

Community and Remembrance


Past in the Present

Pre Visit Activities

All resources are aligned with the 10th cluster of the K-6 literacy Continuum and can be used as a form of individual assessment of students' capabilities along the continuum.

The following activities are intended to assess and extend your student's knowledge of the key concepts outlined in the identified syllabus outcomes. These resources are made to be a part of your programming and as such are yours to edit and amend as required to meet the needs of your unique group of students.

All three activities are designed to be stand-alone lessons.

Activity 1	Exposition. Read & discuss with relevance to local area "My Place" by Nadia Wheatley or view interactive "This house" through Board of Studies.
Key inquiry Question Historical concepts Historical skills	<p>How do places change over time?</p> <p>- change and continuity, perspectives</p> <p>What would be our reasons to change a place? List reasons. What evidence do you have of this?</p> <ol style="list-style-type: none"> 1. Why would we keep places like the 1878 the same and not change them? List reasons. 2. Write an exposition on your opinion about this issue – see worksheet.  <p>Identify different points of view within an historical context</p>
Outcomes :-	HT2-2 describes and explains how significant individuals, groups and events contributed to changes in the local community over time.
Literacy Continuum	<p><u>Aspects of writing</u> – Shows awareness of the need to justify opinions with supporting evidence.</p> <p><u>Vocabulary Knowledge</u> - Demonstrates expanded content vocabulary by drawing on a combination of known and new topic knowledge.</p>

Should we keep some places just as they are?



I think

Firstly

Also

As well

Finally


Brewongle

1978



2005




Activity 2.	Photo critical analysis. View the school photo provided, look for clues about the children and the place and make inferences.	
Key inquiry question Historical concepts Historical skill	How are these children and their school from the past different to/ the same as me? Analysis and use of sources, empathetic understanding. Locate information from the sources provided	
Activity	Use the identification worksheet to guess what the items are. Make a prediction about what they will be used for. Revisit the worksheet after your excursion to assess how accurate the predictions were.	 <p style="text-align: center;"> Predict and Infer I think this is about ... I know this because the clues include ... I inferred ... by using the clues ... and what I knew about ... </p>
Outcomes :-	HT2-5 applies skills of historical inquiry	
Literacy Continuum	<u>Comprehension</u> – Interprets texts by inferring connections, causes and consequences during reading.	

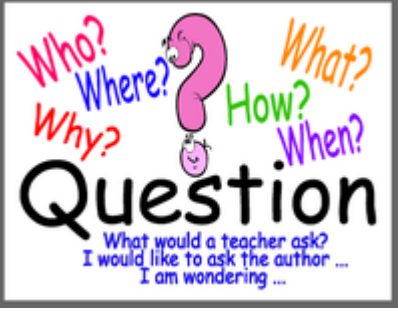
This is the whole school. How is it different from yours?



Sackville North - Brewongle	My school

Research and label the artefacts below.

	<p>This is _____</p> <p>How do they work? _____</p> <p>_____</p> <p>_____</p>
	<p>This is _____</p> <p>The groove is for _____</p> <p>_____</p> <p>The hole is for _____</p>
	<p>This _____ works by lighting a wick that is dipping in oil.</p>
	<p>Children wrote on _____ with slate pencils instead of paper.</p>

<p>Activity 3.</p>	<p>Research</p> <p>Do some research on the computer about the era in which the 1878 classroom was built. Which things do you think may have had an impact on the children at Sackville North? How?</p> <p>Find out about the artefacts that you will find at Brewongle on the day (see worksheet). Visit</p> <div data-bbox="1018 365 1417 674" data-label="Image">  </div> <p>www.kidcyber.com.au/topics/colonies.html librarypathfinders.weebly.com/our-colonial-past---yr-5.html and in your library to find out about life in the colony of NSW.</p>
<p>Key inquiry question</p> <p>Historical concept</p> <p>Historical skills</p>	<p>What use did the pictured artefacts have for the children of the past?</p> <p>What was happening in the colony of NSW when this school was built?</p> <p>Research</p> <p>Pose a range of questions about the past.</p> <p>Plan an historical inquiry</p>
<p>Activity</p>	<p>1. Create a wordbank of topic words.</p> <p>2. Formulate some questions you hope to answer on the day.</p>
<p>Outcomes :-</p>	<p>HT2-5 applies skills of historical inquiry and communication</p>
<p>Literacy continuum</p>	<p>Comprehension – Evaluates text accuracy and credibility by comparing texts on a similar topic.</p> <p>Vocabulary knowledge – Shows awareness that there are a number of ways to work out the meaning of unknown words.</p>