Lesson Plan Level 3: Geography/History

Changes in our community

SmartSteps® FOR PRIMARY SCHOOLS

AusVELS: Level 3

Places are both similar and different – Geography concepts: Place, Change
Historical Knowledge and Understanding – Community and remembrance (ACHHK061)
Historical Skills – Historical questions and research (ACHHS067, ACHHS215)
– Analysis and use of sources (ACHHS068)

Suggested time

Before we go: 45 minutes
Walk: 45 minutes
When we get back: 60 minutes

Key learning outcomes

Students will be able to:

- use photographs from both the past and present of a local location and identify key similarities and differences
- identify appropriate resources and use appropriate questions when investigating historical changes to a local location
- analyse a range of sources to locate information
- use technologies to organise research information

Lesson

Before we go

- Ask students to suggest any places in the local area that may have changed over time (e.g. a shopping centre, school, sports ground, railway station). List and discuss how students think each may have changed.
- As a class, identify resources that could be used to investigate the changes (e.g. photographs, maps, local council website, local historical society website, local information brochures, books). List the suggestions.
- In small groups, students select and research one of the places in the local area they think may have changed, using resources from the list. Students record important information on the 'Then' page of the Then and now chart (pp.3 & 4). Groups share their research information with the class.
- Students use local maps, a street directory or online maps to locate the places in the local area that they have researched.
- Explain to students that they will be going for a walk to visit one of the local places, to see what it is like now compared to a previous time. Ask the class to decide which place they will walk to. Prepare and print a map of the route the class will take.
- Explain to students that they need to closely observe features of the route so that later they can create a map of the walk.
- **Teacher note:** Take a camera to photograph the place and key features on the route.

Out and about

- As you walk, encourage students to observe interesting features of the walking route and record them on the printed map.
- At the local place, students observe and discuss how it appears now, recording key information and taking photographs or drawing sketches.
- Prompt students to consider how individuals or groups have contributed to any changes, and to link the things they are observing with their research.

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When we get back

- As a class, students discuss the features of the place they visited as it currently exists, referring to their recorded notes, photographs and drawings.
- Students use the information to complete the 'Now' page of their *Then and now* charts.
- As a class, discuss and identify similarities and differences between the class presentation about the place 'Then' and what students observed about the place 'Now'.
- Students present the differences between how the place appears then and now as either:
  - a digital presentation using information technologies to organise information and make connections (e.g. creating tables with word processing software or concept mapping);
  - a walking map that shows the route to the place of interest and highlights the place's changing history. Create the map online using Walking Maps. For guidance, refer to the Teacher's guide to Walking Maps; or
  - an information poster.
- Discuss the contributions that individuals and groups may have made to the development of the local community and why it is important to be aware of local history. Encourage students to use 'Who?' 'What?' 'When?' 'Where?' 'Why?' questions.

Resources

- research resources (e.g. photographs, local maps, local council website, local historical society website, local information brochures, history reference books)
- Then and now chart (pp.3 & 4) (one per student)
- digital camera or smart phone (optional)
- computer (optional)
- map of local area or street directory
- drawing paper
- coloured pencils
- local historian, long-time resident, person from the local information centre or council staff – invite them to talk and show historical images to the class of local sites, landmarks or places of significance (optional)

Useful links

Walking Maps www.walkingmaps.com.au
Local historical societies www.historyvictoria.org.au/

Suggested assessment

Assess student's ability to:

- use present and historical photographs of a local location and identify key similarities and differences
- identify appropriate resources and use appropriate questions when investigating historical changes
- analyse a range of sources to locate information
- use technologies to organise research information

Further connections

Students and their families could:

- visit the local library or search the internet to find information about the history of other local locations, and compare them to the present
- walk in the local area and identify locations that they think may have a significant history
- complete a Smart Steps: for Families – Activity Sheet at home

AusVELS Level 3

Strand	Sub-strand	Elaboration
Geography	**Geographic knowledge and understanding** The similarities and differences between places in terms of their type of settlement, demographic characteristics and the lives of the people who live there (ACHGK019)	• exploring different types of settlement, and classifying them into hierarchical categories, for example, isolated dwellings, outstations, isolated communities, villages, towns, regional centres and large cities.
	Geography inquiry and skills Collect relevant geographical data and information, for example, by observing by interviewing, conducting surveys, measuring, or from sources such as maps, photographs, satellite images, the media and the internet (ACHGS020)	• using maps, ground and aerial photographs and satellite images or a digital application, for example, Google Earth, to identify, locate and describe different types of settlements.
	Represent the location of places and their features by constructing maps of appropriate scale that conform to cartographic conventionst and describe their location using simple grid references, compass direction and distance (ACHGS022)	• making a plan of the classroom or home, using pictorial symbols • constructing maps to show the features of places, using basic cartographic conventions including map symbols title and north point
Historical Skills	**Historical questions and research** Pose a range of questions about the past (ACHHS067)	• posing appropriate questions when investigating the contribution that individuals and groups have made to the development of the local community ('Who?' 'What?' 'When?' 'Where?' 'Why?')
	Identify sources (ACHHS215)	• identifying sources to investigate change in the community in the past, such as photographs, maps, and the remains of buildings?
	Analysis and use of sources Locate relevant information from sources provided (ACHHS068)	• analysing a range of sources (for example photographs, maps, oral histories) to locate information about the people, places and events in their community's present and past • using information technologies to organise information and make connections (for example creating tables in word processing software, concept mapping)
Historical Knowledge and Understanding	**Community and remembrance** 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)	• 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)

Changes in our community

Then and now

Name:

What is it?

THEN

When was it built?

What was it used for?

Who used it?

What did it look like?

Draw what it looked like.

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Then and now

Name:

NOW

How is it used?

Who uses it?

What does it look like? Draw and write about it.

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