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|  | **Campbell House School Teaching and Learning Program** |
| **Title/Type of Unit: Rights and Freedoms: Indigenous Australians** **Duration: 10 weeks** |
| **Syllabus Outcomes****Stage 5** | *A student:** explains and assesses the historical forces and factors that shaped the modern world and Australia HT5-1
* sequences and explains the significant patterns of continuity and change in the

development of the modern world and Australia HT5-2* explains and analyses the causes and effects of events and developments in the modern world and Australia HT5-4
* uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia HT5-6
* applies a range of relevant historical terms and concepts when communicating an

understanding of the past HT5-9* selects and uses appropriate oral, written, visual and digital forms to communicate

effectively about the past for different audiences HT5-10**Related Life Skills outcomes:** *HTLS-2*, *HTLS-3*, *HTLS-4*, *HTLS-5*, *HTLS-8*, *HTLS-11*, *HTLS-12*,*HTLS-13* |
| **Connectedness****Why does this learning matter?** | **Students learn to:*** outline the expansion of European settlement on a map of Aboriginal Australia to 1900
* describe both the European impact on the landscape and how the landscape affected European settlement
* use a range of sources to describe contact experiences between European settlers and Indigenous peoples
 | **Students learn about:*** Background to the struggle of Aboriginal and Torres Strait Islander peoples for rights and freedoms before 1965, including the 1938 Day of Mourning and the Stolen Generations
* Methods used by civil rights activists to achieve change for Aboriginal and Torres Strait Islander peoples, and the role of ONE individual or group in the struggle
* The continuing nature of efforts to secure civil rights and freedoms in Australia and throughout the world, such as the Declaration on the Rights of Indigenous Peoples
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| **Background and Key Ideas** | This program focuses on the changing rights and freedoms of Indigenous Australians and assumes that students do not have prior knowledge on the topic. There is no prerequisite content necessary to deliver this program. |
| **Literacy Continuum** | Reading Texts | Comprehension | Vocabulary Knowledge | Aspects of Writing | Aspects of Speaking | Phonics | Phonemic Awareness | Concepts About Print |
| **Student:** **Literacy Aspect:** Writing texts**Element:** Cluster 9 Constructs well-sequenced imaginative, informative and persuasive texts using language appropriate to purpose and audience**Student:** **Literacy Aspect:** Writing textsElement: Cluster 5 Draws on personal experiences and topic knowledge to create texts of about 4-5 sentences for a range of purposes. **Student:** **Literacy Aspect:** Comprehension**Element:** Cluster 10 Interprets text by inferring connections, causes and consequences during reading**Student:**Literacy Aspect: Comprehension**Element:** Cluster 7 Interprets and responds to texts by skimming and scanning to confirm predictions and answer questions posed by self and others while reading.**Student:** **Literacy Aspect:** Comprehension**Element:** Cluster 2 beginning to analyse and evaluate stories read and viewed by providing and justifying a personal opinion**Teaching activities linked to program to increase learning:*** Assessment 🡪 Diary entry 🡪 Showing understanding of what a diary entry looks like, information that is included in a diary entry, comprehension of language forms and features.
* Brainstorm 🡪 vocabulary building by introduction to new terms, and demonstrating and applying understanding.
* Interacting with text 🡪 photographs, movies, website, article, diary entry 🡪 Using comprehension and reading strategies (e.g., super six strategies, visual literacy) to gather understanding of content
* Creating articles 🡪 using higher order thinking skills to apply their understanding
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| **Numeracy Continuum** | Counting Sequences | Counting as Problem Solving | Pattern and Number Structure | Place Value | Multiplication and Division | Fraction Units | Length, Area and Volume |
| **Student:** **Numeracy Aspect:** Aspect 1 - Counting sequence: written labels Aspect 2 - Counting as a problem solving process**Element:** Aspect 1 Number identification– MA2 – 4NA identifies numerals in the range 1 – 10 000. Aspect 2 Factile counting - MA1 -5NA uses known facts, number structure and other non-count by –one strategies to solve problems.**Teaching activities linked to program to increase learning:**Students are required to order events in numerous time lines across the span of 500 years. Students are required to use counting to problem solve in order to create a to scale time line. Students will give a ratio to each increment drawn on the timeline and will skip count by 5’s, 10’s and 50’s to sequence events. * Stolen Generation 🡪 Aboriginal Day of Mourning 1938 🡪 timeline
* Protection and segregation 🡪 timeline
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| **Quality Teaching** |
| **Intellectual Quality** | **Quality Learning Environment** | **Significance** |
| * IQ1 Deep Knowledge
* IQ2 Deep Understanding
* IQ3 Problematic Knowledge
* IQ4 Higher-order Thinking
* IQ5 Metalanguage
* IQ6 Substantive Communication
 | * QLE1 Explicit Quality Criteria
* QE2 Engagement
* QE3 High Expectations
* QE4 Social Support
* QE5 Students’ Self-regulation
* QE6 Student Direction
 | * S1 Background Knowledge
* S2 Cultural Knowledge
* S3 Knowledge Integration
* S4 Inclusively
* S5 Connectedness
* S6 Narrative
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| **Teaching and Learning Lesson Overview** |
| **The Elements of Learning & Achievement**F:\Mock ups\Square elements\Numeracy.jpgE:\Final V1\Final sq NO border\Sq Technology no bdr.jpg | **Colonisation** **(including background information that led Britain to colonise. What life was like in Britain to build knowledge that can later be a basis to understand why and what rules and lifestyle was put into place in their colonies.** **Lesson 1 – What is and where is the United Kingdom?** Lesson designed to clear up terms like, UK stand for? , Britain, England, London, Westminster, King, parliament, monarchy. Great Britain (Great Britain – joining of Scotland and England)Discussion: - Where Is the United Kingdom?* What do you think life is like there?
* Do you know anyone who is British born? Celebrities?
* Is the united Kingdom one country?
* Are there any iconic British items or landmarks?

Teacher led: mind map and show of Google maps, look at where United kingdom is and type of terrain and climate in Britain. Make mention of the distance from equator and the impact of this on the climate.Activity: - using cut outs students make decisions based on inference. Students select which items and landmarks are iconic to Britain and which ones are icons of Australia. Students will need to informally justify their decisions.Teacher talk: British history and where some of their icons came from and are used for such as, Westminster Abbey, Beefeaters, monarchy, London tower and monarchy system. **Lesson 2 – life in Britain, 1650’s**. Introduction activity:Students are given a card with a character or position in society outlined on it (e.g. queen, king, bishop, British servant, Able Seaman, Seinter, smith). Students are given an envelope with traditional clothing cut out. Students are to choose the appropriate clothing for their position in society and glue it onto their cut out character. Students informally make justifications for their decision-making. Students read the slip of information about their character and fill out a table outlining: 1. Economics or wealth of the individual including land ownership. 2. social status; including what type of work, family structure, roles in the household and 3. physical; what types of clothing, hygiene and lifestyle did they lead. Students are then to take on the persona of their character to play a made board game. Students must role the dice and when they land on a “pick up” the life event written on the card they receive will happen to them. Each character has a different pile of cards they pick up from. IClass activity: fill out a hierarchy structure of the society of Britian in 1650, include issues of land ownership and assets such as houses, animals and who most of the money belongs to. (This ensures students a basis to understand the why there was an introduction of fences, land ownership in Australia when the English arrived). **Lesson 3 – Set the scene for expansion Politics, the church and revolution in the air. (Double lesson)** Teacher reads excerpt to students outlining an experience of one person just as an outbreak of revolution has begun. Text uses descriptive and expressive language to convey a sense of oppression, fear, passion, rage, pride, and exhilaration. Teacher asks students to write down a description of what they think the expert is referring to. (what happened before and what is happening after the excerpt.)Teacher discusses responses and introduces the notion of a revolution.* Has anyone heard of the word before?
* Definition of revolution.
* Does anyone know of examples?
* Who do they think is involved in a revolution (based on experiences of last lesson).

Activity: students move desks into 3 groups. Teacher gives students on each desk a card with a country (France, Britain and America). Students on that desk must act out which country they received without speaking. Students are then given an A3 cut out of their country and a ship that represents their country’s transport. Students also receive 4 buildings and some figurines and can set up their country however they like fences included. Teacher direct teaching about politics in the countries at the time and the importance of the church (which all students have in their collection of buildings). Teacher walks students through Britain’s alliance with France, which resulted in a war as well as their colonisation, and American revolution that nullified penal transport to America by moving the ships throughout the room whilst explaining. Students use the country cut outs and timeline date and explanation (cut outs) to create a class timetable to show their understanding.**Lesson 4 – what is the industrial revolution** Discussion: - What does the word industrial mean?* what does the word revolution mean?
* What do they mean together?
* Where do you think the industrial revolution took place?

Teacher direct teaches the concept of industrial revolution. Explain America’s move through the revolution.http://www.bbc.co.uk/history/interactive/games/victorian\_millionaire/index\_embed.shtmlActivity: The production line…Three students are picked at random. They are given their box of goodies to make a chosen product out of craft paper, mini pom, poms, pipe cleaners and pop sticks. Ach student is instructed on how to make the product. The three students chosen at random are to make the product on their own. The rest of the students are combined in one group and must make the product together using a production line. Teacher uses this experience to explain productivity, the introduction of machinery that cuts time and need for staff handling on certain aspects. Teacher starts conversation for students to discuss their ideas as to cost for each type of production. (teacher directs conversation to start with productivity, time which changes cost.)Student activity: students are given hand outs and are to out the foldable pop outs on and organize the graphics onto a poster board to show their aspect of the industrial revolution outlined below. Graphic organizers and foldables that pop out of the page. Factory system project with doors that open to pop out the information. • Causes of the Industrial Revolution• The Factory System• Impacts of the Industrial Revolution• Immigration and the Melting Pot in America• Inventions of the Industrial Revolution• Child Labor• Tenements and Urbanization• Comparing Capitalism and SocialismEach student talks through their presentation poster board. **Lesson 5 –** **What did the life in Britain, the industrial revolution and politics bubble into?** What prompted the need to seek to colonise to other lands?Brainstorm and discuss: Images of a ship, people, street urchins, buildings Discuss why there was a rush for colonisation by all European countries.Review previous lessons and connect them using an analogy of a pot that is bubbling over after all the ingredients of American revolution, politics, religion, social and life structures in Britain and the industrial revolution. Use cut outs to visually show the analogy. Make particular reference to America being no longer viable for English transportation of convicts. Map out with students the distance to travel from England to Australia and the time it would have taken, make note of the vastness of the ocean and converse about the waves, currents and experience that people on board would have had. **Lesson 6 – What does it mean to be a convict? Free settler?** Activity: example of their meal on the boat (real life example on a plate)Students are to look at the meal and make suggestions on the nutritional value of the food. Teacher discusses the lack of vegetables and students make inferences based on their map from previous lesson as to why there is a lack of vegetables. Teacher has visuals that represent sicknesses that were a huge problem on board. Activity: students write diary entry from the perspective of someone on board who had to eat and live in these conditions. (this activity is getting students ready to understand the mentality and physical conditions of the men before they step onto land in Australia.)Activity: dress the convict with appropriate clothes.**Lesson 7: Mystery lesson - Discover what happened…** F:\Mock ups\Square elements\Numeracy.jpgStudent activity: Teacher has set up a scene where a convict has gone missing. Students use table to take note of the information and items found at the scene where the convict went missing. SequencingUsing a story of a convict travelling to Australia, figure out what happened to the convict. Students find diary writings amongst the victim’s effects. **Lesson 8 – Convict stories** Use examples of convict stories, found on the internet compare and share stories. Students relate their familial history to the convict story.Students write a letter home to their parents (in Britain) explaining how they are experiencing the trip. Students are to think about their long trip and desperate desire to get off the boat and back onto land. F:\Mock ups\Square elements\Numeracy.jpg**Lesson 9 - Film 🡪 *The life of Mary Bryant*** **Lesson 10 – Time line of convicts journey to Australia.** Activity: Student’s use cut out dates, pictures and headings to make an accurate and to scale time line of how the convicts came to Australia. **Stolen Generation****Lesson 11 - Terra Nullius – what is it and what does it mean**. Student reading: Read the doctrine signed by sovereign states. (Teacher made article in resources). Students are to look at the conditions placed on gaining land as part of a colony. Activity: “would you colonise if”… game. Stand on yes/no side. Students are given generic examples and are to use their problem solving skills to answer whether the situation read is in line with the doctrine or not. Teacher directed reading: Teacher reads an empty description of land (Australia and other land descriptions– don’t give the name, ask if they would colonize based on the doctorate. Teacher reveals answers of which country the description belongs to. Activity: students colour in the sovereign states territories acquired by Britain and Other countries.**Lesson 12 – Who are the aboriginal people and what where they like?** Students are taken outside for the activity given the outline that they are living a day in the life of an aboriginal person.Activity: students are rotated through a list of activities. In the form of a amazing race, students are given slips of paper that describe which station they are to go to next. Students get involved in Aboriginal games, Hunting activity (throwing a ball to try and hit the cut out hiding animals taped around the playground), women’s roles – (gathering jelly lolly berries from the tree in the playground), making an aboriginal house and a station with a word match task. Students can compete times and try to finish the activities before the next person. Students come back to class to discuss the activities and the way of life for aboriginal people. Activity: Class mind map with pictures. **Lesson 13 – Aboriginal housing and the European view.** Activity: Lesson on lifestyle of aboriginal living. Using cut outs of native Australian animals and Dharug tribe pictures. Students are to glue on appropriate pictures of animals and tribe members completing daily life roles. Students are to explain their choices. Students choose their environment background. Discussion: discuss the environment, what is in the environment and what is missing from the environment including brick houses and fences.Activity: students are shown a common street in Britain during this time and are to use a table to compare and contrast elements of the two images. Students make inferences as to the changes that aboriginal people experienced because of occupation by white men.Activity: Build an aboriginal house using sticks and leaves (outside)**Lesson 14 – European contact, the effects on indigenous Australians**Discussion: What would have been different between Australia before white contact and Australia post white contact? What reaction would the aboriginal people have? What reaction would you have if someone came to your house and told you that you had to leave your house and move somewhere elseActivity: Web quest<http://www.jaconline.com.au/humanitiesalive/ha3/downloads/HA3_01.pdf><http://www.outreacheducation.sa.edu.au/wp-content/uploads/2013/12/Changing-Worlds-Teacher-Resource-FINAL.pdf>Direct teaching: Wars that were fought between the British and aboriginal people houses being burnt living on mission compared to nomadic lifestyle. Written examples of experiences. Visuals and power point used to aid discussion. **Lesson 15- The real harm to aboriginal lifestyle and health.** Discussion: reflect on aboriginal lifestyle game and experience and converse about how they lived. Look at posters made in previous lessons that compare the types of living. Discuss that each way of living has good qualities and no one way is inferior or better. Discuss how aboriginal peoples way of living was perceived as inferior and why. Activity: using photographs and stories of illnesses students are to write a factual text that outlines circumstances that led to the person’s poor health. This includes concepts such as hunter and gathering lifestyle was good for aboriginal peoples health and how they became sick when not able to live like this anymore. Students should note the introduction of foods, housing, and clothing as barriers that contribute to the person’s sickness. Discussion: teacher discusses what living on a mission means and what kind of lifestyle that is compared to previous aboriginal lifestyle. **Lesson 16- the stolen generation and Myall Creek Massacre.** Discussion and mind map: What is “the stolen generation” Activity: students read letters and articles about stolen children and family unit break downs from being town apart and killings. Students read articles on Myall Creek Massacre and write a one-page feature article from the perspective of a child from the stolen generation. Discussion: ethics, right and wrong. **Lesson 17 – Stolen generations (2000)** Students Watch Stolen generations (2000) Students choose testimony from the website to present synopsis of the persons life under the following headings:* Name, date of birth, place of birth
* Timeline of major events
* major struggles the person had to overcome
* Pictures of the person
* What their life is like now

[Http://stolengenerationstestimonies.com/index.php](http://stolengenerationstestimonies.com/index.php)**Lesson 18 – Watch rabbit proof fence**Discussion: concept of "to save them from themselves." Government policy includes taking half-caste children from their Aboriginal mothers and sending them a thousand miles away to what amounts to indentured servitude. Discuss how government power was miss used. **Lesson 19 – timeline of stolen generations** F:\Mock ups\Square elements\Numeracy.jpgStudent’s use cut out dates, pictures and headings to make an accurate and to scale time line <http://indigenousrights.net.au/timeline>**Lesson 20 – Day of mourning 1938 article and discussion.** Teacher led direct teaching of events on the day of mourning 1938. Teacher to use visuals to represent William Cooper from the AAL; William Ferguson, who established the Aborigines Progressive Association (APA) in 1937; and Jack Patten, the president of the APA. Teacher communicates the actions of these men and the community around them and the outcome of the day. Discussion: * How would a protest like that work today?

http://www.sl.nsw.gov.au/services/learning\_at\_the\_Library/curriculum\_resources/YR\_10\_A\_Day\_of\_Mourning.pdfAustralia Day of Mourning 1938. Use the following website to explore the significance of the Day of Mourning <http://www.nma.gov.au/online_features/defining_moments/featured/Day_of_Mourning> Activity: students use stencils to make a day of mourning protest sign to outline a key political stance of their own choosing. Refer to this website for activities and readings<http://www.workingwithatsi.info/content/history3.htm>**Protection and Segregation****Lesson 21 – what is segregation? How could this happen?** E:\Final V1\Final sq NO border\Sq Technology no bdr.jpgActivity: Students play segregation/human rights game. Some students are given better items than others in the group. Whilst playing the game half the students (chosen at random) are given a seat while the other half are not. The teacher sets up the classroom to include stations at each station the half of students who were given a chair are given more opportunities to complete the station task. Outline as a group what was unfair in each situation. Hand out cards that state for your protection; you are not aloud to access during the game…. Take things away from people without chair (emulate no control over what is happening) – monitor students reactions and ability to cope. May need to change to generic explanation on board if students are not seeing the connection. Switch students in between group (by changing to say “if you have blue eyes you can...)”so students get to experience both sides. Each student is to finish activity with an equal prize. Discussion: what was fair and what wasn’t fair? Was it okay that I singled out people who had green eyes and aloud them to do things that people without green eyes weren’t aloud to do? Class: Create definitions for the words protection and segregation as a class. Write on big cardboard to display around the room.Discuss: the contradiction inherent in protection as a word in this context. Discuss what it felt like in each context and draw similarities between the activity and how it would have been for life as an aboriginal person during this time. **Lesson 22 – Policies of protection and segregation.** Outline with students that this lesson is clearly linked to the last. That policies were put in place to implement the lifestyle of the game played last lesson. Activity: Students play the bias game on white board. Students are taught about bias and no bias and must weigh the differences. Explicit teaching: Outline the policies and look at the key factors of each of them. Activity: students are given teacher made policy (in resources – cut down easy to read policy statements) Students highlight the unfair or bias sections of the policy that relate to aboriginal peoples. Students compare this highlighted section with the universal declaration of Human rights. Discussion: how many bias’ did you find? How do you feel about the bias? Would there be a way around these laws or not?**Assimilation****Lesson 23 – What is assimilation? How does it work?** (use visual aids for the lesson)Definition: the process of adapting or adjusting to the culture of a group or nation, or the state of being so adapted: assimilation of immigrants into American life. (use the following activity to demonstrate assimilation on a real life, basic student level. Activity: Show students an item of food. E.g Vietnamese pork bun, ask students which country they think the food is from. In a table on board ask students why they think It is from that country. Evidence of ingredients, preparation type etc. that makes them believe it is from this country.* Talk about Vietnam and their major trade products, make note of how bread is not one of them. Talk about where bread would have originated, the name of the bread. (French baguette)
* Talk about this as amalgamation or taking from one culture and blending this with another, discussion of varied cultures and how this has happened. Other examples, e.g Italian pizza VS Australian Pizza’s.

Discussion: the opposite, what if the cultures couldn’t mix and the roles were reversed. Say Vietnamese people came to France and could no longer grow the same produce, they would have to change their eating habits. They would have to assimilate to French culture and cuisine.* Examples outside of food, e.g fashion or religion (burka)

Whole class debate: assign students with positions on affirmative or negative side. Is assimilation good or bad discussion and whole group written debate statements?Refer to this website for information<http://www.australianstogether.org.au/stories/detail/assimilation> **Lesson 24 – Australia’s desire for change** Charles Perkins and the freedom rides study – YouTube clip Discussion: what happened? Why was this a pivotal moment in history? Were people ready for change? What were they doing? Why were they doing this?Activity: students read article on American Freedom rides and US civil Rights movement. Big discussion based lessonCreate a poster of your own in support of the freedom rides. E:\Final V1\Final sq NO border\Sq Technology no bdr.jpg**Lesson 25 – Apology**YouTube clip: John Howard’s address to the Corroboree 2000.Discussion: impact? Why did he not apologise? Why did Kevin Rudd apologise to the stolen generation in 2008. What impact did this have?E:\Final V1\Final sq NO border\Sq Technology no bdr.jpgDiscussion/debate (depending on how well previous debates have gone. Does an apology make a difference debate/discussion in class? * Would you apologise written piece why/why not? Opinionated piece of writing.

**Multiculturalism****Lesson 26 –What is multiculturalism? Is it good?** Discussion: What does the word multicultural mean? Is Australia multicultural? Is it good to be multicultural?YouTube clip and activity: Cronulla riots study, What was impeding effective multiculturalism at that time? What makes multiculturalism a necessity? Why not keep each country free from any other culture? Discussion’ - Talk food and multiculturalismDiscussion: Vietnam War. Why did the Vietnamese flee their country? Other cultural group examples include the Lebanese, Syrians, Italians, “Wogs”.**Lesson 27 – Multicultural Australia** Activity: Compare Fairfield now and then, paste cut out images on a blank picture of Fairfield street then and a second street of Fairfield now. Students are given a package with images of people, objects, shops and clothing in Fairfield then mixed with images of these things now. Students are to sought through the images and paste them on either the before or now page. Discussion - What would Australia be like without multiculturalism? **Lesson 28 – aboriginal people today.** Discussion: about stereotyping for aboriginal peopleTeacher directed: look at statistics of aboriginal people in jails, suicide rates, drug and alcohol usage, crime in Alice springs and other areas compared to certain areas in Australia. Teacher directed: Look at helps programs and government initiativeDiscussion: The government’s role in “saying sorry” and giving back ownership, dignity and support to aboriginal people. Why the government is helping aboriginal people in many different ways. ***Option:**** Reflect on the injustices faced by the Aborigines as a result of white settlement. Eg. Overrepresentation of Aboriginals in gaols, suicide rates, drug and alcohol usage, crime. Look at Alice Springs compared to other places in Australia.
 | **The Australian General Capabilities**Aboriginal and Torres Strait Islander histories and cultures boriginal and Torres Strait Islander histories and culturesAsia and Australia's engagement with Asia sia and Australia's engagement with AsiaSustainability ustainabilityCritical and creative thinking ritical and creative thinkingEthical understanding thical understandingInformation and communication technology capability nformation and communication technology capabilityIntercultural understanding ntercultural understandingLiteracy iteracyNumeracy umeracyPersonal and social capability ersonal and socail capabilityCivics and citizenship ivics and citizenshipDifference and diversity ifference and diversityWork and enterprise ork and enterprise |
| **Special Needs Adjustments** | **School to Work** |
| * One-on-one support where required
* Short lessons
* Engaging topics
* Behaviour management strategies
* For individualised adjustments, please see personalised learning plans.
* Visuals’ and kinaesthetic learning
* Group learning
* Discussion based topics
 | * Improved communication skills
* Developing understanding on people from different cultures
* Language development
* Collaborative learning
* Self-manage
* Become active global citizens by understanding their countries past to shape its future.
* Numeracy and literacy comprehension skill building.
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| **Assessments. Type. Weight. Due Date** |
| Informal assessments 50%* Engagement with discussions and contribution to discussions
* Observations
* Work samples
* Diary entry

Formal assessment 50%* Student Vlog, feature article or interview assessment on literacy and understanding of aboriginal case studies history, as well as research strategies.
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| **Resource List** |
| Listed throughout program.Resource found in resource folder with program.  |

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| **Teacher Evaluation****Comments / Variations** |
| **What worked well?**Setting the scene for expansion lesson worked well as a discussion with printouts. Students were each assigned to a country or given a character from these countries. The lesson worked well as students were interested In the concept of revolution and taking on characters helped them connect to the concepts presented. Students had a good understanding of aboriginal lifestyle, which aids the conversation. The work on the industrial revolution and Britain’s history and colonisation history established an extremely firm platform for higher order critical thinking about historical concepts of cause and effect and actions and consequences in relation to English decisions in Aboriginal Australia.  **What needed to be changed?**Assessment was unaccusable for all students. The assessment could be improved by being a case study on a family or child involved in the stolen generation. The assessment should bring together the effects of the stolen generation and the effects of Kevin Rudd’s apology and assess how English Australian and Aboriginal Australian relations are today. **What do I think the students gained from this lesson?**Students gained higher order action and consequences skills. Students gained practice in connecting and analysing events that lead to English and Aboriginal relations and responses to each other. Students gained a much deeper understanding into the circumstances for English colonisation.  **How well did this unit match the Elements of Learning and Achievement?**The unit effectively practices actions and choices skills, understandings of global concerns as global citizens.  **What did I learn?**Time management could have been improved, the unit was top heavy in English culture as students had little knowledge in this area.  **How will I use this experience to extend my practice in the future?** Improved time management and leaning in ensuring assessment is assessing the correct outcome. Managing assessments throughout the unit and establishing further assessments in case student understanding and gaps in learning direct the focus of the unit. |
| **Date Commenced**: Term 1, 2016 | **Date Finished**: Term 1, 2016 |
| **Teachers Signature**:  | **Assistant Principals Signature**: Kate |