

This research will culminate in a family tree generated by www.myplaceinhistory.com

1900-2010 timeline

This aspect of the unit will need to become individualised because of the number of students. Using the breakdown of decades, with which they are now familiar, students will design their own timeline and will record key events in their family's history.

Students will:

- Understand their history in terms of their family's history
- Develop and use appropriate research tools
- Consider the appropriateness of questions to be asked of family members
- Recognise that the family as a unit is indefinite, but also that each family consists of multiple branches.

In completing the task students will:

- Record their information both electronically and on paper
- Involve their immediate and extended families in their research
- Present their findings orally and visually.



Lesson Outlines for the Whole Group:

- Midway through Unit 2 send home letter to family/guardian requesting: names/ birth and death date (if applicable) of two generations (minimum) of family members. See example of this letter in the appendix.

- Now, as an introduction to Unit 3 and to be used in conjunction with the returned history forms, teacher asks children to gather oral histories from parents, aunts, uncles, grandparents and to gather any photos, anecdotal records of employment, residences so as to inform the construction of the family tree.

Prior to this, teacher and students brainstorm the sort of questions the students can ask family members.

For example:

- Where were you living when I was born?
- What moves do you remember making as a child?
- Where did you live before you were married?
- Did the size of each house change and why?
- What age were you when you started working?
- How many jobs or careers have you had in your working life?
- Can you think of any occupations which no longer exist?

For those children with limited family history information the teacher should focus on their own history, encouraging the child to speak about where they have lived, where they were born, how did they get to X or to Australia, important events in their life.



- Teacher demonstrates the many ways a family tree can be constructed using examples that can be downloaded from www.myplaceinhistory.com.

MY FAMILY HISTORY

Individual student approaches:

The outcome of the previously described information gathering techniques is the presentation of the information by each individual student.

There are a variety of approaches that the teacher may choose to take including:



“Tell a Story” – use the ‘Tell a Story’ activity on www.myplaceinhistory.com to tell your family’s story, which can be complimented by photographs and printed in a variety of formats.

- An combined oral and visual presentation by each child
- A dated timeline which summarises significant dates in the student’s family’s history
- A power point presentation involving significant and dates, events and photos
- Using data collected from home, students could make a chain of figures with each figure representing one significant person in their family. Figures to be presented chronologically

www.myplaceinhistory.com

This is the culmination of the recently studied three units of history work. This strand of the website needs to be introduced with enthusiasm and fanfare. Ideally the website is presented to the class with the use of a digital projector or an interactive whiteboard.

The initial discussion is around the features of the website, including its layout; from very simple to complex family trees, information storage capabilities, ease of entering data, required data which can include photos. (Such information should have been gathered in initial stages of Unit 3).

Teacher loads a pre-prepared version of a family tree to demonstrate, and to generate interest in the probable outcomes, and further generate enthusiasm for completing student’s own family tree.

This session would best be undertaken in an un-broken session of approx. 1.5 hours which is punctuated by discussion at appropriate points.

Student’s own family tree:

Inputting information, photos, stories and recordings to the website will be most successful if it is completed at school, with the aid of a student’s parent/family member. Hence, the teacher needs to draw up a program of visits with close reference to parent’s schedules.

In this way it is more likely that each family tree will be an on-going project and continued at home. Teacher will continue to encourage students to bring their progress to school at any time.

Where it is not possible that a family member can attend, a proforma could be sent home, explaining what each student had completed at school, and how the family may continue to support them at home in completing the tree.

Each student’s family tree can be printed at any stage as a culmination to the unit’s work.

It is now a very easy task for this family tree to be continued at home if families so desire. What better way to be engaged with your child’s education than to complete this interesting project, started at school, at home together?

Appendix

1. Parental Consent Letter
2. Parent Registration Letter
3. Sample Questionnaire
4. Sample Generations Questionnaire