

It's my turf:

Local area study

Strand

Time, Continuity and Change

Place and Space

Culture and Identity

Core learning outcomes

<i>Time, Continuity and Change</i>	TCC 3.1	Students use evidence about innovations in media and technology to investigate how these have changed society.
	TCC 3.4	Students organise information about the causes and effects of specific historical events.
<i>Place and Space</i>	PS 3.3	Students cooperatively collect and analyse data obtained through field study instruments and surveys, to influence the care of a local place.
	PS 3.5	Students describe the values underlying personal and other people's actions regarding familiar places.
<i>Culture and Identity</i>	CI 3.5	Students explain changing attitudes in different time periods towards gender, age, ethnicity or socioeconomic identities.

Purpose and overview

Activities involve participation in a local area study that will assist students to develop understandings about their community through social and environmental inquiry.

Students investigate innovations in media and technology and how this has changed their local area.

Local places such as waterways and catchment areas may be visited to collect and analyse data that can be used to consider how places in the local area may be cared for.

Values underlying students' own actions and those of others that relate to familiar places in the local area are investigated through surveys of community members. Changes in the local area over time, including changing attitudes towards gender and work, are highlighted through a culminating roleplay activity.



Phases	Activities	Core learning outcomes	Assessment opportunities
1. Identifying the topic and sources of information	<ul style="list-style-type: none"> Students identify, collect and analyse primary sources for information about the local area, past and present. 	TCC 3.1 TCC 3.4 PS 3.3	Activities in Phase 1 may provide opportunities to gather evidence of students' demonstrations of TCC 3.1, TCC 3.4 and PS 3.3.
2. Preparing to find out	<ul style="list-style-type: none"> Students investigate the local area and describe its characteristics. 	PS 3.3 PS 3.5	Activities in Phase 2 may provide opportunities to gather evidence of students' demonstrations of PS 3.3 and PS 3.5.
3. Finding and sorting out	<ul style="list-style-type: none"> Students investigate how groups use and value places in the local area. 	PS 3.3 CI 3.5	Activities in Phase 3 may provide opportunities to gather evidence of students' demonstrations of PS 3.3 and CI 3.5.
4. Making connections and taking action	<ul style="list-style-type: none"> Based on evidence gathered about changes in the local area, students consider what their local area might be like in the future. 	TCC 3.1 TCC 3.4 PS 3.3 PS 3.5 CI 3.5	Activities in Phase 4 may provide opportunities to gather evidence of students' demonstrations of TCC 3.1, TCC 3.4, PS 3.3, PS 3.5 and CI 3.5.

Assessment

The assessment opportunities outlined are examples of how to assess students' demonstrations of the learning outcomes. As often as possible, negotiate assessment with students and support a variety of ways of demonstrating the learning outcomes. Reflect with students on evidence gathered when making judgments about their demonstrations of learning outcomes. Some students may require more time and/or other contexts in which to demonstrate these learning outcomes. Other modules may provide such time and/or contexts and the 'Levels 1 to 6 module learning outcomes maps' in the *Years 1 to 10 Studies of Society and Environment Sourcebook Guidelines* can be used to identify these modules.

Assessing learning outcomes at different levels

Activities in this module are designed primarily for students working towards demonstrations of Level 3 learning outcomes. Assessment opportunities may need to be modified or created to enable students to demonstrate core learning outcomes before and after this level. Consider the increasing sophistication and complexity of concepts and processes in the progression of learning outcomes.

Consider using the following activities to gather evidence of students' demonstrations of TCC 3.1, TCC 3.4, PS 3.3, PS 3.5 and CI 3.5.

Resource 2

Phase 1

TCC 3.1 Use Resource 2 to determine students' ability to infer information from artefacts and to make a distinction between primary and secondary sources of information.

TCC 3.1 Students investigate the life of a person who has contributed to the development of their local community. Both primary and secondary sources may be used to compile a biography of this person. The biography may be communicated as a video, poster, diorama, research project or oral report.

TCC 3.4 Students list five changes in the local area that they have discovered through investigations and provide reasons for each change.

Phase 2

PS 3.3 Note students' use of pro formas to collect data.

PS 3.5 Students select a local feature that is significant to them and represent it as a model, photographic display or other presentation. They accompany this

representation with a description that reflects the value of this local feature and suggest a positive future for this feature — for example:

- how this feature is used within our community and how its use could be improved
- changes that could be made to this feature in the future: how, when, why and by whom.

Phase 3

PS 3.3 Note students' use of pro formas to collect data.

Using this module

This module provides a guide for planning a study of any local area. There is great diversity of local areas within Queensland and the same locality can be viewed from many perspectives. Activities will need to be modified to suit the local area and students' needs and interests.

Depending on the purposes of a particular study (for example, geographical, demographical, historical), how a 'local area' is identified or defined may vary. The boundaries of a local area will vary according to which group is defining the area: local Indigenous groups, local government authorities and school students may define local boundaries differently. By exploring various definitions of their local area, students will come to see that their area is interdependent with others.

Preparations

As local residents will be a major source of information about the local area, parents/carers will need to be contacted before this module is started. A letter to parents/carers should include information about why the local area study is being conducted and how parents/carers can be of assistance — for example, by completing surveys, locating artefacts and providing anecdotal commentaries.

Identify community members who have knowledge of the history of the area. A futures perspective could also be a focus, whereby students forecast changes and create possible, probable and preferred futures.

Support materials and references

Organise field trips to assist students to investigate natural, social and built environments — for example, to meet with and interview local Indigenous people, to collect information from the local cemetery, the local historical society and/or the local council. Other local groups, including service clubs, catchment management/watercare/saltwater groups or government/community agencies, could provide assistance (see 'Support materials and references').

Background information

Terminology

In this module students have opportunities to become familiar with and use the following terminology:

analyse	environments	natural environment
artefact	evidence	primary source
built environment	infer	secondary source
collate	local area survey	social environment

School authority policies

Be aware of and observe school authority policies that may be relevant to this module, particularly those related to organising field trips, sun safety and inviting guest speakers such as parents/carers and local community members to talk to students.

Equity considerations

Activities take place in a supportive environment. They provide opportunities for students to increase their understanding and appreciation of equity through valuing diversity and challenging inequities. Activities encourage students to:

- view local situations from a range of perspectives
- understand and demonstrate actions that support the rights and feelings of others in their group
- consider cultural diversity
- reflect on how a group influences an individual's behaviour
- reflect on the values of groups in the past, present and possibly in the future.

Some students with disabilities may need assistance with some activities. Advice should be sought from their support teachers.

It is important that these equity considerations inform decision making about teaching strategies, classroom organisation and assessment.

Links

Studies of Society and Environment

This module is one of a suite of modules for Levels 1 to 6. See the Queensland School Curriculum Council website at www.qscc.qld.edu.au for more information.

This module has conceptual and process links to the following modules:

- Level 1: *Lean, green cleaning machine: Caring for the environment*
- Level 2: *Our places: Local area and global environments.*

Other key learning areas

Activities may offer opportunities for planning across key learning areas. However, it is important that the integrity of the key concepts, organising ideas and processes within key learning areas is maintained.

Possible links to *The Arts*:

- DR 3.1 Students negotiate, in and out of role, a range of situations and narratives.
- DR 3.2 Students rehearse and present dramatic action for a specific purpose.
- DR 3.3 Students discuss and interpret the learnings and understandings developed through drama experiences.

Evaluation of a unit of work

After completion of units of work developed from this module, collect information and make judgments about:

- teaching strategies and activities used to progress student learning towards demonstrations of core learning outcomes
- opportunities provided to gather evidence about students' demonstrations of core learning outcomes
- future learning opportunities for students who have not yet demonstrated the core learning outcomes and to challenge and extend those students who have already demonstrated the core learning outcomes
- the extent to which activities matched needs of particular groups of students and reflected equity considerations
- the appropriateness of time allocations for particular activities
- the appropriateness of resources used.

Information from this evaluation process can be used to plan subsequent units of work so that they build on, and support, student learning. The evaluated units of work may also be adapted prior to their reuse. For further information, refer to the 'Curriculum evaluation' section in the sourcebook guidelines.

Activities

Phase 1 Identifying the topic and sources of information

Core learning outcomes emphasis: TCC 3.1, TCC 3.4, PS 3.3

Students identify, collect and analyse primary sources for information about the local area, past and present.

Activity 1 Where do I live? Definition of the local area

Ask students to write a response to the question 'Where do I live?'. Ask students:

- Would all the people you know respond in the same way to this question? If not, how might their responses be different?
- How would your friend or neighbour respond to this question?
- Why might their response be the same as or different from yours?

Support materials and references

Ask students to show where they live on a map of Queensland (see 'Support materials and references') and then on a street map or a local area map.

In small groups, invite students to share their initial written responses or display them on the wall. Ask students to discuss how the responses are the same and how they are different. Discuss and write a definition of their local area.

Activity 2 Show and share: Defining and investigating primary sources

Teaching considerations

A primary source is any piece of information produced at the time in history that it refers to — for example, a certificate, diary, picture, artefact, report or journal. It must not be altered.

Resources 1 and 2

Explain the difference between primary and secondary sources. Assist students to collect examples of primary and secondary source materials from the past (Resource 1 provides examples) that show how life in their local area has changed. Encourage them to discuss the items they have found. Assist students to use Resource 2 to investigate the artefacts and to sort the items into primary sources and secondary sources.

Activity 3 Photo study: Identifying and analysing primary sources

Locate photographs of the school or some other building, shop or specific part of the local area in the past. Introduce these photographs as primary sources which can provide information about a place. Assist students to discuss these photographs.

Possible questions include:

- How is this school similar/different today?
- How many children are in the photograph? Do you think they were all in one class? Why?
- Where do you think their books were kept?
- What differences can you see between our school/classroom and the one in the photograph?
- Why do you think there have been changes to the school/classrooms?
- How could we find out more about the changes in the school/classrooms?

Write responses to questions on flash cards and display them around the photographs.

Activity 4 Analysing a primary source for information

Give students envelopes containing photocopies of several photographs of houses/buildings from the local area. Ask them to sort the photographs into old and new buildings. Invite students to form groups of two or three and to justify their categories to the other group members. Ask each group to create a timeline of the buildings from oldest to newest. Invite a member of each group to explain their sequence to the class.

Possible questions to aid discussions include:

- How do you know a house is old?
- What criteria did you use to sequence the houses in the timeline?
- What are these new houses made of?
- Why do you think house styles have changed?
- What other household items have changed? Why have these items changed?
- What things have not changed?

Activity 5 Preparing interviews: Collecting and preparing data for analysis

Teaching considerations

Members of the local community could be invited to come into the school to participate in this activity.

Clearly explain the purpose of this activity: to investigate changes in school life in the past 50 years.

Create three groups based on who students want to interview:

- parents/carers who attended schools in the local area
- grandparents who attended schools in the local area
- local residents, over 50 years of age, who have attended schools in the local area.

Ask groups to generate a list of questions about changes that have happened in school life in the last 50 years. To stimulate questions, refer students to extracts from old school magazines or centenary booklets. Encourage students to include questions about changes in technology and media.

Ask each group to report back with their questions. As a class, negotiate questions for each of the three interviewee groups. Arrange for students to conduct interviews. These may be done by telephone or email or in a face-to-face setting. Ask the three groups to collate the information from their interviews under two headings:

- similarities in school life through the ages
- differences in school life through the ages.

Ask each group to use a poster or a dramatic/oral presentation to report their findings to the class. Consider modelling how to write a report titled, for example, *The changes we have noticed in school life over 50 years*.

Following the presentations, discuss how innovations in media and technology have changed school life.

Activity 6 Population changes in our local area

Ask students to discuss when their families moved to the local area. If possible, invite elderly parents/carers or community members to discuss their recollections of settlement in the local area.

- When did most families move into our local area?
- Why did most families move into the area?
- Are there any patterns or trends?
- Are these patterns related to any specific historical events?

Consider how the class might find out what has influenced changes in population patterns. Present a population graph or statistics that show how the cultural diversity of an area has changed. Discuss ways that class data about local population changes can be represented.

Activity 7 Cemetery visit: Collecting and analysing data about population trends

Teaching considerations

Visit the local cemetery to investigate evidence of population patterns, popular names of previous generations and aspects of family profiles such as size, composition and average lifespans. A scattergram may be used to collect this data.

Before visiting the cemetery, explain that the purpose of the visit is to establish population trends in the local area. Divide students into groups and explain that each group will be researching the graves in a particular time period — for example: 1850–1900 1900–1950 1950–1970 1970–2000.

Resource 3

Discuss the questions on Resource 3 and how students might collect this information, especially the surnames which appear most frequently.

Visit the local cemetery and assist students to collect information. After the excursion, invite each group to report on its findings and compare results. Discuss any trends.

Ask:

- Can we determine who the pioneering families of this area were? What other information do we need?
- How could we find out more about these families?
- What can we tell about these people?
- What cultural/ethnic groups lived in the area at different times?
- What other evidence is there to support our findings?

Draw conclusions, such as the identity of cultural groups that have settled in this area since 1920 and why these groups may have settled in the area.

Activity 8 Invited speaker: Childhood in our local area 50 years ago

Teaching considerations

Arrange for someone who has lived in the area for a long time to talk to the class about life in the local area as they remember it during their childhood. The local historical society may be able to recommend someone.

Assist students to prepare between five and ten questions to ask the invited speaker. The purpose of the questions is to assist students to collect information that they can use in a report on 'Childhood in our local area 50 years ago'. Provide the questions to the guest speaker beforehand and follow appropriate protocols.

The report may be presented in a number of ways, including as an edited videotape of the interview, or as an enactment, written report, oral report or computer presentation.

Phase 2 Preparing to find out

Core learning outcomes emphasis: PS 3.3, PS 3.5

Students investigate the local area and describe its characteristics.

Activity 9 Defining the local area

Teaching considerations

Provide a range of local area maps, such as topographical, orthophoto and cadastral maps, and street directories. Ensure students understand the purpose of these types of maps and how to use them.

Ask students to draw a map of their route to school or another appropriate location in the local area and to mark natural, built and social features on their maps. Divide students into pairs and ask them to discuss their maps. Ask students to extend their original maps to include their partner's home and the natural, built and social features they had included on their map. Partners then find another pair to join with, and together they draw another map which shows all four homes, the school and other important places in the community. Questions to aid discussions may include:

- Does your map show places where family members work? If so, what are these places?
- Does your map show where shops are?
- Does your map show where parks are?

Display a range of maps in the classroom. Discuss what is similar and different about each map. Consider how each map may be useful for different purposes.

Activity 10 Local area tour

Organise a walk or a bus or train trip around the local area. Make several stops to photograph and record observations about natural, built and social features such as local waterways, farms, churches, significant Indigenous sites, shopping centres, new building sites, industrial buildings and recreational areas. Make particular note of where the local environment has been made more accessible for people with disabilities — for example, by building wheelchair ramps.

Visit sites, including local waterways, and note how such features may have been altered — for example, by the addition of bridges, dams, culverts, causeways and drains. If in a beach community, visit the beach twice to note tidal changes. Visit a commercial section of your local area twice — for example, in the morning and at lunchtime — and note the changes in activities.

Resource 4

Ask students to complete a work sheet similar to Resource 4.

Activity 11 Land use in the local area

Organise a class discussion where students refer to their field trip observations and make comments about land use in the local area. The following questions may aid discussion:

- Who appears to value/not value particular places we visited? Why do you think this?
- Can you suggest changes to our local area that would make it more accessible for people with disabilities?
- How could our community improve the use of our waterways?
- How could we manage the natural environment?
- Which places do you feel are in need of local community attention? Why?

Activity 12 Local waterway exploration**Support materials and references****Teaching considerations**

The following resources are useful for investigating waterways: *Catchment Care Education Kit* (produced by the Queensland Department of Primary Industries and available in many schools), the Pullenvale Environmental Centre's unit on water catchment areas and *Whizzy's Incredible Journeys* from the Queensland Department of Natural Resources.

Encourage students to brainstorm issues about local waterways. Discuss questions such as:

- Do you believe the waterways always looked like they do now? What makes you think this?
- How do you think Indigenous people have used/could use this waterway?
- What different groups would use this waterway? Other living things?
- How do you think each group uses or misuses the waterway? What does this tell you about how they value that waterway?
- How is the waterway important to humans?

Resources 5a and 5b

If appropriate, walk along one of the waterways in the local area. Assist students to use Resources 5a and 5b to collect data during the walk.

Activity 13 Redefining a personal local area

Refer students back to the maps they created in Activity 9. Ask them to add new pieces of information from their journey around the local area and their waterways walk.

Encourage students to explain to a partner how the map shows what they have learnt.

Phase 3 Finding and sorting out

Core learning outcomes emphasis: PS 3.3, CI 3.5

Students investigate how groups use and value places in the local area.

Activity 14 Advertising the local area

Assist students to collect and analyse a range of advertising materials about the local area. Ask them to make a list of the words that are used to describe the local area and to cut their list into individual words. In groups, students classify the words into topics such as tourist features, water, people, industry, weather and nature. Each group reports on categories it has chosen. Discuss categories and create a class list. Discussion questions may include:

- Are there any other categories that we don't have? Can your words be added to these categories?
- Which category heading best suits our local area? (encourage debate)
- Would your parents/carers choose these same headings? Why or why not?

Activity 15 Collecting evidence of groups in our local area

Teaching considerations

Establish contact with a Studies Of Society and Environment teacher at a local secondary school who will assist with the survey. Some discussion about the sensitivity of students who don't belong to particular groups needs to occur before collation of the surveys.

In collaboration with parents/carers, arrange for students to bring evidence of cultural, sporting, recreational, religious and community groups that are represented in the local area. Students may bring items such as local newspapers or clippings, photos, newsletters from local organisations, magazines or cultural artefacts. Assist groups of students to sort the items into primary and secondary sources.

Assist students to list the information about groups. Ask students which groups they think students at the school will be most involved in. Ask how this assumption could be verified.

Assist students to create a survey form that gathers data about which local groups children, teenagers and adults are involved in. Divide the class into four groups. Each group is to survey all the students in a year level or class. When the survey information is collected, each group collates the information.

The following questions may assist students to analyse the data they have gathered about local groups:

- What are the most popular community groups? Least popular?
- Are these groups for males only or females only? If not, do they attract mostly males or mostly females? Why might this be? How do you feel about this?
- How many different groups do the class members participate in?
- What groups did your survey group belong to that we did not think of when we started?
- Why might some children not belong to many groups? Why do you think this is?
- How could the survey be improved to give us more information about students' local area involvement?

Activity 16 Teenage group membership survey: things that may influence my choices in the future

Assist students to interview teenagers using the survey created in the previous activity. Discuss the purpose of the survey: to investigate how groups influence teenagers and to promote thinking about their own future.

When the survey is completed, assist students to collate the data. Draw up a retrieval chart to record the number of students in each group. Model for students how to group the influences together into categories. Ask students to write a paragraph about what groups they may choose to belong to in secondary school and why.

Compare the information collected to infer whether children or adults or both are members of community groups.

Conclude by encouraging students to discuss:

- 'Things that influence my choices about the activities I participate in and the groups I join are ...' (for example, fun, competition, doing things on my own, being outdoors)
- 'In the future, I might be influenced by ...'.

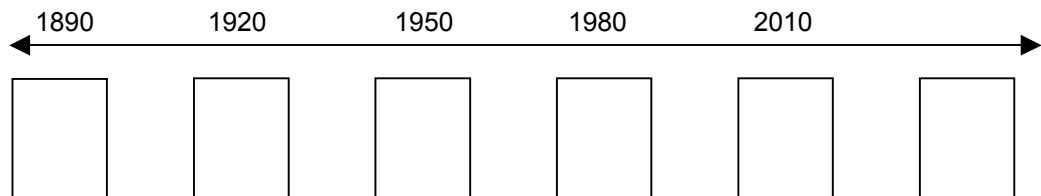
Phase 4 Making connections and taking action

Core learning outcomes emphasis: TCC 3.1, TCC 3.4, PS 3.3, PS 3.5, CI 3.5

Based on evidence gathered about changes in the local area, students consider what their local area might be like in the future.

Activity 17 Futures activity

Locate photographs, videos or other discussion stimulus materials that show changes to the local area over time. Discuss these changes with students, considering natural, built and social environments, types of work (if evident) and children's activities. Assist students to record this information on a timeline by writing descriptions or drawing images that represent their local area at different points in time.



Use relevant information sources to explore what life may be like in the future. Discuss the terms 'possible, probable and preferred futures' and ask students what they think their local area will be like in 10, 20 and 50 years' time. In the last box on the timeline, ask students to record their descriptions and images of their local area in the future. Discuss why they think this might be the case.

Activity 18 Demonstrating understandings about the local area

Use roleplay (refer to *Years 1 to 10 The Arts Syllabus* and associated materials) as a strategy to assist students to demonstrate:

- their understandings about local area features
- their knowledge about changes in the local area and the contributions people have made to the area
- their ability to use communication and mapping skills to describe features, direction, locations and distances in the local area.

Students enact roles of promotions officer at the local council, a prospective resident, and an observer who gives feedback to the roleplayers. Encourage students to take a turn at each role. Tell students that they will be assessed on the following:

- The promotions officer should make their local area sound very attractive, but be honest about the characteristics of the area and the services and activities that are available.
- The prospective resident should ask a wide range of questions and give reasons for their decision to move or not move to the area.

This roleplay may be presented to another class to enable students to demonstrate what they have learned about their local area.

Primary sources

Resource 1

Printed material

- etchings, sketches, lithographs, cartoons, paintings
- letters, postcards, Christmas cards, telegrams, invitations
- signatures, autographs, scrapbooks
- magazines, comics, books, popular stories, plays, songs and rhymes
- diaries, journals, ships logs, autobiographies (published and unpublished)
- newspapers
- phone books
- trade catalogues, labels, advertisements
- recipes, sewing patterns, shopping lists, sheet music
- entertainment tickets, programs, posters
- honour boards, school books and charts
- wanted and war posters, land sale and auction advertisements
- travel brochures, tickets, passports
- stamps, money (pre-Federation and predecimal currency)
- official records, registers, accounts and minutes from businesses, clubs and government institutions
- certificates (birth, death, marriage, baptism, school, apprenticeship), military commissions, wills

Photographs and maps

- photographs, photo albums, cameos
- magic lantern slides
- home movies, videos
- old movies or reproductions, modern film that includes old footage
- commercial films that reproduce past settings
- maps (cadastral, orthophoto, topographic, tourist, aerial survey)
- charts, side profiles of land features
- street directories

Artefacts

- coins, medals, brass house-trimmings, Victoriana
- furniture, including lantern, candle holder, linen, embroidery, radio, television, telephone, linoleum, wallpaper, rug, perambulator, curtains, drapes, mosquito net and hoop, coal shovel, scuttle and hearth brush, clock, watch, picture, frame, taxidermal animal, vase
- washing, sewing and ironing items, including copper tub, washboard, soapbox, soap recipe, iron, starch recipe, bath, wringer/mangle, treadle machine, sewing basket, mannequin, sewing pattern, fashion magazine, imperial tape measure, tatting bobbins, lace, ribbon, patchwork, bone and wood buttons
- clothes, including hat and bonnet, hat pin, collar piece, braces, clerk's armband, cyclist's leg clip, gaiters, cravat, tie, bow, neckerchief, military garments, boots, pinafore, crinoline and bustle frame, jewellery, hair decoration, wig, glove, hatbox
- musical instruments, phonograph, gramophone, sheet music, music box
- recreation items, including sports equipment and clothes, pennant and trophy, photographic equipment, magic lantern slides, collections
- toys, including spinning top, doll, teddy, kaleidoscope, bike, pram, tea set, cards, chess, tin soldiers, billycarts, cigarette cards
- writing materials, including stamps, wax seal, pen quill, nib, ink, inkwell, inkstand, escritoire, slate, chalk
- tools, including hammer, nails (wood, metal), chisel, adze, saws (e.g. pit saw, cross saw), axes (e.g. felling and broad axes), cow bells (e.g. condamine bell), horseshoe and nails, leather saddlery, quarrying tools
- health, including medicine bottle, pillbox, lead toothpaste tube, chamber pot, medical instruments, washstand, pharmaceutical canisters, glass kerosine fly trap
- car parts, horse and carriage equipment

Primary sources (continued)

Resource 1

Oral history

- Aboriginal community and descendants, Torres Strait Islander community and descendants
- immigrant community and descendants
- early settlers and descendants
- elderly community
- former school students and teachers
- railway worker, farmhand, policeman (retired or employed)
- representative from local museum or historical society
- parks and wildlife officer
- professional storyteller, artist, folksinger, poet
- people from human interest stories in local newspaper

Aboriginal heritage

- sites — for example, midden, bora ring, kippa ring, stone fish traps, shield and canoe trees, cave dwellings and overhangs, rock art
- oral history by local Indigenous people
- field activities — for example, visiting sites, locating and tasting bush foods, using natural resources to create various crafts
- written and pictorial descriptions of Aboriginal life and Torres Strait Islander life and contact with early European settlers
- language and dialect remnants, Indigenous place names
- artefacts

The environment

- natural environment, including geographic features, indigenous plants and animals, and signs of drought, fire, flood, cyclone
- built and social environments, including:
 - Social:
 - people, buildings and artefacts associated with social, cultural, political, religious, legal, economic activity
 - Rural:
 - ring-barked trees and cleared land
 - soil erosion and prevention techniques
 - rails and corrals
 - evidence of introduced animals — for example, rabbit warrens
 - quarries, mines
 - forestry plantations and orchards
 - prickly pear clumps (introduced by man)
 - silo, windmill, tower
 - artesian pumps, dams
 - Coastal:
 - spit, groin, silted waterways, dredging
 - canals, pipes
 - pier, wharf, unused fishing vessel, marina, lighthouse
 - Urban:
 - buildings — residential, commercial, recreational, industrial, military, government
 - street names, width, trees, traffic signs
 - gas and electric lights, telegraph poles
 - fencing — for example, stone, post and rail
 - bollards, footpaths, paving — for example, brick, stone, cement
 - railway and tram tracks, bikeways, walking tracks
 - park, garden, statue, monument, memorial, fountain, playground equipment
 - hitching post, horse trough, boot scraper

Analysing artefacts

Resource 2

Sketch of artefact:

What I **know** from observing this artefact:

What I can **infer** (guess) about this artefact:

I think this is a primary/secondary source because:

Cemetery study

Resource 3

Cemetery study

Era of study _____

Find the oldest grave from this era. Draw a picture of the headstone.



Whose grave is it? _____

What dates are recorded on the headstone? _____

How many graves are in your era? _____

Which three surnames appear most frequently in your era? _____

Were more names added to the headstone? _____ If so, when? _____

Is there a year that has more graves than others? _____

Which year? _____ Why do you think this is? _____

Features of our local area

Resource 4

Feature	Description/drawing	Significance <small>(circle appropriate words)</small>
Natural, built or social Name _____		historical spiritual cultural recreational workplace natural resource
Natural, built or social Name _____		historical spiritual cultural recreational workplace natural resource
Natural, built or social Name _____		historical spiritual cultural recreational workplace natural resource
Natural, built or social Name _____		historical spiritual cultural recreational workplace natural resource
Natural, built or social Name _____		historical spiritual cultural recreational workplace natural resource
Natural, built or social Name _____		historical spiritual cultural recreational workplace natural resource
Natural, built or social Name _____		historical spiritual cultural recreational workplace natural resource

Record of findings on waterways walk

Resource 5a

Field sketch

Evidence of humans	Plants and animals	Waterways features	Location

What to look for on the waterways walk

Resource 5b

Use this checklist with Resource 5a to create a record of your findings on this waterways walk.

Features of waterways environment	Yes or No
<i>Human intervention</i>	
– pipes	
– dredging	
– jetty	
– fence	
– access hole	
– buildings	
– parks	
– pollution	
– tracks	
– erosion	
<i>Plants and animals</i>	
– animal tracks	
– animal droppings	
– plants and food plants	
<i>Waterways features</i>	
– dry	
– standing water	
– flowing water	
– meandering flow	
– estimate of depth	
– estimate of width	
– underground	
– tidal	
– banks	
steep	
medium	
flat	

Support materials and references

Davis, M. 1989, *Flashback! A Primary Source Approach to Local Area History*, Sunshine Coast Education Centre, Nambour, Qld.

Department of Primary Industries & Landcare Queensland 1994, *Saltwatch: Instruction Book and Activity Book*, Queensland Government and Department of Primary Industries, Brisbane.

Keep Australia Beautiful Inc. 1996, *School Environmental Audit — A Guide to Best Practice Environmental Management*, Fortitude Valley, Qld.

Murdoch, K. 1992, *Integrating Naturally: Units of Work for Environmental Education*, Dellasta Pty Ltd, Mount Waverley, Vic.

Murdoch, K. & Ray, S. 1994, *Waterways*, Macmillan Education Australia Pty Ltd, South Melbourne, Vic.

Kits

Critical Literacy: Resource Pack 1996, Australian Association for the Teaching of English. (Video plus teacher handbook of readings and resources.)

Department of Natural Resources 1995, *Whizzy's Incredible Journeys: An Early Childhood Education Classroom Resource Package — Exploring the Water Cycle*, Brisbane.

Department of Primary Industries 1992, *Catchment Care Education Kit*, Department of Primary Industries, Brisbane.

Education Queensland 1998, *I Wonder ... A Resource Kit that Models the Use of Story and Artefacts in Natural and Cultural Settings to Explore Environmental Issues Within a Social Context*, Brisbane.

Jacaranda Primary Atlas, 2nd edn, and *Jacaranda Interactive Atlas of Australia v1.0 Studies of Society and Environment* 2001, John Wiley & Sons Australia Ltd, Milton, Qld.

Websites

(All websites listed were accessed in June 2002.)

The Australian Gateway Project: A National Collaboration. www.oztourism.com.au/oztwqld.htm
Provides information about Australian towns.

Brisbane City Council, *Brisbane stories*.
www.brisbane-stories.webcentral.com.au/core/home/stories_frames.htm
Provides stories of Brisbane communities, including Boondall Wetlands, Oxley Creek, Woolloongabba People and Places and Stafford District Community History.

Environment Australia. www.erin.gov.au

Local Government Association of Queensland. www.lgaq.asn.au

LocalNet Australia, *Australian Community Directories and Local Information links*.
www.localnet.au.com
Business, shopping, daily links and community information pages for local communities.

Queensland State Library, *Child's Play*. www.childsplay.slq.qld.gov.au

Queensland State Library, *John Oxley Library*. www.slq.qld.gov.au/jol/collections
Index to photo collections.

Waterwatch Australia. www.waterwatch.org.au

Contact relevant local councils and shires for information about local area and community histories.

This sourcebook module should be read in conjunction with the following Queensland School Curriculum Council materials:
Years 1 to 10 Studies of Society and Environment Syllabus
Years 1 to 10 Studies of Society and Environment Sourcebook Guidelines
Studies of Society and Environment Initial In-service Materials

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