

Learning in the Redlands



Teachers Information

Lesson 3

Grade 4/5

North Stradbroke Island Indigenous Studies

MODULE 3: SEQUENCE OF LESSONS

Lesson 1: North Stradbroke Island and its Indigenous People. (Research the Interview Questions for the Excursion in Lesson 2)

Lesson 2: Excursion to North Stradbroke Island. (Interview)

Lesson 3: Timeline of the Indigenous People who have lived on North Stradbroke Island (Timeline Chart)

1. Topic:

Timeline of the History of the Indigenous People of North Stradbroke Island from 1900 to 2000 to 2100.

2. Aim:

This activity is designed to teach concepts, knowledge, and understanding of the environment, Indigenous people, flora and fauna of North Stradbroke Island, on the Eastern side of Moreton Bay. This activity helps develop students' higher order thinking skills as students look at the past 100 years, The present day, and then forward 100 years to the year 2100 to create a Timeline of history of Indigenous People on North Stradbroke Island, using the information they have gained from Lessons 1 and 2

3. Prior Knowledge:

- Students should draw on their prior knowledge of environmental and physical characteristics and history of islands in South East Queensland.
- Students should have an understanding of the types of animals and marine life that inhabit the islands and sea in South East Queensland.
- Students should draw on their prior knowledge and their research of the Indigenous People and their history and culture in the Redland City area (Lesson 1).

4. Focus Question:

How has the Lifestyle of the Aboriginals of North Stradbroke Island changed over the past 100 years, and what will it be like in 100 years from now?

5. Duration Of Lesson: *Discussion: About 40 Minutes.
Research: 3 x 1 Hour Lessons.*

6. Useful Vocabulary:

Island, environment, Aborigines (noun), Aboriginal (adjective), Indigenous (adjective), timeline, family life, inhabitants, culture, tribe, elder, leader, history, Dreamtime, Dreaming, art, stories, language, dance, futures, Preferred futures, Life plans, Future Options.

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7. Core Learning Outcomes, Strands and Processes:

- English (draft Syllabus)

Strand: Cultural

Speaking and listening

Cu 3.1 When speaking, students:

- make choices of subject matter depending on audience, purpose and the medium
- extend ideas and information with some details
- clarify meanings and give possible explanations.

When listening, students:

- recognise that certain types of texts are used for particular purposes and audiences
- make connections from directly stated information to identify the main ideas of texts
- make connections between ideas and supporting details.

Reading and Viewing:

Cu 3.2 When reading and viewing, students:

- select texts for own reading and viewing purposes using knowledge of text types
- interpret subject matter by making connections between directly stated information to identify main ideas and supporting details
- make some inferences about characters from directly stated descriptions and actions.

Writing and Shaping

Cu 3.3 When writing and shaping, students:

- negotiate purposes for writing and shaping
- select relevant genre and medium
- research familiar and unfamiliar ideas and information to develop a topic or argument that uses some elaborated ideas with supporting details
- develop simple plots, character descriptions and settings
- consider interests of the audience when selecting subject matter.

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Studies of Society and Environment *Key Values:* Ecological and economic sustainability, Social Justice, and Peace.

Strand: Culture and Identity

Investigating:

CI 3.1 Students identify the contributions of diverse groups including migrants and indigenous people, to the development of their community.

Communicating:

CI 3.4 Students communicate an awareness of change within Aboriginal and Torres Strait Islander cultures.

8. Syllabus Links:

Lifelong Learners	Cross-Curricular Priorities	Learners and Learning	Equity
<ul style="list-style-type: none"> Participant in an interdependent world A creative person Reflective & self-directed learner 	<ul style="list-style-type: none"> Literacy Life skills 	<ul style="list-style-type: none"> Unique individual with divergent views Occurs within particular contexts 	<ul style="list-style-type: none"> Meets the needs of students

9. Productive Pedagogies:

Intellectual Quality	Supportive Classroom Environment	Recognition of Difference	Connectedness
<ul style="list-style-type: none"> Substantive conversation Knowledge as problematic 	<ul style="list-style-type: none"> Social support Self-regulation 	<ul style="list-style-type: none"> Inclusivity Group identity 	<ul style="list-style-type: none"> Knowledge integration Connectedness to the world Background knowledge

10. New Basics (Alternative Curriculum Organiser):

Life Pathways and Social Futures	Multiliteracies and Communications Media	Active Citizenship	Environments and Technologies
<ul style="list-style-type: none"> Collaborating with peers and others 	<ul style="list-style-type: none"> Mastering literacy Making creative judgments and engaging in performance 	<ul style="list-style-type: none"> Interacting with local and global communities 	<ul style="list-style-type: none"> Building and sustaining environments

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11. Rich Text (Culminating Activity):

After further discussion and sharing of knowledge, each group of students summarises the answers to their Interview Questions and presents their findings in the form of an Information Report, using their own choice of multimedia (Oral, video, role play, etc).

12. Suggested Follow Up Activities for Teachers:

- Visit the Cleveland Library's Local History collection and talk with the Local Historian.
- Book a Young Citizens Program (YCP) school activity for your class with the Local Historian. Ph: 07 3829 8466.
- Tell the class Aboriginal stories. In Health and Physical Education lessons play Aboriginal games. Teach the students some Aboriginal songs
- Design and create Aboriginal style paintings and drawings.
- Ask the School Librarian to recommend and provide some resources, to be shared with your class, which will encourage discussions about climatic and environmental conditions relevant to North Stradbroke Island.
- Use the Redland City Council web site to track and record weather/tidal information over a period of time, such as one Season, e.g. Winter.
- Complete other Educational Modules from Redland City Council.

13. Resources

a) Useful Links:

Redland City Council

<http://www.redland.qld.gov.au/Corp/>. Redland City Council has an excellent web site, which provides information on topics about this area, including environment, animals, demographics, history and places of interest.

Redland City Council - Book a Young Citizens Program (YCP) school activity for your class with a Redland City Council Environmental officer. Ph: 07 3829 8466.

<http://www.more2redlands.com.au/Life/Study/For%20teachers/YCP/Pages/default.aspx>

Redland City Council – 'More 2 Redlands' Visitor Information

<http://www.more2redlands.com.au/Pages/default.aspx> This web page provides information on weather, wildlife, environment and other useful topics.

State Library of Queensland: Picture Queensland (John Oxley Library Collection)

<http://pictureqld.slq.qld.gov.au/home>. This site contains over 30,000 historical images of various locations in Queensland. Images of Redland City can be located using the site's search facility.

Gold Coast City Council

http://www.goldcoast.qld.gov.au/t_standard.aspx?pid=1080. This site contains useful information on Aboriginal culture on North Stradbroke Island.

Stradbroke Island Tourism

<http://www.stradbrocketourism.com/>. This web site provides useful information on climate, environment and marine life, as well as a downloadable map of the Island.

b) Classroom Resources: Whiteboard, Whiteboard markers, OHT's

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14. Sources:

Queensland School Curriculum Council. (2000). *Studies of Society and the Environment Years 1 to 10 Syllabus*. Brisbane.

Queensland Studies Authority. (2003). *English (draft) Years 1 to 10 Syllabus*. Brisbane.

This Educational Activity was compiled by Dr J.D.G. Goldman ACM, Faculty of Education, Griffith University, Australia.

15. Anticipated Student Responses to Teachers Sheet 1:

Step 1	Teacher leads the discussion using the questions provided, and encourages students to answer and discuss them with the class. In response to these questions, and given that all students should have experienced living in the South East Queensland, Students should be able to respond well with a variety of answers.
Step 2	In groups of four, Students research the history of Aboriginal people on North Stradbroke Island and if/how their lives have changed over the last 100 years using information gained from their meeting with aboriginal Elder/s whilst on the Excursion in lesson 2 and also the Internet and the library.
Step 3	Students use their research findings to create a Timeline Chart of Aboriginal life on the Island 100 years ago, present Day and 100 years into the future, with information categorised by variables a) to j) on the Activity sheet.
Step 4	The Timeline can be presented in Students' choice of medium e.g. Wall chart, Excel table, PowerPoint presentation, ect.
Step 5	Students present their Timeline Charts to the Elders of North Stradbroke Island, who they have invited to School.
Step 6	Students self-evaluate their own participation in this activity on the student Self-Evaluation Sheet, and submit it to the teacher.
Step 7	Teacher completes the Teacher Assessment Criterion Grid Rubric for each group of students.

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Teachers Sheet 1

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TEACHERS MAY PRINT THIS PAGE FOR THEIR OWN USE.

How has the Lifestyle of the Aboriginals of North Stradbroke Island changed over the past 100 years, and what will it be like in 100 years from now?

Teacher-directed, class discussion in preparation for the Activity Sheet 1 and Also Following-Up on the Excursion in Lesson 2. Teachers scaffold students where necessary by asking questions and directing whole class discussions.

Orientation:

Teacher leads the questioning and discussion about the Excursion to North Stradbroke Island.

1. Who can tell me what examples of aboriginal history we observed on our Excursion (in Lesson 2)?
2. What did you find interesting about the history of Aboriginal Culture?
3. What aspects are similar to our lifestyle on the mainland?
4. What aspects are dissimilar to our lifestyle on the mainland?
5. Did you enjoy interviewing the Aboriginal Elders? What did you enjoy about it?

Enhancing:

Teacher continues to lead the whole class discussion about the Aboriginal people of North Stradbroke Island using the pictures on the Following 2 pages:

1. Look at this picture. What is this picture of? (an Aboriginal Group)
2. What is this Aboriginal person doing at the edge of the sea? (Fishing)
3. What is he using to fish? (Spear made of wood and carved stone arrow)
4. What type of clothes is she or he wearing? (String cloth)
5. What are the other people in the picture doing?
6. When do you think this picture was made? (A long time ago – maybe 100 years ago)
7. Why do you think that? (It looks like a painting, Clothing different, fishing gear different)
8. Look at this next picture. What is this a picture of? (an Aboriginal person fishing)
9. What is this Aboriginal person doing? (Fishing)
10. What is he or she using to fish? (Spear)
11. What type of clothes is he or she wearing? (Everyday clothes – shorts, t-shirt)
12. When do you think this picture was made? (Recent, present, this year)
13. Why do you think that? (Clothing is different, fishing gear is different, the picture is probably a photograph)
14. Imagine an Aboriginal person fishing in 100 years from now. What do you think s/he will be using to fish?
15. What do you think he will be wearing?
16. In what other ways do you think Aboriginal life may have changed over the *past* 100 years?
17. How do you think it might change over the next 100 years?

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Teachers Sheet 1

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How has the Lifestyle of the Aboriginals of North Stradbroke Island changed over the past 100 years, and what will it be like in 100 years from now?

Synthesis:

Teacher helps students develop a synthesis (a combination) of what they have just learned.

1. Who can tell me what we have *learned today* about the Indigenous People of North Stradbroke Island and how their lives compare today with how they lived 100 years ago?
2. How do you think their lives might change over the next 100 years?

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Teachers Sheet 2

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How has the Lifestyle of the Aboriginals of North Stradbroke Island changed over the past 100 years, and what will it be like in 100 years from now?



(Source: http://www.gosford.nsw.gov.au/library/local_history/images/atrium3.jpg)

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How has the Lifestyle of the Aboriginals of North Stradbroke Island changed over the past 100 years, and what will it be like in 100 years from now?



<http://www.australien-fotos.ch/data/media/4/aborigines-fishing.jpg>

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TEACHERS MAY PRINT THIS PAGE FOR THEIR OWN USE.

How has the Lifestyle of the Aboriginals of North Stradbroke Island changed over the past 100 years, and what will it be like in 100 years from now?

Group Names: _____

Class: _____ Date: _____

Timeline of Aboriginal Life on North Stradbroke Island 100 years ago, Today, and 100 years from now

1. **Teacher** leads the questioning and class discussion on the Aboriginal people of North Stradbroke Island. Use Teacher's Sheets 1 to 3 inclusive.
2. **Students:** In groups of four, students research how Aboriginal people's lives have changed over the last 100 years, and predict how you think they might change over the next 100 years. Use materials and resources from your excursion to North Stradbroke Island, the Internet and books from the library.
3. From your research design and create a timeline of Aboriginal life on North Stradbroke Island. Divide your timeline into 3 sections titled:
 - 100 years ago (about 1900)
 - Today (about 2000)
 - 100 years from now (about 2100)

On the left side of your Timeline, insert a column with the following categories called Variables:

- a. Where Aborigines live.
 - b. The size of their family.
 - c. What type of food they eat.
 - d. Their source of water.
 - e. The type of transport they use (on land and in water).
 - f. Trade – what items do they trade, and with whom?
 - g. Communication
 - h. Education
 - i. Employment
 - j. Creating/Producing (What type of things do they make, to use or sell?)
4. The Timeline can be presented in your choice of medium (e.g. Wall chart, Excel table, PowerPoint presentation, etc)
 5. Present your Timeline to invited Elders from North Stradbroke Island, and your parents.
 6. Complete your own Self-Evaluation Sheet below, and hand it to your teacher.
 7. Teacher completes the Teacher Assessment Criterion Grid Rubric for each group of students.

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Student Self-Evaluation Sheet

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TEACHERS SHOULD PRINT THIS PAGE FOR EACH STUDENT.

How has the Lifestyle of the Aboriginals of North Stradbroke Island changed over the past 100 years, and what will it be like in 100 years from now?

Name: _____ Class: _____ Date: _____

1. What did I do well in this activity? _____

2. What could I do better next time? _____

3. What part of the activity did I find interesting? _____

4. What did I find was the most difficult part of the activity? _____

5. Self-assess my work on this scale. Circle my mark out of 10.

1 2 3 4 5 6 7 8 9 10

6. Write 3 reasons why I gave myself that mark.

a) _____

b) _____

c) _____

7. In my future learning I think I should try harder to; (please tick)

- listen more carefully
- communicate more clearly
- participate in all tasks
- contribute to class and group discussions
- concentrate for longer periods
- be polite to other students and my teacher
- develop my abilities as a learner

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Teacher Assessment Criterion Grid Rubric

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TEACHERS SHOULD PRINT THIS PAGE FOR EACH STUDENT GROUP'S ASSESSMENT.

How has the Lifestyle of the Aboriginals of North Stradbroke Island changed over the past 100 years, and what will it be like in 100 years from now?

Names: _____

Class: _____ Date: _____

	Very High	Achievement High	Achievement Sound	Limited Achievement	Very Limited
A) Research	<ul style="list-style-type: none"> Very high level of research including note taking. Very high use of multiple sources e.g. Web, Books, and Librarian. 	<ul style="list-style-type: none"> High level of research including note taking. High use of multiple sources e.g. Web, Books, and Librarian. 	<ul style="list-style-type: none"> Sound level of research including note taking. Sound use of multiple sources e.g. Web, Books, and Librarian. 	<ul style="list-style-type: none"> Limited level of research including note taking. Limited use of multiple sources e.g. Web, Books, and Librarian. 	<ul style="list-style-type: none"> Very Limited level of research including note taking. Very Limited use of multiple sources e.g. Web, Books, and Librarian.
B) Class discussion comprehension	<ul style="list-style-type: none"> Very high overall comprehension of the Aboriginal people's way of life. Very high overall comprehension of the changes in Aboriginal life over the past 100 years. Very high overall reflection and prediction of the changes in aboriginal life over the next 100 years. 	<ul style="list-style-type: none"> High overall comprehension of the Aboriginal people's way of life. High overall comprehension of the changes in Aboriginal life over the past 100 years. High overall reflection and prediction of the changes in aboriginal life over the next 100 years. 	<ul style="list-style-type: none"> Sound overall comprehension of the Aboriginal people's way of life. Sound overall comprehension of the changes in Aboriginal life over the past 100 years. Sound overall reflection and prediction of the changes in aboriginal life over the next 100 years. 	<ul style="list-style-type: none"> Limited overall comprehension of the Aboriginal people's way of life. Limited overall comprehension of the changes in Aboriginal life over the past 100 years. Limited overall reflection and prediction of the changes in aboriginal life over the next 100 years. 	<ul style="list-style-type: none"> Very Limited overall comprehension of the Aboriginal people's way of life. Very Limited overall comprehension of the changes in Aboriginal life over the past 100 years. Very Limited overall reflection and prediction of the changes in aboriginal life over the next 100 years.
c) Participation in Timeline Chart	<ul style="list-style-type: none"> Very High level of contribution included in the Timeline Chart. Very High level of participation in layout and design of the Timeline Chart. Very High level use of external materials (such as posters, models, diagrams, charts) to complement Timeline Chart. 	<ul style="list-style-type: none"> High level of contribution included in the Timeline Chart. High level of participation in layout and design of the Timeline Chart. High level use of external materials (such as posters, models, diagrams, charts) to complement Timeline Chart. 	<ul style="list-style-type: none"> Sound level of contribution included in the Timeline Chart. Sound level of participation in layout and design of the Timeline Chart. Sound level use of external materials (such as posters, models, diagrams, charts) to complement Timeline Chart. 	<ul style="list-style-type: none"> Limited level of contribution included in the Timeline Chart. Limited level of participation in layout and design of the Timeline Chart. Limited level use of external materials (such as posters, models, diagrams, charts) to complement Timeline Chart. 	<ul style="list-style-type: none"> Very limited level of contribution included in the Timeline Chart. Very limited level of participation in layout and design of the Timeline Chart. Very limited level use of external materials (such as posters, models, diagrams, charts) to complement Timeline Chart.

Teacher's Comments:
