



FIRE STORIES

HISTORY LESSON FOR YEAR 3

DESCRIPTION

In this activity, students consider a range of primary historical sources about fire. These include extracts from novels, letters, court reports, a radio play, written memoirs, and video clips. Students consider the attitudes towards fire in 18th and 19th century Britain, such as the association of fire with home and comfort, and compare these ideas to attitudes about fire in early Colonial Australia, in which bushfires were a deadly threat. They also consider common ideas around fire across time, such as community and togetherness. Students then consider attitudes towards fire in our community today, and finally respond by drawing pictures that are narratives about fire.

ACARA HISTORICAL SKILLS

Chronology, terms and concepts

- Sequence historical people and events
- Use historical terms

Historical questions and research

- Pose a range of questions about the past
- Identify sources

Analysis and use of sources

- Locate relevant information from sources provided

Perspectives and interpretations

- Identify different points of view

Explanation and communication

- Develop texts, particularly narratives
- Use a range of communication forms (oral, graphic, written, role play) and digital technologies



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ACARA HISTORICAL KNOWLEDGE & UNDERSTANDING

Year 3 Focus: Community and Remembrance

Knowledge & Understanding in this Activity

In this activity, students consider how attitudes towards fire are an important example of both continuity and change through our community over time, at both the local and national level. They consider how fire has played a role not only in shaping the natural environment but in homes and in daily family life.

They compare and contrast the natural environment and the features of domestic life in 18th century Britain, early Colonial Australia, and modern Australia.

EQUIPMENT

'Fire Stories' booklets containing printed source materials

Electronic materials: PowerPoint file of source materials for display [FireStories.ppt] plus audiovisual files: FirePlay.mp3, ABCFire.mp4, FireHeroes.mp4

Data projector, screen and speakers

Coloured stickers for use in booklets

Art materials (paper, crayons, etc) for drawing activity

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LESSON PLAN

	Total Duration	90 mins
LISTENING & RESPONDING		20 mins
Teacher reads extracts from booklet aloud (see booklet) Students use stickers to label extracts with emotion-words e.g. 'Scary', 'Exciting', 'Happy', 'Peaceful'		
READING & RESPONDING		15 mins
Students read extracts from booklet in pairs, and continue to label with emotion-word stickers		
VIEWING, LISTENING & RESPONDING		10 mins
Students look at the painting 'Black Saturday' by William Strutt. Class discussion of the painting, what it depicts and its emotional power. Students listen to the 'Black Saturday' radio play, and use stickers in booklets to describe emotional responses		
READING & RESPONDING		10 mins
Students read extracts from booklet in pairs, and continue to label with emotion-word stickers		
VIEWING & RESPONDING		15 mins
Students watch video clips of ABC bushfire documentary trailer and YouTube 'tribute to firefighters'. Class discussion of community responses to bushfires. Students use stickers in booklets to describe responses.		
DRAWING		30 mins
Students draw pictures to 'tell a story' from the materials covered, e.g. a bushfire, an English hearth, or any creative response to the themes of continuity and change in attitudes towards fire		

Contact

This education resource was produced by the ARC Centre of Excellence for the History of Emotions. For more information or to arrange a school visit please contact the Education & Outreach Officer in your state:

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