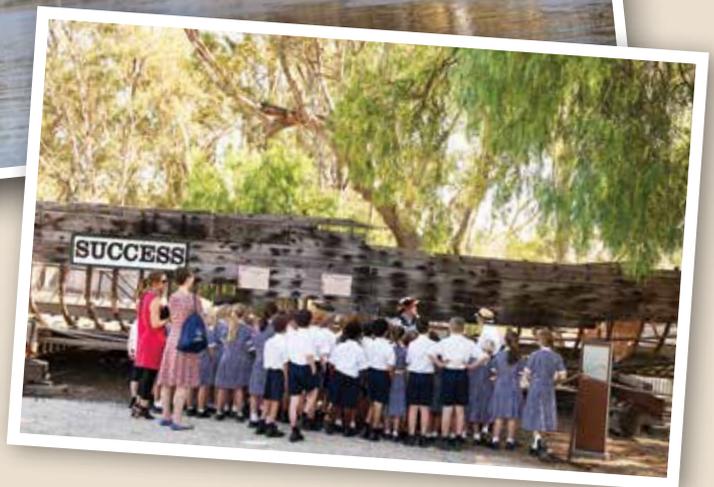


PORT OF ECHUCA DISCOVERY CENTRE FOUNDATION



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PORT OF ECHUCA
DISCOVERY CENTRE

FOUNDATION

ACARA HUMANITIES AND SOCIAL SCIENCE - HISTORY UNIT



FOUNDATION

KEY QUESTION: How can stories of the past be told and shared?

LEVEL FOCUS

Historical knowledge & understanding - Personal and family histories - How the stories of families and the past can be communicated, for example through photographs, artefacts, books, oral histories, digital media, and museums (ACHHK004).

Historical skills - Distinguish between the past, present and future (ACHHS016), Identify and compare features of objects from the past and present (ACHHS019).

LINKS TO OTHER CURRICULUM AREAS:

GEOGRAPHY:

The places people live in and belong to, their familiar features and why they are important to people (ACHGK002) The representation of the location of places and their features on maps and a globe (ACHGK001).

ENGLISH:

Language - Text structure and organisation: Understand that texts can take many forms, can be very short (for example an exit sign) or quite long (for example an information book or a film) and that stories and informative texts have different purposes (ACELA1430).

Literature - Literature and context: Recognise that texts are created by authors who tell stories and share experiences that may be similar or different to students' own experiences (ACELT1575).

Literacy - Interpreting, analysing, evaluating: Identify some differences between imaginative and informative texts (ACELY1648).

The Arts - Use and experiment with different materials, techniques, technologies and processes to make artworks (ACAVAM107).

SCIENCE:

Physical science - The way objects move depends on a variety of factors, including their size and shape (ACSSU005).

Biological science - Living things have basic needs, including food and water (ACSSU002).

PERSONAL AND SOCIAL LEARNING:

Working in Teams, critical thinking.



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ACARA HUMANITIES AND SOCIAL SCIENCE - HISTORY UNIT



WHY THIS UNIT?

This unit will support students to understand that the towns of Echuca-Moama and surrounding towns have a past history and that history impacts on us today. Students will participate in investigative activities that will develop their understanding about the stories told about our past, and the different ways these stories can be shared.

KEY CONCEPTS

Continuity and change, cause and effect, perspectives, empathy and significance.

- What is my history and how do I know?
- What stories do other people tell about the past?
- How can stories of the past be told and shared?

KEY VOCABULARY:

Story, fact, fiction, town, river, plant, animal, travel, location, vehicle, artefacts, paddle steamer, wharf,

* The model presented below is an adaptation of the Kath Murdoch Inquiry model.
An inquiry process is a students' own journey from known knowledge to new discoveries... these tasks are prompts for guiding students through the inquiry, they should not be locked in so that students can not make their own path.

TUNING IN: (PRIOR KNOWLEDGE - IDEALLY STARTED BEFORE VISIT)

HISTORY	ENGLISH	GEOGRAPHY	THE ARTS	SCIENCE
What are stories? How are stories told? How do you know it is a story? Can stories be factual	Brainstorm what students know about Echuca / Moama. <i>KWL chart graphic organiser (supplied)</i> about the twin towns. Reading corner of picture story books, information texts on paddle steamers. Word wall of key vocabulary.	Where have you lived / travelled in Australia? Why have you travelled to these places? Map of Australia - States - Where is Echuca / Moama?	Look at images of the Port area.	Physical Science - What do you know about water vehicles? How do they move? Biological Science - What plants / animals live in and around the Murray River?



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ACARA HUMANITIES AND SOCIAL SCIENCE - HISTORY UNIT



FINDING OUT: (POSING QUESTIONS AND SEEKING ANSWERS - DURING VISIT)

HISTORY	ENGLISH	GEOGRAPHY	THE ARTS	SCIENCE
<p>What stories are told about Echuca / Moama?</p> <p>What types of information can you see/hear/feel? (photographs, audio, artefacts, digital media etc - The Port of Echuca Discovery Centre Audio presentation).</p>	<p>Pose questions to be answered as students move around The Port of Echuca Discovery Centre in the guided tour, on board the paddle steamer or at other significant places.</p>	<p>Mark on a map of The Port of Echuca Discovery Centre, significant places during the visit.</p> <p>Do you know anyone who has lived in or around the area in the past?</p>	<p>Sketch the Echuca Wharf from different positions.</p> <p>Collect materials from the riverbank to construct a model of a paddle steamer.</p>	<p>Physical Science:</p> <p>How do paddle steamers move through the water?</p> <p>Biological Science:</p> <p>What animals / plants live in the Murray river?</p>

SORTING OUT: (CLARIFYING ANSWERS, DECIDING WHAT INFORMATION IS RELEVANT - AFTER VISIT)

HISTORY	ENGLISH	GEOGRAPHY	THE ARTS	SCIENCE
<p>How can you present your understanding about stories told?</p>	<p>Respond to the questions posed during the visit.</p>	<p>Check your map is accurate. Present your map to the class.</p>	<p>Choose your favourite sketch of the Echuca Wharf and make a poster using a variety of materials - paint, pastels, crayons etc.</p> <p>Construct a model of a paddle steamer using natural materials collected from the river bank.</p>	<p>Demonstrate / explain to someone how a paddle steamer moves through the water.</p> <p>Make a diorama / model of the plants / animals in and around the Murray River.</p>

GOING FURTHER: (HOW ARE WE GOING TO SHARE OUR UNDERSTANDINGS WITH OTHERS?)

HISTORY	ENGLISH	GEOGRAPHY	THE ARTS	SCIENCE
<p>Create a model of The Port of Echuca Discovery Centre area, the Murray River. How were the different stories told / presented? What artefacts.</p>	<p>Make a poster of the information you discovered.</p> <p>Complete the L part of the KWL chart.</p>	<p>Tell a friend about what you have learnt about...</p> <ul style="list-style-type: none"> - how places provide people with their basic needs, for example, water, food and shelter - describe the features of their own place and places they are familiar with or they are aware of, for example, places they have visited 	<p>Invite another class to view the artwork created.</p>	<p>Present the information.</p>

