

Learning in the Redlands



Teacher' Sheet 1

Lesson 1

Year 4/5

Mainland (Environment & Cultural Heritage)

MODULE 1: SEQUENCE OF LESSONS

Lesson 1: What and Where is Redland City? (Tourist Poster Map of Redland City)

Lesson 2: How have People and Animals lived in Redland City? Excursion to Redland Museum and Ormiston House)

Lesson 3: Changing Times and Lifestyles in Redland City Role Play 'Then and Now')

1. Topic:

What and Where is Redland City?

2. Aim:

This activity is designed to teach concepts, knowledge, and understanding of the location, environment and demographic characteristics of Redland City. This activity helps develop students' higher order thinking skills as students create an informative map of the area as a useful "Tourist Poster Map of Redland City".

3. Prior Knowledge:

- Students should draw on their prior knowledge of the location, environment and socio-economic characteristics of South- East Queensland.
- Students should have an understanding of the types of climate and climate processes that occur in South East Queensland, over four seasons in a year.
- Students should be able to identify and name local landmarks, beaches and waterways, and significant historical buildings.

4. Focus Question:

What and Where is the Redland City?

5. Duration of lesson:

- a) Class Discussion: about 40 minutes.
- b) Chart: "Why do you think people like living in the Redland City": about 1 x 20 minute lesson.
- c) Tourist poster Map: about 3 x 1 hour lessons.

6. Useful Vocabulary:

Geography, History, kilometre, distance, shire, border, tourists, information, characteristics, attributes, display, quality, criteria, environment, climate, Redland City, Moreton Bay, tides, cane, plantation, industry, island, conservation, creek, river, national, State, park, population, winery, timber, sugar, mill, cattle, sheep, steam ships, fruiterer, market garden, fishing, Koala, Ibis, Sea Eagle, Scribbly Gums, Eucalypts, Bottlebrush, Grevilleas, Wattles.

Learning in the Redlands



7. Core Learning Outcomes, Strands and Processes:

▪ Studies of society and Environment

Key values: Ecological and economic sustainability, Social Justice, and Peace.

Strand: Place and Space

Communicating:

Ps 3.4 Students use and make maps to identify costal and land features, countries and continents, and climates zones

▪ Maths

Strand: Space - Location, direction and movement

S 3.2

Students interpret and create maps and plans using a range of conventions, describe locations and give directions using major compass points, angles and grids.

▪ 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.

Learning in the Redlands



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 Basic (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

11. Rich Text (culminating activity):

After further discussion and sharing of knowledge, Teacher encourages students to design a persuasive advertisement such as a newspaper advertisement, or television commercial, to encourage tourists to visit the Redland City. Students can conduct a "Redlands Tourist Slogan" Competition as part of this project, in conjunction with staff from the Redland City Council if appropriate.

Learning in the Redlands



Teacher' Sheet 1

Lesson 1

Year 4/5

12. Suggested Follow-up Activities for Teachers:

- Teacher plans for Lesson 2 and Excursion to Redland Museum and Ormiston House. Teacher explains to class about where, when and why they are going on the Excursion.
- Students conduct a survey of the classes in Year 4/5 to determine a demographic profile of the students and their families. Tabulate and illustrate the results in the form of a pie chart or histogram for each characteristic (age, number of adults/children, place of birth, parents' employment, education, hobbies, etc.) Compare these findings with those of the area where the school is located. Visit 'Redland City Council – Demographics' and 'Redland City Council – Domestic Animals' web pages at:

<http://www.redland.qld.gov.au/Residents/Communities/Demographic%20Profiles/Pages/Default.aspx>

<http://www.redland.qld.gov.au/Residents/DomesticAnimals/Pages/Default.aspx>

- Visit the Cleveland Library's Local History collection and talk with the Local Historian about other local historical resources.
- Book a Young Citizens Program (YCP) school activity for your class with the Local Historian. Ph: 07 3829 8466.
- Ask the School Librarian to recommend and provide some resources, to be shared with your class, which will encourage discussions about environment and climatic aspects of the area.
- Study the natural processes and effects of climatic phenomena that can occur in Redland Shire (e.g. cyclones, hail storms) in particular seasons, and make recommendations about how to protect your pets and animals from them.
- Complete other Education Modules from Redland City Council.

Redland City Council

<http://www.redland.qld.gov.au/Residents/History/Pages/Redlandshistory.aspx>

Redland City Council has compiled online resources to assist students in answering the most commonly asked questions about the Redlands' history.

Redland City Council – Cleveland Library. Contains a large local history collection. The local historian is also available for customized free in school presentations through the YCP. Ph: 07 3829 8466.

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

Redland City Council – 'More 2 Redlands' Visitor Information

http://www.more2redlands.com.au/Explore/Leisure_Attractions/Trails/Heritage%20Trail/Pages/default.aspx This web page provides information on historical sites and landmarks in the City. There is also a downloadable Heritage Trail Map of the area.

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.

Redland Museum - <http://www.redlandmuseum.org.au/index.html>. This site provides information on the resources available in this facility, including images of collections, opening hours and contact details.

Redland City Council - Demographics

<http://www.redland.qld.gov.au/Residents/Communities/Demographic%20Profiles/Pages/Default.aspx>

Demographic information, ordered by each individual, uses City community-based information from the 2001 Australian Census.

Redland City Council – Domestic Animals

<http://www.redland.qld.gov.au/Residents/DomesticAnimals/Pages/Default.aspx> This web page provides information on the number of pets in the City, plus Council policies on protection of local environment and wildlife species.

Learning in the Redlands



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.

Queensland Studies Authority. (2004). *Mathematics Years 1 to 10 Syllabus*. Brisbane.

These Educational Activities were compiled by Dr J.D.G. Goldman ACM, Faculty of Education, Griffith University, Australia.

15. Anticipated Students Responses:

Step 1	Teacher leads the class 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 Redland City, students should be able to respond well with a variety of personal experiences.
Step 2	In groups of four, students prepare to construct a "Tourist Poster Map of Redland City" and research details about the City, including typical environments, climate characteristics, demographic statistics, number of people and number of pets, and places of interest.
Step 3	Students use their research findings to create a Tourist Poster Map for the City, including a map and legend, and up to 3 tables or charts illustrating interesting information about Redlands, such as total number and age of the population, number and types of pets, types of jobs people have, etc.
Step 4	As a class, students discuss and agree upon the attributes and criteria of the posters to be used in a Poster Map Competition.
Step 5	When all posters are completed, students vote on the most informative and appealing poster using the criteria agreed upon by the class.
Step 6	Posters are displayed in the School foyer for the general School community to view. Later, ask the Redland City Office if they can be displayed in the foyer of the Redland City Council Office.
Step 7	Students self-evaluate their own participation in this activity using their own Student Self-Evaluation Sheet provided, then submit it to the teacher. Teacher completes the Teacher Assessment Criterion Grid Rubric for each group of students.

Learning in the Redlands



Teacher' Sheet 1

Lesson 1

Year 4/5

TEACHERS MAY PRINT THIS PAGE FOR THEIR OWN USE.

What and Where is Redland City?

Teacher-directed, class discussion in preparation for the Activity Sheet provided on page 11, and also the Excursion in Lesson 2. Teacher scaffolds students where necessary by asking questions and directing whole class discussions.

ORIENTATION:

Teacher leads the questioning and discussion about the location and size of the Redland City using the maps of Australia and Redland City on the following pages.

1. *Who can tell me what this is? (Map of Australia)*
2. *What are the names of the Oceans around Australia? (Pacific, Indian, Southern). Who can point to and name each one?*
3. *What are the names of the Seas around Australia? (Coral, Arafura, Timor, Tasman). Who can point to and name each one?*
4. *Who can point around and name a State of Australia?*
5. *Who can show us where Brisbane is? (Select a volunteer to come up and point to Brisbane on the map)*
6. *Brisbane is the capital city of which State? (Queensland). Which State do we live in?*
7. *Who can spell Queensland for me? (Volunteer writes it on the black/whiteboard) Is that accurate class?*
8. *Who can spell Brisbane for me? (Volunteer writes it on the black/whiteboard) Is that accurate class?*

ENHANCING:

Teacher continues to lead the whole class discussion about the location of Redland City by using the map of Redland City on the page *following* the map of Brisbane.

9. *Where do you think this is a map of? (If students are unsure, ask them to look at the title of the map to help them with their answer – Yes, Redland City).*
10. *Ask questions about where is North on the map, where is South on the map, where is East on the map, where is West on the map.*
11. *Who can find Brisbane on this map? (Select a volunteer to come up and point to Brisbane on the far North-West, slightly off the map).*
12. *Where is Brisbane compared to Redland City (Point to the arrow indicating 'North' at the foot of the map)? (Yes, Brisbane is North-west of Redland City)*
13. *Who can tell me what a Shire is? (A Shire is an area of land and sea and islands that is looked after by our Local Government)*
14. *Who can spell the word 'Shire' on the black/whiteboard?*
15. *What are the names of any other Shires that you know?*
16. *Who can tell me what Shires are found to the South of Redland City? (City of Logan and the City of Gold Coast).*

(continued/...)

Learning in the Redlands



Teacher' Sheet 1

Lesson 1

Year 4/5

TEACHERS MAY PRINT THIS PAGE FOR THEIR OWN USE.

What and Where is Redland City?

ENHANCING (continued):

17. What Shire is located at the North-west of Redland City? (City of Brisbane)
18. Who can outline with their finger the borders of the Redland City on this map?
(Yes, it is the outline of the part in pale orange colour)
19. About what shape is the Redland City? (Rectangle, or Square)
20. Who can spell rectangle on the whiteboard for me?
21. Does the Redland City cover only land? (No, it covers islands, Moreton Bay Marine Park, waterways, as well)
22. About how many kilometres wide is the Redland City from East to West? (80km)
23. About how many kilometres long from North to South is the Redland City? (75km)
24. About how many square kilometres is that?
Teacher explains the formula: Area = length x breadth, and asks if a student can show how to calculate it on the whiteboard. (About 80km x 75km = 6,000 sq kms)
25. What is the name of the biggest town in Redland City? (Cleveland)
26. Who can write its name on the whiteboard?
27. Who can tell me what a climate is? (The different types of weather in each of the seasons)
28. How many Seasons are there each year? (4)
29. What are the names of the Seasons? (Spring, Summer, Autumn, Winter)
30. Who can write their names accurately on the board? (Choose 4 students to write Spring, Summer, Autumn and Winter on the board)
31. What type of climate do we experience in Redland City? (In Summer, hot, humid and stormy, with the threat of cyclones in summer. In Winter, cold and mainly dry.)
32. Does anyone know the name of this type of climate? (Sub-Tropical climate)
33. About how many people do you think live in Redland City? (You will find this out in our next lesson on the Redland City)
34. About how many pets do you think live in Redland City? (You will find this out in our next lesson on the Redland city)
35. What type of jobs, called occupations, do people have in Redland city?
(Students write occupation names on black/whiteboard)
36. What type of environments are there in Redland City (bushland, beach, farmland, Marine, Mangrove, forests, suburbs)
37. *What type of animals live in these different environments?*
 - a. Bushland? (Koalas, Wallabies, Lizards, Kookaburras, Dunnarts etc)
 - b. Beach? (Crabs, Seagulls, Shellfish, Pippies etc.)
 - c. Farmland? (Cattle, Snakes, Crows, etc.)
 - d. Marine? (Fish, Dugong, Whales (passing through), Jellyfish, Sharks, Turtles etc.)
 - e. Mangrove Forests? (Crabs, Mosquitoes, Mangrove Jacks, Fingerlings [baby fish])
 - f. Suburbs? (Koalas, Kookaburras, Wattlebirds, Currawongs, Lizards, Bees etc.)

(continued/...)

Learning in the Redlands



Teacher' Sheet 1

Lesson 1

Year 4/5

TEACHERS MAY PRINT THIS PAGE FOR THEIR OWN USE.

What and Where is Redland City?

SYNTHESIS:

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

1. To finish our discussion, who can tell me what we have *learned today* about the location of Redland City?
2. Who can tell me some *interesting facts* about Redland City? *Why* is that interesting to you?
3. *Why* do you think people like living in Redland City? In pairs, students write their reasons on pieces of paper and stick them on a large piece of butcher's paper/cardboard and display on the classroom wall.

Learning in the Redlands

TEACHERS MAY PRINT THIS PAGE FOR THEIR OWN AND STUDENTS' USE.

What and Where is Redland City?



(Source: http://www.ausmeat.com.au/apl/english/images/australia_map_jp.gif)

Learning in the Redlands



Teacher' Sheet 3

Lesson 1

Year 4/5

TEACHERS MAY PRINT THIS PAGE FOR THEIR OWN AND STUDENTS' USE.

What and Where is Redland City?



(Source: <http://www.more2redlands.com.au/more2/Explore/Explore/Maps/>)

A3 size copies of this map are available from Redland City Council's Customer Service Centres.

Learning in the Redlands



Activity Sheet

Lesson 1

Year 4/5

TEACHERS SHOULD PRINT THIS PAGE FOR THEIR OWN AND STUDENT USE.

What and Where is Redland City?

Class: _____ Date: _____

Group Names: _____

Tourist Poster Map of Redland City

1. **Teacher** leads the questioning and class discussion on the location, environment, climate, and demographic characteristics of Redland City. Use Teacher's Sheets 1 to 3 inclusive.
2. **Students:** In groups of 4 students, research in detail the environment, climate, animals and birds, and demographic characteristics of Redland City. You can use the Internet and books from the library.
3. From your research on the Web or in the library, plan, design and construct a Tourist Poster Map of Redland City. All posters will be displayed in the School foyer for the general school community to view.
Your Poster should identify characteristics of the City that will be of interest to tourists (visitors) of all ages and backgrounds, such as the main suburbs of the area, environmental areas, animals and birds, and interesting places to visit. Also create up to 3 tables or charts to illustrate some interesting facts about the area, such as the climate, the number, ages and backgrounds of the people who live in Redlands, the types of jobs they have, and the numbers and types of pets and animals that live in Redlands. Your tables or charts may be displayed around your map on your Poster, or you may choose another way to display them. Be as creative as you like!
4. As a class group, students decide on the attributes of the poster to be judged (such as audience appropriateness, appeal of display, layout, and quality of information). List all the attributes on the board for the students to refer to while they are constructing their Poster.
5. When all the Posters are completed, students then vote on the most appealing and informative map using the agreed criteria.
6. Teacher organises a display of the Tourist Poster Maps of Redland City in the School foyer. Later, ask the Redland City Office if they can be displayed in the foyer of the Redland City Council Office.
7. Students, complete your own Self-Evaluation Sheet on the following page, then hand it to your teacher. Teacher completes the Teacher Assessment Criterion Grid Rubric for each group of students.

Learning in the Redlands



Student Self-Evaluation Sheet

Lesson 1

Year 4/5

TEACHERS SHOULD PRINT THIS PAGE FOR EACH STUDENT.

What and Where is Redland City?

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

Learning in the Redlands



TEACHERS SHOULD PRINT THIS PAGE FOR EACH STUDENT GROUP ASSESSMENT.

What and Where is Redland City?

Names (Group): _____

Class: _____ Date: _____

	Very High Achievement	High Achievement	Sound Achievement	Limited Achievement	Very Limited Achievement
A) Research	<ul style="list-style-type: none"> <input type="checkbox"/> Very high level of research including note taking. <input type="checkbox"/> Very high use of multiple sources e.g. Web, Books, and Librarian. 	<ul style="list-style-type: none"> <input type="checkbox"/> High level of research including note taking. <input type="checkbox"/> High use of multiple sources e.g. Web, Books, and Librarian. 	<ul style="list-style-type: none"> <input type="checkbox"/> Sound level of research including note taking. <input type="checkbox"/> Sound use of multiple sources e.g. Web, Books, and Librarian. 	<ul style="list-style-type: none"> <input type="checkbox"/> Limited level of research including note taking. <input type="checkbox"/> Limited use of multiple sources e.g. Web, Books, and Librarian. 	<ul style="list-style-type: none"> <input type="checkbox"/> Very limited of research including note taking. <input type="checkbox"/> Very limited use of multiple sources e.g. Web, Books, and Librarian.
B) Class discussion comprehension	<ul style="list-style-type: none"> <input type="checkbox"/> Very high overall comprehension of the location of Redland Shire. <input type="checkbox"/> Very high level understanding of environments of Redlands. <input type="checkbox"/> Very high level understanding of climatic conditions of the Redlands. <input type="checkbox"/> Very high level understanding of the demographics of Redlands. <input type="checkbox"/> Very high level understanding of the types of animals that inhabit the Redlands. 	<ul style="list-style-type: none"> <input type="checkbox"/> High overall comprehension of the location of Redland Shire. <input type="checkbox"/> High level understanding of environments of Redlands. <input type="checkbox"/> High level understanding of climatic conditions of the Redlands. <input type="checkbox"/> High level understanding of the demographics of Redlands. <input type="checkbox"/> High level understanding of the types of animals that inhabit the Redlands. 	<ul style="list-style-type: none"> <input type="checkbox"/> Sound overall comprehension of the location of Redland Shire. <input type="checkbox"/> Sound level understanding of environments of Redlands. <input type="checkbox"/> Sound level understanding of climatic conditions of the Redlands. <input type="checkbox"/> Sound level understanding of the demographics of Redlands. <input type="checkbox"/> Sound level understanding of the types of animals that inhabit the Redlands. 	<ul style="list-style-type: none"> <input type="checkbox"/> Limited overall comprehension of the location of Redland Shire. <input type="checkbox"/> Limited level understanding of environments of Redlands. <input type="checkbox"/> Limited level understanding of climatic conditions of the Redlands. <input type="checkbox"/> Limited level understanding of the demographics of Redlands. <input type="checkbox"/> Limited level understanding of the types of animals that inhabit the Redlands. 	<ul style="list-style-type: none"> <input type="checkbox"/> Very limited overall comprehension of the location of Redland Shire. <input type="checkbox"/> Very limited level understanding of environments of Redlands. <input type="checkbox"/> Very limited level understanding of climatic conditions of the Redlands. <input type="checkbox"/> Very limited level understanding of the demographics of Redlands. <input type="checkbox"/> Very limited level understanding of the types of animals that inhabit the Redlands.
C) Participation in Redlands Project	<ul style="list-style-type: none"> <input type="checkbox"/> Very high level of contribution to information included in map, tables and charts: suburbs, places of interest, rivers, creeks, environments, map legend. <input type="checkbox"/> Very high level of participation in layout and design of map and information tables and charts. 	<ul style="list-style-type: none"> <input type="checkbox"/> High level of contribution to information included in map, tables and charts: suburbs, places of interest, rivers, creeks, environments, map legend. <input type="checkbox"/> High level of participation in layout and design of map and information tables and charts. 	<ul style="list-style-type: none"> <input type="checkbox"/> Sound level of contribution to information included in map, tables and charts: suburbs, places of interest, rivers, creeks, environments, map legend. <input type="checkbox"/> Sound level of participation in layout and design of map and information tables and charts. 	<ul style="list-style-type: none"> <input type="checkbox"/> Limited level of contribution to information included in map, tables and charts: suburbs, places of interest, rivers, creeks, environments, map legend. <input type="checkbox"/> Limited level of participation in layout and design of map and information tables and charts. 	<ul style="list-style-type: none"> <input type="checkbox"/> Very limited level of contribution to information included in map, tables and charts: suburbs, places of interest, rivers, creeks, environments, map legend. <input type="checkbox"/> Very limited level of participation in layout and design of map and information tables and charts.

Teachers Comments: _____
