

Museum visit worksheet: Primary

Notes for teachers

The primary museum visit worksheet is suitable for students in years 3-6 and aligns to the Humanities and Social Sciences curriculum. The activities aim to engage students with the rich objects, images and stories on display while developing their historical knowledge, understandings and skills. The approach used encourages students to shape their own learning journeys and draw their own conclusions as they move through the museum.

The worksheet focuses on the exhibitions in the main museum building and can be completed in any order. It can be used by individuals or in pairs and small groups. Teachers may like to adapt the activities to the specific learning needs of their students.

Western Australian Curriculum links: Humanities and Social Sciences

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| Year 3 | One important example of change and one important example of continuity over time in the local community, region or state/territory (e.g. in relation to the areas of transport, work, education, natural and built environments, entertainment, daily life) (ACHHK061) The role that different cultural groups have played in the development and character of the local community (e.g. as reflected in architecture, commercial outlets, religious buildings), compared with development in another community (ACHHK062) |
| Year 4 | The diversity and longevity of Australia's first peoples and the ways they are connected to Country/Place (e.g. land, sea, waterways, skies) and their pre-contact ways of life (ACHHK077) The nature of contact between Aboriginal and/or Torres Strait Islander Peoples and others (e.g. the Macassans, Europeans) and the impact that these interactions and colonisation had on the environment and people's lives (e.g. dispossession, dislocation, the loss of lives through conflict, disease, loss of food sources and medicines) (ACHHK080) |
| Year 5 | The patterns of colonial development and settlement (e.g. geographical features, climate, water resources, transport, discovery of gold) and how this impacted upon the environment (e.g. introduced species) and the daily lives of the different inhabitants (e.g. convicts, free settlers, Aboriginal and Torres Strait Islander Peoples) (ACHHK094) |
| Year 6 | Experiences of Australia's democracy and citizenship, including the status and rights of Aboriginal people and/or Torres Strait Islander Peoples, migrants, women and children (ACHHK114) Stories of groups of people who migrated to Australia (including from one Asian country), the reasons they migrated (e.g. push-pull factors) and their contributions to society (ACHHK115) |

Ideas for follow up activities

- Discuss the museum visit as a class. Begin by brainstorming facts before encouraging students to make inferences and offer opinions regarding Broome history.
- Create a map of Broome and identify sites of historical interest. Write captions to explain the significance of each site.
- Invite a local Aboriginal representative to talk to the class about the tools and objects used by their community for fishing, hunting and ceremony today. Explore how traditional items may have been adapted over time.
- Find evidence of migrant influences in your community (e.g. temples, street names) and document using a digital camera.
- Create a classroom museum about your local community. Ask each student to find an image or object and then create a caption to explain its relevance.
- Brainstorm questions and interview community members about their childhood memories.