# Unit 2 Investigating the 1852 Gundagai Flood

Teacher Resource 1: Learning sequence backward mapping



History Learning Sequences
Developed by the History Teachers'
Association of Australia (HTAA)

### Purpose of the learning sequence

Students will research and write an account of an historic event, using sources available on Trove

### Why is this learning important?

Students will develop knowledge and skills essential for senior study and lifelong enjoyment of history. The topic integrates an interesting element of Indigenous history.

Teachers need to clearly articulate why the learning is important—in this sequence the focus is skills, but it could also be knowledge that is important

### Target elements of the Year 9 Achievement Standard

Choose elements of the standard that best 'fit' the learning sequence

Teacher planning

starts here

- analyse the causes and effects of events and developments and make judgements about their importance . . .
- sequence events and developments within a chronological framework
- interpret, process, analyse and organise information from primary and secondary sources and use it as evidence . . .
- develop texts that use evidence identified in sources and reference these sources

## **Culminating activity**

Activity requires students to apply what they have learnt Using resources available on TROVE, students write an account of the 1852 Gundagai flood and explain the different ways it has been commemorated over time.

(See Learning Sequence for task details )

## Teaching and learning sequence

Lessons include explicit instruction and modelling – and provide opportunities for students to re-visit

and practise skills

### **Lesson 3 Focus:**

Using a 5W planning scaffold Commemoration purpose/forms



### **Lesson 4 Focus:**

Referencing sources
Drafting and editing work

#### Lesson 2 Focus:

Research task/background Working with sources



### Lesson 1 Focus:

Introducing Trove Locating sources

Student learning starts here

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