

Australia's past: Australia circa 1788

Strand

Time, Continuity and Change
Place and Space
Culture and Identity

Core learning outcomes

Time, Continuity and Change

- TCC 3.2** Students create sequences and timelines about specific Australian changes and continuities.
- TCC 3.4** Students organise information about the causes and effects of specific historical events.
- TCC 3.5** Students describe various perspectives based on the experiences of past and present Australians of diverse cultural backgrounds.

Place and Space

- PS 3.4** Students use and make maps to identify coastal and land features, countries and continents, and climate zones.

Culture and Identity

- CI 3.2** Students identify stereotyping, discrimination or harassment to develop a plan that promotes more peaceful behaviours.
- CI 3.4** Students communicate an awareness of change within Aboriginal cultures and Torres Strait Islander cultures.

Purpose and overview

This module offers advice about designing activities that will assist students to understand the effects European people coming to live in Australia had on both Indigenous and non-Indigenous people over time.

Students investigate the patterns of occupation of the continent of Australia, in particular Sydney Cove and their local area. Students learn about the cultural diversity between and among groups at the time of European contact and investigate attitudes towards various groups, such as women, Indigenous peoples and various socioeconomic groups. Students explore why the European occupation is considered by some to be an invasion and examine the resistance efforts made by Indigenous peoples.

By exploring multiple perspectives of events associated with European occupation and exploration, students begin to understand how the past influences the present and the future. This includes how stereotyping, discrimination and harassment embedded in laws, attitudes and behaviours impacted on groups then and now. Students conclude their investigation by considering the significance of reconciliation as a national issue and how this can be applied at their local level.

The activities in this module are organised using a social inquiry model that engages students with a range of sources and perspectives associated with past and present events.

Phases	Activities	Core learning outcomes	Assessment opportunities
1. Tuning in and preparing to find out	<p>This phase aims to establish what students already know about patterns of Australian occupation. They may have knowledge of specific events such as the arrival of the First Fleet, opinions based on family perspectives of past events, such as Aboriginal dispossession, or misconceptions about the past. After prior knowledge has been clarified, students will begin to frame questions for investigation.</p> <p>For detailed advice about using historical inquiry and socio-cultural considerations to teach Australian history, refer to 'Using this module'.</p> <ul style="list-style-type: none"> • Use a stimulus activity to establish what students know about the occupation of the Australian continent. • Share learning and assessment expectations with students. • Identify 'parallel worlds' in the past and the present. 	TCC 3.2 TCC 3.4	Students begin a KWL chart.
2. Finding out and sorting out	<p>In this phase advice is offered on ways that learning outcomes and elaborations can be used to design activities that will assist students to find out about Indigenous life in pre-contact Australia, life in Britain at this time, and reasons for the journey of the First Fleet and European occupation of Sydney Cove.</p> <ul style="list-style-type: none"> • Advice is offered on ways that learning outcomes and elaborations can be used to design activities that will assist students to investigate: <ul style="list-style-type: none"> – Indigenous life in pre-contact Australia – life in Britain at this time – reasons for the journey of the First Fleet and what the journey was like – European occupation of Sydney Cove in 1788 and subsequent relations with Aboriginal people in the area – Aboriginal perspectives on the European occupation of Sydney Cove. • Find out about and identify different perspectives about the same event using a variety of sources — for example, oral histories, artefacts, videos and pictures. • Sort out information collected using higher order thinking and critical literacy. 	TCC 3.2 TCC 3.4 TCC 3.5 PS 3.4	Evidence of what students know and can do in relation to the learning outcomes can be gathered as students engage in activities. Provide students with feedback on their progress, based on the assessment expectations discussed with students in Phase 1. Use the KWL chart to review students' learning.

Phases	Activities	Core learning outcomes	Assessment opportunities
<p>3. Going further and making connections</p>	<p>This phase introduces students to some of the deeper issues that are associated with the various patterns of Australian occupation. In particular, it explores the 'invasion' and 'settlement' views about the European occupation of New South Wales. The aim is not to convince students that one view or the other is correct, but to make them aware that there are different views or 'perspectives'.</p> <ul style="list-style-type: none"> • Advice is offered on ways that learning outcomes and elaborations can be used to design activities that will assist students to investigate: <ul style="list-style-type: none"> – the personal experiences and perspectives of diverse groups associated with early European occupation — for example, Indigenous peoples, women, children, ex-convicts, squatters – further occupation — for example, in your local area, in Brisbane – Indigenous/non-Indigenous interactions — for example, conflict and resistance, dispossession, discriminatory laws, positive intercultural events – how higher order thinking and critical literacy can be used to explore the effects of the changes that resulted from European occupation. 	<p>TCC 3.4 TCC 3.5 CI 3.2 CI 3.4</p>	<p>Advice is offered for designing assessment activities for CI 3.4.</p> <p>Assessment of TCC 3.4 and TCC 3.5 could continue from Phase 2.</p> <p>Initial assessment of CI 3.2 could commence.</p>
<p>4. Reflecting and acting</p>	<p>Students reflect on their understandings about how the past has affected the present. They discuss the notion of reconciliation and then plan and take part in an act of reconciliation. Students consider a futures perspective, based on their action plan.</p> <ul style="list-style-type: none"> • Advice is offered on ways that learning outcomes and elaborations can be used to design activities that will assist students to investigate: <ul style="list-style-type: none"> – terms such as 'stereotyping', 'discrimination' and 'harassment' by reading, viewing, discussing and reflecting on a variety of stimulus resources – cultural differences and different viewpoints about the same issue through simulation and roleplay activities – current national reconciliation initiatives – reconciliation in class, at school and/or in the community through activities that reflect national reconciliation initiatives. 	<p>CI 3.2</p>	<p>Advice is offered for designing assessment activities for CI 3.2.</p> <p>Assessment of CI 3.4 could continue from Phase 3.</p>

Assessment

This module provides advice about how to assess students' demonstrations of the identified learning outcomes. As often as possible, negotiate assessment with students and support a variety of ways of demonstrating the learning outcomes. Reflect with students on evidence gathered to make judgments about their demonstrations of their learning outcomes. Some students may require more time and/or other contexts in which to demonstrate these learning outcomes. Other modules may provide such time and/or contexts and the 'Levels 1 to 6 module learning outcomes maps' in the *Years 1 to 10 Studies of Society and Environment Sourcebook Guidelines* can be used to identify these modules.

The topics of pre-contact Indigenous cultures, European occupation of Australia and conflict and resistance between Indigenous and non-Indigenous groups provide contexts for students to demonstrate other learning outcomes at levels before and after Level 3. Assessment opportunities may need to be modified or created to enable students to demonstrate learning outcomes before or after this level.

Using this module

This module offers activities and advice about developing activities. The *Year 5 Social Studies Replacement Units 1 and 2* (Queensland Department of Education 1995) may be a useful resource.

Activities that will provide students with opportunities to demonstrate all the learning outcomes of this module should be selected from each phase. The activities should contribute to a learning sequence that allows complex concepts to be developed and the skills and processes associated with phased inquiry to be acquired and practised.

Teaching history in primary school

The national report on history studies in Australian schools (Taylor 2000 *The Future of the Past: The Final Report of the National Inquiry into School History*) states that there are 'two essential outcomes of good history teaching — an appreciation of the problematic nature of evidence and an awareness that historians produce competing interpretations of the past ...' (Appendix C, p.1). Activities developed should aim to assist students to use and interpret evidence, to appreciate that these interpretations change as further evidence appears, to consider the reliability and representativeness of evidence and to understand that a range of perspectives is held about Australia's 'discovery'.

The *Year 5 Social Studies Replacement Units 1 and 2* (Education Queensland, 1995) offers the following advice about the teaching of events in Australia's past:

Understanding the past involves language

Understanding our past involves using language — written, spoken or visual — to give meaning to particular events, objects and the actions of people in the past. 'History' does not exist without an observer: historical accounts are constructed by people. In this sense, historical accounts are inescapably value laden and contestable. Consequently, our understanding and portrayal of our history, a central factor in our sense of identity, is always subject to changing perspectives.

Interpretations of the past vary

The same events, objects and actions can be interpreted differently by different observers. Factors such as background knowledge, level of personal involvement or motives of the observer contribute to varying interpretations. It is to be expected that our understanding of Australia's history will develop in the light of new evidence, and as different observers study the same sources. Evidence which may be crucial to a more comprehensive understanding of our past may have been overlooked or undervalued by earlier generations of social scientists or other observers ...

Terminology is value laden

Terms used to describe our past are value laden and can only be properly understood in context. Individual words, such as those highlighted below, are not intrinsically 'good' or 'bad', but gain their meaning from a particular context. The meanings and educational justification of the use of particular terms will depend upon the extent to which they are supported with factual information from a variety of sources ... Without supporting evidence, it can also be used to downplay, distort or otherwise place unwarranted emphasis on some aspects of an historical event to the neglect of other aspects ...

Evidence is important to understand perspectives

When using these activities, the terms used by teachers should reflect their professional responsibility to present balanced accounts of Australia's past, by introducing students to a variety of perspectives.

A particular perspective and its corresponding terminology are valid in the classroom to the extent that they can be supported by historical evidence. Historical evidence incorporates textbooks and written history, but particularly from an Indigenous perspective, historical evidence also includes artefacts, sacred sites, paintings, knowledge of medicines, and most importantly, oral histories ... The teacher's presentation of a variety of perspectives on the past is central to a student's introduction to the way history is constructed and to the techniques of research and scholarship in the social sciences.

Important terminology in this module relates to multiple perspectives

Terms such as discovery, invasion, pioneers or exploration should be used in the historical context. With approximately 40 000 years of occupation of Australia, Indigenous people had already discovered, explored and named all parts of the continent. Various parts were renamed by European explorers ...

Explorers of various nationalities traversed territory which was known to members of Indigenous clans or extended family groups who frequently provided assistance or resistance. It is historically accurate to distinguish between Aboriginal explorers, European explorers, Chinese explorers and others ... Without a qualifying adjective about the nature of the pioneer or pioneering efforts, for example British pioneer, the implication is that the land had not been previously used, opened, or occupied by others, particularly Indigenous people. The expansion of the European frontier involved competition for resources, the destruction of resources, and the spiritual, familial and social displacement of Indigenous peoples, which led to enduring conflicts ...

Terra nullius ('a land belonging to no-one' or 'empty land') is a concept that should be addressed in the context of [such] activities [relating to contacts between Indigenous and non-Indigenous people at various times].

It is strongly recommended that the perspectives of Aboriginal groups and Torres Strait Islander communities, which may differ according to locality, be included ... (pp. 10, 11)

Oral histories

Oral histories are a valuable medium for gaining knowledge and understanding about people, families, places, events and history. Oral histories have been and will continue to be a major form of communication for Torres Strait Islander people and Aboriginal people. Oral history is also an important feature of European and other histories, and is accorded increasing status by historians as a means of understanding the past. Through oral histories, we are able to learn about what has happened in the past from people who may not have had the opportunity to record their experiences in a written format ... Many oral accounts eventually find their way into print as a permanent singular record of an event. All records, whether written or oral, can be biased, depending on factors such as the background of the authors/speakers, their life experiences and viewpoints, the purpose of their communication, their knowledge of the audience, and so on.

In Indigenous cultures in particular, oral histories embrace more than storytelling, and are intricately incorporated in diverse and sophisticated dances, songs and mime.

Oral histories continue to thrive in Aboriginal Dreaming stories, Torres Strait Islander legends and Indigenous collective traditions and life histories. (p. 17)

Geographical concepts and processes

The use of maps to interpret and present information about place and space is important. When designing or modifying activities associated with maps and spatial patterns, the elaborations for PS 3.4 in the *Years 1 to 10 Studies of Society and Environment Sourcebook Guidelines* provide a comprehensive list of associated concepts and processes. Most maps that we engage with represent a 'Western' construct of information about spatial patterns and human events. To investigate place and space from other cultural perspectives, such as Indigenous perspectives, consider information conveyed by bark paintings, dances and sand drawings.

Reconciliation Support materials and references

'Reconciliation is a process based on getting to know each other better, with respect, as differing equals' (McRae et al. 2000, p. 2). Part of this process involves the 'provision of an accurate and balanced view of the invasion of Australia, particularly Queensland, from an Aboriginal perspective, and intrusion from a Torres Strait Islander perspective.' (Queensland Department of Education 1995, *The Teaching of Aboriginal Studies and Torres Strait Islander Studies in Queensland Schools — Draft Pre-school to Year Twelve Guidelines and Framework*, p. 9).

The Studies of Society and Environment key values of social justice and peace promote a socially just society by challenging injustice and valuing diversity. They are based on a belief that all people share a common humanity and therefore have a right to equitable treatment, support for their human rights and a fair allocation of community resources.

Phase 4 activities should assist students to devise and implement class and individual action plans that develop cross-cultural awareness, understanding and communication.

Aboriginal and Torres Strait Islander Human Resources Protocols

When contacting Aboriginal communities and Torres Strait Island communities, it is important that protocols are recognised. These are detailed in the *Aboriginal and Torres Strait Islander Human Resources Protocols* on the Equity page of the Queensland School Curriculum Council website at www.qscc.qld.edu.au.

Increased understanding and awareness of Aboriginal cultures, lifestyles and histories and Torres Strait Islander cultures, lifestyles and histories is encouraged to enhance the effectiveness of this module. Activities such as cultural awareness in-service for teachers can enhance appreciation of the perspectives and multiple realities of Aboriginal peoples and Torres Strait Islander peoples.

Background information

Terminology

In this module students have opportunities to become familiar with and use the following terminology:

Aborigines/Aboriginal	European settler	perspective/point of view
British	environment event	pioneer
cause–effect	evidence	possession
claim	explorer/exploration	pre-invasion/pre-contact
clans	frontier	racism
climate	history/historian	reconciliation
colony/colonial	Indigenous	resistance
colonisation	interpretation	sequence
compare/contrast	invasion	sources
conflict	land and water forms	stereotyping
consequence	language groups	terra nullius
contact	non-Indigenous	timeline
continent	occupation	Torres Strait Islanders
discrimination	oral history	
Europe/European	ownership	

School authority policies

Be aware of and observe school authority policies that may be relevant to this module, particularly the following:

- Aboriginal and Torres Strait Islander Catholic Education Policy:
www.qcec.qld.catholic.edu.au
- Education Queensland Aboriginal and Torres Strait Islander Education Unit — Murri Thusi — Policy and Guidelines:
www.education.qld.gov.au/tal/atsi/html/guide/guide.htm
- Education Queensland: Partners for Success — Indigenous Education Programs — Policies: www.education.qld.gov.au/corporate/partners-success/html/policies.htm

Equity considerations

Activities take place in a supportive environment. They provide opportunities for students to increase their understanding and appreciation of equity through valuing diversity and challenging inequities. Activities encourage students to:

- begin to appreciate that constructions of knowledge are influenced by cultural, historical and social factors
- understand and appreciate that individuals and groups had/have different interpretations and perspectives about events, places, phenomena and attitudes
- demonstrate an understanding of, and value for, cultural diversity
- begin to identify different values that groups of people in the past had for resources, places and other people, and how these values translated into actions
- consider the relationship between place and belonging that was and is held by Aboriginal people and Torres Strait Islander people.

Some students with disabilities may need assistance with some activities. Advice should be sought from their support teachers.

It is important that these equity considerations inform decision making about teaching strategies, classroom organisation and assessment.

Links

Studies of Society and Environment

This module is one of a suite of modules for Levels 1 to 6. See the Queensland School Curriculum Council website at www.qscc.qld.edu.au for more information.

This module has conceptual and process links to the following modules:

- Level 3: *Cattle, gold and sugar cane: Working in the past*
- Level 3: *It's my turf: Local area study*
- Level 3: *It's mine: Discovering Australia*
- Level 3: *Environments past and present: Management of Australian environments*
- Level 3: *Our future: Past and future study*
- Level 3: *New horizons: Immigration in Australia*
- Level 4: *Colonisation: Resources, power and exploration*
- Level 4: *What's the case? Indigenous communities and rapid change*

Other key learning areas

Activities may offer opportunities for planning across key learning areas. However, it is important that the integrity of the key concepts, organising ideas and processes within key learning areas is maintained.

Evaluation of a unit of work

After completion of units of work developed from this module, collect information and make judgments about:

- teaching strategies and activities used to progress student learning towards demonstrations of core learning outcomes
- opportunities provided to gather evidence about students' demonstrations of core learning outcomes
- future learning opportunities for students who have not yet demonstrated the core learning outcomes and to challenge and extend those students who have already demonstrated the core learning outcomes
- the extent to which activities matched needs of particular groups of students and reflected equity considerations
- the appropriateness of time allocations for particular activities
- the appropriateness of resources used.

Information from this evaluation process can be used to plan subsequent units of work so that they build on, and support, student learning. The evaluated units of work might also be adapted prior to their reuse. For further information, refer to the 'Evaluation' section in the sourcebook guidelines.

Activities

Phase 1 Tuning in and preparing to find out

Core learning outcomes emphasis: TCC 3.2, TCC 3.4

This phase aims to establish what students already know about patterns of Australian occupation. They may have knowledge of specific events such as the arrival of the First Fleet, opinions based on family perspectives of past events, such as Aboriginal dispossession, or misconceptions about the past. After prior knowledge has been clarified, students will begin to frame questions for investigation.

For detailed advice about using historical inquiry and socio-cultural considerations to teach Australian history, refer to 'Using this module'.

Focus question:

- What do we need to ask to help us investigate the patterns of Australian occupation?

Activity 1 What do I know about the patterns of Australian occupation?

Teaching considerations

The term 'pre-contact' refers to the time before Europeans arrived in Australia and made contact with Australian Indigenous groups.

Gauge students' knowledge of Australia in both pre-contact and post-contact times. This might be done by:

- conducting guided discussion and recording students' responses on a concept map
- encouraging student groups to brainstorm and list words and phrases for whole class comparison
- discussing stimulus words (such as pre-contact, language groups and penal colony) and pictures (such as convict prison hulks, Bennelong in European clothes, Governor Davey's proclamation on the front of *Year 5 Social Studies Replacement Units 1 and 2*, a pioneering family and their home)
- revisiting students' previous learning activities.

Introduce a metacognitive device that students can use to monitor their learning. For example, the class could use a KWL chart to evaluate existing knowledge and monitor their learning progress.

What we Know	What we Want to know	What we have Learned
	Write in questions that students have framed.	

Activity 2 What will I know and do?

Teaching considerations

Design learning and assessment activities and define criteria that students should consider when completing assessment tasks. Publish the criteria and assessment tasks for students to refer to as the activities progress.

Present the learning outcomes for the module in appropriate language and contextualised to the topic of the patterns of Australian occupation.

Explain the assessment expectations. Ensure they appeal to various learning styles and multiple intelligences by providing a range of assessment tasks or negotiating further assessment tasks.

Activity 3 Parallel societies

Teaching considerations

Locate resources that show Indigenous life in pre-contact Australia and life in Britain at that time. Be careful to recognise diversity among Indigenous groups and the range of socioeconomic levels within Britain.

Assist students to understand that, at any point in time, people around the world are having different life experiences. To illustrate this, have students find out what other people are doing around the world at this point in time, and compare and contrast their findings. Use a range of sources — for example:

- a news report exploring a current event in another part of the world
- a documentary describing life in a different culture
- email or other correspondence with people in other parts of the world
- newspaper or magazine articles.

Use resources such as books, posters and videos to create a visual display of life in Australia and in England before 1788. Encourage students to discuss their observations and to consider 'What would happen if people from one society entered the society of another group without being invited?'

Revisit the KWL chart and review the 'What we know' column.

Refer to the 'parallel societies' scenario throughout the module to assist students to understand the complexity and multiple perspectives of an issue such as cultural conflict.

Phase 2 Finding out and sorting out

Core learning outcomes emphasis: TCC 3.2, TCC 3.4, TCC 3.5, PS 3.4

In this phase advice is offered on ways that learning outcomes and elaborations can be used to design activities that will assist students to find out about Indigenous life in pre-contact Australia and life in Britain at this time, and reasons for the journey of the First Fleet and European occupation of Sydney Cove.

Focus question:

- How was Australia occupied?

Support materials and references

Use a range of sources to develop a sequence of activities that will assist students to find and sort information about:

- Indigenous life in pre-contact Australia
- diversity among Aboriginal groups (the Aboriginal Australia wall map, detailed below, is an essential resource for schools)
- different Torres Strait Islander groups (refer to *Year 5 Social Studies Replacement Units* pp. 98–101)
- aspects of Indigenous life in the Sydney Cove area (the Eora or Durag group)
- life in the students' local area in pre-contact times
- life in England during the Industrial Revolution
- the reasons for the journey of the First Fleet and what the journey was like
- the British occupation of Sydney Cove and subsequent relations with Aboriginal peoples of the area
- Aboriginal perspectives on the British occupation of Sydney Cove
- the British occupation of other significant places, such as Brisbane or the students' local area.

Support materials and references

Primary sources (original sources such as artefacts, maps, oral histories, photographs and diaries) allow students to make their own interpretations of events. It is important that students understand that secondary sources (other people's interpretations of events, such as in textbooks, video documentaries and posed photographs) offer one person's or group's interpretation of events. Useful resources include:

- the *Year 5 Social Studies Replacement Units 1 and 2* (Education Queensland 1995), which contains a range of activities, sources and advice

- the John Oxley Library *Child's Play* website (<http://childsplay.slq.qld.gov.au>), which features over 1 000 photographs and is a rich source of information about Indigenous groups and British occupation of areas throughout Queensland
- the *Aboriginal Australia* wall map by David Horton (Australian Institute of Aboriginal and Torres Strait Islander Studies 1996), which shows language/tribal/nation groups (it can be ordered through www.aboriginalaustralia.com)
- Nadia Wheatley's *My Place*, which may be used to compare how children's perspectives about a place change over time
- guest speakers such as Indigenous people and descendants of early British occupiers.

When using resources, develop critical literacy and historical inquiry skills by providing a range of interpretations of events. This will assist students to understand the complex nature of past events and that there are multiple perspectives of events. Consider the following questions:

- Whose point of view is being presented? Whose is not?
- What point of view is being presented? What might be missing?
- What words/features give you those ideas?
- Were there other people who may have had a different point of view/way of setting this photo up? Why do you think their point of view is missing?
- How can we locate an alternative point of view about this event/these people?
- Why might these points of view not be available to us?

Ensure that learning and assessment activities allow students to develop the concepts and processes associated with the core learning outcomes of this module. The elaborations of these learning outcomes in the *Years 1 to 10 Studies of Society and Environment Sourcebook Guidelines* provide examples, which can be modified to suit the topic of this module. The following are examples of activities and/or assessment tasks that could be developed.

When using resources, assist students to:

- organise information
- compare and contrast information
- infer, predict and imagine
- analyse events, human feelings, causes and effects
- evaluate events and human experiences
- apply knowledge, such as considering how they would respond in particular circumstances (develop empathy).

TCC 3.2 Students create sequences and timelines about specific Australian changes and continuities.

Students could:

- create sequences of pictures, text boxes and/or artefacts that represent events
- write an event as a series of sentences or pictures for other students to sequence
- make a timeline by organising dates at appropriate intervals and recording events they have investigated
- create before and after representations of an event
- transpose information from a source onto a flowchart
- create a journal based on events
- create pictures that show aspects of an event and use them to produce a wall mural
- create an oral timeline by selecting a fact card related to an event, collaborating with other class members to sort the fact cards into chronological order and then reading the cards out loud.

TCC 3.4 Students organise information about the causes and effects of specific historical events.

Students could:

- design questions for an investigation into what caused an event to occur
- complete a consequence wheel that shows the first, second and further effects of an event (see the Level 4 module *Resources rich and rare: Australian resource management*)
- create a three-level concept web that shows the immediate and later effects of an event (examples are modelled in the Level 3 module *Environments past and present: Management of Australian environments*)
- design a flow chart that shows the stages of an event from its cause/s to its effect/s
- sort the effects of an event into those that were/are positive and negative for particular groups
- gather information from a range of sources and organise it into a table or flow chart on the wall and discuss the causes and effects that are revealed
- classify the effects of an event — for example, its positive/negative, economic, environmental, human, cultural, direct/indirect and short-term/long-term effects
- draw or paste cause–effect arrows on a timeline that depicts aspects of an event
- create a concept map by adding pictures and arrows that represent the effects of an event that is pictured/described in the centre
- create a Venn diagram that shows how events at different times, in different places or involving different groups are similar and different
- collaboratively identify the cause and effects of an event by sharing information sourced from tables, graphs, pictures and maps.

TCC 3.5 Students describe various perspectives based on the experiences of past and present Australians of diverse cultural backgrounds.

Students could:

- use information sourced from videos, diaries, guest speakers and fictionalised accounts of real events to discuss the experiences of people/groups from diverse backgrounds
- use information from a reliable source such as a guest speaker, diary or recorded oral history to create a summary, pictorial representation or mock journal of the personal experiences and feelings of a person; they could then compare their interpretations with those of other students
- create a wall picture of a place and add text boxes or conversation bubbles that represent how Indigenous peoples and non-Indigenous peoples have valued that place
- use conversation bubbles to create a representation of various perspectives associated with an event — for example, how people viewed their roles on cane farms in the past (owner, women, children, local Indigenous people, South Sea Islander labourers)
- analyse the experiences of a person or group described in a source — for example, use a written description of the crossing of the Blue Mountains by Europeans to identify whose stories are being told and to infer what stories might have been told by those who do not have written records
- use a text such as Nadia Wheatley's *My Place* to compare how children's perspectives about a place change over time
- discuss media views about an issue related to British laws in Australia
- form groups and create Y charts showing the possible effects of an event from the perspectives of a number of people associated with the event
- create a Venn diagram that shows the similarities and differences between the experiences of various people, and use this diagram to discuss and critique the similarities and differences.

PS 3.4 Students use and make maps to identify coastal and land features, countries and continents, and climate zones.

Students could:

- use a range of maps to locate specific information
- compare information on maps of the same place from different periods of time
- discuss what inferences European explorers made when using incomplete maps of places
- create two- and three-dimensional maps containing information related to events of the past
- use standard symbols, abbreviations, references and terminology to locate land and coastal features, countries, continents and climatic zones associated with the occupation of Australia
- use simple scale and intercardinal compass points to locate features
- investigate Indigenous ways of recording and/or explaining geographical features or seasonal movements.

The elaborations for PS 3.4 outline the mapping skills that are suitable for Level 3. The Level 3 module *It's mine: Discovering Australia* contains an assessment checklist for PS 3.4 which could be modified and used to assess students' demonstrations of the learning outcomes associated with this module.

Assessment

Evidence of what students know and can do in relation to the learning outcomes can be gathered as students engage in activities. Provide students with feedback on their progress, based on the assessment expectations discussed with students in Phase 1. Use the KWL chart to review students' learning.

Phase 3 Going further and making connections

Core learning outcomes emphasis: TCC 3.4, TCC 3.5, CI 3.2, CI 3.4

This phase introduces students to some of the deeper issues that are associated with the various patterns of Australian occupation. In particular, it explores the 'invasion' and 'settlement' views about the European occupation of New South Wales. The aim is not to convince students that one view or the other is correct, but to make them aware that there are different views or 'perspectives'.

Focus question:

- How did patterns of Australian occupation affect various groups?

Use a range of sources to develop a sequence of activities that will assist students to demonstrate TCC 3.4, TCC 3.5 and CI 3.2 and to develop deeper understandings about:

- the range of groups associated with British occupation, including women, children, Indigenous groups and squatters
- local area occupation, exploration and pioneering struggles
- the role of Indigenous peoples in the exploration and development of Australia
- Indigenous/non-Indigenous interactions — for example, conflict and resistance, dispossession, discriminatory laws and positive intercultural events.

Choose a particular place, event or time that can be used to provide a context for developing understandings — for example:

- the exploration and consequent occupation of a place and the interactions with Indigenous peoples
- the events and interactions before and after the crossing of the Blue Mountains or the Myall Creek Massacre
- the social issues associated with early European occupation (women, status of ex-convicts, Indigenous dispossession).

Specific topics for investigation could include:

- significant people — for example, Pemulwuy and Musquito (Aboriginal resistance figures), James Ruse, John Oxley, Carolyn Chisholm, John McArthur, Truganini, local people
- frontier life and the role of women and children
- ‘invasion’ and ‘settlement’ perspectives
- bushrangers and their motives — for example, Ned Kelly and his beliefs about the persecution of the Irish
- attitudes towards ex-convicts — for example, Governor Macquarie’s decision to allow ex-convicts to practise law (see ‘Rules and Laws’ in the *Discovering Democracy Primary Kit*)
- how various groups viewed each others’ experiences.

The following are examples of activities and/or assessment tasks that could be developed.

CI 3.4 Students communicate an awareness of change within Aboriginal cultures and Torres Strait Islander cultures.

Students could:

- use a range of sources to locate stories of change — for example diaries, guest speakers, recorded oral histories, artefacts and environmental evidence of change such as abandoned middens and bora rings — and consider the perspectives related to these sources and how they influence what might or might not be seen as change
- explore post-contact changes experienced by Indigenous groups — for example, removal from traditional lands, conflict and resistance, discriminatory laws about marriage, citizenship
- map the lands of pre-contact Aboriginal language groups and describe how the boundaries may have changed
- discuss the difference between Indigenous and European notions of land ownership: ‘terra nullius’ and Indigenous relationships with the land (see the Level 3 module *It’s mine: Discovering Australia* for activities)
- discuss changes that Indigenous people have experienced — for example, changing family structures, the relevance of The Dreaming in the past and present
- summarise findings about a cultural change experienced by the ancestors of an Indigenous guest speaker — for example, land ownership, work, relationships with European people, conflict, powerlessness
- analyse the level of power held by Indigenous and non-Indigenous groups in events associated with European occupation.

Assessment

Evidence of what students know and can do in relation to the learning outcomes can be gathered as students engage in activities. Provide students with feedback on their progress, based on the assessment expectations discussed with students in Phase 1. Use the KWL chart to review students’ learning.

Phase 4 Reflecting and acting

Core learning outcomes emphasis: CI 3.2.

Students reflect on their understandings about how the past has affected the present. They discuss the notion of reconciliation and then plan and take part in an act of reconciliation. Students consider a futures perspective, based on their action plan.

Focus questions:

- What is reconciliation?
- What does stereotyping, discrimination and harassment look like, feel like and sound like?
- How can reconciliation help overcome stereotyping, discrimination and harassment?
- What does reconciliation mean for Australians today and in the future?
- What can we do as a nation and community and as individuals to promote and act on the reconciliation process?

Teaching considerations

Ensure that activities are undertaken sensitively and are respectful of local Aboriginal and Torres Strait Islander protocols.

Ensure that learning and assessment activities allow students to develop the concepts and processes associated with the core learning outcomes. The following are examples of activities and/or assessment tasks that could be developed.

CI 3.2 Students identify stereotyping, discrimination or harassment to develop a plan that promotes more peaceful behaviours.

Students could:

Support materials and references

- identify and discuss examples of stereotyping, discrimination or harassment in stories, poems and television/video programs to create class definitions for each term. (Refer to the Level 3 module *Belonging: Group belonging and perceptions* for definitions of these terms.)
- empathetically respond to literature and/or presentations by recording on a Y chart what stereotyping, discrimination and harassment look like, feel like and sound like.
- reflect on their own experiences in relation to stereotyping, discrimination and harassment.

Support materials and references

- roleplay a scenario that represents cultural differences. (Refer to 'Teacher Information Sheet 1: Biddlewackians and Wiffledoffians' in Coghill et al. 1997, pp. 90, 91 to gain an 'awareness of cultural differences and to appreciate that being different does not mean being inferior'. As a whole class, discuss how each 'group' felt and scribe students' responses. Use these responses to assist students to reconsider their definitions of stereotyping, discrimination and harassment in light of this 'real-life' simulation.)

Support materials and references

- use newspaper reports to consider and discuss two views and interpretations of an event. (Refer to 'Student Information Sheet 2: Outrage by the blacks (Pine River)' and 'Student Information Sheet 3: Depredation by the blacks (Brisbane, Breakfast Creek)' in Coghill et al. 1997, pp. 98, 99.)

Support materials and references

- investigate the concept of reconciliation, using websites and other reference materials. Develop a class glossary of synonyms that describe reconciliation and present them in a collage or montage format.
- read, discuss and reflect on the 'Australian Declaration Towards Reconciliation'. (See www.austlii.edu.au/au/other/IndigLRes/car/2000/11/declaration.htm.)
- select and highlight key words from the declaration and use them to create their own 'declaration towards reconciliation', either individually or as a class. Display these 'declarations' for independent reading and discussion by students.
- interview a local Indigenous Elder or community member about his/her feelings, thoughts and ideas on reconciliation, including what it means for him/her as an individual, for Indigenous peoples and for all Australians.

**Support
materials and
references**

- consider and collaboratively choose activities that their class, school or community could organise and/or participate in to promote reconciliation among Australians of diverse cultural heritages. Activities may include:
 - organising and participating in the creation of a school mural that depicts stories and experiences from local Indigenous groups (see the video *Changing our Playground — A Koori Artist in Residence at a Sydney School*)
 - researching, collating and compiling a history of Indigenous groups from the local area (refer to *Papunya School Book of Country and History*)
 - organising school/class activities for 'National Reconciliation Week' or 'Harmony Day' in conjunction with local Indigenous people (see the Reconciliation Australia website for information about National Reconciliation Week and Harmony Day).

Support materials and references

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- Reynolds, H. 1996, *Frontier: Aborigines, Settlers and Land*, Allen & Unwin, St Leonards, NSW.
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Tench, W. 1996, *1788: Comprising a Narrative of the Expedition to Botany Bay and a Complete Account of the Settlement of Port Jackson*, Text Publishing, Melbourne.

Watson, D. 1984, *Caledonia Australis: Scottish Highlanders in the Frontier of Australia*, Collins, Sydney.

Willmot, E. 1988, *Pemulwuy, the Rainbow Warrior*, Bantam, Sydney.

Children's literature

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Wheatley, N. & Rawlins, D. 1987, *My Place*, Collins Dove, Melbourne.

Kits (including audiovisual)

Curriculum Corporation 1998, *Discovering Democracy Primary Kit*, Carlton, Vic.

Department of Education Queensland 1983, *Life in Convict Brisbane: A Resource Kit for Schools Years 5 to 9*, Brisbane (in all schools and very popular).

CD-ROMs

House, A. 1990, *The First Fleet: Journey, Journals and Biographies* (obtainable from AccessEd).

Open Access Support Centre & Department of Education Queensland 1997, *Wanpa-rda Matilda*, Woolloongabba, Qld.

Uses still images, oral histories, interviews, poetry and film to enable students to explore the historical, cultural, geological and geographical features of 40 central western Queensland sites.

Videos

Changing our Playground — A Koori Artist in Residence at a Sydney School 1990, Australian Film Industry Distributors, South Melbourne, Vic. (Available from Aboriginal and Torres Strait Islander Education Unit Sub-Centres and/or AccessEd.)

Marcom Projects: Contact details — phone 07 3801 5600, fax 07 3801 5622 and email www.marcom.com.au

Even Chance, Marcom Projects.

Follows a young Aboriginal woman who leaves her home in a country town to work in the city. She finds employment, but is wrongfully dismissed. This video highlights her fight for justice and her rights. Explores harassment, prejudice, stereotyping and discrimination.

Websites

(All websites were accessed in June 2002.)

Aboriginal Australia. www.aboriginalaustralia.com

The Aboriginal Australia wall map showing language, tribal and nation groups can be ordered through the 'Shop' page.

Aboriginal Nations Australia. www.ablnat.com.au

Aboriginal Nations is responsible for the highly acclaimed animated *Dreaming* series shown on the ABC. The website includes information about the series and how to order copies of videos. Educational kits based on the first 39 episodes are also available through the site.

Australian Institute of Aboriginal and Torres Strait Islander Studies.

www.aiatsis.gov.au/news/links.htm

Brisbane City Council, *Brisbane Stories*. www.brisbane-stories.powerup.com.au

Community website containing Aboriginal and colonists' stories of early Brisbane.

Convicts to Australia. www.convictcentral.com/index.html

A guide to researching convict ancestors.

Council for Aboriginal Reconciliation. www.austlii.edu.au/car

Includes material from current and previous issues of the magazine *Walking Together*, National Reconciliation Week features, a library and links to other sites.

Dharawal Education Centre. www.koori.usyd.edu.au/dharawal

Provides a traditional perspective on a number of subjects, including culture and education. The Dharawal people's traditional lands border the south-eastern shore of Sydney Harbour. The Dharawal people encountered Captain Cook in 1770 and Captain Phillip in 1788.

First Fleet Fellowship. <http://home.vicnet.net.au/~firstff/welcome.htm>

Includes a full list of the livestock and provisions on the First Fleet.

Reconciliation Australia. www.reconciliationaustralia.org/act_whatson.html#harmony

Includes information about Harmony Day (21 March each year) and National Reconciliation Week (May–June each year).

State Library of Queensland, *Child's Play*. www.childsplay.slq.qld.gov.au

Over 1 000 historical images for students to search and study.

University of Wollongong, *First Fleet database*. www.cedir.uow.edu.au/programs/FirstFleet

Includes stories from the diaries and letters of people who were on the First Fleet.

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