

## Section 1: Summary of lesson

<b>Title of assessment task</b>	<b>Early Colonists: Builders or destroyers</b>
<b>Year level(s)</b>	Year 5

### Achievement standard

#### Achievement standard/s

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.

#### Content strands and key concepts

<p>Historical Knowledge and Understanding</p> <p>The Australian Colonies</p> <p>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>	<p>Historical Skills</p> <p>Chronology, terms and concepts Use historical terms and concepts (ACHHS099)</p> <p>Historical questions and research Identify questions to inform an historical inquiry (ACHHS100)</p> <p>Analysis and use of sources Compare information from a range of sources (ACHHS103)</p> <p>Perspectives and interpretations Identify points of view in the past and present (ACHHS104)</p>
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#### Learning Intention

*I can examine sources to identify points-of-view and describe the different experiences of people in the past.*

Evidence*	Continuity and change	Cause and effect	Significance	Perspectives	Empathy	Contestability*
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#### General capabilities and cross-curriculum priorities

General capabilities	Literacy	Numeracy	ICT capability	Critical and creative thinking	Ethical understanding	Personal and social capability	Intercultural understanding
Cross-curriculum priorities	Aboriginal and Torres Strait Islander histories and cultures		Asia and Australia's engagement with Asia		Sustainability		

## Background information

This lesson and assessment task takes place a few weeks into a History unit on Colonial Australia.

Recent previous learning includes discussing definitions of a colony, differentiating between primary and secondary sources and exploring historical diagrams showing the subdivisions of Australia from 1787 – 1825

In Year Three students studied the importance of Country and Place to Aboriginal and/or Torres Strait Islander peoples who belong to a local area (ACHHK060) and in Year Four learnt about European explorers and stories of the First Fleet.

Throughout the beginning of the year, the general capabilities have been incorporated into all classroom tasks. In this lesson all students will be addressing personal and social capability skills, critical and creative thinking and intercultural understanding.

## Individual student needs

Within these two Year Five classes are a small group of students who have been identified as having high ability (gifted and talented). Individuals within the group have a variety of strengths and areas for development. Strengths of individual students include;

- Quick to pick up new concepts and make connections
- Articulate and effective communicator
- Deep thinker
- Leadership skills
- Well-developed higher order thinking skills including analysis, evaluation

Areas for development for individual students include:

- Further extension of creative and critical thinking skills
- Developing empathy
- Working collaboratively
- Taking on different roles in group
- Become more accepting of other's ideas

## Personalised teaching and learning

When looking to personalise the learning for these students the following general capabilities will be the focus for the lesson:

Within the group of gifted and talented students there are students working towards the following:

- pose questions to probe assumptions and investigate complex issues (Critical and Creative Thinking Level 5)
- clarify information and ideas from texts or images when exploring challenging issues (Critical and Creative Thinking Level 5)
- critically analyse information and evidence according to criteria such as validity and relevance (Critical and Creative Thinking Level 5)
- assess diverse perspectives and the assumptions on which they are based (Intercultural Understanding Level 5)
- imagine and describe the feelings and motivations of people in challenging situations (Intercultural Understanding Level 5)

## Lesson description

In this lesson students re-examine the painting, Port Adelaide looking north along Commercial Road, 1847, by S. T. Gill to recognise perspectives and differing understandings, assumptions and situations, feelings and motivations of people in the past. Students choose a character from within the painting and independently undertake a Step Inside Thinking Routine. In small ability based groups students then have a conversation with questions provided by the teacher.

Differentiation (gifted and talented); Students organise and process information, pose their own questions, identify and clarify information from the perspective of the character in Gill's painting.

Students work collaboratively within groups to consider;  
"To what extent were early colonist's builders or destroyers?"(Considering the perspectives discussed within their group).

Whole class plenary; "To what extent were early colonist's builders or destroyers?"

End of the lesson students reflect on their learning using "I used to think... but now I think".