

Making a Quid – Program summary

Year Levels	Years 5 - 6
Focus	The world of work and the development of the city. How production, distribution and consumption of goods and services impacts on the development of cities.
Description of Program	<p>Students will work in teams identified by a simple jigsaw activity when they enter the activity room. They then go to the Melbourne Gallery and work in the exhibition space, carrying out a number of observation activities.</p> <p>The zones are</p> <ol style="list-style-type: none"> 1. Melbourne the meeting place 1835-1850 2. Gold Town 1850-1880 3. Boom and Bust City & Little Lon 1880-1900 4. Melbourne and the Nation 1900-1920 5. Electric City & Phar Lap 1920-1945 6. Suburban City 1945-1980 <p>In the Activity Room, students will work in table groups to uncover a story of work – the process of production, consumption and distribution based on one of the six time periods in the exhibition. The activity involves interacting with objects and documents, and developing a story based on the working experiences of people from the period. Students ask questions based on the information presented and use critical and creative thinking to present a possible scenario. They are required to think creatively in order to develop a response to the materials presented.</p> <p>In the <i>Melbourne Story</i> exhibition, students work in the same groups to carry out a survey of change over time, looking at the ways in which paid and unpaid work has contributed to the development of the city.</p> <p>Before leaving the exhibition each group presents one key observation to the whole class.</p> <p>In completing the full <i>Making a Quid</i> program, students will:</p> <ul style="list-style-type: none"> ▪ Engage in a pre-museum visit activity at school to orient them to the program, and establish the concept of working in teams and the use of a Community of Inquiry process. ▪ Predict the purpose and meaning of objects and generate questions and ways of collecting information (pre-gallery activity at the museum). ▪ Investigate the purpose and meaning of objects in the context of the exhibition, using a range of strategies to record information, and draw tentative conclusions about aspects of the era by pooling their findings with those of

	<p>other team members (gallery based activity).</p> <ul style="list-style-type: none"> ▪ Present their tentative conclusions to the class (post-gallery activity at the museum). ▪ Extend their investigations back at school using the <i>Melbourne Story</i> web-based resources. The focus of these activities will be on groups: <ul style="list-style-type: none"> ○ extending and sharing their research, developing timelines and deducing patterns over time; ○ drawing conclusions about the ways attitudes, behaviours and institutions develop and testing them against observable aspects of the present, and ○ making predictions about the future. ▪ Findings will be presented using a range of media.
Key questions	<p>What types of work have been associated with particular eras in our city's past and how does the work people do influence their lives?</p> <p>How does work (employment) impact on the environment?</p> <p>How is employment influenced by technology?</p> <p>How has work changed over time?</p> <p>What impact will employment – consumption, production and distribution have on the future of our city?</p>

Cost	\$2.20 per Student \$11.00 Booking Fee
Dates Available	During school terms, commencing 1 May, 2008
Capacity	Minimum 18 and maximum 35
Times	10:00 am and 12:00 Noon
Duration	Allow for: 30 minutes with an Education Officer in the Museum Activity Room. 45 minutes in the gallery. 15 minutes for post visit debriefing activity.
Venue	Museum Activity Room and the <i>Melbourne Story</i> Exhibition in the Melbourne Gallery
Bookings	Bookings for school visits should be made at least two weeks in advance. Call 1300 130 152 between 8.30am and 5pm Monday to Friday.

VELS Outcomes

Physical, Personal and Social Learning	<p><u>Interpersonal development</u></p> <p><i>Building social relationships</i></p> <ul style="list-style-type: none"> Students demonstrate, through their interactions in social situations, respect for a diverse range of people and groups. <p><i>Working in teams</i></p> <ul style="list-style-type: none"> Students work effectively in different teams and take on a variety of roles to complete tasks of varying length and complexity. They work cooperatively to allocate tasks and develop timelines. Students accept responsibility for their roles and tasks.
	<p><u>Civics and Citizenship</u></p> <p><i>Civic Knowledge and Understanding</i></p> <ul style="list-style-type: none"> Students explore the elements of sustainability in local, national and global contexts. <p><i>Community Engagement</i></p> <ul style="list-style-type: none"> Students present a point of view on a significant current issue or issues and include recommendations about the actions that individuals and governments can take to resolve issues.
Discipline-Based Learning	<p><u>Humanities – History</u></p> <p><i>Historical knowledge and understanding</i></p> <ul style="list-style-type: none"> Students demonstrate their knowledge and understanding of significant events in Australian history including Aboriginal and Torres Strait Islander history, European settlement, the development of the colonies, the development of the woollen industry, the 1850s gold rushes, the moves to self government, Federation and World War I. <p><i>Historical reasoning and interpretation</i></p> <ul style="list-style-type: none"> Students use a range of primary and secondary sources to investigate the past. With support, they frame research questions and plan their own inquiries. They use appropriate historical language and concepts to develop historical explanations. They present their understandings in a range of forms.

	<p><u>Humanities – Economics</u></p> <p><i>Economic knowledge and understanding</i></p> <ul style="list-style-type: none"> • Students explain the role of work in society and distinguish between paid and unpaid work. They compare different types of work and enterprise in the local community. <p><i>Economic reasoning and interpretation</i></p> <ul style="list-style-type: none"> • Students use the inquiry process to plan economics investigations about economic issues in the home, school or local community and form conclusions supported by evidence.
	<p><u>Humanities – Geography</u></p> <p><i>Geographical knowledge and understanding</i></p> <ul style="list-style-type: none"> • Students use geographical language to identify and describe the human and physical characteristics of local and global environments depicted by different kinds of maps, diagrams, photographs and satellites. <p><i>Geospatial skills</i></p> <ul style="list-style-type: none"> • Students use atlases, street directories and town plan maps to accurately describe the distance, direction and location of spaces. • They identify features from maps, satellite images and oblique photographs. • They draw sketch maps of their neighbourhood using simple mapping conventions such as title, scale, north point and legend. • They research, collect, record and describe data obtained through field study surveys and measurements to form conclusions about the use of resources.
<p>Interdisciplinary Learning</p>	<p><u>Communication</u></p> <p><i>Listening, viewing and responding</i></p> <ul style="list-style-type: none"> ▪ Students ask clarifying questions about ideas and information they listen to and view. <p><i>Presenting</i></p> <ul style="list-style-type: none"> ▪ Students summarise and organise ideas and information logically and clearly in a range of presentations. ▪ Using provided criteria, they evaluate the effectiveness of their own and others' presentations. <p><u>Information and Communications Technology</u></p> <p><i>ICT for creating</i></p> <ul style="list-style-type: none"> • Students create and maintain an up-to-date, logically structured bank of digital evidence of their learning. • They password protect and back up important files and use naming conventions that allow easy retrieval.

	<p><i>ICT for communicating</i></p> <ul style="list-style-type: none">▪ Students use email, websites and frequently asked question facilities to acquire from, or share information with peers and known and unknown experts.▪ They successfully upload their work to a protected online space.
	<p><u>Thinking</u></p> <p><i>Reasoning, processing and inquiry</i></p> <ul style="list-style-type: none">• Students develop their own questions for investigation, collect relevant information from a range of resources and make judgements about its worth.• They distinguish between fact and opinion.• They use the information they collect to develop concepts, solve problems or inform decision making.• They develop reasoned arguments using supporting evidence. <p><i>Creativity</i></p> <ul style="list-style-type: none">▪ Students use creative thinking strategies to generate imaginative solutions when solving problems.▪ Students demonstrate creativity in their thinking in a range of contexts and test the possibilities of concrete and abstract ideas generated by themselves and others. <p><i>Reflection, evaluation and metacognition</i></p> <ul style="list-style-type: none">▪ Students use a broad range of thinking processes and tools, and reflect on and evaluate their effectiveness.▪ They articulate their thinking processes.▪ They document changes in their ideas and beliefs over time.