

The Many Hats of Early Contact

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

ACDSEH085: The short and long-term impacts of the movement of peoples during this period

Australian Curriculum – Historical Skills

ACHHS165: Use historical terms and concepts

ACHHS170: Process and synthesise information from a range of sources for use as evidence in an historical argument

ACHHS172: Identify and analyse the perspectives of people from the past

ACHHS174: Develop texts, particularly descriptions and discussions that use evidence from a range of sources that are referenced

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

HT5-4: Explains and analyses the causes and effects of events and developments in the modern world and Australia

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

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

What were the effects of the movement of peoples on the indigenous population of Australia?

Time:	Activity overview:	Resources:
80-90 mins	<p>Students divide into groups of 6 and are allocated one of De Bono's coloured hats. (DeBono's theory will need to be explained to the class if this is their first experience with it.). Students are given a slip of paper (provided) that explains to them what their task is, based on their hat colour.</p> <ul style="list-style-type: none"> • White Hat: Student gathers information to give examples of the nature of early contact between Aboriginal and European peoples as evidenced by the experiences of individuals and groups. • Red Hat: Student chooses an Aboriginal person and writes an account of their experience with the white settlers. This account must reflect the feelings of the Aboriginal person. The student can then brainstorm a list of words that describe how THEY feel about the impact movement of people had on Indigenous Australians. • Black Hat/Yellow Hat: The student will draw up a table and list the advantages (Yellow Hat) and disadvantages (Black Hat) for Indigenous Australians brought about by the movement of people into their country in the late 1700s. • Green Hat: The student creates an image (cartoon, comic strip or illustration) that best 	<p>Dictionary of Sydney articles:</p> <ul style="list-style-type: none"> • Appin Massacre - http://dictionaryofsydney.org/entry/appin_massacre • Aboriginal people of the Cooks River Valley - http://dictionaryofsydney.org/entry/aboriginal_people_of_the_cooks_river_valley • Barangaroo and the Eora Fisherwomen - http://dictionaryofsydney.org/entry/barangaroo_and_the_eora_fisherwomen • Parramatta and Black Town Native Institutions - http://dictionaryofsydney.org/entry/parramatta_and_black_town_native_institutions • Pemulwuy - http://dictionaryofsydney.org/entry/pemulwuy • Arabanoo - http://dictionaryofsydney.org/entry/arabanoo • Bungaree - http://dictionaryofsydney.org/entry/bungaree • Caruey - http://dictionaryofsydney.org/entry/caruey • Colebee - http://dictionaryofsydney.org/entry/colebee • Daringa - http://dictionaryofsydney.org/entry/daringa • Nanbarry - http://dictionaryofsydney.org/entry/nanbarry • Woollarawarre Bennelong - http://dictionaryofsydney.org/entry/woollarawarre_bennelong • Yemmerrawanne - http://dictionaryofsydney.org/entry/yemmerrawanne • Willemering - http://dictionaryofsydney.org/entry/willemering • Maroot the elder - http://dictionaryofsydney.org/entry/maroot_the_elder • Carangarang - http://dictionaryofsydney.org/entry/carangarang • Manly Cove, Kai'yamay - http://dictionaryofsydney.org/entry/manly_cove_kaiymay • Aboriginal life around Port Jackson after 1822 - http://dictionaryofsydney.org/entry/aboriginal_life_around_port_jackson_after_1822 • First people of the Cooks River -

	<p>describes/symbolises the experience of Aboriginal people during early colonisation.</p> <ul style="list-style-type: none">• Blue Hat: Student decides on, organises and manages how their group will present their ideas to the class. The process of liaison should begin at the very start of the exercise, and continue through to final production. <p>Students present their findings to the class, one group at a time.</p>	<p>http://dictionaryofsydney.org/entry/first_people_of_the_cooks_river</p> <ul style="list-style-type: none">• Gung-a Gung-a Murremurgan - http://dictionaryofsydney.org/entry/gnung-a_gnung-a_murremurgan <p>Provided:</p> <p>Six Hats Task Sheet (1 per student)</p> <p>Information on Edward De Bono's Six Thinking Hats</p>
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