

TEACHER RESOURCE



Seven Year Olds in the Past

Chantelle Morrison
Teacher Designer

TEACHER RESOURCE



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LEARNER RESOURCE



Rag Dolls, Roller Skates and Rubik Cubes

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Roller-skates, Rag Dolls and Rubik Cubes

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This Learning Element is published by Common Ground Publishing for the Teacher as designer project, a joint project of Common Ground Publishing, The Le@rning Federation, the Primary English Teaching Association and RMIT, Victoria.

The Teacher as designer project, brought together 12 primary teachers from Queensland, NSW, ACT, Victoria, Tasmania and South Australia to write learning elements. Teachers integrated new digital content from The Le@rning Federation into their learning elements using the Learning by design approach to pedagogy developed by Mary Kalantzis and Bill Cope.

Learning elements resulting from the project are available on the partner websites:

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Contents

Cover Page 1

Front Page..... 2

Contents..... 4

Learning Focus.....5

Knowledge Objectives..... .6

Learning Activity 1: 2005 Inventory.....7

Learning Activity 2: Items from the past and the present 8

Learning Activity 3: Researching the past -1970s 9

Learning Activity 4: Comparing 1970 to today 10

Learning Activity 5: Hypothesising about things that last over time. 11

Learning Activity 6: Displaying an Understanding of the Past..... 12

Learning Activity 7: Creating something to remember..... 13

Learning Activity 8: Is my time capsule suitable for a future audience.....15

Knowledge Outcomes 16

Learning Pathways 17

Teacher Resource 18



Contents

Cover Page..... 1

Front Page..... 2

Learner Contents 4

What We're Learning5

Finding Out6

Learning Activity 1: What is life like in 2005.....7

Learning Activity 2: What is past and what is present?..... 8

Learning Activity 3: What was life like for Old Bernie?..... 9

Learning Activity 4: What is different/same for my parents? 8

Learning Activity 5: Why do some things last over time?..... 11

Learning Activity 6: I know about the past.....12

Learning Activity 7: Something for me to remember.....13

Learning Activity 8: How did I go with my time capsule?.....15

How Well Have You Learnt..... 16

Moving On..... 17

Learner Resource..... 18



LEARNING FOCUS



Knowledge Domain

Early Years - Australian Perspectives
Studies of Society and the Environment

Scope of Learning

Understanding the Past in Australia - the importance of history

Learning Level

Year 1

Prior Knowledge

The students already know items and memories which are important to them. The students have some knowledge of what life is like in 2005. Students are familiar with the genre of recounts, as they have been writing them in their journals each week.

WHAT WE'RE LEARNING



Our Subject

Australia and Literacy
SoSE

Our Topic

What's important to remember about the past?

Our Class

Year 1

What We Already Know

We have favourite things that we remember.
We know how to write about events that have happened.

KNOWLEDGE OBJECTIVES



As a result of completing this Learning Element, students will be able to:

experiential objectives



- Display items of personal significance that are known and new
- Hypothesise about life in the past.

conceptual objectives



- Determine similarities and differences of items and events from past and present
- Understand why things last over time
- Name important features of interview questions

analytical objectives



- Appreciate aspects of the lives of their grandparents and parents
- Examine the purpose, structure and target audience of a time capsule
- Analyse the effectiveness of students' own time capsules

applied objectives



- Discuss and write survey questions
- Plan and produce a personal time capsule
- Collaborate to create a class time capsule
- Evaluate personal time capsule

FINDING OUT



As a result of completing this Learning Element, students will be able to:

by being



- Talk about significant items and memories for us
- Guess what may be significant items and memories for our parents and grandparents

by connecting



- Compare life now and how life was for our parents and grandparents
- Decide what is something of the past and what is something of the present
- Construct appropriate interview questions

by thinking about



- Appreciate the lives of your parents and grandparents
- Understand what's in a time capsule
- Choose appropriate items for your own time capsule

by doing things



- Create a survey
- Create a time capsule about you
- Create a time capsule for our class
- Think about and assess your time capsule

Learning Activity 1: 2005 Inventory

Tuning In: Students discuss and describe items from 2005.

Begin a inside/outside circle discussion with students about what life is like for them.

Show students items from 2005. Discuss how we know these items are from 2005.

Students choose an item from school or home to describe the importance of that item for them in 2005. Students document this on a mind map.

Learning Activity 1: What is life like in 2005?

What is life like today?

How will people in the future know what life was like today?

What 'things' are important to us?

What 'things' will tell people in the future what life was like for us?

Learning Activity 2: Items from the past and the present

Tuning In: Students discuss and describe items of the past and present.

Continue the discussion regarding how we know what life was like for our parents/grandparents/great grandparents. Show students items from 1910, 1940, 1970 and 2005. Ask students to estimate how old or new they are. Ask students to justify choices. Ask students to estimate which generation they think the items might be from (ie. Own, parents, grandparents or great grandparents). Generate discussion on what each item tells us about the past.

conceptualising
by theorising

Students choose an item from the display to describe through a reciprocal teaching strategy of predicting, questioning, clarifying and summarising.

http://www.holoshop.com/misc/moodrpg.html	What is it used for? Predict	
	What is confusing? Question	
	How can we figure out what it does? Clarify	
	What are the main features/importance? Summarise	

Activity 2: What is past and what is present?

What items memories are important for your parents?

How do we know what life was like for our parents/grandparents/great grandparents?

What items memories are important for your grandparents?

What items memories are important for your great grandparents?

by connecting:
different types of things

Learning Activity 3: Researching the Past – 1970s

Finding out: Students view the Learning Object: “Old Bernie’s Story” - TLF Learning Object # 26, ensuring they ask Bernie all the questions. Discuss the types of questions Bernie was asked (ie. Open ended questions). Brainstorm a list of open-ended question children could ask their parents.

Revisit discussion about what life was like for the parents when they were 6 years old.
Students develop max. 10 questions to ask their parents about what their life was like when they were 7 years old.

Learning Activity 3: What was life like for Old Bernie?

View the Learning Object:
“Old Bernie’s Story” - TLF Learning Object # 26. Ask Bernie all the questions.



What types of questions are important to ask?

Should questions be yes/no answers?

List 10 questions you could ask one of your parents about what life was like when they were 6.

Conduct the survey with your parents

Learning Activity 4: Comparing 1970 to today

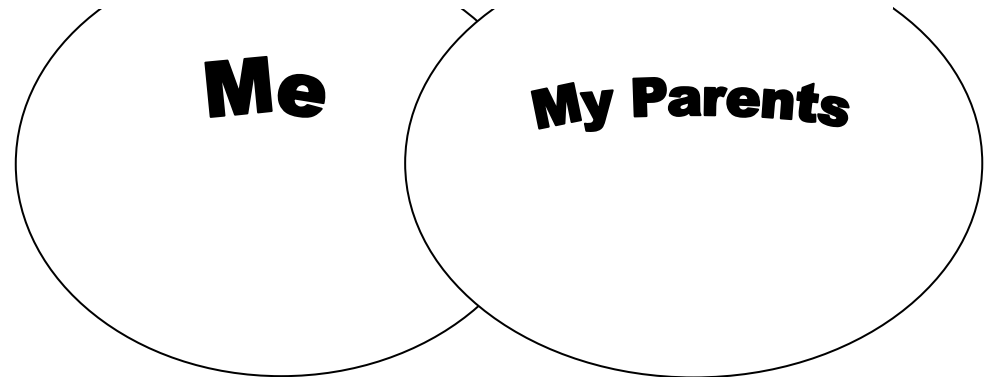
Students discuss through a think:pair:share strategy information found from parents survey.
Record a few common responses on a chart and display.

Sorting Out: In groups; students use a Venn diagram to note the similarities and differences between 1970 and today. They may use pictures or words to place into the diagram.

Learning Activity 4: What was different/same for my parents?

Read over what your parents wrote in your survey. Share this with a partner. Share with a group. Which answers were the same or similar?

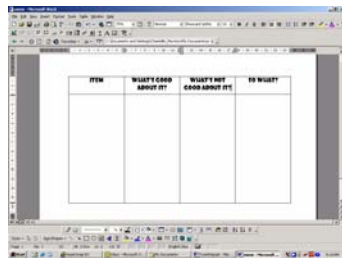
Think about what your answers would be for the same questions. Write and draw them in the 'me' box. Write and draw your parents' answers in the 'my parents' circle. Put anything the same in the middle.



Learning Activity 5: Hypothesising about things that last over time.

Sorting out: Use the 3 Whys with a partner about what things were the same for them and their parents and why that might be.

1. Use the organiser below to analyse each item in the middle of the Venn diagram.



[sww.doc](#)

Learning Activity 5: Why do some things last over time?

Meet with a partner. Choose one item from the centre of the Venn diagram to discuss. For example: Why did my parents and I both have skipping ropes? Your partner answers and then you follow with; Why?

Example:

Martha: Why did my parents and I both have skipping ropes?

Rupert: Because it can be used with one person or a few.

Martha: Why? (1)

Rupert: Skipping ropes can be long or short. The short ones can be used by yourself and the long ones can be used with a group. Anyone who can skip can use one.

Martha: Why? (2)

Rupert: Well, skipping is a pretty easy skill to learn.

Martha: Why? (3)

Rupert: It only takes jumping and turning the rope in time.

Learning Activity 6: Displaying an understanding of the Past

Discuss with students aspects of different eras by revisiting the *Scrapbooks* by Robert Opie. In pairs, have students discuss interesting aspects of each era.

Using this information, students create a time machine. NB: Students must be able to display the working of the time machine before they can take it home.

Learning Activity 6: I know about the Past

Have another look at the Scrapbooks by Robert Opie.
What were some interesting parts of each book?

Now create your time machine.

You must be able to show your teacher how it works before you can take it home.

Learning Activity 7: Creating something to remember

Read students *William Gordon MacDonald Partridge* by Mem Fox.
Discuss the importance of a memory and the items William collected for the time capsule.

Show a time capsule already prepared. Create a list of criteria for time capsules as a group.

Students use a digital camera or draw items around the school that have a memory for them eg. Favourite food from the canteen. Students write the memory they have about that item. Students create a 'Time Capsule' with their photographs and items collected combined with their recounts about those items.

Learning Activity 7: Something for me to remember

Read *William Gordon MacDonald Partridge* by Mem Fox.
What were the items that William collected?
What was important about these items?

Create a list of important items for a time capsule.

Use a digital camera to take photographs of 4 parts/items of Chapman Primary School that have memories for you. For Example:



Write a memory about that place/item. For Example:

I remember when I was in Kindy and I came to the Library because it was warm and my friends were there. I could choose whatever I wanted to read and sit on the red couch. It was comfy. Sometimes I drew Miss



I remember when I was in Kindy and I came to the Library because it was warm and my friends were there. I could choose whatever I wanted to read and sit on the red couch. It was comfy. Sometimes I drew Miss Simpson a picture if she was on duty.



Simpson a picture if she was on duty.

Collect something flat from that place to add to your photo and writing.
For example:



Combine them together on one page. Place all the pages together and write a title page (something like: *My Memories of Chapman PS*).

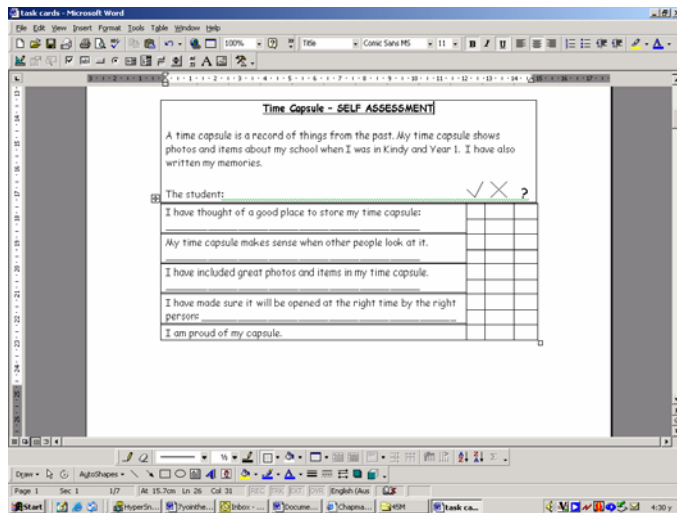
Learning Activity 8: Is my time capsule suitable for a future audience?

Share 'The Scrapbook' collections by Robert Opie. Discuss the important elements of a time capsule with the understanding that it will be read by a future audience.

- How would it be best to display or store the time capsule?
- What should/ shouldn't be included in the time capsule?
- Where should it be stored?
- How can we be sure it is opened at the correct time?

Develop criteria with the students using their answers. Type into a task card and attach task card to time capsules.

Ask students to self-assess their time capsule in relation to the criteria.



Learning Activity 8: How did I go with my time capsule?

Write down some important things about time capsules.

Fill out the assessment and attach it to you time capsule.

Time Capsule – SELF ASSESSMENT

A time capsule is a record of things from the past. My time capsule shows photos and items about my school when I was in Kindy and Year 1. I have also written my memories.

My Name: _____ Y N ?

I have thought of a good place to store my time capsule: _____			
My time capsule makes sense when other people look at it. _____			
I have included great photos and items in my time capsule. _____			
I have made sure it will be opened at the right time by the right person: _____			
I am proud of my capsule.			
Comment...			

KNOWLEDGE OUTCOMES



Key foci for assessment:

- * Did the students demonstrate an appreciation of the lives of their grandparents and parents through the Venn diagram discussion?
- * Did the students show an understanding of open-ended interview questions in the survey they designed?

Learning Activity 5 and 8 have been developed as authentic assessment tasks. Teacher should look for the following...

- An ability to compare their lives with lives of the past
- An understanding of things that last over time
- Combining the above knowledge to create a record of Year 1

HOW WELL HAVE YOU LEARNT?



Key Questions to ask yourself...

- * Did you appreciate of the lives of your grandparents and parents through the Venn diagram discussion?
- * Did you understand how to write open-ended interview questions in your survey?

Do you know what's different between today and the past?

What things are the same?

What things last over time?

What are important things to remember?

LEARNING PATHWAYS



To extend this series, a teacher may choose to complete some of the activities in relation to the students' grandparents and even great-grandparents. For example; Students could interview their grandparents and complete another Venn Diagram seeing if the same things last over time.

MOVING ON



What might we learn about next?

Interview your grandparents or great-grandparents.

Do they have similar answers to your parents?

What is the same/different?

What items have lasted a really long time?

TEACHER RESOURCE



About this Learning Element

Description

This learning element focuses on understanding the past in Australia and the importance of history.

Knowledge Domain

Early Years - Australian Perspectives

Learning Level

Year 1

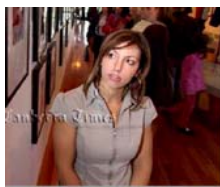
About the Author

Author: Chantelle Morrison

Position: Year 1 Teacher, Chapman Primary School

Affiliated Organisation: ACT Department of Education and Training

Short Biography: Chantelle has been a teacher for 6 years and is currently teaching Year 1. Her areas of expertise include Integrated Inquiry and Literacy.



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Description

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Subject

Australia and Literacy

Level

Year 1

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