

Human Society and Its Environment

Year 5 1999

Term Two - Long term project

This term, our unit on the environment started in Term One will continue, with the girls working on their Long Term Projects. The girls will be given a choice of projects to undertake and will be expected to produce a process diary as well as a variety of finished products. In addition, girls will complete book reviews for two environmental books. This links to the genre focus of Response and Reviews being undertaken in English.

Long Term Project choices appear in the pages following.

Generic Skills:

During the Long Term Project, the following Generic Skills will be covered;

- Following Instructions
- Decision Making
- Applying
- Task Management
- Research
- Evaluation

Outcomes:

Same as Term One

Assessment:

Girls are given strict criteria to follow at each stage of their project. Assessment will be based on how well each girl fulfils the given criteria. Both the process diary and the finished products will be assessed in this way.

Additional material

Letter to students
Responses to Literature
Long term project description
Time management guides
Peer response sheet

“Our Ever-changing World”

“Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it’s the only thing that ever has.” Dr. Margaret Mead

Dear Special Year 5 member,

This is part of our wonderful Term 2 HSIE unit. You will be completing most work in class and some for homework. It would be a good idea to use the time management plan and leave it at all times in your scrapbook for easy reference.

The following Tasks are divided into two different categories – wide reading and Long Term Projects. The details of these will be explained in class. It is up to you:

- to plan your time both during class and at home
- be sure you understand the expectations for each piece of work
- submit all work on time
- do your best work – only high standard work should be submitted. We will be looking for proof of planning, draft writing, re-writing and quality of presentation.

Enjoy yourselves as you learn more about the very fragile world around you!

Best wishes,

Ms McMurtrie

Mrs Drummond

P.S. Before you hand in any piece of work for marking, you might like to consider the following points. These are the criteria by which we will be judging your work;

- 🍏 Research; Has the work been well researched?
- 🍏 Creativity; Does the work represent your own thoughts and ideas?
- 🍏 Punctuation; Is the spelling, punctuation and grammar perfect?
- 🍏 Presentation; Is the presentation of excellent quality?

“Our Ever-changing World”

“Speak to the earth, and it shall teach thee” Job 12:8

Responses to Literature

1. Read widely from the books listed below. You must read at least two novels plus a good selection of other fiction and non-fiction texts on environmental issues.

- Baillie, Allan, *Riverman*
- Baker, Jeannie, *Where the Forest Meets the Sea*
- Baker, Jeannie, *Windows*
- Bernard White, Mary, *The Riddle of the Trumpalar*
- Dickinson, Peter, *Changes Trilogy*
- Kelleher, Victor, *Taronga*
- MacDonald, Caroline, *Elephant Rock*
- MacDonald, Caroline, *The Lake at the End of the World*
- Lawrence, Louise, *Children of the Dust*
- Phipson, Joan, *Cats*
- Thiele, Colin, *Maggie Island*
- Thiele, Colin, *Storm Boy*
- Wheatly, Nadia, *The Blooding*

Some of these books are in the classroom, others in the library. There are countless other novels focusing on environmental issues. Ask Mrs Greenaway to help you or visit your local library.

You will be required to submit responses to two of the novels you read. The first of these responses will be due in Week 5 on Thursday, and the second in Week 10 on Wednesday. You will receive more details about this part of the unit in the coming weeks, but it would be a good idea to start reading now!

“Our Ever-changing World”

*“The frog does not drink up the pond in which he lives”
Indian proverb*

Individual Research/Long Term Project

Choose one of the following tasks to complete.

1. Multimedia.

In this option, you can choose an environmental issue and present your findings using technology. For example, it could be presented as a photographic essay, a short video, a computer program, or a combination of multimedia techniques. Perhaps imagine working with a marketing agency to convey an environmental message. What will catch people's attention? How could you make it interesting and exciting? What is the best medium to use for the message you want to get across?

2. Write and Produce a Picture Storybook.

Create a picture storybook for a younger reader. The finished product should contain the following elements:

- A story suitable for 7-8 year olds illustrated and presented as a picture book.
- Illustrations that represent a particular style of art or artist. (eg Jeannie Baker's interesting use of collage in *Window* and *Where the Forest Meets the Sea*)
- The story should have an environmental focus and should contain the elements of despair and hope. It must attempt to teach the child something about our environment. Try to convey an environmental message or moral to the story and explain how children can change the world by caring for the environment.

3. Research Project – Social Environments – Conflict.

There are a number of conflicts and wars occurring in the world at present. Indeed, the 20th century has been plagued by disputes between nations resulting from people being unable to manage their social environments peacefully. If you choose this option, you will begin by exploring the notion of conflict and the causes and effects of war. You will then choose a particular conflict to focus on (eg. The Vietnam War, World War I or II, or the current crisis in Kosovo) and write a report on it. You will also be required to submit a creative component to your report in the form of poetry, artwork or writing.

4. Scientific Research.

Scientific research is about investigating a problem or issue. You need to think of a problem or question that interests you and which you can investigate scientifically. For example:

How does salt affect the growth of plants?

Do phosphates help plants to grow?

Is there always more rubbish at the beach after a storm?

You will need to conduct experiments and write up a scientific report that details your investigation.

LONG TERM PROJECT – TIME MANAGEMENT GUIDE
MULTIMEDIA PROJECT

NAME: _____

This time management sheet is designed to help you in completing your long-term project as efficiently as possible. It will outline the steps necessary in producing a research project using multimedia. At each stage, you must have this sheet signed by your teacher. Only then are you free to begin the next stage. During the project, you will also have to hand in your work for marking, to see how you are progressing.

Multimedia is about communicating an environmental or scientific message quickly in a creative way.

1. Decide on the environmental issue you wish to investigate, and write a paragraph explaining the reasons for your choice _____
2. Collect and read books relating to this topic. Keep a list of what books you have read. _____
3. Collect advertisements from newspapers and magazines that you think are good ads. Write why you think they are effective and what message the ad is trying to convey. _____
4. Collect information about your topic from other sources. _____
5. Brainstorm different ways you could present your information (You should think of at least three that would be effective). _____
6. Also consider the audience: to whom are you showing the message? Is the form of media you have chosen appropriate? Why? _____
7. Decide on how you are going to present your information. _____
8. Start a page of challenges in your scrapbook; keep track of what problems you have faced and how you overcame them. _____

HAND IN YOUR SCRAPBOOK FOR MARKING – FRIDAY, WEEK 3 (OR BEFORE...)

9. Continue to read material about your chosen environmental issue that relates to your experiment. _____
10. Record facts in your scrapbook, summarise information using mind maps, note-taking and diagrams. _____
11. Determine how you will set out your project; design a series of sketches to show your ideas. _____
12. Write a draft of the information or message you wish to convey. _____
13. Redraft and conference with your teacher. _____
14. Continue to record your challenge thoughts about your research. _____
15. Start being creative!! _____

HAND IN YOUR SCRAPBOOK FOR MARKING – FRIDAY, WEEK 6

16. Finalise your multimedia presentation. _____
17. A final edit of any written work. Remember, NO spelling mistakes!!! _____
18. Consider how you could improve your project. _____
19. Write at least a one page reflection about what you have learnt. _____
20. Complete your creative product. _____

HAND IN YOUR SCRAPBOOK, REPORT AND CREATIVE PART FOR MARKING – FRIDAY, WEEK 9

LONG TERM PROJECT – TIME MANAGEMENT GUIDE
RESEARCH PROJECT - CONFLICT

NAME: _____

This time management sheet is designed to help you in completing your long term project as efficiently as possible. It will outline the steps necessary in producing a research project on conflict. At each stage, you must have this sheet signed by your teacher. Only then are you free to begin the next stage. During the project, you will also have to hand in your work for marking, to see how you are progressing.

1. Brainstorm and record the meaning of the term 'conflict'. _____
2. Read books about war from the library. _____

3. Identify the key ideas about the causes and effects of war and about resolution strategies. Record these in your own words. _____
4. Decide on a conflict you would like to focus on. _____
5. Define the research focus and identify key ideas. _____
6. Locate and select a variety of resources from book, non-book and computer sources.

7. Begin reading your collected information. _____

HAND IN YOUR SCRAPBOOK FOR MARKING – FRIDAY, WEEK 3

8. Outline how you will select information (skimming, note-taking, etc) _____
9. Continue reading and collecting information. _____
10. Determine how you will set out your project (style, diagrams, pictures). _____
11. Determine how your report will be written (recount, information report). _____
12. Draft your report to answer the following questions:
 - Who was involved in the conflict?
 - What was the location of the conflict?
 - Why did the conflict begin? When did it begin?
 - How did the conflict develop?
 - How was the conflict resolved? What conflict resolution methods were employed?
 - When was the conflict resolved? _____
13. Consider the creative aspect of your project. Determine what kind of creative product you will produce to reflect what you have learnt. _____

HAND IN YOUR SCRAPBOOK FOR MARKING – FRIDAY, WEEK 6

14. Write up your report and have it ready for presentation. _____
15. Draft and edit your creative response and conference with your teacher. _____
16. Complete your creative product. _____

HAND IN YOUR SCRAPBOOK AND COMPLETED PROJECT FOR MARKING – FRIDAY, WEEK 9

LONG TERM PROJECT – TIME MANAGEMENT GUIDE
SCIENTIFIC REPORT

NAME: _____

This time management sheet is designed to help you in completing your long term project as efficiently as possible. It will outline the steps necessary in introducing a scientific report. At each stage, you must have this sheet signed by your teacher. Only then are you free to begin the next stage. During the project, you will also have to hand in your work for marking, to see how you are progressing.

1. Decide on your exact experimental question (seed growth, flowers, etc) _____
2. Write the aim of your experiment (To...) and reasons for your choice. _____
3. To what environmental issue does your experiment relate? _____
Start reading about this issue.
4. Design and experiment to investigate your question. Remember your time constraints.
Write a list of possible equipment you will need, the method you will use, how you record results, what results you will record, how often you will check your experiment. _____
5. Write an experiment plan that contains dates. _____
6. Start a page of challenges in your scrapbook; keep track of what problems you have faced and how you overcome them. _____
7. Write your hypothesis (refer to scientific report genre). _____
8. Start a glossary of scientific terms to help you understand new words (salinity, hypothesis, etc).
9. Begin your experiment as soon as your teacher approves it. _____

HAND IN YOUR SCRAPBOOK FOR MARKING – FRIDAY, WEEK 3 (OR BEFORE...)

10. Continue to read material about your chosen environmental issue that relates to your experiment.
Write a list of resources. _____
11. Record facts in your scrapbook; summarise information using mind maps, note taking and diagrams. _____
12. Write up as much of your scientific report draft as possible (aim, accurate method, equipment).

13. Edit your draft. _____
14. Consult with your teacher to form five contributing questions to guide your research. _____
These questions will help you to write your conclusion and discussion.
15. Continually monitor your experiment and record results. _____
16. Plan how you are going to present your findings creatively and begin this task now.
_____ Your project will have two parts:
 - ⊗ A written scientific report detailing your investigation
 - ⊗ A creative component presenting something you have learnt.

HAND IN YOUR SCRAPBOOK FOR MARKING – FRIDAY, WEEK 6

17. Begin to write the draft of your conclusion and discussion. What do your results mean? Do they answer your aim? How does this help you understand environmental issues?
18. Edit all your work. Remember, NO spelling mistakes!!!
19. Consider how you could improve your experiment. _____
20. Write up the final copy of your reports. _____

HAND IN YOUR SCRAPBOOK AND COMPLETED ASSIGNMENT FOR MARKING – FRIDAY, WEEK

LONG TERM PROJECT – TIME MANAGEMENT GUIDE
PICTURE BOOK

NAME: _____

This time management sheet is designed to help you in completing your long term project as efficiently as possible. It will outline the steps necessary in producing a picture book. At each stage, you must have this sheet signed by your teacher. Only then are you free to begin the next stage. During the project, you will also have to hand in your work for marking, to see how you are progressing.

1. Read a range of picture books that have an environmental focus. _____
2. Select an environmental problem on which to focus in your story. _____
3. Brainstorm ideas for the content of your story. _____
4. Decide on characters/set/plot for your story. _____
5. Decide and record what the elements of hope and despair will be in your story. _____
6. Decide and record what the environmental message will be _____

HAND IN YOUR SCRAPBOOK FOR MARKING – FRIDAY, WEEK 3

7. Write first draft . _____
8. Have a friend complete the Peer Response Sheet . _____
9. Complete second draft after evaluating ideas from peers and teacher . _____
10. Complete editing task of second draft. _____
11. Type up finalised version of story. _____
12. Explore and consider different artists and their work . _____
13. Write comments on three artists that you like. _____
14. Decide on artist and style of illustrations. _____
15. Draft story board for layout of pictures and words. _____

HAND IN YOUR SCRAPBOOK FOR MARKING – FRIDAY, WEEK 6

16. Decide on exact format and presentation style. _____
17. Experiment and practice chosen pictures. _____
18. Design cover layout. _____
19. Begin good copy. _____
20. Complete book. _____

HAND IN YOUR SCRAPBOOK AND COMPLETED BOOK FOR MARKING – FRIDAY, WEEK 9

Peer Response Sheet

Author of Story: _____

Title of Story: _____

Peer Evaluator: _____

1. Did you like the story? Why or why not?
2. Does the story make sense? Is there any information that needs to be added?
3. What did you find interesting about the story?
4. Do you think it is suitable for 7-8 year olds?
5. What can be improved?

6. Did you see any spelling mistakes?

7. What was the environmental message?

8. What were the elements of hope and despair?

Hope:

Despair: