

## Going back in time...

Old Parliament House is the home of the *Museum of Australian Democracy (MoAD)*.

Using this resource – let's go back in time to discover some interesting facts about this important building and what decisions were made here.

Access to the PDF resource is available at:

<https://www.moadoph.gov.au/learning/resources/a-history-of-old-parliament-house/>

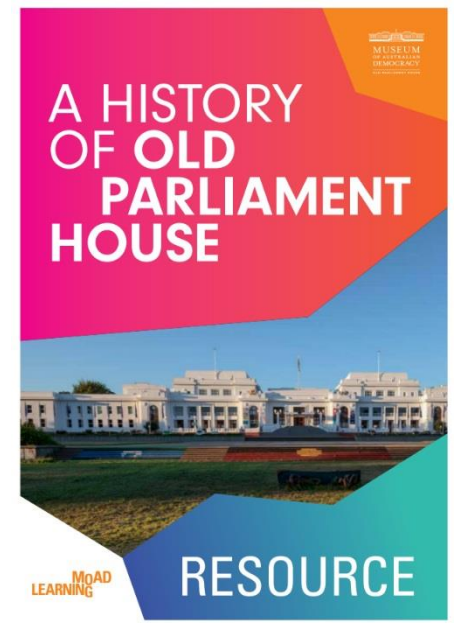
### Suggested activities:

#### **A. What do you know already?**

- Have students do a think/pair/share activity of prior knowledge. They could record this under sub-headings for example – information that they know, information that they think they know (but are not 100% sure of), information they would like to know more about.
  - Individually – write down all they know about Old Parliament House (could include its purpose, dates, people, events, changes, current use etc)
  - Compare list with a friend
  - Share information with another pair or the whole class combines information to record a summary of what students know already
- They could also create a list of inquiry questions – eg Why was Old Parliament House built in Canberra? Why are there two chambers in Parliament House?

#### **B. Group summary**

- Split the class into 4 groups.
- Allocate each group one of the following sections in the *Resource*:
  - 1) The Building – p4-10
  - 2) The Events – p11-15
  - 3) The Decisions – p16-19
  - 4) The Prime Ministers – p20-25
- In their groups, students spend time reading their allocated sections. Depending on the group size, you may wish to allocate pages within each section to individuals in the groups.
- As they read students are to summarise the information – recording key points, dates, names of individuals, events
- Summaries may take a variety of formats. *Some* suggestions include:
  - A4 summaries to hang up in the class (either hand done or electronically done)



- A Padlet document (where groups contribute to an electronic record of the information, <https://padlet.com/>)
- A google doc, collaborative summary
- A creative presentation response – eg: a rap song summarising key information, an iMovie, a PowerPoint or Prezzi

**C. Class timeline**

- Create a class timeline in the classroom that shows key dates/individuals/events from the Resource.
- Add pictures to the timeline.
- Have students investigate further information/add greater depth to areas of interest:  
<https://www.moadoph.gov.au/learning/resources/exploring-democracy/>

**D. How good were your notes? Crossword time.**

- After activities B and/or C – students can work in pairs/groups to complete the Crossword
- If need be students can return to the *Resource* to check on answers or obtain more information