

## Stage 2 HSIE and English: British Colonisation

<p><b>Stage 2: Year 3</b></p> <p><b>KLA: HSIE integrated with English</b></p> <p><b>Strand: Continuity and Change</b></p> <p>CCS2.1 Describes events and actions related to the British Colonisation of Australia and assesses changes and consequences.</p> <p><b>Syllabus Ref Page</b> 23, 25, 54-56</p> <p><b>Support Document Page:</b> 85-92</p>	<p><b>Inquiry focus:</b> Topic of the inquiry unit (as a statement or essential question.)</p> <p><b>Focus Question for Investigation:</b></p> <p style="text-align: center;"><b>1788: Was life the same for everyone?</b></p> <p><b>Contributing Questions for Investigation:</b></p> <ul style="list-style-type: none"> <li>• What was life in Australia like before British Colonisation?</li> <li>• What impact did the British have on Indigenous Australians?</li> <li>• Who came to colonise Australia? What were their roles?</li> <li>• What was life like in an early British settlement? How was Sydney developed?</li> </ul>
<p><b>Goals:</b></p> <p>This unit will provide opportunities for students to explore issues related to</p> <ul style="list-style-type: none"> <li>• Australia’s original inhabitants</li> <li>• Explorers before the British</li> <li>• British arrival and occupation of Australia.</li> </ul> <p>It will focus on the evaluation of viewpoints about the consequences of British colonisation for people, groups and the environment, and on formulating informed opinions</p> <p><b>Differentiation:</b></p> <p>A teacher’s aide will support lower ability students through the Guided Inquiry process.</p> <p>All students (including higher ability students) will be individually conferenced to be encouraged to create and research challenging questions during the Guided Inquiry process.</p>	<p><b>Learning Outcomes:</b></p> <ul style="list-style-type: none"> <li>• sequences significant events related to human occupation in Australia</li> <li>• explains the roles played by significant people during the British colonisation of Australia as a penal colony</li> <li>• describes some of the consequences of British invasion for Aboriginal peoples</li> <li>• identifies the consequences of the assumption of terra nullius by the British Government</li> <li>• describes the involvement of people and groups from other countries in Australia’s heritage, including European and Asian contact and exploration</li> <li>• describes aspects of ways of life and achievements in the early colony for male and female convicts and exconvicts, the military and their families, officials and officers, Aboriginal people, free settlers</li> <li>• refers to different viewpoints and perspectives on a</li> </ul>

Program of work by J Torrington/Adapted by A Sheerman

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<p><b>Integration and Links to other KLA's:</b> This unit is integrated with the reading &amp; viewing, writing &amp; representing and speaking and listening programs.</p> <p><b>ICT integration and skill focus</b> Using web quests and online research for knowledge building and Guided Inquiry</p> <p><b>Christian Perspective</b> Comparing Dreamtime stories with Biblical accounts of Creation (Genesis 1)</p>	<p>significant historical event</p> <ul style="list-style-type: none"> <li>explains why terms such as 'invasion', 'occupation', 'settlement', 'exploration' and 'discovery' reflect different perspectives on the same event</li> <li>acquires and critically evaluates information from source material.</li> </ul> <p>ENS2.6</p> <ul style="list-style-type: none"> <li>Describes people's interactions with environments and identifies responsible ways of interacting with environments.</li> <li>identifies the consequences of using features, sites and places in different ways.</li> <li>identifies issues about the care of places in the community or places of importance to them.</li> </ul>
<p><b>Summary of task:</b></p> <p><b>Key ideas – Assessment Indicators</b></p> <ul style="list-style-type: none"> <li>Students demonstrate an understanding of the differences in lifestyle and culture in Australia before and after the arrival of white men.</li> <li>Students familiarize themselves with the social groups associated with early Sydney.</li> <li>Students develop an understanding of some of the key individuals involved in Australia's colonisation.</li> <li>Students can outline ideas for a PMI chart for their researched person</li> <li>Students can complete a cause and effect chart for changes due to colonisation</li> </ul>	
<p><b>Key dates:</b></p> <p><b>Term 2 Weeks 4 - 6</b></p>	

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- 14 Lessons – Integrated with English

**Assessment:**

**Planned assessment activity:**


- Pre-test in order to allocate into research groups.
- Scaffolds
- Teacher observation during question building and research collection (Guided Inquiry process)
- Completion of final report (English assessment)
- PMI for their research person
- Cause and effect chart for changes and consequences due to colonisation

Phase of Guided Inquiry	What teachers are doing	What students are doing	Scaffolds/Web 2.0 tools.
	<p><b>Week 3</b> Complete pre-test ready for groupings <b>Whole Class Learning:</b></p> <p>Watch the following videos to open the topic of British Colonisation.</p> <p>The land that waited (1963) - Establishing the British colony <a href="http://aso.gov.au/titles/tv/the-land-that-waited/clip1/">http://aso.gov.au/titles/tv/the-land-that-waited/clip1/</a></p> <p>2004 more modern version: <a href="http://aso.gov.au/titles/tv/incredible-journey-mary-bryant/clip1/">http://aso.gov.au/titles/tv/incredible-journey-mary-bryant/clip1/</a></p>	<ul style="list-style-type: none"> <li>• Students create a KWL chart based on knowledge gained from the videos.</li> <li>• Establish that the first people to inhabit Australia were Aboriginals.</li> <li>• <b>Brainstorm</b> what Australia was like before British Colonisation: no electricity, permanent dwellings, plumbing, shops, formal education, farming/ agriculture, Christianity)</li> </ul>	<p><b>Resources:</b> Online unit written for new Aust curriculum – includes all the video links</p> <p><a href="http://e4ac.edu.au/units/year-4/index.html">http://e4ac.edu.au/units/year-4/index.html</a></p> <p><a href="http://getsmarts.weebly.com/britis">http://getsmarts.weebly.com/britis</a></p>

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	<p>Aboriginal perspective</p> <p><a href="http://www.sbs.com.au/firstaustralians/">http://www.sbs.com.au/firstaustralians/</a></p> <p><a href="http://dl.nfsa.gov.au/module/1563/">http://dl.nfsa.gov.au/module/1563/</a></p>		<p><a href="#">h-colonisation.html</a></p> <p>Excellent research site. This has a great colonisation link – stories of convicts, settlers etc. Includes interactive sites/ games etc</p> <p>You Tube: ‘The Rabbits’ by John Marsden</p> <p>‘The First Australians’ – SBS</p> <p>Library books</p> <p>KWL Chart</p>
	<p><b>Week 4</b></p> <p><b>Instruction on searching broadly.</b></p> <p><b>Circulating around inquiry circles.</b></p> <p>Monday, Tuesday &amp; Thursday morning blocks:</p>	<p><b>Get the big picture of area of interest and select a topic.</b></p> <ul style="list-style-type: none"> <li>At the library, students read books/ information about the people (group) they were designated. They are encouraged to immerse</li> </ul>	<p><b>What sources will you use?</b></p> <p><b>Library Books</b></p> <p><a href="http://www.pinterest.com/sharonladkin/stage-2-british-">http://www.pinterest.com/sharonladkin/stage-2-british-</a></p>

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	<p><b>By the end of this week, students should have chosen one aspect to look into, and developed 4 questions around it in order to fully explore this area.</b></p>	<p>themselves in books to gain a knowledge base about their area. Complete initial Guided Inquiry question prompt sheet (Who, what, where, why etc)</p>	<p><a href="#"><u>colonisation/</u></a></p> <p><b>Scaffolds:</b> <i>Making the Choice</i></p> <p><i>“Who What When Where Why”</i></p>
	<p><b>Week 5</b></p> <p><b>Whole Class Learning: Explore/ Identify</b></p> <p>Monday, Tuesday &amp; Thursday morning blocks: <i>(Also see Writing and Reading programs)</i></p> <p><b>Interviews with students to discuss ideas and resources.</b></p>	<p><b>Build background knowledge of their topic.</b></p> <ul style="list-style-type: none"> <li>• Complete a title page, drawing a scene that indicates how Sydney Harbour looked when the First Fleet arrived. (Include bushland, Indigenous Australians, tall ships in harbour etc)</li> <li>• E-Learning lessons: Students explore the Colonisation programs on the desktops of the IRC computers and complete the activities. Add to their KWL charts</li> <li>• or research notes as applicable.</li> </ul>	<p><b>Use of mid-range sources.</b></p> <p><b>Scaffold: KWL Chart – (first two columns)</b></p>

 <p><b>Identify</b></p>	<p>Teaching team circulates the class to provide individual help to students. Instruction and assistance for some on creating questions.</p>	<p>Create a research question out of the smaller questions on the scaffold and create a focus for their research.</p>	<p>Use of deeper sources – some specifically sourced by TL.</p> <p><b>Scaffold:</b> <i>I wonder if...</i></p>
 <p><b>Gather</b></p>	<p><b>Whole Class Learning: Gather</b></p> <p>Monday, Tuesday &amp; Thursday morning blocks:</p> <p>Research at the library based on the 4 questions they have developed from the previous week. Use the scaffold sheets provided by Mrs Sheerman.</p> <p><b>Research should be completed by the end of this week.</b></p> <p><i>(See Writing and Reading programs)</i></p> <p><b>Whole Class Learning: The Dreamtime</b></p> <ul style="list-style-type: none"> <li>• Show a map of Aboriginal Nations <a href="http://www.abc.net.au/indigenous/map/">http://www.abc.net.au/indigenous/map/</a> and explain that the states and territories we are familiar with did not exist. Explain that every nation was like its own country with hundreds of different languages, beliefs and customs.</li> <li>• Watch <a href="http://www.youtube.com/watch?v=2vh6moD9ZOU">http://www.youtube.com/watch?v=2vh6moD9ZOU</a> (The Rainbow Serpent). Explain that the Aboriginal people use these stories to explain what they see around them and how they believe their world was created.</li> </ul> <p>Discuss how the beliefs of Aboriginals from far North</p>	<p><b>Work in inquiry circles</b></p> <p>Research at the library based on the 4 questions they have developed from the previous week.</p>	<p><b>Scaffold:</b> <i>Just the facts</i></p>

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	<p>Queensland would be different from those in central Australia and the Snowy Mountains.</p> <ul style="list-style-type: none"> <li>• Read Genesis 1. Compare the Biblical account of creation to the story of the Rainbow Serpent.</li> <li>• Create a Venn Diagram comparing the two.</li> </ul> <p><b>Week 6:</b></p> <p><b>Whole Class Learning: Gather</b></p> <p>(Guided Inquiry) Complete research gathering.</p> <p><b>Whole Class Learning: The effects of Colonisation on Aboriginal Australians</b></p> <p>Read 'The Rabbits' by John Marsden.</p> <p>Have students brainstorm 5 ways in which the Aboriginal way of life was impacted by British Colonisation (ensure points such as dispossession of land, diseases and conflict with Europeans are included).</p> <p>Students brainstorm a list of impacts then <b>individually complete a cause (impacts) and effect chart.</b></p> <p>E-Learning lesson: Students explore Aboriginal legends using the site <a href="http://www.abc.net.au/dustechoes/studyguides.htm">http://www.abc.net.au/dustechoes/studyguides.htm</a></p> <p>Discuss legends, their meaning and the students' reaction to them. Compare to a Christian perspective.</p>		
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**Week 7**

**Write report of person** (Writing assessment).

**Whole Class Learning: Early Sydney life**

Read the book 'Sydney through time' by Rolf Heimann

Pre 1770	→	1770 (Captain James Cook discovers Botany Bay)	→	26 <sup>th</sup> Jan 1788 (First Fleet arrive from England)	→	1789 (settling up camp)
1842 (Governor's house built) Sydney declared a city.	←	1840 (Prisoners are stopped being transported from England)	←	1814 (1 <sup>st</sup> house on North Shore)	←	1808 (Rum Rebellion overthrows Governor Bligh)

**Week 8:**

**Whole Class Learning: Write the report to answer your question**

Write an interview for your person (see Writing program)



**Students synthesise their ideas into their final product.**

Class activity:

In their books, students create an illustrated flow chart/ timeline of early Sydney. (Double page of their books, each page ruled into 4 boxes)

Personal Report of GI answer to personal question in their books



	<p><b>Organise students to share reports and writing.</b></p> <p>Write notes on each other's 'people' writing based on DeBono's Thinking Hats.</p> <p><b>Yellow Hat</b> – <i>What were the benefits/ good things about being that person/ in that group?</i></p> <p><b>Black Hat</b> – <i>What were the problems for the person/ group?</i></p> <p><b>White Hat</b> – <i>What is some factual information about the person/ group?</i></p> <p><b>Red Hat</b> – <i>What do you think the person would have been feeling during the time the First Fleet arrived?)</i></p> <p>Organise "TV Show" in Theatrette</p>	<p><b>Share: Inquiry Circles</b></p> <p>Students share their reports with a peer from each of the other research groups. Groups write key ideas/ information (based on De Bono's Thinking Hats) [Complete for each group, in their books, based on what they have read/ heard/ discussed.]</p> <p><b>Week 9:</b></p> <p><b>Whole Class Learning: Share/ Evaluate</b></p> <p>From 'People report: Practise then present <u>'This is Your Life'</u> TV show (theaterette)</p>	<p>Scaffold: <i>Hats Chart</i></p>
	<p><b>Teaching team culmination conversation?</b></p> <p><b>1. Programming:</b></p> <ul style="list-style-type: none"> <li>Was the timing/sequencing appropriate for this topic YES/NO</li> </ul> <p>Please specify</p> <ul style="list-style-type: none"> <li>Was there sufficient resources/support material for this topic? YES/NO</li> </ul> <p>Please specify</p>	<p><b>Student evaluation has been ongoing.</b></p> <p>Students complete a PMI Chart about their topic</p>	<p><b>PMI Chart</b> (Plus, Minus, Interesting)</p>

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	<ul style="list-style-type: none"> <li>• Did you find/make any new resources?</li> </ul> <p>YES/NO</p> <p>Please specify</p> <p><b>2. Making Connections:</b></p> <p>What links were you able to make to other strands?</p> <p><b>3. Student Achievement:</b></p> <p>What aspects of the topic did the students do particularly well?</p> <p>What activities or tasks did the students particularly enjoy or find helpful?</p>		
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