Making a better world

## Focus

1b Movement of People

## Overview

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

Duration – 3 lessons

## Content

Students

* select an individual slave sent to the Americas and use sources to construct the story of their experiences.

### Stage 5 outcomes

A student:

* explains and analyses the causes and effects of events and developments in the modern world and Australia HT5‑4
* uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia HT5‑6
* explains and analyses the causes and effects of events and developments in the modern world and Australia HT5‑4
* uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia HT5‑6
* applies a range of relevant historical terms and concepts when communicating an understanding of the past HT5‑9
* selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences HT5‑10

### Learning across the curriculum content

* Critical and creative thinking
* Ethical understanding
* ICT
* Literacy
* Civics and citizenship

[History K-10 syllabus](https://syllabus.nesa.nsw.edu.au/hsie/history-k10/) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2012

## Learning progressions – literacy

### Writing

| Sub-element | Indicators |
| --- | --- |
| Creating texts (CrT) | CrT7, CrT8, CrT9, CrT10 |
| Grammar (GrA1)\* |  |
| Punctuation (PuN)\* |  |
| Spelling (SpG)\* |  |
| Handwriting and keyboarding (HwK)\* |  |

### Reading and viewing

| Sub-element | Indicators |
| --- | --- |
| Understanding texts (UnT) | UnT7, UnT8, UnT9 |
| Phonological awareness (PhA)Phonic knowledge and word recognition (PKW) | These are constrained skills gained in the early years of learning. There may be students who are identified as needing individual assistance with PhA and PKW in the secondary years. These students must be referred to the LaST for further intervention. |
| Fluency (FlY)\* |  |

### Speaking and listening

| Sub-element | Indicators |
| --- | --- |
| Listening (LiS) |  |
| Interacting (InT) | InT4, InT5, InT6 |
| Speaking (SpK) |  |

## Learning progressions – numeracy

### Number sense and algebra

| Sub-element | Indicators |
| --- | --- |
| Quantifying numbers (QuN) |  |
| Additive strategies (AdS) |  |
| Multiplicative strategies (MuS) |  |
| Operating with decimals (OpD) |  |
| Operating with percentages (OpP) |  |
| Understanding money (UnM) |  |
| Number patterns and algebraic thinking (NPA) |  |
| Interpreting fractions (InF) |  |
| Comparing units (CoU) |  |

### Measurement and geometry

| Sub-element | Indicators |
| --- | --- |
| Measuring time (MeT) |  |
| Positioning and locating (PoL) |  |
| Understanding geometric properties (UGP) |  |
| Understanding units of measurement (UUM) |  |

### Statistics and probability

| Sub-element | Indicators |
| --- | --- |
| Interpreting and representing data (IRD) |  |
| Understanding chance (UnC) |  |

Note – indicators for the sub-elements in red\* can be identified once work samples from students have been collected and analysed.

## Teaching and learning activities

Use a mix of primary and secondary sources of the accounts from the slaves to:

1. identify the conditions whilst crossing the Atlantic Ocean. (Conditions include health, hygiene, food, treatment, sickness)
2. produce an historically accurate written response which outlines the difficulties the slaves faced whilst on the Hulks.

### Evaluate

**Formative feedback**

* Teacher observation of student research and location of sources.
* Student feedback – teacher conferencing of drafts and five main points per research lesson. This will provide the foundations of their written response.

**Summative feedback**

* Assessment task.

### Assessment task

Written response – student choice as to the slave and the written response genre (i.e. poem, recount, narrative).

In the response students will:

* name the slave
* give examples of experiences
* use emotive language
* sequence chronologically the events
* write 250 words.

### Linking to the learning progression indicators (observable behaviours)

|  |  |  |  |
| --- | --- | --- | --- |
| Name | Indicator | Where to next (indicator) | Suggested learning activity |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |