

Year 1 / 2 Study suggestions to complement the

Mannum Dock Museum Australian History Curriculum Visit

Using **Gardner's Multiple Intelligences** and **Bloom's Taxonomy** Learning Frameworks

Verbal / Linguistic

- Tell another class about what you did, what you enjoyed the most, what you saw, what you didn't know before the trip et c
- Write a **letter** to another class detailing what you saw and learnt at Mannum, what interested you the most etc

Bloom's Taxonomy – Analysing

In special purpose groups, design a large wall mural that contains written paragraphs about the excursion, some photo/ drawings , information, a diagram about how the steam creates power for the paddle steamer etc that will reflect your quality observations and new knowledge gained from the excursion.

Logical / Mathematical

- Draw a **timeline** showing a parent or grandparent's life. Then mark on it some events that occurred on the Murray River in their life time. Eg a serious drought when water for Adelaide was restricted etc.
- Construct a **model** of one of the following objects e.g. paddle wheel paddle steamer voice tube or a tool that you looked at e.g. a blacksmith's tool etc
- Study the Murray River flag and the Australian flag . Then design a flag that could:
 - a. specifically represent your class or
 - b. be the flag for the P.S. Marion

Blooms Taxonomy – Understanding

Construct a **3 column grid**.

- In the **first column** list 10 land or river-based jobs associated with the Mannum region today
- In the **second column**, list 10 land or river –based jobs during the paddle steamer industry's early history
- In the third column, write something that would have been difficult for that worker or their family.

Visual / Spatial

View the “56 flood” DVD and

- Create an animated cartoon on the computer or on paper with attached information or speech ‘bubbles’ about one aspect of the DVD.
- Create another cartoon about being a captain on the P.S. Marion

The Museum

- In pairs, design **one detailed, but eye-catching slide** for a class **Powerpoint** presentation about the excursion to another class. Negotiate with the whole class, the feature of the museum that you will focus on so that the whole museum’s scope is covered by the class.

Bloom’s Taxonomy –Remembering

In pairs, create an A – Z list of items that you saw or heard about on the excursion... then add one fact about that item e.g.

A ... Aborigines – they cared for the environment in many ways such as not destroying trees

BBoats – the Mary Ann was the first paddle steamer on the Murray River built by William Randell

C...Cooking – a kitchen on a boat is called a galley etc

Bloom’s Taxonomy – Creating

Create 4 large, painted backdrop murals showing different eras of the landscape along the Murray River since Captain Sturt’s trip down the river. Then add collaged drawn pictures to show the human, vegetation, farming, river boat, floods and droughts, housing, transport images etc that matched those eras.

Intrapersonal

- **Email** a class at a another school along the lower Murray River e.g Mypolonga School who have visited this museum, to find out about: their lives in modern times
- Locate a CD or DVD that focuses on Australian **bush culture**. With a friend or small group, learn and present a play/song / act / poem that illustrates one aspect of bush culture.

Bloom’s Taxonomy – Applying

Write a **‘thankyou’ letter** to the museum tour guide volunteer staff detailing what you found to be the most interesting part of the tour. Of course, giving your reasons!

