# Personal and family histories 3

HSIE – History Early Stage 1 learning sequence

**Learning sequence description**

Personal and family histories provides students with the opportunity to learn about their own history and that of their family; including stories from a range of other 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 to the present. Students use a variety of sources, including personal family photographs and written and oral stories, to investigate their family history and the different structures of families in their class.

This learning sequence will give the students the opportunity to engage with historical concepts and skills.

The following historical concepts will be the focus in this learning sequence:

* **Continuity and change –** some things change over time and others remain the same, for example, changes and continuities in students' own lifetimes and that of their families.
* **Perspectives –** people from the past will have different views and experiences, eg exploration of a point of view and understanding that stories may vary depending on who is the narrator.
* **Empathetic understanding –** developing an understanding of another's views, life and decisions made, eg development of an understanding of differences and similarities between families.
* **Significance:** importance of an event, development or individual/group, eg the personal importance of a treasured object; significant events in students' lives and the importance and meaning of special days and holidays.

The following historical skills will be the focus in this learning sequence:

**Comprehension: chronology, terms and concepts**

* respond by demonstrating active listening behaviour, through discussion and by recalling and retelling stories
* sequence familiar objects and events (ACHHS015)
* distinguish between the past, present and future (ACHHS016)

**Use of sources**

* explore and use a range of sources about the past (ACHHS018)
* identify and compare features of objects from the past and present (ACHHS019)

**Perspectives**

* explore a point of view (ACHHS020)

**Empathetic understanding**

* recognise differences and similarities between individuals and families in the past and present

**Research**

* pose questions about the past using sources provided (ACHHS017)

**Explanation and communication**

* develop a narrative about the past (ACHHS021)
* use a range of communication forms (oral, graphic, written, role play) and digital technologies. (ACHHS022)

## Syllabus outcomes and content

**HTe-1** – communicates stories of their own family heritage and the heritage of others

**HTe-2** – demonstrates developing skills of historical inquiry and communication

[History K-10 Syllabus](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/history-k-10) © 2012 NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales.

## Lesson 1 – Shared experiences between friends

Students are learning to:

* use a variety of sources including photographs or a treasured object from their homes, to recount stories about their families and friends and discuss how sources are used to answer the question 'How do we know?'
* discuss then and now; past and present
* share experiences of family, school and local events that are celebrated or observed.

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| Item | Learning experience | Differentiation strategies and/or adjustments | Resources |
| 1.1 | Discussion: What are some shared experiences with family and friends?  Students look and examine the photograph from 1900-1910, of a group of children sitting on the grass reading some books.  With parent/carer support answer these questions:   * How many people can you see? * Who is in the photograph? * What do you think they are doing? * How do you think they feel?   Students think of a shared experience.  With parent/carer support answer these questions:   * Who did you share this experience with? * Where were you when you shared this experience? * When did the experience happen? * What were you doing? Why? * Was it a happy/sad/annoying/scary experience? Why? |  | **Source 1:**  [State Library of Queensland](http://hdl.handle.net/10462/deriv/81623)  **Out of copyright**  Description: Portrait of a group of children sitting on the grass reading some books, 1900-1910. Two girls hold books. A boy and a girl look over the shoulder of one of them at a large, illustrated book.  **Student workbook – activity 1** |
| 1.2 | **Personal photograph of a shared experience**  Using a personal photograph from the past, students discuss a shared experience. The discussion can take the viewpoint of one person in the photograph to describe what is happening in the photograph, who the people in the photograph are and how they are related.  Students illustrate a shared experience and recount, orally or written, their recollection of this shared experience and event using the questions above as support. |  | **Source 2:**  Students supply their own personal photograph  **Student workbook – activity 1** |
| 1.3 | **Opportunity for monitoring student learning**  Shared experience between family members – students create an illustration of a shared family experience and recount, orally or written, their recollection of this shared family event.  They explain what the shared family event was, who was there, where it happened, what was happening during this event, why it happened, how they felt, how others felt.  **What to look for in student responses**  Describe and explain the shared family event by:   * Describing the event – what took place * Where it took place * When it took place * Why did it take place * Who was there * How did they feel * How did others feel |  | **Student workbook – activity 1** |

## Lesson 2 – Shared experiences of school

Students are learning to:

* identify how the stories of families and the past can be communicated, for example through photographs, artefacts, books, oral histories, digital media and museums
* use a variety of sources including photographs or a treasured object from their homes, to recount stories about their families and discuss how sources are used to answer the question 'How do we know?'
* discuss then and now; past and present
* share experiences of family, school and local events that are celebrated or observed.

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| Item | Learning experience | Differentiation strategies and/or adjustments | Resources |
| 2.1 | Students discuss the terms ‘similar’ and ‘different’.  Using sources 3 and 4, students examine the two photographs of schools from the past.  Students discuss what they think is happening in the two photographs eg annual school photo day  Does this event still take place in your school today, in the present?  Why or why not?  Students examine the photograph in source 3 and make comparisons to source 4.  How are the schools/classes different?  How are the schools/classes similar?  For example:   * the number of adults and children in each photograph * what the children are wearing * what the adults are wearing |  | **Source 3:**  [State Library of Queensland - Kobble Creek State School 1914](http://onesearch.slq.qld.gov.au/primo-explore/fulldisplay?docid=slq_alma21218382600002061&context=L&vid=SLQ&lang=en_US&search_scope=DT&adaptor=Local%20Search%20Engine&tab=dt&query=any,contains,Kobble%20Creek%20State%20School&offset=0)  School portrait of Kobble Creek State School, Queensland, 1914. The students are arranged in three rows with some younger boys sitting on the ground in front.  **Source 4:**  [Bexley Public School 1940](https://www.records.nsw.gov.au/image/15051_a047_001186)  Students from Bexley Public School, Class 2A, 1940 |
| 2.2 | Students are asked to find a recent school class photograph and compare their school photograph with the school photographs in source 3 and 4.  After observing the photographs, in source 3 and 4, discuss these inquiry questions, for example:  What can make schools similar or different?  How is my class and school similar to the schools/classes in the photographs?  How is my class and school different to the class and school in the photographs?  What would I like to learn about the students and teachers from the past in the photographs that is different to mine? |  | **Source 5:**  Students supply their own personal class photograph |
| 2.3 | **Opportunity for monitoring student learning**  Students examine the photographs in sources 3 and 4 and make comparisons to their own class photograph (source 5).  Use the **see-think-wonder prompts** (in their student workbook) to identify the similarities and difference between the three sources and to guide their examination.  **See-think-wonder prompts**  **See**   * Who is in the picture? * How many people are in the picture? * What is something that is similar to your school/class? * What is something that is different to your school/class?   **Think**   * What are the ages of the people in the picture? * What are the relationships of the people to each other?   **Wonder**   * What do you wonder about the children and adults in the picture? Come up with a question that you would like to ask a classmate to learn something about their experiences.   **School photograph narrative**  Using a school photograph from the past, students create either a written or oral story. The story takes the viewpoint of one person in the portrait to describe what is happening in the photograph, what event is taking place, who the members of their class are and how they are related. An adult may like to record the child’s story or assist them to write a simple sentence and draw a picture below.  **What to look for in student responses**   * Identify how the schools/classes are similar * Identify how the schools/classes are different   For example:   * + the number of adults and children in each photograph   + what the children are wearing   + what the adults are wearing   + what the children are doing   + what the children are thinking |  | Student workbook |

Resources

Picture books

‘Tom Tom’ by Rosemary Sullivan and Dee Huxley

‘I’m Australian Too’ by Mem Fox

‘The Family Book’ by Todd Parr

‘My Mob Going to the Beach’ by Silvia Emmerton

Websites and resources

Historical photo sets on Flickr, State Library of NSW. <https://www.flickr.com/photos/statelibraryofnsw/sets/?&page=1>

Trove, National Library of Australia. <http://trove.nla.gov.au>

**Reflection and evaluation**

These simple questions may help you reflect on your students’ learning and plan for next steps.

What worked well and why?

What didn’t work and why?

What might I do differently next time?

What are the next steps for student learning based on the evidence gathered?