

**HISTORY
TRUST OF
SOUTH
AUSTRALIA**

LEARNING GUIDE: SELF-GUIDED

National Motor Museum

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**HISTORY
TRUST
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AUSTRALIA**

About the National Motor Museum

Set in the beautiful Adelaide Hills, the National Motor Museum explores the stories of people and vehicles that have shaped Australia's motoring history. Discover how motor vehicles have opened up our country, linking some of the most isolated communities in the world. From the stately to the absurd, from the hand-built to the mass-produced, see the vehicles people loved and loathed, thrashed and pampered, in the pursuit of their motoring dreams!

Self-guided Visit: Key Information

Self-guided learning visits to the National Motor Museum are one of our core educational offerings for Reception through to Year 12 students. Use this learning guide to prepare and get the most out of your visit.

Excursion Information

- A site map including the location of suitable lunch spaces is included on page 4.
- Off-street parking is available in the museum carpark. Buses can drop off and collect school groups from the front forecourt and park in the lower car park.
- Secure bag storage is provided in the homebase. This is also where you can have recess or lunch in case of inclement weather.
- All front of house staff have their Working With Children Check and are trained in Responding to Reports of Harm and Neglect – Education and Care.



For a full breakdown of site information and excursion FAQs, please visit the [Self-Guided Tour of the National Motor Museum](#) program page or scan the QR code.

Accessibility

The museum is entirely wheelchair accessible, with the exception of the 1920s Garage. There is an accessible bathroom on site. Additionally, we have sensory bags for children and adults. Please contact us if you have any accessibility requests or concerns.

Preparing your Students

The Museum is open to the public and therefore we require all visitors to be respectful of other people visiting the museum. Please let students know what to expect and what is expected of them when visiting the National Motor Museum.

- The museum is very big, with lots of galleries. Be sure to stick with your group so as to not get lost.
- Visitors are asked to keep noise to a minimum and be respectful of other visitors and staff.
- While in the museum, we walk calmly and do not run.
- We expect all visitors to share viewing spaces respectfully without pushing in front of others.
- Food and drink are not permitted in the galleries.
- The items on display are very precious and we ask visitors never to touch them unless there is signage or a staff member allowing you to do so.
- To get the most out of your experience, read the signs and labels to find out more about objects on display.
- If you have questions, feel free to ask the Visitor Engagement Officers and they will be happy to help.

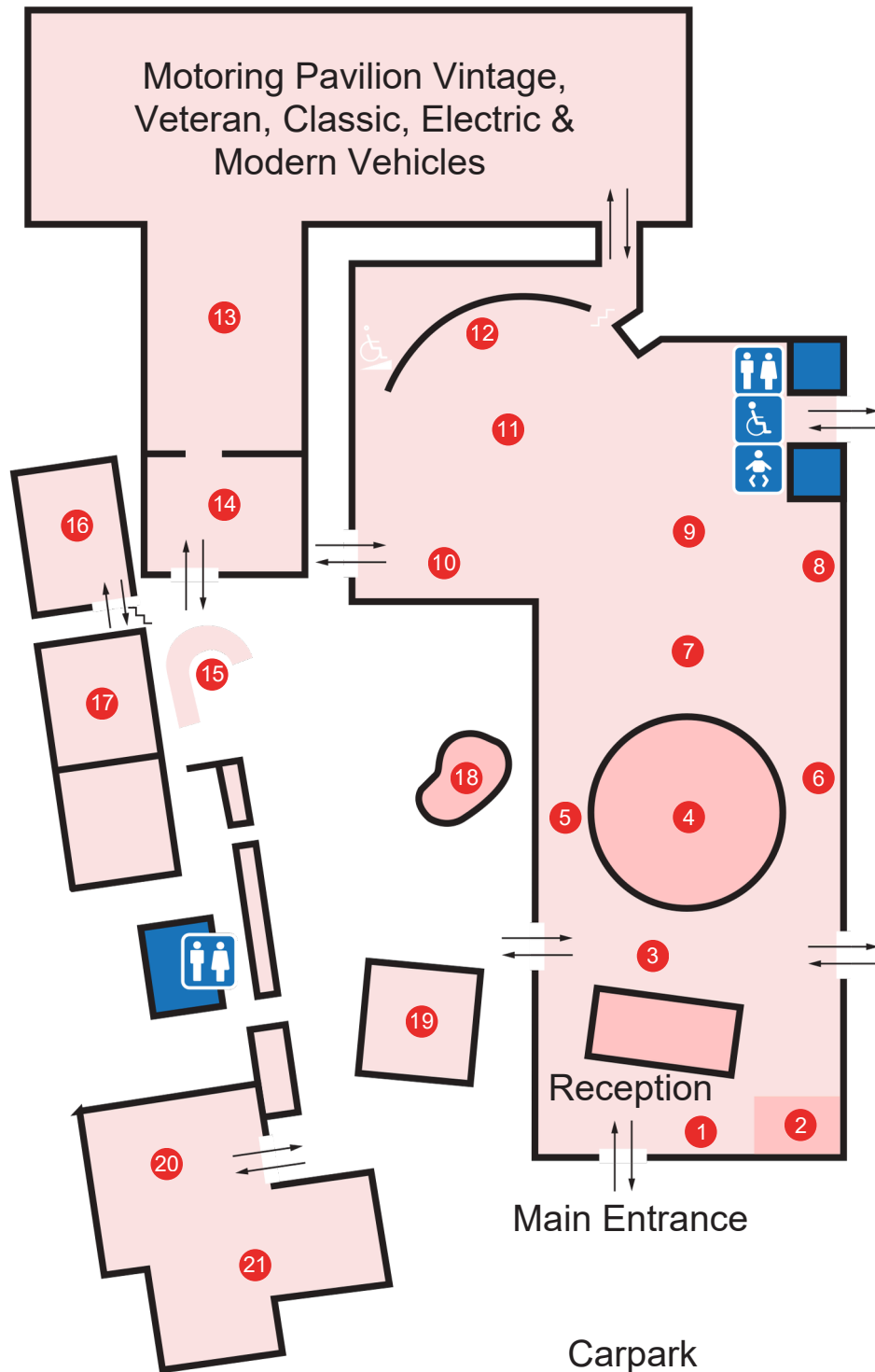
Feedback

We always seek feedback to ensure that we keep improving our learning experiences. Please fill out the form after your visit to let us know about your experience:

[Museum Visit Feedback Form](#)



Gallery Map



- | | | |
|-------------------------|-----------------------------|------------------------------------|
| ① Souvenir Shop | ⑧ Holden Milestone Vehicles | ⑮ Morning tea and lunch area |
| ② Sir Hubert Wilkins | ⑨ Commercial Vehicles | ⑯ 1920s Garage |
| ③ Regent Station Garage | ⑩ Alice Anderson | ⑰ Indoor Function Room |
| ④ Sunburnt Country | ⑪ Game Engine | ⑱ Dodd Sculpture |
| ⑤ [RE]Assembled | ⑫ Racing Vehicles | ⑲ Coach House |
| ⑥ Model Behaviour | ⑬ Motorcycle Pavilion | ⑳ Solid Ground |
| ⑦ Holden Heroes | ⑭ Education Centre | ㉑ Old Mill Building Administration |

Navigating the Galleries

Here are a list of some of the permanent exhibitions you may like to visit during your excursion and their central topics. Please note this is not an exhaustive list and there are always object change-overs and temporary exhibitions.

Exhibition	Key Topics	Location
[Re]assembled: Australia's automotive manufacturing journey	Assembly Line, Car Manufacture, Australian Manufacturing History	Exhibition Pavilion
Game Engine: Digital Legends	History of Motoring, Car-based Video Game Culture, Interactive Activities	Exhibition Pavilion
Sunburnt Country: Icons of Australian Motoring	Iconic Australian Vehicles, Legendary Stories, Motoring Innovation, Adventure	Exhibition Pavilion
Sir Hubert Wilkins: The Travelling Roadshow	Adventure, Polar Exploration	Exhibition Pavilion
Alice Anderson's Motor Service	Women in Motoring, Replica Twentieth Century Garage,	Exhibition Pavilion
Holden Heroes: a retrospective 1948-2017	Vehicle Showcase	Exhibition Pavilion
Travelling Van Emporiums	Travel, Outback Australian Living, Early Twentieth Century Life, Mystery	Exhibition Pavilion
Vintage, Veteran, Classic and Modern Vehicles	Vehicle Showcase, Innovation, Changing Designs, Car Stories	Motoring Pavilion
Motorcycle	Vehicle Showcase, Changing Designs, Motorcycle stories	Motorcycle Pavilion
1920's Garage	Replica Garage	1920's Garage
Solid Ground	History of the Birdwood Mill Building	Mill Building

Activities

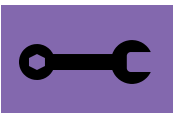
Your visit to the National Motor Museum will naturally be centred around exploration of the galleries and the stories they display. To extend learning, we have created a series of pre-visit, during and post-visit activities that are adaptable to suit your class' interests, year level and learning needs.

The activities in all sections have been centred around three core ideas of the Car, the Context and the Culture of motoring in Australia. The ideas are denoted with the following symbols:



We have chosen these themes to help guide the learning journey and to enable learners of all ages to build on their understanding step-by-step and leave their visit with a deep understanding of the motoring objects we care for and display, their context and their importance to us and our society.

The activities have been designed to apply to various cars within the museum which makes it easy to explore areas of interest to your group. Look for the icons to help you identify the kind of activities on offer from art and creative writing, to technical car knowledge and researching. For example:



Learning
Activities

PRE-VISIT

Australia has a proud motoring and car manufacture history. The pre-visit presentation provides activities to get primed for your visit.



Pre-Visit
Presentation

Getting to know the fundamentals

20 minutes

Resources: Smart board/projector



Get ready for your visit by going over the basic structural elements that make up a car.

1. Test your class' knowledge of the external and internal parts of a car using the [Pre-Visit Presentation](#).
2. Finish with a practical challenge: as a class discover how to change the washer fluid in a commonly-owned family car, the Toyota Rav4.

Researching the technology that opened Australia up

120 minutes, across two lessons

Resources: Smart board/projector and computers



Build your understanding of the context and history of Australian motoring with this research challenge.

1. Test your knowledge with the true or false questions provided in the [Pre-Visit Presentation](#) while learning about the history and context of cars and motoring in Australia.
2. Allow students to choose one or other of the research challenges:
 - a. The history, method and practice of long-distance travel for the First Nations peoples of Australia, prior to colonisation.
 - b. The history of the road infrastructure within Australia.
3. Students can research into these topics in small groups or individually. If they need additional support in their researching you can suggest they use our [research guide](#).
4. Negotiate response style to best suit your class. You could take creative responses such as posters or videos or go for the more traditional presentation or written response.
5. Once complete, take time to share and compare findings as a class .

Cars and car cultures

50 minutes

Resources: Smart board/projector and poster making supplies



Learn about car subcultures and design a poster for a new car club.

1. Guess the real or fake car subcultures in the [Pre-Visit Presentation](#).
2. Imagine you are starting a new car or motoring club. Design a poster to advertise it and highlight what activities you will do at your meet-ups.

Learning
Activities

DURING YOUR VISIT



Draw and label the car	30 minutes	Resources: Paper or an unlined book, pencils or pens and a clip board	Location: Exhibition or Motor Pavilion
Students choose one car at the National Motor Museum to create a labelled sketch of. This multi-sensory nature of observational drawing has been linked to increased recall and longer term memory, even above note taking. 1. Instruct students to take their time to walk around and find a car that has an unique look or captures their interest. 2. Ask them to draw the car using observational skills to capture all of its parts that are visible from their angle. 3. Finally, label the drawing with key car part names such as the windscreen, bumper, bonnet, chassis, hubcap, etc.			



Analysing an automobile	20 minutes	Resources: Work book and pencil or pen	Location: Exhibition or Motoring Pavilion
Taking an object-based learning approach, students choose a vehicle to analyse, practising skills in observation, inquiry, evaluation and deduction. 1. Assemble your group in one of the museum's galleries and ask students to choose a car in that gallery for analysis. 2. Students are to write: a. ten descriptive words about the car b. five questions about it c. one statement of conclusion, summarising what they have observed, wondered and concluded about the vehicle. 3. Gather together after completing the written work and allow students to share what they have written.			



Planning for the journey	40 minutes	Resources: Workbook, pencils or pens	Location: Sunburnt country or Travelling Van Emporiums
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This activity works as either a group or solo task. Students imagine that they are an Australian explorer or working traveller.

1. Ask students to choose a car with a history of exploration or expedition.
2. Students learn as much as they can about the story of the car, its time period, it's driver(s) and its journey, then take notes on the key points.
3. Next, students make a list of the provisions needed to complete one of the car's historic journeys. This might include:
 - spare parts and maintenance items for repair on the road
 - food and cooking equipment, considering type and amount
 - personal belongings, such as toiletries and clothes
 - cleaning supplies
 - navigation and communication devices
 - anything else necessary to complete an expedition in the vehicle's history.
4. Finally, ask each group to share the story of the car and their packing list with the class.



Consider the conditions	40 minutes	Resources: Paper or an unlined book, pencils or pens and a clip board	Location: Motoring Pavilion
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In this art-based activity, students analyse how well a particular car was built and designed for the South Australian climate.

1. Draw a picture of the car in the context of a typical Australian setting: a suburb, country road, nature setting or something else.
2. Make annotations to the image to show how well the car is designed to suit the location, for instance, for sun, wind, wildlife, tree debris, etc.
3. Then write a short description of how you would re-design any elements of the car to suit the climate better.
4. Finally, create a second artwork of the car in the same context, with annotations detailing the updated features and modifications.



If objects could talk	40 minutes	Resources: Workbook, pencils or pens	Location options: Sunburnt country exhibition or Travelling Van Emporiums
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Ask your students to find a car or a display object that they think has a lot of personality. Then ask them to imagine that object could talk.

1. Ask your students to write a short creative piece telling the history and life of the object. They can consider the following questions:
 - a. What did a typical day-in-the-life of this object look like?
 - b. What type of people did the object interact with in its life before its display at the museum?
 - c. What type of people come to visit it now that it is on display?
 - d. Why was that object so special as to end up in a museum? Does it consider itself to be a very special and important object or is it confused about why it is there?
2. Take the time to share in small groups or as a class.

Car cultures	40 minutes	Resources: Paper or an unlined book, pencils or pens and a clip board	Location: Motoring Pavilion
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In this creative activity, students are asked to use their imagination and deductive reasoning skills to identify a car in the museum that may have a dedicated fan base or subculture.



1. Ask students to start by finding a car in the museum that they think might have a subculture or group of very loyal fans around it.
2. Students then write the details of the car and create a catchy name for its fan community. The name should reflect a feature of the car, its history, performance, appearance, or the values of its fans.
3. Students create a member profile for this subculture, considering details such as age, gender, location within Australia, hobbies, fashion style, and any other traits they think fit the community.
4. Students then explain what brings the members together.
 - What do they admire about the car?
 - Where do they meet and what do they do together?
 - Are there any traditions or events associated with the group?
5. Finally, students present a recruitment pitch to the class, explaining why their car has the most passionate subculture and why someone would want to join.

Learning
Activities

POST-VISIT



Assembly Line

60 minutes

Resources: Origami paper and a smart board, projector or TV



Students work in an assembly line while creating an origami object, with options for differing ability levels and class sizes. For smaller classes, it may work best to create an object with fewer steps, while larger classes may suit a project with more steps. Alternatively, multiple assembly lines can be in operation simultaneously.

- Easy: Origami butterfly, 5 steps
- Moderate: Origami parrot, 9 steps
- Difficult: Origami car, 14 steps

1. Begin by watching the video and having students write a numbered list of all the steps involved.
2. Next, students practise building their own origami car from start to finish following the instructions. Students who finish quickly can complete a second run through whilst timing themselves.
3. Divide the class up and assign each person a group and/or a construction task. Students should sit in a line and pass the origami car on to the next person when they have completed their step. Have them complete the whole process once or twice successfully.
4. Finally, complete a timed construction and compare with the time taken initially to complete the task individually.
5. As a class, reflect on how working in an assembly line differs from working individually and the benefits and challenges of each method. Discuss how this change in process might have affected the manufacture of cars.



Getting to the heart of the question

120 minutes,
across two
lessons

Resources: Smart board or
projector, notebooks and pens,
cue cards, timer and bell



Based on their learning inside and outside of the museum, students engage in a debate about one aspect of the automotive industry or car subcultures.

Possible debating topics:

- Should young Australians be encouraged to get involved in car subcultures?
- Do car subcultures positively affect the car industry?
- Is it safe to see a car as a hobby?

1. As a class, familiarise yourselves with the rules and structure of a debate using a resource like [Debating SA: A Brief Introduction for Beginners](#). It might also be helpful to [watch a debate in part or in full](#).
2. Next, divide your class into debating teams of three. Assign each team one of the topics and an affirmative and negative side.
3. Allow students some planning time in their teams to brainstorm their arguments. They should also try to predict their opposition's arguments and prepare rebuttals.
4. Instruct teams to choose a first, second and third speaker and prepare their speeches in dot point form according to their role. They can use resources such as these [speech-writing guides](#) to help them.
 - a. First speaker: Introduces team's position, defines key terms, outlines main arguments
 - b. Second speaker: Elaborates on team's arguments with further evidence and examples, presents the first round of rebuttals
 - c. Third speaker: Delivers further rebuttals, concludes with persuasive summary.
5. Before the end of the lesson, familiarise students with the [duties of chairman and timekeeper](#) as some will need to fill these roles when their team is not presenting. The teacher will adjudicate, so this role does not need assigning.
6. In the second lesson, it is time to hold the debate. Begin the lesson by restating [the expectations](#) of a debate.
7. Hold the debates and then ask students to write a reflection on the process while you gather your final notes ready to present the results and adjudication speeches at the close of the lesson.
8. Finally, share your reflections as a class on the process of debating these topics and whether they effectively changed anyone's opinions or perspectives.

**Innovating for
modern day
Australia**

60 minutes

Resources: Notebook and pen and
poster-making supplies

Take inspiration from everything you have seen at the museum and apply it to creating something entirely new.

1. Working in pairs or small groups, students think about the average Australian family car, then list some of the features that make the vehicle easier and safer to drive in the Australian landscape and climate.
2. Students brainstorm some features they would like to see in an innovative new version of the car to help it better suit its context, for example, an auto-cooling ventilation function that works even when the car is off during hot summer days, or something more futuristic, like a sonar-based kangaroo sensor for outback driving.
3. Instruct students to create a poster advertising your innovative new car, complete with an illustration of the car and a summary of its key features.
4. Finally, students share their design with the class. As a class, reflect on the design process and how engineering innovation occurs.



About the History Trust of South Australia

The History Trust of South Australia creates encounters with South Australia's social history that shift perspective, strengthen empathy, and build agency for the future. We provide learning experiences through our museums - the South Australian Maritime Museum, the National Motor Museum, the Migration Museum, and the Centre of Democracy, as well as major events - History Festival and Bay to Birdwood. Using our State History Collection, expertise, and curated experiences across these museums and events, we create space for historical complexity, civic awareness and relations, so South Australians can see each other more fully, relate across difference, and locate themselves within South Australia's past, present and future story.

Explore more from Education at the History Trust of South Australia



Online
<https://education.history.sa.gov.au/>



YouTube
<https://www.youtube.com/c/EducationatHistoryTrustofSouthAustralia>



Our Museums and Galleries





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