



Teachers' Guide

Overview

A Capital Investigation is an online resource developed to increase students' understanding of the special importance of Canberra as Australia's national capital.

It can be used:

- in association with a visit to the National Capital Exhibition
- in the classroom as a stand-alone resource for exploring Canberra
- as a hands on program

Elements of the Resource

There are three integrated elements:

- eight printable worksheets, which provide a series of student classroom activities;
- an interactive decision-maker, *What Type of City is This?*, allowing students to use logic to draw conclusions about the development and roles of cities; and
- a film, *What's so Special about Canberra?*, exploring key features of Canberra as our national capital and which introduces an inquiry activity.

Using the Resource

The resource has been developed to support and enrich students' visit to the National Capital Exhibition, Canberra, with pre- and post-visit activities. Alternatively it can be used in the classroom as a stand-alone investigation of Canberra as our national capital.

Curriculum Relevance

A Capital Investigation has been created for primary students of a year five or six level, though teachers may choose to use elements of it above or below this level according to their own situation. It develops ideas and understandings most relevant to the National Curriculum in:

- History
 - the origin of the earliest cities
 - the development of cities in Australia
 - the development of Australian national identity
- Geography — the nature of cities

Learning Outcomes

A Capital Investigation will help students to:

- understand the nature of different cities
- identify different functions of cities
- observe, recognise and interpret national symbols in Canberra and in their own communities
- understand some key criteria that make a city a national capital
- use logic and evidence to draw conclusions about the nature of cities
- identify how key aspects of national identity can be seen in a national capital
- respond to aspects of Canberra as a national capital that make it special for them
- define some key features of a city or town
- analyse how these features are or are not present in their own community
- compare their own community with our national capital
- learn about cities and Canberra from a variety of learning activities and approaches



Suggested Teaching and Learning Sequence for the Classroom

→ PRE-VISIT

STEP 1

Students are introduced to the idea that different cities developed in the past for different purposes. They match the different types of cities with their definitions. This can be done in print format on *Worksheet 1 What are Cities?* or online as an introductory activity with the *What is this City?* interactive decision maker.

STEP 2

Students complete the second activity in the online interactive decision maker. This involves using clues to logically decide what type of city the one they are investigating must be. The activity reinforces their knowledge and understanding of the different types of cities.

Students are encouraged to research one or more different types of cities on *Worksheet 1B What are Cities?*. Examples of the different types of cities are:

Market city	Sana'a (Yemen)
Port city	Rotterdam (Netherlands)
Manufacturing city	Manchester (England)
Religious city	Vatican City (Vatican City)
Capital city	Brasilia (Brazil)
Finance city	Zurich (Switzerland)
Military city	Townsville (Australia)
Transport city	Dallas (USA)

You can use these cities as the research activity or substitute others which you want the students to explore. Cities have multiple functions but students are encouraged to focus on one major role.

Some key questions to ask students to research are:

- Where is this city? (Show it on a map)
- When was it founded?
- Why was it founded?
- How has it changed over time?
- What is it like today?
- What are its key features?



STEP 3

Students can now start to consider the concept of Canberra as our national capital by anticipating what they will see either during a real visit or during a virtual visit through the film and photograph activity below. Students start to develop the concept through:

- *WORKSHEET 2 What is a Capital City?*, where students can identify some of the elements unique to national capitals
- *WORKSHEET 3 Symbols of Australia in our National Capital*, where students think about how the nation is symbolised in Canberra
- *WORKSHEET 4 Democracy in our National Capital*, where students identify some key features of Australian democracy represented in Canberra — Commonwealth laws, Commonwealth parliament and the Australian constitution
- *WORKSHEET 5 Australian Identity in our National Capital*, where students identify key elements of what it means to be Australian

It is recommended students undertake Step 4 at the National Capital Exhibition as part of the *A Capital Investigation* education program (visit www.nationalcapital.gov.au/nce for more information).

If a visit to Canberra is not possible, students can 'visit' Canberra via the film, *What's so Special about Canberra?*.

→ VISIT

STEP 4

The aim of the role play activity is to immerse students in the meanings of national capital buildings, symbols and sites in a way that is fun and active, and reinforces learning in a different way.

Students watch Part A of the film *What's so Special about Canberra?*. The film introduces some of Canberra's key buildings, symbols and memorials to begin to understand what they tell us about our national capital and what it means to be Australian.

The key idea of the film is Canberra is special because it is our national capital. Students will now be asked to explore this idea by using photographs in small groups.

Part B of the film demonstrates how this activity can be delivered, so it should be played before the photographs are handed around (optional).



1

Show Part A of the film *What's so Special about Canberra?*



2

Engage students with general questions about what they have just seen.



3

Divide the class into small groups of no more than four students. There are ten photographs to distribute.



4

Show Part B of the film *What's so Special about Canberra?* to demonstrate what is required of students (optional).



5

Discuss answers to the comprehension questions on the back of the photographs to help students understand what each photograph shows. This should only take a few minutes. The answers to the questions are included but students are encouraged to discover for themselves what the photographs show.



6

Write. Students decide what their photograph tells them about our national capital and write this message or meaning in a short sentence. If students have difficulty developing a message of their own they can use the one suggested on the back of the photograph.



7

Create. Each group works together to come up with the best way to share their message with the rest of the class. If students are having difficulty devising their own role play, they may require some assistance. Allow 10 to 15 minutes to rehearse the role plays.



8

Perform the role play for the class. All students should participate in the role play, which should only be one to two minutes in length.



9

Summarise. Each group should end their role play with the message they developed in point 5.



→ POST-VISIT

STEP 5

Having 'specialised' in only one of the meanings or roles of our national capital students use *Worksheet 6 What are the Messages of our National Capital?* to summarise all the ideas they have seen presented through the role playing activity. Taken together they now have a very rich knowledge and understanding of what a national capital is.

STEP 6

Worksheet 7 My National Capital allows students to create their own personalised response to their Canberra visit, whether real or virtual, using images, symbols, graphics and words to express what they have discovered about what their national capital means to them.

STEP 7

Through their study of Canberra students have learned something about cities in general, as well as about Canberra specifically. They can now use this framework to explore and understand their own, or their nearest, city or town. Students can brainstorm to complete the Canberra column of *Worksheet 8 My Place and the National Capital*, and then research their own city/town to complete the page, discussing the similarities and differences they have discovered.

Research starting points

Students will generally know how to use a Google search to research their allocated type of city but some starting points are:

- Market city/town:
http://en.wikipedia.org/wiki/Market_town
- Port city/town:
www.itfseafarers.org/port-city-profiles.cfm#pc28
- Manufacturing city/town:
http://en.wikipedia.org/wiki/Industrial_Revolution
and look at factories and urbanisation
- Religious city/town:
www.bootsnall.com/articles/09-03/ten-worlds-most-religious-cities.html
- Capital city/town:
<http://geography.about.com/od/countryinformation/a/capitals.htm>
- Finance city/town:
http://en.wikipedia.org/wiki/Financial_centre
and look at the world's most economically powerful cities
- Military city/town:
http://en.wikipedia.org/wiki/Military_base
- Transport city/town:
http://americanhistory.si.edu/onthemove/themes/story_48_1.html
for a good overview of the changes over time

