



UNIT 3A GRANITE ISLAND, THEN, BEFORE THEN AND INTO THE FUTURE

YEARS 5 - 6 HASS

This unit is designed to focus on the following aspects of the Australian Curriculum HASS for year 5 and year 6 students.

Year 5 History

Concepts for developing understanding

The content in the history sub-strand provides opportunities for students to develop historical understanding through key concepts including sources, continuity and change, cause and effect, perspectives, empathy and significance. The curriculum in this year provides a study of colonial Australia in the 1800s. Students learn about the reasons for the founding of British colonies in Australia and the impact of a development or event on one Australian colony (continuity and change, cause and effect). They examine what life was like for different groups of people in the colonial period (sources), and explore the reasons for their actions (cause and effect, perspectives, empathy). They examine early migration, settlement patterns, people and their contributions, significant events, and political and economic developments (sources, continuity and change, significance, empathy). Students are also introduced to the concept of sources as they analyse sources to compare information and points of view in the past and present (sources, perspectives).

Inquiry Questions

- What do we know about the lives of people in Australia's colonial past and how do we know?
- How did an Australian colony develop over time and why?
- How did colonial settlement change the environment?
- What were the significant events and who were the significant people that shaped Australian colonies?

Year 5 Geography

Concepts for developing understanding

The content in the geography sub-strand provides opportunities to develop students' understanding of place, space, environment, interconnection, change and sustainability. The curriculum focuses on the factors that shape the characteristics of places. They explore how climate and landforms influence the human characteristics of places, and how human actions influence the environmental characteristics of places (change, environment, place, interconnection). Students examine the way spaces within places are organised and managed (space, place), and how people work to prevent, mitigate and prepare for natural hazards (environment, place).

Inquiry Questions

- How do people and environments influence one another?
- How do people influence the human characteristics of places and the management of spaces within them?

Year 6 History

Concepts for developing understanding

The content in the history sub-strand provides opportunities for students to develop historical understanding through key concepts including sources, continuity and change, cause and effect, perspectives, empathy and significance. The Year 6 curriculum moves from colonial Australia to the development of Australia as a nation, particularly after 1900. Students explore the factors that led to Federation and the different attitudes to Federation and citizenship at the time (continuity and change, cause and effect, perspectives). Through studies of people's experiences of democracy and citizenship over time (perspectives, empathy), students come to understand the significance of events, ideas and people's contributions in influencing development of Australia's system of government (continuity and change, significance). Students learn about the way of life of people who migrated to Australia after Federation and their contributions to Australia's economic and social development (significance, empathy). In learning about Australia as a nation, students compare a range of sources to determine points of view (sources, perspectives).

Inquiry Questions

- How did Australian society change throughout the twentieth century?
- Who were the people who came to Australia? Why did they come?
- What contribution have significant individuals and groups made to the development of Australian society?

Year 6 Geography

Concepts for developing understanding

The content in the geography sub-strand provides opportunities to develop students' understanding of place, space, environment, interconnection and change. Students explore the diverse environments, peoples and cultures within the Asia region and at a global level (space, place, environment) and expand their mental map of the world. Students examine Australia's various connections with other countries and places throughout the world, how these are changing, and the effects of these interconnections (interconnections, change).

Inquiry Questions

- How do places, people and cultures differ across the world?
- What are Australia's global connections between people and places?
- How do people's connections to places affect their perception of them?

Sample learning sequence 3 A

Granite Island, then, before then and into the future...

<p>Learning Intention:</p> <p>Students learn that places change. Students recognise that different needs and cultural expectations have an effect on communities and the environment. Students have the vocabulary and knowledge to reflect on and react to the impact of change on familiar places.</p>		<p>Evidence of learning</p> <p>Collect samples either digitally, anecdotally or from student recording that match aspects of the AC content and achievement standards.</p>
<p>Hook</p> <p>Establish what the students already know.</p> <p>Introduce the students to the idea of visiting Granite Island through photos, video or prepared talk</p> <p>Tell your stories about Granite Island. Allow students to tell theirs and discuss that knowledge in depth.</p>	<p>Photo exchange</p> <p>Explain to the students that this is a HASS excursion to learn more about the history and geography of South Australia.</p> <p>Distribute pictures of Granite Island (http://www.memoirphotos.com.au/searchresults?keywords=granite+island) to table groups. Ask students to discuss what they see and put them in order from oldest to most modern.</p> <p>After ten minutes allow students to share in a large group about what has remained the same and what is different. Students should record things they wonder about in the photos.</p> <p>Form the students into groups of four A, B, C. and D, Bring all the As, Bs Cs and Ds together and give each group a different reading similar to these http://tourismvictorharbor.com/sawhalecentre/whaling_history.html http://holidayatvictorharbor.com.au/visitor-information/history.php/ http://www.murrayriver.com.au/about-the-murray/ponde-dreamtime/ http://trove.nla.gov.au/newspaper/article/58840224</p> <p>Allow the large groups to read and discuss, then return to their small group of three and share what they have learned. At the end of the session ask students to record any questions or wonderings on a piece of paper. Group like questions and display on the wall. Group students into small learning groups of 2 – 5. Ask each group to identify one question or wondering that they would like to research.</p>	<p>Students use detailed descriptions of particular places from the past using source materials.</p> <p>They develop and pose questions.</p> <p>They explain cause and effect.</p>
<p>Investigate, research and go deeper</p> <p>Ngurunderi crossed the Murray mouth and followed his wives around Encounter Bay, creating fishing grounds and islands. He rested near Pultung (Victor Harbor).</p>	<p>Visit Day</p> <p>Students approach the island and see "The swim with the Tuna" through many lenses. In pairs they each take a different viewpoint – an aboriginal before white settlement or an early settler. What would they think? What opportunities would they see?</p> <p>Students take their questions/wonderings from the first session. They explore the area, they have opportunities to observe the island, develop and pose questions, interact with the guides, teachers and their peers to answer questions, gather information and data. They have time to complete their own inquiries.</p> <p>Students work together to pool their accumulated knowledge to make a time line for Granite Island/Victor Harbor using images and information of populations and livelihoods.</p>	<p>Detailed descriptions of a particular place.</p> <p>Historical narrative from a particular personal or cultural perspective.</p> <p>Develop, pose and answer questions, gather information and data. Critically analyse/interpret information.</p>

Explain	<p>Students use and analyse data and create a data representation to show the changes to the natural environment and discuss the impact on fluctuations in population and tourist numbers over the past century.</p> <p>Students explain reasons for and the effect of the decline of tourism in the Victor Harbor area.</p>	Annotated diagram.
Extend and stretch	Students write a persuasive text discussing "The Swim with the Tuna enterprise will revitalise Granite island"	Student reflections. Response to learning.
Reflect, respond and evaluate	Students use the photos and videos taken at the visit to create an inquiry report on the impact of the latest Granite Island development on the natural and built environments of Victor Harbor and include their proposal for action and publish it to the website.	Recount. Information report orally, digitally or written.

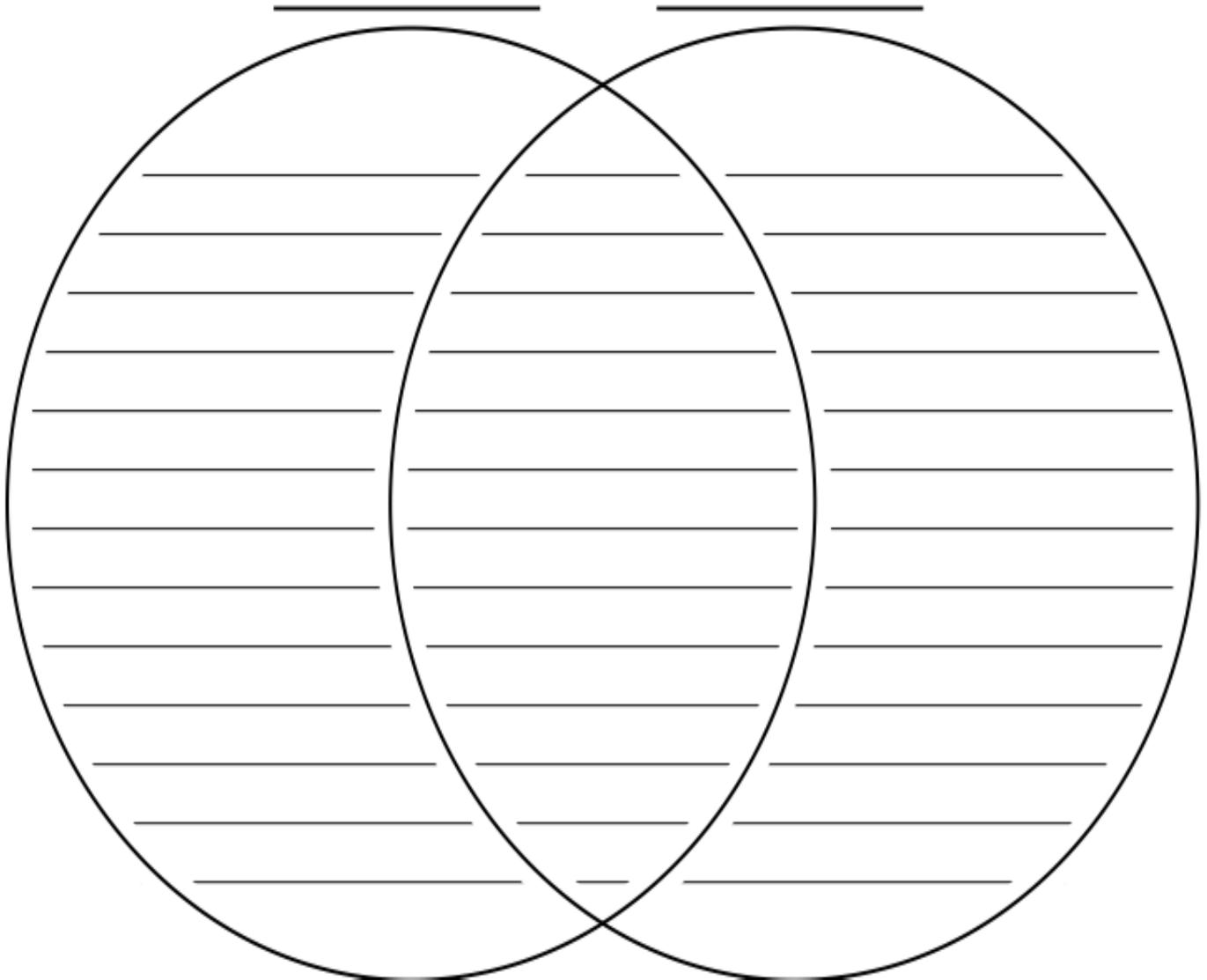
GRANITE ISLAND Education Resource 3A

Quick Write Draw. In three minutes write or draw everything you already know about Granite Island and Victor Harbor.

Compare and contrast your photo of Granite Island and one from the past

Name : _____

Venn Diagram



Comparison of two photos

Name: _____ Title: _____ Date: _____

Kid-Friendly Persuasive Writing Rubric						
	Focus	Content	Organization	Style	Conventions	
4	Advanced	You have a strong, convincing point of view. You include clear arguments with explanations supporting each argument.	You use clear and descriptive arguments that support your position. Persuasive strategies are used.	You use a logical order of arguments to persuade your audience. Transition words are used often and correctly.	You demonstrate an excellent control of language, techniques, and sentences. A clear position is supported, with excellent arguments. You are convincing!	You use a variety of sentence structures. You have very few errors in grammar, usage, spelling, and punctuation. The errors that are there do not make the writing unclear.
3	Proficient	Your point of view is convincing. You include clear arguments that have some explanations supporting each argument.	You use good arguments that support your position. Some persuasive strategies are used.	You use a logical order of arguments to persuade your audience. Some transitions are used correctly.	You demonstrate good control of language, techniques, and sentences. A position is supported by good arguments. Most of these arguments are convincing!	You use a variety of sentence structures. You have some errors in grammar, usage, spelling, and punctuation. A few of these errors may make parts of the writing unclear.
2	Basic	Your point of view is not strong enough to convince. You include arguments that have explanations, but some are not clear.	Your arguments are present, but may be unclear. This makes it difficult to support your position.	Your order of arguments is unclear or presented in a confusing way. Transition words may be used, although may not be used correctly.	Your language and sentence formation sometimes makes it difficult to understand your position and supporting arguments.	You do not use a variety of sentence structures, and some sentences may be fragments. There are many errors in grammar, usage, spelling, and punctuation.
1	Below Basic	Your point of view is not clear. You have very few explanations and arguments to support an opinion.	You use little or no arguments to support a position.	Your arguments are not organized. If transition words are used, most are not used correctly.	Your language and sentence formations are unclear. Your position is not supported with enough of an argument to convince your reader.	Many sentences are awkward or are fragments. There are many grammar, usage, spelling, and punctuation errors. These errors make the paper very difficult to read.
Score:						
Total Score:				out of 20 possible points		

Resources to support teaching and learning in this unit:

Digital resources:

1. <http://holidayatvictorharbor.com.au/visitor-information/student-resources.php>
2. <https://australianmuseum.net.au>
3. https://www.qcaa.qld.edu.au/downloads/p_10/naplan_persuasive_sample.pdf
4. Read 50 Ways to Save the Ocean by David Helvarg
5. <https://g6gps2016.files.wordpress.com/2016/08/kidfriendlypersuasiverubric.pdf>

Unit 3A aims to address the following areas of the Year 5 Achievement Standard

By the end of Year 5, students describe the significance of people and events/developments in bringing about change. They identify the causes and effects of change on particular communities and describe aspects of the past that have remained the same. They describe the experiences of different people in the past. Students explain the characteristics of places in different locations at local to national scales. They identify and describe the interconnections between people and the human and environmental characteristics of places, and between components of environments. They identify the effects of these interconnections on the characteristics of places and environments. They describe different views on how to respond to an issue or challenge.

Students develop questions for an investigation. They locate and collect data and information from a range of sources to answer inquiry questions. They examine sources to determine their purpose and to identify different viewpoints. Students sequence information about events, the lives of individuals and selected phenomena in chronological order using timelines. They work with others to generate alternative responses to an issue or challenge and reflect on their learning to independently propose action, describing the possible effects of their proposed action. They present their ideas, findings and conclusions in a range of communication forms using discipline-specific terms and appropriate conventions.

Unit 3A aims to address the following areas of year 6 Achievement Standard

By the end of Year 6, students identify and describe continuities and changes for different groups in the past and present. They describe the causes and effects of change on society. They compare the experiences of different people in the past. They explain different views on how to respond to an issue or challenge.

Students develop appropriate questions to frame an investigation. They locate and collect useful data and information from primary and secondary sources. They examine sources to determine their origin and purpose and to identify different perspectives in the past and present. They interpret data to identify, describe and compare distributions, patterns and trends, and to infer relationships, and evaluate evidence to draw conclusions. Students sequence information about events, the lives of individuals and selected phenomena in chronological order and represent time by creating timelines. They collaboratively generate alternative responses to an issue, use criteria to make decisions and identify the advantages and disadvantages of preferring one decision over others. They reflect on their learning to propose action in response to an issue or challenge and describe the probable effects of their proposal. They present ideas, findings, viewpoints and conclusions in a range of communication forms that incorporate source materials, mapping, graphing, communication conventions and discipline-specific terms.