

Stage 2- History



Living at Walka



<p>Unit Description</p> <p>In this unit students discover who lived at Walka and the role they played in the establishment of the Water Works. They learn about the lives of engineers Henry Walsh and Jack McLeod. Students will become familiar with the houses of Walka and their locations, as well as uncovering the reasons for their disappearance. After viewing photos of the Chief Engineer's Residence students will have the opportunity to complete a sketch of the nineteenth century home.</p>		<p>Duration</p> <p>Term- 1 2 3 4</p> <p>Weeks _____</p>
<p>Outcomes</p> <p><u>History K-10</u></p> <p>HT2-2 Describes and explains how significant individuals, groups and events contributed to changes in the local community over time.</p> <p>HT-2-5 Applies skills of historical inquiry and communication.</p>	<p>Key Inquiry Questions</p> <p>-Who lived at Walka and what role did they play in the establishment of the Water Works?</p> <p>-How many houses were there and where were they located on the property?</p>	
<p>Assessment Overview</p> <p>Ongoing assessment- student understanding may be assessed through the use of observational checklists, anecdotal notes, contributions to class discussions and a variety of work samples.</p>	<p>Assessment Activities</p> <p>Sketch- Students view a photo of the Chief Engineer's Residence, then sketch the building in lead pencil or charcoal.</p>	
<p>Vocabulary</p> <p>living, establishment, role, public works, supervision, retirement, house, cottage, resident, residence, property, demolished, elevated, footings, rubble, flanked,</p>		

Historical Concepts	Historical Skills
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The following **historical concepts** are integrated into the lesson sequences:

Continuity and change

- aspects in their community that have changed over time or remained the same

Cause and effect

- causes of change in the local community

Perspectives

- views on the life and experiences of early Hunter Valley residents

Empathetic understanding

- developing an understanding of the life of early settlers and residents

Significance

- understanding the significant contributions of early settlers and community infrastructure

The following **historical skills** are integrated into the lesson sequences:

Comprehension: chronology, terms and concepts

- respond, read, write to show understanding of historical matters
- sequence historical people and events
- use historical terms and concepts

Analysis and use of sources

- locate information relevant to inquiry questions in a range of sources
- compare information from a range of sources

Perspectives and interpretation

- identify different points of view in the past and present

Empathetic understanding

- explain why the behaviour and attitudes of people from the past may differ from today

Research

- identify and pose questions to inform an historical inquiry
- identify and locate a range of sources to support an historical inquiry

Explanation and communication

- develop historical texts, particularly narratives and descriptions, which incorporate source material
- use a range of communication forms (oral, written, graphic) and digital technologies

Evaluation

Focus	Teaching & Learning	Resources	Registration
<p>Who lived at Walka and what role did they play in the establishment of the Water Works?</p> <p>How many houses were there and where were they located on the property?</p>	<ul style="list-style-type: none"> • Introduce the topic “Living at Walka”. • Key Inquiry Question- Who lived at Walka and what role did they play in the establishment of the Water Works? • Students read the information about engineers- Henry Walsh and Jack McLeod and fill in the table with information about their lives. • Key Inquiry Question- How many houses were there and where were they located on the property? • Houses at Walka- Record the types of houses on to the student worksheets. Task: Discuss- what is a cottage? Do we still build cottages? Where would you find a cottage? • Location of Residences- Both engineers’ residences and all cottages have been demolished, but we can see where they were on the map. Task: Why would they need to be demolished? • Read through the information about the Chief Engineer’s Residence, then sketch the building in lead pencil or charcoal. • View the remainder of the slides, discussing photos, plans and information about the Second Engineer’s cottage and the four small brick cottages. 	<p>Living at Walka- Worksheets.</p> <p>Art paper Lead pencil or charcoal</p>	