



Teacher Resource

Harbour Bridge Birthday

Focus Questions

Discuss the BTN story as a class and record the main points of the discussion. Students will then respond to the following:

1. The Sydney Harbour Bridge has just celebrated its _____ birthday.
2. Why was the Harbour Bridge built?
3. Why was the bridge known as 'the iron lung' in the 1930s?
4. Why was the ribbon-cutting ceremony to open the bridge interrupted?
5. What makes the Sydney Harbour Bridge unique?

Activity: See, think and wonder

After watching the BTN Harbour Bridge Birthday story, students will respond to the following questions:

- What did you SEE in this video?
- What did you LEARN from this story?
- What was SURPRISING about this story?
- What QUESTIONS do you have about this story?



Activity: Discussion

Discuss the BTN Harbour Bridge Birthday story in small groups or as a class. Ask students to record what they know about the Sydney Harbour Bridge. What questions do they have? Use the following questions to help guide discussion:

- Where is the Sydney Harbour Bridge? Find on a map.
- When and why was the Sydney Harbour Bridge built?
- What is unique about the Sydney Harbour Bridge?
- How is the Sydney Harbour Bridge different to other bridges around the world? Compare and contrast.

EPISODE 8

22nd March 2022

KEY LEARNING

Students will explore the history of the Sydney Harbour Bridge. Students will explore a range of historic places and their importance to people.

CURRICULUM

HASS – Year 4

Pose questions to investigate people, events, places and issues.

HASS – Year 5 & 6

Develop appropriate questions to guide an inquiry about people, events, developments, places, systems and challenges.

Locate and collect relevant information and data from primary sources and secondary sources.

Present ideas, findings, viewpoints and conclusions in a range of texts and modes that incorporate source materials, digital and non-digital representations and discipline-specific terms and conventions.

HASS – Year 7

Construct significant questions and propositions to guide investigations about people, events, developments, places, systems and challenges.

Apply a methodology to locate and collect relevant information and data from a range of primary sources and secondary sources.

Present ideas, findings, viewpoints, explanations and conclusions in a range of texts and modes that incorporate source materials, citations, graphic representations and discipline-specific terms, conventions and concepts.

Activity: Inquiry based-learning

After watching and discussing the BTN Harbour Bridge Birthday story, what questions do students have and what are the gaps in their knowledge? The following KWLH organiser provides students with a framework to explore their knowledge on this topic and consider what they would like to know and learn.

What do I <u>k</u> now?	What do I <u>w</u> ant to know?	What have I <u>l</u> earnt?	<u>H</u> ow will I find out?

Students will develop their own question/s to research or select one of the questions below.

- When and why was the Sydney Harbour Bridge built? What bridge is the Sydney Harbour Bridge based on?
- How long did it take to build the Sydney Harbour Bridge? Who built the Sydney Harbour Bridge?
- What is the history of the Sydney Harbour Bridge? Explore the history of the bridge and plot your findings on a timeline.
- The Bridge walk was a march for reconciliation. What does this mean? Investigate the significance of the Bridge Walk in 2000.
- What is an historical site and a heritage site? Find a definition. Make a list of heritage sites you know about around the world.
- What is the difference between natural heritage, Indigenous heritage and historic heritage? Use a Venn diagram to record your findings. Find definitions for 'types of heritage' here – [Australia State of the Environment](#)

Activity: Heritage sites in your community

In this activity, students will explore and research a range of heritage sites and then create their own tour to teach others about the history of their local area.

Discussion

Before planning your heritage tour, hold a class discussion. Use the following questions to get the discussion started:

- What are some types of heritage sites? For example, bridges, museums, statues, Aboriginal sites (ceremonial sites, rock art and carved trees), amphitheatres, shops, churches, temples, sculptures, factories, shipwrecks, archaeological sites and parks.
- What is the difference between natural heritage, Indigenous heritage and historic heritage? Find definitions for 'types of heritage' here – [Australia State of the Environment](#)
- What are some heritage sites in your local area that you already know about? Make a list. Investigate what other sites are in your area and add to your list. Use the internet, visit your local library/museum or contact your local council to find out more about the history of your area.

Investigation

Students will choose one heritage site in their local area to investigate further and become experts. Students will collect and record information from a wide variety of primary and secondary sources and present the information they find in an interesting way. Students will respond to the following questions:

- Where is it? Locate on a map.
- When was it built or created? How old is it?
- Who built or created it?
- What does it look like? Draw a picture. Write a brief description.
- Why was it built or created? What was its function and who used it? Why is it important?
- What are some interesting facts about the heritage site? Include a brief history on the site.
- What does the site tell us about previous societies?

Provide students with the opportunity to visit the heritage site they have researched. Students will take photos, sketch drawings and record their observations.

Design & Create

Students will combine the research they have conducted to create a tour for their community to learn about the history of their local area. Students can use the following as a guide:

- What type of tour will you create? It could be a walking self-guided tour, a guided tour, a virtual tour, or a QR code informational tour.
- What will the journey feel like? Will it be anecdotal (stories told from a personal point of view), will there be a theme? What stories will you tell to engage the audience?
- Identify the heritage sites that you will include in your tour. What order should the sites be visited?
- Who is the tour for? Is it for families? Is it accessible?
- How will you present the information on your map? E.g., grid system or numbered.
- Will your tour and map be digital or a printout? Sketch a map and include grid lines which you can use to reference the heritage sites on your tour.
- List each of the sites on your map and include a bit of information for each site.
- What extra information will you include, e.g., photographs, QR codes, legend, scale, distance and time of tour, nearby attractions, public transport.

Activity: Visual literacy

In this activity students will examine, analyse and query a range of images which show the Sydney Harbour during a point of time. Students will choose one or more of the photographs below (alternatively, students can find an image themselves to analyse). Students will then respond to the following:

- Write a short paragraph describing what you see in this image.
- When and where was the photo taken?
- What do you think is happening?
- How does this image make you feel? Describe your emotions.
- Write a caption for each image using your own words.
- What question/s would you like to ask about the image? Choose one of your questions to investigate in more detail.



[Art Gallery NSW](#)



[Sydney Living Museums](#)



[National Museum Australia](#)



[National Museum Australia](#)

Useful Websites

- [Bridge Walk Memories](#) – BTN
- [Bridge Walk Anniversary](#) – BTN
- [Bridge Walk Anniversary \(Teacher Resource\)](#) – BTN
- [Join the Sydney Harbour Bridge 90th anniversary party](#) – Transport for NSW
- [Sydney Harbour Bridge \(Teacher resources\)](#) – National Museum Australia
- [Sydney Harbour Bridge for kids](#) – National Museum Australia
- [Sydney Harbour Bridge: The past in the present](#) – State Library NSW
- [Statue Debate](#) – BTN
- [Why do we have museums?](#) – TedEd
- [Sydney Harbour Bridge](#) – National Film and Sound Archive of Australia
- [Sydney Harbour Bridge Exhibition](#) – National Film and Sound Archive of Australia