The First Australians

PART A

1.1 Statement of unit intention

The intention of this unit of work is to educate students, through various student centred and teacher directed methods and strategies, about the European settlement of Australia. Students will have the opportunity to investigate what life was like for convicts, early European settlers and the Indigenous Australians living in the area. Students will also learn about the key leaders of the time and the impact of their actions upon Australian history. It also aims to investigate the impacts the settlement had on both European and Indigenous Australians between the time period of 1788 and 1810. The learning will occur through the various phases within the social investigation strategy.

1.2 Prior knowledge

It is important to acknowledge and draw on students’ prior knowledge to encourage genuine engagement with the content. This unit of work has possible links to the key learning areas (KLA) as listed below:

History:
- The ability to employ various research methods utilising a range of sources
- Previously completed unit of work focussing on Aboriginal and Torres Strait Islander people and culture
- Previously completed unit of work focussing on world explorers

English:
These skills have been previously learnt in year 4 and are being revised throughout the term in English studies.
- Construction of a newspaper article
- Conventions of a newspaper article
- The ability to employ various research methods utilising a range of sources

Maths:
- Understand how to use and construct a number line. (This is important because a timeline utilises the same conventions)

ICT: Students have access to a school set of laptops and have made use of these for various learning and assessment tasks throughout the year. Students are familiar with the class Blog and have developed skills required to successfully operate the site and post content.
1.3 Differentiation

Throughout the construction of this unit the importance of fostering a safe and supportive learning environment and promoting equity, excellence and diversity has been paramount. This unit aims to do this through embracing various teaching strategies and presenting information in multiple forms. Lessons have been constructed in a way that promotes flexibility and aims to provide opportunities for all kinds of learners to be successful. Through carefully balancing teacher directed, whole group, small group and independent tasks this unit provides opportunities for the effective engagement of a very diverse range of learning styles and abilities. Each lesson can be differentiated by the teacher in order to provide additional support or extension based on the specific learning needs of their class.

1.4 Curriculum

The Australian Curriculum, Assessment and Reporting Authority (ACARA) states that, in relation to history, students in year four are required to investigate:

History:
- “Stories of the First Fleet, including reasons for the journey, who travelled to Australia, and their experiences following arrival” (Australian Curriculum, Assessment Reporting Authority [ACARA], p. 16, 2013).

Students will investigate this through:
- “Discussing reasons for the First Fleet journey, including an examination of the wide range of crimes punishable by transportation, and looking at the groups who were transported discussing the treatment of prisoners at that time, and past and present views on the colonisation of Australia; investigating the daily lives and social standing of those who travelled to Australia on the First Fleet, including families, children and convict guards” (ACARA, p. 16, 2013).

General Capabilities:

Intercultural understanding:
“Students learn about the perspectives, beliefs and values of people, past and present, and the importance of understanding their own and others' histories. This includes learning about the origins and development of Australia’s national identity and the forging of its cultural heritage.” (Australian Curriculum, Assessment and Reporting Authority [ACARA], 2013, p. 11).

“Students recognise the significance of Aboriginal and Torres Strait Islander peoples’ histories and cultures.” (ACARA, 2013, p. 11).

Information and communication technology (ICT) capability:
“Students develop ICT capability as they learn to use ICT effectively and appropriately to access, create and communicate information and ideas, solve problems and work collaboratively in all learning areas at school...”
“Students develop ICT capability when they locate, process, analyse and communicate historical information. They use their ICT capability to access a range of digital sources of information; critically analyse evidence and historical trends; communicate, present and represent their learning; and collaborate, discuss and debate to co-construct their knowledge.” (ACARA, para.4, 2013)

**Curriculum Priority:**

*Aboriginal and Torres Strait Islander histories and cultures:*

“The Aboriginal and Torres Strait Islander priority provides opportunities for all learners to deepen their knowledge of Australia by engaging with the world’s oldest continuous living cultures. This knowledge and understanding will enrich their ability to participate positively in the ongoing development of Australia” (ACARA, 2013, p. 12).

“Students will examine historical perspectives from an Aboriginal and Torres Strait Islander viewpoint. They will learn about Aboriginal and Torres Strait Islander Peoples prior to colonisation by the British, the ensuing contact and its impacts” (ACARA, 2013, p. 12).

**Essential Learnings – SOSE Year 5**

*Time, Continuity and Change:*

“British colonisation of Australia is connected with particular events and changes, including European exploration, the landing of the First Fleet, proclamation of terra nullius, establishment of penal and free settlements, contact with the indigenous population and the development of industries” (Queensland Studies Authority [QSA], 2007, p. 2).

“Events can be viewed differently according to a range of cultural, gender and socioeconomic viewpoints e.g. arrival of Europeans seen from Indigenous viewpoints and from European viewpoints” (QSA, 2007, p. 2).

**Curriculum Statement:** This unit has been intentionally constructed with the aim of providing students with the opportunity to learn about Australian history from the European and Aboriginal perspectives. The first lesson of this unit begins with retelling of the history of the land of Australia and its peoples told through the stories of the Dreaming. This provides students with a context in which to understand Australian history, not as a young European colony but as a country that is home to one of the world’s oldest and richest cultures that is ongoing today. The history and future of the Aboriginal and Torres Strait Islander peoples is displayed through the open ended arrows on the key learning tool of this unit, the timeline.

Throughout this unit students will have the opportunity to investigate and reflect on the history of the European settlement of Australia from multiple perspectives. Students will reflect upon the interactions between the European settlers and indigenous Australians and be encouraged to think critically and develop their own understandings regarding the development of Australia’s national identity. Students will view and interact with a range of sources including historical documents, specifically selected videos and educationally rich and credible websites recounting the colonization of Australia from European and Aboriginal perspectives. In response to these videos students will participate in a number of empathy
exercises designed to encourage them to reflect upon their understanding of their own and others’ national identity.

Possible links to other KLAs – English

- “Identify and explain language features of texts from earlier times and compare with the vocabulary, images, layout and content of contemporary texts” (ACARA, p.19, 2013).

- “Read different types of texts by combining contextual, semantic, grammatical and phonetic knowledge using text processing strategies for example monitoring meaning, cross checking and reviewing” (ACARA, p.19, 2013)

1.5 Learning Goals/Outcomes

By the end of this unit of work students will be able to demonstrate their ability to:

- Recount in a written and verbal manner, the sequence of events that led to European colonisation in Australia.
- Reflect on the experiences of convicts, settlers and Indigenous Australians during early European settlement.
- Identify key European and Indigenous figures between 1788 and 1810 and why they were important.
- Engage in cooperative learning experiences that are either teacher or student driven.
- Research and retrieve information in multiple modes, for example using ICTs, library resources, encyclopaedias, etc.
- Analyse research, and ascertain key information when writing a newspaper article.
- Engage with ICTs in a meaningful, safe and educational manner.
- Recognise the importance of Indigenous Australian heritage and acknowledge that they are the first Australians.
- Apply their writing skills when engaging with journal entries and newspaper articles.
- Recognise and use the various features of a journal entry and a newspaper article.
- Engage in learning through multiple teaching strategies. For example, student centred teaching strategies such as a Y chart.

1.6 Statement of Related Content

The content of this unit is based around the colonisation and initial settlement of Australia between the years 1788–1810. The foundational learning areas in this unit are: reasons for settlement; who landed with the first fleet; what life was like for the settlers and Indigenous Australians; the positive and negative interactions between the Indigenous Australians and European settlers; the impacts of European settlement on Indigenous Australians and the key people. Below is a brief outline of the content within the unit.
Reasons for Settlement
- Overcrowding in jails due to America no longer accepting British convicts.
- British wanted to claim Australia before the French did.
- Britain needed and wanted to expand their empire.

Who landed with the First Fleet?
- Eleven ships consisting of two naval ships, six convict ships and three supply ships.
- Governor Arthur Phillip as the leader and highest authority.

What was life like for the settlers and convicts?
- Life was difficult due to the lack of fresh food and meat.
- Cultivating the land was difficult as the climate was very different to that in England.
- In 1790 the colony had minimal food and this resulted in convicts being malnourished and working very long hours which led to many convict deaths.

What was life like for the Indigenous Australians?
- Life for Indigenous Australians changed vastly when the European settlers arrived.
  - They were dispossessed of their land.
  - Cultural clashes and violent conflicts relating to ownership of land.
  - Decimation of many different Indigenous clans due to disease and malnutrition.
  - The destruction of scared sites and places of importance.
  - Lack of food due to more people residing in Australia.

Positive and negative interactions between Indigenous Australians and European Settlers
- Positive
  - Initially contact was friendly, sparked by curiosity from both groups.
  - During his capture Bennelong developed a positive relationship with Governor Arthur Phillip due to mutual curiosity.
  - Bennelong facilitated positive interactions between Indigenous Australians and early European settlers as his behaviour was emulated by the rest of the Eora people.
  - Some Indigenous Australians befriended European settlers, built relationships with them and occasionally shared residences.
- Negative
  - Indigenous Australians were decimated by European diseases, such as smallpox, measles and chicken pox.
  - Pemulwuy had very different interactions, than Bennelong, with the early European settlers as he rejected diplomacy and saw them as invaders.
  - In 1792 Pemulwuy fatally speared Governor Arthur Phillip’s gamekeeper.
  - Pemulwuy’s actions were ultimately the catalyst for conflict between Indigenous Australians and early European settlers.
  - Generally the Indigenous Australians residing in the area of NSW were wary of the early European settlers and were angry that their land had been essentially stolen.
Key People

- Governor Arthur Phillip – came to power 1786 until 1805
  - First Governor of NSW
- Governor John Hunter – came to power 1795 until 1800
  - Second in command to Captain Arthur Phillip on the journey of the First Fleet and Second Governor of NSW
- Governor Phillip Gidley King – came to power 1800 until 1805
  - Colonised Norfolk Island from 1788
  - Third Governor of NSW
- Governor William Bligh – came to power 1805 until 1808
  - Was arrested by NSW corps and Major George John Johnston on 26 January 1808 during the Rum Rebellion
  - Fourth Governor of NSW
- Lord Sydney A.K.A Thomas Townshend
  - Home secretary of England after the American War of Independence
  - Recommended that British convicts be sent to Botany Bay
  - Appointed Arthur Phillip as the first Governor of the colony
- Bennelong
  - Elder of the Wangal clan and respected member of Eora people who resided in the Port Jackson area
  - 1789 Bennelong was captured by Governor Arthur Phillip in an attempt to learn and understand Indigenous Australians culture and language
  - Despite being taken against his will Bennelong quickly adapted to British customs and eventually became good friends Governor Arthur Phillip
  - Was largely responsibility for the improvement of early interaction between early settlers and Indigenous Australians
- Pemulwuy
  - A leader of the Bidjigal people who resided near Botany Bay
  - In retaliation for the slaughter of Indigenous Australians, in 1792 Pemulwuy fatally speared Governor Arthur Phillip’s gamekeeper
  - Driving force against British ‘invaders’
- John & Elizabeth MacArthur
  - Came over on the Second Fleet
  - Were granted land
  - Started Elizabeth farm
  - Pioneers of Australia’s wool industry

1.7 Key Questions

1. What is a timeline and how is it used?
2. What time period is relevant to the European settlement of Australia?
3. Why was Australia chosen to become a penal colony?
4. Who were the leaders during the early years of the European settlement of Australia and why were they important?
5. Who were the key Indigenous Australian figures during the early years of the European settlement of Australia and why were they important?

6. What groups of people made up the first colony of Australia?

7. What was life like for convicts, settlers, leaders, military personnel and Indigenous Australians during the time of Early European settlement?

8. What challenges/problems were faced by the European settlers and Indigenous Australians during this time?

9. Who were the first Australians?

2.1 Assessment

Throughout this unit there are a variety of opportunities for the teacher to gather evidence of students’ skills, level of knowledge and understanding and provide genuine and specific feedback. These opportunities include observations, student work samples and information gathered from small group and whole class discussions.

The teaching and learning experiences within this unit provide students the opportunity to develop the understandings and skills required to complete the following assessments.

Formative assessment tasks are conducted at specific points throughout the unit in order for the teacher to establish the students’ level of understanding, provide evidence for reports and provide feedback to students.

- Observation of student interactions and participation in whole group and small group discussions
- Each student’s workbook will operate as a diagnostic tool for the teacher to track students’ progress and achievement throughout the unit
- Key people profiles
- Journal Entry
- Advertisement

The following culminating assessment task is completed in the Conclude and Review stage and will be used to provide evidence of students’ knowledge, skills and understanding at a specific point in time. This evidence will be used with the previously collected summative assessment for reporting and feedback purposes.

- Blog post: newspaper article and peer feedback

2.2 Outline of assessment task

Student task description

The purpose of a newspaper article is to provide information to the reader in an entertaining and enjoyable way.

Your article should focus on the key people/events at the time of the European settlement in Australia and the impact of their actions.

You will choose one of the following topics to write a newspaper article about:
The appointment of any of the key Governors (Phillip, King, Hunter, Bligh)
The spearing of Gov. Arthur Phillip in 1790
The murder of Gov. Arthur Phillip’s gamekeeper by Pemulwuy in 1790
Bennelong going to Europe 1792
The murder of Pemulwuy in 1802

Your article will be 150-200 words long. Some of the information for your article can be found in your First Australians workbook but you also need to look at additional sources (books, websites, encyclopaedia and historical documents) to further your research. There are pages provided in your workbook to record your extra research.

You will post your article on the class Blog and exchange links to your article via email with your assessment partner. You will read your partner’s article and send an email back to them that answers the following questions about their article:
- Was this article easy to understand?
- Does this article include who, what, when, where, why and how? Provide examples of each.
- Did you enjoy reading this article? Provide reasons why/why not?

3.1 – Resources for teaching and learning

Teaching
As this unit is content heavy it is of paramount importance that the teacher has extensive background knowledge. To ensure this there are many resources teachers can utilise, such as:
- ‘The First Australians’ SBS documentary
  - This is a documentary series containing seven episodes which aired in October 2008. It took SBS six years to research and produce, and presents the Indigenous point of view in relation the strangers that invaded their home in 1788. The series chronicles the history of contemporary Australia from the perspective of its first people.
- Credible websites
  - This website contains the rich education resource the ‘My Place’ TV series that can be used in primary and secondary classrooms. You are also able to explore background information aligned with the TV series about events and people significant to Australian history as well as download clips, photos, teaching activities and student worksheets that related to current themes.
  - This website is a fantastic source of information for you as the teacher and also has various activities that you can utilise with your students. There are seven sections that you can access: convict identities, journeys, artefacts, go back in time, first Australians, at the barracks and activities. Each section contains information, activities and teaching notes.
This is an excellent website purely for background information for you as a teacher. The part that we found most useful was the timeline which is very easy to use and plots all of the important dates for colonial Australia.

**Learning**

- **Student workbook**
  - This is a resource that has been created to go with this unit. It utilises many teaching strategies, such as: KWHL chart, Y chart, cause and effect Venn diagram and a PMI chart. It also provides information for students which scaffolds the assessment pieces within the unit and allows students to gather all of the information that they will need to complete the unit. The student workbook also acts as a form of assessment as it would be collected at the end of the unit and marked.

- **Our Australian Girl series reading books by Sofie Laguna**
  - This is a fantastic resource and one that we think would best serve as something you would read to the class through the entire year rather than ingraining it into the unit. There are six different series all focused on different convicts girls that travelled from London to Australia during the time period our unit focuses on.

- **Websites**
  - The websites in the teaching section can also be utilised when teaching the unit itself.

- **‘The First Australians’**
  - This resource can also be used as a teaching resources for students, however it would need to edited so pertinent sections could be shown to students.
<table>
<thead>
<tr>
<th>Assessable Elements</th>
<th>A - Very well done</th>
<th>B - Well done</th>
<th>C - Satisfactory</th>
<th>D - Somewhat satisfactory</th>
<th>E - Needs improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Knowledge &amp; Understanding</strong></td>
<td></td>
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<tr>
<td>Historical content</td>
<td>Entertaining and extremely relevant information is presented, based on the content of student work book and pertinent further research. Includes accurate, interesting information relating to a key person/event and incorporates correct dates.</td>
<td>Relevant and engaging information is presented, based on the content of student work book and further research. Includes information relating to a key person/event and incorporates correct dates.</td>
<td>Adequate information is presented, based mostly on the content of student work book and some further research. Includes information relating to a key person/event and incorporates some correct dates.</td>
<td>Some adequate information is presented, based on the content of student work book. Includes little information relating to a key person/event and attempts to incorporate some key dates.</td>
<td>Little information is presented, based on the some content of student work book. Includes little information relating to a key person/event and does not make use of key dates.</td>
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<tr>
<td><strong>Communication Skills</strong></td>
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<tr>
<td>Newspaper article</td>
<td>Article is excellently constructed and effectively uses all of the required text conventions. Information is presented in a very creative, clear and concise manner.</td>
<td>Article is competently constructed using almost all of the required text conventions. Information is presented in a clear and creative manner.</td>
<td>Article is satisfactorily constructed using most of the required text conventions. Information is presented in a clear manner.</td>
<td>Article is constructed using some elements of the required text conventions. Information is presented in a relatively clear manner.</td>
<td>Little attempt is made to construct text with the required conventions. Presentation of information lacks clarity.</td>
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<td>Text conventions:</td>
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<tr>
<td>Headline</td>
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<td>By-line</td>
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<tr>
<td>Opening sentence</td>
<td>Who, what, when, where, why, how?</td>
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<tr>
<td>Explanation</td>
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<td>Closing sentence</td>
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<tr>
<td>Peer feedback</td>
<td>Provides excellent level of relevant and constructive feedback to peer. Feedback elaborates beyond required questions.</td>
<td>Provides mostly relevant and constructive feedback to peer providing some elaboration when answering required</td>
<td>Provides satisfactory relevant feedback to peer answering required questions.</td>
<td>Provides some feedback to peer attempting to answer required questions.</td>
<td>Provides little to no or inappropriate feedback to peer. Does not address required questions.</td>
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<tr>
<td>how? Provide examples of each. Did you enjoy reading this article? Provide reasons why/why not?</td>
<td>questions.</td>
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<td>Formatting and publication</td>
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<tr>
<td>ICT: link email and feedback exchanged with peer</td>
<td>Link successfully exchanged with peer via email.</td>
<td>Link successfully exchanged with peer via email.</td>
<td>Link successfully exchanged with peer via email.</td>
<td>Attempt to exchange links via email with a peer was made.</td>
<td>No attempt was made to exchange links via email with a peer.</td>
</tr>
<tr>
<td>ICT: article was successfully uploaded to the class blog.</td>
<td>Successfully uploaded article to class blog site.</td>
<td>Successfully uploaded article to class blog site.</td>
<td>Successfully uploaded article to class blog site.</td>
<td>Attempt was made to upload article to blog site.</td>
<td>No attempt was made to upload article to blog site.</td>
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**Feedback**
**PART B**

### 3.0 Unit Overview

<table>
<thead>
<tr>
<th>Lesson No.</th>
<th>Stage of Social Investigation Strategy</th>
<th>Learning Objectives for Lesson</th>
<th>Lesson Description</th>
<th>Resources</th>
<th>Assessment</th>
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<tbody>
<tr>
<td>1</td>
<td>MOTIVATE</td>
<td>Students will have the opportunity to demonstrate their ability to: View videos that encourage further investigation and pose questions about unit content. Empathise with key groups of people contained within the unit.</td>
<td>Focus: What could this unit be about? Watch video clip from The First Australians ➔ The Dreaming and first settlement “they came to stay” (beginning- 2.26) Teacher will use the video to stimulate discussion and formulation of student questions regarding the possible content of the unit. Teacher distributes student workbooks and introduces the unit title, ‘The First Australians’. Students will then view the Encounter video and complete an empathy exercise. This exercise will require students to imagine that they are the child in the video clip and record their feelings when they see strangers arriving in their home. Teacher will acknowledge to students that this unit will contain names, images, websites and activities relating to Aboriginal and Torres Strait Islander peoples who are now deceased.</td>
<td>SBS production - “The First Australians” documentary Poster paper and markers to record students’ thoughts and questions. Student workbook p. 4 (Imagination Task)</td>
<td>Teacher observation of student engagement.</td>
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<tr>
<td>2</td>
<td>EXPLORE</td>
<td>Students will have the opportunity to demonstrate their ability to: work in small groups and respond to image stimuli in order to</td>
<td>Focus: What would students like to know about this unit? Teacher divides students into small groups of 4 or 5. Each group receives a set of 10 content specific images and are instructed to find connections between the images and their relevance to the European settlement of Australian. Student groups share key observations with the rest of the class.</td>
<td>Word Wall Timeline for wall. 6 x sets of laminated images for image activity.</td>
<td>Teacher observation of student contributions. Anecdotal notes and records of...</td>
</tr>
</tbody>
</table>
| Frame 3 | **FRAME NEGOTIATE AND IDENTIFY** | **Students will have the opportunity to demonstrate their ability to:** reflect on introductory stimulus and formulate key questions for the unit. | **Focus: What do we want to learn?** Students reflect on previous lessons & collaborate with teacher to formulate key investigation questions for the unit through the use of a KWHL chart (copied into students’ workbook).  
Discuss research methods including the use of:  
- Historical documents  
- Diary entries  
- Text books  
- Websites  
Read first chapter of ‘Meet Grace’ book (motivation for next lesson). | **Poster from previous lesson.**  
**KWHL chart on whiteboard.**  
**Student workbook p. 5 (KWHL chart), p. 6 (Key Questions) and p. 7 (Ways of researching)**  
**Meet Grace novel** (This chapter will be read after lunch. These books will be used by the teacher for reading sessions throughout the term). | **Teacher record of students questions and observations.** |
### GATHER INFORMATION

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| 4 | **Students will have the opportunity to demonstrate their ability to:** investigate reasons contributing to the settlement of Australia. | **Focus:** *Reason for first European settlement of Australia*

Students will be put into groups (4-5 students) to piece together the series of events that lead to the European settlement of Australia. Each group will be provided with 6 pieces of card, each representing an event that lead to the decision to make Australia a penal colony.

These events are as follows:

1. Britain governs America and uses America to keep British convicts.
2. America wants to be free of British control and starts a war against Britain to become a free country.
3. America wins war against Britain and becomes an independent country.
4. British jails become very overcrowded because they can no longer send convicts to America.
5. To fix the problem of overcrowding in British jails Lord Sydney recommends that New South Wales be used as a jail.
6. Lord Sydney chooses Arthur Phillip to Captain the First Fleet and become the first Governor.

Students will collaborate with their peers in their groups to sequence these events in order.

The whole class will then come together to determine the correct order with the teacher. Teacher will facilitate a discussion of these events, American independence day and their connection to European Settlement of Australia. Students will then copy the correct sequence of events into p. 8 of the workbooks.

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**Monitoring of group dynamics.**

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**Student workbook p. 8 (Reasons for Settlement)**
| 5 | GATHER INFORMATION | Students will have the opportunity to demonstrate their ability to: put themselves in the mindset of a historical character in order to investigate what life was like for key people groups. | Focus: Who left England to settle Australia? As students enter the classroom they choose a role out of the bag that they will adopt throughout the lesson. Roles include:  
- Convict  
- Military personnel  
- Leaders  
- Settler  
Teacher will lead discussion of the social pyramid of importance assisting students to understand their role in society.  
Teacher facilitates discussion of research methods and sources students can use in order to gather information about their role and this unit, support document located in workbook.  
Students explore the, when, what, where, who, how and why of their historical role through the use of library resources and the internet and record this research in their booklets.  
**Word wall:** convict, governor, colony, colonisation, military personnel, leaders, Britain  
**Timeline:** 1787 (First fleet leaves Britain) | Bag with different roles recorded on paper for students to randomly select.  
Social Pyramid of Importance poster (Scott & Dann, p.47, 1992). Student workbook p. 9  
Student workbook p. 7 (Ways of researching) and p. 10 (Roles) | Student work books (continuous portfolio of assessment). |
| 6 | GATHER INFORMATION | Students will have the opportunity to demonstrate their ability to: write a | Focus: Landing of the first fleet and settlement  
Students watch ‘The Journey of the First Fleet’ on the IWB. Teacher guided discussion of the reasons why Arthur Phillip chose to move from Botany Bay to Port Jackson. | Website – A convict’s story - Journey | Peer conferencing to draft journal entries, teacher |
| Journal Entry from a Historical Perspective Documenting What Life Was Like for the First Settlers and Indigenous Australians. | Website -  

Students complete imagination activity in their selected role.  
*You have been on the ship for 8 months and have finally arrived*...  

Students are then directed to discuss with partner the kind of things they imagined  

Students use previous research in order to answer the following questions and complete a Y chart from the perspective of their historical role:  
What did settlement look like?  
What did settlement sound like?  
What did settlement feel like?  

Using the information they have gathered and the Y chart students write, in role, a journal entry of what life was like in the colony for their historical role begin to ask questions about their new life. Teacher scaffolds this process by reading example journal entries.  

Students work in same pairs in order to draft their journal entries. If journal entries are not completed in class homework time will be allotted.  

Teacher encourages students to reflect on the video watched in the first lesson and the feelings they recorded in their workbooks. | Guidance where necessary.  

Teacher will review and provide constructive feedback on the content and structure of students’ journal entries.  

Content specific library books and teacher selected websites.  

Students workbook p. 11 (Y Chart)  

Student workbook p. 14 (Journal)  

Students workbook p. 12 & 13 (historical examples of journal entries) |
As a class they construct a Y diagram on what settlement would be look like, feel like and sound like for Indigenous Australians.

**Word wall:** settlement, Port Jackson, Botany bay  
**Timeline:** 1788 (First Fleet arrived in Australia)

| 7 | **GATHER INFORMATION** | Students will have the opportunity to demonstrate their ability to: investigate the interactions between Indigenous Australians and European Settlers and factors that contributed to these interactions. | Focus: The coming together of two cultures  
Through the use of key images of interactions between European and Indigenous Australians students are encouraged to investigate how each group of people is portrayed.  
*Are the interactions positive or negative? How do you know?*  
*What could have caused a positive interaction? What could have caused a negative interaction?*  
The teacher then introduces the key figures of Bennelong and Pemulwuy and explains why they are influential figures in the time of early European settlement.  
Students are divided into 6 groups (of 5 students). 3 groups are to investigate the interactions of Bennelong and the settlers and 3 groups to investigate Pemulwuy and the settlers. Each group is given a different source of information (books, websites, and primary sources). The research is recorded in a table with sections for first impressions, positive interactions and negative interactions.  
The class then comes together as a group and each small group has the opportunity to teach their peers about their discoveries about the interactions between Europeans and Indigenous Australians. |

Images of a number of interactions between Indigenous Australians and Europeans.  
Sources of information  
Books  
Websites  
Primary sources  
Student workbook p. 15 (Interactions Table)  
Teacher observation and anecdotal notes of class discussion and small group interactions.
| 8 | GATHER INFORMATION | **Students will have the opportunity to demonstrate their ability to:** investigate the short and long term impacts of colonisation for Indigenous Australians, convicts and European settlers. **Focus:** Impacts on people and environment

The First Australians documentary 4:02 – 8:45 Aboriginal perspectives of the first landing “They Came to Stay”

Teacher leads a discussion of the impacts of settlement for the Europeans and Indigenous people.

The First Australians v2 Smallpox (1:20-5:15)

Teacher encourages students to compare and contrast the positive and negative impacts of settlement. Students are given the opportunity to research through the selected books and websites in order to investigate other impacts.

- Destruction of sacred sites and homes
- Use of trees to construct buildings
- Displacement
- Decimation of the Eora people
- Struggling to farm the land

Students are then required to complete the cause and effect visual organiser in their workbook. |
| --- | --- | --- |
|  | **Word wall:** Aboriginal, Indigenous Australians **Timeline:** 1788 (May 29\(^{th}\) - First recorded conflict between First Fleet arrivals and Indigenous Australians)
1789 (Bennelong captured by Arthur Phillips)
1790 (7\(^{th}\) September - Gov. Arthur Phillip speared by Eora clan member)
1790 (Pemulwuy spears game keeper)
1792 (Bennelong in UK)
1797 (Pemulwuy continues to be pursued)
1802 (Pemulwuy is shot and killed) **Key People Profile:** Bennelong and Pemulwuy | **SBS First Australians documentary (x2)** | **Advertisement used as formative assessment, teacher feedback and conferencing opportunities for individual student.** |
| 9 | GATHER INFORMATION | Students will have the opportunity to demonstrate their ability to: identify key historical leaders in relation to early European settlement of Australia and their significance. **Focus: Key People** Students will work with the teacher to create a concept map to brainstorm the key people identified during previous lessons. The list should include the following key historical leaders: Lord Sydney Gov. Arthur Phillip Bennelong Pemulwuy Gov. Hunter Gov. King Gov. Bligh | Student workbook p. 17 (Advertisement structure) | Concept Map on Whiteboard, timeline, student workbooks. | Student workbooks (continuous portfolio of assessment). |
Students will be paired and given the school laptops to find out:

Name:
Birth date:
Death date:
Leadership role/job:
Why is this person important?

*Students will be provided with profile templates in their workbooks to complete this task.

**Timeline:** 1795 (Governor Hunter)  
1800 (Governor King)  
1805 (Governor Bligh)

| GATHER INFORMATION | Focus: Expansion of the colony  
The teacher introduces a hypothetical situation that the class will discuss.  
*Our boat arrives on a deserted island there is nothing to be found except the natural environment.*  
*What would we need to take with us to survive?*  
Eg. Building materials and tools, weapons, food (plants and animals) etc.  
*What would we need to do to survive?*  
Build shelter, farm the land, find clean water, look after animals so they reproduce etc.  

Teacher would facilitate this discussion and record student responses on the white board.  
The teacher then introduces the important roles that John and Elizabeth MacArthur and Governor Lachlan Macquarie played in the expansion of colonial Australia. Connections

| Teacher observation and monitoring of class discussion. | Student workbook p. 22 (Compare and contrast) |
between the students’ suggestions and the work of Macquarie and McArthur will be emphasised.

Reflecting upon the learning recorded in their work books students compare and contrast what original settlement was like at the landing of the first fleet and what the colonies were like while Macquarie was governor and recording the findings in a compare and contrast visual organiser.

**Word wall:** free settler  
**Timeline:** 1790 (Second Fleet arrives)  
1791 (Third Fleet arrives)  
1810 (Macquarie sworn in as Governor)  
**Key People Profiles:** John and Elizabeth MacArthur, Gov. Macquarie

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<th>11</th>
<th><strong>ANALYSE INFORMATION</strong></th>
<th><strong>Students will have the opportunity to demonstrate their ability to:</strong> formulate and justify an opinion when answering key questions related to the European settlement of Australia, its impact on people and the environment.</th>
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<td><strong>Focus:</strong> You decide.</td>
<td>The teacher poses a number of questions that require students to think critically about issues relating to European settlement, and then to formulate and justify (debate) their opinion.</td>
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<td>The appropriate conventions and rules for a debate would be clearly explained to students.</td>
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<td>The room is divided in half with an answer on either side and students choose the side of the room that aligns with their opinion (students are able to take their booklets with them to refresh their memory of key concepts). Once students choose a side of the room they are able to justify and debate their answer. At the end of the debate students are able to identify if they would change sides.</td>
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|    |                         | **Predetermined questions for discussion.**  
|    |                         | Poster detailing the appropriate conventions for a debate.  
|    |                         | **Teacher observing and moderating discussion, noting students information recall.** |
1. Recently there has been much debate about what the first fleet landing in Australia should be called in legal documents. Do you believe that the arrival of the European first fleet in Australia should be called an invasion or colonisation?

2. Should Pemulwuy have killed Governor Arthur Phillip’s gamekeeper?

3. Who do you think should claim the title of ‘The First Australians?’

Sufficient time will be allocated for the discussion of each question (possible that not all will be covered).

| 12 | ANALYSE INFORMATION | Students will have the opportunity to demonstrate their ability to: reflect upon previous learning and sort relevant information to be used as research for a written assessment task. | Focus: Collecting information for Newspaper article

Using the conventions of a newspaper article (taught to students in a previous English lesson) students are to select one of the key events below and write a newspaper article.

Key Events:
- The appointment of any of the key Governors (Phillip, King, Hunter, Bligh)
- The spearing of Gov. Arthur Phillip in 1790
- The murder of Gov. Arthur Phillip’s gamekeeper by Pemulwuy in 1790
- Bennelong going to Europe 1792
- The murder of Pemulwuy in 1802

Students will use the information in their workbooks and additional research from various other sources to construct their newspaper article.

Students are informed that their article will be posted on the class blog and published in a class newspaper to be put in

<p>| Student workbook p. 23 (How to write a newspaper article) | Students identified as needing additional support will be provided assistance. |
| 13 | CONCLUDE AND REVIEW | Students will have the opportunity to demonstrate their ability to: synthesise selected information and make conclusions in order to write a newspaper article related to unit content. <strong>Focus: Article Writing</strong> Students finish writing the drafting process of their newspaper article using the research they have gathered from their booklet and the template. Students work in partners to edit and proofread their articles. Pairs will then conference with the teacher as a final drafting process. | Student workbook p.24 (Article drafting) | Teacher conferencing. |
| 14 | TAKE ACTION | Students will have the opportunity to demonstrate their ability to: present their research in a news article and publish their work on the class blog. <strong>Focus: Blog it!</strong> Students publish their newspaper article on the class blog to be marked and shared with their peers. Students send the link of their article to an assigned student in another year four class for perusal and to comment on. Students receive and respond to their corresponding year four buddy’s email. | Laptops/class computers for Blog publication | News articles to be assessed after posting on Blog. Students’ comments will be used as assessment. |
| 15 | REFLECT ON | Students will have the opportunity to demonstrate their ability to: reflect on and display their understandings of the unit content. <strong>Focus: Reflecting on unit content.</strong> As a class revisit the KWHL chart and answer the key questions of the unit. Students copy answers into their work booklets. Teacher places students into groups of 3 and facilitates a ‘Pop Quiz’. In a trivia style, students will answer questions addressed specifically to their group. The questions for this | Student research contained in research workbooks. Teacher formulated Pop Quiz trivia |</p>
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<th>quiz will be content specific and may require reflection and/or deeper understandings. The group that scores the most points will be given a classroom related prize.</th>
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2.1 References

ACARA documents science
http://www.australiancurriculum.edu.au/Australian%20Curriculum.pdf?type=0&a=H&l=4&e=0&e=1&e=2&e=3&e=4&e=5&e=6&e=7

English