

YEAR 2: The Past in the Present

Woodbridge

BACKGROUND

Woodbridge, with its iron lace work, parquetry, polished jarrah, tessellated tile floors, and many pieces of original furniture, is a rare surviving example of a grand 19th century home. The attractive site on the banks of the Swan River, just east of the historic town of Guildford, was originally taken up by the colony's first Governor, Captain James Stirling. By 1831, he had built a cottage there, a retreat from Government House. The property was purchased in 1883 by Charles Harper, farmer, politician and part owner of *The West Australian* newspaper.

Woodbridge has a varied history having been used as a gentleman's residence, a preparatory school, a home for aged women and as an annexe for Governor Stirling Senior High School.

From the kitchen to the extensive entertaining areas, Woodbridge today reflects its role as home to Charles and Fanny Harper, their ten children and their servants.

OVERVIEW OF PROGRAM

The Year 2 curriculum provides a study of local history. Students explore, recognise and appreciate the history of their local area by examining remains of the past and considering why they should be preserved.

This National Trust of Australia (WA) program is associated with the Year 2 Australian Curriculum: History. The central component of the program is an excursion to historic Woodbridge. The program provides suggestions of pre-visit and post-visit activities that integrate the teaching of historical knowledge, understandings and skills. It should be adapted to suit your needs; use as little or as much of the program as you wish, incorporate your own activities and teaching methodologies, or choose to focus on one or several key inquiry questions.

Woodbridge Excursion

We offer half day excursion to Woodbridge. The house can accommodate up to 60 students at any one time. For this age the suggested ratio is 1 adult to every 5 students.

All student activities are conducted by National Trust of Australia (WA) Education Officers.

Activities include:

1. 'Meet the Harper Family'- compare aspects of daily life to identify what has stayed the same and what has changed over time
2. Tour of Woodbridge – look for evidence of the past and what it tells us about what life was like
3. Artefacts – compare objects from the past and present and discuss the impact of changing technology on people's lives
4. Spot the difference – compare photos of Woodbridge and discuss the similarities and differences and what this tells us about the changing role of the property.
5. 'Time to Play' - play old fashioned games and compare technology to present day toys and games

To make a booking:

Contact the National Trust to make a booking:

Email: trust@ntwa.com.au

Phone 9321 6088

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

- What aspects of the past can you see today? What do they tell us?
Tour the house and grounds. Look for evidence of the past and what it reveals about daily life
- What remains of the past are important to the local community? Why?
The architecture, ornaments, fixtures and family memorabilia provide evidence of the past and opportunities for discussion about the heritage value of Woodbridge House.
- How have changes in technology shaped our daily life?
Tour the house and look for examples of Nineteenth Century technology to compare with present day.

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

Historical Skills:

Sequence historical people and events
Distinguish between the past, present and future
Pose questions about the past using sources provided
Explore a range of sources about the past
Identify and compare features of objects from the past and present
Explore a point of view

Key Concepts:

Continuity and change
On a tour through Woodbridge students can identify how changes in lifestyle and technology have affected the way homes are built and the way people do things.

Cause and effect
Through the story of Woodbridge House students identify the changing roles of the house.

Perspectives
Students learn about the roles and responsibilities of children in the past providing an insight into how peoples perspectives are determined by their circumstances

Empathy
Students see how the Harper family lived and hear stories about what their life was like and make comparisons with their own life to develop empathy with the families' experience.

Significance
Students develop an understanding of what makes Woodbridge special and worth keeping for future generations

Historical Knowledge and Understanding	Local Context <i>This site lends itself to historical inquiry re:</i>	Student Activities <i>including pre and post visit</i>	General Capabilities (GC) Cross Curricula Priorities (CCP) Other Learning Areas (OLA)	Research and Resources <i>For pre and post visit activities</i>
<p>The history of a significant building in the local community and what it reveals about the past (ACHHK044)</p>	<p>Where did the name Woodbridge come from?</p> <p>Who lived at Woodbridge?</p> <p>What can we learn about the Harper family by exploring the house?</p> <p>What different purposes was Woodbridge used for?</p>	<p><u>Pre visit activities –</u> Pose questions about the Past * Distinguish between the past and the present. What do these terms mean? As a class, small group or individually students complete the ‘K’ AND ‘W’ sections of a KWL Chart (Student Activity 1) – ask the students what they KNOW about the past and what they WONDER about the past (these should be written as questions and copies brought to Woodbridge on the day of the excursion). Ask students to think about how we can answer their questions about the past, eg. guest speakers, books, photos, excursion. * Think, Pair, Share on what the words ‘The past in the present’ mean. Show items or pictures from the past, eg. a photo or picture, a book, a letter or postcard, an artefact. One of the items should be a picture of Woodbridge. Discuss what they tell us about the past. Would an excursion to Woodbridge help to answer some of their questions about the past?</p> <p><u>Excursion Activities:</u> Activities led by NTWA Education Officers * Woodbridge story</p> <p><u>Post visit activities –</u> Distinguish between the past, present and</p>	<p>GC: Literacy, Numeracy, Critical and creative thinking, Information and communication (ICT), Personal and social capability</p> <p>CCP: Sustainability</p> <p>OLA: English, Mathematics</p>	<p>Visit the following websites Instructions for KWL Chart: http://www.education.com/reference/article/K-W-L-charts-classroom/</p> <p>PDFs Teachers</p> <ol style="list-style-type: none"> 1. Woodbridge timeline resource 2. Woodbridge timeline lesson plan <p>PDFs Students</p> <ol style="list-style-type: none"> 1. KWL Chart 2. Woodbridge Tour

		<p>future * KWL Chart – Students revisit the question they posed prior to the excursion about the past. Ask students to share what they LEARNED whilst at Woodbridge. Students complete the final part of their KWL chart.</p> <p>The history of Woodbridge * History of Woodbridge timeline – (Teacher Resource 1 and 2) Students retell the story of Woodbridge. Each student then draws a picture and writes a sentence about a part of the story. This is used to create a class timeline that shows the history of Woodbridge.</p> <p>Explore a range of sources about the past * Investigate other historic places in the local community, eg. St Matthew's Church, Riversleigh, Andrew Moulton's Cottage, Guildford Town Wharf, Barker's Store, The Old Courthouse and Gaol, Mechanics Institute. Add information to Woodbridge timeline to create a visual history of Guildford.</p>		
<p>The importance today of an historical site of cultural or spiritual significance; for example, a community building, a landmark, a war memorial (ACHHK045)</p>	<p>Why is Woodbridge important to us today?</p>	<p><u>Pre visit activities – Investigating Historical Significance</u> * Memory Boxes (See website for lesson plans) The teacher models making a Memory Box by bringing 5-10 items to class that have personal or family value. Discuss the meaning and value of objects. Students interview an adult about what items they have or wish they had saved and why. Discuss the findings and create a list of the</p>	<p>GC: Literacy, Numeracy, Critical and creative thinking, Information and communication (ICT), Personal and social capability</p> <p>CCP: Sustainability</p> <p>OLA: English, Mathematics</p>	<p>Visit the following websites Lesson plans for Memory Box activity: http://hewit.unco.edu/dohist/teachers/plans/histpres/pres1.pdf</p> <p>Download a brochure and entry form for NTWA Photo and Story Competition: http://www.valuingheritage.co</p>

		<p>types of items people save and why they save them. Students develop their own 5-10 item Memory Box about themselves and explain why they selected their items.</p> <p><u>Excursion Activities:</u> Activities led by NTWA Education Officers * Tour of Woodbridge</p> <p><u>Post visit activities –</u> Using a range of communication forms to investigate historical significance * Revisit the Memory Box activity and the reasons people save items. Discuss the value/significance of Woodbridge. Do students think that the property was worth saving and keeping for the future? * Imagine you are taking your family to Woodbridge. Use Student Activity 2 to design a tour through Woodbridge to show them what is special and significant about the property. * Discuss suitable future uses of the property for the community.</p> <p>Develop a narrative about the past * NTWA Photo and Story Competition (See website for entry form and details)</p>		m.au/Competitions.html
<p>The impact of changing technology on people's lives (at home and in the ways they worked, travelled, communicated, and played in the past) (ACHHK046)</p>	<p>Comparing technology used in school's of the past, such as Woodbridge, and schools today</p> <p>Investigating continuity and change in</p>	<p><u>Pre visit activities –</u> Changes in technology over time * Reminiscence Boxes - (See website for booking details) Observe and handle artefacts. Discuss what they were used for in the past. Select one item, eg. washboard, whisk etc. Investigate who invented the item and illustrate how it has changed over time. What is it replaced</p>	<p>GC: Literacy, Numeracy, Information and communication technology (ICY), Critical and creative thinking, Personal and social capability, Intercultural Understanding</p>	<p>Visit the following websites Reminiscence Boxes: http://www.valuingheritage.com.au/Reminiscence_Boxes.html</p> <p>Information about artefacts: www.oldandinteresting.com</p>

	<p>technology throughout time</p>	<p>with today? * Students make a list of what they would miss most if they went back in time</p> <p><u>Excursion Activities:</u> Activities led by NTWA Education Officers * Artefacts – then and now * Old fashioned games * Spot the Difference</p> <p><u>Post visit activities –</u> Comparing technology at school past and present * Woodbridge was used as a school at one stage. Investigate what school was like in the past (See websites). Undertake some old fashioned lessons at school: - Memorization activities, spelling bees, paper weaving. reading fables, writing with quill pens - Play old fashioned games – ‘Red Rover’, skipping, ball and cup, spinning tops, marbles, hoop and stick - Dress up in old fashioned clothes</p>	<p>CCP: Sustainability OLA: English, Mathematics</p>	<p>School life past: www.primaryresources.co.uk/history/.../KL_SchoolsinthePast.ppt http://www.abc.net.au/btn/story/s2953658.htm Read ‘School Day’ section for ideas on how to run old fashioned lessons: http://www.scholastic.com/teachers/lesson-plan/olden-days</p>
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