

Sikh and Indian Australians

**HIGHLIGHTING THOSE SPACES IN BETWEEN
BETTER KNOWN HISTORIES**



YEAR 5 HISTORY: SIKH AND INDIAN AUSTRALIANS - Highlighting those spaces in between better known histories

	CURRICULUM LINKS			
Key concepts	Sources Cause and effect Continuity and change Significance Perspectives Empathy			
Key Inquiry Questions	What significant people shaped the political and social development of the Swan River Colony and the country as a whole during the 1800s?			
Historical Knowledge	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 and the daily lives of the different inhabitants (ACHHK094). The contribution or significance of one 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) (ACHHK097)			
Historical skills	<p>QUESTIONING AND RESEARCHING Identify current understandings, consider possible misconceptions and identify personal views on a topic (e.g. KWL chart, concept map)</p> <p>Develop and refine a range of questions required to plan an inquiry</p> <p>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)</p> <p>Record selected information and/or data using a variety of methods (e.g. use graphic organisers, paraphrase, summarise)</p> <p>Use ethical protocols when gathering information and/or data (e.g. acknowledge the work of others, reference work appropriately, obtain permission to use photographs and interviews)</p>	<p>ANALYSING Identify different points of view/ perspectives in information and/or data (e.g. analyse language, identify motives)</p> <p>Use criteria to determine the relevancy of information (e.g. consider accuracy, reliability, publication date, usefulness to the question)</p> <p>Interpret information and/or data collected (e.g. sequence events in chronological order, identify cause and effect, make connections with prior knowledge)</p> <p>Translate collected information and/or data to a variety of different formats (e.g. create a timeline, draw maps, convert a table of statistics into a graph)</p>	<p>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)</p> <p>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)</p>	<p>COMMUNICATION 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</p> <p>Develop a variety of texts, including narratives, descriptions, biographies and persuasive texts, based on information collected from source materials</p> <p>Reflect on learning, identify new understandings and act on findings in different ways (e.g. suggest additional questions to be investigated, propose a course of action on an issue that is significant to them)</p>

Achievement standard	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.
Teaching and learning sequences	<p>Summary of learning sequences</p> <p>This resource aims to support student learning of historical skills and knowledge through the stories and experiences of a range of ethnic groups, especially Indians living in Australia during the nineteenth century. It focuses on the Cross curriculum Priority of Asia and Australia's Engagement with Asia. The expansion of the British Swan River colony was enhanced by the hard work of ethnic minorities and trade connections with India. The Muslim, Sikh and Hindu cameleers whose strings of hardy camels brought water, heavy goods and household needs to inland Australia helped forge the nation. The Sikh hawkers who brought a glimpse of India, as well as vital supplies, to towns and farms across the nation. The importance of Chinese labour and enterprise. Their stories also provides the opportunity to teach and develop historical concepts such as evidence, significance and perspectives as well as source analysis skills. While the resource is framed to support an inquiry into the actions and motivations of an ethnic group which contributed to the shaping of the Swan River Colony, and Australia as a whole. By tuning in, finding out and drawing conclusions about this rich, and often ignored, aspect of colonial Australia students will have an opportunity to investigate their colonial past. The Cross-curriculum priority focus on Asia involves the exploration of Australia's historical, geographic, civic and economic links with Asia which will also be focus of these Learning sequences.</p> <p><u>Learning sequence 1 The British Empire and development of the Swan River Colony</u></p> <p><u>Learning sequence 2 Ethnic diversity in colonial Australia</u></p> <p><u>Learning sequence 3 A portal into the daily lives of Sikh hawkers in the colonies</u></p> <p><u>Learning sequence 4 Student inquiry into the contribution of an ethnic group to the Swan River colony and other Australian colonies.</u></p>