



Terra Pentorum

Teaching Australian History
Through Role Play

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2018

Terra Pentorum is sort of Latin for “land of the fives”. It was coined as a title for this Year Five Project. It is highly doubtful that any Romans uttered this phrase, but used in the classroom these words can provide inspiration to students of Australian History.

It is a reference to “Terra Australis Incognita” and “Terra Nullius”, phrases which had a lasting impact on the continent.

Acknowledgements

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Terra Pentorum: Land of the Fives

Terra Pentorum is a curriculum strategy designed especially to engage Year 5 students in learning about Australian History. Role play, inquiry and creativity are key concepts which enable deep and authentic learning outcomes.

The tasks included are open-ended tasks. The abilities of students, the time allocated for preparation and completion and the importance placed on different components can vary.

Terra Pentorum Overview

Students imagine they are living in 1800, colonising an unknown distant land and may never return to their homeland.

Students create and document the history of their imagined colony while learning about the development of colonies in Australia and elsewhere.

Together, students use their imagined colonies as a lens through which to explore a range of learning opportunities.

Five Essential Elements

1. The Map. Large, communal and displayed prominently, students work together in creating the detail of the map of the newly colonised continent. Cartography conventions are to be followed.
2. Pairs of students work together. One is ranked Governor, the other is the Lieutenant Governor. Rank is to be respected in decision making.
3. Each Governor is in charge of a separate colony, and each must claim land on the map, and develop their colony.
4. The Teacher in charge plays the role of the monarch of the mother country, overseeing the new colonies and providing orders and support.
5. Students learn about colonisation while engaging with the project.

Terra Pentorum
Governor's Report 1800 to 1810
"Establishing a New Colony"

Governor:

Lieutenant:

Settlements:

Colony:

Continent:

January 1, 1800.

The land of Terra Pentorum has been charted and it has been discovered that coastal plains reaching inland approximately 6 miles will support settlement. Fresh water has been located from a variety of sources and land is suitable for grazing and various types of farming. The flora and fauna is unusual but it is not known how useful it will be for food and other uses. Little is known of the sparse and apparently shy native inhabitants.

Colonising the land of Terra Pentorum is a bold, brave, and ambitious undertaking. The crown has decided that settlements will be established, under the control of a Governor. Each Governor shall have the support of a Lieutenant-Governor. Each colony will number one hundred courageous souls who will be transported at the cost of the crown.

You are granted an initial claim of one hundred square kilometres. You must write a letter to your monarch which describes the area around your settlement and what you are using it for.

Good Luck and godspeed.

For this first section of the project you will need to find out information about the First Fleet which landed in Australia in January 1788. Researching the Second and Third Fleets will also be helpful. You will also need to research the very early years of Australia, to get an idea of what happened in the first few years.

To provide comparison, you can also research the beginning of a different colony somewhere else in the world. Things have been done very differently in different places, so do some research to find out why.

You will have a few tasks to complete, and the more you research, the better you will be able to complete them.

1. Name your colony, settlement (first town) and the great land mass (continent) you are settling on.
2. Decide where you will be located on the map.
3. 100 people start your colony. You have one Governor and one Lieutenant. What do the other 98 people do to make sure your colony survives and grows? Fill in the grid on the following page.
4. What supplies are crucial to your survival? Make a list of items you bring with you to begin your colony. Base your list on the First Fleet Supplies, but are there any improvements you could make?

Governor		
Lieutenant		

Supplies:

Terra Pentorum
Governor's Report 1810 to 1820
"Early Settlement and Development"

Governor:

Lieutenant:

Settlements:

Colony:

Continent:

January 1, 1810.

Terra Pentorum has been colonised and it has been decided that colonies should expand into the interior of the continent. Resources will be extracted from the nearby areas, which are varied in their appearance. The colonies must decide how they will use this resource to provide jobs, trade and growth.

The colonies of Terra Pentorum are also beginning to forge an identity through the events which are unfolding in the young colony. Many hard working individuals have gained positive reputations for their hard work. Many hardships have been endured. Many tough decisions have been made by Governors. Cooperation between neighbouring colonies has provided many of those in power with optimism that the ambitious project will succeed.

The Royal Society are also interested in hearing about native plant and animal species. Please provide an illustrated report about one significant example of each.

For this section of the project you will need to find out information about the early days of the Australian colonies. Researching the period from 1788 to 1820 will be helpful. You could research people, places, events, technological advances, agriculture and much more. You should also have a look at Australian national and state emblems, floral and faunal. Why were those animals and plants selected to represent the colony/state/city/country?

Your research should be started by asking the following questions, and coming up with a few different theories (answers or reasons) for each one.

1. How would you attract people to your colony?
2. What resources do you have around you and how are you going to use them?
3. What problems have you encountered, and how were they solved?
4. Which plant is rare/everywhere/significant, and why?
5. Which animal is rare/everywhere/unique, and why?

Make notes below then expand in other formats

How do you attract people?
Resources
Problems and Solutions
Plant
Animal

Exploration: Immediate Terrain

In the early days of the colony, settlers ventured a few kilometres away from the coastal grasslands to find farmland, water and other natural resources.

Each colony should roll a ten sided die twice to see which two of the following types of terrain lie immediately inland from the coastal grasslands.

1. Forest
2. Rainforest
3. Grasslands
4. Swamp
5. Lakes
6. Dense Scrubland
7. Sparse Scrubland
8. Mountains
9. Desert
10. Snow covered mountains

The type of terrain will determine the resources to be found. The resources will determine the types of industry, commerce and trade the colony engages in. The industry will determine the colonial culture. The students then make reference to all of these in their construction of their colony's history.

Exploration: The Interior

After a generation has worked hard to establish the colony, the next generation will explore the interior of the continent for further opportunities.

Colonies send out explorations to discover what is out there.

Turn the map into a giant board game by sticking small number tags all over the map. Each colony's exploration begins at their main settlement and progresses according to the roll of a ten sided die.

Each colony which arrives at a number tag then discovers a predetermined outcome. It may be the discovery of gold deposits or half the party may desert the expedition and return home. Make a list of the outcomes based on the events of expeditions which took place in Australia.

The board game can take place in one session or be spread out over several weeks.

Rules for the board game can be developed to reflect the student understanding of the expeditions of the 1800's.

1	7	13	19	1. <i>Native Sacred Site</i>	14. <i>Waterhole</i>
2	8	14	20	2. <i>Coal Deposit</i>	15. <i>New species of animal</i>
3	9	15	21	3. <i>Saltpan</i>	16. <i>Dusty plains</i>
4	10	16	22	4. <i>Active volcano</i>	17. <i>Rich soil</i>
5	11	17	23	5. <i>Gold seam</i>	18. <i>Gold Seam</i>
6	12	18	24	6. <i>Small canyon</i>	19. <i>Rich soil</i>
				7. <i>Large canyon</i>	20. <i>Volcano</i>
				8. <i>Diamonds</i>	21. <i>Rocky bush</i>
				9. <i>Old forest</i>	22. <i>Mountains</i>
				10. <i>Fossils in dry river bed</i>	23. <i>Native Sacred Site</i>
				11. <i>Waterhole</i>	24. <i>Grazing Land</i>
				12. <i>Waterhole</i>	
				13. <i>Waterfall</i>	

Five Highly Engaging Tasks

Task 1: “Memorial”

Create a memorial for a hero from your colony

Research the content of displays on memorial plinths and design your own

Create the realism in the time and place

Task 2: “Recreation”

Recreate a significant event in Australia’s past

Research the event and learn as much as you can

Write a script which includes as much of your learned history as possible

Task 3: “Journal”

Write the journal of a governor or explorer in Terra Pentorum

Include the lessons of history including mistakes and successes

Create the realism in the time and place

Task 4: “Cartography”

Take a photo of your colony’s section of the map and print it on an A4 page

Enlarge the A4 photo onto a large poster using the grid method

Add detail to the map including roads, terrain and geographical features

Task 5: “Persuasion”

Write letters to the monarch asking for more land, money, supplies or population

Use appropriate structures of persuasive writing

Use the appropriate terminology for the 1800’s

Five More Highly Engaging Tasks

Task 6: “Emblems”

Create a floral and faunal emblem for your colony

Research the emblems of Australia and its states

Apply the learning with creativity

Task 7: “Artefacts”

Artefacts can be a rich source of understanding

Research an artefact held in the state library or Melbourne Museum

Apply the learning with creativity

Task 8: “Newspapers”

Write newspaper reports of happenings in your colony

Read old reports of happenings in early Australia

Recreate the language used, the topics and the style

Task 9: “Town Planning”

Design the layout of the capital city in your colony

Research the Hoddle grid and its impact on Melbourne

Apply the learning with creativity

Task 10: “Connection”

Use a current media issue to stimulate an inquiry

Research what happened and who was affected

Apply the learning with creativity

Another Five Highly Engaging Tasks

Task 11: "Indigenous Perspectives"

The land of Terra Pentorum has indigenous inhabitants

Research the experiences of Indigenous populations in the 1800's

Colonies must decide how they treat their indigenous population

Task 12: "Natural Disasters"

The environment can present catastrophic situations

Research the catastrophes which colonists faced in the 1800's

Create a disaster to which each colony must respond and protect its people

Task 13: "Mining"

Terra Pentorum has a wealth of resources unexploited by Europeans

Research resource booms and related issues throughout the 1800's

Create a resource boom in each colony

Task 14: "Farming"

Farms in Terra Pentorum have different challenges

Research the challenges presented to farmers in the 1800's

Create a challenge which each colony must overcome

Task 15: "Climate"

Terra Pentorum has an unusual climate

Research how the climate in different places affected what could be done in the 1800's

Create a climate issue for each colony to overcome

Six Governor's Journal Entries

You are a Governor or Lieutenant Governor in charge of establishing a brand new colony. Write a 3 paragraph description of what you see when you step ashore for the first time.

Paragraph 1 will be about what you see right in front of you.

Paragraph 2 will be about what you see further away from you.

Paragraph 3 will be about what you see in the distance.

You are a Governor or Lieutenant Governor in charge of establishing a brand new colony. Write a 3 paragraph account of an incident and forgiveness between the Governor and Lieutenant. These two people have to trust each other, so forgiveness is very important if one of them makes a mistake or hurts the other in some way.

Paragraph 1 will be about the incident.

Paragraph 2 will be about an apology.

Paragraph 3 will be about getting over it and moving forward.

You are a Governor or Lieutenant Governor in charge of establishing a brand new colony. Write a 3 paragraph description about something important being built to solve a problem.

Paragraph 1 will be about a problem.

Paragraph 2 will be about a solution being built.

Paragraph 3 will be about how people's lives have been made better.

You are a Governor or Lieutenant Governor in charge of a small but still fragile new colony. Write a 2 paragraph description about your first interaction with the native population.

Paragraph 1 will be about the native people – what kind of people are they?

Paragraph 2 will be about communicating with the native population.

Draw a sketch of the first meeting.

You are a Governor or Lieutenant Governor in charge of a small but still fragile new colony. Write a 2 argument letter to the King asking for funding for an important building project.

Reason 1 will be about problems it will solve

Reason 2 will be about opportunities which the new building could bring

Remember to have an introduction sentence and an appropriate signing off.

You are a Governor or Lieutenant Governor in charge of expanding a young colony. Write a 3 (short) paragraph request for money from the King to fund an expedition to explore the land of Terra Pentorum.

Paragraph 1 will be about the area you want to explore. What might be useful out there?

Paragraph 2 will be about the expedition. Who and what should go?

Paragraph 3 will be about the potential expedition leader. What qualities does he/she have?

Six Exploration Journal Entries

You are a brave explorer in a young colony. Write a 3 (short) paragraph request to lead an expedition to explore the land of Terra Pentorum.

Paragraph 1 will be about the area you want to explore. Why do you want to go there?

Paragraph 2 will be about the expedition. What will you take with you?

Paragraph 3 will be about the qualities you have.

You are a brave expedition leader in a young colony. Write a 3 (short) paragraph account of the expedition preparing to leave your colony.

Paragraph 1 will be about what you are taking with you.

Paragraph 2 will be about where you are going to (which direction, towards what?)

Paragraph 3 will be about what you hope to find.

You are a brave expedition leader in a young colony. Write a 3 (short) paragraph account of the expedition setting off into the wilderness...

Paragraph 1 will be about leaving town.

Paragraph 2 will be about the terrain you are passing through.

Paragraph 3 will be about a challenge you encounter on the first day.

You are a brave expedition leader in a young colony. Write a 3 (short) paragraph account of the expedition continuing to explore the wilderness...

Paragraph 1 will be about a discovery.

Paragraph 2 will be about the impact that discovery will have on your colony when you return.

Paragraph 3 will be about finding out that the discovery is not as it seemed.

You are a brave expedition leader in a young colony. Write a 3 (short) paragraph account of the expedition continuing to explore the wilderness...

Paragraph 1 will be about a barrier to the expedition's progress

Paragraph 2 will be about an unexpected (but realistic) way around the barrier

Paragraph 3 will be about what to do next (there are 2 options for the explorers)

You are a brave expedition leader in a young colony. Write a 3 (short) paragraph account of the expedition continuing to explore the wilderness...

Paragraph 1 will be about setting up camp after a long day

Paragraph 2 will be about your camp being raided and ransacked during the night

Paragraph 3 will be about what was damaged or stolen

Building Roads and Railways

Connecting Towns and Colonies

The Governors have been advised to build proper roads and railways according to the following guidelines:

- Roads will connect all of the towns within a colony, and connect each colony to its adjoining colonies.
- Railways will connect all of the main settlements of the colonies.
- If a colony controls an island, then a port must be built to allow ships to dock. A ferry service must be provided.
- Each colony must pay for the roads and railways built within its territory, and the budget is

£100,000

<i>Terrain</i>	<i>Pounds per km</i>	
<i>Grasslands</i>	<i>£1000</i>	<i>Colonies must figure out a way of building the roads and railways.</i>
<i>Swamp</i>	<i>£2000</i>	
<i>Canyon, Desert</i>	<i>£3000</i>	<i>Assume that lakes are deep but are surrounded by grasslands.</i>
<i>Forest/ Rainforest</i>	<i>£4000</i>	
<i>Mountains</i>	<i>£5000</i>	
<i>Bridge</i>	<i>£10000</i>	<i>Use string and blu-tack to mark and move your roads and railways</i>
<i>Port</i>	<i>£20000</i>	
<i>Ferry</i>	<i>£10000</i>	

Engaging the Students

Long Term

As colonisation is a long term affair, this project is a long term study. Introduce it in the first week of your unit, and discussions may continue long after you formally finish your unit, especially if you continue to display the map in the classroom.

Stimulative, Formative and Summative

The map and a scenario can be used as a very effective stimulus for discussion and inquiry. If students are continuing an investigation into a concept, person or event, they can begin applying it to their own colony whenever they are inspired.

Artefacts

Bring in examples of technology, artwork and texts which are consistent with the time and place being studied

Dress-ups

Decorate a plain blazer with colourful braiding, epaulettes and badges for a look which imitates the ceremonial dress of the military leaders of the time and place being studied

Displays

Allow each colony to create a display of artwork and writing which represents their colony. It may be a shelf on a wall unit or a poster board.

The Map

Display the map prominently to generate discussion. Introduce an item on the map without telling the students to generate interest.

Autonomy: Self-Directed Inquiry

Allow students to follow their interests, inspirations and wonderings. Respond to current events in the media which refer to historical events or legacies. Support them by teaching them the research skills and give them the confidence to respond in their own way.

School Culture

Schools may have rich resources embedded within them, such as a bell tower, honour board or a building named after a prominent citizen. Use these resources as a focus of study or as a provocation.

Community Culture

Some communities have historical features such as cemeteries, historical buildings or associations. Use these resources and local contacts towards the start of your unit to generate interest and create a feeling of connection.

Acknowledgement

Reward the students for their good teamwork and decisions by identifying what they value. The students may value increased population, land or other resources. Allocate a quantity for each successful task or good decision making.

Chronology

What? No internet? Encourage the students to find out when various inventions and discoveries happened, so that a list can be created of things which the early colonists of Australia did not have access to.

Local Area

What was your local area like before settlement? Was a swamp drained or a dam built? Is the settlement recent or long-established?

Indigenous Demography

What were the local Aboriginal nations, languages, culture and sacred sites? Is there any sustained link with the original inhabitants? What were the interactions between the European settlers and indigenous peoples?

Flexibility

Inquiry learning should bend and sway with the student inquiries. Class teachers in a team need not worry about it taking on different forms in different classes, indeed it should be an indication that it is being applied in the correct spirit.

Documentation

Collect quotes, pictures and the map itself as a record of learning. These can be used to great effect in parent teacher conferences where students are present and show their learning.

Homework

Students are more enthusiastic to write about something which they feel they own. For these homework tasks, the story and context are already set, then the student fills in the details happily. The quality is likely to be excellent in the writing and drawing tasks which relate to their colony.

Terra Pentorum ("The Land of the Fives") outlines a history project where students use role play to study history. Students imagine they are colonising a distant land in 1800.

The structure and scope are ideal for Year 5.



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