

Learning in the Redlands



Teacher Information

Lesson 3

Grade 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: Changing Times and Lifestyles in Redland City

2) Aim:

This activity is designed to teach knowledge, understanding and concepts of changing times and how peoples' lifestyles have changed since European settlement in Redland City. This activity helps develop students' higher order thinking skills as students devise and participate in a drama related to a specified time period, and reflect upon how their lifestyle compares to those of the people who lived in that period of time.

3) Prior Knowledge:

- Students should draw on prior experiences of life in South East Queensland.
- Students should have an understanding of the process of changes that occur in lifestyles and technology over time.
- Students should be able to identify different aspects of life in the mid to late 1800s, based upon their previous 2 lessons – Discussions, Tourist Poster Map of Redland City and their Excursion to Redland Museum and Ormiston House.

4) Focus Question:

How do the lifestyles of people who lived in the mid to late 1800s compare to our lifestyle today?

5) Duration of Lesson:

Class Discussion: about 30 – 40 minutes.

a) Changing Lifestyle Drama preparation: about 2 x 1hr lessons.

6) Useful Vocabulary:

Early settlers, settlement, convicts, penal colony, heritage, history, cane, plantation, industry, timber, sugar, mill, cattle, sheep, fruiterer, market garden, fishing, carriage, buggy/buggies, wringer, basin, copper (boiler), century, growth, transport, automation, era, period, School house, artefacts, 19th century, 20th century, 21st century, pioneer, steamships.

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7) Core Learning Outcomes, Strands and Processes:

• Studies of Society and Environment

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

Strand: Time, Continuity and Change

Participating:

TCC 3.3 Students use knowledge of people's contributions in Australia's past to cooperatively develop visions of preferred futures.

Reflecting:

TCC 3.5 Students describe various perspectives based on the experiences of past and present Australians of diverse cultural backgrounds.

- 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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- The Arts**

Strand: Drama

Forming

DR 3.1 Students negotiate, in and out of role, a range of situations and narratives.

Presenting

DR 3.2 Students rehearse and present dramatic action for a specific purpose.

Responding

DR 3.3 Students discuss and interpret the learning's and understandings developed through drama experiences

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

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

9) 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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10) Rich Tasks (Culminating Activity):

After reflecting upon their performances, students discuss ways in which they can maintain and improve their lifestyle, and ensure sustainability in the future for the environment and pets and animals in Redland City.

11) Suggested Follow-up Activities for Teachers:

- Book a free Young Citizens Program (YCP) in school activity for your class with the Local Historian. Ph: 07 3829 8466.
- Invite a guest speaker, whose family has lived in the City for many years, to talk to the students about life and pets in the past and how it has changed since the family established themselves in the area.
- Visit the Cleveland Library's Local History collection and talk with the Local Historian about other local historical resources.
- Contact the State Library of Queensland. This library contains The John Oxley Library Collection, which is the State's premier library for material documenting the history and development of Queensland. Over 30,000 images from this collection are now available on the State Library's web site. See Picture Queensland at <http://pictureqld.slq.qld.gov.au/home>.
- Ask the School Librarian to recommend and provide some resources, to be shared with your class, which will encourage discussions about European settlement, major events in Australian history and changes in lifestyles over time. Read narratives/journals from that period (1800s).
- Discuss types of entertainment for children and adults. Listen to music and play games using toys from that period, such as marbles, wooden hoops, etc.
- Complete other Educational Modules from Redland City Council.

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12) Resources:

a) Useful Links:

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/Pages/default.aspx>

Redland City Council – 'More 2 Redlands' Visitor Information

http://www.more2redlands.com.au/Explore/Leisure_Attractions/Trails/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. There is also a downloadable education kit, which contains many useful fact sheets about the history of the City.

Redlands Tourism

<http://www.redlandstourism.com/redlands/info.asp.90.html>. This site provides information on the history of Redlands.

b) Classroom Resources:

- The map and OHTs (Overhead Transparencies) provided in this kit, whiteboard, whiteboard markers, Butcher's paper for students to draw their Venn diagram.

13) 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 School Curriculum Council. (1998). *The Arts Years 1 to 10 Syllabus*. Brisbane.

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

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14) Anticipated Student Responses:

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 now that all students should have experienced the Excursion to the two local historical venue/s, students should be able to respond well with a variety of personal experiences.
Step 2	In groups of four, students research the lifestyles of European settlers and pets and animals in the Redland City District in the mid- to late 1800s.
Step 3	Students use their research findings and their research for their Tourist Poster Map in Lesson 1 and their new knowledge from Lesson 2, to plan, rehearse and present a play that depicts people's and pets' and animals' lifestyles in 1879 compared to their present lifestyles.
Step 4	Students present their plays to the School Assembly. Ask someone to video your drama.
Step 5	Students reflect upon their performances and determine ways in which they can maintain/improve their lifestyles and help sustain the environment for pets and other animals for future generations.
Step 6	Students self-evaluate their own participation in this lesson on the Student Self-Evaluation Sheet provided, and submit it to their teacher.
Step 7	Teacher completes the Teacher Assessment Criterion Grid Rubric for each group of 4 students.

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Teacher Sheet

Lesson 3

Grade 4/5

TEACHERS MAY PRINT THIS PAGE FOR THEIR OWN USE.

How do the lifestyles of people who lived in the mid to late 1800s compare to our lifestyle today?

Teacher-directed, class discussion in preparation for the Activity Sheet provided on page 12. Teachers may scaffold students where necessary by asking questions and directing whole class discussion.

ORIENTATION:

Teacher leads the questioning and discussion about the excursion to Redland Museum and Ormiston House.

1. Who can tell me some of the interesting artefacts (things that humans have produced) that you saw on our excursion to Ormiston House and Redland Museum?
2. What did you find interesting about that?
3. Why did you find it interesting?
4. How do you think that affected the people's lives in those days in the late 1800s?
5. Would life be easier or harder for those pioneers, compared to if they were living here today?
6. In what ways would it be harder/easier?
7. Why do you think that?

ENHANCING:

Teacher continues to lead the whole class discussion about life in the mid-late 1800s using the pictures of several historical artefacts from that period.
Look at this picture (Show the picture on Page 9).

1. *What* is this a picture of? (Carriage)
2. Who can write that word accurately on the whiteboard?
3. Can anyone tell me *what* the carriage was used for?
4. Do we use horses and carriages for transport today?
5. What do we use now? How do you get to and from places? (Car, bus, train, plane, bicycle, skateboard)
6. How long do you think it might have taken you to travel from Redland to Brisbane in one of these buggies? (If the dirt road was dry, about 2 hours, if the road was muddy, about 8 hours)
7. How long would it take your parents to drive you there in your car now? (about 30 minutes)
8. What track/road would people have used then?
9. What road/s do people use now?
10. What is the difference between the roads between the late 1800's and the roads now?
11. Look at this next picture (Show the picture on Page 10). *What* is it a picture of? (Jug and wash basin).
12. What is it used for? (Washing hands and face)
13. What is it usually made of? (Clay, pottery, ceramic)
14. In *what room* might this have been used? (Bedroom/bathroom).

(continued/...)

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Teacher Sheet 1

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TEACHERS MAY PRINT THIS PAGE FOR THEIR OWN USE.

How do the lifestyles of people who lived in the mid to late 1800s compare to our lifestyle today?

ENHANCING (continued):

15. *Why* did water have to be poured into this basin for washing?
16. What else do you notice about these artefacts? (They are decorated and pretty, they break easily, and they are heavy.)
17. Look at this next picture. (Show picture on Page 11). *What* is the lady doing? (wringing out the washing, cleaning the clothes).
18. What is the name of this technology she is using? (A Mangle, a clothes Wringer)
19. *How* is she doing this? (Turning the handle)
20. What happens to the water that is wrung out of the clothes? (Drops onto the ground)
21. *Why* do people wring out clothes? (To wring out the (rinsing) water so that the clothes will dry more quickly)
22. Would this be an easy or hard job for a woman? for a girl?
23. *What* do we have today that makes washing clothes much easier? (Washing machines, Spin Dry, automation, soap/detergent that we buy and do not have to make ourselves, electricity, hot and cold water).
24. *Why* do you think these pictures are in black and white? (They were taken before colour photography was invented.)

SYNTHESIS:

Teacher helps students develop a synthesis (a combination) of what they have learned over the three lessons in this Module.

1. Who can tell me what we have *learned* over these (three) lessons about the Redland City – the Poster, the Excursion, and today's lesson - about the lifestyles of people who lived in Redland City in the mid to late 1800s?
2. Who would like to *have lived* in that period of time?
3. *Why* would/wouldn't you have liked to?
4. What sort of life did pets have in the late 1800s?
5. What sort of life do pets have today?
6. Which period of time would pets prefer to live in? *Why*?
7. *How* did pets' lifestyles differ to ours today?
8. *How* was it similar?

Using the students' responses to these questions, students, in groups of four, draw two Venn Diagrams on butcher's paper. Teacher asks the student groups to write the similarities and differences on their group's Venn Diagrams of human's lifestyles and of pets' lifestyles. Students check the content and spelling on their Venn Diagrams, then display it in the classroom to assist with future student research and vocabulary

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Teacher Sheet 2

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

How do the lifestyles of people who lived in the mid to late 1800s compare to our lifestyle today?



(Source: Redland City Council)

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Teacher Sheet 3

Lesson 3

Grade 4/5

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

How do the lifestyles of people who lived in the mid to late 1800s compare to our lifestyle today?



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Teacher Sheet 4

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

How do the lifestyles of people who lived in the mid to late 1800s compare to our lifestyle today?



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Activity Sheet

Lesson 3

Grade 4/5

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

How do the lifestyles of people who lived in the mid to late 1800s compare to our lifestyle today?

Class: _____ Date: _____
Group Names: _____

Changing Lifestyles Drama

1. Teacher leads the questioning and class discussion on the lifestyles of people and pets who lived in Redland City in the mid to late 1800s, compared to the students' lifestyles today. Use Teacher's Sheets 1 to 4 (on Pages 7 to 14) inclusive.
2. **Students:** In groups of four students, research the lifestyles of people and pets who lived in Redland City in the mid to late 1800s compared to today. Students use materials and resources gained from your Excursion to Redland Museum and Ormiston House, the Internet and books from the library, and from your research for your Poster Map.
3. Plan, rehearse and present a play using the following scenario:
You are 11-year-old students from the present (today) who have used a Time Machine and been transported back in time to the year 1879. You can see the people and their pets going about their lives in that time, but they cannot see you. Reflect upon their actions and their lives, and compare them with your own.

Back in present day time, devise a play that includes a character and a pet from the present, and three characters and a pet from 1879. Determine the type of scene your characters will be involved in, e.g. children in a classroom; mother doing the housework or playing with her children at home; a farmer working the fields, etc., and create appropriate props and costumes, and musical background. Carefully plan, name, rehearse and revise your play.

4. Present your play to a School Assembly. Ask someone to video your drama.
5. Reflect upon your performance, and determine ways in which you can maintain/improve your lifestyles and help sustain the environment for pets and other animals for future generations.
6. Students self-evaluate your own participation in this lesson on the Student Self-Evaluation Sheet provided, and submit it to their teacher.
7. Teacher completes the Teacher Assessment Criterion Grid Rubric for each group of 4 students.

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Student Self Evaluation Sheet

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TEACHERS SHOULD PRINT THIS PAGE FOR EACH STUDENT.

How do the lifestyles of people who lived in the mid to late 1800s compare to our lifestyle today?

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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Teachers Assessment Criterion Grid Rubric Lesson 3

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

How do the lifestyles of people who lived in the mid to late 1800s compare to our lifestyle today?

Names: _____

Class: _____ Date: _____

	Very High	Achievement High	Achievement Sound	Achievement Limited	Achievement Very Limited
A) Research	<input type="checkbox"/> <input type="checkbox"/> Very high use of multiple sources e.g. Web, Books, and Librarian. <input type="checkbox"/> <input type="checkbox"/> Very high level of research including note taking.	<input type="checkbox"/> <input type="checkbox"/> High use of multiple sources e.g. Web, Books, and Librarian <input type="checkbox"/> <input type="checkbox"/> High level of research including note taking.	<input type="checkbox"/> <input type="checkbox"/> Sound use of multiple sources e.g. Web, Books, and Librarian. <input type="checkbox"/> <input type="checkbox"/> Sound level of research including note taking.	<input type="checkbox"/> <input type="checkbox"/> Limited use of multiple sources e.g. Web, Books, and Librarian <input type="checkbox"/> <input type="checkbox"/> Limited level of research including note taking.	<input type="checkbox"/> <input type="checkbox"/> Very Limited use of multiple sources e.g. Web, Books, and Librarian. <input type="checkbox"/> <input type="checkbox"/> Very limited level of research including note taking.
B) Class discussion comprehension	<input type="checkbox"/> <input type="checkbox"/> Very high use of historical vocabulary <input type="checkbox"/> <input type="checkbox"/> Very high overall comprehension of people's lifestyles in 1879 <input type="checkbox"/> <input type="checkbox"/> Very high level understanding of <i>similarities</i> between lifestyles today and those of 1879. <input type="checkbox"/> <input type="checkbox"/> Very high level understanding of pets' lives today compared to 1879. <input type="checkbox"/> <input type="checkbox"/> Very high level understanding of <i>differences</i> between lifestyles today and those of 1879.	<input type="checkbox"/> <input type="checkbox"/> High use of historical vocabulary. <input type="checkbox"/> <input type="checkbox"/> High overall comprehension of people's lifestyles in 1879. <input type="checkbox"/> <input type="checkbox"/> High level understanding of <i>similarities</i> between lifestyles today and those of 1879. <input type="checkbox"/> <input type="checkbox"/> High level understanding of pets' lives today compared to 1879. <input type="checkbox"/> <input type="checkbox"/> High level understanding of <i>differences</i> between lifestyles today and those of 1879.	<input type="checkbox"/> <input type="checkbox"/> Sound use of historical vocabulary. <input type="checkbox"/> <input type="checkbox"/> Sound overall comprehension of people's lifestyles in 1879. <input type="checkbox"/> <input type="checkbox"/> Sound level understanding of <i>similarities</i> between lifestyles today and those of 1879. <input type="checkbox"/> <input type="checkbox"/> Sound level understanding of pets' lives today compared to 1879. <input type="checkbox"/> <input type="checkbox"/> Sound level understanding of <i>differences</i> between lifestyles today and those of 1879.	<input type="checkbox"/> <input type="checkbox"/> Limited use of historical vocabulary <input type="checkbox"/> <input type="checkbox"/> Limited overall comprehension of people's lifestyles in 1879. <input type="checkbox"/> <input type="checkbox"/> Limited level understanding of <i>similarities</i> between lifestyles today and those of 1879. <input type="checkbox"/> <input type="checkbox"/> Limited level understanding of pets' lives today compared to 1879. <input type="checkbox"/> <input type="checkbox"/> Limited level understanding of <i>differences</i> between lifestyles today and those of 1879.	<input type="checkbox"/> <input type="checkbox"/> Very Limited use of historical vocabulary. <input type="checkbox"/> <input type="checkbox"/> Very limited overall comprehension of people's lifestyles in 1879. <input type="checkbox"/> <input type="checkbox"/> Very limited level understanding of <i>similarities</i> between lifestyles today and those of 1879. <input type="checkbox"/> <input type="checkbox"/> Very limited level understanding of pets' lives today compared to 1879. <input type="checkbox"/> <input type="checkbox"/> Very limited level understanding of <i>differences</i> between lifestyles today and those of 1879.
C) Participation in Drama	<input type="checkbox"/> <input type="checkbox"/> Very high level participation in drama. <input type="checkbox"/> <input type="checkbox"/> Very high level of historical content in drama. <input type="checkbox"/> <input type="checkbox"/> Very high level of appropriateness to audience. <input type="checkbox"/> <input type="checkbox"/> Very high level of reflection of lifestyles today compared with lifestyles of 1879.	<input type="checkbox"/> <input type="checkbox"/> High level participation in drama <input type="checkbox"/> <input type="checkbox"/> High level of historical content in drama. <input type="checkbox"/> <input type="checkbox"/> High level of appropriateness to audience. <input type="checkbox"/> <input type="checkbox"/> High level of reflection of lifestyles today compared with lifestyles of 1879.	<input type="checkbox"/> <input type="checkbox"/> Sound level participation in drama. <input type="checkbox"/> <input type="checkbox"/> Sound level of historical content in drama. <input type="checkbox"/> <input type="checkbox"/> Sound level of appropriateness to audience. <input type="checkbox"/> <input type="checkbox"/> High level of reflection of lifestyles today compared with lifestyles of 1879.	<input type="checkbox"/> <input type="checkbox"/> Limited level participation in drama. <input type="checkbox"/> <input type="checkbox"/> Limited level of historical content in drama. <input type="checkbox"/> <input type="checkbox"/> Limited level of appropriateness to audience. <input type="checkbox"/> <input type="checkbox"/> Limited level of reflection of lifestyles today compared with lifestyles of 1879.	<input type="checkbox"/> <input type="checkbox"/> Very Limited participation in drama. <input type="checkbox"/> <input type="checkbox"/> Very limited level of historical content in drama. <input type="checkbox"/> <input type="checkbox"/> Very limited level of appropriateness to audience. <input type="checkbox"/> <input type="checkbox"/> Very limited level of reflection of lifestyles today compared with lifestyles of 1879.



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Teacher's Comments:
