Level 5 History - Investigating Change Through a Virtual Excursion

Background

As part of our Year 8 History program, students investigate how Geelong has developed and changed. It would be ideal if we could always take our students out of the classroom to undertake fieldwork, but this is not always possible. This activity was designed to allow students to analyse images of Geelong today and allow them to be compared with images of Geelong’s past. It is based on the development of a PowerPoint presentation shown to the class by means of a Multi-media projector.

Aims

1. To show students images of Geelong's past development through a series of historical images
2. To have students recognise changes that have occurred over time by comparing the historical images with images of the sites and areas as they are today
3. To have students analyse and suggest reasons for the changes identified.

Procedure

1. Various images were found showing aspects of Geelong's past development - mostly of sites and regions that would be familiar to most students. About a dozen images were selected.
2. A digital camera was used to record images of the same sites and regions as they appear today.
3. A PowerPoint presentation was prepared using the past and current images. Slides were arranged so that the past and present images could be viewed after each other. The slide format meant that slides could be labelled with appropriate notations and highlights.
4. As the slides were presented students were asked to identify features and changes and then suggest reasons for changes. This was done orally with some note-taking, but worksheets could have been prepared based on the slide presentation.
5. As a conclusion to the activity, students were asked to write an account of the general changes they had observed around Geelong through the slide show, together with reasons. Evaluation

Students responded well to the exercise. They showed keen interest in the historical images but could not always identify the location of the site or region. Most were able to do this once they viewed the current image with recognisable shops, factories, etc. Features were easily recognised in the images and most students were readily able to identify and suggest reasons for changes over time.

There was quite a lot of preparation for the presentation of one lesson, but I feel that it worked well and was an excellent way of having students link aspects of the past with the more familiar present.

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