

Museum Learning Program

Year Two – Museum in a Box

Rationale

The year 2 History program delivered at Wireless Hill Park gives the students an opportunity to learn about museums and their role in our community. Museums are more than just a collection of things; museums ensure that artefacts are properly cared for, conserved, and made accessible through research, exhibitions and learning programs.

The Wireless Hill Museum exhibits three professionally curated displays each year. Each relates to one of the three major themes of this nationally significant site – Telecommunications history, Indigenous history, and Biodiversity.

On the day, students will participate in a guided tour of the current exhibition, learn about the historical significance of this Heritage Listed site, and develop their *knowledge, understanding and appreciation of the past and the forces that shape society*, and the significance of museums and collecting in recording a community's collective history. As students explore the elements that make up a museum display, and jointly construct a museum display box, they will develop *a sense of wonder, curiosity and respect for places, people, events, ideas and environments in their local community*.

Links to the Australian Curriculum

Year 2 History Learning Program: Museum Boxes is directly linked to the Australian Curriculum:

Humanities and Social Sciences: History (Yr2)
Historical knowledge and understanding
The past and the present:
The history of a significant person, building, site or part of the natural environment in the local community and what it reveals about the past. (ACHHK044)
Humanities and Social Sciences: Geography(Yr2)
Knowledge and Understanding
People are connected to many places:
Local features and places are given names, which have meaning to people, and

these places can be defined on a variety of scales, including personal (e.g. home), local (e.g. street, suburb or town), regional (e.g. state) and national (e.g. country) (ACHGK010)

Humanities and Social Sciences Skills

Questioning and researching:

Pose questions about the familiar and unfamiliar

Analysing:

Process information and/or data collected (e.g. sequence information or events, categorise information, combine information from different sources)

Communicating and reflecting:

Present findings in a range of communication forms, using relevant terms (e.g. written, oral, digital, role play, graphic)

Cross curriculum priorities

Aboriginal and Torres Strait Islander histories and culture	Asia, and Australia's engagement with Asia	Sustainability
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General Capabilities

Literacy	Numeracy	ICT capability	Critical and creative thinking
Personal and social capability	Ethical understanding	Intercultural understanding	

What needs to be done before the museum visit

The museum visit will be more powerful if students have a prior understanding of the purpose and functions of a museum.

Jointly reading one, or more, of the picture books listed below will prepare the students for their exploration of the Wireless Hill Museum.

Text	How this text can be used with your class
<i>Wilfred Gordon Macdonald Partridge</i> Mem Fox and Julie Vivas	<p>This text introduces the concept of collecting and preserving stories for the future, and touches on the significance of artefacts to individuals and to our collective history.</p> <p>In preparation for the Museum in a Box session, teachers can focus on the following key concepts:</p> <ul style="list-style-type: none"> • What is an artefact • The concept of significance

	<ul style="list-style-type: none"> • Using artefacts to tell stories • Why we need to tell stories.
<p><i>The Tinytoreum</i> Jackie French and Bruce Whatley, with the Powerhouse Museum</p>	<p>This text introduces the concept of what museums are and what they do. The text explores an array of different museum collections held at the Powerhouse Museum and shows students the diversity of museum exhibits and how to display artefacts.</p> <p>In preparation of the Welcome to Museums session, teachers can focus on the following key concepts:</p> <ul style="list-style-type: none"> • What is a museum • Different types of museums • What is an artefact <p>In preparation for the Museum in a Box session, teachers can focus on the following key concepts:</p> <ul style="list-style-type: none"> • How artefacts have stories • How to display artefacts.
<p><i>The Treasure Box</i> Margaret Wild and Freya Blackwood</p>	<p>This text tracks the history of a personally significant artefact over time. The text explores why an artefact is significant. The text tells the story of the artefact.</p> <p>In preparation for the Museum in a Box session, teachers can focus on the following key concepts:</p> <ul style="list-style-type: none"> • What is an artefact • The concept of significance • Using artefacts to tell stories • Why we need to tell stories

Vocabulary List

artefact	wireless	diorama
conserve	primary source	identity
heritage	exhibition	curator
history	secondary source	significance

After the Museum visit

After their visit to the Wireless Hill Museum the students can create their own museum display box.

Students need to:

- Source an artefact they wish to display in a Museum Box. Any artefact that fits into a shoe box can be displayed; historical toys or games, coins, medals, buttons, spoons, tea cups, tins, bottles, cricket balls, needles and thread.
- Source photos and/or maps relating to the artefact and/or its story (these look great used as part of the background).

Students need to:

- Write the story of the artefact, explaining its history and significance. Keep the story of the artefact simple; it should be about five sentences long and explain what the object is, when it was created, who owned it, and why it is significant.
- Create labels explaining the artefact, and telling the story of the artefact.
- Create the display in a shoe box.
- Share their Museum Box with their classmates.

Focus questions:

- How do you think this object was used in Australian life?
- What do we use/do now?
- Why is this object significant, and what does it reveal about our past?
- How does the object reflect our Australian identity?
- Why do you think the way we do things now has changed?

What next:

Once all the Museum Boxes are completed the class can create an exhibition of their Museum Boxes. The exhibition can take place at school, or a display space can be arranged in one of the City of Melville Libraries.