



## Teachers Information



### FEATURES

1. Professionally written to meet the objectives of many curriculum areas.
2. Small group, activity based content employing discovery learning techniques.
3. **All the work is done.** The package includes pre visit teacher notes, student booklet and a CD for the teacher to extend the experience with post visit classroom activities.
4. Promotes student research.
5. Encourages the students to think about issues and form their own opinions.
6. During the day students will engage in at least 4 group activities.
7. All activities will have a museum facilitator who will motivate and guide the students with their tasks.
8. Centrally located at Keswick Barracks (with bus parking) this is an affordable and exciting educational programme.

### BROAD OVERVIEW – the four group activities

'**MISSING IN ACTION**' Students will follow clues to discover the identity of a soldier(s). They will find out details of some of the soldier's experiences. This will be a great lead in to post visit extension work.

'**TREACHEROUS TERRITORY**' this is a 2 part activity:

- Using a mine detector students will map out a 'minefield' and be confronted by the inherently dangerous nature of minefields. This will also identify the practical problems caused by minefields and their consequences.
- Using "code" sheets students will read and communicate using Morse code.

This will be a great start for further research and classroom discussion.

'**IN THE TRENCHES**' In this activity the students will come to terms with some aspects of the life of a soldier at the front line in the 3 major conflicts. They will have the opportunity to wear the actual webbing and equipment. They will be introduced to the daily ration scale of a soldier in WW1, WW2 & Vietnam. This can lead to further research and discussion on dietary requirements, calorific values and the suitability of the soldier's diet, leading to questions on what we eat and how much etc.

'**DISCOVERY TIME**' Students will be guided through the various galleries of the museum using a 'time line activity'. It will allow them to learn of South Australians involved in the various conflicts.

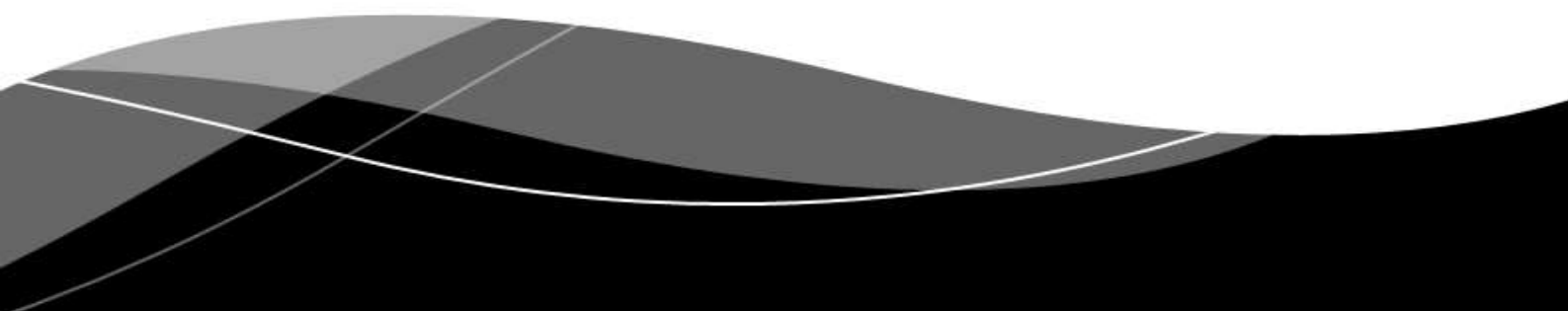


**Approximate Activity Timings**

9.30am Arrival	10.00am to 10.40am	10.50am to 11.30am	11.40am to 12.10pm	12.20pm to 1.00pm	1.10pm to 1.50pm	1.50pm to 2.30pm
Group A Blue	Museum Discovery Time	Treacherous Territory	Lunch	Missing in Action	In the Trenches	Discussion
Group B Red	Treacherous Territory	Missing in Action		In the Trenches	Museum Discovery Time	
Group C Green	Missing in Action	In the Trenches		Museum Discovery Time	Treacherous Territory	
Group D Yellow	In the Trenches	Museum Discovery Time		Treacherous Territory	Missing in Action	

**Benefits**

- We know that students will have an enjoyable range of experiences. But, more importantly, they will have a greater understanding of the role Australians have played and how these conflicts have influenced the type of people we are today.
- We expect that the students will want to continue to work on some of the activities and share their experiences and opinions.
- The students will be lead to think about:
  - the range of activities that soldiers are engaged in
  - the active combat role
  - What happened to those at home
  - The changes required when soldiers returned home





## NUTS AND BOLTS

- Arrival is planned for no later than 9:30am and the activity will finish by 2:30pm.
- We have a multi-purpose room where we assemble to start the day, leave their bags and where they can have lunch if the weather is unsuitable outside.
- There are male and female toilets next to this room.
- There are no canteen facilities so students should bring all they need in terms of food and drinks.
- For much of the day the class will be broken up into 4 groups. Each group will need a teacher / parent with it at all times to assist the group with their activities and oversee discipline. Each group will have a museum person who will run the activity, motivate, ask questions and be a resource.
- Cameras will be provided and students encouraged to take pictures of each other during certain activities. These will be down loaded provided to the teacher for dissemination/ extension work.
- The teacher will be given a CD which contains:
  - The full story of each student's 'Missing in Action' person together with questions that the students can use for classroom research work. This could be the basis for students sharing their 'person' with others in a group or class situation.
  - The scripts for 3 one act plays – WW1, WW2 and Vietnam. Whilst simple to do and not requiring a lot of props etc. these plays will lead the teacher and students to question and think about some of the personal effects that war can have on the individual.
  - Downloaded student photos.
- Curriculum Relevance details are set out on the following pages.
- To help cover costs a charge of \$7 per student will be required (not expected from teachers or helpers).
- The Army Museum of SA retains the ownership and copyright of all the intellectual and printed material. The use of all such material is only authorized in conjunction with a visit to the museum. All schools and teachers are asked to respect this condition.

## Bookings.

Because we are a not for profit organisation, run largely by volunteers, we can only take bookings for Mondays and Wednesdays and will only accept a limited number of bookings each year.

**To discuss a booking please ring the**

**Museum Tours and Functions Coordinator – Nick Meredith**

**Mobile: 0438 875 900**

**Email: [amosafuctions@gmail.com](mailto:amosafuctions@gmail.com)**



### Curriculum connections:

Through the use of provided resources, activities, and interaction with museum members, the following curriculum areas are covered:

Historical Skill	Sections	Year level covered	Activity
<b>Chronology, terms and concepts</b>	<b>Sequence historical events, developments and periods.</b> (ACHHS117, ACHHS205, ACHHS148)	Years 6, 7, & 8	
	<b>Use historical terms and concepts.</b> (ACHHS118, ACHHS206, ACHHS149, ACHHS165, ACHHS183)	Years 6, 7, 8, 9, & 10	
	<b>Use chronological sequencing to demonstrate the relationship between events and developments in different periods and places.</b> (ACHHS164, ACHHS182)	Years 9, & 10	
<b>Historical questions and research</b>	<b>Identify and locate a range of relevant sources.</b> (ACHHS120).	Year 6	
	<b>Identify questions to inform an historical inquiry.</b> (ACHHS119, ACHHS207, ACHHS150, ACHHS166)	Years 6, 7, 8, & 9	
<b>Analysis and use of sources</b>	<b>Compare information from a range of sources</b> (ACHHS122)	Year 6	
	<b>Draw conclusions about the usefulness of sources.</b> (ACHHS211, ACHHS154)	Years 7 & 8	
	<b>Evaluate the reliability and usefulness of primary and secondary sources.</b> (ACHHS169, ACHHS189)	Years 9 & 10	
	<b>Process and synthesis information from a range of sources for use as evidence in an historical argument.</b> (ACHHS170, ACHHS188)	Years 9 & 10	
<b>Perspectives and interpretations</b>	<b>identify points of view in the past and present</b> (ACHHS123)	Year 6	



	<b>Identify and describe points of view, attitudes and values in primary and secondary sources.</b> (ACHHS212, ACHHS155)	Years 7 & 8	
	<b>Identify and analyse the perspectives of people from the past.</b> (ACHHS172, ACHHS190)	Years 9 & 10	
	<b>Identify and analyse different historical interpretations (including their own).</b> (ACHHS173, ACHHS191)	Years 9 & 10	
<b>Explanation and Communication.</b>	<b>Use a range of communication forms (oral, graphic, written) and digital technologies.</b> (ACHHS214, ACHHS157, ACHHS175, ACHHS193)	Years 7, 8, 9 & 10	

For Year 9's a key area of study is World War I including:

1. An **overview** of the causes of World War I and the reasons why men enlisted To fight in the war ([ACDSEH021](#))
2. The places where Australians fought and the nature of warfare during World War I, including the Gallipoli campaign ([ACDSEH095](#))
3. The impact of World War I, with a particular emphasis on Australia (such as the use of propaganda to influence the civilian population, the changing role of women, the conscription debate) ([ACDSEH096](#))
4. The commemoration of World War I, including debates about the nature and significance of the Anzac legend ([ACDSEH097](#))