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<td>Key figures and events that led to Australia's Federation, including British and American influences on Australia's system of law and government. (ACHHK113)</td>
<td>Sequence historical people and events. (ACHH5117)</td>
<td>Identify questions to inform an historical inquiry. (ACHH5119)</td>
<td>Locate information related to inquiry questions in a range of sources. (ACHH5121)</td>
<td>Identify points of view in the past and present. (ACHH5125)</td>
<td>Develop texts, particular narratives and descriptions, which incorporate source materials (ACHH5124)</td>
<td><a href="http://www.slwa.wa.gov.au/federation/fed/index.htm">http://www.slwa.wa.gov.au/federation/fed/index.htm</a></td>
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<td><a href="http://ajdb.anu.edu.au/biography/parke-sir-henry-4366">http://ajdb.anu.edu.au/biography/parke-sir-henry-4366</a></td>
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<td>Examine some of the key people on Australia's path to Federation, notably Sir Henry Parkes, Edmund Barton, and John Forrest (who was in fact opposition to Federation)</td>
<td>Create a persuasive poster encouraging WA to Federate that identifies the benefits of Federation for WA.</td>
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### The Historical Concepts

- Evidence
- Continuity & Change
- Cause & Effect
- Significance
- Perspectives
- Empathy
- Contestability
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<td>How did Australian society change during the twentieth century?</td>
<td>Experiences of Australian democracy and citizenship, including the status and rights of Aboriginal people and/or Torres Strait Islanders, migrants, women, and children. (ACHHK114)</td>
<td>Sequence historical people and events. (ACHHS117)</td>
<td>Identify questions to inform an historical inquiry (ACHHS119)</td>
<td>Locate information related to inquiry questions in a range of sources. (ACHHS121)</td>
<td>Identify points of view in the past and present (ACHHS123)</td>
<td>Develop texts, particularly narratives and descriptions, which incorporate source materials (ACHHS124)</td>
<td>Book: Marsden, John The Rabbits</td>
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<td>Developing key questions about the birth of Australian democracy and the experiences of citizenship for women, migrants and Aboriginal and Torres Strait Islander people.</td>
<td>What was the white Australia policy? How did it impact on Australia’s population?</td>
<td>Literacy Link: Compare the representation of women in magazines from the 1960s to now.</td>
<td></td>
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<td><a href="http://www.vads.ac.uk/large.php?uid=50265">http://www.vads.ac.uk/large.php?uid=50265</a></td>
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**The Historical Concepts**

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- Continuity & Change
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### Key Inquiry Questions & Historical Knowledge & Understandings

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<tr>
<th>Stories of groups of people who migrated to Australia (including from ONE Asian country) and the reasons they migrated, such as World War II and Australian migration programs since the war. (ACHHK115)</th>
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</table>

### Historical Skills

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<th>Sequence historical people and events. (ACHHS117)</th>
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### Chronology Terms & Concepts

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<th>Use historical terms and concepts (ACHHS118)</th>
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<th>Identify questions to inform an historical inquiry (ACHHS119)</th>
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### Analysis & Use of Sources

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<th>Identify and locate a range of relevant sources (ACHHS120)</th>
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### Perspectives & Interpretations

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### Explanation & Communication

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<th>Develop texts, particularly narratives and descriptions, which incorporate source materials (ACHHS124)</th>
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### Resources

- Do, Ahn
  - The Little Refugee
- Tan, Shaun
  - The Arriva

### Projects

- Northbridge History Project - Home

### Historical Concepts

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### Task

**Interviewing a Migrant**

Focus on developing interview questions. Open/closed questions fat/skinny questions

**Photo Study**

Examine several photos of refugee boats. Try to draw some conclusions about conditions on a refugee boat.

**Why might people take these risks?**

**ICT Link**

- Object: The Journey of the Hong Hai
- Exhibiting: The Hong Hai Museum
- Cartoon Study — political cartoons commenting on refugee and asylum seekers

**Assessment Task**

Vietnamese Migration to Australia Post Vietnam War

**Literacy Link**

Interview a migrant within the local community and present findings as a biography.

---

**Who were the people who came to Australia? Why did they come?**

- Locate information related to inquiry questions in a range of sources. (ACHHS121)
- Compare information from a range of sources. (ACHHS122)
- Develop texts, particularly narratives and descriptions, which incorporate source materials (ACHHS124)
- Use a range of communication forms (oral, graphic, written) and digital technologies (ACHHS125)

---

**General Capabilities**

- **Literacy**
- **Creative & Critical Thinking**
- **Ethical Behaviour**
- **Intercultural Understandings**
- **Personal & Social Capability**

---

**Learning Object**

- **Literacy**
- **Creative & Critical Thinking**
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**Literacy Link**

Interview a migrant within the local community and present findings as a biography.

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**Literacy Link**

Interview a migrant within the local community and present findings as a biography.
### Key Inquiry Questions

What contributions have significant Individuals and groups made to the development of Australian society?

### Historical Knowledge & Understandings

**Chronology Terms & Concepts**
- Sequence historical people and events. (ACHHS117)
- Use historical terms and concepts (ACHHS118)

**Historical Questions & Research**
- Identify questions to inform an historical inquiry (ACHHS119)
- Identify and locate a range of relevant sources (ACHHS120)

**Analysis & Use of Sources**
- Locate information related to inquiry questions in a range of sources. (ACHHS121)
- Compare information from a range of sources. (ACHHS122)

**Perspectives & Interpretations**
- Identify points of view in the past and present (ACHHS123)

**Explanation & Communication**
- Develop texts, particularly narratives and descriptions, which incorporate source materials (ACHHS124)
- Use a range of communication forms (oral, graphic, written) and digital technologies (ACHHS125)

### Historical Inquiry Process

(Let’s Learn cycle)

Each student researches and presents ONE famous Australian (from a variety of contexts, e.g., sports, arts, science, education) and include what/how they have contributed to the development of Australian society.

**General Capabilities**
- Literacy
- Creative & Critical Thinking
- Ethical Behaviour
- Intercultural Understandings
- Numeracy
- ICT
- Personal & Social Capability

**Historical Concepts**
- Evidence
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### Resources