

**GLENMORE PARK LEARNING ALLIANCE**

**STAGE ONE**

# **MODERN FAMILIES**

**SAME OR DIFFERENT?**



**PRESENT AND PAST FAMILY LIFE**

**HISTORY UNIT**

## STAGE STATEMENT

By the end of Stage 1, students identify change and continuity in family and daily life using appropriate historical terms. They relate stories about their families' and communities' past and explore a point of view within an historical context. They identify and describe significant people, events, places and sites in the local community over time. Students describe the effects of changing technology on people's lives over time.

Students sequence events in order, using a range of terms related to time. They pose questions about the past and use sources provided (such as physical, visual, oral) to answer these questions. They compare objects from the past and present. Students develop a narrative about the past using a range of texts.

The following Cross-Curricular Priorities and General Capabilities are evident in the following unit:

### CROSS-CURRICULUM PRIORITIES AND GENERAL CAPABILITIES

	Aboriginal and Torres Strait Islander histories and cultures	✓
	Asia and Australia's engagement with Asia	✓
	Sustainability	✓
	Critical and creative thinking	✓
	Ethical understanding	✓
	Information and communication technology capability	✓
	Intercultural understanding	✓
	Literacy	✓
	Numeracy	✓
	Personal and social capability	✓
	Civics and citizenship	✓
	Difference and diversity	✓
	Work and enterprise	✓

### QUALITY TEACHING ELEMENTS

Intellectual Quality		Quality Learning Environment		Significance	
Deep Knowledge	✓	Explicit Quality Criteria	✓	Background Knowledge	✓
Deep Understanding	✓	Engagement	✓	Cultural Knowledge	✓
Problematic Knowledge	✓	High expectations	✓	Knowledge Integration	✓
Higher-Order Thinking	✓	Social Support	✓	Inclusivity	✓
Metalanguage	✓	Students' self-regulation	✓	Connectedness	✓
Substantive Communication	✓	Student direction	✓	Narrative	✓

#### NOTE

The differentiated activities in this unit are a set of possible learning opportunities to be taught at teacher discretion. This program is NOT designed to be taught in its entirety. It is anticipated that educators will select and teach only those activities pertaining to their students' needs, interests and rate of learning with changes to school routine in consideration.

## MODERN FAMILIES - SAME OR DIFFERENT?

### UNIT FOCUS

The unit “**Modern families – same or different?**” provides students with the opportunity to learn about the present and past family life within the context of the students' own world. Students learn about similarities and differences in family life by comparing the present with the past. They begin to explore the links, and the changes that occur, over time and are introduced to the use of historical sources.

### DURATION

The students will engage in one hour of History a week for the duration of 8 weeks in completing this unit.

### BACKGROUND KNOWLEDGE

- Students need to be aware of their own family members and structure before they can compare with others.
- Be aware and sensitive to any recent family break-ups or death of family members.
- May need to teach that grandparents are the parents of student’s parents. The relationship between uncles, aunts and cousins may also need to be taught.
- Modern family groups may be very different to past generations, but the purpose of raising children remains constant.
- With the passing of time, improvements in standards of living, communication and medicine, the roles and responsibilities of family members might have changed.
- The kinship system in Aboriginal families has similarities and differences to other Australian families.
- Families from different cultures often celebrate events or rituals different to those celebrated in Australia.

### VOCABULARY

- Family, parents, mother, father, step-parent, son, daughter, children, brother, sister
- grandparents, great-grandparent, aunt, uncle, cousin, niece, nephew
- baby, infant, toddler, child, teenager, adult, senior citizen
- ancestor, relative, Aboriginal, Aborigine, kinship
- quoits, horseshoe, carriage, sequence, timeline, hoops,
- Past, present, future, once upon a time, long ago in the Dreamtime

## OUTCOMES

<b>Present and Past Family Life</b>	<b>HT1-1</b>	A student communicates an understanding of change and continuity in family life using appropriate historical terms.
	<b>HT1-4</b>	A student demonstrates skills of historical inquiry and communication.

## CONTENT OVERVIEW

<b>HISTORICAL CONCEPTS</b>	<b>HISTORICAL SKILLS</b>
<p><b>Differences in family structures and roles today, and how these have changed or remained the same over time</b></p> <p>Students:</p> <ul style="list-style-type: none"> <li>➤ Represent graphically the structure of their immediate family.</li> <li>➤ Investigate the roles of present family members and compare with the roles of earlier generations using a range of sources.</li> <li>➤ Compare and contrast their immediate family with earlier families through photographs and other sources, discussing similarities and differences.</li> </ul> <p><b>Differences and similarities between students' daily lives and life during their parents' and grandparents' childhoods, including family traditions, leisure time and communications</b></p> <p>Students:</p> <ul style="list-style-type: none"> <li>➤ Discuss similarities and differences from generation to generation, eg family celebrations and traditions, leisure activities and changes in technology/communications over time through a range of sources.</li> <li>➤ Compare and contrast daily life with that of parents and grandparents at the same age through stories or photographs and pose questions to ask parents/grandparents.</li> </ul>	<p><b>Comprehension: chronology, terms and concepts</b></p> <p>Students:</p> <ul style="list-style-type: none"> <li>➤ Discuss and recount stories of family and local history.</li> <li>➤ Sequence familiar objects and events.</li> <li>➤ Distinguish between the past, present and future.</li> </ul> <p><b>Use of sources</b></p> <p>Students:</p> <ul style="list-style-type: none"> <li>➤ Explore and use a range of sources about the past.</li> <li>➤ Identify and compare features of objects from the past and present.</li> </ul> <p><b>Perspectives</b></p> <p>Students:</p> <ul style="list-style-type: none"> <li>➤ Explore a point of view within an historical context.</li> </ul> <p><b>Empathetic understanding</b></p> <p>Students:</p> <ul style="list-style-type: none"> <li>➤ Recognise that people in the local community may have lived differently in the past.</li> </ul> <p><b>Research</b></p> <p>Students:</p> <ul style="list-style-type: none"> <li>➤ Pose questions about the past using sources provided.</li> </ul> <p><b>Explanation and communication</b></p> <p>Students:</p> <ul style="list-style-type: none"> <li>➤ Develop a narrative about the past.</li> <li>➤ Use a range of communication forms (oral, graphic, written, role play) and digital technologies.</li> </ul>



**UNIT NAME** *Modern families – same of different?*

**FOCUS: How have families changed?**

OUTCOME	CONTENT	LEARNING SEQUENCE	RESOURCES
<p>HT1-1 A student communicates an understanding of change and continuity in family life using appropriate historical terms.</p> <p>HT1-4 A student demonstrates skills of historical inquiry &amp; communication.</p>	<p>Compare and contrast their immediate family with earlier families through photographs and other sources, discussing similarities and differences.</p>	<p><b>1. Ignition Activity: Specifically</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> View ABC Splash film clip Playgrounds, Billycarts and Hot Rods. Discover what school holidays were like for children in the past. In this black-and-white clip, a reporter asks some school children how they feel about holidays. Find out what kinds of things children did on their holidays when your parents and grandparents were your age.</li> </ul> <p><b>2. Activity: Specifically</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Students complete a group chart of things which are SAME -DIFFERENT</li> <li><input type="checkbox"/> Each group reports back to compile a class chart</li> </ul> <p><b>3. Activity: Specifically</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> View Sqwirk Topic 8 Photos</li> <li><input type="checkbox"/> Examine OLD FAMILY PHOTO attached <i>N.B. Sepia v colour v black and white, Number of children, Child's toy, Clothing, Smiles, Man sitting down, Length of girl's hair</i></li> </ul> <p><b>4. Activity: Specifically</b></p> <p>Class compile a questionnaire to use to interview a grandparent about where they grew up, number of children in the family, hobbies, free time activities, how they travelled to school, number of students in the class, resources in the classroom, playtime games and how they kept in touch with family or friends.</p> <p><b>5. Worksheet: Specifically</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Family tree</b></li> </ul> <p><u>Project</u></p> <p>A family tree will need to be introduced before the lesson, perhaps as a home project so that the information is accurate.</p> <p><b>EXTENSION</b></p> <p><b>Activity: Specifically</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Students complete a family tree for a book being currently studied or a well know one or nursery rhyme. They devise their own format</li> </ul>	<p>Discuss and recount stories of family and local history.</p> <p>Sequence familiar objects and events.</p> <p>Distinguish between the past, present and future.</p> <p>Explore and use a range of sources about the past.</p> <p>Identify and compare features of objects from the past and present.</p> <p>Explore a point of view within an historical context.</p> <p>Recognise that people in the local community may have lived differently in the past.</p> <p>Pose questions about the past using sources provided.</p> <p>Develop a narrative about the past.</p> <p>Use a range of communication forms (oral, graphic, written, role play) and digital technologies.</p>

**UNIT NAME** *Modern families – same of different?*

**FOCUS: Lesson 3 – Changing roles in families.**

OUTCOME	CONTENT	LEARNING SEQUENCE	RESOURCES								
<p>HT1-1 A student communicates an understanding of change and continuity in family life using appropriate historical terms.</p> <p>HT1-4 A student demonstrates skills of historical inquiry &amp; communication.</p>	<p>Investigate the roles of present family members and compare with the roles of earlier generations using a range of sources.</p>	<p><b>1. Ignition Activity: Specifically</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Have list of <b>class monitors</b> and their current roles.</li> <li>• Pose questions: What are these roles? Why do we have them? How many jobs does each person have? What would it be like without this distribution of chores? Should we include some new ones?</li> <li>• In groups, role play a <b>role reversal</b> situation where a child was <i>Principal for the day</i> and the principal was a student.</li> </ul> <p><b>2. Activity: Specifically</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> View YouTube clip <i>Family Values-Helping mum and each other at home-Family life 1940s</i></li> </ul> <p><b>3. Activity: Specifically</b></p> <p>In groups complete chart:</p> <p align="center">Family members Roles in 1940</p> <p>List the jobs done by each of the following:</p> <table border="1" data-bbox="788 874 1581 1038"> <tbody> <tr> <td>Mum</td> <td></td> </tr> <tr> <td>Tony-son</td> <td></td> </tr> <tr> <td>Dad</td> <td></td> </tr> <tr> <td>Nancy-daughter</td> <td></td> </tr> </tbody> </table> <p><b>4. Activity: Specifically</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Share each groups responses. Compile class chart.</li> </ul> <p><b>5. Worksheet: Specifically</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Use stencil <i>What Roles Do we have in our families?</i></li> </ul> <p><b>EXTENSION</b></p> <p><b>Activity: Specifically</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> List 5 ways that family life was different in 1940 Or</li> <li><input type="checkbox"/> Create a short play that depicts coming home from school and preparing dinner like the film clip in 1940 and another showing what happens when you go home from school.</li> </ul>	Mum		Tony-son		Dad		Nancy-daughter		<p>Discuss and recount stories of family and local history.</p> <p>Sequence familiar objects and events.</p> <p>Distinguish between the past, present and future.</p> <p>Explore and use a range of sources about the past.</p> <p>Identify and compare features of objects from the past and present.</p> <p>Explore a point of view within an historical context.</p> <p>Recognise that people in the local community may have lived differently in the past.</p> <p>Pose questions about the past using sources provided.</p> <p>Develop a narrative about the past.</p> <p>Use a range of communication forms (oral, graphic, written, role play) and digital technologies.</p>
Mum											
Tony-son											
Dad											
Nancy-daughter											

**UNIT NAME** *Modern families – same of different?*

**FOCUS: Lesson 4- Museum visit**

OUTCOME	CONTENT	LEARNING SEQUENCE	RESOURCES
<p><b>HT1-1</b> A student communicates an understanding of change and continuity in family life using appropriate historical terms.</p> <p><b>HT1-4</b> A student demonstrates skills of historical inquiry &amp; communication.</p>	<p>Investigate the roles of present family members and compare with the roles of earlier generations using a range of sources.</p> <p>Compare and contrast their immediate family with earlier families through photographs and other sources, discussing similarities and differences.</p>	<p><b>1. Ignition Activity: Specifically</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Excursion to Arms of Australia Inn, Great Western Highway, Emu Plains.</li> </ul> <p><b>2. Activity: Specifically</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Students divide into groups to participate in old fashioned games, butter churning, schoolroom, clothes washing as well as examining the contents of a barn, bedroom and artefacts inside the museum.</li> </ul> <p><b>3. Activity: Specifically</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Use individual photos from the excursion printed onto A4 sheets.</li> <li><input type="checkbox"/> Working in pairs students describe the contents and explain/write what is happening in each photo.</li> </ul> <p><b>4. Activity: Specifically</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Arrange photos and comments into sequential order.</li> </ul> <p><b>5. Worksheet: Specifically</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Students write a recount of their excursion.</b></li> <li><input type="checkbox"/> Work banks, excursion photos and a scaffold for a recount should be displayed and available for use.</li> </ul> <p><b>EXTENSION</b></p> <p><b>Activity: Specifically</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Explain how to play old fashioned games such as quoits, Aboriginal grass balls or horseshoes.</li> <li><input type="checkbox"/> Make the equipment and supply a set of instructions.</li> </ul>	<p>Discuss and recount stories of family and local history.</p> <p>Sequence familiar objects and events.</p> <p>Distinguish between the past, present and future.</p> <p>Explore and use a range of sources about the past.</p> <p>Identify and compare features of objects from the past and present.</p> <p>Explore a point of view within an historical context.</p> <p>Recognise that people in the local community may have lived differently in the past.</p> <p>Pose questions about the past using sources provided.</p> <p>Develop a narrative about the past.</p> <p>Use a range of communication forms (oral, graphic, written, role play) and digital technologies.</p>

**UNIT NAME** *Modern families – same of different?*

**FOCUS: Lesson 5 – How do we learn about family life in the past?**

OUTCOME	CONTENT	LEARNING SEQUENCE	RESOURCES
<p><b>HT1-1</b> A student communicates an understanding of change and continuity in family life using appropriate historical terms.</p> <p><b>HT1-4</b> A student demonstrates skills of historical inquiry &amp; communication.</p>	<p>Discuss similarities and differences from generation to generation, eg family celebrations and traditions, leisure activities and changes in technology / communications over time through a range of sources.</p>	<p><b>1. Ignition Activity: Specifically</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Book a Museum in a Box – from the Australian Museum Living on the Land</li> </ul> <p>The Living on the Land box examines the practical and spiritual significance of land to Indigenous Australians. Students will examine some of the issues related to land ownership and control and the impact these have on land rights. It also examines the ways in which Indigenous people obtain process and use their food resources. It will also help students to understand:</p> <ul style="list-style-type: none"> <li>• the different methods of tool making</li> <li>• the variety of techniques that are used to find and collect food</li> <li>• the creative way Indigenous people respond to diverse conditions and environments</li> </ul> <p><b>2. Activity: Specifically</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Students examine contents.</li> <li><input type="checkbox"/> Discuss how tools were made. Who by?</li> <li><input type="checkbox"/> How do we acquire tools? How are they made?</li> </ul> <p><b>3. Activity: Specifically</b></p> <p>View film from Skwirk:Online Education Topic 13 What is an Artefact? Topic 14 Artefacts at the Museum Topic 15 How did people use artefacts?</p> <p><b>4. Activity: Specifically</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> View film clip Kidsmatter –Nanna’s Painting <a href="https://www.kidsmatter.edu.au/atsi-resources/aboriginal-animations/nannas-painting">https://www.kidsmatter.edu.au/atsi-resources/aboriginal-animations/nannas-painting</a></li> </ul> <p>How do you spend time with your Nana? What is the same/different?</p> <p><b>5. Worksheet: Specifically</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>What are Indigenous Australian families like?</b></li> </ul> <p><i>Ref: Australian Curriculum History - Past and Present family Life Year 1 Ages 6-7 R.I.C. Publications</i></p>	<p>Discuss and recount stories of family and local history.</p> <p>Sequence familiar objects and events.</p> <p>Distinguish between the past, present and future.</p> <p>Explore and use a range of sources about the past.</p> <p>Identify and compare features of objects from the past and present.</p> <p>Explore a point of view within an historical context.</p> <p>Recognise that people in the local community may have lived differently in the past.</p> <p>Pose questions about the past using sources provided.</p> <p>Develop a narrative about the past.</p> <p>Use a range of communication forms (oral, graphic, written, role play) and digital technologies.</p>

**EXTENSION**

**Activity: Specifically**

- Collect and display examples or pictures of things that you use in your daily life. One day, many years from now these will be artefacts of your generation.  
Include information about your favourite food, music, clothing, book, toy, sport, game.

Make a time capsule and bury it.

**UNIT NAME *Modern families – same of different?***

**FOCUS: Lesson 6 - Grandparents**

OUTCOME	CONTENT	LEARNING SEQUENCE	RESOURCES												
<p>HT1-1 A student communicates an understanding of change and continuity in family life using appropriate historical terms.</p> <p>HT1-4 A student demonstrates skills of historical inquiry &amp; communication.</p>	<p>Compare and contrast daily life with that of parents and grandparents at the same age through stories or photographs and pose questions to ask parents / grandparents.</p>	<p><b>1. Ignition Activity: Specifically</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Sing the song Grandma and Grandpa - I love You  <a href="http://www.nationalgrandparentsday.com/SongLyrics.html">http://www.nationalgrandparentsday.com/SongLyrics.html</a>  <a href="https://www.youtube.com/watch?v=ogzs4zKtNKQ">https://www.youtube.com/watch?v=ogzs4zKtNKQ</a></li> </ul> <p><b>2. Activity: Specifically</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <u>Grandparents interview</u></li> </ul> <p>In lesson 2, students compiled a questionnaire to use for an interview with a grandparent. Organise for two or three grandparents to visit the classroom and be interviewed. If possible, try to feature different cultural groups. <i>Interview a grandparent about where they grew up, number of children in the family, hobbies, free time activities, how they travelled to school, number of students in the class, resources in the classroom, playtime games and how they kept in touch with family or friends.</i></p> <p><b>3. Activity: Specifically</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Using the Super 6 comprehension strategy of Summarising, students complete post-it-notes headed <b><u>I remember</u></b> to pin on class display board.</li> </ul> <p><b>4. Activity: Specifically</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Sequence words/pictures related to how people have communicated over time.</li> </ul> <table border="1" data-bbox="616 1015 1825 1174"> <tbody> <tr> <td><b>smoke signals</b></td> <td><b>telegrams</b></td> <td><b>letters</b></td> <td><b>telephone</b></td> <td><b>email</b></td> <td><b>skype</b></td> </tr> <tr> <td><b>carrier pigeon</b></td> <td><b>mobile phone</b></td> <td><b>fax machine</b></td> <td><b>story telling</b></td> <td><b>rock paintings</b></td> <td><b>photography</b></td> </tr> </tbody> </table> <p><b>5. Worksheet: Specifically</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> What was it like when my grandparents were children? 1 and 2</li> </ul> <p><i>Ref: Australian Curriculum History - Past and Present family Life Year 1 Ages 6-7 R.I.C. Publications</i></p> <p><b>EXTENSION</b></p> <p><b>Activity: Specifically</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Make a diorama, showing some of the changes in communication during a grandparent's lifetime.</li> </ul>	<b>smoke signals</b>	<b>telegrams</b>	<b>letters</b>	<b>telephone</b>	<b>email</b>	<b>skype</b>	<b>carrier pigeon</b>	<b>mobile phone</b>	<b>fax machine</b>	<b>story telling</b>	<b>rock paintings</b>	<b>photography</b>	<p>Discuss and recount stories of family and local history.</p> <p>Sequence familiar objects and events.</p> <p>Distinguish between the past, present and future.</p> <p>Explore and use a range of sources about the past.</p> <p>Identify and compare features of objects from the past and present.</p> <p>Explore a point of view within an historical context.</p> <p>Recognise that people in the local community may have lived differently in the past.</p> <p>Pose questions about the past using sources provided.</p> <p>Develop a narrative about the past.</p> <p>Use a range of communication forms (oral, graphic, written, role play) and digital technologies.</p>
<b>smoke signals</b>	<b>telegrams</b>	<b>letters</b>	<b>telephone</b>	<b>email</b>	<b>skype</b>										
<b>carrier pigeon</b>	<b>mobile phone</b>	<b>fax machine</b>	<b>story telling</b>	<b>rock paintings</b>	<b>photography</b>										

**UNIT NAME *Modern families – same of different?***

**FOCUS: Lesson 7 – Changes in the way we celebrate**

OUTCOME	CONTENT	LEARNING SEQUENCE	RESOURCES
<p><b>HT1-1</b> A student communicates an understanding of change and continuity in family life using appropriate historical terms.</p> <p><b>HT1-4</b> A student demonstrates skills of historical inquiry &amp; communication.</p>	<p>Discuss similarities and differences from generation to generation, eg family celebrations and traditions, leisure activities and changes in technology / communications over time through a range of sources.</p>	<p><b>1. Ignition Activity: Specifically</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <u>What events do families celebrate?</u> Using magazines/pamphlets/catalogues/newspapers student collect pictures of families enjoying themselves and celebrating. Group them according to similar events and glue onto cardboard. Possible headings could be birthdays, weddings, Australia Day, religious events, New Year, Easter, Christmas, holidays, NAIDOC Week Dawali</li> </ul> <p><b>2. Activity: Specifically</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <u>Timeline of celebrations during the year.</u> Prepare a linear timeline showing months of the year. Either on paper or in Smart notebook. Students match calendar events and place on the timeline.</li> </ul> <p><b>3. Activity: Specifically</b> View film from Skwirk : Online Education <i>Topic 5 - We order time by date</i> <i>Topic 6 - Australian Holidays</i></p> <p><b>4. Activity: Specifically</b> View film of NAIDOC celebrations in Port Macquarie.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="http://www.abc.net.au/local/videos/2011/07/14/3269382.htm">http://www.abc.net.au/local/videos/2011/07/14/3269382.htm</a> Note song, dance, body painting, clothing, props, story telling, passing on information to younger generation</li> </ul> <p><b>5. Worksheet: Specifically</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>How are birthdays celebrated in other cultures?</b> <i>Ref: Australian Curriculum History - Past and Present family Life</i> <i>Year 1 Ages 6-7 R.I.C. Publications</i></li> </ul>	<p>Discuss and recount stories of family and local history.</p> <p>Sequence familiar objects and events.</p> <p>Distinguish between the past, present and future.</p> <p>Explore and use a range of sources about the past.</p> <p>Identify and compare features of objects from the past and present.</p> <p>Explore a point of view within an historical context.</p> <p>Recognise that people in the local community may have lived differently in the past.</p> <p>Pose questions about the past using sources provided.</p> <p>Develop a narrative about the past.</p> <p>Use a range of communication forms (oral, graphic, written, role play) and digital technologies.</p>

OUTCOME	CONTENT	LEARNING SEQUENCE	RESOURCES
<p>HT1-1 A student communicates an understanding of change and continuity in family life using appropriate historical terms.</p> <p>HT1-4 A student demonstrates skills of historical inquiry &amp; communication.</p>	<p>Discuss similarities and differences from generation to generation, eg family celebrations and traditions, leisure activities and changes in technology / communications over time through a range of sources.</p>	<p><b>EXTENSION</b></p> <p><b>Activity: Specifically</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Design a birthday invitation using a word processor. Include name of person having the party, date, time, what to bring, RSVP.</li> </ul>	<p>Discuss and recount stories of family and local history.</p> <p>Sequence familiar objects and events.</p> <p>Distinguish between the past, present and future.</p> <p>Explore and use a range of sources about the past.</p> <p>Identify and compare features of objects from the past and present.</p> <p>Explore a point of view within an historical context.</p> <p>Recognise that people in the local community may have lived differently in the past.</p> <p>Pose questions about the past using sources provided.</p> <p>Develop a narrative about the past.</p> <p>Use a range of communication forms (oral, graphic, written, role play) and digital technologies.</p>

**UNIT NAME *Modern families – same of different?***

**FOCUS: Lesson 8- Family traditions**

OUTCOME	CONTENT	LEARNING SEQUENCE	RESOURCES
<p>HT1-1 A student communicates an understanding of change and continuity in family life using appropriate historical terms.</p> <p>HT1-4 A student demonstrates skills of historical inquiry &amp; communication.</p>	<p>Discuss similarities and differences from generation to generation, eg family celebrations and traditions, leisure activities and changes in technology / communications over time through a range of sources.</p> <p>Compare and contrast daily life with that of parents and grandparents at the same age through stories or photographs and pose questions to ask parents / grandparents.</p>	<p><b>1. Ignition Activity: Specifically</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Read The Berenstain Bears - Family Get Together by S &amp; J Berenstain also on you Tube <a href="https://www.youtube.com/watch?v=06RyI7OqQ_o">https://www.youtube.com/watch?v=06RyI7OqQ_o</a></li> </ul> <p><b>2. Activity: Specifically</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Brainstorm the concept of <u>Traditions</u> What is a tradition? Who celebrates them? List religious, cultural, national traditions? Do all families, countries, cultures celebrate the same traditions? Do they celebrate them in the same way?</li> </ul> <p><b>3. Activity: Specifically</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Students discuss and research information about family traditions with their parents at home. Individuals will report back and share this information with the class. As students talk about their tradition, encourage the class to use the Super 6 comprehension strategy of visualising to Summarise the main points made by the speaker.</li> </ul> <p><b>4. Activity: Specifically</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Explain the Indian tradition of Raksha Bandhan (Brothers and sisters day) View <a href="https://www.youtube.com/watch?v=ZJWYN4OUktY">https://www.youtube.com/watch?v=ZJWYN4OUktY</a> Discuss. Is this a tradition we celebrate in Australia? What is good about this tradition? View and compare film about Childrens’ Day in Japan ( May 5<sup>th</sup>, replaces Boys day and Girls Day) <a href="https://www.youtube.com/watch?v=NEqsHt1IIZO">https://www.youtube.com/watch?v=NEqsHt1IIZO</a></li> </ul> <p><b>5. Worksheet: Specifically</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Complete the worksheet titled <u>What is a family tradition?</u> <i>Ref: Australian Curriculum History - Past and Present family Life Year 1 Ages 6-7 R.I.C. Publications</i></li> </ul>	<p>Discuss and recount stories of family and local history.</p> <p>Sequence familiar objects and events.</p> <p>Distinguish between the past, present and future.</p> <p>Explore and use a range of sources about the past.</p> <p>Identify and compare features of objects from the past and present.</p> <p>Explore a point of view within an historical context.</p> <p>Recognise that people in the local community may have lived differently in the past.</p> <p>Pose questions about the past using sources provided.</p> <p>Develop a narrative about the past.</p> <p>Use a range of communication forms (oral, graphic, written, role play) and digital technologies.</p>

**EXTENSION****Activity: Specifically**

- Students decide on a new event which should be celebrated every year and eventually become a tradition. E.g. boys day, girls day, 100 days at school day, 1<sup>st</sup> day of spring etc. Planning should consider special clothing, food, music, activities, gift giving and rituals.

## PROGRAM EVALUATION

### STUDENT ACHIEVEMENT

**Students at risk of failing:**

**Students in need of further extension:**

The students in ....

### RESOURCES

### TIME ALLOCATION

### NOTES

### FOLLOW UP