

YEAR 9 HISTORY: Making a Nation – Colonisation and Conflict

Achievement Standard:

By the end of Year 9, students refer to key events and the actions of individuals and groups to explain patterns of change and continuity over time. They analyse the causes and effects of events and developments and make judgments about their importance. They explain the motives and actions of people at the time. Students explain the significance of these events and developments over the short and long term. They explain different interpretations of the past.

Students sequence events and developments within a chronological framework, with reference to periods of time and their duration. When researching, students develop different kinds of questions to frame a historical inquiry. They interpret, process, analyse and organise information from a range of primary and secondary sources and use it as evidence to answer inquiry questions. Students examine sources to compare different points of view. When evaluating these sources, they analyse origin, purpose and motive, and draw conclusions about their usefulness. They develop their own interpretations about the past. Students develop texts, particularly explanations and discussions, incorporating historical interpretations. In developing these texts and organising and presenting their conclusions, they use historical terms and concepts, evidence identified in sources, and they reference these sources.

Unit Overview:

This is a story of the making of modern Australia. It's a story filled with progress and prosperity, as well as cultural misunderstandings, human conflict and tragedy. This study looks at the key events, developments and ideas which were responsible for the shaping and making of our nation.

The Key inquiry question for this unit is *what were the key developments, events and ideas that contributed to the making of Australia?*

In this unit, students will investigate the making of Australia, including: colonisation, frontier conflict

Assessment Details:

Task 3: Examination - Short Responses to Historical Evidence

Students respond to a series of historical questions on the topics of early European contact with the Australian Indigenous population and Chinese migration during the gold rushes. Students will use evidence from historical sources to justify their responses.

Due: Week 9

SOURCE 2 A colonial artist's depiction of the response of the Indigenous people of Botany Bay to the arrival of Captain James Cook in 1770. This colour lithograph was made in 1872.

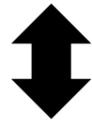


READING / VIEWING/ LISTENING:

Core Text: History Alive 9 (Second Edition)

- Chapter 5: *Making a nation (1750-1918) Colonisation and Conflict*
- Chapter 6: *Making a nation (1750-1918) From colonies to nationhood*

COMPREHENSION SKILL FOCUS:
Determining Importance; Inferring



THINKING:

Analysing; Identifying; Evaluating; Synthesising



WRITTEN

HIGHLY VALUED LANGUAGE FEATURE FOCUS:
Implication Sequences; elaborating clauses to specify and exemplify.

Term 1: Priority Standards

Tracking for my short response items		Tracking for my analysis and evaluation of historical sources	
We are learning how to sequence and communicate ideas effectively like a historian.		We are learning how to think critically about sources of information by analysing the features of evidence, and forming an evaluation based on our findings in from our analysis.	
In addition to scoring a 3.0, I have been able to manipulate the consequential explanation genre and can use this knowledge in other subject areas.	4	I can justify conclusions about historical sources by referring to a range of features of evidence.	
In addition to score 3.0 performance, partial success at score 4.0 content.	3.5	In addition to score 3.0 performance, partial success at score 4.0 content	
I can identify and explain the multiple effects of an event, by integrating source evidence and analysis in a written consequential explanation.	3	I can analyse the origin, and purpose, of historical sources and draw conclusions about their usefulness	
No major errors or omissions regarding score 2.0 content and partial success of score 3.0 content.	2.5	I exhibit no major errors or omissions.	
I will know that I have learned it when I can:		No major errors or omissions regarding score 2.0 content and partial success of score 3.0 content.	
<ul style="list-style-type: none"> • Recall key vocabulary such as: <ul style="list-style-type: none"> ○ Question ○ Stem ○ Explanation ○ Embed ○ Evidence ○ Historical source ○ Quotation mark ○ Reference ○ Elaborating clause ○ Implication sequence ○ Exemplify ○ Specify • Perform basic processes, such as: <ul style="list-style-type: none"> ○ Identify the parts of the question that need to be addressed by: <ul style="list-style-type: none"> ▪ Reading the question carefully and underlining the cognitive verbs ▪ Highlighting key phrases in the question to understand what you need to do ▪ Make a list of the different parts of the question that you need to address ▪ Read the stimulus and highlight the parts that will help you address the question ▪ Pay extra attention to anything that is in italics or bold ○ Rephrase the question into a stem for your topic sentence ○ Utilise key language features (such as connectives, unit and history metalanguage, evaluative language, elaborating clauses) to create a cohesive and logical consequential explanation ○ Introduce historical sources by stating relevant source information and analysis of the features of the historical evidence. ○ Integrate source evidence through the use of quotations and paraphrasing ○ Reference historical sources by using the source number in brackets after your use of source information ○ Maintain a formal tone: Third person, past tense, no contractions or colloquialisms ○ Refer to historical knowledge 		I will know that I have learned it when I can:	
		<ul style="list-style-type: none"> • Recall key vocabulary such as: <ul style="list-style-type: none"> ○ Consider ○ Analyse ○ Evaluate ○ Origin ○ Purpose ○ Perspective ○ Context ○ Usefulness ○ Explicit meanings ○ Implicit meanings • perform basic processes, such as: <ul style="list-style-type: none"> ○ Analyse, identify and explain the features of historical evidence including: explicit meanings, implicit meanings, origin, and purpose; ○ Find meaning and relationships between the features of evidence; ○ Consider whether the implicit and explicit meanings of the source corroborate or conflict with the other historical sources in the field; ○ Consider possible positive and negative implications for each feature of evidence, ○ Draw conclusions about the usefulness of the historical source by: <ul style="list-style-type: none"> ▪ Considering the extent to which the source provides insight into the question, ▪ Considering the extent to which the source corroborates with other sources, ▪ Determining the appropriate features of evidence to support conclusions, ▪ Determining the appropriate features of evidence that I can use as concession to improve, the credibility of my conclusion. 	
However, I exhibit major errors or omissions regarding the more complex ideas and processes.		However, I exhibit major errors or omissions regarding the more complex ideas and processes.	
No major errors or omissions regarding score 1.0 content and partial success of score 2.0 content.	1.5	No major errors or omissions regarding score 1.0 content and partial success of score 2.0 content.	
With help, I can achieve some of the elements of 2.0	1	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes is demonstrated.	

YEAR 9 COURSE OVERVIEW

UNIT 3: Making a Nation - Australia from 1750 - 1914

Guaranteed Vocabulary:		Design Question Four Strategy	Design Question Five Strategy	21 st Century Skills:
Frontier Conflict Rebellion Squatter Governor Terra Nullius Social Darwinism Great Chain of Being Ideology Land grant	Massacre Immigration Migration Riot Blackbirding Violence Motivation Identify Explain Justify Societal issues Legislation	<p>Design Question 4, Element 9: Using Structured Practice Sessions</p> <p>Teachers will explicitly model the skills required to write effective short responses to historical questions. In particular, teachers will use high quality exemplars, Think aloud activities, co-constructions, group constructions and independent practice to write short responses to historical questions. In particular, students will practice comparing points of view in historical sources.</p> <p>The gradual release of responsibility model of instruction will be used to gradually release these skills.</p>	<p>Design Question 5, Element 14: Generating and Defending Claims</p> <p>Teachers will explicitly teach the elements of generating and defending claims, including:</p> <ol style="list-style-type: none"> 1. Introducing the concept of claims and support 2. Presenting the formal structure of claims and support 3. How to generate a claim 4. Providing grounds to defend a claim 5. Providing evidence to support a claim 6. Generating qualifiers 7. How to formally present a claim in the genre of an exposition 	<p>Critical Thinking:</p> <p>Students will refine and display reasoning, intellectual flexibility and decision-making skills.</p> <p>Cultural Awareness:</p> <p>Students will develop their cultural awareness, citizenship, moral and ethical understandings through the examination of the issues presented in this unit.</p>
Guaranteed Skills/Language Features:		Reading Comprehension Skill and Strategy	Cognitive Verbs:	ICT to Enhance Learning:
<ul style="list-style-type: none"> • Be able to write effective short responses to historical sources • Be able to refer to sources as evidence • Be able to reference sources correctly 		<p>Determining importance</p> <p>Students will examine primary and secondary sources, and determine the importance of information and perspectives</p> <p>Suggested Strategies:</p> <p>Discussion Webs History Change Frames Magnet Summaries</p> <p><i>Doug Buehl (2014) Classroom Strategies for Interactive Learning</i></p>	<p>Justify</p> <p>Students will give reasons or evidence to support an answer, response or conclusion; and show or prove how their argument is right or reasonable.</p> <p>Key terms:</p> <ul style="list-style-type: none"> • There are many reasons for... • The weight of evidence would suggest... • There is, therefore, no doubt about... • ...is a reasonable conclusion because... 	<ul style="list-style-type: none"> • Kahoot – to check for understanding • Padlet – to collaboratively build class learning resources • A range of primary and secondary audio-visual sources including videos and images • Effective use of electronic resources in the historical inquiry process

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UNIT 3: Making a Nation - Australia from 1750 - 1914

Strands and Sub-Strands	Australian Curriculum Content Descriptors	Kirwan High Learning Goals
Historical Knowledge & Understanding	<ul style="list-style-type: none"> The extension of settlement, including the effects of contact (intended and unintended) between European settlers in Australia and Aboriginal and Torres Strait Islander Peoples (ACDSEH020 - Scootle) Experiences of non-Europeans in Australia prior to the 1900s (such as the Japanese, Chinese, South Sea Islanders, Afghans) (ACDSEH089 - Scootle) Living and working conditions in Australia around the turn of the twentieth century (that is 1900) (ACDSEH090 - Scootle) Key people, events and ideas in the development of Australian self-government and democracy, including, the role of founders, key features of constitutional development, the importance of British and Western influences in the formation of Australia's system of government and women's voting rights (ACDSEH091 - Scootle) Laws made by federal Parliament between 1901-1914 including the Harvester Judgment, pensions, and the Immigration Restriction Act (ACDSEH092 - Scootle) 	<ul style="list-style-type: none"> I can explain the nature of British colonisation in Australia, and the legal justifications for this movement of peoples; I can explain the nature of conflict between Indigenous and non-Indigenous Australians during the Frontier Wars; I can explain what life was like for diggers during the gold rushes in Australia I can explain how different groups responded to the issues that emerged on the gold fields during the gold rushes I can explain how state and federal governments legislated to address societal issues in the 19th and 20th centuries I can explain how legislation effected different groups of people.
Historical Skills	ANALYSIS OF SOURCES <ul style="list-style-type: none"> Process and synthesise information from a range of sources for use as evidence in an historical argument (ACHHS170 - Scootle) 	<ul style="list-style-type: none"> I can use evidence from historical sources to justify an explanation
	CHRONOLOGY, TERMS AND CONCEPTS <ul style="list-style-type: none"> Use historical terms and concepts (ACHHS165 - Scootle) 	<ul style="list-style-type: none"> I can embed appropriate historical terms and concepts in written responses
	PERSPECTIVES AND INTERPRETATIONS <ul style="list-style-type: none"> Identify and analyse the perspectives of people from the past (ACHHS172 - Scootle) Identify and analyse different historical interpretations (including their own) (ACHHS173 - Scootle) 	<ul style="list-style-type: none"> I can identify and analyse the perspectives of historical sources I can compare perspectives presented in two historical sources I can identify and analyse different historical interpretations of events portrayed in historical sources;
	EXPLANATION AND COMMUNICATION <ul style="list-style-type: none"> Develop texts, particularly descriptions and discussions that use evidence from a range of sources that are referenced (ACHHS174 - Scootle) 	<ul style="list-style-type: none"> I can write effective short responses to historical sources I can effectively embed evidence from historical sources in my short responses to historical sources I can reference sources correctly using the examination referencing guidelines (Source 1).

YEAR 9 COURSE OVERVIEW

Unit 3: Making a Nation - Australia from 1750 - 1914

Possible Habit of Mind: Demonstrating Empathy and Understanding

<p>Exploring Meaning of the HOM By the end of this unit students will be able to:</p> <ul style="list-style-type: none"> Describe Indigenous, non-Indigenous and migrant perspectives on the issues presented in the unit 	<p>Expanding Capacity for using the HOM By the end of this unit students will be able to:</p> <ul style="list-style-type: none"> Examine the relationships between different cultural groups in Australia, and the reasons for these relationships. 	<p>Increasing Alertness for the HOM By the end of this unit students will be able to:</p> <ul style="list-style-type: none"> Recognise that different people have different backgrounds, and this impacts their values, attitudes and beliefs about society and the world around them. 	<p>Extending Values of the HOM By the end of this unit students will be able to:</p> <ul style="list-style-type: none"> Recognise the value and importance of showing empathy and understanding when dealing with other people. 	<p>Building Commitment towards the HOM By the end of this unit students will be able to:</p> <ul style="list-style-type: none"> Employ the Habit of Mind in other contexts.
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General Capabilities: This unit provides opportunities for students to engage in following capabilities:

<p>Literacy</p> <p>X Comprehending texts through listening, reading and viewing</p> <ul style="list-style-type: none"> Composing texts through speaking, writing and creating Text knowledge Grammar knowledge <p>X Word knowledge</p> <p>X Visual knowledge</p> <p>Numeracy</p> <ul style="list-style-type: none"> Estimating and calculating with whole numbers <p>X Recognising and using patterns and relationships</p> <ul style="list-style-type: none"> Using fractions, decimals, percentages, ratios and rates Using spatial reasoning <p>X Interpreting statistical information</p> <ul style="list-style-type: none"> Using measurement 	<p>ICT</p> <ul style="list-style-type: none"> Applying social and ethical protocols and practices when using ICT <p>X Investigating with ICT</p> <ul style="list-style-type: none"> Creating with ICT Communicating with ICT Managing and operating ICT <p>Critical and creative thinking</p> <p>X Inquiring - identifying, exploring and organising information and ideas</p> <ul style="list-style-type: none"> Generating ideas, possibilities and actions Reflecting on thinking and processes <p>X Analysing, synthesising and evaluating reasoning and procedures</p>	<p>Personal and social capability</p> <ul style="list-style-type: none"> Self-awareness Self-management <p>X Social awareness</p> <ul style="list-style-type: none"> Social management <p>Ethical understanding</p> <ul style="list-style-type: none"> Understanding ethical concepts and issues Reasoning in decision making and actions <p>X Exploring values, rights and responsibilities</p> <p>Intercultural understanding</p> <ul style="list-style-type: none"> X Recognising culture and developing respect X Interacting and empathising with others X Reflecting on intercultural experiences and taking responsibility
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Cross Curriculum Priorities:

X Aboriginal and Torres Strait Islander Histories and Perspectives

Differentiation [for small groups or individuals]:

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