



Suggested Murdoch and Hornsby framework 'What's happening in MIDLAND?'
Leith Hogan August 2012

Week:	What's happening in Midland? Do you know?		Strategies for Diversity
	BP Circle Check in: 		
Week 1 Tuning in: Preparing to find out	Introducing Inquiry: <u>Create Midland Curiosity table or display</u> What do we all know about Midland? What is happening? What are you interested in in this town? 		

	<p>Set up scrapbook/ journal or workbook to collect all the information that the students find out... Maybe a Visual diary? :</p> <p>Tuning in: The beginning Class discussion: What do we know about Midland ..really? Looking through the records of the town of Midland. Who has lived here before us? Check out the fb site for past Midland, images, the Historical society, the town council site and others.... Where would you find out more?</p> <p>English History</p> <p>Listing statements to be challenged. Make a big long list e.g .</p> <ul style="list-style-type: none">• The Town Hall was built in 1918...is this true?• This school was built in...• Midland is a town?• The train line <p>Get as many statements to interrogate as possible Are these statements true? How will we know? More?</p> <p>English History</p> <p>Small group discussions about statements yesterday: where will you find out? Discuss them</p> <p><u>Curiosity Excursion:</u> THEN: Taking cameras or phones down the street of Midland. Students take images of the buildings or the life on the streets that interests them. Trying to answer the inquiry question.....What do we know about Midland? Finding online images that might also be useful to answer the inquiry question</p>	
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	<p>What will they need to support this exploration?? Where will they find more images? Encourage students to collect images into an Online folder:</p> <p>MID LAND... in the middle of what?? T and E</p>	
	<p>Mind map: What do you know about Midland? Students exah do mind map</p>	
	<p>List what you know... What do you want to know?</p> <div data-bbox="936 507 1908 1209" data-label="Diagram"> <p>The mind map is centered on a cloud labeled 'What's happening in Midland?'. It has four main branches:</p> <ul style="list-style-type: none"> English: written accounts (historical), narratives, personal accounts, shopping, journal entries. Geog Mapping: - town map, old/new, community - engines. A sub-note asks 'why colonise on a river? river - how/what is it used for?'. Transport: History of train/railway, why use railroad, timetables, steam trains. A sub-note asks 'where do the lines go? why?'. Science: steam engines, Victorian England. <p>Additional notes include 'members', 'population - past/present', 'ages - male/female', and 'graphing'.</p> </div> <p>English History/ geography</p>	

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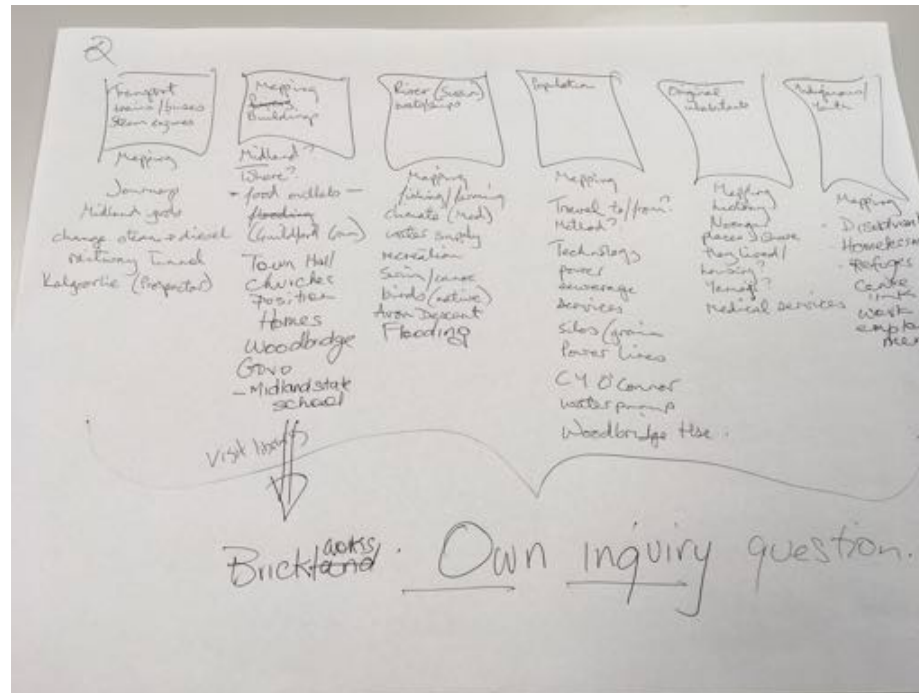
Key ideas... Structured overview to sort ideas.

Suggested Headings:

- Transport
- Buildings
- The river
- Population
- Original inhabitants
- The disadvantaged side of a city

Could use sticky notes to explore each of the headings...

English



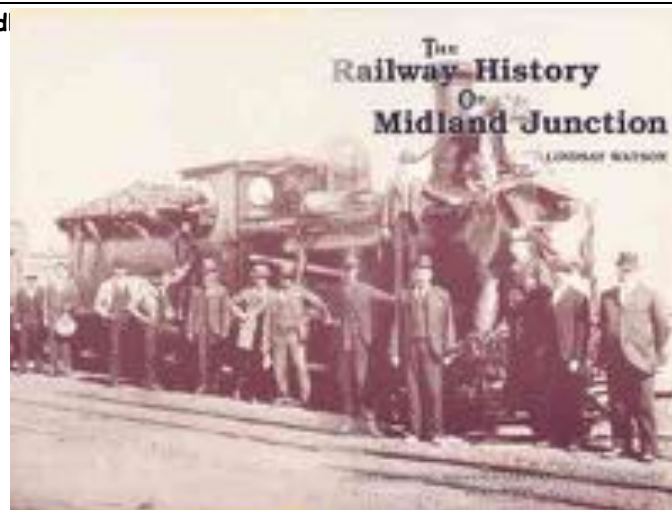
THEN: Students choose their own inquiry question in relation to Midland. What do they want to find out?

	<p>English Then sort ideas from Mindmap and each student chooses the Inquiry that interests them</p> <p>Create a cover page for their exploration journal with inquiry question Art and Design</p> <p>Drawing excursion into Midland: Choosing parts of a historic Midland building to draw/ crayon rub: Textures/ design/ graffiti or images on walls? Pencils/ drawing maybe charcoal...keep these small. Pay attention to detail Collect them and photograph for uploading into final presentation.</p> <p>T and E</p> <p>Online/ Library/ Town council visit Collecting information and recording it. How many people live in Midland? When did Midland become Midland? What are the details about the population over the decades? How many people have sat in this particular building? Any idea? How could you find out?</p> <p>Maths</p> <p>Venn diagram Then and now of Midland: Common issues?</p> <p>English History</p> <p>Text about early settlement .. of Midland Incursion: Invite someone from local Nursing home to come and talk to students. Get them ready to ask questions...</p> <p>English History</p>	
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	<p>Questioning: Focus upon inferential questions that cannot be answered easily. E.g. Who built the town hall? Church, school? Why?</p> <p>English History</p> <p>Painting portraits: Create a gallery across the years of people who stood on a particular spot in the town OR the school building. Upload 10 images from the past about Midland people. Students choose one: Who do you think was here? How were they dressed? What did they look like? Narrative structure.... Create their story.</p> <p>T and E Class discussion about the common issues: What did they each discover?</p> <p>English History</p>	
	<p>Viewing task: Video / Youtube clip or series of images about Midland</p> <p>English History</p> <p>My place Writing: Recount of part of <i>My place</i> text Sequence: Steps in the recount: Intro, main ideas and conclusion</p> <p>English Choosing own inquiry question Question list; Displaying question with key words: Wordle</p> <p>Drama: Recount of one particular part of <i>My place</i> text: Create simple script and work with others to play the scene or film the scenes</p> <p>The Arts Setting up Power point/ Portfolio structure and assessment process with each student: Planning:</p>	<p>Individual meetings with each student. What / which part of our history interests you?</p>



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	What will be in the final assessment? How many slides will there be? How will they be assessed?? 2 for Maths 2 English 2 Geography 2 Language 2 History etc.,					
2.35 pm	Summing up the exploring day					
Week 2. Finding out						
	Introduce Week 2 tasks and assessment Key words related to the inquiry English Questions for Guest speaker: Speaking and listening skills Invite guest speaker English History					
	Labelling summarising: Key ideas that represent the history of Midland What are they? What do they mean? English History Text: Albert Facey? A fortunate life? Or similar text English Viewing images through a timeline from the 1800s to now. Sequencing and sorting English History Video: viewing:					

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Early settlement in Midland.

Aboriginal?

European

English

History

Questions for guest from Midland historical society: Rehearse asking questions



Focus upon Hard questions

English

History

Guest interview: Students welcome guest make coffee/ cake and settle guest into environment and lead conversation with them.

Take notes

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<p>English History Constructing/ designing making model of a Midland block. 1 2 3 T and E Compare/ contrast Midland then and now Time line Town /country? English History Report framework: Introduction What will need to be on the first page of the presentation? English Note taking English Survey of Midland?? Graphing Walking the streets Hm Houses? Offices Shops? Streets? Churches? People? Maths Collating week 2 tasks Setting up the final presentation and labelling each page with the appropriate curriculum English History Mapping the township, the school?</p>	
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	<p>Maths Drama: Connected to Albert Facey chapter? Each student writing a role description?</p> <p>The Arts Following another student's map of Midland. Giving feedback about what worked and what didn't? Model of Midland: Colour? Shape? Size?</p> <p>T and E History English</p>	
<p>Week 3 Sorting out</p>		
	<p>Key words Classification; Identifying words / language phrases from 1800's 1900's and now</p> <p>English</p>	
	<p>Albery Facey text</p> <p>English Choosing photos/ images to connect with role descriptions of people in community: Putting this all together English Experimenting with an idea... Outside the box. A new thought?</p> <p>History Contexts: Change? Every 10 years? What happens?</p> <p>History Albert Facey Text</p>	

	<p>English: Looking at the chronological sequence: Symbols, Icons and myths Graphing data related to inquiry question:</p> <p>Maths Vocabulary choices: Why have particular words worked so well in the text that you are reading? Identify specific terms Designing invitation for visitors to see final presentations connected to the inquiry</p> <p>English Following the presentation procedure: All students to check their task sheets. What do they have to complete before their exhibition Working on Week 3 tasks: Review, update and edit final presentation : Check assessment tasks Report framework: Key points: What needs to be in each of these? Do they answer the inquiry question posed?</p> <p>English Census data; Hm people lived in Midland? in: 1800 1850 1870 1900 etc., Take some punts on why</p> <p>Maths Plan /rehearse final presentation: [Speaking and listening] Make sure assessment items are almost complete</p> <p>English Excursion planning to where? To see what? What does each student want to see or think through in relation to their inquiry? Collating choices Composing: Words to music/drama connected to Midland ???</p> <p>The Arts History</p>	
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	<p>Classifying images: Showing perspectives of different people events situations in the town</p> <p>The Arts History Shape/Patterns in the bricks What is happening? Draw/ photograph Why did the early settlers build their buildings using these patterns? Are their variations? What are the mathematical concepts at play? Writing: Thinking about the text in relation to a different age or gender. What would be different? Write a little paragraph to show the difference</p> <p>English History Drama: Albert Facey text The Arts History</p>	
<p>Week 4. Going further</p>		
	<p>Writing generalization statements</p> <p>English History Excursion to: Looking at?</p>	

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	<p>Collecting information about? Each student will be looking for or at something different Writing up excursion notes and sorting images Albert Facey Text English History Elaborations..... extending sentences to....</p>	
	<p>English Week 4 tasks Assessment frameworks: How are you going? Taking notes Taking photographs to support hunches Look at report again:</p>	
	<p>Introduction Main ideas and Conclusion Is the inquiry question answered? Generalizations Challenges: Were the students correct? History Ordering events: Timelines Maths History Consequence wheels If this had happened would this? If this hadn't happened then ? History Albert Facey text History Providing respectful feedback t each other: How? Collating week 1 to 4 tasks Report framework</p>	

	<p>Final conclusions What must be in here? Writing their final conclusion to answer inquiry</p> <p>English Drama The Arts History Interpreting brick pattern data Maths</p>	
Week 5. Making connections		
Across the curriculum//every where	<p>Compiling documents for exhibition/ display Powerpoint/ Portfolio/ Folio/ Sorting out collection of completed tasks What will they need? T and E</p>	
	<p>Speaking and listening ongoing training activities for Oral presentation: Speaking clearly Looking at the audience Notes prepared etc., English Planning presentation of assessment item for Exhibition: How will this happen? What will the student do? What will they show? T and E Exhibitions: What is happening in Midland? Do you know? What will the students present to demonstrate their knowledge? Who will be seeing/ hearing these? Who is invited? T and E History Reflection/ Learning log: How did this go? Feedback to each student Teacher observations of the student work English English T and E Albert Facey English</p>	

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	<p>Training peer assessment: How will they judge peers work? Create proforma for exhibitions Self assessment Completion of KWL from beginning English What have you learnt about Midland and it's history?? Considering presentation options; Music/ images T and E Setting up individual displays: Key ideas What will need to be in this? T and E The Arts Assessment framework/ task: Individual student teacher interviews with assessment framework in place</p>	
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