Teacher Handbook

Teacher Handbook Information

The Blue Mile website has been created to assist you in teaching about the history of the local area. The site provides historical information about the significant places of The Blue Mile organised by categories of relevance; Defence, Industry, Government and Social. These pages are useful starting points for students to begin building their knowledge of the local area.

This teacher pack provides detailed lesson ideas for an excursion as well as before and after activity ideas. These lessons are targeted at Stage 3 and 4 students however could be modified to suit various stages and individual classes as needed. Additional activity ideas are also given as well as links to useful resources including books and other websites. Further to this historical newspaper articles and photographs are featured on the site, which can be used by students as primary sources of information for a number of activities.

The Blue Mile website links to a Facebook page allowing teachers and other members of the community to collaborate and communicate their ideas of how to use the site and its content. It allows teachers to leave feedback and to expand on the teaching ideas given on the website.

Curriculum Links

NATIONAL CURRICULUM

<u>Year 5</u>

The nature of convict or colonial presence, including the factors that influenced patterns of development, aspects of the daily life of the inhabitants (including Aboriginal Peoples and Torres Strait Islander Peoples) and how the environment changed. (ACHHK094)

Identify and locate a range of relevant sources (ACHHS101)

Locate information related to inquiry questions in a range of sources (ACHHS102)

Develop texts, particularly narratives and descriptions, which incorporate source materials (ACHHS105)

Use a range of communication forms (oral, graphic, written) and digital technologies (ACHHS106)

Plan, rehearse and deliver presentations for defined audiences and purposes incorporating accurate and sequenced content and multimodal elements (ACELY1700)

Plan, draft and publish imaginative, informative and persuasive print and multimodal texts, choosing text structures, language features, images and sound appropriate to purpose and audience (ACELY1704)

Use a range of software including word processing programs with fluency to construct, edit and publish written text, and select, edit and place visual, print and audio elements (ACELY1707)

<u>Year 6</u>

Locate information related to inquiry questions in a range of sources (ACHHS121)

Develop texts, particularly narratives and descriptions, which incorporate source materials (ACHHS124)

Use a range of communication forms (oral, graphic, written) and digital technologies (ACHHS125)

Use interaction skills, varying conventions of spoken interactions such as voice volume, tone, pitch and pace, according to group size, formality of interaction and needs and expertise of the audience (ACELY1816)

Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for defined audiences and purposes, making appropriate choices for modality and emphasis (ACELY1710)

Plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience (ACELY1714)

Use a range of software, including word processing programs, learning new functions as required to create texts (ACELY1717)

Year 7

Sequence historical events, developments and periods (ACHH205)

Develop texts, particularly descriptions and explanations that use evidence from a range of sources that are acknowledged (ACHHS213)

Use a range of communication forms (oral, graphic, written) and digital technologies (ACHHS214)

Use interaction skills when discussing and presenting ideas and information, selecting body language, voice qualities and other elements, (for example music and sound) to add interest and meaning (ACELY1804)

Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements to promote a point of view or enable a new way of seeing (ACELY1720)

Plan, draft and publish imaginative, informative and persuasive texts, selecting aspects of subject matter and particular language, visual, and audio features to convey information and ideas (ACELY1725)

Use a range of software, including word processing programs, to confidently create, edit and publish written and multimodal texts (ACELY1728)

Year 8

Identify a range of questions about the past to inform a historical inquiry (ACHHS150)

Identify and locate relevant sources, using ICT and other methods (ACHHS151)

Use interaction skills for identified purposes, using voice and language conventions to suit different situations, selecting vocabulary, modulating voice and using elements such as music, images and sound for specific effects (ACELY1808)

Plan, rehearse and deliver presentations, selecting and sequencing appropriate content, including multimodal elements, to reflect a diversity of viewpoints (ACELY1731)

Create imaginative, informative and persuasive texts that raise issues, report events and advance opinions, using deliberate language and textual choices, and including digital elements as appropriate (ACELY1736)

Use a range of software, including word processing programs, to create, edit and publish texts imaginatively (ACELY1738)

NSW SYLLABUS

ENS3.5 Demonstrates an understanding of the interconnectedness between Australia and global environments and how individuals and groups and can act in an ecologically responsible manner

CUS3.3 Describes different cultural influences and their contribution to Australian identities.

CUS3.4 Examines how cultures change through interactions with other cultures and the environment.

TS3.2 Interacts productively and with autonomy in pairs and groups of various sizes and composition, uses effective oral presentation skills and strategies and listens attentively.

WS3.9 Produces a wide range of well-structured and well- presented literary and factual texts for a wide variety of purposes and audiences using increasingly challenging topics, ideas, issues and written language features.

Pre-excursion

Students learn to:

- Read, view, write, listen to and talk about a range of subject matter

- Locate information using reference and information skills

- Select appropriate sources of information by considering the usefulness, accuracy, reliability and validity of information

- Use a variety of sources including the internet, reference texts, artefacts, primary sources, archives, people and the media to gain information

- Work productively as a member of a group

- Appreciate the value of preserving and conserving our heritage

Students learn about:

- The history of their local area and how it connects to them

- Significant places and people from the past

Activities

- Introduce Students to the location and brief history of the Blue Mile (the Blue Mile is located in the Wollongong Area from Flagstaff Hill to North Beach along the shore line). This could be done by using a map of the area to generate a discussion and discover what students already know. This could then lead into exploring the Blue Mile website.

- Split the class into groups, giving each group a different topic:

  Social
  - North Beach (including the Bathers Pavilion, Kiosk and Surf Club)
  - Baths/Pools (nun's/chain, women's, men's and continental)

  Government
  - Courthouse and government land

  Industry
  - Belmore Basin
  - Brighton Beach

- Breakwater Lighthouse

Defence

- Flagstaff Hill (Lighthouse, canons, underground canon)
- Smiths Hill Fort

- Students are required to research their topics and put together a summary to present to their class members on the excursion. This presentation should include a description of the area, the historical significance, any major people and events and what it has been and is used for. To assist them with consolidating their information a template has been provided (see Blackline Master 1). The presentation should run for around 5-10 minutes with each member of the group contributing as a speaker at some point.

- Students will also plan an activity sheet to give to the other class members to complete after presenting their topic information on the excursion. Some ideas as to what they may like to do are included as Appendix 1.

- Students will need to access the Blue Mile website and other relevant internet sites as well as relevant books (list in Resources section below) to assist them in developing their presentation and activity over a number of lessons.

Excursion

- The NSW DET excursion policy can be viewed via this [link](). Useful documents such as risk management and parent/carer permission proformas can also be accessed here.

https://www.det.nsw.edu.au/policies/student_admin/excursions/excursion_pol/PD200 40010.shtml

The following gives an idea of how the excursion could be run.

- Have students dropped at Flagstaff Hill and follow the excursion map (Appendix 2) to the end of the Blue Mile at North Beach stopping at the key areas of interest along the way. Brighton Lawn would be a nice place to stop for a break (recess or lunch) as there is plenty of room to sit, shade and a toilet block. North Beach would be good for a second break and the students could be picked up from here by school bus/parents or whatever has been organised.

- We recommend having each group present their topic in a relevant area as shown on the map and if each group takes around 20 minutes this will fill the day out well.

- If you would prefer to have a guided tour the Illawarra Museum can be contacted and this can be organised and combined with a visit to the Museum. Contact details for the Museum can be found on the Contact Us tab of the Blue Mile website.

Excursion Assessment - Checklist

	Group							
Criteria								
Work productively and co-operatively as a group								
Give accurate information about assigned topic								
Speak clearly and confidently								
Provide a handout or worksheet for other class members								
Give clear directions for other students to complete work sheet activity								
TOTAL								

Post- Excursion

Xtranormal – Animated movies made easy!

This online tool can be used as a strategy to assess the depth of knowledge your students have accumulated on a certain area of The Blue Mile. Students are able to select their own setting, characters, movements and sound effects to apply to their own script! It is a quick and easy assessment tool and will take approximately two lessons for students to complete.

1. Go to www.xtranormal.com

2. Click on Sign Up in the top right corner of the screen. Select the 'Basic Free' option.

3. Create a username and password

4. Once you have signed up you have the option of selecting the 'How To' button, which will lead you to various tutorials.

5. Otherwise, select the 'Create' button and learn as you go!

Prezi - presentation tool

This program is an excellent assessment strategy as students create fun and interesting presentations to demonstrate their depth of understanding of any given topic.

1. Go to www.prezi.com

2. Sign up to create an account for each member of your class by selecting the 'Sign up now' button, followed by the 'Students and Teachers' button. This will allow you to create free accounts for every student using their educational emails only.

3. Once you have signed in, there are options to 'create', 'learn' or 'explore'. By clicking on the explore button you are able to view an array of different Prezi's to give your students an example of what is possible with this program.

4. If you click on the 'learn' button you will be able to view various tutorials that explain the different functions of Prezi. Students can refer back to these at any time throughout their creations.

5. Finally, click on the 'create' button to begin working on your masterpiece!

Post-Excursion Assessment Rubric:

OUTCOMES	ABOVE Expected Level	AT Expected Level	BELOW Expected Level
• Locate information related to inquiry questions in a range of sources. (ACHHS121)	Presentation includes three or more exceptional sources of information.	Presentation includes information from three appropriate sources (e.g. photographs, website, book, excursion notes).	Presentation includes less than three sources of information or the sources are not reliable and valid.
• Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for defined audiences and purposes, making appropriate choices for modality and emphasis (ACELY1710)	Relevant and interesting content is included in the presentation, in a creative and imaginative way. The presentation is complete and shows a deep knowledge and understanding of the topic (The Blue Mile).	Relevant and interesting content is included in the presentation. The presentation is complete and shows knowledge and understanding of the topic (The Blue Mile).	Some relevant content is included in the presentation, however knowledge and understanding appears to be lacking.
• Use a range of software, including word processing programs, learning new functions as required to create texts (ACELY1717) • Use a range of communication forms (oral, graphic, written) and digital technologies (ACHHS125)	Students use the features of the software tool in an insightful and efficient way to create their presentation.	Students use the features of the software tool effectively to produce their presentation.	Students use only basic features of the software tools in their presentation.

Additional Activity Ideas

The Blue Mile:

- Create a map of the area showing the significant features. This could be done by hand or using computer software.

- Use Google Maps or Google Earth to explore the area of The Blue Mile.

- Summarise the main events from newspaper articles on the area.

Flagstaff Hill:
- Imagine you were manning the disappearing gun on Flagstaff Hill. Write 3 journal entries reflecting upon the past month. What did you find difficult? What did you enjoy about it?
- Write up a timeline of the events surrounding this area. Pick one aspect that you found the most interesting. Draw a picture to represent this and write a description of what is happening.

Smith's Hill Fort:
- Imagine you are a detective investigating a case in the Wollongong area. You find the Smith's Hill Fort photograph. Who is the mysterious man in the suit and hat?
- Design a poster advertising Smith's Hill Fort reopening. Think about use of colour, size of words, pictures, slogans etc.

Belmore Basin:
- Research and write a report about coffer dams.
- Create a scale drawing of the basin by converting feet to metres (300 feet by 150 feet is the size of the basin).

Exports:
- Compare the mining of coal in the 1860's to now days. What has changed? How much coal was and is now exported? Have work conditions changed and how?

Ocean Baths:

- Research the swimming attire that was worn in the 1800's and create your own design to suit the requirements of the time.

Government:

- Timeline Activity

- Print the timeline pdf document below.
- Cut up the paragraphs within the timeline.
- Shuffle them up and, in pairs, take turns in placing the timeline back in the correct order.
- Check your timeline against the one on the website to see if you were correct!

Government Timeline Activity

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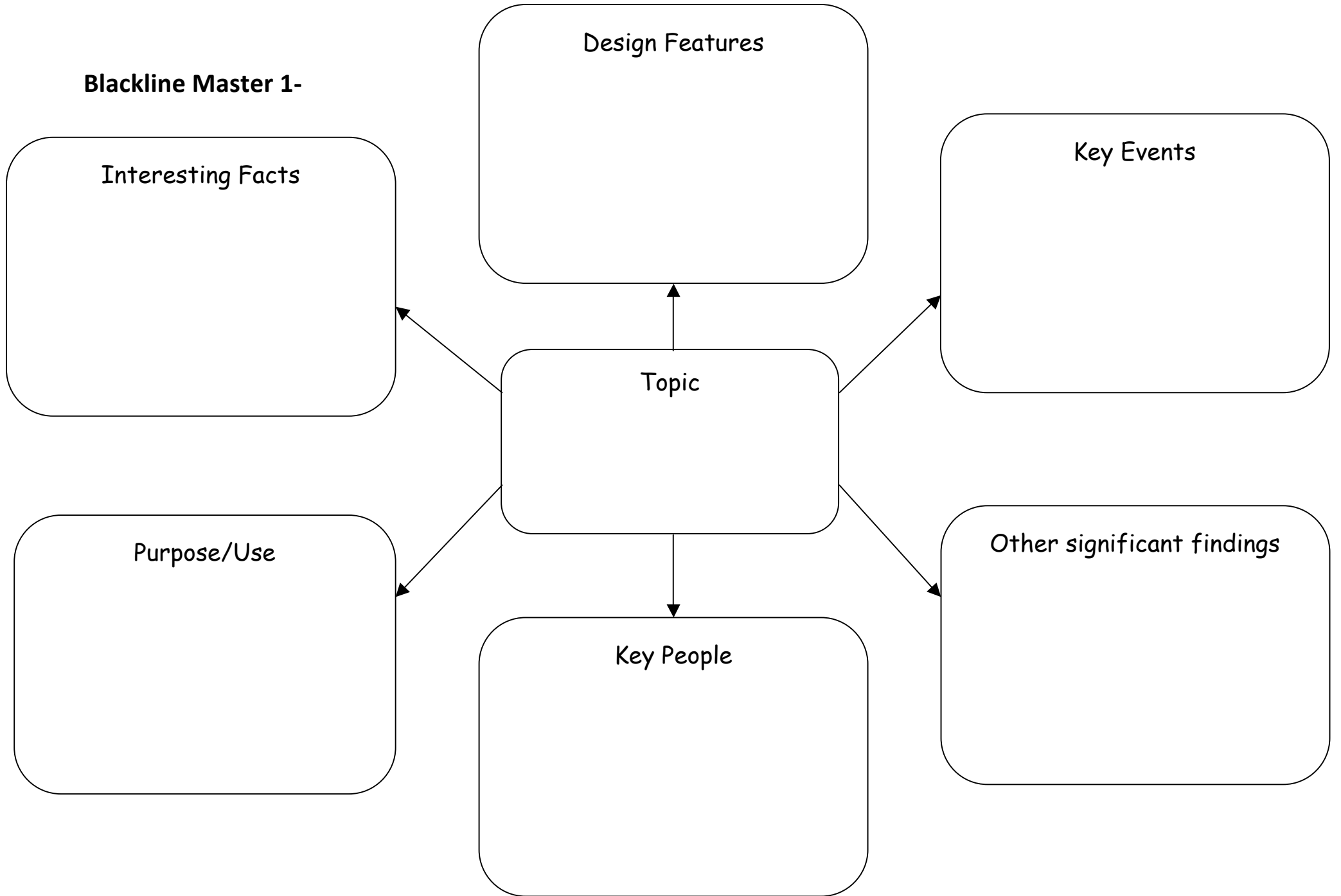
Useful Resources

Books available at Wollongong City Library

- Fleming, A.P. 1969. *Brighton Beach Wollongong.* Wollongong, Illawarra Historical Society.
- Fleming, A.P. 1972. *White towers – the Illawarra lighthouses.* Wollongong, Illawarra Historical Society.
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- Gardiner-Garden, C.W. 1975. *The Port of Wollongong.* 3rd. ed. Wollongong, Illawarra Historical Society.
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- Shaw, Hilda J. *200 Facts about Historical Illawarra.* Wollongong, Illawarra Historical Society.
- Stewart, Alexander, *Reminiscences*

Websites:

- http://mylibrary.wollongong.nsw.gov.au/cgi-bin/spydus.exe/MSGTRN/PIC/BSEARCH

- http://www.wollongong.nsw.gov.au/library/onlineresources/suburbprofiles/pages/wollongong.aspx?View=%7b86E1C5F6%2dECF6%2d4CF2%2d8117%2d19A21462FABB%7d

- http://www.illawarramuseum.com/

- http://www.lighthouse.net.au/lights/nsw/wollongong/Wollongong%20Harbour.htm

- http://www.seasidelights.com.au/au/nsw/wollongonghbr.asp?fState=NSW

- http://www.aila.org.au/lapapers/papers/blue-mile/BM.pdf

- http://www.wollongong.nsw.gov.au/services/majorprojects/bluemile/Documents/The%20Blue%20Mile%20Masterplan%20Vision.pdf

Blackline Master 1-

Design Features

Interesting Facts
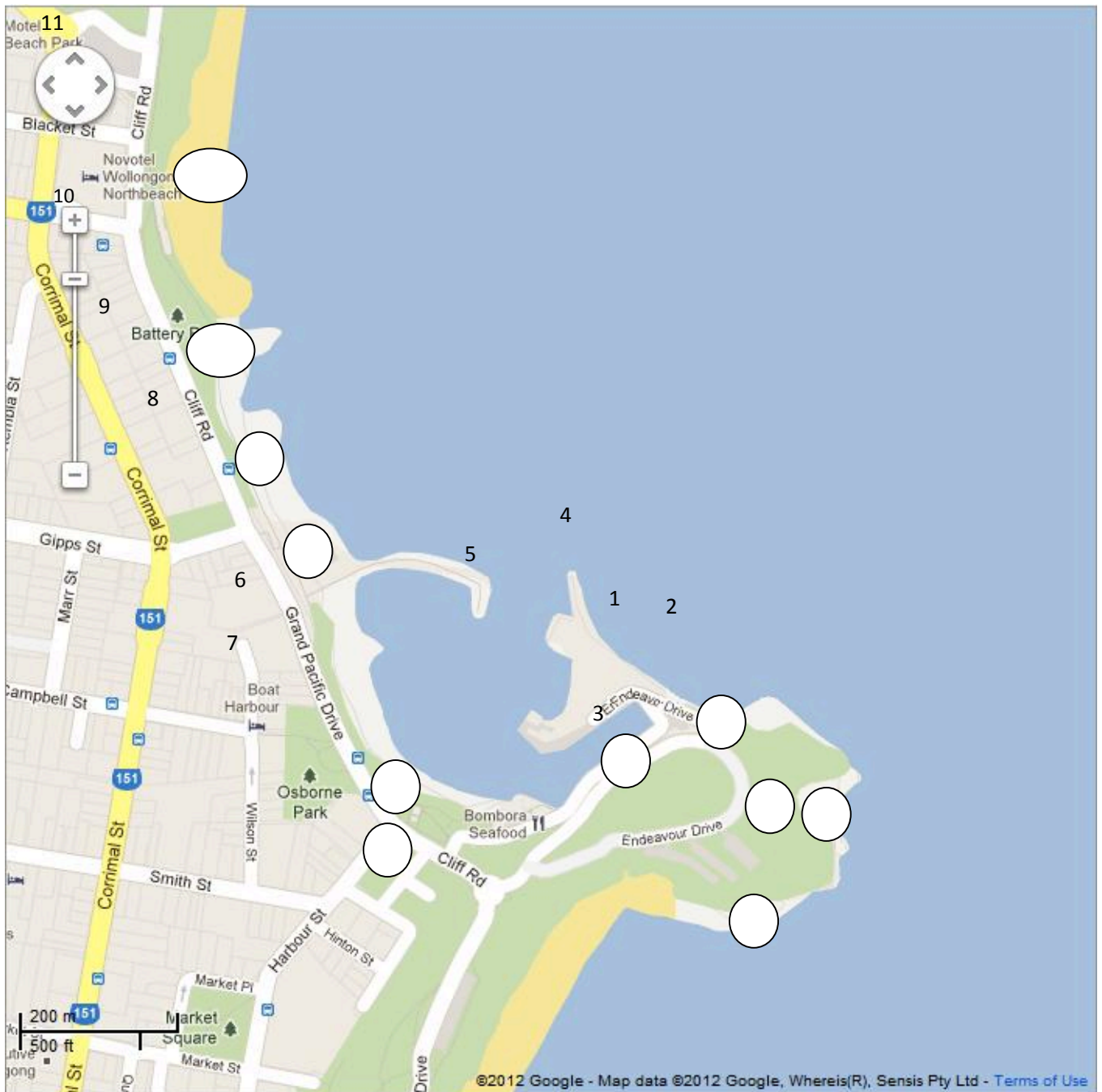
Key Events

Topic

Purpose/Use

Key People

Other significant findings

Appendix 1- Activity Ideas

- Build a crossword/find-a-word (could use a free online site)

- Cloze passage

- Question and answer sheet

- Map with missing details to fill in

- Students take photographs or draw pictures of significant areas

Appendix 2- Map

1 – Flagstaff Hill including Lighthouse, Canons, Disappearing gun

2 – Nun/Chain Bath (view of Pulpit Rock)

3 – Women's Bath

4 – Coke Ovens (view of Breakwater Lighthouse, Pilot cottage location, boat ramp)

5 – Belmore Basin

6 – Brighton Beach/Lawn (view of Breakwater)

7 – Courthouse

8 – Continental Pool

9 – Men's Bath

10 – Smith's Hill Fort

11 – North Beach including Bathers Pavilion, Kiosk and Surf Club