

Timing & Duration: *Term 2 Week 1-9*

Wilderness Values	<input type="checkbox"/> Adventurous Learning	<input type="checkbox"/> Respectful Relationships	<input type="checkbox"/> Responsible Citizenship	<input type="checkbox"/> True and Courageous Self
General Capabilities	<input type="checkbox"/> Literacy	<input type="checkbox"/> Numeracy	<input type="checkbox"/> ICT	<input type="checkbox"/> Critical and creative thinking
	<input type="checkbox"/> Ethical understanding	<input type="checkbox"/> Personal and social capability	<input type="checkbox"/> Intercultural understanding	
Cross-curricular Priorities	<input type="checkbox"/> Aboriginal and Torres Strait Islander histories and cultures	<input type="checkbox"/> Asia and Australia's engagement with Asia	<input type="checkbox"/> Sustainability	

Concepts	<input type="checkbox"/> Causation	<input type="checkbox"/> Change and Continuity	<input type="checkbox"/> Conflict in society	<input type="checkbox"/> Significance	<input type="checkbox"/> Myth and Reality	<input type="checkbox"/> Other
Knowledge and Understanding	<input type="checkbox"/> Overview	<input type="checkbox"/> Depth Study				
Historical Skills	<input type="checkbox"/> Chronology, terms and concepts	<input type="checkbox"/> Historical questions and research	<input type="checkbox"/> Analysis and use of sources	<input type="checkbox"/> Perspectives and interpretations	<input type="checkbox"/> Explanation and communication	

UNDERSTANDING BY DESIGN STAGE 1: DESIRED RESULTS	KNOWLEDGE UNDERSTANDING AND SKILLS (Content Descriptions)
<p>DEEP UNDERSTANDINGS: Students will understand:</p> <ul style="list-style-type: none"> • What a colony is • Colonies are established for a wide variety of reasons • The Australian colonies were each unique and grew and changed over time • The beginnings of something influences how it develops • Historians use primary and secondary sources to learn about the past • Historians must ask questions of the sources they use <p>ESSENTIAL QUESTIONS: <i>Key Inquiry Questions from History Curriculum plus others where appropriate</i></p> <p>See below</p>	<p><input type="checkbox"/> Historical Knowledge</p> <ul style="list-style-type: none"> • Reasons (economic, political and social) for the establishment of British colonies in Australia after 1800. (ACHHK093) • The reasons people migrated to Australia from Europe and Asia, and the experiences and contributions of a particular migrant group within a colony. (ACHHK096) • The nature of convict or colonial presence, including the factors that influenced patterns of development, aspects of the daily life of the inhabitants (including Aboriginal Peoples and Torres Strait Islander Peoples) and how the environment changed. (ACHHK094) <p><input type="checkbox"/> Historical Skills</p> <ul style="list-style-type: none"> • Sequence historical people and events (ACHHS098) • Use historical terms and concepts (ACHHS099) • Identify questions to inform an historical inquiry (ACHHS100) • Locate information related to inquiry questions in a range of sources (ACHHS102) • Compare information from a range of sources (ACHHS103) • Identify points of view in the past and present (ACHHS104) • Use a range of communication forms (oral, graphic, written) and digital technologies (ACHHS106) • Reference sources

UNDERSTANDING BY DESIGN STAGE 2: ASSESSMENT EVIDENCE

Performance Task:

Establishing human colonies in space is a goal of current space programs.

"I know that humans will colonize the solar system and one day go beyond." – Michael Griffin, NASA Administrator in 2005

"Colonizing other worlds is our best chance to hedge our bets and improve the survival prospects of our species." - J Richard Gott.

Scenario: NASA is gathering data from many different professionals to make decisions about space colonisation. You are a historian with expert skills in studying primary and secondary sources. NASA has hired you to research and report back on the reasons for the establishment of colonies in the past and to explain how these colonies developed. Create a compilation folio to communicate and share your findings into the establishment of Australian colonies.

Task: Research the colony of South Australia and at least one other colony; New South Wales, Van Diemen's Land, Victoria, Western Australia or Queensland.

Requirements:

Part 1:

1. Analyse at least one primary source and one secondary source for each colony.
2. Reference the sources you use.
3. For each colony you will need to answer the question **"Why did this colony develop?"** and two inquiry questions of your own.

Prior to embarking on source analysis the questions must be checked by your teacher. Some examples of possible questions are:

- Where did the people come from and why did they come to this colony?
- What types of work were involved in the colony?
- What were the hardships?
- What were positives and negatives about life in the colony?

4. Create a timeline of important dates in your colonies.

Part 2:

Page 1: **How were the Australian colonies similar to one another and how were they different?** Compare and contrast possibly using a table, a Double Bubble, Attribute Listing Organiser or other tool.

Page 2: **What can we learn from the past to take to the future?** Can we predict how space colonies might develop? What ethical matters should be considered?

Other Evidence of Learning:

Response to questions

Repeat prior knowledge task at end.

Feedback: *What sort of feedback will students receive?*

Peer feedback

Rubric

Self-assessment: *How will students reflect upon and self-assess their learning*

Rubric

Reflective sentence starters

UNDERSTANDING BY DESIGN STAGE 3: LEARNING AND TEACHING PLAN

Achievement Standard

By the end of Year 5, students identify the causes and effects of change on particular communities, and describe aspects of the past that remained the same. They describe the different experiences of people in the past. They describe the significance of people and events in bringing about change.

Students sequence events and people (their lifetime) in chronological order, using timelines. When researching, students develop questions to frame an historical inquiry. They identify a range of sources and locate and record information related to this inquiry. They examine sources to identify points of view. Students develop, organise and present their texts, particularly narratives and descriptions, using historical terms and concepts.

Teaching and Learning Sequence	Differentiation: Adjustments for needs of learners	Thinking Skills, Strategies and Dispositions
<p><u>Week One</u> History Lesson 1: What is History? Individually create mini-books - History is... History is not... Metaphor for history. Symbol for History. Discuss: What do historians do? Youtube video: What is History? http://www.youtube.com/watch?v=jigAksTeCbQ History Lesson 2: View photos of Kaurua excursion in Year 3, students' own work samples about Kaurua from Yr 3. What did you learn in Year 4 about Australian history? Individual mind maps. Begin classroom timeline. Begin glossary (as word wall).</p> <p>Guided Inquiry in Library: How do we learn about History? What are primary and secondary sources? Make a list of examples. What is the difference between them? Silent card shuffle (ITC, 2012) in groups of 3. Decide whether primary or secondary. Discuss.</p> <p><u>Week Two</u> Homework: See Think Wonder, Map of the World from <i>The Graphic</i>, 1886 (Cole-Adams & Gauld, 2003, p3). Share or do with parents. Lesson 1: What is a colony? Individually have a go at a definition. Think Pair Share (Harvard Thinking Routine). In pairs share ideas from homework Map of the World from <i>The Graphic</i>, 1886 (Cole-Adams & Gauld, 2003, p3). Then individually revise definition. As a whole class come up with a definition for word wall. Lesson 2: Pre-assessment. Individually: What are all the reasons Britain may have wanted to establish the colonies? In groups Hot Potato (ITC, 2012, p115) maps of Australia from late 1850s each with a different main colony highlighted. Why did this colony begin? Write reasons. Move paper on to next group. Rank best ideas. Guided Inquiry in Library: Source analysis – Written proclamation of SA and a painting from early colony. E.g. The Proclamation of South Australia by Charles Hill, 1856-1876. Who created this? Why? Etc.</p> <p><u>Week Three</u> Lesson 1: See Think Wonder - Picture pack 1: Historical diagrams showing the subdivisions of Australia from 1787 – 1825 (Lawless & Cameron, 2012). Exit card: I used to think but now I think (Harvard Thinking Routine).</p> <p><u>Week Four</u> Homework: Compare and contrast Google street image of Port Adelaide and Gill painting of Port Adelaide ACARA filming the lesson: Early Colonists: Builders or Destroyers? Share homework thoughts</p>	<p>This unit is suitable for gifted students because it includes higher order thinking skills, encourages connections with other concepts, builds real world skills of the discipline, extends vocabulary and facilitates both collaborative and individual work. It also allows students to set their own goals and inquiry questions, gives opportunities for personal choice, encourages metaphoric thinking and has a futuristic focus.</p>	<p>Curriculum Models Bloom's Taxonomy Multiple Intelligences Six Hat Thinking Williams</p> <p>Divergent/Creative Thinking Brainstorming Lateral Thinking (Questivities) Thinkers Keys</p> <p>Graphic Organisers Attribute Web Fishbone: Cause and Effect Flow Chart Lotus Diagram Mind Mapping Venn Diagram</p> <p>Habits of Mind Persisting Managing Impulsivity Listening with Understanding and Empathy Thinking Flexibly Thinking about your Thinking (Metacognition) Questioning and Posing Problems Applying past knowledge in New Situations Thinking and Communicating with Clarity and Precision Gathering Data Through all the Senses Creating, innovating and imagining Responding with Wonderment and Awe Taking Responsible Risks Finding Humour Thinking Interdependently Remaining Open to Continuous Learning</p> <p>Harvard Thinking Routines</p> <p>Question Generation Skills</p> <p>Reflective Thinking: 3 RIQ Exit Cards Habits of Minds Reflection Stems Mrs Potter's Questions Mrs Farrall's Questions</p>

<p>Step Inside thinking routine: Gill painting. Conversations/questions Extent barometer: To what extent did early colonists change Australia? Assessment: Primary and secondary sources Guided Inquiry in Library: Referencing</p> <p><u>Week Five</u> Lesson 1: South Australia Company – mind map about South Australia forming. Exit card 321RIQ (Harvard Thinking Routine) Lesson 2: Lotus diagram – taking notes from Mary Thomas: Founding Mother (Duncan, 2007). Lesson 3: Introduce assessment task. Discuss rubric. Create own Inquiry questions. Homework: Reading comprehension about Colonel William Light. Guided Inquiry in Library: Share Inquiry questions.</p> <p><u>Week Six</u> Excursion to Maritime museum on Monday. Reflection on excursion Lesson 1: Plan out assessment task - fishbone or other negotiated format for planning Lesson 2: Work on assessment folio English: Chalk talk (Harvard Thinking Routine) using text British Penal Colonies (Craig, 2011, p6). Guided Inquiry in Library: Work on assessment folio</p> <p><u>Weeks Seven and Eight</u> All lessons: Work on assessment folio English: (Craig, 2011) Van Diemen & Moreton Bay comprehensions</p> <p><u>Week Nine</u> Lesson 1: Folios due. Read others' folios. Peer assessments. Lesson 2: Look back at map of Australia for pre-assessment. Annotate what you have now learnt. Homework: Reflection on own learning. Using reflective sentence starters (Murdoch, 2008). Guided Inquiry in Library: Extent barometer (ITC, 2012) – to what extent are we today influenced by the way the colonies were established? Also SWOT Analysis (ITC, 2012) for NASA on colonisation.</p>		
<p>Reflection on the Unit Plan</p>	<p>Identify what worked well during and at the end of the unit, including:</p> <ul style="list-style-type: none"> • activities that worked well and why • activities that could be improved and how • assessment that worked well and why • assessment that could be improved & how • common student misconceptions that need, or needed, to be clarified. 	

ESSENTIAL QUESTIONS

CORE

- *What is history and how do we learn about it?*
- *What is a colony?*
- *How did an Australian colony develop over time and why?*
- *Where and when did the colonies begin?*
- *What was life like in the colonies?*
- *What shaped the Australian colonies?*

CONNECT

- *What is a metaphor for History?*
- *How does learning about the establishment of the Australian colonies help us to think about space colonisation?*
- *What connections do I see between the establishment of the Australian colonies and how each Australian city or state has developed?*
- *How do the skills of analysing sources connect with other subjects in Year 5 including Art, English, Maths problem solving and Behind The News?*
- *What colonies exist in the world today?*
- *How does learning about the colonies connect with learning about migration and government in History in Year Six?*

PRACTICE

- *What questions should we ask when viewing or exploring a historical source? Why should we ask these questions?*
- *How do we know if a historical source is a primary source or secondary source?*
- *How do historians know if a source is appropriate?*
- *What makes a good research question to frame an inquiry?*
- *What Habits of Mind are necessary for historians? Why?*
- *Why is it important for historians to use chronological thinking?*
- *How do I report my research findings?*
- *How do I reference?*

IDENTITY

- *What skills and personality traits does a historian, such as Beth Thomas, author of the Diary of Mary Thomas, need to develop to be successful at what she does?*
- *What parts of my historical study did I put effort into?*
- *What aspects were challenging?*
- *What is still confusing for me?*
- *What have I learnt about myself?*
- *How can I use the Habits of Mind to help me when I am stuck with my assessment task?*
- *What personality traits or Habits of Mind do I think are important for people establishing a new colony?*
- *Would I have chosen to immigrate to an Australian colony? Why or why not?*
- *What has my peer done well in her assessment task?*