

Australian Colonies
Authentic Learning Project
Basic Unit Information Outline for Teachers

This unit of work is set for a Year 5 Australian classroom and would be best implemented towards the end of the Australian Colonies topic to bring together the students' knowledge and present it in a dynamic way. The unit is also created to be implemented over approximately three weeks, or nine lessons. At the beginning of each lesson I will include an interactive resource; these will be available on my website. I may use one resource for a number of lessons if the students enjoy it.

Topic: History – Australian Colonies

Year Level: Year 5

Project:

Tasks -

- Students will create questions to form a historical enquiry and research a particular person during early Australian colonial times and create a character profile of their person (using their research as well as well as creative thinking).
- Students will then plan and write a series of four video diary entries (each lasting 45 seconds to two minutes) and film them in character. Students will take into account where they might be filming (the background) as well as what they might be wearing/what they might look like. Students will be required to include specific information about their lives in the video diaries, for example; why they migrated to Australia and where they migrated from, what their daily life is like, as well as a specific problem/event that is affecting them at the moment (they can choose from events like the Eureka Stockade, drought, the gold rush etc.)

Assessment –

- In the last lesson each student will present a thirty second introduction, introducing their character and some information about them.
- The class will then watch their four video diary entries. Each student will receive a peer assessment (two stars and a wish), complete a self-assessment and receive a marking rubric from the teacher.

Australian Curriculum Content Descriptions

The following are the content descriptions that you are able to assess when implementing this project in your classroom.

Historical Knowledge and Understanding:

- The nature of convict or colonial presence, including the factors that influenced patterns of development, aspects of the daily life of the inhabitants (including Aboriginal Peoples and Torres Strait Islander Peoples) and how the environment changed. (ACHHK094)
- The role that a significant individual or group played in shaping a colony; for example, explorers, farmers, entrepreneurs, artists, writers, humanitarians, religious and political leaders, and Aboriginal and/or Torres Strait Islander peoples. (ACHHK097)
- The reasons people migrated to Australia from Europe and Asia, and the experiences and contributions of a particular migrant group within a colony. (ACHHK096)

Chronology, Terms and Concepts:

- Use historical terms and concepts (ACHHS099)
- Identify questions to inform an historical inquiry (ACHHS100)
- Identify and locate a range of relevant sources (ACHHS101)

Explanation and Communication:

- Develop texts, particularly narratives and descriptions, which incorporate source materials (ACHHS105)
- Use a range of communication forms (oral, graphic, written) and digital technologies (ACHHS106)

This unit is further described in each lesson plan, and contains all the resources including marking guides etc. that you need to effectively use this unit in your classroom.