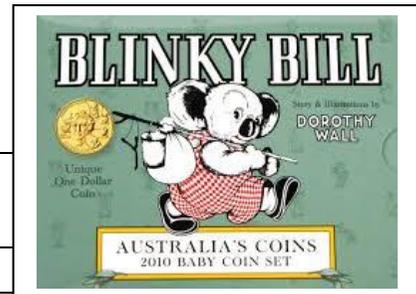


Stage 3

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<p>CURRICULUM FOCUS: History/English © Australian Identity: Famous Australians</p>		<p>Library Program</p> <p>Duration: One term (11 weeks)</p>
<p>Historical knowledge and Understanding</p> <p>Rationale: Australia's development has been enhanced by the contributions of many notable people throughout its history. People have become famous in fields such as sport, exploration, the arts, entertainment, literature, politics, science and inventions. Many contributions to the world's development have originated in Australia. Colourful characters, infamous villains and people of many cultural backgrounds have all helped to shape the Australian identity.</p> <p>Objectives Students:</p> <ul style="list-style-type: none"> develop knowledge and understanding about the nature of history and key changes and developments from the past develop knowledge and understanding about key historical concepts and develop the skills to undertake the process of historical inquiry 	<p>Historical Skills</p> <p>Chronology, terms and concepts</p> <ul style="list-style-type: none"> Use historical terms and concepts ACHHS099 <p>Historical questions and research</p> <ul style="list-style-type: none"> Identify questions to inform an historical inquiry ACHHS100 Identify and locate a range of relevant sources ACHHS101 <p>Analysis and use of sources</p> <ul style="list-style-type: none"> Locate information related to inquiry questions in a range of sources ACHHS102 Compare information from a range of sources ACHHS103 <p>Perspectives and interpretations</p> <ul style="list-style-type: none"> Identify points of view in the past and present ACHHS104 <p>Explanation and communication</p> <ul style="list-style-type: none"> Develop texts, particularly narratives and descriptions, which incorporate source materials ACHHS105 Use a range of communication forms (oral, graphic, written) and digital technologies ACHHS106 	
<p>Achievement Standard</p> <p>By the end of Stage 3, students describe and explain the significance of people in the Australian colonies and then Australia as a nation. Students identify change and continuity and describe the causes and effects of change in Australian society.</p>		

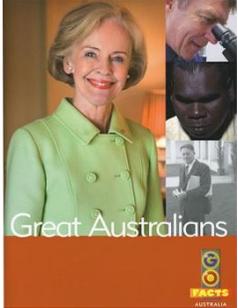
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OUTCOMES / ASSESSMENT	WK	LESSON FOCUS	LEARNING EXPERIENCE	FILE / RESOURCE USED	Regn
ACHHK095	1		<p>Defining fame</p> <p>Ask students to write their own definitions for what they think constitutes fame.</p> <p>Split class into discussion groups to compare definitions. Ask groups to combine ideas and rewrite them to make a single definition that all group members agree with.</p> <p>Report group definition and discuss differences (if any) between them.</p> <p>Consult a dictionary and read definition to class and compare.</p> <p>*Display definitions for future reference.</p>	<p>KWL</p> <p>Group concession</p> <p>Dictionary</p>	
<p><u>QTF:</u></p> <p><i>Background Knowledge</i></p> <p><i>Metalanguage</i></p> <p><i>Engagement</i></p> <p><i>Knowledge Integration</i></p> <p><i>H.O.T</i></p> <p><i>Substantive Communication</i></p>	2		<p>Building Background Knowledge</p> <p>With students, brainstorm some names of famous Australians. Accept all names that students put forward. Then discuss any names that students feel don't belong on the list. Invite the student who put the name forward to justify its inclusion in accordance with the definitions previously developed. Add any names that are important to include. Ensure that local figures and legends are included and perhaps animals such as Phar Lap.</p> <p>Classify:</p> <p>Categorise the people on the list in terms of the area of their field of endeavour; for example, business, entertainment, the arts, science, explorer, war hero, sport.</p> <p>Survey:</p> <p>Ask students to survey family members to find out which Australians they consider to be famous. Compare it to the list compiled.</p> <p>Encourage students to use library texts and web resources to find the area of endeavour of these people. Use BLM1 and choose 8 famous Australians, explaining what it is they are famous for.</p>	<p>Brainstorming</p> <p>Australians All – Nadia Wheatley</p>  <p>BLM: 1</p>	

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<p>QTF:</p> <p>Background Knowledge</p> <p>Metalanguage</p> <p>Engagement</p> <p>Explicit Quality Criteria</p> <p>ACHHK095</p>	<p>3</p>	<p><i>Developing Understanding</i> <i>Matrix: Qualities of famous Australians</i></p> <p>Teach students to use a matrix to provide a concise summary of information. Hand out BLM2 and brainstorm possible headings for the columns (eg. Courage, personality, talent, perseverance, intelligence, appearance) *students to choose headings they would like to use and record them on their matrix.</p> <p>In small groups (mixed) allocate a field of endeavour to research. Students should read information about as many people listed in the category as possible. They will use the matrix to summarise the qualities of each person and then report back to the class about their findings.</p> <p>Display matrixes around the room for further use by students.</p> <p><i>Role models</i> Generalise the important qualities and achievements that make the identified people famous. Ask students if they have heard of the term 'role model'. Explain that famous people can act as role models for young Australians. Discuss which of the chosen people did they feel would make a good role model and why. Discuss whether the behaviour of famous people is always acceptable. Give examples of sports people losing their temper – fights on football fields etc. Discuss the effect this can have on people who see those people as role models.</p>	<p>Enlarged copy of BLM 2</p> <p>Great Australians – John Lockyer</p> 	
<p>ACHHK095</p>	<p>4</p>	<p><i>TIMELINE</i></p> <p>Refer to the class list and the matrix and look at great Australians who have played a significant role in Australia's development. As a class, create a timeline to show the impact famous Australians have had on the development of the country.</p> <p><i>Local area:</i> Look for information about famous Australians from Ballina area.</p>	<p>Creating a Timeline site</p>	

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<p><u>Assessment Strategy</u></p> <p>- analyse work samples</p> <p>- observation during shared and independent tasks</p> <p><u>Assessment Criteria</u></p> <p>- Indicators outlined above</p>	5	<p><u>Researching: EXPLORERS</u></p> <p>Mapping:</p> <p>Students will research famous Australian explorers and complete BLM3. Students will use this information to mark the journey of a famous explorer they researched on the enlarged Australia map. (coloured cotton and pins – label stating why these people were famous).</p>	Australia Map for wall	
	6	<p><u>Researching: INVENTORS:</u></p> <p>Australia has one of the highest number of inventors in proportion to our population in the world. Some of our more famous inventions are the Hills hoist and the rotary lawn mower.</p> <p>Research to complete the table on BLM4. Use the third column to include the reason for the invention or to mention any special circumstances surrounding the invention.</p> <p>Extension Research:</p> <p>Students to choose an Australian who is famous because of their invention and write a short report detailing it.</p>	<p><i>Australian Inventions</i> – Ashton Scholastic Australia</p> <p><u>Australian Geographic</u></p> <p>Australian inventions that changed the world</p> <p>BLM4</p>	
	7	<p><u>Researching: BANKNOTES</u></p> <p>Since the introduction of decimal currency, Australian banknotes have featured profiles of famous Australians. Explain to students that the current notes have recently replaced paper ones.</p> <p>Students complete BLM5 to find out more about the people on the old paper banknotes.</p>	<p><u>Reserve Bank of Australia</u></p> <p>Who is on the bank notes?</p> <p>BLM5</p>	
	8	<p><u>Evaluating: AWARDS AND HONOURS</u></p> <p>Each year, many Australians are honoured for their achievements by being awarded special prizes. Can students list any?</p> <p>Research: specific awards and the field they are designed for</p> <ol style="list-style-type: none"> 1. Archibald Prize – art 2. Nobel Prize – economics, peace etc 3. Brownlow medal – AFL 	<p>BLM 6</p> <p>CBCA List of books in library</p>	

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		<p>4. Business woman of the year 5. Childrens' Book Council Awards – Australian authors and illustrators</p> <p>Show some of the books with awards. Discuss some of the criteria stated to be eligible to win these awards.</p>		
	9	<p>NOBEL PRIZE The Nobel prize is an international award named after Alfred Bernhard Nobel. Nobel crated a fortune from the manufacture of explosives. When he died he left much of his fortune to be awarded for the advancement in fields of physiology, medicine, chemistry, physics, economics, science, literature and for promoting world peace. *(interesting, but difficult to navigate – whole class activity)</p>	<p>Website – nobel winners</p>	
	10	<p>AUSTRALIA DAY HONOURS The Order of Australia awards are announced each year on Australia Day. Australians who have made outstanding contributions in their field are nominated and presented with a medal. Decorations for bravery are also awarded at this ceremony. (Find the list of award recipients for 2014). Discuss.</p>	<p>Australia Day honours list 2014</p>	
	11	<p>AUSTRALIAN OF THE YEAR AWARDS This award is presented each year to individuals who have made outstanding contributions to Australian society. The committee carefully considers nominations before deciding on a winner.</p> <p>View the acceptance speech of Adam Goode (2014 winner) and discuss the characteristics that may make him more outstanding than others.</p> <hr/> <p>Consolidating:</p> <p>REVIEW: Reread the definition of fame written at the start of the unit. Do students still agree with what they wrote? Should anyone be added or removed from the original list</p>	<p>Australian of the Year 2014</p>	

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