factors that influenced patterns of development, aspects of the daily life of inhabitants (including Aboriginal and Torres Strait Islander peoples) and how the environment changed <ul style="list-style-type: none"> <li>o <u>discuss</u> the impact of settlement on local Aboriginal peoples and the environment</li> <li>o <u>discuss</u> the diverse relationships between Aboriginal peoples and the British</li> <li>o <u>investigate</u> the everyday life of</li> </ul> </li> </ul>	<p><b>Tuning In:</b> <i>What learning experiences will be used to spark curiosity, ascertain prior knowledge and understand student wonderings?</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Watch <a href="#">My Place Episode 23: Waruwi 1788</a> - including both clips <a href="#">The Encounter</a> and <a href="#">Little Drummer Boy</a> where Waruwi encounters 'ghost people' and a strange animal for the first time. <ul style="list-style-type: none"> <li><input type="checkbox"/> Discuss Waruwi's reactions.</li> <li><input type="checkbox"/> Compare and contrast where and how Dan and Waruwi live.</li> <li><input type="checkbox"/> Discuss the differences in culture, principles of ownership and authority.</li> </ul> </li> <li><input type="checkbox"/> Explore paintings such as: <a href="#">First Peoples</a> and find out a little more about artist and convict Joseph Lycett and his depictions of the Awabakal Aboriginal people and the environment on which they lived, through this museum video: <a href="https://youtu.be/zDfAV7oJOh0">https://youtu.be/zDfAV7oJOh0</a> (LINK: <b>Visual Arts</b>) <ul style="list-style-type: none"> <li><input type="checkbox"/> Explore the Lycett paintings to find evidence of ways the people he depicted lived off the land. They should list their findings under the following three headings: Food, Shelter, Community (family/friends)</li> <li><input type="checkbox"/> Using the Kagan Structure <b>Round Robin Team Talking</b> or <b>Talking Chips</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> What can we learn about the past from paintings?</li> <li><input type="checkbox"/> How is a painting different from a photograph?</li> <li><input type="checkbox"/> Do you think that paintings, including the above five by Lycett, are always accurate in what they show?</li> </ul> </li> <li><input type="checkbox"/> The Lycett paintings show Aboriginal people and the environment in which they lived. Create a picture of themselves showing the environment in which they live.</li> </ul> </li> <li><input type="checkbox"/> To help students to appreciate the powerful influence of cultural background upon interactions between different cultural groups, play the game <a href="#">First Contacts</a> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Overview:</b> Two cultures, guided by fundamentally different sets of rules, are established within the classroom. Once the two groups are familiar with the rules of their own culture, members of each culture are sent first to observe, then to interact with members of the other group. The rules of either culture cannot be explained to visitors and must be determined solely through observation and trial-and-error participation.</li> </ul> </li> </ul> <p><b>Shared Inquiry:</b> <i>What learning experiences and questions will be used to develop understanding and skills? What assessment opportunities will help us monitor student learning and inform future practice? What differentiation (Support/ Extension) will be needed?</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Invite Shane Herrington or another AECG member to speak to students about the impact of European settlement on the Wiradjuri and Wolgalu nations.</li> </ul>		<p><a href="#">My Place Episode 23: Waruwi 1788</a></p> <p><a href="#">First Peoples</a> museum video: <a href="https://youtu.be/zDfAV7oJOh0">https://youtu.be/zDfAV7oJOh0</a></p> <p>Kagan Structure <b>Round Robin Team Talking</b> or <b>Talking Chips</b></p> <p>Coloured, numbered cards <a href="#">template</a> (5 cards per student) Rabbit and bilby group instructions Sticker labels for group identification</p> <p>painting <a href="#">Thomas Baines with Aborigines near the</a></p>

a variety of men and women in post-1800 colonial settlements using a range of sources and explain their different experiences

Curriculum Links:

Visual Arts:

→ [VAS3.3 & VAS3.4](#)

Appreciating

English:

→ [EN3-3A](#) Reading and Viewing

→ [EN3-7C](#) Thinking

Imaginatively,

Creatively,

Interpretively and

Critically

→ [EN3-8D](#) Expressing

Themselves

- Observe the painting [Thomas Baines with Aborigines near the mouth of the Victoria River, NT 1857](#) by Thomas Baines. (LINK: [Visual Arts](#)) [Assessment For Learning](#)
  - Use the thinking routine [Zoom In](#) or [See Think Wonder](#) to interpret and analyse the image.
  - Ask: *What does this painting tell you about European settlement of Australia and its impact on Aboriginal peoples?*
    - Students could unpack this or other painting artefacts further using the [Main Side Hidden](#) thinking routine: (LINK: [English](#))
      - What is the main story or perspective being shown in this painting?
      - What is happening to the other people in this painting? What's their story?
      - What is the theme or key message hidden beneath the surface of these stories?
- Read *The Unlikely Story of Bennelong and Phillip* by Michael Sedunary (LINK: [English](#))
  - Discuss and highlight the key themes and events occurring in the story. Use guiding prompts and the Kagan Structure **Round Robin Team Talking** or **Talking Chips** to help students unpack the story, including:
    - Whose perspective is being represented in this text?*
    - Would this be considered a true and accurate history of Phillip and Bennelong? What makes you say that?*
    - How does this story help us to understand the tensions and relationships between First Nations people and the Europeans?*
    - What challenges are highlighted in this text?*
  - Use the thinking routine [Peel The Fruit](#) to gain a deeper understanding of the text and the implications for historical understanding [Assessment For Learning](#)
    - Outside Skin:** *What events occurred in the text? How might we describe these?*
    - Under The Skin:** *What questions or puzzles does this text raise for you?*
    - Building Explanations:** *How does this text highlight the tensions and relationships between First Nations people and Europeans? What occurred as a result of this relationship?*
    - Making Connections:** *How does text connect with what we already know?*
    - Different Viewpoints:** *Whose perspective is represented in the text? How could we view this from another perspective? What might that look like? What are the implications of these other points of view?*
    - Capturing The Heart:** *What themes are represented in the text?*
  - Compare and contrast with historical accounts shared in the SBS First Australians episode [They have come to stay](#) with the text [Assessment Of Learning](#)
- Analyse Art as Evidence: Source D '[Natives of NSW as seen in the streets of Sydney](#)' by Augustus Earle (1830). (LINK: [Visual Arts](#)) [Assessment For Learning](#)

[mouth of the Victoria River, NT 1857](#)

thinking routine [Zoom In](#)

or [See Think Wonder](#)

[Main Side Hidden](#)

thinking routine

Book *The Unlikely Story of Bennelong and Phillip* by Michael Sedunary  
Kagan Structure **Round Robin Team Talking** or **Talking Chips**

thinking routine [Peel The Fruit](#)

episode [They have come to stay](#)

Source D '[Natives of NSW as seen in the streets of Sydney](#)'

	<ul style="list-style-type: none"> <li>❑ Use the Kagan Structure <b>All Write Round Robin</b> or <b>Talking Chips</b> to analyse and unpack the artwork in kagan groups. Use guiding prompts to scaffold student discussion and responses to the artwork, such as: <ul style="list-style-type: none"> <li>❑ What perspective is being portrayed in this artwork?</li> <li>❑ What are the Indigenous people doing? What does this tell you?</li> <li>❑ Does their appearance or behaviour suggest some adherence to traditional Indigenous practices?</li> <li>❑ How are the Indigenous people and Europeans interacting? What does this suggest?</li> <li>❑ Is there anything to suggest the artist was influenced by stereotypes?</li> <li>❑ If an Indigenous artist had painted this scene in 1830, what differences (if any) might there have been? Would some things have been included or left out? How differently might the people have been drawn? Think about what this reveals about point of view.</li> </ul> </li> <li>❑ Examine the impact of colonisation of Aboriginal and Torres Strait Islander Peoples, including disease, dispossession, conflict, loss of traditional resources, and loss of cultural identity, using a variety of sources <ul style="list-style-type: none"> <li>❑ Use <b>Jigsaw Cooperative Group</b> structure to help small groups examine each of these 5 areas in expert groups before feeding back to their small group. The use of a recording template would be beneficial for students. <b>Assessment For Learning</b></li> <li>❑ Source suggestions: <ul style="list-style-type: none"> <li>❑ Teach Starter - <a href="#">Impact of colonisation</a></li> <li>❑ <a href="#">First Australians</a> → Source F: Loss of Land, Deadly Encounters &amp; Indigenous Resistance</li> </ul> </li> </ul> </li> <li>❑ Examine the text <a href="#">How did Aboriginal Australians resist British Colonisation?</a> (National Museum of Australia. <b>Assessment For Learning</b>) <ul style="list-style-type: none"> <li>❑ Students uncover the complexity of colonisation and resistance by imagining what their response might be and examining the advantages and disadvantages to their possible actions.</li> <li>❑ Independently, pairs or Kagan groups students are given one of four case studies. Based on the evidence given students need to determine key information and provide a short summary of the type of resistance exhibited. <ul style="list-style-type: none"> <li>❑ YAGAN (1975-1833) in south-west Western Australia</li> <li>❑ FANNY BALBUK (1840-1907) in south-west Western Australia</li> <li>❑ BILIN BILIN (1820-1901) in south-east Queensland</li> <li>❑ KAMALYARRPA JAPANANGKA ‘Bullfrog’ and 1928 Coniston massacre in Central Australia</li> </ul> </li> </ul> </li> </ul>		<p>Coloured blocks or counters</p> <p>Teach Starter - <a href="#">Impact of colonisation</a> <a href="#">First Australians</a></p> <p>text <a href="#">How did Aboriginal Australians resist British Colonisation?</a></p>
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CONTENT FOCUS	LEARNING & TEACHING SEQUENCE - 3	EVALUATION	RESOURCES
<p><b>How did colonial settlement change the environment?</b></p> <p>Students:</p> <ul style="list-style-type: none"> <li>The nature of convict or colonial presence, including the factors that influenced patterns of development, aspects of the daily life of inhabitants (including Aboriginal and Torres Strait Islander peoples) and how the environment changed <ul style="list-style-type: none"> <li>discuss the impact of settlement on local Aboriginal peoples and the environment</li> </ul> </li> </ul> <p>Curriculum Links:</p> <p><b>English</b></p> <p>→ <a href="#">EN3-3A</a> Reading and Viewing</p> <p>→ <a href="#">EN3-5B</a></p> <p>Responding and Composing</p> <p>→ <a href="#">EN3-2A</a> Writing and Representing</p> <p>→ <a href="#">EN3-7C</a> Thinking Imaginatively, Creatively, Interpretively and Critically</p> <p>→ <a href="#">EN3-8D</a> Expressing Themselves</p>	<p><b>Tuning In:</b> <i>What learning experiences will be used to spark curiosity, ascertain prior knowledge and understand student wonderings?</i></p> <ul style="list-style-type: none"> <li>Read the account of <a href="#">Brendan Moore</a>, a Yued man who talks about changes in the landscape (read 1st paragraph - pg 2(50)) and discuss: <ul style="list-style-type: none"> <li>What changes to the environment did Brendan’s family experience?</li> <li>What might be the impact of these changes to Brendan’s family, community, the local flora and fauna of the area</li> </ul> </li> </ul> <p><b>Shared Inquiry:</b> <i>What learning experiences and questions will be used to develop understanding and skills? What assessment opportunities will help us monitor student learning and inform future practice? What differentiation (Support/ Extension) will be needed?</i></p> <ul style="list-style-type: none"> <li>Examine the text <a href="#">Introduced Species: Friend or Foe?</a> <ul style="list-style-type: none"> <li>Discuss the flora and fauna transported with the first fleet (sheep, cows, goats, horses, pigs, chickens, dogs)</li> <li>Brainstorm the impact on native species – preying on other animals, competition for food and shelter, destroying habitat, spreading diseases</li> </ul> </li> <li>Investigate the range of <a href="#">flora</a> and <a href="#">animals</a> that have been introduced to Australia, such as the cane toad, rabbit, dingo, dung beetle, cats etc. <b>Assessment For Learning</b> <ul style="list-style-type: none"> <li>Research and create a wanted poster about your chosen introduced species using the digital platform <a href="#">Canva</a>, including: <ul style="list-style-type: none"> <li>An image of the introduced species</li> <li>Outline where the animal originally came from</li> <li>Explain why they were introduced</li> <li>Examine the animals environmental impact</li> <li>Explore how they are managed</li> <li>Interesting facts</li> </ul> </li> </ul> </li> <li>Examine the development of some of our greatest exports and the impact of these on the Australian environment – Australian Merino Wool and Coal Mining <a href="http://cbhsyearfivehistory.weebly.com/opportunities-for-the-new-colony.html">http://cbhsyearfivehistory.weebly.com/opportunities-for-the-new-colony.html</a></li> <li>Read the text <b>The Story of Rosy Dock</b> by Jeannie Baker which highlights the impact of introduced flora on the Australian environment. Use the Kagan Structure <b>All Write Round Robin</b> or <b>Talking Chips</b> to support students to analyse the text: (LINK: <b>English</b>) <ul style="list-style-type: none"> <li>Who or what is Rosy Dock?</li> <li>What is the significance of the title of the book?</li> <li>How did the landscape change throughout the book?</li> </ul> </li> </ul>		<p>account of <a href="#">Brendan Moore</a></p> <p>text <a href="#">Introduced Species: Friend or Foe?</a></p> <p>iPad/ Laptop devices <a href="#">Canva</a> Poster paper</p> <p><a href="http://cbhsyearfivehistory.weebly.com/opportunities-for-the-new-colony.html">http://cbhsyearfivehistory.weebly.com/opportunities-for-the-new-colony.html</a></p> <p>text <b>The Story of Rosy Dock</b> by Jeannie Baker Kagan Structure <b>All Write Round Robin</b> or <b>Talking Chips</b></p>



- What is the difference between the landscape at the end of the book and the landscape after the desert storm?*
- How was the plant Rosy Dock spread after the woman planted it?*
- What consequences might the introduction of this foreign plant have on the natural environment? Other plants and animals?*
- Watch **The Story of Rosy Dock DVD** (10 mins) and make comparisons between the two texts. (LINK: **English**)
  - How do the film and book differ?*
  - How are they similar?*
- Use the thinking routine [Main Side Hidden](#) to explore the multiple narratives present in this text and examine things from different perspectives. (LINK: **English**)
  - What is the main story or perspective being shown in this story?
  - What is happening to the other people in this story? What's their story?
  - What is the theme or key message hidden beneath the surface of these stories?
- Investigate how introduced species and the clearing of land impacts the soil and increases erosion **Assessment For Learning**
  - Brainstorm the importance of healthy soil → Good soil health is crucial to grow plants for food. Soil also provides plants and other organisms with a home, helps to filter and clean water, and releases gases into the atmosphere to keep our air clean.
  - NOTE: Container of soil from student's backyard is required for this task**
  - Examine the different soil samples:
    - What can you see in the soil?
    - What does the soil sound like when you rub it between your fingers?
    - What does the soil smell like?
    - What does the soil feel like?
    - Have a look at the different soils in the room. Are they all the same?
  - Examine images of erosion
  - Investigate erosion in Kagan groups
    - Fill a tray with soil to create the landscape. Don't push down the soil.
    - Add small hills, grasses and other natural materials such as leaves.
    - Use a paper straw to blow softly and make observations about what happens to the soil (wind erosion)
    - Angle the tray and add a small amount of water, making observations about what happens to the soil now (water erosion)
    - Rebuild the landscape, adding a barrier using sticks, small stones and other natural materials
    - Use paper straw to blow softly through the barrier. Was the effect different?

**The Story of Rosy Dock DVD**

thinking routine [Main Side Hidden](#)

Erosion images  
Containers of soil  
Trays  
Leaves, grasses, sticks, small rocks  
Straws  
Water

- Read [Fighting Erosion](#) (slide deck) and summarise one way farmers help to fight erosion.
  - Explain the impact of land clearing on the environment and native flora and fauna, exploring reasons for and/or against continuing this practice today (LINK: [English](#))
- Assessment Of Learning**

CONTENT FOCUS	LEARNING & TEACHING SEQUENCE - 4	EVALUATION	RESOURCES
<p><b>What were the significant events and who were the significant people that shaped Australian colonies?</b></p> <p>Students:</p> <ul style="list-style-type: none"> <li>• The impact of a significant development or event on a colony; for example, frontier conflict, the gold rushes, the Eureka Stockade, internal exploration, the advent of rail, the expansion of farming, drought <ul style="list-style-type: none"> <li>◦ <u>identify</u> events that have shaped Australia's identity &amp; <u>discuss</u> why they were significant</li> <li>◦ <u>use</u> a range of sources to <u>investigate</u> <b>ONE</b> significant development or event and its impact on the chosen colony</li> </ul> </li> <li>• The reasons people migrated to Australia from Europe and Asia,</li> </ul>	<p><b>Tuning In:</b> <i>What learning experiences will be used to spark curiosity, ascertain prior knowledge and understand student wonderings?</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Watch Video <a href="#">Defining Moments: Gold Rush</a> from the National Museum Australia</li> <li><input type="checkbox"/> Examine the image <a href="#">Australian gold diggings</a> (1855) by Edwin Stocqueller (LINK: <b>Visual Arts</b>) <ul style="list-style-type: none"> <li><input type="checkbox"/> What does it tell you about how gold was mined on the goldfields? What equipment was used?</li> <li><input type="checkbox"/> What people are represented in the painting? Do you think this is an accurate reflection of those who worked on the goldfields?</li> </ul> </li> <li><input type="checkbox"/> Compare the painting with the quotation extracts from <a href="#">Ellen Clacy (1852)</a> and <a href="#">Godfrey Charles Mundy (1852)</a>. <ul style="list-style-type: none"> <li><input type="checkbox"/> Do they give the same impression of life on the goldfields? How do they differ?</li> </ul> </li> <li><input type="checkbox"/> Use the thinking routine <a href="#">Think Puzzle Explore</a> to gauge prior knowledge, the wonderings about the provocations and the unit as well as how we might categorise their wonderings to drive learning.</li> </ul> <p><b>Shared Inquiry:</b> <i>What learning experiences and questions will be used to develop understanding and skills? What assessment opportunities will help us monitor student learning and inform future practice? What differentiation (Support/ Extension) will be needed?</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Research Home Project</b> - Significant Figures that shaped the colony <b>Assessment Of Learning</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Research and compose a biography about the life of one significant figure that helped shape the colony that will be displayed in the classroom. Students will need to include the following biographical information and supports: <ul style="list-style-type: none"> <li><input type="checkbox"/> Name of significant person – including a picture</li> <li><input type="checkbox"/> Date and place of birth and death – including a map</li> <li><input type="checkbox"/> Family information</li> <li><input type="checkbox"/> What did they achieve? What were the challenges they faced? (chronological order) – include any paintings, photographs, letters or other artefacts</li> <li><input type="checkbox"/> How did these help to shape the colony? – provide a detailed explanation</li> <li><input type="checkbox"/> Interesting facts</li> </ul> </li> <li><input type="checkbox"/> Students may wish to choose from the following list or negotiate another significant person with the teacher: <ul style="list-style-type: none"> <li><input type="checkbox"/> First Nations people: Bennelong, Jupiter Mosman, Bungaree</li> <li><input type="checkbox"/> Humanitarian: Caroline Chisholm, Daisy May Bates,</li> <li><input type="checkbox"/> Bushranger: Edward [Ned] Kelly,</li> <li><input type="checkbox"/> Lachlan Macquarie, Charles Sturt,</li> <li><input type="checkbox"/> Chinese Migrant/ community leader: Mei Quong Tart, William Liu,</li> </ul> </li> </ul> </li> </ul>		<p>Video <a href="#">Defining Moments: Gold Rush</a></p> <p>thinking routine <a href="#">Think Puzzle Explore</a></p> <p>Significant Figures that shaped the colony project sheet and rubric</p>

<p>and the experiences and contributions of a particular migrant group within a colony</p> <ul style="list-style-type: none"> <li>○ <u>identify</u> the European and Asian countries from which people migrated to Australia during the nineteenth century and reasons for their migration</li> <li>○ <u>investigate</u> the experiences of a particular migrant group and the contributions they made to society</li> </ul> <p>● The role that a significant individual or group played in shaping a colony; for example, explorers, farmers, entrepreneurs, artists, writers, humanitarians, religious and political leaders, and Aboriginal and/or Torres Strait Islander peoples</p> <ul style="list-style-type: none"> <li>○ <u>use</u> a range of sources to <u>investigate</u> the</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Explorers: Burke &amp; Wills, John Stuart</li> <li><input type="checkbox"/> Barrister: William Ah Ket,</li> <li><input type="checkbox"/> Overland Telegraph: <a href="#">Charles Todd</a></li> </ul> <ul style="list-style-type: none"> <li><input type="checkbox"/> Read <a href="#">The Big Secret: gold was discovered long before the gold rush</a> (Kids News) and discuss the reasons authorities and others tried to keep gold findings a secret until 1849. Examine the video impact the discovery of Gold had on other colonies like Victoria.</li> <li><input type="checkbox"/> Examine the artworks <a href="#">Prospectors</a> by ST Gill and <a href="#">Gold Washing, Fitzroy Bar, Ophir Diggings</a> (1851) by George French Angas. Discuss the types of mining techniques used by gold miners. (LINK: <b>Visual Arts</b>) <ul style="list-style-type: none"> <li><input type="checkbox"/> The thinking routine <a href="#">See Think Wonder</a> or <a href="#">Zoom In</a> would also be helpful to help students analyse these artworks.</li> </ul> </li> <li><input type="checkbox"/> Read the <a href="#">Secret is finally out and the gold rush begins</a></li> <li><input type="checkbox"/> Watch <a href="#">Gold Rush</a> (ABC Education) and discuss the different eras of the gold rush. Explore the living conditions on the gold fields and how towns like Ballarat prospered due to the mining of gold. <ul style="list-style-type: none"> <li><input type="checkbox"/> Build a timeline of the key eras of the gold rush (LINK: <b>Mathematics</b>)</li> </ul> </li> <li><input type="checkbox"/> Examine the National Library of Australia’s Digital Classroom resource: <a href="#">The Promise of Gold</a> and discuss the push and pull factors that influenced migration to Australia in the 1850s. As a class, discuss: <ul style="list-style-type: none"> <li><input type="checkbox"/> What would people have to consider if thinking about migrating to Australia?</li> <li><input type="checkbox"/> Why might someone choose to migrate to Australia today?</li> <li><input type="checkbox"/> Is the central image of <i>Race to the Gold Diggings</i> realistic? What makes you say that?</li> <li><input type="checkbox"/> <u>Extension</u>: groups create a board game that promotes Australia as a destination for immigrants today.</li> </ul> </li> <li><input type="checkbox"/> Examine the impact migration had on those in the gold fields, to Australia’s population and to the development of the colony. Read <a href="#">The gold rush brought people from all over the world to live together in one big multicultural melting pot</a>.</li> <li><input type="checkbox"/> Compose a journal or narrative letter from the point of view of a person on the Australian gold fields. (Idea: <a href="#">Pioneer Journals</a>). Students will need to include: (LINK: <b>English</b>) <b>Assessment For Learning</b> <ul style="list-style-type: none"> <li>▪ Location of gold field</li> <li>▪ How they got there and the equipment they needed</li> <li>▪ Living conditions on the gold field – accommodation, food, sanitation</li> <li>▪ How you pass the time when not at the gold fields</li> </ul> <p>See also <a href="#">ACARA</a> narrative letter work sample</p> <ul style="list-style-type: none"> <li>➢ Shaun Tan – <a href="#">The Arrival</a> (animation) might help students better understand this journey and the emotions associated with migration from one place to another</li> </ul> </li> <li><input type="checkbox"/> <u>Research</u> the discovery that led to the gold rushes in NSW, Victoria, Western Australia and Queensland, including: <a href="https://www.goldoz.com.au/australian-gold-rush/">https://www.goldoz.com.au/australian-gold-rush/</a> (LINK: <b>English</b>) <b>Assessment For Learning</b></li> </ul>		<p><a href="#">The Big Secret: gold was discovered long before the gold rush</a> (Kids News)</p> <p>artworks <a href="#">Prospectors</a> <a href="#">Gold Washing, Fitzroy Bar, Ophir Diggings</a> thinking routine <a href="#">See Think Wonder</a> or <a href="#">Zoom In</a> <a href="#">Secret is finally out and the gold rush begins</a> <a href="#">Gold Rush</a> (ABC Education) <a href="#">The Promise of Gold</a></p> <p><a href="#">The gold rush brought people from all over the world to live together in one big multicultural melting pot</a></p> <p>Shaun Tan – <a href="#">The Arrival</a></p>
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role of a particular man, woman or group and the contributions each made to the shaping of the colony

Curriculum Links:

**Mathematics:**

→ [MA3-13MG](#) Time 2

**English**

→ [EN3-3A](#) Reading and Viewing

→ [EN3-5B](#)

Responding and Composing

→ [EN3-2A](#) Writing and Representing

→ [EN3-7C](#) Thinking

Imaginatively, Creatively,

Interpretively and Critically

→ [EN3-8D](#) Expressing Themselves

**Visual Arts:**

→ [VAS3.3](#) & [VAS3.4](#)

	NSW	VIC	QLD	WA
Year				
Place(s)				
Events				
Interesting Facts				

- Investigate the local Snowy Mountains gold history, including at Adelong and Kiandra
  - Adelong sources: [gold mill ruins flyer](#), [history](#)
  - Kiandra sources: [history](#), [goldtrails](#)
  - [South Western Gold Trail](#)
  - [Southern Gold trail](#)

# AUSTRALIA



Image: Map of Australia (1851) by J. Rapkin Source: [National Library of Australia](http://NationalLibraryofAustralia)

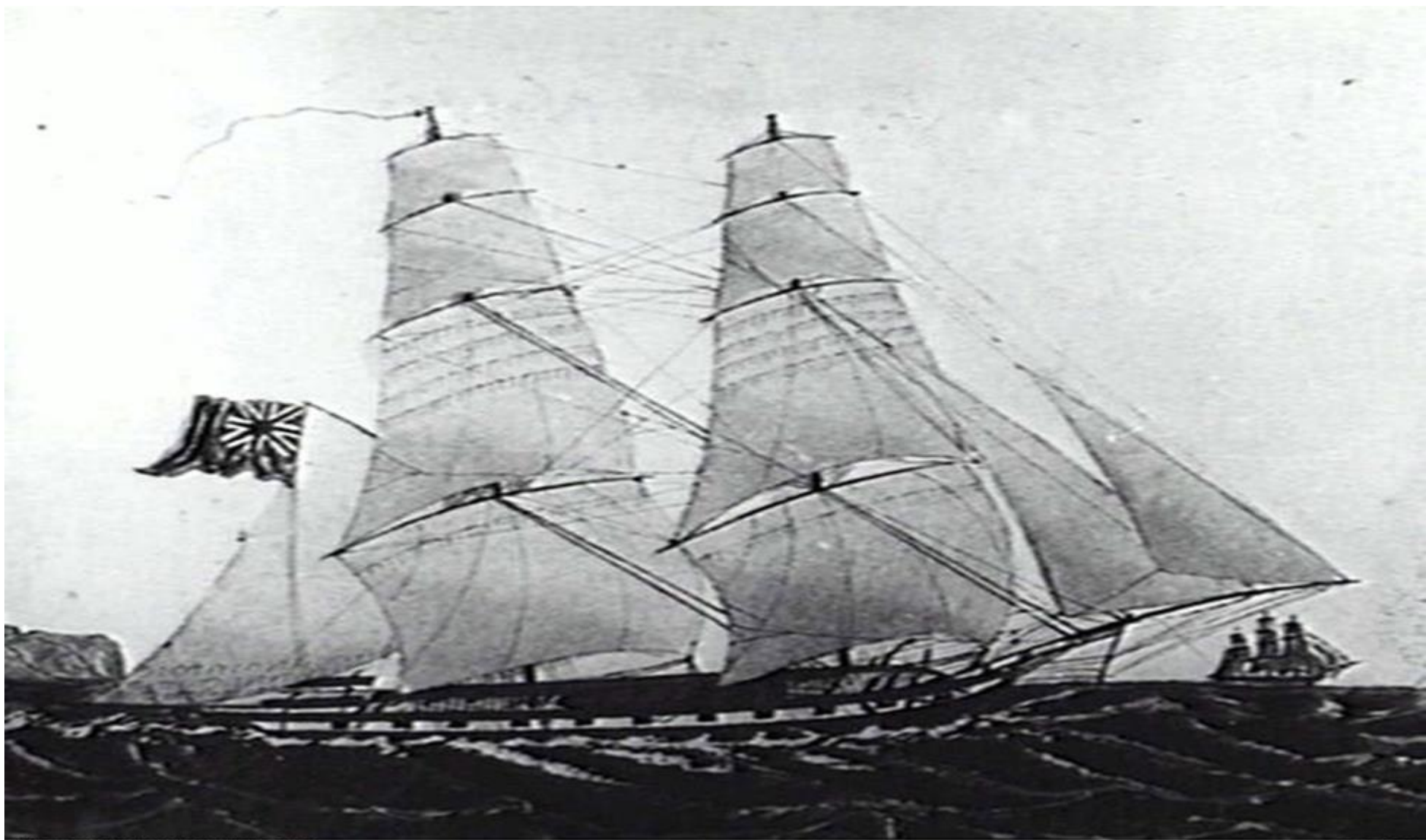


**Image:** Scrimshaw artefact **Source:** [NSW DET](#)



**Image:** Convict love tokens **Source:** [National Museum Australia](https://www.nma.gov.au)





AUSTRALIAN WAR MEMORIAL

300007

**Image:** HMS *Pelorus* (1838-1839) based in Sydney **Source:** [Australian War Memorial](#)



**Image:** Parrying shield featuring Reckitt's Blue bands (South-east Australia)



**Image:** lil-lil (club) with finely engraved figure (Eastern Australia)



**Image:** View of the heads, entrance to Port Jackson (1822) – Joseph Lycett

# 3, 2, 1 Bridge - Thinking Routine

## Initial Thinking

3 things you think you know about this topic

- 
- 
- 

2 questions you have

- 
- 

1 way we could explore these wonderings further

- 

## New Thinking

3 things you know now about this topic

- 
- 
- 

2 questions you have now

- 
- 

1 area you would still like to explore further

- 

*Bridge: How has your thinking grown and changed? What has helped to grow your thinking?*