

# Lesson Plan

## AR LESSON PLAN

# Preserving History

<b>Learning Area</b>	History	<b>Kit</b>	VR/AR Education Kit
<b>Year Level</b>	Year 7	<b>Duration</b>	1x 45- 60 minute Lesson

### Introduction/Description

When studying Ancient Worlds it is important to understand the role museums play in preserving our history. This lesson will allow students to view different artifacts they may find in a museum in augmented reality (AR) and discuss how these artifacts help us to learn about our past.

### Learning Intentions

Students will consider the reasons behind why preserving historical items and artifacts is important to society

### Task Summary

Students will begin exploring what they can learn from these preserved items about history by viewing ancient artifacts using *Civilisation AR*. They will reflect in their digital notebooks on information they have learned and why it is important to preserve our history.

### Preparation

Students are expected to:

- Have some background in viewing youtube videos in Augmented Reality (AR) on the mobile devices

Teachers should make sure that:

- Devices are charged
- Devices have access to YouTube
- Students are divided into pairs or groups depending how many devices are available
- Slide Deck has been checked and teacher has accessibility
- A copy of the Student Digital Notebook has been distributed to students and they have downloaded/ made a copy for themselves

### Resources

- Hardware
  - Mobile Devices
  - Student Laptops
- Apps:
  - [Civilisations AR](#)  
*Discover History's Treasures*

*Putting history in your hand - the BBC's first ever Augmented Reality app Civilisations AR brings art and culture direct to you from across the world. Discover the secrets of ancient Egypt, reveal hidden layers beneath Renaissance masterpieces and learn more about the origins of these cultural treasures and the people who made them*

- Teaching Materials:
  - [Preserving History: Student Digital Notebook](#)
  - [Preserving History:Teaching Deck](#) (slide deck)

**Other Learning Areas**

- English

# Learning Sequence

## 1

Introduction  
(7-10 mins)

- Discuss with students - "Who has been to a museum before? What did you see?"
- Ask the students to consider and discuss with a partner;
  - What is the purpose of a museum?
  - Why do we have them?"
 Complete a [Think, Pair, Share](#) on these questions in their [Student Digital Notebook](#)
- Ask the students to reflect in their [Student Digital Notebook](#);
  - Why do we feel a need to preserve history?
  - What can we gain from learning about ancient civilisations?

## 2

Development  
(20-25 mins)

- Ask students to access the **Civilisations AR** app on their devices and follow the prompts in the [Preserving History: Digital Field Notes Presentation](#) to set up.
- Direct students to access the Hippo Bowl. In their pairs, students are to view the object only and complete a [See, Think, Wonder](#) on the artifact in their [Student Digital Notebook](#).
- Once completed, ask students to read the information in pairs about the hippo bowl - are there any connections to their *see, think, wonder* notes? Complete a [Connect Extend Challenge](#) in their [Student Digital Notebook](#) on the information they have read.
- In the same pairs/ groups allow students to explore other artifacts in the app.
 

*If focusing on Mediterranean worlds, direct students to particularly the following artifacts to investigate:*

  - Corinthian Helmet
  - Rosetta Stone
  - Mummy Egyptian Coffin
  - Titus Flavius Demetrius
  - Red-Figure Neck Amphora
  - Horus the Child
- Ask students to reflect on the following in their [Student Digital Notebook](#) for each artifact they view;
  - Describe the artifact (What do you see?)
  - Why would we preserve this artifact?
  - What can we learn or gain to learn from this artifact?
  - List 3 interesting facts about this artifact from the information provided

## 3

Conclusion  
(5-8 mins)

- Ask students to complete the following sentence in their [Student Digital Notebook](#):  
  
 I used to think \_\_\_\_\_ about the purpose of museums and preserving history, and now I think \_\_\_\_\_ because \_\_\_\_\_

## Additional Teaching Notes

This lesson can be used at the start of a history unit and can be adapted to suit either Ancient Greece, Egypt, or Rome - or give a taster of all three before a deep study into one.

# Modifications

## Adaptations

This lesson can have a more specific focus on Ancient Egypt or Greece, depending on the artifacts chosen.

This lesson can be used to research and gather information about specific artifacts rather than have a focus on the purpose of museums and preserving history.

Students can voice record their thoughts and exploration of the artifacts as they view it in real time and share.

Students may be directed to explore less than 3 artifacts, or another one can be completed together as a class.

## Extension Ideas

Students can view an artifact without reading the information and write their own paragraph about what they think the artifact is and was used for previously. They can then check the given information to see how close they were.

Students can explore more artifacts if they wish

## Curriculum Connections

Australian Curriculum	NSW Curriculum	VIC Curriculum
<p>Year 7 History</p> <p>The different methods and sources of evidence used by historians and archaeologists to investigate early societies, and the importance of archaeology and conserving the remains, material culture and heritage of the past (AC9HH7K08)</p> <p>Identify the origin, content, context and purpose of primary and secondary sources (AC9HH7S03)</p>	<p>Stage 4 History</p> <p><b>Depth Study 1: Investigating the Ancient Past</b> describes the nature of history and archaeology and explains their contribution to an understanding of the past <b>HT4-1</b></p> <p>identifies the meaning, purpose and context of historical sources <b>HT4-5</b></p>	<p>Levels 7 &amp; 8 - History</p> <p>Analyse and corroborate sources and ask questions about their accuracy, usefulness and reliability <b>VCHHC099</b></p> <p>The different methods and sources used by historians and archaeologists to investigate history and/or a historical mystery <b>VCHHK114</b></p>
<p>Year 7 - English (for extension option)</p> <p>Plan, draft and publish imaginative, informative and persuasive texts, selecting aspects of subject matter and particular language, visual, and audio features to convey information and ideas (ACELY1725)</p>	<p>Stage 4 - English (for extension option)</p> <p>makes effective language choices to creatively shape meaning with accuracy, clarity and coherence <b>EN4-4B</b></p>	<p>Levels 7 - English (for extension option)</p> <p>Plan, draft and publish imaginative, informative and persuasive texts, selecting aspects of subject matter and particular language, visual, and audio features to convey information and ideas to a specific audience <b>VCELY387</b></p>

## **Cross-Curriculum Priorities**

- ☒ Aboriginal and Torres Strait Islander Histories and Cultures
- ☒ Asia and Australia's Engagement with Asia
- ☒ Sustainability

## **Capabilities**

- ☒ Literacy
- ☒ Numeracy
- ✓ ICT Capability
- ✓ Critical and Creative Thinking
- ☒ Personal & Social Capability
- ☒ Ethical Understanding
- ✓ Intercultural Understanding