The Movement of Peoples (1750 - 1901)

WebQuest Description: This webquest is designed for students in Australia undertaking their year 9 History studies.

Grade Level: 9-12
Curriculum: Social Studies
Keywords: Australian history, slavery, industrial revolution, convicts, colonialism, free settlers, transportation
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Introduction

A webquest is: Web Quests are structured learning activities in which students investigate problems or issues, using the web as a resource. They are structured to provide students with scaffolding that direct them to reliable and developmentally appropriate websites and avoid the frustration of time wastage on unproductive searching. Web Quests provide students with a structural learning framework, which provides scaffolding and support, yet still facilitates self-directed learning. What will you be doing as part of this Webquest? Interact with a range of different materials. Use the links and information provided throughout the quest to give you background knowledge in order to complete assessment tasks. Reflect on history and relate it to your current lifestyle. Share knowledge with others. Make predictions for the future.

Tasks

1. Print off and complete the migration survey attached below.
2. Look at the jumble of words above. Write down what you know about the industrial revolution in your book. Be as detailed as you can.
3. Write down another 4 words from the jumble of words above that you do not know, look-up their meanings and write them inside your book.

Process

1. Click on this link 'Trans-Atlantic slave trade.'
2. Use the database to gather the information about the trans-atlantic slave trade. Begin by clicking on "Search the Database" under the "Database" option. Next choose the "Basic Variables" option on the left, then "Ships, nations, owners" and "select flag." Take some time to explore this database. Note: By selecting "Accessing the Database" and "Estimates," you will be able to access another source of information. There are many possibilities for graphic representations of data. By choosing the "Summary Statistics" option at the top of the page, you can see an overview of the numbers of slaves imported and exported. The "Timeline" tab, shows the number of voyages, the total or average numbers of slaves embarked and disembarked during different periods, the number of slave deaths and the average price, among other things. TASK: 1. Choose and print off three graphs that show a different aspect of the slave trade for your chosen country. COUNTRIES: 1) USA (Americas), 2) Spain (Uruguay), 3) Portugal/Brazil, 4) Netherlands, 5) Denmark/Baltic, 6) France, 7) Great Britain.

3. Display these graphs on a poster and write down a description for each of the graphs. Use these questions as a guide for your description. Why is this graph important? What information does it tell us? How does this give you a better understanding of the trans-atlantic slave trade?

INQUIRY TIME!!! Imagine you are moving to Australia from Britain. You must write a narrative based your experience. Your narrative must include: The year you travelled to Australia. The year you travelled to Australia. Your reason for coming to Australia (convict, free
A description of your living conditions in Britain.

Your journey whilst travelling by ship to Australia.

A detailed description of the land, climate, animals and Australia's native plants (They will change depending where you live).

Some interactions between you and other settlers/convicts in Australia (how you engage with people will depend on when you arrived in Australia as the Australian culture was constantly changing).

Describe your thoughts on the opposite gender. Explain why you feel the way you do.

Describe where you chose to live in Australia and how the Indigenous peoples interacted with the white Australians. (were the Indigenous people still living where you settled? Why/why not? Describe your feelings in your narrative).

Your narrative does not have to be of an actual person, but MUST be based on some facts reflecting the opinions and culture during your era of settlement to Australia. But firstly, look at the resources below to gain some insight and background knowledge.

1. Now that you have gained a lot of knowledge, you need to sort out and plan your narrative inquiry. Print off the sheet attached below.

2. For this section, your teacher will split you up into groups of 5-6 and you will undertake a role-play. This role-play will help you with your narrative and will give you more insight into the thoughts and attitudes of the early Australians.

This role-play will also help you create an image of different environmental locations within Australia.

Teachers, the resource for this role-play is in the Teachers Page section.

Now that you have gained a wealth of knowledge from the resources given in the previous steps, you must discuss the following questions with a partner and write your answers in your book.

What are the implications of relocating to a different country?

Looking back at your survey completed in the first lesson, did you find anyone in your class that was not born in Australia? (if not do you know anyone outside of your class that has migrated to Australia)?

What is the difference between the transatlantic slave trade and convict transportation?

What organisations help people migrate to Australia? (you may need to do a quick google search).

After completing this section, your teacher will lead you into a group discussion. Leave extra space for each section so you can record the ideas of others in your class.

Now that you have a vast amount of knowledge of emigration, you need to take relate your learning of history to the present day and take action to change the future.

TASK: (in pairs)

Develop a code of conduct for positive interaction between students at your school and new arrivals.

Use your knowledge attained from your inquiry to consider the social and emotional needs of new arrivals of your school. Tip - Base your thinking around this question: What can we do to ensure that all students feel safe and welcome in your school?

All codes of conduct developed will be taken seriously and may be taken to your SRC for further action.

Well done!

You have completed this webquest on the Movement of Peoples (1750 - 1901). Please print off the reflection sheets attached and complete them.

This webquest is a unit of work that is designed to take approximately 10 weeks (1 term) to complete. Teachers should become familiar with the content of this unit before starting it. Depending on your classroom, some aspects of this unit may be better comprehended by students if the start of each lesson is teacher driven. For example, in the 'Deciding Directions' section teachers might go through the data base on the smart board to help familiarise their students who might find it difficult with so many options. Personally, I highly value and recommend that teachers have ongoing discussions throughout this webquest so students are able to really deconstruct the information given to them. I think it is vital for teachers of this unit to go through the 'Convict Indents' with their class as well as an Australian poem so their students are able to look for relevant content instead of getting too caught up in the poem itself. Any feedback would be much appreciated! Thank you!

Standards

Credits

Other
CURRICULUM FRAMEWORK: ACARA STRAND: HISTORICAL SKILLS

This strand includes skills that are used in the process of historical inquiry associated with: sequencing chronology and their relationship between different periods and places; correct use of historical terms and concepts; historical questions and research; the analysis and use of sources; perspectives and interpretations - including their own interpretation of history; the explanation and communication of historical information. There is an increasing emphasis on analysing the causes and effects of events during this period, and how different events interrelate with one and other on a global scale.

TOPIC: Movement of Peoples

The Year 9 curriculum covers history from the industrial period to the beginning of the twentieth century (c. 1750 – 1901).

KEY CONCEPTS:

Students will develop an understanding of the movement of peoples throughout the world beginning from the industrial period to the twentieth century 1750AD – 1901AD. Students will begin to discover what they already know about this period and expand upon their knowledge to understand and discover the roles and many experiences of slaves during this time. Students will also gain knowledge based on the colonisation of Australia and their experience from the departure of their mother country to their reactions upon arrival in Australia. This may include: convicts and free settlers and their transformation within Australian society. Students discuss their own opinions of this era.

THINKING AND WORKING:

Formulate an inquiry question and plan an inquiry. Identify and locate relevant historical sources and information, using ICT and other methods. Identify the origin and purpose of historical sources. Investigate the global context of historical events. Locate, select and organise historical information from a variety of sources. Distinguish between factual sources and subjective sources. Identify and describe points of view, perspectives, values and attitudes in historical sources. Investigate why some perspectives in this historical period have a more dominant stance than others. Identify and explain the perspectives of different individuals and groups.

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