PROMOTING LEARNING INTERNATIONAL (48 GRID) PLANNING MATRIX

(This matrix was devised by Ralph Pirozzo in 1997 & updated in 2004)

| **Settlement and Exploration**  **K. Hopkinson Stage 2: Year 4** | | | | | | |
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| **Promoting Learning International** **www.pli.com.au** | Bloom’s Taxonomy: Six Thinking Levels | | | | | |
| **Knowing** | **Understanding** | **Applying** | **Analysing** | **Creating** | **Evaluating** |
| **Verbal**  **I enjoy reading, writing & speaking** | Brainstorm all you know about the Aboriginal people.  Carry out a **mind map** on Australian Settlement.   * **List the basic needs of the first settlers**.   Read a selection of Aboriginal dreamtime stories .What are the common features of the stories you read | * **Explain why convicts were sent to Australia**   Read and retell [Information](http://www.manlwestss.eq.edu.au/webtrek/web60/photo.htm) about the arrival including details about hardships  Describe the experiences of an early Australian Explorer  Discuss Aboriginal resistance to the establishment of a British colony | Make a poster of Early Australian Settlement  **TAP**  Design a travel brochure for Sydney Town  Read Lizzie Nonsense Jan Ormerod then make a poster comparing Lizzie’s life to your own. | * **Investigate the reasons why people were transported to Australia**   **BROW**  Investigate the literature that describes the culture of the  Aboriginal people and has meaning for them. | Establishing a New Colony  Design and create a multimedia advertising campaign to educate people and to encourage them to move to your new colony before disaster strikes.  The year is 2020. Antarctica is melting. The sea level is rising and all the settlements located along the Australian Coastline will disappear. You have been selected as part of a group to find a suitable place to start a new colony in Central Australia. What will you need to take and do to set up a colony in a sparsely populated area?  Your group needs to:-   * Organise what they would take and be able to explain why they chose the item * Select a site and explain why the location would be suitable for the new colony * Discuss how you would work with the indigenous people | |
| **Mathematical**  **I enjoy working with numbers & science** | Search a [database](http://www.cedir.uow.edu.au/programs/FirstFleet/search.html) of information on the convicts who were on the First Fleet | Convert the travelling time of the first fleet from months to weeks and days | Use this information about [Rations](http://www.cedir.uow.edu.au/programs/FirstFleet/s_rations.html) of the First Fleet to calculate the rations for a day. | Arrange the  [ships](http://home.vicnet.net.au/~firstff/ships.htm) of the First Fleet according to size and cargo |
| **Visual/Spatial**  **I enjoy painting, drawing & visualising** | Discuss how you feel if someone turns up when you are playing a game and wants to take the play area away from you. | Draw pictures showing life as a convict, soldier, aboriginal, free settler or government official.  What is special about Aboriginal Art? | Make a model of a house in the Settlement  http://shorncliss.eq.edu.au/early\_australia/housing.asp | * **Compare how needs were met in 1790 and in the present. Venn Diagram** |
| **Kinaesthetic**  **I enjoy doing hands-on activities, sports & dance** | Look at posters, photos and pictures of Early Australian Settlement |  | * **Construct a Timeline showing changes to people and places as a result of colonisation** | * **Investigate and explain why the early settlement needed to expand** | Design a board game related to Australian colonisation.  Create a headline for a newspaper article about the first fleet | Present to the class providing details on how the game is played and the type of information about the first settlement that has been included |
| **Musical**  **I enjoy making & listening to music** | [Read "Bound For Botany Bay"](http://cedir.uow.edu.au/programs/FirstFleet/s_ballad.html) and other Early Australian songs | Why is music important in the Aboriginal culture?  Why is music important in the Aboriginal culture?  Express the feelings of the fist Settlers through percussion, rhythm or song | Listen to "tapes" of stories of the time. Listen to the language of the time | Listen and analayse pieces of music with a settlement or transportation theme. | Create your own traditional Aboriginal musical instrument  In a group compose a "Convicts Rap” | Perform songs/dance/rap at Assembly |
| **Interpersonal**  **I enjoy working with others** | In groups list all the feelings you think the Aboriginal people would have had when the British arrived.  Rake | Explain the consequences of British invasion for the Aboriginal people   * **Describe the hardships encountered by the first settlers in New South Wales.** | Show how the British and Aboriginal people could have helped each other.  Significant people including achievements, events and places   * **Prepare a report on the Aboriginal people before the white settlers arrived in Australia.** | Organise the experiences of these people into hardship and opportunities in the new settlement.  Compare the similarities and differences between the Aboriginal people and the colonists. | Research punishment, work options in the colony, prospects for release and treatment of convicts.  Reflect on what life would have been like if the British did not settle at Sydney Cove. | Prioritise and give reasons for your list of feelings the Aboriginal people would have had when the British arrived.  Discuss how relations could have been different between the British and Aboriginal people.   * **Review** [**A diary**](http://home.vicnet.net.au/~firstff/story.htm) **of the voyage LDC** |
| **Intrapersonal**  **I enjoy working by myself** | Describe the life of the Aboriginal people. | Visualise sharing a meal with an aboriginal tribe.  Rake   * **describe the routes taken by explorers and hardships faced** | Examine how you would react if you were sentenced to transportation | Australian invasion or settlement? Interview some children and adults about their views on this.  Venn Diagram | Construct a newspaper story related to an incident in the life of a settler or convict.  Imagine you are a convict, write a poem about your life and misery.   * **Create your own Dreamtime story. This may be a PowerPoint presentation, a play or re-told to the class** | Complete [this activity](http://www.cap.nsw.edu.au/bb_site_intro/stage2_Modules/Convicts/Convicts.htm) which requires that you pardon 3 convicts. |
| **Naturalist**  **I enjoy caring for plants & animals** | Look at sketches by Joseph banks of Australian plants and animals | Write a description of the animal or plant species, its  appearance, habits and habitat | Illustrated and label an animal or plant species, its appearance, habits and habitat | * **Investigate the culture of the Aboriginal people and their relationship with the land, plants and animals** | Create a presentation to share what you know with your class and to raise awareness that the species is threatened and to inspire members of the community to act. | |

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| RESOURCES | WEB LINKS | EVALUATION / VARIATIONS |
| * Posters and photographs about First Fleet, Convicts , Colonisation and Explorers * Factual texts * Atlases * Internet access * Maps * Photocopied sheets * Large map of Australia | http://www.manlwestss.eq.au/webtrek/web60/photo  http://www.cedir..uow.edu.au/programs/firstfleet/search  <http://www.cedir..uow.edu.au/programs/firstfleet//s_rations>  <http://www.cedir..uow.edu.au/programs/firstfleet/search/s_ballad>  http://home.vicnet.net.au/~firstff/ships  http://home.vicnet.net.au/~firstff/story  http://cap.nsw.edu.au/bb\_site\_intro/stage2\_Modules/Convicts/Convicts | . |

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| **Learning Outcomes** | | |
| English | HSIE | PD/H/PE |
| Talking and Listening  TS2.1 Communicates in informal and formal classroom activities in school and social situations for an increasing range of purposes on a variety of topics across the curriculum.  TS2.2 Interacts effectively in groups and pairs, adopting a range of roles, uses a variety of media and uses various listening strategies for different situations.  **TS2.4** Identifies common organisational patterns and some characteristic language features of a few types of predictable spoken texts  Reading and Viewing Texts  RS2.5 Reads independently a wide range of texts and justifies own interpretation of main points, information and events.  RS2.6 Uses efficiently an integrated range of skills and strategies when reading and interpreting written texts.  **RS2.8** Discusses the structure and language features of the text types students create and interpret  **RS2.7** Reading and using texts that include visuals such as maps, charts and diagrams  Writing  WS2.9 Drafts, revises, proofreads and publishes well-structured texts.  **WS2.10,**Writing information texts such as factual descriptions, reports about significant people and events and factual recounts of tasks  **WS2.13** Discusses how texts are adjusted to relate to different readers, how they develop the subject matter and how they serve a wide variety of purposes  WS2.14 Discusses how own texts have been structured to achieve their purpose and the grammatical features characteristic of the various text types used.  Grammar and Punctuation  WS2.10 Produces texts clearly, effectively and accurately.  Spelling  WS2.11 Uses knowledge to spell familiar and unfamiliar words.  Computer Technology  WS2.12 Demonstrates basic desktop publishing skills on the computer. | Environments  **CCS2.1:** Describes events and actions related to the British Colonisation of Australia and assesses changes and consequences  **CCS2.2:** Explains changes in the community and evaluates the effects of these on different individuals, groups and environments.  **CCS2.1 CCS2.2** | CommunicatingCOS2.1 Uses a variety of ways to communicate with and within groups.  Decision-makingDMS2.2 Makes decisions as an individual and as a group member.  Interacting INS2.3 Makes positive contributions in group activities.  Problem-solvingPSS2.5 Uses a range of problem-solving strategies  Personal Health ChoicesPHS2.12 Discusses the factors influencing personal health choices.  Safe LivingSLS2.13 Discusses how safe practices promote personal well-being |
| Mathematics | Creative Arts |
| SS2.4 Describes the position of objects in relation to one another and uses simple maps and informal grids to represent this relationship.  WMS2.3 Represents, interprets and explains mathematical situations using everyday language with some mathematical terminology, including simple graphs and diagrams.  SGS2.3 Using compass points to describe the location of places on discovered by explorers  DS2.1 Gathering, organising and displaying data using an appropriate graph, e.g. a comparison of distances traveled, time taken etc  SGS2.1 Sketching three-dimensional objects from different views including top, front and side views  . | VAS2.1 Represents the qualities of experiences and things that are interesting or beautiful by choosing among aspects of subject matter.  VAS2.2 Uses the forms to suggest the qualities of subject matter.  VAS2.3 Acknowledges that artists make artworks for different reasons and that various interpretations are possible.  VAS2.4 Identifies connections between subject matter in artworks and what they refer to, and appreciates the use of particular techniques.  DRAS2.1 Takes on and sustains roles in a variety of drama forms  DRAS2.3 Sequences the action to create meaning  MUS2.2 Improvises musical phrases, organises sounds and explains reasons for choices  MUS2.4 Identifies the use of musical concepts and musical symbols in a range of repertoire. |
| Science & Technology | Assessment Strategies |
| Living ThingsLTS2.3 Identifies and describes the structure and function of living things and ways in which living things interact with other living things and their environment  Using TechnologyUTS2.9 Selects and uses a range of equipment, computer-based technology, materials and other resources with developing skill to enhance investigation and design tasks. Products and ServicesPSS2.5 Creates and evaluates products and services, considering aesthetic and functional factors. | * Outcomes based checklist * RAT rubric * Anecdotal records * Analyse of marked tasks ✰ * Photographs * Peer and self assessment |

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| Establishing a New Colony  Criteria | | | |
| Name | | Date of Presentation: | |
| **Presentation Format** | ❒ Poster ❒ Play ❒ PowerPoint ❒ Video ❒ Photo story ❒ Charts ❒ Model ❒ Music  ❒ Rhyme/Rap ❒ Report ❒ | | |
|  | **1d** | **2f** | **3A** |
| **Effort** | * Headings, writing and pictures rushed and messy * Less than 4 main points | * Headings, writing and pictures completed * 5 to 10 main points | * Headings, writing and pictures completed neatly with care taken * 10 or more main points |
| **Neatness** | * Writing illegible | * Writing legible | * Writing legible and neatly and attractively presented |
| **Spelling** | * Words spelt incorrectly, even on common words | * Most words spelt correctly | * All spelling correct |
| **Punctuation** | * Punctuation is often missing or incorrect. * Sentences don’t make sense | * Punctuation is usually correct * Most sentences make sense | * All punctuation is accurate, even creative * Sentences are detailed and make sense |
| **Picture** | * Pictures with little detail * No colour used | * Pictures include some detail * Some colour used | * Detailed pictures * A variety of colours used * Pictures coloured in |
| **Understanding** | * Does not understand information * Cannot answer questions | * Has some understanding * Answer simple questions | * Shows good understanding of topic. * Answers questions in detail |
| **Presentation** | * Speaks too quietly to be heard * Little or no expression * Incorrectly pronounces words | * Voice is clear. * Some expression * Pronounces most words correctly | * Uses a clear voice * Expressive and interesting * Correct pronunciation of words |

http://www.shorncliss.qld.edu.au/early\_australia/

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