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“This is a detailed term Forward Planning Document (FPD) based on the Australian Colonies, from the Year 5 History strand of the Western Australian Curriculum. The FPD contains a total of 8 lessons that can be taught over an eight week period. Each lesson is assumed to be approximately 40 minutes in length.”

Australian Colonies – YR 5 HISTORY FPD

Univeristy of Notre Dame

# Scope and Sequence

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| **Knowledge and Understanding** | |
| **History** | **Year 5** |
| **The Australian Colonies**  **ACHHK106** - The economic, political and social reasons for establishing British colonies in Australia after 1800 (e.g. the establishment of penal colonies)  **ACHHK107** - The patterns of colonial development and settlement (e.g. geographical features, climate, water resources, transport, discovery of gold) and how this impacted upon the environment  (e.g. introduced species) and the daily lives of the different inhabitants (e.g. convicts, free settlers, Aboriginal and Torres Strait Islander Peoples)  **ACHHK107** - The economic, social and political impact of **one** significant development or event on a colony and the potential outcomes created by ‘what if …?’ scenarios (e.g. frontier conflict; the gold rushes; the Eureka Stockade; the Pinjarra Massacre; the advent of rail; the expansion of farming; drought)  **ACHHK110 -** The contribution or significance of **one** individual or group in shaping the Swan River Colony, including their motivations and actions (e.g. groups such as explorers, farmers, pastoralists, convicts or individuals such as James Stirling, John Septimus Roe, Thomas Peel) |

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| **Humanities and Social Sciences skills** | | | | |
| **Year 5-6** | **Questioning and Researching** | **Analysing** | **Evaluating** | **Communicating and Reflecting** |
| Identify current understandings, consider possible misconceptions and identify personal views on a topic (e.g. KWL chart, concept map)  Develop and refine a range of questions required to plan an inquiry  Locate and collect information and/or data from a range of appropriate primary sources and secondary sources (e.g. museums, media, library catalogues, interviews, internet)  Record selected information and/or data using a variety of methods (e.g. use graphic organisers, paraphrase, summarise)  Use ethical protocols when gathering information and/or data (e.g. acknowledge the work of others, reference work appropriately, obtain permission to use photographs and interviews) | Use criteria to determine the relevancy of information (e.g. consider accuracy, reliability, publication date, usefulness to the question)  Interpret information and/or data collected  (e.g. sequence events in chronological order, identify cause and effect, make connections with prior knowledge)  Identify different points of view/perspectives in information and/or data (e.g. analyse language, identify motives)  Translate collected information and/or data in to a variety of different formats (e.g. create a timeline, draw maps, convert a table of statistics into a graph) | Draw and justify conclusions, and give explanations, based on the information and/or data in texts, tables, graphs and maps (e.g. identify patterns, infer relationships)  Use decision-making processes (e.g. share opinions and personal perspectives, consider different points of view, identify issues, develop possible solutions, plan for action, identify advantages and disadvantages of different options) | Present findings, conclusions and/or arguments, appropriate to audience and purpose, in a range of communication forms (e.g. written, oral, visual, digital, tabular, graphic, maps) and using  subject-specific terminology and concepts  Develop a variety of texts, including narratives, descriptions, biographies and persuasive texts, based on information collected from source materials  Reflect on learning, identify new understandings and act on findings in different ways (e.g. suggest additional questions to be investigated, propose a course of action on an issue that is significant to them) |

# Planning Grid

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| LESSON | CONTENT DESCRIPTORS | OBJECTIVES/LEARING INTENTION | LEARNING ACTIVITY | RESOURCES | ASSESSMENT |
| ONE | The patterns of colonial development and settlement (e.g. geographical features, climate, water resources, transport, discovery of gold) and how this impacted upon the environment  (e.g. introduced species) and the daily lives of the different inhabitants (e.g. convicts, free settlers, Aboriginal and Torres Strait Islander Peoples) **(ACHHK107)** | 1. *State that Indigenous Australians have the fundamental right to the land as they are the first inhabitants of Australia.* 2. *Outline the differences between Aboriginal lifestyle before colonisation and after colonisation.* 3. *Write a persuasive text to the government in support for recognition of Aboriginal Australians as the first inhabitants and owners of the land.* ***(Extension)*** | **Who were the first inhabitants of Australia?**  Students will gather information from the provided websites to answer three different inquiry questions. Students will then proceed to draw a comparison chart of lifestyle change that occurred as a result of colonisation. | *- Webquest*  *- iPad’s*  *- Inquiry Questions*  *- Research Websites*  *- Kahoot!* | **Kahoot! Quiz**  (Formative) |
| TWO | The economic, political and social reasons for establishing British colonies in Australia after 1800 (e.g. the establishment of penal colonies)  **(ACHHK106)** | 1. *State what a Penal Colony is.* 2. *Brainstorm the various factors that lead to the establishment of Australian Penal Colonies.* 3. *State the unique features of Australia that made it appealing for British settlers.* ***(Extension)*** | **What is a Penal Colony?**  Students investigate what a Penal Colony is and brainstorm the various factors that caused the establishment of the penal colonies. | *- Webquest*  *- iPad’s*  *- Brainstorm application such as Popplet*  *- Research Websites* | **KWL Chart**  (Formative) |
| THREE | The patterns of colonial development and settlement (e.g. geographical features, climate, water resources, transport, discovery of gold) and how this impacted upon the environment (e.g. introduced species) and the daily lives of the different inhabitants (e.g. convicts, free settlers, Aboriginal and Torres Strait Islander Peoples)  **(ACHHK107)**  The patterns of colonial development and settlement (e.g. geographical features, climate, water resources, transport, discovery of gold) and how this impacted upon the environment (e.g. introduced species) and the daily lives of the different inhabitants (e.g. convicts, free settlers, Aboriginal and Torres Strait Islander Peoples)  **(ACHHK107)** | 1. *State difference clothing, education, transport, housing and recreation between a child from the colonial era and a child from modern times.* 2. *Draw and annotate pictures of these differences.* 3. *Separate what they have into wants and needs. Explain why they have said some things are wants and others are needs.* ***(Extension)*** | **Investigating Colonial Life**  Students will work in groups to draw comparisons between the needs of a child in the colonial age and in the modern age. Students will draw and annotate pictures of the differences in clothing, education, transport, housing and recreation. | *- Webquest*  *- iPad’s*  *- Research Websites*  *- Image database*  *- Pages* | **What Stuck with Me?**  (Formative) |
| FOUR | 1. *State and describe significant events that led to the establishment of the Swan River Colony.* 2. *Present information of significant events on a timeline.* 3. *Identify significant events that are not located in the research websites and add them into the timeline.* ***(Extension)*** | **Timeline of the Swan River Colony**  Students will investigate the significant events that led to the establishment of the Swan River Colony. Students will create a timeline of the events using either a physical or digital medium of the events. | - *Webquest*  *- iPad’s*  *- Research Websites*  *- Physical/digital timeline templates* | **Rating Scale**  (Summative) |
| FIVE | 1. *Explain what the key elements of impressionist paintings are.* 2. *Produce an impressionist image of the Swan River Colony based on a poem.* | **Create an Impressionist Image of the Swan River Colony**  Students are shown images of impressionist paintings and are explicitly taught the elements. Students work individually to create their own impressionist image of the Swan River Colony based on historical images. | *- Sketchbook*  *- Coloured Pencils*  *- Paint*  *- Natural products* | **Self-Assessment**  (Formative) |
| SIX | The contribution or significance of **one** individual or group in shaping the Swan River Colony, including their motivations and actions (e.g. groups such as explorers, farmers, pastoralists, convicts or individuals such as James Stirling, John Septimus Roe, Thomas Peel)  **(ACHHK107)** | 1. *Identify how C Y O’Connor impacted the Swan River Colony and its development.* 2. *Write a biography of an individual.* 3. *Evaluate how Western Australia would have looked if C Y O’Connor had not achieved what he did.* ***(Extension)*** | **C Y O’Connor Biography**  Students will work in pairs to investigate C Y O’Connor and write a short biography of him for the local newspaper. | - *Webquest*  *- iPad’s*  *- Research Websites*  *- Pages/Word* | **Checklist & Hashtags**  (Formative) |
| SEVEN  & EIGHT | The economic, social and political impact of **one** significant development or event on a colony and the potential outcomes created by ‘what if …?’ scenarios.  **(ACHHK110)** | 1. *Identify key elements of the Gold Rush including what occurred, the impact on the Swan River Colony and significant figures present.* 2. *Produce a documentary & storyboard depicting information in a creative way.* 3. *Research Chinese impact on the Australian Gold Rush.* ***(Extension)*** | **WA Gold Rush Documentry**  Students create a short five minute documentary on the WA Gold Rush. They must outline what occurred, the impact on the Swan River Colony, significant figures present and other interesting information. | - *Webquest*  *- iPad’s*  *- Research Websites*  *- iMovie* | **Peer Assessment**  (Formative)  **Marking Rubric**  (Summative) |

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| **ndgrey_l** | |  |  |  | | --- | --- | --- | | **TERM/WEEKS:** T3/WK2-8 | **YEAR LEVEL:** 5 | **LEARNING AREA/TOPIC:** AUSTRALIAN COLONIES |   **AUSTRALIAN CURRICULUM HUMANITIES AND SOCIAL SCIENCES FORWARD PLANNING DOCUMENT** |

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**ACHIEVEMENT STANDARD:**

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| Students identify the cause and effect of change on Australia’s colonies, and describe aspects of the past that have remained the same. They describe the different experiences of people in the past. Students recognise the significance of a group, individual, event or development in bringing about change in the Swan River Colony. |

**YEAR LEVEL DESCRIPTION:**

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| Students are given the opportunity to develop their historical understanding through the key concepts of sources, continuity and change, cause and effect, perspectives, empathy and significance. These concepts are investigated within the historical context of colonial Australia in the 1800s and the significant events and people who shaped the political and social structures at that time are considered. |

**Cross-curriculum priorities:**

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| **Aboriginal and Torres Strait Islander Histories and Cultures** | **Asia and Australia’s Engagement with Asia** | **Sustainability** |

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| **WEEK/**  **LESSON** | **SCASA**  **LINKS** | | **SPECIFIC LESSON**  **OBJECTIVE** | **ASSESSMENT**  **(what & how)** | **TEACHING & LEARNING**  **EXPERIENCES**  **(include learner diversity)** | **INTEGRATION WITH OTHER STRANDS** | **RESOURCES** |
| **Strand Knowledge & Understanding** | **HASS Skills** |
| LESSON 1 – Indigenous Australians | **FOCUS LINK**  The patterns of colonial development and settlement (e.g. geographical features, climate, water resources, transport, discovery of gold) and how this impacted upon the environment  (e.g. introduced species) and the daily lives of the different inhabitants (e.g. convicts, free settlers, Aboriginal and Torres Strait Islander Peoples) **(ACHHK107)** | **KEY SKILLS**  Locate and collect information and/or data from a range of appropriate primary sources and secondary sources.  Record selected information and/or data using a variety of methods.  Interpret information and/or data collected. | **As a result of this lesson students will be able to:**  **1.** State that Indigenous Australians have the fundamental right to the land as they are the first inhabitants of Australia.  **2.** Outline the differences between Aboriginal lifestyle before colonisation and after colonisation. | **KAHOOT!**  ***(Formative)***  Students will complete a Kahoot! Quiz based on what they had learnt in the lesson. | **Introduction – *Establishing the Topic***   * Ask students what we are celebrating this week (Naidoc Week). * Brainstorm as a class what students know about Indigenous Australians. * Watch a short YouTube documentary about Australian Aboriginals. * Add to the class brainstorm after watching the documentary.   **Procedure *– Research and Creating a Comparison Chart***   * Instruct students that they must the websites on ‘Holmes Classrooms’ to complete the inquiry questions on the worksheet. * Explain to students that they must then draw a picture of a group of Aborigines from the pre and post colonisation era. Students must annotate and draw out similarities and differences. * Students must take a picture of their work and upload it to the class blog.   **Diversity – *Extending, Enabling & Catering for Diversity***   * Extension: Write a persuasive text to the government in support for recognition of Aboriginal Australians as the first inhabitants and owners of the land. * Enabling: Students will be shown images of how Indigenous Australians lived prior to colonisation and after colonisation. Students will use visual stimuli to make inferences about similarities and differences. * Diversity: Students may opt to use a physical or digital medium to create their compare and contrast chart.   **Conclusion – *Kahoot! Quiz***   * Question students on what they have learnt during the lesson by asking the inquiry questions established in the start. * Instruct students to go on Kahoot and enter the code. Conduct the quiz with the class, explaining to students specific things that they get wrong in the quiz. | n/a | **Web Quest**  **Research Websites**  **Inquiry Questions**  **Worksheet**  **Pencils/ Textas**  **iPad’s**  **Kahoot!**  **YouTube**  (https://youtu.be/YqkgKkW8o6E) |
| **WEEK/**  **LESSON** | **SCASA**  **LINKS** | | **SPECIFIC LESSON**  **OBJECTIVE** | **ASSESSMENT**  **(what & how)** | **TEACHING & LEARNING**  **EXPERIENCES**  **(include learner diversity)** | **INTEGRATION WITH OTHER STRANDS** | **RESOURCES** |
| **Strand Knowledge & Understanding** | **HASS Skills** |
| LESSON 2 – Penal Colony | **FOCUS LINK**  The economic, political and social reasons for establishing British colonies in Australia after 1800 (e.g. the establishment of penal colonies)  **(ACHHK106)** | **KEY SKILLS**  Identify current understandings, consider possible misconceptions and identify personal views on a topic.  Locate and collect information and/or data from a range of appropriate primary sources and secondary sources.  Record selected information and/or data using a variety of methods. | **As a result of this lesson students will be able to:**  **1.** State what a Penal Colony is.  **2.** Brainstorm the various factors that lead to the establishment of Australian Penal Colonies. | **KWL CHART**  ***(Formative)***  Prior to starting the task students will fill out the first part of the KWL chart (what I know). At the end of the lesson students will fill out the rest of the chart, based on what they learnt. | **Introduction – *Establishing the Topic***   * Students will gather on the mat with their HASS books and a pen. They will complete the first part of the KWL chart. Introduce students to the term Penal Colony. Explicitly explain to students what they are. * Students will then watch a BTN video on the colonisation of Australia. Students will be expected to take notes during this time. * Reflect on the key elements of the video as a class. Introduce the terms ‘push’ and ‘pull’ factors. Demonstrate this by playing tug of war with one of the students. * Hang up the rope and tell students that we are going to write down some push and pull factors and stick it on the rope.   **Procedure *– Penal Colony Brainstorm***   * Guide students to ‘Holmes Classrooms’ and explain to them that they must use the resources present on the site to construct a brainstorm of the various factors that led to British penal colonies. * Students will work in pairs to create the brainstorm. They must sort their reasons into ‘push’ and ‘pull’ factors. * Students must include a definition of what a Penal Colony is. They should also provide some information on when and why they were established in Australia. * Students must provide an adequate of information for each of the push and pull factors. They must also include images in their brainstorm. * Essential Brainstorm Subheadings: *Push Factors, Pull Factors, Penal Colonies (what, when, where and why).*   **Diversity – *Extending, Enabling & Catering for Diversity***   * Extension: State the unique features of Australia that made it appealing for British settlers. Why did the British choose to begin colonisation with Penal Colonies? What if regular settlers came first, would Australia look different today? * Enabling: Students will be given a pre-made brainstorm and be asked to add to it. * Diversity: Student may select to complete this task on physical piece of paper and print out any extra visual elements.   **Conclusion – *Establish Push and Pull Factors***   * Get students attention and have them give feedback on push and pull factors that they had found. * Let them write these on sticky notes and place them on the correct side of the rope. Question the class on where students put them. * Complete the last section of the KWL chart. | n/a | **Web Quest**  **iPad’s**  **BTN Video**  (https://youtu.be/MnUNEkMsjfY)  **Brainstorm** **Apps**  (Spider scribe or Popplet)  **Research Websites**  **Worksheets**  **Rope**  **KWL Chart Sheet** |

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| **WEEK/**  **LESSON** | **SCASA**  **LINKS** | | | | **SPECIFIC LESSON**  **OBJECTIVE** | | | **ASSESSMENT**  **(what & how)** | **TEACHING & LEARNING**  **EXPERIENCES**  **(include learner diversity)** | **INTEGRATION WITH OTHER STRANDS** | | **RESOURCES** | |
| **Strand Knowledge & Understanding** | | **HASS Skills** | |
| LESSON 3 – Investigating Colonial Life | **FOCUS LINK**  The patterns of colonial development and settlement (e.g. geographical features, climate, water resources, transport, discovery of gold) and how this impacted upon the environment (e.g. introduced species) and the daily lives of the different inhabitants (e.g. convicts, free settlers, Aboriginal and Torres Strait Islander Peoples)  **(ACHHK107)** | | **KEY SKILLS**  Locate and collect information and/or data from a range of appropriate primary sources and secondary sources.  Draw and justify conclusions, and give explanations, based on the information and/or data in texts, tables, graphs and maps.  Reflect on learning, identify new understandings and act on findings in different ways | | **As a result of this lesson students will be able to:**  **1.** State difference clothing, education, transport, housing and recreation between a child from the colonial era and a child from modern times.  **2.** Draw and annotate pictures of these differences. | | | **What Stuck with Me?**  ***(Formative)***  Students are given sticky notes and must write down something that they learnt or found interesting from the lesson. This gauges where students are at with the topic in an informal way. | **Introduction – *Establishing the Topic***   * Verbally brainstorm how students think individuals in the colonial life lived. * Show students the first chapter of the ABC Splash Digibook on colonial life. Question students on the topics discussed in the video. * Explain to students that there are many differences between children living during the late 19th Century and the early 21st Century. Use the example of telecommunication and its development. Use a cup and strings to demonstrate the difference between mobiles and a string telephone.   **Procedure *– Digital Comparison Activity***   * Explain to students that they will need to use the rest of the Digibook to draw up comparisons between a child in the colonial age and in the modern age. * Instruct students to download the relative document and use web images to draw a child in the colonial age and one in the modern age. * Have students add images regarding differences in clothing, education, transport, housing and recreation. * Students must annotate their images using their research from the ABC splash page. * Once completed students must upload an image of their finished work to the class blog.   **Diversity – *Extending, Enabling & Catering for Diversity***   * Extension: Separate what they have into wants and needs. Explain why they have said some things are wants and others are needs. * Enabling: Provide students with alternative images, videos, websites and resources that depict the differences in children. Students may be provided with an image of pre-colonisation child and asked to annotate what they identify as different, from a modern child. * Diversity: Provide students with the opportunity to use a concrete worksheet to draw the different elements if they choose not to use digital tools.   **Conclusion – *What Stuck with Me?***   * Students will be handed a sticky note each. They must write on the sticky note something that ‘stuck with them’ from the lesson. This should be something new that they learnt or something that they found interesting. | **ENGLISH – LITERATURE**  Identify aspects of literary texts that convey details or information about particular social, cultural and historical contexts **(ACELT1608)**  Present a point of view about particular literary texts using appropriate metalanguage, and reflecting on the viewpoints of others **(ACELT1609)** | | **Web Quest**  **iPad’s**  **ABC Splash**  (http://splash.abc.net.au/home#!/digibook/618324/colonial-life)  **Image Databases**  **Worksheet**  (Digital & Physical copies)  **Mobile Phone**  **Two Cups**  **String**  **Projector**  **Research Sites** | |
| **WEEK/**  **LESSON** | | **SCASA**  **LINKS** | | | | | **SPECIFIC LESSON**  **OBJECTIVE** | **ASSESSMENT**  **(what & how)** | **TEACHING & LEARNING**  **EXPERIENCES**  **(include learner diversity)** | | **INTEGRATION WITH OTHER STRANDS** | | **RESOURCES** | |
| **Strand Knowledge & Understanding** | | **HASS Skills** | | |
| LESSON 4 – Timeline of Swan River Colony | | **FOCUS LINK**  The patterns of colonial development and settlement (e.g. geographical features, climate, water resources, transport, discovery of gold) and how this impacted upon the environment (e.g. introduced species) and the daily lives of the different inhabitants (e.g. convicts, free settlers, Aboriginal and Torres Strait Islander Peoples)  **(ACHHK107)** | | **KEY SKILLS**  Locate and collect information and/or data from a range of appropriate primary sources and secondary sources.  Record selected information and/or data using a variety of methods.  Translate collected information and/or data in to a variety of different formats | | | **As a result of this lesson students will be able to:**  **1.** State and describe significant events that led to the establishment of the Swan River Colony.  **2.** Present information of significant events on a timeline. | **Rating Scale**  ***(Summative)***  Student’s timelines will be collected and marked using a simple rating scale. Students will be marked against the lesson objectives and to what degree they achieved the objectives. | **Introduction – *Establishing the Topic***   * As a class construct a timeline of an individual’s life (i.e. the teacher). * Explicitly identify the important elements that are necessary for a timeline. Stress the significance of including these elements. * Stress the importance of choosing the correct scale. * Ask students to extrapolate information from the timeline once it has been created. * Show students a short YouTube clip on the history of the Swan River Colony. Get students to take notes using their HASS books.   **Procedure *– Constructing a Timeline***   * Explain to students that they must work in pairs to construct a timeline using a physical or digital medium. Review timelines key features. * Students must use ‘Holmes Classrooms’ to gather information on the Swan River Colony and the significant events that occurred. * Students are required to provide the dates, name of significant event, a short description of the event and an image, of at least 6 significant events. * Students must demonstrate that they have thought about the spacing of events from one another to be proportional to when they happened (scale). * Use proximity to ensure students are on task and meeting the goals set at the beginning of the lesson. * If students finish early, allow them to play around with this interactive timeline ().   **Diversity – *Extending, Enabling & Catering for Diversity***   * Extension: Identify significant events that are not located in the research websites and then add them into the timeline. * Enabling: Students will be given a semi-completed timeline with only some of the information missing. Students must fill in the rest of the missing information. * Diversity: students have the opportunity to present their timeline in any form they wish (visual, physical or digital).   **Conclusion – *Class Timeline***   * As a class construct a timeline of the Swan River Colony on the board. Have students fill out missing details from the timeline. * Collect students work for marking. | | **MATHEMATICS – SCALE**  Choose appropriate units of measurement for length, area, volume, capacity and mass **(ACMMG108)** | | **Web Quest**  **iPad’s**  **Interactive Timeline**  (http://splash.abc.net.au/moments-game/#/home)  **YouTube Video**  (https://youtu.be/S5qYjm6xRZk)  **HASS Books**  **Timeline Worksheets**  **Rulers**  **Pencils**  **Research Sites** | |
| **WEEK/**  **LESSON** | | **SCASA**  **LINKS** | | | | **SPECIFIC LESSON**  **OBJECTIVE** | | **ASSESSMENT**  **(what & how)** | **TEACHING & LEARNING**  **EXPERIENCES**  **(include learner diversity)** | | **INTEGRATION WITH OTHER STRANDS** | | **RESOURCES** | |
| **Strand Knowledge & Understanding** | | **HASS Skills** | |
| LESSON 5 – Impressionism & Colonial Times | | **FOCUS LINK**  The patterns of colonial development and settlement (e.g. geographical features, climate, water resources, transport, discovery of gold) and how this impacted upon the environment (e.g. introduced species) and the daily lives of the different inhabitants (e.g. convicts, free settlers, Aboriginal and Torres Strait Islander Peoples)  **(ACHHK107)**  **SECONDARY LINKS**  ACHHK110 | | **KEY SKILLS**  Identify different points of view/perspectives in information and/or data  Develop a variety of texts, including narratives, descriptions, biographies and persuasive texts, based on information collected from source materials | | **As a result of this lesson students will be able to:**  **1.** Explain what the key elements of impressionist paintings are.  **2.** Produce an impressionist image of the Swan River Colony based on a poem. | | **Self-Assessment**  ***(Formative)***  On completion of their impressionist image, students will be given a self-assessment that they must complete individually. Student will reflect on their work ethic as well as the work that they produced. | **Introduction – *Establishing the Topic***   * Students will be gathered on the mat and shown a variety of impressionists’ paintings from Australian artists. * The class will explore the key elements of impressionism through the Digibook on Australian Impressionism by ABC Splash. * Students will be questioned on the key features of impressionism.   **Procedure *– Creating an Impressionism Inspired Artwork***   * Students will be shown images of historical buildings and sites from the Swan River Colony period. * Students must select one of these images to construct their own impressionist painting. * Students will research and create a sketch of their artwork before adding colour and other elements. * Students should ‘restore’ the building to its former glory and use their imagination to paint the historical site, as it would have looked in the late 19th Century. * Students are allowed to use a variety of mediums of their choice. They will be encouraged to use natural materials as well as paints to create the image. * The teacher should also create an art piece during this time to help students see how impressionism takes hold. * Students should give their artwork a title and write a few sentences about what the artwork is based on.   **Diversity – *Extending, Enabling & Catering for Diversity***   * Extension: Students will be encouraged to use natural materials, such as gum leaves, to enhance their artwork. * Enabling: Students will be guided back to the ABC Splash page and be explicitly shown the variety of elements of the impressionist’s artwork. * Diversity: Students are given the freedom to choose the medium through which they produce their artwork.   **Conclusion – *Gallery Walk and Self-Assessment***   * Students evaluate their images based on the ideas of impressionism. They assess themselves based on the idea that they should have created an impressionist image. * Students then leave their artworks on their desk and the student’s conduct a gallery walk through. * Question students on their technique and use of particular material. | | **VISUAL ARTS**  Exploration of artwork from various artists and different approaches used to communicate ideas, beliefs and opinions **(ACAVAM114)**  Exploration of the influences of other artists, and selection of visual art elements, materials, media and/or technologies, to enhance their own artwork **(ACAVAM115)** | | **Web Quest**  **iPad’s**  **ABC Splash**  (http://splash.abc.net.au/home#!/digibook/2020267/australian-impressionism)  **Natural Materials**  **Card**  **Paint**  **Pencils**  **Crayons**  **Glue** | |
| **WEEK/**  **LESSON** | | **SCASA**  **LINKS** | | | | **SPECIFIC LESSON**  **OBJECTIVE** | | **ASSESSMENT**  **(what & how)** | **TEACHING & LEARNING**  **EXPERIENCES**  **(include learner diversity)** | | **INTEGRATION WITH OTHER STRANDS** | | **RESOURCES** | |
| **Strand Knowledge & Understanding** | | **HASS Skills** | |
| LESSON 6 – C Y O’Connor Biography | | **FOCUS LINK**  The contribution or significance of one individual or group in shaping the Swan River Colony, including their motivations and actions (e.g. groups such as explorers, farmers, pastoralists, convicts or individuals such as James Stirling, John Septimus Roe, Thomas Peel)  **(ACHHK107)** | | **KEY SKILLS**  Locate and collect information and/or data from a range of appropriate primary sources and secondary sources.  Develop a variety of texts, including narratives, descriptions, biographies and persuasive texts, based on information collected from source materials. | | **As a result of this lesson students will be able to:**  **1.** Identify how C Y O’Connor impacted the Swan River Colony and its development.  **2.** Write a biography of an individual. | | **CHECKLIST**  ***(Formative)***  Students work will be collected and a checklist will be used to ensure that all the required information was included in the biography.  **HASHTAGS**  ***(Formative)***  Students will complete a Hashtag Exit ticket. Students must write down what they have learnt by giving it some Hashtags. | **Introduction – *Establishing the Topic***   * Gather students on the map and create a brainstorm based on C Y O’Connor to establish prior knowledge. * Tell students that C Y O’Connor was a very influential man during the Swan Colony era. Ask students if they know what some of his achievements are. * Explain to students that the task but tell them that as they find out more about C Y O’Connor, they can come add it up to the brainstorm. * Outline the elements of a biography. Explain to students that all of these elements must be met in order to complete this task: stating where he was born, what his major accomplishments were, who his family was, where they came from, the nature of his job, the mystery surrounding his death and other relevant information.   **Procedure *– Biography Writing***   * Students will work in pairs to investigate C Y O’Connor and write a short biography of him for the local newspaper. * Students must use ‘Holmes Classrooms’ to find appropriate information on C Y O’Connor and add it to their biography of him. * Tell students that they must use the provide biography template for the newspaper. They can customise it, but it must be typed into that document. * Ensure students include any relative photos. * Call students table by table to check their work or use proximity to ensure they stay on task.   **Diversity – *Extending, Enabling & Catering for Diversity***   * Extension: Evaluate how Western Australia would have looked if C Y O’Connor had not achieved what he did. Ask the ‘what if...’ scenario question. * Enabling: Pair students together with mixed ability group so that one person can research and the other type. Use proximity to ensure both roles are met and that at the half way mark they switch.   **Conclusion – *Hashtags***   * Students will hand in their biography through uploading it or airdropping the document. * Students will then be handed a hashtags exit slip. * Explain to students that they must write down at least one thing they learnt and add a few hashtags to it. | | **ENGLISH – LITERACY**  Plan, draft and publish imaginative, informative and persuasive print and multimodal texts, choosing text structures, language features, images and sound appropriate to purpose and audience **(ACELY1704)**  Re-read and edit student’s own and others’ work using agreed criteria for text structures and language features **(ACELY1705)** | | **Web Quest**  **iPad’s**  **Research Sites**  **Pages/Word**  **Biography Outline** | |
| **WEEK/**  **LESSON** | | **SCASA**  **LINKS** | | | | **SPECIFIC LESSON**  **OBJECTIVE** | | **ASSESSMENT**  **(what & how)** | **TEACHING & LEARNING**  **EXPERIENCES**  **(include learner diversity)** | | **INTEGRATION WITH OTHER STRANDS** | | **RESOURCES** | |
| **Strand Knowledge & Understanding** | | **HASS Skills** | |
| LESSON 7&8 – WA Gold Rush Documentary | | **FOCUS LINK**  The economic, social and political impact of **one** significant development or event on a colony and the potential outcomes created by ‘what if …?’ scenarios.  **(ACHHK110)**  **SECONDARY LINKS**  ACHHK107 | | **KEY SKILLS**  Locate and collect information and/or data from a range of appropriate primary sources and secondary sources  Present findings, conclusions and/or arguments, appropriate to audience and purpose, in a range of communication forms  Use decision-making processes | | **As a result of this lesson students will be able to:**  **1.** Identify key elements of the Gold Rush including what occurred, the impact on the Swan River Colony and significant figures present.  **2.** Produce a documentary & storyboard depicting information in a creative way. | | **PEER ASSESSMENT**  ***(Formative)***  Groups will take turns looking at each other’s documentaries. Students will complete a peer assessment after viewing each other’s documentaries  **MARKING RUBRIC**  ***(Summative)***  Student’s documentaries will be collected and marked against a rubric. This will give a summative mark for this unit. | **Introduction – *Establishing the Topic***   * Students will be shown a short YouTube clip on how to create a documentary film using iMovie. * Discuss the important elements of a documentary * Explain to student that they must create on five minute documentary on the WA Gold Rush outlining what occurred, the impact on the Swan River Colony, significant figures present and other interesting information.   **Procedure *– WA Gold Rush Documentary***   * **Part 1 – Storyboard**    + Students must work as a group to complete a storyboard for their documentary.   + The brainstorm template will be provided and students must fill in the script, title of the scene and a drawn image of the scene.   + During this time students should be researching the impact of the Gold Rush using ‘Holmes Classrooms’. What they find must be used in the documentary.   + This must be submitted to the teacher before filming commences. * **Part 2 – Production**    + Once the storyboard has been approved by the teachers then the students may commence filming.   + Students will be encouraged to use props and other features provided by the iPad to make their documentary interesting.   + The documentary must have an introduction song, include all members of the group, be no longer than five minutes and employ a range of post-processing techniques. * **Part 3 – Post-production**   + Students must use the editing features present on iMovie to make their documentary more appealing.   + Images and voice over can also be a technique that can be employed.   **Diversity – *Extending, Enabling & Catering for Diversity***   * Extension: Research Chinese impact on the Australian Gold Rush and include it in the documentary. * Enabling: Students will be given an instructional video on how to create an effective documentary using iMovie on the iPad. * Diversity: Each member of the group will be assigned a role from directing to cameraman.   **Conclusion – *Peer Assessment***   * Share documentaries and complete a peer-assessment. | | **ENGLISH – LITERACY**  Plan, draft and publish imaginative, informative and persuasive print and multimodal texts, choosing text structures, language features, images and sound appropriate to purpose and audience **(ACELY1704)**  Use a range of software including word processing programs with fluency to construct, edit and publish written text, and select, edit and place visual, print and audio elements **(ACELY1707)** | | **Web Quest**  **iPad’s**  **iMovie**  **Research Sites**  **YouTube**  (https://youtu.be/IwpjSvxPu4w) | |