

Lives are changed?

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)

ACDSEH084: Changes in the way of life of a group(s) of people who moved to Australia in this period, such as free settlers on the frontier in Australia.

Australian Curriculum – Historical Skills

ACHHS165: Use historical terms and concepts

ACHHS175: Select and use a range of communication forms (oral, graphic, written) and digital technologies

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

HT5-9: Applies a range of relevant historical terms and concepts when communicating an understanding of the past

HT5-10: Selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences

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

How were lives changed by the movement of peoples (convicts) that occurred in the wake of the Industrial Revolution?

Time:	Activity overview:	Resources:
80-90 mins (excluding presentations)	<p>Students choose one convict and, using their existing knowledge of working and living conditions in England, produce a memoir of the life of their chosen convict. Students can use 'artistic license' with the unknown details of their convict's life, however the work must remain historically accurate.</p> <p>The piece of work produced can take one of a range of forms, e.g.:</p> <ul style="list-style-type: none"> • Written (letter of reflection or diary entry) • Illustration (comic strip) • Performance (a dramatic soliloquy) • Presentation (slide show with commentary) <p>As part of this piece of work, a target audience must be selected, identified and 'written' for explicitly.</p>	<p>Dictionary of Sydney articles:</p> <ul style="list-style-type: none"> • Ester Abrahams - http://dictionaryofsydney.org/entry/abrahams_esther • Mary Reibey - http://dictionaryofsydney.org/entry/mary_reibey • Mary Beckwith - http://dictionaryofsydney.org/entry/beckwith_mary • George Cookney - http://dictionaryofsydney.org/entry/cookney_george • George Crossley - http://dictionaryofsydney.org/entry/crossley_george • Nathaniel Lucas - http://dictionaryofsydney.org/entry/lucas_nathaniel • Olivia Lucas - http://dictionaryofsydney.org/entry/lucas_olivia • James Meehan - http://dictionaryofsydney.org/entry/meehan_james • Thomas Muir - http://dictionaryofsydney.org/entry/muir_thomas • Charles Packer - http://dictionaryofsydney.org/entry/packer_charles • Elizabeth Agnes Miller - http://dictionaryofsydney.org/entry/elizabeth_agnes_miller • William H Bennett - http://dictionaryofsydney.org/entry/william_h_bennett