

Unit description	Key inquiry questions
<p>This topic provides a study of identity and diversity in both a local and a broader context. Moving from the heritage of their local area, students explore the historical features and diversity of their community. They examine local, state and national symbols and emblems of significance, and celebrations and commemorations, both locally and in other places around the world.</p>	<ul style="list-style-type: none"> <li>• Who lived here first and how do we know?</li> <li>• How has our community changed? What features have been lost and what features have been retained?</li> <li>• What is the nature of the contribution made by different groups and individuals in the community?</li> </ul>

Outcomes	Historical skills	Historical concepts
<p><b>HT2-1:</b> identifies celebrations and commemorations of significance in Australia and the world</p> <p><b>HT2-2:</b> describes and explains how significant individuals, groups and events contributed to changes in the local community over time</p> <p><b>HT2-5:</b> applies skills of historical inquiry and communication</p>	<p>The following <b>historical skills</b> are integrated into the lesson sequences:</p> <p><b>Comprehension: chronology, terms and concepts</b></p> <ul style="list-style-type: none"> <li>• respond, read and write, to show understanding of historical matters</li> <li>• sequence familiar people and events</li> <li>• use historical terms</li> </ul> <p><b>Analysis and use of sources</b></p> <ul style="list-style-type: none"> <li>• locate relevant information from sources provided</li> </ul> <p><b>Perspectives and interpretations</b></p> <ul style="list-style-type: none"> <li>• identify different points of view within an historical context</li> </ul> <p><b>Empathetic understanding</b></p> <ul style="list-style-type: none"> <li>• explain how and why people in the past may have lived and behaved differently from today</li> </ul> <p><b>Research</b></p> <ul style="list-style-type: none"> <li>• pose a range of questions about the past</li> <li>• plan an historical inquiry</li> </ul> <p><b>Explanation and communication</b></p> <ul style="list-style-type: none"> <li>• develop texts, particularly narratives</li> <li>• use a range of communication forms (oral, graphic, written) and digital technologies</li> </ul>	<p>The following <b>historical concepts</b> are integrated into the lesson sequences:</p> <p><b>Continuity and change:</b> aspects in their state that have changed over time or remained the same</p> <p><b>Cause and effect:</b> causes of change in the local community or state</p> <p><b>Perspectives:</b> different ways that Aboriginal peoples and first settlers viewed the land</p> <p><b>Empathetic understanding:</b> developing an understanding of the importance of the relationship between Aboriginal peoples and the land</p> <p><b>Significance:</b> the importance/significance of national holidays</p>

Content	Teaching, learning and assessment	Resources
<p><b>The importance of Country and Place to Aboriginal and/or Torres Strait Islander peoples who belong to a local area. (This is intended to be a local area study with a focus on one Language group; however, if information or sources are not readily available, another representative area may be studied) (ACHHK060)</b></p>	<ul style="list-style-type: none"> <li>• Using an Aboriginal language map, website or wall chart, locate the local area chosen for study on the map and identify the local language group.</li> <li>• Explain to students that over many thousands of years of careful observation, Aboriginal peoples acquired an intimate knowledge of the physical features of the land, animals, plants, weather and people and their interconnections. They managed the land/environment according to ancient laws and customs that are often recorded in Dreaming stories. These stories describe ways of caring for the land as well as changes to the continent over time.</li> <li>• After reading several Dreaming stories, discuss what messages are contained in the story and what lessons are being taught.</li> <li>• Investigate native food sources in the local area that would have been eaten by local Aboriginal peoples. If possible, invite an Aboriginal guest speaker who knows the local area or visit a local national park with an Aboriginal ranger who will show students the local 'bush tucker' and discuss other ways of using/conserving the environment. Pose the question: What evidence is there of Aboriginal life in the local area? Or, students brainstorm questions they may wish to ask about local Aboriginal history.</li> </ul> <p><b><i>Assessment activity 1</i></b>  <i>Students construct a summary chart (eg the summary chart at the end of this unit) or use ICT to record information about aspects of life, what was used from the local environment, and what evidence there is to tell us about this.</i></p>	<p>Aboriginal Languages Map (ABC website; Museum of South Australia)</p> <p>Aboriginal Languages wallchart (Australian Institute of ATSI Studies, Canberra)</p> <p>Selection of Dreaming stories</p> <p>PowerPoint</p> <p>Summary chart</p>
<p><b>ONE important example of change and ONE important example of continuity over time in the local community, region or state/territory (ACHHK061)</b></p>	<p>(Teachers will need to conduct some research on the local area and locate local historical sources, eg in the local library, Historical Society, Council. If the local area lacks resources, another area in NSW may be chosen.)</p> <ul style="list-style-type: none"> <li>• Using a Know, Want to know, what I Learned (KWL) chart, recall what was learnt about the local area in Stage 1 and identify things students would like to know about changes and continuities in their local area.</li> <li>• Using a selection of old photographs of the area, ask students to identify buildings, structures such as roads and bridges, monuments, etc. What has changed and what has remained the same?</li> <li>• Sources that could be used to investigate change and continuity could be old newspapers, the local library, old street directories, maps, land grant maps, old phone books, postcards, letters, diaries and oral history.</li> <li>• Group students for a research activity. Topics may include public buildings, roads and bridges, parks, houses, transport, landscape, daily life, entertainment, work, farming and manufacturing.</li> <li>• Students must decide whether the aspect of local history</li> </ul>	<p>KWL chart</p>

	<p>being researched has changed or remained the same and try to explain why. Discuss with the class that some buildings and structures have remained because they have been regarded as important or useful. Others have not survived or have changed because their purpose has changed, they were not in good repair, or other uses for the site arose.</p> <ul style="list-style-type: none"> <li>• Students present their findings about aspects of local history that have either changed or remained the same under the headings 'Change' and 'Continuity'.</li> </ul> <p><b>Assessment activity 2</b>  <i>Students complete the remainder of their KWL charts - teacher to assess their understanding of changes and continuities in their local area.</i></p> <ul style="list-style-type: none"> <li>• Complete one of the following: <ul style="list-style-type: none"> <li>– Take a Heritage Walk nearby, sketching or photographing two historical objects, buildings or structures. What do they tell us of earlier history? Do the names of streets and parks provide clues to earlier history? Are they named after earlier citizens and settlers, or an historical event? Compose an online book of the photographs or sketches annotated by students.</li> <li>– Visit a museum, where students examine an artefact and attempt to answer the questions 'What am I?', 'What was I used for?', 'How did I survive?', 'What stories could I tell?' The teacher could create a story told by one of the artefacts.</li> <li>– Make a class display of artefacts, eg early farming tools, weapons, pottery, convict-made brick, candle holder, and discuss how objects from the past tell a story.</li> </ul> </li> </ul>	<p>Possible excursion to a museum or online museum</p> <p>Artefacts</p>
<p><b>The role that people of diverse backgrounds have played in the development and character of the local community (ACHHK062)</b></p>	<p>(Teachers will need to become familiar with various cultural groups and their contributions to the local area.)</p> <ul style="list-style-type: none"> <li>• Brainstorm the number of different cultural groups in the local area, beginning with family backgrounds of students.</li> <li>• Using a range of sources, eg photographs, newspapers, diaries, letters, oral histories, focus on one group and identify their diverse backgrounds and outline their contribution to the local community.</li> </ul> <p><b>Assessment activity 3</b>  <i>Students write an article about their group for the local newspaper or prepare an oral report for the local radio station.</i></p>	
<p><b>Celebrations and commemorations in other places around the world; for example, Bastille Day in France, Independence Day in the USA, including those that are</b></p>	<ul style="list-style-type: none"> <li>• Investigate celebrations and commemorations that are observed around the world, including those of the major world religions.</li> <li>• Students work in groups to research the origin of one chosen celebration or commemoration. Findings can be presented using technology or posters.</li> <li>• Create a classroom display of global celebrations and commemorations.</li> </ul>	<p>Internet</p> <p>Selection of texts to assist research</p>

observed in Australia, such as Chinese New Year, Christmas Day, Diwali, Easter, Hanukkah, the Moon Festival and Ramadan (ACHHK064)		
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#### **Assessment overview**

- Ongoing assessment - student understanding may be assessed through the use of observational checklists, anecdotal records and analysis of contributions to class discussions.
- Students produce a variety of work samples, including designated assessment activities. These should be evaluated to determine students' level of achievement and understanding

#### **Assessment activity 1**

*Students construct a summary chart (eg the summary chart at the end of this unit) or use technology to record information about aspects of Aboriginal peoples' way of life. They will be assessed on their ability to identify what was used from the local environment and what evidence there is to answer the question: How do we know?*

#### **Assessment activity 2**

*Students complete the remainder of their KWL charts and return them to the teacher to assess what they have learnt about changes and continuities in their local area.*

#### **Assessment activity 3**

*Students write an article about their group for the local newspaper or prepare an oral report for the local radio station.*