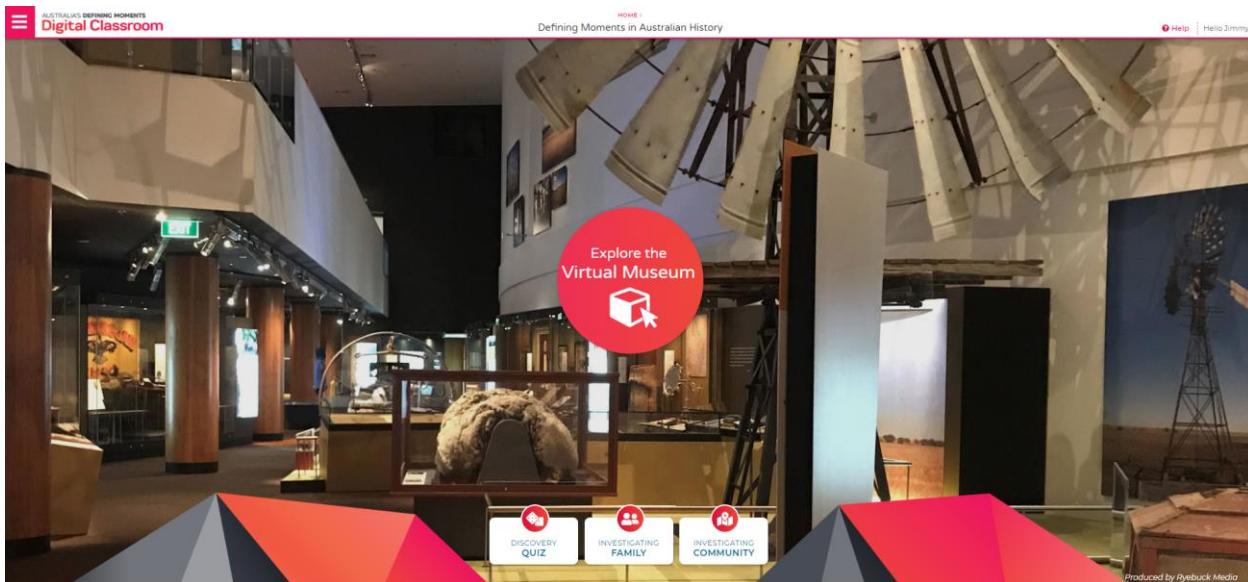


AUSTRALIA'S DEFINING MOMENTS Digital Classroom



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Virtual Museum teachers' notes



Key Australian Curriculum connections: This interactive is suitable for both primary and secondary students from Years 3–6 and Years 9–10. It is relevant to a range of *Australian Curriculum: History* knowledge and understanding areas as well as historical skills development.

Introduction

In this virtual reality activity students can explore the 'Landmarks: People and Places across Australia' gallery in the National Museum of Australia. The gallery covers a large span of Australian history and has individual displays on key defining moments in Australian history.

The main aim of the experience is for students to begin to consider and discuss what makes an event or episode in Australian history a defining moment.

- Why might an event be considered important or defining?
- Who is it important to and why?
- What is the criteria for deciding?
- Who gets to decide?

Displays and objects in the Landmarks gallery hold clues to some of Australia's most important defining moments. The gallery covers a broad sweep of Australian history, but inevitably cannot include everything. Teachers can therefore also use this opportunity to challenge students to consider what has been included, what hasn't, and why that might be.

A good place to start is the **introductory video** featuring secondary school student, Anwen, who introduces students to the Museum's Landmarks gallery and some of its defining moments, and who also mentions a number of the games that students can play on the website.

Activities

1. Divide the students into pairs or small groups.

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2. Using the **Checklist Activity**, ask each pair or small group to find and examine one of the themed gallery displays, e.g. the Gold display, the Snowy Mountains display, the Holden display and so on.
3. Ask them to decide if their display is an example of a personal, a community, a national or a global defining moment (they can select more than one each time). They should then list at least one item from the display to support their conclusion.
4. Set some 'mystery objects' for students to find in the gallery. Start by choosing one of the objects with a green marker. For example – can you find something or someone who sailed around Australia with Matthew Flinders? (Trim the cat) Can you find something that belonged to Dame Edith Lyons? (Brooch and powder compact)
5. Ask the students to find a mystery object of their own and devise a series of clues that can be used to challenge other students to find their object. Is the object they chose a defining moment in Australian history and why or why not?
6. Ask students to explore the 3D objects from the **3D objects Quicklist**. Have them choose one of these, find out what they can about it, and then present the object and their findings to the other students (ideally on an interactive smartboard). Students can consider these questions: How might each object help us find out about a defining moment in Australian history? What other questions do you need to ask to find out more about this defining moment?

