Unit Name: The Past Is History (V1.0 – Year 4)
Duration: Approximately 5 weeks (approximately 15 hours)

Includes a 3-day residential excursion at Paluma towards the beginning of the unit (approximately 11 hours of History-based lessons)
Plus – at least another three hours of class time

Year Level: Four

Applicable Learning Area: HISTORY

Teachers/s:

Unit Outline
In this unit, students explore the history of the small township of Paluma near Townsville and the surrounding area known locally as Mt Spec. Students investigate early contacts between local indigenous peoples and early European settlers. They also explore the lives and living conditions of these early European settlers, viz. tin-miners and timber-cutters and write up their research as an historical narrative.

Curriculum Summary

Curriculum Priorities
- Dimensions of teaching and learning - Australian Curriculum - History
- Student ICT Expectations

Curriculum Summary
Students from Years 4 attend a three-day residential excursion at Paluma, exploring local history. The excursion lessons are then followed up with class lessons focused on completing the assessment tasks.

Whilst on excursion in Paluma, students develop a number of questions to frame an inquiry on the life of a tin-miner or timber-cutter. Over three lessons back in class, students access computers and materials borrowed from the Paluma Environmental Education Centre to research life and living conditions of tin-miners and timber-cutters in Paluma. Students write up their research as a narrative, indicating the sources used to find out about the tin-miners or timber-cutters and their lives and comment on those aspects of life in Paluma that have remained the same.
**Curriculum Priorities**

**Dimensions of teaching and learning**

**Curriculum intent**
What do my students need to learn?

Curriculum is the planned learning that a school offers and enacts. Curriculum intent is what we want students to learn from the mandated curriculum. Teachers decide how best to plan and deliver the curriculum to ensure all students have opportunities to engage in meaningful learning.

**Australian Curriculum – HISTORY – Year 4**

**Australian Curriculum Year Content Level Descriptions - Contextualised highlighted descriptions below form the basis of this unit**

**Year 4 Level Description**

**First Contacts**

The Year 4 curriculum introduces world history and the movement of peoples. Beginning with the history of Aboriginal and Torres Strait Islander peoples, students examine European exploration and colonisation in Australia and throughout the world up to the early 1800s.

**Students examine the impact of exploration on other societies, how these societies interacted with newcomers, and how these experiences contributed to their cultural diversity.**

The content provides opportunities to develop historical understanding through key concepts including **sources, continuity and change, cause and effect, perspectives, empathy and significance**.

**These concepts may be investigated within a particular historical context to facilitate an understanding of the past and to provide a focus for historical inquiries.**

**Key Inquiry Questions Year 4**

A framework for developing students’ historical knowledge, understanding and skills is provided by **inquiry questions** through the use and interpretation of sources. The key inquiry questions at this year level are:

**Key inquiry questions**

- Why did the great journeys of exploration occur?
- What was life like for Aboriginal and/or Torres Strait Islander Peoples before the arrival of the Europeans?
- **Why did the Europeans settle in Australia?**
- What was the nature and consequence of contact between Aboriginal and/or Torres Strait Islander Peoples and early traders, explorers and settlers?
## Australian Curriculum – HISTORY – Year 4

The highlighted key inquiry questions (above) are contextualised to form the basis of this unit (suggestions below)

### First Contacts – the movement of Europeans into the forests of Paluma

- Why did the tin-miners/ timber-cutters come to work in the rainforests around Paluma?
- When did they arrive in North Queensland?
- What contact did they have with the local Aboriginal group, the Naywagi? Was this friendly contact?
- How long did the miners/ timber cutters live here?
- How did they get to Paluma (means of travel)?
- What were their houses/ clothes/ foods like?
- What means of communication did they have access to?
- How did they mine for tin/ cut timber/ get it to a market (tools, processes, transport)?
- What were the dangers of living and working in the forest?
- What was a typical day like for a tin-miner or timber-cutter living and working in the forest?

### Historical Knowledge and Understanding Year 4

- The diversity and longevity of Australia’s first peoples and the ways Aboriginal and/or Torres Strait Islander peoples are connected to Country and Place (land, sea, waterways and skies) and the implications for their daily lives. (ACHHK077)
- The journey(s) of AT LEAST ONE world navigator, explorer or trader up to the late eighteenth century, including their contacts with other societies and any impacts. (ACHHK078)
- Stories of the First Fleet, including reasons for the journey, who travelled to Australia, and their experiences following arrival. (ACHHK079)
- The nature of contact between Aboriginal people and/or Torres Strait Islanders and others, for example, the Macassans and the Europeans, and the effects of these interactions on, for example families and the environment (ACHHK080)

### Historical Skills Year 4

#### Chronology, terms and concepts
- Sequence historical people and events (ACHHS081)
- Use historical terms (ACHHS082)

#### Historical questions and research
- Pose a range of questions about the past (ACHHS083)
- Identify sources (ACHHS216)

#### Analysis and use of sources
- Locate relevant information from sources provided (ACHHS084)

#### Perspectives and interpretations
- Identify different points of view (ACHHS085)

#### Explanation and communication
- Develop texts, particularly narratives (ACHHS086)
- Use a range of communication forms (oral, graphic, written) and digital technologies (ACHHS087)
### Australian Curriculum – GENERAL CAPABILITIES IN HISTORY

The Australian Curriculum includes seven general capabilities:

1. **Literacy**
   Students develop literacy capability as they learn how to build historical knowledge and to explore, analyse, question, discuss and communicate historical information, concepts and ideas. Historical texts typically include those that recount a sequence of events, present and past events as a narrative, discuss concepts and ideas, and argue a point of view. These texts are often accompanied by graphics such as illustrations, maps, tables and timelines that provide significant information and are supported by references and quotations from primary and secondary sources. Students understand that language varies according to context and they develop their ability to use language flexibly. This includes understanding and using the language features of historical texts including topic vocabulary, past tense verbs for recounting events, complex sentences to establish sequential or cause-and-effect relationships, the wide use of adverbs to describe places, people and events, and extended noun groups employing descriptive adjectives.

2. **Numeracy**
   Students develop numeracy capability as they learn to organise and interpret historical events and developments. Students learn to analyse numerical data to make meaning of the past, for example to understand cause and effect, and continuity and change. Students learn to use scaled timelines, including those involving negative and positive numbers, as well as calendars and dates to recall information on topics of historical significance and to illustrate the passing of time.

3. **Information and communication technology (ICT) capability**
   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.

4. **Critical and creative thinking**
   Critical thinking is essential to the historical inquiry process because it requires the ability to question sources, interpret the past from incomplete documentation, develop an argument using evidence, and assess reliability when selecting information from resources. Creative thinking is important in developing new interpretations to explain aspects of the past that are contested or not well understood.

5. **Personal and social capability**
   As students gain understanding about human experience and develop skills of historical inquiry, they develop and use personal and social capability. This includes empathy, reflective practice, appreciation of the perspective of others, communication skills, teamwork, advocacy skills and a disposition to make a contribution to their communities and society more broadly. The History curriculum enhances personal and social capability by providing opportunities for students to engage with understandings such as historical empathy, contestability, perspectives, cause and effect, and continuity and change.

6. **Ethical behaviour**
   Students develop understanding of ethical behaviour as they critically explore the character traits, actions and motivations of people in the past that may be the result of different standards and expectations and changing societal attitudes. Students recognise that examining the nature of evidence deepens their understanding of ethical issues and investigate the ways that diverse values and principles have influenced human affairs.

7. **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. Students recognise the significance of Aboriginal and Torres Strait Islander peoples’ histories and cultures. They have opportunities to learn about the contribution of migration from countries in Europe, Africa, the Middle East and the Asia-Pacific region, and the historic benefits and challenges of interacting with other countries and cultural groups in local, regional and international contexts. They learn about events and developments that have influenced diverse societies and cultural groups over time, and come to understand the nature, causes and consequences of cultural interdependence, dispossession and conflict. They refer to a range of sources portraying different cultural perspectives in order to develop historical understanding.
The Australian Curriculum has three Cross-curriculum priorities. Two of these are addressed in this unit.

1. **Aboriginal and Torres Strait Islander histories and cultures**
   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. They will examine key policies and political movements over the last two centuries. Students will develop an awareness of the significant roles of Aboriginal and Torres Strait islander people in Australian society.

2. **Sustainability**
   In this learning area, students develop understanding, for example, of the changes in environments over time, the role played by individuals and communities in protecting environments, the emergence of farming and settled communities, the development of the Industrial Revolution and the growth of population, the overuse of natural resources and the rise of environmental movements.

### Australian Curriculum – WHERE DOES THIS UNIT FIT INTO THE STUDY OF HISTORY?

#### Relevant prior curriculum
Students require prior experience in History with:

**Historical Knowledge and Understanding**
- Year 4 - The journey(s) of AT LEAST ONE world navigator *(preferably including James Cook and his local explorations in North Queensland)*, explorer or trader up to the late eighteenth century, including their contacts with other societies and any impacts. (ACHHK078)

**Historical Skills**
- Chronology, terms and concepts
  - Year 4: Sequence historical people and events (ACHHS081)
  - Use historical terms (ACHHS082)

**Historical questions and research**
- Year 4: Pose a range of questions about the past (ACHHS083)
- Identify sources (ACHHS216)

### Curriculum working towards:

The teaching and learning in this unit works towards the following in Year 7:

**Key inquiry questions**
- How do we know about the ancient past?
- Why and where did the earliest societies develop?
- What emerged as the defining characteristics of ancient societies?
- What have been the legacies of ancient societies?
### Australian Curriculum – WHERE DOES THIS UNIT FIT INTO THE STUDY OF HISTORY?

#### Curriculum working towards:
The teaching and learning in this unit works towards the following in Year 7:

**Historical Knowledge and Understanding**

Overview content for the ancient world (Egypt, Mesopotamia, Persia, Greece, Rome, India, China and the Maya) includes the following:

- the theory that people moved out of Africa around 60,000 BC (BCE) and migrated to other parts of the world, including Australia.
- the evidence for the emergence and establishment of ancient societies (including art, iconography, writing tools and pottery)
- key features of ancient societies (farming, trade, social classes, religion, rule of law)

#### Curriculum working towards:
The teaching and learning in this unit works towards the following in Year 7:

**Historical Skills**

- Sequence historical events, developments and periods (ACHHS205)
- Use historical terms and concepts (ACHHS206)
- Identify a range of questions about the past to inform a historical inquiry (ACHHS207)
- Identify and locate relevant sources, using ICT and other methods (ACHHS208)
- Identify the origin and purpose of primary and secondary sources (ACHHS209)
- Locate, compare, select and use information from a range of sources as evidence (ACHHS210)
- Draw conclusions about the usefulness of sources (ACHHS211)
- Identify and describe points of view, attitudes and values in primary and secondary sources (ACHHS212)
- Develop texts, particularly descriptions and explanations that use evidence from a range of sources that are acknowledged (ACHHS213)
- Use a range of communication forms (oral, graphic, written) and digital technologies (ACHHS214)

#### Curriculum working towards:
The teaching and learning in this unit works towards the following in Year 8:

**Key inquiry questions**

- How did societies change from the end of the ancient period to the beginning of the modern age?
- What key beliefs and values emerged and how did they influence societies?
- What were the causes and effects of contact between societies in this period?
- Which significant people, groups and ideas from this period have influenced the world today?

**Historical Knowledge and Understanding**

Overview content for the ancient to modern world (Byzantine, Celtic, Anglo-Saxon, Viking, Ottoman, Khmer, Mongols, Yuan and Ming dynasties, Aztec, Inca) includes the following:

- the transformation of the Roman world and the spread of Christianity and Islam
- key features of the medieval world (feudalism, trade routes, voyages of discovery, contact and conflict)
- the emergence of ideas about the world and the place of people in it by the end of the period (such as the Renaissance, the Scientific Revolution and the Enlightenment).

#### Historical Skills

- Sequence historical events, developments and periods (ACHHS148)
- Use historical terms and concepts (ACHHS149)
- Identify a range of questions about the past to inform a historical inquiry (ACHHS150)
- Identify and locate relevant sources, using ICT and other methods (ACHHS151)
- Identify the origin and purpose of primary and secondary sources (ACHHS152)
- Locate, compare, select and use information from a range of sources as evidence (ACHHS153)
- Draw conclusions about the usefulness of sources (ACHHS154)
- Identify and describe points of view, attitudes and values in primary and secondary sources (ACHHS155)
- Develop texts, particularly descriptions and explanations that use evidence from a range of sources that are acknowledged (ACHHS156)
- Use a range of communication forms (oral, graphic, written) and digital technologies (ACHHS157)
Student ICT Expectations

Highlighted skills are the focus of this unit

Inquiring with ICT

By the end of Year 5 students:

*Use ICT in processes of inquiry and research.*

- conduct simple Internet searches for information and digital content
- apply useful keywords and phrases when searching for information online
- evaluate data and information gathered for usefulness, credibility, relevance and accuracy
- reference valid sources of information

Operating ICT

By the end of Year 5 students:

*Navigate in software and in virtual environments*

- navigate in virtual and software environments, including learning objects, games, websites and publishing software

Reflection on the Unit Plan

Identify what worked well during and at the end of the unit for future planning.

Reflection may include:

- activities that worked well and why
- activities that could be improved and how
- monitoring and assessment that worked well and why
- monitoring and assessment that could be improved and how
- common student misconceptions that need, or needed, to be clarified
- differentiation and future student learning needs.

Feedback

What do my students already know? What do my students need to learn? How do I teach it?

Feedback is information and advice provided by a teacher, peer, parent or self about aspects of someone’s performance. The aim of feedback is to improve learning and is used to plan what to teach next and how to teach it. Teachers and students use feedback to close the gap between where students are and where they aim to be.

Teachers use self-feedback to guide and improve their teaching practice.
Supportive learning environment

Differentiation
What do my students already know and what do my students need to learn?
Consider the individual needs of my students - including ESL, gifted and talented and students requiring additional support.

Start where students are at and differentiate teaching and learning to support the learning needs of all students. Plan and document how you will cater for individual learning needs. The learning experiences within this unit can be differentiated by increasing:

- the frequency of exposure for some students
- the intensity of teaching by adjusting the group size
- the duration needed to complete tasks and assessment.

For guided and/or independent practice tasks:
- student groupings will offer tasks with a range of complexities to cater for individual learning needs
- rotational groupings allow for more or less scaffolding of student learning.

Feedback to students
Establish active feedback partnerships between students, teachers and parents to find out:

- what each student already knows and can do
- how each student is going
- where each student needs to go next.

Ensure feedback is timely, ongoing, instructive and purposeful.

Feedback may relate to misunderstandings and common alternative conceptions. In this unit this may include:

- writing conferences
- observations of cooperative learning skills in group work
- observations of use of digital technologies
- anecdotal records of contributions to class discussions

Making judgments
How do I know how well my students have learned? Teachers and students use standards to judge the quality of learning based on the available evidence.

The process of judging and evaluating the quality of performance and depth of learning is important to promoting learning.

Teachers identify the task-specific assessable elements to make judgments against specified standards on evidence.

A Guide to Making Judgements and Markbook are included at the end of this unit plan.
Australian Curriculum - HISTORY – YEAR LEVEL ACHIEVEMENT STANDARDS

Year 4 Achievement Standards

By the end of Year 4, students explain how and why life changed in the past, and identify aspects of the past that remained the same. They describe the experiences of an individual or group over time. They recognise the significance of events in bringing about change.

Students sequence events and people (their lifetime) in chronological order to identify key dates. They pose a range of questions about the past. They identify sources (written, physical, visual, oral), and locate information to answer these questions. They recognise different points of view.

Students develop and present texts, including narratives, using historical terms.

Assessment

What do my students understand and can do? How well do they know and do it?

Assessment is the purposeful, systematic and ongoing collection of information as evidence for use in making judgments about student learning. Principals, teachers and students use assessment information to support improving student learning.

Feedback from evaluation of assessment data helps to determine strengths and weaknesses in students' understanding.

A Guide to Making Judgements and Markbook are included at the end of this unit plan.

Monitoring student learning

Student learning should be monitored throughout the teaching and learning process to determine student progress and learning needs.

Each lesson provides opportunities to gather evidence about how students are progressing and what they need to learn next.

Specific monitoring opportunities in this unit may include:

- writing conferences
- observation of use of digital technologies
- observation of cooperative learning in group work
**Australian Curriculum - HISTORY ASSESSMENT TASKS - YEAR 4**

**ACARA Year Level Work Samples - Year 4 History Portfolio**

**AC_Worksample_History_4.pdf**

The contextualised highlighted work sample (Sample 3) forms the basis of assessment of this unit.

The Australian Curriculum work samples portfolio comprises three work samples drawn from a range of assessment tasks, and suggested teacher comments, namely:

**Comments**
The student has provided reasons for the changes they have identified in how the American Indians lived (WS1) and in the life of the bushranger John Gilbert (WS2). The student has also identified aspects of the past that have remained the same (WS3) and have described the experiences of individuals in the past (WS1, WS2, WS3). The student refers to the significance of Christopher Columbus’ expedition to the Americas by commenting on his ideas and the consequences of his discoveries (WS1). The student correctly sequences the life of Christopher Columbus and identifies key dates relating to his voyages, and the life of the convict James Richardson. (WS1, WS3) The student is also able to pose questions as the basis for an inquiry and locate the necessary information to answer them (WS2, WS3). The student has developed a scaffolded narrative, with recognition of different points of view (WS1), and the use of historical terms (WS1, WS3).

**Sample 1 Research report – Christopher Columbus**
Students were given a template with questions provided by the teacher as a guided research task. They initially compiled research notes, and in this task were required to organise their information.
The task was intended as a model to guide students for further independent research on another explorer.
Students were asked to research the answers to a number of questions about Christopher Columbus.
Students were provided with a range of resources to locate the information related to the teacher-generated questions. The proforma was used to support the development of note-taking skills.

**Sample 2 Poster – Bushranger interview**
Students were asked to research the life of a bushranger through a variety of sources including:
- online resources via the class wiki
- library books.
The students were given the following questions to stimulate their thinking:
- did your bushranger steal/murder?
- why did they become a bushranger?
- why did they do what they did? To survive or out of greed
- what would you do if you were in their situation? Why?
Students were asked to formulate their own questions and answers, acting as both reporter and a bushranger. They were asked to record their questions and answers on a poster.

**Sample 3 Inquiry – The life of a First Fleet convict**
Students visited the Hyde Park Barracks to learn about the life of convicts in early Sydney. They were asked to develop a number of questions to frame an inquiry on a First Fleet convict over a two week period. They were given access to computers, material provided at the Hyde Park Barracks and access to the 1828 census. They were also required to indicate how they found out about their chosen convict and his or her life and to comment on aspects of his or her life that remained the same.
Teaching Sequence

Sequencing teaching and learning
What do my students already know and can do? What do my students need to learn? How do I teach it? The relationship between what is taught and how it is taught is critical in maximising student learning. Start with what your students already know and set goals for the next steps for learning. Decide how to provide multiple opportunities for all students to explore and consolidate ideas, skills and concepts by considering how students learn best and by using a variety of teaching strategies.

Teaching strategies and learning experiences
A suggested teaching and learning sequence is outlined below. For further information about learning focuses, refer to the lesson overview.

<table>
<thead>
<tr>
<th>Duration</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Years 4 - 11 Lessons</td>
<td>The Past Is History – Residential Excursion at Paluma Environmental Education Centre</td>
</tr>
<tr>
<td>Year 4 – 3-4 Lessons</td>
<td>Researching the life of a tin-miner or timber-cutter and writing up their research in an historical narrative</td>
</tr>
<tr>
<td>Year 4 – 14-15 Lessons</td>
<td>Total Unit approx. 15 hours (completed over 3-4 weeks, including excursion)</td>
</tr>
</tbody>
</table>

Teaching Sequence – The Past is History Residential Excursion at Paluma (11 lessons)

Overview
Students visit Paluma on excursion for three days. Depending on their year level, students explore the history of the area from the time of indigenous peoples, the tin miners and timber cutters of the early stages of European settlement of North Queensland, and/or the effect on a small settlement like Paluma of world events like the Second World War.

<table>
<thead>
<tr>
<th>Lessons</th>
<th>Teaching and Learning Sequence</th>
<th>Resources</th>
<th>Differentiation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson 1</td>
<td>Exploring Tropical Rainforest</td>
<td>Magic Spot Trail</td>
<td>Consider the needs of physically disabled students – adjust location &amp; pace of activity</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Rainforest Checklist BLMs 5&amp;6</td>
<td></td>
</tr>
<tr>
<td>Lesson 2</td>
<td>Visit to Paluma’s Local History Display</td>
<td>Historical display in adjacent Community Centre</td>
<td>Wheelchair access available</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Living &amp; working conditions for tin-miners &amp; timber-cutters BLM 118</td>
<td></td>
</tr>
<tr>
<td>Lesson 3</td>
<td>After Dark Experience</td>
<td>Paluma Rainforest Walk</td>
<td>Consider the needs of physically disabled students – adjust location &amp; pace of activity</td>
</tr>
<tr>
<td></td>
<td></td>
<td>After Dark Experience BLM 53</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Bandicoot Bench</td>
<td>Wheelchair access available</td>
</tr>
<tr>
<td>Lesson 4</td>
<td>Observing Birds</td>
<td>Class set of binoculars</td>
<td>Wheelchair access available; consider the needs of visually impaired students – recorded bird calls available</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Birdwatching BLMs 9,10,11,12</td>
<td></td>
</tr>
<tr>
<td>Lesson 5</td>
<td>Discovering History Clues</td>
<td>H Track Loop</td>
<td>Consider the needs of physically disabled students – adjust pace of activity</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Clues to Paluma’s History BLM 19</td>
<td></td>
</tr>
<tr>
<td>Lesson 6</td>
<td>Investigating the Past</td>
<td>National Trust video Artsisans of Australia – Timber Craft</td>
<td>Consider the needs of visually impaired students – adjust volume levels; hands-on exploration of artefacts</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Collections of artefacts &amp; posters</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Interactive whiteboard &amp; data projector</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Rope and labels for timeline activity</td>
<td>Consider the needs of physically disabled students – adjust pace of activity</td>
</tr>
</tbody>
</table>
| Lesson 7 | Paluma Then & Now | Interactive whiteboard & data projector  
Sets of historical photos and activity sheets  
Street interpretive signs  
Paluma Then & Now BLMs | Wheelchair access available |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson 8</td>
<td>Framing up your research questions</td>
<td>Interactive whiteboard &amp; data projector</td>
</tr>
</tbody>
</table>
| Lesson 9 | Entertainments from yesteryear | Log Circle (Outdoor Fireplace)  
Toasting forks & marshmallows  
Singalong CDs & songbooks | Wheelchair access available |
| | | Bush Dance CDs  
Bush percussion instruments eg lagerphone | Consider the needs of physically disabled students – give preference in allocation of percussion instruments |
| Lesson 10 | Exploration of an Artefact | Collections of artefacts  
Exploration of an Artefact BLM 120 | Consider the needs of visually impaired students – hands-on exploration of artefacts |
| Lesson 11 | Introduction to the Assessment Task/s | Interactive whiteboard & data projector | |
## Sample Excursion Program

<table>
<thead>
<tr>
<th>Wednesday, 22.08.2012</th>
<th>Thursday, 23.08.2012</th>
<th>Friday, 24.08.2012</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Rise and Shine</strong></td>
<td><strong>Rise and Shine</strong></td>
<td><strong>Rise and Shine</strong></td>
</tr>
<tr>
<td>6.30 am</td>
<td>6.30 am</td>
<td>6.30 am</td>
</tr>
<tr>
<td><strong>MT</strong> Sample State School Teachers – Zak, Belinda &amp; Colleen</td>
<td><strong>LL</strong> Mr Local</td>
<td><strong>MT</strong> Barry Smith, Unit Support Officer</td>
</tr>
<tr>
<td><strong>BS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Travel from:</strong> Sample State School to: Paluma Environmental Education Centre</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Students - On arrival, unload gear from coach</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Orientation tour of buildings</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>MT</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>BS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>MT</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Breakfast</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.30 am</td>
<td>7.30 am</td>
<td>7.30 am</td>
</tr>
<tr>
<td><strong>Discovering History Clues - ’H’ Track Loop [27]</strong></td>
<td><strong>Explore ‘H’ Track in State Forest to discover clues to the past - tin mining &amp; timber cutting</strong></td>
<td><strong>Pack gear and move out of cabins</strong></td>
</tr>
<tr>
<td><strong>LL</strong>/MT</td>
<td><strong>LL</strong>/MT</td>
<td><strong>MT</strong></td>
</tr>
<tr>
<td><strong>Complete Activity Sheet in Booklet HID 21</strong></td>
<td><strong>Discussion of findings to the class</strong></td>
<td><strong>Sensory Trail Experience [8]</strong></td>
</tr>
<tr>
<td><strong>Morning Tea/Lunch</strong></td>
<td>10.30 am</td>
<td>10.30 am</td>
</tr>
<tr>
<td>11.30 am</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Litterless Lunch [1]</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Lunch</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>12.30 pm</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Afternoon Tea</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.30 pm</td>
<td>3.30 pm</td>
<td></td>
</tr>
<tr>
<td><strong>Visit Paluma Local History Display</strong></td>
<td><strong>Introduction to the Assessment tasks/Year 4 – Historical Narrative</strong></td>
<td><strong>Showers/ Free Time/ Fire Drill</strong></td>
</tr>
<tr>
<td><strong>LL</strong>/MT</td>
<td><strong>LL</strong>/MT</td>
<td><strong>MT/ Adult Helpers</strong></td>
</tr>
<tr>
<td><strong>PALUMA THEN AND NOW</strong></td>
<td><strong>Year 4 – Historical Narrative (see Unit Plan pp. 24, 29 &amp; 30 for teaching sequence, markbook &amp; criteria sheet)</strong></td>
<td><strong>MT/ Adult Helpers</strong></td>
</tr>
<tr>
<td><strong>Split class into two groups – one goes west, the other walks east</strong></td>
<td><strong>Year 5 – Timeline (see pp.25, 30 &amp; 34 for teaching sequence, markbook &amp; criteria sheet)</strong></td>
<td><strong>Showers/ Free Time</strong></td>
</tr>
<tr>
<td><strong>Walk through village using 10 historical photos to identify landmarks</strong></td>
<td><strong>Year 5- Historical Narrative (see pp. 26, 30 &amp; 35-36 for teaching sequence, markbook &amp; criteria sheet)</strong></td>
<td><strong>MT/ Adult Helpers</strong></td>
</tr>
<tr>
<td><strong>Discuss obvious changes, when and why these have happened</strong></td>
<td><strong>Framing up your research questions</strong></td>
<td><strong>MT/Adult Helpers</strong></td>
</tr>
<tr>
<td><strong>See Unit Plan page 5 for suggested Key Inquiry Questions</strong></td>
<td><strong>See Unit Plan page 5 for suggested Key Inquiry Questions</strong></td>
<td><strong>MT/Adult Helpers</strong></td>
</tr>
<tr>
<td><strong>Showers/ Free Time</strong></td>
<td><strong>HID 5.6</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Dinner</strong></td>
<td><strong>6.00 pm</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Evening Program (in two groups)</strong></td>
<td><strong>Entertainments from yesteryear</strong></td>
<td><strong>MT/ Adult Helpers</strong></td>
</tr>
<tr>
<td><strong>MT/ Adult Helpers</strong></td>
<td><strong>Outdoor Firepace/ Singalong/ Marshmallows [42] HID 27</strong></td>
<td><strong>MT/ Adult Helpers</strong></td>
</tr>
<tr>
<td><strong>1. After Dark Experience [4] – Rainforest Walk</strong></td>
<td><strong>Bush Dancing</strong></td>
<td><strong>MT arrange and supervise these activities – all resources are supplied</strong></td>
</tr>
<tr>
<td><strong>MT</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>View glowing fungi and listen to night sounds</strong></td>
<td><strong>2a. Observing Nocturnal Animals [5] at Blandcock Bench</strong></td>
<td><strong>MT</strong></td>
</tr>
<tr>
<td><strong>LL</strong></td>
<td><strong>2b. Diary/Journal Writing [6] in Dining Hall</strong></td>
<td><strong>HID 5.6</strong></td>
</tr>
<tr>
<td><strong>HID 5.6</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Dinner</strong></td>
<td><strong>6.00 pm</strong></td>
<td></td>
</tr>
<tr>
<td><strong>LMV</strong></td>
<td><strong>Page 13</strong></td>
<td></td>
</tr>
</tbody>
</table>
## Teaching Sequence – YEAR FOUR - NARRATIVE

<table>
<thead>
<tr>
<th>Topic</th>
<th>THE LIFE OF A TIN-MINER OR TIMBER-CUTTER IN PALUMA</th>
<th>Topic Duration:</th>
<th>3 Lessons</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overview</td>
<td>Narrative – The life of a tin-miner or timber cutter in Paluma</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>While on excursion in Paluma, students were asked to develop a number of questions to frame an inquiry on a tin-miner or timber-cutter. Over a three week period back in class, students are given access to computers and materials borrowed from the Paluma Environmental Education Centre. In their narrative, they are required to indicate how they found out about the tin-miners or timber-cutters and to use historical terms. Students describe the experiences of one of these groups over time, providing comment on aspects of his or her life in Paluma. They are required to explain how and why life changed in the past and to recognise the significance of events in bringing about change. Students also comment on those aspects of life in Paluma that have remained the same.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lessons</th>
<th>Teaching and Learning Sequence</th>
<th>Resources</th>
<th>Differentiation (Class Teacher to complete)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson 4.1</td>
<td>Review the textual features of a narrative, in the context of an historical inquiry</td>
<td>Interactive whiteboard &amp; data projector</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Review the inquiry questions developed on excursion at Paluma &amp; decide on a sequence</td>
<td>Reference materials borrowed from Paluma EEC:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Begin investigation of sources of information</td>
<td>• <em>History of the Timber Men</em> – excerpts pp. 29-67</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• <em>Paluma: The First Eighty Years</em> – excerpts pp. 7-12 (placenames &amp; access); 13-18 (tin miners); 45-54 (timber cutters)</td>
<td></td>
</tr>
<tr>
<td>Lesson 4.2</td>
<td>Researching sources of information</td>
<td>Reference materials borrowed from Paluma EEC (see above)</td>
<td></td>
</tr>
<tr>
<td>Lesson 4.3</td>
<td>Writing the narrative</td>
<td>Reference materials borrowed from Paluma EEC (see above)</td>
<td></td>
</tr>
</tbody>
</table>
**YEAR FOUR MARKBOOK: NARRATIVE - THE LIFE OF A TIN-MINER OR TIMBER-CUTTER IN PALUMA**

**Description:** Students are asked to develop a number of questions to frame an inquiry on a tin-miner or timber-cutter. They present their research as an historical narrative.

<table>
<thead>
<tr>
<th>Dates</th>
<th>Historical Knowledge and Understanding</th>
<th>Historical Skills</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student</td>
<td>Knowledge of reasons Europeans settled in the Paluma area in the 1880s and their experiences following arrival (ACHHK079)</td>
<td>Understand the nature of contact between Aboriginal people and early European settlers in the Paluma area, and the effects of these interactions on, for example families and the environment (ACHHK080)</td>
<td>Develop texts, particularly narratives (ACHHS086)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Sequence historical events and people (ACHHS081)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Pose a range of questions about the past (ACHHS083)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Locate relevant information from sources provided (ACHHS084)</td>
</tr>
<tr>
<td>A</td>
<td>M</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>F</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C etc</td>
<td>M</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Assessment Task 1 – Criteria Sheet – YEAR FOUR – Narrative - HISTORY

Assessment Task Name: THE LIFE OF A TIN-MINER OR TIMBER-CUTTER IN PALUMA

Description: Inquiry/ Narrative – The life of a tin-miner or timber-cutter in Paluma between the 1880s and 1930s

Students visit Paluma to learn about the life of tin-miners and timber-cutters in Paluma in the early stages of European settlement of North Queensland. While on excursion in Paluma, students are asked to develop a number of questions to frame an inquiry on a tin-miner or timber-cutter. Over a three week period back in class, they are given access to computers and materials borrowed from the Paluma Environmental Education Centre. They are also required to indicate how they found out about their chosen tin-miner or timber-cutter and his or her life and to comment on aspects of his or her life in Paluma that have remained the same.

Date: TBA

<table>
<thead>
<tr>
<th>Criteria</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Historical Knowledge &amp; Understanding</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Knowledge of reasons Europeans settled in the Paluma area in the 1880s and their experiences following arrival (ACHHK079)</td>
<td>Comprehensive descriptions of the experiences of individuals and groups over time</td>
<td>Effective descriptions of the experiences of individuals and groups over time</td>
<td>Descriptions of the experiences of individuals and groups over time</td>
<td>Simple descriptions of the experiences of individuals and groups over time</td>
<td>Identification of the experiences of individuals and groups over time</td>
</tr>
<tr>
<td>Understand the nature of contact between Aboriginal people and early European settlers in the Paluma area, and the effects of these interactions on, for example families and the environment (ACHHK080)</td>
<td>Reasoned explanations of: • how and why life changed in the past • aspects of the past that remained the same • the significance of events in bringing about change and their connection to the present</td>
<td>Informed explanations of: • how and why life changed in the past • aspects of the past that remained the same • the significance of events in bringing about change and their connection to the present</td>
<td>Explanations of: • how and why life changed in the past • aspects of the past that remained the same • events and aspects of the past that have significance in the present</td>
<td>Statements of: • obvious changes to life in the past • aspects of the past that remained the same</td>
<td></td>
</tr>
<tr>
<td><strong>Historical Skills</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sequence historical events and people (ACHHS081)</td>
<td>Sequencing of events and people in chronological order, using detailed and representative timelines</td>
<td>Sequencing of events and people in chronological order, using timelines</td>
<td>Sequencing of events and people in chronological order identifying key dates</td>
<td>Sequencing of events within a chronology</td>
<td>Sequencing of events in order</td>
</tr>
<tr>
<td>Pose a range of questions about the past (ACHHS083)</td>
<td>Development of logical and interrelated questions about the past</td>
<td>Development of logical questions about the past</td>
<td>Development of questions about the past</td>
<td>Development of descriptive questions about the past</td>
<td>Use of obvious questions about the past</td>
</tr>
<tr>
<td>Locate relevant information from sources provided (ACHHS084)</td>
<td>Discriminating location of written, physical, visual and oral sources from different points of view to answer inquiry questions</td>
<td>Effective location of written, physical, visual and oral sources from different points of view to answer inquiry questions</td>
<td>Location of written, physical, visual and oral sources from different points of view to answer inquiry questions</td>
<td>Location of information from a range of relevant sources and identification of explicit points of view</td>
<td>Location of information from supplied sources and identification of obvious differences in points of view</td>
</tr>
<tr>
<td>Develop texts, particularly narratives (ACHHS086)</td>
<td>Clear and purposeful communication using historical terms in texts including narratives</td>
<td>Effective communication using historical terms in texts including narratives</td>
<td>Communication using historical terms denoting time and using narrative texts</td>
<td>Communication using terms denoting time</td>
<td>Communication using terms denoting time</td>
</tr>
</tbody>
</table>
Glossary

<table>
<thead>
<tr>
<th>Concepts</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Any general notion or idea that is used to develop an understanding of the past, such as concepts related to the process of historical inquiry (for example evidence, continuity and change, perspectives, significance) and concepts that are culturally significant to Aboriginal and Torres Strait Islander peoples, such as Country and Place.</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Historical inquiry</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The process of investigation undertaken in order to understand the past. Steps in the inquiry process include posing questions, locating and analysing sources and using evidence from sources to develop an informed explanation about the past.</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Historical terms</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A word or phrase used to describe abstract aspects or features of the past (for example colonisation, revolution, imperialism, democracy) and more specific features such as a pyramid, gladiator, temple, rock shelter.</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Narrative (History)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A way of making sense of the past based on a selection of events. There are different types of narrative such as accounts of the past that relate a story (for example personal, fictitious) and historical recounts (such as the course of events during the Second World War).</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Narrative (English)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A story of events or experiences, real or imagined. In literary theory, narrative includes the story (what is narrated) and the discourse (how it is narrated).</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The importance that is assigned to particular aspects of the past, eg events, developments, movements and historical sites. Significance includes an examination of the principles behind the selection of what should be investigated and remembered and involves consideration of questions such as: How did people in the past view the significance of an event? How important were the consequences of an event? What was the duration of the event? How relevant is it to the contemporary world?</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Any written or non-written materials that can be used to investigate the past, for example coins, photographs, letters, gravestones, buildings. A source becomes ‘evidence’ if it is of value to a particular inquiry.</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Types of texts</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Classifications are according to the particular purposes they are designed to achieve. These purposes influence the characteristic features the texts employ. In general, in the Australian Curriculum: English, texts can be classified as belonging to one of three types: imaginative, informative or persuasive, although it is acknowledged that these distinctions are neither static nor watertight and particular texts can belong to more than one category.</strong></td>
</tr>
<tr>
<td>- <strong>Imaginative texts – texts whose primary purpose is to entertain through their imaginative use of literary elements. They are recognised for their form, style and artistic or aesthetic value. These texts include novels, traditional tales, poetry, stories, plays, fiction for young adults and children including picture books and multimodal texts such as film.</strong></td>
</tr>
<tr>
<td>- <strong>Informative texts – texts whose primary purpose is to provide information. They include texts which are culturally important in society and are valued for their informative content, as a store of knowledge and for their value as part of everyday life. These texts include explanations and descriptions of natural phenomena, recounts of events, instructions and directions, rules and laws and news bulletins.</strong></td>
</tr>
<tr>
<td>- <strong>Persuasive texts – whose primary purpose is to put forward a point of view and persuade a reader, viewer or listener. They form a significant part of modern communication in both print and digital environments. They include advertising, debates, arguments, discussions, polemics and influential essays and articles.</strong></td>
</tr>
</tbody>
</table>
### QSA February 2012

**Assessment: History**

**Advice on implementing the Australian Curriculum P–10 (Excerpt - Table 1- Research)**

| Purpose | This technique is used to assess students’ abilities to research, collect, analyse and draw conclusions about primary and secondary sources. |
| Description | • Research includes locating and using evidence that goes beyond the information students have been given and the knowledge they currently have.  
• Research in a P–2 context is guided. Guided research involves students and teachers collaborating to gather and record information.  
• Research conventions (e.g. referencing) must be followed regardless of the presentation format.  
• Research responses follow an inquiry approach that aligns to the Historical Skills strand for a year level and may include one or more of the following:  
  − identifying issues or problems for investigation, and framing research or focus questions  
  − planning investigations  
  − locating and using evidence from primary and secondary sources and maintaining a record of research  
  − analysing and interpreting explicit and implicit meanings in a range of historical sources  
  − evaluating evidence sources including their relevance, reliability, authenticity, purpose, bias and perspective  
  − drawing conclusions and making decisions supported by interpretations of evidence  
  − communicating descriptions, interpretations and conclusions, using written and nonwritten text types specific to the study of History and the referencing conventions of research-based texts  
  − reflecting on the nature of historical sources, recognising inherent values and beliefs, and their tentative and interpretative qualities  
  − reflecting on the research process and findings to revise and adapt the inquiry. |
### Format

Examples of research presentation formats include:
- reflective reports based on a field trip, e.g. local community site, museum
- written assignments that test a hypothesis or answer a research question
- analytical, persuasive or argumentative essays
- journals
- feature articles
- interviews supported by contextualising essays
- multimodal presentations
- formal speeches with notes
- webcasts and podcasts
- seminars and conferences
- webpages

### Conditions

Research will typically be:
- undertaken individually
- prepared in class time and/or in students’ own time
- referenced in a style appropriate to the genre
- supported by research notes and/or a record of research