



HISTORY TEACHERS' ASSOCIATION OF WESTERN AUSTRALIA

## **Community Snap Shot Teaching Ideas**

- Using the Kalamunda snapshot get your class to look at the then and now photos, what do they see has changed or stayed the same? You can then repeat this exercise with the text and photos in the Joondalup/ Wanneroo snap shot.
- The CBD snapshot has an excellent account of protest in the CBD. Students could look at this and investigate protests in Perth (especially relevant for year 9 Conscription debate and 10 C&C). The snapshot is written with points to consider thus could be run as a whole class activity.
- The Darlington snapshot fits nicely with Year 7 liveability as it looks at aspects of life and how they changed, with a focus on three key areas.
- Many of the snapshots from rural communities fit nicely with Year 9 Geography and food production, looking at how agriculture has changed over the past 100 years.
- Students could use the snapshots to see what they tell us about WA communities and this could be linked to liveability. The Northcliffe snapshot includes lots of images that could be linked with rural liveability.
- Both Esperance and Kalgoorlie Boulder have produced timelines. Using these timelines and the timeline on the main site produce a class timeline of WA history. Alternatively, using these timelines you could get your class to identify the forces (social, economic and political) by highlighting these different colours. They could then compare this to the WA time line. This could also lead to discussions about what patterns they observe between the timelines.
- There are some great excursions and incursion ideas in the snap shots.
- You could get your students to compare the changes/ continuity of both a rural and urban community. Then in small groups discuss these changes.
- The Northam snap shot is an account from a person who lives in Northam. You could read this class and discuss what we can tell about WA history from this account. Your students could then interview a family member about their life.

- Allocate a community to each member of your class. Ask each student to produce a summary of their community. Then give each student a postcard outline and get them to produce a postcard on that community. You could then display these postcards around a map of WA linked to where their community is located.
- Students could produce a snapshot for their community. They could research how their community has changed or stayed the same since WW1. Their research could then be presented to the local library or council for display.