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Preface

This resource has been developed by the NSW Department of Education and Training in cooperation with the NSW Heritage Council as part of a joint heritage project for primary schools.

Treasures is the Stage 1 component of the heritage project. This resource targets Kindergarten to Year 2 classes, working towards Stage 1 in the new Human Society and Its Environment K-6 Syllabus. It incorporates a range of activities (which can be implemented with a whole class, small groups or individually) to support the teaching of HSIE skills and content, including extension activities for gifted and talented children.

The unit Treasures aims to introduce students to the notion of personal heritage by raising their awareness of their own physical, social and cultural environments. Students are encouraged to explore their own family histories, rituals and cultural norms and, in doing so, to develop a greater awareness of their own cultural identity.
Introduction

Treasures (n): 1. wealth or riches stored or accumulated
2. anything a person greatly values
(v): 3. To retain carefully, or keep in store
4. To regard as precious, to cherish or prize

Synonyms: riches, treasure-trove, memories, souvenirs, mementos, commemoration, and remembrances

The resource *Treasures* is designed to introduce the concept of personal heritage to students and instil a sense of time and place. The resource addresses learning outcomes in Stage 1 of the syllabus through a combination of print and electronic material.

The unit draws on the students’ physical, emotional and cultural environment to establish the concept of personal heritage. Activities included in the unit focus on:
- establishing a sense of self
- placing students in a family and in a wider environment
- establishing a sense of time and place
- appreciating similarity and diversity
- developing tolerance
- valuing heritage.

**Print-based materials:**
- a unit overview
- syllabus outcomes and indicators
- teaching program (unit of work)
- historic images
- student worksheets, available in print and electronic form. The digital version of the learning activity masters and teaching program will be on the CD-ROM in a pdf file.

**Electronic material:**
- The CD-ROM is cross-platform i.e. it can be run on Macintosh and Windows computers
- models some of the activities suggested in the unit
- provides black and white copies of the main menu pages
- includes a searchable database for some student data
- prints a personal student profile
- includes a series of printable reports. A report presents student data in different forms.
Intended audience

This resource is intended for teachers of students from Kindergarten to Year 2, working towards Stage 1 in HSIE. The document is designed to be dynamic and adaptable, meeting the changing needs of teachers and students. The activities included in the unit achieve outcomes in the areas of Change and continuity and Culture.

The resource

The unit Treasures models an outcomes approach to planning and programming. It provides a basis for assessing student learning and the achievement of outcomes within the context of learning experiences.

The unit demonstrates how teachers can incorporate HSIE skills and content within a classroom context. It provides a range of student experiences that can be undertaken by a whole class, in small groups or by individuals.

The learning activities included in each unit employ a range of suggestions for achieving Stage 1 learning outcomes of the HSIE K-6 syllabus. It is important that resources model different experiences that are representative of the diverse nature of our society.

The suggested activities:

• can be implemented at different levels i.e. Kindergarten, Year 1 or Year 2
• can be used in part or in whole, or adapted to suit the specific needs of the student cohort
• offer a range of extension activities for gifted and talented children.
Outline and use of the resource

The unit consists of four sections:

**Section 1: The gallery**
- The individual: characteristics and traits

**Section 2: Greetings**
- Shared rituals

**Section 3: The library**
- The family: origins, rituals and celebrations

**Section 4: The bank**
- Artefacts, favourite items, memorabilia, the foundations of personal heritage.

Each section has a series of tasks that vary in length and complexity. The tasks are suggestions to be used at the teacher’s discretion.

The sections have an overview page that provides:
- a brief snapshot of the section
- a list of the relevant syllabus outcomes being addressed through the content and suggested learning experiences
- items needed to accomplish the tasks.
1. Teach the unit of work beginning on page 19.

2. Use the student worksheets from page 39. They can be used as is or personalised by selecting the digital copy on the CD-ROM and changing it to suit local conditions.

3. Use the CD-ROM as indicated in the teaching program or as a culminating activity.

The teaching resource

The teaching resource includes a unit of work, a list of references and student worksheets. The unit of work provides a variety of learning experiences where students explore their personal and family details and heritage. The activities and experiences in the teaching unit are revisited on the CD-ROM.

The electronic resource

A CD-ROM has been designed to accompany the teaching unit. The Treasures CD-ROM is not primarily a stand-alone electronic resource; rather it is meant to complement the off-computer learning activities suggested in the unit.

The CD-ROM can be used by itself as a revision tool, possibly with students who are familiar with their personal and family data. These students are more likely to be in late Stage 1.

The Treasures CD-ROM is essentially a graphic database. It is designed to collect and organise data about students. It can be used by individuals or by a small group. When students complete data entry the program allows teachers access to the class data which they can view in different ways. This is called a report.

There are three entry points into the CD-ROM, each represented by an icon. They are:
- as a new user
- as a user who has visited before
- as a teacher or administrator.
Getting started

The Treasures CD-ROM will work on both Macintosh and Windows platforms. Treasures must be loaded onto the school computer’s hard drive to enter student data. There is an unlimited licence and the CD-ROM can be loaded onto all machines that have a CD-ROM drive, it cannot be used over a network.

1. To load the CD-ROM

Go to Read Me file on the Treasures CD-ROM for the latest instructions about the installation on both Macintosh and Windows platforms. This file can be printed.

2. To launch Treasures

Double click on the icon or name to start the program.

3. To enter Treasures

A teacher must enter their name and class before their students start using Treasures. This has to be done only once for each teacher.

To start teachers:

1. Click on the Treasure chest to start.
2. Click on the book icon that appears on the screen.
3. Enter the password teacher into the dialogue box and click on go. The password can be changed later in the administration section.
4. Double click on a name field and replace with your own details. Then click on the arrow button to go back.
5. Click on the exit sign till the program quits. Treasures is now ready for your students.

Students:

1. After launching Treasures, click on the Treasure chest to start
2. On the next screen the new user clicks on the female icon. A drop down list of teachers appears. The user clicks on their teacher from the list and then clicks on go. The teachers’ name and the class name will appear at the bottom of the page. The cursor will appear in a blank field and the user enters (types) their name in the blank field.
3. The experienced user clicks on the male icon. A list of names appears. They select their own name from the list and click on go.
4. *Navigate the CD-ROM*

After entering the CD-ROM the user is taken to the signpost menu page. This page is where you move between the three different spaces. Students click on the arms to move between different worlds within *Treasures* or to exit the program.

5. *Navigate around each world*

When users click on the arms of the signpost they will be taken to one of three possible worlds:

- the gallery
- the library
- the bank.

Each world has a set of global commands known as the navigation bar. The navigation bar, composed of three balloon icons, appears on the left side of the screen.

1. Print icon.
   This prints the page and record shown.

2. Signpost.
   This allows you to move between worlds and to exit the program.

3. Coloured pencils
   This icon will print a black-and-white version of the gallery, library and bank menu page.
6. Enter student data

Each world has a menu screen with clickable items. When students click on the items they are taken to another screen which has an activity for them to complete. This provides models of information about physical and social traits and personal heritage.

Any details which students enter are automatically saved. The students then click on the icon in the corner of the page to return to the menu page of that world.

The Gallery
This world collects personal data.

The Library
This world collects family data.

The Bank
This world is more interactive rather than concerned with significant data collection.
Teacher’s section

Clicking on the icon of books allows entry into the teacher’s section. It is not protected by a password. In this world the teacher can:

- obtain a class list
- print word cards
- see the data as a range of reports e.g. eye colour, height.

Learning activities

Digital copies of all teaching and student worksheets are supplied as:


To open the PDF version you will need to have Adobe Acrobat reader, which is a free software program available from the Internet, and on the CD-ROM.
### Section: The gallery pp. 19-24

#### Teaching sequence
- Introduce topic: sense of self
- Discuss concept of photographs as historical record
- Introduce students to questioning techniques
- Examine aspects of similarity and difference
- Organise workstation activities including on- and off-computer activities
- Include computer-based activities using Treasures CD-ROM

#### Learning activities

**Task one**
- Display of portraits
- Class discussion of information in a photograph or portrait (visual text).
- Drawing a portrait of a “buddy” (another student).

**Task two**
- News activity: one student shares personal photographic portrait with class.
- Small groups share personal photographs or personal stories, heritage.
- Discussion of similarities and differences in photographs.

**Task three**
6 workstation activities:
- Guided or independent reading of texts
- Collage or mobile of difference and similarity
- Cloze activities based on descriptions of self
- Human height chart
- Weigh-in activity
- CD-ROM: interactive activities based on self

### Section: Greetings pp. 25-26

#### Learning activities

**Task one**
- Display of people greeting each other
- Discussion about greetings: what they are, when they’re used, why they’re used and how people do it.
- Survey of languages spoken at home
<table>
<thead>
<tr>
<th>Section</th>
<th>Teaching sequence</th>
<th>Learning Activities</th>
</tr>
</thead>
</table>
| The library      | - Develop investigative skills using found objects (artefacts)  
                    - Introduce students to the concept of history based on found objects (artefacts)  
                    - Develop a sense of time and place  
                    - Develop an understanding of family  
                    - Develop a field of knowledge about family origins | **Task one**  
                                 - Historical detective activity using concrete artefacts of everyday items.  
                                 - Sequencing of objects, images and text  
                                 - Creating timeline of concrete objects  
                                 **Task two**  
                                 - Shared reading and cloze activity based on text  
                                 - Creating a personal timeline using personal artefacts, images or text.  
                                 **Task three**  
                                 4 workstation activities:  
                                 - Family tree activity  
                                 - Collage or jigsaw of 1990s  
                                 - Calendar of rituals and celebrations  
                                 - CD-ROM: interactive activities based on family  
                                 **Task four**  
                                 - Assist students to develop an understanding of personal heritage through shared stories.  
                                 - Examine items and events to record for posterity  
                                 - Organise a range of media available for collage presented as a wall frieze. Bring together concepts of heritage from the individual to the global. |
| pp. 27-30        |                                                                                                                                                                                                                  |                                                                                                         |
| The bank         | - Instil an understanding of time  
                    - Cultivate an appreciation of people as a resource  
                    - Assist students to develop an understanding of personal heritage through shared stories.  
                    - Examine items and events to record for posterity  
                    - Organise a range of media available for collage presented as a wall frieze. Bring together concepts of heritage from the individual to the global. | **Task one**  
                                 - Guest speaker: grandparent/s, share oral history  
                                 - Shared reading about personal treasures  
                                 **Task two**  
                                 - Students sharing favourite things with class  
                                 - Creating a container to hold favourite things  
                                 - Revisiting Treasures CD-ROM to explore treasures stored in bank of favourite things  
                                 **Task three**  
                                 - Class creating a time capsule.  
                                 **Task four**  
                                 - Class creating a wall frieze representing the 1990s. |
Introduction (context)

There is a fascination with identifying differences and similarities between others and ourselves.

The process of identification can provide the basis for many discussions leading to a greater degree of tolerance and acceptance of other cultures.

This series of lessons assists students in becoming aware of their own unique characteristics as well as the characteristics that they may share with others. The initial lessons develop a field of knowledge about the body (similarities and differences), and involve hands-on activities, class discussion and computer-based activities to reinforce basic concepts.

What you need to begin

To complete this unit you will need:

- photographs, drawings or pictures of individuals (portraits)
- drawing equipment
- reference and resource material (fact and fiction)
- computer with CD-ROM capability
- word processing software
- Treasures CD-ROM
- printer (optional).
Task 1: Portraits are historical records, visual evidence. Identify the characteristics of a portrait.

Teaching and learning activities

- Create a display of photographs or drawings. Ideally the display would include photographs that illustrate modern and historic images, adult and child and male and female subjects, representations from a range of cultural groups. Some images are supplied with the kit.

- Initiate class discussion about this display. Some suggested discussion points:
  - Who is in the picture? How did you know?
  - Are the subjects of the photograph male or female? Do they remind you of anyone you know? Explain why.
  - How many people are in the photograph?
  - What is happening in the photographs? Does your family do things like this?
  - What other things can you tell from the photographs?
  - When do you think these photographs were taken?
  - Why do you think this picture was taken?
  - Who did you think might have taken the photograph?
  - In what other ways would a similar event be recorded today? Are there two or more photographs that are different or similar? Are any of the photographs of the same people at different ages?
  - Are there any photographs of people at similar ages? Did anyone in your family have a similar sort of life? Where did they live? What food did they eat? What was school like for them? What games did they play? Which photograph do you like? Can you tell me why you like that photograph? Does your family have any photographs that look like this?

- Explain that the photographs and drawings are called portraits.

  Portrait (n)
  1. a representation of an individual or animal made by drawing, painting or photography etc.
  2. a verbal picture, a graphic description.

- Point out that they are valuable because they are historic records of events, places, and people. Personal photographs are records of individuals: the details of their life, the people they’ve known, the groups they’ve belonged to, their likes and interests. Photographs and drawings allow one to look back and remember. They form part of an individual’s personal heritage.

Outcomes and indicators

<table>
<thead>
<tr>
<th>CUS 1.3</th>
<th>Identifies customs, practices, symbols, languages and traditions of their family and other families.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>identifies and describes the groups that individuals belong to, including family, class and school groups, sporting groups, a community, religious groups, a language group</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CCS 1.2</th>
<th>Identifies changes and continuities in their own life and in the local community.</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>describes people at different stages of their life</td>
</tr>
<tr>
<td></td>
<td>identifies ways in which previous generations in their family and community played and worked</td>
</tr>
<tr>
<td></td>
<td>links changes in their life with changes in the community</td>
</tr>
<tr>
<td></td>
<td>compares how things were, the way they are now and how they would like them to be</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CCS1.1</th>
<th>Communicates the importance of past and present people, days and events in their life, in the lives of family and community members and in other communities.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>identifies and talks about the lives of people in their family and community</td>
</tr>
</tbody>
</table>

Teaching and learning activities

- In pairs, students draw a portrait of their partner, paying particular attention to the details of their partner’s face.
- The class returns to the display. Teacher points out the differences in portraits taken at different times in history. Ask the students why there are differences in portraits from different times.
- Students examine the photographs in the display. They identify people at different stages in their lives and make connections with members of their family and friends who are at similar stages.

Further discussion points:

Where would you find portraits? on walls, in home, photo albums, slides, video, photo-CDS, art galleries, museums

Have you had your portrait taken by yourself, with your family or with other people (groups)? What people (groups) were they? (For example family, sports team, church group, class, dance troupe.)

Where did you have your portrait taken? (For example school swimming carnival, synagogue, temple, food fair, picture show, shopping centre.)

Why did you have your portrait taken? These could include: sporting success, religious celebration, birthday, trip, to name just a few.

Did you wear special clothes to have your portrait taken? What did you wear?

How is your family similar to or different from those in the display?

This question is used to lead on to a discussion about rituals, family events etc. that the students celebrate, for example birthdays, christenings, weddings, coming of age celebrations, other rites of passage, leisure activities and hobbies.

Outcomes and indicators

CUS1.3 Identifies customs, practices, symbols, languages and traditions of their family and other families.

- identifies the significant people they know that belong to different groups
- identifies characteristics that make another family different or similar to their own
## Task 2: Students create a pictorial timeline to express an understanding of time and event.

### Teaching and learning activities

- **Teacher displays a favourite photograph and presents a verbal portrait of the subject in the photograph.** This activity can be used to teach questioning strategies. Using word cards as prompts, students are encouraged to ask questions beginning with **why**: 
  - Who is in the photograph?
  - What are they doing in the photograph?
  - When was it taken?
  - What special memories do you have of them?
  - How is their life different from yours? How is it similar?

  A set of word cards is supplied to students as question prompts (five Ws).

- **Divide class into small groups.** In a circle, students share their photographs with each other. They question each other about their photographs. Use the photographs to create a pictorial timeline for each group. During group reporting they display their timeline, explaining what clues they used in the photograph to help sort the images.

- **Students read** *When Frank was four* (Alison Lester) and then complete a sequencing activity that creates a timeline of the major character, Frank.

### Extension activities:

- **Construct a joint poem (word portrait) with the class about the subject of a photograph.** Use this activity to introduce “time” words. Activity introduced by the statement “let’s imagine about this person…” about who they might be, what they might look, sound, feel and smell like. The poem has two-sentence stanzas. Sentence 1: I remember… Sentence 2: They smell like …[Phrase about the look, sound, smell or feel].

- **Play “I spy”, as a whole-class activity, to demonstrate a grasp of the concepts of physical characteristics, e.g.**

### Outcomes and indicators

**CCS1.1**

Communicates the importance of past and present people, days and events in their life, in the lives of family and community members and in other communities.

- identifies and talks about the lives of people in own family and community

**CCS1.2**

Identifies changes and continuities in their own life and in the local community.

- describes people at different stages of their life
- uses historical language of time and change, e.g. old, new, past, future generations
- communicates the value of the contribution of past generations to community life
Lesson plans

Lesson 3

**Task 3: Students explore the concepts of time, similarity and difference.**

**Teaching and learning activities**

- Introduce concepts of similarity and diversity by using famous people as models, for example:
  - Abraham Lincoln was very tall and had a hearing aid.
  - Franklin D Roosevelt was President of the USA. He used a wheelchair.
  - Stevie Wonder is a singer who is blind.
  - Albert Einstein was a genius. He found reading very difficult [was dyslexic].
  - Magic Johnson is a famous American basketballer. He has a serious disease [AIDS].

- Students, in small groups, find pictures or images about a selected famous identity. Use print and electronic sources for research, if available. This activity could be used as an opportunity to introduce students to the use of the Internet and content-based CD-ROMs as a research tool. This could be done as a small-group activity with the librarian.

- Students explore concepts of similarity and difference using age-appropriate texts. Shared reading activity using literary texts with characters they can identify with, participating in familiar events e.g. lunch, sports day, celebrations, for example: *What’s for lunch? Clive eats alligators, Rosie sips spiders* (Alison Lester), *Cherry Ripe* (Gretel Killeen).

- Students, in whole group, discuss what they had for lunch, their favourite game, where they live, things that are similar about themselves and their classmates, things that are different. This topic can be very sensitive; any discussion must be in context, with the teacher being sensitive to students’ needs.

**Extension activities:**

- Students create labels for their portrait created in task 1.
  - e.g. My name is ... I am ... years old. I have blue eyes, short blond hair. My friend Pino has long curly black hair and small feet.
  - My name is Nina, I have green eyes and a big smile. My best friend Anna has almond-shaped eyes and straight, white teeth.

- Use music and song to explore the concepts of diversity and tolerance. Listen to and discuss the lyrics of appropriate songs, for example: *Melting Pot, Ebony and Ivory*, songs by Michael Jackson and Paul McCartney, *You are sixteen* (Sound of Music).

**Outcomes and indicators**

CUS1.3
Identifies customs, practices, symbols, languages and traditions of their family and other families.

- identifies characteristics and practices that make another person or family different from or similar to self or own family

- gives information about own family background including the language/s spoken at home, religion/s, traditions, practices, customs, celebrations and stories
**Task 4:** Students will develop a personal profile from a range of on- and off-computer activities.

### Teaching and learning activities

- The class will be working on a range of activities describing students' personal details. This information is then revisited and recorded when the students work with the *Treasures* CD-ROM. These activities will focus on the Art Gallery world of the CD-ROM, where students enter their personal details and characteristics.
- The teacher demonstrates to the class how to: start (launch) the *Treasures* CD-ROM, move around (navigate) and explore the Art Gallery world. Students, supplied with a stencil outline of the art gallery menu page, identify parts of the art gallery, which are clickable (interactive). Students who are using the CD-ROM for the first time enter through the *I'm new* section.

Divide the class into five or six mixed-ability groups and rotate around five workstations. This activity may have to be carried out over a number of lessons.

**Station 1.** Guided, shared or independent reading, depending on the ability of the students. For guided reading, students listen to a story on tape. For shared reading, an adult helper listens to students. Students give a personal recount of the story to the teacher or adult.

**Station 2.** Students complete a personal profile detailing name, age, date of birth, hair colour and type, eye colour, favourite food, favourite colour, favourite game, favourite toy, best friend, favourite TV show, film or video.

**Station 3.** Human height chart. To complete the human height chart, students line up from shortest to tallest. Mark each height by using masking tape or cash register rolls. Use the roll to measure height. Students write their name on the tape and record the height. Each group is to add their height strips to other groups, from tallest to shortest. This forms a physical graph.

**Station 4.** Weigh-in and shoe size. Students use scales to weigh each other. Results are recorded, in kilograms, on the students' personal profile. Shoe size activity is conducted in pairs. Students stand on butcher's paper while their partner traces around their shoes. Students identify their shoes by writing their name, colouring so each pair of shoes is unique and then organise the shoes according to size.

**Station 5.** Personal profile. In small groups students visit the Art Gallery. Each student is to enter the *Treasures* CD-ROM, click on the *I'm new* icon, complete the activities in the world and save their information. Teacher revises how to launch and navigate the *Treasures* CD-ROM to the first group at this station. Members of the group become peer tutors for the next group.

### Outcomes and indicators

| CCS1.1 | Communicates the importance of past and present people, days and events in their life and in the local community. |
| CCS 1.2 | Identifies changes and continuities in their own life and the lives of family and community members. |

- *talks about the lives of people from different cultures*
- *describes people at different stages of their lives*
Introduction

Greetings are part of the rituals of a culture. The way we greet people that we know or don’t know, in different situations, of different age groups is part of our personal heritage. These lessons look at the greetings used by students, their family, friends and others around the world. The lessons involve hands-on activities, class discussion and computer-based activities to reinforce basic concepts of cultural heritage.

What you need to begin

To complete this unit you will need:

- photographs, drawings or pictures of individuals (portraits)
- drawing equipment
- reference and resource material (factual and fiction). Some suggestions are included in the resources section p. 53.
Task 1: Greetings are among the rituals shared by different communities. What is a greeting?

Teaching and learning activities

- Display signs of greetings, pictures of people greeting each other.
- Lead discussion about greetings, what they are and their place in society as a cultural and historical ritual e.g. shaking hands was to show that there was nothing in your sword hand.
- Further discussion points may include:
  - why and when they are used, i.e. formal and informal occasions
  - how people may greet each other e.g. verbal/non-verbal e.g. hug, kiss, handshake or a combination of both, and how greetings have changed over time.
  - how greetings may differ with different people e.g. the teacher, the principal, your parents, your aunts, uncles or grandparents, people from overseas
  - how greetings may differ in different situations e.g. up the street, at a party, the local shopping centre, a wedding, at church or temple, a christening etc.
  - how greetings may vary between age groups e.g. adults and children.
- In small groups students role-play:
  - how they greet someone in the morning
  - how they greet someone in the evening
  - how they greet their parents and grandparents.
- Floorstorming. Divide class into mixed ability groups of 4-5. Each group completes the speech bubbles on the collage of images of greetings from the display (see above)
  To complete the speech bubbles students determine:
  - what is happening in each of the pictures
  - what they might be saying and the language being used
  - when and where you might do this.
  The groups are brought back together to share findings with the class. Each group reports to the class.
- Survey class members about the languages spoken at home. (This survey could be conducted informally as an oral activity or be done as a formal written survey and sent home to parents).

Extension activities:

- Use songs or videos that model greetings within different cultures, age groups and social situations. For example: Sound of music video; Say G’day (Ted Egan); Farewell song from Sound of Music; or Funge Alafia (African greeting song).

Outcomes and indicators

CUS1.3: Identifies customs, practices, symbols, languages and traditions of their family and other families.

- identifies events and activities which are shared by people in another country, e.g. Korea, India, Japan, Sri Lanka
- identifies languages spoken in the school and other communities and participates in activities that involve using a different language
- participates in activities that involve the communication of cultural symbols, practices and customs, e.g. music, song, artworks, dance
Introduction

Heritage makes us who we are. It is our past, present and future. Personal heritage helps you understand your place in the world. Your family and its history are part of what makes you an individual and different. Places, objects, stories, events, memories and the family trees are all part of your family heritage. The lessons for this section involve hands-on activities, class discussion and computer-based activities to reinforce basic concepts of personal heritage.

What you need to begin

To complete this unit you will need:

- plastic bags, items of apparel, question sheet
- photographs, drawings or pictures of individuals (portraits)
- drawing equipment
- reference and resource material (factual and fiction)
- Treasures CD-ROM
- computer with CD-ROM capability
**Task 1: Students play historical detectives, learning to use evidence as a basis for their findings.**

**Teaching and learning activities**

Conduct the historical detective exercise as a small-group activity. To commence, display six parcels on the front desk. Divide class into six groups; select group leaders and issue each with a parcel. The parcel may be a shoebox or a similar container. [Each parcel contains an item of apparel or decoration. The apparel chosen should be theme-based, for example shoes, hats, medals, badges or scarves etc. and a sheet of questions. The items should be representative of gender, age, lifestyle and cultural diversity. For example, if shoes are chosen as the theme, then booties, school shoes, tennis shoes, hiking boots, dancing pumps may be in the parcels, with one item per parcel.]

Students, in the role of historical detectives, try to determine who the owner of the item might be and obtain information about the owner. The detective skills employed include analysing the item for clues, using reference books and conducting interviews. Each group needs to formulate answers to the five Ws [inquiry questions] introduced in the portrait gallery unit (p. 22). Students conduct guided research, under the direction of the librarian or an adult helper, using print material and, if available, electronic resource materials such as encyclopaedia CD-ROMs and the Internet. The research findings are compiled as a report, using word processing software if available.

Each group presents its findings to the class.

The class then arrange the items into historical sequence from oldest to most recent, creating a concrete timeline.

**Extension activity:**

Homework: Students bring a wearable item. Teacher presents an interesting article of clothing, footwear or decoration and tells a story about the item to the class, including why the item was chosen.

Divide class into small groups. Students display and present their items, telling stories about their items. Examine the items, comparing them with others in the group. Students sequence the groups’ items, creating a concrete timeline to be displayed in the library.

Opportunities for writing include devising labels for items in the timeline, writing stories about the items in the display and the historical detective report written individually.

**Outcomes and indicators**

CUS1.3
Identifies customs, practices, symbols, languages and traditions of their family and other families.
- locates and identifies the symbols and names used by family, school, and community groups e.g. surnames, school flags, badges, community name signs

CUS1.4
Describes the cultural, linguistic and religious practices of their family, their community and other communities.
- recognises the importance of artefacts and other symbols to cultural identity
- identifies cultural and spiritual and religious aspects of own family life

CCS1.2
Identifies changes and continuities in their own life and in the local community.
- identifies the family life of others in the local community and in other communities in Australia
Lesson plans

Lesson 7

**Task 2: Students explore time lines and personal record of time, place and events**

### Teaching and learning activities

- **Teaching and learning activities**

  - Develop appropriate language about time and place. Shared reading of literary texts, *When Frank was four* or *When I turned six*, illustrating personal heritage through common events changing over time. During shared reading, point out words that refer to time and place in the text. See resource section for additional texts. Initiate discussion about what events happened at different times in the characters’ lives. Discuss when the events in *When Frank was four* occurred. Students are asked to recount similar personal experiences. Represent the events in the text as a time line. Students, on Worksheet 8, sequence the events using textual and visual clues.

  - Students develop a personal time line on the sheet provided (Worksheet 11). Teacher draws a time line on the blackboard as a model. The time line includes the present year and the student’s year of birth. Some things that might prompt important events in a student’s life include birthday and Christmas celebrations, additions to the family, getting a pet or a special toy, going on holidays etc. This activity could be completed with the help of family members.

  - Shared reading of text: *When I turned six*. Lead class discussion about how events described in the book, like celebrating birthdays, special foods etc. have changed. Ask students how their family would celebrate these events. Complete a family profile based on the information presented in *When I turned six*. The profile is presented as cloze activity sequencing time and events from the text. Students interview their parents to complete a family profile for the same activities listed in the text.

  e.g. When John was six in 1996 he played tazos. When John’s mother was six in 1976 she played skipping games etc.

### Extension activity:

Teacher sends a note to parents asking them to allow students to bring in a set of photographs of themselves or a family member at different ages. Students may do drawings if photographs are not available. Students sequence their set of photographs in chronological order, creating a pictorial time line. They describe themselves at different ages, identify any important events that occurred at the time of the photographs, include evidence of these events, e.g. souvenirs if available. Create a set of time words as word cards to display on the classroom wall.

### Outcomes and indicators

- **CUS1.3** Identifies customs, practices, symbols, languages and traditions of their family and other families.

  - Identifies cultural and spiritual or religious aspects of own family life

- **CUS1.4** Describes the cultural, linguistic and religious practices of his/her family, his/her school and other communities.
### Teaching and Learning Activities

- The workstations provide experiences and information relevant to on-computer activities using the Treasures CD-ROM. The class is familiar with loading and using the CD-ROM so shouldn’t need further instruction. N.B. Use peer tutors for any students who lack confidence in using the technology.
- Students familiarise themselves with the library section of Treasures before starting the workstation activities. Give students a stencil of the library menu page. They explore the menu page, colour, predict which parts of the library are clickable (interactive) and discuss what information they need in order to complete the activities.
- Teachers send questionnaire to parents seeking information about languages spoken at home, relatives and residential address to facilitate family tree and profile activities.
- Divide class into small groups that will move between workstations. Explain what will be happening at each workstation. If more than one computer is available the software can be loaded onto the computer and two groups can complete the computer-based activity.

#### Group 1: Family tree activity.
- Students are given two stencils: a family tree pro-forma and second information sheet. The details for the family tree are to be decoded from a series of clues on the information sheet.

#### Group 2: Where I live activity.
- Students identify the type of dwelling they live in and then draw their home. Then they need to write their full address underneath the picture of their home. 

#### Extension activity: Draw a map to their house.

#### Group 3: Celebrations and rituals calendar.
- Students brainstorm major celebrations and cultural events that occur during the year. The group research when these events may occur. Guided research under the direction of the librarian or adult helper. Each event will be represented on the calendar with a title and icon. Students find or create icons to represent major celebrations on the blank calendar supplied.

#### Group 4: Family records.
- Students enter the Treasures CD-ROM via the I’m back icon and go to the Library. The Library space provides interactive experiences building on the concept of family, relationships, origins and languages spoken. Students are asked to enter information about their family, which is saved and then printed as a family profile.

### Outcomes and Indicators

**CCS1.2**
Identifies changes and continuities in their own life and in the local community.

- identifies the ways in which previous generations in own family and community have played and worked
- uses historical language of time and change, e.g. old, new, past, future generation
- communicates the value of the contribution of past generations to community life
- compares how things were, the way they are now and how he/she would like them to be
Introduction

The objects that we make, acquire or inherit often have special significance. This may be because of how we use them, how they connect us to our family, cultural identity and values or what they say about us as individuals. The lessons for this section involve hands-on activities, class discussion and computer-based activities to reinforce basic concepts of personal heritage.

What you need to begin

To complete this unit you will need:

- container, treasure chest to hold valuables
- reference and resource material (factual and fiction). Some suggestions are included in the resources section p. 53.
- Treasures CD-ROM
- computer with CD-ROM capability
- printer.
Task 1: Students develop a concept of personal heritage

Teaching and learning activities

- Introduce students to the concept of oral history by using a guest speaker, preferably a grandparent of a student. Invite the guest speaker to bring in a few favourite things and tell the story behind each of the items, explaining why they are included. Students visit Inkle and find out what her favourite things are on the Treasures CD-ROM.
- Participate in shared, guided or independent reading with the class of fiction or factual texts exploring personal mementos, treasures, such as Polar: The Titanic bear (fact) or Isabella’s bed (fiction). During student recounts they are asked to identify the things that were important to the major character and why they were kept, why they were treasured.
- Students create or acquire a container in which to keep their favourite things, their treasures; for example a shoe box, perfume packaging, a chocolate box or a biscuit tin would make excellent containers.
- Students bring in one favourite thing e.g. a toy, a feather, a scrap of fabric. Security is an issue when students bring in items. Care needs to be taken since these are precious to the students. Small groups of students share their stories about the items they have brought. Students ask questions about the what, how, when, why of each item.
- Students write a story about their favourite thing and create an exhibit, with the story displayed beneath each item.
- Revisit Treasures CD-ROM to explore the treasures that are stored in Inkle’s treasure chest. Compare those things with what is found in Isabella’s bed (Alison Lester).
- Create a time capsule of stories which students have written about their treasures.

Extension activities:

- Listen to songs about treasures, mementos, favourite things, for example My favourite things (Sound of Music video), Memories (Cats, the musical). Deconstruct song lyrics, with the class discussing what they mean. Lead discussion about tangible and intangible things that are important, why we keep them, what they tell us about the past.
- Visit a museum.

Outcomes and indicators

CCS1.1 Communicates the importance of past and present people, days and events in their life, in the lives of family and community members and in other communities.

- retells the original stories associated with traditions of own family and community, including Dreaming stories, religious stories, recounts, narratives
- explains why a person at, family or community event is significant
- identifies the origins of important days and events celebrated by families in other countries e.g. Children’s Day in Japan

CCS1.2 Identifies changes and continuities in their own life and in the local community.

- explains how different generations of people lived in the local area
- communicates the value of the contribution of past generations to the life of the community
- communicates the value of the contribution of migrants to the life of the community
Lesson plans

Lesson 10

**Task 2: Create a wall frieze, depicting the life and times of the 1990s**

**Teaching and learning activities**

- Create a wall frieze depicting life and times (history) of the 1990s. Students explore concepts of history using literary texts, historical artefacts (supplied photographs, favourite toys etc.) and stories (oral history).
- Explore *The history puzzle book*. The book is a collage of images organised as a pictorial time line from prehistory to the 1990s. The teacher deconstructs an era (a double page) with the class pointing out the types of information presented on the page. Discuss images presented in the book, describing the events, life and times which the images represent. The group identifies:
  - the activities that are occurring on the page
  - who is performing the activities
  - the types of occupations that are represented
  - the types of play and games that are represented
  - where these events may be happening.
- Students, in small groups, are issued with a double page from *The history puzzle book*. They examine the resource pages and identify the events, life and times being represented. They present their findings to the class.
- Class brainstorms a list of topics that might be included in the frieze. The teacher then groups the list into topic areas e.g. technology, sport, politics, economics, entertainment, religion. This could be done as a joint construction with the class. Each group will research one topic area in the 1990s.
- Re-form groups. Each group will create one section (topic) of the wall frieze of the 1990s, i.e. the class complete the last two pages of *The history puzzle book*. One section is the equivalent of one page of butchers paper. Use magazines, artefacts and memorabilia to construct the wall frieze. Each group negotiates and defines the role of members. Ask the 5 Ws e.g. Who was important or significant to us? What events do we think are important?… etc. Interview staff, the principal, community members about events, images to record in the wall frieze. Research newspapers, magazines for information and possible material to add to the wall frieze. Decide on images and artefacts that could represent the major events. Events could include building the Glebe Island Bridge, holding the Olympic Games, the invention of hand-held computers, cloning (genetic engineering).
- As a whole class, groups negotiate the organisation of pages to create the wall frieze.

**Outcomes and indicators**

**CCS1.2**
Identifies changes and continuities in their own life and in the local community.
- explains how different generations of people lived
- communicates the value of the contribution of past generations to the life of the community
- communicates the value of the contribution of migrants to the life of the community
Student worksheets
Timeline activity

Can you write an important event for each year of your life?

One _______________________

Two _______________________

Three _______________________

Four _______________________

Five _______________________

Six _________________________

Seven ________________________
My name is

I am __________ years old

I have
I live with my

I live at

My favourite thing is
<table>
<thead>
<tr>
<th>Text</th>
<th>This is what we wore</th>
<th>And this is what we played</th>
<th>They made her this...</th>
<th>And they gave these treats</th>
</tr>
</thead>
<tbody>
<tr>
<td>When I turned six in 199__</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>When Mum turned six in 199__</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>When Grandma turned 6 in 19__</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>When Great-grandma turned 6 in 19__</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Deconstruction of *When I turned six*

<table>
<thead>
<tr>
<th>Text</th>
<th>Look at the picture</th>
</tr>
</thead>
<tbody>
<tr>
<td>When I turned six in 1996, this is what we wore:</td>
<td></td>
</tr>
<tr>
<td>And this is what we played:</td>
<td></td>
</tr>
<tr>
<td>When Mum turned six in 1966, this is what she wore:</td>
<td></td>
</tr>
<tr>
<td>And this is what they played:</td>
<td></td>
</tr>
<tr>
<td>When Great-grandma turned 6 in 1906, this is what they wore:</td>
<td></td>
</tr>
<tr>
<td>And this is what they played:</td>
<td></td>
</tr>
<tr>
<td>When Great-grandma turned 6 in 1906, they made her this cake, and they gave her these treats:</td>
<td></td>
</tr>
<tr>
<td>And they gave her:</td>
<td></td>
</tr>
</tbody>
</table>
Circle the event that your family celebrates or draw your own.
Celeste lives in a skyscraper.

Rosie lives in a caravan.

Ernie’s home is a boat.

Tessa owns a castle.

Clive has a house on stilts.

Draw where you live
Ernie has his birthday at the zoo.

Rosie goes to a christening.

Nicky trick or treats at Halloween.

Clive celebrates Chinese New Year.

Frank welcomes the full moon.

What do your family celebrate? How do they do this?
Nicky’s life sequence

When Nicky was one she tipped spaghetti on her head.

When Nicky was two she got lost on Christmas Eve.

And Nicky got stuck up a tree when she was three.

When she was four Nicky cut off her plait.

When Nicky was five she broke her arm.

When Nicky was six she did a somersault on the trampoline.

Nicky flew off the swing when she was seven.
My personal heritage

You don’t have a long personal history yet, but you do have an important heritage. Heritage is about what we think is important, what is worth passing on from generation to generation. These things can be names, stories, languages or objects and photographs. You might find that your heritage has its origins in Australia or that it links you with different countries around the world.

Mapping your heritage

**Name**
What is your first name?
___________________________

What is your surname?
___________________________

Where did this name come from originally?
___________________________
___________________________

**Origins**
Where were you born?
___________________________

Where was your family born?
___________________________

**Languages**
What language/s do you and your family speak at home?
___________________________
___________________________

**Customs**
Describe when and how you celebrate a special occasion or festival during the year.
___________________________
___________________________
___________________________

**Family photo**
Find a photo that tells us about the past of your family. Who is in the photo?

What are they doing?

Why do you think the photo was taken?

How many people in the photo?

When do you think the photo was taken?

Describe or attach the photo here.
Festive food

Draw a picture showing what you eat when your family gathers for a special occasion.
Construct a timeline of your life

1999

1998

1997

1996

1995

1994

1993

1992

1991

1990
<table>
<thead>
<tr>
<th>Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who?</td>
</tr>
<tr>
<td>What?</td>
</tr>
<tr>
<td>When?</td>
</tr>
<tr>
<td>Where?</td>
</tr>
<tr>
<td>Why?</td>
</tr>
<tr>
<td>How?</td>
</tr>
</tbody>
</table>
**Who** is in the photograph?

**What** are they doing in the photograph?

**When** do you think the photograph was taken?

**Where** was this photograph taken?

**Why** do you think this photograph was taken?

**How** many people are in the photograph?
<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Portrait</td>
<td>Likeness of a person/people or animal made by drawing, painting, photography, verbal picture, graphic description</td>
</tr>
<tr>
<td>Self portrait</td>
<td>Likeness of the artist, self drawn by him or herself</td>
</tr>
<tr>
<td>Drawing</td>
<td>Is symbolic, pictorial language used to record and communicate information, perception and experience.</td>
</tr>
<tr>
<td>Heritage</td>
<td></td>
</tr>
<tr>
<td>History</td>
<td></td>
</tr>
<tr>
<td>Treasures</td>
<td></td>
</tr>
<tr>
<td>Mementoes</td>
<td></td>
</tr>
<tr>
<td>Timeline</td>
<td></td>
</tr>
</tbody>
</table>
What is in Isabella’s box?

List the things in Isabella’s box.
## Print resources

<table>
<thead>
<tr>
<th>Year</th>
<th>Concept</th>
<th>Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-1</td>
<td>Saturday, park, dreams, at the museum, adventures, show, sports day, show, celebrations</td>
<td>Lester, Alison. <em>Celeste sails to Spain</em>. Hodder Children’s Books Australia. 1997.</td>
</tr>
<tr>
<td>1-2</td>
<td>Events, changes over time, at each age 1-7</td>
<td>Lester, Alison. <em>When Frank was four</em>. Hodder Children’s Books Australia. 1991.</td>
</tr>
<tr>
<td>2</td>
<td>Personal heritage, sense of time and place, treasures</td>
<td>Harvey, Roland. <em>The secret record of me</em>. Roland Harvey Books.</td>
</tr>
<tr>
<td>2</td>
<td>Timeline, change over time, Aboriginal perspective</td>
<td>Simon, John. <em>John Simon’s Story</em>. BOS. 1996. (Big mob books little fullas kit).</td>
</tr>
<tr>
<td>Grade</td>
<td>Topic</td>
<td>Authors/Works</td>
</tr>
<tr>
<td>-------</td>
<td>-------</td>
<td>--------------</td>
</tr>
</tbody>
</table>

**Audio**

<table>
<thead>
<tr>
<th>Topic</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Culture/valuing diversity/similarity</td>
<td>Jackson, Micheal &amp; McCartney, Paul. <em>Ebony and ivory</em>. Pop song</td>
</tr>
<tr>
<td>Tolerance/culture</td>
<td><em>Melting pot</em></td>
</tr>
<tr>
<td>Rituals, culture</td>
<td>Department of Education and Training. <em>Funge alafia</em>. (Greetings song) in <em>Vocal Ease</em>.</td>
</tr>
<tr>
<td>Greetings, culture, rituals</td>
<td>Juniper Films. <em>Language game</em>. 1.4 mm floppy disk</td>
</tr>
</tbody>
</table>

**Kits**

<table>
<thead>
<tr>
<th>Topic</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Big and little books</td>
<td>NSW Board of Studies. <em>Big Mob Books for little fellus</em>.</td>
</tr>
<tr>
<td>Kit sent to all schools in NSW.</td>
<td>Vytrhlik, Jana and Schaffer, Elizabeth. <em>Kids, customs and culture</em>. Powerhouse Museum.</td>
</tr>
</tbody>
</table>