



Kuraree - The Heart of Perth Koorari - Boorloo Koort-ak Exhibition Education Package

Background to this Education Package

This is a cross curricula education package which provides learning sequence & support materials for ways to utilise the Exhibition content in the curriculum areas of Humanities and Social Sciences (through Knowledge & Understanding links) & The Arts - Music (Making & Responding). **Program One** - 'Kuraree', has been designed to meet objectives in both Primary & High School syllabuses from Years 2-10. **Program Two** - 'Miago's Songs' & **Program Three** - 'Civic Community, Celebration & Commemoration', predominantly address outcomes in the Primary school syllabus.

While a learning sequence has been provided, it is intended that teachers will adapt the activities and provide further scaffolding to meet the needs of their students and their own teaching objectives - hence HASS Skills outcomes have been lightly addressed. The resource is flexible, allowing teachers to share sources and worksheets with students by printing them, providing online access or using an interactive whiteboard.

This resource been linked to the Australian Curriculum across age ranges, provides opportunities to address all general capabilities * and is adapted to meet the Cross Curriculum Priorities*.

***General capabilities:** Literacy (L), Numeracy (N), ICT capability (ICT), Critical and creative thinking (CC) Personal and social capability (PS) Ethical understanding (E) Intercultural understanding (I)

***Cross curriculum Priorities:** Aboriginal & Torres Strait Islander Histories & Cultures, Asia and Australia's Engagement with Asia; Sustainability

Background to Exhibition

The City of Perth acknowledges that the Wadjuk Noongar people are the Traditional Owners of the land on which the Perth Town Hall sits and was used as a campsite by the Aboriginal peoples. The area is a registered Aboriginal heritage site with the Department of Planning, Lands and Heritage (3789).

The Perth Town Hall is an important site in Perth's history. In 1867, construction of the Town Hall began and the building officially opened on 1 June 1870. On 1 June 2020, the building will celebrate its 150th anniversary. An online exhibition celebrating this story will open at 3 pm on 1st June 2020 at kuraree.heritageperth.com.au. The exhibition and education package of resources will be available online for an indefinite period to allow for Teacher planning.



PROGRAM 1 - Years 2 - 10 'KURAREE -the place'

Background: "Places play a fundamental role in human life The environmental and human qualities of places influence our lives and life opportunities. The importance of Country/Place to Aboriginal and Torres Strait Islander Peoples is an example of the interaction between culture and identity, and shows how places can be invested with spiritual and other significance. 'The lines between boodjar (country) moort (families) and katitjin (knowledge) cannot be untied, dissolved or squashed by buildings, infill and freeway"(This is Wadjuk Country)

Kuraree, the place is situated in the heart of Perth on high ground near where Governor Stirling declared the Swan River Colony. Previous to 1829 Kuraree was an important camp and meeting place for the Wadjuk people on Mooro 'country', the traditional lands (boodjar) of Yellagonga, a Noongar leader and elder, hence the City of Perth is situated in Yellagonga Boodjar.

Specifically Kuraree was the camp of Miago, an important figure in Perth in the 1830s. A Beeloo Noongar man Miago's boodjar (country) was Wururup in the Upper Swan region (T Shellam), however he held kinship ties across the whole rivers system and quickly became a leader and mediator for his people with the new settlers.

Learning Sequence: Introducing a Sense of Place	Resources & Activities	Curriculum Links (include Cross Curriculum Priorities & Capabilities)
Close eyes and recall the places that were important to you during your childhood. A favourite climbing tree or museum? What memories are attached to these places? Chances are that you have strong emotional connections to the special places from your childhood.	Google maps to find your own street or favourite place - save it & 'draw' the elements on it that makes it special. How will you demonstrate the significance of this place, by painting, naming, visiting or protecting it? Create a picture of a special place you are familiar with.	Year 2 - Local features and places are given names, which have meaning to people, and these places can be defined on a variety of scales (ACHASSK048)



Special places provide for our basic needs - (elicit these - food, water, shelter, sleep and other human connectedness & stimuli to learn) When needs are met, people develop - self-esteem, security, belonging, actualization- and the other expressions of contentedness - (Maslow's hierarchy)

If your special place was taken from you or destroyed, how would you feel?

The Traditional owners have a strong connection to place.

Learn the significance of your place to traditional owners:
- identify the traditional owners and/or language group/s in the area of your school
- any landmarks or special places in your area that have significance for the traditional owners
- place names (e.g. parks, streets, suburbs) in your area that indicate an Indigenous heritage

Think Pair, Share activity - Share the familiar features of your special place & how it meets your needs.

Choose from some of the activities on this website to consolidate learning <https://www.globaleducation.edu.au/teaching-activity/my-place,-your-place.html#activity2>

Role play this scenario and do some empathy learning activities

- CREATE a MIND MAP or CLASS COLLAGE of your findings <http://www.boodjar.sis.uwa.edu.au/search-placenames>

Practice the acknowledgment of Country in Noongar & add this to your class collage & everyday routine - discuss the significance of language as a way to preserve culture...

"Ngala Kaditj Wadjuk Moort, Keyan Kadak nidja boodja".
Research what this actually says in a Noongar dictionary.

Year 2 - The ways in which Aboriginal and Torres Strait Islander Peoples maintain connections to their country/place (ACHASSK049)

Year 3 - The importance of Country and Place to Aboriginal and/or Torres Strait Islander peoples who belong to a local area.

(ACHASSK062)



Before European settlement - who were the traditional owners & what was life like?	Resources & Activities	Curriculum Links (include Cross Curriculum Priorities & Capabilities)
<p>The Wadjuk peoples of the Yellagonga Boodjar - had a sense of place.</p> <p>KWL chart then Class collage</p> <p>Where is Yellagonga Boodjar?</p> <p>Study the Map illustrating the Tribal territories of the Perth region pre settlement (as described by Yagan to early settler Robert Lyon in 1829 according to Tindale 1974).</p>	<p>Read about Yellagonga's boodjar from exhibition brief.</p> <p>Complete own KWL chart on 'things that we now know about Noongar way of life before Settlers came in 1829'</p> <p>Add this detail to Class collage or mind map things you know,</p> <p>NOW FIND & shade the boundaries of the Mooro district of Yellagonga - page 10 on this map using these instructions.</p> <p><i>'It's bounded by the Sea on the West by Melville water and the Swan to the south; Ellen's Brook on the east and by the Gyngoorda to the north.'</i></p>	<p>Year 4 - People belong to diverse groups, such as cultural, religious and/or social groups, and this can shape identity (ACHASSK093)</p> <p>Year 4 - The diversity of Australia's first peoples and their long and continuous connection to Country/Place (land, sea, waterways and skies) and their pre-contact ways of life.(ACHASSK083)</p>
<p>Explaining many countries, one land - What is a 'country'?</p> <ul style="list-style-type: none"> • How do you think people know when one country ends and another one starts? • What might make people from one country different to those from another country? <p>Explain that the different 'nations' have their own language, beliefs and traditions, and that the location of the borders between the groups (which often follow natural features such as rivers or mountain ranges), is linked to creation or Dreamtime stories which are passed on from generation to generation.</p>	<p>Use AIATSIS map of Aboriginal Australia Interactive Horton/Tindale map of 1974 to discuss diversity of groups in Australia.</p> <p>https://aiatsis.gov.au/explore/articles/aiatsis-map-indigenous-australia</p> <p>Extension Task - Explore why this map might be contested in its accuracy ? Clues: Oral history tradition, Primary vs. Secondary sources.</p> <p>The way to use and care for the land was 'written' into stories and songs of the Dreaming.</p> <p>Watch Len Collard's 20 min video on the Waugyl creation story of the Swan river.</p>	<p>Year 4 - Interpret information and/or data collected (e.g. sequence events in chronological order, identify patterns and trends, make connections between old and new information) (WAHASS32)</p>
<p>What was life like on Yellagonga Boodja ?</p> <p>Explore this through 3 exhibition images</p>	<p>Explore pictures from exhibition of country</p> <p>Others to use too 'View from Mount Eliza,' 1827 by Frederick Garling. To access extra picture link to this National Trust resource,</p>	<p>Year 4- Locate and collect information from a variety of sources (e.g. photographs, maps, books, interviews, internet) (WAHASS28)</p>



<p>Alan Muller - image depicting Swan river (Derbal Yerrigan) & greater Perth area under a night sky. (campfires at night, what tributaries)</p> <p>WJ Huggins c1828 - <i>Swan River (Bivouac of Captain Stirling)</i>(features you recognise, guess where)</p> <p>Wittenoom sketch -c1827 - (list what you can see)</p> <p>Wetlands of Derbal Yerrigan - GIS 3D model image (note the X for Kuraree, talk about all the wetlands - any surprises?)</p> <p>Provide prompts (in brackets) after 'See, Think, Wonder'</p> <p>European perceptions of this pristine place are shown too.</p> <p>How do we know what life was like?</p> <p>From Elders' shared knowledge - an Oral tradition. Explain what this means - no writing, therefore knowledge preserved through songs & stories connecting places, features & passed down - Some Song lines extend across the breadth of Australia.</p> <p>The wetland lakes (pinjar) were very important to Wadjuk people. Use Resource 1 to explore significant places to - ways of life on Yellagonga Boodjar.</p>	<p>'See Think Wonder' (as a class or in small groups) use the following prompts:</p> <ul style="list-style-type: none"> ● What do you see? ● What does it make you think about? ● What does it make you wonder? <p>To consolidate ideas - go to Perth's Lost Wetlands WAM Exhibition. USE 3D image from exhibition to find Kuraree</p> <p>Analyse these perceptions (scale, size, accuracy of images)</p> <p>Would you need an incredible memory to share history as an oral tradition ? Memory triggers needed, stories attached to places, trees, features etc..</p> <p>Dr Noel Nannup shares what life was like on Wadjuk country in this 5 minute ABC education video</p> <p>Download the walking map 'This City is Wadjuk Country' to explore the wetland lakes of Yellagonga boodjar</p> <p>Resource 1- Interpreting the evidence - Add detail to your map using the information found on the Gnarla Boodja Mili Mili Interactive map.</p>	<p>Year 4 - Identify different points of view/perspectives in information and/or data (e.g. distinguish fact from opinion, explore different stories on the same topic) (WAHASS33)</p> <p>Year 4 - The diversity of Australia's first peoples and their long and continuous connection to Country/Place (land, sea, waterways and skies) and their pre-contact ways of life. (ACHASSK083)</p>
<p>Learn Noongar language of the Six Seasons to gather some understanding about Noongar people's deep connection to the land which has supported their life for some 60,000 years.</p> <p>Use Resource 2 - Body of cross curricula work & activities on the ecological, environmental & relational importance of the Noongar seasons to understand inter-connectedness .</p>	<p>Resource 2 - '6 Seasons Knowledge'</p> <p>Learn Noongar language of colours, animals, plants.</p> <p>Totems further research - read Bindi-Bindi Koondarminy Butterfly Dreaming by Alison Nannup to learn more about women's totems - extension - Totems research project</p> <p>Create your own 6 seasons garden, go on a 6 season walk using the Wadjuk trails network app.</p>	<p>Year 4 - Aboriginal and Torres Strait Islander Peoples' ways of living were adapted to available resources and their connection to country/place has influenced their views on the sustainable use of these resources, before and after colonisation (ACHASSK089)</p> <p>Year 8 - The spiritual, cultural and aesthetic value of landscapes and landforms for people, including Aboriginal and Torres Strait Islander Peoples (ACHGK049)</p>



When cultures meet - what were the impacts of settlement?	Resources & Activities	Curriculum Links (include Cross Curriculum Priorities & Capabilities)
<p>How did Yellagonga boodjar change ? Exhibition image to explore the messages of change</p> <p>What were the differing values of Wadjuk Noongar peoples & European early settlers to 'country' in the Swan river colony Resource 3 & interactive map</p>	<p>Chris Pease image 2008 shows a land release map super imposed over Noongar country - what is this suggesting?</p> <p>Analyse 3 pictorial sources - linked here to view changes over time 3 pictures of change (City of Perth/ Swan river from Kings park - from early settlement to 2009) - draw a timeline of changes.</p> <p>Resource 3 - Complete a research chart on theme question 'How would the Aboriginal people living in the Swan River region respond to each of these aspects of life? -USE SWALSC Kaartdijin Noongar website for more info</p> <p>Choose one place on the Gnarla Boodja Mili Mili interactive map and do an investigative study comparing the Wadjuk people's perceptions of a place's significance vs. others in community.</p>	<p>Year 5- The nature & patterns of colonial development and settlement and how this impacted upon the environment and the daily lives of the different inhabitants (e.g. convicts, free settlers, Aboriginal and Torres Strait Islander Peoples) (ACHASSK107)</p> <p>Year 9 - The perceptions people have of <u>place</u>, and how this influences their connections to different places (ACHGK065)</p>
<p>How were the first settlers viewed by Aboriginal people ? White men were the ghosts of their ancestors A Modern interpretation</p>	<p>Listen to Laurel Nannup explain her sculpture - First Contact in Untold stories = A legacy by design - 8 min video</p>	<p>Year 9 - The perceptions people have of <u>place</u>, and how this influences their connections to different places (ACHGK065)</p>
<p>At Kuraree - this high point is where Governor Stirling felled a tree to symbolise the founding of the Swan river colony in March 1827. On 12th August 1829 (King George IV's birthday)</p> <p>Why did he choose this place? Image comparison activity Soon after Captain Stirling arrived in 1829 he read a public statement (proclamation) claiming Western Australia for Britain. Read transcript & rewrite and do 'What if..</p>	<p>Compare 2 images: George Pitt Morrison's impression of The foundation of Perth primary source - painted 100 years later & the photo of Statue of Governor Stirling (fenced in) from the Exhibition (Explain the perceptions of the first and the significance of the second).</p> <p>Role play this tree scene BUT re-imagine an ending where Wadjuk Noongar onlookers intervene to lay claim first. Founding document transcript link:</p> <p>Focus on the following sentence regarding Aboriginal people - page 2 of transcript</p>	<p>Year 5 -The key values that underpin Australia's democracy, including freedom, equality, fairness and justice (ACHASSK115)</p> <p>Year 5 - The economic, social and political impact of one significant development or event on a colony</p>



The Perth Town Hall on Kuraree has continued to be a central meeting place viewing history in the making post early settlement.

The Aborigines Act of 1905 & the position of AO Neville as Chief Protector of Aborigines from 1916 -1940 - saw strict controls put in place over all aspects the lives of Aboriginal people (segregation, the 'breeding out of Aboriginality' removing children from their families& subsequent Stolen generations).

Read Perth Elder Margaret Colbung's impression of these times from Section 'Wadjuk Noongar & City of Perth'

View Exhibition primary sources

The Coolbaroo League from 1945 was a beacon of hope speaking up for Aboriginal rights and providing social services. In 1956 they celebrated the end to segregation with the Royal Gala Ball in the Town.

A rights & recognition trail in the City marks the historic places, moments & people involved in this ongoing journey towards democracy for Wadjuk people.

Extension Tasks for Year 10 outcomes;

Choose a Station to research further

Have a debate about Fanny Balbuk Yoorel

'I do hereby give Notice that if any Person or Persons shall be convicted of behaving in a fraudulent, cruel or felonious Manner towards the Aborigines of the Country, such Person or Persons will be liable to be prosecuted and tried for the Offence, as if the same had been committed against any other of His Majesty's Subjects.

Rewrite this in familiar everyday words

Aboriginal people were treated in a 'fraudulent', 'cruel' or 'felonious' manner by the settlers and write a reflective statement on whether this happened

Explore 'what if... this had been honoured ..'

View primary sources from the Exhibition to understand the lack of democratic rights for Wadjuk peoples.

Resource 4 - Permits to be carried/Perth prohibited area map 1928-1954 /Newspaper article on Coloured rights/

Listen to [Untold Stories](#) on this period in Perth especially AO Neville audio on 'breeding out aboriginality' 6.01 mins.

Resource 5 - Coolbaroo League extension sheet - explain its role through pictures during this era

Listen to Untold stories - The Coolbaroo Club

<https://www.visitperth.com.au/perth-online/history>

Explore the Karla Yarning walk trail [Fighting for families, rights & recognition](#) - create a timeline of this journey from information provided.

Choose one of these station themes from the walk trail to research further in the struggle for Aboriginal rights.

Research the story of Fanny Balbuk further (Daisy Bates) and debate her rights to dissent within the bounds of law (incl customary law) in a move towards Reconciliation.

and the potential outcomes created by 'what if...?' scenarios ([ACHASSK107](#))

Year 5 - How regulations and laws affect the lives of citizens (e.g. the different types of laws, how laws protect human rights) ([ACHASSK117](#))

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 ([ACHASSK135](#))

Year 8 - The freedoms that enable active participation in Australia's democracy within the bounds of law, including freedom of speech, association, assembly, religion and movement ([ACHCK061](#))

Year 10 - The background to the struggle of Aboriginal and Torres Strait Islander Peoples for rights and freedoms before 1965, including the 1938 Day of Mourning and the Stolen Generations ([ACDSEH104](#))

Year 10 - The safeguards that protect Australia's democratic system and society, including shared values and the right to dissent within the bounds of the law ([ACHCK094](#))



Individual inquiry - A significant figure in Perth's history - Miago	Resources & Activities	Curriculum Links (include Cross Curriculum Priorities & Capabilities)
<p>Miago's Story - Read Exhibition</p> <p>A clever leader of the Wadjuk people - when settlers arrived in 1829, Miago realised that Wadjuk Noongar people were losing their connection to land and positioned himself as a mediator and interpreter between his people and the settlers.</p> <p>In 1833 going with Munday, Miago met with Governor Stirling to explain how the settler's actions were affecting his people. - see details in Shellam article.</p> <p>1835 Organised a peace meeting between Governor Stirling, Swan river & Murray people post Pinjarra massacre and this persuaded Governor Stirling to allow a coroboree (jeena middar) at Kuraree</p>	<p>Study primary sources of his dealings with Swan River colony:</p> <p>Resource 6 - Worksheet Miago & Munday cooperate https://trove.nla.gov.au/newspaper/article/640062 from March 1837 when Munday & Miago (Mlgo) showed cooperation with Armstrong to deal with disruptions to settlers from Noongar individuals.</p> <p>A more Detailed account says Miago & Munday advised him that 16 Swan River Aboriginal people had been killed by settlers since Europeans arrived & described growing strength of the more distant Aboriginal groups who retained access to trade & country which the rapidly dispossessed Swan River groups now lacked. 1835 newspaper article about this coroboree and Miago's involvement as mediator</p> <p>Oral history - Exhibition media clip - listen to Elder Farley Garlett share knowledge on Miago.</p>	<p>Year 2 - The history of a significant person, building, site in the local community and what it reveals about the past (<u>ACHASSK044</u>)</p> <p>Year 4 & 5 - The role and contributions of a significant individual or group in shaping the Swan river colony and including Aboriginal and Torres Strait Islander peoples. Include their motivations and actions. (ACHASSK110)</p> <p>Year 5 & 6 - Develop a variety of texts, including narratives, descriptions, biographies and persuasive texts, based on information collected from source materials (WAHASS62)</p>
<p>Miago's Travels with:</p> <p>John Septimus Roe - to King George Sound</p> <p>John Stokes on the Beagle voyage to the Kimberley</p> <p>And then shared his Noongar culture & songs with George Grey the Explorer on a visit to the Swan River in 1838.</p>	<p>Source his story from Explorer diaries found in T Shellam article</p> <p>USE Resource 7 - Summary. Or further Primary sources</p> <p>Migo Island was named by John S Roe after Miago - locate this on a map and explain why Roe did this. Create a Cloze activity from this newspaper article.</p> <p>Read about Miago an interpreter on Roe's expedition Stokes diary excerpts - explain his songs helped ward off homesickness & fear.</p> <p>Grey's Journal excerpts provide insight into the development & significance of Miago's songs.</p> <p>NOW Re-create the explorer story from a Wadjuk Noongar person's perspective - do a Role Play entitled 'Miago's travels with the Explorers'</p>	<p>Year 4 - The journey(s) of AT LEAST ONE world navigator, explorer or trader of the late eighteenth century, including their contacts with other societies and any impacts. (ACHASSK084)</p> <p>Year 5 & 6 - Reflect on learning, identify new understandings and act on findings in different ways (e.g. suggest additional questions to be investigated, propose a course of action on an issue that is significant to them) (WAHASS63)</p>



PROGRAM 2 - Pre -Primary to Year 8 - Music: Miago's Songs

Learning Sequence	Resources and Activities	Curriculum Links
<p>Miago's Songs:</p> <p><i>'Traditional Aboriginal music is a vocal art — we sing ...'</i></p> <p>Quote from The Little Red Yellow Black Book: An introduction to Indigenous Australia, page 40</p> <p>Aboriginal people believe that the country was sung into existence in the Dreaming. Song lines criss-cross Australia both creating and describing the country.</p> <p>What was the purpose of his songs for Miago ?</p> <p>Their purpose to him & significance to Wadjuk Noongar life understanding</p> <p>Listen, learn and then sing along to the new renditions of these songs by Gina Williams</p>	<p>Activity map of language groups in yarning circle with Noongar music in background - Madjidal Moorna choir - e.g. Kobi Morrison</p> <p>Share ' Prior to 1788 there were between 200-250 Aboriginal languages spoken in Australia and many dialects of each of these. Most Aboriginal people were multi-lingual, speaking their own language plus the languages of adjoining language groups. Today fewer than 50 Aboriginal languages are spoken.'</p> <p>Listening Immersion of traditional and modern - include Noongar song writers: George Walley, Gina Williams - Wanjoo, instrumental 'Ochre CD' by Wadumbah band & Ancient Sands video clip by Kobi Morrison.</p> <p>Brainstorm types of instruments - Learn more traditional Aboriginal musical instruments</p> <p>Make natural percussion - improvise & experiment with different sounds from what you can find</p> <p>USE Resource 8 - Primary sources quotes from Journal of George Grey to understand songs</p> <p>Transcript of Words to two songs & link to rendition by Gina Williams in Resource 5.</p> <p>& then Play instruments in time with the music</p> <p>As you sing</p>	<p>PP- Year 2 Music - Ideas - Making</p> <p>Exploration of, and experimentation with, the <u>elements of music</u> through movement, body percussion, singing and playing instruments to create music ideas (ACAMUM082)</p> <p>Years 3- 5 Music - Responding</p> <p>Reasons why and how people make music across different places, cultures, events or occasions (ACAMUR087)</p> <p>Year 4 - First Nations - History</p> <p>The diversity of Australia's first peoples and their long and continuous connection to Country/Place (land, sea, waterways and skies) and their pre-contact ways of life.(ACHASSK083)</p> <p>Year 5 - Roles of music from different times and cultures (ACAMUR091)</p> <p>Year 8 - The spiritual, cultural and aesthetic value of landscapes and landforms for people, including Aboriginal and Torres Strait Islander Peoples (ACHGK049)</p>



PROGRAM 3 - Pre-Primary to Year 6 - 'Civic community, Celebrations and Commemorations at Perth Town Hall - the Heart of the City'

Background: Places play a fundamental role in human life and the Perth Town Hall built on Kuraree, has provided the focal point for the Perth community for 150 years with events in times of war and celebration and remembrance in times of peace.

Since its official opening in June 1870, this historically important and much loved landmark, has whole-heartedly met its brief as a *'building... for the benefit of the public at large..'* It's many and varied uses have supported the interests of Western Australia's increasingly diverse communities; for entertainment, social gatherings, sport and fun, for shopping, learning and exhibitions, for elections, debating politics and protesting of rights, and as an official venue for civic celebrations and the welcoming of dignitaries.

The Perth Town Hall as a building has adapted to the changing needs of a growing city and was saved from demolition in the 1950s to be renovated once more in 2001 and is now used as a historic function venue and enjoyed by its community as an iconic landmark.

Learning Sequence Getting to know our communities	Resources & Activities	Curriculum Links (include Cross Curriculum Priorities & Capabilities)
<p>What is community? <i>'A group of people who share something in common'</i></p> <p>We belong to many communities throughout our lives as we are individuals - makes us similar and different and our interests change over time.</p> <p>A wide range of sporting contests and activities took place in the Perth town Hall from its opening right up to the present.</p> <p>Some of these are not as popular today (boxing & fencing) and others are still common but notice the differences (dancing, calisthenics & badminton) -</p> <p>How about roller skating? - share the story 'A craze for rinking'</p>	<p>Demonstrate similar and different & change over time by brainstorming kids sporting interests onto board - then highlight 'dancing & ball sports, gymnastics, any contact sports' -refer to Exhibition section on Dining & Dancing & Sports and Games -</p> <p>(Use pictures; <i>Junior boxing match, Henry Prinsep sketch - roller-skating costume Ball in 1878, dancing at the postal institute & Coolbaroo club dance clip from Untold stories</i>)</p> <p>Other historic images- bike riding 1890s, Aussie rules 1866 engraving by Robert Bruce, Maarngrook. Louise Sauvage running</p> <p>Did you know boxing & gymnastics have been enjoyed for 1000s of years. Badminton has a long history in Australia</p> <p>Talking tubs and a mind map to help children understand the concept of time and how the story of families changes over time by using artefacts and sources photos in the exhibition</p>	<p>PP - How the stories of families and the past can be communicated and passed down from generation to generation (e.g. photographs, artefacts books, oral histories digital media museums) and how the stories may differ, depending on who is telling them. (ACHASSK013)</p>



<p>Our first community is the Family - see family changes over time.</p> <p>Are there special days you celebrate when you gather together (both happy & sad) (as a family for PP)</p> <p>How do families celebrate & Introduce past & present ways families or known communities like school do this.</p> <p>Focus on decorations to celebrate our special days/birthdays.</p> <p>Use Resource 9 for multiple cross curricula activities:</p> <p>Year 1 Activity - Observe how the Town Hall has been decorated through the ages - colour in your own.</p> <p>Year 2 activity - create a timeline to piece together past history of the Town Hall (Use Exhibition page 'Town Hall - Looking its Best for this info).</p> <p>We are part of the wider community too</p> <p>Other reasons - brainstorm</p> <p>Exhibition page 'Having Fun ...Scouts image'</p> <p>Then focus on wildlife shows of Vincent Serventy put on by the WA Naturalists Club & The Gould League in the Town Hall.</p> <p>Read out a reflection to see what a child in the 50s thought of the wild life shows.</p> <p>What are some ways the wider community celebrate?</p> <p>Look at the exhibition page of the 'Town Hall - looking its best' to see how it was decorated at Christmas time.</p> <p>Use - 'Weddings Parties Anything' exhibition page to compare ways people have celebrated this event in the Town Hall.</p>	<p><i>(Weddings photos at the Town Hall, Scouts 1934, photos of town hall now & then)</i></p> <p>What special days does your family celebrate or gather together for ? Class mind map & teacher to help categorise if they are local, wider community or national gatherings Share ways you celebrate in a safe listening circle with a talking stick. (to visualise wider community use exhibition images in 'Having Fun - singing concert & Meetings - crowds on Federation Day 1900, Show & Tell - 1934 sports & hobbies exhibition).</p> <p>Do a Brainstorm of some family tradition through pictures e.g. birthday celebrations.</p> <p>Resource 9 - Town Hall decorations through the ages. Imagine you get to celebrate your special event at the Town Hall - how would you decorate it? Flags, streamers, what colours?</p> <p>Resource 10 - Decorate Town Hall image for your celebration Or download the Town Hall birthday card template from the City of Perth website.</p> <p>Resource 9 - Sequence images of the Town Hall on a digital timeline e.g. https://www.timetoast.com/</p> <p>Whole class Brainstorm 'Other Reasons people went to the Town Hall' under headings: Meetings, Hobbies, Displays, Fun, Special Events, Sport & Learning - No wrong answers. Ask 'Who does Scouts/Cubs?' Did you know.. The Scouts had their annual meeting in the Town Hall in 1934.</p> <p>If you had been a child at school in the 1940s-70s, you would have gone to see Wildlife shos in the Town Hall - predict what you might have seen? Use film clip of Vincent Serventy's Nature Walkabout to help you predict.</p> <p>Resource 11- Read this reflection from a child in the 50s - what did Gillian really see? Do we still identify with this need to look after native animals of Australia? Explore other traditions people</p>	<p>PP - How they, their family and friends commemorate past events that are important to them (e.g. birthdays, religious festivals, family reunions, community, commemorations) (ACHASSK012)</p> <p>Year 1 - The differences and similarities between students' daily lives and life during their parents' and grandparents' childhoods (e.g. family traditions, leisure time, communications) and how daily lives have changed (ACHASSK030)</p> <p>Year 2 - The history of a significant building, site in the local community and what it reveals about the past</p> <p>Year 2 - The importance today of an historical site (e.g. community building, and why it has heritage significance and cultural value for present generations (e.g. a record of a significant historical event, aesthetic value, reflects the community's identity)</p> <p>Year 3 - The historical origins and significance of celebrations and commemorations in other places</p>
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<p>What is commemoration? The need to remember events and people in the past</p> <p>The Town Hall has been a central place for the wider community to remember events of the past</p> <p>Use some exhibition pictures from 'Town Hall in War & Peace'. Image of First ANZAC day commemoration for returned ANZAC heroes on 25th April 1916.</p> <p>Flags have a purpose and have been flying on the Town Hall since the beginning.</p> <p>Teacher NOTES. Read about the types of flags and decorations in Hay & Barrack st for 1901 Federation celebrations</p> <p>We belong to many communities - why? The need to belong is in all people. A community group has shared interests, develops meaning & purpose and helps out in their community</p> <p>Steve Weekes media clips x 2 in 'Dining & Dancing' & 'Meet you Under the Clock' Year 3 activity - which group would you join?</p> <p>The Town hall is a lasting example of both continuity & change - Heritage detective ... Exhibition page 'Convicts & Architects' - Read the Herald newspaper 1872 for a full description</p>	<p>celebrate - like Christmas, Diwali, Chinese New Year - who has been to a wedding? (Use Exhibition images to explore changes).</p> <p>Show short ABC celebrations clips like Chapter 8 - A Bush Christmas in 1916</p> <p>Teacher to share about the special traditions these 5 kids celebrate in their family & local communities.</p> <p>Some events need remembering so we can learn from the mistakes of the past and move forward in better ways e.g. Two minute silence on Armistice day & Australia day is a day with many meanings - create a circle of viewpoints t-chart on Australia day from the perspective of others (e.g. Resource 12).</p> <p>Create a T- chart (e.g. Resources 4 & 7) to compare & contrast the pictures - which image demonstrates commemoration or celebration? (Use exhibition images too - Anzac day, V day and 1929 Centenary images)</p> <p>Use Exhibition images of flags on the Town Hall to elicit the purpose of flags? Do they mean the same for everyone? Display the 3 flags we recognise. To Aboriginal and TSI peoples the Australian flag may symbolise invasion NOT identity.</p> <p>Choose from activities in National flags since 1901 - design your own inclusive flag.</p> <p>Think, Pair, Share - reasons people would have met up at the Town Hall - sense of belonging? Listen to Exhibition media clips Steve Weekes going to dances & being a News boy selling the paper outside the Town Hall.</p> <p>Resource 9 - which Activity or group would you join and why?</p> <p>Be a heritage detective = Find out ...<i>Who designed the building, when was it built and how long did it take? Who worked on the building, what evidence is there in its features? What was it</i></p>	<p>around and those observed in Australia, such as Chinese New Year, Christmas Day, Diwali, Easter, Hanukkah, the Moon Festival, Ramadan) (ACHASSK065)</p> <p>Year 3 - The historical origins and significance of the days and weeks celebrated or commemorated in Australia (e.g. Australia Day, ANZAC Day, National Sorry Day) and the importance of symbols and emblems (ACHASSK064)</p> <p>Year 4 - The diversity of Australia's first peoples and their long and continuous connection to Country/Place (land, sea, waterways and skies) and their pre-contact ways of life. (ACHASSK083)</p> <p>Year 3 - Why people participate in community groups, such as a school or community project, and how students can actively participate and contribute to their local community. (ACHASSK072)</p> <p>Year 3 - One important example of change and one important example of continuity over time in the local community (e.g. in relation to built environments, entertainment, daily life).(ACHASSK062)</p>
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Heritage List - Explore the rules that protect significant heritage sites and assess the Town Hall by this criteria

originally built for? Name 3 other ways it was used in the community over time. What it is used for now?

Complete the [online jigsaw](#) of Hay St showing the Town Hall

Resource 12- Extension Activity - Some buildings in Australia are protected from being torn down or changed in significant ways. They are called heritage places.

How does the Perth Town Hall measure up?

Year 5 - How regulations and laws affect the lives of citizens (e.g. the different types of laws, how laws protect human rights). (ACHASSK117)



One country many cultures - Living with diversity	Resources & Activities	Curriculum Links (include Cross Curriculum Priorities & Capabilities)
<p>Diverse groups have made many contributions to both the building & life of the Perth Town Hall.</p> <p>The Town Hall building bears physical reminders of convict contributions to the City Use Exhibition Page 'Convicts & Architects'.</p> <p>Town Hall's diverse roles throughout history reflect community identity</p> <p>Within the Australian community there are many cultural & heritage groups.</p> <p>New Migrants became citizens at the Town Hall & contributed to the life of Perth in many ways.</p>	<p>In 1850 the first convicts arrived in Fremantle - watch ABC media clip on their contributions</p> <p>Story of the convicts - Frederick Bicknell - 'He helped build the Town Hall'. This story in the Sunday times in 1935 shares the reflections of ex-convict Mr Bicknell sent to the Swan river for a minor offence, who helped build the Town Hall - What is the meaning of his 'big joke' in the design of the Town Hall windows like broad arrows. ?</p> <p>Resource 13 - Comparative images - Windows/Convict uniform</p> <p>Do a Research Project in small groups - Use Resource 9 & create a digital presentation (mind map using Popplet or similar app).</p> <p>How has the Town Hall been used and by whom through the ages' - present findings as a class - Explore 6 Exhibition pages ' Town Hall in War & peace...Having Fun...Show & Tell.. Meeting ...Dining & Dancing....' 1 per group</p> <p>Explore the ways 'New Australians' contributed to Australian Society in Western Australia - research cultural contributions</p> <p>USE Exhibition resources - In 1952 the Good Neighbour Council put on an International Fair & Migrant Expo, The Ukrainian Assoc Winter Ball in 1954. After WW2 - Exhibitions of the arts and crafts of ' New Australians were popular contributions at the Town Hall.</p>	<p>Year 3 - The role that people of diverse backgrounds have played in the development and character of the local community, as reflected in architecture. (ACHASSK063)</p> <p>Year 5- The nature & patterns of colonial development and settlement and how this impacted upon the daily lives of the different inhabitants (e.g. convicts, free settlers, Aboriginal and Torres Strait Islander Peoples). (ACHASS107)</p> <p>Year 4 - People belong to diverse groups, such as cultural, religious and/or social groups, and this can shape identity (ACHASSK093)</p> <p>Year 6 - The contribution of individuals and groups to the development of Australian society since Federation. (ACHASSK134)</p>



The Australian identity over time	Resources & Activities	Curriculum Links (include Cross Curriculum Priorities & Capabilities)
<p>Defining identity - our cultural backgrounds helps define who we are - there are many signs of a person's visible culture - how and what people celebrate, language, foods, celebrations ...</p> <p>Culture can be compared to an iceberg - we only see the tip of it above water but there is so much more underneath attitudes, beliefs, rules and values, connection to country</p> <p>Wadjuk Noongar Connection to Country and its significance to identity today</p> <p>Use Exhibition page Wadjuk Noongar Perth Today</p> <p>And Exhibition images Margaret Culbong' crocheted plaque. & Coolbaroo League.</p> <p>A variety of historic & modern sources explore this connection to country</p> <p>1929 Centenary Commemoration Images of Pioneers Dinner, Playlet, unveiling of statue Capt Stirling & the March at Centenary celebration.</p>	<p>USE Exhibition images showing people, shops, Maxim's cafe, Rose Marie fruit palace, dancing, weddings, food, decorations and any other visible signs of culture - what are these images 'suggesting' the dominant culture is ?</p> <ol style="list-style-type: none"> 1. Use AIATSIS map of Aboriginal Australia Interactive Horton/Tindale 1974 to explore the diversity of groups in Australia. & Read the acknowledgement of Country in the exhibition page. 2. Study Margaret Culbong's crocheted Shield in Yellow, Red and black wool to commemorate her connection to country and read her explanation of its meaning below. <p><i>'It had the white man's shape and size but it was putting our mark and our claim on our country.'</i></p> <ol style="list-style-type: none"> 3. Learn about Aboriginal organisations like the Coolbaroo League set up in 1947 to provide cultural and social support to community. what celebration in 1956 did the Coolbaroo Club have in the Town Hall and explain its significance 4. Complete Koorden online jigsaw created by Wadjuk man Rod Garlett and research its meaning. <p>Study the 4 x 1929 Centenary images - imagine your response as Wadjuk Noongar people observing these actions & celebrations during time of White Australia policy & segregation .</p>	<p>Year 4 - Identify different points of view/perspectives in information and/or data (e.g. distinguish fact from opinion, explore different stories on the same topic) (WAHASS33).</p> <p>Year 4 - The diversity of Australia's first peoples and their long and continuous connection to Country/Place (land, sea, waterways and skies) and their pre-contact ways of life. (ACHASSK083)</p> <p>Year 4 - Develop criteria for selecting relevant information (e.g. accuracy, reliability, usefulness) (WAHASS31)</p> <p>Year 4 - Interpret information and/or data collected, identify patterns and trends, make connections between old and new information) (WAHASS32)</p> <p>Year 4- Locate and collect information from a variety of sources (e.g. photographs, maps, books, interviews, and internet) (WAHASS28).</p>
<p>Australia's identity has changed over time</p> <p>Early Explorations of the State</p> <p>Use Welcoming celebrities Exhibition page</p>	<p>Welcoming the Explorers for their contributions to the State</p> <p>Resource 14 - 1874 John Forrest's expedition from Geraldton to Adelaide - owed much of its success to two Aboriginal guides - Tommy Winditch & Tommy Pierre (first Aboriginal person to make a speech in the Town Hall). See image of Exploration team.</p>	<p>Year 4 & 5 - The role and contributions of a significant individual or group in shaping the Swan river colony and including Aboriginal and Torres Strait Islander peoples. Include their motivations and actions. (ACHASSK110)</p>



<p>What experiences and events have changed the way Australians like to see themselves?</p> <p>How Australia has 'grown up' as a Nation is portrayed through the political life of the Town Hall</p> <p>Many Public meetings that shaped the city's future were held at Perth Town hall.</p> <p>The story of Federation in WA for background</p> <p>Use Meetings Exhibition page - images on elections, banners encouraging conscription, Federation, John Curtin meeting about war loans in 1944.</p> <p>Background to Aboriginal rights issue (The Aborigines Act of 1905 with Chief Protector of Aborigines from 1916 -1940 - applying strict controls over all aspects their lives (segregation, curfews, the 'breeding out of Aboriginality' removing children from their families).</p>	<p>In 1875 Ernest Giles crossed the Nullarbor plain on camels and was received in full procession up Hay St to the Town Hall where he parked his camels. Image of this parade in Resource 9 & reception detailed in newspaper article, Nov 1875.</p> <p>Explore his journey through his 'Journal of a forgotten expedition 1880' or research the contributions of Afghan Cameleer Faiz Mohammed from 1848-1910</p> <p>Two World Wars, Population increase due to the Gold rush, migration boom, rights of First Nations peoples</p> <p>Study WA's population statistics table 1890-99 the population explosion due to the Gold rush in 1890</p> <p>Use Exhibition images to tell the story of the political & social growth of Perth.</p> <p>In the years leading up to Federation there were many monster meetings in the Town Hall to discuss how it would work for the State - image of crowds outside voting day Aug 1900.</p> <p>Federal Elections & meetings about political issues of the day were held here; Image - The Town Hall - a polling booth for Federal Elections in 1940.</p> <p>& hosted many meetings & debates on: votes for women, Aboriginal rights, secession from the Eastern States in the 1930s</p> <p>Year 5 activity - research one of these issues (Coolbaroo League integral in human rights issue for Wadjuk people & Edith Cowan's story supports this cause of women)</p> <p>Image - Military conscription banner hanging from Town Hall in WW1 - What does this mean about the government position on this issue - Year 6 activity research what the public thought ?</p> <p>Or Research Sir John Forrest's contributions to the State of WA - see his - 50 years of service Jubilee was celebrated in the Town hall in 1915.</p>	<p>Year 4 - The journey(s) of AT LEAST ONE world navigator, explorer or trader of the late eighteenth century, including their contacts with other societies and any impacts. (ACHASSK084)</p> <p>Year 5- The nature & patterns of colonial development and settlement and how this impacted upon the environment and the daily lives of the different inhabitants (e.g. convicts, free settlers, Aboriginal and Torres Strait Islander Peoples). (ACHASSK107)</p> <p>Year 5 -The key values that underpin Australia's democracy, including freedom, equality, fairness and justice (ACHASSK115)</p> <p>Year 5 - How regulations and laws affect the lives of citizens (e.g. the different types of laws, how laws protect human rights) (ACHASSK117)</p> <p>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 (ACHASSK135)</p> <p>Year 6 - The contribution of individuals and groups to the development of Australian society since Federation. (ACHASSK134)</p>
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