

Historical Knowledge ③

Curriculum focus	Significance of the following events in changing society: 1962 right to vote federally, 1967 referendum, Reconciliation, Mabo decision, Bringing Them Home Report (the Stolen Generations), the Apology and the different perspectives of these events (VCHHK154 – see http://tinyurl.com/j85w2pg)
Essential question (EQ)	What was/is the significance of a range of key events in Australian history (pertaining to Aboriginal and Torres Strait Islander peoples) in changing Australian society? (*Select a case study and explore multiple perspectives)
Victorian Curriculum elaborations	Suggestion: <ul style="list-style-type: none"> Describing the aims, tactics and outcomes of a particular event in the Aboriginal and Torres Strait Islander peoples' struggle for rights and freedoms
Further information	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 A suggestion has been offered here which can be adapted using different historical content.
Suggested resources	<ul style="list-style-type: none"> Refer to Year 10 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
Engage	<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: What was/is the significance of a range of key events in Australian history (pertaining to Aboriginal and Torres Strait Islander peoples) in changing Australian society? (*Select a case study and explore multiple perspectives)</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 5 'Unhealthy Government Experiment' or Episode 7 'We Are No Longer Shadows': http://www.sbs.com.au/firstaustralians/</p> <p>OR the following clips: Unhealthy Government Experiment (Stolen Generations) http://aso.gov.au/titles/documentaries/first-australians-episode-5/ We Are No Longer Shadows (Mabo and Land Rights) http://aso.gov.au/titles/documentaries/first-australians-episode-7/</p> <p>Stolen Generations documentary (excerpts): http://aso.gov.au/titles/documentaries/stolen-generations/clip1/</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/babakiueria/ (2 short clips) http://aso.gov.au/titles/shorts/babakiueria/notes/</p>
Explore	<ul style="list-style-type: none"> • Experience key concepts • Discover new skills • Probe, inquire, and question experiences 	<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"> Examine their thinking Establish relationships and understanding 	<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 <p>Other suggested activities:</p> <p>Describe the aims, tactics and outcomes of a particular group/event in the Aboriginal and Torres Strait Islander peoples' struggle for rights and freedoms. Use a Concept Map 2 worksheet to help collate your research.</p> <p>Possible foci for your research include:</p> <ul style="list-style-type: none"> Aboriginal Tent Embassy Australian Black Panther Party