

# DEFINING MOMENTS IN AUSTRALIAN HISTORY

## Digital Classroom



### The Spiritstone Saga Unit

The Spiritstone Saga is a 'learning adventure' where students learn about the history of Australia from 1770-1871. It is designed to fit in with the Year 5 History Curriculum. The curriculum documentation details how it meets Year 5 History curriculum requirements for various curricula.

#### What is a learning adventure?

- Students complete the unit activities independently either through an activity booklet or online
- The activity booklet can be provided as a complete unit booklet (PDF), or in staggered 'assignments' as they progress, and is designed to be easily photocopied and/or loaded to the class digital learning platform and interactive whiteboard by teachers; if the online option is chosen, students can save their work regularly to a suitable digital platform decided by the school/teacher
- Each time they finish an activity 'assignment' or end of section Quiz they come and show the teacher, reviewing their progress with their Learning Checklist
  - The teacher decides if the activity has been completed successfully – if so, this gets recorded on the spreadsheet (that can track XP) and what level they are at
  - If the activity hasn't been done correctly, you quickly reteach the material and they redo it
  - It is important that students 'own' the Learning Checklist so that interests and strengths are recognised, and areas for development encouraged and supported
- This unit package and approach swaps the learning from teacher-led to student-led
- The central component of the unit is the National Museum of Australia's Defining Moments and Digital Classroom <http://www.nma.gov.au/defining-moments/defining-moments-timeline> which is a flexible-access, constantly expanding platform of peer-reviewed quality resources for years 3 to 12. Educators can utilise primary and secondary sources to deconstruct political, social, cultural and economic defining moments in Australian History from 65 000 years ago to recent months in 'ready to teach' formats. This unit focuses on 15 of the defining moments, but it is well worth looking at the timeline to see the hundreds of others
- Content knowledge
  - students learn at their own pace by reading the adventure
  - They then do a content test quiz at the end
- Historical skills
  - The booklet contains the teaching of each skill, worked examples and exercises
  - The teacher then sees if they have done it correctly or not, if not, they reteach there and then to just that one student.

#### Benefits

- The unit focuses on in-depth learning through:
  - Historically accurate and authentic narratives, giving the learner choice
  - Targeted HASS (History and Social Sciences) skills-development at each stage
  - On-going review, reflection and evaluation processes, and data tracking
- Independence
- Carefully designed, authentic real-world project-based learning
- problem-solving

- creative thinking
- the unit can be presented flexibly at each stage as paper or electronic stimuli, and as independent or collaborative learning (a mixture of approaches is recommended to maximise engagement and depth)
- student-centred; teacher facilitated
- engagement and motivation through competition (students see the score other students are on)
- differentiation / targeted teaching (use of Learning Checklist and constant feedback processes)
- interpretation of questions
- confidence with own work
- better retention of content knowledge because it is taught as a first-person narrative and students remember narratives
- Game elements promote engagement, motivation and allow for easier constructive feedback because
  - students are used to choice, clear contextual situation, problem-solving, learn-as-you progress and score-checks, and responding to positive and to constructive feedback on how to improve from gaming and digital mediums many students are fluent and comfortable with

## How to run the learning adventure

- Simply get students to read through the booklet
- they will have choices along the way, but the adventure has been designed so that they will all learn the same historical skills and core WW1 content knowledge no matter what choices they make
- each time a student completes an activity, they come and show the teacher bringing their learning checklist
  - if it has been done correctly, they put a '1' in the appropriate cell in the scoring spreadsheet
  - if it has been done incorrectly, reteach that skill to just that one student
- there are 15 unique sections in the learning adventure
  - there are 25 in total because some have had to be repeated, based on the choices students make.

## Using the score sheet

- If you want to add a little friendly competition into the learning adventure (which is very motivating for students), use the score sheet spreadsheet and project the results on a projector as you play
1. Type or paste in student names and/or student IDs
  2. every time a student completes an activity, look at which section it is from. Put a "1" in that cell in the spreadsheet
  3. It will then automatically give the student XP (experience points) and converts it into a level.
  4. Scores:
    1. 100 XP for Level 1 skills
    2. 200 XP for Level 2 skills
    3. 400 XP for Level 3 skills

| XP    | Level |
|-------|-------|
| 0     | 1     |
| 100   | 2     |
| 200   | 3     |
| 400   | 4     |
| 700   | 5     |
| 1,000 | 6     |
| 1,500 | 7     |
| 2,000 | 8     |
| 2,500 | 9     |
| 3,500 | 10    |

## Map

- look at the map of the learning adventure. It shows the content knowledge that will be learned in each section and the skill

## Rubric used

|                           |   |                                      |   |                     |
|---------------------------|---|--------------------------------------|---|---------------------|
| Asks inferential question | Puts events on a timeline using correct spacing | Places source in historical context  | Uses historical context to empathise with person from history | Explain knowledge   |
| Ask open-ended question   | Puts events on a timeline in correct order      | Uses source to learn about history   | Empathises with a person from history                         | Summarise knowledge |
| Asks literal question     | Put events in correct order                     | Describes literal features of source | Recognises a viewpoint  | List knowledge      |
| <b>Questions</b>          | <b>Timelines</b>                                | <b>Sources</b>                       | <b>Viewpoints</b>   | <b>Knowledge</b>    |

- If a student completes the learning adventure, they will have completed activities for all of these levels.

## Defining Moments

- The learning adventure incorporates 15 of the defining moments in Australian History from the National Museum of Australia:
  - 1770 Cook claims Australia
  - 1788 Convict cargo
  - 1789 Smallpox epidemic
  - 1791 Start of Whaling
  - 1792 Pemulwuy
  - 1801-1803 Flinders circumnavigates Australia
  - 1815 Founding of Bathurst
  - 1830 The Black Line
  - 1833 Convict transportation peaks
  - 1838 Myall Creek massacre
  - 1854 Eureka Stockade
  - 1863 Coranderrk
  - 1868 Aboriginal cricket team
  - 1868 Convict transportation ends
  - 1871 Australian Natives' Association
- Other defining moments in Australian history can be found at: <http://www.nma.gov.au/defining-moments/defining-moments-timeline>

The National Museum of Australia and Digital Classroom Team are adding on average 3-4 new Australian History and Society defining moments, interactives games and more to their sites monthly, so it is intended that this map and unit approach can be continued with your class, and with others.

The National Museum Digital Classroom Team would love to hear or see how you have used this unit with your class, and/or how it has inspired you to use the approach, defining moments and museum's digital resources in other units. Teachers and leaders can contact us on email [david.arnold@nma.gov.au](mailto:david.arnold@nma.gov.au)

## Support

- [www.lawlesslearning.com/learningadventures](http://www.lawlesslearning.com/learningadventures)
- <http://www.nma.gov.au/defining-moments/defining-moments-timeline>
- <http://www.nma.gov.au/defining-moments/defining-moments-timeline#showMoment>
- [david.arnold@nma.gov.au](mailto:david.arnold@nma.gov.au)
- [benlawless8@gmail.com](mailto:benlawless8@gmail.com)

# Curriculum links

## Australian Curriculum

### Year 5 Humanities and Social Sciences

#### Inquiry and skills

##### *Questioning*

- Develop appropriate questions to guide an inquiry about people, events, developments, places, systems and challenges (ACHASSI094, ACHASSI122)

##### *Researching*

- Locate and collect relevant information and data from primary and secondary sources (ACHASSI095, ACHASSI123)
- Organise and represent data in a range of formats including tables, graphs and large- and small- scale maps, using discipline- appropriate conventions (ACHASSI096, ACHASSI124)
- Sequence information about people's lives, events, developments and phenomena using a variety of methods including timelines (ACHASSI097, ACHASSI125)

##### *Analysing*

- Examine primary and secondary sources to determine their origin and purpose (ACHASSI098, ACHASSI126)
- Examine different viewpoints on actions, events, issues and phenomena in the past and present (ACHASSI099, ACHASSI127)
- Interpret data and information displayed in a range of formats to identify, describe and compare distributions, patterns and trends, and to infer relationships (ACHASSI100, ACHASSI128)

##### *Evaluating and reflecting*

- Evaluate evidence to draw conclusions (ACHASSI101, ACHASSI129)

##### *Communicating*

- Present ideas, findings, viewpoints and conclusions in a range of texts and modes that incorporate source materials, digital and non-digital representations and discipline- specific terms and conventions (ACHASSI105, ACHASSI133)

#### Knowledge and understanding: History sub-strand

- Reasons (economic, political and social) for the establishment of British colonies in Australia after 1800 (ACHASSK106)
- The nature of convict or colonial presence, including the factors that influenced patterns of development, aspects of the daily life of the inhabitants (including Aboriginal Peoples and Torres Strait Islander Peoples) and how the environment changed (ACHASSK107)
- The impact of a significant development or event on an Australian colony (ACHASSK108)
- The reasons people migrated to Australia and the experiences and contributions of a particular migrant group within a colony (ACHASSK109)
- The role that a significant individual or group played in shaping a colony; for example, explorers, farmers, entrepreneurs, artists, writers, humanitarians, religious and political leaders, and Aboriginal and/or Torres Strait Islander Peoples (ACHASSK110)

# Victorian Curriculum

## Level 5/6 History

Historical Concepts and Skills

### *Chronology*

Sequence significant events and lifetimes of people in chronological order to create a narrative to explain the developments in Australia's colonial past and the causes and effects of Federation on its people (VCHHC082)

### *Historical sources as evidence*

Identify the origin, content features and the purpose of historical sources and describe the context of these sources when explaining daily life in colonial Australia, reasons for migration and causes and effects of Federation (VCHHC083)

Describe perspectives and identify ideas, beliefs and values of people and groups in the past (VCHHC084)

### *Continuity and change*

Identify and describe patterns of continuity and change in daily life for Aboriginal and Torres Strait Islander peoples, 'native born' and migrants in the Australian colonies (VCHHC085)

### *Cause and effect*

Explain the causes of significant events that shaped the Australian colonies, contributed to Australian Federation and the effects of these on Aboriginal and Torres Strait Islander peoples and migrants (VCHHC086)

### *Historical significance*

Explain the significance of an event and an individual or group that influenced change in the Australian colonies and in Australian society since Federation (VCHHC087)

Historical Knowledge

### *The Australian colonies*

The social, economic and political causes and reasons for the establishment of British colonies in Australia after 1800 (VCHHK088)

The nature of convict or colonial presence, including the factors that influenced changing patterns of development, how the environment changed, and aspects of the daily life of the inhabitants, including Aboriginal and Torres Strait Islander peoples (VCHHK089)

The effects of a significant development or event on a colony (VCHHK090)

The role that a significant individual or group played in shaping and changing a colony (VCHHK092)

# West Australian Curriculum

Knowledge and understanding

### *Year 4 History*

#### *First contacts*

Stories of the First Fleet, including reasons for the journey, who travelled to Australia, and their experiences following arrival (e.g. treatment of convicts, daily lives, social order)

### *Year 5 History*

#### *The Australian Colonies*

The economic, political and social reasons for establishing British colonies in Australia after 1800 (e.g. the establishment of penal colonies)

The patterns of colonial development and settlement (e.g. geographical features, climate, water resources, transport, discovery of gold) and how this impacted upon the environment (e.g. introduced species) and the daily lives of the different inhabitants (e.g. convicts, free settlers, Aboriginal and Torres Strait Islander Peoples)

The economic, social and political impact of one significant development or event on a colony and the potential outcomes created by 'what if ...?' scenarios (e.g. frontier conflict; the gold rushes; the Eureka Stockade; the Pinjarra Massacre; the advent of rail; the expansion of farming; drought)

Humanities and Social Sciences skills

*Year 5-6*

*Questioning and researching*

Develop and refine a range of questions required to plan an inquiry

Locate and collect information and/or data from a range of appropriate primary sources and secondary sources (e.g. museums, media, library catalogues, interviews, internet)

Record selected information and/or data using a variety of methods (e.g. use graphic organisers, paraphrase, summarise)

*Analysing*

Use criteria to determine the relevancy of information (e.g. consider accuracy, reliability, publication date, usefulness to the question)

*Interpret information and/or data collected*

(e.g. sequence events in chronological order, identify cause and effect, make connections with prior knowledge)

Identify different points of view/perspectives in information and/or data (e.g. analyse language, identify motives)

Translate collected information and/or data in to a variety of different formats (e.g. create a timeline, draw maps, convert a table of statistics into a graph) Evaluating

Draw and justify conclusions, and give explanations, based on the information and/or data in texts, tables, graphs and maps (e.g. identify patterns, infer relationships)

Use decision-making processes (e.g. share opinions and personal perspectives, consider different points of view, identify issues, develop possible solutions, plan for action, identify advantages and disadvantages of different options)

*Communicating and reflecting*

Present findings, conclusions and/or arguments, appropriate to audience and purpose, in a range of communication forms (e.g. written, oral, visual, digital, tabular, graphic, maps) and using

subject-specific terminology and concepts

Develop a variety of texts, including narratives, descriptions, biographies and persuasive texts, based on information collected from source materials

## **New South Wales Curriculum**

Stage 3

*Historical concepts*

Cause and effect: events, decisions or developments in the past that produce later actions, results or effects, eg events and other reasons that led to migration to Australia; reasons for the struggle for rights and freedoms for various groups in Australia.

Perspectives: people from the past will have different views and experiences, eg differing attitudes of various groups to Federation or to granting rights and freedoms to women and Aboriginal peoples.

Empathetic understanding: an understanding of another's point of view, way of life and decisions made in a different time, eg differing attitudes and experiences of living in an Australian colony; understanding the experiences of Aboriginal and Torres Strait Islanders, women and migrants throughout the twentieth century.

### *Historical skills*

#### Comprehension: chronology, terms and concepts

respond, read and write to show understanding of historical matters

sequence historical people and events (ACHHS098, ACHHS117)

use historical terms and concepts (ACHHS099, ACHHS118)

#### Analysis and use of sources

compare information from a range of sources (ACHHS103, ACHHS122)

#### Perspectives and interpretations

identify different points of view in the past and present (ACHHS104, ACHHS123)

#### Research

identify and pose questions to inform an historical inquiry (ACHHS100, ACHHS119)

#### Explanation and communication

develop historical texts, particularly narratives and descriptions, which incorporate source material (ACHHS105, ACHHS124)

use a range of communication forms (oral, written, graphic) and digital technologies. (ACHHS106, ACHHS125)

### *The Australian colonies - Content*

Reasons (economic, political and social) for the establishment of British colonies in Australia after 1800 (ACHHK093)

The nature of convict or colonial presence, including the factors that influenced patterns of development, aspects of the daily life of inhabitants (including Aboriginal and Torres Strait Islander peoples) and how the environment changed (ACHHK094)

The impact of a significant development or event on a colony; for example, frontier conflict, the gold rushes, the Eureka Stockade, internal exploration, the advent of rail, the expansion of farming, drought (ACHHK095)

The role that a significant individual or group played in shaping a colony; for example, explorers, farmers, entrepreneurs, artists, writers, humanitarians, religious and political leaders, and Aboriginal and/or Torres Strait Islander peoples (ACHHK097)

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