



From Queen Street...

...To Mall



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Rationale

- Skills are important in the every day lives of students. Teaching skills is most effective when taught with a purpose in mind and taught in the context in which they will be used
- Students become aware of specific skills and begin to develop these skills as they learn about the historical development of Queen Street Mall.
- Students will be given opportunities to demonstrate these skills through the investigation of the mall – how and why the mall has changed and preferred future visions.

Process: What the students will do

- Students will actively investigate the history of Queen Street and record changes and continuities using various devices.
- Develop their understanding of why Queen Street has changed.
- Students develop and apply social, critical and decision-making skills.
- Students present a preferred vision for the future of the Queen Street Mall.

Roles for Life Long Learning

- **Designer & Creator** – Create vision for the Mall that reflects an understanding of past and present aspects of the mall as well as a future vision that is in keeping with what has preceded it.
- **Active Investigator** – Investigate the changes that have occurred to Queen Street and the Mall. Why these changes have occurred and the impact they might have of people in the community.
- **Effective Communicator** – In whole class and group discussions, communicate their findings, understandings and ideas in an effective and a respectful way.
- **Community Contributor** – Actively engages with the community to gain a better understanding of the environment both past and present.

Background to Skills

Definition

- Skills are organised and coordinated activities.
- People develop during repeated experiences (Marsh, 2005).

Process of Teaching Skills

- **Awareness/Understanding** – Information about the skill is gained – what, why, how.
- **Organising/Initial Practice** – we practice the skill in a guided environment.
- **Perfecting/Ongoing practice** – we apply the skill independently as required.

Learning Goals

At the completion of this unit students will be expected to be able to:

- Record the changes and continuities that have occurred in Queen Street using various devices,
- Analyse, interpret and synthesise the information that is collected throughout the unit,
- Express a preferred future vision for the Queen Street Mall based on the evidence they have collected.

Key Questions

- What aspects of Queen Street changed over the years?
- What aspects of Queen Street have not changed?
- Why do you think Queen Street has changed?
- Do you like/dislike the Queen Street Mall? Why?
- How would you like to change the Queen Street Mall in the future?

Core Learning Outcomes

SOSE	English	Drama	Mathematics
<p>TCC 2.2 - Students record changes and continuities in familiar settings using various devices.</p> <p>PS 2.5 – Students express a preferred future vision for a familiar place based on observed evidence of changes and continuities.</p>	<p>CU 2.1 When speaking, students communicate with known audiences and interact in familiar school situations. When listening, students respond appropriately in familiar school and community situations adopting established roles.</p> <p>CU 2.2 When reading and viewing, students make simple inferences from information that is closely related in the text.</p> <p>OP 2.3 When writing and shaping, students replicate a generic structure.</p>	<p>DR 2.1 Students make choices about and develop roles to build dramatic action.</p> <p>DR 2.2 Students share moments of dramatic action using voice and movement so that they can be seen, heard and understood.</p>	<p>S2.2 Students interpret and create simple maps, plans and grids to follow, give directions, and to locate or arrange places or objects.</p> <p>CD 2.2 Students collect and organise data, create and interpret a variety of displays to investigate their own and others' questions, and identify elements of the displays</p>

Unit Overview

Lesson Number	Stage	Skills Involved	Lesson Description	Resources	CLO	Assessment
1 (40 min)	Motivate	Discussion skills Role play Brainstorming	<ol style="list-style-type: none"> 1. Teacher introduces unit. Teacher explains that the class will be involved in a role-play through out the unit. 2. Teacher in role as lord mayor and students as town planners in a meeting. 3. Lord Mayor reads out a letter describing a child's dissatisfaction with lack of facilities in the Mall for children. 4. Lord Mayor says "this letter is one of many letters we have received in the past. Lord Mayor poses a question – 'What are we going to do about it?'" 5. Teacher and students out of role brainstorm ideas and record on a concept map. 6. ACTIVITY: Concept map of Queen St. Problem 	Letter Lord Mayor robe Butcher's paper & textas	CU 2.1 DR 2.1 DR 2.2	Participation in role play – Anecdotal Records
2 (40 min)	Exploration	Interpreting visual media Discussion skills Logical thinking	<ol style="list-style-type: none"> 1. Teacher puts up a series of visual images of Queen Street and the Queen Street Mall. 2. Teacher draws students' attention to specific aspects of the images eg buildings, people, transport, etc. 3. Students begin to consider what has changed and why. 4. Students explore their feelings and opinions about what they see. 5. ACTIVITY: Picture Analysis 	Historical images of Queen Street Images of Queen Street Mall Picture analysis worksheet	TCC 2.2 CU 2.1 CU 2.2	Participation in discussion – Anecdotal Records Completed picture analysis
3 (40 min)	Frame, Negotiate and Identify	Logical thinking Asking questions Discussion skills Role play Social skills	<ol style="list-style-type: none"> 1. Teacher and students in role convene for another town planning meeting. 2. Mayor says, "Recall our last meeting when I talked about the letters we have been receiving. What we are going to do is redesign the mall". 3. Teacher and students out of role. Students are arranged in groups (note 1) and brainstorm within their groups what they already know about the problem. Teacher draws students' attention back to the concept map. Students develop what they want to know in the form of key questions to guide their inquiry throughout the unit. 4. Students bring this together in a whole class activity. 5. ACTIVITY: KWHL 6. Teacher records KW (H will be completed in lesson 5. L will remain unanswered until conclusion of unit). Key questions are scribed onto butcher's paper and displayed around the classroom. 	Concept map from lesson 1 KWHL Chart Butcher's paper & textas	CU 2.1 DR 2.1 DR 2.2	Participation in groups – Anecdotal Records Formation of key questions

4 (40 min)	Frame, Negotiate and Identify	Writing skills Comprehension skills Role play Discussion skills	<ol style="list-style-type: none"> 1. Teacher back in role as Lord Mayor and students back in role as town planners. 2. Lord Mayor and town planners discuss the letter and possible responses. 3. Teacher and students out of role. 4. Teacher shows students how to write a letter (example of letter structure). 5. Students develop their own letters of response. 	Letter Blank letter template	PS 2.5 DR 2.1 DR 2.2 CU 2.1 OP 2.3	Participation in class discussion – Anecdotal Records Role Play – Checklist Letter – criteria sheet
5 (40 min)	Gather Information	Discussion skills Logical thinking	<ol style="list-style-type: none"> 1. Pose the question - how are students to gain the necessary information to base their mall designs on? 2. In a whole class discussion, students determine the best way of gathering the information they need. 3. Teacher should guide the discussion towards interviewing and survey questionnaires. 		CU 2.1	Participation in class discussion – Anecdotal Records
6 (40 min)	Gather Information	Asking questions Creating surveys	<ol style="list-style-type: none"> 1. Teacher hands out to the class an example of a survey questionnaire. The example will give students an idea of what types of questions can be included. 2. Students complete the survey. 3. Teacher discusses strengths and weaknesses of surveys. 4. Students design their own survey (with teacher assistance) from the key questions. 5. ACTIVITY: Survey 6. Students take home a copy of the survey to be completed by parents/ carers and or other family members. 	Example survey	CU 2.1 OP 2.3	Participation in groups – Anecdotal Records Completed surveys
7 (40 min)	Gather Information	Brainstorming Interview skills Social skills – asking questions	<ol style="list-style-type: none"> 1. Show snippet of interview to the class. 2. As a whole class, students brainstorm questions they could ask that would help them gather the necessary information they need to redesign the mall. 3. Teacher models an interview for the students. 4. Students in their groups plan and prepare interview questions. 5. Students practice interviewing each other in their groups 6. ACTIVITY: Interview 	Blank interview question sheets Interview snippet	CU 2.1 OP 2.3	Participation in groups and interviews – Anecdotal Records Completion of interview questions

8 (full day)	Gather Information	Direct observation Asking questions Social skills Reading and interpreting maps Information gathering ICT skills	<ol style="list-style-type: none"> Students participate in an excursion to Queen Street Mall (note 2). Teacher to take video of the day. Students familiarise themselves with Queen St Mall through a sensory walk and mapping activity. ACTIVITY: Sensory Walk ACTIVITY: Map of the Mall Students meet and interview some members of the local community. ACTIVITY: Interview (note 3) Students visit the John Oxley Library. Students are given a guided lesson by library staff on using the resources of the library. Students complete exercises designed to build skills in finding information. 	Camcorder Interview Questions Writing materials Map and sensory walk activity sheet	TCC 2.2 S 2.2	Participation in information gathering – Anecdotal Records Completed map and sensory walk activity sheet Completed library exercise sheet.
9 (40 min)	Gather Information	Information gathering ICT skills	<ol style="list-style-type: none"> Library and Internet information lesson to gather factual (historical) information on Queen Street and Queen Street Mall (note 4) Children focus on what has changed and why 	Queen Street Mall fact sheet (see references)	TCC 2.2 CU 2.2	Participation in information gathering session – Anecdotal Records
10 (40min)	Analyse Information	Devising a timeline Interpreting visual media	<ol style="list-style-type: none"> Student's process information gathered from their library visits. Students would have gathered an array of information, including, pictures, facts and dates. Teacher shows students how to construct a timeline. In their groups, students construct a timeline of the developments that have taken place in Queen Street and the Mall, Activity: Timeline 	Timeline activity sheet Library resources Scissors/ glue	TCC 2.2 CU 2.2	Completed timeline activity sheet
11 (40min)	Analyse Information	Reading and interpreting visual media Discussion skills	<ol style="list-style-type: none"> Teacher shows video taken during the excursion to refresh students' memories (note 5). In their groups, students analyse the video and refer back to sensory walk and mapping activity to complete their Y chart. ACTIVITY: Y-Chart 	Y Chart	CU 2.2	Participation in group discussion - Anecdotal Records
12 (40min)	Analyse information	Distinguishing fact from opinion Interpreting visual media	<ol style="list-style-type: none"> Students are shown snippets of interviews (again) In groups students are asked to determine what is fact and what is opinion. Students review information gathered from their interviews. Whole class discussion about importance of using facts and opinions in making decisions for their future vision of the Queen Street Mall. ACTIVITY: Distinguishing fact from opinion chart 	Interview snippets Fact and opinion activity sheet	CU 2.2	Participation in group and class discussion – Anecdotal Records Completed fact and opinion activity sheet

13 (40min)	Analyse Information	Interpreting survey results Graphical representation of results	<ol style="list-style-type: none"> 1. Teacher displays example survey from lesson 6 and shows students how to collate and analyse results. 2. In their groups, students analyse survey results, using teacher lead method of sorting and categorising. 3. Teacher assists students to represent results using simple pictographs. 4. ACTIVITY: Survey analysis and graphical representation of survey results 	Survey from lesson 6 Survey results Butcher's paper	CU 2.2 CD 2.2	Completed pictographs
14 (60min)	Conclude and Review	Role Play Discussion skills Interpreting/synthesising information Field mapping	<ol style="list-style-type: none"> 1. Teacher and students in role convene short Council meeting. 2. Mayor advises that next meeting will be to present findings. 3. Teacher and students out of role. 4. Teacher and students discuss what they need to prepare for the next meeting. 5. In their groups, students synthesise the information they have gathered and prepare their visions for the redesign of the Queen Street Mall. 6. Students develop a vision statement. 	Y Chart Timeline Pictographs Surveys Interview data Butcher's paper & textas	PS 2.5 DR 2.1 DR 2.2 OP 2.3 S 2.2	Participation in group and class discussion – Anecdotal Records
15 (40min)	Take Action	Presentation Skills Role Play Communication skills	<ol style="list-style-type: none"> 1. Teacher and students in role convene meeting. 2. Town planners present their findings to the Lord Mayor. 	Vision for future of Queen Street Mall	PS 2.5 DR2.1 DR 2.2	Role Play – Checklist
16 (40min)	Reflect On	Evaluation skills	<ol style="list-style-type: none"> 1. Evaluation 1. Review visions. Talk about positives and negatives of student visions. 2. Present and discuss visions to class 3. Suggest alternative activities and experiences that could have improved the unit. 4. Complete 'L' of KWHL chart introduced in lesson 3. 5. Reflect on how the student's opinion of the Mall has changed over the length of the unit. 6. Where to from here. Students choose and negotiate the next topic. The next topic should lead on from this unit. 7. ACTIVITY: Completion of KWHL chart 	Vision statements		Participation in class discussion – Anecdotal Records

Activities

Concept Map

A graphic organiser used to map out ideas or concepts.

KWHL

A strategy to organise thoughts, guide inquiry and reflect on learning - what students **K**now, **W**ould like to know as well as **H**ow to find out and what they have **L**earned.

Picture Analysis

A way of analysing visual media using a series of focus questions.

Survey

A way of gathering information efficiently from a lot of different people.

Interview

A way of gathering more detailed information from specific people.

Sensory Walk

A way of gathering information through direct observation in a particular environment.

Timeline

A way of graphically representing change over a period of time

Y – Chart

A way of analysing sensory information into what you heard, saw and felt.

Notes

Note 1

Teacher may use prearranged groups based on capabilities, interests, learning styles or friendships. A lesson on group processes (ie taking turns, listening to others, taking a vote, etc) may be required here.

Note 2

Parent helpers will be needed for the excursion.

Note 3

Teacher may wish to prearrange interviews with 'passers by'. Council permission may be required for this. Alternatively, students can pretend to be the 'passers by'.

Note 4

Teacher may add additional fact-finding lessons. Also teacher may consider a guest speaker eg John Hockings (<http://www.architectus.com.au/>) who was the architect behind the current mall redesign.

Note 5

Teacher may need to edit video depending on time constraints of lesson.

Resources

Anecdotal Record Sheet

Name 	Notes  	Date			

Resources

Role Play Checklist

Name	Date	Accepts and Maintains Role	Considers aspects of character eg language, tone and gestures	Considers aspects of the drama space and audience	Comments
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Resources

SOSE: Year 3 - Picture Analysis Activity Sheet

Name _____

Look at the two pictures below then answer the following questions.



Picture 1 - Queen Street
Street Mall

Picture 2 - Queen
Street Mall

How has Queen Street changed from Picture 1 to Picture 2? _____

What features of Queen Street have stayed the same? _____

Resources

The Letter

Tommy Upset
32 David Street
ASHGROVE QLD 4060

12 April 2007

Mr. Campbell Newman
Lord Mayor
Office of the Lord Mayor
GPO Box 2287
BRISBANE QLD 4001

Dear Mr. Newman

This week I went to the Queen Street Mall with my mum. I haven't been to the Mall for a long time. I was upset to find the lack of fun things for kids my age. There was no playground equipment or any exciting things for me to do. There are just lots of shops and people walking around, and it is very boring.

I expected to see a playground area with slides, swings and jungle gym equipment. If the Mall had a play area, it would make it a lot more exciting for me and all the other kids.

Could you please add some of these things to the Queen Street Mall? Please stop the Mall from becoming a place where there are no kids, no enjoyment and no laughter.

Yours Faithfully,

SIGNATURE HERE

Tommy Upset

Resources



Letter Template

Your address goes here

.
.
.

The address of whom you are writing to goes here

.
.
.

The date

.

Your greeting

How you want to start your letter

.

The content of the letter

What you want to say

.
.
.

Closing

How you want to end your letter

Signature

.

Resources

Letter Writing Criteria Sheet

Year Level: _____ Date: _____

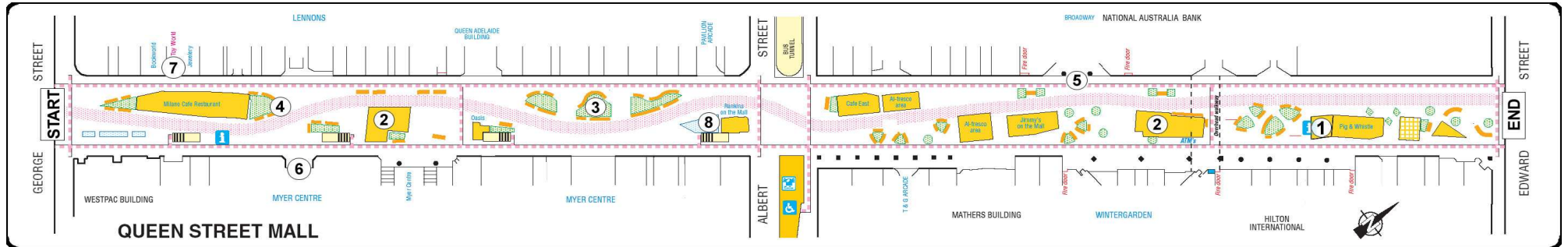
Student: _____

Expected qualities Scale Letter Structure	Indicators of student performance				
	A	B	C	D	E
Excelent use of knowledge, demonstrated and excecuted		knowledge is used and further effort	Student demonstrates knowledge & effort	Effort pressent, but needs improvement	Student shows insufficient effort
Address of writer in top right hand corner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Date the letter was written under the address.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Opening greeting-either formal (Dear) or less formal (Hi).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sentences Start with capitals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Punctuation used.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Information is written in paragraphs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Closing greeting (Yours Sincerely/Truly..)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments: _____

Resources

Sensory Walk Activity Sheet



① _____
 ② _____

③ _____
 ④ _____

⑤ _____
 ⑥ _____

⑦ _____
 ⑧ _____

WHAT DO YOU?		
SEE	HEAR	FEEL
①		
②		
③		
④		
⑤		
⑥		
⑦		
⑧		

SOSE - Year 3 - "From Queen Street to Mall" Timeline Activity
- ANSWER SHEET



Queen Street 1864



Queen Street 1902



Queen Street 1920



Queen Street 1969



Queen Street 1981



Queen Street Mall 1982



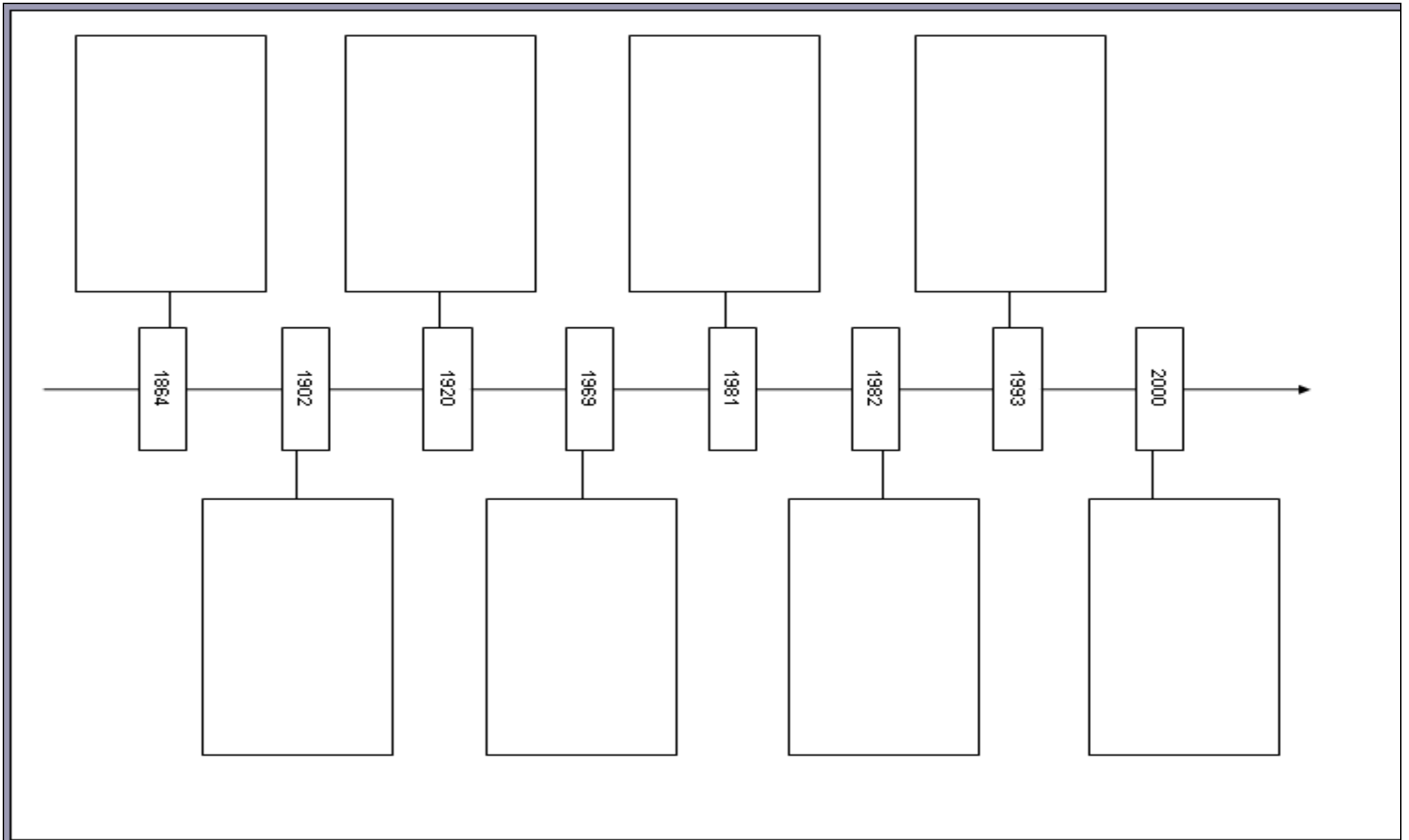
Queen Street Mall 1993



Queen Street Mall 2000

Cut out pictures and glue into time line in the year in which the photographs were taken.





Resources

Survey Questions – Fact and Opinion

1. Have you ever been to the Queen Street Mall?

- Yes
- No

2. How often do you go the Queen Street Mall?

- Never
- Once a year
- Once a month
- Once a week
- Every day
- Other, please specify

3. What do you do when you go the Queen Street Mall?

- Shopping
- Work
- Food breaks (including dinner)
- Pay bills
- To meet friends
- Other, please specify

4. How do you get to the Queen Street Mall (majority of the time)?

- Car
- Motorbike
- Public Transport- Train
- Public Transport- Bus
- City Cat (ferry)
- Taxi
- Walk
- Bicycle

5. What changes have you seen in the Queen Street Mall? Over what period of time?

.....
.....

6. What do you like about the Queen Street Mall?

.....
.....

7. What do you dislike about the Queen Street Mall?

.....
.....

8. Are there any enjoyable things that children can do at the Queen Street Mall?

.....
.....

9. What would you like to change about the Queen Street Mall?

.....
.....

Resources

Name: _____

Distinguishing Fact from Opinion Activity Sheet

Please read the following statements and decide if they are either fact or opinion. Please indicate your response by placing a tick in the answer box.

Statement	Fact	Opinion
How do you get to the Queen Street Mall?	<input type="checkbox"/>	<input type="checkbox"/>
How often do you go the Queen Street Mall?	<input type="checkbox"/>	<input type="checkbox"/>
What do you like about the Queen Street Mall?	<input type="checkbox"/>	<input type="checkbox"/>
What would you like to change about the Queen Street Mall?	<input type="checkbox"/>	<input type="checkbox"/>
What do you do when you go the Queen Street Mall?	<input type="checkbox"/>	<input type="checkbox"/>
Do you think there are any enjoyable things that kids can do at the Queens Street Mall?	<input type="checkbox"/>	<input type="checkbox"/>

Resources

Sample Interview Questions for Students

1. Why have you come to the Queen Street Mall today?
2. What changes have you seen in the Queen Street Mall? Over what period of time?
3. What do you like about the Queen Street Mall?
4. What do you dislike about the Queen Street Mall?
5. What would you like to change?
6. Do you think there are any enjoyable things that kids can do at the Queens Street Mall?

References

Marsh, C. (2005). *Teaching studies of society and environment* (4th ed.). Frenchs Forest, Australia: Pearson Education.

The State of Queensland (The Office of the Queensland School Curriculum Council). (2000). *Studies of society and environment: Years 1 to 10 syllabus*. Brisbane: Queensland School Curriculum Council.

(The following references available from the Brisbane City Council and John Oxley Library Archives and can be used in the 'gathering information' phase of this unit)

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Greenwood, G. & Laverty, J. (1959). *Brisbane, 1859 – 1959: A history of local government*. Brisbane: The Council of the City of Brisbane.

Cole, J. (1984). *Shaping a city: Greater Brisbane*. Brisbane: William Brooks.

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Websites

Brisbane City Council Website – <http://www.brisbane.qld.gov.au/>. Do a search on “Queen Street Mall” and come up with lots of interesting and up to date information for your lessons.

Brisbane Marketing Website - <http://www.brisbanemarketing.com.au/>. Go to “fact sheets” and find a lot of information on the Mall past and present.

Useful strategies for teaching SOSE - www.aldridgeshs.qld.edu.au/sose/skills/strategi.doc