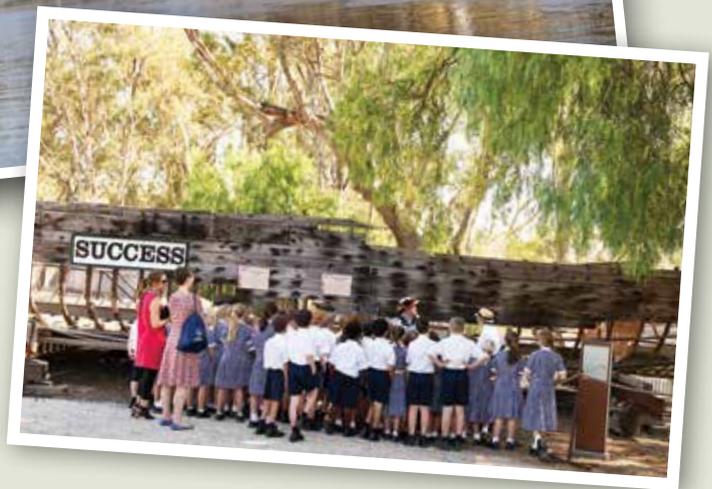
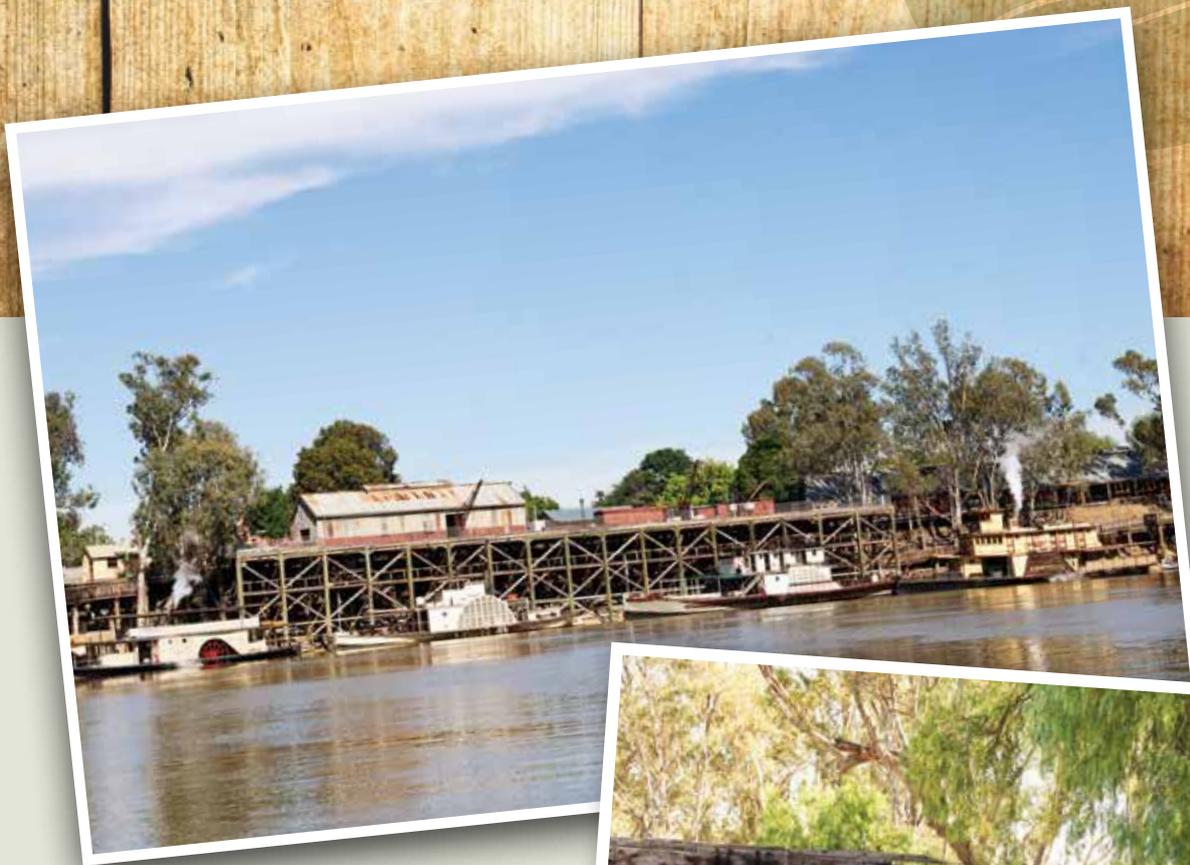


PORT OF ECHUCA DISCOVERY CENTRE LEVEL THREE



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PORT OF ECHUCA
DISCOVERY CENTRE

LEVEL THREE

ACARA HUMANITIES AND SOCIAL SCIENCE - HISTORY UNIT



LEVEL THREE

KEY QUESTION: How has the Echuca / Moama community changed? What features have been lost and what features have been retained?

LEVEL FOCUS

Historical knowledge & understanding - **ONE important example of change and ONE important example of continuity over time in the local community, region or state/territory; for example, in relation to the areas of transport, work, education, natural and built environments, entertainment, daily life (ACHHK061)** - investigating a development in the local community from the time of European settlement to the present day (for example through photographs, newspapers, oral histories, diaries and letters), comparing photographs from both the past and present of a specific location to identify the nature of change or continuity (that is key similarities and differences).

Historical skills - **chronology, terms and concepts - Sequence historical people and events (ACHHS065)** - developing an annotated timeline or other visual representation of key stages of settlement, which features local, regional or state events and people of historical significance.

LINKS TO OTHER CURRICULUM AREAS:

ENGLISH:

Literacy - **Creating texts: Plan, draft and publish imaginative, informative and persuasive texts demonstrating increasing control over text structures and language features and selecting print, and multimodal elements appropriate to the audience and purpose (ACELY1682)** - using vocabulary, including technical vocabulary, relevant to the text type and purpose, and appropriate sentence structures to express and combine ideas.

THE ARTS:

Visual Arts - **Explore ideas and artworks from different cultures and times, including artwork by Aboriginal and Torres Strait Islander artists, to use as inspiration for their own representations (ACAVAM110)** - Considering viewpoints - meanings and interpretations: For example - What is this painting telling us about the past? How does the artwork use visual conventions to convey meaning? How did the artist work within a space, and at this time? How and why did they innovate their practice?

SCIENCE:

Biological science - **Living things can be grouped on the basis of observable features and can be distinguished from non-living things (ACSSU044)** - sorting living and non-living things based on characteristics.



LEVEL THREE

AGARA HUMANITIES AND SOCIAL SCIENCE - HISTORY UNIT



WHY THIS UNIT?

This unit gives students the opportunity to explore how the towns of Echuca / Moama have changed over time - the influences on industry, tourism and technology. They have the chance to examine why some things have stayed the same- what events and aspects of the past still have significance today. Students will pose questions about the past and locate information from a variety of sources.

KEY CONCEPTS

The content provides opportunities to develop historical understanding through key concepts including sources, continuity and change, cause and effect, perspectives, empathy and significance.

- Who lived here first and how do we know?
- How has our community changed? What features have been lost and what features have been retained?
- What is the nature of the contribution made by different groups and individuals in the community?
- How and why do people choose to remember significant events of the past?

KEY VOCABULARY:

Change, continuity, industry, tourism, technology, past, present, future, significance, community, wharf, paddle steamer, rail.

* 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 |
|---|---|---|--|--|
| Brainstorm what students already know about Echuca / Moama. Create T chart graphic organiser (supplied) with left side for current services, tourism, industries etc. Keep right side blank for things that we don't have anymore (during finding out stage). Paddle steamer template (supplied)- brainstorm current uses for paddle steamers on the picture. | Create a word wall of key / technical vocabulary. Begin a timeline banner of key events to build on throughout the unit. | Draw a map of The Port of Echuca Discovery Centre from memory on grid paper. (This will be added to / amended as the unit progresses) | View a variety of images of Echuca / Moama. Discuss the features of the artworks. | List characteristics of living / non-living things. Use a Fishbone chart graphic organiser (supplied) (top living, bottom non-living) |



LEVEL THREE

ACARA HUMANITIES AND SOCIAL SCIENCE - HISTORY UNIT



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

| HISTORY | ENGLISH | GEOGRAPHY | THE ARTS | SCIENCE |
|---|---|--|--|---|
| Using the partially completed T chart, explore The Port of Echuca Discovery Centre and fill in the blank side with things that have changed / no longer evident in Echuca / Moama (paddle steamers used for transporting cargo, rail etc) | What questions about how Echuca/Moama has changed do students need to answer? | Using the map template, label the different places within The Port of Echuca Discovery Centre. - Are these places still used the way they were when they were first built? Why / Why not? | What visual artworks can be seen at The Port of Echuca Discovery Centre? What is the artist telling us about the past? | Use a Venn Diagram graphic organiser (supplied) to draw things in and around The Port of Echuca Discovery Centre that are living / non-living. Things that were once living, but no longer goes in the middle of the diagram. |

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

| HISTORY | ENGLISH | GEOGRAPHY | THE ARTS | SCIENCE |
|--|---|--|---|---|
| Decide what has stayed the same and what has changed... do students need any more information? In a different colour, list the past uses for paddle steamers on the paddle steamer template. Why has there been changes to the way paddle steamers are used today? | What has been answered? What still needs answering? Where can students go to get this information? Add to the word wall any technical words required | Compare the completed map from The Port of Echuca Discovery Centre from the initial drawing? How accurate is it? What needs changing / amending? | Discuss with a partner the artworks the students viewed...what would they say about the artworks? | What further information is needed? Is the Venn diagram accurate? How can it be more informative? (labelled diagrams, facts etc?) |

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

| HISTORY | ENGLISH | GEOGRAPHY | THE ARTS | SCIENCE |
|--|--|--|---|--|
| How are students going to present their discoveries? Eg: - Make a board game that shows an understanding of continuity and change in Echuca/Moama. - create an information booklet - write a diary entry of a person describing how Echuca / Moama has changed? What's stayed the same? | Write a biography on a significant person in Echuca/Moama's history (James Maiden, Henry Hopwood etc) Create a information banner - eg: timeline of significant events in Echuca/Moama's history. Create a history blog, outlining your discoveries throughout the unit. | Draw a blue print of The Port of Echuca Discovery Centre - Use grid coordinates with north point and legend. | Recreate one of the artworks from The Port of Echuca Discovery Centre. Have a gallery walk and show another grade / visitors. | Present the Venn diagram- 3D, ICT program etc. |

