



## **YEAR 9: The Making of the Modern World**

### **Movement of peoples (1750 – 1901)**

#### **OVERVIEW OF PROGRAM**

The Queen's Wharf Heritage Precinct contains two key heritage buildings

- The 1829 Commissariat Store Museum and
- The 1865 Immigration Depot (the current National Trust House)

Using the opportunities provided by both extant building, students will focus on the experiences of convicts and free settlers upon departure, their journey abroad, and their reactions on arrival, including the Australian experience.

The content provides opportunities to develop historical understanding through key concepts including **sources, continuity and change, cause and effect, perspectives, empathy and significance.**

These concepts will be investigated within the historical context of the buildings located in wider Queen's Wharf Heritage Precinct.

The two strands of Historical Skills and Historical Knowledge and Understanding are interrelated and should be taught in an integrated way.

Students will use the following **KEY INQUIRY QUESTIONS** to discover:

- What were the changing features of the movements of people from 1750 to 1918?
- How did new ideas and technological developments contribute to change in this period?
- What was the origin, development, significance and long-term impact of imperialism in this period?
- What was the significance of World War I?

This program allows students to develop historical skills through key concepts appropriate to their age and ability.

## Historical Knowledge and Understanding – Year 9: The Making of the Modern World

### Historical Skills:

Use chronological sequencing to demonstrate the relationship between events and developments in different periods and places

Use historical terms and concepts

Identify and select different kinds of questions about the past to inform historical inquiry and evaluate and enhance these questions

Identify and locate relevant sources, using ICT and other methods

Identify the origin, purpose and context of primary and secondary sources

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

Evaluate the reliability and usefulness of primary and secondary sources

Identify and analyse the perspectives of people from the past

Identify and analyse different historical interpretations (including their own)

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

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

### Key concepts:

Evidence

Continuity and change

Cause and effect

Perspectives

Empathy

Significance

Contestability

Historical Knowledge and Understanding – Year 9: The Making of the Nation

Historical Knowledge and Understanding	Local Context	Student Activities	General Capabilities (GC) Cross Curricula Priorities (CCP) Other Learning Areas (OLA)	Research and Resources
<p>1. The influence of the Industrial Revolution on the movement of peoples throughout the world, including convict transportation</p>	<p>The Moreton Bay Penal Settlement was established in 1824 and continued until 1842.</p>	<p><b><i>Student research and activities:</i></b></p> <p>Use resources to identify and discuss long term and short term reasons relating to the establishment of a penal settlement at Moreton Bay</p> <p>Construct a timeline of key points concerning convict transportation from 1788 until 1842 and the closure of the Moreton Bay Penal Settlement.</p>	<p><b>GC:</b> Literacy, numeracy, intercultural understanding, Critical and creative thinking, ICT</p> <p><b>OLA:</b> English, maths, geography</p>	<p><b>Moreton Bay settlement</b>  <a href="http://www.brisbanehistory.com">Early history of Brisbane</a>  <a href="http://www.brisbanehistory.com">http://www.brisbanehistory.com</a></p> <p><a href="http://adb.anu.edu.au">Early exploration</a> John Oxley  <a href="http://adb.anu.edu.au">http://adb.anu.edu.au</a></p> <p><a href="http://www.slq.qld.gov.au/">State Library of Queensland</a>  <a href="http://www.slq.qld.gov.au/">http://www.slq.qld.gov.au/</a></p> <p><a href="http://trove.nla.gov.au">Trove</a> <a href="http://trove.nla.gov.au">http://trove.nla.gov.au</a></p> <p>Resources of Royal Historical Society of Queensland including the model layout of the Moreton Bay Penal Settlement on the ground floor of the Commissariat Store Museum.</p> <p>Australian Dictionary of Biography  <a href="http://adb.anu.edu.au/">http://adb.anu.edu.au/</a></p> <p>National Trust of Queensland, Queen’s Wharf Heritage Precinct brochure and website (when online.)</p>

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<p>2. The experiences of convicts and free settlers upon departure, their journey abroad, and their reactions on arrival, including the Australian experience</p>	<p>Convicts in the Moreton Bay Penal Settlement contributed to the functioning of this convict outpost.</p> <p>The Immigration Depot was constructed in 1865 in response to a need for accommodation on arrival.</p>	<p><b>Student research and activities:</b> Identify key groups of people – convicts, military personnel, free settlers and subsequently ticket-of-leave convicts. Establish the roles the groups played in the emerging town of Brisbane.</p> <p>Prepare a roster of the daily activities of a group of convicts. Consider their movement around the various working parts of the penal settlement.</p> <p>Draw a plan of the layout of one of the key buildings in the settlement, identifying its component sections and the overall purpose of the building.</p> <p>Research the life of one the Commandants of Moreton Bay.</p> <p>Prepare a single day diary entry for a newly arrived free settler on the day of arrival – from sailing in to Moreton Bay to the end of the day in the Immigration Depot. Describe the journey and what was seen.</p>	<p><b>GC:</b> Literacy, intercultural understanding, ethical understanding</p> <p><b>CCP:</b> aboriginal histories and cultures,</p> <p><b>OLA:</b> English, maths, geography</p>	<p><a href="http://www.brisbanehistory.com">Early history of Brisbane</a> <a href="http://www.brisbanehistory.com">http://www.brisbanehistory.com</a></p> <p><a href="http://www.slq.qld.gov.au/">State Library</a> of Queensland <a href="http://www.slq.qld.gov.au/">http://www.slq.qld.gov.au/</a></p> <p><a href="http://trove.nla.gov.au">Trove</a> <a href="http://trove.nla.gov.au">http://trove.nla.gov.au</a></p> <p>Diaries: Thomas Dowse and William Pettigrew.</p> <p>Mary McConnell’s journal.</p> <p>Australian Dictionary of Biography <a href="http://adb.anu.edu.au/">http://adb.anu.edu.au/</a></p> <p>Hadwen, Ian, Janet Hogan and Carolyn Nolan. <i>Brisbane’s historic North Bank 1825-2005</i>. Brisbane: RHSQ, 2005.</p> <p>National Trust of Queensland, Queen’s Wharf Heritage Precinct brochure and website (when online.)</p>

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<p>3. 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</p>	<p>Through the influences of the key groups, the commercial and retail centre of the town developed on the north bank of the Brisbane River. This developing centre served the needs of both primary and secondary industries in the Victorian era.</p>	<p><b>Student research and activities:</b> Identify key groups of people of the period, including shop keepers, pastoralists, hoteliers and farmers.</p> <p>Research the life and times of an immigrant, such as sawmiller and mayor William Pettigrew, or an ex-convict, such as Thomas Dowse. Prepare a referenced chronology from which an evaluation of the person's contribution to the development of Queensland can be made.</p>	<p><b>GC:</b> Literacy, intercultural understanding</p> <p><b>CCP:</b> aboriginal histories and cultures,</p> <p><b>OLA:</b> English, maths, geography</p>	<p><a href="http://www.brisbanehistory.com">Early history of Brisbane</a> <a href="http://www.brisbanehistory.com">http://www.brisbanehistory.com</a></p> <p><a href="http://www.slq.qld.gov.au/">State Library</a> of Queensland <a href="http://www.slq.qld.gov.au/">http://www.slq.qld.gov.au/</a></p> <p><a href="http://trove.nla.gov.au">Trove</a> <a href="http://trove.nla.gov.au">http://trove.nla.gov.au</a></p> <p>Brown, Elaine. William Pettigrew, 1825 -1906, PhD Thesis, 20014.</p> <p>Australian Dictionary of Biography <a href="http://adb.anu.edu.au/">http://adb.anu.edu.au/</a></p> <p>Hadwen, Ian, Janet Hogan and Carolyn Nolan. <i>Brisbane's historic North Bank 1825-2005</i>. Brisbane: RHSQ, 2005.</p> <p>National Trust of Queensland, Queen's Wharf Heritage Precinct brochure and website (when online.)</p>

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<p>4. The short and long-term impacts of the movement of peoples during this period</p>		<p><b>Student research and activities:</b> Identify specific incidents, such as the ‘Bread and Blood’ riot outside the Immigration Depot in September 1866. Establish the relationship between those involved in this riot and the development of the railway system in Queensland.</p> <p>Upload researched and referenced information and images related to the precinct and its history to the National Trust of Queensland’s Queen’s Wharf Heritage Precinct website.</p>	<p><b>GC:</b> Literacy, intercultural understanding, critical and creative thinking</p> <p><b>CCP:</b> aboriginal histories and cultures</p> <p><b>OLA:</b> English, maths, science, geography</p>	<p><a href="http://www.brisbanehistory.com">Early history of Brisbane</a> <a href="http://www.brisbanehistory.com">http://www.brisbanehistory.com</a></p> <p><a href="http://www.slq.qld.gov.au/">State Library</a> of Queensland <a href="http://www.slq.qld.gov.au/">http://www.slq.qld.gov.au/</a></p> <p><a href="http://trove.nla.gov.au">Trove</a> <a href="http://trove.nla.gov.au">http://trove.nla.gov.au</a></p> <p>Australian Dictionary of Biography <a href="http://adb.anu.edu.au/">http://adb.anu.edu.au/</a></p> <p>Hadwen, Ian, Janet Hogan and Carolyn Nolan. <i>Brisbane’s historic North Bank 1825-2005</i>. Brisbane: RHSQ, 2005.</p> <p>National Trust of Queensland, Queen’s Wharf Heritage Precinct brochure and website (when online.)</p>