

YEAR 3: Community and Remembrance
The Hartley Project, Alice Springs

OVERVIEW OF PROGRAM – *source ACARA Australian Curriculum: History v4*

Using the Hartley Project as an example, students will:

- explore the difference between the past and present daily lives of school children of Alice Springs
- consider the contribution the people of Alice Springs have made to their community .

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

These concepts will be investigated within the historical context of **the old Hartley Street school building** and will provide a focus for historical inquiries.

The two strands of Historical Skills and Historical Knowledge and Understanding are interrelated and should be taught in an integrated way.

Students will use the following **KEY INQUIRY QUESTIONS** to discover:

- 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?

This program allows students to develop historical skills through key concepts appropriate to their age and ability.

An Excursion to The Hartley Project

A visit to The Hartley Project is a full day excursion. The old school can accommodate up to 30 students at any one time. The suggested ratio is 1 adult to every 15 students.

The excursion is led by a National Trust volunteer.

Dressing up in 'olden days' clothes is encouraged but not compulsory.

Activities include:

1. Role playing a day in the life of a student of the 1930s
2. Participating in activities of the period such as a handwriting lesson and physical fitness
3. Exploring what makes a place a heritage site.

To Make a Booking:

Contact the National Trust to make a booking

Email: mcds.ntnt@internode.on.net

Phone: 8952 4516

This program allows students to develop historical skills through key concepts appropriate to age and ability.

Historical Skills:

Sequence historical people and events

Use historical terms

Pose a range of questions about the past

Identify sources

Locate relevant information from sources provided

Identify different points of view

Develop texts, particularly narratives

Use a range of communication forms (oral, graphic, written) and digital technologies

Key Concepts:

Sources (Evidence)

Continuity and change

Cause and effect

Perspectives

Empathy

Significance

This program allows students to gain historical knowledge and understandings in a local context.

Historical Knowledge and Understanding	Local Context <i>The Hartley Project lends itself to historical inquiry re:</i>	Student Activities	General Capabilities (GC) Cross Curricula Priorities (CCP) Other Learning Areas (OLA)	Research and Resources <i>For pre and post visit activities</i>
<p>1 One important example of change and one important example of continuity over time in the local community</p>	<p>Investigating how the community of Alice Springs has changed over time and how the daily lives of school children has changed and what has remained the same.</p>	<p><i>Pre visit activities:</i> Teachers download and read the Teachers Handbook for The Hartley Project and choose appropriate Resource sheets and activities to be used as pre visit information for the age group. Students prepare for their excursion by studying the clothing that would have been worn at this time and bringing costumes from home.</p> <p><i>Excursion Activities</i> Students participate in activities:</p> <ol style="list-style-type: none"> 1. Role playing a day in the life of a student of the 1930s 2. Participating in activities of the period such as a handwriting lesson and physical fitness 3. Exploring what makes a place a heritage site. <p><i>Post visit activities</i> Make comparisons between school in 1930s and today</p> <p>Teachers download the Lesson Cards and choose from follow up activities – <i>I am an Australian; Personal Hygiene; Marching; Handwriting; Arithmetic; Spelling; Dictation; Recess Games; Geography; Sewing; Woodwork; Recitation</i></p>	<p>GC: Literacy; Numeracy; ICT competence , Intercultural understanding CCP: Aboriginal histories and cultures; sustainability OLA: English; Maths; Geography; Arts</p>	<p>The Hartley Project Teachers Handbook pdf The Hartley Project Lesson Cards pdf</p>

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<p>2 The role that people of diverse backgrounds have played in the development and character of the local community</p>	<p>Using a local site to identify cultural groups in the community and their influence over time.</p>	<p><i>Pre visit activities</i> Teachers download and read the Teachers Handbook for The Hartley Project and choose appropriate Resource sheets and activities to be used as pre visit information for the age group. Teachers download and read The Teachers and the Students of The Hartley Background Information Booklet for information. Students conduct a survey to find out where students and their parents were born and when they came to Alice Springs. Students show on a map of the world where families have come from.</p> <p><i>Excursion activities</i> Students participate in activities:</p> <ol style="list-style-type: none"> 1. Role playing a day in the life of a student of the 1930s 2. Participating in activities of the period such as a handwriting lesson and physical fitness 3. Exploring what makes a place a heritage site. <p><i>Post visit activities</i> Using world map, students compare where students from 1930s came from with where their own families come from.</p>	<p>GC: Literacy; Numeracy: ICT competence , Intercultural understanding CCP: Sustainability OLA: English; Maths,, Geography; Arts</p>	<p>The Teachers and the Students of The Hartley pdf</p>

		Students consider the influences of different nationalities on local architecture, celebrations and commemorations etc		
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