
















Year 6 Learning Grid Week 11

<div>Reading</div> <div>Read for at least 20 minutes each day. Once completed, colour in the square.</div> <div><table><tr><td>Monday</td><td>Tuesday</td><td>Wednesday</td><td>Thursday</td><td>Friday</td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr></table></div> <div><ul style="list-style-type: none">•Log in to Literacy Pro and choose some books to read.•Search Literacy Pro and choose the site Scholastic Learning Zone.•Choose Australia as the country.•Org ID: 5CCG (all capitals)•Go to the library tab.•Read the book at least 3 times before you try the quiz.</div>	Monday	Tuesday	Wednesday	Thursday	Friday						<div>Writing – Historical Recounts</div> <div>Using your block planner from last week, write a historical recount based on the Mabo decision. Remember to include your 10 components of writing.</div> <div>Grammar</div> <div>Simple, compound and complex sentences.</div> <div>Use the words below to write sentences. Can you use the same word and write 3 different sentences?</div> <div>Challenge—highlight the main clause in green, subordinate clause in red and verb in blue.</div> <div>Vocabulary</div> <div>Land rights, native title, colonisation, terra nullius, inhabited, ownership , proposal, inheritance, high court, government, challenge</div>	<div>Morning Routine—Background Knowledge</div> <div>Retrieval Practice</div> <div><ul style="list-style-type: none">• Write down 5 facts that you remember about the Stolen generations—make sure you include supporting details.• Write down 5 facts that you remember about Mr Kevin Rudd's apology —make sure you include supporting details.• Write down 5 facts that you know about The Mabo decision —make sure you include supporting details.</div> <div>Independent Research</div> <div>Listen to the song 'From little things, big things grow' by Paul Kelly.</div> <div>Review/research the lyrics of the song 'From little things, big things grow' by Paul Kelly.</div> <div>List 5 facts that you find through your research.</div> <div>Make a comparison between this song and the Aboriginal and Torres Strait Islander peoples. You may like to do this in a venn diagram.</div>
Monday	Tuesday	Wednesday	Thursday	Friday								
												
<div>Reading continued</div> <div>Read a book of choice. Can you find any common themes to Rabbit Proof Fence.</div> <div>Use your book of choice to create;</div> <div>A crossword or find-a-word, with the interesting vocabulary</div> <div>Write a book review for a friend to read—post this to Google Classroom for others to see.</div> <div>Create your own book cover– recreate a front cover using your own illustrations and write a new blurb.</div>	<div>HSIE</div> <div>Log in to inquisitive and do the bookmarked lessons. The instructions are below:</div> <div>Log in to : http://inq.co/class/h4f</div> <div>Enter the code : 1711</div> <div>Look through the lessons that are available.</div>	<div>Morning Routine—Continued</div> <div><ul style="list-style-type: none">• Day and Date - Investigate the following dates ; 1883-1884, 1913-14, 1965, 1966, 1967, 1975, in relation to the 'Wave Hill Walk Off'.• Research the 'Gurindji' people and analyse and compare the weather in Kalkarindji to Sydney.</div>										

Year 6 Learning Grid Week 11

Creative Arts

- ◆ Research Aboriginal reconciliation art.
- ◆ <https://www.reconciliation.org.au/what-is-reconciliation/> - use this website to research the themes of indigenous reconciliation art.
- ◆ Create your own piece of reconciliation art.
- ◆ <https://www.artforkidshub.com/how-to-draw/>
- ◆ The above website is a library of a variety of how to draw lessons. Pick one that interests you and share it on your Google Classroom.

Science

Complete the worksheet on states of matter.











If you have any more facts to add, write them down.

An Amazing Fact a Day

Amazing Matter


For years, the material used to coat roofs and roads, is actually a liquid that flows incredibly slowly. Each drop takes approximately two years to form and then drops.

Use what you know about matter to help the mouse to find the cheese. Colour the squares about liquids red, the squares about gases green, and the squares about solids yellow. Then draw a line on the yellow path for the mouse to go to the cheese.

 liquid	solid	has a definite size but no shape		water takes the form above 100°C
has a definite size and shape	gas	has no definite size or shape		can be pressed
		water takes the form above 0°C	takes the shape and size of any container	change take the form when they freeze
takes the shape of the container but not the size		water changes to the state between 0°C and 100°C		liquids take the form when they evaporate
	solid take this form when they melt			

You could also try to find out:

- what other slow-flowing liquids are;
- what the official definitions of solids and liquids are;
- what speed hot/hot flows at;
- if you can set up a slow-flowing liquid demonstration.



Experiment Time !






- In your learning booklet, refer to the 'Cover to Conserve' experiment. Try to complete this on a clear sunny day for best results. You will need to set this up in the morning and check on your results throughout the day as you complete other work and activities.

Daily citizenship

- Listen to <https://www.squizkids.com.au/> every day.
- Pick one topic from Squizkids and further research it. Using this new information, create either a; Newspaper article/report, poster or PowerPoint presentation to explain the topic to someone new.

Physical Education/Wellbeing

- ◆ Do 30 minutes of physical activity each day.
- ◆ This may include; planks, push ups, sit ups, going for a run. Play a game outside.
- ◆ Follow along with an online meditation or yoga session. Use this as a time to let go of any negative thoughts surrounding your headspace.

Monday	Tuesday	Wednesday	Thursday	Friday
				

STEM

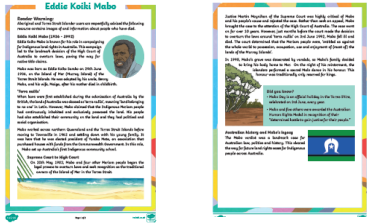
- Log into 'Hour of code'. Choose an activity from grade 6-8. Choose something you enjoy and have fun with it.
- Do some touch typing practice online. Your teachers have set up a class on Typing.com. Check into your Google Classrooms for class codes.

Daily/weekly Challenge/s -

- Complete as many push ups as you can in 1 minute. Try to beat your score each day.
- Help with the cooking each day. If you can, offer to pick a meal and cook for the family. Otherwise, help with the preparation of a meal in the home.
- Find an object in the home to reuse as something new. Try to be as imaginative as possible. Remember back to, recycle, reuse, reduce.

Guided Reading —The Mabo Decision

Read the Eddie Mabo Fact File.



Highlight the key vocabulary within the text.

Complete the questions on the comprehension sheet.

Eddie Kaiki Mabo Questions

1. What was the name of the place where Eddie Kaiki Mabo lived?

2. What was the name of the place where Eddie Kaiki Mabo lived?

3. What was the name of the place where Eddie Kaiki Mabo lived?

4. What was the name of the place where Eddie Kaiki Mabo lived?

5. What was the name of the place where Eddie Kaiki Mabo lived?

6. What was the name of the place where Eddie Kaiki Mabo lived?

7. What was the name of the place where Eddie Kaiki Mabo lived?

8. What was the name of the place where Eddie Kaiki Mabo lived?

9. What was the name of the place where Eddie Kaiki Mabo lived?

10. What was the name of the place where Eddie Kaiki Mabo lived?

Synthesise the information you have learnt from these information sheets.

The Rabbit Proof Fence

3 There are 12 words (they are all 5 letters or longer) hidden in this word search. Find the words, and draw lines through them. Words go from left to right, and from top to bottom.

T H G E G I L R F L T S N E
A B O R I G I N E E R D F A
B E V T R T Z E N R A C O H
A N E C A E A I C N C R O L
I F R E B T R H E A K U T N
T H N E B Y D C A N G N P E
T O M U I T L A N D M A R K
S H E L T E R H E R E W I I
K A N G A R O O N T H A N E
B U T S P A D L O C K Y T H

Now put the 12 words into 3 groups, under these headings:

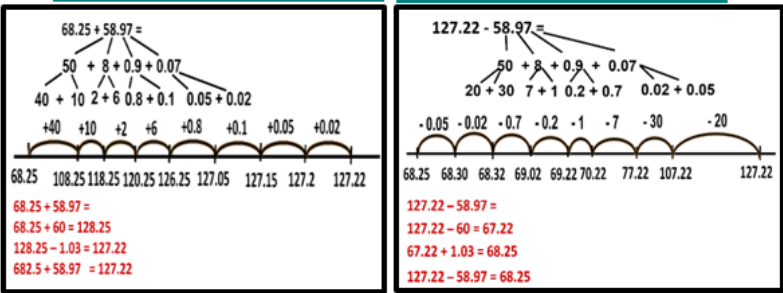
PEOPLE ANIMALS THINGS

Mathematics

- ◆ Practise adding and subtracting numbers. Use cards to select numbers.
- ◆ Practise multiplying and dividing numbers. Use cards to select numbers.
- ◆ Practise and recall times tables daily
- ◆ Measure lengths of items around the house in combinations of centimetres and millimetres, then convert between centimetres and millimetres (for example, 45 mm = 4 cm + 5mm =4 1/2cm = 4.5 cm)
- ◆ Measure lengths of items around the house in combinations of metres and centimetres, then convert between metres and centimetres (for example, 425 cm = 4 m + 25 cm = 4 1/4 m = 4.25 m)
- ◆ Review angles of the diagonals on shapes using a protractor (review the table below for how to set out your work).

NB-Please select the level that you've been working on in class.

Examples:



- diagonals
- axes of symmetry?
 - equal length?
 - cross at right angles?

diagonals - straight lines connecting vertices that are not adjacent


Shape	Vertices	Sides	Diagonals length	Diagonals axes of symmetry?	Diagonals cross at right angles?
Square	4 equal	4 equal	2 equal	yes	yes

What rights did Aboriginal and Torres Strait Islander Peoples have in the 20th Century?



What rights did Aboriginal and Torres Strait Islander peoples have in the 20th Century?

1

a  Listen to the sound clip.

This sound clip is a primary source as it is a jingle played on the radio at the time of the 1967 Referendum.

b What do you think the 1967 Referendum was about?

2

Today we expect all Australians to have equal Human Rights. The Universal Declaration of Human Rights lists thirty different rights. What you consider to be the most important Human Rights depends largely on where you live, for example; in the USA, almost 50% of the population believes that the right to own a gun is an important Human Right whereas in European countries only about 6% of the population believes this to be important. Europeans ranked the right to vote as the most important Human Right.


a Of these ten Human Rights which do you consider to be the most important? Rank them in order from 1–10.

- ☐ The right to be born free and equal.
- ☐ The right to have freedom from discrimination.
- ☐ The right to an education.
- ☐ The right to vote in government elections.
- ☐ The right to free movement and to choose where you live.
- ☐ The right to health care, housing and social security.
- ☐ The right to own property.
- ☐ The right to work and be paid fairly.
- ☐ The right to an adequate living standard.
- ☐ The right for families to be protected by society and the state.

b Discuss your results with your partner, group or class.

c Which right did the majority of people in your class think was the most important?

3

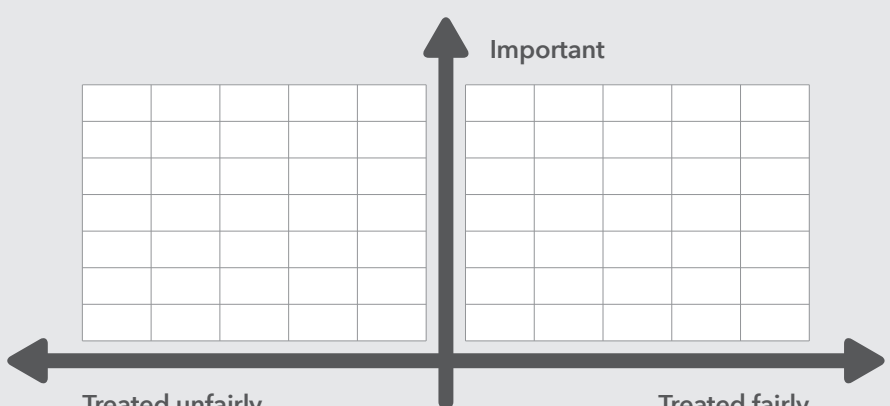
- a**  Watch the video about Indigenous Rights in Australia.
- b** Rewatch the first three minutes of the video. What was life like for Aboriginal and Torres Strait Islander peoples in the 1960s?

- c** Draw a line through each of the Human Rights listed above that were denied to Aboriginal and Torres Strait Islander peoples before the 1967 referendum.

4

How fairly do you think the Aboriginal people were treated in the early 20th Century? Colour a square on the Opinion Meter to show your opinion and how important you think the issue was.

Opinion Meter



For a long time, Aboriginal and Torres Strait Islander peoples did not have the same rights as other Australians. Under the “Protection Act” each state was given control over marriage, work, travel, and homes. Many Aboriginal and Torres Strait Islander peoples were required to live on reserves. The State Protection Boards also removed children from their families.

The Government authorities of the time justified the “Protection Act” because so many Indigenous people had died from violence, disease and dispossession since the colony was established. They were concerned that the Indigenous people of Australia could become extinct.

How can we find out more about the way people thought back then?

We can use a visible thinking technique called “peeling the fruit”. This technique helps to dig deeper into important issues.

5


- a** With your class look at the image for “peeling the fruit”.

Think about the “skin” of the issue. This is the part you can see. What do you know about Aboriginal and Torres Strait Islander peoples’ rights? Each person should write their thoughts on sticky notes and put them on the “skin” of the image.

- b** “Getting under the skin” helps to dig deeper into an issue. What questions arise from the issue?

- C** Below are two examples of “getting under the skin” questions. Write one more.

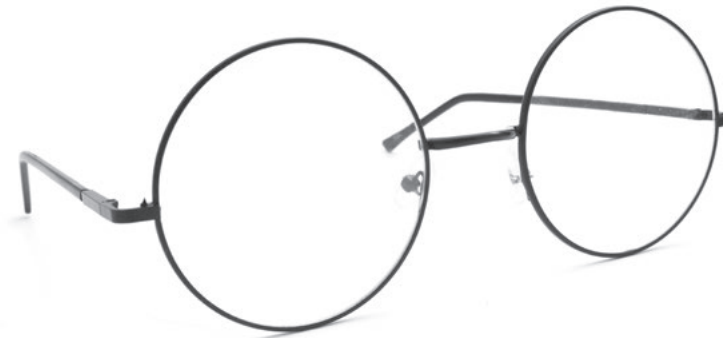
- Did the Aboriginal people really need protecting?
- How did the Protection Act protect them?

- d**  Now use the questions and the websites provided by your teacher to research deeper into the issue. Record your notes below.

From your research you will have a deeper understanding of the rights of Aboriginal and Torres Strait Islander peoples in the 1960s. This is called “the flesh” of the issue.

6

- a** Using the notes from your research imagine you are a person living in Australia in the early 20th century. Here are their glasses. To understand their point of view, write what you think their view of the Protection Act would be.



Whose glasses are they? _____

- b** Add different points of view to the flesh of the class “peeling the fruit” image.

Under the Protection Act the government established reserves and allowed Christian missions to act as agents for the government. The Protection Act which was intended to shelter Indigenous people resulted in extensive control over their lives.

Eventually, the Protection Policy was replaced by the Assimilation Policy (1937–1960s). Indigenous people were expected to become like, and live like non-Indigenous Australians but they were still denied many of the rights available to other Australians.

7

a



Look at the image of the newspaper photo.



- b This photo was taken in 1934–1935. What conclusions could you make about people's attitudes to Aboriginal children during that time? Write them below.

People's attitudes of the time	What makes you say that?

- c Add your thoughts to the flesh of the class "peeling the fruit" image.

Stereotyping is a form of bias and can lead to unfair treatment of people and groups. Stereotyping can be considered a form of jumping to conclusions. The conclusion is based on a generalisation and is a short cut we make in our heads to determine a conclusion quickly. Unfortunately, generalisations rely on only some information and not the complete picture. We might notice that some members of a group have a particular trait so we assume all members of that group have the same traits.

8

- a**  Watch the start of the video about Indigenous Rights in Australia again.

The man and the girl at the beginning of the video give their opinions of Aboriginal and Torres Strait peoples which are stereotypes.

What stereotype opinions do they have?


- b**  Look at the image of the schoolboy. What stereotypes are displayed in the photo?



People's attitudes of the time	What makes you say that?

- c** What affect would stereotyping have on decisions about Aboriginal people?
Discuss with your partner, group or class.
- d** Add your information about stereotypes to the flesh of the class “peeling the fruit” image.

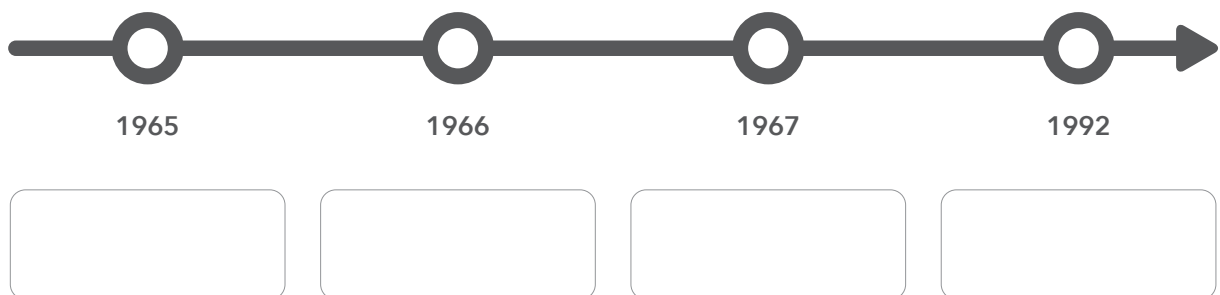
9

- a**  Watch the remainder of the video about Indigenous Rights in Australia.
- b** Use the information in the video to complete the timeline of events by writing the headings in the correct boxes.

Mabo
DecisionWave Hill
Walk OffFreedom
Ride

Referendum

Timeline of the Aboriginal Rights Movement



The Aboriginal rights and equality movement peaked in the 1960s. The 1967 referendum was seen as a major turning point. Ninety percent of the population voted in support of changing the constitution so that Aboriginal people were given full citizenship rights.

- c** How should this have changed the lives of Aboriginal and Torres Strait Islander peoples?

- d** The presenter in the news report states; “Forty years on, the push for Aboriginal rights has produced mixed results”. What do you think this means?

- e** Add your thoughts to the flesh of your class “peeling the fruit” image.

Understanding the rights of Aboriginal and Torres Strait Islander peoples in the 20th Century

10

- a With your class review the “peeling the fruit” image and the information it contains.
- b Summarise your own thoughts about the status and rights of Aboriginal people in the 20th century in the “peeling the fruit” outline below.



11

Think about all the information you have collected. Write **one** sentence that summarises the rights of Aboriginal and Torres Strait Islander peoples in the 20th Century. This is the **core of the issue**. Write the core of the issue on the lines below.

12 Review your opinion on the Opinion Meter in question 5.

Have you changed your opinion? If so, mark your opinion on the Meter as it is now.

13 A Victorian Supreme Court judge Peter Vickery, has suggested some changes to *Advance Australia Fair*. He suggests that the second line of verse one should change from, *For we are young and free* to *In peace and harmony*. He claims the words *For we are young and free* are hurtful and offensive to many Aboriginal and Torres Strait Islander peoples.

a What do you think, should the words be changed?

Why do you think this?

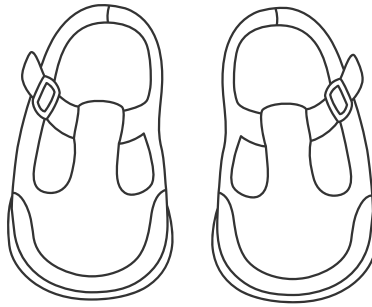
b Justice Vickery has also written a third verse for the song which mentions Dreamtime, Uluru and respecting country. Write your own third verse for Advance Australia Fair acknowledging the importance of Australia's indigenous culture.

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. On the left side, there is a vertical margin line, creating a narrow left margin. The paper appears to be a standard notebook page.

c Find out the reaction of the Prime Minister of the time to Justice Vickery's suggestions.

14

A famous author, Ernest Hemingway, once wrote a story in six words.



For sale: Baby shoes, never worn.

Since then many writers have tested their ability to write succinct masterpieces.

Reddit and Tumblr both have sections where people can post “six word stories”.

The tone of the stories can be humorous, introspective or heart breaking.

Although it is only six words, the story still has a narrative structure of a beginning, a middle and an end.

The first two words should grab the reader’s attention; e.g. **For sale**

The next two words should be something unexpected, not normally associated with the first two words;

e.g. **Baby shoes,**

The last two words should be the climax of your story and leave the ending open to the reader’s interpretation; e.g. **never worn.**

The six words together should create a strong emotive response.

Try writing your own story about Aboriginal people in the 20th Century in six words.

Through the Doorway

Today you are going to write a narrative or story. The idea for your story is 'Through the Doorway'.

Where is the doorway? What type of door is it? Perhaps your character will find something on the other side of the door or maybe the door will be locked.

Think about the following:

- Who are your characters?
- Where is your story set?
- What is the problem or complication and how will it be solved?
- How will your story end?

Remember to:

- Plan your story with a beginning, middle and end.
- Organise your ideas into paragraphs.
- Choose your words carefully to entertain the reader.
- Write in sentences.
- Pay attention to your spelling and punctuation.
- Check and edit your work carefully.

Stuck

Today you are going to write a narrative or story. The idea for your story is 'Stuck'.

It could be a person, object or animal that is stuck in your story. Where are they stuck? How did they get there? What will happen to them?

Think about the following:

- Who are your characters?
- Where is your story set?
- What is the problem or complication and how will it be solved?
- How will your story end?

Remember to:

- Plan your story with a beginning, middle and end.
- Organise your ideas into paragraphs.
- Choose your words carefully to entertain the reader.
- Write in sentences.
- Pay attention to your spelling and punctuation.
- Check and edit your work carefully.

Up, up and Away

Today you are going to write a narrative or story. The idea for your story is 'Up, Up and Away'.

You could write about an animal that flies or a person that has an adventure in an aeroplane or hot air balloon. You might want to write about something that floats or flies away.

Think about the following:

- Who are your characters?
- Where is your story set?
- What is the problem or complication and how will it be solved?
- How will your story end?

Remember to:

- Plan your story with a beginning, middle and end.
- Organise your ideas into paragraphs.
- Choose your words carefully to entertain the reader.
- Write in sentences.
- Pay attention to your spelling and punctuation.
- Check and edit your work carefully.

Extreme Weather

Today you are going to write a narrative or story. The idea for your story is 'Extreme Weather'.

You could write a story about a storm, bush fire, cyclone or another extreme weather event.

Think about the following:

- Who are your characters?
- Where is your story set?
- What is the problem or complication and how will it be solved?
- How will your story end?

Remember to:

- Plan your story with a beginning, middle and end.
- Organise your ideas into paragraphs.
- Choose your words carefully to entertain the reader.
- Write in sentences.
- Pay attention to your spelling and punctuation.
- Check and edit your work carefully.

The Year 2050

Today you are going to write a narrative or story. The idea for your story is 'The Year 2050'.

What might life be like in the year 2050? Use your imagination to develop an idea for a story set in the future.

Think about the following:

- Who are your characters?
- Where is your story set?
- What is the problem or complication and how will it be solved?
- How will your story end?

Remember to:

- Plan your story with a beginning, middle and end.
- Organise your ideas into paragraphs.
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- Write in sentences.
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- Check and edit your work carefully.



visit [twinkl.com.au](https://www.twinkl.com.au)

Message in a Bottle

Today you are going to write a narrative or story. The idea for your story is 'Message in a Bottle'.

Your story could be about a person who write a message in a bottle or a person who finds one.

Think about the following:

- Who are your characters?
- Where is your story set?
- What is the problem or complication and how will it be solved?
- How will your story end?

Remember to:

- Plan your story with a beginning, middle and end.
- Organise your ideas into paragraphs.
- Choose your words carefully to entertain the reader.
- Write in sentences.
- Pay attention to your spelling and punctuation.
- Check and edit your work carefully.



The Day It All Went Wrong

Today you are going to write a narrative or story. The idea for your story is 'The Day It All Went Wrong'.

What could happen to the character or characters in your story that is so bad? It could be one problem or many that they have to deal with.

Think about the following:

- Who are your characters?
- Where is your story set?
- What is the problem or complication and how will it be solved?
- How will your story end?

Remember to:

- Plan your story with a beginning, middle and end.
- Organise your ideas into paragraphs.
- Choose your words carefully to entertain the reader.
- Write in sentences.
- Pay attention to your spelling and punctuation.
- Check and edit your work carefully.

In the Middle of the Night

Today you are going to write a narrative or story. The idea for your story is 'In the Middle of the Night'.

What could happen in the middle of the night? You could choose to write about an exciting night-time adventure or something scary that happens in the dark.

Think about the following:

- Who are your characters?
- Where is your story set?
- What is the problem or complication and how will it be solved?
- How will your story end?

Remember to:

- Plan your story with a beginning, middle and end.
- Organise your ideas into paragraphs.
- Choose your words carefully to entertain the reader.
- Write in sentences.
- Pay attention to your spelling and punctuation.
- Check and edit your work carefully.

Amazing Matter

Tar pitch, the material used to coat roofs and roads, is actually a liquid that flows incredibly slowly. Each drop takes approximately ten years to form and then drop.

Use what you know about matter to help the mouse to find the cheese. Colour the squares about liquids red, the squares about gases green, and the squares about solids yellow. Then draw a line on the yellow path for the mouse to get to the cheese.



liquid	solid	has a definite size but no shape			water takes this form above 100°C
has a definite size and shape	gas	has no definite size or shape		can be poured	
		water takes this form below 0°C	takes the shape and size of any container		things take this form when they freeze
takes the shape of the container but not the size		water changes to this state between 0°C and 100°C	water changes to this state above 100°C		
	solids take this state when they melt				liquids take this state when they evaporate

You could also try to find out:

- what other slow-flowing liquids exist;
- what the official definitions of solids and liquids are;
- what speed ketchup flows at;
- if you can set up a slow-flowing liquid demonstration.



Cover to Conserve

Looking at the World

Heating a liquid can cause it to vaporise and become a gas. For water, this process is called *evaporation*. Aboriginal peoples in Australia were aware of this and would cover their wells and waterholes in an attempt to conserve their water supply. Would this actually work? Let's investigate!

Aim

To investigate whether covering a container of water helps conserve it.

Scientist's Note

A clear, sunny day will give the best results for this experiment.

Method

1. Complete the **Test Design** and **Hypothesis** sections of the experiment worksheet.
2. Fill each container with one cup of water. Record the precise measurement in the **Results** section.
3. Place the exercise book on top of one of the containers so that it is covered.
4. Place both containers in direct sunlight. For the best results, choose a position that will remain sunny for a long period of time. Record the time in the **Results** section.
5. Check the containers again after a period of time, e.g. one hour. Record the volumes of the containers and how long they have been observed. Conduct additional observations throughout the day.

Equipment

- 2 x clear measuring containers
- 1 x exercise book
- 2 x cups of water

Name _____

Date _____

Cover to Conserve - Worksheet

Test Design: Fill out the table below and identify the **variables**.

What is the independent variable ? (What will you change for each test?)	What are the constants ? (What are all the other variables that you have to keep the same for each test?)
What is the dependent variable ? (What will you measure/observe?)	

Hypothesis: Write a sentence that predicts what you believe will happen.



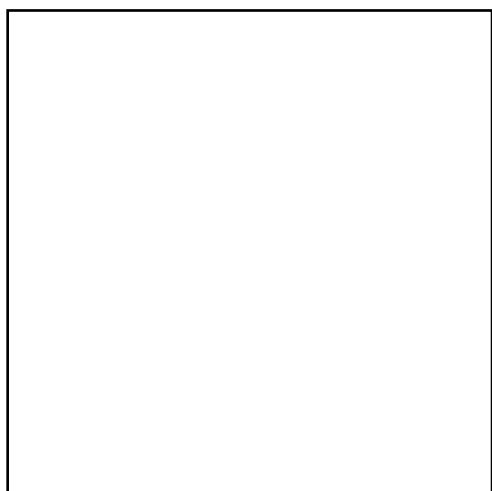
Name _____ Date _____

Results: Perform the tests and record your observations in the table below.

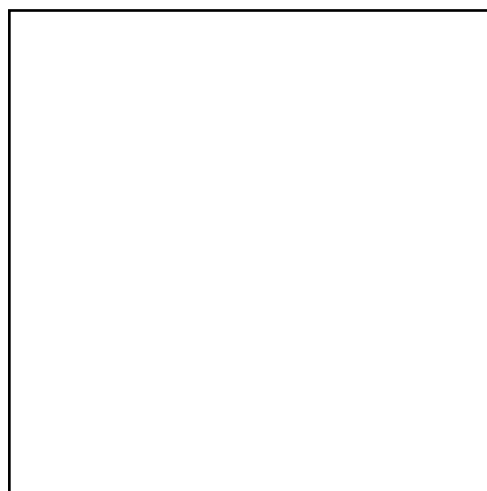
	Covered container	Uncovered container
Volume of water at start of experiment Time: _____		
Volume of water Time: _____		
Volume of water Time: _____		
Volume of water Time: _____		

Discussion: Answer the following questions to help explain your results.

1. Draw a diagram of the two containers at the end of the experiment. Include labels, and show the volume of water.



Covered container



Uncovered container



Name _____ Date _____

2. Calculate the difference between the volumes of the containers. Show your working out below, and record your final answer on the designated line.

Difference in volume = _____

3. Suggest a reason why there was/wasn't a difference in the volumes.

4. Do you think the results would be the same if a different material was used for the cover, e.g. a piece of plastic, or a piece of cloth? Explain why or why not.

5. How could the knowledge gained from this experiment help us in everyday life?



Name _____ Date _____

Conclusion: Write a summary that states the relationship between covering water when it is in the sun and changes to its volume. Include a rewriting of the hypothesis to reflect the actual results, any concerns or inaccuracies that might have affected those results, and any new questions arising from the experiment.

