

# South Australian Maritime Museum

## Digging up the Past – Teacher Resource



**Suitability:** Years R - 3

**Historical Concepts:** Change, Significance, Place and Space

**Australian Curriculum HASS Outcomes:**

	Foundation	Year 1	Year 2	Year 3
<b>Inquiry Questions:</b>	<ul style="list-style-type: none"> <li>Who am I, where do I live and who came before me?</li> <li>Why are some places and events special and how do we know?</li> </ul>	<ul style="list-style-type: none"> <li>How has family life and the place we live in changed over time?</li> </ul>	<ul style="list-style-type: none"> <li>What does my place tell me about the past and present?</li> <li>How are people connected to their place and other places, past or present?</li> <li>How has technology affected daily life over time and the connections between people in different places?</li> </ul>	<ul style="list-style-type: none"> <li>How do symbols, events, individuals and places in my community make it unique?</li> <li>How do people contribute to their communities, past and present?</li> </ul>
<b>Year Level Description:</b>		They examine their daily family life and how it is the same as and different to previous generations.	Students examine remains of the past in their local area, coming to understand how connections have changed the lives of people over time and space and how their community values and preserves connections to the past.	Students explore the historical features and diversity of their community as represented in individuals and their contributions.

**Questioning:** How has changing technology affected people’s lives (at home and in the ways that they worked, travelled, communicated and played in the past).

**Researching:** Sort and record information and data, including location in tables and on plans and labelled maps. Sequence familiar objects and events.

**Analysing:** Compare objects from the past with those from the present and consider how places have changed over time. Distinguish from the past, present and future.

### Background Information

In 2003, a group from the Flinders University undertook an archaeological dig in Jane Street, Port Adelaide, in the hope of finding evidence of the lives of the two families (Farrow and McKay families) that lived in cottages on this site in the second half of the 19<sup>th</sup> century. This education program has been developed using resources and information that was uncovered in this archaeological dig.



Archaeological dig in Jane Street, Pt Adelaide

### SAMM Education Session Outline:

- Students engage in a facilitated education session, learning about the role of an archaeologist, examining the dig site, surrounding buildings, laneways and the objects excavated. Students learn about the role of a curator and looking at objects from the dig, while gaining an understanding of how they provide us with information about the McKay and Farrow families and how they lived in the early 19<sup>th</sup> century.
- View the Maritime Museum’s exhibits to locate additional objects that provide us with information about how people lived in the past.
- Learn about the history of the Port Adelaide Lighthouse and climb to the top for a birds-eye view to locate local landmarks.


### Resources For Teachers:

### Pre / Post Visit Learning Engagements:

- Select a period of time between 1836 and today and use a range of materials to create a collage or diorama that depicts the Port Adelaide area during your selected time.
- Use the State Library of South Australia online archives to view historic images from your local area. Ask students to draw the area to show how it may look today. Use Google Maps to see if you can find the location of your historic image. Discuss how the area has changed over time and the reasons for this.
- Visit the ABC My Place website and use the resources to think about how the history of a house can give us so much information about people's lives in the past.

- Set up your own 'archaeological dig site' in your classroom. Use masking tape or string to mark out a grid (as shown). Add coordinates (numbers and letters).

1. Place objects (or photographs / images) used in the home, now and in the past in some of the grid squares.
2. Give students clues about the object (eg. This object was used to drink tea). See if the students can guess which object you are describing (a cup and saucer) and at which coordinate it is located (C3).
3. Once you have talked about all the objects in the grid, ask students to record what they can see, as if they were 'archaeologists examining the dig site.'

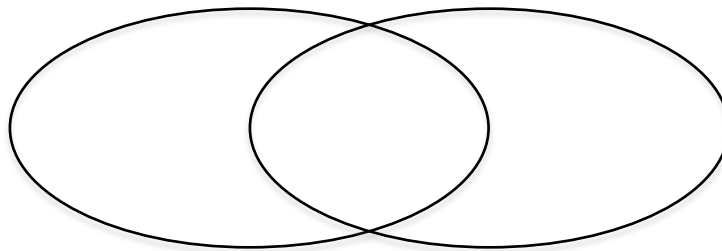
	A	B	C	D	E
1					
2					
3					
4					
5					

4. Talk about the information we can gain by looking at each of the objects. What stories do they tell?

- Develop a values continuum in your classroom – Place 2 pieces of paper, with one marked 'agree' and another 'disagree' apart from each other on the floor. Ask students the following questions and ask them to stand on the continuum – if they agree or disagree, and to which extent. Discuss student's reasons for their positions, and then ask the question a second time. Do any of the students change their position on the continuum? Discuss.
  - Historic sites should be excavated so we can learn about the past.
  - Anyone should be able to conduct an archaeological dig.
  - Archaeologists should be able to keep the objects they find from their digs.

- Select 2 objects from the Tapestry of Treasures exhibition on the upper level of the museum. Use the Venn Diagram to compare the two.

This Venn Diagram can also be used to compare 2 objects, (from the past and today).



- Visit the State Library of New South Wales website to view educational resources and lesson plans to support learning about "The Past in the Present."
- Invite parents and grandparents to provide their year of birth. Select an object or item that interests the students (eg. boats, cars, dolls, houses, school, music, transport). Students use the year of birth from themselves, parents and grandparents to research what the item / object looked like at each of these time periods. Draw a picture or locate images of the object to show how it has changed over time. Use freeze tape and add images to create a timeline.