



## BIG IDEAS

Communities are varied and are made up of a rich diversity of cultures and stories.

There are many ways of mapping and representing our landscapes and stories.

## LEARNING INTENT

### HASS: History

Research and communicate community stories about people, places or events.  
Compare diversity of stories and record similarities and differences.

### HASS: Geography

Interpret different kinds of maps and their specific visual literacies

### HASS: Civics and citizenship

Identify community groups and determine ways to actively participate and contribute

### INFORMATION LITERACY

Select relevant sources of historical and current information that are relevant, reliable and accurate

Compare multiple sources of information to develop points of view

Research and summarise information and develop texts to effectively communicate findings

## KEY INQUIRY QUESTIONS

- How is my story the same and different from others?
- What communities do I belong to?
- What community stories about people, places or events are important to me? How might I find out more?
- How might I participate in my community?
- How do people preserve and share the stories of their communities?
- What do I already know about the Aboriginal stories and histories of my community? How can I find out more?
- How might maps assist me to understand and represent my community?
- What is the most effective way to communicate my findings in an interesting way?

## POSSIBLE LEARNING PROCESS AND RESOURCES

All digital resources connected with this program are shown below in **COLOURED BOLD CAPITAL LETTERS**. These resources can be found on the State Library of South Australia's website on the [PRIMARY YEARS 3-6](#) page.

### WHAT IS A COMMUNITY?

- Discuss the concept of community in relation to belonging to many communities as a member of a class, family and wider local community.
- Explore diversity in the class community through the sharing of personal stories.
- Read Bronwyn Bancroft's picture book, *Coming Home to Country*. Discuss why it might have that title and what it might mean to the author. Discuss what connects you to your home and community. Encourage learners to respond creatively to this idea, drawing on their many senses.

### ACKNOWLEDGEMENT OF COUNTRY

- Research and celebrate the traditional owners of your own community and share an Acknowledgement of Country.
- Discover more about your community's Aboriginal stories and histories.

### RESEARCHING COMMUNITY STORIES: PEOPLE, PLACES AND EVENTS

- Develop an understanding of the role of a State Library as a place to learn, reflect upon our identities, preserve memories and research knowledge and stories. View the **WELCOME TO THE STATE LIBRARY K-6 VIDEO** to learn more.
- Explore the **PETERBOROUGH COMMUNITY MAP** co-designed by children and teachers of the Peterborough community and the State Library of South Australia. The children worked in groups to choose a location that was important to them. They researched the stories of their location and produced short videos in iMovie. Click on the red circle on the Peterborough Community Map to view these videos.
- Invite learners to identify stories about people, places or events in their community that hold personal significance or interest. Research and document these stories. Learners can develop their skills in checking multiple, reliable sources to ensure their information and perspectives are well researched.
- Research people, places and events of your community from the past and present by accessing the collections of the State Library of South Australia. Enter key words into the **CATALOGUE SEARCH**. Your search can be refined using various filters including format and publish date, as shown in the grey box on the left of screen.
- Find items about your community from the State Library's collections, such as a photographs, newspapers articles or maps. Compare the similarities and differences over time.
- Search the State Library's **DIGITAL COLLECTIONS** that showcase curated items from the collection. As well as the search button you may choose to explore the Tabs listed across the top of the page that sort the information in various themes and formats.
- Record oral histories by interviewing community members, including Elders, to discover and record family stories and memories of the past.
- Participate in local community walks to notice your community in detail. Use maps to locate and navigate. Discover landmarks, monuments or stories that reveal aspects of your community.

### MAPPING YOUR COMMUNITY

- Read Lorna Hendry's text, *The Massive Book of Maps* and study different types of maps, including digital maps.
- Discover thousands of South Australian maps through a **CATALOGUE SEARCH** of the State Library's map collection.
- Create your own map to represent an aspect of your community using mapping features including scale, colour, line, symbols, and legends.

### PARTICIPATION IN AND CONTRIBUTION TO THE COMMUNITY

- Identify and discuss the local community groups that learners belong to.
- Research community groups in the local community and discuss ways to contribute as a class or individual.

### SUGGESTED TEXTS

- Wheatley, Nadia & Rawlins, Donna (1987) *My Place*, Walker Books
- [My Place Video series](#) ©Australian Children's Television Foundation and Education Services Australia Ltd 2011
- Bancroft, Bronwyn (2020), *Coming Home to Country*, Hardie Grant Publishing
- Hendry, Lorna (2019), *The Massive Book of Maps*, Wild Dog