

PAHSMA EDUCATION PROGRAM
ONSITE EDUCATION ACTIVITIES
Pre – Activity Lesson Plan
HIDDEN SECRETS of PORT ARTHUR

LESSON TITLE: *HOW DO WE KNOW SO MUCH ABOUT the PAST*

AGE LEVEL:

Primary

LENGTH of LESSON:

45 – 50 mins.

KNOWLEDGE and UNDERSTANDING:

- Present and past
- Heritage

SKILLS:

- Historical questions and research
- Analysis and use of sources
- Comprehension and communication

ACHIEVEMENT OUTCOME: *Students are able to:*

- Use familiar personal and local sources and artefacts....to compare and give reasons for differences and similarities in the way of life.....and groups over time.
- Compare and give reasons for differences and similarities then and now.
- Understand the significance of an important Heritage Site.
- Communicate historical knowledge and understanding using narratives and descriptions, which include relevant information and key ideas.

RESOURCES:

- Pre – Activity Lesson Resource ‘How do we know about the Past?’
- Word list sheet.
- Pens or pencils
- Coloured pencils or markers.
- Large sheets of butchers paper or similar.
- A found object or ARTEFACT - Preferably something which is not instantly recognisable to them – it may even be a piece of an object. Old is good!

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Time	ACTIVITY
<p>10 mins.</p>	<p>With technology so readily available, having to ask the right questions to discover or understand something appears to be a challenge sometimes. This lesson plan and the Onsite Education Activity, is designed to stimulate the discovery process through an inquiry based, problem-solving approach.</p> <p><u>INTRODUCTION</u> - How do we know so much about the past?</p> <p>Students often do not understand the methods of collecting information about the past or have the knowledge to find out. A question often asked by students to our Site is, <i>"How do you know so much about the people who lived here?"</i></p> <p>This lesson plan ties in with the activity you will be doing on your visit to Port Arthur. It will assist students in helping to understand some of the ways we 'INTERPRET' what we find through the use of found objects or 'ARTEFACTS', while they are engaged in the Onsite Activity. Often, these artefacts, while appearing to be rubbish, are able to tell us a lot about life at Port Arthur over time. They will also become more aware of the importance of Heritage Sites and of the issues faced at sites such as Port Arthur.</p>
<p>30 – 35 mins.</p>	<p><u>BODY OF LESSON –</u></p> <ul style="list-style-type: none"> • Place the ARTEFACT you have bought in, on a table in the classroom where all the students can see it. • Allow the students to look carefully at the artefact one by one but not voice their observations. • Students (<i>they can work in groups or pairs</i>), now return to their work areas in their groups. • Once they have chosen an artefact, have them move back to their work area with their artefact. • On the board, write the inquiry questions below (<i>adjust the language to suit the age group</i>). • Ask the students to describe what they see as they observe the "artefact". • Have them record their findings on the butchers paper, under each inquiry question number with room for the CONCLUSION (number 5), separately. • Move around the room and guide their questioning.

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TIME	ACTIVITY
<p>Cont.</p>	<p>SAMPLE INQUIRY QUESTIONS:</p> <ol style="list-style-type: none"> 1. What does it look like? <ol style="list-style-type: none"> (a) Describe its colour (b) Describe its size (c) Describe its shape (d) Describe its material (rock, bone, wood, metal, fabric, etc.) 2. Where was it found? <ol style="list-style-type: none"> (a) Type of climate or environment (b) Surrounding soil or rock (c) How shallow or deep 3. What could it have been used for? 4. How old could it be? <ol style="list-style-type: none"> (a) Describe its condition (effects of erosion, rust, decay, how fragile) (b) Material (consider how fast it might age in a given environment) (c) Your best estimation (circle one) <p>1-10 yrs 1-20 yrs 21-50 yrs 51-75 yrs 76-100 yrs 101-200 yrs 201-500 yrs 501-1000 yrs over 1000 yrs over 2000 yrs over 3000 yrs</p> • Once they have obtained all the information they can, have each group or pair, PRESENT their findings. When each group finishes, they need to answer the final question - 5. What do you think this artefact is? <i>(Students can re-write their findings up neatly on the resource work sheet if desirable)</i>

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TIME	ACTIVITY
5mins.	<p><u>WRAP UP</u> -</p> <p>It is not important if the answer is correct – this demonstrates how historians and others come to a HYPOTHESIS about what they have found. It gives a starting point to find out more. That is the nature of HISTORICAL INQUIRY. Some questions will remain un-answered.</p> <p>Explain to the students that learning about history, is a bit like a detective story. You have to keep asking questions until you think or know you have the right answer. Even small ARTEFACTS are able to tell us a few things, even if they are someone else’s rubbish.</p>