

CHANGE THROUGH HISTORY

Students will recognise changes which have occurred over time in transport, communication, manufacturing, housing, leisure, food, technology, purchasing, and medicine.

Broad objectives

Students will:

- Give some examples of changes that have affected their own and other people's lives and the life of their community
- Give some reasons why these changes took place
- Describe what old photographs/films etc, can tell them about people or places in the past
- Sequence a number of pictures/objects from different periods in chronological order
- Suggest some simple types of evidence that could tell them about a given person/event/development from the past
- Be able to discuss the sorts of transport, communication, manufacturing, housing, leisure activities, food, technology, and medicine that were used in the past
- Be able to compare similarities and differences between forms of transport, communication, manufacturing, housing, leisure activities, food, technology and medicine in the past and today
- Be able to look at old books/pictures, and suggest what they tell us about the most common forms of transport, communication, manufacturing, housing, leisure activities, food, technology and medicine in the past
- Be able to sequence a series of pictures of things that have changed, in order of age
- Be able to give some reasons why there have been changes in the ways we travel, communicate and live, (technology/types of materials available, etc).

In completing the tasks, students will:

- Identify simple approaches to tackling tasks and solving problems by asking questions and making suggestions
- Identify some relevant sources of information from those readily available
- Select and record information for a given purpose, for example, from a display, talk, or book
- Process/classify simple information in a variety of ways, for example, making a map or diagram
- Review and report on their findings ie: present findings in a brief report, talk, poster or written task
- Present some simple conclusions based on their findings.

The Beginning: Homework task:

It is suggested that the teacher set a simple task for home discussion between the student and family members which introduces the concept of 'what is a generation', and how their family's generations are represented.

Key tasks: What is a generation?

- Explain the span of years in your family's generations as far back as you can go ie: You are 12 and your parents are aged 46. What is the year span of this generation?
- What changes can you identify in families by looking at this information? ie: Has the gap increased in the number of years that we call a generation?

Teacher should allow time for discussion of this information upon its return to school, and go on to introduce that the class will be studying the history of families using the website www.myplaceinhistory.com.



Classroom environment

It is suggested that the teacher transform the classroom, mounting displays of “old things” collected, posters and pictures depicting “olden days”, books and newspapers etc., which will suggest a sense of the past and “history” to the students.

Items could include:

- Old typewriters, adding machines, sewing machines, gramophones, records, shoe lasts, irons, telephones, scooters, toys, money, gardening implements, photo albums, cigarette boxes, etc.
- Displays could also feature an ‘old’ and ‘new’ section, ie: a gramophone record and an MP3 player, a black and white or sepia photo and a slide show on a laptop, a quill and ink and a 4-colour pen etc.
- Old photos are a particularly valuable tool for discussion purposes
- Before beginning the unit of work, involve students in a discussion about what the unit will involve. Send a follow-up letter home to their families, explaining the unit of work to be undertaken, and encourage them to become involved and contribute anything they may have at home to the display.

1900-2010 timeline display

Teacher designates a section of the classroom (ie: one board, area above a display, string line across the room), where the century between 1900 and 2010 is broken down into decades and labelled. The purpose of this is to record the main features of this decade as discovered by students through their research. In this unit, the features recorded relate to issues of change in society as listed below:)

Some areas of change:

Communication:

- Paintings, drawings, pictures
- Gesture/sign language
- Smoke signals
- Letter/word processing
- Morse code
- Semaphore
- Telegram
- Telephone
- Mobile phone
- Letter
- Facsimile
- Email
- Text
- Skype

Transport:

- Walking
- Beasts of burden (human as in the Sedan chair, as well as animals)
- Invention of the wheel
- Horse drawn carriages
- Bicycles
- Cars
- Planes
- Trains
- Space travel



Manufacturing:

- Cottage industries
- Automotive from manual
- Markets to shop
- Factories
- Computer driven design

Housing:

- Caves
- Human built (huts, tents, lean to)
- Large homes for extended families
- Smaller homes, flats, apartments for nuclear families
- Environmentally aware housing

Leisure:

- Not having any (worked to survive)
- Sundays - day of rest and Church
- Development of the weekend – family, recovery time
- RDO's, flexi time, time in lieu
- 7 days a week/24 hour trading
- Planned leisure activity – sport, home, travel

Food:

- Eat to survive
- Foraging in immediate environment
- Killing beasts to eat
- Using edible crops to cook
- Planting from seed to eat
- Only enough to feed immediate family
- Grow food for others
- Manufacturing and production of food
- Canned, dehydrated and formula food
- Food becoming a leisure time activity
- Cooking courses
- An industry

Technology:

- Computers the size of a room
- Used only for the collecting and storage of data
- Only business orientated
- Home computers
- Introduction of the Internet
- Laptops
- Hand held devices
- Computers affecting our daily lives – banking, purchasing, cars

Purchasing:

- Trading schemes and barter
- Token system
- Currency
- Cheques, vouchers, postal orders
- Credit
- Purchasing terms – lay by, hire purchases, leasing, mortgages, interest free purchases
- Internet banking

Medicine and health:

- Care for own extended families
- Witch Doctors
- Primitive Medicine - leeches, natural substances, herbs
- Development of Penicillin, antibiotics
- General Practitioners
- Specialists
- Surgeons
- Nuclear medicine
- Keyhole surgery
- Therapies i.e. acupuncture
- Chemically driven solutions
- Transplants
- Alternative Therapies
- Extended life spans

Lesson outline:

Teacher introduces the theme of change in terms of transport, communication, manufacturing, housing, leisure activities, food and technology. Various stimuli could be used to begin the discussion:

- Guest speaker
- Book
- Photo
- Artefact
- Old film
- Old letter
- Poem

Students break into small groups, each with a different artefact from the areas being looked at, with the focus question:

“List the changes you can think of that have happened in...(one of) transport, communication, manufacturing, housing, leisure, food, technology, purchasing, and medicine over time.”

At the reporting back stage, ask various members of the groups to verbalise how they ascertained their knowledge, eg: Grandma told me, I read it, saw it on a website, a program on t.v....

Teacher reinforces how all of these are excellent sources of information.

Students then undertake individual writing with the focus question of: When would I prefer to have lived? Why?

And/or what would I miss if I had lived 50/100 years ago?

Lesson outline:

Teacher discusses the meaning of the word communication. Asks students to name some types of communication, and a class list is compiled.

Each pair or small group of students are given a sheet of paper divided into three columns. Teacher asks students to look at the class list and choose three types of communication, and record them at the top of each column.

Groups then work together, to find at least five similarities or differences for each method of communication.

Once groups agree on the information, they choose an appropriate graphic organiser to display their findings for the entire class.

Students in each pair/group work together to complete the comparison on chart paper and choose one team member to explain the diagram to the entire class and explain the group's findings.

When each group is finished, Teacher hangs the charts around the room, adding to the classroom display.

Lesson outline:

Part 1: Brainstorm with the students all the various forms of transport, which they have used to get around, from roller skates, bikes and scooters to jet skis, helicopters and aeroplanes.

Make a list on the whiteboard of all the various modes of transport suggested by the children. Ask the children to suggest other ways to travel they have not yet experienced (hot air balloon, camel, space shuttle etc.) and would like to try in the future. Make a second list.



Explain to students that they are to take home three questionnaires to fill in. One is for them, one is for their parents and one is for a grandparent or an older person to fill in. These three are to be brought back to school to use in the next lesson. (An example of the questionnaire can be found in the appendices).

Part 2: Discuss with students the fact that we currently live in an age where there have been more exciting technological inventions and advances than in any other period of time.

Discuss latest inventions, brainstorming ideas with the class.

Discuss how easy it is now for people to travel around the world, sometimes on a regular basis, because airplanes are so efficient and plentiful. Discuss advent of space travel, noting any important dates that students know, and discuss what students know of proposed space travel by everyday people.

Small group activity involving questionnaires:

In mixed ability small groups, students discuss and compare the answers they have back from their three generations and write up any interesting differences.

Students should be instructed to focus particularly on the huge developments in transport since their grandparents were young, and how these have impacted on family life.

Teacher conducts a feedback session from each group to the class, with teacher making notes on interesting findings from all three questionnaires, on the whiteboard.

Class discussion:

How did grandparents get to school? How did parents get to school? How do the children travel to school today? Why are there differences?

Where did grandparents go for their holidays, if they had holidays? What about parents? Where do students go?

Did grandparents and parents travel interstate or overseas for holidays? Discuss the reasons it may be different now.

What type of family adventures would children like to do in the future when they are adults, or have families of their own?

Whole Class Activity: Students write a report summarising their findings. They then try to find reasons to explain the results.

Suggestions for further development:

MATHEMATICS and ICT: Children could produce three bar graphs of the whole class results showing the three different generations and their forms of transport. Also their ideas of future travel. Compare results visually. The results could be put into a database on the computer and graphs and pie charts of the results produced for comparison and discussion, and to create a colourful display.

HISTORY: Children research the evolution of a chosen form of transport and present their findings as a mini-project.

GEOGRAPHY: Children produce a page of writing on an Australian state or overseas country they have visited. They could include a map, post cards and souvenirs from the area. These are displayed around a large map of Australia/world.

LANGUAGE: Creative writing task: Imagine you and your family go on a holiday to another planet. Describe your journey there, the characters you meet, what it looked like when you arrived, where you stayed, what you ate and what you did all day to entertain yourselves.

Less able pupils could draw up a storyboard of the adventure with brief notes about the adventure accompanying each frame.

More able pupils could produce a play script of one the scenes in their story, and present it to the class or school at assembly.

Further lesson ideas:

- Using photographs, posters or artefacts, the teacher encourages students to develop a sequential timeline focusing on the development aspect of their chosen topic.
- How has technology changed the way children grow and develop? Has there been a rapid change in the way they play? Students conduct a debate on the topic "Childhood was healthier 100 years ago".
- Students in pairs are given a black and white or sepia photo taken in the past, from the resources available in the classroom ie: a street scene from their city/town, a family portrait, wedding photo, a family outing, a class photo taken at school etc. Students report orally to the class all they have been able to discover from close examination of their photo. Depending on resources available, students could scan photo into computer and present their photo on an interactive white board, for ease of presentation.

CHANGE THROUGH HISTORY

- A learning centre could be set up featuring an interesting “artefact” from the past for students to sketch, in their choice of media ie: pen and ink, crayon, grey lead etc. Mount and add finished pieces to classroom display.
- Students choose one area of change (ie housing) and research the developments that have occurred in this area in a given period of time. Students have choice in their mode of presentation of their findings to the rest of the class. i.e: power point production, poster, mini-project etc.

This topic could well lead to a much bigger unit working across the entire curriculum, depending upon the interest level of the students, and the time available to the teacher, before continuing on with the rest of the unit of work.

Cross curricula activities:

- Technology Game - “What Came First?”
Order objects on the screen in chronological order using ‘click and drag’

- Draw/paint pictures/collage all different types of vehicles old and new
- Spreadsheets/graphs and databases surrounding most popular type/colour of car, ways people get to school and/or used to get to school
- Look at how cars, trucks, trains, bikes are made and sold

Design and make a moving vehicle.

Helpful websites:**History of communication**

www.inventors.about.com/library/inventors/bl_history_of_communication.htm

History of computers

www.inventors.about.com/library/blcoindex.htm

Futuristic travel

www.jetix.co.uk/oban

History and culture through food

www.microsoft.com/education/food.mspix

Resources:**Mistakes that Worked**

by Charlotte Foltz Jones

Alexander Graham Bell, Man of Sound

by Elizabeth R. Montgomery

Henry Ford, Maker of the Model T

by Mariam Gilbert

Papa and the Olden Days

by Ian Edwards

Air Transport

by John Barwick