



Australian History Series
Book 2: Ages 7-8 years



The Past in the Present

Aligned with the Australian National Curriculum



Section 1:
Significant
People and
Places

Section 2:
Sites of
Significance

Section 3:
Changing
Technology and
People's Lives



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Teachers' Notes

This book has been specifically written for students in Year 2 studying History and living in Australia. The book has been divided into three clear sections.

- Significant People and Places
- Sites of Significance
- Changing Technology and People's Lives

Excursions

Excursions are a great way to study the history of your local area. There are a number of appropriate excursions suggested in this book. Here are some things to keep in mind when organising an excursion:

- Before planning an excursion visit the venue yourself a few weeks before you take your class. This is important as it gives you the opportunity to become familiar with the layout by locating restrooms and meeting spaces. It is important to know which exhibitions are in which galleries and ask for floor plans and background information to study. Remember to take copies of floor plans for your students or reproduce and distribute your own copies.
- Talk with the venue's education or public programs officers well before your trip. Tell them about your learning focus and ask if visitors are allowed to carry backpacks, bring pens or pencils into the galleries, or sit on the floor while they write. The museum staff can help by notifying guards about the students' visit, and you may even want to book a tour to assist students' learning. Staff can also make sure that the exhibition you wish to visit will be open when you bring your class. If you are able to go behind the scenes to see how objects are collected or displayed, even better.

- If parents or volunteers will be helping on your visit, prepare them ahead of time. Let them know which parts of the venue you plan to use and familiarise them with the steps in the lesson and kinds of questions that might be asked by students. Make sure that they understand the purpose of the visit and the activities that you have planned. Before the trip, go over the floor plan with them so they'll be somewhat familiar with how the venue is set out.
- Discuss the venue in class before you go. If students are familiar with the process ahead of time, they will be able to concentrate better on the objects and exhibitions. Once you're at the venue, you may want to review its layout and features with your class.

Accessing Your Community's Resources

Some of the activities in this book require students to examine objects from the past and present. Here are some ideas about accessing interesting objects and making the most of resources in your community:

- Take a close look around your community for places which celebrate and preserve your local community's heritage. Nearby historical societies, local museums, historic houses, surf lifesaving clubs, cemeteries, sports pavilions, war monuments, and libraries are full of primary sources that can help reinforce your history program. All of these places preserve the past for the future by protecting the past.
- Encourage students to collect their own memorabilia from the family and local community.

Teachers' Notes

- Not every community has a large museum with extensive collections, but almost all communities have valuable resources that can inspire your students to write and tell their stories. If your budget does not allow for excursions, you can bring objects into the classroom or have students bring them in. You may also arrange to have another important community "resource" come into the classroom. Many hobbyists and collectors are happy to share their knowledge with young people. Think about whether someone in the community collects stamps or does dramatizations. Such people can often stimulate students.

Work with Other Teachers

- To develop activities using community resources requires effort and time, so consider collaborating with another teacher. This way you can share the workload, as well as sharing information about community resources.

Involve Your Students

- Your students can participate in the organising and planning of activities. In this way they can let you know what they would like to learn about their local community.

Sources

- Your students need to become little historians and find primary sources to complete many of the activities in this book. To find the sources they need, they could consider looking:

Outside the Home

1. Libraries (hold books, records, letters and newspapers, which can be copied and studied).
2. Local council offices (store records, plans and maps).

3. Local museums (hold articles, documents, photographs and objects).
4. Art galleries (display art and crafts from a particular era).
5. Local churches (have records dating from the earliest years of settlement).
6. Churchyards and cemeteries (have interesting historical evidence).
7. Local schools (keep records of attendance and reports).
8. Local businesses (some keep records of their products).

Inside the Home

9. It is surprising how many treasures we can find at home. Some of these include: postcards, old maps, docketts and receipts, old photographs and sketches, old newspapers, old directories, guidebooks, party invitations, letters and diaries, books and magazines, show programs, menus, and performance programs.

Many of the Teachers' Notes include a list of useful words. You may like to make cards of these words to put up around the classroom or have a list on the board for the class to refer to when they're doing their writing.



Timelines help us understand a person's past.

Chosen Person: _____

When I was _____

When I was _____

When I was _____

When I was _____

When I was _____

When I was _____

When I was _____



Activity

Local Places



Places are often significant.

☐ Under the headings write some places that are local to you.

Indigenous Names

Tribute Names

Transplanted Names

Official Names

My Chosen Place: _____

Significance: _____

Activity

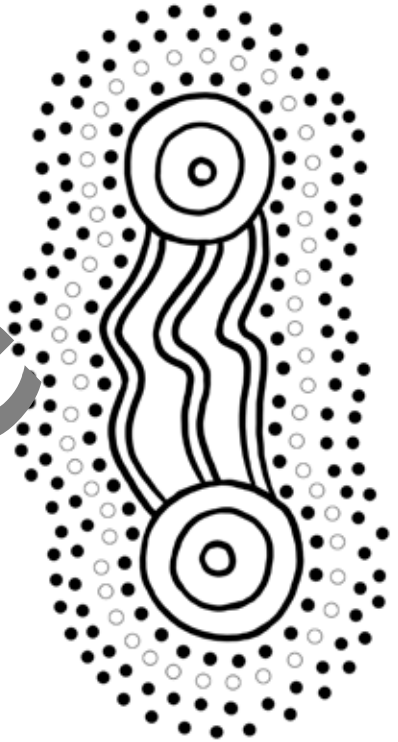
Indigenous Places 1



There are many indigenous sites, places and landscapes in Australia.

- ☐ List some local indigenous sites that are significant to people today.

List of local indigenous sites:



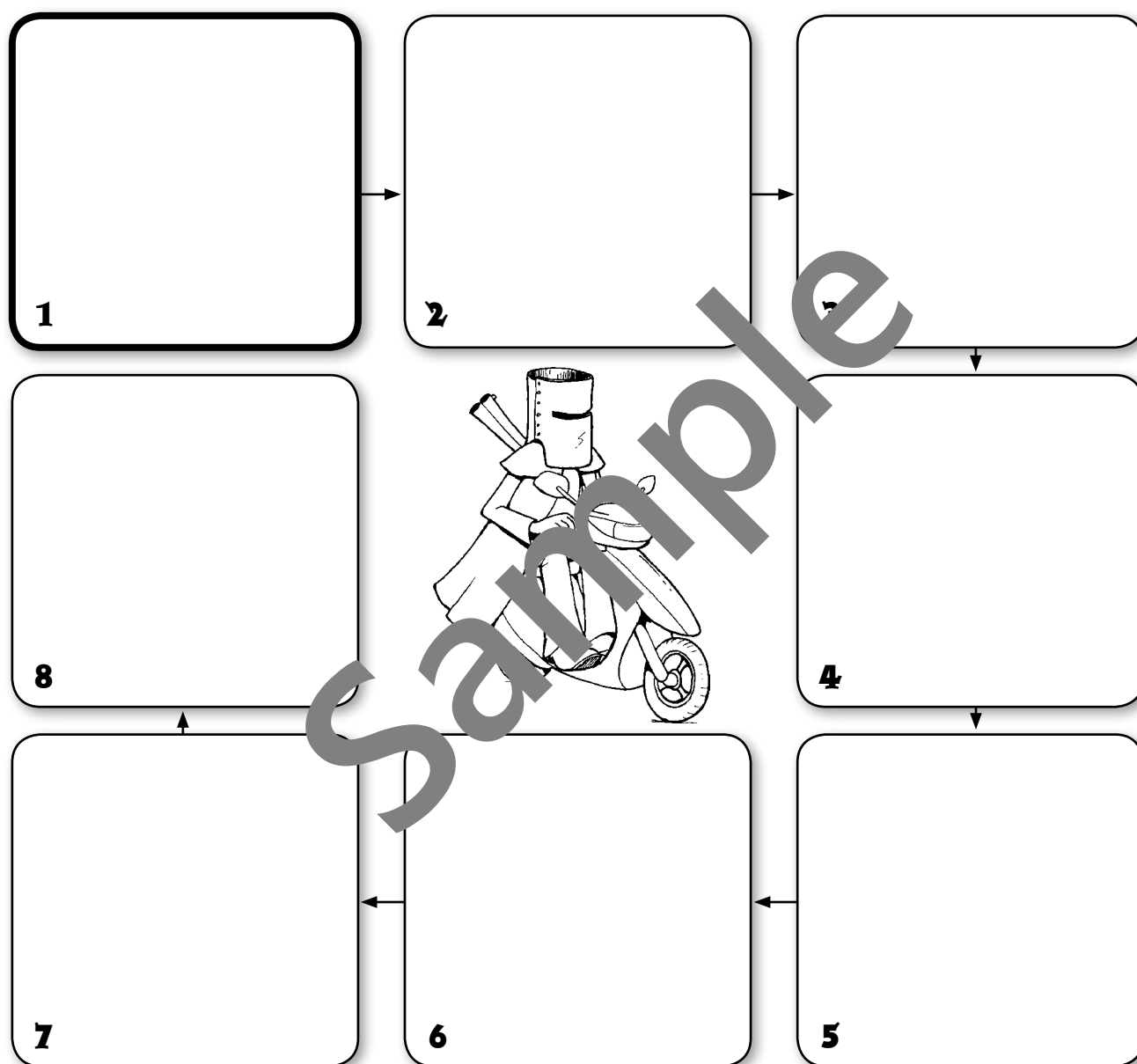
- ☐ List some local indigenous places and landscapes that are significant to people today.

List of local indigenous places and landscapes:



Technology has changed the way that we travel.

- ☐ Complete the flow chart to show how transport has changed because of changes in technology. The earliest form of transport should go in box 1.



Why is the picture of Ned Kelly funny? How did he travel?



Technology has changed the buildings in which we live and work.

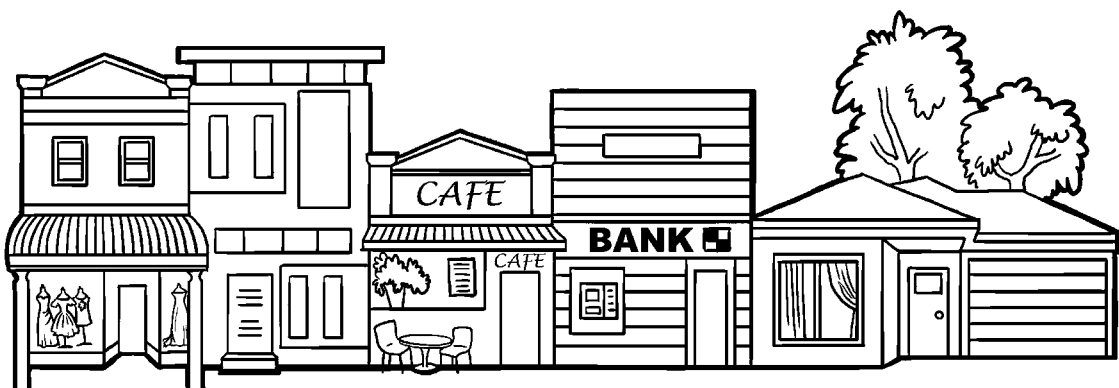
☐ How is this building similar to, or different from a new building?

Similar	Different

☐ What does this house tell us about the past?

☐ Why do you think it should be preserved?

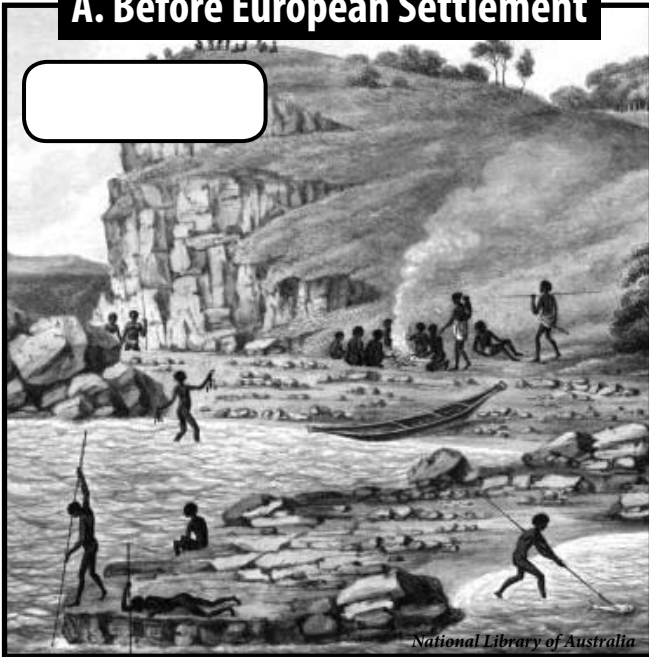
☐ What can be done to ensure that it is preserved?



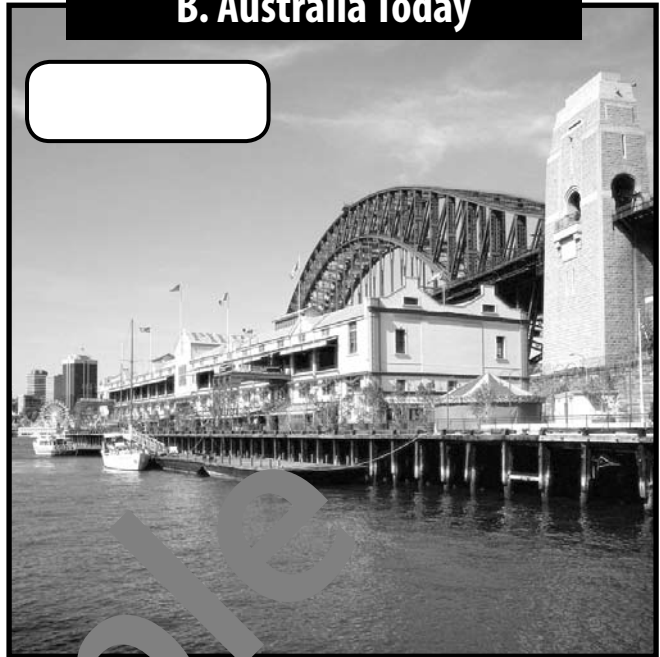


Photographs can record the changes in technology over several generations.

A. Before European Settlement



B. Australia Today



☐ Use the pictures to answer the questions.

1. Date the two pictures as best you can.
2. Is there anything the same in the pictures?

3. List six main differences:

- ---
- ---
- ---
- ---
- ---
- ---


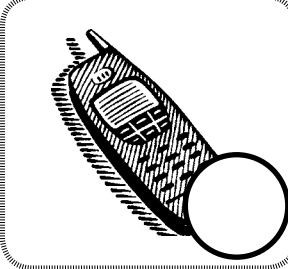




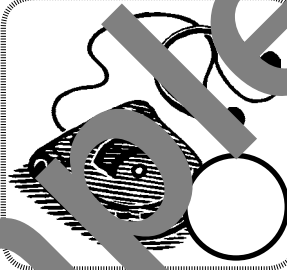
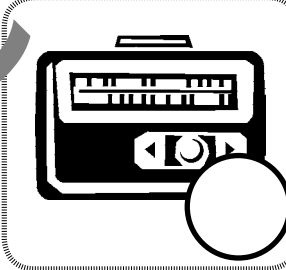

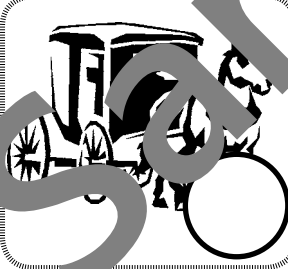

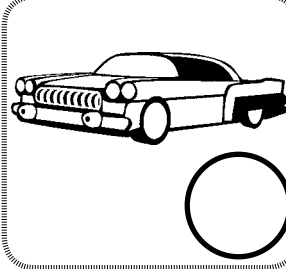
Activity

Then and Now 4



Many objects are no longer used because of changes in technology.

- ☐ Number each set of pictures below in order (*one being the oldest and four being the newest*).

- ☐ Choose two old items and two new items.
Where do you think these items were and are made?
