

Unit Plan

School Name:	Unit Title:	Year Level:	Duration of Unit:
	Depth Study: The Australian Colonies	5	10/20 hours

Beliefs

Learners:

- We prepare learners for spiritual, independent, reflective, self directed learning, *because we believe that learning continues throughout life.*
- We support learning activities that engage their interest and motivation, *because we believe that learners are the centre of curriculum.*
- We promote skills, knowledge and attitudes that are future focused, *because we believe in preparing learners of fulfilling, productive lives.*
- We seek ways to extend appropriate learning opportunities beyond existing boundaries, *because we believe in developing the potential of every learner.*

Learning:

- We proclaim that Jesus gives meaning to life and learning, *because we believe in Jesus as the way, the truth and the life.*
- We support increasing flexibility to accommodate individual learning needs, *because we believe in recognizing and meeting individual needs.*
- We accommodate diversity so that cultural and individual differences do not compromise learning opportunities, *because we believe in equity.*
- We support learning environments that sustain positive relationships, particularly between teacher and student, *because we believe people are our most valuable learning resource.*

Learning Communities:

- We strive to build learning communities in which faith, life and culture are integrated, *because we believe in the mission of the Catholic school to give witness to Jesus and the Gospel*
- We support sharing vision, decision-making and action with all education partners, *because we believe in shared responsibility.*
- We create conditions for positive change that in turn fosters positive learning environments, *because we believe in continuous improvement.*
- We support learning communities that promote these qualities, *because we believe that authenticity and relevance engage learners.*

Unit Overview

UNIT Summary:

This unit will demonstrate to students the nature of colonial presence, including the factors that influenced patterns of development, aspects of the daily life of the inhabitants (including Aboriginal Peoples and Australian South Sea Islander Peoples) and how the environment changed. (ACHHK094) European settlers in the Herbert River Valley, led by the pastoralists and then the sugar planters, resulted in the displacement of the Indigenous peoples. The clearing of their hunting grounds and the natural habitat for cattle grazing and crop growing had terrible effects on not only the Aboriginal population but the native fauna and flora. Furthermore, as a result the Aboriginal people were pushed to the outside of society and economic activity.

Students will come to an understanding what brought Europeans to the Herbert River Valley and the cultural attitudes that determined the settlers' relationship with the Aboriginal peoples whose lands they took over. Students will gain an authentic opportunity to come to an appreciation of the effects of the displacement on the traditional landowners. While they will learn of how local Indigenous people were exploited by showmen such as the famous P.T. Barnum in his circus designed to show "all the uncivilised races in existence", they will on the other hand, learn that there were Europeans, such as James Cassidy, labelled a "black protector", who were prepared to stand up to the authorities in order to protect the Indigenous people.

In an excursion to Mungalla Station, students will learn about who first lived in the Herbert River district and come to an understanding of how we know about these first people from physical evidence: the descendants, their peoples' cultural relics such as artefacts and cave paintings; from oral and written stories, language; and from third person reports and photographs collections. Students will experience firsthand and learn about Nywaigi culture and particular traditional artefacts and their uses. They will hear stories told by the traditional owners about their people, the Nywaigi, James Cassidy and his family and the Australian South Sea Islanders (Kanakas), indentured labourers, who also had encampments on the property. Students will tour the property and see not only a working cattle property but restored wetlands where an abundance of native birds and other wildlife including crocodiles can be observed. They can view the Captive Lives: Looking for Tambo and his companions photographic exhibition housed in the Mungalla homestead and sample a Kup Murri – a traditional feast cooked in an underground oven.

Roles of
Lifelong

Identifying
Curriculum

The overview answers the following questions for the teacher and student.

This unit will be focusing on student inquiry to the particular big questions of:

- How did an Australian colony develop over time and why?
- How did colonial settlement change the environment?

The other big questions for this unit will be touched on incidentally:

- What do we know about the lives of people in Australia's colonial past and how do we know?
- What were the significant events and who were the significant people that shaped Australian colonies?

This unit provides the opportunity for my students to develop and practice the skills of a lifelong learner. This unit will focus on:
(please tick 2 only)

Community Contributor Designer and Creator Effective Communicator A Knowledgeable person
Complex Thinker × Reflective Learner × Active Investigator Leader and Collaborator

General Capabilities within Content Descriptions - Historical Knowledge and Understanding - of how an Australian colony developed over time and how colonial settlement changed the environment.

The GCs which learners will engage are:

Literacy

The particular elements of Literacy addressed by this content description are

Comprehending texts through listening, reading and viewing

- Comprehend texts
- Navigate, read and view learning area texts
- Interpret and analyse learning area texts

Word Knowledge

- Understand learning area vocabulary

Critical and creative thinking

The particular elements of Critical and creative thinking addressed by the content: **How an Australian colony developed over time and how colonial settlement changed the environment.**

Inquiring – identifying, exploring and organising information and ideas

- Identify and clarify information and ideas
- Organise and process information

Intercultural understanding

The particular elements of Intercultural understanding addressed by the content: **How an Australian colony developed over time and how colonial settlement changed the environment.**

Recognising culture and developing respect

Cross Curriculum priorities

CCPs which will learners engage are:

Aboriginal and Torres Strait Islander (South Sea Islander) histories and culture

- Experience at Mungalla Station Nywaigi culture and particular traditional artefacts and their uses.
- Hear stories told by the traditional owners about their people, the Nywaigi, James Cassady and his family
- Reflect on the Australian South Sea Islanders (Kanakas), indentured labourers' experience who also had encampments on the property.

Sustainability

The clearing of the Aborigine's hunting grounds and the natural habitat for cattle grazing and crop growing had devastating effects on native fauna and flora.

- Explore today's Mungalla Station which boasts restored wetlands where native birds and other wildlife including crocodiles abound
- Appreciate the actions Indigenous people are taking today to rectify the damage done to traditional lands by pastoral activities and displacement of the Indigenous people.

- Explore and compare cultural knowledge, beliefs and practices
- Develop respect for cultural diversity

Relevant prior curriculum

Students already appreciate from their prior studies:

- How the stories of families and the past can be communicated, for example through photographs, artefacts, books, oral histories, digital media, and museums(ACHHK004) – Foundation
- The history of a significant person, building, site or part of the natural environment in the local community and what it reveals about the past (ACHHK044) and the impact of changing technology on people’s lives (at home and in the ways they worked, travelled, communicated, and played in the past) (ACHHK046)- year 2
- The importance of Country and Place to Aboriginal and/or Torres Strait Islander peoples who belong to a local area. (ACHHK060) and The role that people of diverse backgrounds have played in the development and character of the local community (ACHHK062) – Year 3
- The diversity of Australia's first peoples and the long and continuous connection of Aboriginal and Torres Strait Islander Peoples to Country/ Place (land, sea, waterways and skies) and the implications for their daily lives. (ACHHK077) and the nature of contact between Aboriginal people and Torres Strait Islanders Peoples and others, for example, the Macassans and the Europeans, and the effects of these interactions on, for example families and the environment (ACHHK080) – Year 4

Prior Historical skills development –

- Sequence historical people and events (ACHHS081)
- Use historical terms (ACHHS082)
- Pose a range of questions about the past (ACHHS083)
- Identify sources (ACHHS216)
- Locate relevant information from sources provided (ACHHS084)
- Identify different points of view (ACHHS085)
- Develop texts, particularly narratives (ACHHS086)
- Use a range of communication forms (oral, graphic, written) and digital technologies (ACHHS087)

Achievement Standards expected

By the end of Year 5, students identify the causes and effects of change on particular communities, and describe aspects of the past that remained the same. They describe the different experiences of people in the past. They describe the significance of people and events in bringing about change.

Students sequence events and people (their lifetime) in chronological order, using timelines. When researching, students develop questions to frame an historical inquiry. They identify a range of sources and locate and record information related to this inquiry. They examine sources to identify points of view. Students develop, organise and present their texts, particularly narratives and descriptions, using historical terms and concepts.

Strands and Content descriptions:

COMMUNITY AND REMEMBRANCE

Students investigate key aspects of the nature of colonial presence, including the factors that influenced patterns of development, aspects of the daily life of the inhabitants (including Aboriginal Peoples and Australian South Sea Islander Peoples) and how the environment changed. (ACHHK094) Students will come to an understanding of what brought Europeans to the Herbert River Valley and the cultural attitudes that determined the settlers' relationship with the Aboriginal peoples whose lands they took over. Students will gain an authentic opportunity to come to an appreciation of the effects of the displacement on the traditional landowners and the ways in which they were exploited. They will learn that there were Europeans, such as James Cassady, labelled a "black protector", who were prepared to stand up to the authorities in order to protect the Indigenous people. The content provides a study of Australia's colonial settlement from a local context. The content gives opportunities to develop historical understanding through key concepts including **sources, continuity and change, cause and effect, perspectives, empathy and significance**. These concepts will be developed within the particular historical context of the colonial settlement of the Herbert River district, the Nywaigi and Australian South Sea Islander peoples' experiences in order to facilitate an understanding of the past and to provide a focus for historical inquiries.

The investigation will develop students' historical knowledge, understanding and skills and equip them to respond in an informed way to the key inquiry questions at this year level which are:

- How did an Australian colony develop over time and why?
- How did colonial settlement change the environment?

HISTORICAL SKILLS - The Australian colonies and the Herbert River area.

CHRONOLOGY, TERMS AND CONCEPTS

Sequence historical people and events (ACHHS098)

Literacy

- Compose spoken, written, visual and multimodal learning area texts
- Understand learning area vocabulary
- Understand how visual elements create meaning

Numeracy

- Estimate and calculate
- Recognise and use patterns and relationships
- Construct a time line

Critical and Creative Thinking

- Identify and clarify information and ideas
- Organise and process information
- Seek solutions and put ideas into action
- Reflect on processes

USE HISTORICAL TERMS (ACHHS099)

Literacy

- Compose spoken, written, visual and multimodal learning area texts
- Use language to interact with others
- Understand learning area vocabulary examples: indigenous, Aborigine, aboriginal, invasion, immigration, exploration, colony, colonization, development, settlement, language groups, family groups, kinship, 'black-birding', 'Kanaka' and naming days of commemoration and emblems and acronyms such as NAIDOC
- Use spelling knowledge

Critical and Creative Thinking

- Identify and clarify information and ideas
- Organise and process information

HISTORICAL QUESTIONS AND RESEARCH (ACHHS100)

Literacy

- Comprehend texts
- Navigate, read and view learning area texts
- Listen and respond to learning area texts
- Interpret and analyse learning area texts
- Compose texts
- Compose spoken, written, visual and multimodal learning area texts
- Use language to interact with others
- Use knowledge of sentence structures
- Understand learning area vocabulary

Critical and Creative Thinking

- Pose questions
- Identify and clarify information and ideas
- Organise and process information

Identify resources

(ACHHS101)

Literacy

DITTO

Critical and Creative Thinking

- Pose questions
- Identify and clarify information and ideas
- Organise and process information

ANALYSIS AND USE OF SOURCES

Locate relevant information from sources provided

(ACHHS102)

Literacy

DITTO

Critical and Creative Thinking

- Identify and clarify information and ideas
- Organise and process information
- Consider alternatives

PERSPECTIVES AND INTERPRETATIONS

Identify different points of view (ACHHS104)

Literacy

DITTO

Critical and Creative Thinking

DITTO

Identify points of view in the past and present

Personal and social capability

Social awareness

Appreciate diverse perspectives

Explanation and communication

- Develop texts, particularly narratives and descriptions, which incorporate source materials (ACHHS105)

Literacy

Comprehending texts through listening, reading and viewing

- Comprehend texts
- Listen and respond to learning area texts
- Interpret and analyse learning area texts

Composing texts through speaking, writing and creating

- Compose texts
- Compose spoken, written, visual and multimodal learning area texts
- Use language to interact with others

Text knowledge

- Use knowledge of text structures
- Use knowledge of text cohesion

Grammar knowledge

- Use knowledge of sentence structures
- Use knowledge of words and word groups

Word Knowledge

- Understand learning area vocabulary

Critical and creative thinking

- Inquiring – identifying, exploring and organising information and ideas
- Identify and clarify information and ideas
- Organise and process information
- Generating ideas, possibilities and actions
- Consider alternatives
- Seek solutions and put ideas into action

Information and Communication technology capability

Use a range of communication forms (oral, graphic, written) and digital technologies (ACHHS106)

Creating with ICT

- Generate ideas, plans and processes
- Generate solutions to challenges and learning area tasks
- Collaborate, share and exchange

Critical and Creative Thinking

- Identify and clarify information and ideas
- Organise and process information
- Seek solutions and put ideas into action

Assessment

Describe the assessment instrument	Assessment date	Purpose and conditions	Differentiated assessment	Valued Features
<p>Formative</p> <p>Suggestions:</p> <p>a) Examine a selection of historic photographs of European settlers, Aboriginal and South Sea Islander people as they were photographed by European settlers in the Herbert River district. What sorts of things do the photographs tell you about each group and any changes that occurred over time?</p> <p>AND/OR</p> <p>b) The European settlers came to tropical North Queensland for many reasons and they are the same reasons that Europeans were settling the rest of Australia. Use available sources to identify those reasons, grouping the reasons under appropriate headings. Findings will be used to compile a class concept web.</p> <p>AND/OR</p> <p>c) Land was a source of conflict following the arrival of the Europeans. Use available sources (primary and secondary) to inform the answering of such questions as: How did European settlement in the Herbert River area impact on traditional Aboriginal land, life, and environment? How did Aboriginal people and their traditional use of land in the Herbert River area impact on European settlers? How did European settlement impact on Aboriginal culture and the Aborigines' spiritual connection with the land? Working in groups students could compile their ideas and "evidence" in answer to one question on a large piece of paper where they would organize the information from the view point of an Indigenous person. The information will</p>		<p>Provide experiences and opportunities for students, through engaging activities, to develop their understanding of why and how an Australian colony, in particular the Herbert River settlement in the Queensland colony, developed over time and why? These experiences and opportunities should also allow the students to understand how colonial settlement changed the environment and the traditional lands of the Nywaigi people encompassed by Mungalla Station. Feedback provided by the teacher will assist student learning by providing assistance and direction in their learning</p>	<p>Modifications may need to be made to assessment for it to be inclusive and cater for the needs of students who may have difficulty accessing the curriculum or those who achieve highly.</p>	<p>a) Explains actions and motives of people at the time. Examine photographs to compare experiences from different points of view. Develops texts, particularly explanations and discussions, incorporating historical interpretations. Develops questions to frame an historical enquiry. Evidence identified in sources.</p> <p>b) Explains the actions and motives of people at the time. Develops questions to frame an historical enquiry. Develops texts, particularly explanations and discussions, incorporating historical interpretations Evidence identified in sources.</p> <p>c) Explains actions and motives of people at the time. Develops questions to frame an historical enquiry. Refer to key events and the actions of individuals and groups to explain patterns of change and continuity over time. Analyse the causes and effects of events and developments and make judgements about their importance. Develops texts incorporating historical interpretations and illustrates understanding of different points of view and appreciation of diverse perspectives.</p>

<p>indicate what that person may have felt about the European invasion of the traditional homelands of Mungalla and what they foresaw as being the long term consequences for their people.</p> <p>OR/AND</p> <p>d) James Cassady’s land selection was Nywaigi lands. Use available sources to compare and contrast in table form the different ways he and his European neighbours used and inhabited the land compared to the Nywaigi people.</p> <p>OR/AND</p> <p>e) The European settlers came from countries that were very different to tropical North Queensland. Role play the feelings of a European settler in the Herbert River area. Use available sources to inform a consideration of the things that were frightening and uncomfortable: animals, landscape, inhabitants and climate.</p>				<p>d) Reflects on technology, land use, introduced crops and animals Develops texts (example: table to compare and contrast) to illustrate ability to identify, process and organise ideas and information. Develops questions to frame an historical enquiry. Evidence identified in sources.</p> <p>e) Reflects on the feelings of European settlers, their views on the climate, on their physical surroundings, on the indigenous Australians and the South Sea Islanders alongside whom they lived and on the animals and plants, most of which seemed strange and dangerous. Develops questions to frame an historical enquiry. Develops texts (example: a first person account as a role play) to illustrate understanding of different points of view and appreciation of diverse perspectives and to demonstrate ability to identify, organize and process information.</p>
<p>Summative; Students investigate how an Australian colony developed over time and why. They will carry out this investigations by examining: 1) the history of the Cardwell settlement, the</p>		<p>TIMELINE: Annotated drawings in chronological order RESEARCH TASK: Posing of questions and planning includes a concept map. Task is completed as a table.</p>		<p>Knowledge and Understanding –</p> <ul style="list-style-type: none"> • How an Australian colony developed over time and why • How colonial settlement changed the environment • The nature of colonial presence,

<p>crossing of the Seaview Range through to the Valley of Lagoons by George Elphinstone Dalrymple 2) His consequent sighting of the Herbert River and the Herbert River Valley and the settlement of that Valley by European settlers.</p> <p>The students develop historical inquiry questions with a focus on the overarching question: Why was George Elphinstone Dalrymple commissioned by the Queensland Government to establish a new northern port and find a way over the Seaview Range into the hinterland? Students identify a range of sources for this enquiry.</p> <p>Students complete the task individually at home and in class time and present their research as a PowerPoint presentation.</p> <p>2. Students investigate the experiences of a particular group who migrated or were brought to 19th century Australia, in this case the Australian South Sea Islanders (Kanakas).</p> <p>Students will compile a report about the Australian South Sea Islander (Kanaka) experience.</p> <p>Students will develop questions to frame the historical enquiry. Questions could be in the nature of:</p> <ol style="list-style-type: none"> 1. Why were the Australian South Sea Islanders brought to Australia? 2. Where did they come from? 3. How were they brought to Australia? 4. What work did they do on the cane fields of the Herbert River area? 5. Why is Mungalla important today to them as well as to the Nywaigi people? <p>Students will be required to locate primary and secondary sources in their research. Teacher feedback should be provided on a first draft. Class time should be given for research with the task completed in own time.</p> <p>3. Students create a TIMELINE of Herbert River history in the 19th and 20th centuries.</p> <p>The timeline will give date, significant event and consequence. The timeline may include these dates:</p> <p>.suggested time period when first of the indigenous peoples' ancestors arrived on the</p>				<p>including the factors that influenced patterns of development</p> <ul style="list-style-type: none"> • The factors that brought Europeans to the Herbert River Valley • The significance of people in bringing about change <p>Skills –</p> <ul style="list-style-type: none"> • Compose spoken, written, visual and multimodal learning area texts using language to interact with others while illustrating knowledge of text structures, text cohesion, sentence structures and words and word groups • Understand learning area vocabulary • Understand how visual elements create meaning • Sequencing events in chronological order • Develop questions to frame an historical enquiry • Examine sources to identify points of view • Identify and clarify information and ideas • Organise and process information • Consider alternatives • Appreciation diverse perspectives • Generate ideas, plans and processes • Generate solutions to challenges and learning area tasks • Collaborate, share and exchange
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<p>Australian continent 50 000 to 60 000 years ago</p> <ul style="list-style-type: none"> .discovery by Captain James Cook 1770 .settlement by First Fleet 1788 .Queensland colony created 1859 .James Cassady arrives in Bowen 1861 .discovery of the Herbert River area by Europeans 1864 .first settlement of Herbert River area by Europeans (Henry Stone) 1869 .arrival of first Australians South Sea Islanders (Kanakas) in Queensland 1863 .establishment of first sugar plantation and mill in Herbert River area 1872 .purchase of Mungalla by James Cassady 1882 .Indigenous people from Palm Islands and the Herbert River Valley 'toured' in the 1883 circus season in America as part of Phineas T. Barnum's <i>Ethnological Congress of Strange Savage Tribes</i> .death of James Cassady 1902 . First law for deportation of Australian South Sea Islanders back to their islands Pacific Island Labourers Act 1901 .final deportation of Australian South Sea Islanders back to their islands 1908 .death of Frank Cassady 1936 PRESENT .grant of Mungalla to Nywaigi Land Corporation 1999 .current activities on Mungalla Station 2015+ <p>Students will complete the task in class, on a computer and with resources provided by the teacher.</p> <p>4. Students have learnt about the colonial expansion into tropical North Queensland and the European settlement of the Herbert River Valley. The students visited Mungalla, saw the Cassady family homestead, original homestead site, the graveyard, the Mungalla cattle property and wetlands, artefacts and displays. Students present key events in the life of James Cassady on a timeline and describe how he and his family lived and worked and interacted with the Indigenous people. Students should refer to Mungalla visit.</p> <p>Students should be given class time to work on the timeline. It is to be completed on</p>				
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<p>computer. Teacher note: this website is a useful account (with relevant dates) from a descendants point of view: Cassady Family – 1849 Posted by David Roche under Cassady http://www.silverpixel.biz/rocheburley/?p=96</p>				
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Learning experiences and teaching strategies	Adjustments for needs of learners	Resources
<p>IMPORTANT TEACHER NOTE: This unit refers to Australian South Sea Islanders who are the descendants of people from over 80 islands in the Western Pacific These islands include Solomon Island and Vanuatu (the former New Hebrides) in Melanesia; and the Loyalty Islands, Samoa, Kiribati, Rotuma and Tuvalu which are in Polynesia and Micronesia. Australian South Sea Islanders are the descendants of those people who were recruited to work as sugar field labour in Queensland in the nineteenth century to early twentieth century. Since 1994 following a report – <i>Call for Recognition Report</i> - by the Human Rights and Equal Opportunity Commission which investigated their social and economic situation compared to that of wider Australian community, Australian South Sea Islanders are recognized as a distinct ethnic minority group within Australia identified by their own distinct history and culture.</p> <p>These Australian South Sea Islanders have commonly been referred to as Kanakas, which means "man" and comes from a Polynesian word, 'tangata', The term today is considered derogatory for its connotations of exploitation of Islander people by white planters.</p> <p>While some of the people brought to work in the sugar fields, as indentured labour or Kanakas, were from the Torres Straits most were from outside that area and not from land that was under the political jurisdiction of Queensland</p> <p>Indigenous to Australia are the indigenous Aboriginal peoples AND the Torres Strait Islanders because they are the indigenous people of the Torres Strait Islands which are part of Queensland, Australia. Torres Strait Islanders are culturally and genetically Melanesian people like the people of Papua New Guinea. They are distinct from the Aboriginal people of the rest of Australia, and are generally referred to separately since 1990 when their status as a separate Indigenous group within Australia was acknowledged with the formation of the Aboriginal and Torres Strait Islander Commission.</p>	<p>Teachers will need to be aware of cultural sensitivities of the Indigenous students in their class.</p> <p>These sensitivities may relate to photographic images of deceased persons or to content of the primary sources which may cause distress due to its explicit nature.</p>	<p>PRIMARY SOURCES</p> <p>NEWSPAPERS (see TROVE for relevant articles), PAMPHLETS, DIARIES, MAPS</p> <p>(NOTE TO TEACHERS: THIS IS NOT AN EXHAUSTIVE LIST. FOR TEACHER INFORMATION THERE ARE NUMEROUS HISTORICAL NEWSPAPER ARTICLES TO BE FOUND ON TROVE WHICH CLEARLY, AND WITH THE RHETORIC OF THE TIME, DETAIL THE EUROPEAN ATTITUDES TO THE INDIGENOUS PEOPLES AND THE CONFLICT THAT ENSUED). THERE ARE ARTICLES SPECIFIC TO THE HERBERT RIVER AREA INCLUDING LETTERS WRITTEN BY JAMES CASSADY AND THOSE WHO CRITICIZED HIM AND DISAGREED WITH HIM.)</p> <p>(NOTE TO TEACHERS: THE ITEM MARKED * ARE HELD BY MUNGALLA STATION)</p> <p>TROVE ARTICLES (not exhaustive)</p> <p>Cassady, James, "Black v. White." The Queenslander, Thursday 2 October 1880, page 5</p> <p>Cassady, James, "The Way We Civilise", The Brisbane Courier , Wednesday 27 October 1880, p. 5</p> <p>"Colonial News". Maryborough Chronicle, Saturday 19 September 1874 (see article regarding Aboriginal labour in the Herbert district)</p> <p>Hunt, Charles Henry, Herbert River Views, 1881, Sepia wash drawing printed in illustrated Sydney News, 29 October, 1881</p> <p>"Invader and Invaded: Point of View", Western Mail, Thursday 22 August 1940, p.9</p> <p>J.C. "Letters to the Editor. The Way We Civilise." The Queenslander Brisbane, 7 August 1880</p> <p>"Letters to the Editor. Whiter versus Black", The Queensland, Saturday 8 May, 1880, p.p.594-595</p> <p>The Moreton Bay Courier, Saturday 11 December, 1858, p.2</p> <p>"The Natives in the Far North by our special reporter", Sydney Morning Herald, Thursday 5 August, 1880 p.2</p> <p>"The Natives in the Far North by our special reporter.: Sydney Morning Herald, Saturday 18 September, 1880, p.7</p> <p>"The poor black", The Queenslander, Saturday 21 April 1877, p. 18</p> <p>"Puffs, Pars, & Personals from our Contemporaries" Freeman's Journal, Thursday 31 July 1930 p. 15</p> <p>"The Way we Civilize", The Queenslander, 1 May, 1880</p> <p>"The Way we Civilize", South Australian Register, Monday 17 January 1881, p.p.4-5</p> <p>"Wild Australia. Aboriginals in Queensland - a dying race", The Brisbane Courier, Wednesday 11 January 1893, p.6</p> <p>*Brochure: The Human Circus and the Story of Mungalla</p> <p>*The fauna & flora of Mungalla Station. Commemorating 10 years of the Handback of Mungalla Station to its Traditional Owners</p> <p>Hunt, Charles Henry, Herbert River Views, 1881, Sepia wash drawing printed in illustrated</p>

Over time intermarriage with Aboriginal, Torres Strait Islander peoples has resulted in many Australian South Sea Islanders claiming a mixed ancestry.

Key Questions:

How did an Australian colony develop over time and why?

How did colonial settlement change the environment?

a) TEACHER EXPOSITION: Setting the scene: Settlement of Herbert River area within the context of the wider settlement of Australia

.indigenous inhabitants: linguistic groups Nywaigi (Njawaygi)* – southwest of the Herbert River in the rainforest, Wargamay* in the coastal sclerophyll forest country –and Bandyin* – on Hinchinbrook Island and at Lucinda Point on the mainland. Within these there were smaller social units or family groups. Each family group had its own territory.

.trade, social interactions and movement occurred over each other’s territories.

.led a hunting and gathering lifestyle

.Herbert River area was a relatively stable and resource rich environment reflected in

.degree of equipment specialization and the impressive craftsmanship of that equipment

.George Elphinstone Dalrymple led expeditions to survey coast for suitable locations for ports to access and service the potential of the hinterland.

.Rockingham Bay considered suitable but discarded for a site one mile up the beach (became Cardwell)

.Arthur Scott and Dalrymple established port and found way over the Seaview Range opening up the Herbert River Valley to Europeans 1864.

.in 1869 Henry Stone took up permanent residence in the Herbert River Valley at Stone Hut located on Trebonne Creek (first permanent European resident in area).

.Pastoralists led the European settlement of the Herbert River Valley followed by:

.land taken for agricultural purposes particularly sugar

.James Cassady, pastoralist first took up Fairview (sold to the Warren family) and then Mungalla (1882).

.Mungalla is Nywaigi land and three important camps of Nywaigi people remained and continued to pursue

***there are alternative spellings**

Sydney News, 29 October, 1881

*Mungalla Past and Present

*Photographic albums – Mungalla website

<http://www.mungallaaboriginaltours.com.au/gallery/event/historical>

UNPUBLISHED SOURCES

*Botanical Inventory of the Mungalla Coastal Habitats ACTFR Report NO. 08/15 September 2008 Mungalla Stud via Ingham

*Report on a cultural values and significance assessment at Mungalla Station, Ingham, North Queensland (a part of the Mungalla Coastal Habitat Management Project) for Nywaigi Land Corporation, Girringun Aboriginal Corporation and Australian Government Envirofund, March 2009

*Richard Wallace, Mungalla, Aboriginal Language Legends and notes

*A Strategy for the Management of the Mungalla Wetlands

*Talking Points for Elements of the Captive Lives Exhibition

LECTURES AND JOURNAL ARTICLES

Allingham, Anne, “Pioneer Squatting in the Kennedy District” in Lectures on North Queensland History, Second Series, James Cook University, 1975, p.p.77-96

Braywhaw, Helen, “Aboriginal Material Culture in the Herbert/Burdekin District: a Cultural Crossroads?” in Lectures on North Queensland History, Second Series, James Cook University, 1974, p.p.139-152

Loos, N.A. “Aboriginal Resistance on the Mining, Rainforest and Fishing Frontier” in Lectures on North Queensland History, James Cook University, 1974, p.p.163-176

Loos, N.A. “A Conflict of Faiths: Aboriginal Reactions to Christian Missions in North Queensland” in Lectures on North Queensland History, Second Series, James Cook University, 1975, p.p. 47-56

Loos, N.A. “Aboriginal Resistance in North Queensland” in Lectures on North Queensland History, Third Series, James Cook University, 1979, p.p.233-246

Loos, Noel, The History of North Queensland in Black and White: A Personal Retrospective, Lecture presented at CitiLibraries-Thuringowa, 7 July 2008

Mercer, Patricia, “Pacific Islanders in Colonial Queensland, 1863” in Lectures on North Queensland History, James Cook University, 1974, p.p. 101-120

Moore, C.R. “Whips and Rum Swizzles” in Lectures on North Queensland History, James Cook

their hunter-gatherer lifestyle there.

INQUIRY:

Students will examine the following sub-question to learn about how and why European settlement came about in colonial tropical North Queensland:

What did European settlers come to the Herbert River district to do?

- . occupy for Britain
- . exploit for economic gain
- . settlement for: pastoralism, agriculture, mining, ports and townships
- .belief that the continent was unoccupied by any people ie: the land was an empty land
- .belief that the Indigenous people were doomed for extinction and the destruction of Indigenous society was inevitable.

INQUIRY:

Students answer the following sub-question to learn about changes caused by Australian colonization over time.

How did the settlement of the Herbert River Valley change the environment?

LEARNING EXPERIENCES: Wordles, Venn diagrams; Cause and Effect sequencing; Brainstorming and mind mapping of ideas and concepts; Matching games: words-definitions; emotions-events; role playing.

TEACHER NOTE:

Formative task b) fits well here.

Groundwork for Summative Task 1 the history of the Cardwell settlement, the crossing of the Seaview Range through to the Valley of Lagoons by George Elphinstone Dalrymple and his consequent sighting of the Herbert River and the Herbert River Valley and the settlement of that Valley by European settlers. and

Summative Task 3: Timeline.

b) TEACHER EXPOSITION: Land was a source of conflict following the arrival of the Europeans.

European settlement in the Herbert River area impacted on traditional Aboriginal land, life, environment and on Aboriginal culture and the Aborigines' spiritual connection with the land. In turn Aboriginal people and their traditional use of land in the Herbert River area impacted on European settlers. Students will examine **the responses of the indigenous peoples and the Europeans as they tried to live with one another/competed for resources within the Herbert River area.**

University, 1975, p.p. 119-134

Moore, Clive, *The Visual Heritage of Australian South Sea Islanders* 7

Richards, Jonathan, 'Black Troopers': Native Police operations in the Townsville district 74 in

Selected lectures on Queensland History from the Lectures in Queensland History Series 30 November 2009 –27 February 2012

Reynolds, Henry, "Settlers and Aborigines on the Pastoral Frontier" in Lectures on North Queensland History, James Cook University, 1974, p.p.153-162

Reynolds, Henry, "Racial Violence in North Queensland" in Lectures on North Queensland History, Second Series, James Cook University, 1975, p.p.21-30

Reynolds, Henry, "Fringe Camps in Nineteenth Century Queensland" om Lectures on North Queensland History, Third Series, James Cook University 1979, p.p. 247-260

SECONDARY SOURCES FOR TEACHERS

(NOTE TO TEACHERS: THERE ARE MANY APPROPRIATE YEAR LEVEL RESOURCES IN EVERY SCHOOL LIBRARY WHICH WILL INFORM GOOD TEACHER EXPOSITION.

The Aboriginal education K–12 resource guide developed by the Aboriginal Studies Team in collaboration with the Library and Information Literacy Team, Professional Support and Curriculum Directorate, and the NSW Aboriginal Education Consultative Group Incorporated (to be found at

<http://www.curriculumsupport.education.nsw.gov.au/schoollibraries/assets/pdf/aboriginalresourceguide.pdf>) is an excellent guide to resources (even if NSW based).

Allingham, Anne, "Taming the Wilderness": the First Decade of Pastoral Settlement in the Kennedy District, *Studies in North Queensland History No.1*, History Department, James Cook University of North Queensland, 1988

Bolton, G.C. *A Thousand Miles Away. A History of North Queensland to 1920*, Australian National University Press, Canberra, 1972. See Chapter 2 Overlanders, 1861-70; Chapter 4 Planters, 1865-78; Chapter 5 Squatters and Aborigines, 1870-90; Chapter 7 Pacific Islanders, 1878-89

Brayshaw, H. *Well Beaten Path*, James Cook University, 1990

Broon, Richard, *Aboriginal Australian., A History since 1788*, Allen & Unwin, Crows Nest, 2010

Carter, David, *Dispossession, dreams & diversity. Issues in Australia Studies*, Pearson Education, Frenchs Forest, 2006. See: Chapter 4 Aboriginal history and Australian history

Dugan, Michael, *Aboriginal Australia*, Macmillan, 1998 (Discoveries and innovations)

Fforde, Cressida, Hubert, Jane and Turnbull, Paul, *The Dead and their Possessions. Repatriation in principle, policy and practice*, Routledge Taylor & Francis Group, New York, 2002. See Chapter

EUROPEAN

- .fear
- . could not understand Indigenous relationships with and use of the land's resources
- . violence and use of Native Police force to control Indigenous inhabitants

OR

- .sympathy
- . attempts to get along with the indigenous people
- . provision of food, provision, area to camp, employment

OR

- . compassion that was misguided and resulted in:
- . removal to reserves, missions
- . removal of children (Stolen Generation)

INDIGENOUS

- .initial welcome
- .incomprehension of European concepts of ownership
- .fear
- . desperation in the face of loss of access to food sources
- . killing of European livestock for food
- . violence towards settlers
- . compromise in order to survive
- .adoption of European ways and customs

INQUIRY:

Students will examine the following sub-question to learn about how the encounter with Europeans affected the indigenous peoples.

What sorts of things do photographs tell you about how the encounter of Indigenous peoples with Europeans caused change over time?

LEARNING EXPERIENCES:

A visit to Mungalla for tour and information gathering would be appropriate at this stage. Viewing of historic photographs and response activities. Brainstorming and mind mapping activities, emotions-events, role playing activities.

TEACHER NOTE: Formative tasks a) c) d) and e) all link here.

c) TEACHER EXPOSITION: James Cassady's land selection was Nywaigi lands. He and his European neighbours used and inhabited the land in very different ways compared to the Nywaigi people.

EUROPEANS:

- .fenced properties
- .introduced cloven hoofed animals: cattle, sheep and goats

5 Turnbull, Paul, Indigenous Australia people, their defence of the dead and native title, p.p.63-86

Jones, Dorothy, Cardwell Shire Story, Jacaranda Press for Cardwell Shire Council, 1961

Kaus, David, "History of Aboriginal Breastplates" in Unreal Shields. Revisiting Kingplates – creating etchings with attitude, Tropical North Queensland TAFE, 2006? p.p.25-32

*Leo, Dena and Pentecost, Leigh, Nywaigi Country. Our Plants & their Cultural Uses, A guide to Botanical Species in Nywaigi Traditional Country and their Cultural Uses. Wet Tropics of North East Queensland Australia, Giringun Aboriginal Corporation & Nywaigi Land Corporation, 2011

Lumholtz, Carl, Among Cannibals: Account of Four Years Travels in Australia, and of Camp Life with the Aborigines of Queensland, Australian National University Press, Canberra, 1980

*Poignant, Roslyn, Professional Savages Captive Lives and Western Spectacle, A UNSW Press book, Sydney, 2004

Reynolds, Henry, With the White People. The crucial role of Aborigines in the exploration and development of Australia, Penguin Books Australia Ltd., Ringwood Victoria, 1990. See also the other of Henry Reynold's books: Aborigines and Settlers, Race Relations in North Queensland, Frontier, The other Side of the Frontier, The law of the Land, and Dispossession

Vidonja Balanzategui, Bianka, The Herbert River Story, Hinchinbrook Shire Council, Ingham 2011

WEBSITES

(NOTE TO TEACHERS: THIS IS NOT AN EXHAUSTIVE LISTING AND TEACHERS ARE ENCOURAGED TO SEARCH OUT OTHER SITES)

TEACHER REFERENCE:

Chapter 1 First Australians

http://www.jaconline.com.au/humanitiesalive/ha3/downloads/HA3_01.pdf

Aboriginal societies: the experience of contact

<http://www.alrc.gov.au/publications/3.%20Aboriginal%20Societies%3A%20The%20Experience%20of%20Contact/changing-policies-towards-aboriginal>

H.J.Irvine Sweet and Sour: Accounting for South Sea Islanders labour at a North Queensland sugar mill in the late 1800s, University of Wollongong, Research Online, 2004
o.uow.edu.au/cgi/viewcontent.cgi?article=1133&context=commpapers

European discovery and the colonisation of Australia <http://australia.gov.au/about-australia/australian-story/european-discovery-and-colonisation>

Indigenous culture and history

<http://www.australia.gov.au/topics/culture-history-and-sport/indigenous-culture-and-history>

.individual land ownership
 .individual ownership of property
 .monetary system
 .Westminster system of Government
 .various religious denominations
 .wore layers of clothing
 .lived in elaborate houses
 .used metal tools
 .used guns for hunting and warfare
 .settled in fixed locations and established villages and cities
 .stored food
 .introduced domesticated grains and vegetables and fruits and farmed these by tilling the land
 .mined minerals
 .attempted to control and shape environment: windmills, dams, roads, bridges etc.....

INDIGENOUS:
 .hunting and gathering lifestyle but described as and this is in reference to those who lived in the rain forest for example:
 ."Far from being 'simple hunter-gathers' were ecological sophisticates who exploited the resources of the rain forests extensively and selectively."
 . little storage of food
 .seasonal variations determined food sources and diet
 .no tilling of land to grow crops
 .no individual land or property ownership
 .family groups with linguistic groups occupied own territory of which they could be fiercely protective on one hand or permit on the other hand trade, social interactions and movement over each other's territories
 .stone age culture but nevertheless revealing degree of equipment specialization and the impressive craftsmanship of that equipment often with beautiful decoration.
 .used body ornament and decoration and 'clothing' as dictated by climatic conditions.
 .sacred and associated rituals reflected the relationship with the wider land of Herbert River Valley and their own area.
 .Mungalla elders refer to *Tjukurpa*, which they identify as a complex set of laws and beliefs (and for which there is no equivalent English word) that the Nywaigi followed strictly to maintain their society, ecology and culture.
 .each language groups sustained their ancestral link and spirituality by:

TIMELINE:

<https://www.humanrights.gov.au/timeline-history-separation-aboriginal-and-torres-strait-islander-children-their-families-text>

Aboriginal DNA dates Australian arrival Friday 23 September 2011, ABC Science
<http://www.abc.net.au/science/articles/2011/09/23/3323640.htm>

LAND RIGHTS/HUMAN RIGHTS:

High Court decision on *Mabo* at: <http://www.austlii.edu.au/au/cases/cth/HCA/1992/23.html>

RECONCILIATION:

'Whatever happened to Reconciliation?' speech by Dr William Jonas at the media conference to launch the *Social Justice Report 2001* and the *Native Title Report 2001*:
http://www.humanrights.gov.au/about/media/speeches/social_justice/what_happened_reconciliation.html

Social Justice Report 2001 – Reconciliation Progress Report:
http://www.humanrights.gov.au/social_justice/sj_report/sjreport01/chapter6.html

National Apology transcript – AIATSIS –
<http://www1.aiatsis.gov.au/exhibitions/apology/sorry.html>

'Response to Government to the National Apology to the Stolen Generations' by Tom Calma – 13 February 2008:
www.humanrights.gov.au/about/media/speeches/social_justice/2008/20080213let_the_healing_begin.html

<http://www.racismnoway.com.au/teaching-resources/factsheets/52.html>

PATERNALISM:

See Skirwk Online Education: Year 9 NSW Changing rights and freedoms – Aboriginal people – The Aboriginal Experience – Paternalism and Protection Policy

http://www.skirwk.com/p-c_s-14_u-120_t-327_c-1124/paternalism-and-protection-policy/nsw/paternalism-and-protection-policy/changing-rights-and-freedoms-aboriginal-people/the-aboriginal-experience

The ethics of paternalism in Aboriginal Policy

<http://www.eurekastreet.com.au/article.aspx?aeid=38226#.VEhtMPmSwQk>

-their connection with land which they believed was given them by ancestral beings
 -own history, beliefs and laws
 -their own land was important because it was on that land that they hunted and practiced their religion
 -each language group kept up links with other similar language groups by exchanging information, goods, artefacts and songs and by meeting to organize marriages and joint ceremonies.

INQUIRY:

Students will examine the following sub-question to learn about how Europeans felt about their land that they occupied in the Herbert River Valley.

What do the ways that Europeans organized their properties and dwellings tell you about how they felt about living in the Herbert River area? What things indicate to you that they were frightened and uncomfortable with the animals, landscape, inhabitants and climate.

LEARNING EXPERIENCES: Students could complete annotated grouped illustration, Venn diagram, table or other diagram to illustrate ability to identify, process and organise information ideas and information. They could engage in role play to illustrate empathy and ability to identify different points of view.

TEACHER NOTE: Formative tasks d) and e) link here. This exposition prepares students for Summative task 4.

d) TEACHER EXPOSITION: Many nationalities of people migrated or were brought to 19th century Australia. The Australian South Sea Islanders are descendants of a group, popularly called Kanakas, who were brought as indentured labour to the cane fields of Australia. They were enticed, coerced and occasionally kidnapped under a system that came to be known as ‘blackbirding’. James Cassady allowed time expired Kanakas (Australian South Sea Islanders) to camp on Mungalla and the location of their former camp sites and burial sites can be identified by the traditional owners today.

.a shortage of satisfactory labour, high wage rates demanded by the few white workers combined with both a tradition of slave or indentured labour used by sugar plantations and the thinking of the time that white people could not work in the tropics without detriment to their health led to the use of South Sea

Sydney Morning Herald: Indigenous welfare policy wrong: bishops

<http://news.smh.com.au/breaking-news-national/indigenous-welfare-policy-wrong-bishops-20100615-ybuj.html>

ABC Kimberly 15 May 2013 Federal Budget’s income management leaving Indigenous people hungry: health worker

<http://www.abc.net.au/local/stories/2013/05/15/3759780.htm>

News ABC 5 August 2014 Noel Pearson disputes Nova Peris’s view on income management in Aboriginal communities

<http://www.abc.net.au/news/2014-08-05/nova-peris-noel-pearson-debate-aboriginal-income-on-qanda-nt/5649010>

Australian Government Department of Social Services Families an Children Myths and Facts about income management

<https://www.dss.gov.au/our-responsibilities/families-and-children/programs-services/income-management/myths-and-facts-about-income-management>

Solidarity.net.au Abbots attitude to Aboriginal people show a new paternalism

<http://www.solidarity.net.au/aboriginal/abbotts-attitude-to-aboriginal-people-shows-a-new-paternalism/>

ABORIGINAL STEREOTYPES:

Stereotypes and prejudice of ‘Aboriginal Australia’

<http://www.creativespirits.info/aboriginalculture/people/stereotypes-prejudice-of-aboriginal-australia>

Photo: <https://www.facebook.com/mungalla.tours/photos/a.490133134370042.129745.4796160>

Article: <https://www.facebook.com/mungalla.tours/photos/a.490133134370042.129745.4796160>

The story of Jack Ado in the article is in the same vein as the Darktown Cartoons about American negroes, reinforcing racial stereotypes. See this article to see the similarities: <http://mulattodiaries.com/2010/02/18/darktown/>

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<http://mulattodiaries.com/2010/02/18/darktown/>

SOUTH SEA ISLANDERS:

Islander labour on Queensland sugar plantations.

- .arrival of first Australians South Sea Islanders (Kanakas) in Queensland **1863**
- .establishment of first sugar plantation and mill in Herbert River area **1872**
- .James Cassady took up a pastoral run in **1882**. He was one European settler in the Herbert River area, who was prepared to stand up to the authorities in order to protect the Indigenous and South Sea Islander peoples. For doing so he was labelled by his neighbours as a “black protector”.
- . while some of these labourers came freely, many were enticed under false pretences or even kidnapped or “black-birded”
- .while the worst excesses of African slavery were not enacted in the Queensland sugar fields, life was not easy for the South Sea Islanders and the death rate was high due to encountering unfamiliar diseases, change of diet, unaccustomed climatic conditions, homesickness and distress from breakdown of and absence of traditional familial and cultural supports
- .both women and men did field work. Field work included, hoeing, cleaning cane, cutting cane, loading cane, planting and fertilizing cane. Some Kanaka men also assumed other roles such as overseer while the women could work in the plantation house as nannies and house maids.
- .use of South Sea Islander (Kanaka) labour on Herbert River cane fields continued until the abolition of that labour (last removed **1908**)
- .a number were allowed to stay in the district and were not forcibly returned to their islands
- .they continued to work as free labour or owned small farms of their own.

INQUIRY:
Students will examine the following sub-questions to learn about the Australian South Sea Islander (Kanaka) experience.

- 1. Why were the Australian South Sea Islanders brought to Australia?**
- 2. Where did they come from? How were they brought to Australia?**
- 3. What work did they do on the cane fields of the Herbert River area?**
- 4. Why is Mungalla important today to them as well as the Nywaigi people?**

Australian Human Rights Commission: eRace Archives – A History of South Sea Islanders in Australia
<https://www.humanrights.gov.au/erace-archives-history-south-sea-islanders-australia>

Australian Human Rights Commission: eRace Archives – Australian South Sea Islanders – A century of race discrimination under Australian law
<https://www.humanrights.gov.au/erace-archives-australian-south-sea-islanders>

Australian South Sea Islanders Port Jackson – Australian South Sea Islander Chronology
<http://www.assipj.com.au/australian-south-sea-islander-historical-chronology/>

ABC North Queensland – Mungalla A Meeting of Cultures 8 April 2009
<http://www.abc.net.au/local/stories/2009/04/08/2538633.htm>

Imelda Miller, Sugar slaves
 Queensland Historical Atlas
<http://www.qhatlas.com.au/content/sugar-slaves>

Pacific Stories Sugar Slaves
<http://www.abc.net.au/pacificstories/pacificstories.htm>

MUNGALLA:

Rebirth of Country for Mungalla Wetlands. News @ CSIRO
<http://csironewsblog.com/2013/07/10/naidoc-week-rebirth-of-country-for-mungalla-wetlands/>

Mungalla Aboriginal Business Corporation Mission Statement
http://juwarki.org.au/wp-content/uploads/2012/07/Mungalla-Prospectus_2012.pdf

PROCEEDINGS OF THE AUSTRALIAN RANGELAND SOCIETY BIENNIAL CONFERENCE Official publication of The Australian Rangeland Society
<https://www.austrangesoc.com.au/userfiles/file/2012%20ARS%20Conference/Poster%203-3%20Michael%20Nicholasx.pdf>

MUNGALLA ABORIGINAL TOURS
<http://www.mungallaaboriginaltours.com.au/about/about-mungalla>

Cassady Family – 1849
 Posted by David Roche under Cassady
<http://www.silverpixel.biz/rocheburley/?p=96>

LEARNING EXPERIENCES: Students could watch Pacific Stories *Sugar Slaves*
<http://www.abc.net.au/pacificstories/pacificstories.htm>.

TEACHER NOTE: The discussion of sub-questions will prepare students for the Summative task 2

e)**TEACHER EXPOSITION:** James Cassady was a remarkable man. After his purchase of Mungalla (the heartland of Nywaigi territory) he permitted Nywaigi people to continue to live and hunt on that land. He gave them safety but for that he was described as a “black proctor, for his own interest, and to the detriment of his neighbours’ property.” He witnessed and spoke up about how the Native Mounted Police and some of the settlers “relentlessly hunted down and shot as many of the males of the tribe as possible.” (see Poignant, R. Professional Savages). It is a testament and tribute to him and to the perseverance of the Nywaigi people that Mungalla was granted to the Nywaigi Land Corporation in 1999. Today the Nywaigi still hold his memory in esteem.

INQUIRY:

Students will examine the following sub-questions to learn about James Cassady.

1. What do his letters reveal about James Cassady’s attitude to the Indigenous people of the Herbert River Valley.

2. What do the letters of other people tell you about how different his attitude was compared to his contemporaries?

3. In what way did he help the Indigenous people maintain traditional culture, practices and knowledge.

LEARNING EXPERIENCES: A reading of excerpts from Poignant, R. Professional Savages, Captive Lives and Western Spectacle. Reading of relevant articles and letters in newspapers of the 19th century found in TROVE. Point form note taking of points of view.

TEACHER NOTE: This exposition and the research, reading and note taking activities prepare students for Summative task 2: key events in the life of James Cassady on a timeline

Ways to monitor learning and assessment

Use
feedback

Assessment alone will not contribute significantly to improved learning. It is what teachers and students do with the assessment information that makes a difference.

At the end of the unit, teachers identify what worked well. This is an opportunity to self-reflect and to improve student learning.

Year 5 History standard elaborations

		A	B	C	D	E
The folio of student work has the following characteristics:						
Understanding and skills dimensions	Historical knowledge and understanding	identification and explanation of the causes and effects of change on particular communities and comprehensive description of aspects of the past that have remained the same	identification and description of the causes and effects of change on particular communities and detailed description of aspects of the past that have remained the same	identification of the causes and effects of change on particular communities and description of aspects of the past that have remained the same	identification of aspects of the causes and effects of change on particular communities and identification of aspects of the past that have remained the same	statements about the causes and effects of change on communities and aspects of the past
		comprehensive description of: <ul style="list-style-type: none"> different experiences of people in the past the significance of people and events in bringing about change 	detailed description of: <ul style="list-style-type: none"> different experiences of people in the past the significance of people and events in bringing about change 	description of: <ul style="list-style-type: none"> different experiences of people in the past the significance of people and events in bringing about change 	description of aspects of: <ul style="list-style-type: none"> different experiences of people in the past the significance of people and events in bringing about change 	statements about: <ul style="list-style-type: none"> different experiences of people in the past people and events and change
	Questioning and researching	development of questions to frame an historical inquiry and identification of a range of sources and location, recording and considered use of information to effectively answer these questions	development of questions to frame an historical inquiry and identification of a range of sources and location, recording and informed use of information to effectively answer these questions	development of questions to frame an historical inquiry and identification of a range of sources and location, recording and use of information related to this inquiry	development of questions that relate to historical inquiry and identification of sources and recording of information related to aspects of this inquiry	use of questions and recording of information
	Analysing and interpreting	examination of sources to identify and explain points of view	examination of sources to identify and describe points of view	examination of sources to identify points of view	examination of sources to identify aspects of points of view	identification of aspects of points of view
Communication skills dimension	Communicating	accurate and detailed sequencing of events and people's lifetimes in chronological order using timelines	detailed sequencing of events and people's lifetimes in chronological order using timelines	sequencing of events and people's lifetimes in chronological order using timelines	partial sequencing of events and people's lifetimes in chronological order using timelines	listing of events and people's lifetimes

	A	B	C	D	E
The folio of student work has the following characteristics:					
	development, organisation and purposeful presentation of texts, including narratives and descriptions using relevant historical terms and concepts	development, organisation and effective presentation of texts, including narratives and descriptions using relevant historical terms and concepts	development, organisation and presentation of texts, including narratives and descriptions using historical terms and concepts	development, organisation and partial presentation of texts including narratives and descriptions using everyday language	fragmented presentation of texts including narratives and descriptions using everyday language

Key	Shading emphasises the key aspects of the achievement standard and qualities that discriminate between the A–E descriptors.
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Year 5 Australian Curriculum: History achievement standard

By the end of Year 5, students **identify** the causes and effects of change on particular communities, and **describe** aspects of the past that remained the same. They **describe** the different experiences of people in the past. They **describe** the significance of people and events in bringing about change. Students **sequence** events and people (their lifetime) in chronological order, using timelines. When researching, students **develop** questions to frame an historical inquiry. They **identify** a range of sources and **locate** and **record** information related to this inquiry. They **examine** sources to **identify** points of view. Students **develop, organise** and present their texts, particularly narratives and descriptions, using historical terms and concepts.

Source: Australian Curriculum, Assessment and Reporting Authority (ACARA), *Australian Curriculum History for Foundation–10*, www.australiancurriculum.edu.au/humanities-and-social-sciences/history/curriculum/f-10?layout=1#level5