

# Museum Learning Program

## Year 3 Transport over Time

### Rationale

The Year 3 History (Transport) 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 – Indigenous history, Telecommunications 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 an understanding of the significance of museums and collecting in recording a community's collective history.

Students will then participate in a series of activities exploring the changes in transport and transport routes in the Wireless Hill locale, considering elements that have changed, and that have stayed the same, and the reasons for this. They will then participate in a Transport Timeline activity.

### Links to Australian Curriculum

**Year 3 History Learning Program: Transport** is directly linked to the Australian Curriculum:

<b>Humanities and Social Sciences: History (Yr3)</b>
<b>History</b>
<b>Communities and remembrance:</b>
<b>One</b> important example of change and <b>one</b> important example of continuity over time in the local community, region or state/territory (e.g.in relation to the areas of transport, work, education, natural and built environments, entertainment, daily life) (ACHHK061)
<b>Humanities and Social Sciences Skills</b>
<b>Analysing</b>
Interpret information and/or data collected (e.g. sequence events in chronological order, identify patterns and trends, make connections between old and new information)

Translate collected information and/or data into different formats (e.g. create a timeline, change data in to a table and/or graph)

**Communicating and reflecting**

Present findings and conclusions in a range of communication forms (e.g. written, oral, visual, digital, tabular, graphic), appropriate to audience and purpose, using relevant terms

**Evaluating**

Use decision-making processes (e.g. share views, recognise different points of view, identify issues, identify possible solutions, plan for action in groups)

**Cross curriculum priorities**

<b>Aboriginal and Torres Strait Islander histories and culture</b>	Asia, and Australia's engagement with Asia	<b>Sustainability</b>
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**General Capabilities**

<b>Literacy</b>	<b>Numeracy</b>	ICT capability	<b>Critical and creative thinking</b>
<b>Personal and social capability</b>	Ethical understanding	<b>Intercultural understanding</b>	

**What needs to be completed in class prior to the museum visit?**

The museum visit will be more powerful if students have a prior understanding of timelines and how they are constructed to represent change over time.

Jointly reading the following picture books will prepare the students for their exploration of the Wireless Hill Museum.

Text	How this text can be used with your class
Illustrated Timeline of Transportation by Kremena Spengler	This book introduces the concept of timelines and the evolution of transportation over time.

**Vocabulary list**

timeline	artefact	curator
sequence	significance	exhibition
continuity	transportation	explorer
heritage	aerial photograph	indigenous
change	settlers/settlement	landscape

## After the museum visit

After their visit to the Wireless Hill Museum the students can create their own timeline showing changes in transportation in the Wireless Hill area over time.

### Teacher needs to:

- Cut out enough of each of the provided images that each student will have one image (you may choose to source additional/alternative images, relevant to the local area).
- Hand out the images (more than one student will have the same image).
- Explain that the images show different types of transport used in the local area over time, and that the students' task is to sort themselves into a line representing the earliest to most recent types of transport.

### Students need to:

- Find others with the same image.
  - Decide the time period they think their image represents.
  - Discuss with others whether their image reflects a time earlier or later than others.
  - Stand in a line showing the chronological sequence of the types of transport.
  - Discuss and justify their reasons for their position in line.
  - Hand out/show on data projector the transport history information/text boxes.
  - Re-organise line showing the correct chronological sequence of types of transport. Discuss any differences.
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- Students individually cut out images and create a timeline using the timeline framework provided.

### Alternatives:

- Matching - hand out images to half the class and text/dates to half, have them find a partner/group, then complete the physical timeline.

### Focus questions:

- Why do you think the types of transport have changed?
- What are the advantages and disadvantages of some of the different types of transport?
- How would our lives be different if we didn't have the types of transport we have today?
- What would the lives of the people living at different times be like?

### What next:

Once all the Timelines are completed the students can create a wall display in their classroom. Students can create a Word Wall of vocabulary terms.