

AUSTRALIA'S DEFINING MOMENTS Digital Classroom



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Investigating Community teachers' notes

Every community has its own defining moments.

These can be personal (something that has a great impact on a family), local (such as an exciting event or a local disaster), national (such as being part of a national event like a wave of immigration), or global (such as participating in a world war).

Soon you'll be investigating your own local community, discovering some of the exciting defining moments that have shaped both people and place.

To help get you started we have chosen a fascinating example of a local community in Australia that you can explore to uncover the myriad defining moments that have shaped its history.

When you have done this you will know how best to investigate the defining moments in your own local community, which we hope you will share with your family and friends.

PORT FAIRY DEFINING MOMENTS SEARCH

MY COMMUNITY DEFINING MOMENTS AUDIT

MY COMMUNITY DEFINING MOMENTS TIMELINE

MY COMMUNITY DEFINING MOMENTS HALL OF FAME

Key Australian Curriculum connections: This suite of interactives is suitable for both primary and secondary students, however it is especially suitable for Years 9–10. It is relevant to a range of *Australian Curriculum: History* knowledge and understanding areas as well as historical skills development.

Introduction

Every community has its own defining moments. These can be *personal* (such as the impact of a prominent local family on a community), *local* (such as an important local event or a local disaster), *national* (such as the community being part of a national event such as a wave of immigration), or *global* (such as participating in a world war and the subsequent impacts this can have on a community).

The main aim of **Investigating Community** is for students to research and document their own community's defining moments and display these events on their 'My community defining moments timeline'. To do this, students are encouraged to research and investigate their own local community's history in order to discover and record some of the important defining moments that have shaped both people and place in their local area.

Port Fairy defining moments search

To help students prepare for this task we suggest that they begin by investigating the township and surrounds of Port Fairy in western Victoria.

As they undertake the activities included in this local community example they can ask themselves whether the defining moments that are important to Port Fairy's history might also be relevant to their own local community's history, and conversely, how their own community's defining moments might differ from those of Port Fairy.

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1. It is a good idea for all of the class to view the *introductory video* and investigate the defining moments in Port Fairy so that they gain a knowledge of the sorts of places and events that may be available for research in their own local communities.
2. Divide the class into three groups.
3. Each group should choose one of the three investigations:
 - Can cemeteries tell us about defining moments?
 - What makes Lake Condah a defining moment?
 - What can a farm tell us about defining moments?
4. The groups then share their information with the class and draw up a checklist of the most important steps to follow in researching a community's local history. For example: parks, monuments, buildings, geographical formations, gravestone inscriptions, technology, and people to talk to are some of these. In this way they will discover important events about important themes such as:
 - Aboriginal culture
 - Migration
 - Exploration and settlement
 - Industrial and economic development
 - Changing landscapes
 - Conflict and cooperation
 - Innovation
 - Civil rights

These events will now be more meaningful to them, especially when they understand them in the broader context of Australian history.

Activity 1: How many Port Fairy defining moments can you find?

- 1.1 Students watch a 'birds eye' video of the town to try and identify possible defining moments. There are questions that they can answer by selecting 'Show Questions' at the end of the video. These can also be used as the basis for a class discussion about Port Fairy's possible defining moments and which ones the students believe are the most important in the town's history and development.
- 1.2 The above exercise is then reinforced by having the students examine 11 specific hotspots with accompanying questions to help them understand and decide what constitutes a defining moment and why these defining moments were so important to this community.

Activity 2: Can cemeteries tell us about defining moments?

- 2.1 Students take a virtual tour of a small section of the Port Fairy town cemetery to find out what gravestones can tell us about important events or defining moments that have affected people in this community. There is an activity sheet to help them identify specific defining moment themes.
- 2.2 Students examine a series of gravestones from all over Australia to expand their list of defining moment themes (these have strong curriculum connections). They are challenged to select the best evidence for examples of:
 - War, especially World War 1

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- Natural disaster (epidemic)
- Human disaster – Mining
- Human disaster – Railway
- Irish and English immigration – nineteenth century
- European immigration – twentieth century
- Bushrangers
- Indigenous conflict
- Childhood disease

Activity 3: What defining moments happened at Budj Bim?

In July 2019 the Budj Bim cultural landscape (including Lake Condah), about 80 kilometres from Port Fairy, was accepted onto the prestigious United Nations Educational, Scientific and Cultural Organisation (UNESCO) World Heritage List. And in a world first, UNESCO accepted this site for both its natural and cultural significance.

- 3.1 A short video introduces students to Lake Condah, a place that has changed over time; but clues remain that reveal an extraordinary past, and an extraordinary revelation about the traditional owners of the area, the Gunditjmarra people, who have lived on and retained their cultural ties with this place for thousands of years.
- 3.2 How did the Gunditjmarra people adapt to this changing environment, especially after Lake Condah was formed about 8,000 years ago?

Students are asked to imagine that they are at Budj Bim (Lake Condah) about 6,000-7,000 years ago. They are part of a group of people that realises that not only can they live in a rich environment, but they also have a resource they can use to change their lives and the lives of future generations.

How will they:

- Build and locate fishponds?
- Divert water from the lake?
- Set eel nets?
- Use volcanic rocks to create shelters?
- Locate these shelters in the best places?

Students have an interactive map to help them plan the future of the Gunditjmarra people.

Activity 4: What can a farm tell us about defining moments?

In the early days of pastoral expansion in Australia, a squatter was typically a man, either a free settler or ex-convict, who occupied a sizeable tract of Crown land (i.e. land owned by the government), usually in order to graze livestock or to build a farm to breed animals, plant crops and live off the land.

- 4.1 Students are introduced to this theme by investigating **Ham's Squatting Map Victoria 1851** showing the numerous squatting runs throughout Victoria. They discover that the majority of these were in western Victoria. Have them consider why this was the case.
- 4.2 Now ask students to discuss whether they think the development of farming might be a defining moment in Australian history, and whether it's possible that other defining moments or important

events might be connected to the development of farming in Australia. If so, what might these have been?

- 4.3 To explore these ideas further, there are 7 questions for students to consider in relation to the introduction of sheep, cattle, wheat crops, rabbits, foreign plants and industrial machinery. There is also a key question related to the impact of farming upon Aboriginal people.

In each case students must consider the consequences likely to follow from these defining moments. They can score points as they answer questions. A maximum of 21 points indicates that they have gained a good understanding of how defining moments influenced people's lives and the development of agriculture in Australia.

My community defining moments audit

There are many defining moments that have shaped the history of students' own local communities. But they need to know where to look.

Students use the *Google Map Community Audit* to begin their search and record events and places they believe were their local area's defining moments. They can add and categorise locations and record a description for each one they find.

Later, if this is possible, they can supplement their Google map search by visiting one or more of the locations of the local defining moments they found to gather further information and take photographs or film these places and objects (e.g. buildings, monuments, statues and so on). In addition, they could also look online or in local history books to supplement their research further.

When it is complete, students can also share their personal audit map with teachers and other students in their class, taking into account privacy considerations (see **Privacy** below).

The audit notes they create in this activity become the historical evidence they can then use to help them develop their community defining moments timeline.

1. This can also be an individual or whole class activity. You might ask various groups in your class to look for specific items or places in their community that might qualify as defining moments. For example, one group might look at the landscape, another at monuments and a third at buildings etc.
2. As they conduct their local history research, students use the *Google Map Community Audit* to record events and places they believe are defining moments.
3. Students can share their audit map with you and other students in the class (and perhaps also with family and friends, taking into account privacy considerations – see **Privacy** below).
4. Have the students discuss the advantages and disadvantages of using Google maps as a method of finding out about possible defining moments in their local community. What else could they also use to broaden and enrich their local history search?
5. Teachers may wish to use this as an assessment task.

My community defining moments timeline

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This is the main activity for **Investigating Community**.

Students use the timeline in this interactive to record the defining moments they have discovered in their community's history, either through the *Google Map Community Audit* activity and/or from other sources.

1. In groups or individually students can:
 - Use this timeline to record the defining moments that they have discovered in their own community history (these will appear above the dotted line on the timeline);
 - Add an event with title, date and description as well as photos, videos and a 'read more' links;
 - If they have completed a community audit, use their audit notes to help develop their timelines via the 'My Audit Notes' button;
 - Compare their community defining moments with some of Australia's national defining moments (these are already shown below the dotted line on the timeline);
 - Share their timeline with teachers and other class members via the 'Share' button, taking into account privacy considerations – see **Privacy** below;
 - Add their 10 most significant defining moments to their Hall of Fame gallery by selecting the Hall of Fame option; and
 - Select the reset button to reset their timeline and clear all data.
2. Students can now share their results by adding their findings to a class community defining moments timeline.
3. Ask students to justify their additions with evidence supporting their choice of item.
4. This is an activity that can be shared with other classes or even printed and posted on school notice boards. In this way other students at the school can also benefit from seeing their local community history within the context of major events around Australia.
5. Display any defining moment related objects that students may have collected in conducting research about their local community history in the school foyer or other suitable location. Make sure the students write captions for these objects.
6. Have a history mystery competition with prizes for students who correctly 'guess' the significance of a defining moment object.

Privacy:

- Warn your students about personal safety if sharing their timeline by not including information they would not want other people to know or see. This could include the students' home address or phone number, sensitive information about a community member's health, or embarrassing photos of themselves or other people. Please review our [Conditions of Use](#) and [Privacy policy](#) for further information.
- User uploaded images are only stored on this website for a maximum of 30 days. After 30 days images are automatically deleted.

My community defining moments hall of fame

The student's personal community Hall of Fame gallery contains their top 10 defining moments from either their own local community history timeline or other events in Australian history.

It represents the culmination of their work and is the distillation of what they consider to be the most important defining moments they have discovered.

1. Once students have uploaded their 10 defining moments into their Hall of Fame gallery they can choose one of these to be their featured or most important defining moment.
2. To help them justify their Hall of Fame selections, a 'select a type of defining moment' dropdown menu lets students check their preferred entries against a list of important defining moments themes. In addition they could complete the associated 'Important defining moments themes' table below offline.
3. Students select each frame to add a defining moment from their collection.
4. Once completed, students can use the 'Share' button to submit their Hall of Fame collection, under careful teacher direction and within school policy guidelines, with their teachers and other class members via the 'Share' option (see **Privacy** above).

Important defining moment themes:

MY EVENT	DEFINING MOMENT CHECKLIST	EXPLANATION This is a defining moment because...
	A change to the environment	
	An event that impacted upon the majority of this community's people	
	An International event	
	An economic event	

	A breakthrough in human rights	
	An event that helps define a community	
	An event that inspires community action	
	A significant medical breakthrough	
	Add others...	

Relevance to Australian Curriculum: History

Year 5:

Inquiry and skills

- Develop appropriate questions to guide an inquiry about people, events, developments, places, systems and challenges (ACHASSI094)
- Locate and collect relevant information and data from primary sources and secondary sources (ACHASSI095)
- Examine primary sources and secondary sources to determine their origin and purpose (ACHASSI098)
- Evaluate evidence to draw conclusions (ACHASSI101)

Knowledge and Understanding

- The impact of a significant development or event on an Australian colony (ACHASSK108)
- The role that a significant individual or group played in shaping a colony (ACHASSK110)

Year 6:

Inquiry and skills

- Develop appropriate questions to guide an inquiry about people, events, developments, places, systems and challenges (ACHASSI122)
- Locate and collect relevant information and data from primary sources and secondary sources (ACHASSI123)
- Examine primary sources and to secondary sources determine their origin and purpose (ACHASSI126)
- Evaluate evidence to draw conclusions (ACHASSI129)

Knowledge and Understanding

- The contribution of individuals and groups to the development of Australian society since Federation (ACHASSK137)
- Stories of groups of people who migrated to Australia since Federation (including from ONE country of the Asia region) and reasons they migrated (ACHASSK136)

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Year 9:

Inquiry and skills

- Use chronological sequencing to demonstrate the relationship between events and developments in different periods and places (ACHHS164)
- Identify and locate relevant sources, using ICT and other methods (ACHHS168)
- Identify the origin, purpose and context of primary and secondary sources (ACHHS169)

Knowledge and Understanding

- The extension of settlement, including the effects of contact (intended and unintended) between European settlers in Australia and Aboriginal and Torres Strait Islander Peoples (ACDSEH020)
- Experiences of non-Europeans in Australia prior to the 1900s (such as the Japanese, Chinese, South Sea Islanders, Afghans) (ACDSEH089)
- Experiences of slaves, convicts and free settlers upon departure, their journey abroad, and their reactions on arrival, including the Australian experience (ACDSEH083)
- The short and long-term impacts of the movement of peoples during this period (ACDSEH085)

Year 10:

Inquiry and skills

- Use chronological sequencing to demonstrate the relationship between events and developments in different periods and places (ACHHS182)
- Identify and select different kinds of questions about the past to inform historical inquiry (ACHHS184)
- Identify and locate relevant sources, using ICT and other methods (ACHHS186)
- Identify the origin, purpose and context of primary and secondary sources (ACHHS187)
- Select and use a range of communication forms (oral, graphic, written) and digital technologies (ACHHS193)

Knowledge and Understanding

- The waves of post-World War II migration to Australia, including the influence of significant world events (ACDSEH144)