

Barefoot Lawrence | Stage 2 | History, English

About Brewongle EEC

Brewongle Environmental Education Centre is located in Sackville North and includes a terrestrial environment (Sydney Sandstone Gully Forest) and a man-made aquatic environment (ponds). Brewongle EEC is in Darug Country and more specifically the land of the Boorooberongal clan.

Unit Summary

This excursion addresses outcomes from the:

- NSW History Syllabus – K-10 – Stage 2 – Continuity and Remembrance

This excursion provides opportunities for teachers to assess students' capabilities against a range of markers from the Literacy Continuum. These are located at the end of this document.

Excursion duration

4 hour on-site excursion to Brewongle EEC. Arrival time: 10 am. Departure time: 2 pm

Arrival and departure times are guides only. Distance and bus schedules may require modifications to the timetable



Outcomes

History K-10

- › HT2-2 describes and explains how significant individuals, groups and events contributed to changes in the local community over time
- › HT2-5 applies skills of historical inquiry and communication.

English K-10

- › EN2-1A communicates in a range of informal and formal contexts by adopting a range of roles in group, classroom, school and community contexts
- › EN2-10C thinks imaginatively, creatively and interpretively about information, ideas and texts when responding to and composing texts
- › EN2-11D responds to and composes a range of texts that express viewpoints of the world similar to and different from their own.

Key Enquiry Questions

- Who lived here first and how do we know?
- How has our community changed? What features have been lost and what features have been retained?
- What is the nature of the contribution made by different groups and individuals in the community?
- How and why do people choose to remember significant events of the past?

Historical Concepts

Continuity and change: some things change over time and others remain the same, eg aspects in the local community that have either changed or remained the same; changes to the lives of Aboriginal peoples through colonization.

Cause and effect: events, decisions or developments in the past that produce later actions, results or effects, eg how conditions in schools and education changed due to societies changing attitude to corporeal punishment.

Perspectives: people from the past will have different views and experiences, eg views on education and expectations of students

Empathetic understanding: developing an understanding of another's views, life and decisions made, eg developing an understanding of the life and attitudes of people 100 years ago, both settler and Aboriginal.

Historical Skills

Comprehension: chronology, terms and concepts respond, read and write, to show understanding of historical matters sequence familiar people and events (ACHHS065, ACHHS081) use historical terms (ACHHS066, ACHHS08)

Analysis and use of sources: locate relevant information from sources provided (ACHHS068, ACHHS084, ACHHS215, ACHHS216)

Perspectives and interpretations: identify different points of view within an historical context (ACHHS069, ACHHS085)

Empathetic understanding: explain how and why people in the past may have lived and behaved differently from today

Quality Teaching Elements

Intellectual Quality

Metalinguage - using and explaining scientific language and identifiers

Substantive communication - sustained and reciprocal communication throughout the lesson.

Quality Learning Environment

Engagement - sustained interest, attentiveness and focus on the tasks at hand

High expectations - learning important knowledge and skills of a challenging nature

Students' Self-Regulation - activities are purposeful and interesting resulting in low levels of interruption and high levels of initiative.

Significance

Background Knowledge - opportunities to make connections between their knowledge and experience and the content of the lesson

Connectedness - content has meaning beyond the classroom and the site

Narrative - may enhance the significance of the lesson when stories help illustrate or bring to life the knowledge being addressed.

Content	Teaching & learning activities
<p>Stage 2 - Community and Remembrance</p> <p>Who lived here first and how do we know?</p> <p>How has our community changed? What features have been lost and what features have been retained?</p> <p>What is the nature of the contribution made by different groups and individuals in the community?</p> <p>How and why do people choose to remember significant events of the past?</p> <p>Education is one important example of change over time in the local community and within the region and state</p> <ul style="list-style-type: none"> • using a range of sources, describe and explain how and why education and daily life, has changed in the local area since colonial times • identify the original Aboriginal languages spoken in the local or regional area. <p>Students identify:</p> <ul style="list-style-type: none"> • Australia has an Aboriginal and Torres Strait Islander history • Life has changed for children and adults over the last century • Australia has been home to a wide range of animals that are no longer found • Diaries provide records of the past • Diaries are a way of communicating thoughts and ideas. 	<p>Following a welcome to the Centre and Acknowledgement of Country, students will rotate through a series of activities designed to meet the outcomes identified above.</p> <p>Introduction/Orientation (30 minutes) (whole group)</p> <ul style="list-style-type: none"> ▪ introduce Lawrence - his photo and diary ▪ view mysterious fossil bone ▪ children invited to assist in the solving of the mystery. <div data-bbox="1563 730 1877 1201" data-label="Image"> </div>

Content continued

Stage 2 - Speaking and listening 1

Develop and apply contextual knowledge

- interpret ideas and information in spoken texts and listen for key points in order to carry out tasks and use information to share and extend ideas and information.

Understand and apply knowledge of language forms and features

- understand that successful cooperation with others depends on shared use of social conventions, including turn-taking patterns, and forms of address that vary according to the degree of formality in social situations.

Teaching & learning activities

1878 Classroom (45 minutes)

- experience an historical classroom
- undertake a variety of tasks in classroom using historical sources
- further investigation of the mysterious bone.



Content continued

Respond to and compose texts

- use interaction skills, including active listening behaviours and communicate in a clear, coherent manner using a variety of everyday and learned vocabulary and appropriate tone, pace, pitch and volume .

Stage 2 - Thinking imaginatively, creatively and interpretively

Engage personally with texts

- respond to texts by identifying and discussing aspects of texts that relate to their own experience.

Stage 2 - Expressing themselves

Develop and apply contextual knowledge

- discuss how people from different times and cultures may respond differently to characters, actions and events in texts.

Teaching & learning activities

Jimmy's Kitchen (45 minutes)

- discuss Darug culture relating to the site, local environment and artefacts
- use maps to locate additional bone fragments and investigate these



Conclusion (20 minutes) (whole group)

- view all bones found
- use classification charts to identify and learn about local megafauna.

Links to literacy continuum	Useful links or resources
<p>Cluster 10</p> <p>Comprehension: Analyses and evaluates the relative importance of key ideas and information a text to construct an overview.</p> <p>Vocabulary Knowledge: Demonstrates expanded content vocabulary by drawing on a combination of known and new topic knowledge.</p> <p>Aspects of Writing: Draws ideas from personal experiences, other texts and research to create imaginative, informative and persuasive texts for different audiences. Shows awareness of the need to justify opinions with supporting evidence. Uses grammatical features such as pronouns, conjunctions and connectives to accurately link ideas and information.</p> <p>Aspects of Speaking: Provides detail and supporting evidence in a logical manner when speaking about opinions and ideas. Listens attentively and responds appropriately to spoken and multimodal texts that include unfamiliar ideas and information.</p>	<p>Brewongle EEC</p> <p>Program risk assessment</p> <p>Darug language and culture</p> <p>Darug word list and vocab</p> <p>Yarramundi Kids translations</p> <p>Aboriginal Australia Map</p> <p>Map of Aboriginal Sydney</p> <p>Map of Aboriginal NSW</p> <p>Program resources (to be added to BEEC website)</p> <p>Previsit – Diary and Diary worksheet</p> <p>Post visit - worksheet</p>