

ACTIVITY TITLE: *Breaking the Code*

LEVEL:
Year 5

YEAR LEVEL FOCUS:
History: The Australian Colonies
Geography: The Characteristics of Places

KEY CONCEPTS:
Evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability

LENGTH of ACTIVITY:
75 minutes

HISTORICAL KNOWLEDGE and UNDERSTANDING:

- The nature of convict or colonial presence, including aspects of the daily life of the inhabitants
- The impact of a significant development or event on a colony
- The role that a significant individual played in shaping a colony

GEOGRAPHICAL KNOWLEDGE and UNDERSTANDING:

- The influence of the environment on the human characteristics of a place

HISTORICAL SKILLS:

- Chronology, terms and concepts
- Analysis and use of sources
- Explanation and communication
- Perspectives and interpretation
- Historical questions and research

GEOGRAPHICAL SKILLS:

- Observing, questioning and planning
- Collecting recording, evaluating and representing
- Interpreting, analysing and concluding
- Communicating
- Reflecting and responding

INQUIRY QUESTIONS:

- What do we know about the lives of people in Australia's colonial past and how do we know?
- How did an Australian colony develop over time and why?
- Who were the significant people that shaped Australian colonies?

ACHIEVEMENT OUTCOMES: *Students are able to:*

- Identify the causes and effects of change on particular communities
- Describe the different experiences of people in the past
- Develop, organise and present texts, particularly narratives and descriptions, using historical terms and concepts
- Explain the characteristics of places
- Interpret geographical data

LINKS to OTHER LEARNING AREAS and CAPABILITIES:

- English
- Drama
- Science
- Literacy
- Personal and Social Capability
- Critical and Creative Thinking

LESSON	ACTIVITY	RESOURCES & MATERIALS
Pre-Visit Classroom Activity	<p><i>The pre-visit classroom activities below are designed to be undertaken together to allow students to gain a comprehensive understanding of the geographical setting of Port Arthur and the advantages and disadvantages this setting posed for the convict settlement.</i></p> <p><i>In addition to some classroom study of the convict era, these activities provide the background information that student will be asked to recall and build upon in the onsite 'Breaking the Code' activity.</i></p> <p>Activity 1: Discuss</p> <p>Hold class discussions on the following topics:</p> <ul style="list-style-type: none"> • What natural resources would have been necessary for a new settlement in the Australian colonies? <p>Encourage students to consider the settlers' need for:</p> <ul style="list-style-type: none"> ▪ A fresh water supply ▪ Farming land to grow crops and raise animals for food ▪ Building materials such as timber, stone and clay for building shelter ▪ A safe port for transporting people and goods <ul style="list-style-type: none"> • What makes a good location for a prison? <p>Encourage students to consider factors such as:</p> <ul style="list-style-type: none"> ▪ The natural environment ▪ Proximity to populations of people ▪ Security ▪ Escape routes <p>Activity 2: Research</p> <p>Using the sources provided in <i>Pre-Visit Resource</i> and independent research, students undertake an activity in which they analyse historical sources to determine the suitability of Port Arthur as a convict settlement.</p> <p>Students may present their findings in a variety of ways, including:</p> <ul style="list-style-type: none"> • A table outlining the advantages and disadvantages of locating a convict settlement at Port Arthur • A letter to the British Government stating the reasons why the Port Arthur site is or is not suitable for a convict settlement • An illustrated mind map response to the question: 'why was Port Arthur a suitable site for a convict settlement?' 	<p>Pens and paper</p> <p>Whiteboard/ Smart board</p> <p>Atlas/maps</p> <p>Pre-Visit Resource</p> <p>Internet research</p>

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On-Site Activity	<p><i>It is suggested that students have a basic understanding of the convict era, beginning in 1788, and the history and significance of the Port Arthur Historic Site. This can be gained through undertaking an education tour prior to commencing this onsite activity.</i></p> <p>Breaking the Code</p> <ul style="list-style-type: none"> In this on-site activity students will discover the impact of a significant development on a colony through an exploration of how and why the Port Arthur Semaphore system was developed. The 75 minute program will consist of three separate activities: <p>1. Learning the Ropes</p> <ul style="list-style-type: none"> Using table-top models, demonstrations and worksheets, students will learn how to operate a semaphore station and how to read the semaphore codes developed by Commandant Charles O'Hara Booth. <p>2. Send for Help!</p> <ul style="list-style-type: none"> Students will split into a 'sending' team and a 'receiving' team and will make their way to the model semaphore stations located on the Port Arthur site. Using the semaphore codes the sending team will write and send a message to the receiving team, who will acknowledge the message using their semaphore station, and work to correctly read and decipher the code. <p>3. Discussion and Reflection</p> <ul style="list-style-type: none"> At the conclusion of the on-site activity students will return to the education centre to discover if the message was received successfully, and to share their experiences of operating the semaphore stations. 	On-Site activity resources provided at the Port Arthur Education Centre

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Post-Visit Classroom Lesson	<p><i>The post-visit classroom activities below are organised according to Bloom's taxonomy of learning objectives. Use these activities in sequence to guide students from low-order thinking to high-order thinking, or select the activities most appropriate for your class.</i></p> <p>Remember</p> <ul style="list-style-type: none"> As a class, recall the 'Breaking the Code' activity and make a dot point list of all the steps involved in sending and receiving a semaphore message. <p>Understand</p> <ul style="list-style-type: none"> Write one paragraph describing why the Port Arthur semaphore system was an important development in the history of Australia. <p>Apply</p> <ul style="list-style-type: none"> Select one of the problems associated with sending messages using the semaphore system. Work with a partner to brainstorm a solution for this problem. <p>Analyse</p> <ul style="list-style-type: none"> Read the <i>Post-Visit Worksheet Comparative Study</i>, and complete the atlas activities. Develop a Venn diagram to record the similarities and differences of the French semaphore and the Port Arthur semaphore. <p>Create</p> <ul style="list-style-type: none"> Work in groups to write a semaphore code of words and phrases that could be used at school. <p>Evaluate</p> <ul style="list-style-type: none"> Develop an illustrated timeline displaying the history of communications. Provide a commentary on each technological development, including its strengths and weaknesses. 	<p>Pens and paper</p> <p>Whiteboard/ Smart board</p> <p>Atlas/maps</p> <p>Port Arthur Classroom Resources:</p> <p><i>How to Read a Semaphore</i></p> <p><i>Semaphore Telegraph Code</i></p> <p><i>Post-Visit Worksheet Comparative Study</i></p> <p>Internet research</p>