

# Colonisation: Resources, power and exploration

## Strand

Time, Continuity and Change

Place and Space

Culture and Identity

## Core learning outcomes

<i>Time, Continuity and Change</i>	<b>TCC 4.2</b>	Students illustrate the influence of global trends on the beliefs and values of different groups.
	<b>TCC 4.3</b>	Students share empathetic responses to contributions that diverse individuals and groups have made to Australian or global history.
	<b>TCC 4.4</b>	Students critique information sources to show the positive and negative effects of a change or continuity on different groups.
<i>Place and Space</i>	<b>PS 4.4</b>	Students use latitude, longitude, compass and scale references and thematic maps to make inferences about global patterns.
<i>Culture and Identity</i>	<b>CI 4.4</b>	Students describe changes resulting from cross-cultural contact on Australian and non-Australian indigenous cultures.

## Purpose and overview

Activities assist students to use a variety of sources of evidence to investigate technological developments, global exploration, and trade and religious practices that have contributed to colonisation through history.

Students investigate different perspectives of the same events by using and critiquing a variety of primary and secondary sources of evidence.

Students research and present reports about global colonisation over time. A hypothetical scenario about colonisation in the future is presented to challenge them to creatively apply knowledge and skills developed during earlier activities.

Phases	Activities	Core learning outcomes	Assessment opportunities
<b>1. Tuning in to the topic of colonisation</b>	Students explore the concept of colonisation and examine the early colonisation of Australia.	TCC 4.2 PS 4.4 CI 4.4	<p>Students research and record information about colonisation during different time periods as possible demonstrations of TCC 4.2.</p> <p>Assist students to discuss and describe changes that have affected Australian Indigenous cultures as a result of cross-cultural contact — for example, conflict due to resistance and loss of culture and identity — as initial demonstrations of CI 4.4.</p> <p>Students use maps to infer how the climate in Britain and Australia differed and how this impacted on the development of the Australian colony as possible demonstrations of PS 4.4.</p>
<b>2. Locating, organising and analysing evidence about colonisation</b>	Using a variety of sources, students investigate the colonising groups and come to conclusions about global colonisation over time.	TCC 4.2 TCC 4.3 TCC 4.4 PS 4.4 CI 4.4	<p>Students critique information sources to show the positive and negative effects colonisation has on different groups as possible demonstrations of TCC 4.4.</p> <p>Students research, discuss and prepare reports about colonising countries/groups as possible demonstrations of TCC 4.2, TCC 4.3, TCC 4.4, PS 4.4 and/or CI 4.4.</p>
<b>3. Reflecting on and synthesising understandings about colonisation</b>	Students reflect on colonisation and apply their understandings to a hypothetical scenario.	TCC 4.2 TCC 4.3 TCC 4.4 PS 4.4 CI 4.4	<p>Students present reports as possible demonstrations of TCC 4.3, TCC 4.4 and CI 4.4.</p> <p>Students present and/or critique submissions for settlements on another planet as possible demonstrations of TCC 4.2, TCC 4.3, TCC 4.4, PS 4.4, and/or CI 4.4.</p>

## Assessment

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The assessment opportunities outlined are examples of 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 when making judgments about their demonstrations of 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.

Activities in this module are designed primarily for students working towards demonstrations of Level 4 learning outcomes. Assessment opportunities may need to be modified or created to enable students to demonstrate core learning outcomes before and after this level.

## Using this module

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This module provides opportunities for students to:

- understand that aspects of globalisation such as colonisation, technology and trade and religious practices affect groups in different ways
- appreciate that colonising groups were often motivated by the desire for power and the control of valuable resources
- understand that in different time periods, different resources were the impetus for colonisation
- explore how technological advancement influenced people's ability to travel around the Earth
- appreciate that different groups of people can have different perspectives of the same events
- develop map skills.

Colonisation, often preceded by exploration or trading ventures, has occurred over thousands of years. This module examines colonisation at various times throughout history.

### **Support materials and references**

For information regarding cross-cultural contact with Australian Indigenous cultures, consult *The Teaching of Aboriginal Studies and Torres Strait Islander Studies in Queensland Schools: Draft Preschool to Year Twelve Guidelines and Framework* (Queensland Department of Education 1995). This publication includes information about aspects such as theories and beliefs of occupation; diversity of Aboriginal societies and Torres Strait Islander societies; invasion and resistance; effects of invasion; and maintenance and revival of culture.

### **Inquiry approach**

The inquiry approach that underpins the sequencing of activities encourages students to make links from their prior learning and experiences to new concepts and processes. This approach is cyclical, allowing students to revisit prior learning and to consider changes in assumptions, values and attitudes as new insights are gained.

### **Primary and secondary sources of evidence**

To assist students to use historical sources, organise a collection of primary and secondary sources of evidence. The collection may include photographs, books, photocopied articles, references to Internet sites, computer software or representations of three-dimensional artefacts.

### **Inventions and innovations**

Provide resources that list and describe inventions and innovations that have impacted on the processes of exploration and colonisation. Refer to 'Support materials and references' for details about such resources. Consider the access colonising nations had to inventions and how these inventions impacted on the developing colonies.

<b>Information on planets</b>	Ensure that reference materials containing information on planets such as Mars are available during Phase 3.
<b>Slip writing</b>	Cooperative learning strategies used in this module include 'slip writing' and 'thought sheets'. 'Slip writing' encourages students to generate and categorise ideas. Provide students with slips of paper. As questions are asked, students write their responses on the slips of paper. Responses are gathered and common ones discarded. Remaining responses are categorised according to given criteria. Responses are then displayed around the room.
<b>Thought sheets</b>	'Thought sheets' assist students to use cartoons, newspaper stories, quotations or pictures accompanied by a few questions to develop short reports or group discussions.

## Background information

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### Terminology

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

accuracy	exports	primary evidence
attitudes	imports	reliability
beliefs	Indigenous	religion
bias	inference	representativeness
city-state	innovation	resources
climate	interpretation	scale
colonisation	invention	secondary evidence
colony	globalisation	slavery
compass	latitude	technology
completeness	longitude	thematic
conquest	minority groups	trade
culture	motive	values
dominant groups	perspectives	vegetation
exploitation	point of view	
exploration	power	

### School authority policies

Be aware of and observe school authority policies that may be relevant to this module. Refer to the following websites for information about social justice and supportive school environment policies and programs that assist students to adjust to new settings such as classes, schools and communities:

- The Association of Independent Schools of Queensland Inc:  
[www.aisq.qld.edu.au/schools/schools.html](http://www.aisq.qld.edu.au/schools/schools.html)
- Education Queensland: <http://education.qld.gov.au/>
- Queensland Catholic Education Commission:  
[www.qcec.qld.catholic.edu.au/www/index.cfm](http://www.qcec.qld.catholic.edu.au/www/index.cfm)

### 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:

- develop an understanding of human rights at various points in history
- equitably demonstrate what they know and can do
- understand and demonstrate actions that support the rights and feelings of all members in the group
- challenge dominant knowledge and beliefs of the past and present regarding exploration, colonisation and trade
- critique a range of current beliefs regarding exploration, colonisation and trade
- critique sources of information for their representativeness, reliability and completeness.

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's website at [www.qscc.qld.edu.au](http://www.qscc.qld.edu.au) for more information.

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

- Level 3: *Yesterday's news: Technology and culture*
- Level 3: *It's mine: Discovering Australia*
- Level 3: *Australia's past: Australia circa 1788*
- Level 4: *What's the case? Indigenous communities and rapid change*
- Level 5: *Industrial Revolution: Societies and 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.

Possible links to *Science*:

- SS 4.1 Students outline some contributions to the development of scientific ideas made by people from different cultural and historical backgrounds.
- EB 4.1 Students recognise and analyse some interactions (including the weather) between systems of Earth and beyond.
- EB 4.2 Students collect information which illustrates that changes on Earth and in the solar system occur on different scales of time and space.
- EB 4.3 Students summarise information to compare ways in which different communities use resources from the Earth and beyond.

## 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.

## Activities

### Phase 1 Tuning in to the topic of colonisation

*Core learning outcomes emphasis: TCC 4.2, PS 4.4, CI 4.4*

Students explore the concept of colonisation and examine the early colonisation of Australia.

**Focus questions:**

- What is colonisation?
- Why were colonies established by some groups/nations?
- How did colonising groups perceive the areas they colonised?
- How did the perceived value of colonies change with time?
- What are the Australian experiences of colonisation?
- What was the Australian Aboriginal response to the establishment of a colony at Sydney Cove?

There are many ways to approach an investigation of colonisation. Exploration, trade, religion and technology are all relevant to a study of colonisation. Students may experience frustration at times because the available evidence does not provide them with answers. Explain that such frustrations are experienced by historians as they research the past. Ensure students understand the difference between primary and secondary sources.

**Teaching considerations**

The lack of colonising activity in the early Middle Ages could be discussed in this phase. The European approach to naming time periods could also be discussed. Explain that the Middle Ages occurred between the end of the Roman civilisation and the beginning of the modern European civilisation. The Gregorian calendar, which uses the BC (before Christ) and AD (anno Domini — In the year of our Lord) convention, may also require discussion. Emphasise to students that:

*Terms used to describe our past are value laden and can only be properly understood in context. Individual words 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. Terminology contributes to accuracy in description and an enhanced understanding of past events (Queensland Department of Education 1995, Year 5 Social Studies Units 1 and 2 Replacement, Brisbane, p. 10).*

Class copies of world maps are required for this phase.

### Activity 1 Sources of information for investigations

**Resource 1**

Brainstorm and list sources of evidence that students have used in previous investigations. Discuss students' understandings of primary and secondary sources (Resource 1). Ask students to identify primary and secondary sources in their list.

Provide small groups of students with a variety of sources (see the Levels 3 and 4 Time, Continuity and Change elaborations in the sourcebook guidelines for examples). Ask students to group these sources into primary and secondary sources. Invite reporters from each group to share and explain their grouping of information sources.

Assist students to discuss and evaluate sources of information that relate to colonisation. Ask students to consider the following:

- usefulness for different aspects of their research
- reliability
- availability of primary sources
- 'completeness' of sources — that is, representativeness/variety of perspectives about colonising groups
- 'strengths and weaknesses' of each source.

**Resource 2**

To assist students to understand sources of evidence, ask to write down all the activities they participate in during the next 24 hours and what evidence there might be of their involvement (Resource 2). Discuss students' data and highlight primary sources of evidence students may have overlooked.

## Activity 2 Colonisation?

### Support materials and references

Discuss students' understandings of the term 'to colonise'. Using a variety of sources about world histories (see 'Support materials and references'), assist students to explore the concept of colonisation. Ask students to use world maps or atlases to indicate where groups originated and the areas they colonised. Discussion questions could include:

- Why was early colonisation centred around the Mediterranean Sea?
- What influenced the ability of early colonisers to sail to distant places?
- Why did later colonisers sail greater distances than those of earlier times?

### Resource 3

Assist students to research colonising 'powers' (groups) during different time periods and record this information on Resource 3. The lack of colonisation in the early Middle Ages could be discussed.

## Activity 3 Reasons for colonisation?

Using information gathered from students' research, discuss and list reasons for colonisation in the past — for example:

- the need for new land for agriculture
- the quest for wealth, especially precious metals
- the search for freedom from religious persecution
- converting other groups to Christianity
- territorial expansion
- to expand and control trade.

Consider and discuss these reasons in relation to the values of today.

Assist students to research inventions and technological advancements that contributed to exploration and colonisation.

### Assessment

Students research and record information about colonisation during different time periods as possible demonstrations of TCC 4.2.

## Activity 4 British colonisation of Australia

Assist students to review British colonisation of Australia by researching and discussing the questions listed below. Discuss the exploration that preceded the British development of the colony at Sydney Cove. Consider the various reasons for the establishment of colonies in other areas in Australia. Model strategies such as brainstorming, 'slip writing' or 'thought sheets' and assist students to use these strategies. Investigation questions include:

- Why did the British decide to start a colony at Sydney Cove?
- What problems were experienced during the voyage to Australia?
- What problems were experienced in establishing the colony?
- What level of support for the colony came from Great Britain?
- How did the colony impact on Australian Aboriginal people?
- How did Australian Aboriginal people respond to the colony?

### Support materials and references Assessment

Refer to the activity 'Different attitudes towards the land, seas and waterways' in *Footprints ... to Country, Kin and Cultures* (Coghill et al. 1997) for further information.

Assist students to discuss and describe changes that have affected Australian Indigenous cultures as a result of cross-cultural contact — for example, conflict due to resistance and loss of culture and identity — as initial demonstrations of CI 4.4.

Use maps to trace the journey of the First Fleet and discuss the route that was taken, emphasising compass directions, reasons for stopping at various ports, the time the voyage took and the type and size of the ships.

### Support materials and references

Assist students to examine and discuss the layout of the colony (refer to *The First Fleet — A New Beginning in an Old Land* by J. Nicholson 1995, pp. 26, 27). Use atlases to compare the latitudes of Britain and New South Wales to assist students to consider climatic differences between the colonists' 'homeland' and their 'new land'. The problems the colonists faced in dealing with their new environment could also be discussed.

Assist students to consider the following aspects that impacted on the development of new colonies:

- accommodation (including the different styles and the role/importance of the occupants)
- transport
- defence
- water supply
- food supply — growing, processing and storage
- religious observance.

**Assessment** Students use maps to infer how the climate in Britain and Australia differed and how this impacted on the development of the Australian colony as possible demonstrations of PS 4.4.

**Phase 2 Locating, organising and analysing evidence about colonisation**

*Core learning outcomes emphasis: TCC 4.2, TCC 4.3, TCC 4.4, PS 4.4, CI 4.4*

Using a variety of sources, students investigate the colonising groups and come to conclusions about global colonisation over time.

**Focus questions:**

- Why were only a few groups/nations colonial powers?
- What areas of the world were affected by colonisation?
- Why were some areas of the world more attractive to colonising groups than others?
- What advantages and disadvantages did the process of colonisation bring to those involved?
- Why were colonising groups/nations only powerful for a limited time?
- How can the reliability of the evidence about colonisation be determined?
- Does available evidence about colonisation present an accurate record of events from the perspectives of all involved? If not, whose perspectives are/are not included and why?

**Activity 5 Colonisation history**

Ask groups of students to select one colonising country or group to research from the following table.

1100 BC–AD 1000	1400–1800	1800–1914
Phoenicians	Spain	Great Britain
Athenians	Portugal	France
Carthaginians	Great Britain	Germany
Romans	Netherlands	Japan
Vikings	France	United States of America

**Resource 4**  
**Support materials and references** Assist students to use primary and secondary sources to prepare reports about their nominated colonising group/country (Resource 4). Websites such as the John Oxley Library provide photographs that students could critique to analyse the underlying values, stereotyping and ‘silent voices’. Encourage students to discuss their interpretations of the evidence within their group.

Ensure students use resources about inventions and make links between these inventions and colonisation. Discuss the idea that inventions and innovations fostered exploration by creating the need for different resources and new markets.

Encourage students to share their findings at different stages of their investigation in a variety of ways. Possible methods include:

- written responses to questions
- charts that display information about one or more of the colonial powers studied
- tables of information that compare the colonial powers studied using certain criteria
- oral reports
- roleplay
- self-selected, negotiated reports/presentations.



When students have completed their research, encourage a class discussion on the information. Use the following to guide the discussion:

- Compare the locations of various groups on a historical map. (The Perry-Castaneda Library Map Collection is an excellent website resource for maps from various time periods.) What similarities and differences can be found?
- Using research from Phase 1, what conclusions can be drawn about the various phases of overseas colonisation?
- What difference is there between the ancient/medieval group and the other two groups? What reasons are there for this?

How is Australian history connected to this colonisation information?

**Assessment** Students critique information sources to show the positive and negative effects colonisation has on different groups as possible demonstrations of TCC 4.4.

Students research, discuss and prepare reports about colonising countries/groups as possible demonstrations of TCC 4.2, TCC 4.3, TCC 4.4, PS 4.4 and/or CI 4.4.

### **Phase 3 Reflecting on and synthesising understandings about colonisation**

*Core learning outcomes emphasis: TCC 4.2, TCC 4.3, TCC 4.4, PS 4.4, CI 4.4*

Students reflect on colonisation and apply their understandings to a hypothetical scenario.

**Focus questions:**

- Has the process of colonisation ended? If not, where is it still occurring?
- Have other processes replaced colonisation? If so, what are they?
- What associations do former colonies still have with their colonising powers?
- Do colonial structures still exist? If so, where?
- Is there likely to be colonisation in the future? Why do you believe/not believe so?

#### **Activity 6 Reflection on colonisation**

Using research from earlier activities, discuss and list the motives of colonising groups; how the communities that were colonised were affected by the process; the role of invention and innovation; the nature of trade; and/or the influence of religion.

**Resource 5** Assist students to use their research and information gained from other groups' research to plan and prepare presentations (see Resource 5).

**Assessment** Students present reports as possible demonstrations of TCC 4.3, TCC 4.4 and CI 4.4.

#### **Activity 7 Hypothetical colonisation in the future**

**Resource 6** Pose the following scenario for students to explore: You are part of a development group supported by various sponsors that wishes to send expeditions to planets such as Mars with the goal of establishing colonies (see Resource 6). The group is required to make a submission to the government.

Assist students to present their submissions as persuasive writing. They need to examine why such a colony is required and to outline how any perceived difficulties might be overcome. A group of students can be chosen to act in 'expert' roles as government representatives to review the submissions. Assist this group to develop criteria to assess the submissions. This task could be done while other groups prepare their submissions. Encourage the review committee to provide reports about the submissions, that state the reasons for their decisions.

Invite members of the review committee to ask questions about the submissions. To conclude the activity, ask committee members to present their findings.

**Assessment** Students present and/or critique submissions for settlements on another planet as possible demonstrations of TCC 4.2, TCC 4.3, TCC 4.4, PS 4.4, and/or CI 4.4.

## Sources of information

## Resource 1

When studying the past, there are two main types of source that can be used: primary sources and secondary sources. Primary sources enable the researcher to get as close as possible to what actually happened during a historical event or time period. A primary source reflects the individual viewpoint of a participant or observer. Secondary sources are accounts that are produced after the event. Primary sources provide a personal, close-up view of an event and are very useful when researching a topic. They are not always available, especially for events that occurred thousands of years ago.

Primary sources include books, diaries, letters, maps, photographs, drawings, paintings, coins, stamps, government documents, advertisements, travel accounts and artefacts.

Many books are secondary sources, although they may include some primary sources such as direct quotes from writers who lived at the time.

It is difficult to access three-dimensional primary sources relating to events that occurred in the past, especially thousands of years ago and in overseas countries, due to the rarity and value of such sources. However, two-dimensional resources such as pictures and descriptions of artefacts (for example, coins, weapons, clothing) as well as copies of written and drawn primary sources (for example, diaries, letters, government records) should be available. Many primary sources have been translated into English.

When using primary sources consider the following questions.

- Who created the source and why?
- Did the writer witness the event? What evidence is there of this?
- Was there anything that might have influenced what the writer recorded? If so, what?
- Was the record intended for the writer or for a larger audience? Why do you think this?
- Is the writer trying to persuade the reader to agree with a particular point of view or is he/she just trying to inform the reader about the event? If the writer is trying to persuade, what is his/her view?
- How long after the event did the writer record the information?
- Might someone else interpret this source differently? If so, what perspective might they give?
- Why do some events in history have few, if any, primary sources of information?

## Understanding historical sources

## Resource 2

List all the activities you take part in during the next 24 hours. Next to each activity, write down what evidence there might be of your involvement in these activities.

Example:

Activity	Evidence
Went to school	Bus/train ticket, lunch order, class roll, schoolwork completed, library book loan

The following questions will help to focus your thoughts.

- Did you create any records of your activities? If so, what? (diary, letter)
- What evidence of your activities might appear in someone else's records?
- Who would be able to discuss your activities? (oral history) What point of view would they give?
- Which of your activities might leave physical evidence?
- Which of your activities are unlikely to leave physical evidence?
- Is any of the physical evidence likely to be preserved? Why? How?
- Is it possible that people examining the evidence may come to different conclusions about your activities? If so, what conclusions might they reach?
- Would a future historian who came into contact with your records find any weaknesses in them?
- What conclusions might a future historian come to about your lifestyle as a result of the evidence you have left?
- Is it possible for a future historian to make an interpretation of your activity that is not correct? Why/why not?

## Overview of colonisation

## Resource 3

### Core learning outcome

#### Time, Continuity and Change

4.2 Students illustrate the influence of global trends on the beliefs and values of different groups.

1. Research

Locate information about who was involved in colonisation, why and what occurred as a result. Develop a timeline showing the start and end of the influence of each colonial power.

2. Answer the following questions using information from your research.

- Which colonising group was powerful for the longest period of time?

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- What differences have you noticed between the ancient/medieval colonial powers and later colonial powers?

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- The periods of influence for each colonial power overlap at certain times. Why do you think this is?

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- From the information you have read, which of the colonial powers do you think was the most successful? Provide a reason for your choice.

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**Research****Resource 4****Core learning outcomes****Time, Continuity and Change**

- 4.2 Students illustrate the influence of global trends on the beliefs and values of different groups.
- 4.3 Students share empathetic responses to contributions that diverse individuals and groups have made to Australian or global history.
- 4.4 Students critique information sources to show the positive and negative effects of a change or continuity on different groups.

**Place and Space**

- 4.4 Students use latitude, longitude, compass and scale references and thematic maps to make inferences about global patterns.

**Culture and Identity**

- 4.4 Students describe changes resulting from cross-cultural contact on Australian and non-Australian indigenous cultures.

Use primary and secondary sources to research one colonising power. Look for evidence in the sources about the attitudes, beliefs and values of those who were affected during colonisation. Analyse drawings, photographs and maps.

Discuss with members of your group and your teacher what the evidence could mean. Remember that this is your interpretation of the historical events. You will share your interpretations with other groups in the class.

Use the following questions to examine the evidence.

- What group/nation are you researching?
- When was this group/nation important as a colonising power?
- How long did the influence last?
- What areas of the world did the group/nation colonise? Why were these areas colonised? A map could be prepared to show those areas.
- What do you think prompted the development of this colonial empire?
- What advantages and disadvantages did the development of the colonial empire bring to the colonising group?
- What advantages and disadvantages did the development of the colonial empire bring to the original inhabitants of the countries or areas that were colonised?
- What type of control over the colonies did the colonisers introduce? Did they allow the original inhabitants any power? Did the colonisers mix with the original inhabitants? Why/why not?
- How difficult do you think living under the control of another power might have been for the groups that were colonised?
- What were the lasting effects of colonisation? These could include the type of government, religious practices, architecture, trading patterns, sports and other recreational activities.

**Presentation**

**Resource 5**

**Core learning outcomes**

**Time, Continuity and Change**

- 4.3 Students share empathetic responses to contributions that diverse individuals and groups have made to Australian or global history.
- 4.4 Students critique information sources to show the positive and negative effects of a change or continuity on different groups.

**Culture and Identity**

- 4.4 Students describe changes resulting from cross-cultural contact on Australian and non-Australian indigenous cultures.

Prepare a report that summarises your understanding of colonisation. You should make reference to sources that you used. In your presentation, consider how the ideas are linked; the vocabulary you have used; how the sentences are structured.

Use the following questions to help you prepare your presentation.

- What similarities did the groups that were examined have in their approaches to colonisation?
- What difficulties did each colonising group generally encounter in establishing colonies?
- What advantages did colonies bring to the colonising groups?
- What advantages were there for the original inhabitants of the colonised area?
- What disadvantages were there for the colonising groups?
- What disadvantages were there for the original inhabitants of the colonised area?
- What level of control did the home country exercise over its colonies?
- Did the level of control vary for different colonies or at different times?
- In what ways might past events explain some of the problems between groups that are evident today?
- How would you react if another group decided to establish a colony on land you owned?

**Presentation criteria sheet**

**Topic: Colonisation**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Criteria	Working towards demonstration of Level 4 learning outcomes	Demonstrating Level 4 learning outcomes	Demonstrated Level 4 learning outcomes and working towards demonstration of Level 5 learning outcomes
<ul style="list-style-type: none"> <li>• Appropriate use of evidence to show positive and negative effects of colonisation (TCC 4.4)</li> <li>• Acknowledgments of contributions to Australian and global history made by groups that established colonies (TCC 4.3)</li> <li>• Descriptions of changes that result from cross-cultural contact (CI 4.4)</li> </ul>			

Other comments:

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## Submission to establish a colony on Mars

## Resource 6

### Core learning outcomes

#### Time, Continuity and Change

- 4.2 Students illustrate the influence of global trends on the beliefs and values of different groups.
- 4.3 Students share empathetic responses to contributions that diverse individuals and groups have made to Australian or global history.
- 4.4 Students critique information sources to show the positive and negative effects of a change or continuity on different groups.

#### Place and Space

- 4.4 Students use latitude, longitude, compass and scale references and thematic maps to make inferences about global patterns.

#### Culture and Identity

- 4.4 Students describe changes resulting from cross-cultural contact on Australian and non-Australian indigenous cultures.

A number of exploratory expeditions have concluded that it is possible to establish a colony on Mars. A competition has been announced for groups from around the world to develop a plan for successful colonisation of Mars. You are a member of one of the groups preparing a submission. It is the responsibility of your group to persuade the government that your submission would lead to successful colonisation.

Your group will present your submission as a piece of persuasive writing to a review committee. This committee will be composed of fellow students who will have the task of analysing the submissions and selecting the submission they believe will lead to successful colonisation of Mars. The committee will question your group about your submission, so a spokesperson(s) needs to be nominated.

Your submission is to be between 200 and 300 words and should contain labelled illustrations and maps to support your suggestions.

The following may guide your written submission.

- What reasons are there to establish a colony on Mars?
- Who is likely to be attracted to a settlement on Mars?
- What advantages will there be for the government if a settlement is established on Mars?
- What difficulties will need to be addressed — for example, personal, physical, food, oxygen supply, geography? How will they be overcome?
- Describe the settlement to be developed. Illustrations would be helpful.
- Describe other important aspects of your settlement proposal. These could include:
  - travel
  - costs
  - number of colonists
  - skills the colonists will require
  - length of stay for the colonists
  - equipment and provisions that need to be taken
  - proposed food supply
  - proposed water supply.

## Support materials and references

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Adams, S. 2000, *Exploration and Discovery: Journeys into the Unknown through the Ages*, Lorenz, London.

Coghill, L. et al. 1997, *Footprints ... to Country, Kin and Cultures*, Curriculum Corporation, Carlton, Vic.

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### Websites

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The American Nation — A History of the United States. [www.longman.awl.com/garraty/](http://www.longman.awl.com/garraty/)  
Useful for the colonisation of North America as well as American colonial involvement in the later 19th and early 20th centuries. Contains a section of primary sources.

The British Empire. [www.btinternet.com/~britishempire/empire/timeline/timeline.htm](http://www.btinternet.com/~britishempire/empire/timeline/timeline.htm)  
Timeline that overviews historical events in Great Britain and the world as well as developments in the arts and sciences.

History/Social Studies Website for K–12 Teachers. [www.execpc.com/~dboals/](http://www.execpc.com/~dboals/)  
Regularly updated source of information and lesson plans for teachers.

Modern History Sourcebook. [www.fordham.edu/halsall/mod/modsbook.html](http://www.fordham.edu/halsall/mod/modsbook.html)  
A large collection of primary sources with some emphasis on colonisation and the development of empires. Editing required for primary school students.

Perry-Castaneda Library Map Collection. [www.lib.utexas.edu/maps/map\\_sites/hist\\_sites.html](http://www.lib.utexas.edu/maps/map_sites/hist_sites.html)  
Extensive collection of maps from all continents. Includes a section of historical maps.

1492: An Ongoing Voyage. [www.metalab.unc.edu/expo/1492.exhibit/Intro.html](http://www.metalab.unc.edu/expo/1492.exhibit/Intro.html)  
Examines European life and the motivation for exploration, Columbus's voyages and the development of European influence in the Americas.

State Library of Queensland: John Oxley Library collection  
[www.slq.qld.gov.au/jol/collections/](http://www.slq.qld.gov.au/jol/collections/)

The John Oxley Library's collections include Queensland-related books, newspapers, magazines and other periodicals, government publications, pamphlets and other ephemeral items, and original art works, as well as manuscripts, oral histories, photographs, and resources for Aboriginal and Torres Strait Islander peoples.

**This sourcebook module should be read in conjunction with the following Queensland School Curriculum Council materials:**  
***Years 1 to 10 Studies of Society and Environment Syllabus***  
***Years 1 to 10 Studies of Society and Environment Sourcebook Guidelines***  
***Studies of Society and Environment Initial In-service Materials***

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