

VICTORIAN ESSENTIAL LEARNING STANDARDS
SAMPLE UNIT

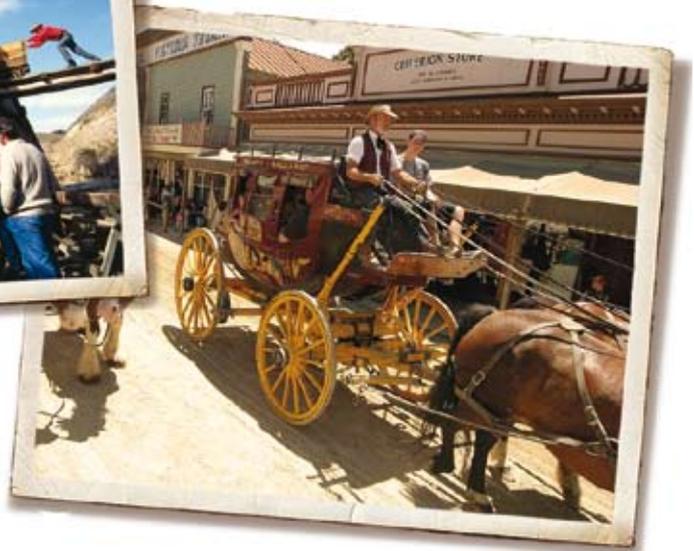
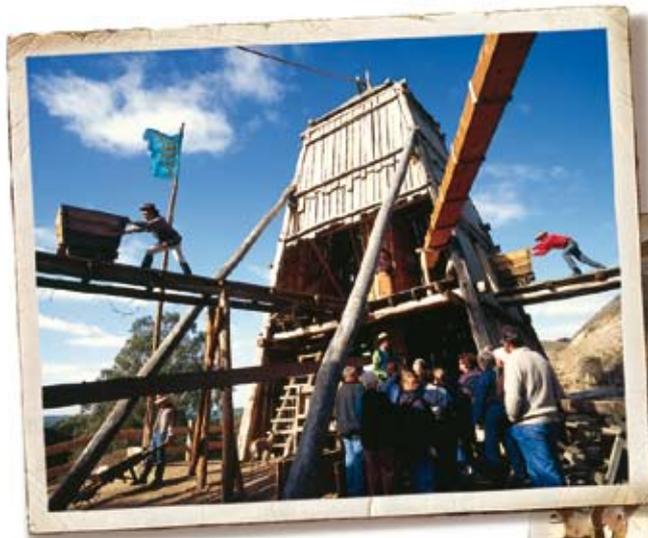
CHOOSE YOUR OWN ADVENTURE:
AUTHENTIC LEARNING
AT SOVEREIGN HILL

LEVEL 4: INTERPERSONAL DEVELOPMENT, PERSONAL LEARNING,
HUMANITIES (HISTORY), THE ARTS, ENGLISH, COMMUNICATION,
DESIGN, CREATIVITY AND TECHNOLOGY, THINKING



STRIKE GOLD
— AT —
SOVEREIGN HILL
BALLARAT





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INTRODUCTION

Learning Focus

This unit is based on VELS focus statements for History at level 4.

*They learn about the significance of key events, such as ...the gold rushes...
They learn about key people in Australia's history..*

With support, they frame research questions and plan their own inquiries using historical language and concepts such as time, sequence, chronology, continuity, change, culture and, tradition. They begin to question sources and make judgments about the viewpoints being expressed, the completeness of the evidence, and the values represented.

This unit is aimed at providing teachers with a strategy to use with an excursion to Sovereign Hill as an integral part of a unit on Gold. However, the activities are transferable to a range of contexts.

Choose Your Own Adventure offers students purpose, choice and ownership of their learning. From a table developed using both Bloom's Taxonomy and Gardner's Multiple Intelligences, students choose a project to undertake. This may be done as a team or individually.

Students explore their prior knowledge of the chosen topic and develop research focus words and questions. They use an online interactive map to decide what areas of Sovereign Hill they will explore to answer their focus questions. Groups use a visit to Sovereign Hill to gather information and check its accuracy against primary sources including artworks and quotes. They develop their project and make a presentation for their whole class.

Assessment is based on a student/teacher rubric and self-evaluation.



VICTORIAN ESSENTIAL LEARNING STANDARDS

Choose Your Own Adventure can be used to assess a range of VELs. The table below gives examples of how Level 4 standards could be assessed. Those Standards identified with (P) are possible outcomes depending on the project chosen by students.

Strand	Domain	Dimension	Key elements of Standards Students:
Physical, Personal & Social Learning	Interpersonal Development	Working in teams	<p>"...work cooperatively to allocate tasks and develop timelines..."</p> <p>"...accept responsibility for their role and tasks..."</p>
Discipline-based Learning	Personal Learning	The Individual Learner	<p>"...identify ,with support, their preferred learning style..."</p> <p>"...monitor and describe progress in their learning and demonstrate learning habits that address their individual needs..."</p> <p>"...seek and respond to teacher feedback to develop their content, knowledge and understanding."</p>
		Managing Personal Learning	<p>"...develop and implement plans to complete short-term and long-term tasks within timeframes set by the teacher, utilising appropriate resources..."</p> <p>"...demonstrate a positive attitude to learning within and outside the classroom."</p>
	The Arts	Creating & Making (P)	<p>"...communicate ideas and understandings about themselves and others, incorporating influences from their own and other cultures and times..."</p> <p>"...consider purpose and suitability when they plan and prepare artworks for presentation to a variety of audiences."</p>
	English	Writing (P)	<p>"...produce, in print and electronic forms, a variety of texts for different purposes using structures and features of language appropriate to the purpose, audience and context of the writing."</p>
Speaking & Listening		<p>"...plan, rehearse and make presentations for different purposes..."</p> <p>"...adjust their speaking to take account of context, purpose and audience, and vary tone, volume and pace of speech to create or emphasise meaning."</p>	

Strand	Domain	Dimension	Key elements of Standards Students:
Discipline-based Learning	Humanities - History	Historical knowledge & understanding	"...demonstrate their knowledge and understanding of Australian history .. key events such as .. the 1850s gold rushes"
		Historical reasoning & interpretation	"...use a range of primary and secondary sources to investigate the past. With support, they frame research questions and plan their own inquiries..." "... use appropriate historical language." "...present their understandings in a range of forms."
Inter-disciplinary Learning	Communication	Presenting	"...summarise ideas and organise ideas and information logically and clearly in a range of presentations..." "...identify features of an effective presentation and adapt elements of their own presentation to reflect them."
	Design, Creativity & Technology (P)	Investigating & Designing	"...individually and in teams, they use a range of methods to collect data and generate ideas in response to design briefs."
		Producing	"...select and work safely with a variety of materials/ingredients and systems/ components to produce functional products and/or systems..." "...operate tools and equipment competently, showing consideration of safety..." "...select and work safely with a range of tools and equipment."
	Thinking	Reasoning, processing & inquiry	"...develop their own questions for investigation. ...collect relevant information from a range of sources and make judgements about its worth."
		Creativity	"...generate imaginative solutions when solving problems."
		Reflection, evaluation & metacognition	"...use a broad range of thinking processes and tools and reflect on and evaluate their effectiveness."

Note (P) = possible, depending on student project choice.

TEACHING AND LEARNING ACTIVITIES

This unit involves students researching an area of interest while on an excursion. Sovereign Hill is used as the example but, with a little prior planning, the same method could be used to achieve better educational outcomes from an excursion to just about any destination.

The research projects culminate in students making a presentation. If possible, this should be to an audience wider than their class (e.g. parents or a lower year level) as this makes purpose and product more authentic.

Activity 1. Choosing a Research Project

Teachers discuss a proposed excursion to Sovereign Hill asking what students already know about the outdoor museum. The discussion might then lead to two lists “What we can do at Sovereign Hill” and “What we can learn at Sovereign Hill”.

The teacher explains that students are going to plan their own excursion to Sovereign Hill around a research project.

Hand out *Define Your Project sheet* (Student Resource 1) and ask students to form small groups to decide what project they will undertake. Teachers may wish to modify this sheet by restricting or changing choices to suit their students’ needs and abilities. For some students too much choice is confronting. An electronic version of the resource is available on the Sovereign Hill web site. (www.sovereignhill.com.au/education).

Some teachers make the Multiple Intelligences and Blooms taxonomy very explicit as a way for students to make choices. This fits very well with the Personal Learning Domain, encouraging students to become more aware of their personal learning styles.

Teachers may allow students to work in small groups or individually. Group work augments Interpersonal Development standards.

Students should be able to explain their choice of project.



Activity 2: Assessment Rubric.

Developing their own Assessment Rubric fits into the Thinking Standards and allows students to focus on what and how they are learning. With some flexibility, it can allow for student differences by having different outcomes.

The rubric should be started early in the unit but can be seen as an ongoing, working document to be modified as appropriate by students and teachers. The Rubric should contain learning goals and indicators of one, two or three star performance. An example of a completed rubric is available as Teacher Resource 1.

There are three ways of presenting the rubric to classes:

1. For inexperienced groups, the teacher may produce a completed rubric (Teacher Resource 1) and offer students the opportunity to make any changes they see fit.
2. For slightly more experienced groups, the teacher may set the goals in the first column and ask students to brainstorm criteria for one, two and three star performances. (Teacher Resource 2) This method asks them to visualise the best possible outcomes and to strive for these.
3. Experienced groups may even be able to set their own goals in consultation with the teacher. (Teacher Resource 3 is an blank rubric.)

Activity 3: Think, Wink, Decide.

Students are given the *Think Wink Decide* Booklet (Student Resource 2).

In completing the front page students define their research topic and their presentation style. The THINK page stands for “Things I Now Know”. The page is divided into *Facts* and *Source of Information*, eliciting prior knowledge and the source of that knowledge. By encouraging students to reference their knowledge, teachers are working towards History Standards.

WINK stands for “What I Need to Know”. While students may not initially be easily able to frame research questions, a brainstorm of key words may help.

DECIDE is the section where students work out where they will conduct their research at Sovereign Hill. The instructions direct them to Sovereign Hill’s interactive, online map where they can find out details about the different exhibits and buildings within the museum.

This booklet then becomes a comprehensive research plan, working from prior knowledge, defining research questions and research sites.

Activity 4: An Excursion To Sovereign Hill

It is recommended that teachers put aside an hour or more during a visit to Sovereign Hill for students to undertake their research. Previous experience suggests that students generally behave very responsibly during this free exploration time because of the ownership they feel for their project. The research often involves interaction with costumed staff. Teachers are encouraged to supervise their students (the *Think Wink Decide* booklets will let you know where they are) and establish a central meeting point and time.

The rest of the visit can involve all the other activities Sovereign Hill has to offer including mine tours, gold panning, education sessions and gold smelting demonstrations.

Bookings are essential on 5337 1188.

Details can be obtained from the web site www.sovereignhill.com.au/education

Activity 5: How accurate is Sovereign Hill?

Before putting their projects together, students should make explicit what they have learned on their Sovereign Hill visit and compare this to other information for accuracy. Teachers might ask students to write a number of statements about what they learnt at Sovereign Hill.

The education section of the Sovereign Hill web site contains Research Notes. These are secondary sources of information. Students should be encouraged to seek notes relevant to their topic and make comments as to whether these notes support their statements or not.

Primary source information can be found in the Notes entitled *Golden Literature – Goldfields Quotes*. Again, students can search for quotes from the period that support their learning.

Pictures and artworks are another source of primary information. A number of artworks can be found on the Gold 150 web site. <http://www.anmm.gov.au/gold150/gold150.htm> They are grouped thematically, allowing easier navigation for students.

Another good site is PictureAustralia where students can conduct a search using their Wink key words or typing in “S.T.Gill” or “gold mining”. www.pictureaustralia.org

Alternatively, teachers may wish to use the *Analysing Artworks* worksheet (Student Resource 3). This resource assesses reliability and usefulness of artworks.

Activity 6. Presentation

Verbal presentations allow students to practise English standards of Speaking and Listening.

It is best if the presentation of student projects can be made to an audience wider than their own class. This might involve presenting to another class or a lunchtime exhibition for the whole school or even to parents at an evening meeting. Some students enjoy the school Principal taking an interest in their work.

Some teachers actively encourage student questions after presentations and have even been known to grade students on their questions. This fits with the Communication Standards of Listening, Viewing and Responding.

ASSESSMENT

The best assessment allows the opportunity for self-reflection. The *Student Self Assessment Sheet* (Student Resource 4) encourages students to reflect on their learning compared to the goals they set in the Things I Need To Know section of the *Think Wink Decide* booklet (Student Resource 2)

Alternatively, students may be asked to rate their performance according to their own Assessment Rubric (Activity 5). Other Standards can be easily assessed using a range of tools. The table below provides some suggestions.

Domain Dimension	Key elements of standards. Students:	Evidence
Interpersonal Development <i>Working in teams</i>	<ul style="list-style-type: none"> ■ work cooperatively to allocate tasks and develop timelines ■ accept responsibility for their role and tasks 	Complete set tasks effectively and on time. Teacher observation/Group work comments on <i>Assessment Rubric</i>
Personal Learning <i>The Individual Learner</i>	<ul style="list-style-type: none"> ■ identify their preferred learning style. ■ monitor and describe progress in their learning and demonstrate learning habits that address their individual needs. ■ seek and respond to teacher feedback to develop their content, knowledge and understanding. 	Able to explain choice of project. <i>Assessment Rubric</i> Teacher observation/ Group Work comments on <i>Assessment Rubric</i> <i>Think, Wink, Decide</i> booklet
Personal Learning <i>Managing</i>	<ul style="list-style-type: none"> ■ develop and implement plans to complete short-term and long-term tasks within timeframes set by the teacher, utilising appropriate resources. ■ demonstrate a positive attitude to learning within and outside the classroom 	<i>Think, Wink Decide</i> Booklet (plan) and completing tasks on time <i>Assessment Rubric</i>
The Arts <i>Creating and Making (P)</i>	<ul style="list-style-type: none"> ■ communicate ideas and understandings about themselves and others, incorporating influences from their own and other cultures and times. ■ consider purpose and suitability when they plan and prepare artworks for presentation to a variety of audiences 	Presentation is artistic and displays an understanding of 1850s goldfields culture. Present and explain artwork to audience
English <i>Writing (P)</i>	<ul style="list-style-type: none"> ■ produce, in print and electronic forms, a variety of texts for different purposes using structures and features of language appropriate to the purpose, audience and context of the writing. 	Produce a PowerPoint or other written project which uses language appropriate to the audience chosen

Domain Dimension	Key elements of standards. Students:	Evidence
English <i>Speaking & Listening</i>	<ul style="list-style-type: none"> ■ plan, rehearse and make presentations for different purposes. ■ adjust their speaking to take account of context, purpose and audience, and vary tone, volume and pace of speech to create or emphasise meaning. 	<p>Teacher observation of... rehearsal and presentation of verbal explanation of their project to the chosen audience.</p> <p>Appropriate use of tone, volume and pace in verbal presentation.</p>
Humanities - History <i>Historical knowledge and understanding</i>	<ul style="list-style-type: none"> ■ demonstrate their knowledge and understanding of Australian history .. key events such as .. the 1850s goldrushes 	The project demonstrates an understanding of lifestyles and conditions on the 1850s goldfields.
Humanities - History <i>Historical reasoning and interpretation</i>	<ul style="list-style-type: none"> ■ use a range of primary and secondary sources to investigate the past. With support, they frame research questions and plan their own inquiries ■ use appropriate historical language. ■ present their understandings in a range of forms 	<p>Completion of Activity 4. <i>How Accurate is Sovereign Hill?</i></p> <p><i>Think, Wink Decide</i> booklet</p> <p>Correct language in presentation</p> <p>Presentation</p>
Communication <i>Presenting</i>	<ul style="list-style-type: none"> ■ summarise ideas and organise ideas and information logically and clearly in a range of presentations ■ identify features of an effective presentation and adapt elements of their own presentation to reflect them. 	<p>Teacher observation, presentation is succinct and logical</p> <p>Student comments on their presentation in <i>Assessment Rubric</i></p>
Design, Creativity & Technology(P) <i>Investigating & Designing</i>	<ul style="list-style-type: none"> ■ Individually and in teams, they use a range of methods to collect data and generate ideas in response to design briefs 	Use of Sovereign Hill for information to solve mining problems
Design, Creativity & Technology(P) <i>Producing</i>	<ul style="list-style-type: none"> ■ select and work safely with a variety of materials/ingredients and systems components to produce functional products and/or systems ■ operate tools and equipment competently, showing consideration of safety ■ select and work safely with a range of tools and equipment 	Teacher observation of students model building
Thinking <i>Reasoning, processing & inquiry</i>	<ul style="list-style-type: none"> ■ develop their own questions for investigation. They collect relevant information from a range of sources and make judgements about its worth 	<i>Think, Wink Decide</i> and final presentation
Thinking <i>Reflection, evaluation & meta-cognition</i>	<ul style="list-style-type: none"> ■ use a broad range of thinking processes and tools and reflect on and evaluate their effectiveness. 	Uses <i>Student Self Assessment</i> sheet and/or <i>Assessment Rubric</i> .

STUDENT RESOURCE 1

Choose Your Own Adventure at Sovereign Hill

Define Your Project.

Choose one of the activities below. Discuss your choice with your teacher before proceeding.

Blooms/ Gardner	Remembering / Understanding	Applying	Analysing	Evaluating	Creating
Verbal / Linguistic	Present a Power Point display summarising your visit to Sovereign Hill. You will need to take photos while you are there.	Make a crossword or word-search about a theme related to Sovereign Hill e.g. businesses, occupations, transport, communication, gold digging (www.puzzlemaker)	Construct the front page of a newspaper for 5th December, 1854. Use your visit to Sovereign Hill and <i>Blood on the Southern Cross</i> to get ideas for ads and articles.	Write a letter or email to the Sovereign Hill Education Service explaining the highlights of your visit and any ideas for improvement you might have. education@sovereignhill.com.au	Watch some of the activations on your visit. Write and act out a script for a new street activation at Sovereign Hill based on a real event or daily goldfields life.
Maths / Logic	Given a list of events that occurred in the 1850s – place them in Chronological order on a simple timeline.	Use the Sovereign Hill web site & photos taken on your visit to make an illustrated timeline of the major events of the gold rushes. Before you come, work out what photos you will need.	Create a flow chart explaining the processes involved in confectionary making. You will have to watch a demonstration at Sovereign Hill.	Take part in the education session, <i>Its Daylight Robbery</i> at Sovereign Hill. (A whole class activity) Give a detailed analysis of 2 of the characters back at school.	Plan an illustrated itinerary brochure for a group of school students visiting Sovereign Hill to study a particular theme. e.g. transport, mining, Chinese etc. Include times and activities.

Blooms/ Gardner	Remembering / Understanding	Applying	Analysing	Evaluating	Creating
Visual / Spatial	Make a photographic album or an attractive poster about your class visit to Sovereign Hill.	Produce a picture dictionary of a chosen aspect of Sovereign Hill (e.g. transport, women, or clothing)	Create a goldfields story using photographs you have taken at Sovereign Hill.	Does Sovereign Hill really look like the goldfields? Compare and contrast Sovereign Hill's buildings with artworks and photos of the time.	After a visit to Sovereign Hill, create an artwork about some aspect of the Australian gold rushes.
Musical	Make up a chant or a rap about your visit to Sovereign Hill.	Create a soundscape for a certain area of Sovereign Hill. You might like to include music in a multi-media display.	Create a jingle advertising Sovereign Hill to a selected audience (e.g. families)		Create a song about life in gold rush Ballarat
Bodily / Kinaes- thetic	Use simple materials like sticks, bark, plasticine and calico to build a model of one of the huts you saw at Sovereign Hill.	Develop models using simple materials to solve common mining problems. e.g. your mine is filling with water / it is collapsing / it has bad air. Use your Sovereign Hill visit to investigate the problem.	After attending an education session at Sovereign Hill, act out a meeting between a gentleman or lady and a digger or miner's wife or a Scot and a Chinese.	Watch the licence hunt at Sovereign Hill. Act out the court scene of a digger charged with not having a licence deciding on the digger's punishment.	Create a model or diorama of your own diggings reflecting life on the goldfields or how gold was processed
Inter- personal (people)	In a small group, decide on a topic and produce a pictorial or Power Point display of one aspect of Sovereign Hill. e.g. buildings, transport, diggings, Chinese etc.	Study mining technology at Sovereign Hill. Draw a flow chart showing all the jobs that have to be done to get gold. Put workers in your chart and list their jobs. Remember, someone has to feed the group.	Complete a Chinese program at Sovereign Hill. Role-play a meeting between a Chinese and a Western digger. Remember, you can't speak each other's language.	After viewing Blood on the Southern Cross write and deliver a speech for one character on each side of the Eureka uprising.	In a group, make a goldfields board game using Sovereign Hill sites. Decide where it would be best to start and finish & how to navigate through the game.

Blooms/ Gardner	Remembering / Understanding	Applying	Analysing	Evaluating	Creating
Inter- personal (self)	Make an artwork or poster to show what parts of Sovereign Hill you enjoyed the most.	Dress up and take photos on your visit to Sovereign Hill to make a photo strip showing the life you would have led before and after you found gold.	Make lists of good and bad aspects of the diggings and town at Sovereign Hill. Make a table or scale to explain what aspects of goldfields life you would have enjoyed and what parts you would have disliked.	Study the changes in living conditions over the 10 years of the gold rush as depicted by Sovereign Hill. Write a substantial reflective piece explaining how the Australian gold rushes have impacted on your life. How might your life be different if there had been no gold rushes?	Design your own 1850s costume. Create an identity and costume yourself. Take photographs on your Sovereign Hill visit for a pictorial essay of your life on the diggings.
Naturalist	Download the map of Sovereign Hill from the internet. Use a key to show natural features including high and low ground, rivers, vegetation. etc.	Look at evidence of environmental devastation on the Sovereign Hill Diggings. Write a list of regulations to be added to the licence to protect the environment.	Look closely at the diggings or the steam operations at Sovereign Hill. Develop a flow chart showing all inputs and outputs of the mining process, labelling those that are bad for the environment.	Look at the diggings at Sovereign Hill and compare the mining there to the quartz mining shown at the steam operations. Hold a class debate on the topic "That it is inevitable the environment has to suffer if man is to progress"	Design a poster for a modern Mining Company to explain to the public how they are protecting the environment compared to the old days.

ANALYSING ARTWORKS OF THE VICTORIAN GOLD RUSHES

Historians often use works of art as primary sources of evidence to understand the past. They study them very carefully searching for clues about life and mining during the gold rushes. This worksheet has been designed to help you analyse artworks.

Web Sites

The Gold150 web site contains a large number of artworks from Australia's gold rushes. Try <http://www.anmm.gov.au/gold150/gold150.htm>

Another good site is www.pictureaustralia.org Type "gold rush" or "gold mining" or "S.T. Gill" into the search facility and see what comes up.

Instructions

1. Navigate through the site to find appropriate artworks depicting the Victorian Goldfields of the 1850s. In pairs, choose one picture that you like, copy and paste it on to the centre of a blank page. Make sure you reference the work properly!
2. Look closely at the artwork asking yourselves "What is going on here? How do we know? Who is in the picture? Who is missing?"
3. Make notes around the picture explaining what is going on and draw lines to show where each of your observations is happening.
4. Complete the following sentences about your picture:

Usefulness

This picture shows us ... (What is the main message, theme or idea you get from this picture?)

This picture is useful for studying things like (Does this tell us about clothing, mining, living conditions or something else?)

This picture would not be useful for studying ... (It is important to define the limits of a source of information)

Reliability

This picture was drawn/taken by in They probably drew it (to sell to private buyers / to put in a newspaper/for their own use ?)

We believe this is / is not an accurate picture of the gold rushes because ... (Which is more accurate – a cartoon, a sketch, a photo?)

Do you think this is very historically accurate? Why, Why not?

5. Put on a display around your classroom of each group's analyses.

STUDENT RESOURCE NO 4

Student Self Assessment Sheet

Name: _____

Topic / Activity

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.....

Why did you choose this Topic/Activity?

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Look at your THINK, WINK and DECIDE Booklet. How well did you answer your WINK question/key words? What problems did you find in trying to research these areas?

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How well did you present your work?

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How might you improve the research and presentation of your next assignment?

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Teacher Comments

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TEACHER RESOURCE NO 1

Assessment Rubric

Name				
Criteria		★	★★	★★★
Interpersonal Development	Group Work <ul style="list-style-type: none"> ■ “work cooperatively to allocate tasks and develop timelines” ■ “accept responsibility for their role and tasks” 	I have achieved two of the following: <ol style="list-style-type: none"> 1. Works Cooperatively 2. Allocates tasks 3. Develops timelines 4. Accepts responsibility 	I have achieved three of the following: <ol style="list-style-type: none"> 1. Works Cooperatively 2. Allocates tasks 3. Develops timelines 4. Accepts responsibility 	I have achieved all of the following: <ol style="list-style-type: none"> 1. Works Cooperatively 2. Allocates tasks 3. Develops timelines 4. Accepts responsibility
	Personal learning <ul style="list-style-type: none"> ■ “identify ,with support, their preferred learning style.” 	The project was too easy, and I was not challenged. I didn't learn anything about myself. It was not enjoyable.	The project provided some small challenges but I did not really push myself. I learnt a bit about myself	The project challenged me to try new things and I learned a lot about my own learning style. I enjoyed this task.
Personal Learning	The excursion <ul style="list-style-type: none"> ■ “demonstrate a positive attitude to learning within and outside the classroom” 	We were bored and did not find the information we needed.	We were engaged in the activities at Sovereign Hill and found some useful information.	We all thoroughly enjoyed the day, took part in all activities and found a lot of new and useful information for our project.
	Historical Understanding <ul style="list-style-type: none"> ■ “demonstrate their knowledge and understanding of Australian history ..key events such as .. the 1850s gold rushes” 	We have done this all before. We learned nothing new.	We gained some new understandings of the goldrushes.	We have gained a much better understanding of why the goldrushes were an important part of our history.
History				
Communication	Presentation <ul style="list-style-type: none"> ■ “summarise ideas and organise ideas and information logically and clearly in a range of presentations” ■ “identify features of an effective presentation and adapt elements of their own presentation to reflect them.” 	We stumbled over our presentation. We were confused and our audience was bored.	Our information was well organised and most of our audience was engaged in our presentation.	We are really pleased with the way we organised our information. We had a great response from our audience and feel very satisfied with our presentation.

TEACHER RESOURCE NO 2

Assessment Rubric

Name				
Criteria		★	★★	★★★
Interpersonal Development	Group Work <ul style="list-style-type: none"> ■ “work cooperatively to allocate tasks and develop timelines” ■ “accept responsibility for their role and tasks” 			
	Personal Learning <ul style="list-style-type: none"> ■ “identify ,with support, preferred learning style.” 			
	The excursion <ul style="list-style-type: none"> ■ “demonstrate a positive attitude to learning within and outside the classroom” 			
History	Historical Understanding <ul style="list-style-type: none"> ■ “demonstrate knowledge and understanding of Australian history ..key events such as .. the 1850s gold rushes” 			
Communication	Presentation <ul style="list-style-type: none"> ■ “summarise ideas and organise ideas and information logically and clearly in a range of presentations” ■ “identify features of an effective presentation and adapt elements of their own presentation to reflect them.” 			

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