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Authentic Activities

**1. Mystery Strategy:**

**Essential Question:** How did convict migration in Australia impact urbanization and the cultures of the countries citizens?

**Content Standard:**

Geography:

6. Describe ways in which human migration has an impact on the physical and human characteristics of places including:

a. Urbanization;

b. Desertification;

c. Deforestation.

8. Explain push and pull factors that cause people to migrate from place to place including:

a. Oppression/Freedom;

b. Poverty/Economic opportunity;

c. Cultural ties;

d. Political conflicts;

e. Environmental factors

**Background Knowledge:** Students will have been learning about the country of Australia for a social studies unit. In order to gather, develop and process information, problem solve and think creatively, students will act as history detectives to explore how the migration of convicts into Australia impacted the people who lived there as well as urbanization and Australian culture.

**Resources** such as diaries of the convicts being taken to Australia, maps, statistical data on population sizes, images, picture and informational books and web articles will be available for students to use when analyzing clues and generating theories.

Example resources:

<http://www.migrationheritage.nsw.gov.au/exhibition/objectsthroughtime/convictcap/>

<http://www.bairdnet.com/australia/immigration1.html>

<http://www.pilotguides.com/destination_guide/pacific/australia/convict_australia/convict_life.php>

<http://australia.gov.au/about-australia/australian-story/convicts-and-the-british-colonies>

<http://www.convictcreations.com/history/index.htm>

**Activity/Research:** Students will be in heterogeneous groups of 4 to 5 and each group will be presented with an envelope of clues. Examples of clues that will given to groups include:

* European settlement of Australia began in 1788 with the establishment of a penal colony
* Australia provided a base for the Royal Navy in the eastern sea
* Botany Bay: January 18, 1788
* Famine in Ireland caused many to migrate to Australia
* The discovery of gold outside of Bathurst in 1851 changed the nature of migration
* Australian Immigration Restriction Act, also known as the infamous ‘White Australia’ policy

Students will read through their clues and sort them according to common themes. Students will then be able to use the resources available to connect their clues and begin to generate theories about how the migration of convicts into Australia influenced the country for years to come, prompting laws and issues of control. While students are working, the teacher will be monitoring progress and helping groups to sort through their thinking, discussing ideas and hypotheses. Prompting questions such as “What is your reason for thinking this way”, “How do these things relate or connect”, Where did this idea generate from”, and “How did you come to this conclusion”.

**Assessment:** Once students have had ample time to work with their clues and research materials each group will have time to share their hypotheses and decide if they are based on logic and whether or not they make sense. Responses should be written on the board as they are given to help students think about how they came to their findings, comparing ideas with other groups. After the whole group discussion individual students will write a journal response or reflection of their learning process. Ask students to take you through the steps of their mystery and how and why they came to the conclusions they did. Ask them to also reflect on what they felt they did well and what were some of the challenges they encountered during the mystery. Finally and most importantly students should answer the question as to which hypothesis, either their own groups or one they heard during whole class discussion, best answers the mystery questions and why. This reflection will allow the teacher to assess what the student took from the learning process and what misconceptions they may have encountered so the teacher can adjust future lessons based on students needs.

**2. Webquests:**

**Content Standards:**

Geography:

5. Describe ways human settlements and activities are influenced by environmental factors and processes in different places and regions including:

a. Bodies of water;

b. Landforms;

c. Climates;

d. Vegetation;

e. Weathering;

f. Seismic activity.

7. Describe ways humans depend on and modify the environment and the positive and negative consequences of the modifications including:

a. Dam building;

b. Energy production/usage;

c. Agriculture;

d. Urban growth.

**Introduction:** Students have been learning about the coral reef systems, specifically the Great Barrier Reef, in conjunction with the Australia unit. Students will be given the role of underwater researcher and in their research teams of 4 to 5 it is their job to find the best ways to save the Great Barrier Reef from destruction, pollution and crisis. After watching and learning about the reef the previous week, students now have to take their knowledge and find ways to conserve the coral reefs in Australia.

**Task:** In their groups students will be answering the essential question, “What should be done to protect the Great Barrier Reef”? They will have the opportunity to decide how they want to present this information. Choices include creating a video to warn people of the dangers the coral reef is in and make suggestions for how to protect it, create advertisements to post in newspapers and magazines or write letters to local, state and national representatives. These projects will actually be sent or advertised to encourage students to see how they can begin to make a difference and have their voices be heard. Parental permission will have to be obtained in order to publish student work and if students have additional ideas as to how they would like to present their work, these ideas may also be considered and used.

**Resources:** The following are resources students can use while deciding and discussing their project goals. Students can get ideas and suggestions to help them in their project and these resources will also spark new ideas and thinking.

<http://www.coral.org/>

<http://www.nature.org/greenliving/gogreen/coralreeftips/>

<http://www.fossweb.com/modules3-6/Environments/index.html>

<http://oceanservice.noaa.gov/education/pd/corals/welcome.html>

<http://www.enchantedlearning.com/biomes/coralreef/coralreef.shtml>

<http://www.macgillivrayfreemanfilms.com/site/our-films/film-library/coral-reef-adventure.html>

<http://www.wwf.org.au/ourwork/oceans/gbr/>

**Process:** Students will first break into their groups and list some ideas before researching the essential question. Groups will need to select a recorder/writer, researcher, and depending upon how they present their projects, an artist and organizer. Each student will have a role and these roles can be switched half way between the lesson so that all students have a chance at doing something different throughout the webquest. Once students have brainstormed ideas they will then use the Internet and the web-resources provided to help them advance their brainstorming and come up with at least 5 ideas as to how they can start to protect the Great Barrier Reef. Groups will then need to take these ideas and decide how they want to display them and present them to a larger audience. As listed above they can choose to make a video ad, write a letter to a representative, create advertisements for newspapers and magazines or come up with their own idea as to how to present their ideas.

**Evaluation:** Students will be evaluated using two rubrics. One rubric will be for their participation in the group work. This rubric will ask the student what roles they took on during the assignment, how they could have improved in that role and what their strengths were as well as giving themselves a letter grade for their own participation. The other rubric will be one for their final project and presentation. This rubric will be fairly general because students may choose to do different projects. The rubric will be out of a total of 60 points. The rubric will be split into 4 sections each worth 20 points. This is an example of the rubric to assess groups work.

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| **Internet Use** | Successfully uses suggested internet links to find information and navigates within these sites to develop webquest project. | Usually able to use suggested internet links to find information and navigates within these sites to develop webquest project. | Occasionally able to use suggested internet links to find information and navigates within these sites. | Does not use the Internet as a resource to enhance their project ideas and research. |
| **Quality of Information** | Information clearly relates to the main topic. It includes several supporting details and/or examples. | Information clearly relates to the main topic. It provides 1-2 supporting details and/or examples. | Information clearly relates to the main topic. No details and/or examples are given. | Information has little or nothing to do with the main topic. |
| **Organization** | Information is very organized with well-constructed paragraphs and subheadings. | Information is organized with well-constructed paragraphs. | Information is organized, but paragraphs are not well-constructed. | The information appears to be disorganized.  |
| **Diagrams & Illustrations** | Diagrams and illustrations are neat, accurate and add to the reader\'s understanding of the topic. | Diagrams and illustrations are accurate and add to the reader\'s understanding of the topic. | Diagrams and illustrations are neat and accurate and sometimes add to the reader\'s understanding of the topic. | Diagrams and illustrations are not accurate OR do not add to the reader\'s understanding of the topic. |

**Conclusion:** Upon completion of the webquest students and teacher will have time to discuss the entire activity and talk about what was done. Students should be able to reflect about their learning experiences and suggest ways of doing things differently in order to improve the lesson. The teacher should also make sure to have a summation of the webquest to bring closure to the lesson.