

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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Curriculum Links

Knowledge and Understanding: History

Students learn about a local individual, group, place or structure and the grounds for their importance, such as social, cultural or spiritual significance (AC9HS2K01)

- suggesting reasons for the position of a local landmark before researching explanations; for example, a community building, statue or war memorial
- analysing the history of a chosen person, building, site, or place within the local community using various sources (for example, the internet, books, newspapers, community guides, audio-visual materials, digital resources and photographs) and retelling a story that these sources reveal about the past
- examining why a specific site has heritage significance or cultural value for present generations; for example, it may record a significant historical event, have aesthetic value, or reflect the identity of the community
- identifying and, where appropriate, visiting local sites, places and landscapes that are significant to First Nations Australians; for example, engraving sites, rock paintings or natural sites such as creeks or mountains.
- identifying and devising a historical tour of a local building or site, such as one related to a specific cultural group

Students learn how technological advances altered people's lives at home as well as how they worked, travelled and communicated (AC9HS2K02)

- exploring changes in technology over several generations by comparing past and present objects and photographs, and explaining how these changes have shaped people's lives; for example, changes in land, air, and sea transport; the shift from transistors and television to digital streaming and how people communicated over long distances
- recognising, via asking adults, the communication, work and transport technologies used in the childhoods of their grandparents or familiar elders
- proposing what the pattern of visits to places might have been one or two generations ago and comparing this to their current pattern
- recognising the technologies used by local First Nations Australians for aspects of everyday life, such as providing food, shelter and transportation
- identifying how present day communication and transport technologies impact our interconnections with other places; for example, online communication and improved accessibility through different transport methods

Skills: Questioning and Researching

Students learn to create questions about objects, people, places and events in the past and present (AC9HS2S01)

- asking inquiry questions about historical sites; for example, "What does it look like now?", "What condition is it in?", "What was its purpose?", "How might its use have changed?", "How was it built or created?", "Who built it?", "How is it used now?", "Why is it important?", "Was or is it used by different groups of people?"
- producing inquiry questions about places; for example, "What are the attributes of the place?", "How far away is it?", "How easy is it to access?", "How am I connected to it?", "How is it connected to other places?"
- developing questions using stems such as: "How do I feel about ...?", "What would it be like to ...?", "What effect would ... have?"

Students learn to gather, organise and document information and data from observations and provided sources, including unscaled timelines and labelled maps or models (AC9HS2S02)

- gathering information from sources and observations pertinent to learning about the past (e.g. photographs, interviews, newspapers, stories, and place or street names on maps) and places (e.g. surveys, satellite images, diagrams, field photographs, monuments, and remains such as old buildings or native vegetation), and identifying relevant information
- producing pictorial maps with annotations to show historical sites or places they are connected to, including symbols to represent locations of objects, places or significant features
- discovering places connected to their lives, such as family, travel, friends, or places they visit for shopping, recreation or other reasons using print, electronic or wall maps to identify these locations
- organising key events in the history or development of the local community, using formats such as unscaled timelines, slideshows or stories to explore the history of a person, place, or building, or the development of technologies like telecommunications

Activity

Person of Historical Interest 1



Researching people of historical interest can tell us a lot about the past.

☐ My seven research questions are:

Question 1: _____

Question 2: _____

Question 3: _____

Question 4: _____

Question 5: _____

Question 6: _____

Question 7: _____

Sample



☐ Why I consider him/her of historical interest: _____

Activity

Cemetery Crawl 2



Cemeteries can reveal problems of pioneering, the sadness of family losses, the deaths of young children and local legends and the details of murders and drownings.

- ☐ Find the **oldest** grave.

Name: _____ Died: _____

Cause: _____

Other information: _____

What does it tell us about settlement in the local area?

What else does it tell us about the past?

- ☐ Find the grave of the **youngest** person buried.

Name: _____

Age: _____

Year of death: _____

- ☐ List three **causes** of death that you can see in one of the periods: 1800s-1850s, 1850s-1900s or 1900s-1950s.

- _____
- _____
- _____

- ☐ List some of the different nationalities of people buried in the graves.

- ☐ Draw some of the **symbols** used on the graves on the back of this sheet.

Activity

A Place of Historical Interest



Researching the history of your local area is like doing a jigsaw puzzle or being a detective. Your job is to piece together all the evidence using many sources.

My place of interest is _____

- ☐ Draw a map of where your place of interest is located in your local area.

Questions

1. When was it named? _____

2. Why was that name chosen? _____

3. What does it tell you about the past? _____

- ☐ Compare! Use the back of the sheet to paste or draw an old and recent picture of your place of interest.

Activity

Historical Sites 1

▶ There will be sites in your local area of heritage, spiritual or cultural importance.

☐ List five local sites of heritage, spiritual or cultural significance.

Diagram illustrating the structure for listing five local sites of heritage, spiritual or cultural significance. The diagram shows a vertical flow of five boxes, each containing a site name and a description of its importance.

Each box consists of two parts:

- Name of Site:** A box with a small icon of a site (e.g., a castle, a church, a monument) and a line for writing the site name.
- Why it is important:** A box for writing a description of the site's importance.

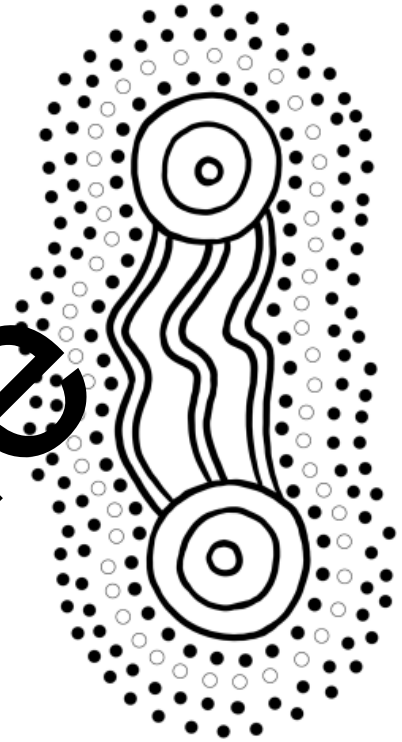
The boxes are connected by a vertical line, and the flow continues downwards, indicated by an arrow at the bottom.



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:

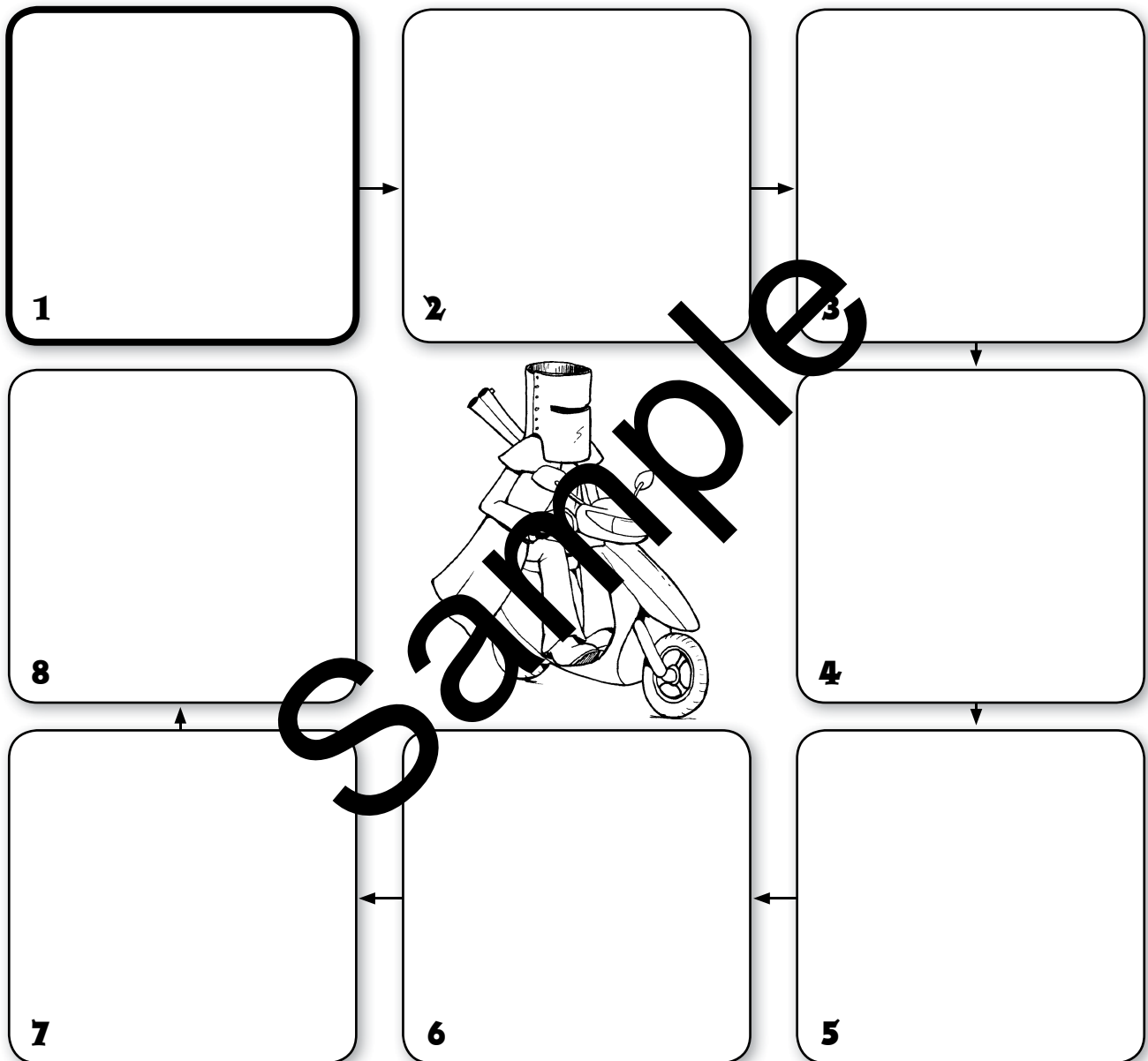
Activity

Technology and Travel



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?

Activity

Written Documents



Documents can record how technology has affected the way we live.

- ☐ Recreate the document.



- ☐ Answer the questions on your written document.

How old is it? _____

Are there any names or signatures on it? _____

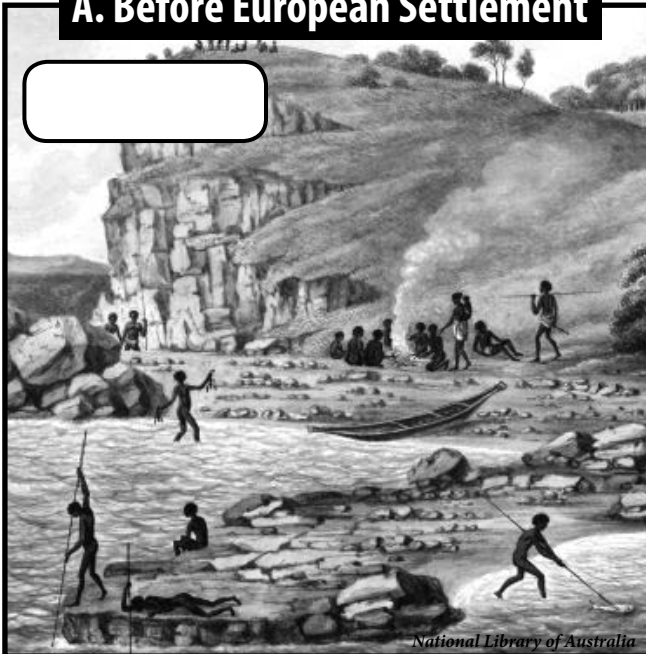
Are there any dates? _____

Where was it issued? _____

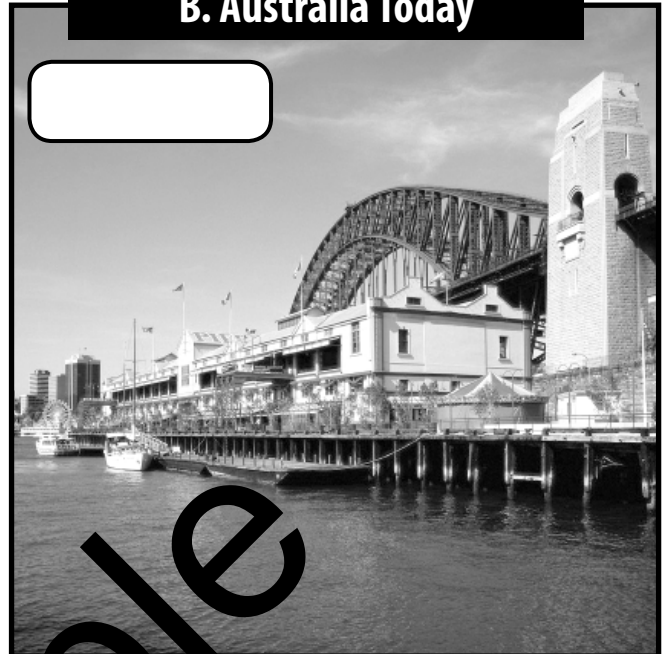
What does the document tell you about technology?

▶ 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?

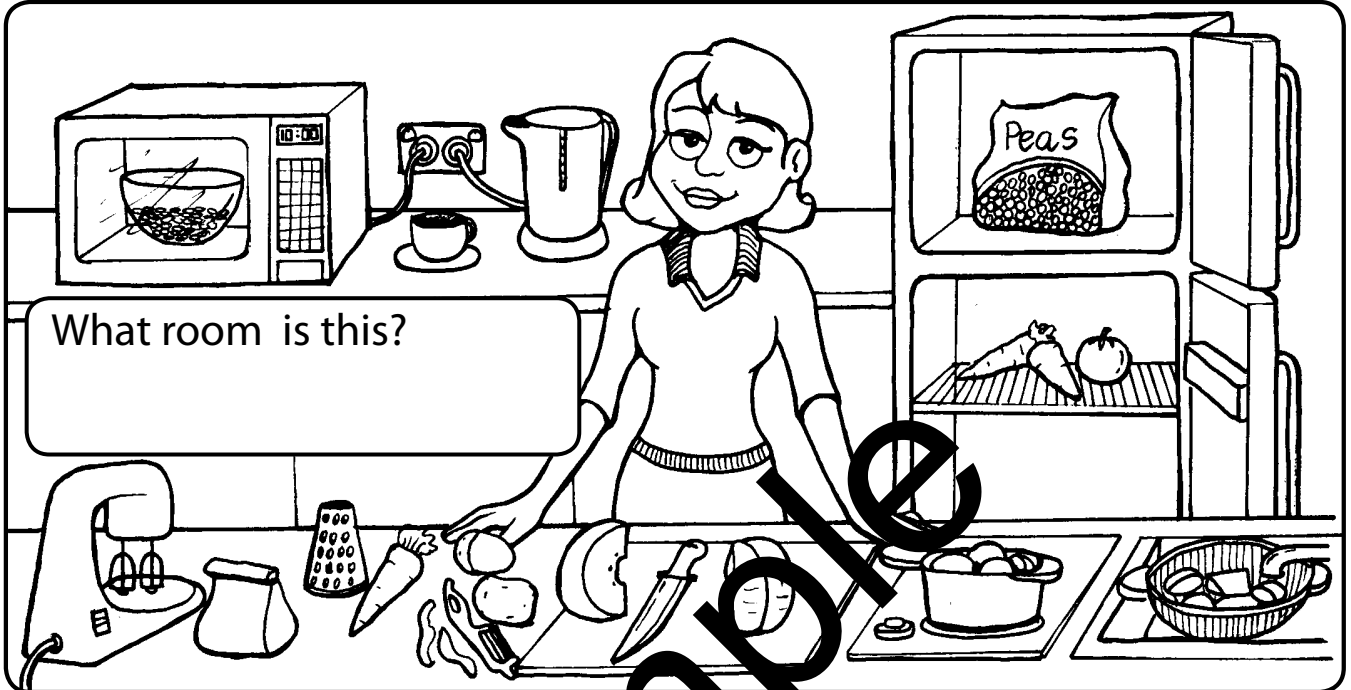
3. List six main differences:

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



Technology has changed the interiors of homes.

☐ Colour all the things that use electricity in the picture below.



☐ Draw items that people used in their homes before electricity.

For Light

For Heat