

Project Worksheet

Integrating Technology Into A Curriculum Unit

Generative Topic Title	Should a country's government intervene in indigenous family relationships?	
Overarching Goals For Use of Computers and Other Technologies (SAU 16 Tech. Plan Performance Indicators: http://technology.sau16.k12.nh.us/techplan/PDF/PerfIndicators.pdf)	Goal 1 Students will understand how best to use online information resources to meet their needs for information research. (Performance 7, Standard Category 5)	
	Goal 2 Students will understand how to use technology tools to collaborate with peers, experts, and others. (Performance 7, Standard Category 9)	
	Goal 3 Students will understand how to make informed choices among technology, resources and services. (Performance 1, Standard Category 2)	
Overarching Goals For Academic Areas to Be Addressed By The Unit.	Academic Area 1	Literacy (SAU 16 Curriculum Standard: http://www.sau16.org/currassess/curriculum/reading/ehs/eng_freshman_curr.pdf)
	Curriculum Goal 1	Students will understand how a piece of literature can help them understand societies and history. (Standards 4, 5 and 6)
	Curriculum Goal 2	Students will understand that information comes from a variety of sources and they need to consider the credibility and bias of that information. (Standards 5, 6)
	Academic Area 2	Social Studies (SAU 16 Curriculum Standard: http://www.sau16.org/currassess/curriculum/ss/worldhistory.pdf)
	Curriculum Goal 1	Students will understand that a government that represents a majority population must also serve and protect the rights of a minority population. (Standard 1)
	Curriculum Goal 2	Students will understand how colonization of new areas of the world affected indigenous populations. (Standard 14)
	Curriculum Goal 3	Students will understand how geography affects the development of a society. (Standard 13)
	Curriculum Goal 4	Students will understand how language, traditions, and other cultural elements shape peoples' perceptions and opinions about others. (Standard 11)
	Academic Area 3	Art (SAU 16 Curriculum Standard: http://www.sau16.org/currassess/curriculum/art/artcurriculum.pdf)
Curriculum Goal	Students will understand how art reflects a society at a particular time in history. (Standard 3)	
Unit Understanding Goal 1	1. Students will gain an understanding of the Australian and Aboriginal cultures and the historical events of the mid-20 th century.	
Associated Curriculum Standard (Reference)	Literacy Standard 1 - Reading http://www.sau16.org/currassess/curriculum/reading/ehs/eng_freshman_curr.pdf	
Unit Understanding Goal 2	2. Students will understand the value of primary sources in their research.	
Associated Curriculum Standard (Reference)	Literacy Standard 5 – Language Usage http://www.sau16.org/currassess/curriculum/reading/ehs/eng_freshman_curr.pdf	
Unit Understanding Goal 3	3. Students will understand why the Australian government implemented the child relocation policy.	
Associated Curriculum Standard (Reference)	Social Studies Standard 1 http://www.sau16.org/currassess/curriculum/ss/worldhistory.pdf	

Unit Understanding Goal 4	4. Students will understand how to evaluate the Australian governmental positions of the mid-20 th Century.
Associated Curriculum Standard (Reference)	Social Studies Standard 1 http://www.sau16.org/currassess/curriculum/ss/worldhistory.pdf
Unit Understanding Goal 5	5. Students will understand how the colonization of Australia affected the Aboriginal population.
Associated Curriculum Standard (Reference)	Social Studies Standard 14 http://www.sau16.org/currassess/curriculum/ss/worldhistory.pdf
Unit Understanding Goal 6	6. Students will understand how the indigenous and European cultures co-existed.
Associated Curriculum Standard (Reference)	Social Studies Standard 14 http://www.sau16.org/currassess/curriculum/ss/worldhistory.pdf
Unit Understanding Goal 7	7. Students will understand why the Aboriginal population lives where they do.
Associated Curriculum Standard (Reference)	Social Studies Standard 13 http://www.sau16.org/currassess/curriculum/ss/worldhistory.pdf
Unit Understanding Goal 8	8. Students will understand how the geography of Australia affects the Aboriginal culture.
Associated Curriculum Standard (Reference)	Social Studies Standard 13 http://www.sau16.org/currassess/curriculum/ss/worldhistory.pdf
Unit Understanding Goal 9	9. Students will understand how their language, traditions, and other cultural elements shape their perceptions and opinions about the Aborigines.
Associated Curriculum Standard (Reference)	Social Studies Standard 11 http://www.sau16.org/currassess/curriculum/ss/worldhistory.pdf
Unit Understanding Goal 10	10. Students will understand how art reflects the Aboriginal society at the mid-20 th century.
Associated Curriculum Standard (Reference)	Art Standard 3 http://www.sau16.org/currassess/curriculum/art/artcurriculum.pdf

Performances Of Understanding

Types of Performances	Activities Required	Nature of Technology Use	Assessment Strategies
Introductory Performances	<p>View the movie Rabbit-Proof Fence. Class discussion:</p> <ul style="list-style-type: none"> • What did you learn from viewing the movie that you did not know before? • Early in the film, we see the eagle, Molly’s totem. When does the bird appear again and why? • How would you describe Jigalong depot? • What are your impressions of the conditions at the Moore River Native Settlement? • What were the reasons given for taking the children from their home? 	<p>Video to View Movie Class discussion notes will be taken on smartboard or notebook and compiled for the entire group.</p>	<p>Informal assessment of class discussion participation and student responses. Looking for voluntary participation, details from movie that indicate they were paying attention to it, and responses to other students.</p>
	<p>Create a map of Australia and draw the “Rabbit-Proof Fence”, the settlements that are listed on worksheet and outline the journey that the girls took to return to their home. Be sure to include a map scale. Mapping presentation will precede activity to discuss resources, checklist, scale, types of maps and desired goals. There are resources provided in the online course under “Maps/Atlases” or you can search for appropriate resources and cite the sources.</p>	<p>Online course/Internet links for references</p>	<p>A checklist will be provided for the map project to insure that all desired aspects are included. This is a Yes/No checklist, not scaled.</p>

	<p>Read the website on “What does being indigenous mean?” Post an entry to the discussion post on what you think “being indigenous means” and respond to at least two other posts.</p>	<p>Online course/Website link Online course/Discussion Group</p>	<p>Online discussion rubric will be developed with the class and then used for all of the online discussion performances. (Using the online discussion tool is a new activity to most students so the creation of the rubric will also be an opportunity to teach how to most effectively use this tool, in addition to how they will be assessed.) Certain aspects will be put in – timeliness of post, proper spelling and grammar, no acronyms and IM-speak, evidence of background task completion by sharing at least one fact or concept and commenting on it.</p>
<p>Guided Inquiry Performances</p>	<p>Research the internet resources provided in the online course under “Introduction to Aboriginal People” and answer the questions provided on the worksheet about the Aboriginal people. Take the online quiz.</p>	<p>Online course/Website links Online course/quiz</p>	<p>Online quiz – can be retaken until certain level of correct responses is reached.</p>

	<p>Read the internet resources provided under “Indigenous Family Relationships”. Working in groups of two, create a Powerpoint presentation on the family relationships of the culture you selected that you will share with the class. Be sure to include the factors listed on the assignment sheet. Presentations will be shared with the class and accompanied by class discussion on the difference in values in indigenous cultures.</p>	<p>Online course/Website links PowerPoint</p>	<p>A rubric will be provided, along with the assignment sheet. Factors will include research, content, presentation and class interaction. The presentation will be evaluated on the use of relevant graphics, proper grammar and spelling, length, introduction, presentation of facts and summary.</p>
	<p>Read the first four chapters of the book <i>Follow the Rabbit-Proof Fence</i> by Doris Pilkington. Class discussion on readings and introduction to colonization. Read the internet resources provided in online course under “Colonization”. Write a discussion post on how you think indigenous people were affected by colonization and respond to at least two other posts.</p>	<p>Online course/Website links Online course/Discussion Group</p>	<p>Online discussion rubric will be done by teacher and returned to students so they get immediate feedback on using the online post tool.</p>
	<p>Research the <i>Bringing Them Home</i> report of 1997 and the Australian Government’s Policies of the mid-20th century. Be sure to review the online research procedures first and take notes and track your resources as it states. Use Inspiration to create a concept map as you proceed through the research on what you perceive as the pros and cons of these policies. A sample concept map will be provided. Any students requiring assistance using Inspiration will be paired with a ‘tutor’.</p>	<p>Online course/Research Info Internet Research Inspiration</p>	<p>Students will pair off and explain and assess each other’s concept map. Revisions can then be done based on feedback. The concept map will be evaluated based on understandable use of graphics/icons, lines relating ideas, and at least 10 ideas plotted.</p>

	<p>Introduce geneology topic. Assignment is to research your own family tree to at least 3 generations (yours, your parents, your grandparents). Find out names, dates and places of birth, dates and places of deaths (if any), marriage and divorce places and dates. Draw a representation of your family tree using the computer and print a copy. Write a one-page essay on how you think your family would have been affected if your parents had been removed from your grandparents when they were children.</p>	<p>Drawing program Word Processor</p>	<p>Family tree chart and essay paper will be graded. The family tree will be assessed on completeness and clarity of presentation. The essay will be looking for a reasonable length, proper grammar and spelling, at least one affect on their family described.</p>
	<p>Read selected section of play <i>Stolen</i>. Discuss characterization and staging. Have students work in groups and write a 10-minute play that they will perform that is set in the orphanage where they have been placed after having been removed from their family. Show how you would feel and act in similar circumstances as those presented to the Aboriginal children, i.e. cannot speak native language, must follow rules and customs of orphanage, no contact with outside or family, etc.</p>	<p>Video camera to capture performances for class website</p>	<p>Students will be assessed on how well they communicated feelings and portrayal of effect of disruption in family relationships and the situation in orphanage. There will be discussion after performance to share perception/intention of feelings to see if intent of playwrighters was the same as audience.</p>
	<p>Read the resources under “Reconciliation”. Write a post to the discussion group on what you think reconciliation means in this context – respond to at least two other posts.</p>	<p>Online course/Website links Online course/Discussion Group</p>	<p>Online discussion rubric will be done by teacher and returned to students.</p>

	<p>Read the resources under “Controversies” that relate to the perceived inaccuracies of the movie and the “Stolen Generation”. How can you determine the accuracy, bias and credibility of a source? Write a one-page paper that describes one of the controversies, how you feel about it, what you think is accurate/inaccurate and why, and what methods you used to determine what you think.</p>	<p>Online course/Website links</p>	<p>Paper will be graded and returned to students with opportunities for revisions and enhancements. Paper grade will reflect standard paper requirements (length, grammar, spelling, etc.), description of accuracies, inclusion of their opinion, and description of methods used.</p>
<p>Culminating Performances or Final Projects</p>	<p>Locate a piece of art, poetry, writing or music that is Aboriginal and describe in either a class presentation, a website or a written paper why you have a personal connection to it (see suggested links in online course or search for your own). Be sure to include information about what you know about the Aboriginal people – their culture, families, food, etc. and how your personal connection links to what you have learned about them. Students will submit a draft initially so they have a chance for revision before final performance.</p>	<p>Online course/Website links Student website and software or Presentation software (if option chosen)</p>	<p>Rubric will assess content, clarity, description of personal connection and presentation/writing.</p>
	<p>Class discussion/presentation on persuasive speech and what contributes to a substantive argument. Students will each write a 3-5 minute persuasive speech that describes if they were in the Australian Government now, what they would do (if anything) for the Aboriginal people in relation to the past policies and if they think apologies and reparations are important. Plan to deliver the speech to the class and have it recorded. A written draft will be submitted to teacher with feedback.</p>	<p>Word processor Video camera to capture performances for class website</p>	<p>Rubric – see sample attached.</p>