



# Making Connections: Object and Article Analysis

YEAR 7 AND 9  
BIOLOGICAL SCIENCES



**QGC**

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# Future Makers

Future Makers is an innovative partnership between Queensland Museum Network and Shell's QGC business aiming to increase awareness and understanding of the value of science, technology, engineering and maths (STEM) education and skills in Queensland.

This partnership aims to engage and inspire people with the wonder of science, and increase the participation and performance of students in STEM-related subjects and careers — creating a highly capable workforce for the future.

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# ELABORATE

## Making Connections: Object and Article Analysis

### Teacher Resource

Students explore how humans impact the marine ecosystem by completing an object analysis. We suggest selecting objects that may be found in and around the marine ecosystem. Question cards are supplied to prompt student discussion.

Once students have completed their object analysis, they analyse a media article; the media article should in some way be related to the object/s analysed by students. During their analysis, students are encouraged to identify how the article connects to their object. They are also encouraged to explain how all articles are connected and build on the marine ecosystems narrative.

Articles could be chosen to challenge student assumptions, and/or to show the positive changes science and technology can have on the environment. To build on this activity the class could also investigate media bias, and how to source credible, accurate and reliable information.

Some articles you could choose from include:

- [Why is land clearing bad news for the Great Barrier Reef?](#)
- [This sixth-grade inventor built a robot to hunt ocean plastic](#)
- [Most plastic on our beaches could have come from anywhere. But not the Durban nurdle](#)
- [Losing Nemo? Wider effects of mass Great Barrier Reef bleaching emerge](#)
- [Australian beaches covered with rubbish from lost sea cargo](#)
- [This Irish teenager may have a solution for a plastic-free ocean](#)

This activity could follow on from the *Citizens of the Sea: Community of Inquiry*. If students have completed the community of inquiry, you may wish to add an additional final question related to the quote, 'We are all citizens of the sea' by Dr Ian Poiner. Questions include:

- *Object Analysis:* How is this object connected to Dr Ian Poiner's quote?
- *Object and Article Connections:* What story does the article, object and quote tell together?

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## Curriculum Links

### Science

YEAR 5

#### Science as a Human Endeavour

Scientific knowledge is used to solve problems and inform personal and community decisions (ACSHE083)

YEAR 6

#### Science as a Human Endeavour

Scientific knowledge is used to solve problems and inform personal and community decisions (ACSHE100)

YEAR 7

#### Science Understanding

Interactions between organisms, including the effects of human activities can be represented by food chains and food webs (ACSSU112)

#### Science as a Human Endeavour

Solutions to contemporary issues that are found using science and technology, may impact on other areas of society and may involve ethical considerations (ACSHE120)

People use science understanding and skills in their occupations and these have influenced the development of practices in areas of human activity (ACSHE121)

YEAR 8

#### Science as a Human Endeavour

Solutions to contemporary issues that are found using science and technology, may impact on other areas of society and may involve ethical considerations (ACSHE135)

People use science understanding and skills in their occupations and these have influenced the development of practices in areas of human activity (ACSHE136)

YEAR 9

#### Science Understanding

Ecosystems consist of communities of interdependent organisms and abiotic components of the environment; matter and energy flow through these systems (ACSSU176)

#### Science as a Human Endeavour

People use scientific knowledge to evaluate whether they accept claims, explanations or predictions, and advances in science can affect people's lives, including generating new career opportunities (ACSHE160)

Values and needs of contemporary society can influence the focus of scientific research (ACSHE228)

### Humanities and Social Sciences

YEAR 5

#### Knowledge and Understanding: Geography

The influence of people, including Aboriginal and Torres Strait Islander Peoples, on the environmental characteristics of Australian places (ACHASSK112)

The environmental and human influences on the location and characteristics of a place and the management of spaces within them (ACHASSK113)

#### Geography

YEAR 10

#### Geographical Knowledge and Understanding

Human-induced environmental changes that challenge sustainability (ACHGK070)

Environmental world views of people and their implications for environmental management (ACHGK071)

#### General Capabilities

##### Literacy

Comprehending texts through listening, reading and viewing

Text knowledge

Word knowledge

##### Critical and Creative Thinking

Inquiring: Identifying, exploring and organising information and ideas

Reflecting on thinking and processes

# **Making Connections: Object and Article Analysis**

## **Student Activity**

### **Object Analysis: Question Cards**

**1. Look at the object. What do you think it is?**

**2. What story could this object tell us?**

**3. How is this object connected to the marine environment?**

**4. How is this object connected to you?**

## Article Analysis

### Prediction

Examine the source, date, headline and images. Write three questions you expect to be answered in the article.

### First Reading

Underline any words you are unsure about. Use content clues, a dictionary or a group discussion to identify the meaning of these words. Write in replacement words for your underlined words.

### Second Reading

Answer the following questions about the article:

1. Summarise the article in the 66 word grid below.


2. Why was the article written?

3. How does this article make you feel?

4. Return to your original three questions. Were they answered in the article?  
If not, how come? How could you find the answers to these questions?

## **Making Connections: Relationship between an Object and Article**

**1. How does your object connect to the article?**

**2. Has the article changed the story of your object?**

**3. What story do the article and object tell together?**

**4. What actions could be taken to change this story?**