

EDUCATION RESOURCE KIT

Educational programs are designed to spark curiosity through the discovery of new ideas, immersive experiences and growth of youth through art & culture.



1X4

8 July - 29 October, 2023

K-6 History Outline:

1X4 addresses ideas behind how each individual piece has different stories to tell based on your own perspective of an object or event. It assists students in exploring how stories are told, and the ways that museums tell those stories.

Syllabus Links:

Students learn about:

- Defining and using terms relating to time, sequencing objects or photographs from the past, eg *then and now*, *past and present*, *a long time ago*
- *Contestability*: historical events or issues may be interpreted differently by historians
- Valuing and appreciating history as a study of human experience, the opportunity to develop a lifelong interest in and enthusiasm for history, and the nature of history as reflecting differing perspectives and viewpoints
- The impact of changing technology on people's lives

Objectives:

Students learn to:

- Develop knowledge and understanding about key historical concepts and develop the skills to undertake the process of historical inquiry.
- Develop skills to communicate their understanding of history.
- Identify and use a range of sources about the past
- Develop historical texts, particularly narratives and descriptions, which incorporate source material
- Discuss the similarities and differences of technology from the past through a range of sources and sequence them over time
- Pose questions about the past using sources provided

Activities:

Before your visit:

- Invite students to bring in an object or photograph from their own or their family's past to talk about that object, event or person. This could be a baby toy, a family photograph or a memento of their past. Teacher can introduce using appropriate language ie 'then and now' to discuss how things have changed in their families. ie 'I have a baby sister now who isn't in this photo' or 'I don't play with this toy any more, but my younger brother does' etc.
- Bring in an object or show a picture of an object that students may not be familiar with anymore (you can also use the virtual museum tour to choose an object from our WPCC museum from the resources link below). Invite students to speculate on what the object is, and what it was used for. Students can then be told/given information on what the object is and was used for and can compare to their own ideas.
- Introduce the idea of perspective/point of view by asking each student to recount a common event that occurred at school, or playing the 'telephone' game.

During your visit:

- Students can use the worksheets below to write down four words that they associate with each object.
- Students think about why each object might have been chosen and what they think that object 'says'.
- Encourage students to ask questions about each object and how it is presented.

After your visit:

- Access the **1x4** website - students or teachers can choose examples from the site and listen to/read the information from each one. Prompt students to ask questions about why there are four stories for each object and how that helps them to understand the object better.
- Use the images attached to this document to label what the object's use was, its key features, using recall for the colours or patterns students can remember as a poster. Once it is complete, teachers can use the **1x4** website to discuss any differences - why might someone remember something differently to another person?
- Teachers can investigate other historical events or objects which have generated multiple perspectives over time - the colonisation of Australia (ie the perspectives of Indigenous Australians vs free settlers vs convicts) is a good example. See below for teacher resource on multi-perspectivity.
- Students choose their favourite object and write about why they like that object.
- Students can make a 'now and then' comparison chart or poster - what the object looked like 'then' and what the version they might have 'now' might be.
- Students can construct a narrative about the history of that object, from the perspective of an owner, or the object itself.

Resources:

- **Newcastle Museum**, *1x4 website* (2023), <https://www.1x4.com.au/intro.htm>
- **National History Education Clearinghouse**, *Multiperspectivity: What Is It, and Why Use It?* (2018) <https://teachinghistory.org/teaching-materials/ask-a-master-teacher/23610>
- **Dubbo Regional Council**, *WPCC Virtual Tour*, <https://www.westernplainsculturalcentre.org/multimedia-library>

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K-6 English Outline:

1X4 addresses the ideas behind how each individual piece has different stories to tell based on your own perspective of an object or event. It assists students in exploring how stories are told, and the ways that museums tell those stories.

Syllabus Links:

Students learn about:

- How everyday objects can be used as a means to tell stories
- Perspectives
- Informative text structures
- Combined text structures (informative narratives)
- How stories are chosen and reflect a community, an historical event, an individual, or an object

Objectives:

Students learn to:

- Plan, create and revise written texts for different purposes (including informative and creative) using appropriate text features and structure
- Listen for understanding
- Construct an oral narrative

Activities:

Before your visit:

- Students can choose their favourite objects and construct a narrative about why they love the object. These can be constructed using simple sentence structure with connectives ie 'My object is....It is my favourite because....It has (adjective). It does (noun).' Or more advanced for Stage 2/3 students using additional sentence structure.
- Students can play a collaborative writing version of 'exquisite corpse'. An example is in the resources links below. Teachers can then discuss how each person adds to the story based on their own point of view, experiences or personality.

During your visit:

- Students use the worksheets below to identify 4 words they could use to describe the objects listed.
- The exhibition invites viewers to access the stories of each object using a digital device, one is provided at the front desk that can be used by the teacher during the visit to invite discussion or to highlight information to students.
- Ask students to come up with their own stories about each object - who made it, where did it come from, what was it used for?

After your visit:

- Teachers invite students to access the website and choose an object, in small groups they can play TABOO (see Resources for further information) without using any of the main words (identified previously as a class, or by teacher, or using worksheets during visit).
- Students use the worksheet and 4 words identified and create a story about the object using those 4 words. As an extension, students can choose to create their story without using the 4 words they have identified.
- Ask students to identify each of the narratives that have been constructed - who do they stories represent, are they owners, those interested, those who created or another?
- Invite students to research an object of significance to their school, family, or community and come up with their own 'four stories' for the object.

Resources:

- **Newcastle Museum**, *1x4 website*, (2023) <https://www.1x4.com.au/intro.htm>
- **Audrey Waters, Readwrite**, *Exquisite Corpse 2.0: Collaborative Story Writing with FoldingStory*, (2011) https://readwrite.com/exquisite_corpse_20_collaborative_story_writing_wi/
- **Bar Games 101**, *Taboo Game Rules and How to Play*, (2021) <https://bargames101.com/taboo-game-rules/#:~:text=Taboo%20is%20essentially%20a%20guessing,on%20to%20the%20next%20word.>

Name: _____

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Write down 4 words for each object:



Commodore CBM 4016 Computer, 1977 - 1982





Dead Snake, 1919

Name: _____

1X4



Write down 4 words for each object:



Racing Saddle, 1955





Joylabe Grand Orrery, 2009























