Unit Overview

‘Talkin’ ‘Bout Your Generation’ looks at Australia and how it has progressed and changed over time. The unit is bases on the television show which explores generational differences. Throughout the unit the students will explore and investigate how changes over time have enhanced or affected their current lives. Students will have the opportunity to explore the different decades throughout Australian history allowing them to become more knowledgeable and active citizens.

Throughout this unit students will:

- Recognise differences in generations.
- Explore how changes over time link to how our society operates today.
- Examine specific aspects of our community and how they have changed over time.
- Investigating past events and how they are similar or different to how we deal with the same events today.
- Explore World War 1 & 2, Vietnam War, the current war on terrorism and making connections.
- Explore The Great Depression and the effect it had on the Australian community and how as a country we are dealing with the current financial crisis.
- Investigating migration and how have these laws changed over time.
- Examine who Charles Perkins was and what impact he had on the referendum and creating awareness of the abuse Aboriginal people were facing daily?
- Explore how laws have changed over time and investigate if they have affected basic human rights.

HOMEWORK TASK

Week 2, Page 8
<table>
<thead>
<tr>
<th>Ways of working</th>
<th>Knowledge and understanding</th>
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</thead>
</table>
| **SOSE**
Students are able to:
- identify issues and use common and own focus questions
- plan investigations using inquiry models
- collect and analyse information and evidence from primary and secondary sources
- reflect on and identify different perspectives, and recognise and clarify beliefs and values relating to social justice, the democratic process, sustainability and peace
- reflect on learning, apply new understandings and identify future applications. | **SOSE**
**Time, Continuity and Change**
- Events from pre-colonisation to Federation, including Indigenous heritages, European colonisation, frontier conflicts, the development of the economy, and the Federation movement, have established the Australian nation and contributed to Australian identities.
- Australia’s relationship with its Asian and Pacific neighbours is linked to events over a range of time periods, including events associated with the “White Australia” policy, refugees and immigration, free-trade agreements and military alliances.

**Place and Space**
- Distribution maps, climate zone maps and weather maps have specific features to convey information, including latitude, longitude, eight compass points, scale and distance, a legend and shading and/or symbols.

**Culture and Identity**
- Perceptions of different cultures and groups are influenced by local, national and world events and by representations in the media.
- Aboriginal peoples and Torres Strait Islanders' diverse social organisation, languages and lifestyles reflect the importance of “country” — land, sea and places.
- Contact between Indigenous and non-Indigenous cultures in Australia and in other places have had significant effects on language, culture, land ownership, health and education of Indigenous people.

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| **ENGLISH**
Students are able to:
- identify and demonstrate the relationship between audience, subject matter, purpose and text type
- identify main ideas and the sequence of events, make inferences and draw conclusions based on ideas and information within and across texts
- interpret and identify that readers/viewers/listeners are positioned by aspects of texts
- construct non-literate texts to express meanings and messages, to identify causes and effects, and to state positions supported by evidence
- make judgments and justify opinions using information and ideas from texts, and identify how aspects of texts contribute to enjoyment and appreciation
- reflect on and compare how the language choices made across texts include and exclude certain groups and individuals
- reflect on learning, apply new understandings and identify future applications. | **ENGLISH**
**Speaking and Listening**
- Statements, questions and commands can use language that positions and represents ideas and information.
- Words and phrasing, syntax, cohesion, repetition, pronunciation, pause, pace, pitch and volume establish mood, signal relationships, create effect and are monitored by listeners.
- Active listeners identify ideas and issues from others’ viewpoints and clarify meanings to justify opinions and reasoning.
- In presentations, speakers make meaning clear by organising subject matter, identifying their role and selecting relevant resources.

**Reading and Viewing**
- Purposes for reading and viewing are identified and are supported by an evaluation of texts based on an overview that includes skimming and scanning titles, visuals, headings and subheadings, font size, tables of contents, indexes and glossaries.
- Readers and viewers draw on their prior knowledge, knowledge of language elements and point of view when engaging with a text.

**Writing and Designing**
- The purpose of writing and designing includes evoking emotion, persuading and informing.
- Text users make choices about grammar and punctuation, to establish meaning.
- Writers and designers refer to authoritative sources and use a number of active writing strategies, including planning, drafting, revising, editing, proofreading, publishing and reflecting.

**Language Elements**
- Vocabulary is chosen to establish relationships, persuade others, describe ideas and demonstrate knowledge.

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| **ART**
Students are able to:
- select and develop ideas for arts works, considering intended audiences and intended purposes, and make decisions about arts elements and languages
- create and shape arts works by modifying arts elements to express purpose and to include influences from their own and other cultures and times
- identify, apply and justify safe practices
- reflect on learning, apply new understandings and identify future applications. | **ART**
**Visual Art**
- Blended, controlled and symbolic colour is used to create depth, representation and symbolism.
- Descriptive and emotive lines are used to create abstraction, proportion and symbolism.
- Negative space and positive shape are used to create abstraction, non-representation and proportion.
- Actual, invented and simulated textures are used to create depth, representation and symbolism.
## Identify curriculum

<table>
<thead>
<tr>
<th>Ways of working</th>
<th>Knowledge and understanding</th>
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</thead>
<tbody>
<tr>
<td><strong>MATHS</strong></td>
<td><strong>MATHS</strong></td>
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<tr>
<td>Students are able to:</td>
<td><strong>Measurement</strong></td>
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<tr>
<td>• analyse situations to identify mathematical concepts and the relationships between key features and conditions necessary to generate solutions</td>
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<tr>
<td>• pose questions that draw on familiar examples to clarify thinking and support predictions</td>
<td>• Timetables and duration of events involving both 12- and 24-hour time cycles and Australian time zones can be calculated</td>
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<tr>
<td>• develop arguments to justify predictions, inferences, decisions and generalisations from solutions</td>
<td><strong>Space</strong></td>
</tr>
<tr>
<td>• evaluate thinking and reasoning, to determine whether mathematical ideas, strategies and procedures have been applied effectively</td>
<td>• Maps and plans can be constructed and interpreted to identify a specific location, to plan movement from one location to another, and to calculate distance between locations</td>
</tr>
<tr>
<td>• communicate thinking and justify reasoning and generalisations, using mathematical language, representations and technologies</td>
<td>• Mapping conventions, including coordinates, compass points and scale, are used to specify and identify locations on maps and plans</td>
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<table>
<thead>
<tr>
<th>ICT</th>
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</thead>
<tbody>
<tr>
<td>Students are able to:</td>
<td><strong>Technology as a Human Endeavour</strong></td>
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<tr>
<td>• investigate and analyse the purpose, context, specifications and constraints for design ideas</td>
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<tr>
<td>• plan and manage production procedures and modify as necessary</td>
<td><strong>Creating with ICTs</strong></td>
</tr>
<tr>
<td>• make products to meet specifications by manipulating and processing resources</td>
<td>• Develop plans and proposals, considering common ICT design features</td>
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<tr>
<td>• identify risks and justify and apply safe practices</td>
<td>• Express and creatively represent ideas, information and thinking</td>
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<tr>
<td>• reflect on learning, apply new understandings and identify future applications.</td>
<td><strong>Operating ICTs</strong></td>
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<td></td>
<td>• Develop operational skills and begin to use the extended functionality of a range of ICT devices</td>
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<td></td>
<td>• Investigate the main uses and processes of some input, output, processing and storage devices</td>
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<tr>
<td>Develop assessment</td>
<td>Purpose of assessment</td>
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<td>---------------------</td>
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<tr>
<td><strong>Type of assessment</strong></td>
<td><strong>What will be assessed</strong></td>
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<tr>
<td>PointPower Presentation and Oral Presentation</td>
<td>SOSE</td>
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<td>SOSE</td>
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<td>ENGLISH</td>
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<td>TECHNOLOGY</td>
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<td>Journal</td>
<td>SOSE</td>
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<td>SOSE</td>
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<td></td>
<td>ENGLISH</td>
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<tr>
<td>Structural and grammatical features</td>
<td>Students demonstrate their understanding of meeting the needs of the audience and the medium</td>
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<td>-----------------------------------</td>
<td>------------------------------------------------------------------------------------------</td>
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<tr>
<td>Comprehensive knowledge and understanding of concepts, facts and procedures</td>
<td>Well-reasoned judgments and opinions about texts</td>
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</tbody>
</table>

**ART**
- Insightful and skilful creation of arts works to express ideas by selecting and combining arts elements, techniques, skills and processes
- Controlled presentation of arts works to display interpretive and technical skills
- Perceptive response to arts works using arts elements and languages

**TECHNOLOGY**
- Students demonstrate an ability to utilise MS Publisher and effectively produce an information brochure to design specifications
- Discerning interpretation and analysis of information and evidence to generate well-reasoned design ideas
- Controlled and skilful implementation of production processes to make products
- Perceptive evaluation of products and processes

<table>
<thead>
<tr>
<th>Timeline</th>
<th>Week 8 of the unit</th>
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</table>

**SOSE**
- Students knowledge and understanding of concepts, facts and procedures relating to the location of coal basins, coal transportation and exporting
- Insightful identification of issues, development of questions, and use of inquiry processes
- Clear and accurate communication conforming to the conventions of text types
- Perceptive reflection on investigations, values, perspectives and learning

**ENGLISH**
- Students implement their understanding and application of the information report genre incorporating control of structural and grammatical features
- Students demonstrate their understanding of meeting the needs of the audience and the medium
- Comprehensive knowledge and understanding of concepts, facts and procedures
- Insightful interpretation of purpose, audience, subject matter and text types
- Well-reasoned judgments and opinions about texts

**ART**
- Insightful and skilful creation of arts works to express ideas by selecting and combining arts elements, techniques, skills and processes
- Controlled presentation of arts works to display interpretive and technical skills
- Perceptive response to arts works using arts elements and languages
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<td>• Perceptive evaluation of products and processes</td>
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**Sequence learning**
<table>
<thead>
<tr>
<th>Week and Concept</th>
<th>Learning experiences and teaching strategies</th>
<th>Adjustments for needs of learners</th>
<th>Resources</th>
</tr>
</thead>
</table>
| Week 1 Introducing changes over time | **Recognising differences in generations.**
  What do the words ‘generation’ and ‘change’ mean?
  Brainstorm the topic as a class
  - What are some changes that have occurred over different generations?
  - Have all these changes been positive?
  Complete the first two parts of a class KWL chart
  - What do we already know about the topic?
  - What do we want to know about the topic?
  - Explain that the ‘What we have learnt’ part will be filled in after each lesson.
  Introduce the book ‘My Place’ by Nadia Wheatley and Donna Rawlins (get the class to sit in a circle and read)
  - Do the ideas in the book match up with examples of generational changes explored in our class brainstorm?
  - Brainstorm key generational changes explored in the book
  - What would it feel, look and smell like being the tree and experiencing changes over time?
  - Discuss how each student will keep a journal throughout the unit that will be from the perspective of the tree in the book.
| **How do changes over time link to how our society operates today?**
Complete a ‘round robin’ activity that investigates positive and negative generational changes in the book. Get the student's time to write down if these changes have affected the way our society operates today.
  - Children to have butchers paper in front of them, as the song “Waiting on the world to change” by John Mayer, children will write down ideas about positive and negative change. Every 1 minute they will move to the next piece of paper and add to the ideas.
  - As a class unpack and discuss what was written
| **Maths Lesson**
Explore mapping and the techniques required.
Have students explore a decade from the book and map the area discussed.
Discuss how the each student will be required to construct a timeline for use throughout the unit. | **Differentiate instructions and assessment (if required) to cater for diversity**
- Time can be shortened to cover only three decades
- Journal writing can be half a page instead of one. | **Teacher Resources:**
Book – ‘My Place’ by Nadia Wheatley and Donna Rawlins
A3 copy of KWL chart
A4 copies of KWL chart for each student
Butchers paper and stationary
Example of a Journal to model to students
Example of a Timeline to model to students

**Student Resources:**
A4 writing pad to be used as a journal
KWL handout
Examples of a Journal and Timeline
Homework Book

**Homework Task for the week:**
Start thinking about what generation you would like to research and collect some necessary resources to share with the class

**Teacher Resources:**
Book – ‘My Place’ by Nadia Wheatley and Donna Rawlins
A3 copy of KWL chart
A4 copies of KWL chart for each student
Butchers paper and stationary
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**Homework Task for the week:**
Start thinking about what generation you would like to research and collect some necessary resources to share with the class
### Assessment Focus:
Discuss and provide examples of the major assessment items of the unit:
- Weekly Journal Writing
- Timeline

### Week 2
**Recognising specific accepts of our community and how they have changed over time**

**How have music, clothing, language and television changed over the history of Australia? How have each of these topics promoted and introduced change?**

Introduce the ‘Decades of Change’ books by Itiel Bereson
- Students will be divided into groups of three and each group will explore a different decade.
- In particular, students are to explore music, clothing and television (if invented)

Investigate the book ‘My Place’ and note down the differences in language over the generations

Formulate interview questions to investigate a specific topic and how our relatives/ careers have seen it change over their time

Play ‘Hot potato’ – to collect information regarding interviews
- How do we conduct an interview?
- How do we write up an interview?
- Model how to write an interview

**Art Lesson**

Students are to choose a topic they have found appealing from the unit so far (music, television, etc)
They are to create a piece of art (painting, drawing, etc) that shows how their topic has changed over time
- Class discussion on different forms of art
- Model different pieces of art that show generational change

### Teacher Resources:
- Book – ‘My Place’ by Nadia Wheatley and Donna Rawlins
- Books – ‘Decades of Change’ by Itiel Bereson
- Book – ‘History of Invention – Food and Clothing’ by Daniel Gilpin

A model of how to conduct an interview
Examples of different pieces of art

### Student Resources:
- Integrated Studies book – to record interview
- Journal Book
- Timeline
- Homework book
- Books – ‘Decades of Change’ by Itiel Bereson
- Book – ‘History of Invention – Food and Clothing’ by Daniel Gilpin

### Homework Task for the week:
Interview a community member from a different generation using the questions formulated during class

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**HOMEWORK TASK**

The above homework task encourages students to be involved and communicate with...
<table>
<thead>
<tr>
<th>Assessment Focus:</th>
<th>Investigating past events and how they are similar or different to how we deal with the same events in today’s society</th>
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</thead>
<tbody>
<tr>
<td>Participation</td>
<td>Brainstorm some events of the past that we have explored so far.</td>
</tr>
<tr>
<td>Book work</td>
<td>Are any of these topics/events still evident in today’s society?</td>
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<tr>
<td>Interview task</td>
<td>In particular, discuss the wars that occurred over time and ask if we are still in war today.</td>
</tr>
<tr>
<td>Continue journal writing and timeline</td>
<td>Discuss other topics (immigration, housing, equality) from the past and relate them to today’s society</td>
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</tbody>
</table>

Week 3
Exploring past events and recognising differences and similarities to current events

- Investigating past events and how they are similar or different to how we deal with the same events in today’s society
  - Brainstorm some events of the past that we have explored so far.
  - Are any of these topics/events still evident in today’s society?
  - In particular, discuss the wars that occurred over time and ask if we are still in war today.
  - Discuss other topics (immigration, housing, equality) from the past and relate them to today’s society

Exploring world war 1,2, Vietnam war and the current war on terrorism and making connections
Show a ‘YouTube’ video clip that provides the students with a look at what life would have been like World War 1 & 2
- How would life be different in World War 1 compared to World War 2? (technology, etc)
- Complete a ‘Smell, Taste, Touch, Feel’ chart for both World Wars
PowerPoint Presentation briefly discussing the aspects of World War 1 & 2.
Show a ‘YouTube’ video clip on the Vietnam War
Six thinking hats – in small groups children explore and discuss one particular war
Report back to the rest of the class
Art Lesson
Continue with Art piece representing changes over time.

Assessment Focus:
Further consolidation of:
- Journal
- Timeline
- Art piece
Participation in the ‘Six thinking hats’ activity.

Teacher Resources:
- ‘YouTube’ clip – World War 1 & 2, Vietnam War
- PowerPoint Presentation on World War 1 & 2

Student Resources:
- Integrated Studies work book
- Art piece
- Homework book

Homework Tasks for the week:
Collect newspaper articles on the current financial crisis
Research and investigate the great depression
<table>
<thead>
<tr>
<th>Week 4</th>
<th>Exploring the Great Depression and its effects on Australia. Exploring how we as a country are dealing with the current financial crisis.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Think pair share - use newspaper articles to discuss the differences and similarities that are reported on Y chart – each child completes a Y chart for both the great depression and the current financial crisis</td>
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<td></td>
<td>As a class combine all the Y charts to make a large class Y chart for display so children can refer to it during other lessons</td>
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<td></td>
<td><strong>English Lesson</strong></td>
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<td>Discuss the elements of writing a newspaper article</td>
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<td>Get the students to write their own newspaper article pretending they are in the great depression</td>
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<td><strong>Art Lesson</strong></td>
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<td></td>
<td>Students are to continue their art piece representing the changes over time. Think pair share- newspaper articles to discuss the differences and similarities that are reported on</td>
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<table>
<thead>
<tr>
<th>Assessment Focus:</th>
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<tbody>
<tr>
<td>• Journal continues (writing from the tree perspective discussing the differences in the financial crisis’)</td>
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<tr>
<td>• Timeline continues</td>
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<tr>
<td>• Y charts</td>
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<tr>
<td>• Newspaper article</td>
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<tr>
<td>• Art piece representing change throughout Australian history.</td>
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<table>
<thead>
<tr>
<th>Teacher Resources:</th>
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<tbody>
<tr>
<td>Newspaper articles</td>
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<tr>
<td>A3 copy of Y chart for the class</td>
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<tr>
<td>A4 copies of Y chart for each student</td>
</tr>
<tr>
<td>Book – ‘Another Mouth to Feed – Children in War &amp; Depression: 1900-1945’ by Melanie Guile</td>
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<table>
<thead>
<tr>
<th>Student Resources:</th>
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<tbody>
<tr>
<td>Art piece</td>
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<tr>
<td>English book</td>
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<tr>
<td>Homework book</td>
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<thead>
<tr>
<th>Homework Tasks for the week:</th>
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<tbody>
<tr>
<td>Finish Newspaper Article</td>
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<tr>
<td>Week 5 Exploring Migration</td>
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</tbody>
</table>

**Assessment Focus:**
- Class Bar Graph - participation
- Journal continues (writing from the tree perspective)
- Timeline continues
- Art piece representing change throughout Australian history

**Teacher Resources:**
- Books – ‘Decades of Change’ by Itiel Bereson
- Books – ‘Story of Migration to Australia – from Europe’ by Nicolas Brasch & ‘Story of Migration to Australia – from the Pacific Islands and the Americas’ by Nicolas Brasch

**Student Resources:**
- Integrated Studies Book
- Journal Book
- Homework Book
- Books – ‘Decades of Change’ by Itiel Bereson

**Homework Tasks for the week:**
Discuss with parents and grandparents (that are immigrants) the process they went through to come to Australia
### Week 6
**The fight for equal rights**

<table>
<thead>
<tr>
<th>Week 6</th>
<th>How have laws changed over time to allow aboriginals to feel part of Australia and gain rights as citizens?</th>
<th>Differentiate instructions and assessment (if required) to cater for diversity</th>
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<tbody>
<tr>
<td></td>
<td>A Guest Speaker will come into the class and provide a brief history of the Aboriginal peoples fight for equal rights</td>
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<td></td>
<td>• Give the students some time to write down three questions that they would like to ask the guest speaker</td>
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<td></td>
<td>• Construct some class questions to ask the guest speaker</td>
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<td><strong>Who is Charles Perkins and what impact did he have on the referendum and creating awareness of the abuse aboriginal people were facing every day?</strong></td>
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<td>Read the book “Indigenous Heroes and Leaders, by Alex Barlow and Marji Hill”</td>
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<td>• Before reading have a quick brainstorm on famous Indigenous people (Cathy Freeman, Anthony Mundine, etc)</td>
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<td></td>
<td>• Has anyone heard of Charles Perkins?</td>
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<td>• Students will be required to sit in a circle and each have a turn at reading</td>
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<td></td>
<td>• Inquire about each Indigenous hero – What made them a leader?</td>
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<td></td>
<td>Discuss Charles Perkins role as a political activist and public servant.</td>
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<td></td>
<td>• What made him an Indigenous leader?</td>
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<td>Investigate his role in the Freedom Ride</td>
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<td></td>
<td>• What is Discrimination?</td>
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<td></td>
<td>• How did the Freedom Ride assist in creating awareness of Discrimination</td>
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<td></td>
<td>In pairs students will research an aspect of Aboriginal history that appeals to them (land rights, voting, ‘sorry’ day, and referendum). They are to record their findings on a KWL chart and report them to the class.</td>
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<td></td>
<td><strong>Art Lesson</strong></td>
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<tr>
<td></td>
<td>Aboriginal Paintings and techniques</td>
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</tbody>
</table>

**Assessment Focus:**
- Participation in oral presentations
- Journal continues (writing from the tree perspective on the European settlement)
- Timeline continues

**Teacher Resources:**
Books – ‘Indigenous Heroes and Leaders’ by Alex Barlow and Marji Hill

**Student Resources:**
Books – ‘You and Me Living Together – The Story of Aboriginal Land Rights’ by Alex Barlow and Marji Hill, ‘Sharing Our Cultures – The Story of Aboriginal Cultures’ by Alex Barlow and Marji Hill
Integrated Studies Book
Journal Book
Homework Book

**Homework Task for the week:**
Investigate another aboriginal activist and report on the impact he or she had on the Australian community.
| Week 7  | Changes over time link to how our society operates today. Prepare and present a model PowerPoint presentation of the early 1900’s to show children what is expected for their assignment.  
- What else could we add to make it more appealing to the reader?  
Discuss the importance and process of planning before attempting to construct assessment  
Explain Assessment Task  
Children are to choose focus questions that will be discussed and covered during their presentation  
Children need to get into groups of 2-3 and decide who will cover different decades in Australian history | Teacher Resources:  
PowerPoint presentation  
Student Resources:  
Homework Book  
Journal Book  
**Homework Task for the week:**  
Commence assessment research |
|---|---|
| Assessment Focus:  
In groups of 2-3 children are to present a PowerPoint presentation of a decade in Australian history discussing the focus questions |  |
| Week 8  | Allocated Assessment Time  
Students are to use this time to investigate and research their chosen decade in relation to the focus question.  
Computer lab time and library time will be provided for students use  
Assessment Focus:  
- PowerPoint presentations | Student Resources:  
Homework Book  
Journal Book  
Books – ‘Decades of Change’ by Itiel Bereson  
Computers  
**Homework Task for the week:**  
Continue assignment work |
| Exploring and Linking Generations |  |
| Week 9  | Allocated Assessment Time  
Students are to use this time to investigate and research their chosen decade in relation to the focus question.  
Computer lab time and library time will be provided for students use  
Assessment Focus:  
- PowerPoint presentations | Student Resources:  
Homework Book  
Journal Book  
Books – ‘Decades of Change’ by Itiel Bereson  
Computers  
**Homework Task for the week:**  
Continue assignment work |
### Week 10

<table>
<thead>
<tr>
<th><strong>Assessment due and quiz</strong></th>
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<tbody>
<tr>
<td>Presentation of PowerPoints</td>
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**FINAL DAY OF UNIT**

*Talkin’ ’bout my generation quiz*

Decades will be joined together (00’s and 90’s, 80’s and 70’s, 60’s and 50’s, 40’s and 30’s, 20’s and 10’s)

Children will be within these groups and participate in a quiz asking questions that relate directly to the focus questions of the assessment.

This will be a surprise to the children to reward them for their hard work throughout the semester.

The quiz is based on the quiz show, *talking ‘bout my generation*.

**Assessment Focus:**
- Presentations
<table>
<thead>
<tr>
<th>Use feedback</th>
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<tbody>
<tr>
<td>Ways to monitor learning and assessment</td>
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