



My Family and My Place in Lake Macquarie

EARLY STAGE 1 - KINDERGARTEN
History and Geography Unit of Work

Table of Contents

<u>Introduction to teachers</u>	3
<u>My Family and My Place in Lake Macquarie Unit of Work</u>	5
<u>My Family and My Place in Lake Macquarie Scope and Sequence</u>	13
<u>Note to Parents</u>	14
<u>Lesson Plan Activity 1</u>	15
<u>Activity 1 Barnsley Public School Student Clothes</u>	16
<u>Lesson Plan Activity 2</u>	20
<u>Activity 2 Changing an Historic Photograph</u>	21
<u>Lesson Plan Activity 3</u>	22
<u>Activity 3 The History of Me Booklet</u>	24
<u>Lesson Plan Activity 4</u>	38
<u>Activity 4 (Assessment for Learning) Drawing a Special Place</u>	39
<u>Lesson Plan Activity 5</u>	40
<u>Activity 5 Spelling Words Favourite and Least Favourite Places</u>	41
<u>Lesson Plan Activity 6</u>	47
<u>Activity 6 Awabakal Place Names</u>	49
<u>Lesson Plan Activity 7</u>	51
<u>Activity 7 List of Schools in Lake Macquarie</u>	53
<u>Lesson Plan Activity 8</u>	101
<u>Activity 8 (Assessment for Learning) Primary School Principals in the Past</u>	103
<u>Lesson Plan Activity 9</u>	110
<u>Activity 9 Change at Lake Macquarie</u>	111
<u>Lesson Plan Activity 10</u>	118
<u>Activity 10 Protecting Lake Macquarie</u>	120
<u>Lesson Plan Activity 11</u>	124
<u>Activity 11 Belmont Lagoon</u>	125
<u>Lesson Plan Activity 12</u>	129
<u>Activity 12 (Assessment for Learning) Old Photographs in Order</u>	130
<u>Lesson Plan Activity 13</u>	139
<u>Activity 13 Emotions in History</u>	140

<u>Lesson Plan Activity 14</u>	...	...	...	...	...	...	...	...	142
<u>Activity 14 School Shoes Empathy Task</u>	...	...	...	...	...	...	...	...	143
<u>Lesson Plan Activity 15</u>	...	...	...	...	...	...	...	...	147
<u>Activity 15 Celebrations</u>	...	...	...	...	...	...	...	...	149
<u>Lesson Plan Activity 16 Assessment</u>	...	...	...	...	...	...	...	...	151
<u>Activity 16 Assessment of Learning</u>	...	...	...	...	...	...	...	...	154
<u>Survey and Contact</u>	...	...	...	...	...	...	...	...	159

Dear teachers,

This unit of work has been developed and written by the Community History Team at Lake Macquarie City Council. It was developed for the purpose of giving students and teachers the greatest opportunity to interact with the resources available to the public via our local history collection. It was also developed with a recognition of the continuing time restraints placed upon teachers and thus, the minimal and continually shrinking amount of time teachers are able to allow for the research of new resources and the development of units of work based on these resources. As such, this unit was developed in such a way as to allow teachers to complete every activity as prescribed, or to use only some of the lesson plans and/or activities to support existing programs and lessons. It is the intention of the Community History Team to audit this unit annually, and update resources and lessons in line with new resources coming into the LMCC collection, curriculum changes and feedback we receive from the teachers of our area. It is for this reason that we ask you to please complete the survey once you have completed this unit/lessons and feel free to email us with feedback on this unit of work should you wish to provide more detail.

This unit is a fully integrated Geography and History unit. It is designed to run for two terms, however teachers may choose to reduce or extend it based on other work they may have developed for these curriculum and other compulsory curriculum areas. The unit, while based around students' understanding of family and place in Lake Macquarie, utilises the students' own school as the foundation of many tasks. This supports student understanding of relevance as outlined in the Quality Teacher Framework, and gives the teacher a high level of understanding of the students' existing knowledge about the topic. This unit also focuses almost exclusively on the LMCC photographic local history archives as the primary source material for this unit. Written, physical and oral primary and secondary sources will be introduced in subsequent stages as students' growing developmental and literacy abilities allow them to interact with such sources more readily.

A deliberate choice was made by the Community History Team to not integrate literacy and numeracy outcomes into this unit. There are many geographical skills (such as tallying, counting and plotting pictorial maps) and history skills (such as describing and developing vocabulary around objects, emotions and time) that lend themselves to the Early Stage 1 literacy and numeracy curriculum. However, as this unit has been written for all students in the city of Lake Macquarie, it was vital that we allowed for enough variation in the unit for teachers to make adjustments for their individual cohorts and students. As such, most of the activities suggested as part of this unit of work, can be completed in writing, orally, pictorially or even represented through physical movement or performance should the teacher consider this the most appropriate means of communication for their students. There are assessments for learning integrated into the three major phases of the unit and an assessment of learning available at the end of the unit. Even in these assessments, there is room for adjustments based on student abilities.

Finally, the Early Stage 1 curriculum content for history focuses very heavily on discussion of students' family life. To make such discussions possible for the teacher, students are asked to take home Activity 3 The History of Me Booklet and have parents/guardians assist them in completing the information in this booklet. This booklet will take some time for parents to complete. However, the knowledge teachers will gain from this booklet will allow them to effectively trace if students are understanding the

concepts of family and relationships and applying these concepts to their own lived experience. For this reason, we have made the History of Me booklet available digitally as well as teachers being able to download and print the booklet. A digital version may make it easier for families to include photographs as well as names of family members and places when completing the booklet. The remainder of the unit content is available only to teachers. This is to prevent parents or other interested parties gaining access to the various activities and completing these with children in their own time, there-by preventing teachers from using these resources to both teach and assess. We ask you to please keep this unit for teachers (by not passing the full unit information and resources onto parents). Into the future, the community history team will be developing public access education activities for parents and other interested parties to engage in with children should they so wish. To support teachers in receiving parent support for The History of Me Booklet, the unit includes a note to parents that teachers may wish to send home asking for parental support with this aspect of the unit.

The Community History Team at Lake Macquarie City Council hope this unit of work is able to engage and inspire students to develop an understanding of themselves, their immediate environment and their community at large. We also hope it is accessible and easy for teachers to use within the current educational environment. We look forward to offering further units of work to the teachers of our city as well as other activities into the future. We also look forward to your feedback on this initial unit of work.

Dr Peta Belic,
Community History Officer,
On behalf of the Community History Team,
Lake Macquarie City Council

Integrated Geography and History Unit of Work – Early Stage 1	<u>My family and my place in Lake Macquarie</u>	Early Stage 1
		Duration: Two terms (20 weeks)

Unit Description

Students explore Lake Macquarie as a place they live in and belong to. They examine Lake Macquarie (both specific sites within the city and the geographical lake) as a special place and learn about their own history and that of their family. They develop an understanding of what makes a place special and how this may differ for different people over time. Students build on their knowledge and understanding of how the past is different from the present and how their family and Lake Macquarie as a place has changed. Students learn about the importance of looking after specific places within Lake Macquarie. Students explore how Lake Macquarie can be defined and represented.

Outcomes

Geography

A student:

- identifies places and develops an understanding of the importance of places to people (GEe-1)
- communicates geographical information and uses geographical tools (GEe-2)

History

A student:

- communicates stories of their own family heritage and the heritage of others (HTe-1)
- demonstrates developing skills of historical inquiry and communication (HTe-2)

Key Inquiry Questions

Geography

- What are places like?
- What makes a place special?
- How can we look after the places we live in?

History

- What is my history and how do I know?
- What stories do other people tell about the past?
- How can stories of the past be told and shared?



Concepts		Skills	Tools
Geography	<p>The following geographical concepts are to be integrated throughout the unit:</p> <ul style="list-style-type: none"> • Place: the significance of places and what they are like eg places students live in and belong to and why they are important. • Space: the significance of location and spatial distribution, and ways people organise and manage the spaces that we live in eg location of a place in relation to other familiar places. • Environment: the significance of the environment in human life, and the important interrelationships between humans and the environment eg. how and why places should be looked after. 	<p>The following geographical inquiry skills are to be integrated throughout the unit:</p> <p>Acquiring geographical information</p> <ul style="list-style-type: none"> • pose questions and make observations (ACHGS001) • record geographical data and information (ACHGS002) <p>Processing geographical information</p> <ul style="list-style-type: none"> • represent data using charts or graphs (ACHGS003) • draw conclusions based on discussions of observations (ACHGS004) <p>Communicating geographical information</p> <ul style="list-style-type: none"> • present information (ACHGS005) • reflect on their learning(ACHGS006) 	<p>The following geographical tools are to be integrated throughout the unit:</p> <p>Maps</p> <ul style="list-style-type: none"> • pictorial maps <p>Fieldwork</p> <ul style="list-style-type: none"> • observing and recording data <p>Graphs and Statistics</p> <ul style="list-style-type: none"> • tally charts, pictographs <p>Spatial Technologies</p> <ul style="list-style-type: none"> • virtual maps <p>Visual Representations</p> <ul style="list-style-type: none"> • photographs, illustrations, story books, multimedia

History	<p>The following historical concepts are to be taught throughout the unit:</p> <ul style="list-style-type: none"> • Continuity and change: some things change over time and others remain the same, eg changes and continuities in students' own lifetimes and that of their families. • Cause and effect: events, decisions or developments in the past that produce later actions, results or effects, eg simple cause and effect in stories. • Perspectives: people from the past will have different views and experiences, eg exploration of a point of view and understanding that stories may vary depending on who is the narrator. • Empathetic understanding: developing an understanding of another's views, life and decisions made, eg development of an understanding of differences and similarities between families. • Significance: importance of an event, development or individual/group, eg the personal importance of a 	<p>The following historical skills are to be taught throughout the unit:</p> <ul style="list-style-type: none"> - Comprehension: chronology, terms and concepts <ul style="list-style-type: none"> • respond by demonstrating active listening behaviour, through discussion and by recalling and retelling stories • sequence familiar objects and events(ACHHS015) • distinguish between the past, present and future(ACHHS016) - Use of sources <ul style="list-style-type: none"> • explore and use a range of sources about the past(ACHHS018) • identify and compare features of objects from the past and present(ACHHS019) - Perspectives <ul style="list-style-type: none"> • explore a point of view(ACHHS020) - Empathetic understanding <ul style="list-style-type: none"> • recognise differences and similarities between individuals and families in the past and present - Research 	
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	<p>treasured object; significant events in students' lives and the importance and meaning of special days and holidays.</p>	<ul style="list-style-type: none"> • pose questions about the past using sources provided (ACHHS017) - Explanation and communication <ul style="list-style-type: none"> • develop a narrative about the past (ACHHS021) • use a range of communication forms (oral, graphic, written, role play) and digital technologies. (ACHHS022) 	
Content		Teaching, Learning and Assessment	Resources
<p>Important places</p> <p>Students:</p> <ul style="list-style-type: none"> - investigate the importance of places they live in and belong to, for example:(ACHGK002, ACHGK004) <ul style="list-style-type: none"> • identification of places they live in and belong to • discussion of why places are special and how people care for them • explanation of why people need to take care of places <p>Aboriginal and Torres Strait Islander places</p> <p>Students:</p>	<ul style="list-style-type: none"> • Development of class map based on “History of Me” booklet completed at home with family. • Spelling words focused on places we like and places we dislike. • Special place drawing (Assessment for Learning) • Protecting Lake Macquarie activity 	<ul style="list-style-type: none"> • Lesson Plan Activity 3 • Activity 3 History of Me Booklet • Lesson Plan Activity 5 • Activity 5 Spelling Words Favourite and Least Favourite Places • Lesson Plan Activity 4 • Activity 4 Assessment Special Places Drawing • Lesson Plan Activity 10 • Activity 10 Protecting Lake Macquarie 	

<p>- investigate the Country/Places important to Aboriginal or Torres Strait Islander Peoples, for example:(ACHGK003)</p> <ul style="list-style-type: none"> • Aboriginal and Torres Strait Islander histories and cultures • identification of an Aboriginal or Torres Strait Islander site, Country or Place • discussion of why the site, Country or Place is important <p>Locating places</p> <p>Students:</p> <p>- investigate how the location of places can be represented, for example: (ACHGK001)</p> <ul style="list-style-type: none"> • location of familiar and local places on maps • description of the location of places <p>Who the people in their family are, where they were born and raised and how they are related to each other (ACHHK001)</p> <p>How the stories of families and the past can be communicated, for example through photographs, artefacts, books, oral histories, digital media and museums (ACHHK004)</p>	<ul style="list-style-type: none"> • Awabakal Place Names activity including virtual tour of Fernley Track. • Belmont Lagoon activity <ul style="list-style-type: none"> • School tour comparing features from photo and plotting modern features on a pictorial map. • Change at Lake Macquarie questions activity. 	<ul style="list-style-type: none"> • Lesson Plan Activity 6 • Activity 6 Awabakal Place Names • Lesson Plan Activity 11 • Activity 11 Belmont Lagoon <ul style="list-style-type: none"> • Lesson Plan Activity 7 • Activity 7 List of Schools in Lake Macquarie • Lesson Plan Activity 9 • Activity 9 Change at Lake Macquarie
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<p>Students:</p> <ul style="list-style-type: none"> • identify people in their immediate families and show relationships between family members • discuss where members of their families were born and locate countries of origin of students' families in the class • use a variety of sources including photographs or a treasured object from their homes, to recount stories about their families and discuss how sources are used to answer the question 'How do we know?' • discuss the significance of the chosen treasured object or photograph (it may be important or significant to themselves but not to others) • pose questions about another's object or photograph • discuss then and now; past and present • identify and sequence stages in their lifetime • recognise that stories of the past may differ depending on who tells the story, eg stories of their childhood told by themselves and another member of the family 	<ul style="list-style-type: none"> • History of Me Booklet • Class Mapping activity • Oral presentation of objects or stories from family. • Barnsley Public changing clothes activity • Barnsley Public colour in clothing activity • Old photograph ordering activity (Assessment for Learning) • Change at Lake Macquarie questions. • Primary School Principal's in the Past activity (Assessment for Learning) • Emotions 	<ul style="list-style-type: none"> • Lesson Plan Activity 3 • Activity 3 History of Me Booklet • Lesson Plan Activity 1 • Activity 1 Worksheet Barnsley Public School Changing Clothes • Lesson Plan Activity 2 • Activity 2 Changing an Historic Photograph • Lesson Plan Activity 12 • Activity 12 Old Photographs in Order Activity • Lesson Plan Activity 9 • Activity 9 Change at Lake Macquarie • Lesson Plan Activity 8 • Activity 8 Primary School Principals in the Past • Lesson Plan Activity 13 • Activity 13 Emotions in History Activity
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The different structures of families and family groups today, and what they have in common (ACHHK002)

Students:

- identify and record similarities and differences between families, eg the number of children in the family, family languages spoken at home, number of adults in the immediate family
- compare and contrast various family groups through photographs and stories and identify differences between past and present
- engage in and respond to stories about families in other places, including those of Aboriginal and Torres Strait Islander groups

How they, their family and friends commemorate past events that are important to them (ACHHK003)

Students:

- share experiences of family, school and local events that are celebrated or observed
- identify and record a variety of holidays and special events observed in Australia and other countries, eg birthdays, anniversaries and festivals.

- History of me booklet and discussion.
- School Shoes Empathy Task

- Lesson Plan Activity 3
- Activity 3 History of Me Booklet
- Lesson Plan Activity 14
- Activity 14 School Shoes Empathy Task

Consider the significance of these dates	<ul style="list-style-type: none"> • Celebrations activity 	<ul style="list-style-type: none"> • Lesson Plan Activity 15 • Activity 15 Celebrations
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Suggested Assessment Activity	Adjustments
<p>Assessment for Learning:</p> <ul style="list-style-type: none"> • Activity 4 Assessment Special Places Drawing • Activity 8 Primary School Principals in the Past • Activity 12 Old Photographs in Order Activity <p>Assessment of Learning:</p> <ul style="list-style-type: none"> • Activity 16 Assessment of Learning 	<p>Learning adjustments are integrated into each activity within each lesson plan. There is an option on most activities for students to express their learning in writing, orally or in a visual/pictorial form – based on their literacy development level and the ability of individual students.</p> <p>Likewise, adjustments are suggested where students can engage with the content as part of a whole class discussion, in small groups, in pairs or individually, based on the teacher’s assessment of their comprehension, communicative and behavioural self-management skills.</p> <p>Finally, in the resource section of each lesson plan, suggestions are made for any extra worksheets or resources teachers may wish to organise prior to the lesson for the purposes of scaffolding the content to support the skills development of their students.</p>

Scope and Sequence

<u>My family and my place in Lake Macquarie</u> (Kindergarten Early Stage 1: Integrated History and Geography)										
Unit description										
Kindergarten	Students explore Lake Macquarie as a place they live in and belong to. They examine Lake Macquarie (both specific sites within the city and the geographical lake) as a special place and learn about their own history and that of their family. They develop an understanding of what makes a place special and how this may differ for different people over time. Students build on their knowledge and understanding of how the past is different from the present and how their family and Lake Macquarie as a place has changed. Students learn about the importance of looking after specific places within Lake Macquarie. Students explore how Lake Macquarie can be defined and represented.									
Term 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 1	Lesson plans 1-5							Lesson plans 6-9		
Outcomes	HTe-1, HTe-2 GEe-1, GEe-2							HTe-1, HTe-2 GEe-1, GEe-2		
Key Inquiry Questions	What is my history and how do I know? (History) What makes a place special? (Geography)							What stories do other people tell about the past? (History) What are places like? (Geography)		
Term 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 2	Lesson plans 6-9			Lesson plans 10-15 + Lesson Plan 16 Assessment of Learning						
Outcomes	HTe-1, HTe-2 GEe-1, GEe-2			HTe-1, HTe-2 GEe-1, GEe-2						
Key inquiry questions	What stories do other people tell about the past? (History) What are places like? (Geography)			How can stories of the past be told and shared? (History) How can we look after the places we live in? (Geography)						

Dear parents/guardians,

As part of the History National Curriculum, Kindergarten students must study their relationships to their family and people around them. To help your child’s teacher understand your family, and hence teach your child about their family, we are asking that you and your child please complete “The History of Me Booklet” being sent home digitally or in hard copy.

You may find the digital version easier to use if you have access to digital photographs of extended family that you are able to include. You can also use your phone to take pictures of older photographs and can digitally attach these to the worksheet. The digital version of this document can be accessed as [[web address](#)].

However, you may prefer a hard copy if you are going to include photocopies of traditional photographs, or if you do not have access to photographs and your child will be drawing pictures of their relatives. Please **DO NOT** paste original photographs into this booklet. We will be using this booklet over two terms and as such we cannot guarantee your photos will be able to be returned to you undamaged.

This booklet will be kept in the classroom and will be used for educational purposes for the benefit of your child. We expect the booklet will take some time to complete, and as such we are asking you to please complete it and have your child return it to school by **dd/mm/yyyy**. We will be happy to return the booklets to your family at the completion of the history unit in term **00**.

Please complete the attached note and we will be sure you can access the version of the booklet that is most appropriate for your needs. We thank you for your support and allowing us to provide the most relevant history education for your child.

Sincerely,

History Teacher/s

School Name

.....

Please tick the appropriate box:

Name of student: _____

Our family will use the digital version of “The History of Me Booklet.”

Our family would like a paper copy of “The History of Me Booklet.”



My Family and My Place in Lake Macquarie

Early Stage 1

Lesson 1 Overview

Notes: This lesson requires students to complete the table at home using family to provide information. You may wish to send home the “Activity 3 The History of Me” booklet at this time (digitally or in hard copy), as it will take families a few homework sessions to get through all the questions. But this booklet becomes vital information for the teacher to use throughout the remainder of the unit. Hence, it is worth giving families time to provide as much detail as possible. While waiting for the booklet to be returned, Lessons 1 and 2 can be completed in class.

Overview	Investigating clothes worn by students of Barnsley Public School in 1911, and comparing this to what the class wear to school today.
Inquiry Question	What is my history and how do I know? (History)
Syllabus Outcomes	Communicates stories of their own family heritage and the heritage of others (HTE-1)
Equipment and Materials	“Activity 1 Barnsley Public Student Clothes in 1911” worksheet. This can be printed or used digitally on a smartboard and also sent home as a digital file for homework.

Lesson Details

Teaching and Learning Activities
Task 1: Whole class discussion: explain the concept of “the past.” Explain that children in the past attended school, but they wore different clothes than students wear today.
Task 2: Show students “Activity 1 Barnsley Public Student Clothes in 1911” worksheet either as a hard copy or on a smart board. Discuss the clothes the Barnsley students are wearing and compare this to the uniform students wear today. Fill in the table (as a group) detailing their clothes today and how they are different from children in the past.
Task 3: Have students take a copy of the “Activity 1 Barnsley Public Student Clothes in 1911” worksheet home and have family fill in the final column. Bring these answers together in a whole class discussion and have students tell their classmates what they learned about their family. Add the answers onto the whole class version of the worksheet (if done as a whole class activity on the smartboard) or hang the individual worksheets around the classroom so teacher and students can refer to the information in future lessons.

Barnsley Public School 1911

In 1911, school students did not wear a school uniform to school. They wore any clothes they owned. But the clothes children wore in 1911 are different from the clothes we wear today.



Lace up and button up leather boots



A dress always worn by girls.



Button up jackets



A pinafore or apron.



Boys wearing long trousers



Jackets with collars worn over a t-shirt. (T-shirts were considered underwear).

	When at school, the students at Barnsley Public School in 1911 wore:	To school I wear:	To school, my parent or carer wore:
On feet	Leather boots with buttons or laces.		
On legs	The girls wore a dress with socks or stockings.		
	The boys wore long trousers.		
On arms	The girls wore a dress with long sleeves		
	The boys wore a t-shirt with		

	a jacket over it		
	Some girls wore pinafores.		
On head	The students wore nothing on their head.		

My Family and My Place in Lake Macquarie

Early Stage 1

Lesson 2 Overview

Overview	Students consider a photograph from the past and colour it to reflect their interests.
Inquiry Question	What is my history and how do I know? (History)
Syllabus Outcomes	Demonstrates developing skills of historical inquiry and communication (HTE-2)
Equipment and Materials	Printed copy of “ Activity 2 Changing an Historic Photograph ” worksheet

Lesson Details

Teaching and Learning Activities
Task 1: Whole class discussion: discuss the Barnsley School Photo of 1911, shown in the worksheet “ Activity 2 Changing an Historic Photograph ” with the class (show on smart board). Discuss that we cannot see the real colours of the clothes because the photo is in black and white. Explain that the photograph shows us that the clothes were generally black, white or other dull colours.
Task 2: Have students colour in the drawing of the photograph using colours they would like to wear.
Task 3: Whole class discussion: make the point to the students that things from the past (like photographs) can’t tell us about the past if we alter them. It’s important that we keep old objects undamaged and unchanged if we want to use them to learn about the life of these students in the past.

Barnsley Public School 1911

A long time ago, students did not wear a uniform to school like you do today.



Look at the photo then colour in the picture using the colours you would like to wear.



My Family and My Place in Lake Macquarie

Early Stage 1

Lesson 3 Overview

Overview	Students complete the “ Activity 3 The History of Me ” booklet as homework and then complete a series of activities based on the information they have collected in the booklet.
Inquiry Question	What is my history and how do I know? (History) What makes a place special? (Geography)
Syllabus Outcomes	History: communicates stories of their own family heritage and the heritage of others (HTE-1) Geography: identifies places and develops an understanding of the importance of places to people (GEE-1) Geography: communicates geographical information and uses geographical tools (GEE-2)
Equipment and Materials	<ul style="list-style-type: none">• Printed or digital copy of “Activity 3 The History of Me” booklet.• An interactive version of Google Maps or other online map program that will allow you to plot the places in the world where students’ family have lived. This map needs to be available for adding detail from the street level up to the country level.• Blank A4 paper for posters and larger butchers’ paper for whole class activities or these can be completed on a Smartboard and printed out.

Lesson Details

Teaching and Learning Activities

Task 1: Give students either a hard copy or digital copy of “**Activity 3 The History of Me**” booklet which they can take home and fill out with the help of their family. The information provided in this booklet becomes the foundation of many future activities in this unit of work, as well as the following activities. Tell parents that photographs are preferable to drawings in the booklet if this is possible.

Task 2: As a whole class, plot the family of each of the students onto an interactive map (such as Google Maps). The teacher may input much of this information prior to the class, using data collected in the “**Activity 3 The History of Me**” booklets, or they may input it as part of a whole class discussion about technology use. Teachers may choose to limit the data entry on family to a specific relative type (such as parents and grandparents).

Task 3: Have students bring in an object from a relative (it could be a photograph included in the **Activity 3 The History of Me** booklet) or some object that is important to the relative). Students are to give an oral presentation to explain who the object belongs to, where the object came from and what makes the object special.

Task 4: As a whole class, brainstorm family events that have occurred in the lives of the students (these could be births of siblings, deaths of people, moving home, parents starting new job, going on a holiday or to an enjoyable place, celebrations etc). The information provided about time at Lake Macquarie as evident in “**Activity 3 The History of Me**” booklet can be used to help promote this discussion and individual student engagement. Divide these events into a table of events from the past (before the students started Kindergarten) and events from the present (that have occurred since the students started Kindergarten). This table can be displayed in the classroom as the ‘Class Past.’

Task 5: Introduce the students to the various types of siblings that are possible (brother, sister, half-brother, half-sister, adopted brother, adopted sister, foster brother, foster sister, step brother, step sister and any others that are evident within the lives and cultures of the students). Have students tally up how many siblings they have. Have students stand in a line from the student with the most siblings to those with the fewest. Discuss the fact that it is normal for families to have different types and different numbers of siblings. Create a class tally of the number of siblings attached to the class. Have each student draw a poster writing their name, the number of siblings they have and (if possible based on the literacy ability of the class and their ability to copy from their “**Activity 3 The History of Me**” booklet) the names of any siblings known. Use these A4 posters to decorate the class tally number of siblings.

Task 6: Have students read all or parts of their “**The History of Me Booklet**” to a classmate, or to a small group or to the whole class. Compare the responses between students. Discuss how difference is a normal part of family life.

The History of Me

My name is:

Add a photo or drawing of yourself here.

I May Live with My Family

My parent/s' names are:

My siblings' names are:

The names of the other people I live with are:

Add a photo or drawing of your family here.

I Have Family I May Not Live With

Grandparents are the mum or dad of your mum or dad. Sometimes, we also call other older people our grandparents just because we love them.

My grandparents are named:

You may call your grandparents by a special name that shows they are special to you. It might be a name like Nanna or Poppy or Nonna or Nonno. Write down the special grandparent name you give to your grandparents.

Add in a photo or drawing of your grandparents here.

Aunties and uncles are the brothers and sisters to your parents. In some cultures, you also call other important adults who care for you, aunty and uncle. You may also have great-aunties or great-uncles. These are the brothers and sisters to your grandparents. You may have no aunties or uncles or you may have lots of them. Write down the names of anyone you call aunty or uncle.

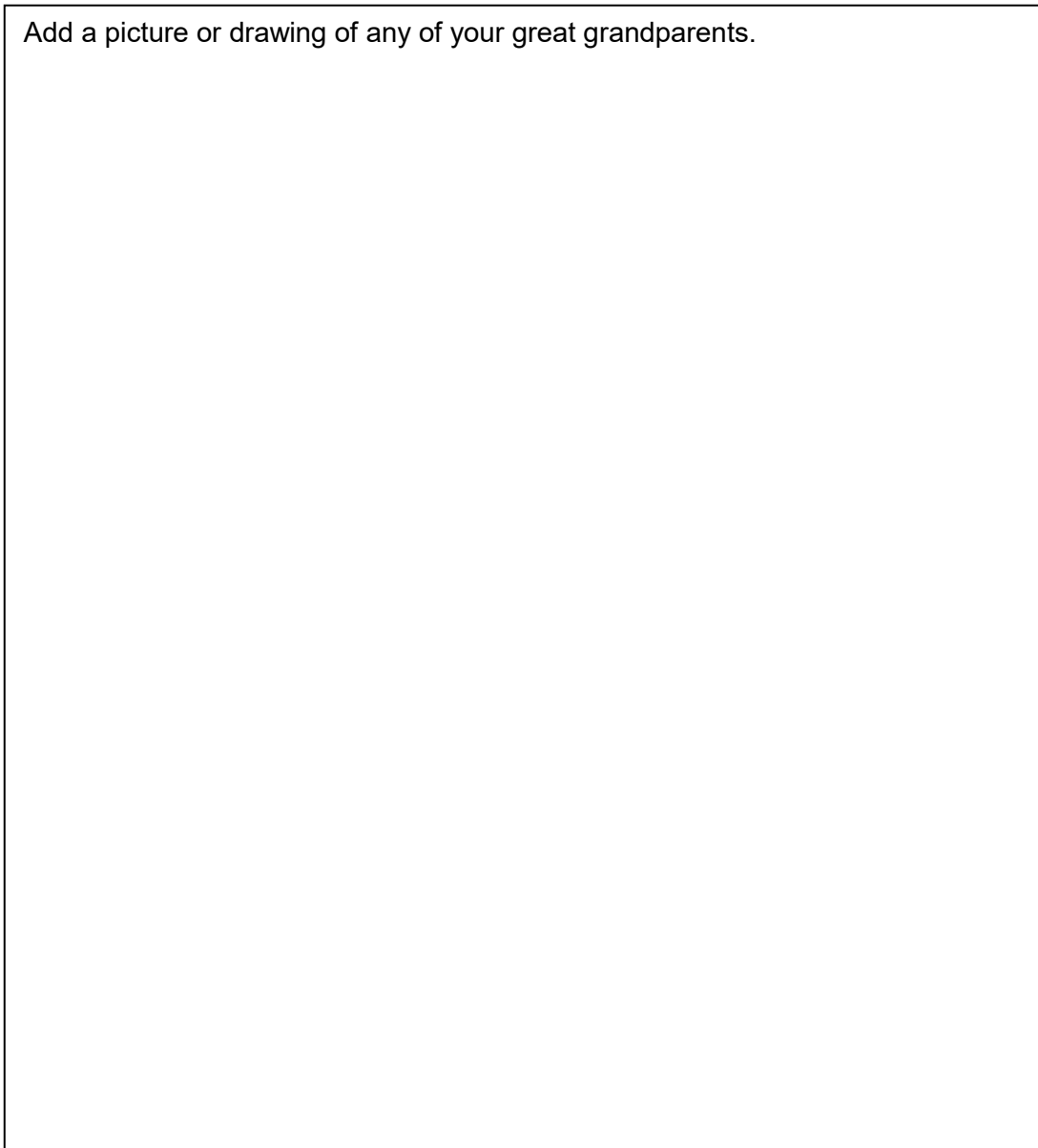
Add a photo or drawing of some of the aunties or uncles you have named.

Cousins are the children of your aunties and uncles. Your cousins will share a grandparent with you if you are related. But sometimes we just call people who are like our family, our cousins. Write the names of anyone who is your cousin:

Add a photo or drawing of some of the cousins you named.

There are also people we call great grandparents. These are the parents of your grandparents. You may have a great grandparent you know, or you may have a great grandparent who died before you were born. Write the names of any great grandparents your family know:

Add a picture or drawing of any of your great grandparents.



Generations

We divide our family into groups called 'generations.' These are the people who were all born at a similar time. We have divided your family members into generations. You can add the names or photos of at least one family member for each generation

<u>Your generation</u> You Your cousins	
<u>Your parents' generation</u> Your parents Your aunts and uncles	
<u>Your grandparents' generation</u> Your grandparents Your great aunts and your great uncles.	
<u>Your great grandparents' generation</u> Your great grandparents	

Add a photograph or create a drawing that shows two or three generations of your family

Add your photograph or drawing here.

A History of My Place

I live on the planet Earth.



I live in the country Australia.



I live in the state of New South Wales.



I live in the Hunter Region.



I live in the city of Lake Macquarie



I live in the suburb of:

I live in the street named:

Family around the world

Do you have any family who live or used to live in another country? Where did they live?

Do you have any family who live in another state of Australia? What state do they live in?

Do you have family who live in another region of New South Wales? What region do they live in?

Do you have family who live in another city of the Hunter Region? What city do they live in?

Do you have family who live in another suburb of Lake Macquarie? What suburb do they live in?

Do you have family who live in another street in your suburb? What street do they live in?

Lake Macquarie

Lake Macquarie is a very special city because it is named after a lake. The lake, is the largest salt water tidal lake in Australia and it is very big. Below is a photograph of children and adults enjoying spending time in and near the lake in the past.



Have you and your family ever spent time in or near the lake? What did you do at the lake? If you have never been to Lake Macquarie, what would you like to do there in the future?

Favourite Places

Name a place near your home where you like to spend time. It might be a park or a sports club or your own garden.

Name a place near your home where you do not like to spend time. It might be near a busy road, or perhaps an industry or public service (such as a sewerage plant) that is noisy or smelly or not nice in some other way.

My Family and My Place in Lake Macquarie

Early Stage 1

Activity 4 Overview – Assessment for Learning

Overview	Assessment for learning. Have students draw a picture of their “favourite place” and be sure to show what makes the place special. Have each student verbally explain to their teacher where the place is (another country, another state, another region, another city, another suburb or another street).
Inquiry Question	What is my history and how do I know? (History) What makes a place special? (Geography)
Syllabus Outcomes	History: demonstrates developing skills of historical inquiry and communication (HTe-2) Geography: identifies places and develops an understanding of the importance of places to people (GEe-1)
Equipment and Materials	<ul style="list-style-type: none">• Printed copy of “Activity 3 The History of Me” booklet to remind students of their favourite place identified previously.• Printed copy of the “Activity 4 Special Place Drawing” worksheet.

Lesson Details

Teaching and Learning Activities

Task 1: Students are to draw a picture of their “special place.” Teacher to interview students (formally one on one or informally as part of classroom management) and have students explain where the place is and try to identify it as either another country, state, region, city, suburb or street. The image can be added to the students work portfolio for reporting purposes.

Special Place

Draw a picture of a place that is special to you. Show this picture to your teacher and explain why this place is your special place and where this special place is.

My Family and My Place in Lake Macquarie

Early Stage 1

Activity 5 Overview

Overview	Students given the opportunity to expand their spelling and/or vocabulary by using select word in a written or verbal story about place.
Inquiry Question	What is my history and how do I know? (History) What makes a place special? (Geography)
Syllabus Outcomes	History: demonstrates developing skills of historical inquiry and communication (HTe-2) Geography: identifies places and develops an understanding of the importance of places to people (GEe-1)
Equipment and Materials	<ul style="list-style-type: none">• Printed or digital copy of “Activity 3 The History of Me” booklet to remind students of their favourite place identified previously.• Printed copy of the “Activity 5 Spelling Words - Favourite and Least Favourite” worksheet.

Lesson Details

Teaching and Learning Activities

Task 1: Students are to write or tell a story about their favourite and least favourite place using one or more of the words on each list. They can use “**Activity 3 The History of Me**” booklet to help them remember what their favourite place is. Students are also asked to draw a picture of their family in the favourite and least favourite place. This activity is available to support student focus if they are providing the story of their favourite places verbally, students not speaking can be working on their drawing of their family and making sure their image reflects the focus words.

Task 2 (extension activities): Students can treat the word list as a traditional spelling list and can trace or copy the words as well as engaging in ‘look, cover, write, check’ for those students at the developmental level to make this technique possible.

Students can also read the words to each other and test each other in reading the words, or think of creative ways to use the words in a sentence and play this as a game where a pair compete and the first student not able to think of a sentence for the word is out.

The words can also be added to an existing spelling program.

Spelling Words – Favourite and Least Favourite Places

1. Write or tell a story explaining why you like your favourite place. Here is a list of words to help you with your story:

● fun

fun

● happy

happy

● good

good

● fine

fine

● nice

nice

● friend

friend

● like

like

Draw a picture of your family at your favourite place here.

2. Write or tell a story explaining what you dislike about your least favourite place. Here is a list of words to help you with your story:

● *bad*

bad

● *stop*

stop

● *sad*

sad

● *smell*

smell

● *dirty*

dirty

● *hurt*

hurt

● *fall*

fall

● *ugly*

ugly

Draw a picture of your family at your least favourite place here.

My Family and My Place in Lake Macquarie

Early Stage 1

Activity 6 Overview

Overview	Students learn about the Awabakal people and the names of local places that have Awabakal names. Students learn about the Fernleigh Track via a virtual tour.
Inquiry Question	What stories do other people tell about the past? (History) What are places like? (Geography)
Syllabus Outcomes	History: communicates stories of their own family heritage and the heritage of others (HTE-1) Geography: identifies places and develops an understanding of the importance of places to people (GEE-1) Geography: communicates geographical information and uses geographical tools (GEE-2)
Equipment and Materials	<ul style="list-style-type: none"> • “Activity 6 Awabakal Place Names” worksheet. • A virtual tour of someone riding the Fernleigh Track. This is a particularly good one where the teacher will have to read the subtitles, but such tours are being updated on You Tube regularly. https://www.youtube.com/watch?v=hxAoeH_MMh4 • An interactive map such as Google Maps where the teacher can show various suburbs in the region, where the Fernleigh Track runs and point out which places are close to each other. • Access to the Lake Macquarie City Library Community History website for research https://history.lakemac.com.au/page-local-history.aspx?pid=1085&vid=20&tmpt=narrative&narid=3572 • Access to the internet and a Smart Board or similar in order to show students images of natural rocks, plants and animals they may not be familiar with.

Lesson Details

Teaching and Learning Activities

Task 1:

As part of a whole class activity, teacher can read students the introduction to “**Activity 6 Awabakal Place Names**” worksheet and explain the idea of Awabakal owners. Also

discuss what can be seen in the attached colonial period painting. Explain to students that the image was painted when Europeans first arrived in the country and before the camera was invented. Reinforce the idea of Indigenous Australians as owners and first occupiers of the land.

Task 2: Introduce students to the Fernleigh track by taking them on a virtual tour of the track. Show them where the Fernleigh Track is on a map and discuss the position of the school in relation to the Fernleigh Track.

Task 3: Provide students with a hard copy or digital copy of the “**Activity 6 Awabakal Place Names**” activity. Have teacher read through the list of place names. Discuss any words the students do not understand. Use images off the internet to show the students things they may not have seen such as coal or cabbage palm trees (endemic to Lake Macquarie). Give students time and support to complete the worksheet.

Task 4: Use the Lake Macquarie City Council Library Community History website search engine (on a smart board) to show students the process of looking up suburb ‘Place Names’:

<https://history.lakemac.com.au/page-local-history.aspx?pid=1085&vid=20&tmpt=narrative&narid=3572>

Find the suburb your school is in and bring up the information about your suburb and see if its Awabakal name is listed (most are). If not, discuss the different names your school suburb has been known by. If your suburb is one of those mentioned along the Fernleigh Track, choose a suburb that many of the children live in and look up its Awabakal name. Have students write or speak a sentence outlining the Awabakal name of their home suburb. This can be done as part of a whole class discussion, in small groups or individually.

Awabakal Place Names



The first people to live in Lake Macquarie were the Awabakal people. They spoke the language called Awabakal. They had names for places we know. The places your teacher is going to tell you about can be found along the Fernleigh Track. This is a bike path that used to be a train track. It goes from Newcastle to Lake Macquarie and there are many places along the way.

- Ahwartah-bulboongba (Hamilton) - it is very flat; the wallaby place.
- Waddy (Kotara) - This was a short stick-like club that tapered from the handle to a thicker end. It was used in hunting animals, like the bandicoot, by throwing it with deadly accuracy.
- Mulubinba (Newcastle) - the place of sea ferns.

- Tirrikiba - place of fire (the site of what would become the Newcastle BHP).
- Pillapay- kullaitaran (Glenrock Lagoon) - the place of palms.
- Kai-a-ra- bah (Flaggy Creek) - the place of the weeds.
- Awaba - (Lake Macquarie)
- Kintirrabin - (Redhead) the earth fire was here - the area around Redhead Bluff.
- Ngor-rion-ba /Nor-ron-baa (Jewells Swamp) - where the emu breeds - the area around.
- Bahtabah (Belmont) - the hill overlooking the water on the lake.
- Nikkin-bah (the Lake Macquarie district) - place of coal.

Which of these places is closest to you? Draw or find a picture online and create a poster of the plant or animal or rock that gave your place its Awabakal name. Make the Awabakal name of this place the heading of your poster.

My Family and My Place in Lake Macquarie

Early Stage 1

Activity 7 Overview

Overview	Students will have the opportunity to tour their own school and consider how it has changed over time, and the various ways the school’s features can be recorded.
Inquiry Question	What stories do other people tell about the past? (History) What are places like? (Geography)
Syllabus Outcomes	History: communicates stories of their own family heritage and the heritage of others (HTe-1) History: demonstrates developing skills of historical inquiry and communication (HTe-2) Geography: identifies places and develops an understanding of the importance of places to people (GEe-1) Geography: communicates geographical information and uses geographical tools (GEe-2)
Equipment and Materials	<ul style="list-style-type: none"> • “Activity 7 List of Schools in Lake Macquarie.” • A digital camera or phone where photographs of objects around the school can be taken and these then used in a pictorial map of the school or playground. If a camera is not possible, images of generic buildings and objects found in the school can be downloaded and used to make the pictorial map instead. • A worksheet or similar developed by the teacher (prior to Activity 3) where objects in the school playground are listed and students must go out and tally those objects.

Lesson Details

Teaching and Learning Activities

Task 1: Show students “**Activity 7 List of Schools in Lake Macquarie**” document on a smart board. Explain to students that students in schools change very quickly, but the buildings in schools change very rarely and sometimes they don’t change at all. Look at the different types of buildings evident in the photographs and discuss what the buildings were made from, how big they were, how many buildings are obvious etc. Feel free to compare the buildings styles of different schools in different periods and for different purposes (high school versus primary school for example) Discuss why some schools have not available images because they are no longer in existence.

See if a picture of the students' school is evident. If one is not available, discuss why a photo might not be available, or the available photo is of poor quality in the case of Google Street View. Choose another school photo and make the building materials the subject of the school tour. For those schools where a photograph is available, discuss what the photograph shows in great detail.

Take the whole class out into the playground and see if you can find the building that is photographed and where the photograph might have been taken from. If no photo of the school is available, see if you can find a building made of similar materials as the school you have chosen. Discuss the idea of perspective, and the development of building materials and styles over time.

You may want students to sketch a building or the use of a building material before returning to the classroom.

Task 2: After the school tour, return to the classroom and have the students work in pairs or small groups to brainstorm words that describe the school using all their senses. Let them finish the sentences: My school looks like; My school smells like; My school sounds like; My school tastes like; My school feels like. Have students provide their answers as part of a whole class discussion.

Ask students if the school would have looked, smelled, sounded, tasted and felt the same for students in the past. Explain that while many things have changed about school life (uniforms and school clothes, some buildings, technology etc) there are many things that don't change about school and they share a history of the place with the students who attended the school before them.

Task 3: Teach students how to tally things they are counting. Send them out in the playground in pairs or small groups to tally up various objects around the playground or area where supervision is possible (building doors, windows, veranda posts, trees, garbage bins, handball squares etc). The objects tallied will need to be set by the teacher based on the physical structure of the school playground. The tally can be done on paper, ipad, chalk board or any other object that is available to staff and easy for students to carry.

Return to the class and discuss if there are any differences in the tally numbers and why this is the case.

Task 4: On a Smart Board, develop a pictorial map of the playground. Mark out the buildings and roads and have the students point out where the objects that have been photographed or provided as a picture, should go on the playground map. Students can use their tally activity to inform them how many of each image is required.

Discuss if a pictorial map made by students in the past would have looked the same? What in the playground has changed and what is still the same?

Lake Macquarie Public Primary Schools

Arcadia Vale Public School (Google Street View – 2010)



Argenton Public School (Google Street View – 2010)



Awaba Public School - 1987



Barnsley Public School ("Old School" no date provided)



Belmont North Public School (Google Street View 2010)



Belmont Public School (Google Street View 2019)



*Biddabah Public School - Warners Bay - Formerly Speers Point East until Dec 1992
(Google Street View - 2019)*



Biraban Public School - Toronto - Formerly Toronto West until 1978 (Google Street View 2019)



Blackalls Park Public School (Google Street View – 2010)



Blacksmiths Public School (Google Street View – 2010)



Bonnells Bay Public School - Formerly Morisset East until Sep 1948 (Google Street View 2010)



Boolaroo Public School (no date provided)



Booragul Public School (Google Street View 2010)



Cardiff North Public School (Google Street View 2019)



Cardiff Public School (no date provided)



Cardiff South Public School (Google Street View 2010)



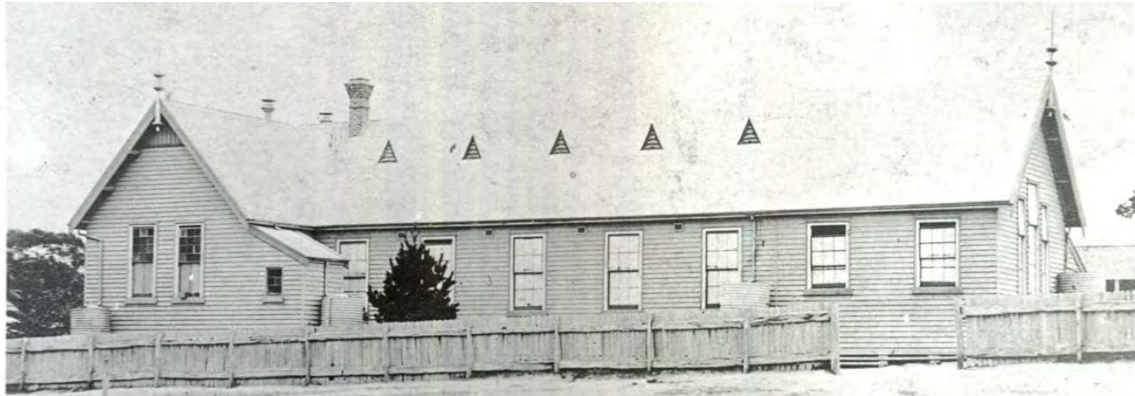
Caves Beach Public School (Google Street View 2010)



Charlestown East Public School (no date provided)



Charlestown Public School (1907)



Charlestown South Public School (Google Street View 2019)



Coal Point Public School (Google Street View 2019)



Cooranbong Community School - Formerly Cooranbong Public School until 1989 (Image described as Cooranbong Public School but no date provided)



Cooranbong Public School 1960



Dora Creek Public School - Formerly Newport until Dec 1901 (Dora Creek Public School: school children and their teacher Peter Gardiner, 1896)



Dora Creek Public School (no date for newspaper clipping provided)



Present school with ex-pupils; Mr. Charlie Paker, 90 years; Mr. H. Heaton; Mr. Harry Heaton, 88; Mr. Cess. Parker; Mr. A. Rayfield; Mr. H. Wilson; Mrs. G. Foster (Peck); Mrs. V. Brown (Wilson); Mrs. Pardy (Parke); Mrs. W. Wynn (White); Mrs. B. Hogan (Parker).

Dudley Public School (no date provided)



Edgeworth Heights Public School - Formerly Cockle Creek until 1968 (Corner of Main Road and Ridley Street)



Edgeworth Public School Formerly Young Wallsend until 1960 (Google Street View 2017)



Eleebana Public School (1991)



Fassifern Public School — no date provided



Fennell Bay Public School (Google Street View 2019)



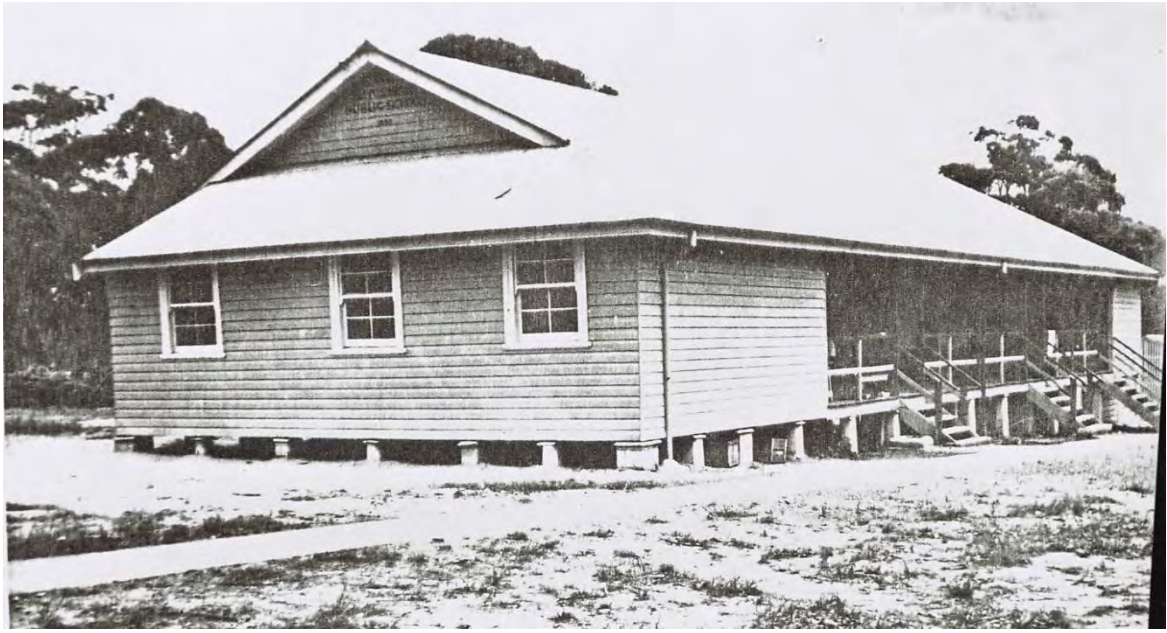
Floraville Public School (Google Street View 2017)



Garden Suburb Public School (Google Street View 2010)



Gateshead Public School (circa 1950)



Gateshead West Public School (Google Street View 2015)



Glendale East Public School (Google Street View 2018)



Hillsborough Public School (Google Street View 2017)



Jewells Primary School (September 1985)



Kahibah Public School (no date provided)



Marks Point Public School (Google Street View 2010)



Morisset Public School (date of original photograph unknown, reproduced here in a newspaper with an attribution that the school was built in 1891)



Mount Hutton Public School (Google Street View 2018)



Nords Wharf Public School - Formerly Wallarah until Sep 1919 (Google Street View 2008)



Pelican Flat Public School - Formerly Marks Point School until Sep 1950 (Google Street View 2010)



Rathmines Public School (Google Street View 2010)



Redhead Public School (opening of school library)



Speers Point Public School (Google Street View 2010)



Swansea Public School (no date provided)



Teralba Public School (1938)



Toronto Public School (1911)



Valentine Public School (Google Street View 2019)



Wangi Wangi Public School (Google Street View 2008)



Warners Bay Public School (Original School Building — photo taken circa 1920 - Mr Munro was principal. Children played softball outside the fence.)



West Wallsend Public School (Westerly aspect — no date provided)



Windale Public School (Building the school 1956)



Lake Macquarie Historic Primary Schools

Bolton Point Public School 1943 – 1966

No image currently available

Catherine Hill Bay 1890 – 1985 (Image from 1913)



Eraring Public School

1924 – 2014



Eraring Public School (original photograph taken circa 1930)



Glendale Public School

1949 - 1990 Formerly Cardiff West until Sep 1951

No image currently available.

Grenton School (Awaba)

1888 – 1894

No image currently available.

Killingsworth 1891 – 1941

No image currently available.

Mandalong Public School 1872 – 1947

No image currently available.

Martinsville Public School 1878 - 1974 Formerly Dora Creek until Feb 1894



Mirraview Public School (Mirrabooka) 1934 – 1972

No image currently available.

Sunnywood Public School (Freemans Waterhole) 1953 – 1980 (First image appeared in the Cooranbong Gazette, April 2013 and describes the photo as the students and teacher on the last day of the school. Second image courtesy of Cooranbong Public School and community member Terrina Mesaric).



In 1980 Sunnywood School at Freemans Waterhole closed and the buildings were re-located to Cooranbong school in 1981. The photo below shows one of the buildings during the relocation as it turned into Government Road, Cooranbong.



Wakefield Public School 1898 - 1982 Formerly Rhondda until 1911

No image currently available.

Whitebridge Infants School 1944 – 1962

No image currently available.

Lake Macquarie Public Secondary Schools

Belmont High School (no date provided)



Cardiff High School (Image available from Cardiff High School Webpage) First day of school, 1962.



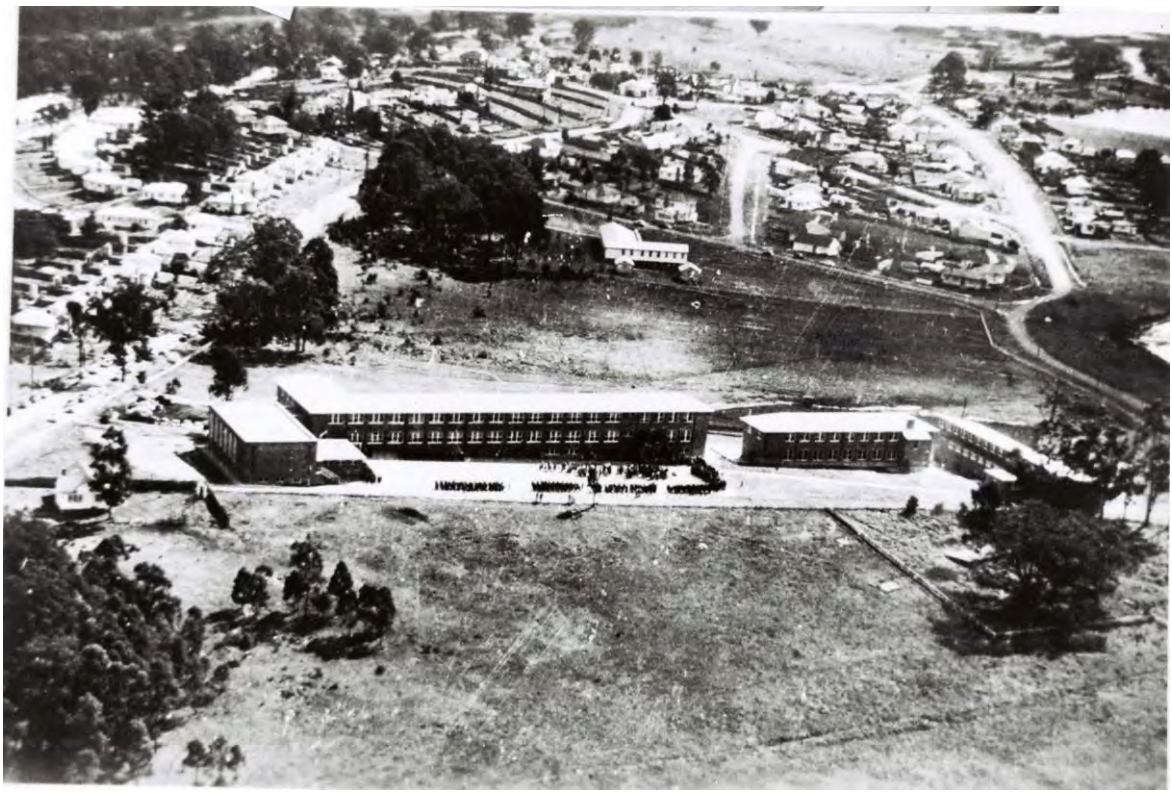
Glendale Technology High School — image of building interior (Google Street View 2018)



Hunter Sports High School - Formerly Gateshead High until Nov 1997



Lake Macquarie High School - Formerly Booragul High until Dec 1992 (no date provided)



Lake Munmorah High School (Google Street View 2018)



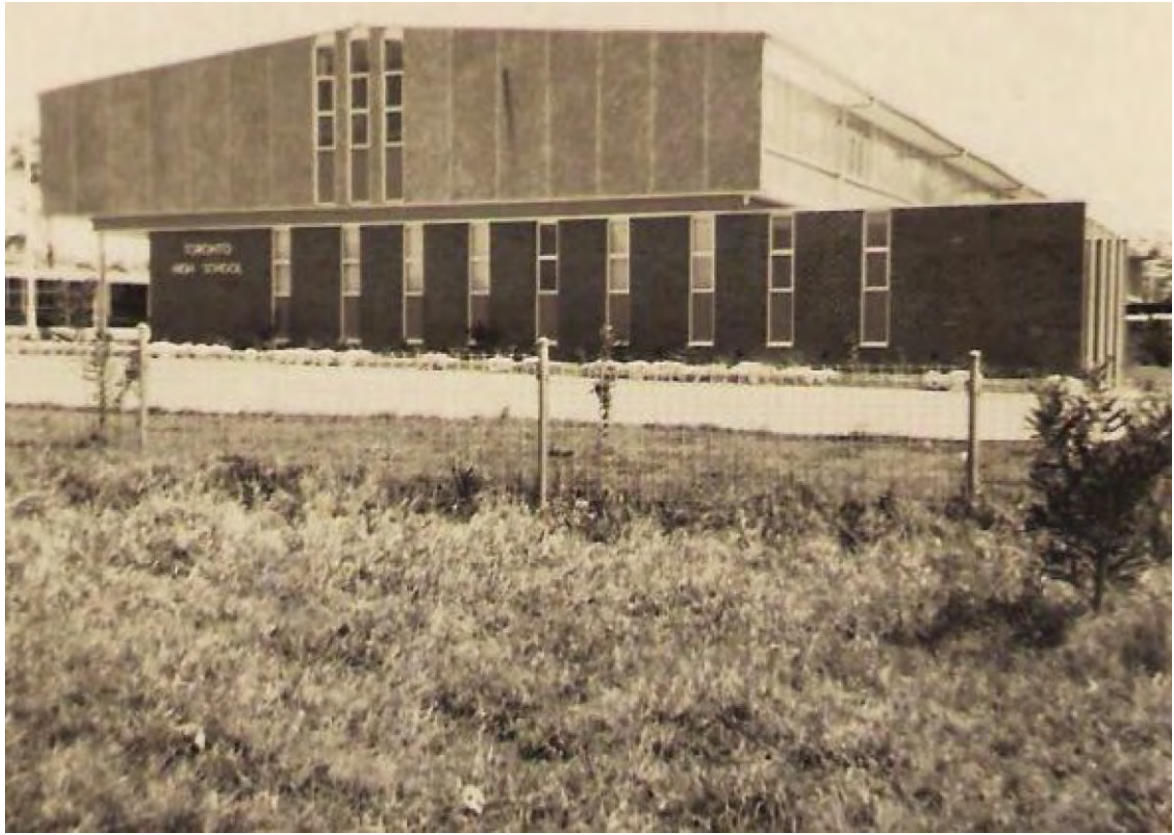
Morrisset High School (Music Rooms, Morrisset High School-part of the old primary school)



Swansea High School (Google Street View 2010)



Toronto High School (Toronto High School soon after opening, 1962.)



Warners Bay High School (Google Street View 2017)



West Wallsend High School (Google Street View 2019)



Whitebridge High School (no date provided)



Lake Macquarie Special Schools (Schools for Students with Specific Needs)

Five Islands School Booragul Formerly Stuart School until Feb 2008 (Google Street View 2010)



Glendon School Hillsborough General disabilities support (Google Street View 2019)



Lakeside School Gateshead (Google Street View 2015)



Wakefield School Wakefield Behaviour disabilities

No image available.

Lake Macquarie Catholic Primary Schools

Holy Cross Primary School Glendale (date of image unknown, available from Holy Cross Primary School website)



*St Benedict's Primary School
unknown)*

Edgeworth (Image available on Facebook page, date



*St Francis Xavier Primary School
1996 (Google Street View 2017)*

Belmont

Formerly St Joseph's until



St John Vianney Primary School

Morisset (Google Street View 2017)



St Joseph's Primary School

Charlestown (Google Street View 2010)



St Joseph's Primary School Kilaben Bay Relocated from Toronto 1984 (Image from Toronto)



St Kevin's Primary School Cardiff Formerly St Joseph's until 1989 (Google Street View 2019)



St Mary's Primary School Warners Bay (Google Street View 2016)



St Patrick's Primary School Swansea (Google Street View 2010)



St Paul's Primary School Gateshead (Google Street View 2010)



St Pius X Primary School

Windale (Google Street View 2008)



Lake Macquarie Catholic High Schools

St Mary's High School

Gateshead (Google Street View)



St Paul's High School Booragul (Image from school website)



Other Religious and Independent Schools in Lake Macquarie

Avondale School - Cooranbong (Christian) (Music Building, Avondale College, Cooranbong. This is one of two identical buildings, the music building and the science building. It has now been extended and is still used to teach music. The matching science building ceased to be used to teach science in about 1980 when Avondale school moved from its buildings on the Avondale estate to its current location at the north end of Avondale road.)



Avondale School on its current site



Belmont Christian College

Belmont North (image from school website)



Brightwaters Christian College

Brightwaters (Google Street View 2010)



Charlton Christian College

Fassifern (Google Street View 2019)



Heritage College Cooranbong (Christadelphian) (Image available on school Facebook page)



Macquarie College Wallsend (7th Day Adventist) (Google Street View, 2010)



Newcastle Waldorf School Glendale (Steiner School) (Google Street View 2019)



Toronto Adventist Primary School Toronto (7th Day Adventist)



My Family and My Place in Lake Macquarie

Early Stage 1

Activity 8 Overview (Assessment for Learning)

Overview	Assessment for Learning activity. Students have the opportunity to interview their school principal and consider the way their school life is different from children who attended their school in the past.
Inquiry Question	What stories do other people tell about the past? (History) What are places like? (Geography)
Syllabus Outcomes	History: communicates stories of their own family heritage and the heritage of others (HTe-1) History: demonstrates developing skills of historical inquiry and communication (HTe-2) Geography: identifies places and develops an understanding of the importance of places to people (GEe-1)
Equipment and Materials	<ul style="list-style-type: none">• “Activity 8 Primary School Principals in the Past” worksheet.• A principal or other executive member of the school able to come and speak to the class.

Lesson Details

Teaching and Learning Activities

Task 1: The photographs of the historical principal and the headmaster’s cottages have a single question attached to each of these images which could be completed as a discussion activity, a small group activity or an individual activity. Likewise, it could be answered in writing or orally, depending on the skill development of students. It also enhances the learning outcomes of this lesson if teacher discuss the features of the photographs in detail and discusses the similarities and differences of the three Headmasters’ Cottages. The focus of this activity is for students to show their developing consideration of place (based on an image) and their ability to think about life in the past.

Task 2: Secondly on the “Activity 8 Principals in the Past” worksheet, there is the questioning skill development. The students should attempt an answer or hypothesis for the four questions about their principal. The teacher could ask them why the principal doesn’t wear a vest or doesn’t bring a dog to school. Explain that the only person who can tell them why is the principal themselves and the class needs to develop questions that they could ask the principal in order to understand the principal’s job and life

generally. If the class is too large for each student to ask a question, group the students as appropriate. Students who require writing support can ask one of the four questions already on the worksheet. Others who need scaffolded activities can use the “why” version of these questions (eg. Why don’t you bring a dog to school?”) However, the more confident students can develop their own questions. Once again, the focus of the activity is on students showing they understand the concept of the past and are thinking about the way place and people are different in the present. The invitation students create can go towards their report portfolio of work.

Task 3: The final activity relates to the interview with the principal. The students should each ask their question and listen to the answer. At the end of the talk, each student should either write the answer to their own question, or write an illustrated report explaining how the present principal is similar and different to principals in the past. The nature of this task will depend on the abilities of the students and how much writing/speaking the teacher wishes their students to engage in as part of this unit. As such, the page with the “report” heading is left blank, as the teacher will define the requirements of the report as per their class abilities and requirements. The report can be completed orally and by drawing the answer to their question if writing is not appropriate to the skill development of the class. This report can also be presented in the report portfolio of work and should show that the students are developing their comprehension skills in relation to history and geography.

Primary School Principals in the Past

Mr Malcolm Munro, principal of Warners Bay Public School 1919-1934, and his dog Biddy.



What is Mr Munro wearing?

Warners Bay Primary School Mr Munro's Class, 1922



There is a special member of Mr Munro's 1922 class.
Who is it? Hint: a girl is holding this special class
member.

In the past, the Principal was called the Headmaster. They ran a school, but they also lived at the school. Here are three schools in Lake Macquarie that still have their Headmaster's Cottages as part of their school.

Headmaster's Cottage, Toronto Public School



Headmaster's Cottage, West Wallsend Public School



*Young Wallsend (Edgeworth) School, Headmaster's House
1 Jan 1892.*



*Do you think these would have been nice houses to live
in during the past? Why?*

Questions for Your Principal

Does your school principal live at your school?

Does he or she teach a class?

Does he or she have a dog in their class or office?

Does your principal wear a hat and vest?

As a class, come up with other questions you will ask your principal to find out if he or she lives like school principals in the past lived. Make sure every member of the class has a question to ask. Ask your principal to visit your class so you can interview him or her about his or her job by sending him or her the following invitation:

Dear _____

Our class _____ would like to invite you to our classroom so we can interview you about being a principal in the present.

I will be asking you the following question:

Thank you for helping us with our class work.

From _____

(Draw a picture of yourself here)

Interview Report

My Family and My Place in Lake Macquarie

Early Stage 1

Activity 9 Overview

Overview	Students have the opportunity to work in small groups to discuss the experiences of the lake for other students as well as people from the past.
Inquiry Question	What stories do other people tell about the past? (History) What are places like? (Geography)
Syllabus Outcomes	History: communicates stories of their own family heritage and the heritage of others (HTE-1) History: demonstrates developing skills of historical inquiry and communication (HTE-2) Geography: identifies places and develops an understanding of the importance of places to people (GEE-1)
Equipment and Materials	<ul style="list-style-type: none">• “Activity 9 Change at Lake Macquarie” worksheet.• Google Maps or other interactive map where students can find the names of places around Lake Macquarie.

Lesson Details

Teaching and Learning Activities
Task 1: Students work in small groups or pairs to compare their own experiences. Teacher to talk students through the various ways people have spent time around the lake and explain things like the bullock wagon to the students. Have the students in the pair/group identify which of the activities enjoyed by people in the past – is their favourite. Be able to explain to their group why that activity is their favourite.
Task 2: Once again in pairs or small groups, have students answer the questions. If able, the students can write their answers to these questions or they can verbally provide the answer to the entire class after their group discussion.
Task 3: Give each pair/small group access to an interactive map they can zoom in and out on. See if they can find all the places mentioned in the time line. Teachers may also ask them to identify other places such as the school suburb and their home suburb. Have each group prove they have found one or more places by identifying it again on the Smart Board map seen by all the class. Reward any group who can find all the places mentioned in the worksheet.

Change at Lake Macquarie

The photos below show the ways people have enjoyed spending time on or near Lake Macquarie over time:



Paddling in the water at Belmont in 1897



Riding a ferry from Swansea wharf 1899



Rowing on Cockle Creek 1900



Picnic at Point Wolstoncroft, 1909



Sailing toy boat, 1910



Catching a bullock wagon to go to a picnic at Caves Beach, 1915.



Fishing from a boat, 1926



Swimming at Arcadia Vale, 1930s



Sailing at Speers Point 1940



Swimming in the baths, 1950s



Camping at Arcadia Vale, 1960s



Fishing from a jetty, 1970s



Speed boat racing 1972

Questions

1. What people like to do at Lake Macquarie has changed over time. What do you like to do at Lake Macquarie?
2. The land at the edge of the lake has changed over time. But has the lake changed over time?
3. Draw a picture of your family enjoying time at Lake Macquarie. Show what you like to do when you are at the water.

My Family and My Place in Lake Macquarie

Early Stage 1

Activity 10 Overview

Overview	Students go on a virtual tour of Cockle Creek through time and learn about the damage that was done to the environment. They then have the opportunity to think about the ways they can help protect the Lake into the future.
Inquiry Question	How can stories of the past be told and shared? (History) How can we look after the places we live in? (Geography)
Syllabus Outcomes	History: demonstrates developing skills of historical inquiry and communication (HTE-2) Geography: identifies places and develops an understanding of the importance of places to people (GEE-1)
Equipment and Materials	<ul style="list-style-type: none">• “Activity 10 Protecting Lake Macquarie” worksheet.• A computer to find an image to add to a whole class collage or pencils to draw an image that shows care of the environment.

Lesson Details

Teaching and Learning Activities
Task 1: Teacher takes students on the “virtual tour” of the images of Cockle Creek included in the worksheet. As a whole class, discuss what can be seen in each of the images.
Task 2: As a class, discuss the way students individually can protect Lake Macquarie into the future. Discuss things like picking up paper, not dumping things into the lake and respecting nature that exists around the lake. There is space for students to write their answers if they have the literacy capability to do so (copying from answers the teacher writes on the board). If not, it is appropriate for this to just be a whole group discussion.
Task 3: Discuss with students what images they would add to the virtual tour in order to teach other kindergarten students about how to look after the lake. Discuss images like someone picking up their rubbish, or someone putting rubbish in the bin etc. Give students access to a computers or magazines etc so they can find such images. If completing this task online, the teacher may wish to create a file of images in advance to make it easier for students to choose from a series of existing, appropriate images. Alternately, give students to opportunity to draw images such as the ones they have

discussed and described. Bring all these images together digitally or physically and create a class collage of images that teach people how to look after Lake Macquarie.

Protecting Lake Macquarie

Special places need our protection. In the past, people did not take good care of Lake Macquarie.

At the top of Lake Macquarie is a creek called Cockle Creek. 200 years ago it was beautiful and looked like this painting found on a postcard:



But around 150 years ago, people built big industries that damaged the environment. They cut down all the trees.



Sulphide Works circa 1903

They also put dangerous chemicals in the water that killed the fish.



Fish killed from an acid spill in 1956

But today, lots of work has been done to make Cockle Creek healthy again. The industry is gone and the trees, fish and animals have returned.





What can we do to make sure we protect Lake Macquarie so people can enjoy it in the future?

My Family and My Place in Lake Macquarie

Early Stage 1

Activity 11 Overview

Overview	Students learn about the beliefs of the Awabakal people and how these are linked to place in Lake Macquarie.
Inquiry Question	How can stories of the past be told and shared? (History) How can we look after the places we live in? (Geography)
Syllabus Outcomes	History: demonstrates developing skills of historical inquiry and communication (HTe-2) Geography: identifies places and develops an understanding of the importance of places to people (GEe-1)
Equipment and Materials	<ul style="list-style-type: none">• “Activity 11 Belmont Lagoon” worksheet.• An interactive map to show where Belmont Lagoon is in relation to the students.

Lesson Details

Teaching and Learning Activities

Task 1: Teacher reads students the information about the Awabakal people and the Dreaming Story included as part of the **Activity 11 Belmont Lagoon** worksheet. Discuss any parts of the story that students may not understand. Find the position of Belmont Lagoon on a map and consider how far away it is from the school and discuss if any students have ever visited Belmont or Belmont Lagoon specifically. Be sure students understand what a lagoon is. Discuss the fact that Awabakal culture was an oral culture and this story is designed to be told rather than read.

Task 2: Students complete the questions provided on the sheet either orally, by copying the answers from the board (as written by the teacher) or by writing the answers themselves. This will be decided by the teacher based on the literacy development of students in the class.

Task 3: Give students time to draw their picture of the moon over Belmont Lagoon. Check to make sure that the students are able to visualise what a lagoon is and this developing knowledge is reflected in the drawing.

Dreaming Story - Belmont Lagoon

The Awabakal people were the first owners of Lake Macquarie. The Awabakal people still live in Lake Macquarie. The Awabakal people have taught the people who came to Lake Macquarie after them about their beliefs.

The Awabakal taught their beliefs through Dreaming Stories. These stories tell us how the Awabakal people believe different places were made. This is the Dreaming Story that explains how Belmont Lagoon was made:

The Awabakal believe that the moon is a man called Pontoe-Boong and the sun is a woman named Punnal. A long time ago the moon man Pontoe-Boong became increasingly jealous of the sun woman Punnal. Pontoe-Boong was sick and tired of having to make his long journey across the sky always in darkness, and that it was only on rare occasions that the mortal Aboriginal people could look into the night sky and see the fullness of his shining face. In comparison, Punnal the sun's glowing face, was open to the world's admiration every day (except when yura the cloud spirit was making rain).

Pontoe-Boong became so sad about this he went into total darkness. Deep in thought he began to cry and his tears began to fall day after day, and formed a large lagoon. Next time he came close to the earth, the sad lonely moon man called out to the wise men amongst the Aboriginal people on the Redhead hills: "Don't be afraid; I've come to bring joy!" Pontoe-Boong saw his reflection in the glistening water of the lagoon; it was huge and silver in the lagoon of his tears. "Ha", he cried, "now the people will be able to see me whenever they like." He was overjoyed and at peace.

Pontoe-Boong was so happy, he returned to the sky, but he never forgot his people of the lagoon. When he passed their way he shone his brightest, lighting the area almost like day. At these times the Awabakal clans would gather and hold a corroboree at the lagoon to honour Pontoe-Boong, the moon man. This place would always remain sacred in their hearts.

This is a photograph of Belmont Lagoon:



We are very lucky to share the history of Lake Macquarie with the Awabakal people. Answer the following questions to be sure you understand the Awabakal Dreaming story:

1. What was the name of the moon?
2. What made the moon sad?
3. When the moon cried, what did his tears create?
4. When the moon passed over Belmont Lagoon, what did he do for the Awabakal people to show he was happy again?

5. What did the Awabakal people do at Belmont Lagoon to remember and respect the moon?
6. Draw a picture of the moon over Belmont Lagoon.

My Family and My Place in Lake Macquarie

Early Stage 1

Activity 12 Overview – Assessment for Learning

Overview	Assessment for Learning Students learn about photographic technology over time and practise ordering images based on their colour appearance. They have the opportunity to order photos based on age. This activity can be used as an assessment for learning. Students then have the opportunity to complete an assessment for learning using a word list provided.
Inquiry Question	How can stories of the past be told and shared? (History)
Syllabus Outcomes	History: demonstrates developing skills of historical inquiry and communication (HTE-2) Geography: communicates geographical information and uses geographical tools (GEE-2)
Equipment and Materials	<ul style="list-style-type: none">• “Activity 12 Old Photographs in Order” worksheet. This will need to be printed in colour for the students.

Lesson Details

Teaching and Learning Activities
Task 1: Teacher reads students the information about photographic technology in the Activity 12 Old Photographs in Order worksheet and discusses the example photographs provided to students. Students are then given the opportunity to cut out photographs and glue these into their books or on paper in order of oldest images to newest images. The teacher may use this as an assessment for learning activity able to be displayed in student report portfolios.
Task 2: Students are given the word lists in Activity 12 Old Photographs in Order worksheet to read through. These can be used as an assessment for learning to test students on their understanding of the topic. Students can be issued a word (orally or in writing) and they need to use the word in a sentence that relates to photographic technology over time. For example, if given the word green, students may say “the colour green is not bright in old colour photographs.” This assessment can be completed orally or in writing based on the literacy ability of the students.

Old Photographs

Before there were computers, photographs used to be printed out on special paper.

You can recognise a very old photo because it is usually sepia coloured. This is a photograph where the colours are all different shades of brown or yellow. Here are two examples of sepia photographs:



Another way of printing old photographs is called black and white. This is where the photograph is made up of all different shades of grey. Here is an example of a black and white photograph:



After this, colour photographs were invented. But old colour photographs often have dull colours (such as red, blue and green). They are not as bright as colours in real life. Here is an example of an old colour photograph:



New or modern colour photographs are often taken on a digital camera and are not printed out. They have much brighter colours. Here is an example of a modern colour photograph:



Your Turn

Cut out the following photographs of people having fun near Lake Macquarie and glue them in your book from oldest to newest. Remember:

- sepia photos are usually the oldest,
- then black and white photos,
- then old colour photos,
- then modern colour photos.



(Newcastle Herald)









Word Lists

The following words have been learned during this activity. Try to read each of them again:

Colour Words

- colour
- brown
- yellow
- black
- white
- grey
- red
- blue
- green
- bright
- dull
- sepia
- shades

Time Words

- *old*
- *new*
- *modern*
- *past*
- *order*
- *after*

My Family and My Place in Lake Macquarie

Early Stage 1

Activity 13 Overview

Overview	Students have the opportunity to consider the way emotions are expressed on the faces of people and the way these expressions can teach us about people who lived in the past.
Inquiry Question	How can stories of the past be told and shared? (History)
Syllabus Outcomes	History: demonstrates developing skills of historical inquiry and communication (HTe-2)
Equipment and Materials	<ul style="list-style-type: none">• “Activity 13 Emotions in History” worksheet.

Lesson Details

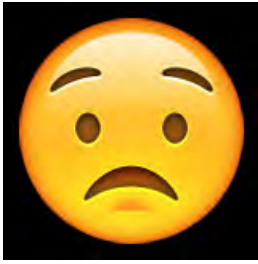
Teaching and Learning Activities
Task 1: Teacher reads through the definitions of emotions in Activity 13 Emotions in History worksheet. The teacher needs to provide the students with examples of events that may make them feel one of the listed emotions.
Task 2: As a class, identify the children in the photo who are displaying each of the identified emotions. You may also discuss other emotions or moods that are suggested by the faces of other children.
Task 3: Have students select one of the children in the photograph. Have the students come up with a name for the child. Have students write a story explaining what happened prior to the photograph in order to make the selected child display the emotion evident on their face. If students do not yet have the literacy ability to write this story, they could present their story orally to the class, in a dramatic performance or they could draw a picture of the event they have created.

Emotions

1. Our faces can often tell people what we are feeling. Look at the following emotions as shown on the emojis. Make your own face show each emotion.



Happy: mouth in a smile. Eyes bright.



Concerned: Mouth turned down. Eyebrows lifted high



Bored: Mouth straight or turned down. Eyes looking away.



Thoughtful: Mouth held tight or sometimes people bite their lip. Eyes staring away.

2. Look at the photo of Kindergarten at Teralba Public in 1953. Identify which students are happy, concerned, bored or thoughtful.



3. Choose one of the students from the photograph. Tell the story of what happened to them that made them show the emotion on their face. Give your student a name.

My Family and My Place in Lake Macquarie

Early Stage 1

Activity 14 Overview

Overview	Students consider why we wear shoes and the cultural and economic implications involved in people not wearing shoes.
Inquiry Question	How can stories of the past be told and shared? (History)
Syllabus Outcomes	History: communicates stories of their own family heritage and the heritage of others (HTe-1) History: demonstrates developing skills of historical inquiry and communication (HTe-2) Geography: identifies places and develops an understanding of the importance of places to people (GEe-1)
Equipment and Materials	<ul style="list-style-type: none">• “Activity 14 School Shoes Empathy Task” worksheet.

Lesson Details

Teaching and Learning Activities
Task 1: Teacher reads information and instructions provided on the Activity 14 School Shoes Empathy Task worksheet and manages students during their discussion in pairs.
Task 2: Teacher reads information and instructions for question 2 of Activity 14 School Shoes Empathy Task worksheet. Teacher supervises and supports students as they continue to work in pairs or small groups to brainstorm the positives and negatives of wearing shoes and supports them finishing the sentence provided either orally or in writing on the sheet.
Task 3: After students have taken the Activity 14 School Shoes Empathy Task home and answered the questions about family not wearing shoes, teacher organises a whole class discussion of findings. Discuss the difference between poverty (students being unable to afford to buy shoes as is the case in the photograph) and culture (where people do not normally wear shoes). If there are no examples in the class of students who have family who culturally do not wear shoes, teacher should provide some examples.

Thinking about People from the Past

1. Look at the following school photo of students at Teralba Public School in 1938. Some of the students are missing a piece of clothing you wear to school every day. Discuss with the person sitting next to you what the students in the photo are missing.



2. Many of the students in the photograph are missing shoes. List the good and bad things about not wearing shoes to school. Look at your list to help you finish the sentence below.

Good things about not wearing shoes to school	Bad things about not wearing shoes to school

I think that going to school without shoes would be good/bad because

3. Talk to your family to find the answers to these questions. Tell your class your answers.

- Is there anyone in the history of your family who used to go places without wearing shoes?
- Why did they do this?
- Did they like having bare feet?

My Family and My Place in Lake Macquarie

Early Stage 1

Activity 15 Overview

Overview	Students consider the cultural and social influences on celebrations in Lake Macquarie.
Inquiry Question	How can stories of the past be told and shared? (History) How can we look after the places we live in? (Geography)
Syllabus Outcomes	History: communicates stories of their own family heritage and the heritage of others (HTe-1) History: demonstrates developing skills of historical inquiry and communication (HTe-2) Geography: identifies places and develops an understanding of the importance of places to people (GEe-1)
Equipment and Materials	<ul style="list-style-type: none">• “Activity 15 Celebrations” worksheet.• Interactive map to show students where Swansea is and how far away it is from their school.

Lesson Details

Teaching and Learning Activities

Task 1: The **Activity 15 Celebrations** worksheet is designed to be completed as whole class discussion, or teacher guided information for students working in small groups or pairs. Answers to questions can be provided verbally or students may write their answers to each question if their literacy abilities are developed enough to do this. Initially, the teacher can read the information on the sheet and discuss what can be seen in the photograph plus provide a brief explanation of what May Day was developed to celebrate. The teacher also needs to show students on a map where Swansea is in relation to the lake and in relation to the school.

Task 2: Teacher reads each question and provides the students time to develop answers. These answers can be provided orally to a small group or whole class. If the teacher wishes, they can have the students write their answers. A list of class celebrations can be developed by the teacher as part of the process of answering the questions. The teacher should also provide school examples of celebrations (for example the Easter Hat Parade or Sports Carnival) in order to support students who may not have experienced many of the school activities to date.

The teacher should use the information generated by student discussion to develop a class mind map of student celebrations. Depending on the nature of the celebrations, this information could also be transferred onto a class calendar of student celebrations.

Task 3: For the final question, the teacher needs to explain that the built environment requires human intervention to keep it in working order (for example religious buildings need to be painted). But the natural environment needs human intervention to be kept to a minimum (for example the lake is best protected by people not allowing chemicals or waste to flow into the water).

Celebrations



This photo was taken of the Swansea May Day procession, 2 May 1938. The float "Workers of the World Unite for Peace" won the prize.

May Day is not a holiday that is celebrated very often in Australia any more.

- What events do you and your family celebrate?
- How do you celebrate?
- What events do you recognise or celebrate at school?

- How do you remember or celebrate these events?
- How did the children of Swansea celebrate May Day in 1938?
- Some celebrations only happen in one place (like the Awabakal people holding their corroborees at Belmont Lagoon). Is there a place that is a special part of your celebrations? How can we look after those places so people can always celebrate there?

My Family and My Place in Lake Macquarie

Early Stage 1

Activity 16 Assessment of Learning

Overview	Students consider their own classroom environment and how it is different from classrooms in the past.
Inquiry Question	What is my history and how do I know? (History) What are places like? (Geography)
Syllabus Outcomes	History: communicates stories of their own family heritage and the heritage of others (HTe-1) History: demonstrates developing skills of historical inquiry and communication (HTe-2) Geography: identifies places and develops an understanding of the importance of places to people (GEe-1) Geography: communicates geographical information and uses geographical tools (GEe-2)
Equipment and Materials	<ul style="list-style-type: none"> • “Activity 16 Assessment of Learning” worksheet. • Teacher developed map showing the position of student desks in the classroom and space to allow students to add in other features of the classroom.

Lesson Details

Teaching and Learning Activities

Task 1: The **Activity 16 Assessment of Learning** worksheet is designed to initially be completed as whole class discussion prior to the students answering the “Your Turn” questions on their own. This whole class modelling of answers is necessary to provide students with revision of their skills developed throughout the full unit. Students may write their answers if the teacher feels they have the literacy ability to express themselves efficiently this way. Alternately, they may simply answer the questions on the historical classrooms verbally. The answers to the questions on the historical classrooms are not used as part of the student marks. This is just an opportunity for revision and discussion. It is also worthwhile getting students to use their tally skills to count the number of students in each classroom.

Task 2: The teacher should read each question from 1-6 and give students time to develop their answers. Be sure to ask them to use their tally skills to answer question 1. The students should be given the opportunity to write their answers, or to keep the answers to themselves until they are given the opportunity to speak one on one with the teacher to verbally answer the questions. Give students the opportunity to stand up and

move around the room in order to inspect it for student work, to look at books and to consider the board.

Task 3: The teacher should produce a simple map of the desks in the classroom. Students should be given this and asked to write down where all the students in the class sit or are sitting that day. They should also be encouraged to draw in other major features such as the door, windows, board etc. While the students are working on this activity, the teacher can call students out one by one to provide the answers to the questions 1-6 and to show their use of the tallying to establish the number of students in the class.

Marking Rubric:

Question 1 – 1 mark for correct use of tally technique.

1 mark for correct number of students identified.

Question 2 – 1 mark for being able to name correctly object (book, computer, paper, folder etc)

1 mark for being able to describe that work is completed in many objects or for describing different types of school work or different subjects completed. This mark is focused on students having developed the vocabulary to describe their own learning.

Question 3 – 1 mark for being able to correctly identify if there are or are not books in the classroom.

1 mark for being able to explain why or why there are not books in the classroom, or where the books belong or describing various categories of books within the classroom (workbooks versus reading books etc). Teacher can encourage description by asking why or why there are not books in the room explicitly. Once again, this is testing the students developing vocabulary to describe the world around them and to explain why things function the way they do.

Question 4 – 1 mark if student is able to suggest what is meant by the term “board.”

1 mark if student is able to physically show where a board is or explain why there are no boards in the classroom.

1 mark if students are able to make reference to historical images and identify the difference between modern boards and historical boards. The teacher may ask questions to prompt this discussion if it is not forthcoming from the student naturally.

1 mark if student is able to describe the position of objects within the room using the language of place such as “front, back, reading area, next to desks etc.”

Question 5 – 1 mark if student is able to correctly identify if there is or is not student work in the classroom.

1 mark if student is able to describe student work, explain what they understand student work to mean, or identify the position of the student work within the classroom environment. The teacher may ask questions to prompt this discussion if it is not forthcoming from the student naturally.

Question 6 – 1 mark if students are able to identify objects in the room that have not already been discussed in answering the previous questions.

1 mark if students are able to discuss what could be seen in the historical classrooms depicted on the worksheet or even classrooms they have heard about from their family when completing previous activities as part of this unit.

1 mark if students are able to identify the way modern technology has altered classrooms. This could take the form of explaining there were no computers in earlier photos, or it could discuss the way desks and chairs are different now.

1 mark if students are able to use language related to time, such as “past, now, modern, olden times, old, new, today, etc.”

Question 7 – 2 marks if students are able to correctly position all students. 1 mark if they make a serious attempt at correctly positioning all students on the map.

2 marks if students are able to position other classroom objects correctly in relation to the desks. 1 mark if they attempt to visually represent other objects but are not able to position them correctly on the map.

Note: Question 7 can be marked after the students have each had their interview with the teacher. The teacher may need to provide some other quiet, individual work for the students if they are not able to interview all students in the time that it takes the class to complete their maps of the classroom layout.

Things Change Over Time

Some things stay the same over time. The lake in Lake Macquarie has remained the same. Many school buildings have remained the same for a long time. But the things that happen in and around the lake and our schools have always changed.



Marks Point Primary School. Date unknown.

This photo shows how students learned in the past.

1. How many students are there in this class?
2. The students are writing on an item called a slate. Do you write on a slate in class?

3. Is there any student work in this classroom?



Classroom, Dora Creek Public School, date unknown

1. How many students are there in this class?
2. There are shelves at the back of the room. What is being stored on the shelves?
3. Is there any student work in this classroom?



Warners Bay Public School. Inside a class room c.1960

1. How many students are there in this class?
2. What are the students doing their work on?
3. What is the thing on the wall behind the teacher? There is a drawing on it.
4. Is there any student work in this classroom?

Your turn:

1. How many students are there in your class? (2 marks)
2. What do you write your work in? (2 marks)

3. Are there books in your classroom? (2 mark)
4. Is there a "board" in your classroom? What kind of board is it? (4 marks)
5. Is there student work in your classroom? (2 marks)
6. What other things are there in your classroom that are different from the photographs of old classrooms we have looked at? (4 marks)
7. Draw a map showing where each student in your class sits. (4 marks)

Survey and Contact

Teachers will be sent a survey approximately 10 weeks after contacting Lake Macquarie City Council for a copy of this unit. If you do not receive a survey, you wish to give detailed feedback, or you simply wish to get in contact with us, we would love to hear from you. We are very keen to receive feedback from teachers, as this will assist us in editing and developing this unit, on an annual basis, into the future. If you would like to contact us, please do so on:

history@lakemac.nsw.gov.au