

Lesson Plan (Inquiry Phase: Tuning In)

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| 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 | |
| <p>Recent Prior Experience:</p> <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 | | |
| <p>Syllabus Outcome(s):</p> <p>CCS2.1 Describes events and actions related to the British Colonisation of Australia and assess changes and consequences.</p> <p>CCS2.2 Explains changes in the community and family life and evaluates the effects of these on different individuals groups and environments.</p> | <p>Indicators of Learning for this lesson:</p> <p><i>By the end of this lesson, the students will:</i></p> <p>CCS2.1 Significant Events and People</p> <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 <p>CCS2.2 Time and Change</p> <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 | <p>Assessment:</p> <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 |
| <p>Any safety issues to be considered:</p> <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: | | | |
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| 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) |

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| <ul style="list-style-type: none"> - T: Why is XYZ an important landmark? - T: Why do you think XYZ is the location of Australia's First Penal Colony? Where did you find this information out? | | <p>major landmarks and pinpoint where they think the location of Australia's first Penal Colony was</p> | <p>m)</p> <ul style="list-style-type: none"> • X1 texta |
| DEVELOPMENT | | | |
| <ul style="list-style-type: none"> • TWL Charts – 'What You Think You Know' • Official Introduction to Unit and Definitions • Source Analysis - T: Who do you think is in this photo? Why? - T: What kind of information can we get from this | <p>12mins</p> <p>3mins</p> <p>10mins</p> | <ul style="list-style-type: none"> - T divides class into four groups and explains they will have 3mins at each TWL chart to complete the 'What you think you know' column on the topic at the top of the page (Colonisation, Eora People, Convicts, Free Settlers) - Ss rotate around four tables - T signals next rotation - T tells Ss they have just started their new HSIE topic entitled – The Colonisation of Australia: Three Perspectives - T defines three TWL topics to class <ul style="list-style-type: none"> - Colonisation: The forming of a settlement or colony by a group of people who seek to take control of territories or countries. It usually involves large-scale immigration of people to a 'new' location and the expansion of their civilisation and culture into this area. - Eora People: The 'Eora people' was the name given to the coastal Aborigines around Sydney. The word Eora means "here" or "from this place". - Convicts: A person convicted on a crime and serving a sentence - Free Settlers: A person who chooses to settle in a new country or a colony - T shows Ss one of the earliest photos taken in Australia and gets students to identify who is in the photograph (Aborigines, Convicts, Free Settlers) and analyse the source | <ul style="list-style-type: none"> - T splits students into four groups by numbering them 1-4 - Ss rotate to each new table and TWL chart every 3 minutes - T roves and monitors each group • X4 sheets of butchers paper (with pre-drawn TWL chart s entitled: 'Colonisation', ' Eora People', 'Convicts' and 'Free Settlers') • X8Textas - T standing at front of room - Ss move group-by-group back to the floor as instructed • Interactive White Board Slide of Sydney Colony photograph http://people.howstuffworks.com/aborigine2.htm |

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| <p>photo?</p> <ul style="list-style-type: none"> - T: What does this photo tell us about these people or the time period it was taken in? - T: What is the mood of the photo? - T: What is a primary source? - T: What is a secondary source? - T: What kind of source is this photo? - T: Which kind of source is more accurate? <p>● TWL – What Do You Want to Know</p> <p>● Online Pole</p> | <p>12mins</p> <p>5mins</p> | <ul style="list-style-type: none"> - T tells Ss they will complete the ‘What do you want to know’ column on the TWL charts - Ss split into their original groups and rotate every time T rings the bell <ul style="list-style-type: none"> - T invites Ss to complete online poll answering ‘Yes’ or ‘No’ to the question: Do you think the Colonisation of Australia was fair to the Eora People, Convicts and Free Settlers alike? - T will create a debate on this topic later in the unit and Ss will take the poll at the end of the unit and assess whether or not their answers have changed | <ul style="list-style-type: none"> - T splits into their original four groups - Ss rotate to each new table and TWL chart every 3 minutes - T roves and monitors each group <p>● X4 sheets of butchers paper (with pre-drawn TWL chart and entitled: ‘Colonisation’, ‘Eora People’, ‘Convicts’ and ‘Free Settlers’)</p> <p>● X8Textas</p> <ul style="list-style-type: none"> - T splits students into four groups by numbering them 1-4 - Ss rotate to each new table and TWL chart every 3 minutes <p>● Class iPads (30)</p> |
| <p>CLOSURE</p> | | | |
| <p>● Lesson Summary</p> <ul style="list-style-type: none"> - T: What is one thing you said you wanted to learn about Colonisation/Eora People/Convicts/Free Settlers? - T: What group of people intrigues you the most? Why? - What kinds of questions about British Colonisation do you want answered? How do you think you can answer these questions? - What did you learn about primary and secondary sources? | <p>7mins</p> | <ul style="list-style-type: none"> - T congratulates all Ss and praises them on their ideas - T questions students on lesson - T tells Ss the TWL charts will be hung round the room and Ss must add to them throughout the unit - T tells students in the next lesson they will delve deeper into the lives of these three groups of people and British Colonisation of Australia | <ul style="list-style-type: none"> - T sitting at front of room in front of Ss - Ss sitting on floor |

Appendix 1



Appendix 2



Appendix 3

