

A is for Animals

UNIT DESCRIPTION

A is for Animals is an interactive exhibition produced by the Australian War Memorial. It explores a range of themes relating to animals in war. Through this unit of work, students will explore and discover the role animals played and their symbolic use. Additionally it will explore the unwelcome animals in war.

A is for Animals uses the alphabet as a structure to explore the themes of animals in war. Each letter provides a particular focus that includes a selection of relevant stories and items to support the theme. Some of these are humorous, whilst others are heart-warming, quirky, queer, serious and some are even very sad. The exhibition will manage to challenge the emotions at various levels.

This unit uses Kath Murdoch's inquiry framework to assist students to understand and learn about the role animals have played in Australia's history in wartime and in peacekeeping missions over time.

AUDIENCE

- Preschool
- Primary
- Secondary
- Families and Community

OUTCOME

To provide meaningful and engaging support material for teachers who may visit the ***A is for Animals*** exhibition.

CURRICULUM LINKS

- Social Science
- English
- Interdisciplinary ELAs

BIG IDEAS

- Animals played varying roles in the war
- Some animals were helpful in the war
- Some animals were not helpful in the war
- Animals played different roles in different wars
- The role of animals was influenced by the place they were, events and developments in technology
- We learn about war and peace times through the Australian War Memorial, libraries and Internet sites
- Symbols are constructed and can represent different meanings to different groups

KEY UNDERSTANDINGS

- The role of animals changed throughout war because of developments in technology.
- We learn from collection items stored in the Australian War Memorial and other museums.
- Stories help us to learn about things that happened in the past.
- We can learn about the past from special objects people keep, restore and replicate.

ATTITUDES AND VALUES *students have opportunities to:*

- develop an interest in finding out about Australia and the lives of Australians at different times
- appreciate and respect the diversity of Australians and their contributions to the development of Australia
- develop a sense of identity as an Australian
- respect the perspectives, beliefs and achievements of people in different times and places and value their heritage
- appreciate the world events that have shaped our lives today.

OUTCOMES

- Identifies the varying roles animals played in the war.
- Differentiates between animals that were useful and those that were not.

ESSENTIAL LEARNING ACHIEVEMENTS AND ESSENTIAL CONTENT (ACT Curriculum Framework)

Interdisciplinary

ELA 1 – The student uses a range of strategies to think and learn

ELA 2 – The student understands and applies the inquiry process

ELA 3 - The student makes considered decisions

ELA 5 – The student contributes to group effectiveness

ELA 6 – The student uses Information and Communication Technologies effectively

English

ELA 8 – The student listens with purpose and effect

ELA 9 – The student reads effectively

ELA 10 – The student writes effectively

ELA 11 – The student critically interprets and creates texts

Social Science

ELA 21 – The student understands about Australia and Australians

ELA 23 – The student understands world issues and events

ASSESSMENT ROUTINES AND PROCEDURES

Set up class and individual **Reflection Journals** for regular reflection throughout the unit.

- *Write about something new that you have learned today.*
- *How did you feel about this activity?*
- *Write about how well you worked today. What did you do well? What would you do differently if you were to do this again?*
- *What questions do you have about (the topic) at the moment?*

Observations of student behaviour – record with photographs & annotations

★ Indicates key assessment tasks throughout the unit in phases of the inquiry framework.

TUNING IN:

- Finish the sentence

FINDING OUT:

- Senses Charades
- Job Description

SORTING OUT:

- Technology Hunt
- Cause and Effect Organiser

MAKING CONCLUSIONS:

- Future's Wheel Organiser

TAKING ACTION

- Writing Ads
- Personal Pledge Action Plan

✍ Indicates there is a worksheet, graphic organiser or response sheet that is available to use with this experience.

TUNING IN

Strategies and activities to engage all students in the topic, assess prior knowledge, refine further planning and lead into the 'finding out' experiences.

Big Ideas:

- Animals played varying roles in the war
- Some animals were helpful in the war
- Some animals were not helpful in the war
- Animals played different roles in different wars

8.EC.5 – identify opinions provided by members of the group in discussions and conversations and make judgements about whether they agree or disagree

8.EC.6 – make oral presentations of personal recounts or reports about people, places and things related to their own experience, understand the topic, provide some relevant ideas and information, and include events in sequence

8.EC.7 – ask questions, contribute information and ideas, express opinions relevant to the topic, and use statements, questions and commands

8.LC.3 – listen and speak in discussions, conversations and oral presentations in informal and formal contexts, using language and content to suit the audience and the context, and considering the needs of listeners to hear and understand what they are saying

8.LC.5 - identify opinions offered by others, propose other relevant viewpoints and extend ideas in a constructive way

8.EA.6 - listen strategically and systematically in order to think through ideas presented, record responses and develop a point of view (e.g. take notes from oral presentations, news items, documentaries) and, when appropriate, engage in discussion with the speaker

9.EA.1 – a range of imaginative texts that entertain and evoke emotion, explore adolescent issues and identities and provide an insight into the lives and experiences of others (e.g. adolescent fiction, adventure and fantasy stories, novels, short stories, plays, poetry)

9.EA.6 - read and interpret imaginative texts that may contain subject matter related to real and imaginary worlds, sometimes with movement between both worlds, and explore some unfamiliar ideas, issues and experiences

10.EA.1 - how writers draw on their own knowledge, experiences, thoughts and feelings, and on the subject matter and forms of texts they have heard, read, viewed or researched

10.EA.4 - write short and extended texts to entertain, inform and persuade that develop ideas and information dealing with their personal views of the world, explore some challenging ideas or argue a point of view, in handwritten and electronic mediums for unknown or specified audiences

Mind mapping – Students are given 10 post-it-notes. On one post-it-note they write 'Animals in war', they then use the remaining post-it-notes to write words or draw images they consider to be important or linked to the topic. The students then group their ideas on A3 paper according to the categories they determine. Students are encouraged to move their post-it-notes around until they are happy with the categories. Once they are satisfied with their sorting, students should use colour to clarify the categories, drawing in connecting lines or flow chart symbols to show the relationships.


Graffiti Board – Butcher's paper is placed around the classroom with key words written on the centre of each piece. Students are encouraged to add images, words or questions to the paper. The board can be left up for the duration of the unit with different coloured text used each week. This will show the growth and change in students ideas over time.

Print Walk – after the Graffiti Board has been up for a week, students go on a print walk looking at any connections they can see between the ideas on the different components of the Graffiti Board.

Brainstorm and bundle all the ideas students know about animals in war (e.g. their roles, what animals typically go to war, the conditions of animals in war, etc.) Add any further ideas students come up with for the different categories as the unit progresses.

Mapping – Using a globe or world map, ask students to map the countries they believe animals have supported Australia's war and peace keeping efforts. It may be worthwhile to do this in one colour string or wool so that after visiting the exhibition students can add or amend to their original ideas.

Glossary – students are given key words and definitions that are jumbled up. They are required to match up the word to the appropriate definition to enhance their understanding and vocabulary prior to visiting the exhibition.

 **KWH Organiser** – students complete a KWH organiser to focus their thinking. They record what they know, what they want to learn and how they will learn it. This is then used as a reflection tool at the completion of the unit.

★ **Finish the sentence** - Looking at the ideas that have been bundled, students discuss/write about “*Animals are important to Australia in wartime because....*”

FINDING OUT

Experiences to assist students to gather new information about the topic.

Big Ideas:

- Animals played varying roles in the war
- Some animals were helpful in the war, while others were not.
- Animals played different roles in different wars

8.EC.6 – make oral presentations of personal recounts or reports about people, places and things related to their own experience, understand the topic, provide some relevant ideas and information, and include events in sequence

9.EC.10 – identify key events, order of events and some directly stated supporting information, and relate their interpretations of texts to their own experiences

9.EC.14 - respond to texts in a variety of ways (e.g. discussion, drama, drawing, writing their own texts).

10.EC.8 - write recounts or descriptions that order information or sequence events using some detail and/or supporting illustrations

10.EC.9 - write an opinion on a topic supported by at least one or two reasons or a simple explanation based on personal judgement

11.EC.2 – some of the ways in which information texts can describe people and events and give an opinion that may be positive or negative

21.EC.4 the stories of some people and events in Australia’s past (e.g. children’s lives at different times such as during war, in the bush, before television, before colonisation, during migration, in the local area)

23.EC.7 - locate places on a globe where significant issues and events are occurring

23.EC.8 - gather information about some past and present world events (e.g. from family members, media)

8.LC.5 - identify opinions offered by others, propose other relevant viewpoints and extend ideas in a constructive way

9.LC.13 - respond to and use texts in a variety of ways (e.g. in discussion, creating drama or artworks, writing their own texts, researching a topic of interest)

10.LC.9 – take notes from texts read or viewed, and expand and paraphrase them when writing their own text

23.LC.9 - locate places and geographic features on world maps (e.g. in the Asia-Pacific region)

23.LC.11 - develop a timeline that indicates significant world events that are connected to one another

8.EA.6 - listen strategically and systematically in order to think through ideas presented, record responses and develop a point of view (e.g. take notes from oral presentations, news items, documentaries) and, when appropriate, engage in discussion with the speaker

10.EA.1 - how writers draw on their own knowledge, experiences, thoughts and feelings, and on the subject matter and forms of texts they have heard, read, viewed or researched


10.EA.4 - write short and extended texts to entertain, inform and persuade that develop ideas and information dealing with their personal views of the world, explore some challenging ideas or argue a point of view, in handwritten and electronic mediums for unknown or specified audiences

Attend A is for Animals Exhibition at AWM

Teacher should


- record the different roles animals have played in the war
- identify the animals that were helpful and those that weren’t in the war
- list the different roles animals have in different wars

Ask an Expert – ask parents if they are or know of any experts in this field who would be willing to share their experiences with the class. If there is not anyone available, contact Veteran’s Affairs or the RSPCA and they will suggest alternative contacts.

★  **Senses Charades** – Organise students into small cooperative groups. Give each group an animal story that was highlighted in the exhibition. Students use the **Senses Chart Organiser** to identify the different experiences these animals would have experienced, focusing on sensory information. Give groups time to create their charade and time to practise. Groups show their presentation to the class. Teachers take photos to be used for reflection on what is “happening” in each picture. Students can use photos for writing in their Learning Logs.

Interviews and surveys of parents/families – what do they know about animals supporting our services in wartime?

Investigate – look through archival newspaper articles about the war and record when animals are referred to in the article.

 **Retrieval Chart** – use children’s literature about the war to document the portrayed role of animals in print. For younger students use the **Text Investigations Organiser**.

Research – Students choose a story from the A is for Animals exhibition and research more facts that could add to the story. If facts are unavailable students should be encouraged to look at that time period and use the information to set the scene.

Making the Links – once students have researched the facts about the animal story they are then required to compare the story of the animal from the war with a

11.EA.6 – how visual, spoken, written and auditory modes are chosen to portray characters, places and events in particular ways to appeal to different groups
23.EA.12 - engage in 'what if' discussions about how an issue or event might have unfolded differently if people had chosen a different course of action.
21.EA.6 - the factors that can influence, change, standardise and perpetuate identity (e.g. media, stereotypes, symbols and global trends)

modern day animal (perhaps a pet, or a recognised role e.g. a drug sniffing dog at an airport or a seeing eye dog) .

*** ✎ Job Description** – students write a job description for an animal from the exhibition and another for a modern animal job (such as a seeing eye dog). They should record the role of the animal, conditions, benefits and long term employment options).

SORTING OUT

Activities to assist students to process and work with the information and ideas they have gathered about the topic.

Big Ideas:

- Animals played different roles in different wars
- The role of animals was influenced by the place they were, events and developments in technology
- We learn about war and peace times through the Australian War Memorial, libraries and Internet sites

9.EC. – Understand how information texts can report and explain information and events, and can be produced for different audiences to reflect the interests of the intended readers

10.EC.6 – write imaginative and information texts for known readers to entertain, describe, give information and express opinions on familiar topics using handwriting or word processing (e.g. simple stories, recounts, descriptions and explanations)

23.EC.2 - past and present world events that are of interest or significance (e.g. to themselves, members of their family and their class)

8.LC.6 - refer to main ideas, provide explanations and formulate arguments supported by a few reasons to explore information, ideas and issues that extend beyond their immediate experience

10.LC.8 - write arguments that make a personal judgment and support it with a few points, arguments or evidence

11.LC.7 – how visual (e.g. shot types, graphic layout, links), non-verbal (e.g. facial expressions), spoken (e.g. volume) and auditory techniques (e.g. sound effects) develop the subject matter and focus a viewer's attention

11.LC.11 – identify how language and images are used to portray people, characters and events in particular ways (e.g. to create a positive or negative perspective)

21.LC.13 - explain current and past events using evidence from investigation

23.LC.1 - significant world events and how they affect people's lives in different places (e.g. natural disasters, war)

23.LC.10 - ask historical questions (e.g. who, what, when, where, why, how)

✎ Facts and Feelings Organiser – Discuss the differences between facts and feelings, giving examples in school life and at a broader level. Ask students to choose one aspect of the exhibition and record 3 facts and 3 feelings about the content on display.

Get the Picture? Reflect on the images presented at the exhibition and use the prompt questions. (Learning Links pgs. 57-58 and 60)

✎ Tic Tac Toe Notes – using the template provided students record four of their own ideas and then collect four ideas from their classmates. Students are encouraged to tick the ideas they have recorded that match the ideas of their classmates. Tally ideas and then discuss why some ideas are more predominant than others. Why does this occur? Is it because of the way the exhibition was organised or is it a key theme that we as a society value?

*** ✎ Technology Hunt** – students record the technology used to either support animals or enhance their role in wartime. What changes would occur if the same animals were used in the current day? Students complete the **Technology Cycle Chart** showing the progression of technology in this field.

✎ Graph different roles animals had in wartime in two different episodes. Use the **Compare and Contrast Organiser** to see the differences and similarities in two situations.

Investigate and explore the role of animals in wartime from other countries. Use sites such as:

<http://www.awm.gov.au/kidshq/animals/animals.asp?usr=> and
http://www.greatwardifferent.com/Great_War/Animals_at_War/Animals_at_War_00.htm

*** ✎ Cause and Effect Organiser** – students investigate the effects of quarantine on the relationships between animals and their owners in wartime.

✎ Venn Diagram – look for similarities and

differences between two animals in the exhibition.

Sorting out through dance or drama –

Conscience Game – the teacher provides a statement (e.g. animals so not deserve special consideration in the war or our troops should not be encouraged to befriend animals) and students act out a response.

Talk shows – students delegate roles within a small group and present an argument supporting the role of animals in war. Roles could include animal rights activists, government officials, celebrities affiliated with the cause, veterans, service officials, the governor general...)

MAKING CONCLUSIONS

Activities to ‘pull it all together’, to assist students to demonstrate what they have learned and reflect on their learning.

Big Ideas:

- The role of animals was influenced by the place they were, events and developments in technology
- We learn about war and peace times through the Australian War Memorial, libraries and Internet sites
- Symbols are constructed and can represent different meanings to different groups

8.EC.5 – identify opinions provided by members of the group in discussions and conversations and make judgements about whether they agree or disagree

8.EC.7 – ask questions, contribute information and ideas, express opinions relevant to the topic, and use statements, questions and commands

11.EC.1 – different modes used in the texts they view, listen to and read (e.g. images, music, print and voice) and the ways each mode communicates meaning

21.EC.7 some official and unofficial symbols used to represent Australia and Australians (e.g. national flag, anthem and coat of arms, flying kangaroo, boomerang, Vegemite)

8.LC.4 – listen actively and constructively, providing positive and encouraging feedback to speakers and seeking clarification when they have not understood what is said

9.LC.9 - read and interpret information and argument texts in printed and electronic forms that contain information and ideas extending beyond their immediate experience

11.LC.1 - the modes and purposes of different types of appropriate texts (e.g. books, newspapers, magazines, advertisements, films, television programs, CD-ROMS and websites)

21.LC.8 - images and symbols used to represent Australians and the values they reflect (e.g. Australian flags and anthems, bush to beach and urban imagery)


23.LC.12 - discuss and provide opinions on current and past global issues and world events, considering some different perspectives


8.EA.6 - listen strategically and systematically in order to think through ideas presented, record responses and develop a point of view (e.g. take notes from oral presentations, news items, documentaries) and, when appropriate, engage in discussion with the speaker

10.EA.1 - how writers draw on their own knowledge, experiences, thoughts and feelings, and on the subject matter and forms of texts they have heard, read, viewed or researched

10.EA.4 - write short and extended texts to entertain, inform and persuade that develop ideas and information dealing with their personal views of the world, explore some challenging ideas or argue a point of view, in handwritten and electronic mediums for unknown or specified audiences

11.EA.6 – how visual, spoken, written and auditory modes are

 **Thinker’s Keys** – are a set of 20 different activities designed to motivate and engage students in a wide range of thinking tasks.

 **Future’s Wheel Organiser** – Students use the template provided and answer the prompt: What would happen if animals were not allowed to support our services in war or peacekeeping efforts? They are required to provide two different futures. Teachers may choose to have one positive and one negative or leave it as an open task

Connections – students should be grouped into pairs or trios. Each duo/trio is required to respond to the same statement but focusing on a different animal story from the exhibition. The statement could be animals in war face these challenges... or animals are valued for their role in war because... Students are then given a different coloured ball of wool each. The groups should be spread out in an area where they are able to move freely. One student from the group starts the wool connection by tying the wool to one student (or chair); they then tie the wool to other people or chairs in other groups that have similar ideas to their home group. This continues until they have visited every group. The teacher should take photos of the connections so that this can then be recorded and reflected upon in their Reflection Journal.

Diamond Display – students are given 9 post-it-notes or pieces of paper. They are required to list 9 facts that they consider to be the most important in response to ‘Symbols mean different things to different people – Why?’ Students are encouraged to record their immediate thoughts and then arrange them in a diamond shape to show their priorities (1 piece of paper at the apex, 2 below, 3 below that, 2 below that, 1 at the bottom). Students are required to record the reasons for their choices in their Reflection Journal. Alternatively,

chosen to portray characters, places and events in particular ways to appeal to different groups

23.EA.12 - engage in 'what if' discussions about how an issue or event might have unfolded differently if people had chosen a different course of action.

21.EA.6 - the factors that can influence, change, standardise and perpetuate identity (e.g. media, stereotypes, symbols and global trends)

prepare the statements for the students and ask them to order them into the diamond shape. Again students are asked to record their justifications into their Reflection Journal.

Human Graph – offer a statement to the students based on their current ideas and ask them to respond and move to the following signs, strongly agree, agree, disagree or strongly disagree. Students are then required to share their ideas with their 'graph team'. They then elect one person to share the synthesized ideas of the group with the class. Younger students can also engage in this task by choosing corners with responses they understand (I absolutely agree, I half agree, I do not agree, I could never agree with this) or by using faces along a line (☺ ☹ ☹ ☹)

TAKING ACTION

Activities to link theory to practice. To empower students to act on what they have learned and make links to their daily lives.

Big Ideas:

- The role of animals was influenced by the place they were, events and developments in technology
- We learn about war and peace times through the Australian War Memorial, libraries and Internet sites
- Symbols are constructed and can represent different meanings to different groups

9.EC.4 – conventions of print (e.g. left page before right, left to right and top to bottom direction of print, sentences, words and spaces, letters and letter order in words, basic punctuation, how illustrations relate to the print)

9.EC.6 – words commonly used in the texts they read (reading vocabulary), and the ways in which sounds are organised in spoken language (phonemic awareness) and represented by letters and letter clusters in print (phonics)

10.EC.2 – how writing is arranged, including direction of print, letters making up words, spaces between words and organisation of words into sentences

10.EC.11 - write simple sentences, using suitable vocabulary for the topic, basic punctuation (capital letters, full stops, commas in lists) and appropriate grammar, and experiment with using conjunctions (e.g. 'and', 'but', 'because') for adding ideas and information and giving reasons, and cohesive devices (e.g. 'then', 'next') to guide readers through a series of events and adjectives, adverbs and prepositional phrases to elaborate ideas

8.LC.3 – listen and speak in discussions, conversations and oral presentations in informal and formal contexts, using language and content to suit the audience and the context, and considering the needs of listeners to hear and understand what they are saying

9.LC.3 - the purposes of information texts to inform, persuade and/or entertain and how these texts usually have a point of view

9.LC.5 - the function of statements, questions, commands and exclamations

10.LC.5 – write texts, in handwritten and electronic mediums, to entertain, inform and persuade known audiences drawing on their own experiences and some unfamiliar ideas or information by researching topics

8.EA.13 - draw on their knowledge of texts and language to use: evaluative nouns, verbs and adjectives to express opinions and to represent people, places, events and things in ways that appeal to certain groups; and words to indicate degrees of certainty (e.g. 'must', 'should', 'may').

9.EA.2 - a range of information and argument texts in printed

★ Writing Ads – Students write advertisements for an animal from the display as a way of promoting recognition for the animal. Teachers are encouraged to use a one text and then multi text models (as outlined in First Steps Writing Resource Book Second Edition) so that students have a firm grasp of the language features and organisational framework of the text type. It is expected that this process will utilise many sessions including literacy or English sessions.

Students could present their advertisements in a range of ways such as:

- posters
- role plays
- podcasts
- stop motion animation
- PowerPoint
- letter to the editor
- others by negotiation

★ Personal Pledge – students choose one aspect of their learning that has resonated with them to be used as part of their personal pledge. Students are required to create an action plan of what they can do in their personal pledge. For example students may feel that animals have not been given the recognition for their job in the war until this exhibition so their personal pledge may be to promote the A is for Animals exhibition. Other students may feel that the quarantine rules have been too harsh so they decide to write a letter to the prime minister as their personal pledge.

Read all about it – students collate their ads into a newspaper that can be distributed among the school. They could also add other sections to the newspaper if time permits (perhaps within literacy or English time or

and electronic formats that entertain, evaluate, argue and persuade, and explore information and ideas related to significant events and issues (e.g. reports, explanations, procedures, news articles, features, opinion pieces, letters to the editor, advertisements)

9.EA.5 - language features used by authors to engage the reader and express authors' opinions (e.g. verbs and adjectives to express opinions; figurative language such as similes, metaphors and personification to develop imagery and humour; and cohesive devices such as 'then', 'finally', 'meanwhile', 'so', 'though', 'but' and 'however' to signal relationships between ideas, within and between sentences).

10.EA.2 - how writers select ideas and information to support their position or purpose and to appeal to or suit different audiences

10.EA.9 - write argument texts providing an introduction that states their position, logical supporting arguments that may include some details or evidence and a conclusion

11.EA.5 – how visual (e.g. camera angles and shot types), non-verbal (e.g. gestures and facial expressions), spoken (e.g. voice qualities) and auditory techniques (e.g. music and sound effects) can be used to add meaning, interest, immediacy and authority to texts

11.EA.8 – the ways language can be adjusted to show or acknowledge power and to indicate closeness or distance in relationships.

21.EA.4 - past and contemporary people, movements, events and ideas, which shaped Australia as a nation with a sense of Australian identity (e.g. Federation, stories of the bush, ANZAC legend, Great Depression, sporting heroes, role of women, mateship, larrikinism, White Australia policy, migration and multiculturalism, 1967 referendum)

21.EA.7 - the values reflected in national celebrations and commemorations, what these represent to diverse people and groups and how these have changed over time (e.g. Australia Day, Anzac Day)

as contract activities)

Walk through my learning – Students choose five artefacts from their learning in this unit and ask their parents or older siblings to come and walk through their learning. Students should either display their work or add post it notes to their work in books or in their Reflection Journal so that it is easy to locate on the day. Provide prompts for students to use as sentence stems such as:

- I saw...
- I heard...
- I think...
- I can...
- I felt...
- It was hard to...
- It helped...
- I did...

Culminating Celebration – students decide on a celebration to recognise the contribution animals in war and peacetime. The celebration may be an award ceremony recognising the efforts of the animals. Students could negotiate the different aspects of the task, invitations, event, decorations, order of ceremonies, special guests etc. This could be small group or whole class work. Students should be encouraged to invite parents, special guests and community members. The newspaper could be given to all attendees. Students could work with their parents, community members and peers to complete the **Double Bubble Organiser** so that they can both see the benefits of animals in wartime.

STUDENT REFLECTIONS

- Students should look back at their KWH Organiser and see if they have learnt what they had hoped to. Students should add their insights into their Reflection Journals.
- Inside Outside Circle – half of the students sit in a circle on chairs and the other half of the class move around the circle sharing their reflections of the unit.
- ECG – (also known as Heartbeat of a Unit or a Learning Map) – students graph the high and low points of their learning over the unit. They are encouraged to include at least five examples and create a visual representation. The page should be divided into half lengthways, draw on an x and y axis and then plot their experience accordingly (some learning will be in the high positives, while others may be in the negatives)

UNIT REFLECTIONS

Evaluation of resources, content, activities related to the unit; recommendations for further action. In this unit how has the teaching and learning demonstrated:

that every student can learn?

the maximising of student learning?

sustained opportunities for students to learn?

depth of student understanding and expertise?

equitable and inclusive opportunities for learning?

ethical practice?

content, assessment and pedagogy that is coherent and aligned?

a dynamic and responsive approach?

RESOURCES

- Annandale et al, 2005. ***First Steps Writing Resource Book Second Edition***, Rigby Heinemann, Victoria. ISBN 0-7312-3950-4
- Murdoch, K. 1998, ***Classroom Connections – Strategies for Integrated Learning***, Eleanor Curtain Publishing, South Yarra. ISBN: 1875327487
- Murdoch, K. and Wilson, J. 2004, ***Little Books of Big Ideas: How to succeed with Creating a Learning Community***, Curriculum Corporation, Carlton South. ISBN: 1863667733
- Murdoch, K. and Wilson, J. 2004, ***Learning Links – Strategic teaching for the learner-centred classroom***, Curriculum Corporation, Carlton South, Victoria. ISBN: 186366730X

Name: _____

Date: _____

BAR Method

Use BAR (Bigger, Add, Replace) to improve the design of carrier pigeon basket in B is for Birds.

Bigger

Add

Replace

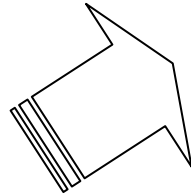
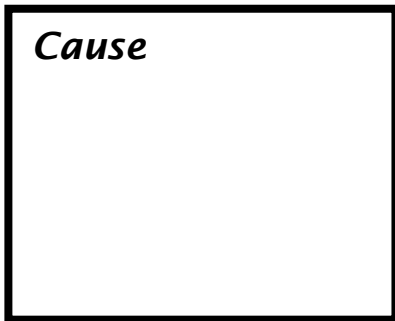
Name: _____

Date: _____

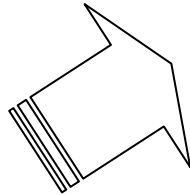
Cause and Effect

Animals were not allowed to come home after the war ended as they could carry diseases that would harm other animals in Australia. Complete the Cause and effect Organiser showing four

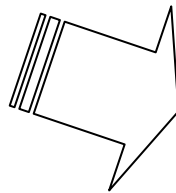
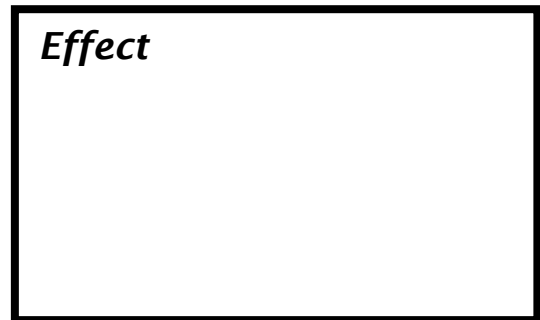
Cause



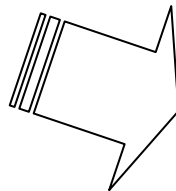
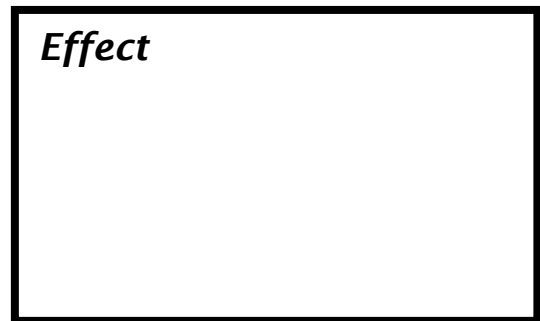
Effect



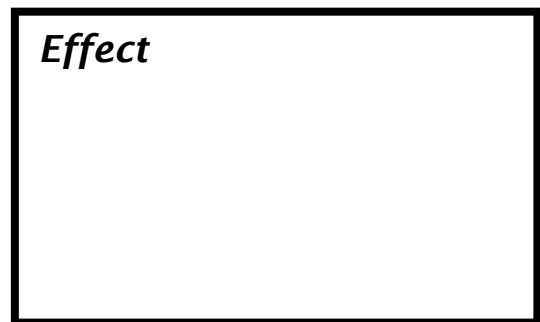
Effect



Effect



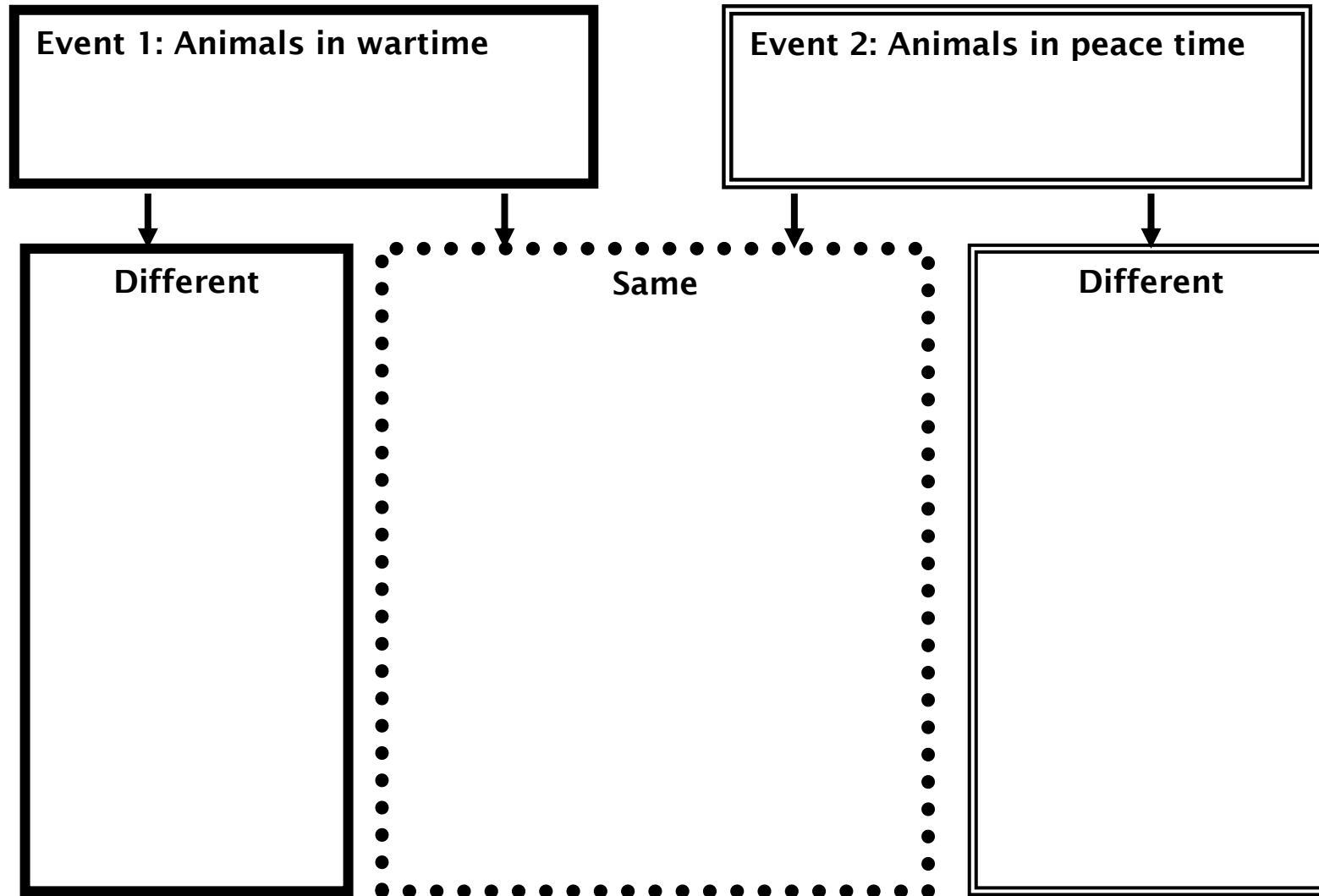
Effect



Name: _____

Date: _____

Compare and Contrast Map

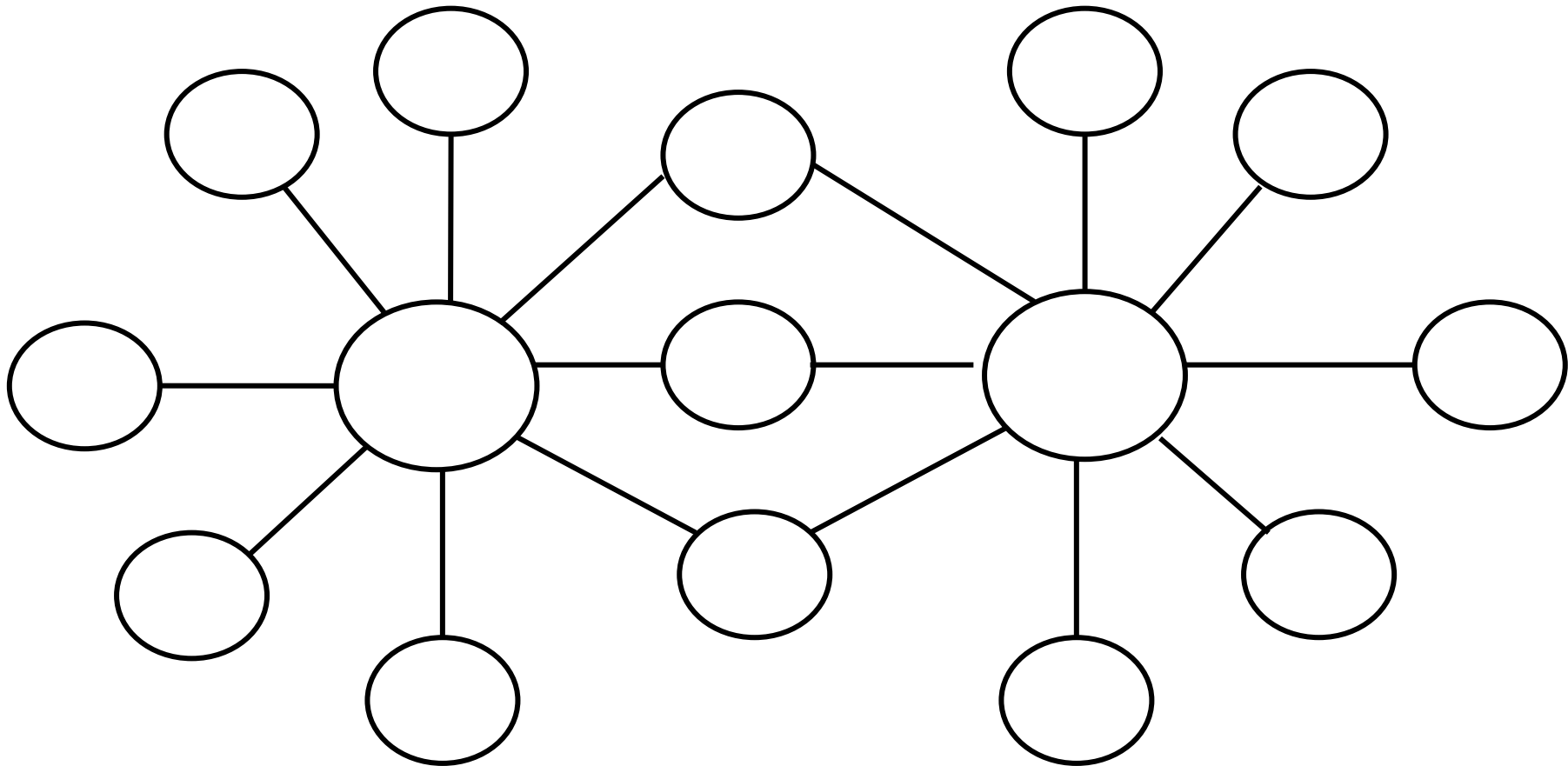


Name: _____

Date: _____

Double Bubble

Complete one part of the bubble and then ask a partner to complete the other side. Look for the links where the two bubbles join and see if your ideas match up about the benefits of animals in wartime.



Name: _____

Date: _____

Job Description

| | |
|--|---|
| <i>Animal from A is for Animals</i> | <i>Name:</i> |
| | <i>Job of animal:</i> |
| | <i>Benefits of the Job:</i> |
| | <i>Long term employment options:</i> |

| | |
|---------------------------------|---|
| <i>Animal from today</i> | <i>Name:</i> |
| | <i>Job of animal:</i> |
| | <i>Benefits of the Job:</i> |
| | <i>Long term employment options:</i> |

Name: _____

Date: _____

KWH Organiser

| What do I <u>know</u> about animals in war? | What do I <u>want</u> to know about animals in war? | <u>How</u> will I learn this? |
|--|--|--------------------------------------|
| | | |

Name: _____

Date: _____

Personal Pledge Action Plan

♥ I believe...

| <i>What can I do about this?</i> | <i>What will I do first?</i> | <i>What will I do next?</i> | <i>How will I know if I have succeeded?</i> |
|----------------------------------|------------------------------|-----------------------------|---|
| | | | |

Name: _____

Date: _____

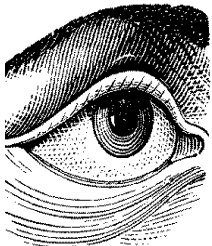
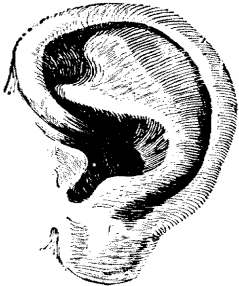
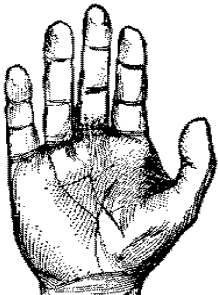
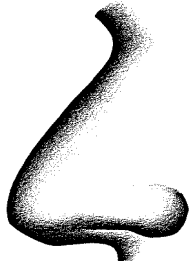

Retrieval Chart

| Name of book | Character's name | Major or minor character? | Role in story |
|--------------|------------------|---------------------------|---------------|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

Name: _____

Date _____

Senses Chart

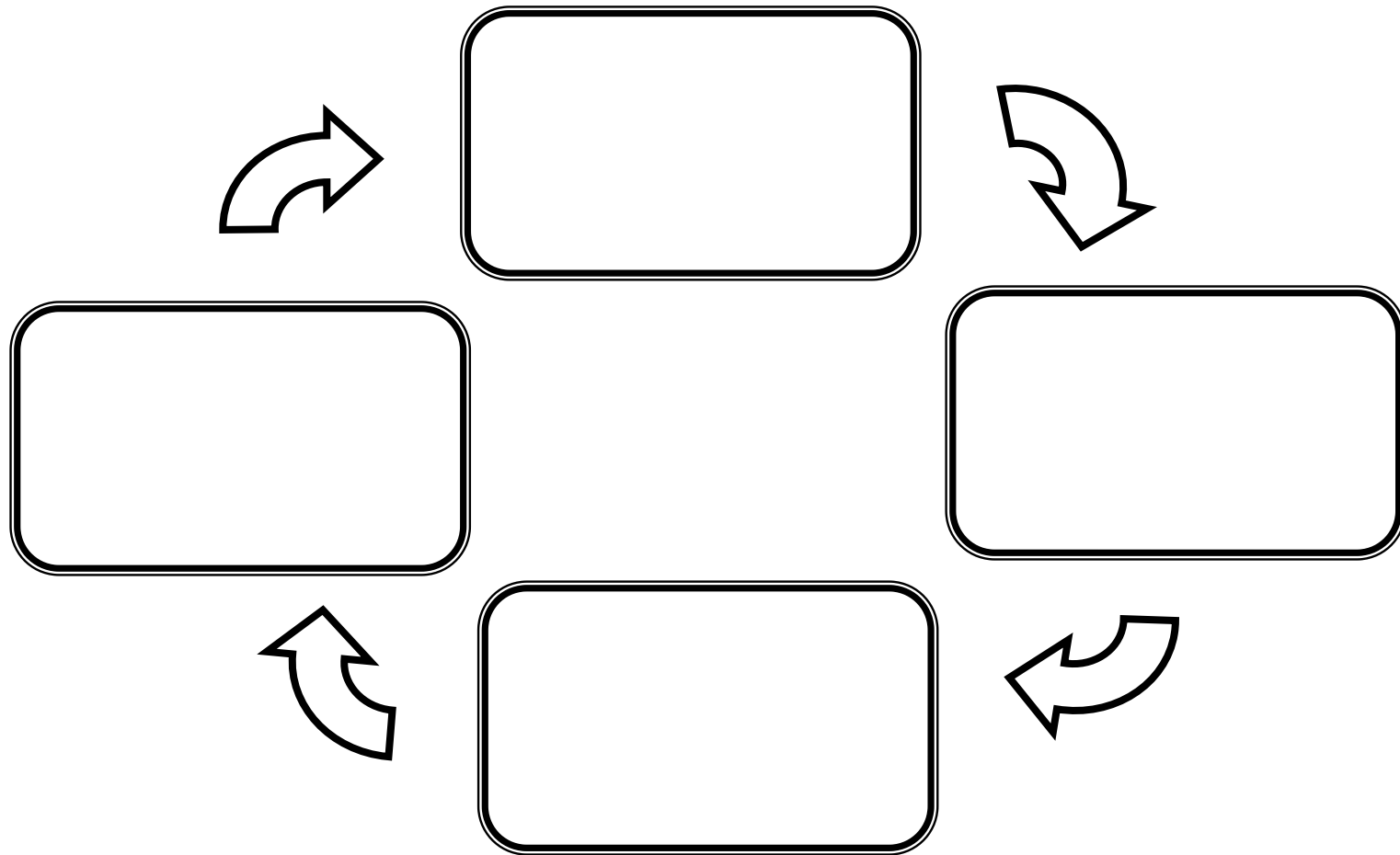
| | | | | |
|---|---|--|---|---|
|  |  |  |  |  |
| | | | | |

Name: _____

Date: _____

Technology Cycle Chart







Start with a piece of technology that was used to support or enhance one animal's job in war from the exhibition. Then follow the cycle and show how this technology has improved over time.



Name: _____

Date: _____


Text Investigations

| Who is involved? | Where did it happen? | When did it happen? | Why did it happen? | How did it happen? | Wonderings? |
|---|---|---|---|---|---|
|  |  |  |  |  |  |



Thinker's Key – A is for Animals



| | | | | |
|--|--|--|---|--|
| <p>The Reverse List 10 things you would never see in this exhibition.</p> | <p>The Different Uses Find 10 different uses for a fly swatter (I is for Insects).</p> | <p>The Disadvantages List the disadvantages of not allowing animals to go to war.</p> | <p>The Combination List your special qualities and then tick those that you share with an animal from the exhibition.</p> | <p>The Alphabet List A-Z words associated with the traits of the animals shown in the exhibition.</p> |
| <p>The BAR Use BAR (Bigger, Add, Replace) to improve the design of carrier pigeon basket in B is for Birds. Ask your teacher for the BAR organiser.</p> | <p>The Variations In J is for Jungle we learn about a snake that slithered into a tent. How would you overcome this problem? What would you do if this happened to you?</p> | <p>The Picture What does this picture represent to you?</p>  | <p>The Forced Relationship How might you use some or all of the following to express the emotion you feel when you look at the animal pictures – ribbon, playdough and tissue paper?</p> | <p>The What if? What if all the animals in the stories were able to come home with their owners. What would their lives have been like? Choose one and record your ideas.</p> |
| <p>The Ridiculous Try to justify this statement: Camels are not the ships of the desert.</p> | <p>The Commonality What are the commonalities between the Dickin Medal for Gallantry and the awards you can receive at your school assembly?</p> | <p>The Question The answer is 50 minutes. What are 5 possible questions?</p> | <p>The Brainstorming Kangaroos are often used as symbol to represent different things. Brainstorm all the things they have represented.</p> | <p>The Alternatives List some ways that food could be stored in war time or on peacekeeping missions that we don't currently use.</p> |
| <p>The Interpretation Give some possible reasons why people choose to have animals as mascots.</p> | <p>The Brick Wall Animals are useful transport. What alternatives are there?</p> | <p>The Construction Construct a good-luck charm using one sheet of newspaper and sticky tape (L is for Luck).</p> | <p>The Prediction Suggest some ways animals can support our country now and in the future.</p> | <p>The Inventions Design a way to quarantine animals so that they can travel between countries faster.</p> |

Thinker's Key Reference: Michael Pohl - Learning to Think- Thinking to Learn.



Name: _____

Date: _____

Tic Tac Toe Notes

| | | |
|--|-----------------------------|--|
| | | |
| | <i>A is for Animals</i> | |
| | | |

Name: _____

Date: _____

Venn Diagram

