

ACTIVITY TITLE: <i>Riddles and Rubbish</i>						
LEVEL: Year 5	YEAR LEVEL FOCUS: History: The Australian Colonies	KEY CONCEPTS: Evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability		LENGTH of ACTIVITY: 50 minutes		
 HISTORICAL KNOWLEDGE and UNDERSTANDING: The nature of convict or colonial presence, including aspects of the daily life of the inhabitants 		e,	HISTORICAL SKILLS: • Chronology, terms and concepts • Analysis and use of sources • Explanation and communication • Perspectives and interpretation • Historical questions and research			

INQUIRY QUESTION:

• What do we know about the lives of people in Australia's colonial past and how do we know?

ACHIEVEMENT OUTCOMES: Students are able to:

- Describe the different experiences of people in the past
- Develop questions to frame an historical inquiry
- Identify a range of sources and locate and record information related to this inquiry
- Examine sources to identify points of view
- Develop, organise and present texts, particularly narratives and descriptions, using historical terms and concepts

LINKS to OTHER LEARNING AREAS:

- English
- Maths

PAHSMA EDUCATION PROGRAM ONSITE EDUCATION ACTIVITIES Activity Guide *Riddles and Rubbish*



LESSON	ΑCTIVITY	RESOURCES & MATERIALS
On-Site Activity	 <i>Riddles and Rubbish</i> ✓ It is suggested that students have a basic understanding of the convict era and the history and significance of the Port Arthur Historic Site. This can be gained through completion of the previsit lesson plan activities and through undertaking a tour of the site prior to commencing this on-site activity. Students work like detectives to examine the riddles and rubbish of historical evidence, drawing conclusions and developing theories in two activities: Who Did it? Students work in groups using copies of original convict records to solve a crime. Where Did it Come From? Students examine artefacts and develop theories about where they think they came from based on a set of clues. At the conclusion of the on-site activity students share their findings with the rest of the class and discuss how and why they developed their theories regarding the provenance of the artefacts. 	Resources provided by the Port Arthur Historic Site
Pre-Visit Classroom Lesson	 How Do We Know? In their pre-visit study, students brainstorm the different types of evidence that an historian would use to find out about Port Arthur's history. Students should come up with a list of different types of evidence and then group them into primary and secondary source categories. 	
Post-Visit Classroom Lesson	What are Their Stories? Using the completed convict record transcriptions (available on the Port Arthur website), students develop a creative response which conveys their ideas about who their convict may have been, and what their life might have been like before, during and after their time at Port Arthur. Students may also create a portrait of the convict using the physical description information in their record.	Convict Records and transcripts available in Education section of Port Arthur website