

Summary	Duration
<p>The English concept that we are focusing on in this unit is “Point of View” of the various characters within the texts studied. The History concepts of empathetic understanding and point of view encompasses an intertextual and contemporary focus with the inclusion of three concurrent, contrasting resources including:</p> <ul style="list-style-type: none"><li>• An historical narrative text study: Murray, K (2012). <i>Topsy-turvy World</i>. National Library of Australia, Canberra.</li><li>• A film study: Rosenbloom, D. &amp; Borack, C. (Producers). (1999). <i>Shiloh 2</i> [Motion picture]. [Written by P. Naylor] United States: Warner Brothers.</li><li>• A website: <i>PINTEREST</i> <a href="https://www.pinterest.com/">https://www.pinterest.com/</a> key words "kids" &amp; "empathy" This site requires teachers/ students to join as a password is required. No cost.</li></ul> <p>Students learn about the importance of understanding "the other's " views from both an historical and contemporary perspective.</p>	<p>10 weeks</p> <p>Detail: one term</p>

Outcomes	Key inquiry questions	Historical skills and concepts
<p><b>History K-10</b></p> <ul style="list-style-type: none"> <li>› HT2-3 describes people, events and actions related to world exploration and its effects</li> <li>› HT2-4 describes and explains effects of British colonization in Australia</li> </ul> <p><b>English K-10</b></p> <ul style="list-style-type: none"> <li>› ENe1,1,2,3-1A communicates in a range of informal and formal contexts by adopting a range of roles in group, classroom, school and community contexts</li> <li>› ENe1,1,2,3-8B identifies and compares different kinds of texts when reading and viewing and shows an understanding of purpose, audience and subject matter</li> <li>› ENe1,1,2-10C thinks imaginatively, creatively and interpretively about information, ideas and texts when responding to and composing texts</li> <li>›</li> </ul>	<p>How did the arrival of the Europeans impact on Australia's Indigenous peoples? How do we know?</p> <p>What can we learn when we view historical and contemporary events from multiple perspectives?</p> <p>What can we learn from understanding different perspectives?</p> <p>NB: Teachers need to be mindful of the possible emotional impact of discussing sensitive historical topics.</p>	<p>.Develop knowledge and understanding about the nature of history and key changes and developments from the past</p> <p>.Develop knowledge and understanding about key historical concepts and develop the skills to undertake the process of historical inquiry, including:</p> <ul style="list-style-type: none"> <li>▪ cause and effect- events of the past produce later actions</li> <li>▪ perspectives- people from the past have different points of view</li> <li>▪ empathetic understanding- understanding other's points of view</li> <li>▪ significance- the importance of an event</li> <li>▪ contestability- historical events being interpreted differently by historians</li> </ul>

<p><b>Creative Arts K-6</b></p> <ul style="list-style-type: none"> <li>› CA-VAES1,S1,S2,S3.1 makes artworks in a particular way about experiences of real and imaginary things</li> <li>› CA-DRAES1,S1,S2,S3.1 takes on and sustains roles in a variety of drama forms to express meaning in a wide range of imagined situations</li> <li>› CA-VASES1,S1,S2,3.4 communicates about the ways in which subject matter is represented in artworks</li> </ul>		
---	--	--

<b>Content</b>	<b>Teaching, learning and assessment</b>	<b>Resources</b>
<p>Understanding empathy from an historical perspective through learning about the multiple viewpoints of Indigenous and non-Indigenous Australians in relation to the arrival of the First Fleet at Sydney Cove in 1788.</p>	<p>Pretest writing task to assess student understanding of key concepts covered in unit and to place students on literacy continuum in Aspects of Writing.</p> <p>Class discussion- What was it like in Australia before the arrival of the First Fleet in 1788?</p> <p>Watch the first 10 minutes of "SBS video, "They Came to Stay". Discuss the varying perspectives of the presenters in the video. Discussion may vary from varying ages of children in the group. For example, discussion with a younger group may focus on the Dreaming and in addition, older student may also discuss the points of view of presenters in the video clip.</p>	<p>Teacher-developed pretest writing task. Available from authors.</p> <p><a href="http://www.sbs.com.au/firstaustralians/">http://www.sbs.com.au/firstaustralians/</a> (up to 10.38)</p> <p><i>Belief in Action, Support</i></p>

Content	Teaching, learning and assessment	Resources
<p>Image from <a href="http://resources1.news.com.au/images/2013/11/06/1226754/329545-49aef92c-469d-11e3-b366-b430cfe3cfdd.jpg">http://resources1.news.com.au/images/2013/11/06/1226754/329545-49aef92c-469d-11e3-b366-b430cfe3cfdd.jpg</a>.</p>	<p>Peruse the First contact digital resources from Scootle together. Discuss authoritative sources and their trustworthiness as historical sources. Note dates of resources, artists to consider validity.</p> <p>Talk about the importance of using primary sources where possible.</p> <ul style="list-style-type: none"> <li>• How accurate are these artefacts as historical records?</li> <li>• How do we know?</li> </ul> <p>Students use "Think Pair Share" strategy to share what they learned during the lesson.</p>	<p>materials for K-6 HSIE Syllabus, NSW DET 2001, p. 40-41.</p> <p>This important excerpt explains "terra nullius" and may need to be unpacked for younger students.</p> <p>ISBN NO 073 138 1076</p> <p>Image from <a href="http://www.sydneybarani.com.au/assets/7_a3461011h.jpg">http://www.sydneybarani.com.au/assets/7_a3461011h.jpg</a></p> <p>(painting of the Tall Ships in Sydney Cove 1788)</p> <p><b>First contact</b> TFL-ID R10701</p> <p><a href="http://www.scootle.edu.au/ec/resolve/view/R10701">http://www.scootle.edu.au/ec/resolve/view/R10701</a></p>

Content	Teaching, learning and assessment	Resources
<p>Introduce the concept of empathy from a contemporary perspective using Pinterest.</p> <p>(keyword search "kids" &amp; "empathy")</p> <p><a href="https://www.pinterest.com/search/pins/?q=kids%20%26%20empathy">https://www.pinterest.com/search/pins/?q=kids%20%26%20empathy</a></p>	<p>Students choose an activity that they wish to complete in small groups from Pinterest empathy page.</p> <ul style="list-style-type: none"> <li>• Perform/ share activities with the group.</li> <li>• Learn empathy rap song together and perform at assembly, informing other classes about why it is important to have empathy.</li> <li>• Students write a definition of empathy on coloured card to share and display in the classroom.</li> </ul>	<p>"What is empathy?" video:</p> <p><a href="https://www.youtube.com/watch?v=icIIUdTEQnU">https://www.youtube.com/watch?v=icIIUdTEQnU</a></p> <p>(2min 45)</p> <p>Empathy karaoke song</p> <p><a href="https://www.youtube.com/watch?v=XgGKgBosXaE">https://www.youtube.com/watch?v=XgGKgBosXaE</a></p>
<p>Introduce the class text, Murray, K. <i>Topsy Turvy World</i> (2012). Discuss how stories describe people, events and actions related to world exploration and its effect.</p>	<p>Talk about historical narratives, based on fact but turned into a story to inform and entertain. Class teacher to decide how to treat the text to best suit the needs of their particular class (whole class shared book, serial reading, group reading, individual reading or a range of strategies)</p> <p>Predict what the text is about (FOR):</p> <ul style="list-style-type: none"> <li>• Why did the author call the text, "Topsy Turvy World?" (p. 1)</li> <li>• Do the animals look like and resemble Australian animals today?</li> </ul> <p>Read the blurb on the back cover:</p> <ul style="list-style-type: none"> <li>• What do we discover about the text?</li> <li>• Discuss the map on the back page (Making connections). Show current Australian map.</li> <li>• Predict what animals may be in the text.</li> </ul>	<p>Murray, K. <i>Topsy-turvy World</i> (2012)</p> <p><a href="http://windows.microsoft.com/en-AU/windows-live/movie-maker">http://windows.microsoft.com/en-AU/windows-live/movie-maker</a></p> <p>Image from</p> <p><a href="http://kirstymurray.com/wp-content/uploads/2013/05/9780642277497-270x347.jpg">http://kirstymurray.com/wp-content/uploads/2013/05/9780642277497-270x347.jpg</a>.</p>

Content	Teaching, learning and assessment	Resources
	<p>Key Questions: <i>What was England like when the First Fleet arrived in Australia? Why did they come?</i></p> <p>Watch <a href="http://study.com/academy/lesson/the-working-class-during-the-industrial-revolution-growth-ideologies.html">http://study.com/academy/lesson/the-working-class-during-the-industrial-revolution-growth-ideologies.html</a> only the first 4 min.</p> <ul style="list-style-type: none"> <li>• Discuss how students feel about living conditions etc in England in 1788. Encourage students to build empathy for the people,” How would you feel about this?”</li> <li>• Compare and contrast the differences between Australia and England as described on page one of text. Eg: Christmas in summer, trees shed bark instead of leaves etc.</li> <li>• Discuss the differences in lifestyles looking through English people’s eyes.</li> <li>• Identifying the descriptive devices used in text on p.1.</li> </ul> <p>Begin class reading of text Page 1.</p> <p>Reading activities related to text:</p> <ul style="list-style-type: none"> <li>• (FOR) Photocopy of words from text describing kangaroos. Summaries of description of the Kangaroo from Joseph Bank’s view point.</li> <li>• Discussion of adjectives, similes and metaphors in text.</li> <li>• (FOR) Visualisation: students attempt drawing the animal picture from the summary of the description in the text</li> <li>• (FOR) Summarisation: VIP on post it notes, facts just about:</li> </ul>	

Content	Teaching, learning and assessment	Resources
	<ul style="list-style-type: none"> <li>○ Kangaroos,</li> <li>○ history</li> <li>○ How they may have got many facts we know today, wrong.</li> </ul> <ul style="list-style-type: none"> <li>● Read” Platypus” for enjoyment <ul style="list-style-type: none"> <li>○ Discussion about the platypus. Revisit and regularly question about the different views that the First Fleet had compared to what we know about the same animals today.</li> </ul> </li> </ul> <p>(FOR) Vocabulary, look at the Platypus Fast facts on page 15. Students find three different levels of words and rank them. Discuss why they ranked them in this order. Ranking system</p> <ul style="list-style-type: none"> <li>● <i>Tier 1 Words:</i> Every day common words that we all know. Eg water, lives</li> <li>● <i>Tier 2 Words:</i> words that occur across a range of domains, are characteristic of written texts, are common in everyday biological language. <del>https://www.ccsa.com.au/education/biology-language-tier-2-words/#sthash.OQXIVPa.dpuf</del> Eg solitary reproduction</li> <li>● <i>Tier 3 Words:</i> Words that consist of a technical vocabulary specific to a certain domain . Eg Ornithorhynchus anatinus</li> </ul> <p>In pairs or small groups, students utilise a range of research materials (including the text, <i>Topsy Turvy World</i>) to select an Australian animal in the text to read, study and teach the class about.</p> <ul style="list-style-type: none"> <li>● Students display their work in a poster/ multimodal text of choice.</li> </ul> <p><i>(Assessment of learning task)</i></p> <p>In pairs, students locate early artworks of Australian animals in the text, and their own visualisations</p>	

Content	Teaching, learning and assessment	Resources
	<p>from previous lesson. Compile them into a class moviemaker file or PowerPoint, a multimodal "Art Gallery" to share on school Intranet. In their movie clip, students narrate the story of what the Europeans thought about the particular animal that they studied and why it is important for us to understand the events of the past.</p> <p>Students develop a peer- assessment rubric to assess each other's work samples, based on:</p> <ul style="list-style-type: none"> <li>• Does the student work sample contain key facts?</li> <li>• Does the student work sample include tier 3 words?</li> <li>• Does the student work sample convey varying points of view?</li> </ul>	
<p>Students learn about the importance of understanding "the others' " views from a contemporary perspective.</p> <p>Watch the video, Rosenbloom, D. &amp; Borack, C. (Producers). (1999). <i>Shiloh 2</i> [Motion picture]. [Written by P. Naylor] United States: Warner Brothers, in 4 segments (approx).</p> <p>Segment 1: 2.28- 41</p>	<p>Introductory discussion to set the scene for video:</p> <p><b>Discussion Questions:</b></p> <p>(FOR) Making Connections: How do we know how people feel?</p> <ul style="list-style-type: none"> <li>• Discuss and create a shared brainstorm. Students record responses in a written, diagrammatic or pictorial way for sharing.</li> </ul> <p>(FOR) Vocabulary: Revisit class definition of empathy, apply this to their lives.</p> <ul style="list-style-type: none"> <li>• How do we see empathy today?</li> <li>• What do we feel inside?</li> <li>• Why is it important to feel empathy for others?</li> </ul> <p>Introduce the main character (protagonist) Marty, and Judd (antagonist), as well as the complication of Judd bullying Marty and attempting to steal his dog. Set the scene for the video.</p>	<p>Rosenbloom, D. &amp; Borack, C. (Producers). (1999). <i>Shiloh 2</i> [Motion picture]. [Written by P. Naylor] United States: Warner Brothers</p>



Content	Teaching, learning and assessment	Resources
<p>Segment 2: 41-1.05</p> <p>Segment 3: 1.06- 1.16</p> <p>segment 4: 1.16- 1.26</p>	<p>-Watch segment one together.</p> <p><i>Assessment task:</i> Following segment 1, students take turns role-playing various scenes in segment to demonstrate empathetic understanding.</p> <ul style="list-style-type: none"> <li>▪ Children on the school bus discussing Judd.</li> <li>▪ Judd meeting Marty and accusing him of scratching his truck.</li> <li>▪ The family meeting ... "We all do things now and again that we shouldn't"</li> </ul> <p>Students perform role plays for the class.</p> <p>-Watch segment two. Talk about the dog attack. How did Derralyn, mum, dad, Marty feel? What happened when dad confronted Jed? What happened next?</p> <p><i>Assessment task:</i> Students write a recount of the key events in segment two of the video. Publish recounts on class Pinterest page in a class folder called "Shiloh".</p> <p>-Watch segment three together. Students individually use FOR comprehension "super six" strategies to identify key aspects of text (video) from multiple perspectives... Mum, Dad, Marty, Judd, Doc's wife.</p> <p>-Watch segment four together. Revise the letter that Marty wrote to Judd. Discuss why he did this. Write a letter to Judd, outlining Marty's point of view.</p> <p><i>Assessment task:</i> Students compare different texts studied in the unit and prepare a creative response to demonstrate their deep understanding of the concept of empathy (individual or group response, students choose how they present their creative response). Students present their rich assessment tasks to the wider group.</p>	<p>Pinterest website</p> <p><a href="https://www.pinterest.com/">https://www.pinterest.com/</a></p>

<b>Content</b>	<b>Teaching, learning and assessment</b>	<b>Resources</b>
		<p>Students select from a range of their favourite publishing apps to complete their collaborative, creative response to demonstrate their learning throughout the unit. Share rich assessment tasks with wider audience in a forum of the students' choice.</p>

<b>Assessment overview</b>	<b>Evaluation</b>
<p>Assessment for learning: Placing students on the literacy continuum to determine individual student clusters for reading texts, comprehension, aspects of writing, aspects of speaking, to plan learning activities that move students forward in their learning.</p> <p>Assessment as learning: Performance activities demonstrating empathy, role-play of segments of video showing characters' multiple perspectives, and students' empathy for characters' roles. Students select and use a range of ICT</p>	<p>Question for teachers:</p> <p>Did the unit address the stage syllabus outcomes stated?</p> <p>Was there evidence that the learning moved students' knowledge, understanding and skills forward? What data supports this view?</p> <p>Did the learning address the dimensions of the Quality Teaching framework of intellectual quality, quality learning environment and significance?</p>

apps to demonstrate deep knowledge and understanding of empathy eg:  
Animoto, Glogster

Assessment of learning: Using evidence of student speaking, listening, reading, writing, viewing and representing to assess their knowledge, understanding and skills of the concept of empathetic understanding.

Were there opportunities for teacher and students to reflect on their learning during the unit? Whole mode did the reflection take and what was learnt from the teacher and student reflection of the learning?