

MICRO-LESSON: Australia

TITLE: *Discovering Australia: New Places, New Ideas, New Experiences*

CURRICULUM FOCUS: Social Studies, Science GRADE LEVEL: 6-8; 9-12

VIDEO SEGMENTS:

- ▶ Populations Old and New
- ▶ Unique Wildlife
- ▶ Geography and Weather
- ▶ Traditional Culture and Arts

PROGRAM DESCRIPTION:

The purpose of this micro-lesson with accompanying videos is to introduce students to Australia's geographic characteristics, its cultural history, its peoples, and its art. A fascinating fact about Australia is its peoples—from its many Aboriginal tribes to the thousands of immigrants from Asia, the Middle East, and Europe. In the last 60 years 6 million immigrants have made Australia their home.

Because the land is so unforgiving and arid, most of Australia's inhabitants live on the urbanized coasts. The many aboriginal tribes live in-land, maintaining and sharing their age-old culture, while embracing the new.

A significant cultural fact about Australia is its mythology about dreamtime. The Aborigines, one of the world's oldest surviving cultures, believe that in the time of Dreams, their ancestors bequeathed the land to humans so that the land and the humans would be one—neither one master over the other. Since that time, Aborigines pay homage to their ancestors through dance and song and art. An instrument they use is the Didgeridoo.

Geographically, Australia contains an amazing wildlife population: the platypus, unique to Australia, the kangaroo, adapting to the terrain and climate by hopping, and the koala, adapting by having a smaller brain. The continent also has more venomous snakes than non-poisonous ones. The wetlands and woodlands have more plant species than all of Europe.

Australia's natural bounty is the Great Barrier Reef, the largest and most complex of all of the reefs in the world. The size of Japan, the reef supports 1500 species of fish, 350 species of coral. The Reef is known as "a floating arc at the bottom of the world." Because the continent is in the middle of the tectonic plate, it has not had volcanic eruptions or earthquakes; however, it is affected by El Nino, an irregularly recurring flow of unusually warm surface waters. The Great Artesian Basin and aquifer help farmers in the outback to mine what they call "their liquid gold"—underground water.

LEARNING OBJECTIVES:

After viewing this video students will be able to:

- Compare and analyze societal patterns for preserving and transmitting culture while adapting to environmental or social change
- Explain how language, art, music, belief systems, and other cultural elements can facilitate global understanding or cause misunderstanding
- Understand how an organism's behavior evolves through adaptation to its environment
- Understand that populations of organisms can be categorized by the function they serve in an ecosystem

CLASSROOM CONNECTIONS:

- A.** As you prepare to learn about Australia, you will find that it is a place of both indigenous tribes and immigrants from Asia, the Middle East, and Europe. Interestingly, all of these peoples meld into a nation of Australians who maintain their culture and traditions. Consequently, there exists in this continent an appreciation and curiosity and acceptance of difference in addition to national unity.

As a class discuss your school, community, city, state, and country with regard to your experiences with people who have come from different places to make the United States their home. As you explore this topic, discuss how both native inhabitants and immigrants make a place their own while retaining their cultural distinctions, thereby creating an ever richer community.

- B.** Often geography and weather affect not only where people live but also how they live. Review the geography and weather video

chapter and think about how the geography and weather affect you and where you live. Include in your analysis not only where you live but also where you have traveled.

- C. Discuss what you do daily or what you have to do when you travel to adjust to the geography and weather: clothes, shelter, work, communication, travel, amusement, etc.

INTERACTIVE TARGET VOCABULARY:

As you begin your exploration and research into Australia, create in your Digital Adventure Journal a section for Vocabulary. This compilation of vocabulary will not be the traditional seek and find definitions. You will collect images, parts of articles, video images, brochures, or any other helpful resources that define each of these terms not only to you but also to your classmates.

Australia: 1 continent of the eastern hemisphere SE of Asia & S of the equator area 2,948,366 square miles (7,665,751 square kilometers) 2 or Commonwealth of Australia dominion of the Commonwealth of Nations including the continent of Australia & island of Tasmania -Canberra area 2,967,909 square miles (7,716,563 square kilometers), population 17,562,000

Aboriginal: 1: being the first or earliest known of its kind present in a region <aboriginal forests> <aboriginal rocks> 2 a: of or relating to aborigines b: often capitalized: of or relating to the indigenous peoples of Australia

Platypus: a small carnivorous aquatic monotreme mammal (*Ornithorhynchus anatinus*) of eastern Australia and Tasmania that has a fleshy bill resembling that of a duck, dense fur, webbed feet, and a broad flattened tail —called also duck-billed platypus

Great Barrier Reef: coral reef 1250 miles (2012 kilometers) long Australia in Coral Sea off NE coast of Queensland; most of the area designated a marine park

Didgeridoo: a large bamboo or wooden trumpet of the Australian aborigines

Koala: an Australian arboreal marsupial (*Phascolarctos cinereus*) that has a broad head, large hairy ears, dense gray fur, and sharp claws and feeds on eucalyptus leaves—called also koala bear

Tectonic Plate: 1: a theory in geology: the lithosphere of the earth is divided into a small number of plates which float on and travel independently over the mantle and much of the earth's seismic activity occurs at the boundaries of these plates 2: the process and dynamics of tectonic plate movement; also : a similar process on a body other than earth

Indigenous: 1: having originated in and being produced, growing, living, or occurring naturally in a particular region or environment <indigenous plants> <the indigenous culture> 2: INNATE , INBORN

El Nino: an irregularly recurring flow of unusually warm surface waters from the Pacific Ocean toward and along the western coast of South America that prevents upwelling of nutrient-rich cold deep water and that disrupts typical regional and global weather patterns—compare LA NIÑA

All definitions from Merriam Webster Dictionary Online ** Definitions are from video

ASSESSMENT RUBRIC:

This rubric is on a four-point scale and uses as references *The Skillful Teacher* by Jon Saphier and Robert Gower and *Thinking Like a Historian: Rethinking History and Instruction* by Nikki Mandell and Bobbie Malone.

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QUESTIONS	<ol style="list-style-type: none"> Consistent use of multiple historical facts, perspectives, evidence Uses variety of methods for supporting evidence Relies on identification, evaluation, and comparison/contrast Relies on historical context & change 	<ol style="list-style-type: none"> Relies on multiple historical facts, perspectives, evidence Use of supporting evidence Use of differentiation between and among statements 	<ol style="list-style-type: none"> Uses one historical fact or evidence Limited support Limited use of the historical context 	<ol style="list-style-type: none"> States facts w/no support Little or no use of the historical context
EVIDENCE	<ol style="list-style-type: none"> Relies heavily on primary and secondary sources from a variety of resources Uses deftly research skills in documenting authorities and their impact on work/project Uses analysis, evaluation, synthesis throughout the work/project Uses comparison/contrast to weigh impact of sources on work/project 	<ol style="list-style-type: none"> Uses some primary/secondary sources Uses limited number of other resources Uses research skills on work/project with limited assessment of evaluation of source Uses identification and explanation from the sources on work/project 	<ol style="list-style-type: none"> Uses very limited secondary sources—one or two Uses very limited or no primary sources No attention to research skills evaluating authorities and their impact on work/project 	<ol style="list-style-type: none"> If secondary sources are used, they are traditional: encyclopedia, for example, and very limited use One or no primary sources No evaluation of credibility of sources

INTERPRETATION

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| <ol style="list-style-type: none">1. Uses analysis and synthesis of evidence completely supported from variety of sources and resources2. Relies on explication of context for historical changes3. Provides rationale for using multiple sources and resources to accomplish work/project4. Evaluates and explains intricate connections between people, events, and ideas—both past and present | <ol style="list-style-type: none">1. Addresses the essential questions: who, what, why, when, where1. Will present one or two historical perspectives or historical events/timelines that are different to chart similarities2. Uses limited multiple sources and resources to accomplish work/project3. Does not evaluate and explain intricate connections between people, events, and ideas—both past and present4. Presents in generalities, thereby avoiding any specificity or proof of thesis for work/project | <ol style="list-style-type: none">1. Addresses in limited and cursory fashion the essential questions: who, what, why, when, where2. Uses only identification and description3. Little to no use of supporting evidence | <ol style="list-style-type: none">1. No addressing of the essential questions: who, what, why, when, where2. No use of supporting evidence |
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CAUSE & EFFECT

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| <ol style="list-style-type: none">1. Identifies, evaluates, and analyzes multiple causes/effects—both stated and inferred—intended/unintended—short term/long term2. Differentiates and evaluates how different groups act differently and why | <ol style="list-style-type: none">1. Identifies multiple causes/effects—both stated and inferred—intended/unintended—short term/long term2. Identifies how different groups act differently and why | <ol style="list-style-type: none">1. Addresses multiple causes/effects2. Addresses only short term/long term causes/effects | <ol style="list-style-type: none">1. Addresses only one or two causes and/or effects2. Addresses only short term causes/effects that are obvious or intended |
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CHANGE & CONTINUITY

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| <ol style="list-style-type: none">1. Understands that change and continuity are inextricably linked to specific events and/or developments2. Evaluates change and continuity from variety of perspectives, including but not limited to social, political, economic, cultural levels3. Includes in the analysis trends, movement, patterns | <ol style="list-style-type: none">1. Understands that change and continuity are inextricably linked to specific events and/or developments2. Addresses change and continuity in terms of trends and patterns3. May address one of the following perspectives: social, political, economic, cultural levels | <ol style="list-style-type: none">1. Links change and continuity to one event or series of developments2. Limited discussion and exploration of one of the following: social, political, economic, cultural levels | <ol style="list-style-type: none">1. Addresses change or continuity but not both2. Relationship between change or continuity to an event or series of developments not clearly developed or supported |
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USING THE PAST

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| <ol style="list-style-type: none">1. Distinguishes, analyzes, synthesizes elements and patterns in historical periods that compare and contrast to the present2. Uses knowledge of a past event or period to infer and thereby draw conclusions about a modern event or period | <ol style="list-style-type: none">1. Chronicles the developmental relationship throughout time and space between patterns and contemporary events2. Identifies which factors contributed to historical changes over time | <ol style="list-style-type: none">1. Makes linear connections between past event and modern issues2. May see similarities and/or differences3. Will not address the import of these connections or intervening developments | <ol style="list-style-type: none">1. Sees and therefore cannot make any connections between the past and the present |
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ACADEMIC STANDARDS

The following standards are from Washington State Learning Standards:

http://www.k12.wa.us/CurriculumInstruct/EALR_GLE.aspx

In addition, this Micro-Lesson includes national standards from The National Council for the Social Studies (NCSS), the National Council of Teachers of English (NCTE), and National Science Teachers Association (NSTA). NCSS and NCTE have developed national standards to provide guidance for teaching social studies and English/Language Arts. The National Research Council created the standards for NSTA:

<http://www.nsta.org/publications/nses.aspx>

- Understands and applies knowledge of historical thinking, chronology, eras, turning points, major ideas, individuals, and themes in local, Washington State, tribal, United States, and world history in order to evaluate how history shapes the present and future —(middle school)
- Understands and applies knowledge of historical thinking, chronology, eras, turning points, major ideas, individuals, and themes in local, Washington State, tribal, United States, and world history in order to evaluate how history shapes the present and future —(high school)
- Understands and applies reasoning skills to conduct research, deliberate, form, and evaluate positions through the processes of reading, writing, and communicating— (middle school /high school)
- Uses listening and observation skills and strategies to gain understanding. —(middle school)
- The student uses communication skills and strategies to interact/work effectively with others. —(middle school/ high school)
- Uses communication skills and strategies to effectively present ideas and one's self in a variety of situations. —(middle school/ high school)
- Understands and applies reasoning skills to conduct research, deliberate, form, and evaluate positions through the processes of reading, writing, and communicating —(middle school/high school)

NCSS

- Understand and experience the study of culture and cultural diversity
- Explain the origins and continuing influence of key ideals of the democratic republican form of government, such as individual human dignity, liberty, justice, equality, and the rule of law
- Understand how people create and change structure of power, authority, and governance
- Describe and compare how people create places that reflect culture, human needs, government policy, and current values and ideals as they design and build specialized buildings, neighborhoods, shopping centers, urban centers, industrial parks, and the like

NCTE:

- Students read and view a wider range of print and nonprint texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.
- Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features.
- Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g. print and nonprint texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.
- Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities

NSTA:

- Appreciate that for some needs, the cultural backgrounds and beliefs of different groups can affect the criteria for a suitable group
- Understand that scientific investigations require the contributions of individuals from different disciplines, including engineering
- Understand that science and technology are pursued for different purposes—scientific inquiry driven by the desire to understand the natural world and technology design driven by the need to meet human needs and solve human problems. Technology, by its nature, has a more direct effect on society than science because its purpose is to solve human problems, help humans