

TUMUT PUBLIC SCHOOL HISTORY PROGRAM 2021

Stage: 3 Year:	5&6	Unit Name:	The Australian Coloni	es	Term:	1&2	Duration:	20 Weeks
Unit Description					Inquiry	Question	-	
and the development of a co period. They examine signifi	 ents investigate colonial Australia in the 1800's. Students look at the founding of the British colonies the development of a colony. Students explore what life was like for different groups in the colonial past and how do we know? (LTS2) d. They examine significant events and people, political and economic developments, social tures and settlement patterns. d. What were the significant events and people and economic developments, social what were the significant events and who were people that shaped Australian colonies? (LTS4) 			S2) levelop over time and hange the environm hts and who were the	<mark>nd why?</mark> (LTS1 & ent? (LTS3)			
	Out	tcomes		Historical Cor	ncepts	1	Historical Inquiry	<u>Skills</u>
 <u>use</u> a range of sources t on the chosen colony The role that a significant <u>use</u> a range of sources t contributions each mad HT3-2: Describes and explains The nature of convict or co patterns of development, and Torres Strait Islander <u>outline</u> settlement patter them <u>discuss</u> the impact of se <u>discuss</u> the diverse relate <u>investigate</u> the everydar settlements using a range The reasons people migra and contributions of a par 	ical and social governments t development ve shaped Austro- to investigate individual o to investigate de to the shap de to the shap colonial press aspects of t peoples) an eterns in the nin ettlement on l tionships betw ay life of a vari- nge of sources ated to Austro- rticular migr- and reasons for the social colorial press ated to Austro- rticular migr-	ial) for the establishmen set up colonies in Australia ent or event on a colony stralia's identity and <u>discus</u> <u>2</u> ONE significant developm or group played in shapin the role of a particular map ping of the colony xperiences of people liv sence, including the factor the daily life of inhabitan d how the environment ineteenth century and the f local Aboriginal peoples an eveen Aboriginal peoples an eveen Aboriginal peoples an itety of men and women in s and <u>explain</u> their different ralia from Europe and Au rant group within a color untries from which people	at of British colonies in a fter 1800 (<u>ss</u> why they were significant ient or event and its impact ing a colony an, woman or group and the ving in Australia over time ors that influenced nts (including Aboriginal t changed factors which influenced it changed factors which influenced	 The following geographical corrintegrated into the unit: Continuity and change: aspects of both continuity an Australian society over time Cause and effect: some causes and effects of a development Perspectives: different points of view in th Empathetic understanding: why behaviour and attitudes past may differ from those of Significance: the importance of the contriand groups to their times Contestability: historical events or issues mad differently by historians 	nd change in an historical eve e past and press s of people from f today butions of indivi	 integrated into Comprehension respond, reachistorical ma sequence his use historical Analysis and us locate informanage of sour compare informanage of sour compare informanage of sour compare informanage of sour compare informanage of sour dentify different identify different explain why to the past may Research identify and participant in the support an his Explanation an develop historical 	n: chronology, terms a d and write to show un tters torical people and eve terms and concepts e of sources ation relevant to inquices rmation from a range of interpretations rent points of view in the derstanding he behaviour and atti- differ from today boose questions to infor- ocate a range of relev- storical inquiry d communication orical texts, particularly which incorporate sou f communication form	and concepts inderstanding of ints iry questions in a of sources the past and prese tudes of people fro rm an historical ant sources to y narratives and urce material

Learning Across the Curriculum	Curriculum Learning Links
The following <u>highlighted</u> 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 <u>highlighted</u> General Capabilities are embedded in this inquiry unit: Information and Communication Technologies Literacy Numeracy Critical and Creative Thinking	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 Artsi → VAS3.3 & VAS3.4 Appreciating
 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 	Learning & Teaching Sequence 1: Artefacts See Think Wonder Assessment For Learning 3, 2, 1 Bridge Assessment As Learning Research task Assessment For 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 Earning & Teaching Sequence 3: P Introduced species wanted poster Assessment For Learning Earning & Teaching Sequence 3: P Introduced species wanted poster Assessment For Learning Earning & Teaching Sequence 4: Gold fields journal Assessment For Learning Gold risk research Assessment For Learning Significant person that shaped the colony: biography Assessment Of Learning

CONTENT FOCUS	LEARNING & TEACHING SEQUENCE - 1	EVALUATION	RESOURCES
How did an Australian colony	Tuning In: What learning experiences will be used to spark curiosity, ascertain prior knowledge and understand student wonderings?		
develop over time and why? Students: • Reasons for the establishment of British colonies in Australia after 1800 • Discuss why the British government set up colonies in Australia after 1800	 Examine a range of short videos that begin to highlight two perspectives about Australia's past View the short video How did an Australian colony develop over time? - 		video <u>How did an</u> <u>Australian colony</u> <u>develop over time?</u> short film <u>European</u> <u>Observers</u> Kagan Structure All Write Round Robin <u>See Think Wonder</u> thinking routine
 The nature of convict or colonial presence, including the factors that influenced patterns of development, aspects of the daily life of 	 Use the thinking routine <u>3, 2, 1 Bridge</u> to gather initial thinking and wonderings about the development of Australian colonies. Assessment As Learning 3 things you think you know about the development of Australian colonies 2 questions you currently have 1 way we could explore these wonderings further Shared Inquiry: What learning experiences and questions will be used to develop understanding 		thinking routine <u>3, 2, 1</u> <u>Bridge</u> Template (see appendix)
inhabitants (including Aboriginal and Torres Strait Islander peoples) and how the environment changed o <u>outline</u> settlement	 and skills? What assessment opportunities will help us monitor student learning and inform future practice? What differentiation (Support/ Extension) will be needed? Examine and discuss the short video What is a colony? https://youtu.be/6M5kKo_OmO0 Use the information to construct a definition of what an Australian colony is using the Karaan Structure All Write Device Debic 		video <u>What is a colony?</u> Kagan Structure All Write Round Robin
patterns in the nineteenth century and the factors which influenced them	 Kagan Structure All Write Round Robin Record and display these definitions. Investigate the changes experienced by the colonies up until Federation Utilise the <u>Upper Primary History text cards</u> Growth of Australian Colonies: 1800s to stimulate discussion about the growth of the colonies Examine the short video Territorial History of Australia - 		<u>Upper Primary History</u> <u>text cards</u> video <u>Territorial History</u> <u>of Australia</u>
Curriculum Links: Mathematics: → MA3-13MG Time 2	 https://www.youtube.com/watch?v=9pjB8UrHwO4 Discuss what students observed and noticed about the changes in Australian colonies. 		<u>The Development of the</u> <u>Colonies</u> (AEC)
English → EN3-3A Reading and Viewing → EN3-5B Responding	 Read <u>The Development of the Colonies</u> (AEC) and match the year with the corresponding map (teacher's to mix up the order prior to task) Order the colonies chronologically to create a timeline. (LINK: Mathematics) 		Kagan Structure Round Table Ream Writing
and Composing			iPad/ Laptop devices

 → 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 <i>for Teachers For Students</i>: ACT - NSW - NT - QLD - SA - TAS - WQ - 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 3 things you on whow about the development of the Australian colonies 2 questions you still have Bridge: How and why has our thinking changed 	Resource books Research report template (Google Docs) Success criteria rubric
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CONTENT FOCUS	LEARNING & TEACHING SEQUENCE - 2	EVALUATION	RESOURCES
What do we know about the lives of	Tuning In: What learning experiences will be used to spark curiosity, ascertain prior knowledge and understand student wonderings?		
people in Australia's colonial past and how do we know? and	 Watch <u>My Place Episode 23: Waruwi 1788</u> - including both clips <u>The Encounter</u> and <u>Little</u> <u>Drummer Boy</u> where Waruwi encounters 'ghost people' and a strange animal for the first time. Discuss Waruwi's reactions. 		<u>My Place Episode 23:</u> <u>Waruwi 1788</u>
How did an	Compare and contrast where and how Dan and Waruwi live.		
Australian colony develop over time and why? Students: • The nature of	 Discuss the differences in culture, principles of ownership and authority. Explore paintings such as: <i>First Peoples</i> 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: <u>https://youtu.be/zDfAV7oJOh0</u> (LINK: Visual Discussion) 		<u>First Peoples</u> museum video: <u>https://youtu.be/zDfAV7</u> <u>oJOh0</u>
convict or colonial presence, including the factors that influenced patterns	 Arts) 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) 		Kagan Structure Round
of development, aspects of the daily life of inhabitants (including	 Using the Kagan Structure Round Robin Team Talking or Talking Chips What can we learn about the past from paintings? How is a painting different from a photograph? Do you think that paintings, including the above five by Lycett, are always 		Robin Team Talking or Talking Chips
Aboriginal and Torres Strait Islander peoples) and how the	 accurate in what they show? 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. 		Coloured, numbered
environment changed o <u>discuss</u> the	 To help students to appreciate the powerful influence of cultural background upon interactions between different cultural groups, play the game <u>First Contacts</u> <u>Overview</u>: Two cultures, guided by fundamentally different sets of rules, are established within the classroom. Once the two groups are familiar with the rules of 		cards <u>template</u> (5 cards per student) Rabbit and bilby group
impact of settlement on local Aboriginal peoples and the environment O <u>discuss</u> the	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.		instructions Sticker labels for group identification
diverse relationships between Aboriginal	Shared Inquiry: 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?		
peoples and the British O <u>investigate</u> the everyday life of	Invite Shane Herrington or another AECG member to speak to students about the impact of European settlement on the Wiradjuri and Wolgalu nations.		painting <u>Thomas Baines</u> with Aborigines near the

a variety of men	Observe the painting <u>Thomas Baines with Aborigines near the mouth of the Victoria River, NT</u>	mouth of the Victoria
and women in	<u>1857</u> by Thomas Baines. (LINK: Visual Arts) Assessment For Learning	River, NT 1857
post-1800	Use the thinking routine Zoom In or See Think Wonder to interpret and analyse the	thinking routine Zoom In
colonial	image.	or <u>See Think Wonder</u>
settlements	Ask: What does this painting tell you about European settlement of Australia and its	Main Side Hidden
using a range of	impact on Aboriginal peoples?	thinking routine
sources and	Students could unpack this or other painting artefacts further using the <u>Main</u>	
<u>explain</u> their different	Side Hidden thinking routine: (LINK: English)	
experiences	What is the main story or perspective being shown in this painting?	
experiences	 What is the main story of perspective sening shown in this painting. What is happening to the other people in this painting? What's their story? 	
Curriculum Links:	 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 	
Visual Arts:	stories?	Book The Unlikely Story
\rightarrow VAS3.3 & VAS3.4	Read The Unlikely Story of Bennelong and Phillip by Michael Sedunary (LINK: English)	of Bennelong and Phillip
Appreciating		by Michael Sedunary
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	Kagan Structure Round
\rightarrow EN3-3A Reading	students unpack the story, including:	Robin Team Talking or
and Viewing → EN3-7C Thinking	Whose perspective is being represented in this text?	Talking Chips
Imaginatively,	 Whose perspective is being represented in this text: Would this be considered a true and accurate history of Phillip and Bennelong? 	
Creatively,	What makes you say that?	
Interpretively and		
Critically	How does this story help us to understand the tensions and relationships between First Nations people and the Europeans?	thinking routine Peel The
\rightarrow EN3-8D Expressing	 What challenges are highlighted in this text? 	Fruit
Themselves		<u>Trunc</u>
	Use the thinking routine <u>Peel The Fruit</u> to gain a deeper understanding of the text and the implications for historical understanding Assessment For Learning	
	_	
	Under The Skin: What questions or puzzles does this text raise for you? Duilding Evaluations (Jour does this text highlight the tensions and	
	Building Explanations: How does this text highlight the tensions and relationships between First Nations people and Europeans? What ecourad as a	
	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? 	episode <u>They have come</u>
	Compare and contrast with historical accounts shared in the SBS First Australians	to stay
	episode <u>They have come to stay</u> with the text Assessment Of Learning	Source D ' <u>Natives of</u>
	Analyse Art as Evidence: Source D 'Natives of NSW as seen in the streets of Sydney' by	<u>NSW as seen in the</u> streets of Sydney'
	Augustus Earle (1830). (LINK: Visual Arts) Assessment For Learning	Streets of Syulley

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Use the Kagan Structure All Write Round Robin or Talking Chips to analyse and unpack the artwork in kagan groups. Use guiding prompts to scaffold student discussion and	
responses to the artwork, such as:	
What perspective is being portrayed in this artwork?	
What are the Indigenous people doing? What does this tell you?	
Does their appearance or behaviour suggest some adherence to traditional	
Indigenous practices?	
How are the Indigenous people and Europeans interacting? What does this suggest?	
Is there anything to suggest the artist was influenced by stereotypes?	
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	Coloured blocks or
reveals about point of view.	counters
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	Teach Starter - Impact of
a variety of sources	<u>colonisation</u>
Use Jigsaw Cooperative Group 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	<u>First Australians</u>
template would be beneficial for students. Assessment For Learning	text How did Aboriginal
□ Source suggestions:	Australians resist British
Teach Starter - Impact of colonisation	<u>Colonisation</u> ?
$\Box First Australians \rightarrow Source F: Loss of Land, Deadly Encounters & Indigenous$	
Resistance	
Examine the text <i>How did Aboriginal Australians resist British Colonisation</i> ? (National Museum	
of Australia. Assessment For Learning	
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.	
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.	
YAGAN (1975-1833) in south-west Western Australia	
FANNY BALBUK (1840-1907) in south-west Western Australia	
BILIN BILIN (1820-1901) in south-east Queensland	
KAMALYARRPA JAPANANGKA 'Bullfrog' and 1928 Coniston massacre in Central	
Australia	

How did colonial settlement change the environment? Tuning in: What learning experiences will be used to spark curiosity, ascertain prior knowledge and understand student wonderings? account of Brendan Moare, a Yued man who talks about changes in the landscape (indexisting a spark of the environment did Brendan's family experience?) account of Brendan Moare, a Yued man who talks about changes in the landscape (indexisting a spark of the environment did Brendan's family, community, the local flor and fauna of the area account of Brendan Moare If the factors that influenced patterns of development, aspects of the doily life of inhabitary (including Aboriginal and Torres Strait (stander peoples) and how the environment changed Stared Inquiry; What learning experiences and questions will be used to develop understanding on discuss the for and fauna transported with the first fleet (sheep, cows, goats, horses, pags, chicker, doscy) text Introduced Sp Errend of r6a2 I be assisted on bow the environment changed o discuss the inpact of settlement on icclA koriginal peoples and the environment change of the introduced species impact of settlement on icclA koriginal peoples and the environment change of the introduced species impact of settlement on icclA koriginal peoples and the environment change of the introduced species introduced species introduced species introduced species introduced species interduced species introduced for an the Australian environment. Justralian faits waterslain here in amaged introduced for an the Australian environment. Justralian faits introduced for an the Australian environment. Juse the Kagan Structure AI Write Round Kagan Structure	CONTENT FOCUS	LEARNING & TEACHING SEQUENCE - 3	EVALUATION	RESOURCES
the environment? Read the account of Brendan Maore, a Yued man who talks about changes in the landscape (read 1st paragraph - pg 2[50]) and discuss: account of Brendan Maore, a Yued man who talks about changes in the landscape (read 1st paragraph - pg 2[50]) and discuss: account of Brendan Maore, a Yued man who talks about changes in the landscape (read 1st paragraph - pg 2[50]) and discuss: account of Brendan Maore, a Yued man who talks about changes in the landscape (read 1st paragraph - pg 2[50]) and discuss: account of Brendan Maore, a Yued man who talks about changes in the landscape (read 1st paragraph - pg 2[50]) and discuss: influenced patterns of development, aspects of the daily influenced patterns of development, aspects of the daily influenced patterns (influenced patterns of Brendan Vistor) Maore Maore aborginal and Torres Strait (liander peoples) and how the environment do Support/ Extension) will be needed? Examine the text (Introduced Species: Friend or Foe2) Discuss the for and fauna a transported with the first fleet (sheep, cows, goats, horses, pigs, chickens, dogs) Pad/Laptop devi changed Breadd, auding, babita, spreading disease Pad/Laptop devi Canva o discuss the innpact of settlement on local Abobit, dingo, dung beetle, cats yet. Assessment For Learning Poster paper Poster paper local Aborginal peoples and the introduced species Outline where the animal originally came from Poster paper Poster paper local Aborginal ad Examine theoreworean discorean environment. Juesta an any of				
Students: Read the account of <u>Beendan Moore</u>, a Yued man who talks about changes in the landscape (read 1st paragraph - pg 2(0)) and discuss: What changes to the environment did Brendan's family experience? What might be the impact of these changes to Brendan's family, community, the local flora and fauna of the area What might be the impact of these changes to Brendan's family, community, the local flora and fauna of the area What might be the impact of these changes to Brendan's family, community, the local flora and fauna of the area Shared Inquiry: What learning experiences ond questions will be used to develop understanding infe of inhabitatat (including Aboriginal and Torres Strait Islander peoples) and how the environment changed Examine the text <i>Introduced Species: Friend or Foe2</i> Discuss the flora and fauna transported with the first fleet (sheep, cows, goats, horses, pigs, chickers, dogs) Discuss the flora and fauna transported with the first fleet (sheep, cows, goats, horses, pigs, chickers, dogs) Discuss the flora and fauna transported with the first fleet (sheep, cows, goats, horses, pigs, chickers, dogs) Discuss the flora and fauna transported with the first fleet (sheep, cows, goats, horses, pigs, chickers, dogs) Discuss the flora and fauna transported with the first fleet (sheep, cows, goats, horses, pigs, chickers, dogs) Discuss the flora and fauna transported with the rest of the areal can toad, rabbit, dingo, dung beetle, cate tc. Assessment For Learning Discuss the animals of the introduced species Discuss the animals of the introduced species Explain why they were introduced Explain w		understand student wonderings?		
Cutters: (read 1st paragraph - pg 2(50)) and discuss: Moore The nature of convict or colonial presence, including the factors that influenced patterns of development, aspects of the daily iffe of inhabitants (including Aboriginal and Torres Strait (islander peoples) and how the practice? What differentiation (Support/ Extension) will be used to develop understanding distuss the impact of sisting the text introduced Species. Friend or Foe? text introduced Species presing, including: Practice? What differentiation (Support/ Extension) will be needed? text introduced Species changed o discuss the impact or sinder peoples) and how the impact or sinder the cost, dago, dung beetle, cats etc. Assessment For Learning local Aboriginal peoples and the digital platform (Canus, including: canva digital platform (account of Brendan
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influenced patterns of development, aspects of the daily life of inhabitants (including Aboriginal and Torres Strait Islander peoples) and how the environment changed Shared Inquiry: 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? Itext Introduced Species: Friend or Foe? Islander peoples) and how the environment changed Examine the text Introduced Species: Friend or Foe? Itext Introduced Species: Friend or Foe? Islander peoples) and how the environment local Aboriginal peoples and the environment Brainstorm the impact on native species – preying on other animals, competition for food and shelter, detroying habitat, spreading diseases IPad/ Laptop devi Canva Curriculum Links: English > EN3-38 Reading and Viewing > EN3-38 Investigate the range of flora and animals that have been introduced species introduced species Interesting facts Curriculum Links: Balander peoples and the environment An image of the introduced species Interesting facts Stass Reading and Viewing > EN3-38 Explain why they were introduced facts Interesting facts Pinals and Expresenting > EN3-28 Writing and Representing > EN3-27 Writing and Representing > EN3-27 Writing and Representing > EN3-27 Writins enterviewy and Examine the Au				
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Interpretively and U Who or what is Rosy Dock?				•
	• ·			
Critically What is the significance of the title of the book?				raiking chips
	•			
→ EN3-8D Expressing Themselves How did the landscape change throughout the book?				

	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?	The Story of Rosy Dock DVD
	h The Story of Rosy Dock DVD (10 mins) and make comparisons between the two texts. : <mark>English</mark>)	
	How do the film and book differ?	thinking routine <u>Main</u>
	How are they similar?	<u>Side Hidden</u>
🖵 Use t	ne thinking routine Main Side Hidden to explore the multiple narratives present in this	
text a	nd examine things from different perspectives. (<mark>LINK</mark> : 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?	Erosion images
	What is the theme or key message hidden beneath the surface of these stories?	Containers of soil
Invest	tigate how introduced species and the clearing of land impacts the soil and increases	Trays
erosio	on Assessment For Learning	Leaves, grasses, sticks,
	Brainstorm the importance of healthy soil $ ightarrow$ Good soil health is crucial to grow plants	small rocks
	for food. Soil also provides plants and other organisms with a home, helps to filter and	Straws
	clean water, and releases gases into the atmosphere to keep our air clean.	Water
	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?	

 Read <i>Fighting Erosion</i> (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
What were the	Tuning In: What learning experiences will be used to spark curiosity, ascertain prior knowledge and		
significant events	understand student wonderings?		
and who were the			Video <u>Defining</u>
significant people	Watch Video <u>Defining Moments: Gold Rush</u> from the National Museum Australia		Moments: Gold Rush
that shaped	Examine the image <u>Australian gold diggings</u> (1855) by Edwin Stocqueller (LINK: Visual Arts)		
Australian	What does it tell you about how gold was mined on the goldfields? What equipment was used?		
colonies?	 What people are represented in the painting? Do you think this is an accurate 		
Students:	reflection of those who worked on the goldfields?		
 The impact of a significant 	Compare the painting with the quotation extracts from Ellen Clacy (1852) and Godfrey Charles		
development or	Mundy (1852).		
event on a colony;	Do they give the same impression of life on the goldfields? How do they differ?		thinking routine <u>Think</u>
for example,	Use the thinking routine <u>Think Puzzle Explore</u> to gauge prior knowledge, the wonderings about		Puzzle Explore
frontier conflict,	the provocations and the unit as well as how we might categorise their wonderings to drive		
the gold rushes,	learning.		
the Eureka			
Stockade, internal	Shared Inquiry: What learning experiences and questions will be used to develop understanding		
exploration, the	and skills? What assessment opportunities will help us monitor student learning and inform future		
advent of rail, the expansion of	practice? What differentiation (Support/Extension) will be needed?		
farming, drought			Significant Figures that
 identify events 	Research Home Project - Significant Figures that shaped the colony Assessment Of Learning		shaped the colony
that have	Research and compose a biography about the life of one significant figure that helped		project sheet and rubric
shaped	shape the colony that will be displayed in the classroom. Students will need to include		
Australia's	the following biographical information and supports:		
identity &	Name of significant person – including a picture		
discuss why	Date and place of birth and death – including a map		
they were significant	Family information		
 use a range of 	What did they achieve? What were the challenges they faced? (chronological		
sources to	order) – include any paintings, photographs, letters or other artefacts		
investigate ONE	How did these help to shape the colony? – provide a detailed explanation		
significant	Interesting facts		
development or	Students may wish to choose from the following list or negotiate another significant		
event and its	person with the teacher:		
impact on the	First Nations people: Bennelong, Jupiter Mosman, Bungaree		
chosen colonyThe reasons people	Humanitarian: Caroline Chisholm, Daisy May Bates,		
 me reasons people migrated to 	Bushranger: Edward [Ned] Kelly,		
Australia from	 Lachlan Macquarie, Charles Sturt, 		
Europe and Asia,	 Chinese Migrant/ community leader: Mei Quong Tart, William Liu, 		
- · ·			

and the	Explorers: Burke & Wills, John Stuart	
experiences and	Barrister: William Ah Ket,	The Big Secret: gold was
contributions of a	Overland Telegraph: <u>Charles Todd</u>	discovered long before
particular migrant	Read The Big Secret: gold was discovered long before the gold rush (Kids News) and discuss the	<u>the gold rush</u> (Kids News)
group within a	reasons authorities and others tried to keep gold findings a secret until 1849. Examine the	
colony o <u>identify</u> the	video impact the discovery of Gold had on other colonies like Victoria.	artworks <u>Prospectors</u>
European and	Examine the artworks <u>Prospectors</u> by ST Gill and <u>Gold Washing, Fitzroy Bar, Ophir Diggings</u>	Gold Washing, Fitzroy
Asian countries	(1851) by George French Angas. Discuss the types of mining techniques used by gold miners.	<u>Bar, Ophir Diggings</u>
from which	(LINK: Visual Arts)	thinking routine <u>See</u>
people		Think Wonder or Zoom
migrated to	The thinking routine <u>See Think Wonder</u> or <u>Zoom In</u> would also be helpful to help	<u>In</u>
Australia during	students analyse these artworks.	Secret is finally out and
the nineteenth	Read the <u>Secret is finally out and the gold rush begins</u>	the gold rush begins
century and	Watch <u>Gold Rush</u> (ABC Education) and discuss the different eras of the gold rush. Explore the	<u>Gold Rush</u> (ABC
reasons for	living conditions on the gold fields and how towns like Ballarat prospered due to the mining of	Education)
their migration	gold.	The Promise of Gold
 investigate the 	Build a timeline of the key eras of the gold rush (LINK: Mathematics)	
experiences of a	Examine the National Library of Australia's Digital Classroom resource: The Promise of Gold	
particular	and discuss the push and pull factors that influenced migration to Australia in the 1850s. As a	
migrant group	class, discuss:	
and the	What would people have to consider if thinking about migrating to Australia?	
contributions	Why might someone choose to migrate to Australia today?	
they made to society	 Is the central image of <i>Race to the Gold Diggings</i> realistic? What makes you say that? 	The gold rush brought
• The role that a		people from all over the
significant	Extension: groups create a board game that promotes Australia as a destination for immediate to deal	world to live together in
individual or group	immigrants today.	one big multicultural
played in shaping a	Examine the impact migration had on those in the gold fields, to Australia's population and to	melting pot
colony; for	the development of the colony. Read <u>The gold rush brought people from all over the world to</u>	
example, explorers,	live together in one big multicultural melting pot.	
farmers,	Compose a journal or narrative letter from the point of view of a person on the Australian gold	
entrepreneurs,	fields. (Idea: <u>Pioneer Journals</u>). Students will need to include: (LINK: English) Assessment For	
artists, writers,	Learning	
humanitarians,	 Location of gold field 	Shaun Tan – The Arrival
religious and	 How they got there and the equipment they needed 	
political leaders,	 Living conditions on the gold field – accommodation, food, sanitation 	
and Aboriginal	 How you pass the time when not at the gold fields 	
and/or Torres	See also <u>ACARA</u> narrative letter work sample	
Strait Islander	Shaun Tan – <u>The Arrival</u> (animation) might help students better understand this	
peoples • <u>use</u> a range of	journey and the emotions associated with migration from one place to another	
sources to	<u>Research</u> the discovery that led to the gold rushes in NSW, Victoria, Western Australia and	
investigate the	Queensland, including: <u>https://www.goldoz.com.au/australian-gold-rush/</u> (LINK: English)	
intestigate the	Assessment For Learning	

[]					
role of a particular man,		NSW	VIC	QLD	WA
woman or group and the		nom	110	QLD	
contributions each made to	Year				
the shaping of the colony	Place(s)				
<u>Curriculum Links:</u> Mathematics:	Events				
→ <u>MA3-13MG</u> Time 2 English → EN3-3A Reading	Interesting Facts				
and Viewing $\Rightarrow EN3-5B$ Responding and Composing $\Rightarrow EN3-2A$ Writing and Representing $\Rightarrow EN3-7C$ Thinking Imaginatively, Creatively, Interpretively and Critically $\Rightarrow EN3-8D$ Expressing Themselves Visual Arts: $\Rightarrow VAS3.3 \& VAS3.4$	Adelong setKiandra set	ources: <u>gold mill r</u> ources: <u>history, go</u> stern Gold Trail	ns gold history, incl uins flyer, <u>history</u> Idtrails	uding at Adelong	and Kiandra

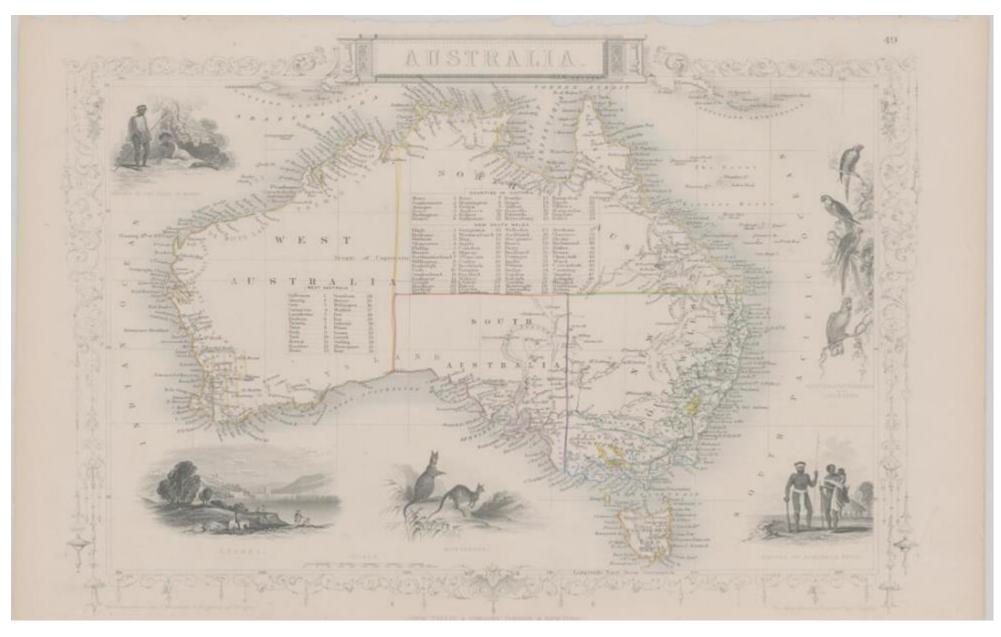


Image: Map of Australia (1851) by J. Rapkin Source: National Library of Australia



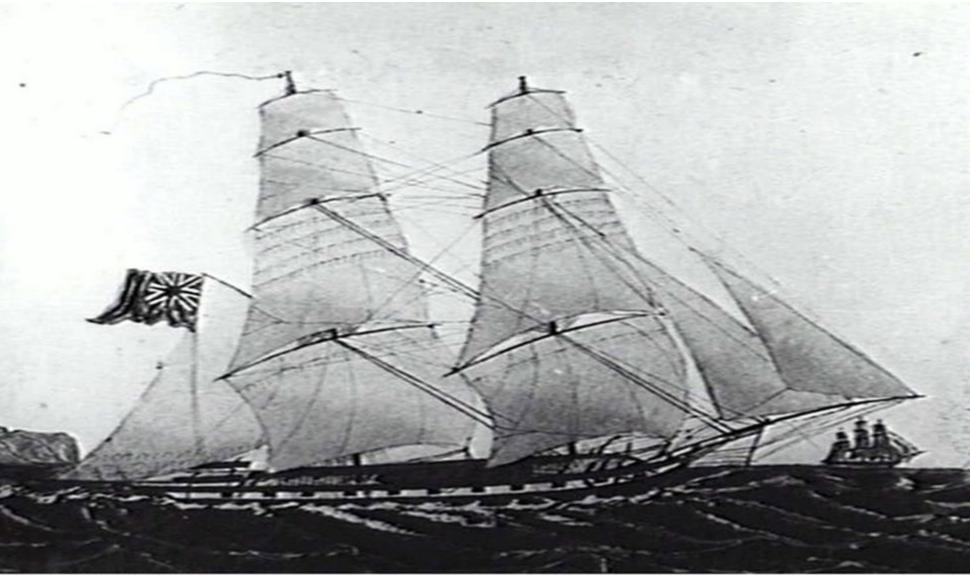
Image: Scrimshaw artefact Source: <u>NSW DET</u>







Image: Convict love tokens Source: National Museum Australia



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)

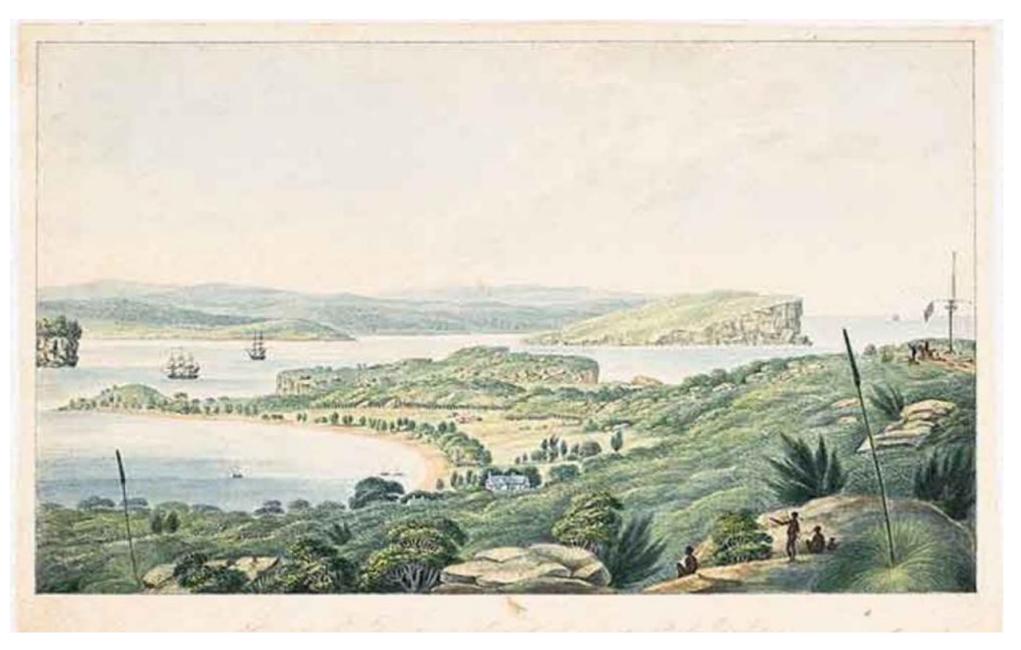


Image: View of the heads, entrance to Port Jackson (1822) – Joseph Lycett

Initial Thinking	New Thinking 3 things you know now about this topic		
3 things you think you know about this topic			
•	•		
•			
•			
2 questions you have	2 questions you have now		
•	•		
•	•		
1 way we could explore these wonderings further	1 area you would still like to explore further		
•			