



WHITEMAN PARK
CONSERVATION • RECREATION • EDUCATION

Teacher Resources

On the Move

Year Three



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 *On The Move* 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 3 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 Western 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	Expressing and Developing Ideas Learn extended and technical vocabulary and ways of expressing opinion including modal verbs and adverbs (ACELA1484)	1

HASS – HISTORY		Activity no's
Communities and Remembrance	How the community has changed and remained the same over time and the role that people of diverse backgrounds have played in the development and character of the local community (ACHASSK063)	
	Elaboration Exploring photographs, newspapers, oral histories, diaries and letters to investigate how an aspect of life in the local community (for example, transport, entertainment, the natural and built environment, technology) has changed over time (for example, from the time of European settlement to the present day)	2, 4, 6, 7, 10, 11, 12
	Elaboration Comparing photographs from the past and present of a specific location to identify the change or continuity (similarities and differences over time) associated with people, events/ developments, places or ecosystems.	3, 8, 9

HUMANITIES AND SOCIAL SCIENCE SKILLS		Activity no's
Questioning and Researching	Identify current understanding of a topic (WAHASS26)	4, 6
	Develop a range of focus questions to investigate (WAHASS27)	2, 3
	Locate and collect information from a variety of sources (e.g. photographs, maps, books, interviews, internet) (WAHASS28)	2, 3, 4, 9, 10, 11
	Record selected information and/or data (e.g. use graphic organisers, develop note-taking strategies) (WAHASS29)	11
Analysing	Interpret information and/or data collected (e.g. sequence events in chronological order, identify patterns and trends, make connections between old and new information) (WAHASS32)	4, 9
	Identify different points of view/perspectives in information and/or data (e.g. distinguish fact from opinion, explore different stories on the same topic) (WAHASS33)	4, 11
	Translate collected information and/or data into different formats (e.g. create a timeline, change data into a table and/or graph) (WAHASS34)	7



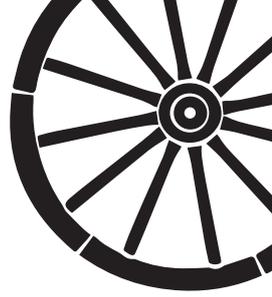
HUMANITIES AND SOCIAL SCIENCE SKILLS (CONT.)		Activity no's
Evaluating	Draw conclusions and give explanations, based on the information and/or data displayed in texts, tables, graphs and maps (e.g. show similarities and differences) (WAHASS35)	3, 4, 8, 10, 12
	Use decision-making processes (e.g. share views, recognise different points of view, identify issues, identify possible solutions, plan for action in groups) (WAHASS36)	4, 9
Communicating and Reflecting	Present findings and conclusions in a range of communication forms appropriate to audience and purpose, using relevant terms (WAHASS37)	8, 10
	Develop texts, including narratives and biographies, that use researched facts, events and experiences (WAHASS38)	4, 11
	Reflect on learning, identify new understandings and act on findings in different ways (e.g. complete a KWL chart, propose action in response to new knowledge) (WAHASS39)	6

GENERAL CAPABILITIES		Activity no's
Personal and Social Capability	Self-awareness	5
	Self-management	
	Social management	

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 ACELA1484	History ACHASSK063	WAHASS26	WAHASS27	WAHASS28	WAHASS29	WAHASS32	WAHASS33	WAHASS34	WAHASS35	WAHASS36	WAHASS37	WAHASS38	WAHASS39		
1 Transport Word Bank	●					●		●																
2 Looking Back in Time	●						●	●		●		●	●											
3 Exploring Today	●					●	●	●		●		●	●											
4 Look, Link, Imagine		●				●	●			●		●	●									●		
5 Visit Preparation		●					●	●																●
6 KWL Chart		●				●	●	●		●													●	
7 Journeys Timeline			●				●	●																
8 Compare and Contrast			●			●				●											●			
9 Change and Continuity				●		●	●	●		●			●								●			
10 Object Discovery				●		●	●			●		●	●								●			
11 History Investigation				●		●				●		●	●									●		
12 On the Move Kahoot					●		●			●														●





Learning Activity 1: **TRANSPORT WORD BANK**

Familiarise students with the words they will encounter during their visit to Revolutions Transport Museum, focussing on words used to describe transport technology in the past and present and words used to describe time. It also introduces specific words that will be heard during your visit to Revolutions Transport Museum.

Instructions

1. Introduce the students to the word bank.
2. Allow students time to carry out the activities in the worksheets.

Resources



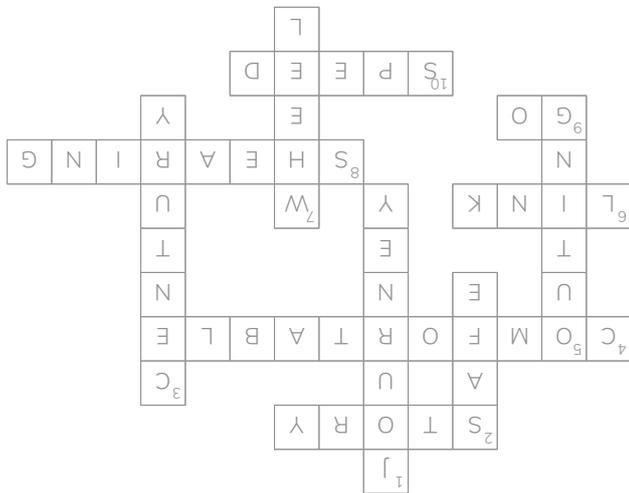
- Printed worksheets:
 - Transport Word Bank: Define and Use
 - Transport Crossword

Curriculum Links

ENGLISH

- Language
- ACELA1484

Shhh!! Transport crossword answers

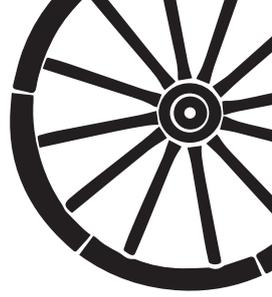


- DOWN**
- 1. Journey
 - 2. Safe
 - 3. Century
 - 4. Comfortable
 - 5. Outing
 - 7. Wheel
- ACROSS**
- 2. Story
 - 4. Comfortable
 - 6. Link
 - 8. Shearing
 - 9. Go
 - 10. Speed



Extension ideas

These words could be used for a Look, Cover, Write, Check spelling activity.



TRANSPORT WORD BANK: DEFINE AND USE

after	different	people	the present
Australia	engine	quickly	time travel
before	explore	same	train
bicycle	horse	slowly	tram
cart	imagine	station	transport
clothes	museum	strange	try
detective	people	the past	year

Choose three words. Explain what each means.

- 1. _____

- 2. _____

- 3. _____

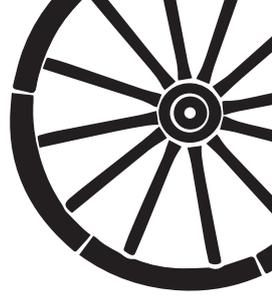
Choose another three words. Use each word in a sentence.

- 1. _____

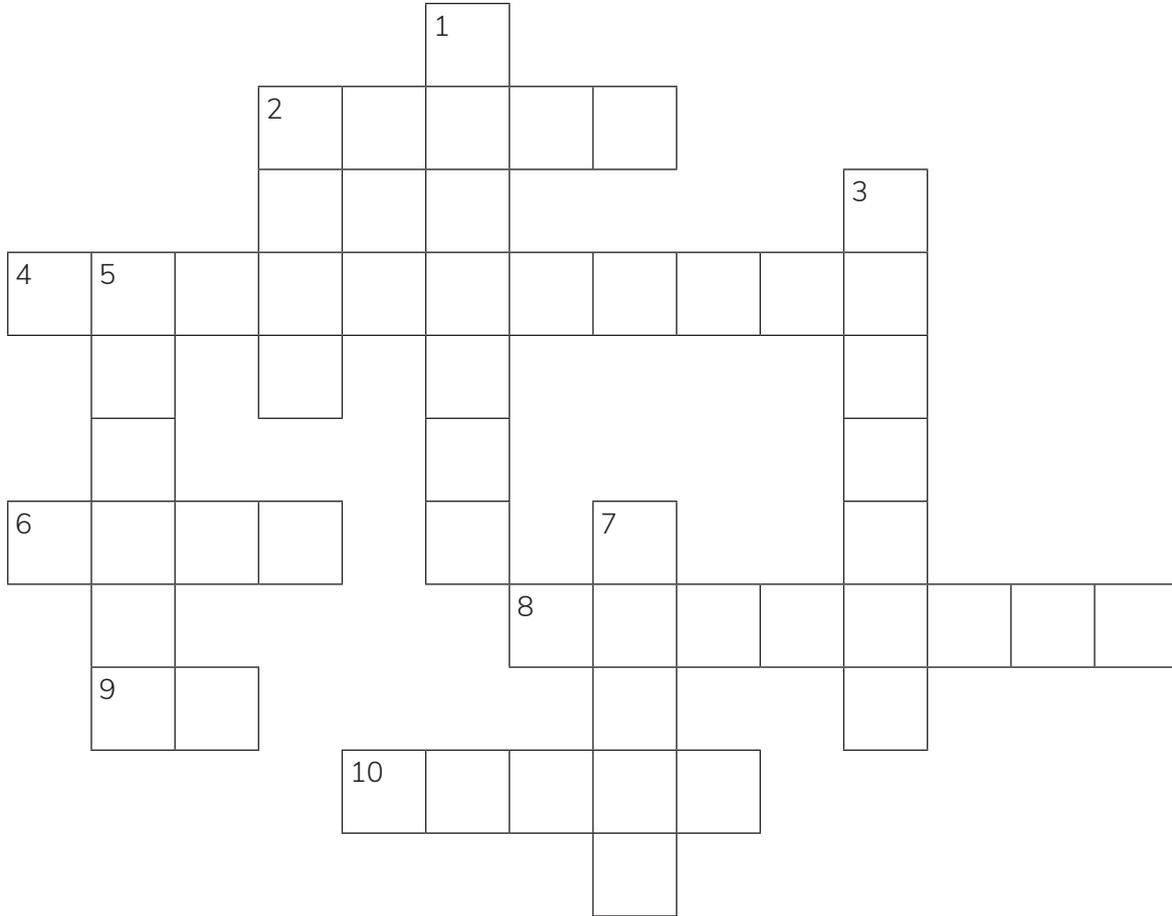
- 2. _____

- 3. _____

NAME: _____



TRANSPORT CROSSWORD



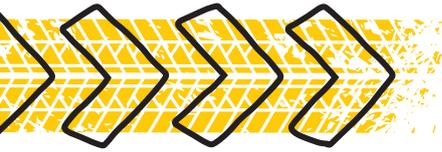
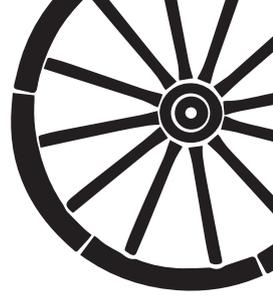
ACROSS

- 2. I like to read a _____ every night at bedtime
- 4. Another word for cosy
- 6. To join two things together
- 8. Cutting wool off sheep is called...
- 9. Let's _ _!
- 10. How fast you are going

DOWN

- 1. You go on a _____ traveling from one place to another
- 2. We wear seatbelts to be _____
- 3. 100 years is known as a _____
- 5. Another name for an excursion
- 7. Something round that goes around and around!

NAME: _____



Learning Activity 2:

LOOKING BACK IN TIME

How did people get around in the past? Using historic footage of Perth in 1907, students are given a window into transport's past and begin to understand the difference between transport now and transport 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:

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

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
- Street scenes in Perth, Western Australia video from the National Film and Sound Archive of Australia
Link: <https://www.nfsa.gov.au/collection/curated/street-scenes-perth-western-australia>

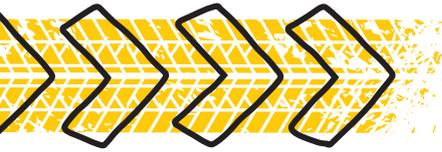
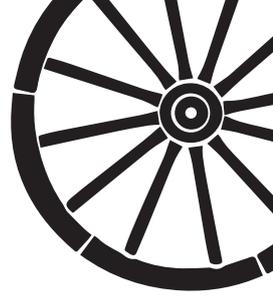
Curriculum links**HASS – HISTORY**

Communities and Remembrance
ACHASSK063

HUMANITIES AND SOCIAL SCIENCE SKILLS

Questioning and Researching
WAHASS27
WAHASS28





Learning Activity 3:

EXPLORING TODAY

How do people get around now? Building on what they observed of past transport in the previous activity, students will see footage of transport in Perth in the present. This will help them to gain an understanding of the difference in transport between now and the past before exploring what they have learned about change and continuity in transport.

Introduction

Now we are going to look at videos of Perth today and look out for what kinds of transport we can see this time.

Note: You may need to show these more than once as they are only short videos.

Instructions

1. Show the class the *City of Perth Heritage Buildings* video. Explain that in this video they will see footage of the Perth City Centre in 2020. It shows some of the oldest buildings in Perth, but they need to look out for the different kinds of transport.
2. Discuss with the class what kinds of transport they saw in the video.
Hint: these are the different kinds of transport that can be seen:
 - Bike – Car – Ute – Walking
 - Bus – Truck – Van
3. Now show the class the second video, *Smart Freeway Kwinana Northbound*. Explain that in this second video, they will see one of the freeways into the Perth City Centre and discusses how to make them work better.
4. Ask the class what kinds of transport they saw in this video. They should identify:
 - Bike – Car – Train – Walking
 - Bus – Motorbike – Truck
5. Look closer. Watch the videos again as a class to find out the answers to these questions:
 - What was the most common type of transport?
 - What were the tracks between the highway lanes for?
 - What were the white lines on the road for?
 - What do traffic lights do?
 - Look for the sign with a number in a circle. What does the number '80' mean?
6. Now that we have looked at these videos and discussed transport in the past and present, we are going to think about what was the **same** and what was **different**.
7. Distribute the *Transport Same or Different?* worksheets to your students and allow time for them to complete them before discussing their answers as a class. Did everyone agree?

Resources

- Projector
- Internet access
- City of Perth Heritage Buildings* video from the City of Perth
Link: <https://youtu.be/iraTjy53aoU>
- Smart Freeway Kwinana Northbound* video from Main Road Western Australia
Link: <https://youtu.be/1YcQOhYXi7M>
- Printed *Transport Same or Different?* worksheets

Curriculum links**HASS – HISTORY**

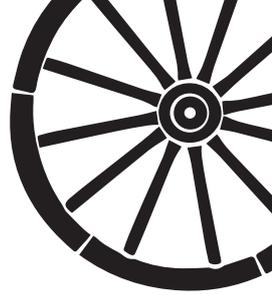
Communities and Remembrance
ACHASSK063

HUMANITIES AND SOCIAL SCIENCE SKILLS

Questioning and Researching
WAHASS27
WAHASS28

Evaluating
WAHASS35





TRANSPORT SAME OR DIFFERENT?

Think about the transport that you saw in the videos of Perth in 1907 and Perth today. What was the **SAME** in the **Past** and the **Present**? What was the **DIFFERENT** in the **Past** and the **Present**?

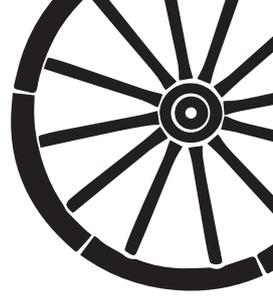
Draw a line linking each statement to the correct box, depending on whether it is the **SAME** or **DIFFERENT** in the past and present. The first one is done for you.

SAME

DIFFERENT

- People used transport to move from one place to another
- People used bicycles
- People used horses
- People used cars
- People walked
- Most people walked
- People travelled fast
- People wore bike helmets
- People used public transport like buses, trains or trams
- People used transport to move things as well as themselves
- There were street signs

NAME: _____



Learning Activity 4:

LOOK, LINK, IMAGINE

At Revolutions Transport Museum, students will use the *Look, Link and Imagine* method to engage with and learn from museum objects. This activity introduces the method in the classroom before their visit.

Background

The *Look, Link, Imagine* method is a way of learning from objects by observing, comparing and inferring. It is adapted from the Science Museum Group UK's See, Look, Wonder question and discussion tool to suit a history context.

Our approach focusses on using imagination as the third step to stimulate students' curiosity, help them make connections with the past and develop their empathetic understanding. Using historic images and artefacts to inform the students' imaginations, this step is an opportunity to deepen their historic understanding and understand that history is about people.

Look Game: This activity is designed to help students to look closely at an object and to talk about what they see.

Link Activity: This worksheet activity helps students to identify links between what they already know and objects they have not seen before. The aim is for them to identify how familiar objects can be used to compare and infer what something new to them is.

Imagine Narrative: This activity helps students to imagine the stories behind the objects to create empathy and understanding about the past.

These games and worksheets should be introduced individually, but ultimately completed in a single session.

Resources

- Printed worksheets:
 - *Look and Listen*
 - *Link! Bicycles!*
 - *Link! Camels!*
 - *Imagine That: Bicycle Journey!*
 - *Imagine That: Camel Journey!*

Curriculum links**HASS – HISTORY**

Communities and Remembrance
ACHASSK063

HUMANITIES AND SOCIAL SCIENCE SKILLS

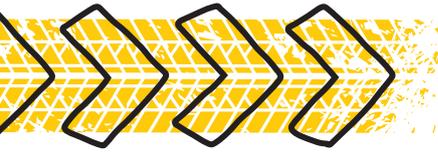
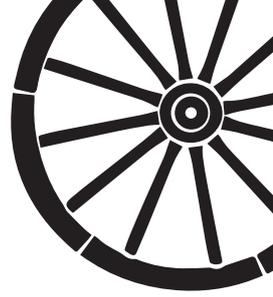
Questioning and Researching
WAHASS26
WAHASS28

Analysing
WAHASS32
WAHASS33

Evaluating
WAHASS35
WAHASS36

Communicating and Reflecting
WAHASS38





Learning Activity 4:

LOOK, LINK, IMAGINE

Instructions

Look Game

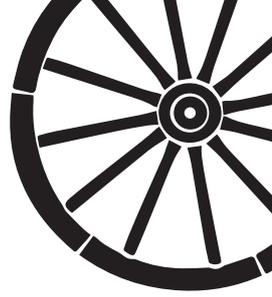
1. Before you start, remember to separate the Bicycle and Camel resources on the *Look and Listen* worksheet. These were designed to be printed on A4 paper and cut in half to have two A5 images (saving both ink and paper!).
2. Pair up your students, giving one student a copy of the Bicycle picture and the other student a blank sheet of paper.
3. Ask the student with the picture to describe what they see to their classmate **without** using the two words indicated (“bicycle” and “wheels”). Their classmate is to draw what is described to them on their blank page.
4. After a few minutes, end the activity and look at the pictures. How well did the ‘describer’ look and describe the image of the bicycle? Did the ‘listener’ draw an object that resembled a bicycle?
5. Repeat the activity again, with the original listener as the describer, using the Camel picture. Remind them that they can’t use the two words indicated (“camel” and “bag”).

Link Activity

1. Starting with the *Link! Bicycles!* worksheet, ask your students to complete the activity sheet.
Note: This activity sheet includes some hints to get them started.
2. When completed, compare the classes answers.
3. You can explain that the bicycle pictured is called a ‘Velocipede’. These bicycles were also known as ‘bone-shakers’ because they had metal-rimmed tyres and limited braking ability, making for an uncomfortable ride!
4. Repeat the activity using the *Link! Camels!* worksheet. This second worksheet does not include any hints, so your students will need to think harder about what connections they can make.

Imagine Narrative

1. Give your students the *Imagine That: Bicycle Journey* worksheet and allow time for them to complete the story.
Note: This worksheet outlines some narrative clues to start your students thinking about the object’s use in the past.
2. Have your students read out their stories either to the whole class, or in small groups.
3. Next, given your students the *Imagine That: Camel Journey* worksheet. Ask them to fill in the questions in the worksheet and then use those answers to write a short story explaining their journey by camel.



LOOK AND LISTEN

Bicycle

Describe this object to your friend but **do not** use these words:

BICYCLE
WHEELS

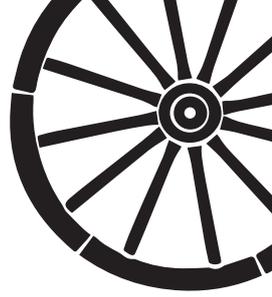


Camel

Describe this object to your friend but **do not** use these words:

CAMEL
BAG





LINK! BICYCLES!

Can you link the object in this photo to something you already know?
Hint: use the pictures supplied for ideas.



What does it remind you of?

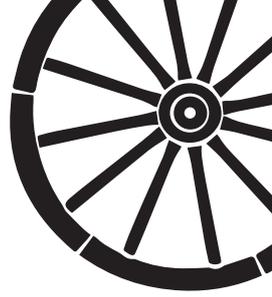
Have you seen something like this before?

How might it work?

Can you guess anything about when it was used?

NAME:





LINK! CAMELS!

Can you link the object in this photo to something you already know?



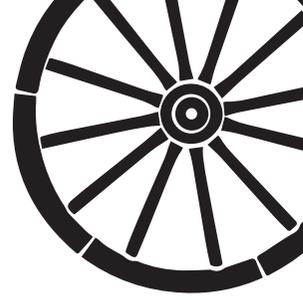
What does it remind you of?

Have you seen something like this before?

How might it work?

Can you guess anything about when it was used?

NAME:



IMAGINE THAT: BICYCLE JOURNEY!

Use your imagination to tell the story behind the photo by filling in the blanks.

My name is _____.

This is a photo of me on my Velocipede bicycle.

I got my bicycle because _____

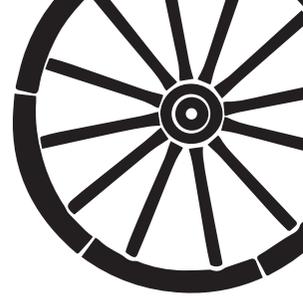
I am going to go to _____ on my bicycle
because _____

I make my bicycle go by _____.

I wear this hat on my bicycle because _____

When I ride my bicycle, I feel _____
because _____.





IMAGINE THAT: CAMEL JOURNEY!

Use your imagination to tell the story behind the photo.

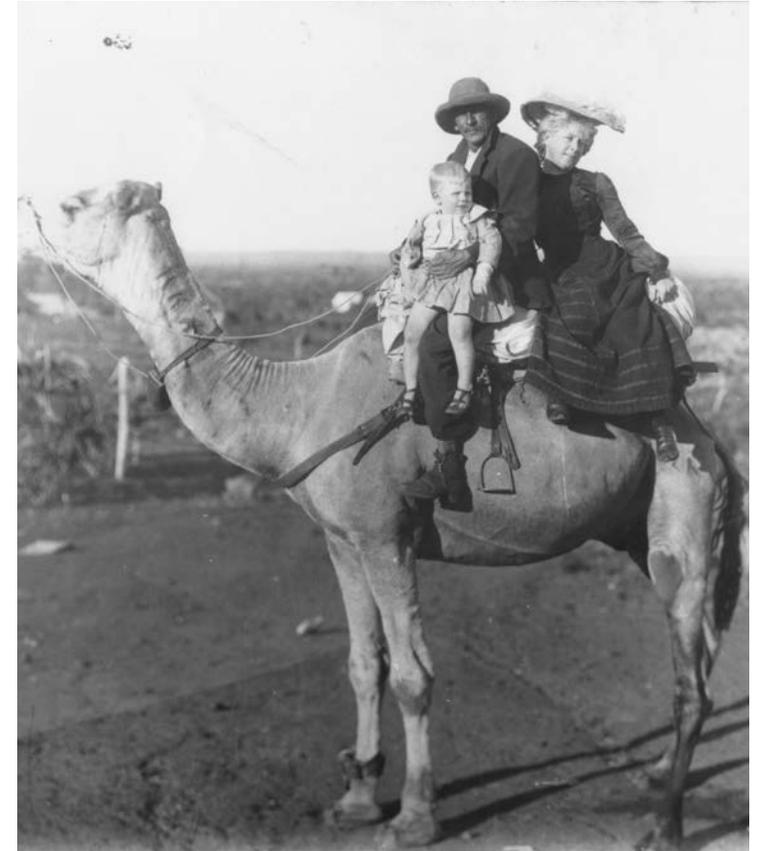
Who are you?

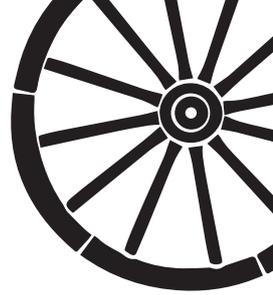
What are you doing?

Where are you going?

Why are you going there?

How do you feel?





Learning Activity 5:
VISIT PREPARATION

This social story is designed to prepare students for their visit to Revolutions Transport Museum and the *On the Move* education program. Students are introduced to the places, experiences and expectations they will encounter on their visit.

Instructions

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

Resources



- Projector or screen to watch presentation
- Your *On the Move* Visit presentation

Curriculum links

GENERAL CAPABILITIES

- Personal and Social Capability
- Self-awareness
- Self-management
- Social management

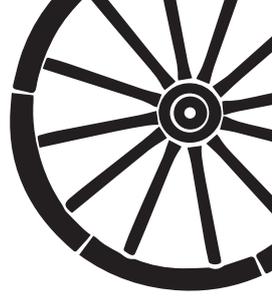


Extension ideas

Find out more about Revolutions Transport Museum, and transport heritage in Whiteman Park via these sites:

- [Revolutions Transport Museum](http://whitemanpark.com.au) | Whiteman Park (whitemanpark.com.au)
- [Revolutions Transport Museum](http://collections.wa.gov.au) | Collections WA (collections.wa.gov.au)
- [Transport Museums Whiteman Park](https://www.youtube.com/watch?v=...) | Destination WA (YouTube)
- [Whiteman Park – Transport Heritage Bonanza](http://destinationwa.tv) | Destination WA (destinationwa.tv)





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
	16	Museum of Science and Industry, Chicago/ Bridgeman Images SIC829871 A Velocipede Bone Shaker https://www.bridgemanimages.com/en/hoartistknown/a-velocipede-bone-shaker/nomedium/asset/829871
	18	State Library of South Australia B 7964 A velocipede bicycle. C.1870. https://collections.slsa.sa.gov.au/resource/B+7964
	19	Western Australian Museum, Dwyer and Mackay collection GM01002 Charlie Wilson, Jessie and child Jack seated on a standing camel. https://museum.wa.gov.au/online-collections/object/gm01002
	24	State Library of Queensland 62093 Isa Zorning, ca. 1911. https://onsearch.slg.qld.gov.au/permalink/61SLQ_INST/1dejkd/alma99183505824902061
	24	State Library of Western Australia 046363PD Claremont Railway Station, 1937. https://purl.slwa.wa.gov.au/slwa_b2395646_1
	24	State Library of Western Australia 112940PD Shearers on the road to Yardie from Exmouth. https://purl.slwa.wa.gov.au/slwa_b4647068_1
	24	State Library of Western Australia 221149PD Highgate State School outing to the Museum. https://purl.slwa.wa.gov.au/slwa_b2385108_1
	24	State Library Victoria 1747955 Family in horse drawn vehicle, on the way to Lake Corangamite. Photographer: Knight, Gabriel. http://handle.slv.vic.gov.au/10381/38797

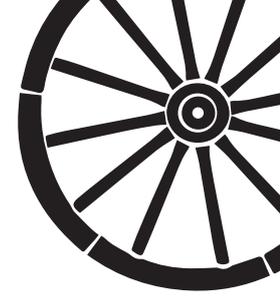
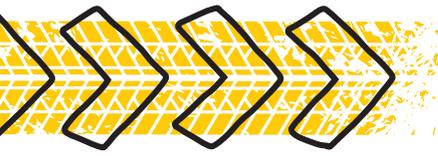


Image	Page	Source
	24	State Library Victoria H32492/8881 The carpark, beach and pier, Rye, Victoria. http://handle.slv.vic.gov.au/10381/67514
	30	State Library of Western Australia 019565PD School children in class. https://purl.slwa.wa.gov.au/slwa_b4751857_1
	31	State Library of Western Australia 046985PD Outside Yatheroo Tearooms in the rain, 1949. https://purl.slwa.wa.gov.au/slwa_b2395287_6
	32	State Library of Western Australia, Passey collection 012498PD E.L. Stubbs & Co., 86 High St, Fremantle, ca. 1907. https://purl.slwa.wa.gov.au/slwa_b1763321_1
	33	State Library of Western Australia 133600PD Cottesloe beach from Mudurup rocks. https://purl.slwa.wa.gov.au/slwa_b2647316_1
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