



The following collection of P-6 lesson ideas have been compiled to exemplify how historical inquiry skills can be developed across the WA HASS Curriculum. Each activity here, is part of a full teaching and learning sequence from either [AC History Units](#) or [History in the Making](#), the free online resources developed by the History Teachers Association Australia (HTAA) and the Association of Independent Schools of Western Australia (AISWA) in collaboration with the History Teachers Association of Victoria (HTAV) and can be found through the ESA resource portal, Scootle.

Pre-primary

Lesson Two - The language of time- developing an appropriate vocabulary for talking about time
Focus Question: Can students use relevant and accurate terms to show the passing of time?

Year 1

Lesson Four – Representing Family and Personal Histories

Focus Question - Can students pose a range of relevant and detailed questions about the past, using provided resources to support the development of an appropriate narrative about the past?

Year 2

Activity 3 – Investigating signs of the past around a school.

Focus Question (from evidence collected): What makes you say that?

Year 3

Activity 1

Focus Question: What is the difference between celebration and commemoration?

Year 4

Activity 4: Setting sail aboard the First Fleet

Focus Question: what preparations were made for the eight-month sea voyage?

Year 5

Activity 7

Focus Question: What was the impact of the discovery of gold on Indigenous communities?

Year 6

Activity 3: Exploring visible signs of Federation Australia in your capital city.

Focus Question: What was life like?



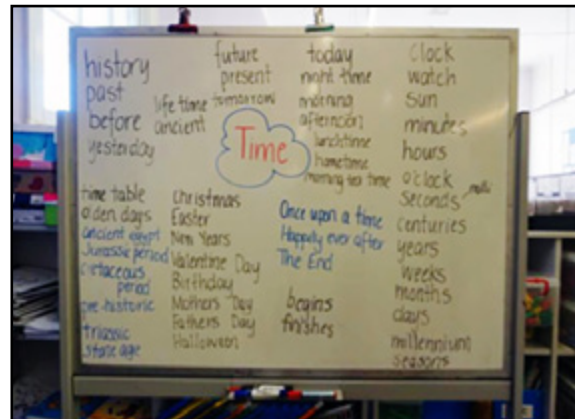
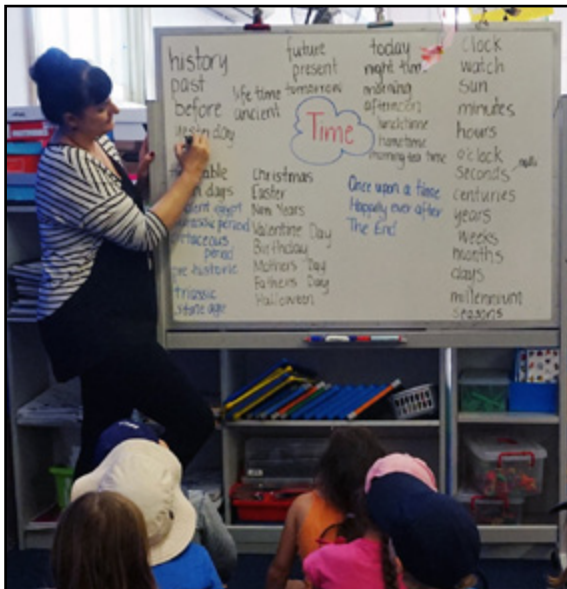
Pre-primary

Lesson Two - The language of time- developing an appropriate vocabulary for talking about time

Focus Question: Can students use relevant and accurate terms to show the passing of time?

Lesson Duration – 30 minutes Group Brainstorming activity – 2-D Mind Map

1. Use the photos from the 3-D Mind Map to revisit the concept of time. Write the word time in the middle of the board.
2. Ask the children to think about what they know about time and what time related words they know.
3. As they contribute record their words on the mind map grouping them together into related ideas. The words will differ depending on the group and the children. For example;
 - » Time words – the language of time (seconds, minutes, hours, days, weeks, months, years)
 - » Time phrases literary – (a long, long time ago, once upon a time, they lived happily ever after, in the dreamtime, many moons ago)
 - » Time phrases – (soon, before, after, yesterday, tomorrow)
 - » History related words (past, present, future, prehistoric)
 - » Recording time – (clock, timer, calendar, watch) ∅ Ideas of time/history (dinosaurs, indigenous history, myths, dreamtime stories)
 - » Personal History (baby, toddler, child, teenager, adult, grandparent)



Pre-primary Lesson Two: The Language of Time
Teacher: Samantha Wynne, Lance Holt School, Fremantle

For the complete Teaching and Learning sequence, go to the History in the Making website:
<https://www.ais.wa.edu.au/history-making>

Year 1

Lesson Four – Representing Family and Personal Histories

Focus Question - Can students pose a range of relevant and detailed questions about the past, using provided resources to support the development of an appropriate narrative about the past?

Pre-lesson preparation checklist:

- » A week or two prior to the project send a letter or email to parents outlining the project you are working on (see sample letter in Resources).
- » Take a photo of each child in the class to use in the project. Print the photos.
- » Prepare the photos and stories provided by one or two of the families ready to use as an example.

Creating a 3-D Timeline

Lesson Duration – 35-40 minutes

1. Put out a piece of rope or a long strip of paper to use as markers on the timeline. Place a copy of the baby photo at one end of the timeline and the current photo of the child at the other end.
2. Talk about the markers that could go along the timeline. Use the significant life markers that the child has recorded and have them child place them along the time line.
3. Add age markers to the timeline. Discuss the pacing of the photos and how each section of the rope represents a year of the child's life. Discuss what would be different for an older or younger child.
4. Repeat the process with another child's images. Take photos of the process to add to the documentation of the project.



Year 2

Activity 3 – Investigating signs of the past around a school.

Focus Question (from evidence collected): What makes you say that?

1. Students are taken on a walk through the school buildings and around the school grounds.
2. Working in groups of four, the students take photos of things that show evidence of the past.
3. Students are told they will need to explain back in class how each photo tells us something about the past.

Prior to the walk, the teacher may wish to use some examples such as those in [Signs of the past around a school](#) (PDF, 481 KB) or the images on this page to help students think about the type of evidence they might look for.



A school foundation stone.

Source: © David G Boon

Back in the class the students print out their photos (4 per A4 page) and cut out the individual images they have taken. These are shared out between the students in the group.

They glue both the photos and their drawings from Activity 1 into the first column of the worksheet [What makes you say that? - worksheet](#) (PDF, 106 KB).

Students write a sentence in the second column that records what the sign of the past is in the image. Students then have to explain in the third column what it is that makes them say that. [What makes you say that? - sample](#) (PDF, 127 KB) has been provided.

Students explore a map of the school and playground as a whole class.

Using another small copy of each image taken on the walk, students are asked to locate the position of the photo and these are added on a display around the border of the map with a piece of string being used to join the image with its position on the map. This provides an introduction to a later mapping exercise in Activity 6.

Assessment opportunities

The contributions to 'What makes you say that?' provide the teacher with information on the knowledge and misunderstandings of individual students about signs of the past and their capacity to justify their suggestions with evidence. At this stage, having a reasoned explanation rather than a necessarily correct explanation is what is important. The students' spatial awareness can be assessed through the mapping activity but this is primarily designed as a lead-up to the later mapping activity.

Additional resources and the hyperlinks for this activity can be found within the complete Teaching and Learning sequence, on the AC History Units website: <http://www.achistoryunits.edu.au>

Year 3

Activity 1

Focus Question: What is the difference between celebration and commemoration?

Part A

- Students to 'Think, Pair, Share' and list as many special celebrations and days that they know are celebrated in Australia, such as Australia Day, ANZAC Day, NAIDOC week, Harmony week, National Sorry Day, Christmas, Easter, Diwali, Chinese New Year, Hanukkah, Ramadan, St Patrick's Day, Remembrance Day. (**Resource 3**)
- Teachers are encouraged to consider the cultural diversity of their class at all times during this unit.
- Discuss these and do an initial sort. Are they a celebration or a commemoration? Write the answers on a T-chart (**Resource 4**)
- Create a class display (word wall) from the key words on the student T-charts. A word wall provides a visual representation for the students to view and add to throughout the unit of study.



http://commons.wikimedia.org/wiki/File:Canada_Diwali_dance_celebrations_Simon_Fraser_University.jpg

Part B What is a commemoration? Can we compose a definition? Whole class discussion:

- Look at images of ANZAC Day and Remembrance Day. (**Resource 5**)
- Talk about how the people are dressed, what they are doing, the expressions on their faces, etc
- See Teacher Notes for definition of celebration or commemoration (**Resource 6**)
- Further lesson ideas and resources in the Resources section online.

Part C What is a celebration or a festival?

- In table groups or groups of 4-6, brainstorm the definition of a celebration. Give time limit of approximately 3 minutes then come back to the whole class and share the ideas of each group.
- Briefly discuss common celebrations such as Christmas Day, Australia Day or birthdays. Mention that sometimes towns or cities have festivals with singing, dancing, parades and costumes, and ask students to suggest some local events. Add these to your list and re-sort on the classroom T chart.
See **Resource 7**

Part D What other special days that are celebrated in any other countries?

- Add the names of any special days that are suggested by students to the class word wall. Include examples of national celebrations in other countries and cultures such as Bastille Day in France, Independence Movement Day in Korea, or the King's Birthday in Thailand.
- See images of Global celebrations **Resource 8** and **Resource 9**

Finally, explore the heritage of the children in your class. Do any of these celebrations originate from countries other than Australia?

Add to the classroom T chart.

Additional Year 3 activities linked to this AC content can be found in the Scootle resource collection.

Suggested Assessment:

- Anecdotal notes – how are students interacting in the discussions?
- What contributions are they making to the 'Think, Pair, Share' activity and the class T-chart?
- Are the students using relevant historical terms (from the Word Wall)?

Year 4

Activity 4: Setting sail aboard the First Fleet

Focus Question: what preparations were made for the eight-month sea voyage?

- In groups, students use [Preparations for the journey](#) (PDF, 102 KB) to examine a primary source document, a letter regarding provision of the First Fleet. Model the deconstruction of unfamiliar language. For example, highlight significant phrases and transcribe them in more familiar terms. Circle unfamiliar words and use a dictionary to find their meaning. Ask:
What do we know about this source?
What does it tell us about the First Fleet?
What questions could we ask to find out more?
- Using [Packing the Provisions](#) (PDF, 112 KB), students examine the list of the livestock and provisions carried on the First Fleet, found online at First Fleet Fellowship.
- Using [Ships of the First Fleet](#) (PDF, 111 KB), students explore information about the 11 ships at First Fleet Fellowship



*First Fleet entering Port Jackson on January 26 1788.
Public domain, State Library of New South Wales.*

Assessment

- Can students use effective strategies to deconstruct unfamiliar language?
- Can students suggest appropriate categories to sort First Fleet provisions?

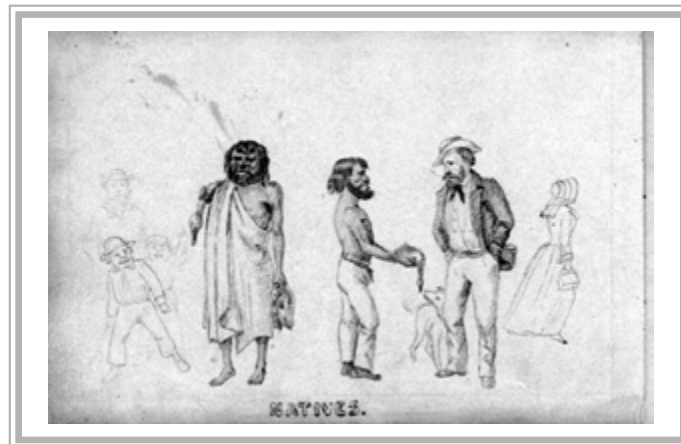
Year 5

Activity 7

Focus Question: What was the impact of the discovery of gold on Indigenous communities?

The Ballarat goldfields were on the traditional lands of the Wadawurrung people.

1. Download the digital trail Hidden Histories: The Wadawurrung People from the Sovereign Hill website (<http://sovereignhillhiddenhistories.com.au/>).
This resource focuses on the often overlooked story of Indigenous people on the goldfields.
2. In groups, ask students to draw a mind map showing how they think the discovery of gold affected Indigenous Australians.
3. Students complete the online tour of Hidden Histories: The Wadawurrung People to develop their answers.
4. Write the following key words on the whiteboard to prompt their discussion:
 - » Travelling across the land
 - » Hunting and gathering food
 - » Sacred places
 - » Immigrant technologies, i.e. tools
 - » Immigrant food and drink
 - » Immigrant transport
 - » Immigrant clothing
 - » Interactions
 - » Utilisation of Indigenous skills
 - » Trading.



*Encounters with Aboriginal Australians
(Charles Lyall, 1854, State Library of Victoria)*

Additional resources and the hyperlinks for this activity can be found within the complete Teaching and Learning sequence, on the History in the Making website: <https://www.ais.wa.edu.au/history-making>

Year 6

Activity 3: Exploring visible signs of Federation Australia in your capital city.

Focus Question: What was life like?

The ideas suggested here are to provide the students with a 'sense of the past' outside the formal and structured setting of their own classroom. By 'experiencing the past' during an excursion students are able to establish a sense of time and place.

Many Australian capital cities still have visible remains of early 1900s Federation-style architecture, including inscribed dates on the facades of many buildings, street names and suburbs which reflect a connection to 'the Empire'.

The following suggested strategies can be used when students are investigating sites and viewing artefacts, displays in museums, libraries, etc as a way of developing their own questions and inquiries about the past.

Also, see the following sample worksheets:

[Photo analysis worksheet](#) (PDF, 129 KB)

[Reading historical images](#) (PDF, 120 KB)

[Federation discussion points](#) (PDF, 148 KB)



Living Hawthorn, businesses and street life in Hawthorn, Victoria, 1906

Source: Still image from Living Hawthorn, 1906.

From the National Film and Sound Archive of Australia.

Excursions

- Heritage buildings (including museums, farm houses, school rooms) representative of the Federation era. Student can 'experience' doing chores, playing games, school routines, dressing in period clothing.
- Plan a street walk in a local area or capital city CBD area. Go armed with digital cameras and other mobile devices to record evidence, student thinking and questions.
- Visit State Art Galleries and State Libraries. View online collections of images, artworks and documents from the Federation era.
- Access relevant education programs at a range of state and local museums and other institutions.

Incursions

- Loan boxes and pre and post excursion activities are available from local museums, libraries, and heritage venues.
- Invite visiting storytellers and local historians from historical societies.
- View relevant segments of the [ABC's My Place website](#), particularly [Episode 12, 1898](#)

Additional resources and the hyperlinks for this activity can be found within the complete Teaching and Learning sequence, on the AC History Units website: <http://www.achistoryunits.edu.au>