

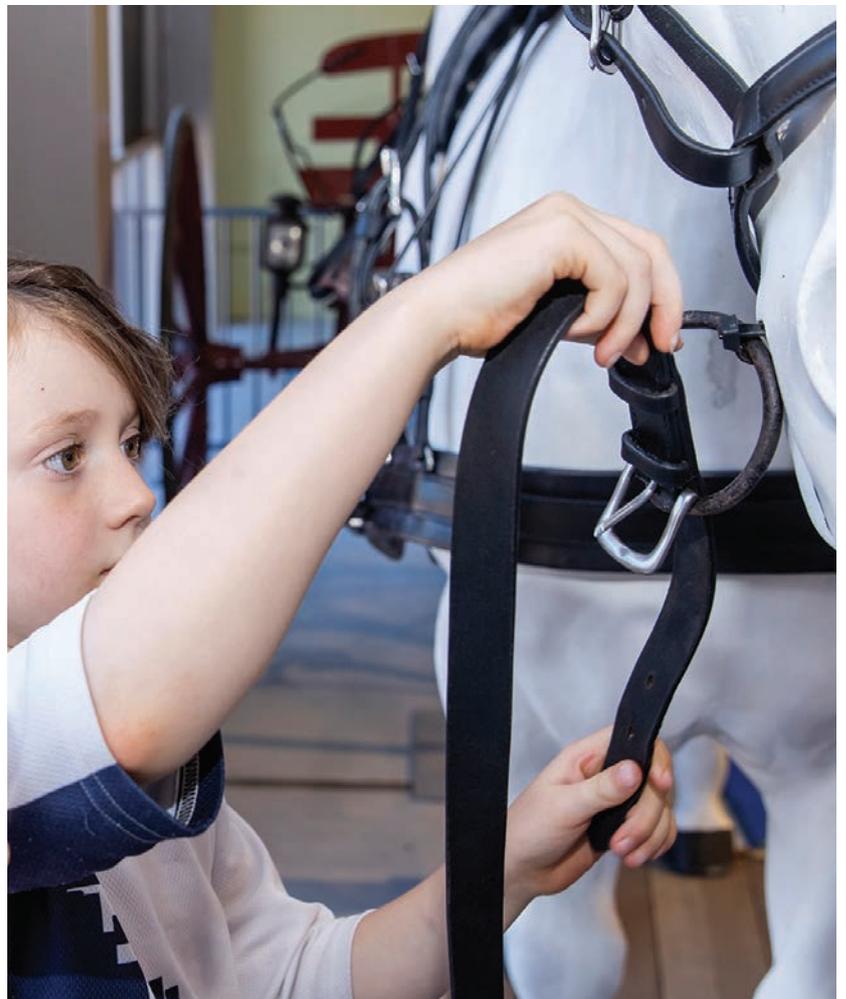


WHITEMAN PARK
CONSERVATION • RECREATION • EDUCATION

Teacher Resources

Fast Forward: Carts to Cars

Year Two



Whiteman Park acknowledges the Wadjuk people of the Noongar nation as the Traditional Custodians of the land on which we work, learn and play.

Acknowledgements

These resources were developed by Whiteman Park's education team for general classroom use. Teachers may duplicate these resources for education purposes only.

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Teacher Notes

These classroom activities support Whiteman Park's *Fast Forward* education program, which provides opportunities for students to explore the key historical concepts of continuity and change, cause and effect, and empathy through historic objects and photographs. The activities outlined in this resource will assist you and your students to make the most out of the program by establishing knowledge before the excursion and supplying extension material to use back at the classroom after your visit.

These resources support topics from the Year 2 HASS WA Curriculum in the area of History and explore change and continuity in relation to transport.

We look forward to welcoming you and your class to Revolutions Transport Museum at Whiteman Park soon!

A Guide For Using These Resources

These resources can be used collectively or as stand-alone activities.

Each Learning Activity begins on its own page with an overview provided for guidance. Detailed teacher instructions are outlined, along with a reference to the Curriculum links that can be achieved, and the resources required to deliver the activity. Many Learning Activities are also supported by student worksheets and activity resources, as outlined below:

- **Activity Resource** – a reference image or other resource that teachers need to share with the class for them to complete the activity.
- **Worksheet** – an activity sheet that is designed to be copied and circulated to students. They may be completed either individually or in groups, as outlined in the instructions for each activity.

To help you find the video and online resources that have been linked in this document, please visit our website at: www.whitemanpark.com.au/education/teacher-information/teacher-resource-links



About Revolutions Transport Museum

Whiteman Park's history programs take place at Revolutions Transport Museum, our own land transport and technology museum founded on the Whiteman Collection.

The museum, like our education programs, explore how changes to transport and technology in Western Australia have transformed lives and shaped communities – both past and present. Students experience and understand the development of transport through hands-on, interactive experiences with real historical items.



Curriculum Links

The following West Australian Curriculum and Australian Curriculum content descriptions apply to the Learning Activities provided in these resources. We have indicated each link and elaboration by Learning Activity.

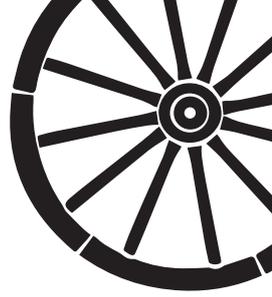
ENGLISH		Activity no's
Language	<p>Expressing and Developing Ideas</p> <p>Understand the use of vocabulary about familiar and new topics and experiment with and begin to make conscious choices of vocabulary to suit audience and purpose (ACELA1470)</p> <p>Elaboration: Interpreting new terminology drawing on prior knowledge, analogies and connections with known words</p>	1
Literacy	<p>Creating Texts</p> <p>Create short imaginative, informative and persuasive texts using growing knowledge of text structures and language features for familiar and some less familiar audiences, selecting point and multimodal elements appropriate to the audience and purpose (ACELY1671)</p>	10
HASS – HISTORY		
Knowledge and Understanding	<p>The Past In The Present</p> <p>The impact of changing technology on people's lives (e.g. at home, work, travel, communication, leisure, toys) and how the technology of the past differs from what is used today (ACHASSK046)</p>	2, 3, 4, 6, 7, 8, 9, 10
HUMANITIES AND SOCIAL SCIENCE SKILLS		
Questioning and Researching	Reflect on current understanding of a topic (WAHASS13)	2, 6
	Pose questions about the familiar and unfamiliar (WAHASS14)	3
	Locate information from a variety of provided sources (e.g. books, television, people, images, plans, internet) (WAHASS15)	3, 8, 9, 11
	Sort and record selected information and/or data (e.g. use graphic organisers, take keywords) (WAHASS16)	4, 11
Analysing	Identify relevant information (WAHASS17)	7, 9
	Process information and/or data collected (e.g. sequence information or events, categorise information, combine information from different sources) (WAHASS18)	11
	Explore points of view (WAHASS19)	7, 8, 10
	Represent collected information and/or data in to different formats (WAHASS20)	8, 11
Evaluating	Draw conclusions based on information and/or date (WAHASS21)	7, 8, 9
Communicating and Reflecting	Present findings in a range of communication forms, using relevant terms (WAHASS23)	9, 10, 11
	Reflect on learning and respond to findings (WAHASS25)	10
GENERAL CAPABILITIES		
Personal and Social Capability		5



Links at a Glance

Activity	5 Es					Delivery			English		HASS	HASS Skills										General capabilities		
	Engage	Explore	Explain	Expand	Evaluate	Individual	Small groups	Whole class	Language – ACELA1470	Literacy – ACELY1671	History – ACHASSK046	WAHASS13	WAHASS14	WAHASS15	WAHASS16	WAHASS17	WAHASS18	WAHASS19	WAHASS20	WAHASS21	WAHASS23		WAHASS25	
1 Transport Word Bank	●					●			●															
2 Transport Hunt	●					●	●				●	●												
3 Looking Back in Time	●							●			●		●	●										
4 Old and New Sort	●						●				●			●										
5 Visit Preparation		●						●																●
6 KWL Chart		●				●	●	●			●	●												
7 Looking and Understanding			●			●		●			●				●		●			●				
8 Compare and Contrast			●			●					●			●			●	●	●	●				
9 Transport Investigators				●		●					●			●	●					●	●			
10 Letter to Mother					●	●			●		●						●				●	●		●
11 Transport Timeline					●		●							●	●		●			●		●		





TRANSPORT WORD BANK: DEFINE AND USE

engine	bridle	wheel	door
cart	train	reins	the past
transport	decade	bicycle	petrol
before	tram	year	fuel
brake	after	steering	electricity
harness	nozzle	seat	museum

Choose three words. Explain what each means.

- 1. _____

- 2. _____

- 3. _____

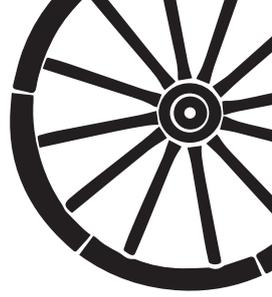
Choose another three words. Use each word in a sentence.

- 1. _____

- 2. _____

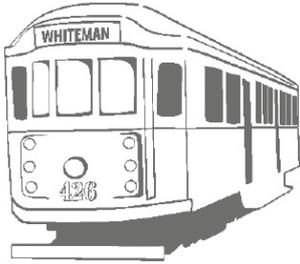
- 3. _____

NAME: _____

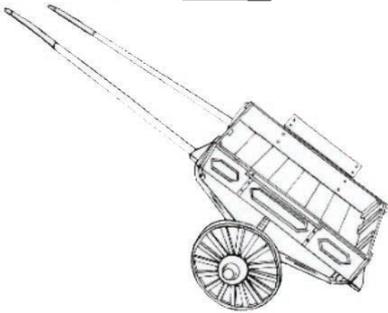


TRANSPORT MATCH-UP

Match each word to its picture. The first one is done for you.



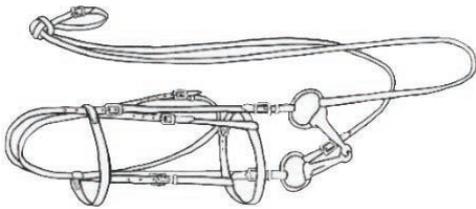
engine



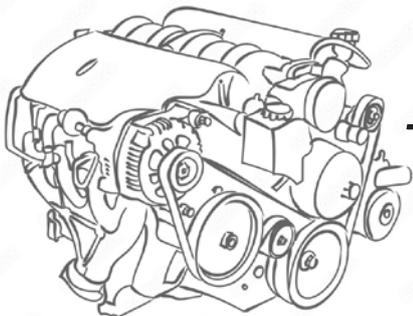
tram



cart



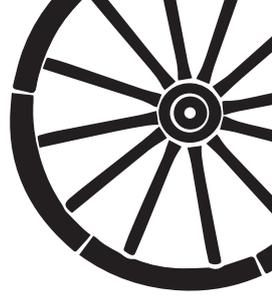
bicycle



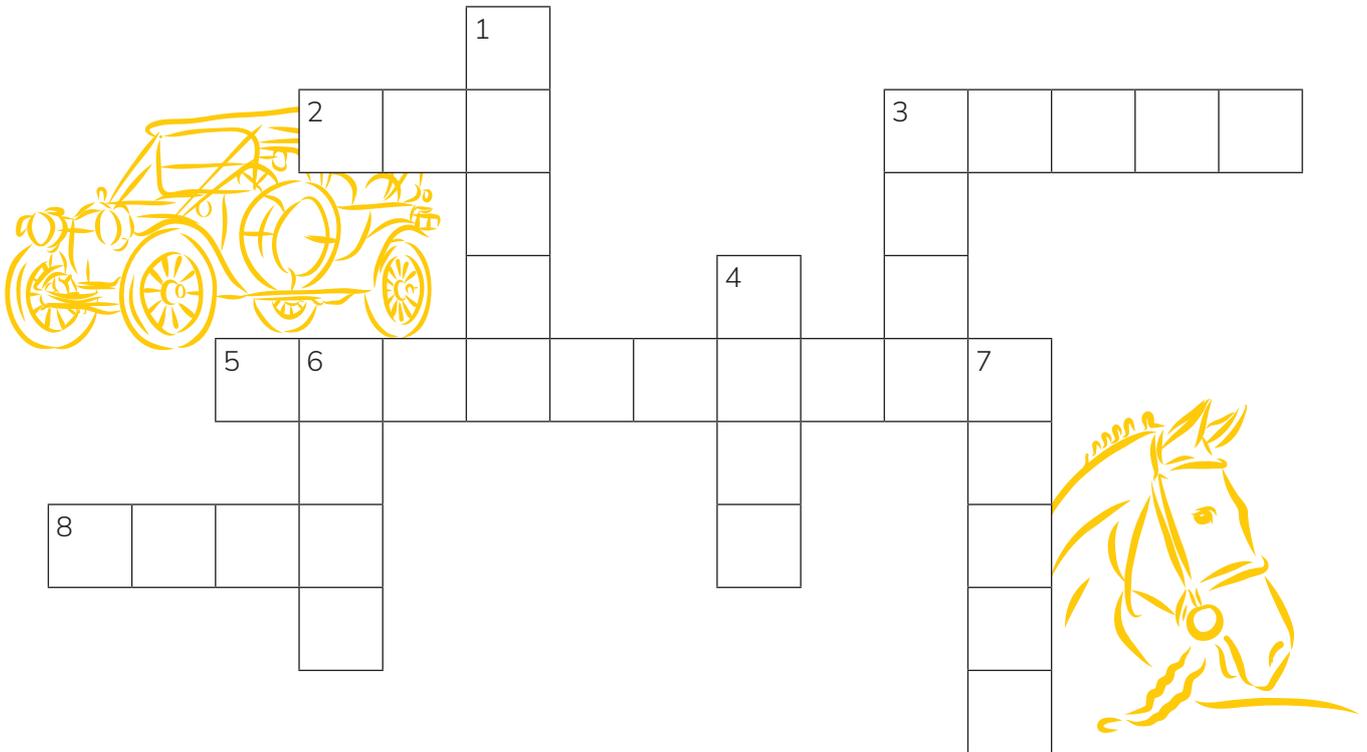
bridle

NAME: _____





TRANSPORT CROSSWORD



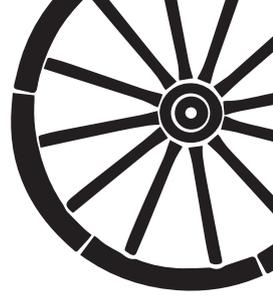
ACROSS

- 2. We use this to open doors or start cars.
- 3. This is a tool for digging or picking things up.
- 5. What horses wear on their hooves.
- 8. Horses pull a _ _ _ _ to transport people.

DOWN

- 1. What is on the outside of wheels to make them soft?
- 3. Seatbelts help keep you _ _ _ _.
- 4. What you say to tell your horse to STOP.
- 6. Horses like to eat these.
- 7. Your _ _ _ _ _ is how fast you are going.

NAME: _____



Learning Activity 2:

TRANSPORT HUNT

This introductory activity explores what students already understand about transport and what they know about land transport in the present. Students begin discovering changes between past and present technology by gathering pictures of types of transport used today.

Introduction

Introduce the students to the meaning of **TRANSPORT**. Explain that they are going to think about transport technology in the present.

/tran' spɔ:t, tra:n' spɔ:t/

Noun: a system or means of conveying people or goods from place to place.

Verb: to take or carry (people or goods) from one place to another by means of a vehicle, aircraft or ship.

Instructions

1. As a class, brainstorm the various ways in which we get around today. What forms of transport do people use? How do we transport goods?

Note: the worksheet is focused on land transport, but air and water transport can also be discussed.

2. Ask the students to find examples of the following modes of transport in magazines, newspapers, or pictures from the internet (if able to print). Use these cut outs or draw their own examples on the *Today's Transport* worksheet. There is space provided for any additional modes of transport the class comes up with.

Resources

- Printed *Today's Transport* worksheets 1 and 2
- Magazines and newspapers (optional)
- Scissors and glue (optional)
- Drawing materials (optional)

Note: There are two worksheets available, so half the class to work on one each, or you can select one of worksheets to work on as a whole class.

Curriculum links**HASS – HISTORY**

Knowledge and Understanding
ACHASSK046

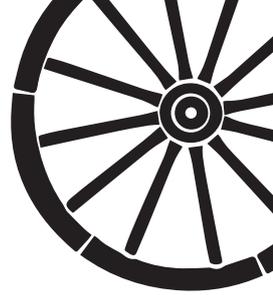
HUMANITIES AND SOCIAL SCIENCE SKILLS

Questioning and Researching
WAHASS13

**Extension ideas**

Ask the students to classify these modes of transport depending on whether they transport individuals, large numbers of people or goods.





TODAY'S TRANSPORT 1

Find or draw examples of each of these types of transport.

Train

Scooter

Pram

Motorcycle

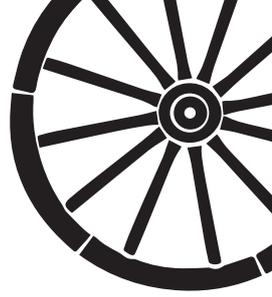
Truck

Caravan / Motor home

Car

Your idea

NAME:



TODAY'S TRANSPORT 2

Find or draw examples of each of these types of transport.

Bicycle

Car

Skateboard

Bus

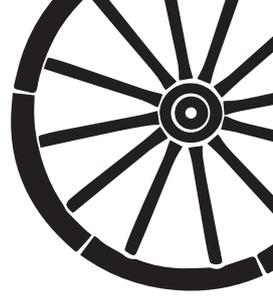
Van

Tractor

Roller skates

Your idea

NAME:



Learning Activity 3:

LOOKING BACK IN TIME

How did people get around in the past? This video gives a window into the past and the kind of transport that was used in Perth in 1907. Students begin to understand transport in the past and the difference between now and then.

Introduction

This very special film was the first time the ordinary people of Perth were videoed. Imagine you had never seen yourself on video before! In the evening, the video was shown in the cinema and the people came to see themselves on the big screen. If you look carefully, you can see lots of different transport was being used at the same time in Perth. You can also see different clothes to what we wear today.

Instructions**1. Show the class a video of Perth from 1907.**

(Note: start the video at 0.37 seconds as there is a staged fist fight in the first 30 seconds).

2. Discuss with the class what kind of transport they saw in the video.

These are the different kinds of transport that can be seen:

- Horse riding
- Horse and cart
- Horse and carriage (covered wagon)
- Wheelbarrow
- Bicycle
- Walking
- Tram

3. Look closer. Watch the video again as a class to find out the answers to these questions:

- How were objects transported?
- What were the tracks on the road for?
- What was the most common type of transport?
- What were the men, women, boys and girls wearing?
- What was the policeman wearing and what was he doing?
- What were the shops selling?
- What was different to today?
- What was the same?

Resources

- Projector
- Internet access
- Video of Perth from 1907, link: nfsa.gov.au/collection/curated/street-scenes-perth-western-australia

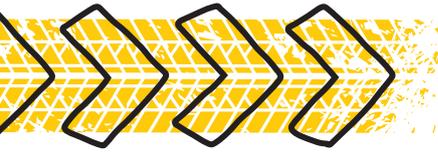
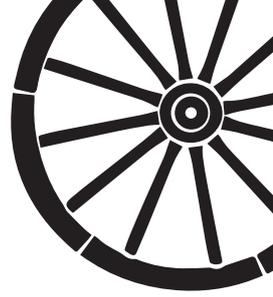
Curriculum links**HASS – HISTORY**

Knowledge and Understanding
ACHASSK046

HUMANITIES AND SOCIAL SCIENCE SKILLS

Questioning and Researching
WAHASS15





Learning Activity 4:

OLD OR NEW SORT

Using transport game cards, students sort transport images from the past and from the present to see how transport has evolved over time, as technology changes.

Instructions

1. Print enough sets of card pages for your class and cut up the individual cards.
2. Either in groups, or as individuals, ask the children which of these kinds of transport are from now (the present), which are from then (the past)?
3. Have your students sort them either into 'Old' and 'New', or 'Then' and 'Now'.

Resources

- Printed *Old and New Sort* cards cut out for each group.

Curriculum links**HASS – HISTORY**

Knowledge and Understanding
ACHASSK046

**HUMANITIES AND SOCIAL
SCIENCE SKILLS**

Questioning and Researching
WAHASS16

**Extension activities**

These cards can be used for other games too.

- a. Memory
- b. Pairs
- c. Old Maid

a. Memory

Using two sets of cards, shuffle the cards and lay them face down, in rows. Students take it in turns to turn over two cards. If they match, they keep the cards and get a second turn. If they do not match, then those cards are turned face down again, in the same position, and the next player has a turn. The objective is to collect the most pairs of cards by remembering which cards are where. The student with the most pairs at the end of the game wins.

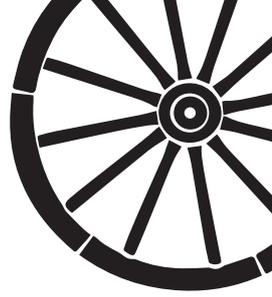
b. Pairs

Ask students to remove cards that do not have a modern or past equivalent (e.g. camel). Using just one set of cards, play as per the Memory game above, but the matched pairs are one from the past and one from the present.

c. Old Maid

Using two sets of cards, shuffle the cards and remove one. Deal cards evenly between players. Players look for matching pairs in their hand and discard them, placing these pairs face up for all players to see. The players then take turns clockwise to choose a card from the facedown deck of the player to their right. If it creates a match with their cards, the pair is discarded face up. Play continues until one player has the one odd card left. This is the 'old maid'. This player loses. The player with the most number of pairs at the end wins.





OLD OR NEW SORT CARDS

Tractor



Tractor



Horse



Horse



Pedal kart



Truck



Truck

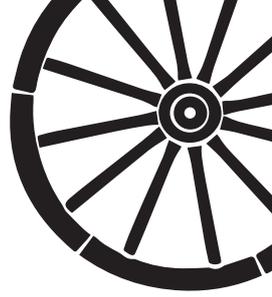


Pram



Pram





OLD OR NEW SORT CARDS

Wheelchair



Wheelchair



Camel



Tricycle



Tram



Billy cart



Fire truck

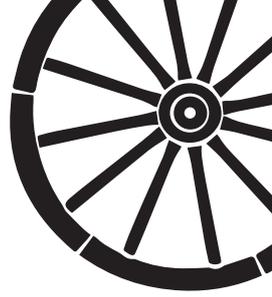


Fire truck



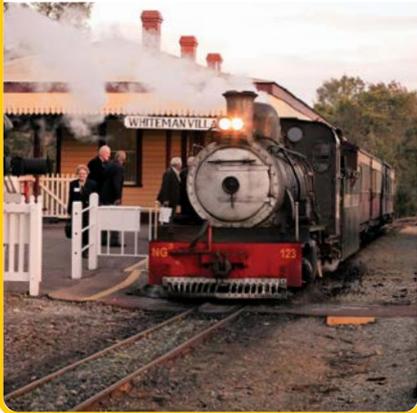
Tricycle





OLD OR NEW SORT CARDS

Train



Train



Bus



Bus



Bicycle



Bicycle



Car

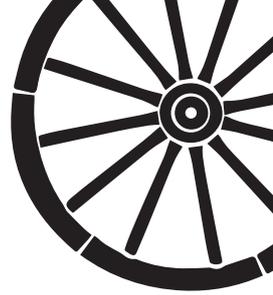


Car



Horse and cart





Learning Activity 5:

VISIT PREPARATION

This social story is designed to familiarise your class with the venue, program and expectations in advance of their visit to Revolutions Transport Museum and the *Fast Forward* education program.

Instructions

1. Explain that Whiteman Park has sent a presentation so that the class can learn about their visit before they go.
2. Play the PowerPoint presentation for the students.
3. Discuss as a class what they have learned and any questions they have.

Resources



- Projector or screen to watch presentation
- Fast Forward Visit Preparation* video

Curriculum links

GENERAL CAPABILITIES

- Personal and Social Capability



Extension ideas

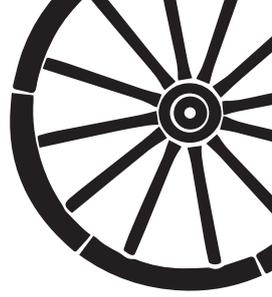
Find out more about Revolutions Transport Museum. The class can learn more about the Museum via these sites:

whitemanpark.com.au/trains-trams-museums/revolutions-transport-museum

collections.wa.net.au/organisations/revolutions-transport-museum

facebook.com/revolutionsmuseum/





Want to enjoy the rest of these resources?

Book your class into this program at Whiteman Park
and our team will send you the full booklet!

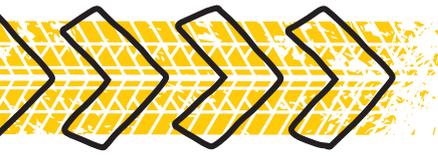
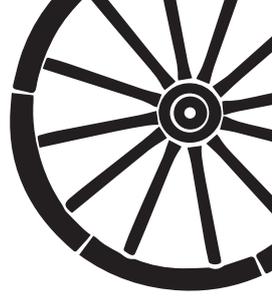
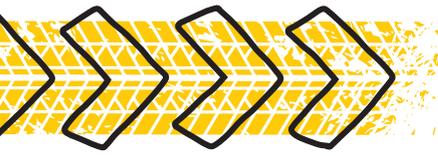


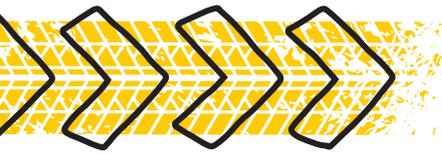
IMAGE ACKNOWLEDGEMENTS

Image	Page	Source
	27	John Oxley Library State Library of Queensland 14112 <i>Studio photograph of Charlie Tilledge and Willy Mennie on penny farthing bicycles in Rockhampton, 1892.</i> hdl.handle.net/10462/deriv/56307
	27	John Oxley Library State Library of Queensland 161188 <i>Woman cycling in Brisbane, 1890-1900</i> hdl.handle.net/10462/deriv/128958
	27	State Library of Queensland 171251 <i>Itinerant shearer with his belongings standing beside a bicycle 1900-1910</i> hdl.handle.net/10462/deriv/7810
	27	State Library of South Australia B 76592 <i>Photograph of a Chinese man standing next to a bicycle</i> collections.slsa.sa.gov.au/resource/B+76592
	27	The Sun (Kalgoorlie, WA : 1898 - 1929) <i>Sun 2 Jul 1899</i> Page 2
	28	Geraldton Advertiser (WA : 1893 - 1905) <i>Fri 22 Dec 1905</i> Page 2
	28	Rail Heritage WA
	28	State Library Victoria 2954024 <i>Goods train in outback Australia</i> handle.slv.vic.gov.au/10381/290578

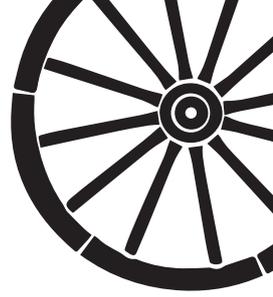


ACKNOWLEDGEMENTS

Image	Page	Source
	29	State Library South Australia B 7798/477 <i>Crowd boarding a tram in Victoria Square</i> collections.slsa.sa.gov.au/resource/B+7798/477
	29	State Library Victoria 1752002 <i>Boarding the Saltwater River Tram Fox, Arthur</i> photographer handle.slv.vic.gov.au/10381/78637
	29	State Library of WA BA1823/20 <i>Hay St looking east, Perth WA.</i> Rowell Collection slwa.wa.gov.au/images/pd303/303917PD.jpg
	44	City of Cockburn <i>Camel team at Fremantle</i> history.cockburn.wa.gov.au/Archive/Picture/Camel-team-at-Fremantle,-c1900
	44	State Library WA 135972PD V1201 <i>Brand new on Eastern Railway near Swan View Tunnel ca 1955</i> purl.slwa.wa.gov.au/slwa_b2911799_4
	44	State Library WA 134976PD <i>Truck loaded with blue asbestos from Wittenoom at Roebourne c 1967</i> purl.slwa.wa.gov.au/slwa_b2825539_1
	44	State Library of Queensland 111267 <i>Queensland launch of the Holden 48/215 at Eager Motors, Brisbane 1948</i> hdl.handle.net/10462/deriv/109521
	44	State Library WA 4689B/11 <i>First bus built in Western Australia by A. T. Wardle Contractors for Copley's Ltd, 1903</i> purl.slwa.wa.gov.au/slwa_b6574660_2



REFERENCES AND FURTHER INFORMATION



[Australia and the Industrial Revolution – Impact of the first railways – Inside the Collection \(maas.museum\)](#)

nma.gov.au/defining-moments/resources/first-railway-line

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pta.wa.gov.au/about-us/our-role/our-history

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bicyclenetwork.com.au/tips-resources/inspiration/history-of-the-bike/

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