



YEAR 9: The Making of the Modern World

Movement of peoples (1750 – 1901)

OVERVIEW OF PROGRAM

Immigrants to Brisbane from 1866 to 1885 were housed in a building located in historic Queen's Wharf Precinct. At the end of this period the building was converted to the head office of the Department of Agriculture and Stock, later the Department of Primary Industries.

Using the opportunities provided by the extant building, and other sources, students will focus on the experiences of European settlers upon departure, their journeys 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 former Immigration Depot and other buildings located in the 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>The Commissariat Stores was constructed in 1829. Today it operates as a convict museum.</p>	<p><i>Student research and activities:</i></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 the closure of the Moreton Bay Penal Settlement in 1842.</p>	<p>GC: Literacy, numeracy, intercultural understanding, Critical and creative thinking</p> <p>OLA: English, maths, science, geography</p>	<p>Moreton Bay settlement Early history of Brisbane http://www.brisbanehistory.com</p> <p>Early exploration John Oxley http://adb.anu.edu.au</p> <p>State Library of Queensland http://www.slq.qld.gov.au/</p> <p>Trove http://trove.nla.gov.au</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 http://adb.anu.edu.au/</p> <p>National Trust of Queensland, Historic Queen’s Wharf website. http://queenswharf.org</p>

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

Historical Knowledge and Understanding	Local Context	Student Activities	General Capabilities (GC) Cross Curricula Priorities (CCP) Other Learning Areas (OLA)	Research and Resources
<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. The building served as an immigration depot until the late 1880s.</p>	<p>Student research and activities: 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 their arrival – from sailing in to Moreton Bay to the end of the day in the Immigration Depot. (Immigrants travelled by government steamer from their ship to Queen’s Wharf.)</p>	<p>GC: Literacy, intercultural understanding, ethical understanding</p> <p>CCP: aboriginal histories and cultures,</p> <p>OLA: English, maths, science, geography</p>	<p>Early history of Brisbane http://www.brisbanehistory.com</p> <p>State Library of Queensland http://www.slq.qld.gov.au/</p> <p>Trove http://trove.nla.gov.au</p> <p>Diaries: Thomas Dowse and William Pettigrew.</p> <p>Mary McConnell’s journal.</p> <p>Australian Dictionary of Biography http://adb.anu.edu.au/</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, Historic Queen’s Wharf website. http://queenswharf.org</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.</p> <p>Aboriginal tribes who lived in Moreton Bay moved from their traditional country to other locations.</p>	<p>Student research and activities: 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 saw miller 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>Plot the location of Aboriginal tribal and kinship groups on a plan of the Moreton Bay region. Overlay the development of agricultural settlements for immigrants, known as agricultural reserves, on the plan. Plot five (5) primary source descriptions of points of contact between Aboriginal people and convicts (or immigrants) in the mid nineteenth century.</p>	<p>GC: Literacy, intercultural understanding, aboriginal histories and cultures</p> <p>CCP: aboriginal histories and cultures,</p> <p>OLA: English, maths, science, geography</p>	<p>Early history of Brisbane http://www.brisbanehistory.com</p> <p>Brown, Elaine. William Pettigrew, 1825 -1906, PhD Thesis, 20014.</p> <p>Australian Dictionary of Biography http://adb.anu.edu.au/</p> <p>Donovan, Val. <i>The reality of a dark history: from contact and conflict to cultural recognition.</i> Brisbane: Arts Queensland, 2002.</p> <p>State Library of Queensland http://www.slq.qld.gov.au/ Webpages: Indigenous Language Resources Greater Brisbane Area; Missions and reserves.</p>

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<p>4. The short and long-term impacts of the movement of peoples during this period.</p>		<p>Student research and activities: 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 particular riot and the development of the railway system in Queensland.</p> <p>Create a dictionary with the meanings of the terms used in primary and secondary sources with regard to Queensland Aborigines. For example, the dictionary might include terms such as: close confinement, country, fringe dwellers, Jagera, half-caste, mission, reserve system and Turrbal.</p>	<p>GC: Literacy, intercultural understanding, critical and creative thinking</p> <p>CCP: aboriginal histories and cultures</p> <p>OLA: English, maths, science, geography</p>	<p>State Library of Queensland http://www.slq.qld.gov.au/</p> <p>Trove http://trove.nla.gov.au</p> <p>Australian Dictionary of Biography http://adb.anu.edu.au/</p> <p>Donovan, Val. <i>The reality of a dark history: from contact and conflict to cultural recognition</i>. Brisbane: Arts Queensland, 2002.</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, Historic Queen’s Wharf website. http://queenswharf.org</p>