

Lesson One: Introduction

Australian Colonies - Video Diary Project

DAY: Monday **TIME:** 9:15am - 10:15am **CLASS:** Year 5

SUBJECT: History **TOPIC:** Australian Colonies - Video Diaries

STUDENT'S PRIOR KNOWLEDGE AND EXPERIENCE:

Students have been studying the history of Australia including the First Fleet, Australian colonies etc. for approximately seven weeks so have a solid understanding of the dates, and people involved in the settling of Australia. Students also have some understanding of what a diary is, however their knowledge of what a video diary is, is unknown.

LEARNING PURPOSES:

Historical Knowledge and Understanding:

- The nature of convict or colonial presence, including the factors that influenced patterns of development, aspects of the daily life of the inhabitants (including Aboriginal Peoples and Torres Strait Islander Peoples) and how the environment changed. (ACHHK094)
- The role that a significant individual or group played in shaping a colony; for example, explorers, farmers, entrepreneurs, artists, writers, humanitarians, religious and political leaders, and Aboriginal and/or Torres Strait Islander peoples. (ACHHK097)
- The reasons people migrated to Australia from Europe and Asia, and the experiences and contributions of a particular migrant group within a colony. (ACHHK096)

Chronology, Terms and Concepts:

- Use historical terms and concepts (ACHHS099)
- Identify questions to inform an historical inquiry (ACHHS100)
- Identify and locate a range of relevant sources (ACHHS101)

Explanation and Communication:

- Develop texts, particularly narratives and descriptions, which incorporate source materials (ACHHS105)
- Use a range of communication forms (oral, graphic, written) and digital technologies (ACHHS106)

STUDENT EVALUATION:

For the first few lessons I will only be employing general observation and anecdotal notes.

I will be marking with a rubric at the end of the unit when the student has culminated their work together as one project.

PREPARATION AND RESOURCES:

Powerpoint (In resources section of website)

Whiteboard for writing student answers to questions in Powerpoint

Ready-made student booklets

Clips of 'Avatar' and 'Tomorrow When The War Began' on pause ready to show students

Avatar at 57:40 and 1:15:00 where the character Jake Sully is making a video diary

The first and last scene of 'Tomorrow When The War Began'. (Neither of these were available on youtube so this will require forward planning on the teachers behalf)

TIMING:

Introduction
(5mins)

Body:
(50mins)

Conclusion
(5mins)

LEARNING EXPERIENCES:

Quick introduction to Australian Colonies and completing the quiz in the Powerpoint to refresh our memory on dates and people etc.

Work through the Powerpoint with the students, allowing them to write answers on the board and viewing clips from 'Avatar' and 'Tomorrow When The War Began'. After handing out the student booklets, students will begin Task One and Task Two (coming up with questions for historical inquiry and creating a character profile)

Quick re-cap on lesson, what a video diary is etc.
Go around the classroom and have the students share about the character they have come up with so far and one of their research questions.

LESSON EVALUATION:

Lessons Two and Three

Australian Colonies - Video Diary Project

DAY: Wednesday + Friday **TIME:** 9:15am - 10:15am **CLASS:** Year 5

SUBJECT: History **TOPIC:** Australian Colonies - Video Diaries

STUDENT'S PRIOR KNOWLEDGE AND EXPERIENCE:

Students have been studying the history of Australia including the First Fleet, Australian colonies etc. for approximately seven weeks so have a solid understanding of the dates, and people involved in the settling of Australia.

LEARNING PURPOSES:

Historical Knowledge and Understanding:

- The nature of convict or colonial presence, including the factors that influenced patterns of development, aspects of the daily life of the inhabitants (including Aboriginal Peoples and Torres Strait Islander Peoples) and how the environment changed. (ACHHK094)
- The role that a significant individual or group played in shaping a colony; for example, explorers, farmers, entrepreneurs, artists, writers, humanitarians, religious and political leaders, and Aboriginal and/or Torres Strait Islander peoples. (ACHHK097)
- The reasons people migrated to Australia from Europe and Asia, and the experiences and contributions of a particular migrant group within a colony. (ACHHK096)

Chronology, Terms and Concepts:

- Use historical terms and concepts (ACHHS099)
- Identify questions to inform an historical inquiry (ACHHS100)
- Identify and locate a range of relevant sources (ACHHS101)

Explanation and Communication:

- Develop texts, particularly narratives and descriptions, which incorporate source materials (ACHHS105)
- Use a range of communication forms (oral, graphic, written) and digital technologies (ACHHS106)

STUDENT EVALUATION:

For the first few lessons I will only be employing general observation and anecdotal notes.

I will be marking with a rubric at the end of the unit when the student has culminated their work together as one project.

PREPARATION AND RESOURCES:

Ready-made student booklets
Interactive/Technology resource on my website for Lesson Two
Interactive/Technology resource on my website for Lesson Three
iPads/Computers for student research

TIMING:	LEARNING EXPERIENCES:
Introduction (10mins)	Reminder of Video Diary project and the different tasks they are undertaking, and an intro to what they are doing for this lesson (completing the research of their character and planning their entries) Watch Lesson Two video of migration/First Fleet For lesson three play gold rush game that is hyperlinked under lesson three on my website.
Body: (45mins)	Students to conduct research individually, making notes on their characters' lives etc and building on their character profile.
Conclusion (5mins)	Quick re-cap on lesson, and go around the classroom asking students for something 'interesting' they have learnt whilst doing their research.

LESSON EVALUATION:

Lessons Four, Five & Six

Australian Colonies - Video Diary Project

DAY: Monday, Wednesday & Friday **TIME:** 9:15am - 10:15am **CLASS:** Year 5

SUBJECT: History **TOPIC:** Australian Colonies - Video Diaries

STUDENT'S PRIOR KNOWLEDGE AND EXPERIENCE:

Students have been studying the history of Australia including the First Fleet, Australian colonies etc. for approximately seven weeks so have a solid understanding of the dates, and people involved in the settling of Australia.

LEARNING PURPOSES:

Historical Knowledge and Understanding:

- The nature of convict or colonial presence, including the factors that influenced patterns of development, aspects of the daily life of the inhabitants (including Aboriginal Peoples and Torres Strait Islander Peoples) and how the environment changed. (ACHHK094)
- The role that a significant individual or group played in shaping a colony; for example, explorers, farmers, entrepreneurs, artists, writers, humanitarians, religious and political leaders, and Aboriginal and/or Torres Strait Islander peoples. (ACHHK097)
- The reasons people migrated to Australia from Europe and Asia, and the experiences and contributions of a particular migrant group within a colony. (ACHHK096)

Chronology, Terms and Concepts:

- Use historical terms and concepts (ACHHS099)
- Identify questions to inform an historical inquiry (ACHHS100)
- Identify and locate a range of relevant sources (ACHHS101)

Explanation and Communication:

- Develop texts, particularly narratives and descriptions, which incorporate source materials (ACHHS105)
- Use a range of communication forms (oral, graphic, written) and digital technologies (ACHHS106)

STUDENT EVALUATION:

For the first few lessons I will only be employing general observation and anecdotal notes.

I will be marking with a rubric at the end of the unit when the student has culminated their work together as one project.

For these lessons I will be looking at the students writing and doing a 'teacher edit' of spelling and grammar etc.

PREPARATION AND RESOURCES:

Ready-made student booklets

History Notebooks

Interactive/Technology resource on my website for Lessons four, five and six

iPads/Computers for student research

TIMING:	LEARNING EXPERIENCES:
Introduction (10mins)	<p>For lessons four students will have a few minutes of multiplayer up on the smartboard playing the gold rush game that is hyperlinked to my webpage. For lesson five, students will have ten minutes playing the miners game found hyperlinked to lesson six on my website. They will need their own computers or iPads to play this game.</p> <p>For lesson six, we will be watching the Youtube video 'Eureka Stockade' by the PLC Year 5 students and discussing what technologies they used as a class.</p>
Body: (45mins)	<p>Reminder of Video Diary project and the different tasks they are undertaking, and an intro to what they are doing for this lesson (writing both draft and good copies of their diary entries)</p> <p>Students to write drafts of their entries, self-edit and peer edit then type up their good copies in Microsoft Word.</p>
Conclusion (5mins)	<p>Quick re-cap on lesson, asking any students who are willing to read out a few sentences of their diary entries.</p>

LESSON EVALUATION:

Lessons Seven & Eight

Australian Colonies - Video Diary Project

DAY: Monday + Wednesday **TIME:** 9:15am - 10:15am **CLASS:** Year 5

SUBJECT: History **TOPIC:** Australian Colonies - Video Diaries

STUDENT'S PRIOR KNOWLEDGE AND EXPERIENCE:

Students have been studying the history of Australia including the First Fleet, Australian colonies etc. for approximately seven weeks so have a solid understanding of the dates, and people involved in the settling of Australia.

LEARNING PURPOSES:

Historical Knowledge and Understanding:

- The nature of convict or colonial presence, including the factors that influenced patterns of development, aspects of the daily life of the inhabitants (including Aboriginal Peoples and Torres Strait Islander Peoples) and how the environment changed. (ACHHK094)
- The role that a significant individual or group played in shaping a colony; for example, explorers, farmers, entrepreneurs, artists, writers, humanitarians, religious and political leaders, and Aboriginal and/or Torres Strait Islander peoples. (ACHHK097)
- The reasons people migrated to Australia from Europe and Asia, and the experiences and contributions of a particular migrant group within a colony. (ACHHK096)

Chronology, Terms and Concepts:

- Use historical terms and concepts (ACHHS099)
- Identify questions to inform an historical inquiry (ACHHS100)
- Identify and locate a range of relevant sources (ACHHS101)

Explanation and Communication:

- Develop texts, particularly narratives and descriptions, which incorporate source materials (ACHHS105)
- Use a range of communication forms (oral, graphic, written) and digital technologies (ACHHS106)

STUDENT EVALUATION:

For the first few lessons I will only be employing general observation and anecdotal notes.

I will be marking with a rubric at the end of the unit when the student has culminated their work together as one project.

PREPARATION AND RESOURCES:

Ready-made student booklets

History Notebooks

Interactive/Technology resource on my website for Lessons Seven and Eight

iPads for filming and iMovie technology

TIMING:	LEARNING EXPERIENCES:
Introduction (10mins)	For lessons seven and eight, students will have ten minutes playing the miners game found hyperlinked to lesson six on my website. They will need their own iPads to play this game.
Body: (45mins)	Reminder of Video Diary project and the different tasks they are undertaking, and an intro to what they are doing for this lesson (filming their different diary entries making sure they have brought their costume) as well as writing and practising their thirty second character introduction.
Conclusion (5mins)	Pack up and make sure all their work is saved. Anything they have found interesting or learnt so far?

LESSON EVALUATION:

Lesson Nine

Australian Colonies - Video Diary Project

DAY: Friday TIME: 1pm - 3pm CLASS: Year 5

SUBJECT: History TOPIC: Australian Colonies - Video Diaries

STUDENT'S PRIOR KNOWLEDGE AND EXPERIENCE:

Students have been studying the history of Australia including the First Fleet, Australian colonies etc. for approximately seven weeks so have a solid understanding of the dates, and people involved in the settling of Australia.

LEARNING PURPOSES:

Historical Knowledge and Understanding:

- The nature of convict or colonial presence, including the factors that influenced patterns of development, aspects of the daily life of the inhabitants (including Aboriginal Peoples and Torres Strait Islander Peoples) and how the environment changed. (ACHHK094)
- The role that a significant individual or group played in shaping a colony; for example, explorers, farmers, entrepreneurs, artists, writers, humanitarians, religious and political leaders, and Aboriginal and/or Torres Strait Islander peoples. (ACHHK097)
- The reasons people migrated to Australia from Europe and Asia, and the experiences and contributions of a particular migrant group within a colony. (ACHHK096)

Chronology, Terms and Concepts:

- Use historical terms and concepts (ACHHS099)
- Identify questions to inform an historical inquiry (ACHHS100)
- Identify and locate a range of relevant sources (ACHHS101)

Explanation and Communication:

- Develop texts, particularly narratives and descriptions, which incorporate source materials (ACHHS105)
- Use a range of communication forms (oral, graphic, written) and digital technologies (ACHHS106)

STUDENT EVALUATION:

Students will be presenting their introduction and their video diaries for the class.

Students will be doing a peer assessment (two stars and a wish) as well as a self-evaluation.

I will be completing a marking rubric for each student on;

Their thirty second introduction and their four video diaries and the content within them.

PREPARATION AND RESOURCES:

Ready-made student booklets

iPads and Smartboard for students to present their video diaries.

TIMING:

Introduction
(10mins)

Body:
(110mins)

Conclusion
(5mins)

LEARNING EXPERIENCES:

Students will have ten minutes to organise their good copy of their diary entries, their video diaries and their thirty second introduction before we start presenting.

Each student will hand their typed up diary entries to me, and then present their thirty second introduction to the class orally before playing their four diary entries through the iPads and smartboard. Each student will have three people do a peer assessment and then complete a self-evaluation.

Re-cap what we have learnt, about diaries, video diaries and the lives of our characters as a class discussion.

LESSON EVALUATION: