### 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. All year levels 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. Year Six students construct an annotated timeline of significant events from 1770 in the history of the former City of Thuringowa. They also research an early explorer of Thuringowa or one of the Chairmen of the former Divisional Board or Council, focusing on the significant events in this individual’s life and their contribution to society of the time.

### Curriculum Summary

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

#### Curriculum Summary

**All year levels**

Students from Year 6 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.
### Curriculum Summary continued

#### Year 6

Students visit Paluma to learn about the history of Paluma as part of the former City of Thuringowa, and its place in the early stages of European settlement of North Queensland. Back in class, students develop a timeline to show significant events in the history of the now-amalgamated City of Thuringowa (formerly the Divisional Board then Shire of Thuringowa). Students provide evidence from sources provided and complete the task in class over two lessons.

Over a further four lessons, students undertake an independent research task. To support the research process, students first work collaboratively to develop inquiry questions relevant to the task. Students are asked to choose **one significant individual important in the history of Thuringowa** (for example an early explorer or Council Chairman) and explain their influence through a narrative detailing significant events of this individual’s life. A variety of online and print resources are used to gather information and note taking scaffolds are provided.

### Teaching Sequence Summary

**Years 4/5/6**

- 3-day residential excursion at Paluma Environmental Education Centre
- Plus 3-6 class lessons (depending on year level) involved in research leading to completion of assessment task/s

**Year 6**

- Timeline program (Learning Place)
  - [http://staff.learningplace.eq.edu.au/Pages/Resourceview.aspx?id=909125f57d9-1431-9b8a-bf0f8edfe41f](http://staff.learningplace.eq.edu.au/Pages/Resourceview.aspx?id=909125f57d9-1431-9b8a-bf0f8edfe41f)
  - [https://learningplace.eq.edu.au/cx/resources/items/3d30970f-3312-2438-6a3b-9925b07a823c/2/viewIMS.jsp](https://learningplace.eq.edu.au/cx/resources/items/3d30970f-3312-2438-6a3b-9925b07a823c/2/viewIMS.jsp) (examples)
  - [http://staff.learningplace.eq.edu.au/Pages/Resourceview.aspx?id=ef9daeae-8771-fa83-7344-ba4ff6e86ea0](http://staff.learningplace.eq.edu.au/Pages/Resourceview.aspx?id=ef9daeae-8771-fa83-7344-ba4ff6e86ea0) (examples)

Reference materials borrowed from Paluma EEC

- **Thuringowa Past and Present**
- **A Short History of Thuringowa**
- **Serving Thuringowa: Chairmen and Mayors 1879-2004**

Note-taking scaffolds
- Interactive whiteboard & data projector

### Assessment Summary

**Year 6**

- Annotated timeline of the history of the City of Thuringowa
- Narrative of the life and influence of an early explorer or Chairman of the Thuringowa Council

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[Page 2]
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 6

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

Year 6 Level Description
Australia as a Nation
The Year 6 curriculum moves from colonial Australia to the development of Australia as a nation, particularly after 1900. Students explore the factors that led to Federation and experiences of democracy and citizenship over time. Students understand the significance of Australia’s British heritage, the Westminster system, and other models that influenced the development of Australia’s system of government. Students learn about the way of life of people who migrated to Australia and their contributions to Australia’s economic and social development.
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 6
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 and how did Australia become a nation?

How did Australian society change throughout the twentieth century?

Who were the people who came to Australia? Why did they come?

What contribution have significant individuals and groups made to the development of Australian society?

Contextualised highlighted descriptions form the basis of this unit.
### Australian Curriculum – HISTORY – Year 6

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

<table>
<thead>
<tr>
<th>The development of Australia as a nation, particularly after 1900 – the contribution locally of individuals to the development of our region</th>
</tr>
</thead>
<tbody>
<tr>
<td>What do we know about the history of Paluma as part of the history of the City of Thuringowa, and how do we know this?</td>
</tr>
<tr>
<td>What are some of the important events in the history of Thuringowa, and why? When did they happen?</td>
</tr>
<tr>
<td>Who was an important individual in the early history of Thuringowa eg an explorer or Council Chairman?</td>
</tr>
<tr>
<td>Why did your explorer/ Councillor come to North Queensland, and when?</td>
</tr>
<tr>
<td>How long did your explorer/ Councillor stay/ live here?</td>
</tr>
<tr>
<td>How did he/she get to Thuringowa (means of travel)?</td>
</tr>
<tr>
<td>What were their houses/ clothes/ foods like?</td>
</tr>
<tr>
<td>What means of communication did they have access to?</td>
</tr>
<tr>
<td>What did your explorer/ Councillor do for a living</td>
</tr>
<tr>
<td>What contribution did your explorer/ Councillor make to the society of Thuringowa at the time?</td>
</tr>
</tbody>
</table>

### Historical Knowledge and Understanding Year 6

**Australia as a Nation**

- Key figures and events that led to Australia’s Federation, including British and American influences on Australia’s system of law and government. (ACHHK113)
- Experiences of Australian democracy and citizenship, including the status and rights of Aboriginal people and/or Torres Strait Islanders, migrants, women, and children. (ACHHK114)
- **Stories of groups of people who migrated to Australia** (including from ONE Asian country) **and the reasons they migrated**, such as World War II and Australian migration programs since the war. (ACHHK115)
- **The contribution of individuals and groups**, including Aboriginal people and/or Torres Strait Islanders and migrants, to the development of Australian society, for example in areas such as the economy, education, science, the arts, sport. (ACHHK116)

**Contextualised highlighted descriptions form the basis of this unit**
### Australian Curriculum – HISTORY – Year 6

### Historical Skills Year 6

#### Chronology, terms and concepts
- Sequence historical people and events. (ACHHS117)
- Use historical terms and concepts (ACHHS118)

#### Historical questions and research
- Identify questions to inform an historical inquiry (ACHHS119)
- Identify and locate a range of relevant sources (ACHHS120)

#### Analysis and use of sources
- Locate information related to inquiry questions in a range of sources. (ACHHS121)
- Compare information from a range of sources. (ACHHS122)

#### Perspectives and interpretations
- Identify points of view in the past and present (ACHHS123)

#### Explanation and communication
- Develop texts, particularly narratives and descriptions, which incorporate source materials (ACHHS124)
- Use a range of communication forms (oral, graphic, written) and digital technologies (ACHHS125)

Highlighted skills form the basis of this unit
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 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.
Australian Curriculum – CROSS-CURRICULUM PRIORITIES IN HISTORY

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)
 Year 5 - The impact of a significant development or event on a colony; for example, frontier conflict, the gold rushes (*some knowledge of the local gold rushes at Charter Towers and Ravenswood and simple mining technologies would be useful*), the Eureka Stockade, internal exploration, the advent of rail, the expansion of farming, drought. (ACHHK095)
 Year 6 - The contribution of individuals and groups, including Aboriginal people and/or Torres Strait Islanders and migrants, to the development of Australian society, for example in areas such as the economy, education, science, the arts, sport. (ACHHK116) (*exposure to the idea that individuals can influence society*)

**Historical Skills**

**Chronology, terms and concepts**
 Year 6
   - Sequence historical people and events. (ACHHS117)
   - Use historical terms and concepts (ACHHS118)

**Historical questions and research**
 Year 6
   - Identify questions to inform an historical inquiry (ACHHS119)
   - Identify and locate a range of relevant sources (ACHHS120)
**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:

**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?

**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)

**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)
### 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 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 7 students:

*Use ICT in processes of inquiry and research.*
- search for data, information and digital content using a range of information sources including online communication tools, such as blogs, wikis, RSS and data bases
- **efficiently search by identifying key words and concepts**
- critically evaluate data and information gathered for usefulness, credibility, relevance, accuracy and reliability
- **reference valid sources of information and acknowledge work of others**

Operating ICT

By the end of Year 7 students:

*Navigate in software and in virtual environments*
- select and use navigation features within learning objects, software, simulations and websites

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 a Markbook is included at the end of this unit plan.
### Australian Curriculum - HISTORY – YEAR LEVEL ACHIEVEMENT STANDARDS

#### Year 6 Achievement Standards

**Year Level Achievement Standards**

By the end of Year 6, students identify change and continuity and describe the causes and effects of change on society. They compare the different experiences of people in the past. They explain the significance of an individual and group.

Students sequence events and people (their lifetime) in chronological order, and represent time by creating timelines. When researching, students develop questions to frame an historical inquiry. They identify a range of sources and locate and compare information to answer inquiry questions. They examine sources to identify and describe points of view.

Students develop texts, particularly narratives and descriptions. In developing these texts and organising and presenting their information, they use historical terms and concepts and incorporate relevant sources.

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### 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 a Markbook is included at the end of this unit plan.

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### 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 BY YEAR LEVEL – YEAR 6

ACARA Year Level Work Samples - Year 6 History Portfolio

The contextualised highlighted work samples (Samples 1 and 5) form the basis of assessment of this unit.

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

Comments
This student has identified examples of change and continuity in migration to Australia (WS4) and throughout the portfolio has described the causes and effects of change in the context of particular events and developments in twentieth century Australian history (WS1, WS2, WS3, WS4, WS5). The student provides some comparisons between the experiences of people in the past (WS3) and explains the significance of the contribution of migrants as a broader group within Australian society (WS4). The student has created sequences of events and people (their lifetime) in chronological order within some of the texts they have developed (WS1, WS3, WS5). The student has developed questions to frame oral history based inquiries and have identified a range of sources (WS5), and have located information to answer inquiry questions (WS1, WS2, WS5). Sources have been examined to identify points of view, as evident across most of the portfolio as a whole (WS1, WS3, WS4, WS5). The student has shown an ability to organise and develop narratives and descriptions with reference to historical terms and concepts and relevant sources (in particular WS1, WS3).

Sample 2 Poster – Point of view about Federation
Students completed this task independently but were provided with a scaffold to assist their research. They were given class time for research and completed the task in class time.
Students researched the reasons for Federation and were required to argue the case for OR against Federation, using a poster format to present their findings. In their response students were asked to support their case with specific reasons.

Sample 3 Interview and research report – A story of migration
Students investigated the reasons for migration to Australia in the twentieth century and some of the effects on society. In class students were required to individually develop a list of questions for use during a personal interview about one person’s migration story. Using information gathered from the interview, and other relevant sources the students were required to organise the text to retell the individual migration story.
Students were asked to:
1. Write a list of interview questions to find out about the migration story of an individual
2. Conduct an interview
3. Retell their chosen person’s migration story.
Note: Interview protocols were provided to, and discussed with, the students.

Sample 4 Illustrated oral history – Migration interview
Students formulated inquiry questions to ask migrants and interviewed one individual to find out about their life before and after migrating to Australia. The interview was recorded and a transcript was used by each student as a source to produce their own illustrated history of the life of the migrant who was interviewed.
Students were then asked to use what they had learned in class and through the interview to describe why more people migrated to Australia after World War II and how this change affected Australia.
Note: Interview protocols were provided to, and discussed with, the students.
Australian Curriculum - HISTORY ASSESSMENT TASKS BY YEAR LEVEL – YEAR 6 continued

ACARA Year Level Work Samples - Year 6 History Portfolio

The contextualised highlighted work samples (Samples 1 and 5) form the basis of assessment of this unit.

Sample 1 Research report – The influence of Henry Parkes
Students undertook an independent research task which was conducted over a number of weeks. To support the research process students worked collaboratively to develop inquiry questions relevant to the task. A variety of online and print resources were used to gather information and note taking scaffolds provided support for event sequencing.

The students were asked to choose one significant individual important in the lead up to Federation and describe the effect this person had on society at the time. Students were required to explain their influence through a narrative detailing significant events of this individual’s life.

Sample 5 Annotated timeline – Aboriginal rights in the 20th century
Students were asked to develop a timeline to show how the rights of Aboriginal and Torres Strait Islander peoples changed over time in the 20th century, or did not change, with reference to the following:

1. Government policies throughout the 20th century.
2. Events in the Aboriginal and/or Torres Strait Islander attempts to achieve rights.
3. Changes to government laws made in response to the rights movement.

Students were asked to provide evidence from sources they located and provide an indication of their sources of information. They completed the task as an assignment over a two week period.

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 4/5/6 - 11 Lessons</td>
<td><strong>The Past Is History</strong> – Residential Excursion at Paluma Environmental Education Centre</td>
</tr>
<tr>
<td>Year 6 - 2 Lessons</td>
<td>Constructing an annotated timeline of the City of Thuringowa’s history between the 1880s and amalgamation</td>
</tr>
<tr>
<td>Year 6 – 4 Lessons</td>
<td>Collaborative development of inquiry questions followed by independent research describing the effect on society at the time of an influential individual in the early history of Thuringowa.</td>
</tr>
<tr>
<td>Year 6 – 17 Lessons</td>
<td>Total Unit approx. 17 hours (completed over 5 weeks, including excursion)</td>
</tr>
</tbody>
</table>
# Teaching Sequence – YEAR SIX EXCURSION

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

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Activity Description</th>
<th>Notes</th>
</tr>
</thead>
</table>
| **Wednesday**| 22.08.2012 | **Rise and Shine** 6.30 am  
MT Sample State School Teachers – Zak, Belinda & Colleen  
LL Mr Local  
BS Barry Smith Unit Support Officer  
**Observing Birds/ Using Binoculars** (7)  
• Learn how to use binoculars then observe birds in village  
• Discuss local wildlife as a potential food source in the past  
**Breakfast** 7.30 am  
**Discovering History Clues - ‘H’ Track Loop** (27)  
• Explore ‘H’ Track in State Forest to discover clues to the past - tin mining & timber cutting  
• Complete Activity Sheet in Booklet **HID 21**  
**Morning Tea** 10.30 am  
**Investigating the Past** (26)  
• Discuss the history of the Paluma area & illustrate with Paluma slideshow  
**Exploration of an Artefact**  
• Students are given an object that has actually been collected locally  
• Students explore that object, with the guidance of a set of questions, and report their findings to the class  
**Morning Tea/Lunch** 12.30 pm  
**Litterless Lunch** (1) 11.30 am  
**Lunch** 12.30 pm  
**Afternoon Tea** 3.30 pm  
**Visit Paluma Local History Display**  
• Focus students on observing details related to their assessment tasks i.e. Year 4 – living & working conditions of tin miners & timber cutters; Year 5 – a timeline of events in Paluma’s history; the life of an individual tin miner or timber cutter in Paluma  
Year 6 – timeline of events in Thuringowa’s history; narrative of the life of an explorer or Mayor of the City of Thuringowa  
**Showers/Free Time/Fire Drill**  
MT/Adult Helpers  
**Introduction to the Assessment tasks**  
• Year 4 – Historical Narrative (see Unit Plan pp. 24, 29 & 30 for teaching sequence, markbook & criteria sheet)  
• Year 5 – Timeline (see pp. 25, 30 & 34 for teaching sequence, markbook & criteria sheet)  
• Year 5 - Historical Narrative (see pp. 26, 30 & 35-36 for teaching sequence, markbook & criteria sheet)  
**Framing up your research questions**  
• See Unit Plan page 5 for suggested Key Inquiry Questions  
**Shower/Free Time**  
MT/Adult Helpers  
**Evening Program (in two groups)**  
1. **After Dark Experience** (4) – Rainforest Walk  
   View glowing fungi and listen to night sounds  
2. **Observing Nocturnal Animals** (5) at Bandicoot Bench  
**Entertainments from yesteryear**  
MT/Adult Helpers  
• Outdoor Fireplace/ Singalong/ Marshmallows (42) **HID 27**  
• Bush Dancing  
**MT arrange and supervise these activities – all resources are supplied**  
**Dinner** 6.00 pm  
**Dinner** 6.00 pm |
| **Thursday**  | 23.08.2012 | **Rise and Shine** 6.30 am  
**Investigating the Past** (26)  
MT/Adult Helpers  
• Move outside to construct a simple timeline of Paluma’s history  
**Breakfast** 7.30 am  
**Pack gear and move out of cabins**  
**Morning Tea/Lunch** 10.30 am  
**Literacy in History**  
• Begin a Word Wall of specific vocabulary & historical terms  
• Discuss likely sources of information – sort some examples as primary or secondary  
• Discuss the features of an historical narrative as a recount of a sequence of events eg topic vocabulary, past tense verbs, complex sentences to establish sequential or cause-and-effect relationships, wide use of adverbs to describe places, people & events, extended noun groups employing descriptive adjectives  
• Discuss the use of illustrations, maps, tables & timelines, & the use of references & quotations from primary &secondary sources  
**Dinner** 6.00 pm  
**Dinner** 6.00 pm |
| **Friday**    | 24.08.2012 | **Rise and Shine** 6.30 am  
**Breakfast** 7.30 am  
**Load coach and leave for return to School** 12.15 pm  
**Lunch** 12.30 pm  
**Afternoon Tea** 3.30 pm  
**Focus on purpose of excursion**  
**Visit Paluma Local History Display**  
• Focus students on observing details related to their assessment tasks i.e. Year 4 – living & working conditions of tin miners & timber cutters; Year 5 – a timeline of events in Paluma’s history; the life of an individual tin miner or timber cutter in Paluma  
Year 6 – timeline of events in Thuringowa’s history; narrative of the life of an explorer or Mayor of the City of Thuringowa  
**Showers/Free Time/Fire Drill**  
MT/Adult Helpers  
**Introduction to the Assessment tasks**  
• Year 4 – Historical Narrative (see Unit Plan pp. 24, 29 & 30 for teaching sequence, markbook & criteria sheet)  
• Year 5 – Timeline (see pp. 25, 30 & 34 for teaching sequence, markbook & criteria sheet)  
• Year 5 - Historical Narrative (see pp. 26, 30 & 35-36 for teaching sequence, markbook & criteria sheet)  
**Framing up your research questions**  
• See Unit Plan page 5 for suggested Key Inquiry Questions  
**Shower/Free Time**  
MT/Adult Helpers  
**Dinner** 6.00 pm  
**Dinner** 6.00 pm |

### Notes
- **HID** refers to the History Identification Document.
- **MT** refers to the Main Teacher.
- **LL** refers to the Lead Learner.
- **BS** refers to Barry Smith, Unit Support Officer.
- **Litterless Lunch** is aimed at reducing litter during the excursion.
- **Dinner** is the meal time provided during the excursion.
- **Orientation tour of buildings** is conducted as an introduction to the site.
- **Exploring Tropical Rainforest** is an activity focusing on the natural features of the area.
- **Paluma History Display** includes educational materials and artifacts.
- **Framing up your research questions** helps students prepare for their research activities.
- **Black line Masters needed for this program:**
  - 1 cover
  - 53 After dark experience
  - 9,10,11 Birds seen at Paluma
  - 19 Clues to Paluma’s History
  - NEW – 118 Living & working conditions for tin-miners & timber-cutters
  - NEW – 119 Journal – My day/s as a tin-miner or timber-cutter
  - NEW – 120 Exploration of an Artefact
  - NEW – 121 – Assessment planner – Historical Narrative
  - Plus - GMTC (Criteria Sheets) for relevant Year levels (see Unit Plan)
## Teaching Sequence – YEAR SIX – ANNOTATED TIMELINE

### Topic
**THE HISTORY OF THE CITY OF THURINGOWA**

| Overview | Annotated timeline – The History of Thuringowa  
Students sequence events and people (their lifetime) in chronological order, and represent time by creating a timeline to show the significant events in the history of the now-amalgamated City of Thuringowa (formerly the Shire of Thuringowa). Students develop descriptions to annotate the timeline. In developing these annotations and organising and presenting their information, they use historical terms and concepts and incorporate relevant sources. Students complete the task in class as an assignment over a two lesson period. |
| --- |

### Lessons

<table>
<thead>
<tr>
<th>Lesson 6.1</th>
<th>Teaching and Learning Sequence</th>
<th>Resources</th>
<th>Differentiation (Class Teacher to complete)</th>
</tr>
</thead>
</table>
| Demonstrate the software program to be used to construct the timeline  
Begin researching sources of information | Timeline program (Learning Place)  
http://staff.learningplace.eq.edu.au/Pages/Resourceview.aspx?id=9091252f-57d9-1431-9b8a-bf0f8edfe41f  
https://learningplace.eq.edu.au/cx/resources/items/3d30970f-3312-2438-6a3b-9925b07a823c/2/viewIMS.jsp (examples)  
http://staff.learningplace.eq.edu.au/Pages/Resourceview.aspx?id=ef9daeae-8771-7344-ba4ff6e86ea0 (examples)  
Reference materials borrowed from Paluma EEC  
• Thuringowa Past and Present  
• A Short History of Thuringowa | |

| Lesson 6.2 | Constructing the timeline | Timeline program (See URL above)  
Reference materials borrowed from Paluma EEC (see above) | |
# Teaching Sequence – YEAR SIX – RESEARCH REPORT AS NARRATIVE

<table>
<thead>
<tr>
<th>Topic</th>
<th>THE INFLUENCE OF AN EXPLORER OR COUNCIL CHAIRMAN (MAYOR)</th>
<th>Topic Duration:</th>
<th>4 Lessons</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Overview</strong></td>
<td>Research report – The influence of an early explorer of Thuringowa or a Council Chairman (Mayor)</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Students undertake an independent research task which is conducted over a number of lessons. To support the research process students first work collaboratively to review the inquiry questions developed whilst on excursion at Paluma. These questions must be relevant to the task of framing an historical inquiry. Students identify a range of sources and locate and compare information to answer inquiry questions. They examine sources to identify and describe points of view. A variety of online and print resources are used to gather information and note taking scaffolds are provided to support event sequencing.</td>
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<tr>
<td></td>
<td>In writing up their research, students are asked to choose one significant individual important in the history of Thuringowa and describe the effect this person had on society at the time, identifying change and continuity and describing the causes and effects of change on society. They explain the significance of an individual's influence through narrative detailing significant events of this individual’s life. In developing the narrative and organising and presenting their information, they use historical terms and concepts and incorporate relevant sources.</td>
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</tbody>
</table>

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<tr>
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<th>Teaching and Learning Sequence</th>
<th>Resources</th>
<th>Differentiation (Class Teacher to complete)</th>
</tr>
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<tbody>
<tr>
<td><strong>Lesson 6.3</strong></td>
<td>Review the textual features of a research report, in the context of an historical inquiry</td>
<td>QSA February 2012 Assessment: History - Advice on implementing the Australian Curriculum P–10 (see Excerpt Table 1 on pp. 39-40 of this Unit Plan)</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>
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<tr>
<td></td>
<td>Scaffold note-taking</td>
<td>Thuringowa Past and Present</td>
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</tr>
<tr>
<td></td>
<td>Begin investigation of sources of information</td>
<td>A Short History of Thuringowa</td>
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<tr>
<td></td>
<td></td>
<td>Serving Thuringowa: Chairmen and Mayors 1879-2004</td>
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<tr>
<td></td>
<td></td>
<td>Note-taking scaffolds</td>
<td></td>
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<td></td>
<td></td>
<td>Interactive whiteboard &amp; data projector</td>
<td></td>
</tr>
<tr>
<td><strong>Lesson 6.4 &amp; 6.5</strong></td>
<td>Researching &amp; note-taking</td>
<td>Note-taking scaffolds</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Reference materials borrowed from Paluma EEC (see above)</td>
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<tr>
<td></td>
<td></td>
<td>Interactive whiteboard &amp; data projector</td>
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<tr>
<td><strong>Lessons 6.6 &amp; 6.7</strong></td>
<td>Writing the report</td>
<td>Reference materials borrowed from Paluma EEC</td>
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</tbody>
</table>
**YEAR SIX MARKBOOK S:**

### TIMELINE - THE HISTORY OF THE CITY OF THURINGOWA - Description:
Students are asked to develop a timeline to show the significant events in the history of the now-amalgamated City of Thuringowa (formerly the Shire of Thuringowa). Students are asked to provide evidence from sources they located and provide an indication of their sources of information. They complete the task in class as an assignment over a two lesson period.

<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>Stories of groups of people who migrated to Australia (including from ONE Asian country) and the reasons they migrated, such as World War II and Australian migration programs since the war. (ACHHK115)</td>
<td>The contribution of individuals and groups, including Aboriginal people and/or Torres Strait Islanders and migrants, to the development of Australian society, for example in areas such as the economy, education, science, the arts, sport. (ACHHK116)</td>
<td>Sequence historical people and events. (ACHHS117)</td>
</tr>
<tr>
<td></td>
<td>A etc</td>
<td>Develop texts, particularly narratives and descriptions, which incorporate source materials (ACHHS124)</td>
<td>Use a range of communication forms (oral, graphic, written) and digital technologies (ACHHS125)</td>
</tr>
</tbody>
</table>

### NARRATIVE - THE INFLUENCE OF AN EXPLORER OR COUNCIL CHAIRMAN (MAYOR) IN THE HISTORY OF THURINGOWA - Description:
Students undertake an independent research task which is conducted over a number of lessons. To support the research process students first work collaboratively to develop inquiry questions relevant to the task. A variety of online and print resources are used to gather information and note taking scaffolds are provided support for event sequencing. The students are asked to choose one significant individual important in the history of Thuringowa and describe the effect this person had on society at the time. Students are required to explain their influence through narrative detailing significant events of this individual’s life.

<table>
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<tr>
<th>Dates</th>
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<th>Historical Skills</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student</td>
<td>Stories of groups of people who migrated to Australia (City of Thuringowa, North Queensland) (including from ONE Asian country) and the reasons they migrated, such as World War II and Australian migration programs since the war. (ACHHK115)</td>
<td>The contribution of individuals and groups, including Aboriginal people and/or Torres Strait Islanders and migrants, to the development of Australian (North Queensland) society, for example in areas such as the economy, education, science, the arts, sport. (ACHHK116)</td>
<td>Identify questions to inform an historical inquiry (ACHHS119)</td>
</tr>
<tr>
<td></td>
<td>A etc</td>
<td>Locate information related to inquiry questions in a range of sources. (ACHHS121)</td>
<td>Develop texts, particularly narratives and descriptions, which incorporate source materials (ACHHS124)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Use a range of communication forms (oral, graphic, written) and digital technologies (ACHHS125)</td>
<td></td>
</tr>
</tbody>
</table>
### Assessment Task 1 – Criteria Sheet – YEAR SIX – Timeline - HISTORY

**Assessment Task Name:** THE HISTORY OF THURINGOWA

**Type:** ANNOTATED TIMELINE

**Description:**
Annotated timeline – The History of Thuringowa
Students are asked to develop a timeline to show the significant events in the history of the now-amalgamated City of Thuringowa (formerly the Shire of Thuringowa). Students are asked to provide evidence from sources they located and provide an indication of their sources of information. They complete the task in class as an assignment over a two week period.

**Learning Area:** HISTORY

### Criteria

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
</tr>
</thead>
<tbody>
<tr>
<td>Historical Knowledge and Understanding</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stories of groups of people who migrated to Australia (City of Thuringowa, North Queensland) (including from ONE Asian country) and the reasons they migrated, such as World War II and Australian migration programs since the war. (ACHHK115)</td>
<td>Comprehensive comparisons of the different experiences of people in the past</td>
<td>Effective comparisons of the different experiences of people in the past</td>
<td>Descriptions of the different experiences of people in the past</td>
<td>Narrow descriptions of the different experiences of people in the past</td>
<td>Statements of the different experiences of people in the past</td>
</tr>
<tr>
<td>The contribution of individuals and groups, including Aboriginal people and/or Torres Strait Islanders and migrants, to the development of Australian (North Queensland) society, for example in areas such as the economy, education, science, the arts, sport. (ACHHK116)</td>
<td>Reasoned explanations of: • changes and continuities • causes and effects of changes in society • the significance of individuals and groups in bringing about change</td>
<td>Informed explanations of: • changes and continuities • causes and effects of changes in society • the significance of individuals and groups in bringing about change</td>
<td>Explanations of: • changes and continuities • causes and effects of changes in society • the significance of individuals and groups in bringing about change</td>
<td>Statements of • obvious changes and continuities</td>
<td>Statements of • obvious changes and continuities</td>
</tr>
<tr>
<td>Historical Skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sequence historical people and events. (ACHHS117)</td>
<td>Sequencing of events and people in chronological order, using timelines</td>
<td>Sequencing of events and people in chronological order, using timelines</td>
<td>Sequencing of events and people in chronological order using representations of time</td>
<td>Sequencing of events within a chronology</td>
<td>Sequencing of events in order</td>
</tr>
<tr>
<td>Develop texts, particularly narratives and descriptions, which incorporate source materials (ACHHS124)</td>
<td>Clear and purposeful communication of descriptive and narrative texts that incorporate relevant sources and use historical terms and concepts</td>
<td>Effective communication of descriptive and narrative texts that incorporate relevant sources and use historical terms and concepts</td>
<td>Communication of descriptive and narrative texts using sources, historical terms and concepts</td>
<td>Communication using the language of descriptive and narrative texts and simple historical terms and concepts</td>
<td>Communication using the language of descriptive and narrative texts and simple historical terms and concepts</td>
</tr>
<tr>
<td>Use a range of communication forms (oral, graphic, written) and digital technologies (ACHHS125)</td>
<td>Clear and purposeful communication using a range of communication forms (oral, graphic, written) and digital technologies</td>
<td>Effective communication using a range of communication forms (oral, graphic, written) and digital technologies</td>
<td>Communication using a range of communication forms (oral, graphic, written) and digital technologies</td>
<td>Communication using a selection of communication forms (oral, graphic, written) and digital technologies</td>
<td>Communication using only a limited selection of communication forms (oral, graphic, written) and digital technologies</td>
</tr>
</tbody>
</table>
Assessment Task 2 – Criteria Sheet – YEAR SIX – Research Report/ Narrative - HISTORY

<table>
<thead>
<tr>
<th>Assessment Task Name:</th>
<th>THE INFLUENCE OF AN EXPLORER OR COUNCIL CHAIRMAN (MAYOR)</th>
<th>Type: RESEARCH REPORT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Description:</td>
<td>Research report – The influence of an explorer or Council Chairman (Mayor)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Students undertake an independent research task which is conducted over a number of lessons. To support the research process students first work collaboratively to develop inquiry questions relevant to the task. A variety of online and print resources are used to gather information and note taking scaffolds are provided support for event sequencing. The students are asked to choose one significant individual important in the history of Thuringowa and describe the effect this person had on society at the time. Students are required to explain their influence through narrative detailing significant events of this individual’s life.</td>
<td></td>
</tr>
<tr>
<td>Learning Area:</td>
<td>HISTORY</td>
<td></td>
</tr>
</tbody>
</table>

<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>Historical Knowledge &amp; Understanding</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

- **Stories of groups of people who migrated to Australia (City of Thuringowa, North Queensland) (including from ONE Asian country) and the reasons they migrated**, such as World War II and Australian migration programs since the war. (ACHHK115)

- **The contribution of individuals and groups, including Aboriginal people and/or Torres Strait Islanders and migrants, to the development of Australian (North Queensland) society**, for example in areas such as the economy, education, science, the arts, sport. (ACHHK116)

<table>
<thead>
<tr>
<th>Stories of groups of people who migrated to Australia (City of Thuringowa, North Queensland) (including from ONE Asian country) and the reasons they migrated</th>
<th>Comprehensive comparisons of the different experiences of people in the past</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reasoned explanations of:</td>
<td>Effective comparisons of the different experiences of people in the past</td>
</tr>
<tr>
<td>• changes and continuities</td>
<td>Informed explanations of:</td>
</tr>
<tr>
<td>• causes and effects of changes in society</td>
<td>• changes and continuities</td>
</tr>
<tr>
<td>• the significance of individuals and groups in bringing about change</td>
<td>• causes and effects of changes in society</td>
</tr>
<tr>
<td></td>
<td>• the significance of individuals and groups in bringing about change</td>
</tr>
</tbody>
</table>

  | The contribution of individuals and groups, including Aboriginal people and/or Torres Strait Islanders and migrants, to the development of Australian (North Queensland) society, for example in areas such as the economy, education, science, the arts, sport. (ACHHK116) |
  | Descriptions of the different experiences of people in the past                                                                         | Narrow descriptions of the different experiences of people in the past |
  | Explanations of:                                                                                                                         | Explanations of:                                                          |
  | • obvious changes and continuities                                                  | • obvious changes and continuities                                         |
  | • obvious causes of changes in society                                             | • obvious causes of changes in society and their effects                  |

  | Statements of the different experiences of people in the past                                                                            | Statements of the different experiences of people in the past |
  |                                                                                                                                           | Statements of the different experiences of people in the past |
  |                                                                                                                                           | Statements of the different experiences of people in the past |

LMV
### Assessment Task 2 – Criteria Sheet – YEAR SIX – Research Report/ Narrative - HISTORY

<table>
<thead>
<tr>
<th>Assessment Task Name:</th>
<th>THE INFLUENCE OF AN EXPLORER OR COUNCIL CHAIRMAN (MAYOR)</th>
<th>Type: RESEARCH REPORT</th>
</tr>
</thead>
</table>

**Description:**
Research report – The influence of an explorer or Council Chairman (Mayor)

Students undertake an independent research task which is conducted over a number of lessons. To support the research process students first work collaboratively to develop inquiry questions relevant to the task. A variety of online and print resources are used to gather information and note taking scaffolds are provided support for event sequencing. The students are asked to choose one significant individual important in the history of Thuringowa and describe the effect this person had on society at the time. Students are required to explain their influence through narrative detailing significant events of this individual’s life.

**Date:**

<table>
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<tr>
<td><strong>Historical Skills</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify questions to inform an historical inquiry (ACHHS119)</td>
<td>Development of logical and interrelated questions to frame historical inquiries</td>
<td>Development of logical questions to frame historical inquiries</td>
<td>Development of questions to frame historical inquiries</td>
<td>Development of descriptive questions related to historical inquiries</td>
<td>Use of obvious inquiry questions</td>
</tr>
<tr>
<td>Locate information related to inquiry questions in a range of sources. (ACHHS121)</td>
<td>Discriminating location and comparison of information from a range of sources to answer inquiry questions, and identification and explanation of points of view</td>
<td>Effective location and comparison of information from a range of sources to answer inquiry questions, and identification and explanation of points of view</td>
<td>Location and comparison of information from a range of sources to answer inquiry questions, and identification and explanation of points of view</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 and descriptions, which incorporate source materials (ACHHS124)</td>
<td>Clear and purposeful communication of descriptive and narrative texts that incorporate relevant sources and use historical terms and concepts</td>
<td>Effective communication of descriptive and narrative texts that incorporate relevant sources and use historical terms and concepts</td>
<td>Communication of descriptive and narrative texts that incorporate relevant sources and use historical terms and concepts</td>
<td>Communication of descriptive and narrative texts using sources, historical terms and concepts</td>
<td>Communication using the language of descriptive and narrative texts and simple historical terms and concepts</td>
</tr>
<tr>
<td>Use a range of communication forms (oral, graphic, written) and digital technologies (ACHHS125)</td>
<td>Clear and purposeful communication using a range of communication forms (oral, graphic, written) and digital technologies</td>
<td>Effective communication using a range of communication forms (oral, graphic, written) and digital technologies</td>
<td>Communication using a range of communication forms (oral, graphic, written) and digital technologies</td>
<td>Communication using a selection of communication forms (oral, graphic, written) and digital technologies</td>
<td>Communication using only a limited selection of communication forms (oral, graphic, written) and digital technologies</td>
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</table>
Glossary

Concepts
- 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.

Historical inquiry
- 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.

Historical terms
- 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.

Narrative (History)
- 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).

Narrative (English)
- 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).

Significance
- 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?

Source
- 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.

Types of texts
- 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.
  - 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.
  - 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.
  - 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.
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**Assessment: History**

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

<table>
<thead>
<tr>
<th>Purpose</th>
<th>This technique is used to assess students’ abilities to research, collect, analyse and draw conclusions about primary and secondary sources.</th>
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</table>
| 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