

History K–6 sample assessment for learning activity

Stage 3

(linked to *Australia as a nation* sample unit)

Activity name: Dialogues between significant personalities on the nature of Australian democracy

Context

Students (independently or in small groups) have researched key figures or events in the development of Australian democracy prior to 1901. Examples included Lachlan Macquarie, Peter Lalor, the Eureka Stockade, the Tenterfield Oration, Henry Parkes, Edmund Barton, Vida Goldstein and Mary Lee. The teacher has provided questions to guide research. The groups report what each person did to affect change in the development of Australian democracy, its significance in history, and if society changed as a consequence. Students are now ready to compose their dialogues to demonstrate their understanding of the development of Australian democracy and society.

Description of activity

Students work in pairs and create a dialogue between two characters who have played significant roles in the development of Australian democracy. The characters represent historical personalities whose experiences have shaped the nation.

Possible pairs of characters can be suggested:

- Queen Victoria and Sir Henry Parkes on her Australian colonies wishing to become a united country
- Louisa Lawson advising her son, Henry Lawson, on the importance of women in the new nation
- Edmund Barton explaining the importance of Federation to a young soldier who has fought against the Boers in South Africa
- Vida Goldstein and an Australian male who opposes women's right to vote
- the editor of the magazine *The Bulletin* has a discussion about the representation of Indigenous Australians in the magazine with an Indigenous Australian.

Dialogues may be presented as a live performance, script, multimedia presentation, cartoon or storyboard, or exchange of letters.

Outcomes

HT3-3 identifies change and continuity and describes the causes and effects of change on Australian society

HT3-4 describes and explains the struggles for rights and freedoms in Australia, including Aboriginal and Torres Strait Islander peoples

HT3-5 applies a variety of skills of historical inquiry and communication

Criteria for assessing learning

Students will be assessed on their ability to:

- describe the different experiences of the chosen individuals
- explain the responses of the development of Australian democracy and society on the chosen individuals
- use relevant historical information from a number of sources
- select and use appropriate forms to communicate effectively about the past.

Feedback

Students will undertake self-assessment of their learning in relation to the assessment criteria for this activity. They will also receive peer and teacher feedback through the use of an evaluation sheet. During the teaching–learning experiences, students will receive oral and/or written teacher feedback in relation to their:

- ability to present an interaction between the chosen individuals as they express their different experiences of the development of Australian democracy and society
- understanding of the development of Australian democracy and society on the chosen individuals
- use of a range of specific and relevant historical information
- originality/choice of format to accurately reflect the experiences of the chosen individuals.

Recording evidence of learning

Teachers may gather a variety of evidence of learning, informal and/or formal, during the assessment for learning activity. This may include:

- anecdotal records
- comments or notations
- conversations
- marks
- grades
- digital recordings and/or audio or visual representations.