

Stage 3 History – The Australian Colonies - River Boy

About Brewongle EEC

Brewongle Environmental Education Centre is located in Sackville North and includes a terrestrial environment (Sydney Sandstone Gully Forest) and a man-made aquatic environment (ponds). Brewongle EEC is in Darug Country and more specifically the land of the Boorooberongal clan.



Excursion duration

4 hour on-site excursion to Brewongle EEC. Arrival time: 10 am. Departure time: 2 pm

Arrival and departure times are guides only. Distance and bus schedules may require modifications to the timetable

Excursion experience

Brewongle EEC is sited at the former North Sackville Public School built in 1878 during the heart of the Colonial period in Australian history. In the History content area 'The Australian Colonies' students are expected to learn about nature of daily life for settlers and how the environment changed during the period. Through historical inquiry and investigative techniques, using various sources, students attending the River Boy excursion will learn about everyday life on the Hawkesbury River in post-1800 colonial settlements.



Outcomes

NSW K-10 History Syllabus:

- HT3-1 describes and explains the significance of people, groups, places and events to the development of Australia
- HT3-2 describes and explains different experiences of people living in Australia over time
- HT3-3 identifies change and continuity and describes the causes and effects of change on Australian society
- HT3-5 applies a variety of skills of historical inquiry and communication

NSW K-10 Science Syllabus:

Working scientifically

- ST3-4WS › investigates by posing questions, including testable questions, making predictions and gathering data to draw evidence-based conclusions and develop explanations

Built environments

- ST3-14BE › describes systems in built environments and how social and environmental factors influence their design

Key Inquiry Questions

- What do we know about the lives of people in Australia's colonial past and how do we know?
- What were significant events that shaped Australian colonies?

Key concepts

- aspects of both continuity and change in Australian society over time
- some causes and effects of an historical event or development, eg flooding in the Hawkesbury and subsequent dam building
- different points of view in the past and present, eg attitudes towards transport and safety
- why behaviour and attitudes of people from the past may differ from those of today
- the importance of the contributions of individuals and groups to their times
- historical events or issues may be interpreted differently by historians

Content

NSW K-10 History Syllabus:

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

Students:

- discuss why the British government set up colonies in Australia after 1800

The nature of 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

Students:

- discuss the diverse relationships between Aboriginal peoples and the British
- investigate the everyday life of a variety of men and women in post-1800 colonial settlements using a range of sources and explain their different experiences

The impact of a significant development or event on a colony- the Hawkesbury Floods

Students:

- identify events that have shaped Australia's identity and discuss why they were significant
- use a range of sources to investigate a significant development or event and its impact on the chosen colony

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)

Students:

- use a range of sources to investigate the role of a particular man, woman or group and the contributions each made to the shaping of the colony

NSW K-10 Science Syllabus:

Working scientifically:

Students conduct investigations by:

- working individually and collaboratively in conducting a range of appropriate investigation methods, including fair tests, to answer questions or solve problems
- using suitable equipment and materials, checking observations and measurements by repeating them where appropriate
- using equipment and materials safely, identifying potential risks (AC SIS088, AC SIS105) • accurately observing, measuring and recording data, using digital technologies as appropriate (AC SIS087, AC SIS104)
- using formal units and abbreviations for measuring and recording data • suggesting improvements to the methods used to investigate a question or solve a problem

Built Environments:

Social and environmental factors influence the design of built environments.

Students:

- consider ways that the design or use of places and spaces have changed over time and the social and/or environmental factors that have influenced these changes

Pre-visit Teaching & learning activities

Choose two or three of the following activities:

- Discover why the Hawkesbury was so significant to the early Colony of New South Wales.
- Investigate a significant early settler of the Hawkesbury such as Solomon Wiseman, Thomas Arndell or James Webb or the Wall family and which boats they may have come to the Colony of NSW aboard.
- Investigate Imperial measurements.
- Make a time trail for how children have travelled to their own school over a number of years.
- Explore the Australian national museum's ship's logs on line and create a beautifully hand written one of your own.
- Play the game "Captain's coming" or an online game such as the one found at http://oceanservice.noaa.gov/education/nautical_charts/scavengerhunt.html
- Play some old fashioned school games like marbles, jacks, and hop-scotch.

Excursion Teaching & learning activities

On the day

Introduction – Whole group - 10 mins

Power point / ipad presentation - include sections of Brewongle's living history. Gwen 14:30, Geoff June 14:55, talking about making deliveries, Geoff talking about being tied onto the boat, Alan 16:28 talking about floods. Geoff Morley talking about Fishing 18:00 (Fun) Or present aural history (fictional story) as a transcript.

Students split into two groups.

Group 1 - together or split into 3 smaller groups. – 40 mins

Using Historical Resources – primary sources

Who is the speaker? Students use the boat lists and clues from the fictional aural history transcript to find out who the speaker is.

What did the message say? Students use old school photographs to locate the original school bell site to find the Morse code pricked telegram. Decode the message using code sheets? Ipad?

How far did the school boat travel that day? Use a river map and the transcript to work out approximate distances.

Group 2

Supporting Evidence – 40 mins

Why was the baker's boy so cold? Students conduct a scientific experiment to examine the effects of wind chill. *Prepare room temperature water the day before.

What shape are trading boats? Students experiment with different boat designs to determine suitable shapes. Finish by looking at photographs of trading boats.

Experience

Maritime style knot tying.

Whole group.

Historical site / artefact inspection

Where is this story set? Students walk down the Sulky Track mentioned in the oral history to the Hawkesbury River. Note flood levels.

How would I find it again? Students mark the spot on a map, take GPS co-ordinates and add that information to their maps.

What did the school boat look like? - Students make a sketch of the boat. Consider what other information we get by being able to see this artefact? Follow NMA's object question card. Resource folder



Post-visit Teaching & learning activities

Choose from the following:

- How might Mr Everingham or the baker have told the story differently? Look at the incident from a different perspective and write their story./ create the newspaper article mentioned.
- Follow the NMA's telling a story format to tell the story of your school from different perspectives.
- Use your boat sketch, or a 3D version as a starting point for a narrative.
- Investigate semaphore. Create art paper sized flags to display a message in your classroom.

- Use Morse code to send a sound message to your friend. Do they get quicker at decoding with practise?
- Read *The River Boy* by Anthony Hill, illustrated by Donna Rawlins
- Discuss the differences in style of language compared to modern day usage.
- Explore aural histories at your local library and create some about school events for the students of the future. Are there various perspectives about what actually happened?
- Investigate what kind of activities a boy living on the river would be involved in today. How are they different from those in the past?
- Collect pictures of river boats used over time from the indigenous to modern day river cruising boats and create a pictorial time line.
- Test your knowledge of nautical terms at:- <http://www.sporcle.com/games/g/nauticalterms>

Knowledge, skills and values

- Stage 3
- respond, read and write to show understanding of historical matters
 - sequence historical people and events
 - use historical terms and concepts
 - locate information relevant to inquiry questions in a range of sources
 - compare information from a range of sources
 - identify different points of view in the past and present
 - explain why the behaviour and attitudes of people from the past may differ from today
 - identify and pose questions to inform an historical inquiry
 - identify and locate a range of relevant sources to support an historical inquiry
 - develop historical texts, particularly narratives and descriptions, which incorporate source material
 - use a range of communication forms (oral, written, graphic and digital)

VALUES AND ATTITUDES K–10

Students will value and appreciate:

- history as a study of human experience
- the opportunity to develop a lifelong interest in and enthusiasm for history
- the nature of history as reflecting differing perspectives and viewpoints
- the opportunity to contribute to a democratic and socially just society through informed

Citizenship

- the contribution of past and present peoples to our shared heritage.

Historical skills

Comprehension, chronology, terms and concepts

Analysis and use of sources

Perspectives and interpretations

Empathetic understanding

Research

Explanation and communication

Learning across the curriculum

Cross-curriculum priorities enable students to develop understanding about and address the contemporary issues they face.

Critical and Creative Thinking – Sources used will be questioned for their reliability and usefulness. Sources are incomplete, engaging critical and creative thinking in the construction of an historical explanation using limited evidence.

Ethical Understanding - Students engage with a range of human behaviours displayed by people in the past and examine the motives for them.

Intercultural Understanding – Students engage with issues of intercultural understanding in the context of their own lives as well as previous generations.

Quality Teaching Elements

Intellectual Quality

Metalanguage - High use of metalanguage. The lesson proceeds with frequent commentary on language use.

Substantive communication - sustained and reciprocal communication throughout the lesson.

Quality Learning Environment

Engagement - sustained interest, attentiveness and focus on the tasks at hand

High expectations - learning important knowledge and skills of a challenging nature

Students' Self-Regulation - activities are purposeful and interesting resulting in low levels of interruption and high levels of initiative.

Significance

Background Knowledge - opportunities to make connections between their knowledge and experience and the content of the lesson

Cultural knowledge- Substantial cultural knowledge is recognised and valued throughout the lesson and this knowledge is accepted as equal to the dominant culture.

Connectedness - content has meaning beyond the classroom and the site

Narrative - may enhance the significance of the lesson when stories help illustrate or bring to life the knowledge being addressed.

Concepts

Continuity and change- Some things change over time and others remain the same.

Cause and consequence- Events, decisions or developments in the past produce later actions, results or effects

Perspectives- People from the past have different views and experiences

Empathy- Developing an understanding of another's views, life and decisions made

Significance- Importance of an event, development or individual or group.



Links to literacy continuum	Useful links or resources
<p><u>Reading</u></p> <p>Cluster 10</p> <ul style="list-style-type: none"> - Uses topic knowledge, vocabulary knowledge and context to read unknown words when engaging with subject texts. <p>Cluster 11</p> <ul style="list-style-type: none"> - Confidently engages with a wide range of authentic texts, eg. Newspapers TV documentaries, websites, and chooses reading pathways appropriate to the purpose for reading / viewing. - Manipulates multiple texts that include a variety of purposes and modes to locate information for a specific purpose. <p><u>Comprehension</u></p> <p>Cluster 10</p> <ul style="list-style-type: none"> - Identifies ways texts present different perspectives. <p>Cluster 11</p> <ul style="list-style-type: none"> - Responds to themes and issues evident in texts that present different perspectives on a given topic, or different points of view within a text. <p><u>Vocabulary knowledge</u></p> <p>Cluster 10</p> <ul style="list-style-type: none"> - Demonstrates expanded content vocabulary by drawing on a combination of known and new topic knowledge. <p>Cluster 11</p> <ul style="list-style-type: none"> - Demonstrates understanding of new words or concepts <p><u>Aspects of Writing</u></p> <p>Cluster 10</p> <ul style="list-style-type: none"> - Draws ideas from personal experience and other texts and research to create imaginative, informative and persuasive texts for different audiences. - Uses sentence and simple punctuation correctly. <p>Cluster 11</p> <ul style="list-style-type: none"> - Selects appropriate language for the purpose. <p><u>Aspects of speaking</u></p> <p>Cluster 10</p> <ul style="list-style-type: none"> - Listens attentively and responds appropriately to spoken and multimodal texts that include unfamiliar ideas and information. 	<ul style="list-style-type: none"> - Knots - www.animatedknot.com shows how to do knots and tells of their uses. www.netknots.com/rope www.thepirateking.com/knots - Australian Maritime Museum www.anmm.gov.au - www.learnmorsecode.com use the graph, listen and practise writing coded messages - National museum of Australia www.nma.gov.au/engage-learn/schools/classroom-resources/activities/making-tracks/river-boy#Classroom_activities - Semaphore charts www.anbg.gov.au/flags/semaphore.html - Interactive nautical scavenger hunt http://oceanservice.noaa.gov/education/nautical_charts/scavengerhunt.html - Interactive game http://www.sporcle.com/games/g/nauticalterms - Imperial measurements & their history http://gwydir.demon.co.uk/jo/units/length.htm - 