

History: Significant People

Madame Tussauds Sydney — Schools Resource

NSW Syllabus: History K–10 | **Stage:** Stage 4 (Years 7–8)

About this resource

This resource focuses on continuity, change, and cause-and-effect analysis, using the gallery to explore how historical periods shape people who become significant within them.

Curriculum outcomes addressed

- **HT4-2** — describes major periods of historical time and sequences events, people and societies from the past
- **HT4-4** — describes and explains the causes and effects of events and developments of past societies over time
- **HT4-7** — identifies and describes different contexts, perspectives and interpretations of the past

Key inquiry question

What historical conditions and events need to exist for a person to become "significant" in their time?

Exercise 1: Setting the Scene (Classroom — Pre-Visit)

Format: Classroom-based | 20 minutes

1. As a class, choose a historical period (e.g. the 1960s, Ancient Rome, the Industrial Revolution) and brainstorm major events or conditions of that time.
2. Discuss: how might these conditions create opportunities for certain people to become significant?
3. Introduce the concepts of cause and effect in historical analysis.

Exercise 2: Context Investigation (Excursion — In-Venue)

Format: Excursion-based | Individual worksheet

Choose two figures from different historical periods.

1. Identify the historical period and major events or conditions of their time.
2. Explain one way their significance was shaped by the events or conditions of their era (cause and effect).
3. Consider: could this person have become significant in a different historical period? Why or why not?

Exercise 3: Cause and Effect Essay (Classroom — Post-Visit)

Format: Classroom based | Extended task

Write a short essay (300–400 words) explaining how the historical context of your chosen figure's era contributed to their rise to significance. Use historical terms such as "cause," "effect," "context" and "period."

Teacher note: This task supports HT4-4 and HT4-7 and can be paired with a timeline-building activity to reinforce sequencing skills (HT4-2).

Madame Tussauds

Understanding Historical Context

Historical Period Chosen:

Question 1: What were the major events or conditions of this time period?

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

[illegible]

Madame Tussauds

Exercise 2: Context Investigation (Excursion — In-Venue)

Exploring Significance Through Time

In this activity, you will investigate two historical figures from different time periods. You will identify the conditions of each period and explain how these shaped the person's significance. By linking the person to their context, you will practise explaining history through **cause** and **effect**. Use the gallery displays and your own knowledge to support your answers.

Figure 1: _____

Historical Period: _____

Question 1: Identify the major events or conditions of their time.

Question 2: Explain one way their significance was shaped by the events or conditions of their era (cause and effect).

Question 3: Could this person have become significant in a different historical period? Why or why not?

Figure 2: _____

Historical Period: _____

Question 1: Identify the major events or conditions of their time.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

Question 2: Explain one way their significance was shaped by the events or conditions of their era (cause and effect).

Question 3: Could this person have become significant in a different historical period? Why or why not?

Madame Tussauds

Writing About Historical Significance

Chosen Historical Figure: _____

Historical Period: _____

Use this space to brainstorm your main points and organize your ideas before writing.

[illegible]

[illegible]

[illegible]

Madame Tussauds