

Historical Knowledge

Curriculum focus	Effects of methods used by civil rights activists to achieve change for Aboriginal and Torres Strait Islander peoples, and the role of one individual or group in the struggle (VCHHK155 – see http://tinyurl.com/j85w2pg)
Essential question (EQ)	What methods did civil rights activists employ to achieve change for Aboriginal and Torres Strait Islander peoples and how effective was an individual/group in this struggle?
Victorian Curriculum elaborations	Suggestion: <ul style="list-style-type: none">investigating the role of Charles Perkins in the Freedom Ride of 1965 and the efficacy of television in bringing the struggle for rights and freedoms to national attention
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 A suggestion has been offered here which can be adapted using different historical content.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 9 and 10 History 'Background Notes' on the TRP website for pre-readingSelected informative websites - see useful links on the TRP websiteSelected 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: What methods did civil rights activists employ to achieve change for Aboriginal and Torres Strait Islander peoples and how effective was an individual/group in this struggle?</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 6 'A Fair Deal for a Dark Race' and/or Episode 7 'We Are No Longer Shadows': http://www.sbs.com.au/firstaustralians/</p> <p>OR the following clips: 'A Fair Deal for a Dark Race' (William Cooper and Doug Nicholls) http://aso.gov.au/titles/documentaries/first-australians-episode-6/notes/</p> <p>'We Are No Longer Shadows' (Mabo and Land Rights) http://aso.gov.au/titles/documentaries/first-australians-episode-7/</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>Explore</p>	<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
<p>Explain</p>	<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
<p>Elaborate</p>	<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)
<p>Evaluate</p>	<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