



RECOLLECTIONS OF THE PAST/USES AND IMPACTS ON OUR COASTLINE

Using the text “Recollections from the Past” students will be able to gain an understanding of coastal life in the 1950’s. Following on from this they can develop an understanding of the impact of human use of the coastline. Students will explore the issues surrounding the use of the coastline such as the construction of buildings or marinas.

History

Year	Content Description	Elaborations	Teaching Points
Four	Historical Skills/ Explanation and Communication Develop texts, particularly narratives. ACHHS086	<ul style="list-style-type: none"> • Listing key events and people’s experiences and linking them together to form a narrative about the past. • Recounting the experiences of an individual based on researched facts. 	<ul style="list-style-type: none"> • Writing diary entries. • Interview techniques- good question writing.
Five	Historical Skills/ Perspectives and Interpretations Identify points of view in the past and present. ACHHS104	<ul style="list-style-type: none"> • Identifying the different motives and experiences of individuals and groups in the past. 	As above + <ul style="list-style-type: none"> • Rules for discussions: <ul style="list-style-type: none"> • no putdowns; • equal time; and • listening. • Identifying key words.
Six	Historical Skills/ Explanation and Communication Develop texts, particularly narratives and descriptions, which incorporate source materials. ACHHS124	<ul style="list-style-type: none"> • Developing narratives based on information identified from a range of sources. • Composing historical texts (for example information reports, expository texts, persuasive texts, recounts, biographies). 	As above + <ul style="list-style-type: none"> • Incorporating fact into narratives. • Interesting sentence starters. • Persuasive.

History

Year	Content Description	Elaborations	Teaching Points
Seven	<p>Historical Skills/ Explanation and Communication Develop texts, particularly descriptions and explanations that use evidence from a range of sources that are acknowledged. ACHHS213</p>	<ul style="list-style-type: none"> • Outlining the significance of a past event, providing reasons for the event and referring to relevant evidence. • Describing the social structure of the ancient society, using evidence from sources such as artwork and written accounts. 	<p>As above +</p> <ul style="list-style-type: none"> • Referencing sources of information.

Civics and Citizenship (Draft)

Year	Content Description	Elaborations	Teaching Points
Four	<p>Communication and Reflection Reflect on personal and family cultural identity and how it might be similar and different from others.</p>	<ul style="list-style-type: none"> • Comparing the influence of family on their lives with other class members to identify similarities and differences. 	<ul style="list-style-type: none"> • Rules for discussions <ul style="list-style-type: none"> · no putdowns; · equal time; and · listening. • Vocabulary e.g. <ul style="list-style-type: none"> · similar to; · whereas; · differs to; and · much like.
Five	<p>Communication and Reflection</p>		
Six	<p>Communication and Reflection Problem-solving and Decision-making Work in groups to identify problems and develop possible solutions and plan for action using decision-making processes.</p>	<ul style="list-style-type: none"> • Examining the impact that a local community proposal might have on different groups, for example, a new housing development. 	<p>As above +</p> <ul style="list-style-type: none"> • Note-taking; use of scaffolds. • How to reach a consensus: <ul style="list-style-type: none"> · decision making process.

Civics and Citizenship (Draft)

Year	Content Description	Elaborations	Teaching Points
Seven	<p>Communication and Reflection</p> <p>Reflect on personal identity and commitment to democratic citizenship and what it means for self, for interactions with others and for the community.</p>	<ul style="list-style-type: none"> Investigating how emotional responses to different situations can be influenced by people's perceptions and points of view and the consequences of those responses. 	As above

Background Information

Examples of coastline use by people are:

- exercise
 - running/walking/swimming
 - dogs/horses
- recreation
 - swimming, kite-boarding, surfing, surf-ski
 - fishing – on shore or from boats
 - picnics
 - sport e.g. volleyball, triathlons, Ironman, surf life saving
- four wheel driving
- camping
- marinas
- restaurants and cafés
- research
- disposal of storm water
- sand mining.

Follow on Activities

Year Four

- Write a diary entry based on the recollections they have written.
- Interview a parent or grandparent about their childhood recollections.

Year Five

- Compare and contrast their own childhood experiences with those from the recollection interviews.
 - For further information listen to *Joondalup Voices. A celebration of 10 years of Oral History* available from Joondalup Library.
- Create a poster or photo board showing past and present.

Year Six and Seven

- Write a historically correct narrative about summer on the beach in the 1950's.
- Research the impact of a historical local issue.
 - Construction of Hillarys Marina (Sorrento Quay). How did local groups react? What were the long term outcomes?
 - For further information see 'Stories from the Suburbs: Sorrento/Marmion/Hillarys/Whitfords' (City of Joondalup 2002). Available from Joondalup Library.
 - Removal of Beach Shacks
 - Construction of Mullaloo Tavern
- Hold a debate about a local issue – past or present.

References

City of Joondalup, 2002, Stories from the Suburbs, Joondalup, Western Australia:

- Burns Beach/Kinross;
- Kallaroo;
- Mullaloo; and
- Sorrento/Marmion/Hillarys/Whitfords.

Committee for Perth, 2011, 'What we thought would kill us' Case Study 1: Hillary's Boat Harbour, <http://www.committeeforperth.com.au/pdf/SpecialReports/HillarysBoatHarbour2011.pdf>