

SINK OR SWIM

YEARS 5 & 6

LESSON PLAN THREE

The River of Life

OVERVIEW

This lesson plan has been designed to teach students about rivers through the Italian Renaissance artist and inventor, Leonardo da Vinci. It looks at how Leonardo da Vinci used his observation of river systems and how they flowed into tributaries (creeks and streams) to help him understand the human body's vascular system – how arteries and veins transported blood. Students will learn that rivers and the human body have a few things in common. It reminds students to **LOOK BEFORE YOU LEAP**.

WHAT YOU WILL NEED

- o Leonardo da Vinci Sketches – Refer to Appendix 1
- o Collect photographs of the Avenel Stone Bridge and the Hughes Creek from different eras, i.e. the year 1900, 1950 and 2000

LESSON TOPICS

1. Leonardo da Vinci
2. The Avenel Days
3. Imagine...

CURRICULUM CONNECTION

Health and Physical Education*

Physical, Social and Community Health

Being healthy, safe and active

✓	Plan and practise strategies to promote health, safety and wellbeing (VCHPEP108)
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Contributing to healthy and active communities

✓	Explore how participation in outdoor activities supports personal and community health and wellbeing and creates connections to the natural and built environment (VCHPEP113)
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English*

Reading and Viewing - Literature

Examining literature

✓	Level 5 – Understand, interpret and experiment with sound devices and imagery, including simile, metaphor and personification, in narratives, shape poetry, songs, anthems and odes (VCELT316)
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✓	Level 6 – Identify the relationship between words, sounds, imagery and language patterns in narratives and poetry such as ballads, limericks and free verse (VCELT344)
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Reading and Viewing - Literacy

Interpreting, analysing, evaluating

✓	Level 5 - Use comprehension strategies to analyse information, integrating and linking ideas from a variety of print and digital sources (VCELY319)
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✓	Level 6 – Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts (VCELY347)
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LEONARDO DA VINCI

20 MINUTES

Content Information

Rivers and the human body have a few things in common – what might these be?

- Head – the top end of the river.
- Mouth – is also the word used to describe the head of the river, where it might meet and flow into the sea.
- Body – is the large main part of the river where the mouth empties into.
- Trunk – the main course of river
- Elbow – a bend in the river
- Foot – the bottom end of the river

Activity

1. The River of Life! Examine this more closely. List the possible dangers and hazards associated with rivers. Rivers and the human body have a few things in common – what might these be? Draw an outline of the human body.

Using the information images in Appendix 1 as an example, students should try to incorporate a river in the outline of the human body.

Differentiation

Create a mural of all of the outlines and place in the classroom.

THE AVENEL DAYS

20 MINUTES

Activity

1. Avenel Stone Bridge: Look at the photographs of the stone bridge over Hughes Creek in Avenel, Victoria. The bridge is located 150 metres upstream from where Ned Kelly had rescued Richard Shelton in the mid-1860s.

Compare the photographs and sort them in order of when you think the photograph was taken – from the oldest photograph to the most recent – giving reasons for your selection. What did you observe?

Differentiation

Have students write text under each photograph. Students should justify what they have written down.

LEONARDO DA VINCI

20 MINUTES

Content Information

Below is an example found in *The Argus* (Melbourne) on *Thursday 27th November 1952* (page 3)

Avenel's fighting a flood - Worst flood in the area for 36 years raged at Avenel, near Seymour, last night.

Hughes' Creek is flooded to half a mile wide, and families living near are preparing to leave their homes. Sandbag barriers have been flung up around Mrs. A. Taylor's home in Scobie st., Avenel.

Water is a foot deep outside the house, and still rising. Dead sheep and debris from trees and farm fences are floating down the flooded creek to the Goulburn River.

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Activity

1. Avenel's Fighting Flood – Read the newspaper article outlined in the content information to the students.

2. Imagine This: Now read the following to students - Imagine that you are a resident of Avenel - perhaps living in the same street as Mrs A Taylor (see example below) or someone else on a farm property or piece of land very close to the Hughes Creek. There has been a huge downpour of rain, the water level of the Hughes Creek has risen alarmingly, and the town is expecting floods.

Earlier, you witnessed someone falling into the Creek. You assessed the situation and you were able to perform a non-swimming rescue. The person, very grateful to be safely out of the Creek, contacted the local paper.

The paper caught up with you and interviewed you. You were asked about what you saw, when the person fell in, and what you think caused them to fall in. You were also asked about the conditions, what the river and the banks were like at the time, and about what you used to rescue the person with.

3. Construct a newspaper article that has been written about this incident. Make sure that it contains everything you told the reporter.

Draw upon your knowledge of the possible dangers and hazards associated with rivers and creeks and your knowledge of non-swimming rescues. Use the photographs and newspaper report as stimulus. You may also find a recent newspaper article concerning floods.

Differentiation

Role-play the news reporter turning up to the incident. You may like to use props like a microphone, TV screen. In groups, set up the scene and re-enact what happened.

REPORTING COMMENTS

The student has used geographic language to describe the physical characteristics of a river.

The student has compared content from a variety of textual sources, including photographic and print media, and has constructed an imaginative, informative, and descriptive piece of writing for a given purpose.

The student's text has identified and described a problem that they must respond to and has demonstrated sound understandings of non-swimming rescue strategies and techniques.

The student's text has made relevant observations about people and events within and beyond their own experience.

APPENDIX

APPENDIX 1

Leonardo da Vinci Sketches

Images below include a sketch of the river Arno in Tuscany, Italy (left) and Leonardo's sketch of the veins of the arm. Images: <http://www.internationalrivers.org/blogs/246/da-vinci-and-the-art-of-water>



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