

## Unit 1, Topic 1: Frontier Wars

**Unit Overview:** Unit 1 of the [Senior Modern History syllabus for Queensland](#) explores the ideas of the Modern World and their significance on today's society. Students will examine the causes behind the development of key ideas and concepts in Modern History as well as the influence of these ideas on people and places. In addition, they will consider how these ideas have been interpreted or represented by historians.

**Topic Overview:** In this topic, students will inquire into the history of Australia and the Frontier Wars from the arrival of the First Fleet in 1788 until the end of the Caledon Bay Crisis in 1932. Specifically, they will understand how ideas and beliefs influenced the interactions between Indigenous and non-Indigenous peoples and the consequences of this on Australia today. In addition, they will explore how and why historians have interpreted the events surrounding colonisation differently as well as examining some of the political influences and consequences of these various interpretations.

**Context/Scope and Sequence:** This unit forms part of the Senior Modern History syllabus 2019. Prior to commencing this unit, students would have studied History as part of the [Australian Curriculum from Years 7-10](#). Therefore, it is assumed that students would have knowledge of and experience in using key historical concepts and skills such as source analysis and evaluation. As the first of four units undertaken throughout the two-year Modern History course, this unit will further develop students' understanding of these historical skills and foster their ability to conduct independent, in-depth historical inquiries. During Unit 1, students explore two topics, one of which is the Frontier Wars.

**Teacher Information:** This unit has been designed using the [Guided Inquiry Design](#) process developed by Carol Kuhlthau and others. The suggested learning activities will guide students through the process and develop their historical inquiry skills. In addition, the unit plan includes suggestions for integrating the [Eight Aboriginal Ways of Learning](#) into lessons. These include: Story Sharing; Community Links; Deconstruct Reconstruct; Non-Linear; Land Links; Symbols & Images; Non-verbal; Learning Maps. These methods are highlighted in the unit plan for easy reference.

### Learning Intentions:

- Explore the causes (historical context) and consequences of frontier conflicts in Australia and the implications for modern Australian society.
- Expose students to a range of perspectives and types of historical evidence in relation to the Frontier Wars with an emphasis on Indigenous perspectives.
- Experience and appreciate that there are different but equally valid ways of learning and communicating knowledge.
- Gain experience in using effective research/inquiry processes.

### Success Criteria

By the end of this unit of work, students will:

- Be able to confidently locate, organise, analyse and evaluate historical sources/evidence,
- Be able to formulate complex historical questions,

- Be confident in forming and expressing their own opinions on issues based on historical evidence,
- Have an in-depth understanding of the Frontier Wars and the perspectives/controversies associated with this topic,
- Have an understanding of the Inquiry process and be able to use this process independently.

Guided Inquiry Phase	Week	Learning Focus and Activities	Cognitive Verbs
Open	1	<p>Learning Intentions:</p> <ul style="list-style-type: none"> <li>● Define the Frontier Wars.</li> <li>● Identify the relevance of the Frontier Wars on Australia’s Indigenous people today and modern Australian society (e.g. issues of reconciliation, the Uluru Statement, disparities in outcomes for indigenous and non-indigenous Australians).</li> <li>● Engage students in topic.</li> <li>● Establish and discuss the principles of Inquiry and an Inquiry mindset with students.</li> </ul> <p>Suggested activities:</p> <ul style="list-style-type: none"> <li>● Watch ABC’s “You can’t ask that: Indigenous” and use a yarning circle (<b>Story Sharing</b>) to discuss students’ current perceptions and misconceptions of Indigenous peoples and the colonisation of Australia.</li> <li>● Create a “Wonder Wall” of students’ questions and interests in relation to this topic.</li> <li>● Examine photos/artefacts and sources about the first encounters between Indigenous peoples and the British. What story does this tell?</li> <li>● Examine historical artefacts/statues (e.g. Cook’s statue, Australian War Memorial). Discuss what assumptions/inferences are being made about Australia’s history? Who is silenced/not represented?</li> <li>● Mystery source activity: present students with primary source accounts, pictures/photos of artefacts etc. on a Frontier massacre. Ask students to solve the mystery of what has occurred based on what the evidence tells them.</li> </ul> <p>Resources:</p> <ul style="list-style-type: none"> <li>● Documentary: ABC. (2016). <i>You can’t ask that: Indigenous</i> [streaming video]. Retrieved from ABC iView: <a href="https://ios.tviview.abc.net.au/programs/you-cant-ask-that/LE1517H008S00">https://ios.tviview.abc.net.au/programs/you-cant-ask-that/LE1517H008S00</a>.</li> <li>● Documentary: Nowra, L. &amp; Perkins, R. (Writers), Perkins, R. (Director), &amp; Panckhurst, H. (Producer). (2008). <i>First Australians</i>. [DVD]. Sydney: SBS.</li> </ul>	<p>Define Identify Recognise Understand Describe</p>

		<ul style="list-style-type: none"> <li>● Documentary: SBS. (2014). <i>First Contact</i>. Retrieved from SBS: <a href="https://www.sbs.com.au/programs/video/352505923803/First-Contact-S1-Ep1">https://www.sbs.com.au/programs/video/352505923803/First-Contact-S1-Ep1</a>.</li> <li>● Website: Reconciliation Australia. (2017). <i>What is reconciliation?</i> Retrieved from: <a href="https://www.reconciliation.org.au/what-is-reconciliation/">https://www.reconciliation.org.au/what-is-reconciliation/</a>.</li> <li>● Teacher information: QCAA. (2018). <i>Aboriginal and Torres Strait Islander Perspectives</i>. Retrieved from: <a href="https://www.qcaa.qld.edu.au/about/k-12-policies/aboriginal-torres-strait-islander-perspectives">https://www.qcaa.qld.edu.au/about/k-12-policies/aboriginal-torres-strait-islander-perspectives</a>.</li> <li>● Teacher information: Queensland Studies Authority. (2010). <i>Aboriginal and Torres Strait Islander Studies Handbook 2010</i>. Retrieved from: <a href="https://www.qcaa.qld.edu.au/downloads/senior/snr_atSI_10_handbook.pdf">https://www.qcaa.qld.edu.au/downloads/senior/snr_atSI_10_handbook.pdf</a>.</li> <li>● Teacher information: QCAA. (2018). <i>Yarning Circles</i>. Retrieved from: <a href="https://www.qcaa.qld.edu.au/about/k-12-policies/aboriginal-torres-strait-islander-perspectives/resources/yarning-circles">https://www.qcaa.qld.edu.au/about/k-12-policies/aboriginal-torres-strait-islander-perspectives/resources/yarning-circles</a>.</li> <li>● Teacher information: New Learning. (n.d.). <i>Eight Aboriginal Ways of Learning</i>. Retrieved from: <a href="http://newlearningonline.com/literacies/chapter-1/eight-aboriginal-ways-of-learning">http://newlearningonline.com/literacies/chapter-1/eight-aboriginal-ways-of-learning</a>.</li> </ul>	
Immerse	2-3	<p>Learning Intentions:</p> <ul style="list-style-type: none"> <li>● Identify and discuss the correct terminology related to Indigenous peoples (also considering issues of respect and acknowledgement).</li> <li>● Provide essential background knowledge on the Frontier Wars – identify key events, people and ideas.</li> <li>● Explore different perspectives related to Indigenous history before/after colonisation.</li> </ul> <p>Suggested Activities:</p> <ul style="list-style-type: none"> <li>● Discuss the purpose and meaning of the “Welcome to Country” and “Acknowledgement of Country”.</li> <li>● Source examination: read various historical perspectives on Indigenous people (example sources may include those from Cook’s voyage, the First Fleet, modern historians). Explore and discuss the contrast between these sources and the archaeological evidence. Identify and discuss how Indigenous people have been portrayed in these sources.</li> <li>● Examine Indigenous artwork and artefacts relating to the life before and after colonisation (<b>Symbols and Images</b>). Identify and discuss the Indigenous perspectives communicated through art.</li> <li>● Examine a map of Australia/Queensland/Brisbane district. Ask students to look for names that might indicate that massacres occurred there and to investigate (where possible) the history behind the names (e.g. Slaughterhouse Creek, Murdering Gully, Poisoned Waterhole Creek)</li> <li>● Aboriginal Guest Speaker (<b>Community Links</b>).</li> <li>● Excursion (<b>Land Links, Non-verbal</b>).</li> </ul>	<p>Explain Infer/extrapolate Interpret</p>

		<p>Resources:</p> <ul style="list-style-type: none"> <li>● Website: Narragunnawali. (n.d.). <i>Terminology Guide</i>: Retrieved from: <a href="https://www.narragunnawali.org.au/terminology-guide">https://www.narragunnawali.org.au/terminology-guide</a>.</li> <li>● <a href="#">Welcome to and Acknowledgement of Country</a></li> <li>● Collection of primary sources: Reynolds, Henry. (1996). <i>Dispossession: Black Australians and White Invaders</i>. Sydney: Allen &amp; Unwin.</li> <li>● Textbook: Hoepper, B., Hennessey, J. et al. (2018). <i>Senior Modern History for Queensland</i>. Unknown: Cambridge University Press.</li> <li>● Timeline of events: NSW Education Standards Authority. (2010). Invasion and Resistance Kit. Retrieved from <a href="https://ab-ed.nesa.nsw.edu.au/go/aboriginal-studies/invasion-and-resistance-kit-timeline">https://ab-ed.nesa.nsw.edu.au/go/aboriginal-studies/invasion-and-resistance-kit-timeline</a>.</li> <li>● Opinion article: Grant, Stan. (2015, 12 October). <i>At Poisoned Waterhole creek I tell my son about the slaughter of our people</i>. Retrieved from: <a href="https://www.theguardian.com/australia-news/2015/oct/12/at-poisoned-waterhole-creek-i-tell-my-son-about-the-slaughter-of-our-people">https://www.theguardian.com/australia-news/2015/oct/12/at-poisoned-waterhole-creek-i-tell-my-son-about-the-slaughter-of-our-people</a>.</li> <li>● Questioning Framework for students (historic sites): Loewen, James W. (2018). <i>Ten Questions to ask at a Historic Site</i>. Retrieved from: <a href="http://sundown.tougaloo.edu/content.php?file=liesacrossamerica-tenquestions.html">http://sundown.tougaloo.edu/content.php?file=liesacrossamerica-tenquestions.html</a>.</li> </ul>	
Explore	4	<p>Learning Intentions:</p> <ul style="list-style-type: none"> <li>● Build upon students' background knowledge of the Frontier Wars.</li> <li>● Start to hone in on students' interests in relation to the topic.</li> </ul> <p>Suggested Activities:</p> <ul style="list-style-type: none"> <li>● Create a map, timeline or visual representation tracking the colonisation of Australia and major events in the Frontier Wars/conflict (<b>Symbols and Images</b>). Use this activity to help students initially locate information and begin to identify areas of interest in the topic.</li> <li>● Incorporate <b>Land Links</b> by plotting events on a map in relation to students' location. Look up locations on Google Maps/Google Earth.</li> </ul> <p>Resources:</p> <ul style="list-style-type: none"> <li>● Primary source documents and photos of artefacts: Queensland Historical Atlas. (2018). Queensland Historical Atlas: Histories, cultures, landscapes. Retrieved from <a href="http://www.qhatlas.com.au/">http://www.qhatlas.com.au/</a>.</li> </ul>	Identify Symbolise

		<ul style="list-style-type: none"> <li>Interactive, online map of frontier conflicts: University of Newcastle. (n.d.). Colonial Frontier Massacres in Central and Eastern Australia 1788-1930. Retrieved from <a href="https://c21ch.newcastle.edu.au/colonialmassacres/">https://c21ch.newcastle.edu.au/colonialmassacres/</a>.</li> <li>Map (poster) showing Indigenous Language groups: Australian Institute of Aboriginal and Torres Strait Islander Studies. (200). Aboriginal Australia [representation of the language groups of Australia's Indigenous people]. Canberra: Australian Institute of Aboriginal and Torres Strait Islander Studies.</li> </ul>	
Identify	5	<p>Learning Intentions:</p> <ul style="list-style-type: none"> <li>Identify features of an effective historical question/inquiry.</li> <li>Students identify an area of interest and formulate an inquiry question.</li> <li>Develop a plan for the inquiry.</li> </ul> <p>Suggested Activities:</p> <ul style="list-style-type: none"> <li>Students work individually or in groups to identify an area of interest/idea to research/explore further.</li> <li>Students formulate an inquiry question (and sub-questions)</li> <li>Identify and discuss the inquiry process/steps.</li> <li>Students work individually or in groups to plan/map out the inquiry process, identifying their learning goals and what they need to do to achieve these goals (<b>Learning Maps</b>).</li> </ul> <p>Resources:</p> <ul style="list-style-type: none"> <li>Teacher information: Kuhlthau et al. (2018). <i>Guided Inquiry Design</i>. Retrieved from: <a href="https://guidedinquirydesign.com/gid/">https://guidedinquirydesign.com/gid/</a>.</li> <li>Jackson, Sue. (2013). <i>Helping students develop the ability to ask good questions</i>. Retrieved from: <a href="http://www.scholastic.ca/education/teaching_tip/april2013.html">http://www.scholastic.ca/education/teaching_tip/april2013.html</a>.</li> </ul>	<p>Make decisions Develop Hypothesise/ propose</p>
Gather	5-6	<p>Learning Intentions:</p> <ul style="list-style-type: none"> <li>Identify potential sources of information and ways to access these sources (e.g. State Library of Queensland, museums, journal databases, books, websites, documentaries).</li> <li>Identify significant historians and perspectives on Australia's Indigenous History.</li> <li>Identify some of the potential biases of historians/historical perspectives and the political influences on society's understanding of Australian History.</li> <li>Understand the process of source analysis and evaluation.</li> <li>Reflect on the inquiry process so far.</li> </ul> <p>Suggested Activities:</p>	<p>Interpret Evaluate Analyse Compare Contrast Reflect Infer/extrapolate Categorise</p>

		<ul style="list-style-type: none"> <li>● Brainstorm types of sources and locations of information</li> <li>● Introduce the major historians on this topic: Henry Reynolds, Keith Windschuttle, Lyndall Ryan, Manning Clark, Geoffrey Blainey, Robert Manne.</li> <li>● Demonstrate source analysis and evaluation and then allow students complete on in groups/individually (Deconstruct/Reconstruct).</li> <li>● Use a yarnning circle (Story Sharing) to discuss to reflect upon the inquiry process so far, identifying successes, challenges, frustrations and new understandings.</li> <li>● Use a yarnning circle (Story Sharing) to discuss the sources students have found so far and how they represent Indigenous peoples. Consider whether the Indigenous peoples are being represented as victims or resisters and the implications of these portrayals.</li> </ul> <p>Resources:</p> <ul style="list-style-type: none"> <li>● News article on the History Wars: Clark, A. (2016). <i>Australia's history wars fought inside ourselves</i>. Retrieved from: <a href="https://www.smh.com.au/opinion/australias-history-wars-fought-inside-ourselves-20160203-gmkmg2.html">https://www.smh.com.au/opinion/australias-history-wars-fought-inside-ourselves-20160203-gmkmg2.html</a>.</li> <li>● Article on the History Wars: McKenna, M. (1997). <i>Different Perspectives on Black Armband History</i>. Retrieved from: <a href="https://www.aph.gov.au/About_Parliament/Parliamentary_Departments/Parliamentary_Library/pubs/rp/RP9798/98RP05">https://www.aph.gov.au/About_Parliament/Parliamentary_Departments/Parliamentary_Library/pubs/rp/RP9798/98RP05</a>.</li> <li>● Journal article on the History Wars: Clark, A. (2002). History in black and white: A critical analysis of the black armband debate, <i>Journal of Australian Studies</i>, 26:75, 1-11.</li> <li>● Source evaluation questioning frameworks: Lupton, M. (2016). <i>Critical Evaluation of Information – Situated Window</i>. Retrieved from: <a href="https://inquirylearningblog.wordpress.com/2016/07/20/critical-evaluation-of-information-situated-window/">https://inquirylearningblog.wordpress.com/2016/07/20/critical-evaluation-of-information-situated-window/</a>.</li> <li>● Critical evaluation of website credibility: Watanabe-Crockett, L. (2017). <i>Determining Website Credibility: A Rubric for Modern Digital Citizenship</i>. Retrieved from: <a href="https://globaldigitalcitizen.org/rubric-website-credibility">https://globaldigitalcitizen.org/rubric-website-credibility</a>.</li> </ul>	
Create	7-8	<p>Learning Intentions:</p> <ul style="list-style-type: none"> <li>● Students draw conclusions based on evaluation of evidence.</li> </ul>	Create Express Justify/prove

		<p>Suggested Activities:</p> <ul style="list-style-type: none"> <li>● Students work individually or in groups to express their understanding/learning in a creative way.</li> <li>● Use a yarning circle (<b>Story Sharing</b>) to discuss students' feelings in relation to what they have uncovered and to share ideas on how they can present what they have learned to the class.</li> </ul>	Organise/sequence /structure
Share	9	<p>Learning Intentions:</p> <ul style="list-style-type: none"> <li>● Students share or demonstrate their learning and understanding of their chosen topic.</li> </ul> <p>Suggested Activities:</p> <ul style="list-style-type: none"> <li>● Individually or in groups, students present what their work and what they have learnt to the class.</li> <li>● Students complete assessment task.</li> <li>● Conduct a peer evaluation.</li> </ul>	Judge Assess
Evaluate	9	<p>Learning Intentions:</p> <ul style="list-style-type: none"> <li>● Students reflect upon their learning/understanding of the Frontier Wars.</li> <li>● Students reflect upon their successes and challenges during the Inquiry process.</li> <li>● Gather students' feedback on the unit/Inquiry process to improve the unit next year.</li> </ul> <p>Suggested Activities:</p> <ul style="list-style-type: none"> <li>● Yarning Circle discussion (<b>Story Sharing</b>) on what students have learnt, successes and challenges.</li> </ul>	Reflect