Lesson 1. Introduction to Australia

Purpose: To introduce students to the continent of Australia.

Standards: Goal 2, Standard 2
- To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.

Materials: - items to be put into a travel trunk [a billy (teapot), tea bags, cups, biscuits (crackers), pictures of Australian animals, etc…]
- teapot and water
- map or globe
- construction paper
- markers
- musical cassette and/or video: Children’s Songs From Around The World (available at local libraries or department stores like Target)

Procedures:
1. Before the lesson begins:
   a. Place the Australian items into the trunk.
   b. Make tickets to Australia out of construction paper (one for each student). Put a picture of a koala bear on each ticket and write students’ names on them.
   c. Place a large picture of a koala bear (or other pictures native to Australia) on the trunk.
2. Have students gather around the trunk. Let them guess where their destination might be. Pass out the tickets.
3. Explain that on this adventure, everyone will be a naturalist, (people who are interested in plants and animals around them).
4. Ask what children might know about Australia and record the information (KWL chart).
5. Find Australia on a map or globe.
   a. Identify Australia as a continent
   b. Look at all the different landscapes (mountains, valleys, rivers).
   c. Discuss and describe the terms: city, bush, outback, Great Barrier Reef.

6. Examine the trunk.
   a. Display animal pictures.
   b. Display the billy (teapot)
   c. Pass around the tea bags explaining that this is Australia’s favorite drink.
   d. Pass out the biscuits (crackers) to go with the tea.

7. Play the video or the cassette of Australia’s unofficial theme song, “Waltzing Matilda”.

Follow-up:
1. Discuss what was learned and add the information to the KWL chart. This can be the first page of an Australian booklet.
2. Begin a classroom center on Australia. Include items from the trunk.

Homework Suggestions:

Allow each student to choose an Australian animal from a teacher created list/display/poster. Students may take the selected picture of their animal home and will draw the animal on a piece of drawing paper. These drawings will be the beginning of a research project to be completed throughout the Australia unit.
Lesson 2. Awesome Australia
(an internet-based lesson using the website:
(http://atozteacherstuff.com/lessons/Australia.shtml)

Purpose: To provide students with the opportunity to find information using
the internet. Students will draw the Australian flag, identify and
label major Australian cities, and become familiar with tourist
attractions and culture. Students will create a travel brochure for
Australia.

Standards: Goal 2, Standard 2
-To use English to achieve academically in all content areas:
Students will use English to obtain, process, construct, and
provide subject matter information in spoken and written form.

Materials: -picture books by Mem Fox, especially Hush Magic. Koala Lou,
Wombat Divine, Hattie the Hen, and Night Noises are suggested
also.
-computer with internet access and a printer
-maps of Australia and flag outline. See internet websites:
A to Z Teacher Stuff’s Australia Outline Map,
A to Z Teacher Stuff’s Australia Outline Map with Facts
-12 x 18 inch construction paper for travel brochure
-crayons, colored pencils, scissors, glue.
-travel brochures about Australia from travel agencies
(if possible).

Procedures:
1. Students will work with partners to visit two websites. They will already
have the printed map of Australia to label, and drawing paper for the flag.
2. Students will visit ZoomSchool during the first lesson to get some basic
information. (http://www.zoomschool.com/school/Australia/)
3. For the next lesson, students will visit ThinkQuest to get more detailed
information and to see photographs. They may print some of these to
include in their travel brochures. (http://library.thinkquest.org/28994/)
4. Finally, they will create a brochure with their partner. They may use
examples of professional brochures as models. They will cut out their
flag pictures and map to glue into the brochure. They can then add other
pictures and information.
Follow-up/Extension:
1. The ThinkQuest website has fun Australian lingo for students to use.
2. The travel brochures can be shared with other classes/grade levels, allowing students the opportunity to talk about what they’ve learned.

Assessment:

Students can be given two short quizzes (both from ThinkQuest). One is a vocabulary game using Australian terminology. The other is a geography quiz.
Lesson 3. The People of Australia

Purpose: To discover the people who were the original inhabitants of Australia, and to learn about the people who settled and built Australia.

Standards: Goal 2, Standards 2
-To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.

Materials: - map and globe
- crayons, colored pencils, or paint
- white construction paper
- information on the history of the Aborigines and the Modern History of Australia from the ThinkQuest website

Procedures:
1. Teacher will initiate a discussion about the original inhabitants of Australia (after previously reviewing Thinkquest information, if necessary)
   a. These people are called the aborigines.
   b. Their descendants still live there today.
   c. Many aborigines still live there today.

2. Discuss the early explorers who first discovered Australia.
   a. At first they reported the land to be barren and no one investigated further.
   b. These early explorers saw the north and west portions of Australia.
   c. Locate Australia and these areas on the map and globe.

3. Introduce Captain James Cook to students (use Thinkquest
a. The “rediscovery” of Australia came when Captain Cook charted the east coast of the country.

b. His exploration sparked big interest by others.

4. Discuss other people who came to Australia after Cook.
   a. They were like the early American settlers building a country.
   b. Captain Arthur Phillips came with a fleet of eleven ships. Many of the people on board were prisoners from England.
   c. They set up a settlement on January 26, 1788.
   d. Discuss the meaning of the word prisoner.
      1). Discuss that many of these prisoners were not guilty of terrible crimes. Many just were in debt.
      2). By coming to Australia, these people had a chance to have a new beginning.
   e. Gold was found in the western part of Australia, and in the 1850’s there was a gold rush. Many more people came.
   f. Today people from all over the world have made Australia their home.
   g. January 26 is Australia Day, a national holiday. It commemorates the beginning of settlement in Australia (see lesson 12 for a culminating activity involving this holiday).

Follow-up:
1. Divide students into groups of 3-4 and allow them to choose a historical person to research (James Cook, Geoffrey Bardon, Arthur Phillip, Matthew Flinders).
2. After using a variety of resources to accumulate information, (library, internet, specialists in the school such as the art teacher, librarian, and computer teacher), students will give an oral presentation to the class. Students will be evaluated using a rubric (see website: rubistar.4teachers.org for an awesome website that can be customized for almost ANY
teaching activity!)

Homework Suggestions:

Have students look up the words: *anthropology, archeology, and paleontology* and write the meanings down. Have a class discussion about the terms, and how they relate to what is being learned about Australia.
Lesson 4. “Waltzing Matilda”

Purposes:
1. To introduce and learn a favorite song of the Australian people that is known as the unofficial national anthem.
2. To expose children to the colorful language used in Australia.

Standards: Goal 2, Standard 2
- To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.

Materials: - recording of the song “Waltzing Matilda” (from the album *Bunyips, Bunnies and Brumbies*)
- a large chart of unusual words used in the song (ex. billabong, tucker bag), and their meanings. See the websites [www.ozbird.com](http://www.ozbird.com) or [www.ozramp.net](http://www.ozramp.net) for copies of the words to “Waltzing Matilda, as well as the history and meaning of the song.
- duplicated copies of the song for every student
- drawing paper
- crayons, markers

Procedures:
1. Review Australian terminology used in lesson two from ThinkQuest Website.
2. Introduce students to the unofficial national song of Australia called “Waltzing Matilda”.
3. Present the chart with unusual words and their meanings used in the song.
4. Play a recording of “Waltzing Matilda”.
5. Give students copies of the words to the song and have them practice it several times with the music.
Follow-up:
1. Have students learn other popular Australian songs from the album, *Bunyips, Bunnies and Brambies*.
2. Students can research words, actions, and concepts used in the other songs.

Homework Suggestion:

Provide each child with paper and crayons/markers if they don’t have access to them at home. Divide up several of the songs learned in class and let students choose specific verses. Have them write and illustrate their verse for homework. When children return to school, put the verses of each song together to make an illustrated songbook.
Lesson 5. Wattle Day

Purposes:
1. To explore a big city atmosphere in Australia.
2. To celebrate a special day in Australia.

Standards: Goal 1, Standard 1
To use English to communicate in social settings:
Students will use English to participate in social interactions.

Materials: - Damper bread
- Australian meat pies
- Foliage pattern
- Green construction paper
- Yellow construction paper or yellow pompoms
- Glue stick
- Pins
- Pictures, filmstrip, or video of Sydney Australia
- Map or globe
- Pictures of an acacia tree
- Copies of lyrics from the song Waltzing Matilda
- Copies of map of Australia

Procedures:
1. Before lesson:
   a. Prepare damper bread and Australian meat pies.
   b. Set up a section of the room to represent a Sydney Restaurant.
   c. Using pattern, make a green construction paper sprig for each student.
   d. Let students glue pom-poms or pieces of yellow construction paper to represent the golden wattle flowers.
2. Have students pin on their sprigs of wattle.
a. Review vocabulary from the song **Waltzing Matilda**.
   1. Matilda - a bedroll or sleeping bag
   2. Waltzing - walking along a bush track
   3. Swagman - an unemployed drifter
   4. Billabong - aboriginal word for waterhole
   5. Coolibah - aboriginal word for a type of tree
   6. Billy - a tin with a wire handle used for boiling water or heating food
   7. Jumback - an aboriginal word for sheep
   8. Tucker bag - a bag containing food
   9. Squatter - a land owner
   10. Troopers - policemen

b. Sing the song **Waltzing Matilda** by Banjo Paterson

c. Remind students that everyone is going to be a naturalist on this trip to Australia.

d. The first stop will be Sydney Australia to celebrate this special day.

3. a. Have students locate the city on the map or globe then mark it on their copy of the map.

4. a. Develop the idea that a special holiday called Wattle Day is celebrated at the end of August or the beginning of September.
   b. Show pictures of the golden wattle and other acacia trees.
   c. These kinds of trees are special to Australia.

5. Review what has been learned about big city life in
   a. give students a taste of meat pie and damper bread, as part of the celebration.

6. Inform the students that the next few days will include a trip to the bush.
   a. Review the term bush, which refers to the countryside.
b. Many unusual animals can be found in the bush.

Follow-up:
1. Students can paint or color both people and objects cut out and add to the mural background devoted to the big city.

2. Have students use books from the library or other reference sources to help them dictate or write a travelogue about Sydney Australia.

Homework:
1. Students look up another Australian holiday or food. Write a short paragraph about it.

Rubric - Wattle Day

1 - Beginning Learner- Relates basic facts about Wattle Day and is able to identify the Wattle flower and locate Sydney Australia on a map.

2 - Capable Learner - Demonstrates an understanding of the Wattle Celebration and points of interest in the big city.

3 - Advanced Learner- Demonstrates an understanding of the significance of the Wattle Celebration. Uses reference materials, globes and maps to identify relevant information about Australia.
Australian Recipes

Damper Bread
Ingredients:
6 cups self-rising flour
3 teaspoons salt
¾ cup margarine
1 cup milk
1 cup water
Directions:
Mix flour and salt in a bowl. Cut in margarine and mix well. Add water and milk. Mix until well blended. Set aside in a bowl covered with a damp cloth and let rise for 35-40 minutes. Put on a floured board and knead lightly. Shape into two loaves and put on greased cookie sheet. Before baking, cut and “x” on the top of the loaves about ½” deep. Brush the tops of loaves with milk. Bake 10 minutes in a 400 degree oven. Reduce heat to 350 degrees for 15 minutes. Let cool and enjoy.

Australian Meat Pie
Ingredients:
2 pounds ground beef 1 teaspoon oregano
1 cup ketchup ½ teaspoon pepper
1 cup chopped onion 2 tablespoons Worcestershire sauce
1 teaspoon salt 2 cups shredded cheese
1 cup milk 2 eight inch pie shells
2/3 cup bread crumbs
Directions: Combine first eight ingredients. Mix well. Place in pie shells and bake at 350 degrees for about 45 minutes. Mix together Worcestershire sauce and cheese. Spread on top. Bake 10 minutes until cheese is melted.
Sydney Points of Interest-

**Sydney Opera House**- The city’s busiest center for the performing arts is the Sydney Opera House. More than just opera is presented in this huge building. The opera house also houses a drama theater, a concert hall, and several galleries and restaurants.

**Sydney Harbor**- This harbor contains more than 21 square miles of deep water. It has about 152 miles of shoreline. Hundreds of ships can rest securely in this huge bay. This natural harbor is the key to Sydney’s growth.

**Sydney Harbor Bridge** - This beautiful landmark opened in 1932 and is one of the world’s great bridges. It is more than 50 football fields in length.

**Taronga Park Zoo** - There is no better place than to view Australia’s strange and wonderful animals that at this zoo in Sydney. Giant red kangaroos, Tasmanian devils, Koalas and Kookaburras are residents of the zoo.

**Bondi Beach** - Is the cities most popular beach. It is no wonder that Australians have won many Olympic medals for swimming and diving. Most of the people live near the sea. Sydney has 37 public beaches.

**Sydney Football Stadium** - Australian Rules Football is similar to the game of rugby and is a favorite sport in Australia.

**Sydney Botanical Gardens** - Contains many beautiful plants and trees native to Australia.
What is a Wattle?

A wattle comes from an Acacia tree. When settlers came to Australia they looked for native materials for constructing their houses. They found acacias especially good for weaving into fences, roofs, and framework for mud-plastered walls. They used the term “wattling” instead of weaving. Before long the acacia became known as the wattle. There are over 930 kinds of acacias, Three fourths of them grow in Australia. The wattle is Australia’s national floral emblem. The green and gold color of the wattle is on many sports teams in Australia.

Australia celebrates Wattle day on September 1. Wattle Day is a celebration of the peoples patriotism. Australians wear a sprig of wattle on this day to show how proud they are of their country.
Lesson 6. What Will We Find in the Bush?

Purposes:  1. To learn about two popular animals of the bush, the koala and the kangaroo.

2. To discover more about the Australian bush.

Standards:  Goal 2, Standard 2
To use English to achieve academically in all content areas. Students will use English to obtain, process construct, and provide subject matter information in spoken and written form.

Materials:  White bed sheet
Filmstrip of Australia
Filmstrip projector
Book:  One Wooly Wombat by Trince and Argent
Pouch of marbles
Stuffed kangaroo and koala bear and/or pictures of the animals.

Procedures:

1. Before lesson begins, staple or tape a white bed sheet across a wall:
   a. Select a frame from a filmstrip on Australia that depicts the bush.
   
   b. Project it onto the sheet as large as you can make it. You want to envelope the class into the picture.
   
   c. Read the counting book, One Woolly Wombat, which introduces fourteen Australian animals.

4. Concentrate upon two favorite animals of the bush, the koala
and the kangaroo.
a. Discuss the term marsupial and its meaning.

b. Discuss the term pouch. Use the marble pouch to help with the idea.
c. Discuss the fact that there are many marsupials in Australia, but this time only two favorites will be studied.

d. Show pictures of the koala and kangaroo.

5. Students should learn the following concepts about the koala:
   a. The koala bear is the mascot for the Australian airline Company Quantas.

   b. Koala bears are not really bears. They are marsupials.

   c. A koala bear carries her babies in a pouch that opens from the bottom.

   d. A baby Koala is only an inch long when it is born:
      1) It has no fur at birth.
      2) It holds on to the nipples in the mother’s pouch.
      3) It drinks milk from the nipples.
      4) The baby is small enough to curl up in an acorn.

   e. When a koala is older, the mother koala carries it around on her back until the baby is almost as big as the mother.

   f. Koala bears live in an eucalyptus tree (gum tree).

   g. They eat only eucalyptus leaves.

   h. Koala means no drink because they get water only from the leaves they eat.
6. Students should learn the following concepts about the kangaroo:

a. The kangaroo is a marsupial.

b. There are many kinds of kangaroos:
   1) Some can swim
   2) Some can climb
   3) Some live in trees.
   4) Some are very small.
   5) Some are very tall. The red Kangaroo can grow to seven feet.

c. There are as many as 13,000,000 kangaroos in Australia. In Australia, there are more kangaroos than people.

d. The kangaroo is found only in Australia.

e. Kangaroos bounce along because their legs must move together. They cannot move one leg without moving the other.

f. Kangaroos can only have one baby at a time.
   1) The baby is only an inch long when it is born.
   2) It has no fur at birth.
   3) Baby kangaroos live in the mother’s pouch for a long time.
   4) A baby kangaroo is called a joey.

g. A mother kangaroo’s pouch opens at the top.

h. A group of kangaroos is called a mob.

Follow-up:
1. Have students research, write, and report on other Australian marsupials. This information can be added to the Australian booklet.

2. Review mythology and its elements.

3. Read Turramulli the Giant Quinkin. This is another aborigine myth.
4. Read Kangaroo Gets a Pouch. Encourage students to write their own myths involving the koala bear and/or kangaroo.
Lesson 7. The Duck-billed Platypus Caper

Purpose: To investigate a unique animal known as a duck-billed platypus.

Standards: Goal 2, Standard 1
To use English to achieve academically in all content areas. Students will use English to interact in the classroom.

Materials: Pictures of a reptile, a bird, and a mammal
Picture source of a platypus
Crayons and paints for every student
White construction paper (9x12’) for each student
Book: Black Duck and Water Rat by Trezise and Haginkitas

Procedures:

1. After gathering students, show them pictures of a reptile, a bird, and a mammal. Through questions and discussion identify the characteristics of each class of animal shown.

2. Ask “What animal that is a native to (lives in) Australia has some characteristics from each of these animal classes?” After some discussion, present a picture and identify the duck-billed platypus.

3. Discuss the following concepts related to a platypus:
   a. Has a nose that looks like that of a duck.
   b. Has webbed feet.
   c. Has a few natural enemies.
   d. Lives in waterways and creek beds.
   e. Has a poison gland inside its back legs.
   f. Searches for small fish, frogs, and yabbies (crayfish)
g. Hatches its young from eggs.
h. Feeds its young milk through large pores in its skin.
i. Has fur like an otter’s.
j. Swims.
k. Belongs to no known animal family.

4. Record what has been learned on an experience chart.

5. Have students return to their seats to paint or draw a picture of the platypus.

6. Display every student’s picture with the experience chart.

Follow-up

1. Save each student’s platypus picture to include in the book about Australia. Reproduce the experience chart and photocopy it so that each student has the story to accompany the picture drawn.

2. Review the word mythology. Read Black Duck and Water Rat.
   a. Discuss the story
   b. Have students individually compose, orally or in writing, Their own myths about the origins of the platypus.
   c. Have students illustrate the myths and bind into books. Share the stories with each other.
Experience Chart

What I learned about the duck-billed platypus.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.
11.

Draw a sketch of a duck-billed platypus. Include in the sketch examples of three facts recorded on your experience chart.
Lesson 8. Kookaburra and His Gum Tree

Purpose: To enjoy learning about another interesting bush animal of Australia.

Standards: Goal 1, Standard 3
To use English to communicate in social Settings: Students will use learning strategies To extend their communicative competence.

Materials: - Book: One Wooly Wombat by Trince and Argent
- Recording of the “Woody Woodpecker Song”
- Photograph of a kookaburra and the gum tree
- Copy of the song “Kookaburra Sits in the Old Gum Tree”

Procedures:

1. Review concept of the bush and the animals studied thus far.
1. Introduce students to a unique animal, the kookaburra. This bird can be found all over Australia.
   a. Look at the kookaburras in the One Wooly Wombat book. The page refers to “giggly” kookaburras.
   b. Define the word giggly and its relationship to a kookaburra.

   C. Play the Woody Woodpecker laugh as an example
of the crazy, laughing sound made by a kookaburra.

d. Show a photograph of the kookaburra and the gum tree.

e. Teach the kookaburra song.

3. Develop a language experience story. Ask students to pretend that they are a kookaburra sitting in a gum tree. What funny things do they see around them that make them laugh? Record responses or have students write their own and illustrate them.

Follow-up:

1. Review the various animals studied by using a riddle Format such as: “I am a marsupial. I like gum leaves. What am I?” (koala bear)

2. Have students research and report on other bush animals That have not been studied during class.

3. Read another myth. The flying Fox Warriors. Discuss The relationship between the myth and what has been learned about the continent of Australia.

4. Reread One Wooly Wombat, Have Students replicate, Orally or in writing, the theme of the book by using the Names of the names of animals they have studied. This activity would also lend itself to an illustrated class Book. This time it would be a cooperative class endeavor.
Lesson 9. Dingoes

Purpose: To learn about the dingo, Australia’s wild dog.

Standards: Goal 2, Standard 2
To use English to achieve academically in all Content areas: Students will use English to Obtain, process, construct, and provide subject Matter information in spoken and written form.

Materials: - Book: Dingoes by Lynn M. Stone (Australian Animal Discovery Library)
- Drawing Paper
- KWL Chart

Procedures: - Fill in the KW part of the KWL chart
- Read the book Dingoes by Lynn M. Stone
- Discuss facts about the Dingoes
  1. The dingo is Australia’s wild dog.
  2. The dingo looks very much like medium Sized house dogs.
  3. They howl like wolves or coyotes.
  4. Dingoes are adaptable.
  5. Dingoes are mostly nocturnal.
  6. Dingoes are predators.
  7. Many thousands of dingoes still live in Australia.
  8. Many years from now, the dingo may be just another dog.
- Summarize and record information about The dingo on the KWL chart.
Follow-up:
1. Instruct students to fold a piece of drawing paper in half. On one half have them draw a dingo and on the other half, a domestic dog.
2. Students can then compare and contrast the dingo and domestic dog by writing appropriate facts for each. These can be displayed.
3. Complete the mural section on the bush. (from a previous lesson)
4. Have the students make a Dingo Dictionary. Have them put the following words in their dictionary along with the meanings: aboriginal-the original, or native, people of a place, adaptable-able to make changes when conditions change, bounty-a reward paid for killing or capturing certain animals, domestic-tamed and raised by man, litter-a group of babies born together from the same mother, nocturnal-active at night, predator-an animal that kills other animals for food, prey-an animal that is hunted by another animal for food.

Homework Suggestions: Read about other animals that make their home in Australia and fill out the Homework Sheet. Share the information with the class.

<table>
<thead>
<tr>
<th>Australian Animal</th>
<th>What the Animal Eats</th>
<th>Herbivores, Carnivore, or Omnivore</th>
<th>Biome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kangaroo</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Emu</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Wombat</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Fairy Penguin</td>
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<td></td>
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<tr>
<td>Koala</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Tasmanian Devil</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
**Rubric: Australian Dingo**

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Advanced Filled in the “L” part of the KWL chart With 5-6 facts about the dingoes.</td>
</tr>
<tr>
<td>2</td>
<td>Proficient Fill in the “L” part of the KWL chart With 3-4 facts about the dingoes.</td>
</tr>
<tr>
<td>1</td>
<td>In Progress Filled in the “L” part of the KWL chart With 1-2 facts about the dingoes.</td>
</tr>
</tbody>
</table>
Lesson 10. Spending a Day at a Station

Purpose: To investigate what it would be like to live on a Station in the outback.

Standards: Goal 2, Standard 2
To use English to achieve academically in all Content areas: Students will use English to Obtain, process, construct, and provide subject Matter information in spoken and written form.

Materials: - Blank Cassette tape
- Tape Recorder
- Teacher made book: *The Australian Outback*
- Radio
- Two microphones (real or toy)
- Drawing paper
- Crayons and paints
- Brushes
- Writing paper

Procedures: - Prior to the lesson, record the teacher made Book *The Australian Outback* On cassette tape. Set the recorder behind a Radio.
- Gather your “naturalists” and tell them that today’s lesson will teach them more about remote (distant or far away) areas of Australia called the outback.
- Ask for a definition of the word ranch (a large farm). Find out if anyone has ever visited a ranch. Discuss animals raised on a ranch.
- Explain that in Australia ranches are called stations. Bring out the following information:
  1. Cowboys are called ringers.
  2. Cattle and sheep stations can be found far from cities.
  3. Sheep are called jumbucks.
  4. Families who own the stations or live on the stations as managers have other people, many of them aborigines, working for them.
  5. The Outback is far from the coast and the cities. Describe the terrain. Convey the idea of vastness.
  6. Introduce students to two animals usually found around a station:
     a. The Dingo – This native wild dog may cause problems at a station. Discuss why (it can attack cattle or sheep)
     b. The Kelpie – Part collie, part dingo, this animal has been bred and trained to protect cattle and sheep.
  7. Identify the basic usefulness of cattle and sheep to the economy.
  8. Have students think about what it would be like to be a child living on a station. After some discussion, ask how children who live so far away would go to school.
Center discussion around the “radio school” concept. Outline the procedure (transmitter, etc.).

9. Discuss the fact that many people own their own airplanes to go back and forth from cities to the outback.

10. Ask students what might happen if someone living in the outback became seriously ill. Discuss “The Flying Doctor Service”, which allows doctors to reach by airplane people who are in need of their services.

11. Gather students around the radio. Let them pretend that they are having a lesson presented by a teacher from Australia.
   a. Play the tape (hidden in the recorder behind the radio) about the Australian Outback.
   b. Use the real or toy microphones for teacher and students to ask and answer questions as a review of the story.

Follow-up:
1. Have students draw a picture of a child living on a station. They may dictate a story or write a story to go with it. Display their work in the interest center and then add it to the Australian booklet.
2. Use the tape/radio idea to tell the story of Koala Lou by Mem Fox. Ask students (as part of the radio lesson)
to practice the story for a storytelling experience to be presented to others.

3. Have students draw or paint objects, persons, or animals to complete the mural segment concerned with the outback.

Homework Suggestions: Have students research and report, orally or in writing, other information pertinent to the outback regarding:
   a. People
   b. Animals
   c. Activities
   d. Problems
Report on the Australian Outback

Name __________________________
Date __________________________

Facts:
Write a small summary for each topic below:

1. People

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

________________________________________________________________________
Problems

_________________________
_________________________
_________________________
_________________________
_________________________


The Australian Outback is a land of red dust, strange hopping animals, and the first human inhabitants the
aborigines. The Australian desert is populated with Eucalyptus and Boab trees. It has kangaroos, dingoes (wild dogs), and emus (the world’s 2nd largest, flightless bird).

The Outback is the arid sparsely populated interior of Australia. It makes up almost 85% of Australian landmass. Very few humans live out there. It is also sometimes called “Beyond the Black Stump.” The Australian Outback is both harsh and breathtakingly beautiful. It’s like nothing else in the world.

In the outback you can travel for days without meeting anyone. This is why it is sometimes called the Never-Never: the never ending landscape; the never ending horizon.
The land is unforgiving to the careless and foolhardy. You may die of dehydration within hours if you are not careful.

A Station

Yes people actually do live in the outback. Cattle and sheep are grazed on huge tracts of land called Stations (which might be called a ranch in the USA). There are Stations in the outback that occupy more land than some countries. Helicopters and small planes are usually used to round up stock (the sheep and cattle) and to check fences (dingo and rabbit fences).
A person who rounds up stock is called a Stockman. A person who works at a station is called a Stationhand. The owner is called a Station-Manager.

The vast distances have forced people to adapt to their isolation (some people being more than a day’s drive from their nearest neighbor. A two-way radio and an airstrip are vital to any outback station.

Because of the great distances some children in the outback cannot attend regular school. They learn from the school of the Air which is a special school
where the teacher and student interact via a two-way radio.

The Royal Flying Doctor Service operates a fleet of airplanes outfitted as flying ambulances and clinics. They visit these remote locations to provide medical services. They also provide advice over the two-way radio.

Survival in the Outback

The Outback can be very harsh and a dangerous place for the unprepared and ill equipped. Over the years there have been some tragic accidents. Typically the following happen:
1. car break down, tourist have not told anyone of their plans
2. tourist have not brought enough extra food and water
3. tourist get desperate in the heat
4. tourist starts to walk for help
5. tourist dies a gruesome death from thirst

Bring extra water – 5 liter per person and day and never ever leave the car! OK?
Some other stupid things to do:
1. camp next to crocodile rivers
2. go swimming in crocodile rivers, preferably at night time
3. drive on rough outback tracks in a conventional gas driven car
4. drive on roads that have been closed due to rain

Aborigines

When you think of how Australians affect the environment, Aborigines are the first people to come to mind. They respect their surroundings in many ways. They will only take food on a day when they absolutely need it. This means that they do not store any food ahead of time.

Therefore, the Aborigines do not decrease the amount of native and wild animals in
Australia. They basically respect the land and let the environment continue naturally.
Rubric for Writing Assessment

Level 6
1. Conveys meaning clearly and effectively
2. Presents multi-paragraph organization, with clear introductions, development of ideas, and conclusion
3. Shows evidence of smooth transitions
4. Uses varied, vivid, precise vocabulary consistently
5. Writes with few grammatical/mechanical errors

Level 5
1. Conveys meaning clearly
2. Presents multi-paragraph organization logically, though some parts may not be fully developed
3. Shows some evidence of effective transitions
4. Uses varied and vivid vocabulary appropriate for audience and purpose
5. Writes with some grammatical/mechanical errors without affecting meaning

Level 4
1. Expresses ideas coherently most of the time
2. Develops a logical paragraph
3. Writes with a variety of sentence structures with a limited use of transitions
4. Chooses vocabulary that is (often) adequate to purpose
5. Writes with grammatical/mechanical errors that seldom diminish communication

Level 3.
1. Attempts to express ideas coherently
2. Begins to write a paragraph by organizing ideas
3. Writes primarily simple sentences
4. Uses high frequency vocabulary
5. Writes with grammatical/mechanical errors that sometimes diminish communication

Level 2.
1. Begins to convey meaning
2. Writes simple sentences/phrases
3. Uses limited or repetitious vocabulary
4. Spells inventively
5. Uses little or no mechanics, which often diminishes meaning

Level 1.
1. Draws pictures to convey meaning
2. Uses single words, phrases
Lesson 11. Cruising the Great Barrier Reef

Purposes:
1. To explore one of the natural wonders of the world.
2. To investigate the animal life that inhabits the coral reef.
3. To discover how the barrier reef was formed.

Standards: Goal 2, Standard 2
To use English to achieve academically in All content areas: Students will use English To obtain, process, construct, and provide Subject matter information in spoken and Written form.

Materials: - Map of Australia
- Books and filmstrips that depict the Great Barrier Reef
- Pieces of coral
- Pineapple juice
- Cups
- Book: Where the Forest Meets the Sea by Baker
- Variety of art materials
- Student Book The Great Barrier Reef

Procedures:
1. Before teaching this lesson, take a field trip to a tropical fish center or a pet store that has
saltwater tanks where students can see live coral, sea anemones, and tropical fish.

2. Gather students. Look at mural background of the barrier reef.
   a. Review location of the continent of Australia.
   b. Help students brainstorm about what kinds of animals would live on the barrier reef? (Consider weather, plant life, etc.)
   c. Show pictures of the reef.
   d. Read the student book *The Great Barrier Reef.*

3. Discuss what it would be like to explore the barrier reef (pass pieces of coral around as you talk).
   a. The barrier reef has been formed by deposits of coral that have build up over many years.
      1. The coral is always growing.
      2. The coral is an animal. When it dies its limestone skeleton build up.
   b. Some people call the Great Barrier Reef the “eighth wonder of the world.”
   c. The barrier reef took millions of years to form.
   d. If you explore at night some of the fish and other sea animals seem to glow in the dark.
   e. You can see the reef life by going to an underwater observatory.
   f. There are many different kinds of sea life on the reef. Briefly describe and discuss: Clams Coral
Fish
Plants
Sea Anemones
Sharks
Turtles

G. The enemy of the coral is the Crown-of-Thorn Starfish.
H. Discuss the idea of a food chain.

4. Discuss the beaches and islands that surround the reef and its appeal for a special vacation.
5. Give each student a cup of pineapple juice for a taste of a tropical fruit. Review what was learned during the lesson.

Follow Up:
1. Have students do research on other forms of sea life on the reef. Allow students to determine how material will be presented.
2. Have students add life to the barrier reef mural scene. This should complete a naturalist’s view of Australia. Written explanations or summaries could be added to each section of the mural.
   a. Through discussion, help students develop an appreciation for the ecological aspects and beauty of nature.
b. Discuss the dangers that could bring this rainforest to extinction and the ways people could help prevent it.
c. Compose a group letter or have each student write a letter supporting the preservation of the rainforest. Letters could be sent to the Australian government.
d. Carefully examine the book’s illustrations and discuss their significance to the theme of the book.
e. Provide students with a variety of art materials. Encourage them to create their own collages of the rainforest and the barrier reef.

Homework Suggestion: Have each child create a travel poster of The Great Barrier Reef. The posters should encourage people to visit Australia.
Lesson 12: Australia Day

Purpose: To culminate the unit with the celebration of a national holiday of Australia.

Materials:
- Billy (teapot)
- Small paper bowls
- Stirrers
- Milk
- Eggs
- Fry Pans
- Oil
- Tenderloin tips
- Apricots (one for each student)
- Tea Bags
- Paper cups (one for each student)
- Plastic utensils
- Cookies (one for each student)
- Napkins
- One piece of printed, cotton fabric at least 24” x 24” for each student
- One 24” dowel rod (1/2” diameter for each student
- Ball of string

Resources: Several interested mothers!

Procedures:
1. Before the lesson begins, set up tables with the following materials:
   a. A billy (teapot), small bowls, stirrers, milk, eggs, several fry pans (tenderloin tips can be prepared ahead of time and kept warm or students can help to prepare them).
2. Have each student prepare a tuckerbag.
   a. Each student should place an apricot, tea bag, paper cup, plastic utensils, cookie, and napkin on the piece of fabric.
   b. Then they should tie the ends of the fabric together and tie it onto a dowel rod.
3. As students gather with their tuckerbags, they can sing “Waltzing Matilda.”
4. Review favorite parts of the study of Australia and ask what students will remember.

5. Discuss the fact that the celebration today is in honor of Australia Day (January 26).
   a. It is a national holiday.
   b. It commemorates the landing of Captain Arthur Phillips in Australia with 11 ships of people (mostly prisoners) to form the first English-speaking settlement.
   c. We will have an Australia Day feast.

6. Set-up procedures for celebration:
   a. Students can unpack their tuckerbags and set up an eating spot on the floor or at tables using the fabric as a placemat.
   b. When ready, they can go in small groups to fry pans and help prepare their own eggs. Give them a choice of making fried eggs or scrambled eggs!
   c. When eggs are ready, they can get their steak and return to their places to eat.
   d. You can prepare a last page such as the following:

   Dear boys and girls,

   I hope that you have enjoyed our study of Australia. We can remember our “Australia Day” celebration when we packed a tuckerbag of utensils, cookies, and apricots and then added steak and eggs to the feast! Maybe someday we will all be able to return to Australia!

   Love,

   ____________

Standards: Goal 1, Standard 3 To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.
The Great Barrier Reef stretches along the east coast of Queensland in Australia. It is the world’s largest coral reef. It is over 2000 km (1250 miles) long! It is not a single reef at all. It is made up of over 2900 individual reefs very close to each other. It is an undersea wilderness filled with beautiful and fascinating plants and animals.

Many of the most colorful and interesting fish in the world live in the waters of the Great Barrier Reef. People come from all over the world to see huge groupers, colorful clownfish, striped zebra fish, sharks, and many other kinds of fish.

What Is Coral Reef?

A coral is a tiny marine polyp. It is the living part of the coral reef. There are many different
kinds of corals. These are what gives the coral reef its colorful appearance. Corals feed mostly on plankton. Coral grows in warm climates where there is clear salt water and sunlight. They don’t like pollution.

A coral reef is a natural barrier made of the bodies of living and dead coral. It is normally just below the surface of the water. It is made of two parts the:

1. white part is made from the bodies of zillions and zillions of polyps which have died over hundreds and thousands of years.
2. colorful part is the living part of the coral reef. It is made up of living polyps.

Who Lives Here?

1. 1500 species of fish
2. 400 different types of coral
3. 4,000 mollusks (like clams and sea slugs)
4. 500 species of seaweed
5. 215 species of birds
6. 16 species of sea snakes
7. 6 species of sea turtles
8. whales visit during winter

Who Damages The Reef?
The crown of thorns starfish destroys the coral reef by eating it.

How Do People Damage Reefs?

Carelessness:
1. walking on them
2. dropping anchors on them
3. dragging diving gear over them
4. breaking them and taking them home as souvenirs
5. knocking and gouging them with boats

Pollution:
1. sewage
2. oil spells
3. fertilizers
4. pesticides

Fishing:
1. over fishin
2. explosives
3. poison
4. drag nets

What About Sharks?

There aren’t many sharks around the Great Barrier Reef. If you see one you’d be lucky. That’s because sharks prefer the open sea.

Discussion Topics:

Clams: The reef clam is one of the biggest and most common of the shelled mollusks found on the reef flat. Clams are called bivalves and belong to the class Bivalvia. Bivalves have two shells held together by hinges.

The crusty shells of the reef clam are about 12 inches long. You will often find the reef clam wedged among the corals on the reef flat. Its shells will be partly open to
let water flow through. Like so many other reef creatures, the clam eats zoo plankton, the tiny animals that float in the water. When touched the clam will use strong muscles to close its shells.

Coral: The most amazing fact about coral reefs is that they are formed by tiny tube-shaped animals called coral polyps. The body of a coral polyp is soft but has a hard outer skeleton for support and protection. Stony coral skeletons are the building blocks that make up the reef.

Fish: Each day, the tide changes twice. At high tide on Heron Island, 3-4 feet of water covers the reef flat. Then many of the larger fish leave the reef edge and swim close to shore. At low tide, as little as 3 inches of water covers the reef flat. The big fish return to deep water the smaller fish hide in shallow pools, and the reef’s surfaced is revealed.
Plants: The reef is home to literally millions of plants and animals because it offers good feeding and good places to hide. Animals and plants are everywhere on the reef.

Sea Anemones: Besides the corals, many of which make the reef itself, the Great Barrier Reef is the home of many other creatures. One of the most beautiful members of the reef community is the sea anemone. This flowerlike animal belongs to the same phylum or scientific grouping as the coral polyp. Like the coral polyp, the sea anemone has a tube-shaped body topped by a tentacle-encircled mouth. Stinging cells covering the tentacles release tiny poison threads that paralyze small sea creatures and fish which the anemone then eats.

Sharks: The reef is feeding ground for a variety of sharks. Some sharks have 7 rows of sharp teeth
for hunting. When a tooth from the front row falls out, one from behind moves up to take its place. Though sharks do not hunt people for food, divers are cautious and give them plenty of room.

Turtles: Unable to withstand cold temperatures, green sea turtles thrive in the warm waters around the Great Barrier Reef. Like humans, sea turtles need to come up for air. But unlike people these turtles can hold their breath for up to 2 hours.
My Dictionary Page

1. _________ -
   ______________________________________
   ______________________________________
   ______________________________________
   ______________________________________
   _________

2. _________ -
   ______________________________________
   ______________________________________
   ______________________________________
   ______________________________________

3. _________ -
   ______________________________________
   ______________________________________
   ______________________________________

4. _________ -
   ______________________________________
   ______________________________________

5. _________ -
   ______________________________________
   ______________________________________
Australia

Information

Popular

Native Foods

Barramundi fish           Moreton Bay bugs
Beetroot                  Pavlova
Damper (unleavened bread)  Steak and eggs
John Dory fish            Vegemite
Lobsters                  Wichetty grubs
Meat pies (meat and gravy Yabbies
    in a crust)

Note: These unusual sounding foods would lend themselves to individual or group research projects. The book Australia by Martin discusses favorite foods.
Vocabulary

Words Special to “Waltzing Matilda”:
Jumbuck (sheep)
Billabong (water hole)
Tucker (food)
Tuckerbag (food bag)
Matilda (swag, pack that a traveler uses for his belongings)
Swagman (hobo)
(waltzing matilda (carrying a swag)

Other Unusual Words and Meanings:
A ringer (an exact copy)
Back of beyond (far away in the outback)
Beaut (great, fantastic)
Bell (telephone someone)
Biscuits (crackers)
Bloke (man)
Bo-peep (to take a look at)
Boomer (big; big kangaroo)
Bunyip (Australia’s legendary animal)
Bush (the country)
Chook (chicken)
Cozzie (bathing suit)
Didgeridoo (long, tubelike musical instrument)
Dingo (native Australian wild dog)
Dinky-do (the real thing)
Fair dinkum (genuine, the honest truth)
G’day (good day, Australian greeting)
Humpy ((aboriginal’s shack)
Joey (baby kangaroo)
Kelpie (breed of cattle dog, part dingo and part collie)
Lollies (candy, sweets)
Lolly water (soft drinks)
Mate (friend, partner)
Mob (flock or herd of kangaroos)
Onkey-dorey (good, splendid)
Oz (Australia)
Pavlova (Australian meringue and cream dessert)
Ringer (Australian cowboy)
Sandshoes (sneakers)
She’s apples (everything’s okay)
Smoodge (to kiss)
Ta (thank you)
Yabbies (crayfish)

Special Holidays

January -  New Year’s Day is celebrated as a public holiday. Horse racing and surf carnivals are popular. Australia Day, January 26, is celebrated as a National Holiday in honor of the founding of the first settlement in Sydney, Australia, in 1788.

February -  A cultural festival called The Festival of Perth celebrates the fine arts such as ballet and opera.
April – A special agricultural exhibition is held in Sydney and called The Royal Easter Show.

May – The Bangtail Muster is held in Alice Springs, in the outback. There is horse racing, a rodeo, and cattle roundups.

June – This month you can enjoy the Beer Can Regatta. All kinds of boats are made from beer cans and raced on Darwin Harbor, in the Northern Territory.

July – A winter carnival horse race called The Doomben Ten Thousand is held.

August – Tropical plants and flowers are displayed at The Royal Shows.

September – Wattle Day is celebrated when the trees begin to blossom. The Camel Cup, which is a camel
race, is help in Alice Springs, in
the outback.

October – Sports events and parades celebrate the Jacaranda Festival in New South Wales

November – The annual cricket matches (sports event) start this month.

December – Outdoor caroling is held. It is called Carols by Candlelight.
How Passports Work

What’s Inside a Passport?

This small book contains a description of the bearer and an accompanying photograph that can be used for identification just about anywhere.

Several pages can be stamped with entry and departure dates and information.

Other pages in your passport include the photo page that bears your nine-digit passport number, effective dates and an official government stamp.

There are also pages listing laws regarding passports, what to do if your passport is lost or stolen, an emergency contact page and a statement from the U.S.

I’m Just a Kid – Do I Need a Passport?

Every citizen who leaves the country must have a valid passport – even babies. If you’re 12 or under, you don’t have to go with your parent to apply in person, but you’ll still have to have your photo taken for your passport.