

# WANNEROO REGIONAL museum

PRE- AND POST-VISIT ACTIVITY IDEAS

Years 1-3



# Contents

<b>Introduction</b>	<b>2</b>
<b>A window into local history: Wanneroo Regional Museum</b>	<b>2</b>
<b>How to use this resource</b>	<b>3</b>
<b>Summary of relevant Curriculum areas</b>	<b>4</b>
<b>Pre-excursion activities</b>	<b>5</b>
<b>What is a museum? What can we learn from them?</b>	<b>5</b>
<b>Establishing an excursion focus</b>	<b>6</b>
<b>My family and home: now and then</b>	<b>7</b>
<b>Noongar history and heritage: teach this Country, this Dreaming first</b>	<b>8</b>
<b>Wanneroo Regional Museum: what can a name tell us?</b>	<b>9</b>
<b>Wanneroo and my place: suburbs and Local Government Areas (Councils)</b>	<b>10</b>
<b>Introducing objects and images as pathways into history</b>	<b>12</b>
<b>Bus activities</b>	<b>13</b>
<b>Post-visit activities</b>	<b>14</b>
<b>Wanneroo Road – road materials song/rap activity</b>	<b>14</b>
<b>Reflecting on the museum visit</b>	<b>15</b>
<b>Making our own museum</b>	<b>15</b>
<b>Everyone has a story...</b>	<b>15</b>
<b>Making a community: exploring community identity</b>	<b>16</b>
<b>From telegraph to SMS: language in communication technology</b>	<b>16</b>
<b>What's behind the name: exploring suburb and place name origins</b>	<b>17</b>
<b>Additional resources</b>	<b>18</b>
<b>Museum visit: vocabulary list</b>	<b>19</b>
<b>Appendix</b>	<b>20</b>

## Introduction

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### A window into local history: Wanneroo Regional Museum

A visit to Wanneroo Regional Museum can stimulate curiosity, provoke critical thinking and bring to life themes and concepts across a range of subjects. It provides an opportunity for children to practice observation, data recording, note taking, hypothesising, explore new perspectives and encourage empathy. It can enable children to draw connections between their own lives and those of people in the past beyond their own family. A knowledge of local heritage can build on children's sense of place and belonging in a community; in seeing the diversity of our communities; and acknowledging other points of view. It can also provide a frame in which to bring up less comfortable topics from history and sets a context for understanding how the past affects us today. An examination into local heritage can provide a frame through which to examine cause and effect in the wider world.

One of the unique features of museums is the use of material objects as a way in which to tell stories about our past. A number of suggestions are provided for teachers to begin historical enquiry through an investigation of objects. Children can also investigate the museum itself as a story teller and a story maker of our region, and begin to think critically about their own context in making choices of how personal items can tell us particular forms of history.

There are a range of activities in this booklet, with full lesson plans, activity suggestions, curriculum links and resource lists. Photocopiable templates are provided in the Appendix.

We hope you and your students enjoy your visit to the museum. We would value any feedback about your visit and these activity suggestions.

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## How to use this resource

### How to use this resource

There are a range of activity suggestions in this resource which can be used to suit your teaching needs, and many of the activities have links to multiple curriculum areas as listed on the next page. The table below summarises the activities for you as a simple way to identify links with your field trip to the museum.

Subject area & theme/topic	Year levels	Curriculum links	Pre-visit post-visit bus activity
<b>Museum &amp; excursion focus</b>		GCs: critical and creative thinking; literacy; personal & social capability; ICT	
What is a museum and what can we learn from them? p.5	1,2,3	ACHASSI018; ACHASSI034	Pre & post-visit
Establishing an excursion focus p.6	1,2,3,	ACHASSI018; ACHASSI034	Pre & post visit
Mapping our destination p.13	2,3	ACHASSI040; ACHASSI057	Pre-visit/bus
Bus songs: Wanneroo Road p.13	1,2,3	ACAMUM081; ACAMUM085	Bus activity
Reflecting on our trip to the museum p.15	1,2,3	ACHASSI025; ACHASSI041; ACHASSI058	Post-visit
<b>HASS: History</b>		GCs: critical and creative thinking; literacy; personal & social capability; intercultural understandings	
My family & home: now and then p.7	1,2	ACHASSI018; ACHASSI034; ACHASSI027, ACHASSI043	Pre-visit
Noongar history & heritage p.8	1,2,3	ATSICCL: OI2, 3, 5 ; ACHASSI018; ACHASSI034;ACHASSI039; ACHASSI054	Pre-visit
Introducing objects as pathways to History p.12	1,2,3	ACHASSI018; 23; ACHASSI034; ACHASSI052; ACHASSI039; ACHASSI054; ACHASSI027, ACHASSI043; ACHASSI061	Pre-visit
Wanneroo Road: song/rap activity p.14	1,2,3	ACAMUM081; ACAMUM085	Post-visit
Everyone has a story p.15	1,2,3	ACHASSI018; ACHASSI034; ACHASSI052; ACHASSI039; ACHASSI054; ACHASSI038; ACHASSI056	Post-visit
From telegram to SMS – language in communication p.16	2	ACHASSI023; ACHASSI039	Post-visit
<b>HASS: Geography &amp; History</b>		GC: critical & creative thinking; literacy; personal & social capability; intercultural understandings; numeracy; ICT	
Wanneroo Regional Museum: what can a name tell us? P.9	2,3	ACHASSI040; ACHASSI057	Pre-visit
Wanneroo & my place: suburbs and local government authorities (councils) p.10	2,3	ACHASSI036; ACHASSI054	Pre-visit
What's behind the name: Exploring suburb and place name origins p.17	2,3	ACHASSI034; ACHASSI052	Post-visit
<b>HASS: Civics &amp; Citizenship</b>		GCs: critical and creative thinking; literacy; personal & social capability; intercultural understandings; ICT	
Making a community: exploring community identity p. 16	3	ACHASSI052; ACHASSI057	Post-visit

## Summary of relevant Curriculum areas

<b>HASS</b>	<b>Year 1 inquiry question:</b> How has family life and the place we live in changed over time?  <b>Year 1 Inquiry &amp; Skills:</b> <a href="#">ACHASSI018-ACHASSI025</a>		<b>Year 2 inquiry questions:</b> <ul style="list-style-type: none"> <li>• What does my place tell me about the past and present?</li> <li>• How are people connected to their place and other places, past or present?</li> <li>• How has technology affected daily life over time and the connections between people in different places?</li> </ul> <b>Year 2 Inquiry &amp; Skills:</b> <a href="#">ACHASSi034-ACHASSI043</a>			<b>Year 3 inquiry questions:</b> How do people contribute to their communities, past and present?  <b>Year 3 Inquiry &amp; Skills:</b> <a href="#">ACHASSI053-ACHASSI061</a>		
<b>English</b>	<b>Language:</b> Language for interaction		<b>Literature:</b> Creating literature			<b>Literacy:</b> Interacting with others; Interpreting, analysing, evaluating; creating texts		
<b>Aboriginal &amp; Torres Strait Islander CCP</b>	<b>Organising Ideas 2,3,5</b>							
<b>General Capabilities</b>	Critical and Creative Thinking	Personal and Social Capability	Ethical Understanding	Information and Communication Technology Capability	Literacy	Intercultural Understanding	Numeracy	

## Pre-excursion activities

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### What are museums? What can we learn from them?

**Teaching purpose:** To introduce students to the idea of museums and their functions.

#### Engage prior knowledge

Have a class brainstorm about museums, using stimulus questions such as

- *Who has been to a museum before?*
- *What did you do?*
- *What did you see?*
- *Do all museums collect the same things?*
- *What can we learn from visiting museums?*

Form an initial class hypothesis defining what a museum is and write it down.

#### Extend & explore

Look at two or three different museum websites (see suggestions below) to stimulate thinking about how museums can differ and their purposes.

If you could create a museum, what would it be? Have students illustrate a room of their own museum (see Appendix for template).

#### Resources

Museum websites:

Natural History Museum (UK)

<https://www.nhm.ac.uk/>

The Louvre

<https://www.louvre.fr/>

Whiteman Park Motor Museum

<https://www.whitemanpark.com.au/attraction/transport-heritage/motor-museum-of-wa/>

Elizabeth Farm – Sydney Living History Museums

<https://sydneylivingmuseums.com.au/elizabeth-farm>

The Nostalgia Box – Video Game Museum

<https://thenostalgibox.com.au/>

My Museum activity sheet (see Appendix)

#### Linked post-visit activity

Check your class hypothesis of a museum definition after your visit and refine it.

## Establishing an excursion focus

### Teaching purpose

- a. To provide students with a learning focus when visiting the museum
- b. To stimulate curiosity and student interest in the museum visit.

### Ideas

- Discuss the reasons for your museum visit. (*Ensure this purpose is also made clear to your parent helpers and assisting teachers prior to your visit.*) Bring up the Wanneroo Regional Museum's webpage to stimulate ideas of what to expect.
- Brainstorm a list of things students think would be interesting to discover about Wanneroo/how people lived in the past. Use *I wonder....* Statements.
- Have students change their statements into questions and place into a 'lucky dip' box. Post-visit ask students to draw out questions and see if someone in the class can provide an answer.
- Have students complete a K-W-L chart thinking routine pre and post-visit (see Appendix) about people living in the past locally.

### Resources

- [Wanneroo Regional Museum](#) webpage:
- K-W-L chart (see Appendix)

## My family and home: now and then

### Teaching purpose

For students to engage with concepts of continuity and change through their own histories and homes.

### Engage prior knowledge: my story, my home first

Engage students in a discussion about their home and family. For example: How long have they lived in their house? Has anyone lived in their home before them? Why did their family move to the area? Where did their parents live when they were children? Did their parents' homes look the same as today? Were they bigger or smaller? Did their parents play the same games? What kinds of music did they listen to?

### Explore

In groups, students can brainstorm questions to ask their parents about their lives in the past and create an interview sheet as preparation for an oral presentation, Powerpoint, written recount, etc. This could be expanded by preparing a graphic organiser with two columns: Me (now)/My parents in the past). Model and scaffold time-rich vocabulary for use when presenting/writing a comparison between the student and parent/s: In the past...but now; before....now; ....years/a while/ago...; used to...still; etc.

### Extend

Ask students to bring in an object which tells a story from their family. See the "Object investigation as pathway into history" activity suggestions for more ideas.

## Part 2: What was my home like before me?

### Engage

Discuss what the land might have looked like before their house was built. Include the type of environment: if close to the coastline, would the land have been a sand dune? Covered in trees? Was it farmland? Are there any old buildings, or heritage places to give us hints? How might the land have looked before non-Indigenous arrival? How can we find out?

### Explore

Use a K-W-L chart for students to record their ideas or a comparison drawing of home now/in the past. Discuss how the visit to the Wanneroo Museum will provide more ideas about how families lived in the past.

Include the ongoing significance of Noongar history and heritage as part of this exploration. Examine how Noongar people have lived here with families and friends for thousands of years. See the "Noongar history and heritage" page for activity suggestions.

### Resources

- K-W-L chart (see Appendix)
- The [Community History Centre](#) at the City of Wanneroo and the [City of Joondalup's Local History Collection](#) both have extensive resources of maps, newspaper clippings and photographs about the development of suburbs, some of which can be borrowed. See the websites for more information.



## Noongar history and heritage: teach this Country, this Dreaming first

*Wanneroo Regional Museum sits on Whadjuk Noongar Country. This region is also referred to as Mooro Country, as the Mooro people, led by Yellagonga were the Noongar clan who lived in and to the north of Perth at the time when European settlement began at the Swan River Colony in 1829.*

*Wanneroo Regional Museum is in nearby proximity to Lake Joondalup. It is no coincidence that several Noongar walking tracks are close by – one of which later became Wanneroo Road and another a well-used stock route (later reverting to its Noongar name Yaberoo Budjara trail) – and that these are near the chain of freshwater lakes which are a feature of this landscape. The abundance of fresh water, edible plants, animals and proximity to the coast has meant this area has a vast history of Noongar families living, collecting and storing food, holding ceremonies and caring for this land for millennia. There were Noongar camping grounds in the Wanneroo region until well into the twentieth century.*

*Any work in this topic will be enriched by the involvement of your local Aboriginal community, either through school community contacts or by contacting your relevant Education Department representative for suggestions for speakers and/or incursions.*

### Some initial inquiry questions to consider in Years 1 to 3:

- Who are the traditional owners of this land?
- What are the traditional languages of this land?
- What are some of the ancient stories of this land?
- What are some Aboriginal perspectives of this land and our natural environment?
- What can a knowledge of Noongar language and culture teach us about where we live?

### Resources

#### [City of Wanneroo: Noongar Museum in a Box kits \(free to borrow\)](#)

These resources provide a wealth of resources such as books, music, children's songs and activities using the Noongar language, local history, puppets, games and an extensive activity guide.

#### [City of Joondalup: Joondalup Mooro Boodjar brochure](#)

This brochure provides a number of local Dreaming stories about familiar places in the Wanneroo and Joondalup areas.

#### [Water Corporation: Walk with the Waugal videos](#)

Presented by respected Noongar elder, Dr Noel Nannup, these videos focus on the importance of water in Noongar culture, and include a video on Lake Joondalup. The website also contains some excellent lesson plans on topics such as the Noongar Six Seasons.

#### City of Joondalup: [Plants and People in Mooro Country: Nyungar Plant Use in Yellagonga Regional Park](#)

An extensive publication with a useful history of the Wanneroo/Joondalup region, Noongar names of plants in the Yellagonga Park and how they have been used as food and medicine.

#### City of Wanneroo: [Yaberoo Budjara Trail](#)

#### Useful websites:

SWALSC, [Kaartdijin Noongar: Sharing Noongar culture](#)

[Department of Education: Aboriginal Education – lesson plans and resources](#)

[AIATSIS: Map of Indigenous Australia](#)

City of Cockburn et.al, [Map: Nyungar Boodjar](#) (Country)

City of Cockburn, et.al, [Map: Mooro and other clan territories \(approx. 1831\)](#)

## Wanneroo Regional Museum: what can a name tell us?

### Teaching purpose

Examine the name of the museum as a springboard for

- a) predicting main themes in the museum
- b) developing understandings of place/land terminology and its significance.

### Engage prior knowledge

1. Write up Wanneroo Regional Museum on the board.
  
2. Do a Think-Pair-Share to see if anyone knows the meaning of 'Wanneroo' and 'Regional'. Have pairs who think they have some answers put their thumbs up and select students with thumbs up to share their ideas.

### Explore

1. Bring up the City of Wanneroo on Intramaps (see Resources below) on your Smartboard so students can see the scale of The City of Wanneroo and the suburbs within it.
  
2. Prompt students to observe the map closely. Hover over particular features – e.g. the ocean – leisure? Fishing/food? The lakes – why would these be valued by Noongar people and migrant farmers? The green sections – farming? An area of concentrated streets – people living closely together. Discuss the clues maps can provide about how people live in Wanneroo – and what therefore might be in a museum about Wanneroo's history.

### Extend

Complete a See-Think-Wonder chart of what students can see in the map, what they think that suggests about how people have lived in Wanneroo, and what they wonder after looking at the map.

### Explain

1. While Wanneroo is the name of a suburb, it is also the name of a local government region (or council). All suburbs in Perth belong to a **region** (an area enclosed by a boundary) which contain a number of suburbs. In Perth these are local government council regions and are referred to as cities; e.g. The City of Wanneroo; The City of Joondalup. The City of Wanneroo region contains 36 suburbs. The museum tells the story of the how the place has changed, and gives a window into the lives of people living here over time.
  
2. The physical features of land can give us a lot of clues of how people live now and how they lived in the past.

### Resources

- City of Wanneroo map:  
[https://www.wanneroo.wa.gov.au/info/20017/planning\\_and\\_building/80/online\\_mapping](https://www.wanneroo.wa.gov.au/info/20017/planning_and_building/80/online_mapping)
  - Click the intranet online mapping link.
  - Then press accept and continue.
  - For a satellite view, go to the upper left column and click on **aerial photography**.
  - Tick **suburbs** in left column if these haven't been ticked to show students the number of suburbs in a region.
- See-Think-Wonder chart (see Appendix)

## Wanneroo and my place: suburbs and Local Government Areas (Councils)

### Teaching purpose

- Place terminology: for students to understand that they live in a place which is part of a larger local government area (council) or region.
- For students to compare and record their classmates' suburbs and local government areas through data collection and simple graphs.

For this activity it would be useful to have the links below prepared on your computer prior to the lesson.

### Engage prior knowledge

- Prepare the empty list below on either your smart board or on the whiteboard.
- Determine whether students know which **suburb** they live in.
- Write up the names of the suburbs as students call them out.
- Have students come up to the board and write a tally mark next to the suburb they live in. Tally up the totals.

### Exploring through online maps

- Put up a map of Perth (see Google Maps link below) on the smart board. Zoom to your school area. See if students can find their suburb.
- Now move to the Wanneroo suburb area and see if students can find the name 'Wanneroo'. *Explain that Wanneroo is a suburb, but it is also the name of a (local government) region. All suburbs belong to a **local government area** or council which contain a number of suburbs. In Perth these local government regions are referred to as cities; e.g. The City of Wanneroo; The City of Joondalup. The Wanneroo region contains 36 suburbs.*
- Bring up the City of Wanneroo map.
- Now students need to work out which local government area (or council) they belong to. Bring up the My Council search page (see details below). Enter the most common suburb name. The search result will show which Council the suburb belongs to. Write the Council name next to the suburb:

Council/LGA	Suburb	Number of students	Total number
Wanneroo	Hocking	+++	
Wanneroo	Pearsall	+++++	
Joondalup	Edgewater		

(If students have access to computers, they can do this themselves; otherwise, you will need to do this on your Smartboard).

- Model some simple graphs depicting this information, and use the graphing activity sheet in the Appendix.

### Extend

- Discuss why our suburbs are put together in councils/local government areas? What services do these councils/local governments provide?
- Explore your Council's website (see [www.wanneroo.wa.gov.au](http://www.wanneroo.wa.gov.au) for the City of Wanneroo) to see if students' ideas are correct.

## Resources

- Perth map: [Google maps Perth](#)
- City of Wanneroo map:  
[https://www.wanneroo.wa.gov.au/info/20017/planning\\_and\\_building/80/online\\_mapping](https://www.wanneroo.wa.gov.au/info/20017/planning_and_building/80/online_mapping)
  - Click the intranet online mapping link.
  - Then press accept and continue.
  - For a satellite view, go to the upper left column and click on **aerial photography**.
  - Tick **suburbs** in left column if these haven't been ticked to show students the number of suburbs in a region.
- Where do we live? Graphing template (see Appendix)

## Introducing objects and images as pathways into history

*The Wanneroo Regional Museum has a substantial collection of items, ranging from photographs, letters, oral history recordings, to farming equipment, clothing, kitchen appliances, toys – all items which each have their own story of the people who used it. For an object to become part of the collection, it needs to tell a story which links to life in the Wanneroo region.*

*Using historical objects as an introduction to historical enquiry is a very tactile and engaging strategy for children of all ages.*

**Teaching purpose:** To demonstrate to students how material objects can play an important role in historical enquiry.

### Engage

Bring in an object with an interesting history. Discuss the history with your students.

### Explore

1. Bring up or print out the image of the toilet can (hide the name of it). Tell them it is an object in the Wanneroo Museum. Have them speculate on what it is. Elicit descriptive language ('battered', 'rusty', 'dirty', a can, a bin).
2. Have students complete the 'looks like..feels like...' chart.
3. Play students the short film clip. Discuss why such an object has been collected by the museum. Why is it important to keep these kinds of objects? Look at the object's label. What else is interesting about its discovery and Wanneroo's changing history of land use?
4. Use the "now and then" object comparison activities (see link below) and linked information to discuss the vital role such objects played in everyday life (health; convenience...)

### Extend

1. For homework or as a news item, ask students to bring in an object which also has an interesting history in their family and present it to the class.
2. This activity can be expanded in more depth following your visit to the Museum, using the [Historical Inquiry through Object Investigation](#) resources and mystery museum in a box objects.

### Resources

- Toilet can image chart (see Appendix)
- [Talking toilet can film clip](#) (30 secs)
- [Historical enquiry through object investigation resources](#)
- [Picture Wanneroo](#): *Type in Picture Wanneroo into Google and follow the instructions.*  
This is an online database which includes hundreds of photographs of people and objects linked to Wanneroo.
- [Wanneroo Regional Museum's Object of the Month](#): This webpage provides stories of different objects in the Museum, such as a football; a pair of wedding shoes; a trophy; etc.

## Bus activities

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### Prior to departure

#### Map your destination

Prior to departing, use Google Maps to explore how you will get to the Wanneroo Museum. (If you have laptop access, students can be shown how to do this independently).

(You could also assign a timekeeper with a stopwatch: see if the Google map travel time is the same as yours. Have students speculate on this, giving reasons for longer or shorter time frames).

#### Wanneroo Road focus – and song!

Point out *Wanneroo Road* on the map.

#### Explain

Wanneroo Road is an important part of Wanneroo's history. Where does this road go? Move the map so it shows Wanneroo Road going into Perth – the location of markets where local farmers would sell their produce. Why would this road have been so important – especially before the Freeway was built?

Before cars, how would farmers have taken their produce to the markets into the city? Explain how it would have taken them a day to get there.

Tell students you will be having a bus singalong, based on going to market down Wanneroo Road.

#### Wanneroo Road song (sung to the tune of "Old Town Road")

*Chorus:*

***I'm gonna take my horse down Wanneroo Road  
I'm gonna ride 'til I cain't no more (repeat)***

*Verses*

***I've got my kids in the front  
Veggies in the back  
I'm goin to the market  
And it's night when I'm back***

***I'm ridin' with the horse  
It's bumpy and I'm sore  
My cart it's all empty now  
I want to get back home***

*Repeat chorus*

### On the bus

**Make observations:** If your bus is going down Wanneroo Road, have the students look out the window for hints of how Wanneroo used to look in the past (e.g. market gardens, the types of old buildings). Make connections with what you have seen on the map. Discuss if your predictions were correct after your visit.

Have a Wanneroo Road singalong!

## Post-visit activities

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### Wanneroo Road – road materials song/rap activity

#### Check prior learning

Ask students to recall Wanneroo Road's different types of road materials.

#### Version 1:

For Year 2-3 students:

#### Explore

- Look at the images of the different types of school buses in Wanneroo (see Appendix). Discuss what they notice about each type of bus. What is similar? What is different? What do they see in the background? Are these buses airconditioned? How comfortable would it have been on the old roads? Compare them to buses now.
- Tell each group they will be given a road material. They need to come up with a verse to 'Wheels on the Bus' to present to the class. Then, you'll sing the whole song together.
- Sing the example of either Wanneroo as a sandy track or as bitumen (see Version 2 below). Note: to make it cooler for Year 2-3s, you could suggest they turn their verse of 'Wheels on the Bus' into a rap.
- Whisper the road surface to each group.
- Give students time to prepare, then have each group sing/rap their verse (work out who goes first based on road surface). Then perform the whole song as a class.

#### Version 2:

For Year 1 students:

#### Engage

Elicit verbs of action and response for each road material.

First: Wanneroo Road is a sandy track: Oh no! We've got bogged!

*The people on the bus go..... (e.g.) 'Push push push'*

*'Push push push' x2*

*All day long!*

Next: Wanneroo Road is now covered by jarrah (wooden) planks and blocks.

What would happen when we're on the bus? How will it be feeling?

*(The children on the bus go 'Bump bump bump/Ow ow ow – holding bottom)*

Uh oh! There's someone coming on the narrow plank road! What will the driver do?

*(The horn on the bus goes beep beep beep/The driver on the bus shouts move out the way!)*

Now we've reached the rushes. What's going to happen now?

*(The tyres on the bus go slip and slide/whish whish whish whish)*

We've made it to the limestone! What will we hear?

*(The tyres on the bus go crunch crunch crunch/pitter patter pitter)*

We're finally on bitumen! What will we say?

*(The children on the bus all shout 'hooray!')*

Now let's put it all together and sing it!

## Reflecting on the museum visit

Do a think aloud of how you might reflect on the museum visit. Write up some prompts, then have students develop their own thoughts based on prompts such as:

- At the museum I thought we would ... and we ...
- Before I went to the museum I ... now I ...
- At the museum I saw ... and I would like to ...
- After I saw.... I realised...
- I am thinking about ... after our excursion to the museum
- Now I have seen ..... at the museum, I would like to...

## Making our own museum

- Brainstorm a list of objects you saw at the museum. Have pairs or groups come up with categories/themes of what they noticed.
- Are there other categories you think would be good to add to tell a history of a place?
- Ask students to develop their own mini-museum of their classroom (or themselves).
- See Museums Victoria [Small Object Big Story](#) for ideas on scaffolding this activity.

## Everyone has a story...

### Check for prior learning

Elicit what students learned about the migration stories in the museum. What were some different reasons for people migrating to Australia? Was everyone happy to come to Wanneroo?

### Explore

Use the quotes from several different community members provided in the Appendix to explore different points of view.

- Creative writing response: Write a diary extract expanding on the points of view presented.
- Language focus: examine an extract as a class. What was the speaker's feelings about their new life in Wanneroo (e.g. Relieved? Surprised? Sad?) Explore language elements that give clues e.g. adjectives and nouns, and write a paragraph with a similar emotion, focusing on the use of descriptive language.

### Extend

*The impact of international events:* Many migration patterns in Australia are influenced by international events (e.g. Rose Vlahov's family fled Europe because of World War I). Discuss the types of events or situations that might lead people to leave their countries.

Read some books about migration with students (see suggestions below). Depending on the sensitivity of student context, ask students to research and recount their family's story about making Wanneroo/their region home.

### Resources:

Oral history excerpts (see Appendix)

Suggested books:

Paul Fleischman, *The Matchbox Diary*

Anh Do, *The Little Refugee*

Yangsook Choi, *The Name Jar*

Irena Kobald, *My Two Blankets*



## Making a community: exploring community identity

### Check prior learning

The City of Wanneroo is home to people from many different countries. What countries of origin did students notice when they were exploring the museum?

### Engage

Examine [The City of Wanneroo's demographic profile](#) (profile i.d.) as a class. See the tab 'who we are' to find out ancestry statistics (note that statistics go back to 2001 for interesting comparisons).

Students could explore the different communities which make up the City of Wanneroo today. Groups could individually explore some of these communities and consider their contributions: e.g. food; festivals; community contributions.

### Extend

Present students with the challenge of preparing a 'welcome pack' to a new family from one of the countries identified in Profile i.d. What kinds of services would be useful to someone arriving in your community? What information would be most useful for families coming to live in your community? This is a good opportunity to explore your local Council's website and local community services and facilities.

### Resources

See BTN's website for further ideas: <https://www.abc.net.au/btn/classroom/welcome-book-launch/10522812>

## From telegraph to SMS: language in communication technology

### Check for prior learning

Elicit the different ways people communicated over long distances in the past. Refer to the telegraph. While we don't use telegraphs much as a form of personal communication any more, the Morse code is still used today, such as in shipping.

### Explain

Watch the Youtube video [Invention of Morse Code](#).

Bring up the telegram example. See if the class can work out what the message is about.

People were charged per word for sending a telegraph, and so messages were usually very short!

### Explore

Present the class with a challenge of writing a short but descriptive, birthday message to a friend. The telegram must include their friend's name, suburb, a short sentence and their own name.

Have the students write down their abbreviated message, then ask them to count the words. For older students, provide them with the cost per letter and see whose telegram was cheapest. Discuss how communication can alter language: note how words are abbreviated today for speed in writing text messages – brainstorm common acronyms (e.g. OMG, ROFL, etc). Explore 'SOS' as a term that's entered our language, influenced by communication technology.

### Extend

Now have the students practice writing Morse code (see the Internet for the most appropriate lesson for your year level). Students could also investigate the history of the telephone and its evolution.

## What's behind the name: exploring suburb and place name origins

*Around 60% of place names in south-west Australia are Noongar, and introducing students to local Noongar place names can provide fascinating insight into how they explain geographical or natural features, ancient land use and a landscape's spiritual significance. A study of place names also hints at the wealth of knowledge about Country and culture stored in Aboriginal languages. In addition, more recent place names have been chosen to honour significant local figures in the community, which can provide a good basis for further local study.*

### Check prior knowledge

Ask students for the Noongar meaning of 'Wanneroo'. Speculate what this suggests about Noongar land knowledge in Wanneroo.

### Explain

Bring up the [Landgate](#) website of historical place name origins in Western Australia. (Note that not all suburbs may be represented, in which case a Google Search may be required).

Explain that many names in south-western Australia have a Noongar place name which often reveal interesting details about local landscape or land use. (Note that there are also place names which are in other Aboriginal languages – including Eastern Australian languages. It may be interesting to speculate why this is the case with your students and their views on this type of naming). Many suburbs are also named after a significant local person.

### Explore

Have students examine their suburb names and write their response to the name. Do they think it's accurate? Are they surprised by the meaning? Use the prompts above to consider reflective language (e.g. I thought my suburb was named after...but now...; I'm curious about why...etc)

### Extend

If the majority of your students are in a suburb named after a prominent local figure or a particular geographical or natural feature (e.g. Carrabooda: place of spider holes), it may be an opportunity to extend research further into this area.

Discuss how many places are reverting to or adding their traditional place names (see the BTN program below), such as Uluru (previously Ayer's Rock). Discuss why names are important – what can they tell us about a place's history? What gets lost if we don't know traditional place names?

### Resources

News article: Discovering the land and its people through Noongar placenames  
<https://www.abc.net.au/local/stories/2015/04/01/4209443.htm>

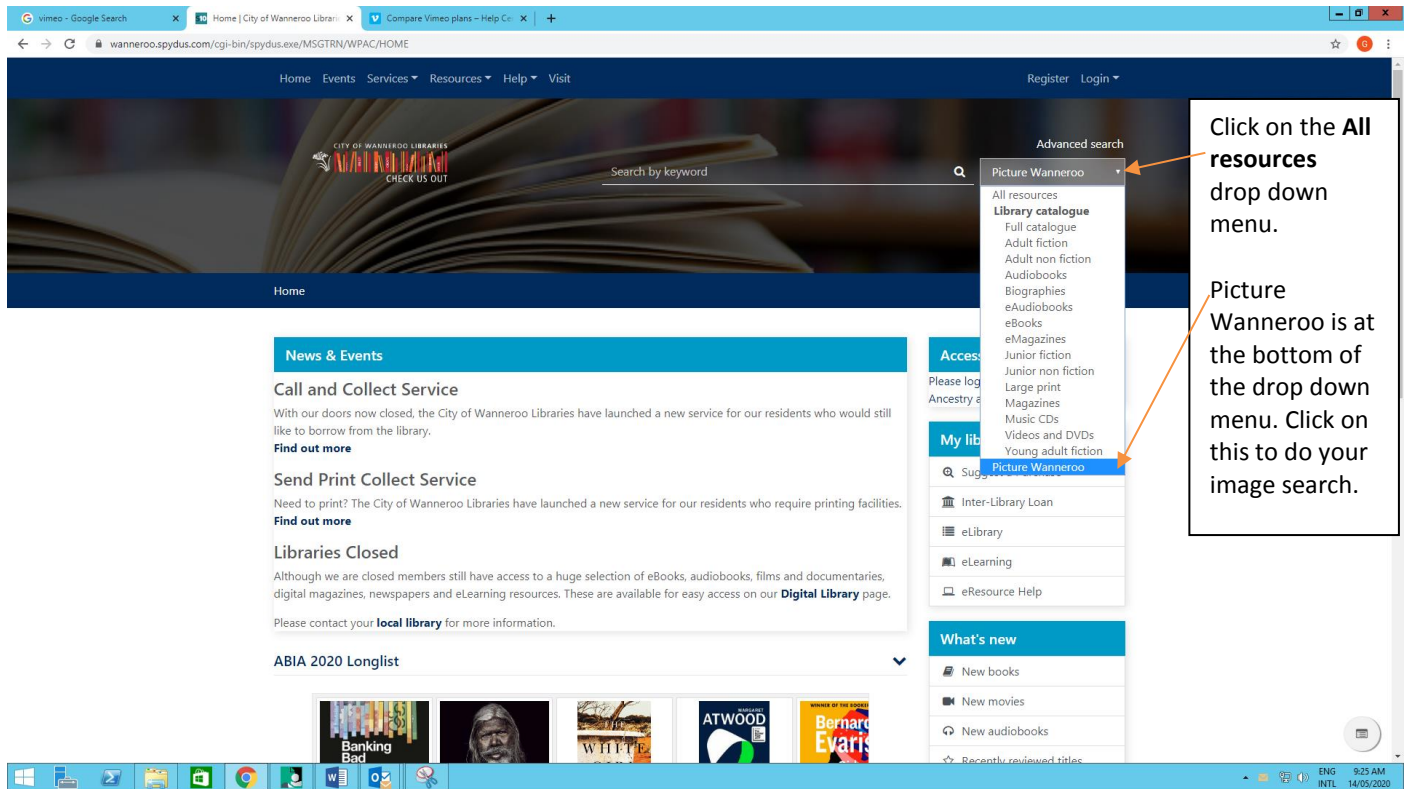
BTN: Indigenous Place Names – how many places are reverting to their traditional place names  
<https://www.abc.net.au/btn/classroom/indigenous-place-names/11164046>

The [Community History Centre](#) at the City of Wanneroo and the [City of Joondalup's Local History Collection](#) both have extensive resources of maps, newspaper clippings and photographs about the development of suburbs and the provenance of street names.

## Additional resources

### Historic images

[Picture Wanneroo](#): Type in Picture Wanneroo into Google and follow the instructions. See below for an illustration where the Picture Wanneroo catalogue can be found.



The screenshot shows the City of Wanneroo Libraries website. The search bar is at the top right, and a dropdown menu is open for 'Picture Wanneroo'. The dropdown menu lists various resources, with 'Picture Wanneroo' highlighted at the bottom. Two callout boxes provide instructions: one points to the 'All resources' option at the top of the dropdown, and another points to the 'Picture Wanneroo' option at the bottom.

Click on the **All resources** drop down menu.

Picture Wanneroo is at the bottom of the drop down menu. Click on this to do your image search.

### Wanneroo Living Histories DVD

These can be borrowed from Wanneroo library or are \$10.00 each ([Community History Centre](#)).

These are short six-minute segments featuring local Wanneroo region identities. Themes covered: Market Gardening, Cray Fishing industry, Lime Industry, Living in Wanneroo from different perspectives.

**Family History Template** – You can find a simple online family tree template at <http://www.edrawsoft.com/family-tree-template.php>

### Trove:

<https://trove.nla.gov.au/>

Trove is an extraordinary database from the National Library of Australia which includes thousands of old newspapers, photographs and journal entries relevant to local history.

## Museum visit: vocabulary list

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- history
- heritage
- museum
- region (Wanneroo region)
- local community
- suburb
- multicultural
- City of Wanneroo
- colony
- pioneer
- settler
- grand parents
- Indigenous people
- First Nations Peoples
- Noongar people
- European people
- family history
- country names (relevant to students' cultural backgrounds)
- Wanneroo Road
- market gardening
- farming
- immigrant
- migrant
- Western Australia
- Australia
- Wanneroo Library & Cultural Centre
- Wanneroo Regional Museum
- Shipwreck

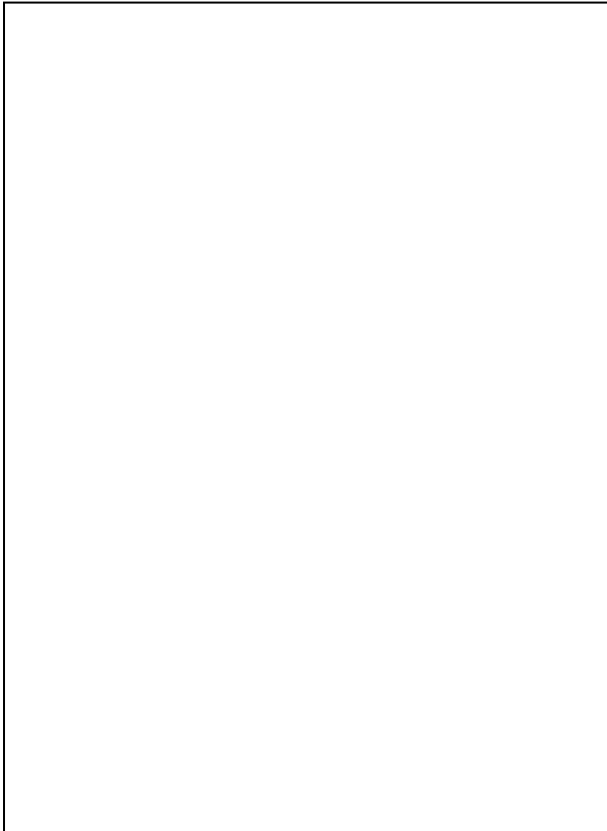
## Appendix

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Name: \_\_\_\_\_

## My Museum

Museum name: \_\_\_\_\_



Outside building view



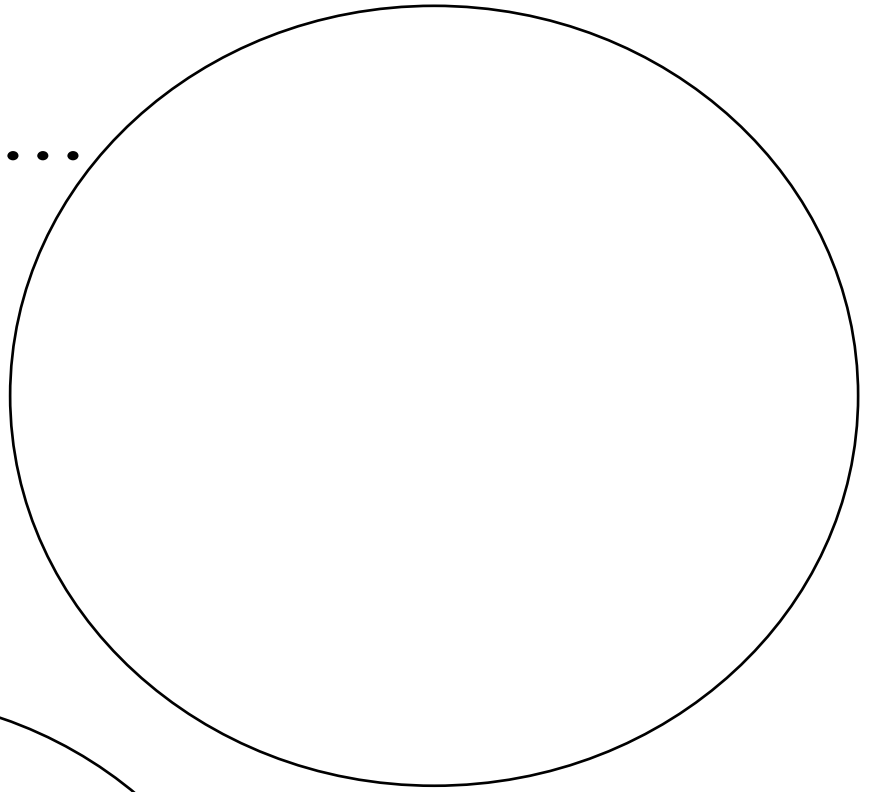
A room inside your museum...  
What kinds of collections will you have?

Name: \_\_\_\_\_

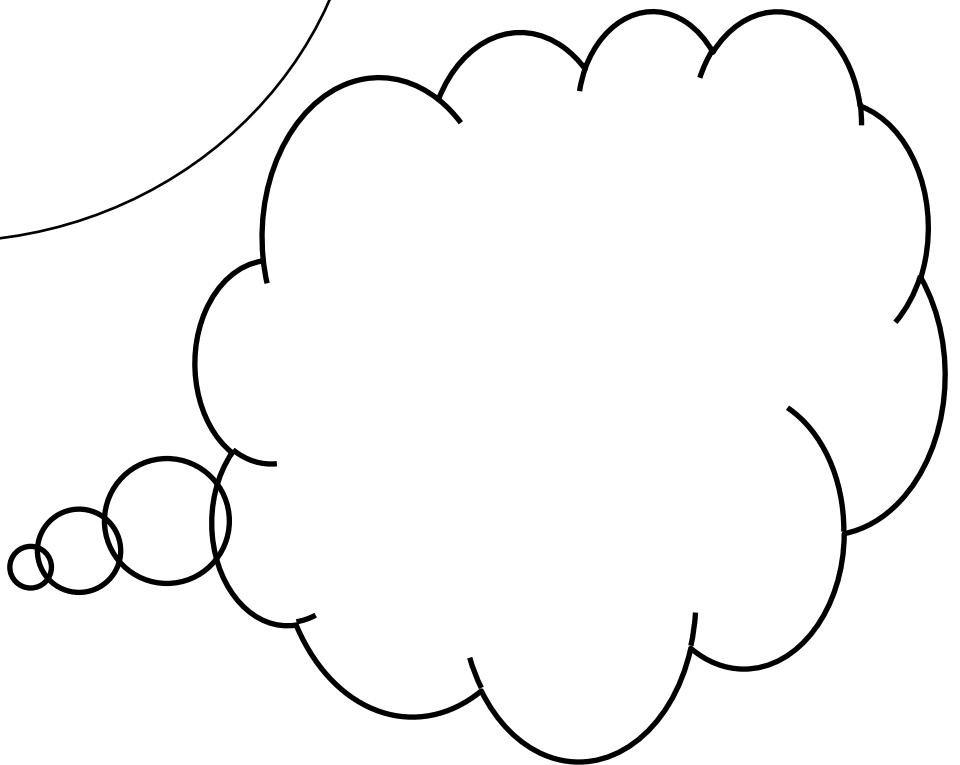
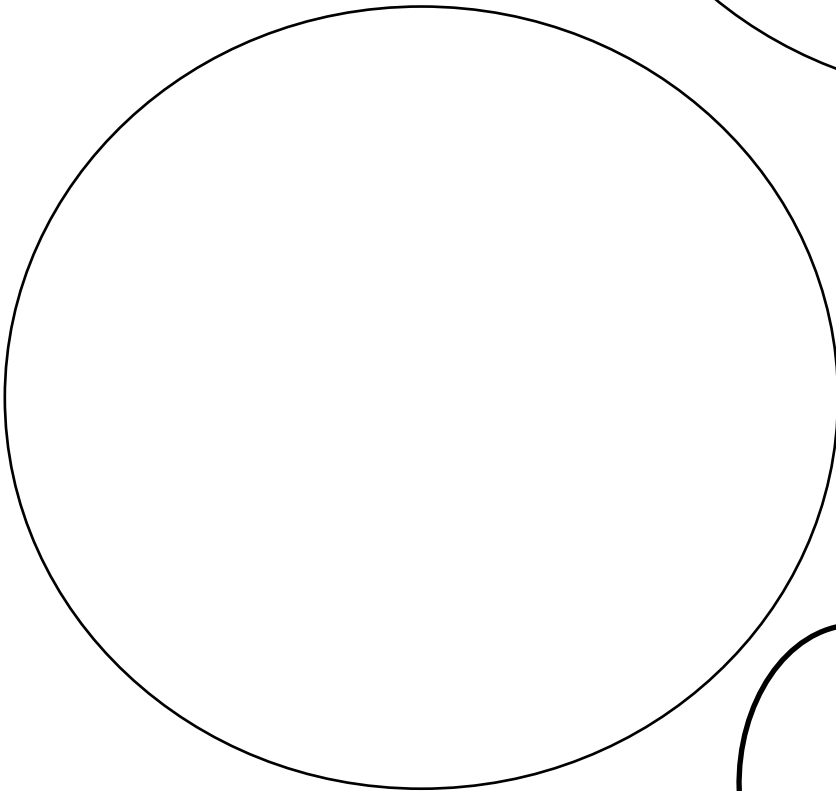
My K-W-L chart topic: \_\_\_\_\_

<h2>Know</h2> <p>I know that/when/who/where...</p>	<h2>Want</h2> <p>I want to know who/how/where/when/why/what...</p>	<h2>Learn</h2> <p>I've learned.../Now I know.../I found out that...</p>
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 **I see...**



 **I think...**

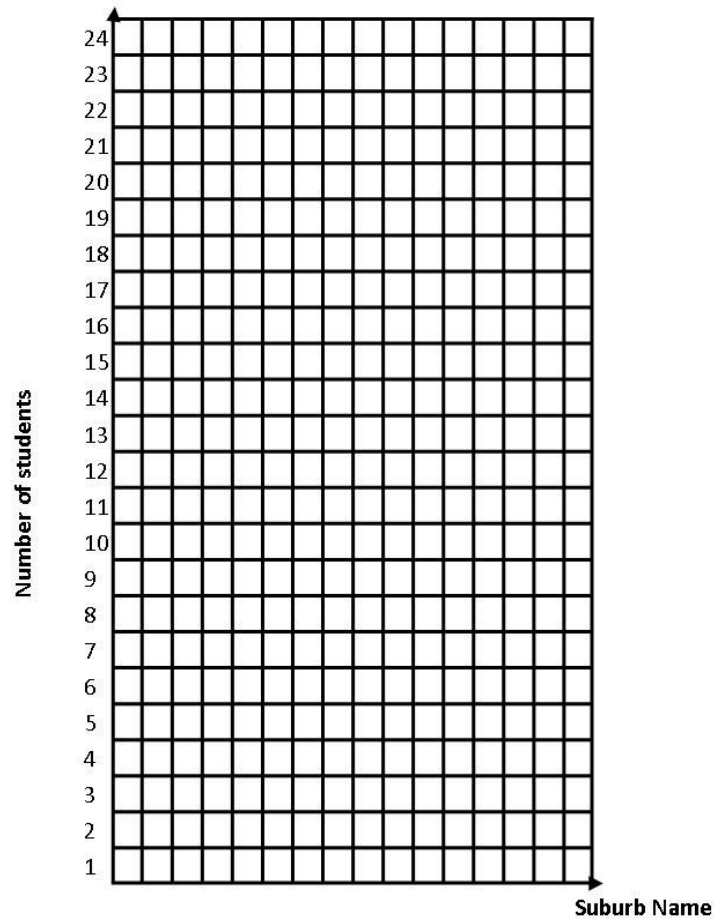


**I wonder...**

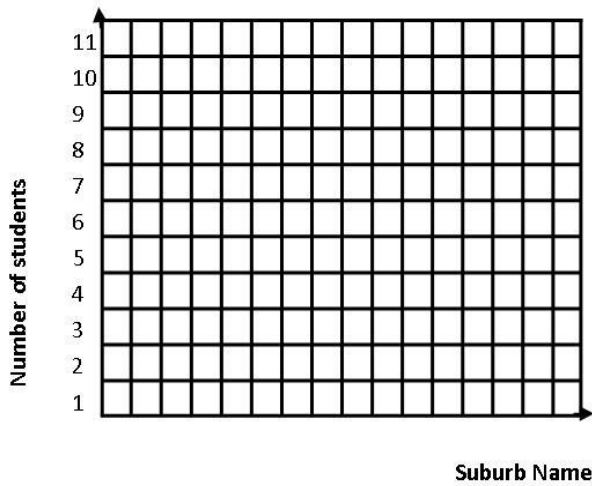




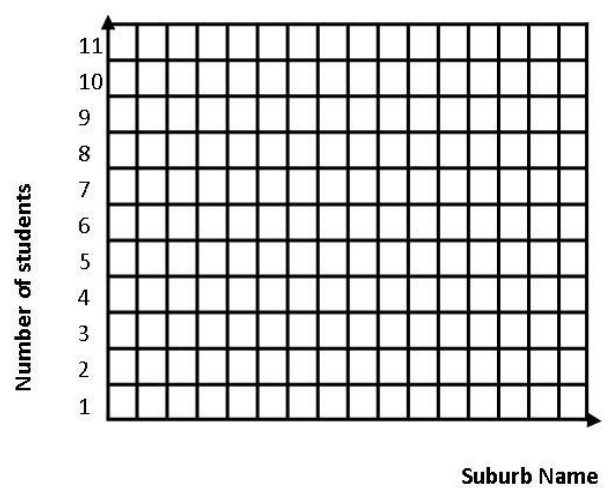
Local Government Name: \_\_\_\_\_



Local Government Name: \_\_\_\_\_



Local Government Name: \_\_\_\_\_



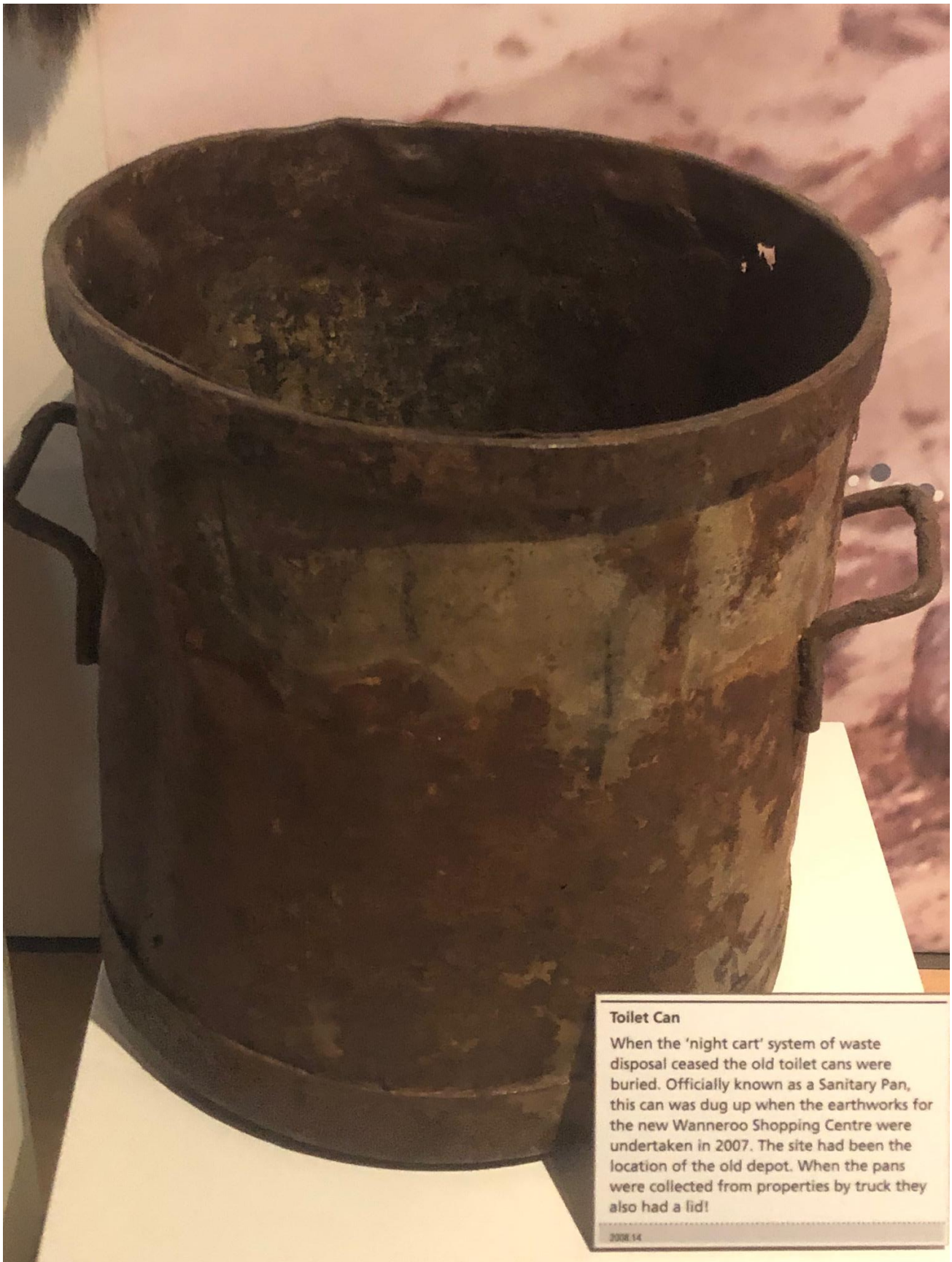
Feels like...

Looks like.....



Sounds like...

Smells like...



See also <https://vimeo.com/418711285/7ca324526f>



## Exploring different points of view: a new life in Wanneroo

<p>The fear was gone, we didn't have to look over our shoulder, and no one would take the men away to fight in a war. For the first time, we could work toward a future instead of living day to day.</p> <p>Van Doan, 1989</p>	<p>I was 12 years old and it was my first day of school (in Wanneroo). I couldn't speak a word of English and I had to start in Grade 1 with kids who were five and six years old. I hated it.</p> <p>Steve Trandos, 1951*</p>
<p>Mum and I were used to a close-knit community, where people almost lived on top of each other. But in Wanneroo, there was so much space, so much bush, and so few neighbours. Mum had a few cries when we came to Wanneroo, it was all so difficult and disappointing for her. We couldn't speak English and that made it harder.</p> <p>Rose Vlahov, 1929</p>	<p>Coming to Wanneroo was like stepping 50 years into the past. In Jarrahwood we had a nice house [but] in Wanneroo our walls were lined with cornsacks. The outside walls were bag and the roof was corrugated iron tacked on to a wooden log frame. We had a clean dirt floor and a tin bedroom, which housed four of us at the time. We had to go outside the living area to enter.</p> <p>Rosina (Vitale) Smallwood, 1937*</p>
<p>I was surprised to see so much fresh bread on the table and two lambs cooked on a spit. The more my uncle put on my plate, the more I ate. Dad gave my brother and me some new clothes and said they were pyjamas. He said you put them on when you go to bed. We couldn't see the point in dressing up to go to bed. And when we pulled the blankets down we saw sheets. We were used to blankets only. So from the moment we arrived in Wanneroo we found things very different.</p> <p>Steve Trandos, 1951*</p>	<p>In those times we were often called 'dings' or 'dagoes', although I don't really know why. But we were happy enough... What sticks in my mind about school those days was the lunch swapping. We took a lunch of cheese, lettuce and salami to school, and the Aussie kids took thick jam or vegemite sandwiches. I liked the jam and vegemite sandwiches and the Aussie kids liked my cheese and salami, so we swapped lunches.</p> <p>Tony Muni, 1940s*</p>

\*Excerpts from *The Times of Wanneroo* as told to Bill Marwick (2005; Wanneroo and Districts Historical Society).

## Wanneroo school buses of the past



Mr John. T. (Bob) Steele's Charabanc school bus in front of Pearsall's Garage, Wanneroo Road (192-).  
A charabanc is a horse drawn vehicle or early motor coach, usually carrying groups of people.

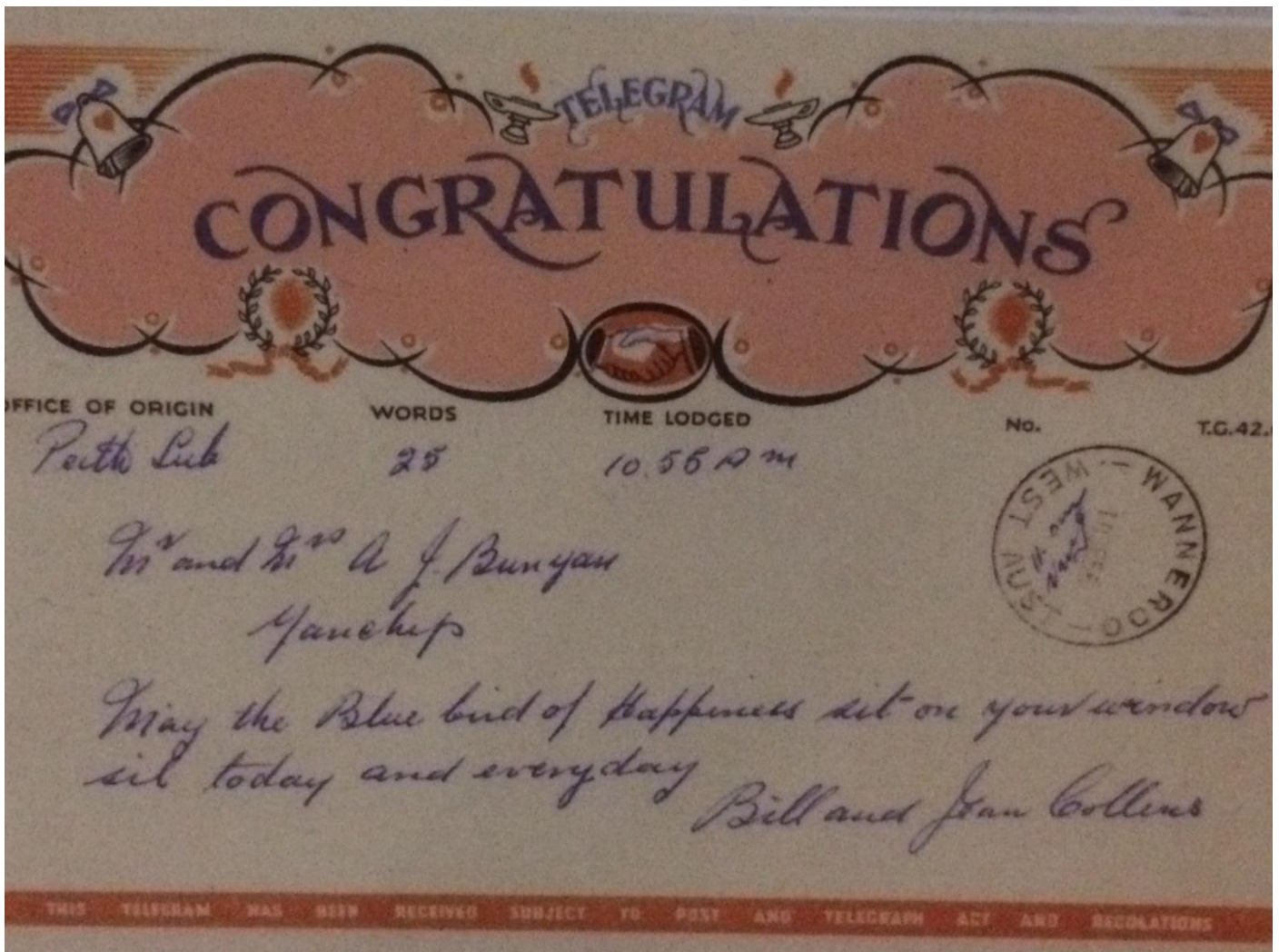
## Wanneroo school buses of the past



Title: John (Bob) Steele with his young charges outside Wanneroo School in 1933 [digital picture]



## From telegram to SMS



A telegram is a message sent by telegraph.

It was common for the postmistress to receive telegraphs in the post office, and then decode and write them onto suitable telegram stationery (letterhead). Telegrams were usually short because every word cost money! However, they could still be poetic and descriptive.

In 25 words this telegram (for a wedding) reads:

*Mr & Mrs A J Bunyan  
Yanchep*

*May the blue bird of happiness sit on your window sill today and everyday.*

*Bill and Jean Collins*

AUSTRALIAN POST OFFICE

# TELEGRAM

T.G. 42. Sch. C 1023-65

Charge:

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Office Date Stamp



AUSTRALIAN POST OFFICE

# TELEGRAM

T.G. 42. Sch. C 1023-65

Charge:

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Office Date Stamp

