Descriptors:

- 5.1 Assess student learning (Highlighted in yellow)
- 5.2 Provide feedback to students on their learning (Highlighted in blue)

LITERACY / UNIT PLANNER **Jessica Vella (S001444221)**

<table>
<tr><td colspan="3">Topic: My Place: Episode 16: Ben / 1858</td><td colspan="2">Year Level: 5</td><td colspan="2">Term: 3 Weeks: 2-6</td><td>Date:</td></tr>
<tr><td rowspan="2" colspan="3">GRAMMAR FOCUS: (levels)
1. Whole text structure of a persuasive text:
• An opening statement of the issue or concern that is to be argued.
• A statement of opinion, position or proposal that may be part of the opening statement.
• Background information to support the opening statement may be included.
• Arguments for and against the issue that is supported with evidence.
• Sequentially ordered arguments from the most persuasive to the least persuasive.
• Carefully selected facts to support and elaborate on an argument.
• A concluding statement that sums up the argument and gives the writers viewpoint on the issue.
2. Language features for the text-type:
Word Level
• Emotive words and phrases used to persuade the reader (Eg: We strongly believe).
• Connective to indicate the sequence of the points supporting the stance (Eg: Firstly, secondly, finally).
• Conjunctions to link reasons and actions, opinions or cause and effects (Eg: So, because, therefore).
• Specialised vocabulary and technical terms relating to the issue being argued.
• A variety of verbs used, eg. Action verbs(run, drive); mental verbs (hope,</td><td>Text type and mode</td><td>Listened to</td><td>Spoken</td><td>Read</td><td>Written</td><td>Viewed</td><td>Produced</td></tr>
<tr><td>Persuasive argument</td><td>X</td><td>X</td><td>X</td><td>X</td><td>X</td><td>X</td></tr>
<tr><td colspan="7">Steps in Teaching and Learning Cycle: (adapted Derewianka, 1990/2007)
1. Building topic knowledge
2. Building text knowledge/Model the genre
3. Guided activities to develop vocabulary and text knowledge
4. Joint construction of text
5. Independent construction of text
6. Reflecting on language choices

Frequently used Literacy Instructional Strategies: Gradual Release of Responsibility Model
Language Experience Approach (R/W) Picture Chat Read to Shared R/W Guided R/W Modelled writing Interactive writing Independent R/W Literature Circles Reciprocal Teaching Mini lesson Roving conferences

Teaching techniques: Think Aloud, Text analysis, Cloze exercises, Note-taking,

Graphic Organisers: T-chart, Y-chart; Venn diagram, Data grid, Sunshine wheel, KWL chart, Flow chart, Story map, templates for text-types for planning, Flow diagram.</td></tr>
</table>

believe, think).

- Uses words that introduce another point of view
- Uses appropriate words to conclude or sum up an argument or discussion.
- The use of the first person.

Sentence Level

- Present tense, depending on the purpose of parts of the text.
- Occasional use of passive voice.
- Facts and opinions included.
- May include quotes or reposted speech to support an argument.
- The use of first person.

(Wing Jan, 2009, pp. 168).

CONTEXT: Overview of series of lessons and background information

- Explore content about the gold rush and what life was like in 1858.
- We will build topic knowledge by exploring pictures from 1858, by viewing videos from my place and by allowing students to research about the Gold rush using the internet. Students will be able to identify specialized vocabulary and important key ideas that occur during the 1858. Students will be introduced to many facts on the gold rush. Students will have an opportunity to share and justify their opinion with others.
- Over a series of lessons students will view discussion pieces on the gold rush in order to explore and gasp the key purpose, structure and language features of a discussion piece. Students will have an opportunity to deconstruct, analyse and annotate discussion pieces to help them build knowledge of the text type. The students and the teacher will jointly write a discussion piece based on an issue related to the gold rush. Students will then be able to write their own discussion piece on their own.

Pre-assessment of students' skills and knowledge: Standardized tests for reading/writing/ NAPLAN Profile of Data Progression of Reading Development Conferences/interviews Student written work samples Self-assessments **Literacy Learning intention:** *We are learning the structure and relevant language features of a persuasive discussion, to help us construct our own discussion piece.* **Learning behaviours:** *I need to find arguments for and against the topic and support them with facts. I also need to state my opinion in the conclusion.* **Success criteria:** *I know I'm doing well if I can:* - *Annotate and understand what the structural features and language features are.* - *Extend my vocabulary used topic knowledge.* - *Construct a discussion piece (plan, draft, edit, publish).* - *Provide at least one argument for the issue and one argument against the issue and also state a clear point of view.* - *Work collaboratively with my peers.*	**Four resource model (Freebody & Luke, 1990/1999):** Code Breaker; Text Participant/Meaning Maker; Text User; Text Analyst **Comprehension Strategies:** Predicting; Visualising; Making connections; Questioning; Inferring; Determining important ideas; Summarising; Finding evidence in the text; Understanding new vocabulary; Synthesising; Comparing and contrasting; Paraphrasing; Recognising cause and effect; Skimming and scanning; Five semiotic systems: linguistics, visual, auditory, spatial, gestural. **Question types:** self-questioning; 3 levels; (literal, inferential, evaluative); QAR **Thinking Routines:** Think, pair, share, See, Think, Wonder; What makes you say that?; Headlines; +1, Three word summary, 5VIPs, Give One, Get One (refer Ritchhart, R., Church, M., & amp; Morrison, K. (2011). *Making Thinking Visible: How to Promote Engagement, Understanding, and Independence for All Learners*. eBook online)
Topic-specific vocabulary for the unit of work: *Gold Rush, gold, goldfields, gold fever, history, government, law, licence, permit, Chinese, Europeans, miners, diggers, immigration, point of view, expectations, responsibility, purpose, opinion, reason, justification, evidence, facts, thesis statement, emotive, conjunctions, connectives, firstly, secondly, lastly, I believe, I feel, I think, I should, example.*	**Resources:** Wing Jan, L. (2009). *Write ways*. South Melbourne: OUP.pp. 167-182; EPISODE 16 English teaching resources downloaded on 1st October, 2015 from www.myplace.edu.au/. My Place website www.myplace.edu.au Video clip Episode 16; ABC3 MyPlace http://www.abc.net.au/abc3/myplace/ ; Online persuasive text template http://www.readwritethink.org/files/resources/interactives/persuasion_map/; Hertzberg, M. (2011). Focus on Oracy. In Teaching English language learners in mainstream classes. Newtown: PETAA. pp. 48-75; Ritchhart, R., Church, M., & Morrison, K. (2011). *Making Thinking Visible : How to Promote Engagement, Understanding, and Independence for All Learners.* Retrieved from http://www.eblib.com

Analysing	Estimating	Listening	Performing	Reading	Seeing patterns	Testing
Checking	Explaining	Locating information	Persuading	Recognising bias	Selecting information	Viewing
Classifying	Generalising	Making choices	Planning	Reflecting	Self-assessing	Visually representing
Cooperating	Hypothesising	Note taking	Predicting	Reporting	Sharing ideas	Working independently
Considering options	Inferring	Observing	Presenting	Responding	Summarising	Working to a timetable
Designing	Interpreting	Ordering events	Providing feedback	Restating	Synthesising	
Elaborating	Justifying	Organising	Questioning	Revising		

TEACHING & LEARNING CYCLE **(Identify step in the T & L cycle and the literacy learning intention or session's focus)** ***We are learning to ...***	WHOLE CLASS **Hook or Tuning In (Identify a strategy or a tool to help activate prior knowledge and/or to introduce the topic.)**	MINI LESSON **(Explicitly model the use of a new strategy or a tool to assist with *the literacy learning intention* or focus of the session and to prepare students for successful completion of the set task. Reference to Wing Jan include page details)**	INDEPENDENT LEARNING **(Extended opportunity for students to work in pairs, small groups or individually on a set task. Time for teacher to probe students' thinking or work with a small group for part of the time. Reference to Wing Jan include page details)**	SHARE TIME AND TEACHER SUMMARY **(Focussed teacher questions and summary to draw out the knowledge, skills and processes used in the session) Link back to literacy learning intention and key points of effective reading/writing, speaking, listening and viewing.**	ASSESSMENT STRATEGIES **(should relate to *literacy learning intention* or focus of the session. Includes how & what you will use to make a judgment on students' attempt/work) Success criteria written for students to know what the minimum expectation is.**
1. Building topic knowledge Ben 1858: Episode 16- Eggs for tuppence and working together. We are learning to identify key words for taking notes after viewing video clips.	**See Think Wonder** Display photographs of the era as a prompt for ideas and discussions. **(See Appendix 1: Pictures of the Gold Rush).** **Focus questions:** What do you see in these pictures? Does anyone know what event happened? What do you think life was like in 1858? What are your wonderings?	**Modelled Writing and Back-to-back viewing** Model how to take notes to complete the activity sheet using the video clip Ben 1858: Episode 16: Eggs for tuppence. Explain what a key word is and how a dot point may differ from a full sentence. Demonstrate how to take notes in point form and complete the two aspects of the activity sheet while watching the video clip. **(See Appendix 3: Back-to-back viewing sheet).**	**Think Pair Share** In pairs students will share an iPad or laptop to watch episode 16: Working together (My Place 1858: Ben). Students will individually take notes on their viewing sheet while viewing the video. Each student will record their keywords and notes on the sheet, then explain their entries to their partner. **Small teaching group: Guided writing** Review first video clip again. Ask individuals to share a keyword for a specific scene in the video. Students are to record each	**Reflection Circles** Revise key features of note-taking by sharing four students work samples. Compare the two video clips. Discuss the key points of the two short video clips. Record the group's responses using a **Venn Diagram. (See Appendix 4).** **Ask students:** - How did the back-to-back viewing help you identify key words?	**Anecdotal notes** will be taken during guided reading with the small group. The anecdotal notes will be based on the learning intention *identify key words for taking notes after viewing a video clip.* Record the students keywords and notes on a checklist.

Comment [JV2]: 5.1 Assess student learning

Anecdotal notes are a form of informal assessment. Anecdotal notes are often used as a formative assessment.

The information that teachers receive from students during lessons, help them plan future lessons.

	• Students are to complete a **KWL** chart (Know, want to know, learnt). Students will fill in part of the KWL chart: Students will write down- What they already know about the Gold Rush and what their wonderings are. • Students will use this throughout the unit. (**See Appendix 2: KWL Chart).**		other's key words on their viewing sheet.		
2. Building topic knowledge We are learning to explore multimodal texts and identify important information from 1858. We are doing well if we can use our note taking skills that we learnt in the previous lesson.	The students will then work in 'expert/home/groups' (Gibbons, 2002, p.60) and collaboratively view a selection of multimodal texts. When students return to the whole class we will build a 'semantic web' (Gibbons, 2002, p.61) around the focus question: *What do you think life might have been like in 1858?* As a class we will then create a class glossary of terms using topic-specific vocabulary from what we read. **See Appendix 5: Useful websites that students can use.** • Give students an opportunity to write anything that they learnt in their K-W-L chart at the end of the lesson.				
3. Building topic knowledge We are learning to find information and key words on the era 1858.	Teachers and students in grade five will go to an excursion at Sovereign Hill, Ballarat. Students will take their writing journals to write down any notes/key words that they learnt. When we return to class we will have a discussion on what we learnt about the gold rush at Sovereign hill. We will then add words we have learnt to our glossary from the previous lesson. • Give students an opportunity to write anything that they learnt in their K-W-L chart at the end of the lesson.				

Comment [JV1]: 5.1 Assess student learning K-W-L (know, wonder, learn) can be used as a diagnostic form of assessment.
This chart helps the teacher identify the students' current knowledge of a subject and helps them clarify misconceptions before teaching takes place.

Teachers can identify students' strengths and weaknesses and can help them plan what to teach and how to teach it.

4. Building topic knowledge We are learning recall information we learnt about the Gold Rush.	Read a book on the Gold Rush. Students will take notes of any new information they have learnt about the Gold Rush. Students will write these notes on their KWL chart (**See Appendix 6: Book reference and questions).** Teacher will create a complete crossword on information relating to the Gold Rush. The teacher will then separate all the down answers and clues from the crossword and give that to person A. Teacher will then repeat the steps for the words written across in the cross word and will give that to person B. Students have to give each other prompting questions for them to get the answer (Hertzberg, 2011, pp. 57). **(See Appendix 7: Crossword).**				
5. Building Text Knowledge/Model the genre We are learning to identify what the purpose of a discussion piece is and what the structure features are.	**See, Think, Wonder** Write the word *persuade* on the whiteboard. Ask students to have a discussion with the person next to them on what this word means. Ask students: - Does anybody know the word for trying to convince someone to change his/her mind about something? • Explain to students that sometimes people intend to influence or convince others. This is called persuasive writing. • Persuasive writing is used to get a reader to accept a point of view.	**Think Aloud** Model how to annotate aspects of the structure of a discussion piece. Clearly label and articulate the names of the various aspects (Wing Jan, 2009, p. 169). • Teacher will annotate the discussion piece *Do you think the Chinese were treated equally to the Australian diggers?* **(See Appendix 8: Discussion piece).**	**Shared Writing** In pairs, students will annotate the other discussion piece together. • *Was it a good idea for parents to let their children work in the goldfields during the gold rush?* Encourage students to use the correct labels and terms to name the parts. Eg: (**Opening statement** that identifies the issue or topic to be examined, **arguments for, arguments against** the issue that are supported with evidence or examples, and a **conclusion** that contains the persons point of view on the issue and considers all arguments that are presented in the discussion). **Small teaching group: Guided Writing** **What makes you say that?** The teacher will deconstruct (cut into pieces) the text the students are annotating. Students will have to match the parts with the correct label to	**Reflection Circle.** Ask students: - What did you learn about a discussion piece by reading the two persuasive texts? - What is the purpose of a discussion piece? - What is the structure of a discussion piece?	Teacher will **observe** students in the small group completing their task. Teacher will assess students using a checklist. Students will be assessed on how well they know the structure of a discussion piece. **(See Appendix 10: Checklist for structure).**

Comment [JV3]: 5.1 Assess student learning Observations are another form of informal assessment.

Observations are often used as a formative assessment.

The information the teacher receives from the students will help them plan future lessons.

Comment [JV4]: 5.1 Assess student learning Checklists are also another form of informal assessment.
Checklists can be used as a formative assessment as they can provide feedback and information about students' progress during the unit. Checklists can also be used as a summative assessment to identify what the student has learnt throughout the unit.

	Ask students: -Have you ever felt persuaded before? -When was it? -What convinced you to do something? **Shared reading** Display two persuasive texts on the Gold Rush. **(See Appendix: 8).** *What do both of these discussion pieces have in common?* Students will add labels to the graphic organiser **Sunshine Wheel** to show what they know about the features of a discussion piece. **(See Appendix: 9 for Sunshine Wheel).** Discuss unfamiliar terms. Add these to the class glossary.		describe the cut out section. (Eg: Opening statement, arguments for, arguments against, conclusion). Students are required to justify their choice. Teacher will ask students *What makes you say that?* So they can justify their thinking.		
6. Building Text Knowledge/ Model the genre. We are learning to identify the language features used in a discussion (persuasive text).	Recap the structure of a discussion piece. Draw a **flow diagram** on an A3 piece of paper to describe the structure of a discussion piece in order (Wing Jan, 2009, p. 27).The teacher will display the discussion piece from last lesson on the interactive whiteboard. As a class read the discussion piece and identify the language features that are used. Teacher will annotate the text as the student's identity the features. Define the meaning of emotive language, connectives, conjunctions, facts and opinion, first person. Get students to work in groups of 3 and explore the language features, providing examples for each feature.				

7. Building Text Knowledge/ Model the genre. We are learning to identify the language features used in a discussion (persuasive text).	Students will annotate the language features that are present in the persuasive text students received in a previous lesson. Once students have finished annotating their text, they will pair up with a partner to compare their annotations. When students return to the floor, students will have to work together to complete a cloze activity. The teacher has covered certain language features from the discussion piece the teacher annotated. Students need to identify what the language feature and word that is covered. Students need to justify their thinking.				
8. Building Text knowledge/ Model the genre. We are learning to identify the features of a persuasive text.	**Analyse the difference between a discussion piece and information report.** Teacher and students will read an information report and a discussion piece together on the Gold Rush **(See Appendix 11).** **Questions:** *Which text type is this?* *How do you know?* *What is the purpose of a discussion piece?* *Does anybody know what the purpose of an information report is?* *What are common features in the two pieces?* *What are the language features presented in the discussion piece/information report?* *Is the discussion piece set out appropriately?* *How do you know?* With a partner, students will have to fill out a **Venn diagram**. Students will have to identify the features they noticed in a persuasive piece, the features they noticed in an information report and similarities. **(See Appendix 4: Venn diagram).**				
9. Guided activities to develop vocabulary or specific language feature We are learning identify the difference between a fact and an opinion and to come up with an opinion based on an	**Revise facts and opinions.** *Who can remember what a fact is?* *What is an opinion?* **Fact:** something that is true. **Opinion:** a personal belief. Write a fact on an A3 piece of paper. Get	**Two corner game** Put FACT and OPINION signs in two corners of the room. Teacher reads out some facts and opinions about the Gold Rush aloud. Students move to the correct corner of the room to show if the statement is a fact or an opinion. Students are selected to justify their movement.	**Tug of war.** The students will be broken up into groups of four. Students will receive the facts from the two corner game. The students will have to read them out one at a time and give their opinion on the issue. They must justify why they agree or disagree with the fact.	**Reflection** Revise what a fact and opinion is. Ask students: *Why is it important to include facts and opinions in a persuasive text?* Allow students to share some of their facts and opinions with the class.	**Anecdotal notes** will be taken during this lesson. Notes will be taken on students ability to understand the difference between an fact and an opinion.

Comment [JV5]: 5.2 Provide feedback to students on their learning.
Teachers should provide students with many opportunities for them to give other peers timely feedback. Students will be able to identify their strengths and areas that they need to improve in.

Comment [JV6]:
5.1 Assess student learning.
Questioning students is a form of informal assessment.
Questioning students can be used as a formative assessment as it can take place during the unit to give the teacher feedback and information on the students' progress.
When teachers question students, they are able to hear their responses and understand the students' thinking. This can help them plan future lessons.

issue.	students to write their opinions on it. Students will justify their opinions with the class. *People from overseas came to Australia to try and find gold so they could become wealthy*.	**(See Appendix 12: Facts and opinions).**	**Focus Group: Guided writing** Students will receive facts and opinions from the two corner game. Students have to identify if it is a fact or opinion and justify their answer. Students will then fill out their T-chart to identify if it is a fact or opinion. **(See Appendix 13: T-chart).**	As a class create a class t-chart on facts and opinions.	
10. **Guided activities to develop vocabulary or specific language feature** We are learning to use emotive words to evoke an emotional response to a subject.	**3, 2, 1 Bridge** Activating prior knowledge about what they know about persuading someone. *What are the words you would use to persuade someone?* Introduce the word Emotive = Emotion *Can anybody remember what emotive words are?* -Emotive words are specific words chosen to make a person feel a certain way or specific emotion. Probe for suggestions on sentences with emotive words. Create a brainstorm on a piece of paper of emotive words.	**Think Aloud** The easiest way to be emotive is to add adjectives to describe a noun, or adverbs to describe a verb. **Word Cline** (Hertzberg, 2011, pp. 74). Give students a set of words. Students have to put the words from most persuasive to least persuasive. Students must justify their choice. Furious Frustrated Angry Annoyed Discouraged Upset Content Pleased Happy Cheerful Excited	**Picture Chat** Display a photo from 1858. In groups children have to discuss the picture and come up with sentences that describe the picture using emotive language. **(See Appendix 14: Photo).** Give students an example: **The innocent digger was distressed when he did not find any gold.** **Focus Group: Guided writing** Children will complete the same task with teacher. The teacher will prompt students thinking. *I wonder what the digger is feeling?* *How would you feel if you couldn't find gold?*	**Share Time** Revise what emotive language is. Students will discuss the emotive words they used to help evoke an emotional response.	**Anecdotal notes** will be taken during guided writing with the small group. The anecdotal notes will be based on students ability to think of emotive words and to be able to put the words in sentence. Record the students emotive words and sentences on a checklist.

11. Joint construction of text We are learning to construct a discussion piece.	**Think, Pair, Share** Students are to think about what they have learnt about persuasive texts. - What is a persuasive text is? - What is its purpose? - The structure and language features used. Students are then to pair up with a partner and share their thinking. Students will share their thinking with the class.	**Shared Writing** The teacher and students will construct a persuasive text together using the online template. ***Was it fair for people from overseas to come to Australia to dig for gold?*** http://www.readwritethink.org/files/resources/interactives/persuasion_map/ Teacher and students will follow the template. - Opening statement - Arguments (for and against) - Conclusion The text must also include the relevant language features - Emotive language - Connective - Conjunctions - First person	**Shared writing** Students will work in pairs. Students will be given the question: ***Did children have a good childhood during the gold rush?*** Students will work together to fill out the template online. • If students don't want to use their laptops they can print out the template. **Teacher Focus Group: Guided Writing.** Students will be given the same question to work on. Students will fill out the template together with the teacher assisting.	**Reflection Circles.** Bring the students back together. Students will get into groups of 5. Students will have an opportunity to share their writing plans with the students. Students will give students feedback. **Teacher will ask students to think about the following questions.** - Are your arguments clear? - Did you use emotive language to evoke an emotional response? - Did your conclusion sum up all your main ideas?	**Self-assessment:** Students are to assess their work together using a checklist. Teacher will look at student's plans and write comments on their self- assessment sheet. **(See Appendix 15).**
12. Joint construction of text We are learning to edit our draft and write our discussion piece in full sentences. We are also learning to give each other constructive feedback, so we can improve our writing.	Students will edit their draft and write their persuasive text in full sentences. Once students have finished writing their discussion piece, they will pair up with other students to give each other constructive feedback. The teacher will rove around the classroom assisting students.				

Comment [JV7]: 5.1Assess student learning
Self-assessment can be used as a formative assessment.
Students are able to identify their skills and competencies.

Comment [JV8]: 5.2 Provide feedback to students on their learning.
Teachers should provide students with many opportunities for them to give other peers timely feedback. Students will be able to identify their strengths and areas that they need to improve in.

13. Independent construction of text We are learning to plan our discussion piece using a template.	Revise what the structural and language features are in a discussion piece. Bring out the annotated discussion piece to prompt students thinking. Give students the question they will write a discussion on: "Would you have joined the Gold Rush in 1858? Why, Why not?" Students are to plan their persuasive text using the online template. If students do not want to write their plan on their laptops, they can print out the template. Once students have finished writing their draft, they have to conduct a small group session in which students share their drafts and gain or provide feedback.
14. Independent construction of text We are learning to edit our discussion piece and write our discussion piece in full sentences independently.	Students are to edit their persuasive draft. Ensure the students understand that revising the work might involve: rereading the text, rewording or reorganising information or adding to or deleting text. Once students have completed their draft they will conduct a peer or teacher conference to help them focus on the process. Students will then transpose the template into a full writing piece. **Focus Group:** Teacher will pull out students that need support with their writing. The teacher will prompt the students and make sure they are not missing anything. Eg: Do we all have a thesis statement? Do we have arguments that are supported with evidence? Do we have a conclusion that sums up all our main points? • Student will assess their plan/draft by using a checklist. Students will read the students drafts and also write comments on the checklist.
15. Independent construction of text We are learning to publish our discussion piece.	Students will have a choice to how they would like to publish their discussion piece. Students can choose to publish their piece on a piece of paper or they can type it up on a computer/laptop. Teacher will assess students work by using a rubric (See Appendix 17: Rubric).
16. Reflecting on language choices We are learning to reflect on our writing experiences by identifying what worked well and what we can improve on next time.	Class will be split into groups of five. Students will present their discussion piece to the group. Students are to give warm and cool feedback on their discussion piece. Students will think about how they used emotive words, if their opening statement was clear, if their arguments were clear. If they supported their arguments with facts… etc. Students are too self-assess themselves by completing the self-assessment sheet (See Appendix 18: Self-Assessment Sheet).

Comment [JV9]: 5.2 Provide feedback to students on their learning.

It is vital that teachers provide students with timely and appropriate feedback so they are aware with what they have performed well and what areas they need to improve in. When students hear that they are preforming well it gives students a sense of achievement which motivates them to learn.

Similarly, it is also important to let students know when they have made a mistake so that they will learn from it and take corrective measures.

It is absolutely essential for teachers to monitor students' learning and give them feedback. Feedback can be given to individual students, to a group of them, or to the whole class.

Comment [JV10]: 5.1 Assess student learning
5.1 Assess student learning

Rubrics can be used as a formative assessment as they provide feedback and information during the instructional process, while learning is taking place. Teachers are able to identify what the students are able to do and areas that they find challenging. Teachers can then plan appropriate future lessons based on this information.

Rubrics can also be used for summative assessment (which is what it is used for here). Students could be presenting a final project and may be marked by a rubric that has the same criteria. This will give the teacher information and feedback that sums up the teaching and learning process.

* Rubrics can be given to students before they begin working on a task so they know what it expected of them.

APPENDICES

Appendix 1: Pictures of the Gold Rush

Appendix 2: KWL Chart (Hertzberg, 2011, pp.69).

K – W- W Chart

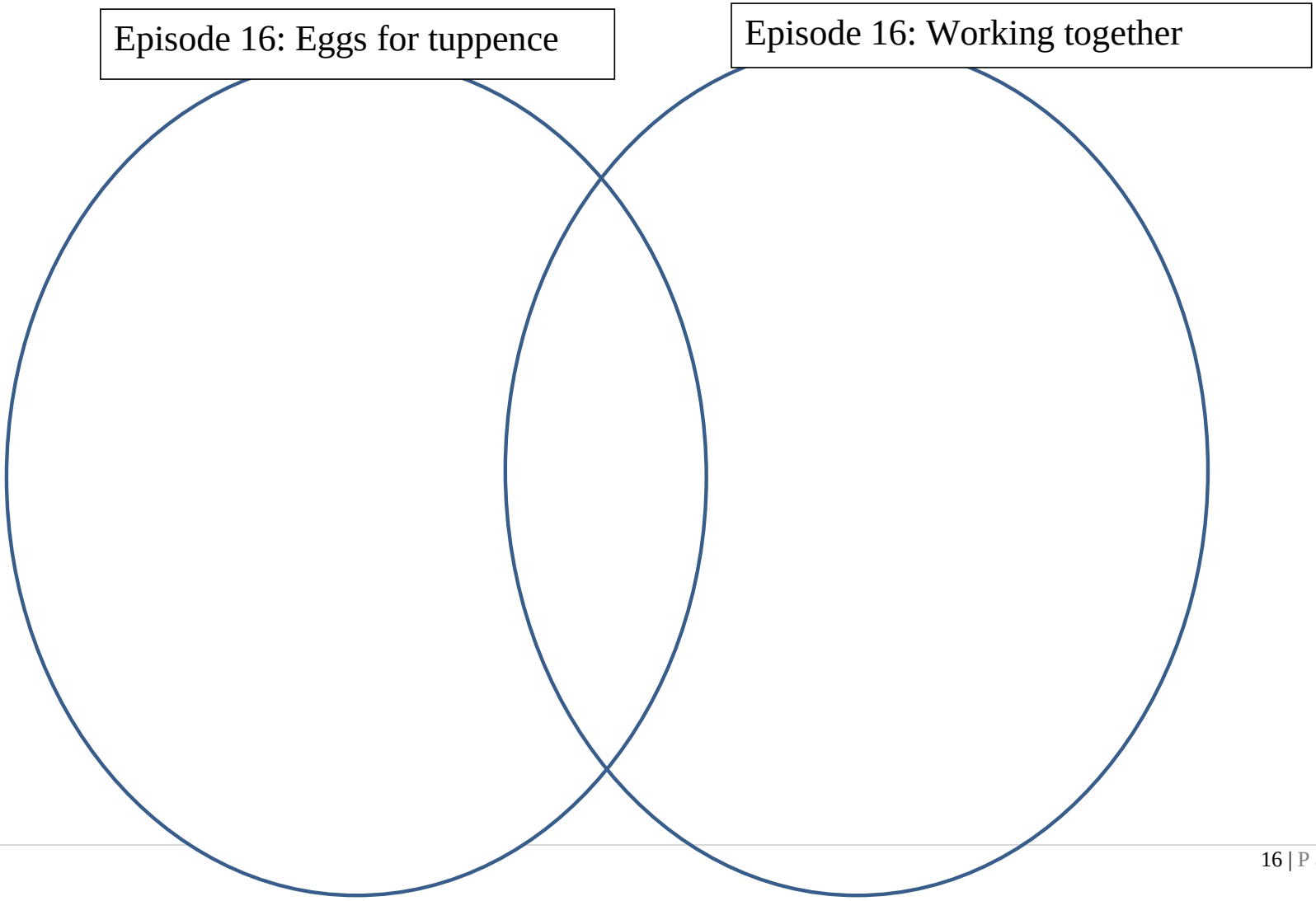
Topic: ……

What I know	*What I want to know*	*What I learnt*

Appendix 3: Back-to-back viewing sheet (Hertzberg, 2011, pp. 63).

What I hear ?	What I see?

Appendix 4: Venn diagram (Wing Jan, 2009, pp. 26).



Appendix 5: Useful websites that students can use.

http://www.australia.gov.au/about-australia/australian-story/austn-gold-rush

http://www.dpi.nsw.gov.au/__data/assets/pdf_file/0008/109898/life-on-the-goldfields-getting-there.pdf

http://www.resourcesandenergy.nsw.gov.au/__data/assets/pdf_file/0019/109324/children-on-the-goldfields.pdf
http://www.sbs.com.au/gold/story.php?storyid=46

Appendix 6: Book reference and questions during, before and after reading.

Bradby, D. (2012). *Life on the Goldfields.* Port Melbourne: Black Dog Books .

Before reading:

- We are going to read the book '*Life on the Goldfields'.*
- Is this a fiction or a non-fiction book? (Non-fiction)
  (Do a picture walk through the book so the students are able to identify elements that make a book fiction/non-fiction).
- How do you know this is a non-fiction book? (Has a contents page, diagrams, a glossary).
- What do you think this text is going to be about?
- What information might I expect to read about?
- What do you know about life on the goldfields?

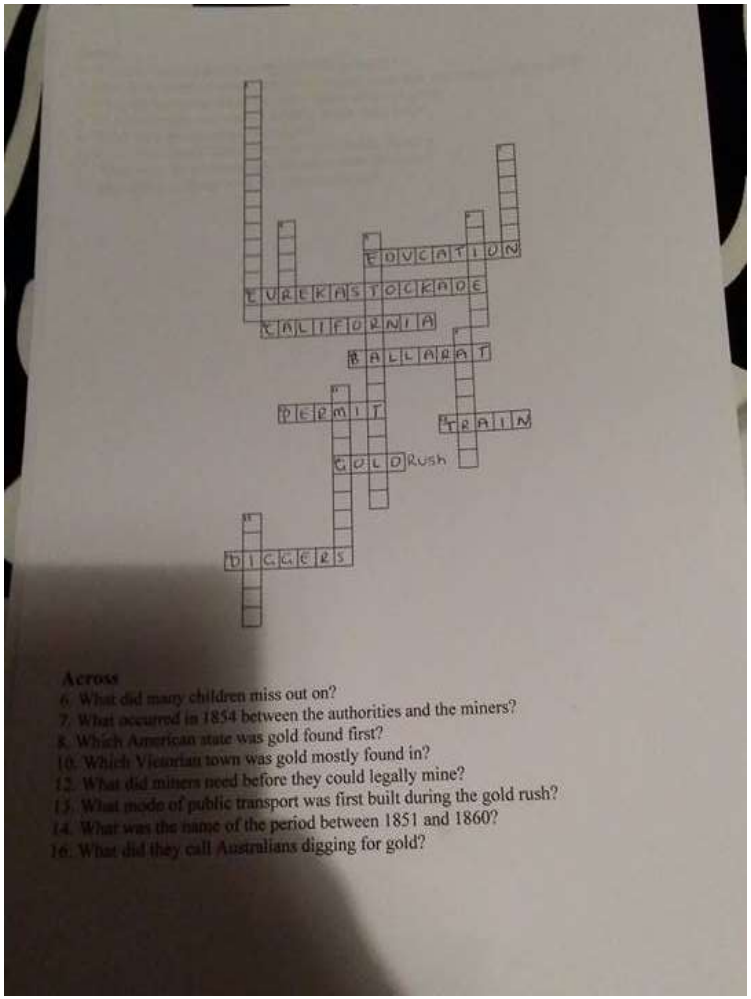
During reading:

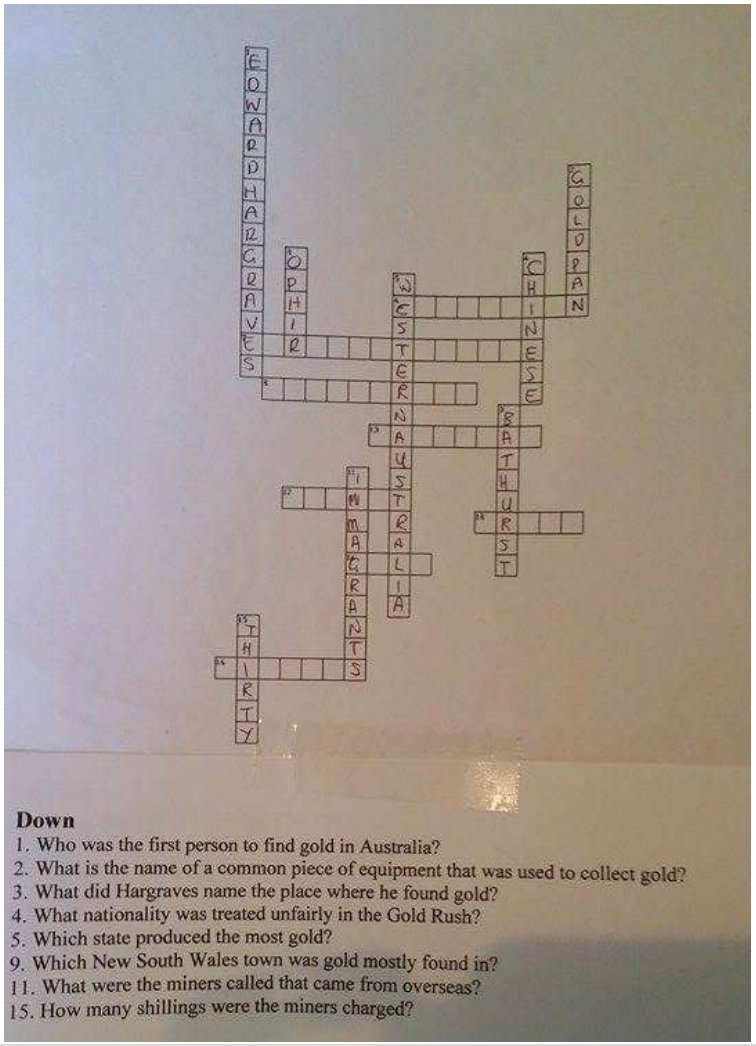
- Read a few pages at a time. Questions students to see if they are able to identify the main ideas presented.
- What is the main idea presented on this page?
- Clarify any new words. "Does anybody know what this word means?"
  "Can somebody look this word up in the dictionary?"

After reading:

- What did the author want us to know?
- What were some of the main ideas presented in the book?
- What was some information that you learnt?

Appendix 7: Crossword (Hertzberg, 2011, pp. 57).





Appendix 8: Two discussion pieces on the Gold Rush.

Was it a good idea for parents to let their children work in the goldfields during the Gold Rush?

The Gold Rush was an event that occurred between 1851 and the early 1860's. People from many country's came to Australia to dig for gold. Many people believe that children should not have worked in the gold fields. Do you think children should have worked in the Gold fields? Firstly, children should have not gone to the gold fields because they were too young to work. Children at such a young age should be enjoying their childhood and should be attending school, rather than working long hours. As many families were poor during the 1850's it was an expectation for children to dig for gold to help their family leave poverty.

Secondly, students missed going to school because they were not built in country areas. As parents often moved around, looking for new and richer goldfields, children would have to change schools pretty often. It usually took a while before a school was established in a new area, so often there was no schooling at all. This might sound like fun, but it made it very hard to learn to read and write, and to do arithmetic.
Furthermore, when they weren't in school, children were expected to help their parents with household chores such as minding the younger children, shopping, fetching water up from the creek, gathering firewood, washing clothes, cooking, or taking care of horses. Often they would also be expected to help look for gold at the diggings.

On the other hand, many families were very poor and living in harsh environments. Children were sent to work in the gold fields to help their parents dig for gold. This gave many families a great chance of becoming wealthy and escaping poverty.

After considering both sides of the argument, in my opinion I strongly believe that children should not have been helping their parents in the gold fields. A child would not have received an education or experienced a childhood as they were too busy looking for gold. Despite many families, being in poverty a child's future is far more important than families' lifestyle.

Do you think the Chinese were treated equally to the Australian diggers?

With so many different nationalities looking for gold, it often caused the Australian diggers to treat the Chinese unfairly. The gold rush during the 19th century attracted many people from across the world. The Chinese was one of the biggest nationalities that came to Australia during this point in time.

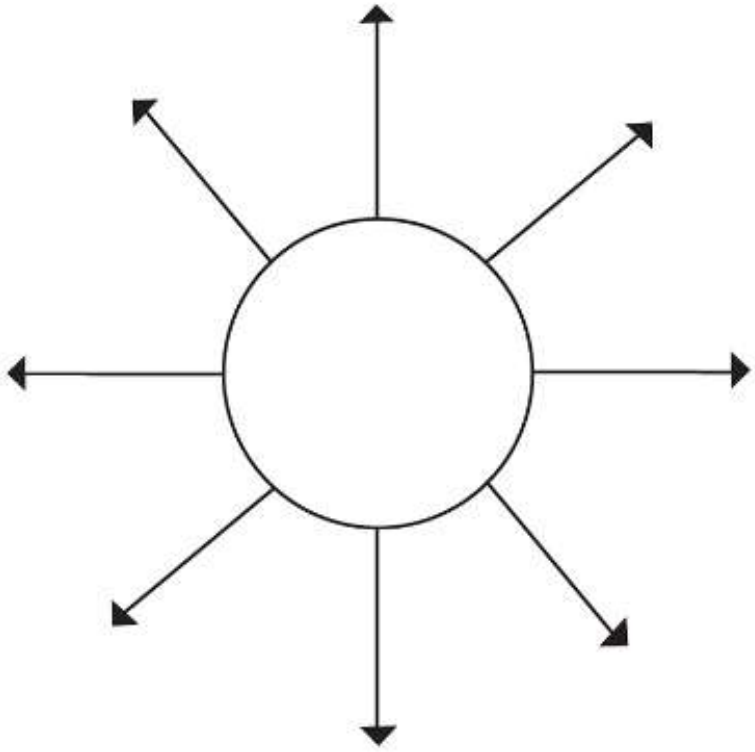
Firstly, the Chinese were not treated equally to the Australia diggers, as they were subject to racism. As gold became harder to find, the Australian diggers tried to get rid of the Chinese from the goldfields. This campaign was motivated by racism as the Chinese found gold easier as they worked unimaginably long hours.

Secondly, Chinese people in the goldfields were treated unfairly by Australian diggers, because of fear of competition. The Australian diggers believed that the Chinese miners had come to Australia to dig up the gold and take it back to China. Even though many European diggers had the same intention, the Chinese were criticised for not investing their gold back into Australia.

On the other hand, Chinese people were treated equally to the Australian diggers, as everyone who dug for gold had to pay a monthly fee to the authorities. The Chinese people did not have to pay a different amount than the other diggers.

After viewing both sides of the argument, I am of the belief that Chinese minors were treated unfairly by other miners due to their race and competition. However, I also feel that the Australian authorities at the time viewed Chinese miners as equal to the Australians and Europeans who were digging for gold during that period.

Appendix 9: Sunshine Wheel.



Appendix 10: Checklist for structure.

Discussion piece	Yes	No	Comment
Identifies the opening statement (statement that identifies the issue or topic to be examines).			
Identifies arguments for.			
Identifies arguments against.			
Find the conclusion.			

Appendix 11: Compare information report and discussion piece.

1. Students will look at discussion piece from previous lesson. Do you think the Chinese were treated equally to the Australian diggers? (See Appendix 8).

Information Report

How Chinese were treated during the Australian Gold Rush

Many Chinese migrated to Australia, to discover gold and to come and experience what it was like on the goldfields. The largest group of people that came to Australia that did not come from Europe were the Chinese. They were not welcomes at all due to their cultural differences. They average Chinese miner could withstand worse conditions and remain patient longer than the other diggers. They could work all day in deep water. They were often extremely secretive about their success.

Unlike most European diggers, who came to make a new life for themselves and their families, the Chinese miners did not stay in Australia. Many had been sent by wealthy merchants who paid for their passage to Australia. In return, the miners would return to China and give the gold to the merchants.
The Chinese were the first people to arrive in the goldfields and they claimed the best digging spots, however the Victorian government wanted to force them out. The government made a law that the Chinese had to buy a residence ticket. The Chinese did not buy one as they couldn't speak good English. The Europeans then were able to take over the spots were the Chinese would look for gold.

The Australians were very suspicious, confused and worried about the Chinese. They were confused about how the Chinese had different traditions, religions, lifestyles and beliefs. These ideas were still around at the end of the 1800's. At that time, in New South Wales, Chinese were humiliated and those who were affected by the riots tried to complain to the government for the damage the other miners had done, however they were unsuccessful.

Between 1852 and 1889 nearly all the Chinese diggers went back to Chine when they had paid their debts and got some money from the goldfields.

Appendix 12: Facts and Opinions for the *Two corner game.*

Facts:

- Diggers were charges 30 shillings a month to dig for gold.
- Before digging for gold diggers needed to get a permit.
- Some Chinese miners digging for gold had the intention of taking the gold back to China.
- Many people from overseas came to Australian to dig for gold.
- Many children did not attend school because they had to help their parents dig for gold.

Opinions:

- It was unfair that children had to miss out on an education to help their parents did for gold.
- The Chinese people should have not been treated unfairly in the gold fields.
- People that dug for gold were greedy.
- Children should have not helped their parents dig for gold.
- I personally believe it was unfair that diggers were charged a fee to dig for gold.

Appendix 13: T-Chart (Facts and opinions) (Wing Jan, 2009, pp. 26).

Facts:	**Opinions:**

Appendix 14: Gold Rush Picture.

Appendix 15: Self-assessment on plan. (Wing Jan, 2009, pp. 179).

Discussion piece plan	Yes	No	Comments	Teachers comments
Has a clear opening statement that identifies the issue.				
Has clear arguments for and against the issue.				
Has facts and opinions to support the arguments.				
Uses emotive language to evoke an emotional response.				
Uses connectives to indicate the sequence of arguments and points.				
Used conjunctions to connect cause and effect.				
Uses appropriate specialised vocabulary.				
The conclusion considered both arguments and states their point of view on the issue.				

Appendix 16: Student self-assessment (Wing Jan, 2009, pp. 179).

Students names:	**Yes**	**No**	**Teacher comment**
Has a clear opening statement that identifies the issue.			
Includes appropriate background information.			
Has clear arguments for and against the issue that is supported with evidence.			
Has a conclusion that considers both the arguments for and against and also states your point of view on the issue.			
Uses emotive words.			
Uses connectives to indicate sequence or arguments.			
Uses conjunctions to link reasons and actions or opinions.			
Uses appropriate topic-specific vocabulary (diggers, miners).			
Organises information into paragraphs.			

Appendix 17: Rubric- final piece. (Wing Jan, 2009, pp. 88).

	Meaning	**Structure**	**Use of language**	**Spelling**	**Punctuation**	**Teacher comments**
Excellent	Exceptionally clear and easy to understand.	All the parts of a discussion (persuasive text) were included – - Opening statement that identifies the issue. - Arguments for and against including supporting facts (At least one of each). - Conclusion including considerations of arguments and the writers point of view on the issue.	Frequently used interesting words to create images. Uses a variety appropriate language features: emotive words, connective, conjunctions, facts and opinions, first person.	Accurate spelling of high frequency and less common words.	Accurate use of full stops, capital letters and quotation marks, if any.	
Good	Generally clear. A few parts are hard to understand.	Most of the parts of a discussion were included.	Occasionally used interesting words to create images. Uses a few appropriate language features- emotive words, connectives, conjunctions, facts, opinions and first person.	Generally accurate spelling- only a few unfamiliar words misspelt.	Generally accurate use of full stops, capital letters and quotation marks.	
Poor	Difficult to understand.	Few, if any, parts of a discussion was included.	Rarely used interesting words to create images.	Numerous spelling errors. Many frequency words spelt incorrectly.	Numerous errors in the use of full stops, capital letters and quotation marks.	

			Does not use any or uses minimal appropriate language features (emotive words, connectives, conjunctions, facts, opinions, first person).			

Appendix 18: Self-assessment sheet (Wing Jan, 2009, pp. 87).

WRITING SELF ASSESSMENT – DISCUSSION PIECE

Name:

Thinks I have learnt about writing a discussion piece:

What I am good at:

What I would like to improve: