

**Program Outline: Year 5 & 6 Guilty / Not Guilty Education Program – National Trust of Australia (Victoria)**

Developed in partnership with the Victorian Association for the Teaching of English

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| Program title | <b>Guilty / Not Guilty</b>  |
| Location:     | Old Melbourne Gaol, cnr. Russell Sts. & Latrobe Street, Melbourne |
| Year Levels:  | 5 & 6   |
| Discipline:   | English / History   |
| Program Plan: | Excursion Program, Class Activities and Assessment activity       |

**Program Overview**

The Old Melbourne Gaol is arguably Melbourne’s most significant colonial building erected between 1851 and 1864 by the Public Works Department of the Colony of Victoria. The oldest remaining section is the Second Cell Block (1851-1853) serves as a museum and consists of a long block with three tiers of cells terminating in the central hall (1860), the site of the scaffold.

The Old Melbourne Gaol is a popular education attraction as well as a significant heritage site in the heart of the Melbourne CBD. The Gaol precinct includes a Courtroom and Watch house as well as a range of tours through the original Old Melbourne Gaol.

The Guilty / Not Guilty program follows the requirements of the national curriculum for year 5 and 6 English and some components of the year 5 and year 6 levels for History. The national curriculum recognises that the term ‘literature’ refers to past and present texts across a range of cultural contexts that are valued for their form and style and are recognised as having enduring or artistic value. While the nature of what constitutes literary texts is dynamic and evolving, they are seen as having personal, social, cultural and aesthetic value and potential for enriching students’ scope of experience.

### **Guilty / Not Guilty Program Breakdown matched to Year 5 & 6 Curriculum**

The Australian Curriculum (English) aims to ensure that students:

- learn to listen to, read, view, speak, write, create and reflect on increasingly complex and sophisticated spoken, written and multimodal texts across a growing range of contexts with accuracy, fluency and purpose
- appreciate, enjoy and use the English language in all its variations and develop a sense of its richness and power to evoke feelings, convey information, form ideas, facilitate interaction with others, entertain, persuade and argue understand how Standard Australian English works in its spoken and written forms and in combination with non-linguistic forms of communication to create meaning develop interest and skills in inquiring into the aesthetic aspects of texts, and develop an informed appreciation of literature.

The program has been developed with the assistance of the Victorian Association for the Teaching of English (VATE).

It includes a series of activities for classroom use including activities for assessment that a teacher can develop using iPad and internet technologies with the Gaol excursion as the program's highlight. Online resources for teachers and background information are included in the program.

### Guilty / Not Guilty Program Breakdown

| Excursion Activity  |  |   |
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| Description   | Content Areas  | Activity  |
| <p>This will be a sensory experience of what it was like to have been a prisoner with activities carefully designed for students to feel the experience and have the tools and time to respond to it.</p> | <p>These include:</p> <ul style="list-style-type: none"> <li>- reasons for incarceration, daily life as a prisoner and the types of punishment,</li> <li>- women and children in prison,</li> <li>- bushrangers</li> <li>- impact of prison on the indigenous community struggling to survive European settlement</li> <li>- Chinese and other immigrant groups, especially during the gold rush.</li> <li>- guilty or innocent? Were all the prisoners guilty of their alleged crimes?</li> </ul> | <p><b>Gaol Tour (30 – 40 mins)</b><br/>A gaol facilitator will take students on a tour of the cells specifically looking at the experience of incarceration and drawing on specific examples of some of the prisoners lives.</p>  |
|   |  | <p><b>Watch House Experience</b><br/>Students have the opportunity to experience what happens when someone is charged with an offence and how freedom can be taken from them until they are released or go to court. An actor playing the role of a police sergeant works with the students as they make their way through the watch house eventually being 'locked' in a cell. After the experience, there will be reflection and activity time.</p> |
|   |  | <p><b>Court Experience</b><br/>Students enter the Old Magistrates' Court where they participate in one of 3 courtroom dramas; the Trial of Elizabeth Scott, The Crown V Ned Kelly or the Consequences of Bullying Jake. Each student will play a role in one of these scripted courtroom dramas. After the court will be an opportunity for reflection and activity time.</p>   |

| <b>Class Activities using online resources</b>  |   |                             |
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| <b>Learning Area</b>  | <b>Pre Excursion Activities</b>   | <b>Research / Resources</b> |
| Students make connections between their own experiences and those of characters and events represented in texts drawn from different historical, social and cultural contexts (ACELT1613) | Design a quiz using short answer, multiple choice or paragraph questions.   | iPad resource links         |
|   | Prepare a KWL chart (What I know, what I want to know and what I have learnt-The latter is completed at the end of the unit).   | iPad resource links         |
| Students experiment with vocabulary choices to express shades of meaning, modality, feeling and opinion (ACELA1525)   | <b>WAGS</b><br>Develop a list of ‘wonderings’ as a framework for inquiry.<br>Wonderings refers to exploring and discovering. By immersing in the topic or subject in ways appropriate to age and ability, children explore basic concepts.  | iPad resource links         |
| Students make connections between their own experiences and those of characters and events represented in texts drawn from different historical, social and cultural contexts (ACELT1613) |   |                             |
| Students create literary texts that adapt or combine aspects of texts students have experienced in innovative ways (ACELT1618)  | <b>Post Excursion Activities</b>  | Web links                   |
|   | Class discussion: adding multi-sensory detail<br>Students discuss their trip to the OMG and describe what they could see, hear, feel and touch. Using their senses, they write a descriptive paragraph or poem about their experience. Alternatively, they could write paragraph to describe their experience from the point of view of a prisoner. |                             |
| Students use interaction skills, varying conventions of spoken interactions such as voice volume, tone, pitch and pace,   |   |                             |

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| <p>according to group size, formality of interaction and needs and expertise of the audience (ACELY1816)</p> <p>Students successfully use a range of software, learning new functions as required to create texts (ACELY1717)</p> <p>Students plan, draft and publish imaginative texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience (ACELY1714)</p> |   |  |
|   | <b>iPad Program activities</b>  | Post Excursion experience                  |
|   | <p><b>Wordle</b><br/>Create a wordle to describe your experience of a visit to The Old Melbourne Gaol using key words and emotions that represent your impressions.</p>   | Post Excursion experience                  |
|   | <p><b>Popplet</b><br/>Create a popplet to demonstrate the learning you achieved through your visit to the OMG linking ideas and information that connect.</p>   | Post Excursion experience                  |
|   | <p><b>On line poster / Glogster</b><br/>Create a Smore inviting people to come and visit the Old Melbourne Gaol. Decide on the genre, language features, images and viewing text that best serves the purpose of your poster and designated audience.</p> | Post Excursion experience                  |
|   | <p><b>Take a tour:</b><br/>Construct a video tour of the Old Melbourne Gaol using a mobile filming device. Edit the video and present it to an audience.</p>  | Post Excursion experience<br>And web links |
| <p><b>Poetry Activity</b><br/>Create a 'ghostly' poem or an OMG bookr picture book, Mixbook or creative bookbuilder. Use a combination of language and images to inform and describe conditions experienced by the prisoners.<br/>Bookr OMG</p>   | Post Excursion experience   |  |

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|  | <p><b>Create a cinquain poem</b><br/>The first line is one word giving the title. It has 2 syllables. The second line has 2 words that describe the title. It has 4 syllables. The third line has 3 words that express an action. It has 6 syllables. The fourth line has 2 words that express a feeling. It has 8 syllables. The fifth line is 1 word. It has 2 or 3 syllables.</p> | <p>Post Excursion experience<br/>And web links</p> |
|  | <p><b>Compare and contrast</b><br/>Using a graphic organiser to organise the information, research what gaol conditions were like in 1845 compared to 2012. Include information on the different approaches to reforming behaviour. A Venn Diagram could be used to illustrate similarities and differences.</p>   |  |

| Class Assessment Activity  |  |   |  |
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| Learning Area  | Description  | Activities  | Research / Resources   |
| <p>Students analyse and explain how language features, images and vocabulary are used by different authors to represent ideas, characters and events.</p> <p>Students demonstrate understanding of grammar, make considered choices from an expanding vocabulary, use accurate spelling and punctuation for clarity and make and explain editorial choices</p> | <p>Plan, draft and publish persuasive texts, (ACELY1714)</p> <p>Investigate how vocabulary choices, express shades of meaning, feeling and opinion (ACELA1525)</p> <p>Use interaction skills, varying conventions of spoken interactions such as voice volume, tone, pitch and pace, according to group size, formality of interaction and needs and expertise of the audience (ACELY1816)</p> <p>Use a range of software, including word processing to create texts (ACELY1717)</p> | <p><b>A mock trial</b><br/>Prepare a script for a mock trial using a fairy tale or other familiar alternative to build a case. Research appropriate court terminology and format.<br/>For example;<br/>Cinderella versus the Ugly sisters<br/>The Three Bears versus Goldilocks<br/>Prepare a defence for the defendant and/or create a case for the prosecution.<br/>Argue the case for and against.<br/>Use a video to record the trial.</p> <p>Debate whether or not it was fair to keep women with children who were homeless in The Old Melbourne Gaol.</p> <p><b>Guilty or innocent?</b><br/>Taking the point of view of Mrs Kelly, create an argument establishing why the hanging of Ned Kelly was unjust.</p> <p>Create a tourist brochure for the Old Melbourne Gaol Crime and Justice experience. What language features and images do you need to include to attract tourists to the Gaol?</p> <p>Create a bush ballad by innovating on the</p> | <p>Online references and research notes to Youtube clips, websites and other text references::</p> |

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|  | <p>Make connections between students' own experiences and those of characters and events represented in texts drawn from different historical, social and cultural contexts (ACELT1613)</p> <p>Create literary texts that adapt or combine aspects of texts students have experienced in innovative ways (ACELT1618)</p> <p>Identify the relationship between words, sounds, imagery and language patterns in narratives and poetry such as ballads (ACELT1617)</p> | <p>tune and features of an existing ballad but creating their own lyrics and musical accompaniment including percussion, string and wind instruments.</p> |  |
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