History unit

The Australian Colonies

Stage 3

Duration: 8-10 Weeks
A minimum or 2 lessons per week is recommended.

Unit description

This topic 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 in the colonial period. They examine significant events and people, political and economic developments, social structures and settlement patterns.

Key inquiry questions

- What do we know about the lives of people in Australia’s colonial past and how do we know?
- How did an Australian colony develop over time and why?
- How did colonial settlement change the environment?
- What were the significant events and who were the significant people that shaped Australian colonies?

Outcomes

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<tr>
<th>Historical skills</th>
<th>Historical concepts</th>
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<td><strong>HT3-1:</strong> describes and explains the significance of people, groups, places and events to the development of Australia</td>
<td><strong>Continuity and change:</strong> some things change over time and others remain the same</td>
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<td><strong>HT3-2:</strong> describes and explains different experiences of people living in Australia over time</td>
<td><strong>Cause and effect:</strong> events, decisions or developments in the past that produce later actions, results or effects</td>
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<td><strong>HT3-5:</strong> applies a variety of skills of historical inquiry and communication</td>
<td><strong>Perspectives:</strong> people from the past will have different views and experiences</td>
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<td><strong>EN3-1A:</strong> communicates effectively for a variety of audiences and purposes using increasingly challenging topics, ideas, issues and language forms and features</td>
<td><strong>Empathetic understanding:</strong> an understanding of another's point of view, way of life and decisions made in a different time</td>
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The following historical skills are integrated into the lesson sequences:

**Comprehension: chronology, terms and concepts**
- respond, read and write to show understanding of historical matters
- sequence historical people and events
- use historical terms and concepts

**Analysis and use of sources**
- locate relevant information from sources provided
- compare information from a range of sources

**Perspectives and interpretations**
- identify different points of view in the past and present

**Empathetic understanding**
- explain why the behaviour and attitudes of people from the past may differ from today

**Research**
- identify and pose questions to inform an historical inquiry
- identify and locate a range of relevant sources to support an historical inquiry

**Explanation and communication**
- develop historical texts, particularly narratives and descriptions, which incorporate source material

The following historical concepts are integrated into the lesson sequences:

- **Significance:** the importance of an event, development or individual/group
- **Contestability:** historical events or issues may be interpreted differently by historians
EN3-2A: composes, edits and presents well-structured and coherent texts
EN3-3A: uses an integrated range of skills, strategies and knowledge to read, view and comprehend a wide range of texts in different media and technologies
EN3-7C: thinks imaginatively, creatively, interpretively and critically about information and ideas and identifies connections between texts when responding to and composing texts

- use a range of communication forms (oral, graphic, written) and digital technologies

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<th>Content</th>
<th>Pre-Unit Learning Experience- Historical Sources</th>
<th>Resources</th>
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<tr>
<td>What is a primary source?</td>
<td>A primary source is information and/or records that provide first-hand evidence that can be used to create a picture of what happened at the time. Primary sources may be unpublished. Primary sources can take various forms, for example: • artefacts (e.g. fossils, clothing), artwork, autobiography, buildings, monuments, certificates (e.g. birth, death, marriage), contemporary books from the era, diary, headstones, cemetery records, interviews, journal (from the time), letter, newspaper articles (report at the time of the event, not analysis of the event much later, original artworks, photographs Primary sources can be reproduced, for example, in books, on microfilm, on video, or on web pages.</td>
<td>Vroom - Primary and Secondary Sources - National Archives of Australia Understanding Primary and Secondary Sources - Youtube AC History Units - Sources</td>
</tr>
<tr>
<td>What is a secondary source?</td>
<td>Secondary sources can be thought of as second-hand information. Secondary sources analyse and interpret primary sources. Secondary sources include: • biographies, history books, text books, journal / magazine articles, school essays and</td>
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Projects, documentaries, newspapers (particularly interpretations of primary sources)

Secondary sources are accounts compiled by somebody who was not present at the time of the event or occurrence. They may write about the event in some later time, or from some other place. For instance, a historian in the present day may write about women's rights in the nineteenth century, describing and analysing primary sources to support his/her argument.

Using primary and secondary sources

One piece of evidence will probably provide an incomplete picture. Think of primary sources as clues. The more clues you find and use as evidence to support your theory, the wider the range of sources and types of sources, the better, richer and more balanced will be the picture you will be able to create. No single piece of evidence should be accepted at face value.

Where to find primary sources

First hand

Depending on what you are investigating, you can collect some primary sources yourself. For example:

- an oral history or a survey that you conduct, an interview or a video that you record,
- pamphlets, an annual report, or a program guide that you collect.

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<th>Content</th>
<th>Teaching, learning and assessment</th>
<th>Resources</th>
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| Reasons (economic, political and social) for the establishment of British colonies in Australia after 1800 (ACHHK093) | **Learning Experience 1: Why Australia?**  
- Brainstorm student’s previous knowledge about the establishment of British colonies in Australia. (Stage 2 concepts previously taught). How do we know about this period?  
- Discuss life in Britain during the Industrial Revolution and how it led to the British government setting up colonies in Australia after 1800, using visual images if possible, eg drawings of convict ‘hulks’, images of poverty, crowded and poor city housing, pollution.  
Group students for a research activity. Each group is to investigate one of the following factors that led to British colonisation. They must write 3 questions that will lead the inquiry.

- economic
- political
- social.

Each group reports their findings back to the class. Create a classroom display as a record of learning. Class discusses the concept of 'cause and effect', creating a sequence chart showing visually the link between major causes and effects.

**Our Convict Past - Part 1 - You Tube**

- Why was Australia Colonised? To sum up the first learning experience students are given the opportunity to read pages 2 & 4 from 'History Now 5'. Questions can be answered orally in small groups or as a class discussion. The inference questions are to be completed in student workbooks using proper sentence form.

**My Place - Reasons why Australia was colonised**

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<th>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 (ACHHK094)</th>
<th>Learning Experience 2: Invasion &amp; Resistance</th>
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| - Read a story or extract that shows the relationship of Aboriginal peoples and the land.  
- Revise and review students’ understanding of the relationship of Aboriginal peoples and the land. Provide an overview of the lifestyle of Aboriginal and Torres Strait Islander peoples prior to British colonisation. Students should be encouraged to read a selection of stories written by Aboriginal authors, including stories of the Dreaming.  
- The teacher leads the discussion on the diverse relationships between Aboriginal peoples and the British.  
- Describe some of the consequences of British invasion for Aboriginal people.  
- Discuss the number of introduced species (both animal and plant) that have impacted on the Australian environment since European settlement. Students discuss the extent of the impact and suggest solutions.  
- Watch episode 23- The Encounter, ABC My Place- Discuss and then play the Game ‘First Encounter’ (Teaching Activities- History download)  
Choosing a specific incident/situation, provide students with relevant background material. Role-play the situation, allowing for a range of perspectives to be included. Discuss why different groups or individuals may view the incident/situation differently. How might this affect a history being written about it?  
Role Play- students are placed in groups of 4 or 5. Each group is given a scenario from the perspective of the British or Aboriginal people. The groups present their version in a short skit.  
- The first sighting  
- The first encounter  
- Living together  
- Use of the natural resources | Invasion and Resistance Kit – BOS  
https://www.google.com.au/?gfe_rd=cr&ei=oV+iVcHyF9Lu8we94JioCg&gws_rd=ssl  
#q=invasion+and+resistance+kit+%E2%80%93+bos  
http://www.myplace.edu.au/teaching_activities/1878_-_before_time/1788/1/the_encounter.html  
http://www.nma.gov.au/engage/learn/schools/classroom- |
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<th>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. (ACHHK097)</th>
<th>Learning Experience 3: Colonial Beginnings</th>
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| Role plays can be filmed using iPads, which students could use to create games. | Assessment Activity 1  
Students write a journal entry from the perspective of the character they portrayed in the group role play.  
Aboriginal stories  
Too Many Captain Cooks by Alan Tucker.  
Homelands and Frontiers by Alan Tucker.  
Jandamarra by Mark Greenwood & Terry Denton.  
Fair Dinkum Histories- Shipwreck, sailors & 60,000 Years by Jackie French. | Assessment Activity 2  
Students create a colonial character profile of either a settler, convict, Governor, marine or Aboriginal or Torres Strait Islander. They will need to research their chosen person to gather information about their life. Once students have some historical background, the following may help them to create their profile:  
Who are you? What is the story you are telling? When did it happen and why? Where and how do you live? What is your daily routine?  
- Students write a letter about their life in the new colony based on their character profile.  
Character Suggestions: Governor Lachlan Macquarie, Convict- William Buckley, Edward Hargraves, Peter Lalor, Caroline Chisholm, Charles Sturt, Burke and Wills, Mei Quong Tart, Charles Latrobe, George Arthur, Elizabeth Macarthur, Bennelong. (These are only a few, there are many more) | resources/units_of_work/resistance_to_colonisation  
Teacher reading: The Other Side of the Frontier by Henry Reynolds, 1990- (If this book is unavailable the following website gives some insight to the resistance.  
www.timetoast.com/  
National Museum Australia:  
"My Place Series" ABC TV Teachers Site  
http://www.nma.gov.au/engage-learn/schools/classroom-resources/by_subject/australian_history  
National Library of Australia:  
Australian government website:  
### Learning Experience 4: Early Explorers

- As the colonies expanded exploration became an important part of ensuring survival. Students will research, in groups, early explorers of the 1800’s. This information will be used to re-enact the explorer’s adventure and achievements that significantly made a difference to the colony of Australia.
  - Lawson, Wentworth and Blaxland- crossing of the Blue Mountains
  - John Oxley- beyond the Blue Mountains
  - Bass and Flinders- circumnavigated the continent
  - Charles Sturt- the great rivers
- Additional explorers may be used.

#### Assessment Activity 3

Students prepare a dramatization on an individual or group that played a significant role exploring and expanding the colony. Their presentation must communicate how and why their role was significant. They respond to questions at the conclusion of the presentation.

### Learning Experience 5: Significant Events

- **LIST OF SIGNIFICANT EVENTS**
- Students work individually or in pairs to investigate the contributions that particular groups made within the colony. Relevant aspects of colonial life may include:
  - Eureka Stockade
  - the Overland Telegraph
  - farming
  - Cobb & Co
  - Railroads
  - Wool Industry
  - Bushrangers
- Presentation of their research will be in the form of a story board


You tube clips are available as examples of re-enactments.
Learning Experience 6: Impact- On the Aboriginal and Torres Strait Island People and the Environment

- Pose the question: What has been the impact of colonisation on the Aboriginal and Torres Strait Island People and the Environment? Students brainstorm their ideas and share with the class.
- Discuss the number of introduced species (both animal and plant) that have impacted on the Australian environment since European settlement. Students discuss the extent of the impact and suggest solutions. Using page 22 & 24- History Now 5 students are given background information to further develop an understanding of the impact. (It is an option to use page 23 & 25 as a pre-activity)
- Students create a graphic organiser- Introduced species
  - Students choose an animal or plant species that was introduced to Australia around the time of British Colonisation; include the following details.
  - Natural habitat, appearance, diet, behaviour
  - Why was it introduced and by whom?
  - How did it get here?
  - What were the benefits of introducing it?
  - Is it suited to the Australian environment? Why? Why not?
  - What impact has it had on Australian native species and the environment?
- Describe some of the consequences of British invasion for Aboriginal people. The impact on the people that need to be explored are; disease, starvation, displacement, incarceration, loss of language and culture,
- Students organise their ideas into a venn diagram. (Aboriginal impact/Both/Environmental)

Additional Learning Experience:

- The Convict Story Website has additional activities and interactive activities that can be used to enhance the above learning experiences.
- Artworks- the First Australians site is an excellent springboard for looking at artwork of the era- 1770-1800's.
Assessment overview

- Ongoing assessment – student understanding may be assessed through the use of observational checklists, anecdotal records and analysis of contributions to class discussions.
- Students complete a variety of work samples, including designated assessment activities. When completing designated assessment activities, students engage in peer assessment based upon jointly derived criteria for activity completion. Students will undertake self-assessment of their learning in relation to the assessment criteria in these activities. They will also receive peer and teacher feedback through the use of an evaluation sheet.

Assessment Activity 1
Students write a journal entry from the perspective of both a settler and an Aboriginal or Torres Strait Islander, including possible scenarios that may have occurred.

Assessment Activity 2
Students create a colonial character based on researched historical facts.

Assessment Activity 3
Students prepare a dramatization on an individual or group that played a significant role exploring and expanding the colony. Their presentation must communicate how and why their role was significant. They respond to questions at the conclusion of the presentation.

Assessment Activity 4
Students write an information report that encompasses the key learning experiences throughout the unit of work.

Additional Resources

http://www.scoop.it/t/primary-history-the-australian-colonies
http://www.mrshurst.com/australian-colonies.html