

# Rigby Blueprints Australian Curriculum Correlations Upper Primary Series B

Sample: Year 6 Teacher's Resource Book, pages 56–7; 100–1; 97

- 'Literature in Context' is covered by the topic books in each unit.
- 'Responding to Literature' is covered by the topic books in each unit.
- 'Examining Literature' is covered by the topic books in each unit.




# Pushing Boundaries

## Investigating Phase Section 1

### Pushing Boundaries

#### Investigating Phase Section 1

##### Pacing Text 1:

 *A Spirit of Adventure*  
(explanation) pp. 19–23



##### Preparing for the Text

###### Orientation

- Ask: Which Australian explorers have you heard of?
- Ask: Why do you think people want to explore?
- Ask: What impact did early exploration have on the development of our country?
- Ask: What qualities do you think these explorers had?

###### Visual Literacy

- Have students scan the text. Ask: Why do you think the pages have a compass at the top? What does the layout tell you about the text?
- Look at the visuals. Ask: What do they tell you about the content of the text?

###### Reading the Text

- Group students in like ability groups to conduct reciprocal reading (see p. 33).

###### Viewing

- Before reading each page, ask students to examine the visuals and use them to assist prediction of the text.

##### Purpose of the Text

- Ask: What key information do you think the author wants to get across to the audience?
- Ask: Who do you think the author's intended audience is?
- Ask: Why do you think the author wanted to give this information?

##### Making Connections

- Discuss information from the text that students may have been unaware of.
- Students suggest what effect these explorers have had on the development of our nation.

##### Responding to the Text

###### Speaking & Listening

- Ask: What hardships did many early explorers have to endure?
- Ask: Why do you think people wanted to risk their lives to explore new territories?
  - Ask: What causal explanation does the author give for: early explorers finding Australia very different to Europe and the rest of the world; the failure of the first expedition to cross Australia from south to north; the success of Blaxland, Lawson and Wentworth even though many others had failed?
- Ask: What personal attributes of the early explorers does the author identify?
- Ask: Why do you think so many people applied to join Shackleton on his exploration to Antarctica?
- Ask: What is the author's opinion on how true adventurers differ from other people (bottom of p. 23)? Do you agree with this statement?

###### Spelling

- Add any additional words to the unit word bank created in the Introducing Phase.
  - Focus on the use of prefixes to make antonyms. Have students list prefixes that have been used in the text and brainstorm other words that have the same prefix to make the antonym e.g. *impatient*, *impossible*.

Purpose of the Text: interpreting, analysing, evaluating—identifying author's use of language

Making Connections: interacting with others—discussions; speaking and listening situations

Speaking and Listening: interacting with others—discussions; text structure and organisation—identifying author's choices

Spelling: expressing and developing ideas—spelling strategies, word origins

Visual Literacy: expressing and developing ideas—using analytical images to visually represent

Reading the Text: interacting with others—contributing to discussions; interpreting, analysing, evaluating—bringing concept knowledge to the text

# Pushing Boundaries

## Investigating Phase Section 1

**Grammar:**  
expressing and  
developing ideas—  
identifying verb  
tenses

- Focus on the word *affected*. Ask: What is the difference between *affect* and *effect*? Have students use a dictionary to find the meanings and use each in a sentence to demonstrate the difference.
- Look at the word *habitable*. Ask: What is the base word? Use a dictionary to find other related words.

### Grammar

- Have students identify words in the text that indicate a causal explanation e.g. *through*, *due to*. List other words that can show a causal explanation.
- Identify the tense used in the text. Focus on the past-tense verbs and have students suggest the present tense of each.

### Writing

#### Collaborative Writing

- In pairs, students list hardships experienced by early explorers and their causes.
- Ask students to imagine they are part of an exploration party that is running low on supplies and water. Have them write eight consequences that may occur.

#### Modelled Writing

- Model writing a causal explanation that shows the cause and effect of the hardships that were faced by early explorers e.g. 'The explorers did not know what was ahead of them because they had no detailed maps of the terrain'. Model using the different words or phrases listed earlier to indicate cause and effect.

#### Independent Writing

- Students use the painting on p. 19 to write an imaginary newspaper report about the Burke and Wills expedition leaving Melbourne in 1860. Focus on the use of the past tense and descriptive language to set the scene.
- Students create a PMI chart for exploring a new territory.
- Students complete BLM 1 on p. 110 (content: identifying cause and effect, writing definitions, identifying attributes, hypothesising problems, designing equipment).

**Modelled Writing:**  
expressing and  
developing ideas—  
identifying and  
using complex  
sentences to make  
connections between  
information; using  
causal explanations  
to extend ideas

**Independent Writing:**  
creating literature—  
writing descriptive  
language to convey a  
picture

### Guided Reading

- Text A: *Great Desert Explorers* pp. 10–11
  - Text B: *Adventurers on Antarctic High* pp. 12–13
  - Text C: *Letter from an Explorer* pp. 14–15
- (See the Guided Reading Notes on pp. 100–101 of this book.)

### Pacing Text 1 Related Text:

**Edgy Adventurers Honoured**  
(interview) pp. 24–27



### Preparing for the Text

#### Orientation

- Discuss Australian adventurers students may have heard about. Ask: What do you think makes some people want to do extreme things that other people don't want to do?
- Review the information about Michael Groom on p. 23. Discuss the characteristics shown by 'true adventurers'.

#### Visual Literacy

- Ask: What type of text do you think this is? What can you see that makes you think this?
- Have students use the photographs and captions to predict what words and phrases may be contained in the text.
- Ask: Who has been interviewed in this text? Why do you think they are being interviewed?

# Pushing Boundaries

## Section 1 Guided Reading Notes

### Pushing Boundaries

#### Section 1 Guided Reading Notes

##### Synopsis

###### **Text A: Great Desert Explorers (table and map) pp. 10–11**

- **Text Focus:** explorers who travelled through the Australian inland regions
- **Teaching Focus:** getting information from a map and table

The map and table in this text show some of the early European explorers who pushed the boundaries through exploration of the land.

###### **Text B: Adventurers on Antarctic High (newspaper report) pp. 12–13**


- **Text Focus:** a group of Australians climb Mount Vinson in Antarctica
- **Teaching Focus:** structure and tense in a newspaper report

The report relates the experiences of four Australians as they prepare to climb the highest mountain in Antarctica.

###### **Text C: Letter from an Explorer (letter) pp. 14–15**

- **Text Focus:** a letter from William Wills to his father
- **Teaching Focus:** comparing today's language with that of the early European explorers

This letter tells of Burke and Wills' ill-fated journey to the Gulf of Carpentaria.

 Pacing Text 1: *A Spirit of Adventure* pp. 19–23

##### **Text A** *Great Desert Explorers*

###### Orientation

- Ask: What Australian deserts do you know? What are conditions like in these deserts?
- Look at the map on p. 10. Ask: What information does it contain? Why are there different coloured lines on the map?
- Ask: What information do you think the table on p. 11 contains?

###### Meaning Maker

- Ask: Where did Sturt travel?
- Ask: Who crossed the Great Sandy Desert?
- Ask: Who left Ooldea and travelled to Perth?
- Ask: Which explorers went to Alice Springs?
- Ask: Which explorer went to Lake Eyre?
- Ask: Which explorers travelled in 1873?

###### Code Breaker

- Ask: What is the meaning of *hazardous*? What class of word is it? (adjective)
- Ask: What is meant by *terrain*? Students find its root and list other words with the same root. Ask: How are the words related?
- Ask: What is the meaning of 'pastoral country'? Why was it important to Australia?
- Ask: What is meant by *hoist* the flag? What other word could have been used?

###### Text User

- Ask: What is the purpose of the text? Who is the intended audience?
- Ask: Why is the table important?
- Ask: Why doesn't the table have full sentences?
- Ask: Why has the key been included on the map?

###### Text Critic

- Ask: Why was there little exploration on the east coast of Australia?
- Ask: What other information could have been included?

###### Follow-up Activities

- Students investigate other explorers who have pushed boundaries in opening up the land.
- Students design a poster inviting explorers to set up expeditions to discover new lands.

Synopsis Text B: Adventurers on Antarctic High & Synopsis Text C: Letter from an Explorer: language for interaction—identifying fact and opinion

Meaning Maker: interpreting, analysing and evaluating — comprehension strategies

Text User: expressing and developing ideas— identifying and explaining information presented in maps and tables

# Pushing Boundaries

## Section 1 Guided Reading Notes

### Text B *Adventurers on Antarctic High*

#### Orientation

- Students locate Antarctica on a map. Ask: What sort of terrain does it have? Is it all flat? What sort of weather conditions does it have?
- Ask: Why do people go to Antarctica? How do they get there? What work is conducted there? Do people live there all the time?
- Look at the title. Ask: What do you think the report may contain? When was it written? Why do you think the expedition occurred in December?

#### Meaning Maker

- Ask: How does this differ to other treks to Antarctica?
- Ask: Why do the adventurers have to store their sleds before the climb?
- Ask: What attributes of the adventurers are highlighted in the report?
- Ask: Does Duncan Chessell find the physical or the mental strain harder?
- Ask: Why do they want to climb Mount Vinson?

#### Code Breaker

- Ask: What words tell you that Duncan has climbed in harsh conditions before?
- Ask: What is the meaning of *elite*, *mammoth*, *grinding* and *arduous*?
- Ask: What simile does Duncan use to describe trekking on the Antarctic ice?

#### Text User

- Ask: What type of text is this? How can you tell?
- Ask: How do the photographs support the text?
- Students identify where the report changes from past to present tense, and why.

#### Text Critic

- Ask: What other information could have been included?
- Ask: What is the purpose of this text? Who is the intended audience?
- Ask: Do you think the author admires the adventurers? Why or why not?

#### Follow-up Activities

- Students investigate and compare the other highest peaks in the world.
- Students discuss the dangers the adventurers might face as they climb Mount Vinson.
- Students investigate the equipment required to trek across Antarctica.

### Text C *Letter from an Explorer*

#### Orientation

- Have students scan the text. Ask: What sort of text is it? Who is the letter from? Who is it to? What might the purpose of the letter be?
- Ask: What do you know about the explorers Burke and Wills?

#### Meaning Maker

- Ask: What is meant by 'these are probably the last lines you will ever get from me'?
- Ask: How did the explorers supplement their food supplies?
- Ask: What is Wills referring to when he writes 'the camels suffered considerably from wet'?
- Ask: Who was 'the Committee'? Why did he believe his father could make claims against it?
- Ask: What do you think happened to William Wills?

#### Code Breaker

- Students use the context to suggest the meaning of 'absolute want of food', 'greatest good luck' and 'proper economy'.
- Ask: What is meant by *nominally*, *nutriment*, *deficiency* and *scarcity*? What is the base word of each? What other words have the same base words?
- Ask: What does *adieu* mean?

#### Text User

- Ask: Why has the author used language that is not commonly used today?
- Ask: What aspects of the layout tell you it is a letter?
- Ask: How do the font and background images help to set the scene and the era?

#### Text Critic

- Ask: Do you think the party was well prepared for the journey? Use examples from the text to justify your response.
- Ask: How well has the author described the conditions on the expedition? What other information could be given?
- Ask: Do you think the author believes he will die? Give reasons for your opinion.

#### Follow-up Activities

- Students identify phrases that are not commonly used today and rewrite them in today's language.
- Students write a letter from William Wills to his father telling him about the proposed expedition, giving the reasons why they were going and what they hoped to achieve.

Text User: text structure and organisation—identifying and using structure of newspaper report

Text Critic: text structure and organisation—identifying author's choice

INVESTIGATING PHASE SECTION 1

Follow-up Activities: language variation and change—rewriting language from the past into language of today

# Pushing Boundaries

## Applying Phase

### Grammar

- The author has used quotation marks throughout the text. Discuss why these have been used in each case.

### Writing

#### Collaborative Writing

- Students write dot points for and against the arguments that modern technology hampers ingenuity and creativity.

#### Independent Writing

- Students create a PMI chart to list the positives, negatives and interesting thoughts about one form of art.
  - Students use the information in the book and from research to write a resume for one of the artists or groups. (See [rigby.com.au/blueprints](http://rigby.com.au/blueprints) for suggested weblinks to assist with this activity.)
- Students complete BLM 12 on p. 121 (content: using a glossary, identifying classes of words, comparing, writing an argument, designing a new look, using the environment to create music or sculpture, creating a model).



### Applying Phase Further Activities

#### CD-ROM

- Going Beyond Information Text: Students investigate different innovations in architecture.
- Going Beyond Interactive Activity: Students match buildings with their name and location.

#### Listening Post

- Text: *The Question of Change* (a discussion text about women's participation in sport)
- BLMs: LP7, LP8, LP9

### Reflection & Assessment

#### Assessment

- Collect students' writing samples, focusing on: the use of correct structure in a reader's theatre script, recount, review and blog; and the ability to recognise positives and negatives, and write a resume.

- Students play 'world expert' by answering classmates' questions for three minutes that require them to give their opinions on aspects of the unit.
- Students complete a self-assessment activity on CD-ROM Assessment Task 3.
- Apply the unit Assessment Rubric (see p. 28) to determine each student's overall achievement.

### Reflection

#### Student Self-assessment

- Students complete the Student Response Journal and the Reading Checklist (see pp. 124–126 of this book).

#### Whole-class Activities

- In reflection groups, students discuss how this unit has impacted on their understanding of the characteristics of boundary pushers and the impact they may have on our lives.
- Students design a board game titled 'Pushing Boundaries'.
- Students share what they learned from the unit, particularly from the *Challenge*, focusing on content, skills and associated activities.

### MONITORING THE CHALLENGE COMPLETION

At this stage students should have:

- made their presentation
- received feedback on their presentation
- discussed what they learned from completing the *Challenge*
- been assessed by the teacher in light of the *Challenge* indicators
- performed a self-evaluation of their presentation.

#### Teacher Evaluation

- How did students respond to the unit res
- Were student needs catered for?
- Was the time adequate for the unit of work
- Which learning activities generated the m interest and enjoyment?
- Did all the students progress through the *Challenge* to a point where they had the opportunity to reflect and articulate their l

CD-ROM: creating texts—using software to create self-assessment

Reflection: whole-class activities; interacting with others—discussions; developing and supporting arguments

#### The Challenge

- Language for interaction—discussions
- Expressing and developing ideas—selecting different modes for presentation of information
- Interacting with others—presentation of Challenge
- Creating texts—using new functions to create texts; using Microsoft® PowerPoint®; creating texts for different audiences
- Creating literature—creating written, spoken and multimodal/digital texts to engage the audience