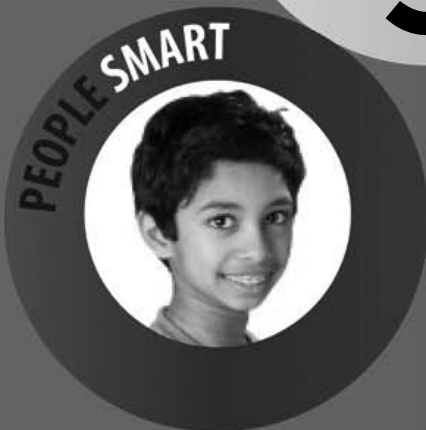


HASS SMARTS

Discover your students' learning styles through History and Geography activities.



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Teachers' Notes

Every curriculum document brings with it a prescribed set of outcomes and indicators, designed to measure student performance. Units of work outline specific topics and prescribed content, with students expected to achieve a certain standard.

However, not every student learns in the same way.

Howard Gardner, Professor of Education at Harvard University, first offered the theory of Multiple Intelligences in 1983. This theory suggests that there are in fact, multiple ways of learning. Some people learn through hands-on methods; others prefer to express their learning in written form. Some people like to work in group situations; others on their own. Some people think visually and find it easier to interpret a diagram, a table or a picture. Still, others find it helps their learning to add a musical element, or to experience the outdoors.

Gardner suggests that by allowing people to use their preferred style or styles of thinking, their learning will be more successful and positive.

This book is designed to complement the HASS curriculum, by applying multiple intelligences onto the prescribed curriculum content. It can be used as part of a unit of work for a whole class group, or as extension activities for selected students.

Before beginning, a quiz is included, to allow students to identify their preferred style or styles of learning. Students can then focus on completing the activities that match their preferred style, or can attempt all of the styles.

At the conclusion of the book, students are asked to reflect on their experiences.

Curriculum Links

History - Year 3

This unit deals with:

- change and development in the local area
- the perspective of Indigenous people about the area in which they live
- the origins and importance of special days celebrated at a local, state, national and cultural level

The activities cover the following curriculum links:

ACHASSK062 – The importance of Country/Place to Aboriginal and/or Torres Strait Islander Peoples who belong to a local area

ACHASSK063 - How the community has changed and remained the same over time and the role that people of diverse backgrounds have played in the development and character of the local community

ACHASSK064 - Days and weeks celebrated or commemorated in Australia (including Australia Day, Anzac Day, and National Sorry Day) and the importance of symbols and emblems

ACHASS058 - Draw simple conclusions based on analysis of information and data

ACHASSI059 - Interact with others with respect to share points of view

History - Year 4

This unit deals with:

- life of Indigenous Australians before and after European settlement
- departure and arrival of the First Fleet
- interactions between Indigenous Australians and European settlers

The activities cover the following curriculum links:

ACHASSK083 - The diversity of Australia's first peoples and the long and continuous connection of Aboriginal and Torres Strait Islander Peoples to Country/Place (land, sea, waterways and skies)

ACHASSK085 - Stories of the First Fleet, including reasons for the journey, who travelled to Australia, and their experiences following arrival

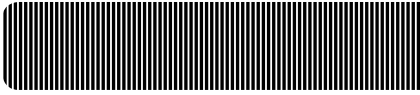
ACHASSK086 - The nature of contact between Aboriginal and Torres Strait Islander Peoples and others, and the effects of these interactions on, for example, people and environments

ACHASSI076- Sequence information about people's lives and events

ACHASSI077 - Examine information to identify different points of view and distinguish facts from opinions

ACHASSI079 - Draw simple conclusions based on analysis of information and data

ACHASSI082 - Present ideas, findings and conclusions in texts and modes that incorporate digital and non-digital representations and discipline-specific terms



THE 'SMARTS' QUIZ 2

- Add up the scores for each of the quiz boxes on page 8 and record the totals in the table below.

"SMART"	SCORE
Word Smart	
Number Smart	
Picture Smart	
Body Smart	
Music Smart	
People Smart	
Self Smart	
Nature Smart	

1. What, according to your quiz results, is your preferred learning style?

2. Do you agree with these results? Why or why not?

3. What, according to your quiz results, is your least preferred learning style?

4. Do you agree with these results? Why or why not?

5. Is there anybody else in the class who has the same preferred learning style as you? Who?

1. Research pieces of music that are used in special Australian ceremonies. Fill in the table below.

Name of ceremony	Music used	Composer	When is the music played?
Wedding	Wedding March	Felix Mendelssohn	When the married couple exit the church after the ceremony

Sample

2. Learn how to perform one of these pieces of music on an instrument of your choice. Record yourself playing the music. Alternatively, perform it live in front of an audience.
3. Compose a piece of music (words, music or both) to replace your school song. Present your composition to an audience of your choice.



- Investigate the significance of flowers and plants in ceremonies of remembrance. What are they meant to represent? Create a table of results.

Name of ceremony	Plant/flower used	What does this plant/flower represent?
Anzac Day	Rosemary	Remembrance (It is also significant because it grows wild on the Gallipoli Peninsula).

- Choose one of the plants/flowers from your responses above and research it in more detail. What does it look like? Where does it grow? What size is it? Does it have a fragrance? Complete your report below. Include a picture on the back of this sheet. This may be drawn by hand, or a photograph.

Name of plant/flower: _____

Fact 1

Fact 2

Fact 3

Fact 4

- Why did this particular plant/flower appeal to you?

- Create a 'Day in the life' diary entry for one of the following people following European settlement:



a convict



a free settler



an official



an indigenous person

Use the information sheet and your own research and knowledge about life in the colony for the type of person you have chosen. In your diary entry, write as if you are the character, talking about your day. Focus on how the character would be feeling.

Dear Diary,

Sample

- Below is an example of a persuasive text which encourages its audience to think that the Sea Cliff Bridge should be named as a heritage site. Read it carefully and take note of the language that is used and the structure. This will help you create your own persuasive text for the activity on the next page.

Introduction - What does an introduction look like? An introduction needs to outline the topic and state the opinion of the writer. In this introduction the writer has defined 'heritage site' and stated which site he/she thinks is worthy of being heritage listed.

When a site is chosen as a heritage site, it means that it is thought to be culturally or physically significant. The site will then be preserved and protected, so that people can enjoy it for years to come. I believe that the Sea Cliff Bridge should be named as a heritage site of the Hawarra area.

Body - What do body paragraphs look like? The body of this text contains two reasons and two paragraphs (one reason per paragraph). Each reason specifies why the writer thinks Sea Cliff Bridge should be a heritage site.

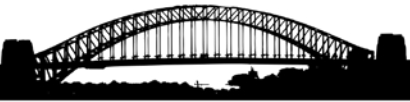


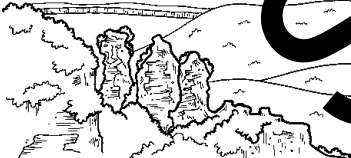
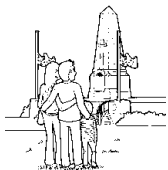
Firstly I believe the Sea Cliff Bridge should be a heritage site because it allows people to see the natural environment between Loftus and Nowra up close. On one side of the bridge walk, people can look down into clear water and observe sealife like nassa rays; while on the other side, they can look at the cliffs and see the eagles that live there. There is also an observation platform where migrating whales can be seen.

Secondly, I believe the Sea Cliff Bridge should be a heritage listed site because the bridge is a structural icon for the region, as it is one of only seven off-shore, parallel to coast bridges in the world.

Conclusion What do I include in a conclusion? A conclusion sums up and reinforces the argument.

Heritage sites allow people to enjoy the location without the fear of it being damaged or destroyed. Due to the Sea Cliff Bridge's importance in providing one of Australia's most photogenic cultural experiences, as well as its physically unique appearance, I believe that UNESCO should include it on the heritage register.

In a game of charades, people try to guess a word or phrase by the actions and gestures of others. When you are 'in', you are not allowed to talk. You must trust your acting ability! Think about the important Australian places listed below. How would you act out clues for others to guess?

Place	What would you do?
Sydney Harbour Bridge 	
Great Barrier Reef 	
Uluru 	
The Three Sisters 	
Australian War Memorial 	
Your local area:	

Now play a game with your friends and test your actions! Can they guess your sites? Can you guess their sites?

Have you ever considered how much rubbish we throw out every day? What if we could reduce our landfill by taking bottles, plastic bags, paper products, etc. and turning them into junk sculptures?

1. Working with a partner or in a small group, choose one of the challenges from the list below.

- Make a chair out of plastic bottles that somebody could sit on.
- Make a turtle with a shell made out of plastic lids.
- Make a tree with a toilet roll trunk and plastic bag leaves.
- Make an object of your own choice!

2. Brainstorm some ideas by completing this table

We are going to make...	Items we will need...	Basic sketch of the sculpture...
Sample		

3. Make and display your sculpture. When it is complete, tally up how many different pieces of rubbish you were able to reuse. How much were you able to reduce landfill?

4. Design an ad campaign to encourage people to reuse their rubbish – or even create their own piece of art! Use the back of this sheet or your workbook to plan.

