

The Australian Cotton Story

video (high school version)

Student worksheet

Guide
for
teachers

Worksheet purpose

The purpose of this worksheet is to better meet the outcomes of your lesson or unit and improve student engagement with Australian Cotton Story Video content.

Video link

The worksheet is based on this video: <https://www.youtube.com/watch?v=ZgqUbTY7nxo>

Lesson suggestions

Talk through the questions and pre-teach any anticipated unfamiliar vocabulary in the questions. Explain the comprehension strategies required to answer the questions and how these are indicated by the key. You may explain them as follows:



Here questions (sometimes referred to as literal comprehension questions) can be answered directly and explicitly from the text.



Hidden questions require students to hunt through the text looking for clues to give you information that may be 'hidden'.



Head questions require students to take the information in the text, add it to what you already know and come up with new information! These questions require students to make inferences which require more than a literal understanding. Students may initially have a difficult time answering inference questions because the answers are based on material that is in the text but not explicitly stated. An inference involves students combining their literal understanding of the text with their own knowledge and intuitions.



Heart questions require students to identify feelings that can be found in the text and make inferences as to why they are experiencing those feelings. These types of questions may also require students to make a personal response. They require them to respond with their own feelings for the text and the subject which are not found in the text. Although responses cannot be incorrect, they must relate to the content of the text and reflect a literal understanding of the material.





You may consider ways of scaffolding learners such as appropriate partnering, think/pair/share or cooperative learning.


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To be better able to meet the outcomes of your lesson or unit and improve student engagement with Australian Cotton Story video content.

Key  = here  = hidden  = head  = head





1 This video explains how cotton is grown in Australia. What questions would you like to see answered in this video? Discuss this as a class and list your top three questions. 

Questions	Answer

2 Why does cotton grow well in Australia? 

.....

.....

3 What are some of the characteristics of John Cameron's farm Bongeeng?    

.....

.....

.....





4 What is the purpose of crop rotation? 

.....

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Key  = here  = hidden  = head  = head

5 What are some of the characteristics of Georgie Krieg's family farm Brookstead?    

.....


.....

.....



6 Write two advantages of the new varieties transgenic of cotton seed (known as Bollgard). 








7 Circle the correct response. Water use efficiency means 

- A** Uses the best technology and science to use the least water possible
- B** Applies water quickly in a safe manner

8 How much land on a cotton farm on average is native vegetation and why is this important?  

9 What are the 4-5 characteristics of Australian cotton that are valued by buyers? 

.....

10 What are some of the characteristics of the Australian cotton industry that you believe could be used to market the product to buyers?  

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11

Draw a moisture probe and label it to show its purpose



12

What do you think motivates the growers in this video?



13

Revisit the questions you recorded in exercise 1 and record any answers that the video generated.

14

Do think this video was worth viewing for our topic? Why or why not?

Scientific vocabulary

Record any terms of which you are unsure here