

# Gifted and Talented Education



Extract from *Support package: Curriculum differentiation*

Stage 5 History: Post-war Australia



## No. 5. Sample unit in Stage 5 History: Post-war Australia

### Context

This unit *Postwar Australia to the 1970s: The changing role of women*, was created for a Year 10 History class for gifted students at Chatswood High School, and was also trialled with one of the mainstream classes.

- Chatswood High School is on the lower north shore of Sydney.
- The school has about 700 students.
- There is a large NESB population (60%).
- It is a partially selective high school. The first selective intake was in 2002 but a gifted and talented class was introduced in 2001.
- The challenge is to develop effective curriculum delivery for an extremely diverse student population.
- Staff at Chatswood High School have undergone training for the Gifted Education Research, Resource and Information Centre (GERRIC) certificate course offered by the University of NSW.

### Outcomes

#### 5.1

- *Explains social, political and cultural developments and events and evaluates their impact on Australian life*

#### 5.3

- *Explains the changing rights and freedoms of Aboriginal peoples and other groups in Australia*

#### 5.9

- *Uses historical terms and concepts in appropriate contexts*

#### 5.10

- *Selects and uses appropriate oral, written and other forms, including ICT, to communicate effectively about the past for different audiences*

## Unit of work

The Kaplan model was one of the models of curriculum delivery presented during GERRIC training. The History faculty believes that this model particularly suits the curriculum of this subject as:

- the elements of the learning experience surround a central theme to provide extensive and interconnected learning
- the model examines the differentiation of curriculum in the areas of content, process, product and environments.



Table 16: Sample lesson plan for Year 10 History: The changing role of women

| Theme   | Basic skills   | Research skills  | Productive skills  | Products  |
|---|--|--|--|---|
| <i>Issues relating to the changing role of women in Australia</i> | <ul style="list-style-type: none"> <li>• Describing</li> <li>• Sequencing</li> <li>• Recording</li> <li>• Analysing</li> <li>• Investigating</li> <li>• Inferring</li> <li>• Graphing</li> <li>• Charting</li> <li>• Communicating</li> <li>• Judging</li> </ul> | <ul style="list-style-type: none"> <li>• Note taking</li> <li>• Interviewing</li> <li>• Using the Internet</li> <li>• Using journals, magazines and newspapers</li> <li>• Substantiating</li> <li>• Conducting bibliographic research</li> <li>• Establishing the criteria to judge</li> </ul> | <ul style="list-style-type: none"> <li>• Concluding</li> <li>• Selecting information</li> <li>• Imagining</li> <li>• Fact finding</li> <li>• Engaging in inductive thinking</li> </ul> | <ul style="list-style-type: none"> <li>• Oral task</li> <li>• Written report</li> <li>• Research report</li> <li>• Chart</li> <li>• Timeline</li> <li>• Poster</li> <li>• Annotated bibliography</li> </ul> |

### Articulating activities

Logical sequence of learning experiences, incorporating all skills and product expectations to reflect on the theme.

#### Activities:

1. Conduct a library search on the topic of women in Australian history and construct an annotated bibliography of both texts and Internet sites.
2. Construct a bar graph showing the percentage of women participating in the workforce in the period 1945 to 1979. Group your data by the following years: 1945–49; 1950–54; 1955–59; 1960–64; 1965–69; 1970–74; 1975–79. Describe the trend of participation shown by these year groups.
3. Design a commemorative poster celebrating women's achievement of equal pay in 1972. Link the message on this poster with any of today's issues about equal pay for women.
4. (a) Create a timeline showing the following events in the changing role of women:
  - Roma Mitchell QC appointed to the South Australian Supreme Court as Australia's first woman judge; The National Wage & Equal pay Case Judgement;
  - Oral contraception for women goes on sale;
  - Women granted the right to sit on juries;
  - The Maternity Leave Act;
  - The New South Wales Equal Pay Act;
  - Publication of Germaine Greer's *The female eunuch*;
  - Women's Electoral Lobby (WEL) established.
 (b) Select one of these key events and explain its importance to the changing role of women.
5. Research the lives of ONE of the following women and design BOTH an oral presentation and a 300 word biographical report on her life and achievements: Ada Bromham; Bessie Rischbieth; Zelda D'Aprano; Faith Bandler; Pearl Gibbs; Jessie Street.
6. (a) Interview three women from differing age groups. In this interview ask them about: their level of education; their expectations in leaving school; their actual experiences on leaving school.
 (b) Present these findings as a 300-word report on the changing role of women in Australia.
7. Assess the view that the gains for Australian women between 1945 and 1975 have significantly changed the role of women today. In your answer refer to primary and secondary sources. Attach a bibliography (600 words).

#### Implementation plan:

This unit is designed to be completed in 6 weeks. History has 3 x 75 - minute periods per fortnight. In-class time is to be provided, including research periods in the school library, but out-of-school commitment is expected from students as well.

Assessment of student performance will consist of a description of their performance in each of the three skills categories, as demonstrated by the students' products.