

# Historical Concepts & Skills 6

<b>Curriculum focus</b>	Identify and evaluate patterns of continuity and change in the development of the modern world and Australia (VCHHC126 – see <a href="http://tinyurl.com/j85w2pg">http://tinyurl.com/j85w2pg</a> )
<b>Essential question (EQ)</b>	<b>How did the lives of Aboriginal Australians change as a result of Federation in 1901? To what extent did things remain the same (as pre-1901) OR get worse for Aboriginal people?</b>
<b>Victorian Curriculum elaborations</b>	<p><b>Suggestion:</b></p> <p>Using sources of evidence (perspectives and interpretations) to identify continuity and changes during Australia at the turn of the twentieth century</p>
<b>Further information</b>	<p>Teachers will select the area of history that will form the main part of this curriculum focus. A suggestion has been offered here which can be adapted using different historical content.</p>
<b>Suggested resources</b>	<ul style="list-style-type: none"> <li>• Refer to Year 9 and 10 History 'Background Notes' on the TRP website for pre-reading</li> <li>• Selected informative websites – also see useful links on the TRP website           <ul style="list-style-type: none"> <li><a href="http://www.peo.gov.au/learning/fact-sheets/federation.html">http://www.peo.gov.au/learning/fact-sheets/federation.html</a></li> <li><a href="http://www.peo.gov.au/learning/closer-look/federation-cl.html">http://www.peo.gov.au/learning/closer-look/federation-cl.html</a></li> <li><a href="http://www.achistoryunits.edu.au/year-6/unit-program/y6-overview-v2.html">http://www.achistoryunits.edu.au/year-6/unit-program/y6-overview-v2.html</a></li> <li><a href="http://aiatsis.gov.au/exhibitions/aboriginal-natives-shall-not-be-counted">http://aiatsis.gov.au/exhibitions/aboriginal-natives-shall-not-be-counted</a></li> </ul> </li> <li>• Relevant graphic organiser worksheets on the TRP website, including:           <ul style="list-style-type: none"> <li>- <b>Assessing Continuity and Change</b> worksheet</li> <li>- <b>Venn diagram</b> worksheet</li> <li>- <b>5W and H</b> worksheet</li> <li>- <b>Cause and effect tree</b> worksheet</li> <li>- <b>Think Pair Share</b> worksheet.</li> <li>- <b>Peer assessment rubric</b> worksheet</li> </ul> </li> </ul>

'E' level	Learning Activity Description	Learning Activity framework
<b>Engage</b>	<ul style="list-style-type: none"> <li>• Generate interest</li> <li>• Access prior knowledge</li> <li>• Connect to past knowledge</li> <li>• Set parameters of the focus</li> <li>• Frame the idea</li> </ul>	<p><b>EQ: How did the lives of Aboriginal Australians change as a result of Federation in 1901? To what extent did things remain the same for Aboriginal people?</b></p> <p>Brainstorm the Federation of Australia.</p> <p>What was Federation? How did it change government in Australia and what effect did this have on people? What changes resulting from Federation affected Aboriginal people? Were these changes good? Bad? Minimal? Substantial?</p>
<b>Explore</b>	<ul style="list-style-type: none"> <li>• Experience key concepts</li> <li>• Discover new skills</li> <li>• Probe, inquire, and question experiences</li> <li>• Examine their thinking</li> <li>• Establish relationships and understanding</li> </ul>	<p>Consult the following resources for some background knowledge to build upon your brainstorming:</p> <p><a href="http://www.peo.gov.au/learning/fact-sheets/federation.html">http://www.peo.gov.au/learning/fact-sheets/federation.html</a></p> <p><a href="http://www.peo.gov.au/learning/closer-look/federation-cl.html">http://www.peo.gov.au/learning/closer-look/federation-cl.html</a></p> <p><a href="http://www.achistoryunits.edu.au/year-6/unit-program/y6-overview-v2.html">http://www.achistoryunits.edu.au/year-6/unit-program/y6-overview-v2.html</a></p> <p><a href="http://aiatsis.gov.au/exhibitions/aboriginal-natives-shall-not-be-counted">http://aiatsis.gov.au/exhibitions/aboriginal-natives-shall-not-be-counted</a></p> <ul style="list-style-type: none"> <li>• Complete a <b>5W and H</b> worksheet on Federation.</li> <li>• Complete a <b>Cause and effect tree</b> worksheet noting the causes of Federation and its effects on Aboriginal people</li> </ul>
<b>Explain</b>	<ul style="list-style-type: none"> <li>• Connect prior knowledge and background to new discoveries</li> <li>• Communicate new understandings</li> <li>• Connect informal language to formal language</li> </ul>	<p>Working with a partner, respond to the EQ by first completing a <b>Think Pair Share</b> worksheet.</p> <p>Then, forming larger groups of 4-5, create an oral presentation to share with the class that addresses the EQ and uses specific historical evidence to justify your responses. Use an <b>Assessing Continuity and Change</b> worksheet to structure your research.</p>
<b>Elaborate</b>	<ul style="list-style-type: none"> <li>• Apply new learning to a new or similar situation</li> <li>• Extend and explain concept being explored</li> <li>• Communicate new understanding with formal language</li> </ul>	<p>The 1967 Referendum saw Australians vote overwhelmingly to amend the constitution to include Aboriginal people in the census and allow the Commonwealth to create laws for them.</p> <p>More recently in Australia, there has been a movement towards recognition of Aboriginal people in the Constitution, for example, and calls for a treaty between the Government of Australia and Aboriginal and Torres Strait Islander Peoples. Some people, Aboriginal and non-Aboriginal, support calls for recognition, while some people oppose it. Others advocate a treaty, while there are groups fiercely opposed to this course of action.</p>

		<p>Read the following resource and research how contemporary movements such as 'Recognise' and those in favour of a treaty can be linked to historical events such as Federation and the 1967 Referendum. Write an essay or research report detailing your observations and conclusions.</p> <p><a href="https://www.reconciliation.org.au/wp-content/uploads/2013/12/Recognising-Aboriginal-and-Torres-Strait-Islander-people-in-the-Australian-Constitution.pdf">https://www.reconciliation.org.au/wp-content/uploads/2013/12/Recognising-Aboriginal-and-Torres-Strait-Islander-people-in-the-Australian-Constitution.pdf</a></p> <p><a href="http://www.australianstogether.org.au/stories/detail/why-treaty">http://www.australianstogether.org.au/stories/detail/why-treaty</a></p>
<p><b>Evaluate</b></p>	<ul style="list-style-type: none"> <li>• Assess understanding (Self, peer and teacher evaluation)</li> <li>• Demonstrate understanding of new concept by observation or open-ended response</li> <li>• Apply within problem situation</li> <li>• Show evidence of accomplishment</li> </ul>	<p>Students can assess each other's group oral work using the <b>Peer assessment rubric</b> worksheet.</p> <p>Teachers can use a variation of the following (redesigned to suit oral presentations as required):</p> <ul style="list-style-type: none"> <li>- <b>Three sample rubrics for the History classroom</b> worksheet</li> <li>- <b>History essay rubric</b> worksheet</li> </ul> <p>Or visit:</p> <p><a href="http://hplengr.engr.wisc.edu/Rubric_Presentation.doc">http://hplengr.engr.wisc.edu/Rubric_Presentation.doc</a></p> <p>OR</p> <p><a href="https://www.cmu.edu/teaching/designteach/teach/rubrics.html">https://www.cmu.edu/teaching/designteach/teach/rubrics.html</a> (see 'Oral presentations').</p> <p><b>Other suggested activities:</b></p> <p>Create a timeline using either a worksheet (<b>Annotated timeline</b> worksheet or <b>Colour-coded timeline</b> worksheet) or an online program such as <a href="http://timeglider.com">http://timeglider.com</a> OR <a href="https://www.tiki-toki.com">https://www.tiki-toki.com</a>.</p> <p>With your timeline, compile a chronology to observe and identify patterns where changes or continuities have occurred in Australian history since European settlement. Choose a specific historical case study or topic to refine your focus and research.</p>