

<b>Title</b>	Movers and Shakers: Significant people from the Swan River Colony to a FIFO Revolution
<b>Learning area</b>	HASS ( <b>History</b> )
<b>Other LAs</b>	English ( Historical Language, Persuasive writing)
<b>Year Level(s)</b>	<b>Year 5</b>

## Background information

<b>Brief Description of the Task:</b>	Students will explore a range of sources to create a newspaper articles to contribute to a Class Newspaper to showcase significant people who have contributed to the development of Western Australia – Then and Now, starting with 1) the National Trust program HISTORICAL INQUIRY INTO SIGNIFICANT PEOPLE <a href="http://www.rolian.net/swan_river_colony/Historical_Inquiry_into_Significant_People.html">http://www.rolian.net/swan_river_colony/Historical_Inquiry_into_Significant_People.html</a> 2) Gold Industry Group 'Events that Changed WA' Heart of Gold resources <a href="https://static1.squarespace.com/static/559e2aa1e4b036f55225a600/t/59fad2308e7b0fc09ee8c13e/1509610034359/Five+Heart+of+Gold+Lesson+Plans+Year+5.pdf">https://static1.squarespace.com/static/559e2aa1e4b036f55225a600/t/59fad2308e7b0fc09ee8c13e/1509610034359/Five+Heart+of+Gold+Lesson+Plans+Year+5.pdf</a> 3) Heritage Perth 'Make Your Own News' resource: <a href="https://sites.google.com/view/heritageperth2/home">https://sites.google.com/view/heritageperth2/home</a>
<b>Context summary</b>	<b>WA Curriculum Content Descriptor:</b> The contribution or significance of one individual or group in shaping the Swan River Colony, including their motivations and actions (e.g. groups such as explorers, farmers, pastoralists, convicts or individuals such as James Stirling, John Septimus Roe, Thomas Peel)
<b>Description of purpose (Learning Intention)</b>	Students will demonstrate several key historical concepts and skills in completing this activity, including significance, continuity and change, perspectives by questioning, analysing sources and developing evidence-based arguments. Students will need to become 'investigative journalists', develop questions and seek answers Where shall we go? Who should we ask? Perhaps visit a heritage site <a href="https://learning.heritageperth.com.au/get-involved/visit-a-heritage-site/">https://learning.heritageperth.com.au/get-involved/visit-a-heritage-site/</a> Search TROVE digitised newspapers for Significant WA people – Timeline 1918-2018 in decades <a href="https://trove.nla.gov.au/newspaper/">https://trove.nla.gov.au/newspaper/</a>

## Summary of Links to the Western Australian Curriculum (Relevant areas shaded at completion of the student activities)

Content Strand	HASS Knowledge and Understanding			HASS Skills			
	<b>Key Concepts</b> <i>History</i> <i>Civics and Citizenship</i>	Continuity and change	Cause and effect		Significance	Perspectives	Empathy
Participation		Rights and Responsibilities		Democracy			
<b>General capabilities</b>	Literacy	Numeracy	ICT capability	Critical and creative thinking	Ethical Understanding	Personal and social capability	Intercultural understanding
<b>Cross-curriculum priorities</b>	Aboriginal and Torres Strait Islander histories and cultures			Asia and Australia's engagement with Asia		Sustainability	

## Relevant Aspects of the Achievement Standard

*Highlighted areas show the parts of the achievement standard relevant to this task, in YOUR context.*

At Standard, students develop questions for a specific purpose. They locate and collect relevant information and/or data from primary and/or secondary sources, using appropriate methods to organise and record information. Students apply ethical protocols when collecting information. They use criteria to determine the relevance of information and/or data. Students interpret information and/or data, sequence information about events, identify different perspectives, and describe cause and effect. They use a variety of appropriate formats to translate collected information and draw conclusions from evidence in information and/or data. Students engage in a range of processes when making decisions in drawing conclusions. They consider audience and purpose when selecting appropriate communication forms. Students develop a variety of texts that incorporate source materials, using some subject-specific terminology and concepts. They reflect on findings to refine their learning. Students identify the key features of Australia's democracy, describe the electoral process, and explain the significance of laws and how they are enforced. They describe how participation in groups can benefit the community. Students identify the imbalance between wants and resources, and the impact of scarcity on resource allocation. They identify that, when making choices, people use strategies to inform their purchasing and financial decisions. Students identify the location of North America and South America and their major countries, in relation to Australia. They describe the characteristics of places, and the interconnections between places, people and environments. Students identify the impact of these interconnections and how people manage and respond to a geographical challenge. Students identify the cause and effect of change on Australia's colonies, and describe aspects of the past that have remained the same. They describe the different experiences of people in the past. Students recognise the significance of a group, individual, event or development in bringing about change in the Swan River Colony.