



MI/B grid student tasks

Year 6: Federation

Multiple intelligences	Bloom's taxonomy: six thinking levels					
	Knowing	Understanding	Applying	Analysing	Creating	Evaluating
Linguistic I enjoy reading, writing & speaking	C: Make a T-Chart of 'Before & After Federation'. List some key words and phrases.	I: Describe what it was like to be an Aboriginal or Asian migrant at that time.	I: Match your list of key words and phrases to a significant person, event and date. AT	C: Choose a state and outline the arguments for or against federation. AT	E: Analyse Parkes' Tenterfield speech. Summarise the main ideas, write a response and present as a speech.	I: Review different government systems in the world. Present your information as a written report, digital story or poster. AT
Mathematical I enjoy working with numbers & science	I: List Population data Pre & Post 1901. AT	C: Prepare a flow chart to illustrate significant events that led to Federation. AT	C: Use a simple A4 map to show Australia before and after Federation. AT	C: Make a PCQ chart using population data pre & post 1901. Refer to <i>The Immigration Restriction Act 1901</i> .	I: Compare money pre and post Federation. Make a poster to show coins and notes. AT	G: Design a list of criteria to sort your Federation sources. Discuss and rank as relevant, reliable or rich sources of evidence. AT
Visual / Spatial I enjoy painting, drawing & visualising	I: Make an illustrated timeline of Australian PM's from Federation until now. AT	C: Make a cartoon strip to show three significant events before and after Federation. (Draw or use a digital animation program)	G: Investigate fashion design and clothing at the time of Federation for men, women and children.	C: EXCURSION Art Gallery / Museum View and compare artworks, maps and journals pre & post Federation.	I: Examine turn of the century paintings. Create an artwork with a story of family life around 1901. AT	I: Construct an annotated visual diary to illustrate the changes in technology of visual sources (ie paintings, political cartoons, photographs) from pre 1900 to the present.
Kinaesthetic I enjoy doing hands-on activities	I: Construct a data base of ten significant men and women in the early 1900s.	G: Make a model or background image for your Federation board game.	G: Using the models, present a group performance of a significant event.	C: Write a program for the class Federation Day activities. Invite a range of people to represent the community in 1901.	C: EXCURSION Explore a local heritage venue to experience 'turn of the century' chores & childhood games.	G: Play some of the games and rate them. Set criteria to explain your rating.
Musical I enjoy making & listening to music	I: Learn 'Waltzing Matilda' and research the history of this song.	I: Discover songs and poems from around 1901 to perform at our class Federation Day. AT	G: Using bush instruments, accompany your song. Perform for the class.	I: Use a Y-chart to record how Aboriginal music is different from early Australian folk songs.	G: Research and make simple bush instruments using recycled materials.	G: Make a digital sound recording of a radio show or a silent movie to re-enact a significant event or everyday life.
Interpersonal I enjoy working with others	C: Make lists of 'fast facts' on significant people to use for a 'Who am I?' game. AT	G: Using a range of primary sources, discuss the issues and events that led to Federation. AT	G: Combine your knowledge of significant Federation people and events to design and create a 1900s -style board game.	I: What were the advantages / disadvantages of being a child around 1900?	E: Write and perform a short skit to perform at the Federation Day celebrations.	C: SWOT analysis of class knowledge of Why and How Australia became a nation. AT
Intrapersonal I enjoy working by myself	E: Using online resources, find newspaper headlines and advertising about Federation.	E: Write a letter to the local paper in your State (as an 1890s citizen) in favour of Federation. AT	E: Write a series of interview questions to frame an oral history for a significant person.	I: Mind map all the things you have learned about how and why Australia became a nation. AT	I: Design a New Federation Map of Australia for the 21 st Century. Use a PCQ to organise your thinking.	G: Find sources to show the effects of Federation on Indigenous Australians – make an annotated timeline poster or digital slideshow.

C: Class activity

G: Group activity

I: Individual free-choice and/or extension task

E: English tasks

AT – Suggested assessment task

