

STAGE 1 UNIT 5 HSIE

What is included?

- PowerPoint with over 460 slides
- Student workbook and assessment tasks
- PDF for easy printing
- Teaching notes under each slide



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What is included?

- Quick links to units.
- Sections for each lesson included in the PowerPoint presentation.
- Self Assessment tasks.

Lesson 1: 5-1 What is communication?

Communication helps people connect with others, learn new things, work together and build relationships..



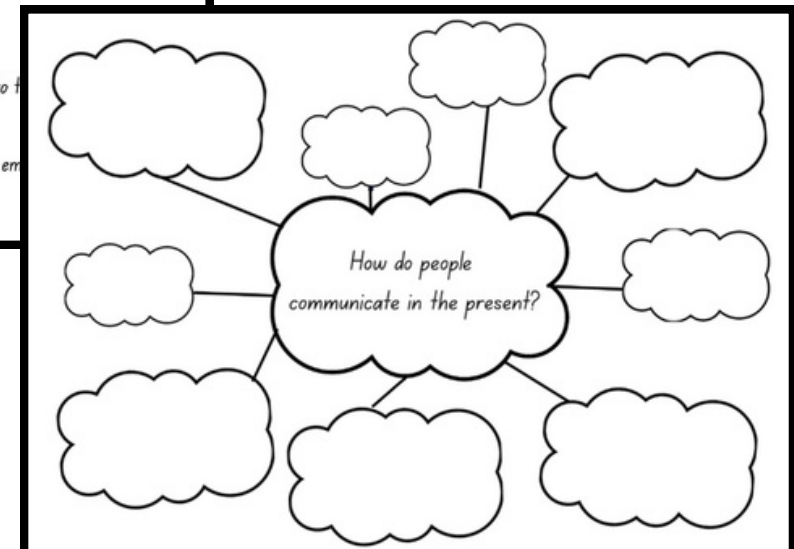
mime these actions

stand up and act out the following:

- ☐ talking on the phone
- ☐ gesturing hello or goodbye
- ☐ writing a note
- ☐ inviting someone to come into the room
- ☐ indicating to be quiet
- ☐ using technology to send an email

Lesson 1: 8 What is communication?

What are the present methods of communication used by you?
Record your ideas on your whiteboard.



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Lesson 2: 11-13

Communication in the Present

Photographs like this, as well as objects, can be observed and described as evidence for historians to learn about how people communicate in the past and the present.

Observe and interact with the display of present communication items.



Observe and describe how each item in the display is used to communicate.

I will record ideas on the board. **For example**, 'I notice buttons, a screen and an input for a charger cord on this smartphone. Smartphones can be used to text, video or audio call and you can also send photos and videos'.

Lesson 3: 4

Storytelling

Storytelling is an ancient and enduring form of communication.

Ancient means it happened a very long time ago.

enduring

Enduring means something that lasts for a very long time and continues to be important, even as things change (Cambridge Dictionary n.d.).



Storytelling was used in the past and has lasted for thousands of years. It is still an important form of communication today, to keep culture and history alive.

Lesson 2: 6-8

Communication in the Present



In the present, many people use technology to communicate. Technology has made communication faster and easier.

Communicating using technology means using tools like computers, tablets, mobile phones or the internet to send and receive messages.

This photograph is evidence of someone making a video call to a group of people on their computer.

Lesson 3: 15-17

Storytelling

By examining this piece of evidence we can see that Aboriginal Peoples have used and continue to use dance, stories, and oral language to communicate and share their culture.

Aboriginal and Torres Strait Islander Peoples have also passed stories down through generations. We call these '**oral traditions**'.

The importance of oral traditions as a way of keeping culture and history alive.



How you can use it:

All lessons are planned to be 60 minutes long.

There are 16 weeks of units plus 4 additional extension units.

20 hours of teaching time



This unit aligns with the new NSW syllabus documents.
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Lesson 3 : 11-12

Storytelling

Positioning your body towards the people you are communicating with allows everyone to see each other and talk to each other easily. It includes everyone. When we can see people's eyes, faces and bodies, we can also understand how they feel. Smiles, nods or frown are examples of non-verbal communication which are ways of communicating without using words.



Form small groups by sitting in circles. Observe, examine and describe what is happening in the image.

Lesson 3 : 22-23

Storytelling

In workbooks record a reflection about storytelling in the past and the way people tell stories in the present..

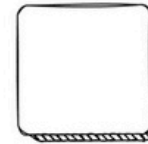
Regroup and invite students to share recorded ideas with the class.

As students share, provide feedback and revoice ideas to highlight the use of storytelling as a form of communication.

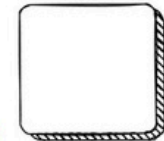


Type of communication -----

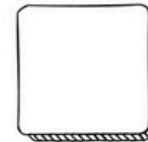
What did it look like in the past?



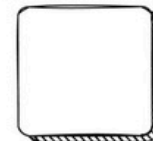
What features are still similar?



What is different or changed?



How does it look in the present?



In the past -----

but in the present -----

Past	Present
	

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Lesson 5 - Communication over Time

PLEASE NOTE

Select a short section of [The Tradition of Aboriginal Dance](#) to read aloud to students. I have endeavoured to find the link provided without success. I have found 3 alternative sites which may serve this purpose. Click on the images below to access them



Lesson 6: 1-3

Stories on Country

Message Sticks

Stories, sites, images, dance and music are evidence people use to learn about the past and see what continues or changes over time.

Message sticks are a past form of communication used by Aboriginal and Torres Strait Islander Peoples to share messages across distances.

Aboriginal and Torres Strait Islander Peoples would carve signs and symbols into wooden sticks before giving the message stick to a messenger who would carry the object to the recipient.

What do you notice?

What might these marks or symbols be used for?



Lesson 5: 15-17

Communication over Time

Past and present tense word pairs.

Past	Present
communicated	communicate
shared	share
connected	connect
danced	dance
carved	carve

past tense

Past tense describes something that happened long ago, for example, danced or carved and present tense describes something that still happens today, for example, dance or carve.

Lesson 8: 12-15

Past Written Communication

Why might **papyrus** have been used in the ancient past?

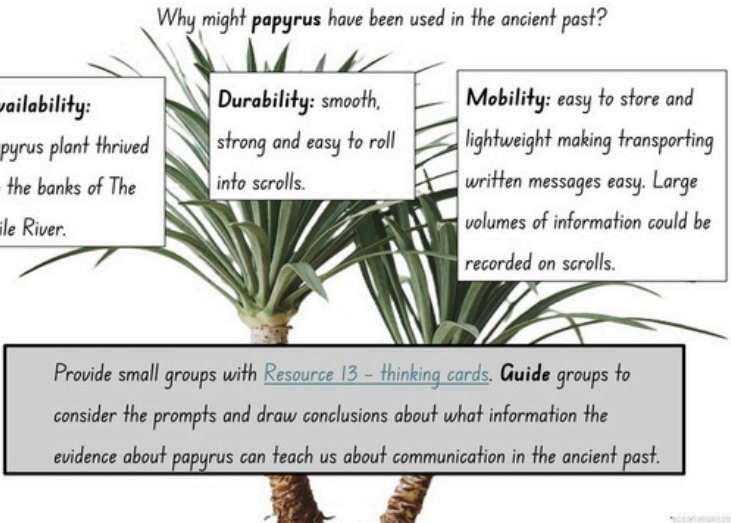
Availability:

papyrus plant thrived on the banks of The Nile River.

Durability: smooth, strong and easy to roll into scrolls.

Mobility: easy to store and lightweight making transporting written messages easy. Large volumes of information could be recorded on scrolls.

Provide small groups with [Resource 13 - thinking cards](#). **Guide** groups to consider the prompts and draw conclusions about what information the evidence about papyrus can teach us about communication in the ancient past.



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Lesson 8: 11-10

Past Written Communication

'Papyrus' was also used to write on. was used in ancient Egypt.
It was made from the papyrus plant which grew along the Nile.



Lesson 9: 8-9

Printing Press

The printing press also led to the introduction of newspapers as a form of communication.
With the invention of the printing press, many copies of news stories could be printed quickly and shared with lots of people.

The newspaper became a way for people to learn and stay informed about important news and events.

Add the image to the class timeline.



Lesson 8: 16-15

Past Written Communication

Writing tools have continued to develop over time.



Watch [Making Manuscripts: Quills \(2:49\)](#).

Lesson 9: 11-12

Printing Press

Take care because, in ancient times, if a mistake was made using a quill, you would need to start the page again.

Start the challenge for **one minute**.



At the end of the challenge, compare the results.

☐ How difficult was your task?

☐ Which method was more efficient? Why?

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Lesson 10: 10-11

Postal Services

Examine and describe the evidence from the images on your sheet by considering these questions.

- ☐ What can be seen in the image?
- ☐ Is it from the past or the present? How do you know?
- ☐ What can we learn about communication from this image?



Lesson 10: 18

Postal Services

Model drawing conclusions, using Tier 2 and Tier 3 vocabulary, about why postal services changed over time and the impact of the changes in communication on society. For example, 'In the past people sent letters by horse which was slow and limited communication. Communicating with people in Australia. Technology and transport inventions mean that postal services now use planes and trucks which are much faster, easier and more reliable. This helps people across the world stay connected and allows people to send letters and even gifts to loved ones in other countries.'



Lesson 13: 10-11

Australia's Connection Through Radio and Television

- ☐ What did families do before they had radio and televisions?
- ☐ What could people listen to on the radio?
- ☐ What did people watch on the television?
- ☐ How did radio and TV help families?

Both radio and television were important in sharing sound and images quickly across Australia and the world straight into people homes.

It made people feel connected to other places in 'real time' and made it easier to know what was happening.

Lesson 13: 12-16

Australia's Connection Through Radio and Television

Revise the class timeline and reflect on what was being used to communicate before radio and television.



How different would it be to have no radio or television?

Why are people's lives better because of these inventions for communication.

Before television, people could only hear the news on a radio and see it in newspapers. They could not see any moving pictures.

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What is included?

- Video links
- Created for use with the IWB.
- Suggested teaching prep for each lesson.
- Outcomes and indicators included for each lesson.

Lesson 13: 11-21 Australia's Connection Through Radio and Television

Evidence → Conclusion Chart
Look at the evidence (pictures, sound, story)
Draw and write your conclusion about what it shows

Evidence	Conclusion
Newspapers were invented before television	
Radio could only broadcast voices.	
No invention shared moving images before the television	

In small groups complete the evidence conclusion chart on the impact radio and television had on communication.

When comparing events over time, special words called 'time connectives' are used (see slide)



Lesson 14: 14-16 Impact of Communication on Technology

Think, pair, share

With your partner, **think-pair-share** a compound sentence using time connectives about changes to communication over time from the timeline.

Combining sentences into paragraphs supports the understanding the message being shared.

before the internet, people sent we send emails. Dial-up was very broadband made it faster.



Lesson 13: 22-25 Australia's Connection Through Radio and Television

Review the radio and television on the class timeline.

- ☐ Which came first?
- ☐ Which came after?
- ☐ How do we know?

Use time connectives in your answers (Before ... After ... Then ...).

Demonstrate using a time connective sequencing the introduction of radio and television.

For example: In the past radio was invented, then after that television came to Australia. Currently, we use both radio and television.



Teaching Notes

Lesson 14: 20

Impact of Communication on Technology

In pairs write 2 to 3 **compound sentences** in a paragraph about changes in communication linked to the internet.

Remember to join sentences into a short paragraph that ends with a **concluding statement**.

SAMPLE CARDS

In pairs write 2 to 3 **compound sentences** in a paragraph about changes in communication linked to the internet.

Remember to join sentences into a short paragraph that ends with a **concluding statement**.



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