

South Australian Maritime Museum

Wrecked – Teacher Resource



Suitability: Years R - 3

Historical Concepts:

Significance – What is the significance of the Star of Greece?

Continuity and change – How has shipping changed since 1888?

What changes did the South Australian government make to maritime emergencies after the Star of Greece tragedy?

Place and space - Where is Port Willunga located and how does the community remember this event?

Perspectives – Should shipwrecks be excavated and objects kept by the people who locate the shipwreck?

Australian Curriculum HASS Outcomes:

	Foundation	Year 1	Year 2	Year 3
Analysing	<ul style="list-style-type: none"> Explore a point of view. Compare objects from the past with those from the present and consider how places have changed over time. 			<ul style="list-style-type: none"> Examine information to identify different points of view and distinguish facts from opinions.
Questioning	<ul style="list-style-type: none"> Pose questions about past and present objects, people, places and events. 			<ul style="list-style-type: none"> Pose questions to investigate people, events, places and issues
Evaluating and Reflecting	<ul style="list-style-type: none"> Draw simple conclusions based on discussions, observations and information displayed in pictures and texts and on maps. 			<ul style="list-style-type: none"> Draw simple conclusions based on analysis of information and data.
Researching	<ul style="list-style-type: none"> Collect data and information from observations and identify information and data from sources provided. 			<ul style="list-style-type: none"> Locate and collect information and data from different sources, including observations.
HASS Knowledge and Understandings	<p><u>Inquiry Questions:</u></p> <ul style="list-style-type: none"> What stories do other people tell about the past? How can stories of the past be told and shared? 	<p><u>Inquiry Questions:</u></p> <ul style="list-style-type: none"> How can we show that the present is different from or similar to the past? How do we describe the sequence of time? 	<p><u>Inquiry Questions:</u></p> <ul style="list-style-type: none"> What remains of the past are important to the local community? Why? How have changes in technology shaped our daily life? 	<ul style="list-style-type: none"> What events do different people and groups celebrate and commemorate and what does this tell us about our communities?
Geography	<p><u>Inquiry Questions:</u></p> <ul style="list-style-type: none"> What are places like? What makes a place special? 	<p><u>Inquiry Questions:</u></p> <ul style="list-style-type: none"> What are the different features of places? How can we care for places? How have the features of places changed? 	<p><u>Inquiry Questions:</u></p> <ul style="list-style-type: none"> What is a place? How are people connected to their place and other places? What factors affect my connection to places? 	<p><u>Inquiry Questions:</u></p> <ul style="list-style-type: none"> How and why do people choose to remember significant events of the past?

Background Information

The Star of Greece shipwreck is located off shore at Port Willunga. It is of South Australia’s worst maritime disasters. In 1888, the vessel left the Port and didn’t get far out to sea when bad weather set in, causing the ship to drift off course. It started to drift close to shore, unnoticed by the crew because of the weather conditions. The anchor was let out to hold the vessel, but was later found to be fouled in its chain, and so failed to grip the seabed. Between 2 and 4am a large wave lifted the vessel and it crashed down upon a reef off Port Willunga. The nearest rocket device, (the best way to reach the stricken vessel), was held at Normanville, and arrived at 4.40pm just as the last sailor perished trying to escape from the vessel. Of the 28 crew, 17 men were lost and 11 survived. The figurehead and other relics from the wreck are on display at The South Australian Maritime Museum and form the basis for the Wrecked education program.

SAMM Education Session Outline:

Please print the supporting resources to ensure your students actively engage in all of the learning experiences:

- **Wrecked facilitated education session:**

There are more than 850 shipwrecks off the South Australian coast. The Wrecked education program is facilitated in the exhibition area, located on the upper level of the museum. Students are provided with opportunities to examine objects from a 'shipwreck.' Using a grid system, students engage in a hands on grid activity to learn about marine archaeology methods. They examine the objects from the shipwreck to determine the type of vessel the items came from and what they can tell us about the way people lived in the past.

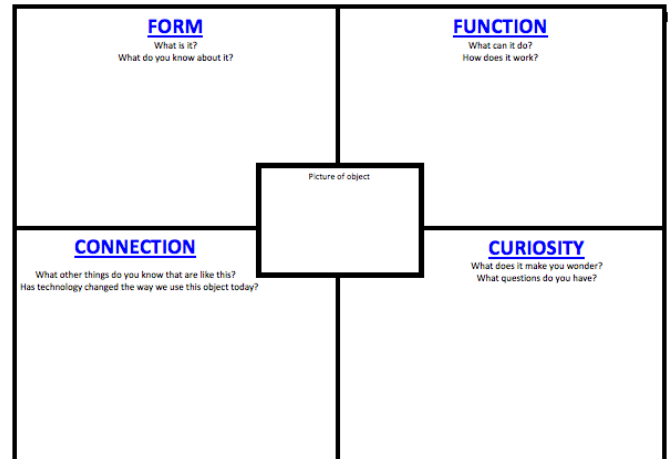
- **Explore the Maritime Museum** using one of our self-guided trails.
- **Climb the Port Adelaide lighthouse** using our lighthouse task to guide your students' observations.
- **Rockpool Creative Play Area** (For Junior Primary students)
- **Port River cruise onboard the Archie Badenoch.**



Pre / Post Visit Learning Engagements:

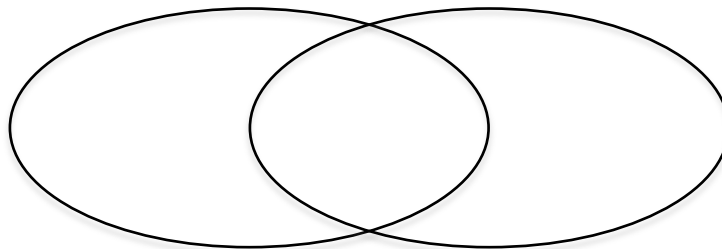
- Use the Journey Under the Sea teacher resource to investigate maritime archaeology methods. This resource includes a number of tasks for students.

- Select one of the objects found in the Wrecked exhibition that you know little about. Work with a partner, using a Placemat (as shown) to 'unpack' the object.



- Research other shipwrecks off the South Australian coast. Students to create a diorama to show the location and conditions which caused the shipwreck to occur.

- Select 2 objects from the Wrecked exhibition (your own photographs from your visit). Use the Venn Diagram to compare the two. This Venn Diagram can also be used to compare 2 objects, (from the past and today).



- Develop a values continuum in your classroom – Place 2 pieces of paper, with one marked 'agree' and another 'disagree' apart from each other on the floor. Ask students the questions below and ask them to stand on the continuum – if they agree or disagree, and to which extent. Discuss student's reasons for their positions, and then ask the question a second time. Do any of the students change their position on the continuum? Discuss.
 - All shipwrecks should be excavated so we can learn about the past.
 - Anyone should be able to examine a shipwreck site.
 - Marine archaeologists should be able to keep the objects they find from their excavations.
- Investigate the emergency procedures and services in South Australia that are now in place to assist vessels if they encounter a maritime emergency.