What's happening in Midland? Do you know?	Strategies for Diversity
BP Circle Check in:	
Introducing Inquiry: Create Midland Curiosity table or display What do we all know about Midland? What is happening? What are you interested in in this town?	
	BP Circle Check in: Introducing Inquiry: Create Midland Curiosity table or display

Outline Assessment framework:

- Powerpoint?
- Prezi?

Hm frames/ tasks???

With what in it?

Check curriculum imperatives for the appropriate year: {year 3}

Choose 2/3 tasks from each curriculum area:

- Maths
- Science
- History
- Geography
- English etc.,

and highlight for task sheet [Use AISWA Curriculum document for appropriate year

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Set up scrapbook/ journal or workbook to collect all the information that the students find out.... Maybe a Visual diary? :

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?

English History

Listing statements to be challenged.

Make a big long list

e.g .

- The Town Hall was built in 1918...is this true?
- · This school was built in...
- Midland is a town?
- The train line

Get as many statements to interrogate as possible

Are these statements true?

How will we know?

More?

English

History

Small group discussions about statements yesterday: where will you find out?

Discuss them

Curiosity Excursion:

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



What will they need to support this ex Where will they find more images? Encourage students to collect images in		
MID LAND in the middl	e of what??	
Mind map: What do you know about Midland? Students exah do mind map List what you know What do you want to know?	Legist (Insterior) written second (Insterior) personal account (Insterior) shapping team rup committee or a river from personal account (Insterior) what happening transport history or transferling in Middlerd? history or transferling lay we halled population part present tractables population part present tractables prophing where do to live go? where the liver go? where the liver go? where the liver go?	
English History/ geography	Steam trains - Sevence Steam cognies Victorian England	

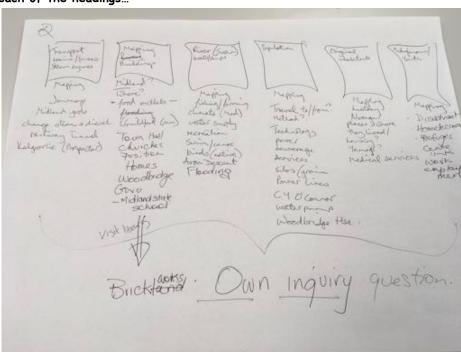
Key ideas... Structured overview to sort ideas.

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?

English

Then sort ideas from Mindmap and each student chooses the Inquiry that interests them

Create a cover page for their exploration journal with inquiry question Art and Design

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.

T and E

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?

Maths

Venn diagram

Then and now of Midland:

Common issues?

English

History



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...

English

History

Questioning:

Focus upon inferential questions that cannot be answered easily. E.g. Who built the town hall? Church, school? Why?

English

History

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.

T and E

Class discussion about the common issues: What did they each discover?

English

History

Viewing task: Video / Youtube clip or series of images about Mid

English History

My place

Writing: Recount of part of My place text

Sequence:

Steps in the recount: Intro, main ideas and conclusion

English

Choosing own inquiry question

Question list;

Displaying question with key words:

Wordle

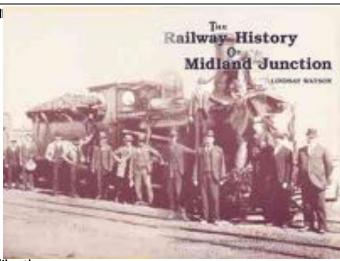
Drama: Recount of one particular part of My place text:

Create simple script and work with others to play the scene or film the scenes

The Arts

Setting up Power point/ Portfolio structure and assessment process with each student:

Planning:



Individual meetings with each student. What / which part of our history interests you?

	What will be in the final assessment? How many slides will there be? How will they be assessed?? 2 for Maths 2 Engjish 2 Geography 2 Language 2 History etc.,	
2.35 pm	Summing up the exploring day	
Week 2.	exploring day	
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:	

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

```
English
History
Constructing/ designing making model of a Midland block.
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?
```

	Maths	
	Drama:	
	Connected to Albert Facey chapter?	
	Each student writing a role description?	
	The Arts	
	Following another student's map of Midland.	
	Giving feedback about what worked and what didn't?	
	Model of Midland: Colour? Shape? Size?	
	T and E	
	History	
	English	
Week 3		
week 5		
Sorting out		
	Key words	
	Classification;	
	Identifying words / language phrases from 1800's 1900's and now	
	English	
	Albery Facey text	
	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?	
	History	
	Contexts:	
	Change?	
	Every 10 years?	
	What happens?	
	History	
	Albert Facey Text	

History

English: Looking at the chronological sequence: Symbols, Icons and myths Graphing data related to inquiry question: 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 **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? **English** Census data: Hm people lived in Midland? in: 1800 1850 1870 1900 etc., Take some punts on why Maths Plan /rehearse final presentation: [Speaking and listening] Make sure assessment items are almost complete 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 ??? The Arts

	Excursion to: Looking at?	
	History	
	English	
	Writing generalization statements	
further		
Going		
Week 4.		
	History	
	The Arts	
	Albert Facey text	
	Drama:	
	English History	
	Thinking about the text in relation to a different age or gender. What would be different? Write a little paragraph to show the difference	
	Writing: Thinking about the task in relation to a different ass an aarden. What would be different?	
	What are the mathematical concepts at play?	
	Why did the early settlers build their buildings using these patterns? Are their variations?	
	Draw/ photograph	
	What is happening?	
	History Shape/Patterns in the bricks	
	The Arts	
	Showing perspectives of different people events situations in the town	
	Classifying images:	

Collecting information about?	
Each student will be looking for or at something different	
Writing up excursion notes and sorting images	
Albert Facey Text	
English Control of the Control of th	
History	
Elaborationsextending sentences to	
English Control of the Control of th	
Week 4 tasks	
Assessment frameworks: How are you going?	
Taking notes	
Taking photographs to support hunches	
Look at report again:	
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	

	Final conclusions What must be in here? Writing their final conclusion to answer inquiry	
	English	
	Drama	
	The Arts	
	History	
	Interpreting brick pattern data Maths	
Week 5.	Exhibitions:	
Making		
connections		
Across the	Compiling documents for exhibition/ display	
curriculum//every	Powerpoint/ Portfolio/ Folio/ Sorting out collection of completed tasks	
where	What will they need?	
	T and E	
	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	

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