

# PORT OF ECHUCA DISCOVERY CENTRE LEVEL ONE



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PORT OF ECHUCA  
DISCOVERY CENTRE

# LEVEL ONE

## ACARA HUMANITIES AND SOCIAL SCIENCE - HISTORY UNIT



### LEVEL ONE

**KEY QUESTION:** How can we show that the present is different from or similar to the past?

#### LEVEL FOCUS

**Historical knowledge & understanding** - Differences and similarities between students' daily lives and life during their parents' and grandparents' childhoods, including family traditions, leisure time and communications. (ACHHK030) - examining and commenting on photographs and oral histories (for example talking to parents, grandparents and other elders) to find out how daily lives have changed.

**Historical skills** - historical questions and research - Pose questions about the past using sources provided (ACHHS033) - discussing what life was like for their parents and grandparents by examining everyday objects (for example telephone, radio, cooking utensils, toys), photos and stories from the past, using 'What'? 'How'? 'When'? 'Why?' questions.

#### LINKS TO OTHER CURRICULUM AREAS:

##### GEOGRAPHY:

**The ways the activities located in a place create its distinctive features (ACHGK007)** - identifying the activities located in their place, for example, retailing, medical, educational, police, religious, recreational, farming, manufacturing or office activities, locating them on a pictorial map, and suggesting why they are located where they are, locating the activities in their place on a pictorial map.

##### ENGLISH:

**Language** - Language for interaction: Understand that there are different ways of asking for information, making offers and giving commands (ACELA1446) - learning the difference between questions and statements, requests and commands.

**Literature** - Creating literature: Recreate texts imaginatively using drawing, writing, performance and digital forms of communication (ACELT1586) - retelling key events in stories using oral language, arts, digital technologies and performance media.

**Literacy** - Interacting with others: Make short presentations using some introduced text structures and language, for example opening statements (ACELY1657) - reporting the results of group discussions, providing simple explanations about how to do or make something, giving short oral presentations about areas of interest or content area topics, speaking clearly and with appropriate volume and using extended vocabulary and a growing knowledge of content-specific words.

##### THE ARTS:

**Create and display artworks to communicate ideas to an audience (ACAVAM108)** - making a decision about how to display their artwork to share their ideas.

##### SCIENCE:

**Biological science** - Living things live in different places where their needs are met (ACSSU211) - exploring different habitats in the local environment such as the beach, bush and backyard, recognising that different living things live in different places such as land and water, exploring what happens when habitats change and some living things can no longer have their needs met.



# LEVEL ONE

## KEEP 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.**

- How has family life changed or remained the same over time?
- How can we show that the present is different from or similar to the past?
- How do we describe the sequence of time?

### KEY VOCABULARY:

Past, present, town, river, plant, animal, artefacts, paddle steamer, wharf, services, leisure, activity.

\* 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	BIOLOGICAL SCIENCE:
Clarify what, past / present represents. View artefacts from parents / grandparents (photos, objects etc) of things they did when they were the students' age. What leisure activities may people have done in Echuca / Moama in the past? Make a compare / contrast T chart graphic organiser (supplied) of past and present daily activities students and their parents and grandparents did.	Brainstorm what students know about Echuca / Moama. KWL chart graphic organiser (supplied) about the twin towns. Reading corner of picture story books, information texts on paddle steamers, other resources of things that people did in the past. Word wall of key vocabulary.	What services can you find in Echuca / Moama? Where would you find these services? Suggest why they are where they are. Create a class map of the town - labelling with pictures places we go for different services - library, shopping, The Port of Echuca Discovery Centre etc.	Look at images of The Port of Echuca Discovery Centre area. How will we display our artwork after our visit to the Port?	What plants / animals live in and around the Murray River? What are the different habitats in this area?



# LEVEL ONE

## KEEP HUMANITIES AND SOCIAL SCIENCE - HISTORY UNIT



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

HISTORY	ENGLISH	GEOGRAPHY	THE ARTS	SCIENCE
Find examples of daily activities that people participated in at The Port.	Prepare students for oral language focus of unit- what questions would you ask a tour guide? Person from the past?	Mark on a map of The Port of Echuca Discovery Centre, significant places during the visit.  How have the services in The Port of Echuca Discovery Centre and surrounding areas changed over time? (industry to tourism)	Sketch the wharf from different positions.  Collect materials from the riverbank to construct a model of a paddle steamer/wharf/other significant building.	Interview an expert and explore the river habitat to find out what lives in the water / on land and how they interact with each other.- Native fish Strategy (audio presentation at The Port of Echuca Discovery Centre)

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

HISTORY	ENGLISH	GEOGRAPHY	THE ARTS	SCIENCE
Redo your compare and contrast T chart to add info gathered from your Port visit. What can you add about what people did in the past at the Port?	Respond to the questions posed during the visit.	Check your pictorial map is accurate. Decide how you will present your understanding to someone else - oral presentation, video clip, poster etc. do I need any other information before I present?	Choose your favourite sketch of the wharf and make a poster using a variety of materials - paint, pastels, crayons etc.  Construct a model of a paddle steamer/wharf/ significant building using natural materials collected from the river bank.	Make a diorama / model of the plants / animals in and around the Murray River, explaining how they interact with each other.

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

HISTORY	ENGLISH	GEOGRAPHY	THE ARTS	SCIENCE
How can you present your understanding about daily activities in the past and present?  (Multiple intelligences strategies)	Make a poster of the information you discovered. Present this information as an oral presentation.  Complete the L part of the KWL chart.	Present your map to another class, explaining how The Port of Echuca Discovery Centre has changed from industry to tourism.	Decide how the artwork will be displayed for others to view.	Create an imovie / photobooth recording, explaining how plants / animals interact with each other.

