

History sample unit

Personal and Family Histories	Early Stage 1
	Duration: One term (10 weeks)

Unit description	Key inquiry questions
<p><i>Personal and Family Histories</i> provides students with the opportunity to learn about their own history and that of their family; this may include stories from a range of cultures and other parts of the world. As participants in their own history, students build on their knowledge and understanding of how the past is different from the present.</p>	<ul style="list-style-type: none"> • What is my history and how do I know? • What stories do other people tell about the past? • How can stories of the past be told and shared?

Outcomes	Historical skills	Historical concepts
<p>HTe-1: communicates stories of their own family heritage and the heritage of others</p> <p>HTe-2: demonstrates developing skills of historical inquiry and communication</p>	<p>The following historical skills are integrated in the lesson sequences:</p> <p>Comprehension: chronology, terms and concepts</p> <ul style="list-style-type: none"> • respond by demonstrating active listening behaviour, through discussion and by recalling and retelling stories • sequence familiar objects and events • distinguish between the past, present and future <p>Use of sources</p> <ul style="list-style-type: none"> • explore and use a range of sources about the past • identify and compare features of objects from the past and present <p>Research</p> <ul style="list-style-type: none"> • pose questions about the past, using sources provided <p>Explanation and communication</p> <ul style="list-style-type: none"> • develop a narrative about the past • use a range of communication forms (oral, graphic, written, role play) and digital technologies 	<p>The following historical concepts are integrated in the lesson sequences:</p> <p>Continuity and change: changes and continuities in students' own lifetimes and that of their families</p> <p>Cause and effect: students identify simple cause and effects in stories</p> <p>Perspectives: exploring a point of view and an understanding that stories may vary according to whoever is telling the story</p> <p>Empathetic understanding: developing an understanding that families may be similar or different</p> <p>Significance: a treasured personal object's importance</p>

Content	Teaching, learning and assessment	Resources
<p>Who the people in their family are, where they were born and raised and how they are related to each other (ACHHK001)</p>	<ul style="list-style-type: none"> • Students draw a picture of all the people in their family and highlight themselves. • Students explain who each member of the family is and how they are related. • Use an interactive world map to show the location of parents' birthplaces and print it out as a poster for the classroom. <p>Assessment activity 1</p> <p><i>Students choose at least three family members and draw them in chronological order, from the youngest to the oldest OR using provided photographs of various life stages, they sequence the photos from youngest to oldest. Students explain their sequence using terms such as 'oldest' and 'youngest'.</i></p> <ul style="list-style-type: none"> • Ask students to inquire at home where their family originally came from and where members of their family were born. The teacher collates countries of origin and makes column graph and/or locates them on a world map. Map displayed with markers showing families' origins under the heading 'Our Families'. If any child is from an Indigenous background, locate the language group on a map of Australia showing Indigenous groups. • Explain to students that storytelling is a way of relating family history and where you have come from. Share a personal story with students and focus discussion to emphasise the idea that storytelling has played a vital role in history – without stories being passed down, we would not know about the past. • Invite an older family member from a migrant or Aboriginal family to tell stories of their homeland, or video conference/Skype with relatives to share stories of their homeland. 	<p>Photographs of different life stages</p> <p>Google map</p> <p>A world map</p> <p>Map of Aboriginal Nations</p>
<p>The different structures of families and family groups today and what they have in common (ACHHK002)</p> <p>How the stories of families and the past can be communicated, for example, through photographs, artefacts, books, oral histories, digital media and museums (ACHHK004)</p>	<ul style="list-style-type: none"> • Read a selection of stories about various family groups/structures and different cultures, including about ATSI groups. Discuss the relationships in the stories and how they compare with students' own families. Provide opportunities to discuss characteristics that people share and how people also differ. • Using a range of photographs of various families, or an electronic photo gallery of family members, ask the class to discuss how they are similar and/or different, eg in the number of children, whether there is an extended family, etc. Collate a list of how families are similar. • Relate a family story of your own using at least three different sources, eg a photograph, a treasured object (old teddy), a written source such as a book or letter. Discuss 'How do we know?' about family stories. As detectives, what clues would we look for? Suggestions may be oral history, old letters, diaries, an artefact, museums. Teacher also raises the issue that stories may differ depending on who is doing the telling, such as Red Riding Hood from the perspective of Grandma, Red Riding Hood or the wolf. 	<p>Suggested texts</p> <p><i>Whoever You Are</i> by Mem Fox</p> <p><i>The Family Book</i> by Todd Parr</p> <p><i>All Kinds of Families</i> by Mary Ann Hoberman</p> <p><i>My Mob</i> from Big Mob Books for Little Fellas</p> <p><i>Cathy Freeman's Story</i> from Big Mob Books for Little Fellas</p>

	<p>Assessment activity 2 <i>Students inquire at home about a family story based on a source. They bring an old photograph or object and tell a family story based on the source.</i></p> <ul style="list-style-type: none"> • Have two students swap sources. Ask students if that object/source is important to them. Discuss why objects/sources may not always be important to everyone (significance). • If possible, invite an older family/community member to tell a story of their family using at least one source (could use Facetime, Skype or video conferencing). • Many museums may be visited through the internet. A selection of museums and a range of artefacts could be shown and discussion could focus on the broad range of objects that tell us of the past. • The class then reviews how we might know about the past, referring to the sources that have been presented or viewed. The teacher suggests some scenarios or specific artefacts that belong to either 'then' or 'now' and students complete sentences using these terms. 	
<p>How they, their family and friends commemorate past events that are important to them (ACHHK003)</p>	<ul style="list-style-type: none"> • The class discusses events or celebrations that are shared. • On a class calendar, record birthdays, special events, festivals and holidays observed in Australia and other countries. A sense of chronology may be further developed by creating an illustrated timeline of the year around the room. • Discuss how a range of these special days are celebrated, eg How do families celebrate birthdays? How did your grandparents celebrate their birthday when they were your age? • Raise the concept of significance by discussing why each of the nominated dates are important, either individually, such as birthdays, or to a country, such as Australia Day and Anzac Day. Students draw a family celebration and identify the celebration. Drawings are displayed in the classroom. 	<p><i>My Grandad Marches on Anzac Day</i> by Catriona Hoy and Benjamin Johnson</p>

<p>Assessment overview</p> <ul style="list-style-type: none"> • Ongoing assessment – student understanding may be assessed through the use of observational checklists, anecdotal records and analysis of contributions to class discussions. • Students produce a variety of work samples, including designated assessment activities. These should be evaluated to determine students' level of achievement and understanding. <p>Assessment activity 1 <i>Students choose at least three family members and draw them in chronological order, from the youngest to the oldest OR using provided photographs of various life stages, they sequence the photos from youngest to oldest. Students explain their sequence using terms such as 'oldest' and 'youngest'.</i></p> <p>Assessment activity 2 <i>Students inquire at home about a family story, based on a source. They bring an old photograph or object and tell a family story based on the source.</i></p>
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