The Asia-Pacific world

## Focus

Depth Study 5 – The Polynesian expansion across the Pacific

## Overview

Theories about the origin and spread of Polynesia settlers throughout the Pacific

Duration – 3 lessons

## Content

Students:

* outline theories of the origin and spread of Polynesian settlers throughout the Pacific.

### Stage 4 outcomes

A student:

* uses evidence from sources to support historical narratives and explanations HT4‑6
* selects and uses appropriate oral, written, visual and digital forms to communicate about the past HT4‑10

### Learning across the curriculum content

* Critical and creative thinking
* ICT
* Literacy
* Civics and citizenship

[History K-10 syllabus](https://syllabus.nesa.nsw.edu.au/hsie/history-k10/) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2012

## Learning progressions – literacy

### Writing

| Sub-element | Indicators |
| --- | --- |
| Creating texts (CrT) | CrT8, CrT9 |
| Grammar (GrA1)\* |  |
| Punctuation (PuN)\* |  |
| Spelling (SpG)\* |  |
| Handwriting and keyboarding (HwK)\* |  |

### Reading and viewing

| Sub-element | Indicators |
| --- | --- |
| Understanding texts (UnT) |  |
| Phonological awareness (PhA)Phonic knowledge and word recognition (PKW) | These are constrained skills gained in the early years of learning. There may be students who are identified as needing individual assistance with PhA and PKW in the secondary years. These students must be referred to the LaST for further intervention. |
| Fluency (FlY)\* |  |

### Speaking and listening

| Sub-element | Indicators |
| --- | --- |
| Listening (LiS) |  |
| Interacting (InT) |  |
| Speaking (SpK) |  |

## Learning progressions – numeracy

### Number sense and algebra

| Sub-element | Indicators |
| --- | --- |
| Quantifying numbers (QuN) |  |
| Additive strategies (AdS) |  |
| Multiplicative strategies (MuS) |  |
| Operating with decimals (OpD) |  |
| Operating with percentages (OpP) |  |
| Understanding money (UnM) |  |
| Number patterns and algebraic thinking (NPA) |  |
| Interpreting fractions (InF) |  |
| Comparing units (CoU) |  |

### Measurement and geometry

| Sub-element | Indicators |
| --- | --- |
| Measuring time (MeT) |  |
| Positioning and locating (PoL) |  |
| Understanding geometric properties (UGP) |  |
| Understanding units of measurement (UUM) |  |

### Statistics and probability

| Sub-element | Indicators |
| --- | --- |
| Interpreting and representing data (IRD) |  |
| Understanding chance (UnC) |  |

Note – indicators for the sub-elements in red\* can be identified once work samples from students have been collected and analysed.

## Teaching and learning activities

1. Use a map of the Pacific Ocean (Polynesian Islands) to compete the following pre-test with students
	1. The Polynesian people originally came from what area of the world, to settle in the islands of Polynesia? Was it from the east (i.e. South America) or west (i.e. Taiwan and Asia)?
	2. Did Polynesian people travel to Polynesia intentionally or accidently?
	3. What push and/or pull factors, if any, would have driven Polynesian people to leave their original homelands?
2. Written response – “Where did the Polynesian people originate from?” Investigate the theories of either Andrew Sharp, Thor Heyerdhal, Ian Goodwin (or another relevant historian expert on Polynesian expansion).

Construct a report detailing one historical theory of Polynesian settlement

In the response:

* 1. name the historian
	2. give examples, and a variety of sources (primary and secondary) he/she used
	3. write a persuasive text convincing the reader that the historians’ theory has merit.
	4. write at least 250 words and include a bibliography.

### Evaluate

**Formative feedback**

* Teacher observation of student research and location of sources.
* Student-teacher conferencing of draft report.

**Summative feedback**

* Assessment task – completed report.

### Linking to the learning progression indicators (observable behaviours)

|  |  |  |  |
| --- | --- | --- | --- |
| Name | Indicator | Where to next (indicator) | Suggested learning activity |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |