

Australian communities – their past, present, and possible futures

How have individuals and groups in the past and present contributed to the development of Australia?

Knowledge	Understanding	Applying	Analysing	Creating	Evaluating
<p>Research the term <i>terra nullius</i>. Investigate how this term is linked to why the recently discovered land called <i>New Holland</i> was chosen as the destination to establish a penal colony.</p> <p>What was the British government's legal basis to claim ownership (called <i>sovereignty</i>) over Australia?</p>	<p>Find the definitions of the following terms: <i>Conquest</i> <i>Cession</i> <i>Occupation</i> <i>Treaty</i></p> <p>Explain how these terms are connected to the British government's actions when they decided to claim Australia back in 1770.</p>	<p>The British government believed the indigenous people of New Holland were nomadic and had no land to give up, as they lived everywhere.</p> <p>Imagine you are a senior minister in the British government back in England around 1790. Write a letter to Captain Arthur Phillip, the founding Governor of the new colony, explaining your instructions in how land rights should be managed – for everyone. Include reasons for your thinking.</p>	<p>Research how land rights are managed today for all Australian citizens.</p> <p>Investigate the following:</p> <ol style="list-style-type: none"> 1. What constitutes <i>government owned</i> land today, and where is it located? 2. What are <i>indigenous land rights</i>? 3. How does the pressure of population growth impact landowners and the environment? 4. What are some solutions to managing high population growth vs the environment into the future? 	<p>Through the many decades of Australia's history since 1788, indeed thousands of years before that; many events across the world were the catalyst for further waves of people migrating to our shores.</p> <p>Create an Australian Immigration timeline of these events and show what group arrived and when. Explain how each group has contributed to the development of our nation.</p>	<p>A multicultural society has many challenges for its citizens to overcome if it is to integrate new ideas, customs and beliefs; and still be a safe, respectful, and productive nation.</p> <p>What challenges has Australia encountered as it welcomed new migrants into its society since European colonisation in 1788?</p> <p>In the age of <i>globalism</i>, what challenges are still ahead if Australian citizens want to live in a safe, fair, and tolerant society that respects the freedoms and rights of individuals?</p>
<p>Research the beginning of the <i>Industrial Revolution</i> that occurred in Great Britain around 1760 and how it contributed to the poor living conditions the people of England endured at the time.</p> <p>Write a report on your findings linking these events to reasons why Great Britain decided to send convicts to Australia in 1788.</p>	<p>Investigate how the <i>American War of Independence</i> (1775 – 1783) contributed to European settlement occurring in Australia during the late 1700s?</p>	<p>Create a timeline of world historical events that have impacted Australian history from 1760 through to 1860, when convict transportation to Australia stopped.</p> <p>Provide a description explaining the details and outcomes for each event.</p>	<p>Research why the colonial settlers through the 1800s believed they were superior to the original inhabitants of early Australia?</p> <p>Find out why terms such as <i>colonisation</i> and <i>colonialism</i> are used in migration practices by many nations across the world, past and present, and investigate the impact these concepts had on indigenous and Torres Strait Islander peoples, as well as the new settlers who had arrived from the time of 1788.</p>	<p>Create a flowchart showing <i>cause and effect</i> of the British government's decision to send felons to Australia and set up a penal colony there.</p> <p>Remember to include information showing the effect of their actions with indigenous populations at the time, and how <i>their</i> way of life was impacted by the activities and beliefs of the newcomers.</p>	<p>Did the British government really believe Sydney Cove would remain a penal colony forever? The convicts would eventually become free settlers, and the British government expected that would happen. So, was it planned from the very beginning? Or did their thinking change over time as colonial life developed into a bigger society?</p> <p>Write an editorial explaining your views regarding these questions.</p>

Knowledge	Understanding	Applying	Analysing	Creating	Evaluating
<p>Who is Lachlan Macquarie and why is he an important part of Australian history?</p> <p>Write a biography on the life of Lachlan Macquarie including his role and influence in early Australian colonial life. Make sure you include information about his influence in setting up the first Australian financial institution that still exists today.</p>	<p>Explain the definition of an <i>emancipist</i>?</p> <p>Why did Governor Macquarie believe it was important to support and provide opportunities for <i>emancipists</i> in the fledgling colony?</p>	<p>Create a timeline of influential governors since European settlement from 1788 to the time of Australia's Federation in 1901.</p> <p>Provide a brief summary about the contributions each one has made to colonial life. In particular, the infrastructure that was built in and around the colonies, as well as the development of cities such as Melbourne.</p> <p>Explain why it is important to preserve and maintain these structures today.</p>	<p>Create a power point presentation of the following <i>emancipists</i> highlighting their influence and contributions to NSW early colonial life:</p> <ul style="list-style-type: none"> • <i>D'Arcy Wentworth</i> • <i>Francis Greenway</i> • <i>Andrew Thompson</i> <p>In the final slide, explain your understanding of how principles surrounding the <i>rule of law</i> helped these people achieve success in such arduous times.</p>	<p>Developing and enforcing <i>civil rights</i> for citizens of the new penal settlement became a large part of Governor Macquarie's mission to turn the colony into a prosperous and civilised society.</p> <p>Create a mind map showing all the actions and <i>civil rights</i> that occurred under Governor Macquarie's leadership.</p> <p>Think about what decisions were made in areas of law and justice, land grants, emancipation, and the roles and systems that were set up to monitor and maintain these rights.</p>	<p>Lachlan Macquarie: The Governor</p> <p>How is Governor Lachlan Macquarie remembered today? Think about how place and landmarks came to be named during the early years of settlement. <i>Do you think it is ok for people to claim naming rights just because they are in a position of influence?</i> Explain reasons for your answer.</p> <p>Explain why Macquarie made his decisions for naming the best street and the shortest street in the city of Sydney NSW?</p>
<p>The Eureka Rebellion culminated in an event called the <i>Eureka Stockade</i>.</p> <p>Write a factual recount of the events that occurred at Eureka.</p>	<p>Why is the Eureka Stockade important in Australian history?</p> <p>Use the following terminology to help explain your response:</p> <ul style="list-style-type: none"> • <i>protest</i> • <i>rebellion</i> • <i>civil disobedience</i> • <i>reform</i> • <i>siege</i> • <i>suffrage</i> • <i>dissent</i> • <i>solidarity</i> 	<p>What alternative actions could the government have done to be fair and just for all people at the time?</p> <p>Think about how each of these groups could have benefitted from better decision-making from the government:</p> <ul style="list-style-type: none"> • <i>miners</i> • <i>troops</i> • <i>families of these groups</i> • <i>government decision-makers</i> 	<p>What role did <i>Peter Lalor</i> play in the Eureka Stockade? Explain how his actions help the miners find a voice for their rights and liberties.</p> <p>How did the rebellion of 12 000 miners at Bakery Hill, VIC demonstrate one of the principles of the <i>rule of law</i>?</p>	<p>Imagine you are at Eureka during the time of the Eureka rebellion.</p> <p>Create a poster to use in the protest to support your fellow miners in their stance against the government's actions.</p> <p>Use phrases on your poster that reflect principles surrounding the <i>rule of law</i>.</p>	<p>Times were tough around the 1850s and the Gold Rush provided an opportunity for people to find quick rewards.</p> <p>Why did the government proclaim crown rights for all mining proceeds and impose a licence fee of 30 shillings/month on miners around this time?</p> <p>What were they thinking!</p>



Year 5

HASS Humanities and Social Sciences Program Links

Differentiated Unit **Australian Communities – their past, present and possible futures**

The Year 5 curriculum focuses on colonial Australia in the 1800s and the social, economic, political and environmental causes and effects of Australia's development, and on the relationship between humans and their environment. Students study Australia's colonisation, migration and democracy in the 1800s. Students investigate how the characteristics of environments are influenced by humans in different times and places, as they seek resources, settle in new places and manage the spaces within them. They also investigate how environments influence the characteristics of places where humans live and human activity in those places.

The content provides opportunities for students to develop humanities and social sciences understanding through key concepts including significance; continuity and change; cause and effect; place and space; interconnections; roles, rights and responsibilities; and perspectives and action.

Inquiry Questions

1. *How have individuals and groups in the past and present contributed to the development of Australia?*
2. *How have people enacted their values and perceptions about their community, other people and places, past and present?*

Inquiry and Skills

ACHASSI099 *Examine different viewpoints on actions, events, issues and phenomena in the past and present*

- analysing sources to identify and understand the different motives and experiences of individuals and groups involved in past or present events and issues (for example, the reasons people migrated to colonial Australia and their diverse experiences; the struggle for rights by emancipated convicts)

ACHASSI102 *Work in groups to generate responses to issues and challenges*

- discussing the priorities and ethics evident in past decisions (for example, in clearing of native vegetation for farming, in stealing food to survive)

ACHASSI103 *Use criteria to make decisions and judgements and consider advantages and disadvantages of preferring one decision over others*

- making judgements about how effectively challenges have been addressed in the past (for example, relative success of solutions to challenges during colonial settlement)

ACHASSI105 *Present ideas, findings, viewpoints and conclusions in a range of texts and modes that incorporate source materials, digital and non-digital representations and discipline-specific terms and conventions*

- selecting appropriate text types to convey findings, conclusions and understandings (for example, imaginative journals, narrative recounts, reports and arguments)
- using accurate and subject-appropriate terms (for example, historical terms such as 'colonial', 'migration', 'penal', 'settlement', 'management', 'democracy', 'shared beliefs').



Knowledge and Understanding

History

The content in the history sub-strand provides opportunities for students to develop historical understanding through key concepts including sources, continuity and change, cause and effect, perspectives, empathy and significance.

The curriculum in this year provides a study of colonial Australia in the 1800s. Students learn about the reasons for the founding of British colonies in Australia and the impact of a development or event on one Australian colony (continuity and change, cause and effect). They examine what life was like for different groups of people in the colonial period (sources) and explore the reasons for their actions (cause and effect, perspectives, empathy). They examine early migration, settlement patterns, people and their contributions, significant events, and political and economic developments (sources, continuity and change, significance, empathy).

Students are also introduced to the concept of sources as they analyse sources to compare information and points of view in the past and present (sources, perspectives).

Inquiry Questions

1. *What do we know about the lives of people in Australia's colonial past and how do we know?*
2. *How did an Australian colony develop over time and why?*
3. *How did colonial settlement change the environment?*
4. *What were the significant events and who were the significant people that shaped Australian colonies?*

ACHASSK106 *Reasons (economic, political and social) for the establishment of British colonies in Australia after 1800*

- investigating the reasons for the establishment of one or more British colonies such as a penal colony (for example, Moreton Bay, Van Diemen's Land) or a colony that later became a state (for example, Western Australia, Victoria)

ACHASSK107 *The nature of convict or colonial presence, including the factors that influenced patterns of development, aspects of the daily life of the inhabitants (including Aboriginal Peoples and Torres Strait Islander Peoples) and how the environment changed*

- exploring how the colony was governed and how life changed when Governor Macquarie established the rule of law

ACHASSK108 *The impact of a significant development or event on an Australian colony*

- investigating an event or development and explaining its economic, social and political impact on a colony (for example, the consequences of frontier conflict events such as the Eureka Stockade on the development of democracy)
- creating 'what if' scenarios by constructing different outcomes for a key event (for example, 'What if Peter Lalor had encouraged gold miners to pay rather than resist licence fees?')

ACHASSK109 *The reasons people migrated to Australia and the experiences and contributions of a particular migrant group within a colony*

- identifying the reasons why people migrated to Australia in the 1800s (for example, as convicts; assisted passengers; indentured labourers; people seeking a better life such as gold miners; and those dislocated by events such as the Industrial Revolution)

ACHASSK110 *The role that a significant individual or group played in shaping a colony*

- investigating the contribution or significance of an individual or group to the shaping of a colony in the 1800s (for example, explorers, farmers, pastoralists, miners, inventors, writers, artists, humanitarians, religious and spiritual leaders, political activists, including women, children, and people of diverse cultures)
- exploring the motivations and actions of an individual or group that shaped a colony