



Government of **Western Australia**  
School Curriculum and Standards Authority

# Humanities and Social Sciences: History

Teaching, learning and assessment exemplar

Year 9

Australian history (1750–1914)



## **Acknowledgement of Country**

Kaya. The School Curriculum and Standards Authority (the Authority) acknowledges that our offices are on Whadjuk Noongar boodjar and that we deliver our services on the country of many traditional custodians and language groups throughout Western Australia. The Authority acknowledges the traditional custodians throughout Western Australia and their continuing connection to land, waters and community. We offer our respect to Elders past and present.

## **Cultural sensitivity statement**

Aboriginal and Torres Strait Islander people are advised that this document may contain images, voices or names of deceased persons, as well as historical documents, policies and texts, which may include language that is now considered outdated or culturally sensitive.

## **Background**

This teaching, learning and assessment exemplar (the exemplar) has been developed by the School Curriculum and Standards Authority (the Authority) as part of the *School Education Act Employees (Teachers and Administrators) General Agreement 2017* (Clause 61.1–61.3).

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## **Disclaimer**

Any resources such as texts, websites and so on that may be referred to in this document are provided as examples of resources that teachers can use to support their learning programs. Their inclusion does not imply that they are mandatory or that they are the only resources relevant to the course. Teachers must exercise their professional judgement as to the appropriateness of any they may wish to use.

This resource utilises electronic web-based resources, such as videos and image galleries. Teachers should be present while an electronic resource is in use and close links immediately after a resource, such as a video has played to prevent default 'auto play' of additional videos. Where resources are referred for home study, they should be uploaded through Connect, or an equivalent system, that filters advertising content.

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## The Western Australian Curriculum

The *Western Australian Curriculum and Assessment Outline* (the *Outline* – <https://k10outline.scsa.wa.edu.au/>) sets out the mandated curriculum, guiding principles for teaching, learning and assessment, and support for teachers in their assessment and reporting of student achievement. The *Outline* recognises that all students in Australian schools, or international schools implementing the Western Australian curriculum, are entitled to be given access to the eight learning areas described in the *Alice Springs (Mparntwe) Education Declaration*, December 2019.

### The Humanities and Social Sciences curriculum

The mandated curriculum is presented in the year level syllabus documents.

The Humanities and Social Sciences curriculum delivers a sequential and age-appropriate progression of learning with the following key elements:

- a year level description that provides an overview of the context for teaching and learning in the year
- a series of content descriptions, populated through strands and sub-strands, that sets out the knowledge, understanding and skills that teachers are expected to teach and students are expected to learn
- an achievement standard that describes an expected level that the majority of students are achieving by the end of a given year of schooling. An achievement standard describes the quality of learning (e.g. the depth of conceptual understanding and the sophistication of skills) that would indicate the student is well placed to commence the learning required in the next year.



## **This exemplar**

This Humanities and Social Sciences exemplar articulates the content in the *Outline* and approaches to teaching, learning and assessment reflective of the Principles of Teaching, Learning and Assessment. This exemplar demonstrates a sequence of teaching and learning, including suggested assessment points, for 16 lessons.

### **Catering for diversity**

This exemplar provides a suggested approach for the delivery of the curriculum and reflects the rationale, aims and content structure of the learning area. When planning the learning experiences, consideration has been given to ensuring that they are inclusive and can be used in, or adapted for, individual circumstances. It is the classroom teacher who is best placed to consider and respond to (accommodate) the diversity of their students. Reflecting on the learning experiences offered in this exemplar will enable teachers to make appropriate adjustments (where applicable) to better cater for students' gender, personal interests, achievement levels, socio-economic, cultural and language backgrounds, experiences and local area contexts.



## Using this exemplar

This teaching, learning and assessment exemplar provides suggestions to support the delivery of the mandated curriculum content. The exemplar provides:






- a teaching and learning sequence
- the mandated curriculum content to be taught at each point of the teaching and learning sequence, suggested resources, a sample assessment task and marking key
- the number of lessons to deliver the teaching and learning experiences
- learning intentions and support notes that may provide focus questions and additional information and/or examples to assist with the interpretation of curriculum content
- support notes to assist teachers to unpack the content and support teaching and learning experiences
- teaching and learning experiences that outline the structure of the lesson. These explicitly state each activity that the lesson will progress through and the key focus area for that activity.

### Links to electronic resources

This sequence of lessons may utilise electronic web-based resources, such as videos and image galleries. Teachers should be present while an electronic resource is in use and close links immediately after a resource, such as a video, has played to prevent default 'auto play' of additional videos. Where resources are referred for home study, they should be uploaded through Connect, or an equivalent system, that filters advertising content.

## Resources legend

The following symbols are used in this teaching, learning and assessment exemplar to provide teachers with information on the nature of the resources included in the lesson sequence.

Symbol	Name	Description	Examples of use
	Multimedia	Video or audio materials to be shown to the class	<ul style="list-style-type: none"><li>• YouTube clips</li><li>• documentary</li><li>• podcasts</li></ul>
	Webpage	Online information source	<ul style="list-style-type: none"><li>• news article</li><li>• museum website</li><li>• government website</li></ul>
	Student resource	Resource that students need to access for learning	<ul style="list-style-type: none"><li>• student worksheets</li><li>• graphic organiser template</li><li>• interactive webpage</li></ul>
	Lesson materials	Materials that require teacher preparation prior to lesson	<ul style="list-style-type: none"><li>• collection of images</li><li>• card-sort activities</li><li>• materials for practical activities</li></ul>
	Teacher support resource	Additional information to support teachers in the suggested lesson	<ul style="list-style-type: none"><li>• thinking routine instructions</li><li>• example of completed graphic organisers</li><li>• additional information on topic</li></ul>

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## Best practice

### Teaching and learning

The teaching and learning opportunities offered in this exemplar are not exhaustive. Thus, teachers are encouraged to make professional decisions about which learning experiences, and the sequence in which they are delivered, are best suited to their classroom context, taking into account the availability of resources and student ability.

This sample may prove a useful starting point for amplifying creativity in the classroom, while presenting the embedded expectations of the Western Australian Curriculum: Humanities and Social Sciences.

Teachers may find opportunities to incorporate the General Capabilities and the Cross-curriculum Priorities into the teaching and learning program.

**Ways of teaching** – teachers can locate additional information on the Ways of teaching on the School Curriculum and Standards Authority (the Authority) website

<https://k10outline.scsa.wa.edu.au/home/wa-curriculum/learning-areas/humanities-and-social-sciences/overview/humanities-and-social-sciences-ways-of-teaching>.

### Assessing

Assessment, both formative and summative, is an integral part of teaching and learning. Assessment should arise naturally out of the learning experiences provided to students. In addition, assessment should provide regular opportunities for teachers to reflect on student achievement and progress. As part of the support it provides for teachers, this exemplar includes suggested assessment points. It is the teacher's role to consider the contexts of their classroom and students, the range of assessments required, and the sampling of content descriptions selected to allow their students the opportunity to demonstrate achievement in relation to the year level achievement standard. Teachers are best placed to make decisions about whether the suggested assessment/s are used as formative or summative assessment and/or for moderation purposes.

**Ways of assessing** – a range of assessment strategies that can enable teachers to understand where students are in their learning is available on the Authority website

<https://k10outline.scsa.wa.edu.au/home/wa-curriculum/learning-areas/humanities-and-social-sciences/overview/humanities-and-social-sciences-ways-of-assessing>.

### Reflecting

Reflective practice involves a cyclic process during which teachers continually review the effects of their teaching and make appropriate adjustments to their planning. The cycle involves planning, teaching, observing, reflecting and replanning.

This exemplar supports reflective practice and provides flexibility for teachers in their planning. The exemplar shows how content can be combined and revisited throughout the year. Teachers will choose to expand or contract the amount of time spent on developing the required understandings and skills according to their reflective processes and professional judgements about their students' evolving learning needs.



## **Australian history (1750–1914)**

This exemplar can be used to develop students' understanding of key historical concepts, knowledge and skills as they apply to aspects of Australian history including the causes of European imperial expansion, the effects of colonisation on Aboriginal and Torres Strait Islander peoples, significant events and individuals, as well as the experiences of different people.

If the suggested learning experiences and the relevant syllabus content for this unit have been studied, students will be well positioned to address the requirements of the assessment task to the best of their ability. The assessment task consists of the development of a timeline of the experiences of different groups during the time period. The timeline is created over the course of the unit of work, and concludes with an in-class validation.

The lessons in this teaching, learning and assessment exemplar are designed to be taught chronologically across the time period.



## Important information for teaching this unit

This teaching, learning and assessment exemplar includes a range of lessons covering challenging content from Australian history 1750 to 1914, including colonisation and *terra nullius*, the Frontier Wars and the *Aborigines Act 1905* (Western Australia).

To support teachers in delivering this content in an appropriate and safe manner, it is recommended that teachers familiarise themselves with the following resources. Please note that this is not an exhaustive list, rather, it is a starting point for ongoing professional learning. Many of the ideas raised in the teaching of one topic are also relevant to other topics.

### Teaching of Aboriginal and Torres Strait Islander peoples' histories



<https://www.aitsl.edu.au/teach/cultural-responsiveness/building-a-culturally-responsive-australian-teaching-workforce>



<https://www.narragunnawali.org.au/humanities-and-social-sciences-history>



<https://www.narragunnawali.org.au/professional-learning/64/anti-racism-strategy-evaluation-and-planning>



<https://aiatsis.gov.au/education/guide-evaluating-and-selecting-education-resources>

A range of content warnings have been included in this teaching, learning and assessment exemplar. These content warnings are written notices that precede potentially sensitive content and can be found in the Teacher information section of relevant lessons. They flag the contents of the recommended resources so that teachers and students can prepare themselves to adequately engage or disengage for their own wellbeing, creating safe spaces for students to effectively learn.



## Year level description

In the middle adolescence phase of schooling, teaching and learning programs encourage students to develop an open and questioning view of themselves as active participants in their society and the world.

In Humanities and Social Sciences, students build on their understanding of important concepts and continue to develop their awareness of the complexity of the natural environment, social issues and the impact of technological advances. Students consider how the relationship between knowledge, technology and values influences their own role within society.

In Year 9, students develop increasing independence in critical thinking and skill application, which includes questioning, researching, analysing, evaluating, communicating and reflecting. They apply these skills to investigate events, developments, issues and phenomena, both historical and contemporary.

Students continue to build on their understanding of the concepts of the Westminster system, democracy, democratic values, justice and participation. They examine the role of political parties and independent representatives, and the way citizens' decisions are shaped during an election campaign. Students investigate how Australia's court system works in support of a democratic and just society.

Students are introduced to the concepts of specialisation and trade while continuing to further their understanding of the key concepts of scarcity, making choices, interdependence, and allocation and markets. They examine the connections between households and businesses, and the financial, government and overseas sectors through the flow of goods, services and resources in a global economy. Students develop an understanding of the risks and rewards involved in investing money and explore ways to practise financial management.

The concepts of place, space, environment, interconnection, sustainability and change continue to be developed as a way of thinking, which enable students to inquire into the production of food and fibre, the role of the biotic environment and to explore how people, through their choices and actions, are connected to places in a variety of ways. Students apply this understanding to a wide range of places and environments at a range of scales, from local to global and in a range of locations.

Students develop their historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability. These concepts are investigated within the historical context of Australia's colonial history and World War I. They consider how the experiences of people and groups reflected the attitudes of these time periods, and the significance of both colonisation and World War I.



## Achievement standard

By the end of the year:

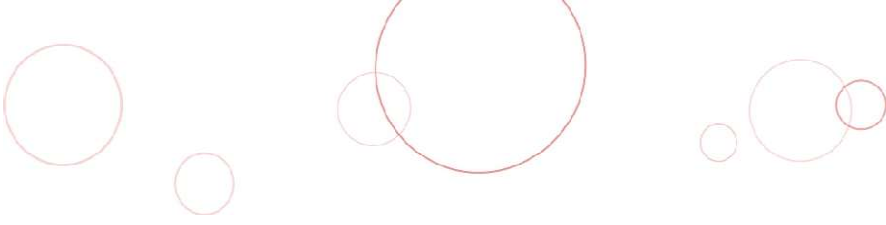
Students construct a range of questions and hypotheses involving cause and effect, patterns and trends, and different perspectives. They use a range of methods to select, record and organise relevant information and/or data from multiple sources. When interpreting sources, students identify their origin and purpose, and draw conclusions about their usefulness. They examine sources to compare different points of view/perspectives and describe different interpretations. Students analyse information and/or data to identify simple patterns, trends, relationships and/or change over time. They draw evidence-based conclusions, using information and/or data to consider multiple perspectives and/or to propose action in response to contemporary challenges. Students develop a range of texts appropriate to the type of discussion and/or explanation required. They use subject-specific terminology and concepts, and provide evidence from a range of sources to support conclusions, and acknowledge these sources.

Students describe some ways individuals and political parties participate within the electoral system in Australia's democracy and how their voting preferences can be shaped by external influences. They describe Australia's court system and how the courts resolve disputes. Students identify the principles of justice and the threats to these principles.

Students explain the interdependence between Australia and other economies by identifying Australia's trading partners and describe how specialisation results in the exchange of goods and services between countries. They describe the risks and rewards that result from making consumer and financial choices.

Students explain the spatial variation and characteristics of biomes and the interconnections between people, places and environments. They identify the cause and effect of these interconnections and predict possible implications for people, places and natural environments, now and in the future. Students make inferences about the spatial outcomes of the interconnections between people, places and environments.

Students explain the different experiences of Australia's colonial history, and the causes and effects of World War I over both the short and long term, including its significance. Students use evidence to explain patterns of change and continuity over time and identify the motives and actions of the individuals and groups at that time.





## Lessons 1–16

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## Lesson 1

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The Western Australian Curriculum content addressed in this lesson is below.

### Australian history (1750–1914)

- The causes of European imperial expansion and the movement of peoples in the late 18th and early 19th centuries

### Questioning and researching

- Use a range of methods to collect, select, record and organise relevant and reliable information and/or data from multiple sources that reflects the type of analysis of information that is needed with and without the use of digital and spatial technologies

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### Resources



Horrible Histories – Australia song!

<https://www.youtube.com/watch?v=ZSfkda6EHEA>



Students of History – Motives for European imperialism

<https://www.studentsofhistory.com/motives-for-european-imperialism>



Odyssey Traveller – Reasons for the British settlement of Sydney

<https://www.odysseytraveller.com/articles/why-did-the-british-settle-australia/>



K20 Center – Two-minute paper

<https://learn.k20center.ou.edu/strategy/152>

### Teacher information

The purpose of Lessons 1 to 4 is for students to gain an understanding of why Britain colonised Australia. At the end of this series of lessons, students will be able to explain the reasons why Britain colonised Australia. Students will be able to discuss the experiences of the people impacted by British colonisation, including convicts and free settlers.

## Lesson outline

Learning intention/s	Success criteria
<p>Students will:</p> <ul style="list-style-type: none"><li>understand the different motives for European imperialism, such as economic, political, cultural and expansionist factors.</li></ul>	<p>Students can:</p> <ul style="list-style-type: none"><li>list reasons for British colonisation of Australia and compare their ideas with others</li><li>categorise reasons under the headings of British expansion, economic, political and cultural motives</li><li>evaluate the significance of different reasons for colonisation.</li></ul>

### Introduction

- As a class, students list the reasons why the British colonised Australia.
- Show students the *Australia song!* video.
- Students write reasons about why Britain colonised Australia from the video, and then compare their lists with a partner.

### Main activity

- Play the *Motives for European imperialism* recording on the *Motives for European imperialism* webpage.
- Ask students to list reasons for the colonisation of Australia under the following headings:
  - British expansion
  - economic
  - political
  - cultural.
- Using the *Odyssey traveller* webpage, students write additional reasons on their list of why people were transported when transportation began.
- They then summarise each reason with a minimum of three sentences.

### Review of learning

- Using the *Two-minute paper* instructional strategy, students write a response to the following question: Which reason for colonisation do you think was the most important and why?

## Lesson 2

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The Western Australian Curriculum content addressed in this lesson is below.

### Australian history (1750–1914)

- The causes of European imperial expansion and the movement of peoples in the late 18th and early 19th centuries

### Analysing

- Account for different interpretations and points of view/perspectives in information and/or data
- 

### Resources



PowerPoint/fact sheet created from:

Britannica Kids – Immigration to Australia



<https://kids.britannica.com/students/article/immigration-to-Australia/629933#:~:text=Free%20settlers%E2%80%94people%20who%20willingly,to%20encourage%20migration%20to%20Australia>



AMES Australia – Waves of migration to Australia

<https://www.ames.net.au/ames-70-years/waves-of-migration-to-australia>



K20 Center – T-chart

<https://learn.k20center.ou.edu/strategy/86>

### Teacher information

Prior to the lesson, the teacher should use the websites on colonisation to gather information on the forced and voluntary migration of people to Australia. This could be displayed on PowerPoint slides or paper-based fact sheets.

## Lesson outline

Learning intention/s	Success criteria
<p>Students will:</p> <ul style="list-style-type: none"><li>• understand the difference between forced and voluntary migration</li><li>• explore the reasons why people were forced to migrate to Australia and why others chose to migrate</li><li>• reflect on the experiences of convicts and free settlers during their migration to Australia.</li></ul>	<p>Students can:</p> <ul style="list-style-type: none"><li>• identify and explain the difference between forced and voluntary migration, using examples from Australian history</li><li>• write two diary entries from different perspectives, including motivations for migration and descriptions of their experiences during transport.</li></ul>

### Introduction

- Students use a *T-chart* instructional strategy to brainstorm ideas of what is the forced and voluntary movement of people. Refer to the *Australia song!* video from the previous lesson. The column titles in the T-chart are 'forced migration' and 'voluntary migration'.
- Use the following as prompts:
  - Define forced and voluntary migration.
  - Who was forced to move? Why?
  - Who chose to move to Australia? Why?
  - Imagine what life must have been like for each group of people during their journey to Australia and after they arrived.
- Students compare their answers with a partner and add in additional information.
- If students have no prior knowledge of forced and voluntary migration to Australia, lead the discussion using information from the stimulus materials.

### Main activity

- Write the summary of information outlined in 'Teacher information' on the whiteboard, or hand it out to the students.
- Using a different colour, students tick their acceptable ideas and cross out their unacceptable ideas, based on the summarised information given to them. They then write the accurate information.
- Using a third-coloured pen, students write additional information from their website research in their Introduction *T-chart*.
- Students are directed by the teacher to imagine themselves as either convict or free settler and to write two diary entries, outlining why they are migrating and what their journey was like.

### Review of learning

- In pairs, one student tells their partner about the convict experience, and the other student tells their partner about the settler experience.

## Lesson 3

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The Western Australian Curriculum content addressed in this lesson is below.

### Australian history (1750–1914)

- The causes of European imperial expansion and the movement of peoples in the late 18th and early 19th centuries
- The effects of colonisation on Aboriginal and Torres Strait Islander peoples

### Communicating and reflecting

- Develop texts, particularly explanations and discussions, using evidence from a range of sources to support conclusions and/or arguments

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### Resources



Common Ground – What is colonisation?

<https://www.commonground.org.au/article/what-is-colonisation>



PowerPoint/fact sheet created from:

Rule of Law – *Terra nullius*, legal sovereignty, and the effect of British attitudes on Indigenous people

<https://www.ruleoflaw.org.au/education/australian-colonies/terra-nullius/>



Evolve Communities – Comprehending the difference between Land and Country

<https://www.evolve.com.au/connection-to-country/>



Deadly Story – Food and agriculture

[https://deadlystory.com/page/culture/Life\\_Lore/Food](https://deadlystory.com/page/culture/Life_Lore/Food)



K20 Center – Venn diagram

<https://learn.k20center.ou.edu/strategy/2918>



### Teacher information

Aboriginal and Torres Strait Islander teachers and students are advised that the resources used in this lesson contain images, voices, videos or names of deceased persons.

Users are warned that there are words and descriptions that may be culturally sensitive and which might not normally be used in certain public or community contexts.

Terms and annotations that reflect the attitude of the author or the period in which the item was written may be considered inappropriate today.

Use the *Terra nullius, legal sovereignty, and the effect of British attitudes on Indigenous people* PDF and the websites on Aboriginal and Torres Strait Islander peoples' perspectives on Country/Place to summarise the European reasons for expansion and colonisation, and the Aboriginal and Torres Strait Islander peoples' connection to Country/Place. This summary of information could be displayed on PowerPoint slides or paper-based fact sheets.

## Lesson outline

Learning intention/s	Success criteria
<p>Students will:</p> <ul style="list-style-type: none"><li>• understand the concept of colonisation and <i>terra nullius</i></li><li>• reflect on the impact of differing beliefs on the relationship between Aboriginal and Torres Strait Islander peoples and European settlers.</li></ul>	<p>Students can:</p> <ul style="list-style-type: none"><li>• define colonisation and <i>terra nullius</i> and explain their significance in the context of Australian history</li><li>• compare and contrast the beliefs and practices of European colonisers and Aboriginal and Torres Strait Islander peoples about land and Country/place</li><li>• write two paragraphs summarising the similarities and differences between the different groups' beliefs about land and Country/place.</li></ul>

### Introduction

- Students write what they think 'colonisation' means. Discuss definitions as a class. The example from the *What is colonisation?* webpage can be used to critically analyse what is meant.
- Write the definition of '*terra nullius*' from the *Terra nullius, legal sovereignty, and the effect of British attitudes on Indigenous people* PDF, as outlined in the Teacher information, on the whiteboard. Ask students to write in their own words their understanding of what '*terra nullius*' is and what they think this means in terms of colonisation.

### Main activity

- Give the summary of information to the students on the whiteboard or as fact sheets.
- Using a *Venn diagram*, students list the different and similar beliefs that the European colonisers and the Aboriginal and Torres Strait Islander peoples had regarding the beliefs and practices of land and Country/Place.
- Students write a paragraph on similarities and a paragraph on differences between the two groups using information from the *Venn diagram*.

### Review of learning

- In pairs, students discuss the following:
  - Were there any similarities between the groups' beliefs and practices regarding use of land and Country/Place?
  - If there were none, why is that?
  - What impact would this lack of commonality and understanding have on future relations between the two groups?

## Lesson 4

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The Western Australian Curriculum content addressed in this lesson is below.

### Australian history (1750–1914)

- The causes of European imperial expansion and the movement of peoples in the late 18th and early 19th centuries
- The effects of colonisation on Aboriginal and Torres Strait Islander peoples

### Analysing

- Analyse the 'big picture'
- 

### Resources



K20 Center – I used to think... but now I know

<https://learn.k20center.ou.edu/strategy/137>



National Library of Australia – Challenging *terra nullius*

<https://www.library.gov.au/learn/digital-classroom/legend-and-legacy-james-cook/challenging-terra-nullius>



PowerPoint/fact sheet created from:



Rule of Law – *Terra nullius*, legal sovereignty, and the effect of British attitudes on Indigenous people

<https://www.ruleoflaw.org.au/education/australian-colonies/terra-nullius/>



Aboriginal Heritage Office – A brief Aboriginal history

<https://www.aboriginalheritage.org/history/history/>



K20 Center – Fishbone

<https://learn.k20center.ou.edu/strategy/1664>

### Teacher information

Aboriginal and Torres Strait Islander teachers and students are advised that the resources used in this lesson contain images, voices, videos or names of deceased persons.

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Terms and annotations that reflect the attitude of the author or the period in which the item was written may be considered inappropriate today.

Create a summary of information regarding the impacts of *terra nullius* and colonisation on Aboriginal and Torres Strait Islander peoples using the websites above. This summary could be presented as on PowerPoint slides or paper-based fact sheets.

## Lesson outline

Learning intention/s	Success criteria
<p>Students will:</p> <ul style="list-style-type: none"><li>• understand the historical concept of <i>terra nullius</i> and its impact on Aboriginal and Torres Strait Islander peoples</li><li>• reflect on their own changing understanding of the effects of colonisation, especially regarding Aboriginal and Torres Strait Islander peoples' rights, cultures and land.</li></ul>	<p>Students can:</p> <ul style="list-style-type: none"><li>• organise their information about the impacts of <i>terra nullius</i> and colonisation, identifying key areas, such as cultural, social, economic and political impacts</li><li>• describe how their understanding of <i>terra nullius</i> and colonisation has changed.</li></ul>

### Introduction

- Students fill in the 'I used to think' column of the *I used to think... Now I know* instructional strategy regarding the impact of *terra nullius* and colonisation on Aboriginal and Torres Strait Islander peoples.

### Main activity

- Using the *Challenging terra nullius* website, show the Bruce Pascoe 'Evidence of agriculture and roads' digital classroom video and complete Activity 1.
- Present the summary of information regarding the impacts of *terra nullius* and colonisation on Aboriginal and Torres Strait Islander peoples to the class.
- Students use the *Fishbone* instructional strategy to organise their information regarding impacts of colonisation on Aboriginal and Torres Strait Islander peoples.

### Review of learning

- Students fill in the 'Now I know' column of the *I used to think... Now I know* instructional strategy.

## Lesson 5

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The Western Australian Curriculum content addressed in this lesson is below.

### Australian history (1750–1914)

- Significant individuals and events in the development of Australian society during the time period

### Analysing

- Apply subject-specific skills and concepts in familiar, new and hypothetical situations
- 

### Resources



History Skills – What is historical significance?

<https://www.youtube.com/watch?v=6EWIZzuQ-3Y>



National Museum of Australia – Defining moments in Australian history

<https://www.nma.gov.au/defining-moments>



Do History – How to make a timeline

[https://dohistory.org/on\\_your\\_own/toolkit/timeline.html](https://dohistory.org/on_your_own/toolkit/timeline.html)

### Teacher information

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This is Lesson 1 of the Timeline assessment task. Students will start to construct a timeline of the whole time period from 1750 to 1914. These timelines will need to be collected or kept by the student as they will be used in multiple lessons.

## Lesson outline

Learning intention/s	Success criteria
<p>Students will:</p> <ul style="list-style-type: none"><li>discover significant events in the early years of Australia's colonisation.</li></ul>	<p>Students can:</p> <ul style="list-style-type: none"><li>explain what makes an event historically significant based on the video and class discussion</li><li>evaluate the significance of a key event in Australia's history.</li></ul>

### Introduction

- Show the *What is historical significance?* video.
- Have the *Defining moments in Australian history* timeline on the screen at the 1700 to 1800 section.
- Using some of these events and the information from the video, have a class discussion about what makes an event significant.
- Students select an event and, by looking at the description and picture, note what they think the impact of the event was on the colonisation of Australia, and why they think it was important enough to be considered for the timeline.
- Students discuss their ideas with a partner.

### Main activity

1. Hand out the Timeline assessment task (Appendix A).
  2. Use the *Defining moments in Australian history* timeline to demonstrate the components of a timeline.
  3. Students add four events which they consider significant, including information as outlined in the assessment.
- These are Steps 1, 2 and 3 of the assessment task.

### Review of learning

- Students select one of their significant events and, using terminology from the *What is historical significance?* video, explain to their partner why they think this event is important to Australia's history.

## Lesson 6

---

The Western Australian Curriculum content addressed in this lesson is below.

### Australian history (1750–1914)

- Significant individuals and events in the development of Australian society during the time period

### Questioning and researching

- Construct, select and evaluate a range of questions and hypotheses involving cause and effect, patterns and trends, and different perspectives
  - Use a range of methods to collect, select, record and organise relevant and reliable information and/or data from multiple sources that reflects the type of analysis of information that is needed with and without the use of digital and spatial technologies
- 

### Resources



Australian Dictionary of Biography – Home page

<https://adb.anu.edu.au/>



Reserve Bank of Australia Museum – Notable Australians:

Historical Figures Portrayed on Australian Banknotes

<https://museum.rba.gov.au/exhibitions/notable-australians>



K20 Center – DOK question stems

<https://learn.k20center.ou.edu/strategy/170>



Good Notes – Cornell note taking — The best way to take notes, explained

<https://www.goodnotes.com/blog/cornell-notes>



K20 Center – Gallery walk

<https://learn.k20center.ou.edu/strategy/118>

### Teacher information

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Students create an infographic of a significant individual from 1750 to 1800. Students can choose their own significant people or be given choices. Students choose from a variety of demographics, which can include:

- convicts e.g. Francis Greenway
- children e.g. Mary Wade
- free settlers e.g. Thomas Rose
- Aboriginal and Torres Strait Islander peoples e.g. Pemulwuy
- women e.g. Mary Reibey
- politicians e.g. Captain Arthur Phillip.

Examples of websites the students could use to conduct their research can be found in the Resources section.

Create a picture collage of these significant people to show the class as part of the introduction.

## Lesson outline

Learning intention/s	Success criteria
<p>Students will:</p> <ul style="list-style-type: none"><li>understand the contributions of significant individuals in Australia from 1750 to 1800 and their impact on the development of Australian society, culture and governance.</li></ul>	<p>Students can:</p> <ul style="list-style-type: none"><li>identify one significant person from their studies and justify why they are historically important</li><li>develop a range of focus questions to guide research on the significant person</li><li>conduct research and record key information including the background, roles and key achievements of their chosen significant individual</li><li>create an infographic that effectively presents the researched information about their selected individual.</li></ul>

### Introduction

- Students look over their notes and write the names of any individuals they have come across in their learning.
- Using the collage of significant people and terminology from the *What is historical significance?* video, have a discussion around what makes a person significant/famous.

### Main activity

- Students choose one person and, using the *DOK question stems* instructional strategy, develop a range of research questions to investigate this person.
- Once students have written their questions, they research the answers. They can use *Cornell notes* to write their information. Once completed, they create an infographic on their significant person.
- These can be displayed around the classroom.

### Review of learning

- Using the *Gallery walk* instructional strategy, students look at the significant people selected by other students and write one interesting thing for five different significant people.

## Lessons 7–8

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The Western Australian Curriculum content addressed in these lessons is below.

### Australian history (1750–1914)

- Different experiences of Aboriginal and Torres Strait Islander peoples, colonisers and non-European settlers

### Analysing

- Analyse information and/or data in different formats
- 

### Resources



Project Zero: Harvard Graduate School of Education – Think, pair, share  
<https://pz.harvard.edu/resources/think-pair-share>



Summary of the experiences of people post-colonisation from:



Britannica Kids – Colonial Australia  
<https://kids.britannica.com/kids/article/Colonial-Australia/629432>



Australian Dictionary of Biography – Home page  
<https://adb.anu.edu.au/>



Britannica Kids – Free settlement in colonial Australia  
<https://kids.britannica.com/students/article/free-settlement-in-colonial-Australia/629315#:~:text=Life%20was%20very%20hard%20for,plants%20and%20animals%20were%20unfamiliar.>



Old Parliament House – Getting it together: From colonies to federation  
<https://getting-it-together.moadoph.gov.au/national-story/index.html>



K20 Center – Jigsaw  
<https://learn.k20center.ou.edu/strategy/179>



Project Zero: Harvard Graduate School of Education – True for who?  
<https://pz.harvard.edu/resources/true-for-who>



Reading Rockets – Persuasive writing  
<https://www.readingrockets.org/classroom/classroom-strategies/persuasive-writing>

### Teacher information

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Create a summary of information explaining what life was like for each group of people, using the websites listed in the Resources section. This can be presented as fact sheets to be given to the *Jigsaw* groups.

## Lesson outline

Learning intention/s	Success criteria
Students will: <ul style="list-style-type: none"><li>study the differing experiences of Aboriginal and Torres Strait Islander peoples, European colonisers and non-European settlers in Australia from 1750 to 1800.</li></ul>	Students can: <ul style="list-style-type: none"><li>identify the different groups impacted by colonisation and understand the unique challenges each group faced</li><li>identify, record and summarise key information.</li></ul>

## Introduction

- Display the different groups of people who were impacted by colonisation.
  - Women
  - Children
  - Convicts
  - European free settlers
  - Non-European settlers
  - Aboriginal and Torres Strait Islander peoples
- Using a *Think, pair, share* thinking routine, students think about what life would have been like for each group. They write some brief ideas and then share these with their partner and the class.

## Main activity

- The teacher displays the information summary on the whiteboard or supplies fact sheets to students.
- Using the *Jigsaw* instructional strategy, place students in groups. Students are to use the teacher-generated fact sheets to investigate their groups. In expert groups, they decide on the most important facts. They return to their *Jigsaw* groups and provide this information to the group.
- The group has a discussion based on these questions:
  - What were some positives and negatives in the lives of these people?
  - How did the lives of these groups of people change from 1750 to 1800?
- Using the *True for who?* thinking routine, students explore the different experiences of the different groups of people in the time period.
- Students select two groups of people and write two comparative paragraphs outlining the similarities and differences between the two groups of people.

## Review of learning

- Students are to share their findings from the *True for who?* thinking routine and persuasive letter with their groups.

## Lesson 9

---

The Western Australian Curriculum content addressed in this lesson is below.

### Australian history (1750–1914)

- Significant individuals and events in the development of Australian society during the time period

### Analysing

- Analyse information and/or data in different formats
- 

### Resources



Project Zero: Harvard Graduate School of Education – Creative question starts

<https://pz.harvard.edu/resources/creative-question-starts>



K20 Center – Web inquiry

<https://learn.k20center.ou.edu/strategy/2532>



Project Gutenberg Australia – Australian explorers, discoverers and pioneers

<https://gutenberg.net.au/explorers.html#exploretimeline>



K20 Center – Fishbowl

<https://learn.k20center.ou.edu/strategy/3053>

### Teacher information

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The purpose of Lessons 9 to 12 is for students to learn about the key events and people of the time period 1800 to 1850. They will discover the impact that events, specifically the exploration of Australia, and the expansion of the British settlers had on people and their experiences. They will understand that different groups had different experiences and perspectives of the time period. This time period has a focus on British exploration and the expansion of the British colonisers, and the impact this expansion had on Aboriginal and Torres Strait Islander peoples.

## Lesson outline

Learning intention/s	Success criteria
<p>Students will:</p> <ul style="list-style-type: none"><li>investigate exploration of Australia and the expansion of the British settlers into other parts of Australia.</li></ul>	<p>Students can:</p> <ul style="list-style-type: none"><li>conduct research about an expedition, considering its details, impacts and long-term effects</li><li>explain the impact exploration and expansion had on the land, and the longer term impacts on the colony</li><li>describe the different experiences of colonial settlers and Aboriginal and Torres Strait Islander peoples because of colonial exploration.</li></ul>

### Introduction

- Students write three things they remember about British expansion from Lesson 3.
- They discuss their responses with a partner.
- If needed, students can review their notes from Lesson 3.

### Main activity

- Display the expedition timeline from the *Australian explorers, discoverers and pioneers* webpage on the whiteboard.
- Allocate an expedition to each student to research.
- Using the *Creative question starts* thinking routine, students write research questions for their allocated expedition. Students should ask questions about the specific details of the expedition, as well as the impact on the land, the settlers and the Aboriginal and Torres Strait Islander peoples.
- Prompt students to consider the following questions:
  - How did this expedition change Australia's landscape?
  - How did different groups experience this event differently?
  - What are the long-term consequences of this expedition?
- Using the *Web inquiry* instructional strategy, students answer these questions.

### Review of learning

- Students write one sentence answering each of their questions. Using the *Fishbowl* instructional strategy, students share their knowledge with another student.

## Lesson 10

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The Western Australian Curriculum content addressed in this lesson is below.

### Australian history (1750–1914)

- The effects of colonisation on Aboriginal and Torres Strait Islander peoples
- Different experiences of Aboriginal and Torres Strait Islander peoples, colonisers and non-European settlers

### Analysing

- Analyse information and/or data in different formats

### Communicating and reflecting

- Deconstruct and reconstruct the collected information and/or data into a form that identifies the relationship between the information and the hypothesis, using subject-specific conventions, terminology and concepts
- 

### Resources



Deadly Story – Frontier Wars

[https://deadlystory.com/page/culture/history/Frontier\\_wars](https://deadlystory.com/page/culture/history/Frontier_wars)



The University of Newcastle – Colonial frontier massacres in Australia, 1788–1930

<https://c21ch.newcastle.edu.au/colonialmassacres/map.php>



BYJU'S – How to write a news report

<https://byjus.com/english/how-to-write-a-news-report/>



Project Zero: Harvard Graduate School of Education – Headlines

<https://pz.harvard.edu/resources/headlines>

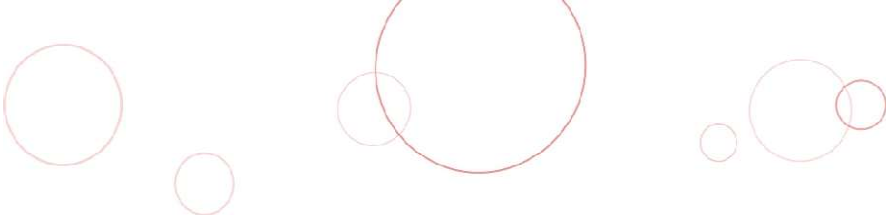
### Teacher information

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This is Lesson 2 of the Timeline assessment task.



## Lesson outline

Learning intention/s	Success criteria
<p>Students will:</p> <ul style="list-style-type: none"><li>investigate key events in the Frontier Wars.</li></ul>	<p>Students can:</p> <ul style="list-style-type: none"><li>identify key events in the Frontier Wars</li><li>describe the impact of the Frontier Wars on Aboriginal communities and relationships between Aboriginal people and European settlers.</li></ul>

### Introduction

- Read the *Frontier Wars* webpage information as a class. Students write three things that they learned from the reading.

### Main activity

- Show the *Colonial frontier massacres in Australia, 1788–1930* map to students, including any massacres which may have occurred locally.
- Students add local massacres to their assessment timeline. These can be local to the area the school is in or Western Australia.
- Students use research to expand their knowledge and then create a newspaper article outlining what the Frontier Wars were and the impact they had on Aboriginal and Torres Strait Islander peoples at the time and now.

### Review of learning

- Using the *Headlines* thinking routine, students create a headline for their news article.

## Lessons 11–12

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The Western Australian Curriculum content addressed in these lessons is below.

### Australian history (1750–1914)

- The effects of colonisation on Aboriginal and Torres Strait Islander peoples
- Significant individuals and events in the development of Australian society during the time period

### Analysing

- Analyse information and/or data in different formats

### Communicating and reflecting

- Deconstruct and reconstruct the collected information and/or data into a form that identifies the relationship between the information and the hypothesis, using subject-specific conventions, terminology and concepts
- 

### Resources

Collins Dictionary – Resistance fighter definition



[https://www.collinsdictionary.com/dictionary/english/resistance-fighter#:~:text=\(r%C9%AA%CB%88z%C9%AAst%C9%99ns%20%CB%88fa%C9%AAt%C9%99%20\),etc%2C%20often%20secretly%20or%20illegally](https://www.collinsdictionary.com/dictionary/english/resistance-fighter#:~:text=(r%C9%AA%CB%88z%C9%AAst%C9%99ns%20%CB%88fa%C9%AAt%C9%99%20),etc%2C%20often%20secretly%20or%20illegally)



Australia Frontier Conflicts 1788–1940s – Aboriginal and Torres Strait Islander warriors

<https://australianfrontierconflicts.com.au/resources/aboriginal-and-torres-strait-islander-warriors/>



NITV – 8 war heroes you didn't learn about in school

<https://www.sbs.com.au/nitv/article/8-war-heroes-you-didnt-learn-about-in-school/ebh8yjes0>



Project Gutenberg Australia – Australian explorers, discoverers and pioneers

<https://gutenberg.net.au/explorers.html>



Literacy Ideas – How to write a biography

<https://literacyideas.com/how-to-write-a-biography/>



Good Notes – Cornell note taking — The best way to take notes, explained

<https://www.goodnotes.com/blog/cornell-notes>

### Teacher information

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## Lesson outline

Learning intention/s	Success criteria
<p>Students will:</p> <ul style="list-style-type: none"><li>• study Aboriginal and Torres Strait Islander peoples' resistance fighters.</li><li>• study explorers of Australia and how they contributed to European expansion across Australia.</li></ul>	<p>Students can:</p> <ul style="list-style-type: none"><li>• explain the key events in the life of a European explorer and an Aboriginal and Torres Strait Islander resistance fighter</li><li>• explain why the term 'resistance fighter' is used to describe individuals who tried to stop colonial expansion and invasion</li><li>• describe how explorers contributed to European expansion across Australia.</li></ul>

### Introduction

- Ask students what the term 'resistance fighter' means to them. Who do they think of when they think of resistance fighters? Students share their ideas with each other and then as a class. Using the *resistance fighter* definition, ask students to reflect on how accurate their definition is.

### Main activity

- Students break into pairs and select a resistance fighter or explorer from one of the websites found in the Resources section.
- Students research their allocated explorer or resistance fighter, making *Cornell notes* to record their information.
- Websites students can access information from can be found in the Resources section.
- Students use their research and the research of their partner to write a half-page biography of their explorer or resistance fighter.

### Review of learning

- Ask students to write a sentence in response to each of the following questions:
  - Why is the term 'resistance fighter' used now to describe Aboriginal and Torres Strait Islander individuals who tried to stop colonial expansion and invasion? How is this name different to the way these individuals have been portrayed in the past?
  - How did explorers contribute to European expansion across Australia? What influence did explorers have on relations between Europeans and Aboriginal and Torres Strait Islander peoples?

## Lesson 13

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The Western Australian Curriculum content addressed in this lesson is below.

### Australian history (1750–1914)

- The effects of colonisation on Aboriginal and Torres Strait Islander peoples
- Significant individuals and events in the development of Australian society during the time period

### Analysing

- Apply subject-specific skills and concepts in familiar, new and hypothetical situations
- 

### Resources



National Museum of Australia – Gold rushes

<https://www.nma.gov.au/defining-moments/resources/gold-rushes>



Summary of key events of the gold rushes from:



National Museum of Australia – Defining moments in Australian history

<https://www.nma.gov.au/defining-moments/defining-moments-timeline>



Britannica Kids – Australian gold rushes

<https://kids.britannica.com/students/article/Australian-gold-rushes/631682>



Britannica – Australian gold rushes

<https://www.britannica.com/event/Australian-gold-rushes>



Project Zero: Harvard Graduate School of Education – Same and different

<https://pz.harvard.edu/resources/same-and-different>

### Teacher information

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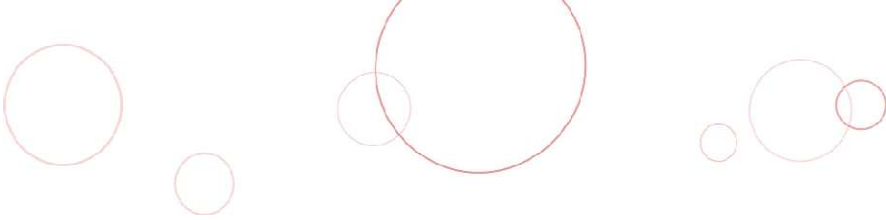
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The purpose of Lessons 13 to 16 is for students to learn about the key events and people of the time period, 1850 to 1914. They will discover the impact that events had on people and their experiences. They will understand that separate groups had different experiences and perspectives of the time period. This time period will have a focus on the discovery of gold in Australia and the experiences of non-European settlers. There will be a discussion regarding the *Aborigines Act 1905* and the *Immigration Restriction Act 1901* and the impact this had on Aboriginal and Torres Strait Islander peoples and non-European settlers.

For Lesson 13, the teacher is to summarise a list of key events from the gold rushes and present it to the class.

This is Lesson 3 of the Timeline assessment task.



## Lesson outline

Learning intention/s	Success criteria
<p>Students will:</p> <ul style="list-style-type: none"><li>uncover significant events in Australia from 1800 to 1914, with a focus on the gold rushes.</li></ul>	<p>Students can:</p> <ul style="list-style-type: none"><li>recall key facts about the gold rushes</li><li>research and explain two key events that happened during the gold rushes</li><li>outline the impact the gold rushes had on Australia.</li></ul>

### Introduction

- Show the *Gold rushes* video. Students then write five facts that they learned about the gold rushes from the video.

### Main activity

- Present the teacher-developed timeline on the whiteboard.
- Students select two events from the teacher-developed timeline relating to the gold rushes and research these for their timeline assessment.
- Students identify different perspectives of the events they have chosen.
- They then enter these events onto their timelines.

### Review of learning

- Students use the *Same and different* thinking routine to discover different perspectives of their chosen events.

## Lesson 14

---

The Western Australian Curriculum content addressed in this lesson is below.

### Australian history (1750–1914)

- Different experiences of Aboriginal and Torres Strait Islander peoples, colonisers and non-European settlers

### Analysing

- Account for different interpretations and points of view/perspectives in information and/or data

### Evaluating

- Critically evaluate information and/or data and ideas from a range of sources
- 

### Resources



Photo collage

State Library of New South Wales – Eureka! The rush for gold



<https://www.sl.nsw.gov.au/stories/eureka-rush-gold/minority-miners#:~:text=The%20Chinese%20miners%20were%20attacked,from%20the%20Lambing%20Flat%20goldfield>

State Library of Western Australia – Afghan cameleers



<https://exhibitions.slwa.wa.gov.au/s/migration/page/afghan#:~:text=Although%20actively%20contributing%20to%20the,increased%20tensions%20within%20the%20communities>

Britannica Kids – Australian South Sea Islanders



<https://kids.britannica.com/students/article/Australian-South-Sea-Islanders/629316#:~:text=Regardless%20of%20how%20they%20came,were%20treated%20much%20like%20slaves.>

National Museum of Australia – Dangerous diving 1888–89: Japanese become the most successful divers in Broome



<https://digital-classroom.nma.gov.au/defining-moments/japanese-pearl-divers-broome#:~:text=They%20worked%20from%20dawn%20till,wealthy%20members%20of%20their%20communities>



K20 Center – Looks like, sounds like, feels like

<https://learn.k20center.ou.edu/strategy/88>



K20 Center – Mind maps

<https://learn.k20center.ou.edu/strategy/1277>



K20 Center – Exit ticket

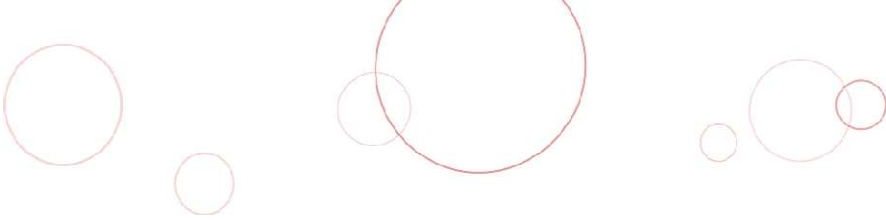
<https://learn.k20center.ou.edu/strategy/125>

### Teacher information

Create a collage of images which reflect the experiences of the following groups of people:

- Afghan cameleers
- Chinese goldminers
- Australian South Sea Islanders
- Japanese pearl divers.

Suggested links for these images can be found under 'Photo collage' in the Resources section of this lesson.



## Lesson outline

Learning intention/s	Success criteria
<p>Students will:</p> <ul style="list-style-type: none"><li>investigate the experiences of colonisers and non-European settlers during the time period 1850–1914.</li></ul>	<p>Students can:</p> <ul style="list-style-type: none"><li>outline the variety of experiences of non-European settlers throughout the time period</li><li>explain the impact that non-European settlers had on the development and growth of Australia.</li></ul>

### Introduction

- Using the collage of photos, students fill in a *Looks like, feels like, sounds like* instructional strategy.
- Discuss what these experiences would have been like as a class.

### Main activity

- Students create a mind map with their central idea being ‘Experiences of non-European settlers’.
- The listed groups are the main branches of the mind map. Students research the groups and write five important things about the group.
- Students complete the mind map and write a sentence explaining the impact each group had on the development of Australia.

### Review of learning

- Exit ticket* instructional strategy: Students decide which group they think had the greatest impact on the growth of Australia and write their reasons down. Students share this as a class.

## Lesson 15

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The Western Australian Curriculum content addressed in this lesson is below.

### Australian history (1750–1914)

- The effects of colonisation on Aboriginal and Torres Strait Islander peoples
- Different experiences of Aboriginal and Torres Strait Islander peoples, colonisers and non-European settlers

### Analysing

- Analyse the ‘big picture’
- 

### Resources



Information summary from:



Kaartdijin Noongar – Impacts of law post 1905

<https://www.noongarculture.org.au/impacts-of-law-post-1905/>



National Museum of Australia – White Australia policy

<https://www.nma.gov.au/defining-moments/resources/white-australia-policy>



NITV – What was the White Australia Policy, and how does it still affect us now?

<https://www.sbs.com.au/nitv/article/what-was-the-white-australia-policy-and-how-does-it-still-affect-us-now/1fpkjr2r>



Project Zero: Harvard Graduate School of Education – Values, identities, actions

<https://pz.harvard.edu/resources/values-identities-actions>



K20 Center – Venn diagram

<https://learn.k20center.ou.edu/strategy/2918>

### Teacher information

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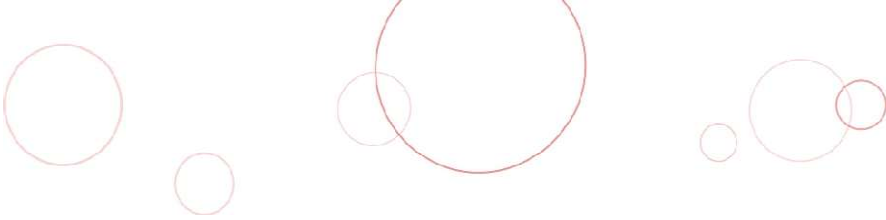
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Summarise the main ideas of the *Immigration Restriction Act 1901* and *Aborigines Act 1905*.

This can be presented on PowerPoint slides or paper-based fact sheets.

This is Lesson 4 of the Timeline assessment task.



## Lesson outline

Learning intention/s	Success criteria
<p>Students will:</p> <ul style="list-style-type: none"><li>investigate the experiences of Aboriginal and Torres Strait Islander peoples, colonisers and non-European settlers.</li></ul>	<p>Students can:</p> <ul style="list-style-type: none"><li>explain the impact of legislation for Aboriginal and Torres Strait Islander peoples and non-European settlers.</li></ul>

### Introduction

- Put the descriptions of the *Aborigines Act 1905* (WA) and the *Immigration Restriction Act 1901* (Cth) on the whiteboard.
- Students write these descriptions into their own words and write what they think the impact of these laws were on the people they impacted.

### Main activity

- Using the teacher summary of information, students use the *Values, identities, actions* thinking routine to investigate the impact of the *Aborigines Act 1905* and the *Immigration Restriction Act 1901* on minority groups in Australia.
- Students create a *Venn diagram* to sort similarities and differences between the impacted groups of people.

### Review of learning

- Students enter the implementation of these two Acts onto their timeline assessment.



## Lesson 16

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See Appendix A: Assessment task – Timeline



## **Appendix A**

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Assessment task

Timeline



## Task details

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<b>Title</b>	Timeline
<b>Description</b>	Students learn about the significant events which occurred during the colonisation of Australia and map on a timeline the key events which impacted groups of people including European settlers, Aboriginal and Torres Strait Islander peoples and non-European settlers.
<b>Way of assessing</b>	Written work and validation
<b>Evidence to be collected</b>	Timeline and validation extended response
<b>Suggested time</b>	4 x 20 minutes across the teaching, learning and assessment exemplar as outlined in the lesson sequence (Lessons 5, 10, 13 and 15) 1 x 40 minutes in class, under test conditions (Lesson 16)
<b>Differentiation</b>	Teachers should differentiate their teaching and assessment to meet the specific learning needs of their students, based on their level of readiness to learn and their need to be challenged. Where appropriate, teachers may either scaffold or extend the scope of the assessment tasks.

## Content descriptions

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### Knowledge and understanding

- The causes of European imperial expansion and the movement of peoples in the late 18th and early 19th centuries
- The effects of colonisation on Aboriginal and Torres Strait Islander peoples
- Significant individuals and events in the development of Australian society during the time period
- Different experiences of Aboriginal and Torres Strait Islander peoples, colonisers and non-European settlers

### Humanities and Social Sciences skills

#### Analysing

- Apply subject-specific skills and concepts in familiar, new and hypothetical situations

#### Evaluating

- Critically evaluate information and/or data and ideas from a range of sources

#### Communicating and reflecting

- Develop texts, particularly explanations and discussions, using evidence from a range of sources to support conclusions and/or arguments
- Deconstruct and reconstruct the collected information and/or data into a form that identifies the relationship between the information and the hypothesis, using subject-specific conventions, terminology and concepts

## Key concepts

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Continuity and change, significance, cause and effect, evidence, perspective, contestability.



## Instructions to students

### Timeline

For this task, you are required to use the provided timeline template to create three parallel timelines showing the experiences of different groups of people between 1750 and 1914. There will be one timeline for Aboriginal and Torres Strait Islander peoples, one for European settlers and one for non-European settlers. You are required to:

- divide the timelines into three time periods: 1750–1800, 1800–1850 and 1850–1914.
- plot four separate significant events for each time period across the three timelines (there should be 12 events in total). These events will be discussed in class during Lessons 5, 10, 13 and 15. If the event is relevant to more than one group of people, add the event to all relevant timelines.
- include the date, location and two specific facts of the event and describe the impact of the event on the impacted groups of people. See the example below:

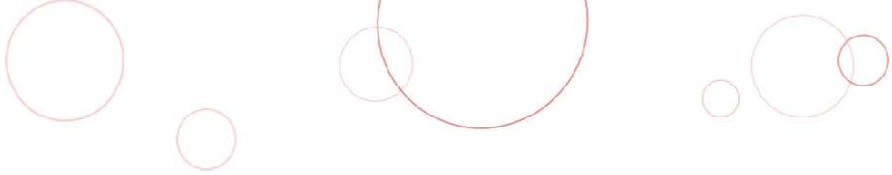
1788: The First Fleet lands at Kamay (Botany Bay).

This was the land of the Dharawal nation and there were approximately 800 convicts in the ships.

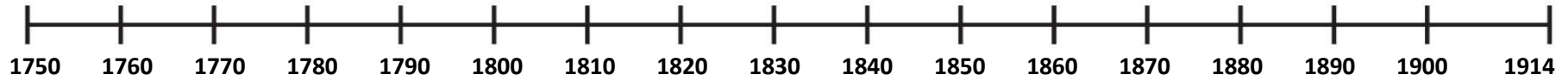
The impact of the landing of the First Fleet on the Dharawal people was that their land was taken from them and their lives and customs were forever changed.

This event would appear on the European timeline, as well as the Aboriginal and Torres Strait Islander peoples timeline, as it impacted on both groups of people.

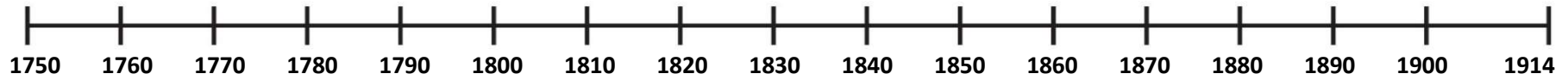
- complete an in-class validation extended response to a set question in Lesson 16.



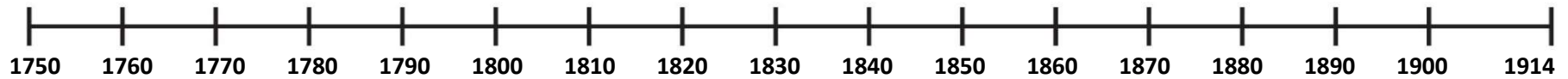
### Aboriginal and Torres Strait Islander peoples



### European Settlers



### Non-European Settlers





## Validation response

**Assessment conditions:** 40 minutes in class, under test conditions.

Using three events from your timeline, discuss the extent to which this quote is accurate.

***‘History has always been written by the victor.’***

In your response, include the following:

- whether the quote is accurate to a large, moderate or limited extent
- reference to three specific events and the different perspectives and experiences of the impacted groups of people
- supporting evidence
- a concluding statement referring back to your argument.

## Marking key

Description	Marks
<b>Timeline: For each time period (4 x 3 marks)</b>	
Three events have key details identified and the impact of each event is described.	4
Most events have some key details identified and the impact of some events are described.	3
Some events are briefly described.	2
Events are listed with minimal to no description.	1
<b>Subtotal</b>	<b>/12</b>
<b>Validation</b>	
<b>Knowledge and understanding</b>	
Response discusses groups of people, events, experiences and perspectives from Australian history 1750–1914.	7–8
Response explains groups of people, events, experiences and perspectives from Australian history 1750–1914.	5–6
Response describes groups of people, events, experiences and/or perspectives from Australian history 1750–1914.	3–4
Response states facts about groups of people, events, experiences and/or perspectives from Australian history 1750–1914.	1–2
<b>Subtotal</b>	<b>/8</b>
<b>Use of evidence</b>	
Consistently uses accurate and relevant evidence to assist in the support of their argument.	5–6
Uses mainly accurate and relevant evidence to assist in the support of their argument.	3–4
Uses limited evidence with some accuracy and/or relevance.	1–2
<b>Subtotal</b>	<b>/6</b>
<b>Argument</b>	
Develops a statement regarding the accuracy of the quote with a supporting reason and constructs a concluding statement summarising their argument.	3–4
Identifies the accuracy of the quote and provides a brief concluding statement.	1–2
<b>Subtotal</b>	<b>/4</b>
<b>Total</b>	<b>/30</b>

