

HUMAN SOCIETY AND ITS ENVIRONMENT YEAR 6 TEACHERS: Karen Haining, Stuart Edgecombe-Walker, Helen Van Vliet		
TERM: 3	STAGE: 3	Integration: English, Mathematics, Science and Technology, Creative and Practical Arts, PDHPE
<p align="center">FOCUS QUESTION</p> <p align="center">How have significant events of the 20th Century impacted on our lives today?</p> <p>In this unit the students will learn that change and continuity affect human societies. Emphasis is placed upon the importance of knowing about the past in order to understand the present and hypothesise about the future. They will also learn about sites and places of significance for their own and Australia's heritage. This will be developed through individual and small group research of significant events and people contributing to our heritage. Through these significant events the student will learn about their needs and wants, and how interacting with other people contributes to society. Students will also develop understanding about roles, rights and responsibilities within social systems and structures. Using a virtual project, the students will be participating in inquiry centred activities which incorporate web-based information. Information that is researched during the process of the project will be used rather than regurgitated, allowing students to engage in higher level thinking. The structure and nature of the project allows learners to analyse, synthesise and evaluate material. The students become actively involved in their learning, using a variety of technologies.</p>		
<p>CONTENT FOCUS</p> <ul style="list-style-type: none"> o Change and Continuity o Cultures o Environments o Social Systems and Structures <p>Evaluation:</p>		<p>OUTCOMES</p> <p>CCS3.1 Explains the significance of particular people, places, actions and events in the past in developing Australian identities and heritage.</p> <p>CUS3.3 Describes different cultural influences and their contribution to Australian identities.</p> <p>ENS3.6 Explains how various beliefs and practices influence the ways in which people interact with, change and value their environment</p> <p>SSS3.7 Describes how Australian people, systems and communities are globally interconnected and recognises global responsibilities.</p>
Indicators	Teaching and learning activities	Resources
<p>CCS3.1</p> <ul style="list-style-type: none"> ◆ Identifies significant sites and the influence these have had on Australian and global culture and identity ◆ Explores cultural change in their country of origin or in a country of interest <p>ENS3.6</p> <ul style="list-style-type: none"> ◆ Explains the effects of human changes on an environment, evaluating the positive and negative aspects of these changes <p>SSS3.7</p>	<ul style="list-style-type: none"> ◆ For all the details please go to the site www.geocities.com/stcaths6 ◆ The topics chosen by groups include World War II; The Titanic; The Black Movement; Penicillin; Phar Lap; The Atomic Bomb; Man on the moon. ◆ Research skill and knowledge of significant events from the 20th Century will be developed during Library and within class time where small groups will use the Internet, CD-ROMs, videos and books to carry out research to complete their Virtual Project. ◆ ILC lessons will be dedicated to developing the girls' skills and knowledge of various technology tools including: Power Point Video Editing using iMovie Digital Camera Scanning 	<ul style="list-style-type: none"> ◆ CD-ROMs <i>Chronicles of the 20th Century</i> <i>History of the World</i> ◆ Scanner ◆ Power Point

<ul style="list-style-type: none"> ◆ Identifies human rights, when these are respected and situations when they are not respected, in Australia and the world 	<p style="text-align: center;">Web page building</p> <ul style="list-style-type: none"> ◆ Learning experiences in other KLAs have been planned to integrate with this unit. Please see English, Maths and Visual Arts. ◆ Please note that as this is a short term and a great deal of time will be devoted to this project, it has been decided that Science and Technology lessons will have greater time devoted to it in Term 4. However, Science will feature significantly as the girls interested in this field have chosen to study scientific and technological advancements. 	
<p>CCS3.1</p> <ul style="list-style-type: none"> ◆ Evaluates the significance of some world achievements by Australian in the past and present, eg in medicine, sport, exploration, invention, the arts, human rights ◆ Identifies places associated with nationally significant events and people ◆ Identifies the origins of some events, days and actions of significance to Australian citizenship, including Anzac Day, Survival Day etc <p>CUS3.3</p> <ul style="list-style-type: none"> ◆ Demonstrates an understanding of nationally remembered days, eg Remembrance Day ◆ Examines significant 20th Century events that have affected the identities of today's people both within Australia and globally. 	<ul style="list-style-type: none"> ◆ A virtual project has been published on the web for the girls to access both at home and at school. To view the website go to www.geocities.com.stcaths6 ◆ After viewing the site, the girls will select a significant event from the 20th Century to study. This can be from any area they are particularly interested in, whether it be politics, science, technology, the arts, etc. ◆ The website outlines all of the necessary information the girls will need including the task itself; the steps to follow; team roles; web resources; other resources; hints and assessment. ◆ The task is for each girl to produce a multimedia production that commemorates a significant event of the 20th century. The girls will take on roles such as a political leader, journalist, narrator or civilian. Firstly they research this role and then create a documentary style product using various multi media tools to video or record role playing scenes, interviews, narrations or to copy and edit real footage from the Internet, news reports, film, etc. 	<ul style="list-style-type: none"> ◆ A large variety of factual texts ◆ Internet access ◆ Films/documentaries ◆ Atlases ◆ Maps ◆ Digital video ◆ Digital still camera ◆ iMovie ◆ TV

Additional material

Team checklist
Work in progress sheet
Project planning sheet
Library program

CHRONICLES OF THE 20th CENTURY
TEAM CHECKLIST

TEAM TOPIC _____

HAVE YOU REMEMBERED TO THINK ABOUT THESE THINGS? LOOK BACK AT THE TEAM ROLES PAGE TO HELP YOU DECIDE ON THE PRODUCTS THAT YOU WILL CREATE.

HISTORIAN:

- o How will you carry out the narration? - for example as a spoken only video of you speaking or text?
- o You will need to know everything that is going to be included in your presentation; your next step is to write the narration to tie all the pieces together, edit it and record it.

JOURNALIST:

- o Have you collected newspaper articles?
OR
- o Have you collected TV news footage?
If yes, your next step is to scan or copy this footage and save it in your file.
- o Are you going to interview someone?
 - o Real or
 - o Simulated?If yes, your next step is to write the interview questions and tape the interview.
- o Have you considered whether you need a costume from that time period?

LEADER:

- o Have you gathered information about this significant person's life?
- o Have you gathered information about the role this significant person had in this event?
- o Do you have graphics or footage of this person?
If yes, your next step is to save them onto your file. (You may need to use the scanner).
- o Are you going to role-play this person?
If yes, your next step is to write the script and then video the scene.

CIVILIAN

- o Have you gathered information about the lives of people or a particular person who was somehow related to your significant event?
- o Have you been able to gather diary entries, journals, memoirs, etc that tell us about that person's life?
- o Have you thought about how you are going to report this information? - for example interview, journal reading, photographs, etc.
Your next step is to begin creating the product that you have decided on (see above).

Virtual Project Plan

Year Level	KLA
Introduction (motivating passage)	
Task/Problem:	
Web-based Resources	
Other resources	
Process (task broken into steps)	Syllabus links:
Assessment:	

CHRONICLES OF THE 20th CENTURY

WORK IN PROGRESS

What roles	Write down the important facts or information you want to include in point form	What great graphics or footage do you intend to use?	How are you going to use this information? (what will be the product?)
Historian			
Journalist			
Leader			
Civilian			

20th CENTURY VIRTUAL PROJECT

LIBRARY PROGRAM

Year 6 Term 3 2000

The Twentieth Century unit this year is to be presented as a multimedia production. My role is one of support - finding and cataloguing the most useful Internet sites and supporting the children in their research and its translation into multimedia. In the process I hop to be able to teach information skills - possibly mainly incidentally.

Aims

1. To encourage the girls to clarify their task
2. To support the girls in the location of information - from all sources, not just the Internet
3. To help in the selecting and organising of this information and its processing to achieve a multimedia presentation
4. To demonstrate the preparation of a bibliography
5. To establish the criteria for evaluation.

Strategy

1. The power point presentation from <http://www.redlands.qld.edu.au/library/bribird.html> will be shown. This tells the story of a bird who uses the six stages of the information process when designing the perfect nest. (This bird is so clever she even cites her sources!)
2. Charts itemising the process will be shown with the invitation to use them as a guide.
3. The sheet showing how to create a bibliography will be given to each girl so they may record all the necessary details from their sources as they use them.

Different graphic organiser formats will also be available with a reminder of the basic mind map so that the girls may choose the method of organising and storing information they prefer.

4. The task will be outlined and discussed and a checklist produced.

Criteria for evaluation will be discussed and a checklist produced.

The definition of the task and clarification of what needs to be done will be part of the initial discussion for the whole group. They will need to allocate roles within the group, pool information known and identify information to be found and share ideas about the best presentation format for the different sections.