

ACTIVITY TITLE: <i>Riddles and Rubbish</i>						
LEVEL: Year 9	YEAR LEVEL FOCUS: History: The Making of the Modern World	KEY CONCEPTS: Evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability		LENGTH of ACTIVITY: 60 minutes		
 HISTORICAL KNOWLEDGE and UNDERSTANDING: The nature and extent of the movement of peoples in the period (slaves, convicts and settlers) 		-	HISTORICAL SKILLS: • Chronology, terms and concepts • Analysis and use of sources • Explanation and communication • Perspectives and interpretation • Historical questions and research			

INQUIRY QUESTIONS:

- How did new ideas and technological developments contribute to change in this period (1750-1918)?
- What was the origin, development, significance and long-term impact of imperialism in this period?

ACHIEVEMENT OUTCOMES: Students are able to:

- Identify and locate both primary and secondary sources using information technologies and other methods.
- Process information from sources to answer inquiry questions.
- Explain the context for people's actions and experiences in the past.
- Examine sources to identify and describe different points of view, values, attitudes and perspectives.
- Compose historical texts, particularly explanations and discussions (incorporating historical argument) and use evidence from primary and secondary sources to support their conclusions.
- Use appropriate historical terms, concepts and appropriate acknowledgement or referencing of source material in their historical texts.
- Present findings in a range of forms, in particular written and visual texts, including digital technologies.

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 comprehensive list of evidence and then rank these based on their usefulness, providing a justification for each ranking. 	
Post-Visit Classroom Lesson	 What are Their Stories? Using the Convict Records used in the on-site activity, students complete convict record transcriptions for a convict of their choice. Then, using this information, 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