

## HUMANITIES AND SOCIAL SCIENCES – HISTORY AND GEOGRAPHY

## OldPerth | Year 8

OldPerth is a project created by the Curtin University HIVE in cooperation with the State Library of Western Australia. [OldPerth.org.au](http://OldPerth.org.au) provides a unique way of browsing historical photographs from the collections of the State Library of Western Australia.

This lesson plan for teachers is a suggestion of classroom activities that link with the study of geography component of the year 8 Humanities and Social Science syllabus in the Western Australian curriculum.

### Knowledge and Understanding

Syllabus content	Lesson content	Skills
<b>Landforms and landscapes</b> The different types of landscapes in Australia and their distinctive landform features (e.g. coastal, riverine, arid, mountain, karst).  <b>Changing Nations</b> The causes and consequences of urbanisation in Australia. (specifically Western Australia) (ACHGK050)	<b>Geography</b> Brainstorm and map work – Identification of landforms and landscapes – Explore local landscapes/landforms Skills – Questioning and Researching – Analysing – Evaluating Concepts – Place – Environment What is urbanisation? Map work to show the growth of urban areas. (Western Australia). Overview of the history of population growth in Western Australia. Where do most people live? Why do they move to the cities/regional centres? Consequences of urbanisation in Western Australia	– Questioning and Researching – Literacy – Critical and creative thinking – Information and Communication Technology (ICT) capability  <b>Analysing</b> Interpret information and/or data to identify key relationships and/or trends displayed in various formats (e.g. change over time in a series of images, identify spatial distributions from a map) (WAHASS71)

**Lesson Plan | Duration: 50 mins****Focus Questions/Learning Intentions**

What is urbanisation and what patterns of urbanisation are there in Western Australia?

What are the geographical features that have affected urbanisation in Western Australia?

What information can we draw from photographs as primary sources of historical evidence?

**Outcomes:**

At the end of this lesson, students will be able to:

- Understand impacts of Western Australian landforms on urban development in Western Australia.
- Analyse and interpret photographs as primary historical sources.
- Access and draw information from digital resources including the OldPerth site and the State Library of Western Australia catalogue.

**Resources:**

- (Optional) Interactive board: open websites SLWA and OldPerth.
- Student devices linked to the internet: open websites OldPerth and State Library of Western Australia.  
[OldPerth.org.au](http://OldPerth.org.au)  
[slwa.wa.gov.au](http://slwa.wa.gov.au)  
[exhibitions.slwa.wa.gov.au/s/mewa/page/home](http://exhibitions.slwa.wa.gov.au/s/mewa/page/home)
- Copies of A4 worksheet, 1 per student or per pair if working in pairs.
- Pens or pencils.
- Graph paper (for extension).

**Outline:***Introduction (5 mins)*

- Introduce urbanisation as a topic and lead discussion to gauge students' understanding. Raise questions about the development of the City of Perth and other cities and towns in Western Australia, such as Fremantle, Bunbury, Kalgoorlie and Broome.
- Explain that the State Library of Western Australia collects and preserves published materials relating to Western Australia, including photographic records, and that by looking through these students can investigate the changes over time. Review the purpose of photographs as primary historical evidence. Discuss the difference between a primary and a secondary source of information and examples of each. (Primary sources are the raw materials of history – original documents and objects etc. which were created

at the time under study. Secondary sources are accounts or interpretations of events created by someone without firsthand experience).

*Main Body (40 mins)*

- If using the Smartboard, demonstrate access to the OldPerth site, [OldPerth.org.au](http://OldPerth.org.au) and as a class investigate the site.
- Check that students are supplied with devices they are to use. Guide students to work through questions 1–3 from the worksheet provided to explore the website OldPerth.
- Once students are confident exploring the website, go on to questions 4–5. Select some of the student responses in question 5 for pairs, groups, or the class to discuss.
- Students can complete questions 6 and 7 independently.

Extension:

With graph paper make a graph of the growth in Perth's population. Plot the year along the x axis and the population size on the y axis. Do the photographs reflect the changes in population? What examples of photographs can you find that illustrate Perth's population growth? Can you determine any other trends over time through the photographs you find in OldPerth?

*Conclusion: (5mins)*

- Wrap up with a whole class discussion about what information students found. To what extent did this information confirm your hypothesis about the correlation between the dots in the two maps studied?
- Reinforce that photographs are useful sources of primary source historical information and that the State Library of Western Australia collects and preserves published materials relating to Western Australia.

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