

Lesson Plan (Inquiry Phase: Tuning In)

Class: Year 4 (30 students)	Date: Tuesday, October 9, 2012	Time: Start: 11:00am Finish: 12:00pm
Key Learning Areas: HSIE	Lesson Topic: Introduction of Unit of Work The Colonisation of Australia: Three Perspectives	
Recent Prior Experience: <ul style="list-style-type: none"> - Students are familiar with the strategies involved with Inquiry Learning and have experience conducting their own research - Students can work independently and in group situations 		
Syllabus Outcome(s): CCS2.1 Describes events and actions related to the British Colonisation of Australia and assess changes and consequences. CCS2.2 Explains changes in the community and family life and evaluates the effects of these on different individuals groups and environments.	Indicators of Learning for this lesson: <i>By the end of this lesson, the students will:</i> CCS2.1 Significant Events and People <ul style="list-style-type: none"> - Locate and label significant places in Australia, including the location of Australia's first Penal Colony - Share existing knowledge on the British Colonisation of Australia and the role of the Eora People, Convicts and Free Settlers - Critically evaluate information from a primary source CCS2.2 Time and Change <ul style="list-style-type: none"> - Distinguish between primary and secondary source material when acquiring information - Use historical language when referring to source material e.g. primary source, secondary source, oral history, life story 	Assessment: <ul style="list-style-type: none"> - Observe student interaction with the map of Australia and whether or not they can accurately locate significant places in Australia - Take anecdotal records as students complete TWL on British Colonisation to assess depth of knowledge - Monitor the level of involvement of each student and their input when participating in group tasks - Question students on primary and secondary sources and assess their knowledge of sources and their ability to draw information from and recognise the value of a primary source
Any safety issues to be considered: <ul style="list-style-type: none"> - Students will be rotating around the room and using various craft supplies, so the teacher must ensure student movement is done in an orderly fashion and that craft supplies are used correctly and safely - Students will be using class iPads during the lesson and students will have to be monitored to ensure correct usage of the internet 		

Resources:			
Lesson Content / Indicators of Learning:	Timing (mins)	Teaching Strategies / Learning Experiences:	Resources and Organisation:
<p>- NSW Board of Studies. (2006). <i>Human Society and Its Environment K-6 Syllabus</i>. Sydney: Author.</p> <p>- X4 sheets of butchers paper (with pre-drawn TWL charts entitled: 'Colonisation', 'Eora People', 'Convicts' and 'Free Settlers')</p> <p>- X9 Textas</p> <p>- Set of class iPads (30) – preloaded with Online Pole</p> <p>- Bubbl Online Brain Storming Tool (https://bubbl.us/)</p> <p>- X1 poster size map of Australia (http://www.abcteach.com/Australia/blankmap.htm) (Appendix 1)</p> <p>- Interactive White Board Slide of Sydney Colony photograph (http://people.howstuffworks.com/aborigine2.htm) (Appendix 2)</p> <p>- Online Poll (http://www.easypolls.net/poll.html?p=50584ac7e4b0ce84916c1906) (Appendix 3)</p>			
INTRDOUCTION			
<ul style="list-style-type: none"> • Call to Attention 	1mins	<ul style="list-style-type: none"> - T calls for attention and asks for Ss to quickly and quietly move to the front of the room and sit down 	<p>Tables have been set up in four different groups. Each table has one of the four TWL charts on it and 2 textas.</p> <ul style="list-style-type: none"> - T is standing at front of room. - Ss move one table at a time to sit at the front of the room, facing Interactive Whiteboard as directed by T • X4 sheets of butchers paper (with pre-drawn TWL charts entitled: 'Colonisation', 'Eora People', 'Convicts' and 'Free Settlers') • X8 Textas
<ul style="list-style-type: none"> • Brainstorming - T. What do you know about the History of Australia? - S: Aborigines, Captain Cook, Captain Arthur Philip etc - S: What do you think Australia looked like before Colonisation? - S: Leafy, no buildings, lots more trees and animals, more native people etc - T: Where did you find this information out from? - S: Parents, teachers, books, television 	5mins	<ul style="list-style-type: none"> - T explains the class will brainstorm everything they know about Australia's history and what they think Australia looked like before it was Colonised - T begins brainstorm and then Ss add their contributions - T saves brainstorm and will compare the Ss original thoughts to their ideas on the topic at the end of the unit 	<ul style="list-style-type: none"> • Bubbl Online Brain Storming Tool (https://bubbl.us/)
<ul style="list-style-type: none"> • Map Activity - T: Where is NSW located? 	5mins	<ul style="list-style-type: none"> - T shows Ss map of Australia and gets Ss to come to the front of the room and label states, territories, 	<ul style="list-style-type: none"> • X1 poster size map of Australia (http://www.abcteach.com/Australia/blankmap.ht)

Appendix 1



Appendix 2



Appendix 3

