The ACT Heritage Library and Territory Records Office presents

The history of technology in Canberra

Introduction

This unit draws on the history of our local region and allows children to make connections between what they learn in the classroom and the familiar city where they live. The Year 2 history skills of questioning and researching are woven into the learning and activities. It prompts students to explore some cross-curricular aspects of Aboriginal and Torres Strait Islander culture as well as sustainability. This unit is designed using an inquiry model of thinking and learning. Tuning in, finding out, sorting out, going further, making conclusions and taking action. It is designed to cater for private, public and home school classrooms.

Teachers - read through the scope and sequence, look through the PowerPoint presentation and print out the workbook and any additional resources you will use. Hyperlinks to information in the PowerPoint have been designed to lead to further discussion and learning opportunities.

This unit of inquiry was designed by a Canberra teacher, for Canberra teachers.

What is included

Scope and sequence

PowerPoint presentation

Student workbook

Assessment options

Additional resources

What you will need

A smartboard to present the PowerPoint presentation or a computer (for homeschool students)

Smartboard pens to write down students' ideas or large paper and texter.

One printed workbook per student, lead and coloured pencils.

Additional resources printed (if required)

Scissors and glue sticks

Scope

This unit is designed to support the following Year 2 content description - AC9HS2K02

History - knowledge and understanding - how technological developments changed people's lives at home, and in the ways they worked, travelled and communicated

History - skills

questioning and researching.

Australian Curriculum (version 9): Humanities and Social Sciences

Elaborations

1. Examining changes in technologies over several generations by comparing past and present objects and photographs and discussing how these changes have shaped people's lives; for example, changes to land, air and sea transport; the introduction of transistors, television, FM radio moving to digital streaming, including how people communicated over long distances.

2. Identifying, through questioning adults, the communication, work and transport technologies used in the childhoods of their grandparents or familiar elders.

The inquiry model is not linear, and this unit will require students to move backwards and forwards through the cycle. Inquiry questions have been developed to support the curriculum, but unique inquiry questions could be developed as a class to suit a particular focus. This unit can be delivered by a teacher or it can be given as a self-paced workbook with students accessing the PowerPoint through Google classrooms or home computer (for homeschool students). This flexible delivery and pace can assist students in supported learning environments.



Sequence

This learning sequence focuses on the following key inquiry questions:

- How has technology changed people's lives at home?
- In what ways has technology changed the ways we work, travel and communicate?

Each lesson is designed to run for 30 - 45 mins. This unit can be modified over 6 - 8 weeks.

Week 1. **Tuning in (Slide 3-4)** *History skill: questioning*

Slide 3 Introduce students to the 'tuning in' activity which supports students and teachers to discover what they already know about this topic. Talk through the four questions and then give students time to write in their workbooks then come together to share as a class what they know.

Slide 4 Unpack the two key inquiry questions and remind students that they will need to write a response to these questions at the end of the inquiry.

Activity: Discuss the home research activity, due date and expectations. Give each student the prepared sheet from the resources pack.

Time extension activity: Colour in the front cover of the workbook

Aboriginal and Torres Strait Islander histories and culture is a cross-curriculum priority. This is a good opportunity to explore Aboriginal history and culture.

Week 2. **Slide 5- Tuning in (Slide 5- 7)**

Read through these three slides, pausing to check for understanding and make connections.

Activity: What connections can students make to the way Ngunnawal People work, transport themselves and communicate?

Extension activity: Can you draw a picture of this? For example if a student had a connection with "knowing a lot about animals, or learning things from older people in their lives, can they illustrate this?

Week 3. **Finding out (Slide 8)** *History skill: Questioning and researching*

Slide 8- Explore the timeline of technological developments in communication. Pause to reflect on the benefits and ways that lives were changed through each development.

Ask questions like "What do you think happened to the ancient Ngunnawal language after British explorers arrived?" "How did the development of mobile phones change people's lives?"

Activity: Timeline sort. Remove the slides from view. Ask students to cut and paste these pictures into the timeline found in their workbook.

Week 4. **Finding out/ going further (Slide 9 – 12)** *History skill: Questioning and researching*

Slide 9- Work through these 5 slides slowly, noting the guiding questions on each slide. Tell students that they should listen for something interesting because they will need to write a few sentences at the end of the lesson. They can also write about something they think of that is related to the learning.

This lesson gives students the opportunity to learn how technology changed people's lives. Think of personal stories of your own to add depth and meaning to this learning. Optional brain break activities.

Activity: Students write a few sentences about what they have learned.

Week 5. **Making conclusions (Slide 13)**

Slide 13 Allow time for students to write a response to these questions. Modify the amount of questions each student needs to answer depending on skill level.

Sustainability is a cross-curricular priority. This can be discussed in relation to technological developments in the solar and wind energy supply to Canberra and the reduction in carbon emissions etc.

Week 6 - 8. **Taking action / Assessment time (Slide 14 & 15)**

Get the creative juices flowing with this invention task. Give students time to think. Possibly spread out around the classroom, laying on the floor with their eyes closed. Time to dream of what the future could be like. Make suggestions that students can use but encourage creative thinking and original thought.

Assessment ideas

- Use students' written responses to the questions on slide 13 as an assessment of their learning
- Ask the questions on slide 13 and take notes in an individual oral assessment
- **Digital technology option**- Use the Kahoot app to develop a quiz about how technology has change people's lives and share with a partner.

Additional resources –

- Technology find-a-word puzzle
- Colouring in pages – fine motor
- Home research questions

This history unit of inquiry provides general information, which is offered for educational purposes only, and does not constitute professional, medical, legal, or advice of any kind.