

Historical Knowledge

Curriculum focus	Intended and unintended causes and effects of contact and extension of settlement of European power(s), including Aboriginal and Torres Strait Islander peoples (VCHHK134 – see http://tinyurl.com/j85w2pg)
Essential question (EQ)	How did contact with Europeans, and the extension of European settlement in Australia, affect Aboriginal and Torres Strait Islander peoples?
Victorian Curriculum elaborations	<p>Suggestion:</p> <ul style="list-style-type: none"> • evaluating the effects of the movement of peoples on the indigenous and immigrant populations. • explaining the effects of contact, for example, the massacres of Aboriginal and Torres Strait Islander people; their killing of sheep; the spread of European diseases, frontier violence, and categorising these effects as either intended or unintended • investigating the forcible removal of children from Aboriginal and Torres Strait Islander families in the late nineteenth century/early twentieth century (leading to the Stolen Generations), such as the motivations for the removal of children, the practices and laws that were in place, and experiences of separation
Further information	Teachers will select the area of history that will form the main part of this curriculum focus for their class. A suggestion has been offered here which can be adapted using different historical content.
Suggested resources	<ul style="list-style-type: none"> • Refer to Year 9 History 'Background Notes' on the TRP website for pre-reading • Selected informative websites - see useful links on the TRP website • Selected audio/visual clips (see below)

'E' level	Learning Activity Description	Learning Activity framework
<p>Engage</p>	<ul style="list-style-type: none"> • Generate interest • Access prior knowledge • Connect to past knowledge • Set parameters of the focus • Frame the idea 	<p>EQ: How did contact with Europeans, and the extension of European settlement in Australia, affect Aboriginal and Torres Strait Islander peoples?</p> <p>(1) Brainstorm the EQ – either as a class, in pairs, small groups or individually. Useful worksheets:</p> <ul style="list-style-type: none"> • Concept Map 1 worksheet • KWHL chart worksheet • Think Pair Share worksheet <p>(2) Watch a selection/all of the following clips and fill out the note-taking worksheets (choice of):</p> <ul style="list-style-type: none"> • Note Taking Wagon Wheel worksheet • Concept Map 2 worksheet • Cause and Effect chart worksheet <p>'First Australians' documentary – entire Episode 1 'They have come to stay': http://www.sbs.com.au/firstaustralians/</p> <p>OR the following clips: 'They have come to stay' http://aso.gov.au/titles/documentaries/first-australians-episode-1/</p> <p>'Freedom For Our Lifetime' (Wonga, Barak and Coranderrk) http://aso.gov.au/titles/documentaries/first-australians-episode-3/</p> <p>'Unhealthy Government Experiment' (Stolen Generations) http://aso.gov.au/titles/documentaries/first-australians-episode-5/</p> <p>Babakieueria 'mockumentary' – entire episode: https://www.youtube.com/watch?v=oUMpPgMGce8</p> <p>OR the following clips: http://aso.gov.au/titles/shorts/babakieueria/ (2 short clips) http://aso.gov.au/titles/shorts/babakieueria/notes/</p> <p>Women of the Sun (clip 1 - set in 1820s) http://aso.gov.au/titles/tv/women-of-the-sun/clip1/</p>

		<p>Women of the Sun (clip 2 - set in 1895) http://aso.gov.au/titles/tv/women-of-the-sun/clip2/</p>
Explore	<ul style="list-style-type: none"> • Experience key concepts • Discover new skills • Probe, inquire, and question experiences • Examine their thinking • Establish relationships and understanding 	<p>(1) Research the EQ using the useful links provided on the website</p> <p>(2) Fill out one of the following worksheets to organise your research/notes:</p> <ul style="list-style-type: none"> • Read and analyse non-fiction (RAN) chart worksheet • CRAAP Test worksheet • Assessing Historical Significance worksheet • Gathering Information worksheet
Explain	<ul style="list-style-type: none"> • Connect prior knowledge and background to new discoveries • Communicate new understandings • Connect informal language to formal language 	<p>Respond to the EQ using your prior knowledge and your new research.</p> <p>Useful worksheets to scaffold your response include:</p> <ul style="list-style-type: none"> • Vocabulary worksheet (noting new words/terms pertaining to topic) • Making Connections worksheet • Making Inferences worksheet
Elaborate	<ul style="list-style-type: none"> • Apply new learning to a new or similar situation • Extend and explain concept being explored • Communicate new understanding with formal language 	<p>Create a resource that answers the EQ and details your knowledge to a wider audience in a polished format.</p> <p>Possible task/useful resources include:</p> <ul style="list-style-type: none"> • An essay (see 4 square paragraph writing worksheet, Five paragraph essay outline worksheet, PEEL writing organiser worksheet, The Keyhole Essay worksheet) • A digital presentation (see http://www.ictineverydaylearning.edu.au/pedagogies/ph2/ph2-landing-page.html) • An annotated timeline (see Annotated timeline worksheet)
Evaluate	<ul style="list-style-type: none"> • Assess understanding (Self, peer and teacher evaluation) • Demonstrate understanding of new concept by observation or open-ended response • Apply within problem situation • Show evidence of accomplishment 	<p>If working in groups, the following may be useful for evaluation:</p> <ul style="list-style-type: none"> • Peer assessment rubric worksheet <p>For essays/projects/other tasks, see:</p> <ul style="list-style-type: none"> • Three sample rubrics for the History classroom worksheet • Primary Source Analysis rubric worksheet • History essay rubric worksheet