



National Literacy and Numeracy Week 2009 Project Report

Project title: Engaging literacy through studying the twentieth century.

Project description:

Edgeworth Public School serves a rapidly growing residential area west of Newcastle. Edgeworth is part of the North Lakes Urban Development Area. Our schools constant focus is "Quality learning in an innovative, caring environment."

Edgeworth has 21 classes and a preschool. We are striving to be at the forefront of engaging and innovative learning. Stage 3 with 4 classes is extremely fortunate to have 4 dedicated and creative Teachers. The multimedia Literacy project aims to provide opportunities for students to develop their Literacy skills through studying twentieth century media. The integrated unit will be written focusing on improving engagement, developing higher order thinking skills and to immerse students in rich engaging literacy experiences.

Research indicates that the middle schooling years and the transition from Primary to High school is crucial in developing students' attitudes towards academic achievement and fostering a love of learning which will support retention within the Education system and hopefully follow through to Tertiary Education.

This project is about planning, programming and implementing an engaging unit of work for Stage 3 using;


- The interactive whiteboard to support, complement lessons and to engage students using visual texts.
- Studying and comparing literary and factual texts from the time period.
- Using computers for research teaching students the ability to use keywords, scan for information, apply a variety of comprehension strategies and publish student samples using Microsoft Word, Photo story, Power Point and Microsoft Publisher.
- Podcasting scripts and reviews and share amongst Stage 3.
- Write book and movie reviews.
- Students create their own movie by writing a script, working collaboratively to produce the movie and edit videos using a variety of software programs.

This project will trial new and innovating teaching methods to improve the learning outcomes for all students and enable students to refine their literacy skills through;

- Writing scripts focusing on improving descriptive writing and refining grammar to support actors (students) presentation of the material.
- Writing reviews of movies from the period 1900s – 1950s.
- Preparing and presenting voice overs for silent movies.
- Writing information reports about events relevant to the time period.
- Reading newspapers and play scripts from a variety of time periods and comparing language differences and comparing between now and then.
- Analysing techniques and examples from authors and poets from the twentieth century. Students will produce work samples demonstrating their understanding of writing techniques and expanded vocabulary.

The project will initiate Professional Development in the area of cooperative programming, planning a unit of work based upon the Quality Teaching framework

Edgeworth Public School

and implementing ICT.		
Person responsible for project: Melanie McLean		
School, region, diocese: Edgeworth Public School Hunter region	<i>"Quality learning in an innovative, caring environment"</i>	
Contact person's email: Melanie McLean melanie.mclean1@det.nsw.edu.au Edgeworth Public school		
Number of students, teachers, parents, other community members directly involved: <ul style="list-style-type: none"> • 140 Stage 3 students. • 3 Teachers, an Assistant Principal and school Principal. • Parents and community members through sharing our media samples. 		
Intended literacy and/or numeracy outcomes: <ul style="list-style-type: none"> • CCS3.1 • English values and attitudes- V1 enjoys experimenting and responding to a range of spoken and written texts. V4 Shows confidence in using language in a variety of contexts. • 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. • TS3.3 Discusses ways in which spoken language differs from written language and how spoken language varies according to different contexts. • RS3.6 Uses a comprehensive range of skills and strategies appropriate to the type of text being read. • RS3.7 Critically analyses techniques used by writers to create certain effects, to use language creatively, to position the reader in various ways and to construct different interpretations of experience. • 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. • WS3.10 Uses knowledge of sentence structure, grammar and punctuation to edit own writing. • WS3.12 Produces texts in a fluent and legible style and uses computer technology to present these effectively in a variety of ways. 		
Evidence of achievement of intended literacy and/or numeracy outcomes: <ul style="list-style-type: none"> • Assessment tasks have been used to evaluate students' achievements of outcomes and consist of anecdotal records, analysis of work samples, observations during discussions and student presentations. • Achievement of literacy outcomes have been assessed through assessments integrated into the unit. From analysis of students work samples and observation records it was evident that students' engagement within this unit was high. Explicit quality criteria and high expectations facilitated the growth 		

of students' literacy skills in Talking and Listening, Reading and Writing.

- This unit required students to gather information from a variety of sources, identify key words and develop a thorough understanding of the concept to be able to rewrite the information into their own words. Students required less scaffolding and were able to follow sequential steps when interpreting and rewriting paragraphs into own words, as the unit progressed which indicated achievement of comprehension strategy.
- The writing tasks were purposeful and the use of visual aids supported students understanding of the information and thus was evident within their work samples and ability to explain the information.
- Students developed their reading skills through reading a variety of texts and conveying their understanding of the passage in a variety of ways.
- At Edgeworth Public School we also have an extension class. The extension teacher Melissa Scully wrote a unit of work, targeted lessons and learning experiences to enrich her gifted and talented class.

Other information:

- Attached is the unit of work 'Engaging literacy through studying the twentieth century'
- Supporting worksheets
- Extension class unit of work

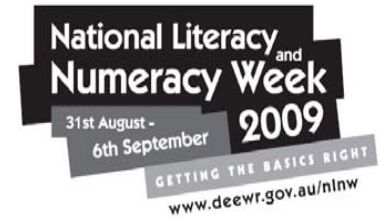
Feedback about making grants available for such projects:

This grant has provided our school with an opportunity to program and implement an engaging unit, with Quality teaching integrated throughout and with enriching learning experiences. The students have thoroughly enjoyed learning about the twentieth century through engaging multimedia. The literacy skills that students have further developed are fundamental in all key learning areas.



An Australian Government Initiative

Engaging Literacy through studying the Twentieth Century



Engaging literacy through studying the Twentieth Century

English

Talking and listening

TS3.2

TS3.4

Reading

RS3.5

RS3.6

RS3.7

RS3.8

Writing

WS3.9

WS3.10

WS3.12

WS3.13

Mathematics

Working Mathematically

WMS3.2

WMS3.3

WMS3.4

Number

NS3.2

NS3.3

Science and Technology

Investigating

INVS3.7

Using technology

UTS3.9

Human Society and Its Environment

CCS3.1

CUS3.4

Creative Arts

Visual Arts

VAS3.2

Music

MUS3.2

Drama

DRAS3.3

PD/H/PE

Values

V2 Respects the right of others to hold different values and attitude from their own.

V6 Commits to realising their full potential

<u>LEARNING EXPERIENCES</u>	<u>ASSESSMENT</u>	<u>QUALITY TEACHING FRAMEWORK</u>
<p><u>Throughout this document there are links to the Internet(blue underlined writing), hold down the control key whilst clicking on the link.</u></p> <ul style="list-style-type: none"> • Write ‘Twentieth Century’ up onto the board. Question students; What is the twentieth century? What do you know that happened in the twentieth century? • Students create a KWL chart. • Begin constructing a large twentieth century timeline, this will be added to as the term continues. • Timeline of 1900’s decades • In unit studies books students create an individual timeline. Students will add information to their timelines during computer lab time. • Collect pictures of clothing, building structures and events from the twentieth century, beginning from the 1900s. • Students use the pictures from library books to assist in identifying what they believe to represent the twentieth century. • Begin creating a class word bank that relate to the twentieth century. These words will be used during spelling activities and writing tasks. <ul style="list-style-type: none"> • View turn of the century film documentary on Thomas Edison 1890 • Thomas Edison first movie • Students read through comprehension passage on Thomas Edison and discuss. • Students answer comprehension questions based upon ‘Here, Hidden and Head’ questions. • In groups students produce their own short film through replicating the method of first films. Students using a digital camera take photos of slow actions/ movement. These photos are then loaded into windows movie maker. These movies are presented to the class. • Then using the digital video camera students reproduce the previous step. Both products will then be played and compared. <ul style="list-style-type: none"> • Students create an artwork of a figure in motion by using a template of a person with split pins. The person is placed on the page and then traced. The figure is then altered slightly and then retraced. This step is repeated four to five times. Then the picture is coloured. • Students write a ‘Procedure’ on how to complete this artwork. 	<p>Observations of student’s participation during discussions. KWL chart</p> <p>Observations of students participation during discussions.</p> <p>Students achievement during spelling tests and ability to transpose ability to spell words in context.</p> <p>Individual assessment of students ability to locate information in order to answer questions. Video products</p>	<p>2.2 Engagement</p> <p>1.1 Deep knowledge 1.2 Deep understanding</p> <p>1.2 Deep understanding</p> <p>2.2 Engagement 1.2 Deep understanding 2.6 Student direction 2.4 Social support</p> <p>2.2 Engagement 1.2 Deep understanding</p>

<ul style="list-style-type: none"> • Education in the 1900s • Click on the link above and watch the clip on the overview of Education from the 1900s - 1950s. • Question students on the video shown. • Provide students with text about Education and schooling in the 1900s. • Students are required to identify unfamiliar words and use a dictionary to locate the meanings of unknown words. Highlight and then record the keywords from the passage into books. • Find synonyms through brainstorming, using Microsoft Word and a thesaurus. Discuss as a class that technical words are essential and in many cases are crucial for understanding of a concept. Teacher explains that all paragraphs have one topic sentence and one or more contributing sentences. • To assist in consolidating skills students in pairs write the paragraph on 'Education and schooling' into their own words using the skills of; identifying key words, using synonyms, discussing the text to ensure students have developed a thorough understanding and then rewrite the passage into their own words. • Students share work samples with the class. • Using the Smartboard create two columns one labeled 'Similarities' and the other 'Differences'. Students as a class discuss and compare school life now and how it was back then. • Look at rules for Teachers and Students and discuss. • School rules 1900s for Teachers • The class is divided into two equal groups. One group creates a scenario of school life in the 1900s and the other group emphasises the changes in technology that have altered school life today. Students role play the two different scenarios. • Discuss the values and expectations within schools in the 1900s. • Literacy over the decades Analyse and discuss how literacy trends worldwide have changed over the decades. Students write a paragraph to summarise their conclusions from the information. • Listen to the podcast on Edison and the Light Bulb. Discuss the invention and create a fact 	<p>Students work samples.</p> <p>Students participation during class discussion.</p> <p>Student work samples. In particular students ability to locate key words and rephrase the information into own words.</p> <p>Presentation of written piece.</p> <p>Observation</p> <p>Presentations of role plays.</p>	<p>2.2 Engagement 2.1 Explicit quality criteria 1.4 Higher order thinking</p> <p>2.4 Social support 1.3 Problematic knowledge 1.2 Deep understanding</p> <p>3.5 Connectedness 1.2 Deep understanding</p> <p>3.4 Inclusivity 3.1 Background knowledge 1.1 Deep knowledge 1.2 Deep understanding 2.2 Engagement</p> <p>1.3 Problematic knowledge 1.4 Higher order thinking 2.1 Explicit quality</p>
--	--	---

<ul style="list-style-type: none"> • page using Microsoft word about the Light bulb. Podcast on the light bulb • Ask students to search on the computer, using a search engine, inventions from 1900s- 1950s. • Students are required to learn the history of the invention that they have chosen. During follow up lessons students are given an opportunity to share their acquired knowledge with the class. • Each student in pairs chooses an invention from the 1900s- 1950s and creates an advertisement for that product. Students must write a script, encouraged to create props and practice their ad. These ads can then be recorded using the digital video camera and played back to the class to reflect upon. • Students will then record their ad as a radio ad and create a podcast. • Read passage about 'Damage to the ozone' from CFC's. Students listen to the passage three times and record the key words. Discuss the main ideas and information within the passage. Students rewrite the passage in their own words and write in their handwriting books. • Discuss the impact of changing worlds • Read 'Waiting on the world to change' – John Mayer as a poem. Reflect as a class what this means. • Add two more verses specific to Edgeworth Public school. • Play the song or watch YouTube John Mayer 'Waiting on the world to change' • Discuss and brainstorm positive changes that could be made around the school, students work cooperatively in groups to plan and implement good deeds. • Discuss-What are you waiting for to change? • Refine the results to five arguments which could be used for writing an exposition. • Students are given an example exposition to pull apart in regards to text structure and language features. Students deconstruct the exposition and then reconstruct it into their books and highlight key features. • Jointly construct an example exposition. • Students individually write an exposition about what should be changed in this world and why. 	<p>Analysis of maps anecdotal records of students' ability to draw conclusions from the information. Anecdotal records noting students' ability to use key words and search engines to locate information. Students will also be assessed on their ability to read and comprehend information from a variety of sources. Presentation of drama product.</p> <p>Observation of listening skills and ability to self reflect on current personal, school and world practices.</p> <p>Assess student work sample in regards to ability to put information into own words, structure and punctuation features.</p>	<p>criteria 2.2 Engagement 2.6 Student direction</p> <p>2.3 High expectations 3.3 Knowledge integration 3.5 Connectedness</p> <p>2.2 Engagement 3.3 Knowledge integration 3.5 Connectedness</p> <p>2.1 Explicit quality criteria 2.3 High expectations 3.3 Knowledge integration 1.1 Deep knowledge 1.2 Deep understanding</p>
--	--	--

<p>camera.</p> <ul style="list-style-type: none"> • 1900-1934s Popular music • Students listen to and analyse the instruments used within the pieces of music. • Students listen to the clip for the second time and write a sentence about each song and what it reminds them of. 'Speed writing' task, this task is challenging as some pieces of music are very short. • Create a silent film that will accompany the music. • • The Great Train Robbery • <u>The Great Train Robbery</u> <i>is</i> a 1903 western film by Edwin S. Porter. Twelve minutes long, it is considered a milestone in film making, expanding on Porter's previous work. The film used a number of innovative techniques including cross cutting, double exposure composite editing, and camera movement and on location shooting. Cross-cuts were a new, sophisticated editing technique. Some prints were also hand colored in certain scenes. • Explain to students how background music (originally played live) helped create the main emotion in early silent films. But before the music was written, a well-written synopsis and dialogue had to be written; therefore, writers were responsible for portraying the action on film that was eventually complimented by actors and music. • Read aloud with students the original script for The Great Train Robbery. • Students create a story map of the script. • Play the 'Great Train Robbery.' • In groups, students need to choose 2 scenes from The Great Train Robbery and recreate a scene from the film. They must ensure that as actors they portray emotions and actions clearly. • Students bring appropriate dress-ups. Students act out scenes and record using video camera. Upload onto Moviemaker and edit. Share with class using smart board/ data projector. <ul style="list-style-type: none"> • Ginger Meggs was first published in the "Sunbeams" section of the Sydney <i>Sunday Sun</i> on 13 November 1921, drawn by Jimmy Bancks. The strip remains widely syndicated today, appearing in over 120 newspapers in 32 countries. • Information about Ginger Meggs 	<p>emotional gestures.</p> <p>Observation of contributions during class discussions. Written samples.</p> <p>Work samples</p> <p>Presentation of play</p> <p>Anecdotal notes-research results.</p>	<p>2.2 Engagement 3.5 Connectedness</p> <p>2.2 Engagement 1.1 Deep knowledge</p> <p>1.2 Deep understanding 1.6 Substantive communication 2.4 Social support 2.5 Student self regulation 2.6 Student direction 3.4 Inclusivity</p> <p>2.2 Engagement 3.6 Narrative</p>
---	--	--

<ul style="list-style-type: none"> • http://www.gingermeggs.com/ Use the Ginger Meggs website to read about the history of Ginger Meggs and the origins. • Watch the Ginger Meggs movie. • Highlight the emphasis on values and learning right from wrong. • Create a story map. • Students use 'Photo story' to create and publish their own comic strip. These comic strips are to have an underlying theme of values and learning right from wrong. Students are informed that these units are being written for younger students. • Share samples. <p>Events</p> <ul style="list-style-type: none"> • Hindenburg crash Hindenburg • Students watch the clip about the Hindenburg. Students using texts and Internet, research transportation at the time. Students take notes on what they discover. In table groups students report on the information they have learnt. Whilst a group member is sharing the notes they have taken, the other group members take notes. <ul style="list-style-type: none"> • Students watch mythbusters episodes • Mythbusters Hindenburg1 • Mythbusters Hindenburg 2 • Mythbusters Hindenburg 3 • Students create a podcast of what the Hindenburg was and explain what happened in the 1930s on the day of the crash. They also explain How the Hindenburg was constructed, the flights of the Hindenburg and specific features. <ul style="list-style-type: none"> • Students watch clips on the Great Depression • Great depression • The Great Depression • Students watch the clips above and in their own words describe what happened during The 	<p>Work sample Story map and comic strips</p> <p>Podcast</p> <p>Anecdotal records of students' ability to summarise into own words.</p>	<p>1.1 Deep knowledge 1.2 Deep understanding</p> <p>2.2 Engagement</p> <p>1.1 Deep knowledge 1.2 Deep understanding 1.4 Higher order thinking</p> <p>1.1 Deep knowledge 1.4 Higher order thinking 1.3 Problematic knowledge</p>
--	---	---

<p>short video clips.</p> <ul style="list-style-type: none"> • What was Australia's involvement in the war? • Question students in regards to what they know about the war. • Gallipoli • Complete comprehension task about the 'ANZACS and the battle of the lone pine.' • Make Anzac biscuits • Add to the timeline of events in regards to WW1 and WW2. • Read letters from the soldiers on the front line. • Create a mind map about the effects that the war has on countries. 		1.4 Higher order thinking
<p>1940s</p> <ul style="list-style-type: none"> • Abbott and Costello: In the Navy (1941 – Universal Studios) <i>STORY:</i> Comedians, Bud Abbott and Lou Costello, have joined the Navy. Lou is attempting to make seven batches of thirteen donuts each for the naval officers. He cooks 28 donuts, claiming that $7 \times 13 = 28$. Lou shows in three different ways that his mathematics is correct. • Students watch carefully for Lou's mathematical techniques. The clip begins with Bud, Lou and Dizzy examining a tray of freshly made donuts. Lou explains the situation and shows that $7 \times 13 = 28$. The clip ends when Lou hangs his hat on an imaginary hook he draws on the chalkboard. <p>Abbott and Costello</p> <ul style="list-style-type: none"> • The following site has examples of Mathematics within movies. Students watch examples and draw pictorials to represent the mathematical concepts. • http://www.math.harvard.edu/~knill/mathmovies/ <p>1950s</p> <ul style="list-style-type: none"> • Ma & Pa Kettle Back on the Farm (1951 – Universal Studios) <i>STORY:</i> Ma and Pa Kettle display their skills with finances by showing that 25 divided by 5 is 14. (Same scenario as the Abbott and Costello routine). <i>CLIP:</i> The clip begins when Billy states that 75% of the money will go to Ma and Pa with the remaining 25% to be divided among 5 others. When Billy explains that each of the 5 	<p>Observation</p> <p>Working Mathematically Anecdotal records on students mathematical pictorials.</p>	<p>2.2 Engagement 1.4 Higher order thinking 1.3 Problematic knowledge.</p> <p>2.2 Engagement 1.4 Higher order thinking 1.3 Problematic knowledge.</p>

<p>individuals will receive 5%, Pa states that it is actually 14% and shows the calculations. The clip ends with a frustrated look on Billy's face. On-line clip at Google: http://video.google.com/videoplay?docid=7106559846794044495</p> <ul style="list-style-type: none"> • Magician Fun • 'Magician' Thomas Edison • Discuss magic tricks and the use of illusions. Students research, practice and present a magic trick. • Film magic tricks and play back to the class to see if they can spot the elements of illusion. <p>ON GOING ASSESSMENT</p> <ul style="list-style-type: none"> • Each week in the computer lab students research an aspect of life from the 1900s-1950s. • This may be; inventions, transportation, clothing, careers, events, buildings etc. Students will be creating a Power Point presentation as their final assessment. Explicit lessons will be given on creating an interesting and effective presentation. <p>WEBSITES SUPPORTING THE IMPLEMENTATION OF THIS UNIT</p> <p>http://www.didyouknow.org/history/20thcentury.htm Interesting facts</p> <p>http://history1900s.about.com/od/famouscrimesscandals/u/timelines.htm Time line in decades</p> <p>http://www.youtube.com/watch?v=dDmAxDLvdQ4&feature=related The very first motion picture</p> <p>http://www.youtube.com/watch?v=dyeRZnmcYGc&feature=PlayList&p=E76A2B780AF55DDE&playnext=1&playnext_from=PL&index=41 History of Education 1900-1950s</p> <p>http://users.erols.com/mwhite28/literacy.htm World literacy map</p> <p>http://www.abc.net.au/science/articles/2007/01/25/1833353.htm Podcast of the light bulb</p>	<p>Presentation</p>	<p>2.2 Engagement 1.1 Deep knowledge 1.2 Deep understanding.</p>
--	---------------------	--

<http://www.youtube.com/watch?v=uPOBMzMTP4U>

John Mayer, you tube, 'Waiting on the world to change.

<http://www.youtube.com/watch?v=i4Ejh8o-WKw>

The Mystic Swing 1900, YouTube

<http://www.youtube.com/watch?v=i4Ejh8o-WKw>

Jack and the Beanstalk 1902, You tube

http://www.youtube.com/watch?v=SgIhVjCoI_U

Best songs of the Century, You tube 1900-1939

[http://en.wikipedia.org/wiki/The_Great_Train_Robbery_\(1903_film\)](http://en.wikipedia.org/wiki/The_Great_Train_Robbery_(1903_film))

The Great train robbery, Wikipedia

[http://www.weeklyscript.com/Great%20Train%20Robbery,%20The%20\(1903\).txt](http://www.weeklyscript.com/Great%20Train%20Robbery,%20The%20(1903).txt)

The great train robbery, script

http://en.wikipedia.org/wiki/Ginger_Meggs

Ginger Meggs, Wikipedia

<http://www.gingermeggs.com/>

Ginger Meggs website

<http://www.youtube.com/watch?v=8V5KXgFLia4&feature=related>

Hindenburg 1937

<http://www.youtube.com/watch?v=CpF9NlpkMrQ>

Mythbusters 1 Hindenburg

<http://www.youtube.com/watch?v=SVup80IabHU&feature=related>

Mythbusters 2 Hindenburg

<http://www.youtube.com/watch?v=Qos90wGIEXk>

Mythbusters 3 Hindenburg

<http://www.youtube.com/watch?v=IWvX6kC9Nhs>

The great depression, Britannica

<http://www.youtube.com/watch?v=ulVQ-kH1MAA&feature=related>

The great wall street crash 1929

<http://www.youtube.com/watch?v=57n2-fDBnss>

Sydney Harbour Bridge

<http://www.abc.net.au/science/articles/2005/10/13/1469589.htm>

Titanic myth, ABC science

<http://www.abc.net.au/science/articles/2005/10/25/1483999.htm>

Titanic myth 2, ABC science

<http://www.youtube.com/watch?v=n7kp3vfluKA&feature=related>

Origins of World war 1, YouTube

<http://www.youtube.com/watch?v=zxet3jC3NrU&feature=related>

Britannica World war 1

<http://www.worldwar-1.net/>

World war 1 time line

http://www.youtube.com/watch?v=G6O_eIQPBI&feature=related

Anzac Gallipoli troops

<http://www.youtube.com/watch?v=4W7XJ41JPSc>

Abbott and Costello Maths trick

<http://www.math.harvard.edu/~knill/mathmovies/>

Mathematics clips within movies

<http://video.google.com/videoplay?docid=7106559846794044495#>

Ma and Pa kettle, YouTube

<http://www.youtube.com/watch?v=z3i8prZ510>

The Magician, Thomas Edison

© 2002 www.historyonthenet.co.uk

Twentieth century in review, Gary Kay. Nightingale Press 1999

Exposition

What is an exposition?

- An exposition is used to argue a case for or against a particular position.
- The writer uses evidence to convince or persuade the reader.

How is an exposition written?

- Statement of position- writer expresses their point of view.
- Series of arguments
- Each argument consists of a point and an elaboration.
- The final stage is reinforcement of the position being argued.

Which features of grammar are often found in an exposition?

- Abstract nouns
- Relating verb
- Action verb
- Adjective

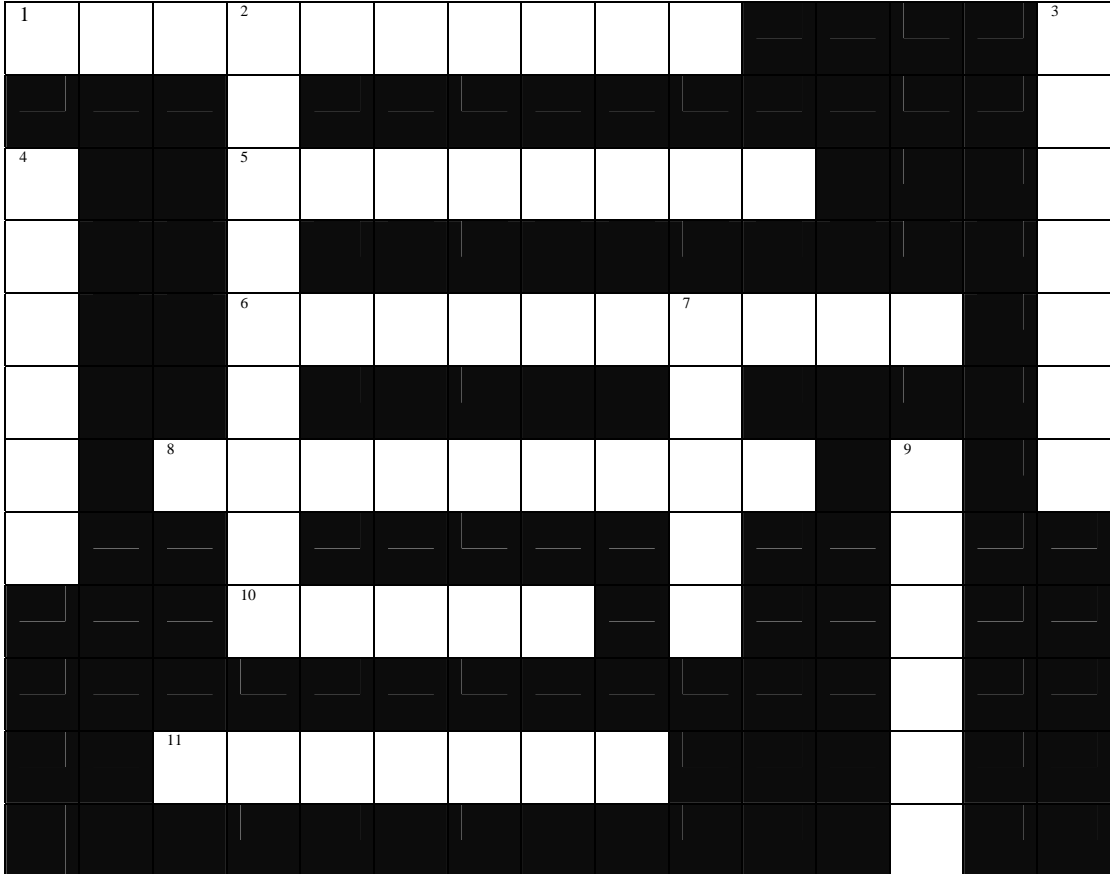
Focus on texts, Valerie Johns and Steven Walker 2001. Macmillan

1900 – 1950's
Multiple Intelligences & Blooms Taxonomy Homework Unit
Extension class Homework

	Knowing	Understanding	Applying	Analysing	Creating	Evaluating
Verbal I enjoy reading, writing & speaking.	Research your family tree and find out who lived in time frame of 1900-1950.	What do you know about these family members?	Interview family members about what they know happened from 1900-1950.	Graph your results	Create a timeline of important events from 1900-1950.	Which important events do you think changes the world dramatically?
Mathematical I enjoy working with numbers and science.	Write the figures regarding the decline of the financial market during the Great Depression.	What happened during the Great Depression?	Draw a line graph of the financial decline representing the Great Depression	Explain in detail <i>What happened to all the money?</i>	Create a mathematical puzzle as shown in class. (from week 4)	Evaluate how your puzzle works
Visual I enjoy painting, drawing & visualising.	What is expressionism in art?	Research a famous Expressionism artist.	Make some simple pencil drawings detailing expressionism techniques.	What sort of methods did the artists use?	Create your own expressionism artwork.	Compare your artwork to your famous artist. How did you go?
Kinesthetic I enjoy doing hands-on activities.	Give examples of silent films in 1900-1950 era.	What was the method of the first silent films?	Outline an experiment to try to reproduce the original silent film method.	How was the first silent film different to how we film today?	Take photos of a moving object. Use windows movie maker to turn them into a movie.	How does this method compare with silent films?
Musical I enjoy making & listening to music.	Write down some famous songs that appear in movies.	How does music effect emotions in music?	Write down the music that would be the background to your day.	Watch a movie and make notes on how the music evokes emotion.	Record background music to a silent film of your choice.	Show the film to your friends and ask them how it made them feel.
Interpersonal I enjoy working with others.	What was popular in the 1920's? Why was it called the 'Roaring 20's'?	Choose a famous person from the 1920's and research.	How did this famous person influence the 1920's?	What was the most interesting part of the 'Roaring 20's'?	Create a poster focusing on a part of the 1920's that interests you.	How did the world's growth in the 1920's lead to the Great Depression?

Intrapersonal I enjoy working by myself.	How did WW2 start?	Why did WW2 start?	Give details of Australia's involvement in WW2.	How did the change in weaponry effect the outcome of WW2	Create a map of the countries around the world involved on WW2	Write an exposition, a one sided argument on WW2
--	--------------------	--------------------	---	--	--	--

Titanic Crossword



- Clues Across**
1. The name of the woman who rowed a lifeboat for six hours.
 5. Name of the book that ‘predicted’ the Titanic disaster.
 6. Name of the managing director of the White Star Line.
 8. Name of the ship that rescued the survivors.
 10. Number of iceberg warnings ignored by the Captain.
 11. What the Titanic hit.
- Clues Down**
2. There were not enough of these to rescue all the passengers.
 3. Number of watertight compartments on the Titanic.
 4. These were made of sub-standard iron.
 7. Surname of Titanic’s Captain.
 9. Titanic was known as the ship of _____

The Titanic – Timeline Activity



Cut out and place the events in correct chronological order. Stick them in your book.



April 15:12:00 a.m.: The captain is told the ship can only stay afloat for a couple of hours. He gives order to call for help over the radio.



1908-1909 Construction of the Titanic begins in Belfast, Ireland.



April 15 12:25 a.m.: Lifeboats are now loading with women and children first. The Carpathia, southeast of the Titanic by about 58 miles, picks up the distress call and immediately heads full speed to the rescue.

April 19 to May 25: Several ships are sent to the disaster site to recover bodies. A total of 328 bodies are found floating in the area.



1911 The hull of Titanic is successfully launched

April 14 11:50 p.m.: Water has poured in and risen 14 feet in the front part of the ship.



April 15 2:05 a.m.: The last lifeboat leaves. There are now over 1,500 people left on the ship. The tilt of Titanic's deck grows steeper and steeper.



1912 January: Sixteen wooden lifeboats are fitted on board the Titanic



April 15 4:10 a.m.: The first lifeboat is picked up by the Carpathia.



April 10, 1912 9:30-11:30 a.m.: Passengers arrive in Southampton and board ship.



April 14: 11:40 p.m.: The lookouts see an iceberg dead ahead. The iceberg strikes the Titanic on the starboard (right) side of her bow.



April 15, 12:45 a.m.: The first lifeboat is safely lowered away. It can carry 65 people, but only leaves with 28. The first distress rocket is fired. Eight rockets are fired the whole night.



April 15 12:05 a.m.: Orders are given to uncover the lifeboats and to get passengers and crew ready on deck. There is only room for half of the estimated 2,227 on board in the lifeboats.



April 10, 1912 Noon: The Titanic casts off and begins her maiden voyage.



April 12 and 13 1912: The Titanic sails through calm waters.



April 15 2:20 a.m.: The Titanic's broken off stern settles back into the water, becoming more level for a few moments. Slowly it fills with water and again tilts its end high into the air before sinking into the sea. People in the water slowly freeze to death.



April 15 8:50 a.m.: The Carpathia leaves the area bound for New York. She carries 705 survivors

April 18: 9:00 p.m.: The Carpathia arrives in New York.