

## Plotting the journey

### **Australian Curriculum: Stage 5 – The Making of the Modern World – Depth Study 1 (Making a Better World) – Movement of Peoples (1750-1901)**

#### **Australian Curriculum - Content**

ACOKFH015: The nature and extent of the movement of peoples in the period (slaves, convicts and settlers)

ACDSEH083: The experience of slaves, convicts and free settlers upon departure, their journey abroad, and their reactions on arrival, including the Australian experience

#### **Australian Curriculum – Historical Skills**

ACHHS164: Use chronological sequencing to demonstrate the relationship between events and developments in different periods and places

ACHHS165: Use historical terms and concepts

### **NSW Syllabus: Stage 5 – The Making of the Modern World – Depth Study 1 (Making a Better World) – Topic 1b: Movement of Peoples (1750-1901)**

#### **NSW Syllabus - Outcomes**

HT5-6: Uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia

### **Assumed Knowledge**

ACDSEH018: The influence of the Industrial Revolution on the movement of peoples throughout the world, including the transatlantic slave trade and convict transportation

### **Key Inquiry Questions**

What was the experience of convicts during their journey to Australia?

| Time:      | Activity overview  | Resources:  |
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| 40-45 mins | <p>Students work in small groups of 2 or 3.</p> <p>Each group is allocated one of four First Fleet ships from the Resource list.</p> <p>Each student within the group is given a copy of the relevant article.</p> <p>As a group, students read the article, and then plot the journey* of their ship from England to Australia, including dates and recording significant events that occurred during the voyage.</p> <p>Students convert their map into a timeline on the template provided.</p> <p style="text-align: center;"><b>OR</b></p> <p>Students work in small groups of 2 or 3.</p> <p>Each group is allocated one of four Second Fleet ships from the Resource list.</p> <p>Each student within the group is given a copy</p> | <p><b>Dictionary of Sydney articles:</b></p> <p><b>First Fleet</b></p> <ul style="list-style-type: none"> <li>• Alexander - <a href="http://dictionaryofsydney.org/entry/alexander">http://dictionaryofsydney.org/entry/alexander</a></li> <li>• Friendship - <a href="http://dictionaryofsydney.org/entry/friendship">http://dictionaryofsydney.org/entry/friendship</a></li> <li>• Lady Penrhyn - <a href="http://dictionaryofsydney.org/entry/lady_penrhyn">http://dictionaryofsydney.org/entry/lady_penrhyn</a></li> <li>• Prince of Wales - <a href="http://dictionaryofsydney.org/entry/prince_of_wales">http://dictionaryofsydney.org/entry/prince_of_wales</a></li> </ul> <p><i>(1 per student - for their allocated ship)</i></p> <p><b>Second Fleet</b></p> <ul style="list-style-type: none"> <li>• Lady Juliana - <a href="http://dictionaryofsydney.org/entry/lady_juliana">http://dictionaryofsydney.org/entry/lady_juliana</a></li> <li>• Neptune - <a href="http://dictionaryofsydney.org/entry/neptune">http://dictionaryofsydney.org/entry/neptune</a></li> <li>• Surprize - <a href="http://dictionaryofsydney.org/entry/surprize">http://dictionaryofsydney.org/entry/surprize</a></li> <li>• Scarborough - <a href="http://dictionaryofsydney.org/entry/scarborough_second_fleet">http://dictionaryofsydney.org/entry/scarborough_second_fleet</a></li> </ul> <p><i>(1 per student - for their allocated ship)</i></p> <p><b>Provided:</b></p> <p>World Map <i>(1 per student)**</i></p> <p>Timeline <i>(1 per student)</i></p> <p><i>** If students are using the online tool "Scribble Maps" (<a href="http://www.scribblemaps.com/">http://www.scribblemaps.com/</a>)</i></p> |

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|  | <p>of the relevant article.</p> <p>As a group, students read the article, and then plot the journey* of their ship from England to Australia, including dates and recording significant events that occurred during the voyage.</p> <p>Students convert their map into a timeline on the template provided.</p> <p><i>*Students can use the online tool "Scribble Maps" or the paper resource provided.</i></p> | <p><i>they will not require the 'World Map' resource, but one computer (with internet access).</i></p> <p><b>School:</b></p> <p>Atlases or access to maps on Internet (<i>not necessary if using Scribble Maps</i>)</p> |
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