**Teaching and Learning Program for the Elements**

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| **T:\Office\Graham Moore\jpeg sentral logo.jpg** | **Teaching and Learning Program** |
| **Title/Type of Unit: Rights and Freedoms****Program Risk Level: Low to Medium** | **Duration: 11 Weeks****By**  |
| **Syllabus Outcomes****Stage 5 History** | *A student:*The origins and significance of the Universal Declaration of Human Rights, including Australia’s involvement in the development of the declaration **(ACDSEH023)**Background to the struggle of Aboriginal and Torres Strait Islander Peoples for rights and freedoms before 1965, including the 1938 Day of Mourning and the Stolen Generations **(ACDSEH104)**The US civil rights movement and its influence on Australia **(ACDSEH105)**The significance of the following for the civil rights of Aboriginal and Torres Strait Islander Peoples: 1962 right to vote federally; 1967 Referendum; Reconciliation; Mabo decision; Bringing Them Home Report (the Stolen Generations), the Apology **(ACDSEH106)**Methods used by civil rights activists to achieve change for Aboriginal and Torres Strait Islander Peoples, and the role of ONE individual or group in the struggle **(ACDSEH134)**The continuing nature of efforts to secure civil rights and freedoms in Australia and throughout the world, such as the Declaration on the Rights of Indigenous Peoples (2007) **(ACDSEH143)** |
| **Connectedness****Why does this learning matter?** | **Students learn to:*** Use chronological sequencing to demonstrate the relationship between events and developments in different periods and places (ACHHS182)
* Use historical terms and concepts (ACHHS183)
* Identify and select different kinds of questions about the past to inform historical inquiry (ACHHS184)
* Evaluate and enhance these questions (ACHHS185)
* Identify and locate relevant sources, using ICT and other methods (ACHHS186)
* Identify the origin, purpose and context of primary and secondary sources (ACHHS187)
* Process and synthesise information from a range of sources for use as evidence in an historical argument (ACHHS188)
* Evaluate the reliability and usefulness of primary and secondary sources (ACHHS189)
* Identify and analyse the perspectives of people from the past (ACHHS190)
* Identify and analyse different historical interpretations (including their own) (ACHHS191)
* Develop texts, particularly descriptions and discussions that use evidence from a range of sources that are referenced (ACHHS192)
* Select and use a range of communication forms (oral, graphic, written) and digital technologies (ACHHS193)
 | **Students learn about:*** How the rights and freedoms that we possess have been gained for us. It also helps us to learn where these struggles for rights still need to be fought.
* Human rights and freedoms are essential to social well-being. They are usually won through some form of historical struggle.
* The variety of Aboriginal and Torres Strait Islander groups who waged long campaigns for civil, industrial, cultural heritage and land rights, making advances at local, state and federal levels.
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| **Background and Key Ideas** | Students investigate struggles for human rights in depth. This will include how rights and freedoms have been ignored, demanded or achieved in Australia and in the broader world context. |
| **Literacy Continuum** | Reading Texts | Comprehension | Vocabulary Knowledge | Aspects of Writing | Aspects of Speaking | Phonics | Phonemic Awareness | Concepts About Print |
| Clusters: (individual or range)Activities linked to program to increase learning: |
| **Numeracy Continuum** | Counting Sequences | Counting as Problem Solving | Pattern and Number Structure | Place Value | Multiplication and Division | Fraction Units | Length, Area and Volume |
| Elements: (individual or range)Activities linked to program to increase learning: |
| **Quality Teaching** |
| **Intellectual Quality** | **Quality Learning Environment** | **Significance** |
| * IQ1 Deep Knowledge
* IQ2 Deep Understanding
* IQ3 Problematic Knowledge
* IQ4 Higher-order Thinking
* IQ5 Metalanguage
* IQ6 Substantive Communication
 | * QLE1 Explicit Quality Criteria
* QE2 Engagement
* QE3 High Expectations
* QE4 Social Support
* QE5 Students’ Self-regulation
* QE6 Student Direction
 | * S1 Background Knowledge
* S2 Cultural Knowledge
* S3 Knowledge Integration
* S4 Inclusively
* S5 Connectedness
* S6 Narrative
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| **Teaching and Learning Lesson Overview** |
| **The Elements of Learning & Achievement**F:\Mock ups\Square elements\Numeracy.jpgE:\Final V1\Final sq NO border\Sq Technology no bdr.jpg | **Brainstorming Task**What are human rights?**The Universal Declaration of Human Rights**Origin, development and Significance **The US Civil Rights Movement**Origin, The Movement (1955 -68), <http://www.history.com/topics/black-history/civil-rights-movement>Discuss the activism of Martin Luther King, Malcolm X and various members of the Black Panther Movement**Introduction****Brainstorming Task**Test Knowledge and Understanding of Aboriginal people, culture & issues of the day**Glossary and Words**Match the words to the correct definitions**Government Policies towards Aboriginal People**Match the policies with their definitions and featuresProtectionism, Assimilation, Integration, Self-Determination & ReconciliationUse Mind maps to linking each government policy to source material.**Using Historical Evidence**Complete Comprehension task using historical sources.**Case Studies: The Freedom Rides & Charlie Perkins**<http://dl.nfsa.gov.au/module/1033/><http://indigenousrights.net.au/home>Watch the video clip and discuss the aims and significance of the The Freedom Rides.<http://www.skwirk.com/p-c_s-14_u-117_t-319_c-1079/charles-perkins-freedom-rides/nsw/charles-perkins-freedom-rides/power-people-and-politics-in-the-post-war-period/people-and-power>**Multiple Choice Task****Research Task**Create or Recount a letter of correspondence between the Australian Aboriginal Activist Pearl Gibbs and US African-American Activist Rosa Parks **1967 Referendum**Listening Task**Self-Determination**Using Historical Evidence – Small Comprehension Task**Mabo, Wik and the 10 Point Plan**Linking Words to DefinitionsCloze PassageFlow ChartsWatch the ABC TV Series Mabo**Stolen Generation**Watch the video clip and listen to the son They took the children away by Archie RoachSource Analysis Task – Flow ChartListen to the apology by K Rudd on You TubeDescribe some of its key ideas.Watch the ABC TV Documentary The Stolen Generation. | **Aboriginal 8 Ways of Learning***The following ways of learning are incorporated throughout the program through pedagogical practices*2_maps.jpgLearning Maps4_symbol.jpgSymbols & Images7_deconstruct.jpgDeconstruct/ Reconstruct6_non-linear.jpgNon-LinearLand LinksStory SharingNon-Verbal8_community[1]Community Links |
| **Special Needs Adjustments** | **School to Work** |
| Extra support given to students in need of it.The work consists of Visual (or Multimedia) and Oral Learning and Age/Stage Appropriate text.Work designed to engage learners as it is altered for their interestsStudents’ work meets their Personalised Learning Plans goals/outcomes. | Students will develop their comprehension strategies to allow them to identify and interpret information in texts.  |
| **Assessments** |
| Students to complete a workbook – This will provide work samples and evidence of achievementDiscussion and observation – Each lesson will include discussion topics designed to gauge students’ reactions to different situationsRecord of comments through a shared board |

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| Roles and Responsibilities |
| Teacher | SLSO | Student |
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| **Risk Assessment – Dorchester ETU only** |
| **Resources** | **Safety Strategies** | **Identified Hazards** | **Control Strategies** |
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| **Teacher Evaluation****Comments / Variations** |
| Guiding Questions**What worked well?**Brainstorming Task worked well.Matching Definitions and Meaning required support.Students struggled with the Source Analysis task**What needed to be changed?**Unable to assess due to the Year 10 students poor attendance**What do I think the students gained from this lesson?**Appreciate the plight and struggles that Aboriginal people went to in order to gain their rights and freedoms **How well did this unit match the Elements of Learning and Achievement?**Limited use of Functional and Practical Literacy/Numeracy **What did I learn?**Understand each student’s limitation and strengths and utilise them.**How will I use this experience to extend my practice in the future?** Hopefully future students can attend more regularly so more of the coursework can be taught and assessments can be completed. |
| **Date Commenced**:  | **Date Finished**:  |
| **Teachers Signature**: | **Assistant Principals Signature**: |