

***My Place Series 2***  
***Grade 6 Overview 2012***

Week	Episode Synopsis	Activities	Assessment Links
1	<p>1878 Henry Despite one failed invention after another, young Henry knows in his heart that he's a brilliant inventor. Against the advice of his friend Franklin, Henry conducts his biggest experiment ever... but succeeds only in blowing up the local school house.</p>	<p>Discuss the main events and themes in this episode, and write a short summary together to add to our timeline. Watch the clip "Henry's Life" and discuss what we can see of the school. What do we know about schools in the 1800's? Use selected Google images of schools to illicit discussion of early education in Australia, and make a list of these points on the board. Also use the My Place Teachers Resource Disc Decade Timeline information to find out about the history of Australian education. Ask students to draw comparisons on education in the time of Henry, and our schools today. Using their choice of a Venn Diagram or a Mind Map (BLMs), students record their understandings about early education. In share time, ask students to TPS (Think, Pair Share) their thoughts on this question: "Would you rather be a student in 1878, or in 2012? Why?"</p>	<p>English Personal Learning Interpersonal Learning Values Education History Geography</p>
2	<p>1868 Minna Minna lives with strict German-born parents who privately hope their young daughter's friendship with the well-to-do Owen children will do her some good. Minna's parents have no clue what these kids get up to when they're on their own.</p>	<p>Discuss the main events and themes in this episode and write a short summary together to add to our timeline. Watch the clip "The Legend of the Bloody Mary". In this clip, Adelaide's brother offers Minna some money for a dare. Discuss students' knowledge of 'old money' - imperial system denominations (during the 19th century and part of the 20th century, Australia used an imperial system of currency based on the British system). Discuss with students the concept of using a currency and why we use money. What were the origins of money and what was used prior to a standardized currency?</p>	

		<p>Ask students what currency is used in Australia today. View the Virtual tour in the Currency Museum section of the Reserve Bank website at <a href="http://www.rba.gov.au/Museum/VirtualTour/hifi/02_be_for_feder_intro.html">http://www.rba.gov.au/Museum/VirtualTour/hifi/02_be_for_feder_intro.html</a></p> <p>Students may choose between 2 tasks for today's session:</p> <ol style="list-style-type: none"> <li>1. Use information from the above website to answer questions (BLM) about early Australian currency, OR</li> <li>2. Use the above website to write a short information report on Australian currency- past and present. Information that should be included- what coins used to look like and what the images used were symbolic/representative of, their names and values, and why and when our currency changed from the imperial to the decimal values.</li> </ol>
3	<p>1858 Ben Ben's one wish is for his wandering American family to be able to celebrate a proper Thanksgiving dinner in their new place with a real roast turkey. But his efforts plunge him into escalating rivalry with a local Chinese boy, Leck.</p>	<p>Write a short summary of this episode together after discussing the main events and themes. Discuss the notion that celebrations are a major part of how different cultures express their values and beliefs, and how food is often a central element of these events. Watch the clip "Cranberry Sauce", and ask about Ben's desperation in having a turkey for Thanksgiving. Then ask students to think-pair-share these questions: "What foods are important to you and your family at special celebrations? Why?", "What do you know of other culture's special foods?"</p> <p>Model how to do a Google search to find relevant information about a culture's 'celebration foods', with the aim of finding a recipe and information on when this food is eaten and why. A useful search could be</p>

		<p>“American holidays and food”, “Greek Easter food”, “Food in Japan” etc.</p> <p>Students in pairs, then decide on a culture to research, and collect information on:</p> <ul style="list-style-type: none"> <li>* the cultural celebration- name, when, why</li> <li>* one special food involved in the celebration, and a recipe for it, including pictures</li> </ul> <p>Students may use Microsoft Word or Microsoft Publisher to present their work. Print and display.</p>
4	<p>1848 Johanna Johanna lives with her grandmother, Sarah. Johanna doesn't go to a school. She has a job- every day she pushes a barrow load of potatoes around the town, delivering them to her grandmother's customers.</p> <p>*Instead of this Lotus Diagram task, a philosophy session could be held (see lesson notes at the end of this overview). If a philosophy session is held, this Lotus task can be passed onto classroom teachers for their own use in class time, perhaps as a learning centre activity.</p>	<p>Write a shared summary of the episode to add to our timeline. View the clip ‘Torment’ and discuss the settings, main and secondary characters, and key events. Ask students to recall the role and status of the major characters in the episode, including Granny Sarah, Johanna, Miss Hannah, the teacher and the schoolboys. Examine evidence about the relationships and status of people in the clip. Class distinction is demonstrated in the clip when Johanna was teased and attacked by the schoolboys. Discuss the role of servants and their place in society. Use these websites to explore servants’ lives:</p> <p><a href="http://www.angelfire.com/ok/hoddies/servants.html">http://www.angelfire.com/ok/hoddies/servants.html</a>  <a href="http://www.pbs.org/wgbh/masterpiece/wives/soc_servants.html">http://www.pbs.org/wgbh/masterpiece/wives/soc_servants.html</a></p> <p>Students are to create a lotus diagram about servants (using a BLM) and the information gathered from these websites. The heading 'Servants' is placed in the middle box. Ask students to write eight subheadings or ideas using 'Servants' for inspiration. Then they should write these eight subheadings in the central box of the surrounding eight squares. Students should then add eight more ideas that relate to the subheadings in each of the boxes.</p>

5	<p>1838 Davey</p> <p>When Davey, working as a stable boy for the powerful Owen family, learns that his favourite horse is to be sold to the local tannery, he puts everything on the line to save her.</p>	<p>Write a shared summary of the episode to add to our timeline, discussing students' thoughts about the main events. Watch the clip “The Bush ranger”, and then encourage students to share what they know about bush rangers- list on the board. Display and navigate this website on the plasma screen, <a href="http://www.nedkellysworld.com.au/bushrangers/bushrangers_index.htm">http://www.nedkellysworld.com.au/bushrangers/bushrangers_index.htm</a></p> <p>On each table, provide a selection of information sheets on Australian bush rangers (printed from the above website, ranging in reading difficulty). Students are to research a bush ranger using these sheets, and present their learning using either a 'describing wheel' or a 'fish-bone' BLM. In share time, students can share their research with a partner.</p>
6	<p>1828 Alice</p> <p>When Alice's father declares a half-day picnic, Alice and George propose a pig race as part of the entertainment.</p>	<p>Discuss students' thoughts on the episode and write a short summary to add to our timeline. Discuss the ways in which the children in this episode entertain themselves. In 1828, pastime activities, games and entertainment were different to those of today. Children primarily played outdoors, making up games or playing games that they had learned from their parents. For example, in this clip, Alice and George play chasey, sing 'This little piggy' and beat a drum. Resources were often limited, so entertainment involved enjoying one another's company, telling stories and creating toys from found objects. Students will have choice between two research tasks:</p> <ol style="list-style-type: none"> <li>1. Students research children's games and entertainment in the 1820s, and fill in their chart with the information about the games they discover OR</li> <li>2. Students research the history of racing in Australia. Direct students to research some of</li> </ol>

		<p>the following questions: What were some of the earliest organized racing events? (for example, horseracing, dog racing, foot racing, pigeon racing, rowing, sailing races) Who attended these races? Where and when were these events held? Who were some famous owners/trainers of race horses?</p> <p>Students are to record their research findings on the provided BLMs.</p>	
7	<p>1818 Charles Charles and his older brother John are both expected to work on their parent's farm. Charles loves it but John shirks work at every turn. Both boys will soon be sent to England to learn how to become refined young gentlemen.</p>	<p>Discuss the episode and write a shared summary of the main themes/events to add to our timeline. Watch the clip "The Convict". As a class, discuss the development of the relationship between Charles and Liam. Ask students to identify the similarities and differences between the two characters. Would they help a convict like Charles did? Why? Why not? Introduce the two tasks which students may choose from:</p> <ol style="list-style-type: none"> <li>1. Students write a newspaper report on an escaped convict. It can be based on Liam's story or another imaginary convict. In the newspaper report, students must address such details as 'who, what, where, when, why and how', and include a headline, illustration with a caption, by-line (author's name), along with the name of the newspaper and date OR</li> <li>2. Write a letter as Liam to Charles, imagining that two years have passed since you left the farm. In the letter, thank Charles for his assistance and inform him of your life since you parted company. Focus on the friendship you formed and your shared dream of both becoming your 'own man'.</li> </ol>	
8	<p>1808 Sarah Sarah, although still a child, works as a</p>	<p>Share our thoughts on the episode and write a short summary to add to our timeline. Watch the clip</p>	

	<p>servant for the cold and demanding Mrs. Owen. As if being bossed around by the lady of the house isn't bad enough, Sarah has to deal with that woman's sly and sickly daughter, Alice.</p>	<p>“Seashells”, and discuss the two main characters- Sarah and Alice. Discuss their differences and similarities. How would we describe Sarah? How would we describe Alice? Ensure to list the describing words used on the board for student reference. How do they become friends? Introduce the tasks which students can choose between:</p> <ol style="list-style-type: none"> <li>1. Create a storyboard of an extra scene in which the reason why Sarah and Alice become friends becomes clearer. Storyboards should include setting and actions, and dialogue between the two characters which reveals why both girls change their attitude to each other</li> <li>2. Write a poem- couplet, haiku or a shape- about the two main characters, Sarah and Alice. Encourage students to think about the list of characteristics made at the start of the session, and perhaps use these ideas in their poetry.</li> <li>3. Students use the site <a href="http://members.iinet.net.au/~perthdps/convicts/stories.html">http://members.iinet.net.au/~perthdps/convicts/stories.html</a> to complete case studies of two convicts sent to Australia (BLM).</li> </ol>	
9	<p>1798 Sam Sam is a child convict, arrested in London for stealing a jacket. Now, having lived his whole life in towns and cities, he's sent to an isolated farm on the edge of the bush.</p>	<p>Discuss our thoughts on this episode, and write a short summary to add to our timeline. Discuss what Mr Owen says to Sam to frighten him off the Indigenous Australians. Why would white settlers have been frightened of the Indigenous people? How did Sam react upon seeing the Indigenous boy for the first time? Does his behaviour change? Discuss our focus for the session will involve discovering how film makers create emotion, fear in this case, using the camera and sound. Watch the scenes where Sam is attempting to hoe the land. Discuss the camera angles, sound/music used to create fear. Students fill in the BLM, thinking about the techniques used to create fear</p>	

		in an audience.
10	<p>1788 Waruwi</p> <p>Waruwi is an Aboriginal girl looking after her Nana while the rest of her extended family is away from camp. It's just for a day but what a day it turns out to be.</p>	<p>Discuss our thoughts on this episode, and write a short summary to add to our timeline. Discuss the idea that the purpose of early art, which was predominantly portraiture and landscapes, was to record history and change. Investigate the use of historical pictures as sources of evidence by introducing them to the rock art found in the Djulirri rock shelter in the Wellington Range(<a href="http://www.archaeology.org/1101/web/aus_video.html">www.archaeology.org/1101/web/aus_video.html</a>) Discuss the ways historians might use these images as sources of evidence, and more generally, how images can be used as sources of evidence. The images depicted on the walls of the Djulirri shelter document contact between the Aboriginal people of northwest Arnhem Land and seafaring visitors to Australia, and include images of European tall ships. Using the above website, students observe, interpret and analyse an example of Aboriginal rock art (BLM).</p>
11	<p>1788 Dan</p> <p>Dan is on his second patrol to the Botany Bay area when he's asked to capture a local dog (a dingo) to take back to the colony's governor. The only trouble is, the dog in question belongs to Waruwi, the girl Dan befriended last time he was in the area.</p>	<p>Discuss the main events of the episode and write a shared summary to add to our timeline. Discuss Dan's actions: Dan is reticent about taking Waruwi's dingo as a present for the governor. He has been ordered by the lieutenant to do so but his conscience doesn't feel that this action is right. He wants to compensate Waruwi for the dingo and looks at his meagre possessions. In order to present Waruwi with compensation, Dan steals from his own comrades and commander. Dan faces a moral dilemma: in order to do right, he has to do wrong- he steals others' belongings to compensate Waruwi. As a group, define the action of stealing, and write a shared definition. Divide class into three smaller groups. Within these small groups, students work in pairs to discuss the notion of stealing, by</p>

		<p>placing on a continuum from 'stealing' to 'not stealing' a set of scenarios (for example, "You find \$20 on the footpath and decide to keep it", "Your mum tastes a couple of grapes before buying some at Coles" etc.) Discuss the placement of each scenario, and change the position of any if required due to discussion points.</p>
12	<p><b>Before Time Bunda</b> Bunda has a problem. His older brother Garadi acts like Bunda doesn't exist. Will they ever learn how to stop teasing each other and become friends as well as brothers?</p>	<p>Discuss the main events of the episode and write a shared summary to add to our timeline. Discuss the idea of sibling rivalry, and ask students their thoughts on the fairness of this notion. Discuss the kinds of circumstances that can lead to sibling rivalry. Set up the plasma with the website <a href="http://www.abc.net.au/abc3/myplace">http://www.abc.net.au/abc3/myplace</a> and explore the different decades, and illustrate how to find information hidden within the images. Students are to use the laptops to compare Waruwi and Dan's worlds. Allow students the session to explore the information, quizzes and images in Waruwi and Dan's pages.</p>
13	<p><b>Before Time Barangaroo</b> Barangaroo's world would be perfect if only Mani, the biggest boy in her group of friends, would stop trying to be number one. Deep down Mani knows she's better than he is. That's why he keeps shutting her out from important adventures- to make himself look good.</p> <p>Resources to photocopy: ABC, 'Ancient Stories, New Voices', Australian Museum, 'Stories of the Dreaming', <a href="http://australianmuseum.net.au/Stories-of-the-">australianmuseum.net.au/Stories-of-the-</a></p>	<p>Discuss the episode, and write a shared summary to add to our timeline. As a class, view the clip "Dance Off" and discuss the relationship between Aunty and the children. She warns the children to stay away from Mumaga. Discuss why Aunty would have warned the children of this 'spirit'. Indigenous Australians have passed on information from one generation to another over many thousands of years, predominantly through the spoken word. These oral traditions exist in many different forms. The main forms include, but are not limited to:</p> <ul style="list-style-type: none"> <li>*group stories or collective histories that are usually about early contact periods with colonists</li> <li>*cultural practices that are passed down through generations</li> </ul>

Dreaming

Grey Matter, 'Aboriginal Elders Voices',  
[www.greymatter.net.au/pdf/book/AVE.pdf](http://www.greymatter.net.au/pdf/book/AVE.pdf)  
National Library of Australia, 'Bringing  
Them Home Oral History Project',  
[www.nla.gov.au/oh/bth/](http://www.nla.gov.au/oh/bth/)

\*life histories of individuals told as biographical stories

\*spiritual narratives that are based on teachings about law including relationships with family, with land and seas, and gathering food.

Some groups separate these narratives into creation stories and dreaming stories.

Ask students to list the skills and knowledge that the children are learning in the clip and the type of oral exchange that takes place between Aunty and the children. If possible, access the ABC "Ancient Stories, New Voices" website ([www.abc.net.au/dustechoes/](http://www.abc.net.au/dustechoes/)) and listen to an Indigenous story.

On tables, have photocopies of a selection of Indigenous Stories set out for students to read and analyse (BLM) Listen to or read some of the Indigenous stories from the websites provided below:

<b>Philosophical Inquiry Plan</b>	
BIG IDEA: Is it ever ok to LIE?	Stimulus: The clip “My Father’s House” Episode 17
<b>This plan was written using the following resources:</b> <ul style="list-style-type: none"> <li>- My Place Series 2, Episode 17, <i>1848 Johanna</i></li> <li>- <i>My Place Teachers’ Guide, Teaching clip “My Father’s House” from Episode 17</i></li> </ul>	
<b>FOCUS RULES &amp; TOOLS</b> <b>(Begin every session with this).</b>	<ul style="list-style-type: none"> <li>- We will be focusing on our use of the ‘Because’ tool to help us explain our thinking and reasoning</li> <li>- Revise our knowledge of the 4 Philosophy Rules “We listen to each other”, “We build on each other’s ideas”, “We respect each other’s ideas” and “We know that there is sometimes more than one good idea”.</li> </ul>
<b>STIMULATING</b> - Teacher introduces purpose written or other stimulus material.	Introduce the stimulus material - Watch the clip “My Father’s House”
<b>INITIATING</b> - Teacher/students raise questions and the agenda is set.	Generate questions <ul style="list-style-type: none"> <li>– How was Joanna feeling in this clip?</li> <li>– Why was she feeling this way?</li> <li>– What do we think about the way in which she is treated?</li> </ul>
<b>SUGGESTING</b> - Students make initial suggestions in answer to the question.	Begin the discussion <ul style="list-style-type: none"> <li>- Identify the ‘Big Idea’ as “Is it ever ok to lie to someone?”</li> <li>- Write a shared definition, a shared understanding, of the word ‘lie’ for us to refer to during our discussions</li> <li>-</li> <li>-</li> </ul>
<b>WARM UP</b>	- Ask students “Is it ever ok to lie to someone”, and encourage students to use the ‘Because’ tool to help explain their thoughts
<b>REASONING &amp; ANALYSIS</b> - Students explore the implications of their suggestions.	<ul style="list-style-type: none"> <li>- Introduce ‘Traffic Lights’ task, which students will participate in once the grades have been split into 3 smaller groups:</li> <li>Students in pairs receive a card with one of these sentences typed on it: <ul style="list-style-type: none"> <li>• “You tell your best friend you like their new haircut, but you don’t really like it.”</li> <li>• “You broke one of your mum’s vases, but don’t tell her.”</li> <li>• “You lost your school jumper, but don’t tell your parents.”</li> <li>• “You agree to help your brother with his homework, but instead make him do it alone.”</li> <li>• “You eat all the smarties and don’t own up to it.”</li> <li>• “You break your brother’s toy car and insist it was already broken.”</li> <li>• “Politicians promised a pay rise to teachers and have not made it happen.”</li> <li>• “You witness someone doing something dangerous in class and don’t tell your teacher.”</li> <li>• “Your sister apologises to you for taking your favourite book without asking.”</li> <li>• “Your friend accuses you of stealing a rubber, when you actually found it</li> </ul> </li> </ul>

	<p>on the floor.”</p> <ul style="list-style-type: none"> <li>• “You return a library book with a torn front cover, and apologise to the librarian.”</li> </ul> <p>Pairs will be given a couple of minutes to discuss their card and to decide where to place it along a continuum from “Not a lie” to “Definitely a lie”.</p> <p>One by one, pairs place their card on the line and explain to the group the reasoning behind their placement. Please encourage students to use the “Because” tool in their reasoning. Discuss placements and see whether students want to change the position of their card after listening to their peers examples and justifications.</p>
<p><b>EVALUATION</b></p> <p>- Students evaluate their suggestions in light of reasons and evidence.</p>	<p>- Come back together as a big group and discuss examples raised, and whether they were effective or not.</p>
<p><b>CONCLUDING</b></p> <p>- Students reflect on their conclusions.</p> <p><b>(End every session with this).</b></p>	<p>- Ask the question “Is it ever ok to lie to someone?” again in light of our discussions during our Traffic Lights task. Have students changed their minds due to our discussions?</p>
<p><b>REFLECTION</b></p> <p>- Students reflect on the process of the discussion.</p> <p><b>(End every session with this).</b></p>	<p>- Ask students to reflect on our discussions and our use of the ‘Because’ tool; did we articulate our thoughts effectively? Did we strive to clarify our thoughts with examples?</p>