**HISTORY**

**Significant people that shaped the Swan River Colony**

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**Section 1: Summary**

**Background information**

| Brief Description of Assessment Task | Students have been learning about the colonisation of Australia in the 1800’s, in particular the settlement of the Swan River Colony. The unit has provided the students with an understanding of:

  a) colonisation and the British Empire
  b) the settlement of the Swan River
  c) life as a free settler in the early days of the colony
  d) significant colonists who have made a contribution to the success of the Swan River Colony.

  The students also completed a historical inquiry about one particular colonist, in pairs, and have put together an oral presentation about their life and any significant events shaping the future of the colony.

  They are to write a newspaper report looking back on that person’s life, from their arrival in the Swan River Colony, their successes and/or failures, to their eventual death.

  Students are to:

  - develop historical inquiry questions
  - demonstrate an understanding of the life of the chosen colonist and identify which events are necessary to the report
  - understand historical concepts of evidence, perspectives and empathy
  - use a variety of primary and secondary sources
  - develop a text which incorporates these source materials. |

| Context summary | The activity was conducted with Year 5 classes from a co-educational metropolitan school. |

| Purpose | Formative | Summative |

| Description of purpose | The main aim of this task is to assess the students’ understanding of the different experiences of significant colonists of the Swan River Colony. The students were provided with some website links to direct their inquiry and a list of significant colonists at the time, although if they had a personal link to early colonists, that was encouraged.

  They had already spent time in pairs developing a brief timeline of the chosen colonist’s life and achievements and presenting that to the other children orally.

  The class were able to ask questions at the end and that allowed the students who were presenting to realise whether or not they had been clear and relevant in their presentation of that colonist’s life.

  This task allows them to refine their inquiry process and present their findings in the formal context of a piece of journalistic writing using historical terms and concepts. |

| Audience Suitability | At Year Level | Extension | Students with disability | EAL/D |
Summary of links to the Australian Curriculum

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<th>Content Strand</th>
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<td>Key Concepts</td>
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#### Section 2: Content description and achievement standards

**History – Year 5**

<table>
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<tr>
<th>Content</th>
<th>Relevant Aspects of the Achievement Standard</th>
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<tr>
<td><strong>Historical Knowledge and Understandings</strong>&lt;br&gt;Inquiry Questions&lt;br&gt;• What do we know about the lives of people in Australia’s colonial past and how do we know?&lt;br&gt;• What were the significant events and who were the significant people that shaped Australian colonies?&lt;br&gt;&lt;br&gt;<strong>Historical Knowledge</strong>&lt;br&gt;• The role that a significant individual or group played in shaping a colony; for example, explorers, farmers, entrepreneurs, artists, writers, humanitarians, religious and political leaders, and Aboriginal and/or Torres Strait Islander peoples. (ACHHK097)</td>
<td>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.</td>
</tr>
<tr>
<td><strong>Historical Skills</strong>&lt;br&gt;Chronology, terms and concepts&lt;br&gt;• Use historical terms and concepts (ACHHS099)</td>
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<tr>
<td><strong>Historical Questions and Research</strong>&lt;br&gt;• Identify questions to inform an historical inquiry (ACHHS100)</td>
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<tr>
<td><strong>Analysis and Use of Sources</strong>&lt;br&gt;• Locate information related to inquiry questions in a range of sources (ACHHS102)</td>
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<tr>
<td><strong>Perspectives and interpretations</strong>&lt;br&gt;• Identify points of view in the past and present (ACHHS104)</td>
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</table>

Source: Australian Curriculum, Assessment and Reporting Authority (ACARA), Australian Curriculum v40 <www.australiancurriculum.edu.au/Home>
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Section 3: Student activity

Activity

1. Introduction and revision of prior knowledge. Brainstorm the names of the early colonists that we already know from class oral presentations. What can we remember about them? Why were they significant? Present excerpts from the oral presentations on the interactive whiteboard to stimulate further discussion.

2. Refer the students to the website links that they were used when they were preparing their oral presentations. Provide the link to TROVE (http://trove.nla.gov.au/) where they can search information in old newspapers about their chosen colonist. Students will require access to computers at this stage.

3. Revise the characteristics of journalistic writing, e.g. using an article from a newspaper.

4. Use the Five Ws and one H (who, what, when, why, why and how) to start planning the newspaper article.

5. Students develop their own historical inquiry questions/structure which they will write up as a newspaper article in the form of an obituary/Life and times of...

6. The draft copy is marked and the students are given a newspaper page template to produce the final copy (see below).

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The Old Post
Illustrated Weekly Newspaper

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**Student learning associated with this activity**

The activity covers a range of knowledge, concepts and historical skills in the Year 5 Curriculum.

The students are provided with information on the first years of settlement within the Swan River Colony. From this they will be able to discuss concepts such as empathy for the colonists and compare and contrast the life of a colonist to their own. Continuity and Change will be significant to this project. The students will then be guided into formulating historical questions on the event and communicating their responses in writing.

A range of historical evidence is also introduced on the event, including images and historical narratives.

The key inquiry questions for Year 5 focused on in this activity and assessment include:

1. What were the significant events and who were the significant people that shaped Australian colonies?
2. How did colonial settlement change the environment?
3. What do we know about the lives of people in Australia’s colonial past and how do we know?

**Other Opportunities**

The assessment task lends itself to a wide range of other learning opportunities. The students were encouraged to do self-guided research on other significant colonists of the time and present their findings through art, language or a combination. They also had the opportunity to write a letter to a friend back in their home country as if they were a child of a Swan River Colonist who had emigrated here, detailing life in their new surroundings.

The students also had the opportunity to visit East Perth cemeteries where many of the first settlers were buried. This lent itself to further work in mathematics and chronology of the time.

They subsequently used a computer programme to make a comic strip of an event in the life of their chosen colonist. They took the photographs, in costume, and then imported them into the comic strip to create the story.
**Section 5: Reflection**

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<th>Answer</th>
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<tr>
<td>To what extent did the task provide an opportunity for the students to demonstrate their skills and understandings from the curriculum content?</td>
<td>Good feedback from the students….definitely an array of responses both orally and written. They loved the opportunity of doing something a bit different to the norm of a recount. They wanted to add extra to make the story more sensationalised as newspapers tend to be, but I was wary that we, unlike journalists, needed to stick to the facts and not wander into fiction! Again, the results were dependent on the level of knowledge and the student’s application to the task.</td>
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<tr>
<td>What range of achievement was demonstrated by students?</td>
<td>In terms of detail in the work, very varied. All the students were interested, but some were unable to find as much about their chosen colonist as others. We discussed why. Diaries and letters were a great source for some, whilst others had chosen generally illiterate or less well-known colonists, who were not as well documented, historically. This was a lesson in itself! In terms of work quality, several students are much better orally than in writing, but they all had the opportunity to spend the time they required on the task.</td>
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<td>Was any additional support required for some students to complete the task?</td>
<td>Yes. Those who find it hard to mind map or to pick important information had a session in small groups on how to scaffold their term 1 work and to be able to choose relevant information. We also spent time talking about how a journalist would go about finding out information they needed to supplement their story. Without Google, how would they do it?</td>
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<tr>
<td>What misconceptions were revealed from students’ responses to the task?</td>
<td>The students found it hard to write as a journalist. I think this was because they had already BEEN that person, dressed up as that person and been very involved as that person in term 1. Therefore to take a step back and have to put down information they knew well, but to have to add to it to make the story more interesting to a newspaper reader was a challenge.</td>
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<tr>
<td>How could this activity be used to inform the planning of future teaching and learning?</td>
<td>We are already on to our next task. We are making a comic strip of our colonist, choosing an important event in their life to bring to life in a comic. The students will again, become the colonist, dress up, take photos after storyboarding their comic strip, and then use the computer programme COMIC LIF to produce their final effort.</td>
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<td>How could this activity relate to other learning areas? How could this activity be adapted to embed the Cross Curriculum Priorities? How could this activity be adapted to embed a wider scope of General Capabilities?</td>
<td>The assessment task lends itself to a wide range of other learning opportunities. The students were encouraged to do self-guided research on other significant colonists of the time and present their findings through art, language or a combination. They also had the opportunity to write a letter to a friend back in their home country as if they were a child of a Swan River colonist who had emigrated here, detailing life in their new surroundings. The students also had the opportunity to visit East Perth cemeteries where many of the first settlers were buried. This lent itself to further work in mathematics and chronology of the time.</td>
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