

Teacher's Guide

FACES[®]

People, Places, and Cultures

From Cricket Media



MAGAZINE ARTICLES

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FACES IN AUSTRALIA



Teacher's Guide for *Faces: Making Waves in Australia*

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OVERVIEW

In this magazine, readers will learn how a combination of indigenous people and British settlers influenced the development of Sydney,

*Australia. **Faces: Making Waves in Australia** includes information about the language, architecture, legends, and livelihoods that make Sydney distinct.*

ESSENTIAL QUESTION:

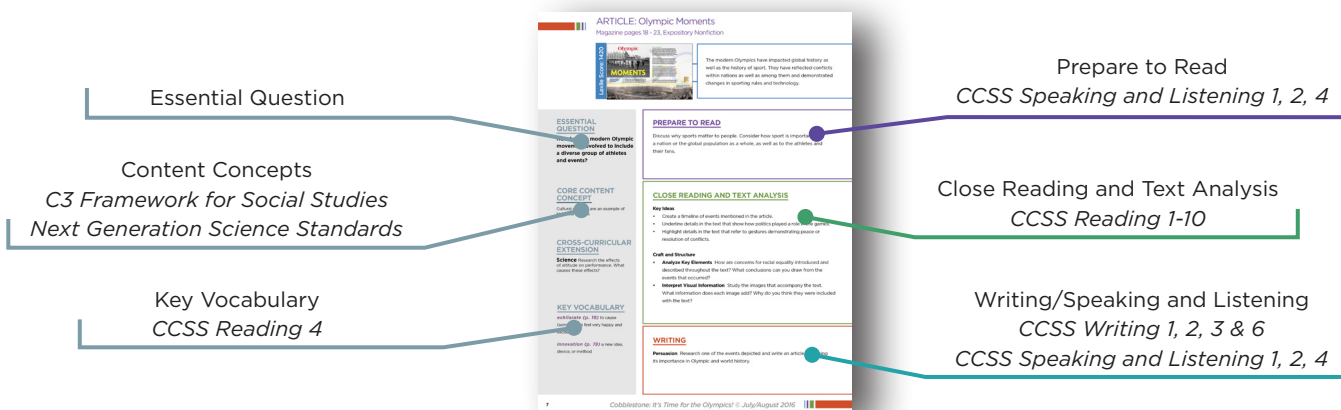
How do Sydney's human characteristics create a unique sense of place?



We invite you to use this magazine as a flexible teaching tool, ideal for providing interdisciplinary instruction of social studies and science content as well as core literacy concepts. Find practical advice for teaching individual articles or use a mini-unit that helps your students make cross-text connections as they integrate ideas and information.

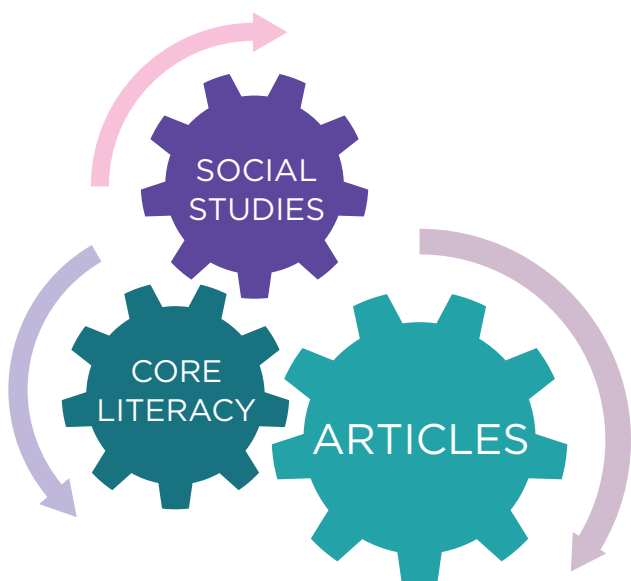
READ INDIVIDUAL ARTICLES PAGES 4 - 13

Each article in this magazine is well-suited for teaching literacy concepts and content area knowledge. For each individual article in this guide, you'll find the following:



TEACH A MINI-UNIT PAGES 15 - 17

Magazine articles can easily be grouped to make cross-text connections and comparisons. Our Mini-Unit allows students to read and discuss multiple articles and integrate ideas and information (CCSS.Reading.9). Discussing multiple articles (CCSS.Reading.9) prepares students to write texts to share and publish in a variety of ways (CCSS.Writing.2).



Essential Question: How do Sydney's human characteristics create a unique sense of place?

MAGAZINE ARTICLES	CORE CONTENT CONCEPT	LITERACY SKILLS	CORRESPONDING CCSS ANCHOR STANDARDS
The Home of the Sydneysiders Expository Nonfiction	Historical events influence the development of a culture.	<ul style="list-style-type: none"> Close Reading Analyze Text Structure Evaluate Evidence Write a Postcard 	<i>Reading 1, 3, 5 & 8</i> <i>Writing 2</i>
Architectural Delights: The Sydney Opera House and Sydney Harbor Bridge Expository Nonfiction	Geographic and man-made features can inhibit or facilitate the movement of people.	<ul style="list-style-type: none"> Close Reading Understand Point of View Interpret Visual Information Write an Editorial 	<i>Reading 1, 3, 6 & 7</i> <i>Writing 1</i>
The Sydney Opera House: Jorn Utzon's Greatest Symphony Expository Nonfiction	Individuals may shape significant historical change.	<ul style="list-style-type: none"> Close Reading Analyze Text Structure Analyze Author's Tone Write a Court Ruling 	<i>Reading 1, 2, 3, 5 & 6</i> <i>Writing 1</i>
A Man and a Bridge: The Story of Paul Cave Expository Nonfiction	Individuals may shape significant historical change.	<ul style="list-style-type: none"> Close Reading Interpret Figurative Meaning Evaluate Evidence Write a Business Letter 	<i>Reading 1, 3, 4 & 8</i> <i>Writing 2</i>
The Dreamtime of Australia's Aboriginal People Expository Nonfiction	Oral traditions reflect cultural elements of place.	<ul style="list-style-type: none"> Close Reading Understand Point of View Evaluate Evidence Write a Fictional Story 	<i>Reading 1, 3, 6 & 8</i> <i>Writing 3</i>
Sleep Overnight and More at the Taronga Zoo Expository Nonfiction	Both human and physical characteristics can distinguish places from one another.	<ul style="list-style-type: none"> Close Reading Interpret Visual Information Evaluate Evidence Read Aloud 	<i>Reading 1, 3, 7 & 8</i> <i>Speaking & Listening 1 & 6</i>
Celebrating Australia's Past and Present Expository Nonfiction	Historical contexts have shaped and continue to shape people's perspectives.	<ul style="list-style-type: none"> Close Reading Analyze Word Choice Understand Point of View Collaborate 	<i>Reading 1, 2, 3, 4 & 6</i> <i>Speaking & Listening 1 & 6</i>
Do You Speak Strine? Expository Nonfiction	Language helps distinguish one place from another.	<ul style="list-style-type: none"> Close Reading Analyze Word Choice Analyze Text Structure Compose an Email 	<i>Reading 1, 2, 4 & 5</i> <i>Writing 2</i>
At Bat with the Sydney Sixers Expository Nonfiction	Human activities affect the cultural characteristics of places or regions.	<ul style="list-style-type: none"> Close Reading Interpret Visual Information Evaluate Evidence Prepare an Interview 	<i>Reading 1, 3, 7 & 8</i> <i>Writing 2</i>
The Burnyip Folktales/Play	Oral traditions reflect cultural elements of place.	<ul style="list-style-type: none"> Close Reading Analyze Literary Devices Evaluate Evidence Analyze a Character 	<i>Reading 1, 2, 3, 4 & 8</i> <i>Writing 2</i>

Comparing Texts: *Reading 9*

Mini-Unit: *Reading 1, 2 & 3; Writing 2; Speaking & Listening 1 & 4*

ARTICLE: The Home of the Sydneysiders

Magazine pages 8-11, Expository Nonfiction



For indigenous people, British settlers, and today's immigrants, Sydney's natural geographic location as a harbor has always made it a popular place to settle. Today, as home to an estimated 5 million people, Sydney is a multicultural center aimed at honoring its past while looking forward to a bright future.

ESSENTIAL QUESTION

How do Sydney's human characteristics create a unique sense of place?

CORE CONTENT CONCEPT

Social Studies Historical events influence the development of a culture.

CROSS-CURRICULAR EXTENSION

History What was life like for the British convicts? Did they ever gain their freedom? Conduct short research into this topic and report your findings to the class.

KEY VOCABULARY

indigenous (p. 9) living or existing naturally in a particular region or environment

migrate (p. 9) to move from one country or place to live or work in another

wharf (p. 9) a flat structure that is built along the shore of a river, ocean, etc., so that ships can load and unload cargo or passengers

PREPARE TO READ

Show students pictures of Sydney's geography. Ask students to make predictions on how people arrived there. Instruct students to check their predictions as they read.

CLOSE READING AND TEXT ANALYSIS

Key Ideas

- Use details from the text to construct a timeline of important events in Sydney's development into a metropolitan center. *CCSS Reading 1*
- Refer to characteristics mentioned throughout the article to answer this question: What is a Sydneysider? *CCSS Reading 1*
- Compare/contrast Sydney to a metropolitan city near you. Cite textual evidence in your comparison. *CCSS Reading 3*

Craft and Structure

- **Analyze Text Structure** This author begins the article using a chronological format. The final page switches to a spatial organization. Why did the author do this and what effect does it have on the tone/mood of the article? *CCSS Reading 5*
- **Evaluate Evidence** The author claims there are two main reasons Sydney's immigrants arrived. Evaluate the evidence mentioned describing each reason. Is it relevant? Is it sufficient to support the author's claim? *CCSS Reading 8*

WRITING

Write a Postcard Imagine you are touring Sydney on vacation. Write a postcard to a family member describing the sights and sounds of Sydney. Use sensory details as much as possible to convey meaning.



Some of Sydney's most identifiable landmarks are the man-made Sydney Harbor Bridge and the Sydney Opera House. Both visually stunning sites encourage movement of locals and tourists through the area.

ESSENTIAL QUESTION

How do Sydney's human characteristics create a unique sense of place?

CORE CONTENT CONCEPT

Social Studies Geographic and man-made features can inhibit or facilitate the movement of people.

CROSS-CURRICULAR EXTENSION

Math/Science Conduct short research to determine how to construct an arch bridge. Why was an arch bridge used in Sydney Harbor vs. a suspension bridge?

KEY VOCABULARY

pylons (p. 12) a tall tower or similar structure

aesthetic (p. 12) of or relating to art or beauty

bearings (p. 12) a machine part in which another part turns or slides

acoustics (p. 14) the qualities of a room (such as its shape or size) that make it easy or difficult for people inside to hear sounds clearly

PREPARE TO READ

Show students images of various architectural wonders such as the pyramids of Giza, the Eiffel Tower, and the Golden Gate Bridge. Ask students to summarize what "architectural wonders" have in common. Tell them to look for these characteristics of the architecture in Sydney as they read.

CLOSE READING AND TEXT ANALYSIS

Key Ideas

- Using explicit details from the text, create a bulleted list of characteristics of the bridge and opera house. *CCSS Reading 1*
- Locate and list three cause-effect statements. *CCSS Reading 3*
- Determine the relationship between the Sydney Harbor Bridge and the Sydney Opera House. Base your conclusion on evidence presented in the article. *CCSS Reading 3*

Craft and Structure

- Understand Point of View** Assume you are a) Jorn Utzon b) a 1960s government official c) an opera singer or musician or d) a tourist. How might each person view the Sydney Opera House and its purpose? *CCSS Reading 6*
- Interpret Visual Information** What do you learn about these structures based on the photographs accompanying the article? In what ways do both structures symbolize movement? *CCSS Reading 7*

WRITING

Write an Editorial The article states 800 families lost their homes due to the construction of the Sydney Harbor Bridge. According to the Australian government, the families were relocated and their homes were demolished. Other than relocation, they were not compensated for their loss. State your opinion on this matter. What is the responsibility of the government to those who lost their homes? To its citizens?



Jorn Utzon was a Danish architect whose design for the Sydney Opera House was chosen by the Australian government. His idea “pushed the envelope” of architectural design, so much so that when construction started, plans were still incomplete. Eventually, Utzon resigned and another architect completed the project. Utzon’s achievement was finally recognized in 2003.

ESSENTIAL QUESTION

How do Sydney’s human characteristics create a unique sense of place?

CORE CONTENT CONCEPT

Social Studies Individuals may shape significant historical change.

CROSS-CURRICULAR EXTENSION

Language Arts Utzon was an architect, not a composer. Then in what way is the Sydney Opera House his “greatest symphony”? Explore the meaning of this in a short essay.

KEY VOCABULARY

complexity (p. 16) a part of something that is complicated or hard to understand

premier (p. 17) the head of the government in some countries

reclusive (p. 17) wanting to be alone and avoid other people

legacy (p. 17) something that happened in the past or that comes from someone in the past

PREPARE TO READ

Ask students to look at the photos of the Sydney Opera House on page 16. Then show images of its interior. (You will have to search “interior images of Sydney Opera House” online.) Instruct students to hypothesize what they think would be the greatest challenges facing such a complex design project.

CLOSE READING AND TEXT ANALYSIS

Key Ideas

- Construct a list of challenges facing Utzon and his crew using details from the text. *CCSS Reading 1*
- Write a brief summary of Jorn Utzon’s career using details from the text. *CCSS Reading 2*
- How would you describe the relationship between the Danish architect and the Australian government? Refer to text evidence to support your stance. *CCSS Reading 3*

Craft and Structure

- Analyze Text Structure** How does a chronological text structure aid our understanding of the scope of this project? How does it help us understand how much the Opera House impacted Utzon’s life? *CCSS Reading 5*
- Determine Author’s Tone** Does the author support Utzon or the Australian government? Cite specific phrases/sentences that support your answer. *CCSS Reading 6*

SPEAKING AND LISTENING

Write a Court Ruling Assume the Australian government sued Utzon for expenses over the initial projected cost of the project. The lawyers have argued their cases, but now it’s time for the judge to issue their ruling. Use details from the article to craft a persuasive argument why the Australian government should win or lose the lawsuit.

ARTICLE: A Man and a Bridge: The Story of Paul Cave

Magazine pages 18-19, Expository Nonfiction



Paul Cave's self-professed obsession with the Sydney Harbour Bridge began when he was a teenager. Today, he shares his love of the bridge with adventure-seekers who climb to the top of the bridge with Cave's business, Bridge Climb.

ESSENTIAL QUESTION

How do Sydney's human characteristics create a unique sense of place?

CORE CONTENT CONCEPT

Social Studies Individuals may shape significant historical change.

CROSS-CURRICULAR EXTENSION

Math Is Bridge Climb a profitable business? If each climber pays \$300 ("several hundred dollars") calculate how much revenue has come in since Bridge Climb's inception.

KEY VOCABULARY

obsession (p. 18) something that a person thinks about constantly or frequently

memorabilia (p. 18) things collected as souvenirs

inaugural (p. 18) happening as part of an official ceremony or celebration when someone (such as a newly elected official) begins an important job

revenue (p. 18) money that is made by or paid to a business or an organization

PREPARE TO READ

Ask students to brainstorm a list of extreme sports. Discuss the personality characteristics of people who enjoy these types of activities. Then pose this question: Would you climb to the top of a bridge?

CLOSE READING AND TEXT ANALYSIS

Key Ideas

- Locate specific details that emphasize how strongly Cave felt about beginning the Bridge Climb business. *CCSS Reading 1*
- Draw conclusions about what additional items might be in Cave's bridge collection. Predict what will happen to his collection upon his death. *CCSS Reading 1*
- What events came about because Cave saw a train ticket when he was 19? *CCSS Reading 3*

Craft and Structure

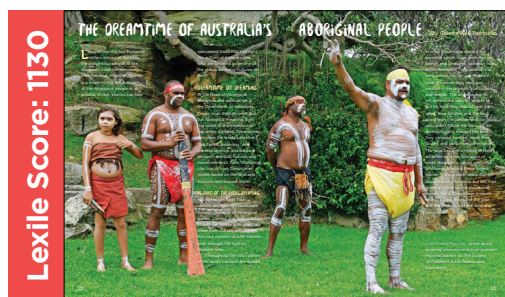
- **Interpret Figurative Meaning** Cave used the phrase "mind blowing" to describe an experience climbing a bridge. Use context clues to determine what this phrase means. *CCSS Reading 4*
- **Evaluate Evidence** Evaluate evidence presented in the article showing that climbers' safety is important to Cave. Is the evidence sufficient? *CCSS Reading 8*

WRITING

Write a Business Letter Assume you are Paul Cave. You need to write a letter to government officials to renew the permit and lease for Bridge Climb. Be sure to explain why renewing the permit is a good idea and to address any potential concerns. Cite information from the article.

ARTICLE: The Dreamtime of Australia's Aboriginal People

Magazine pages 20-21, Expository Nonfiction



One of the ways you can learn about Australia's indigenous people is by taking a walking tour of Sydney. On this tour, instead of gazing at landmarks and architecture, an Aboriginal guide leads you through Sydney's harbor area and tells stories of Dreamtime, or the earth's creation. In this way, people gain a better understanding of Aboriginal beliefs.

ESSENTIAL QUESTION

How do Sydney's human characteristics create a unique sense of place?

CORE CONTENT CONCEPT

Social Studies Oral traditions reflect cultural elements of place.

CROSS-CURRICULAR EXTENSION

Language Arts Search "Aboriginal dreamtime legends" online and click on images. Instruct students to choose an image and write a descriptive paragraph of what the image portrays.

KEY VOCABULARY

moral (p. 20) concerning or relating to what is right and wrong in human behavior

heritage (p. 21) the traditions, achievements, beliefs, etc., that are part of the history of a group or nation

sacred (p. 21) worthy of religious worship; very holy

PREPARE TO READ

Ask students to define oral tradition. Explore the importance of oral tradition in the preservation of cultural stories. Why, even though we have books, computers, etc. is it important to keep oral traditions alive?

CLOSE READING AND TEXT ANALYSIS

Key Ideas

- Based on details describing Dreamtime, create a 4-panel illustration of the creation process the author describes. *CCSS Reading 1*
- The author says the Aboriginal people "are believed to be one of the oldest surviving cultures on earth." What can you infer about the reasons why they've survived? *CCSS Reading 1*
- According to the aboriginal people, what is the relationship between semi-human ancestor spirits and the physical characteristics of the Earth? *CCSS Reading 3*

Craft and Structure

- Understand Point of View** What benefits do people receive on this tour since it has an Aboriginal guide? How might the information differ if your guide was a foreign exchange student? *CCSS Reading 6*
- Evaluate Evidence** Dreamtime is said to balance spiritual, natural, and moral elements. Locate evidence of this in the text. *CCSS Reading 8*

WRITING

Write a Fictional Story The Australian government is working with many individuals and groups to preserve Aboriginal culture. Imagine a fictional scenario involving the Australian government and an organization or individual working to protect Aboriginal culture. Write a short 5-paragraph fiction story describing the interactions between them.

Have you ever dreamed of spending the night in a zoo? Then Sydney's Taronga Zoo is the place for you. Besides this "Roar and Snore" adventure, the zoo conducts animal research, conservation, and rehabilitation. It also pays tribute to the indigenous people who traditionally owned the zoo's land.

ARTICLE: Celebrating Australia's Past and Present in Sydney

Magazine pages 26-27, Expository Nonfiction



January 26th is a dual holiday in Australia. While Australia Day commemorates the arrival of British settlers, Survival Day commemorates the resilience of the indigenous people as waves of foreigners settled on their lands. January 26th has also become a popular day to become an Australian citizen.

ESSENTIAL QUESTION

How do Sydney's human characteristics create a unique sense of place?

CORE CONTENT CONCEPT

Social Studies Historical contexts have shaped and continue to shape people's perspectives.

CROSS-CURRICULAR EXTENSION

History Conduct additional research to compare the impact of British settlers in Australia to what happened in America. How did both countries encounter joy and sorrow? What lessons can we learn?

KEY VOCABULARY

resilience (p. 26) the ability to become strong, healthy, or successful again after something bad happens

convict (p. 27) a person who has been found guilty of a crime and sent to prison

PREPARE TO READ

Tell students this fact: Although Columbus Day is a national holiday, the states of Hawaii, Alaska, Oregon, and South Dakota do not recognize it. In South Dakota, Columbus Day is called Native American Day. Ask students to hypothesize why this is the case.

CLOSE READING AND TEXT ANALYSIS

Key Ideas

- Infer how Australia's indigenous people strive to keep their culture alive. Base your inferences on details mentioned in the article. *CCSS Reading 1*
- Summarize how January 26th serves as a reminder of the country's past and present. Quote text references in your summary. *CCSS Reading 2*
- Write a 2-paragraph comparison of Australia Day and Survival Day. Use details from the text to support your claims. *CCSS Reading 3*

Craft and Structure

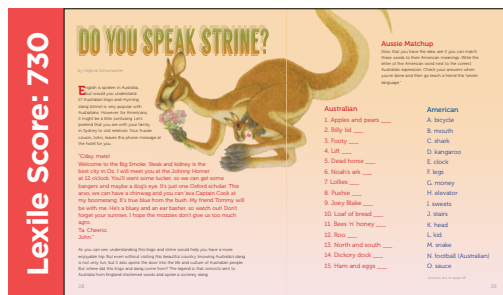
- Analyze Word Choice** Create a list of sensory details the author uses in her description of the events of January 26th. How does word choice help provide mental images that impact the mood created by the author? *CCSS Reading 4*
- Understand Point of View** What is the author's point of view on Australia Day? What details from the text support your claim? *CCSS Reading 6*

SPEAKING AND LISTENING

Collaborate Do you think Australia Day and Survival Day should be celebrated on different days? Why/why not? Base your opinion on details from the article.

ARTICLE: Do You Speak Strine?

Magazine pages 28-29, Expository Nonfiction



Even though English is commonly spoken in Australia, it may seem difficult for Americans to understand. That's because Australian English is full of slang, or strine. According to popular legend, this practice was started by British convicts. Its use remains alive and well today.

ESSENTIAL QUESTION

How do Sydney's human characteristics create a unique sense of place?

CORE CONTENT CONCEPT

Social Studies Language helps distinguish one place from another.

CROSS-CURRICULAR EXTENSION

Language Arts Use the American terms listed on page 29 to construct a short paragraph. Then substitute the strine terms. How does slang affect meaning?

KEY VOCABULARY

lingo (p. 28) a language

slang (p. 28) words that are not considered part of the standard vocabulary of a language and that are used very informally in speech, especially by a particular group of people

cockney (p. 28) a person from the East End of London

PREPARE TO READ

Share this fact with students: Australia has no official language. Yet, if you visit, you may be able to understand much of what is spoken, because many settlers spoke English. Ask students to predict what might happen to groups of people who speak the same language but live in distant locations for a long period.

CLOSE READING AND TEXT ANALYSIS

Key Ideas

- Infer why Australia does not have an official language. Base your inference on details from the article. *CCSS Reading 1*
- The author says Australian slang “opens doors into the life and culture of Australian people.” Cite evidence supporting this claim. *CCSS Reading 1*
- Summarize the theme of this article. What details support your answer? *CCSS Reading 2*

Craft and Structure

- Analyze Word Choice** Analyze the matching exercise. Remember: strine is rhyming slang. Use this clue to aid you in completing the exercise and “translating” the letter on page 28. Do context clues help you? *CCSS Reading 4*
- Analyze Text Structure** Why is a comparison text structure the best format for this information? How might your understanding of the differences between American and Australian English change if a different structure had been used? *CCSS Reading 5*

WRITING

Compose an Email Does your region of America have the equivalent of strine? Compose an email to a real or imagined Aussie friend using American slang. Make sure to offer enough context clues so your recipient can decipher meaning.

ARTICLE: At Bat with the Sydney Sixers

Magazine pages 30-32, Expository Nonfiction



In Sydney, as well as throughout Australia, the game of cricket is extremely popular. Cricket is similar to American baseball and may have developed from a common ancient game. If you're in Sydney during an Australian summer, you're likely to hear the shouts of fans and players enjoying a game of cricket.

ESSENTIAL QUESTION

How do Sydney's human characteristics create a unique sense of place?

CORE CONTENT CONCEPT

Social Studies Human activities affect the cultural characteristics of places or regions.

CROSS-CURRICULAR EXTENSION

Physical Education Make a list of P.E. equipment that could be adapted for use in a cricket game. Attempt to play a game of cricket.

KEY VOCABULARY

align (p. 31) to arrange things so that they form a line or are in proper position

cricket (p. 31) a game played on a large field by two teams of 11 players who try to score runs by hitting a small ball with a bat and then running between two sets of wooden sticks

PREPARE TO READ

It's spring training time for American baseball! Ask students to summarize what they know about how people respond to the beginning of another sports season for their favorite sport(s). Then, have students predict what sports are popular in Australia and why.

CLOSE READING AND TEXT ANALYSIS

Key Ideas

- Based on the fact that Australia's cricket heritage comes from ties to Great Britain, what can you conclude about other areas settled by the British?
CCSS Reading 1
- The author says cricket and baseball may have evolved from the same game. Cite details from the text to support this claim. *CCSS Reading 1*
- Why did Australia choose to have cricket teams for each major city?
CCSS Reading 3

Craft and Structure

- Analyze Visual Information** The author says cricket games are huge social events. Evaluate evidence of this in the photos accompanying the article. Why is it important for members of society to gather for fun/sport activities?
CCSS Reading 7
- Evaluate Evidence** Cricket's popularity is growing. Evaluate evidence supporting this idea in the text. Is it sufficient? *CCSS Reading 8*

SPEAKING AND LISTENING

Prepare an Interview Assume you are going to interview a team member of the Sydney Sixers. (They've just won the cricket tournament in South Africa.) What questions would you ask? What would fans back in Sydney want to know? Practice asking your questions after you write them down.



In search of food for their families, some men go hunting. When one man catches a strange creature, he ignores his fellow hunters who tell him to release the creature. The young creature's mother, eager to reclaim her baby, floods the land and turns the hunter and his people into black swans.

ESSENTIAL QUESTION

How do Sydney's human characteristics create a unique sense of place?

CORE CONTENT CONCEPT

Social Studies Oral traditions reflect cultural elements of place.

CROSS-CURRICULAR EXTENSION

Science Conduct research into the black swan's habitat, predators, life cycle, etc. Report your findings to the class. What characteristics make it human-like?

KEY VOCABULARY

hurl (p. 42) to throw something with force

boomerang (p. 42) a curved, flat, wooden tool that can be thrown in such a way that it returns to the thrower

mortals (p. 45) a human being

PREPARE TO READ

Tell students that, in springtime, many animals are making preparations for baby arrivals. Ask students to summarize what they know about animals in the wild and their mother/offspring relationships. What warning is often given? Why?

CLOSE READING AND TEXT ANALYSIS

Key Ideas

- Based on remarks and actions made by the characters, what can you infer about the culture and society structure of the villagers? *CCSS Reading 1*
- Determine the moral of the story. Cite evidence from the play supporting your choice. *CCSS Reading 2*
- Describe the relationships between the mother and baby Bunyip and Maroochy and Adina. In what ways are they similar? *CCSS Reading 3*

Craft and Structure

- Analyze Literary Devices** As the hunters run from the mother Bunyip, the narrator says, "On they flew, their feet scarcely touching the ground." How is this an example of foreshadowing? Was it done intentionally? *CCSS Reading 4*
- Evaluate Evidence** The author doesn't explicitly claim the Bunyip turned Maroochy and the villagers into black swans. But how is this fact alluded to? Is there relevant and sufficient evidence to support this claim? Why/why not? *CCSS Reading 8*

WRITING

Analyze a Character This folktale can be classified as a tragedy—where the main character brings disaster upon himself and others because of a character flaw. Write a short essay where you analyze Maroochy's character. What are his personality characteristics? What are his character flaws? How is he a tragic hero? What can we learn from his example?

CROSS-TEXT CONNECTIONS

SYNTHESIZE: Guide students to compare articles they read. Help students find the connections between pieces of information in multiple articles. Use prompts, such as the following examples, to have students work together to **Integrate Ideas and Information** (CCSS.Reading.9).

- Calling all adventure seekers! Gather information about adventures from “Sleep Overnight and More at the Taronga Zoo” and “A Man and a Bridge: The Story of Paul Cave.” Compare/contrast these adventures and use the information to construct a travel brochure aimed at the adventure seeker.
- Australia, and especially Sydney, is known for its indigenous people. Using information from “Sleep Overnight and More at the Taronga Zoo,” “Celebrating Australia’s Past and Present in Sydney,” and “The Dreamtime of Australia’s Aboriginal People,” create a flipbook of information representing how indigenous people impact Australian culture.
- The influx of British people in the 1700s continues to affect Australian culture today. Find evidence of this by making connections across multiple texts. Illustrate this concept by using a world map and placing arrows to show the movement of people and ideas.
- Every feature article in this issue addresses a human characteristic of Sydney. Human characteristics include architecture, how people make a living, who owns the land and how it’s used, communication styles, and religion. As you read each feature, determine which human characteristic(s) is being highlighted. Compile a list of article names and human characteristics as you make your way through the magazine. Together, how do these characteristics help create Sydney’s unique sense of place?
- Skylines of major cities are often easily identifiable. Use information from “Celebrating Australia’s Past and Present in Sydney” and “Architectural Delights” to sketch a Sydney skyline. Also include what you learn in “The Dreamtime of Australia’s Aboriginal People” to add details to the portions above and below your skyline drawing.

EXPLORATORY LEARNING - FLEXIBLE MINI-UNIT DESIGN

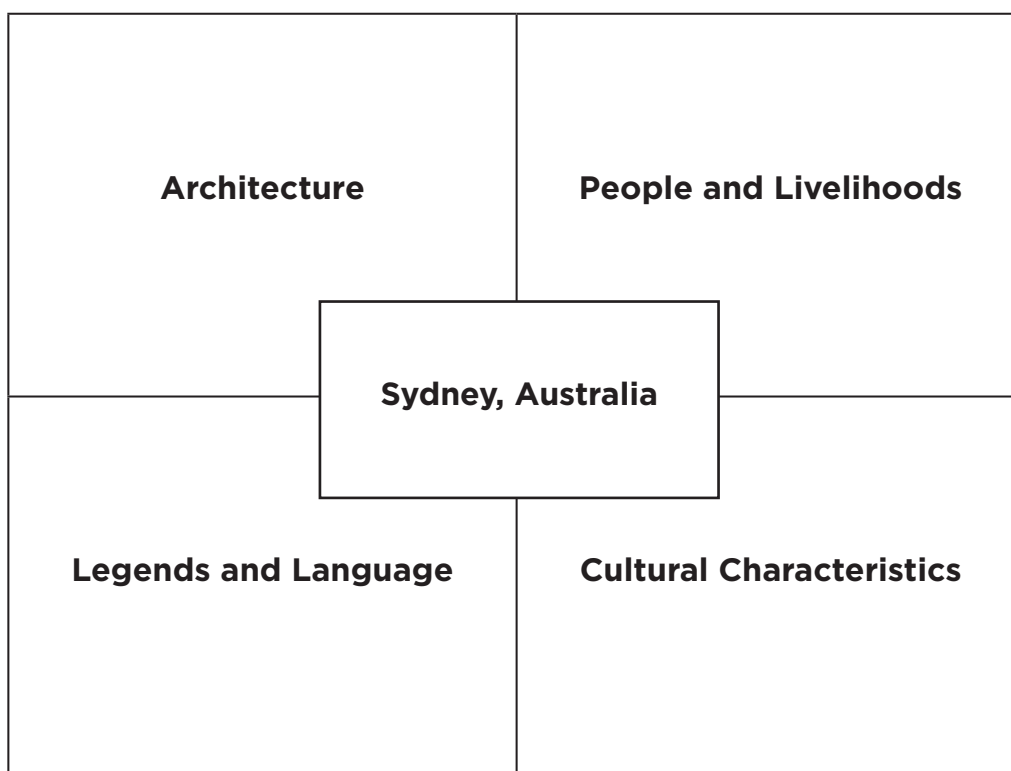
ENGAGE

READ FOR A
PURPOSE

APPLY

In this mini-unit, students will work in groups to learn about the human characteristics that make Sydney, Australia unique and then create a paper version of a website entitled The Sights and Sounds of Sydney. Finally, students will share their website design with their classmates.

ENGAGE: Engage students in the topic of Sydney, Australia by directing students to the graphic organizer below. Explore the four quadrants to assess students' prior knowledge. Explain that these areas will be discussed throughout this issue as we examine this Essential Question: How do Sydney's human characteristics create a unique sense of place?





READ FOR A PURPOSE

INTRODUCE THE ACTIVITY: THE SIGHTS AND SOUNDS OF SYDNEY Explain to students that the culminating activity for this mini-unit is the construction of a website. For time's sake, this website will be designed on paper and in groups. At the conclusion of each group's website design, they will present their website to the class.

RETURN TO THE TEXT: Before students can begin working on their websites, they must first gather information. As a class, read "The Home of Sydneysiders" (page 8 of the magazine). Discuss details that already stand out as making Sydney a unique location.

At this time, break students into groups of 4. Tell students that each person in their group will be responsible for a "page" of the website. All members are responsible for information added to the final page: Links.

To gather information for the website, hand out the synthesis graphic organizer and allow groups to assign a topic to group members using the following:

General Information: "At a Glance"

"Dear Kylie"

"Eucalyptus: More Than Your Average Tree"

"Wombat: Master Digger"

People: "The Sydney Opera House: Jorn Utzon's Greatest Symphony"

"A Man and a Bridge: The Story of Paul Cave"

"The Bunyip"

Places: "Architectural Delights"

"Sleep Overnight and More at the Taronga Zoo"

"At Bat with the Sydney Sixers"

Culture: "Do You Speak Strine?"

"Celebrating Australia's Past and Present in Sydney"





APPLY: THE SIGHTS AND SOUNDS OF SYDNEY Now that students have gathered information, they are ready to begin constructing their paper-version websites.

Materials

- Blank 8 1/2 x 11 paper (several sheets per group)
- Photocopier
- Stapler

STEP 1: Design Website Templates Give students several sheets of blank paper. Instruct groups to work together to design templates for each page of their website. On the first page, design the homepage. What design provides the greatest visual appeal? Be sure to include “tabs” or a “drop-down menu” for the following sub-pages: People, Places, Culture, and Online Resources. Next, assign each student the task of creating one of the four sub-page templates. These sub-page templates should be generic and only outline where things may appear.

STEP 2: Design Individual Web Pages Make sure each student has a copy of the website templates. Tell students to refer to their notes from the synthesis graphic organizer to determine what information they will include on their individual pages. Remind students to make sure the information pertains to the overall theme of their website, The Sights and Sounds of Sydney, and the topic of their page: People, Places, Culture, or Online Resources.

STEP 3: Review Links Upon completing the individual pages, tell group members to come together to review the list of web resources on the Online Resources page (the final page of their website). Ask them to make any final additions they feel would add to their site.

STEP 4: Present Website Allow each group to present their website to the class. Tell students to describe their thought process behind the template design and to explain why different information was included on each individual page.

STEP 5: Group Analysis As a class, discuss what was learned and determine how this information answers the Essential Question: How do Sydney’s human characteristics create a unique sense of place?



NAME: _____

SYNTHESIS: READING MULTIPLE ARTICLES

Use this chart to gather related information from several articles about the People, Places, and Culture of Sydney, Australia.

Article 1	Article 2	Article 3



Meeting State and National Standards: Core Instructional Concepts

The articles in this magazine provide a wealth of opportunities for meeting state and national instructional standards. The following pages contain charts listing Core Instructional Concepts for each of three curricular areas: English Language Arts, Science, and Social Studies.

USING THE STANDARDS CHARTS

ELA

Corresponding CCSS anchor standards have been listed next to each item on the Core Instructional Concepts chart. To customize the chart, add your own grade, state, or district standards in the last column. Match the concepts and standards from the chart to the activities on each page of the Teacher's Guide to complete your lesson plans.

SOCIAL STUDIES

Content Concepts in each Article Guide are based on Dimension 2 of the CS Framework for Social Studies: Applying Disciplinary Concepts and Tools. Use the last column in the accompanying chart to correlate these concepts to your state or district standards.

SCIENCE

Content Concepts in each Article Guide are drawn from the Three Dimensions of the Next Generation Science Standards. You will also find connections to these concepts within individual close-reading questions.

MATH

Content Opportunities for math activities are provided in the Cross-Curricular extensions on each Article Guide page.



CORE INSTRUCTIONAL CONCEPTS: READING, LITERATURE, AND LANGUAGE ARTS

SKILLS AND CONCEPTS	CCSS ANCHOR STANDARD	CORRESPONDING STANDARD
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KEY IDEAS AND DETAILS

Read closely to determine what a text says explicitly.	Reading 1	
Make logical inferences to determine what the text communicates implicitly.	Reading 1	
Cite specific textual evidence to support conclusions drawn from the text.	Reading 1	
Determine central ideas or themes of a text and analyze their development.	Reading 2	
Summarize key supporting details and ideas.	Reading 2	
Analyze how individuals, events, and ideas develop and interact over the course of a text.	Reading 3	

CRAFT AND STRUCTURE

Interpret words and phrases as they are used in a text.	Reading 4	
Determine technical, connotative, and figurative meanings.	Reading 4	
Analyze how specific word choices shape meaning or tone.	Reading 4	
Analyze the structure of texts (sequence, cause/effect, compare/contrast, problem/solution)	Reading 5	
Recognize the genre, key elements, and characteristics of literary texts.	Reading 5	
Assess how point of view or purpose shapes the content and style of a text.	Reading 6	
Analyze how an author's style and tone affects meaning.	Reading 6	

INTEGRATION OF KNOWLEDGE AND IDEAS

Integrate and evaluate content presented in diverse media and formats.	Reading 7	
Identify and evaluate the argument and claims in a text.	Reading 8	
Analyze how two or more texts address similar themes or topics.	Reading 9	

WRITING

Write arguments to support claims, using valid reasoning and relevant and sufficient evidence.	Writing 1	
Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately.	Writing 2	
Write narratives to develop real or imagined experiences or events.	Writing 3	
Draw evidence from literary or informational texts to support analysis, reflection, and research.	Writing 9	
Conduct short as well as more sustained research projects .	Writing 10	



CORE INSTRUCTIONAL CONCEPTS: SOCIAL STUDIES

C3 INQUIRY ARC DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS

STATE OR DISTRICT STANDARD

CIVICS

Analyze the origins, functions, and structure of different governments and the origins and purposes of laws and key constitutional provisions.	
Summarize core civic virtues and democratic principles .	
Evaluate policies intended to address social issues.	

ECONOMICS

Evaluate the benefits and costs of individual economic choices .	
Analyze economic incentives , including those that cause people and businesses to specialize and trade.	
Explain the importance of resources (i.e. labor, human capital, physical capital, natural resources) in methods of economic production .	
Explain the functions of money in a market economy.	
Explain the importance of competition in a market economy.	
Apply economic concepts (i.e. interest rate, inflation, supply and demand) and theories of how individual and government actions affect the production of goods and services .	
Analyze economic patterns , including activity and interactions between and within nations.	

GEOGRAPHY

Construct and use maps and other graphic representations (i.e. images, photographs, etc.) of different places.	
Explain cultural influences on the way people live and modify and adapt to their environments.	
Analyze places, including their physical, cultural and environmental characteristics and how they change over time.	
Analyze movement of people, goods, and ideas .	
Analyze regions, including how they relate to one another and the world as a whole from a political, economic, historical, and geographic perspective.	

HISTORY

Interpret historical context to understand relationships among historical events or developments .	
Evaluate historical events and developments to identify them as examples of historical change and/or continuity .	
Analyze perspectives , including factors that influence why and how individuals and groups develop different ones.	
Evaluate historical sources , including their reliability, relevancy, utility, and limitations.	
Analyze causes and effects , both intended and unintended, of historical developments.	



CORE INSTRUCTIONAL CONCEPTS: SCIENCE

DIMENSION 1: SCIENTIFIC AND ENGINEERING PRACTICES

Dimension 1 focuses on the practice of science, and how knowledge is continually adapted based on new findings. The eight practices of the K-12 Science and Engineering Curriculum are as follows:

- Asking questions (for science) and defining problems (for engineering)
- Developing and using models
- Planning and carrying out investigations
- Analyzing and interpreting data
- Using mathematics and computational thinking
- Constructing explanations (for science) and designing solutions (for engineering)
- Engaging in argument from evidence
- Obtaining, evaluating, and communicating information

DIMENSION 2: CROSSCUTTING CONCEPTS

Dimension 2 provides an organizational schema for integrating and interrelating knowledge from different science domains. The eight NGSS Crosscutting Concepts are as follows:

- Patterns
- Similarity and Diversity
- Cause and Effect
- Scale, Proportion, and Quantity
- Systems and System Models
- Energy and Matter
- Structure and Function
- Stability and Change

DIMENSION 3: DIMENSIONS AND DISCIPLINARY CORE IDEAS

Dimension 3 presents a contained set of Disciplinary Core Ideas to support deeper understanding and application of content. The following chart details Core Ideas for curriculum, instructional content, and assessments within four domains.

LIFE SCIENCE

- Structure and Function of Living Things
- Life Cycles and Stages
- Reproduction & Inherited Traits
- Animals
- Plants

PHYSICAL SCIENCE

- Forces and Interactions
- Energy
- Light
- Sound
- Electricity/Magnetism
- Matter
- Waves
- Heat
- Chemistry
- Information Processing

EARTH SCIENCE

- Weather
- Climate
- Rocks & Soil
- Erosion and Weathering
- Landforms
- Water
- Oceans
- History of Earth
- Plate Tectonics
- Volcanoes, Earthquakes, and Tsunamis

SPACE SYSTEMS

- Solar System
- Planets
- Moon
- Sun