

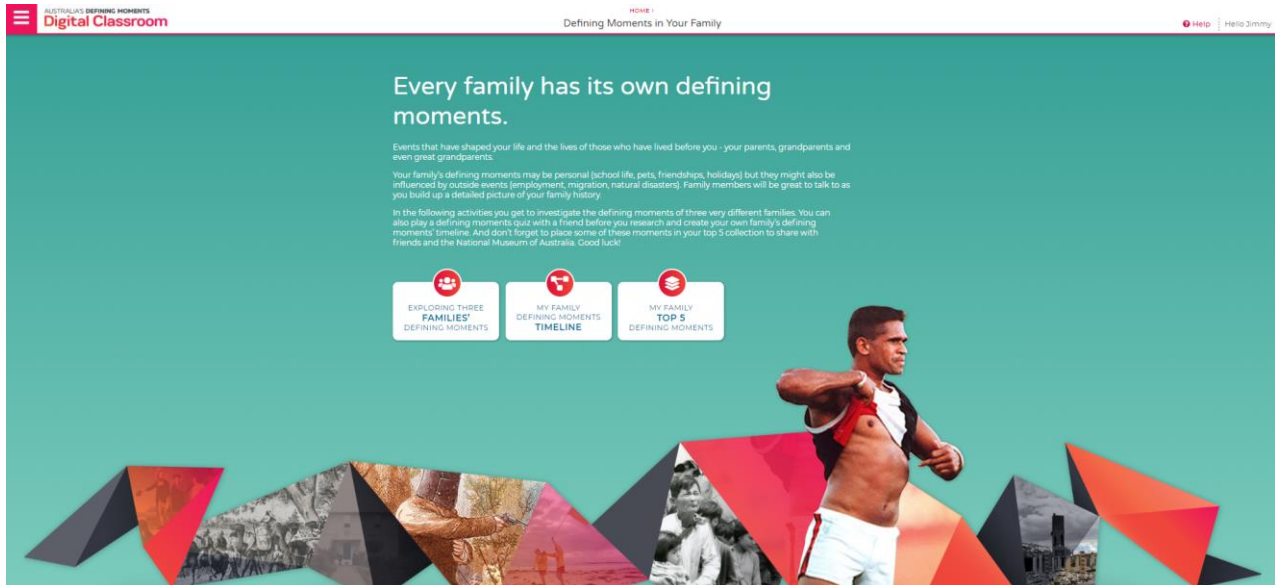
# AUSTRALIA'S **DEFINING MOMENTS** **Digital Classroom**



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## Investigating Family teachers' notes



**Key Australian Curriculum connections:** This suite of interactives is suitable for both primary and secondary students, however it is especially suitable for Years 3–6. It is relevant to a range of *Australian Curriculum: History* knowledge and understanding areas as well as historical skills development. These are listed following the activities below.

### Introduction

Every family has its own defining moments – events that have shaped students' lives and the lives of those who have lived before them including parents, grandparents and even great grandparents.

A family's defining moments may be personal (e.g. school life, pets, friendships, holidays) but they might also be influenced by outside events (e.g. employment, migration, conflict and natural disasters).

The main aim of **Investigating Family** is for students to research and document their own family's defining moments and display these events on their 'My family defining moments timeline'.

### Exploring three families' defining moments

1. Break the class into 3 groups or more.
2. Each group should choose a family to investigate – i.e. either the pioneer farming family, the refugee family, or the Aboriginal family.
3. Watch the *introductory video* relevant to each family which introduce the main themes: pastoral expansion, migration, and Aboriginal culture.
4. Undertake the activities relevant to each family. These include map reading, timeline interpretation, matching themes to photos, decision-makers, video analysis and summary tasks. Once they have completed all of the activities for their family investigation they can print a certificate of completion.

5. Finally ask them to make a presentation to the class about the family they chose focusing on the key events (defining moments) that affected that family's life. For example a short role-play, speech, charade etc. might highlight such things as the significance of convict labour for the pioneer family, the boat trip for the refugee family, or a special ceremony for the Aboriginal family.

*Activity 1: Meet a pioneer farming family*

- 1.1 Students begin by watching a video about one of Tasmania's oldest farming properties, Brickendon Farm, to decide whether this farm represents a defining moment in Tasmania's history.
- 1.2 Students then get to know how the farm was set up by first positioning the farm and then identifying each of the farm buildings.
- 1.3 Finally students investigate a timeline of the farm's (and farming family's) history and decide what they think have been defining moments in the life of the farm.

*Activity 2: Meet a Yolngu family*

- 2.1 Students begin by watching a video of some of the many traditional, cultural and spiritual ways of life of a Yolngu family and identify how these can be important personal defining moments.
- 2.2 They explore some key defining moments in the wider experience of the Yolngu people by answering questions on a range of important events that have impacted on them from Australian history.
- 2.3 Students then place these events on a timeline to help them better understand the cumulative impacts of these events. Once the timeline has been correctly sequenced, students are asked to decide which of the 10 defining moments they think was the most important in the history of the Yolngu people and why.

**My family defining moments timeline**

This is the main activity for **Investigating Family**.

Having considered defining moments in the lives of three very different families, students are now ready to consider and research their own family's defining moments and which ones they will choose to display on their own family history timeline.

Encourage your students to include defining moments that go back as far as possible in their families' history so that they can include a good spread of these moments on their timeline.

As they enter personal and family defining moments on their timeline (these will appear above the dotted line), they can also compare these to important events that were happening in Australia at the same time (these are already included below the dotted line).

1. Explain what a family timeline is to your students.
2. Ask them if they know how long their families have been in Australia and discuss how they could find this out.

3. Ask them to list 3 events that have been important in their own lives and three that have been important in their family's lives (these might sometimes be the same event).
4. To broaden their ideas and information, ask them to take home a defining moments questionnaire like this one to use with family members.

Sample questionnaire:

| <i>Possible questions to ask</i>   | <i>Family member answers</i> |
|--|------------------------------|
| How long has our family lived in Australia?  |                              |
| Where did our family originally come from before settling in Australia? (If your family is not an Aboriginal or Torres Strait Islander family) |                              |
| Can you remember any key events in the life of your parents or grandparents?   |                              |
| Can you remember any key events in your life?  |                              |
| What are some key events that have happened in our family since I was born?  |                              |
| Do we have any family objects that that are really important to us and represent defining moments?   |                              |
| May I take photos of these objects and upload them to my defining moments timeline?  |                              |
| Do you think recording defining moments in our family's history is important? If so, why?  |                              |
| Any other questions students could ask...  |                              |

5. Students can then:

- Use this timeline to record the defining moments that they have discovered in their own family histories;
- Add an event with title, date and description as well as photos, videos and 'read more' links;
- Share their timeline with family and friends via the share button, taking into account privacy considerations – see **Privacy** below;
- Add their favourite defining moments to their card collection gallery; and
- Display any defining moment objects that they have collected in the school foyer or another suitable location. Make sure the students write captions for these objects.

**Privacy:**

- Warn your students about personal safety if sharing their timeline by not including information they would not want other people to know or see. This could include the students' home address or phone number, sensitive information about a family member's health, or embarrassing photos of themselves or other people. Please review our [Conditions of Use](#) and [Privacy policy](#) for further details.
- User uploaded images are only stored on this website for a maximum of 30 days. After 30 days images are automatically deleted.

**My defining moments card collection**

This is the students' personal collection of their favourite or most significant defining moments, collected from their own family history timeline.

It is also the culmination of their work on this investigation and the distillation of what they consider to be the most important defining moments they have discovered.

They can include a maximum of 5 cards in their card collection display.

Once students are satisfied with their collection, there is an opportunity for them – under careful teacher direction and within school policy guidelines – to share these cards with their teachers, other class members and even family via the 'Share' option (see **Privacy** above).

1. Ask your students if they are happy to share their card collection with their classmates.
2. You can screen grab and print some of these cards to make a display in the classroom.
3. Invite parents to the class to see the students' timelines and card collections. Screen these on an interactive smartboard if possible.
4. Students could use their research to prepare a play or other special presentation for Harmony Week or another commemorative occasion.

**Relevance to Australian Curriculum: History**

Year 3:

*Inquiry and skills*

- Pose questions to investigate people, events, places and issues (ACHASSI052)
- Draw simple conclusions based on analysis of information and data (ACHASSI058)

*Knowledge and Understanding*

- What is the nature of the contribution made by different groups and individuals in the community? (ACHASSK062)

Year 4:

*Inquiry and skills*

- Pose questions to investigate people, events, places and issues (ACHASSI073)
- Draw simple conclusions based on analysis of information and data (ACHASSI079)

## *Knowledge and Understanding*

- What was life like for Aboriginal and Torres Strait Islander Peoples before the arrival of the Europeans? (ACHASSK083)
- What was the nature and consequence of contact between Aboriginal and Torres Strait Islander Peoples and early traders, explorers and settlers? (ACHASSK083)

## Year 5:

### *Inquiry and skills*

- Develop appropriate questions to guide an inquiry about people, events, developments, places, systems and challenges (ACHASSI094)
- Locate and collect relevant information and data from primary sources and secondary sources (ACHASSI095)
- Examine primary sources and secondary sources to determine their origin and purpose (ACHASSI098)
- Evaluate evidence to draw conclusions (ACHASSI101)

### *Knowledge and Understanding*

- The impact of a significant development or event on an Australian colony (ACHASSK108)
- The role that a significant individual or group played in shaping a colony (ACHASSK110)

## Year 6:

### *Inquiry and skills*

- Develop appropriate questions to guide an inquiry about people, events, developments, places, systems and challenges (ACHASSI122)
- Locate and collect relevant information and data from primary sources and secondary sources (ACHASSI123)
- Examine primary sources and to secondary sources determine their origin and purpose (ACHASSI126)
- Evaluate evidence to draw conclusions (ACHASSI129)

### *Knowledge and Understanding*

- The contribution of individuals and groups to the development of Australian society since Federation (ACHASSK137)
- Stories of groups of people who migrated to Australia since Federation (including from ONE country of the Asia region) and reasons they migrated (ACHASSK136)

## Year 9:

### *Inquiry and skills*

- Use chronological sequencing to demonstrate the relationship between events and developments in different periods and places (ACHHS164)
- Identify and locate relevant sources, using ICT and other methods (ACHHS168)
- Identify the origin, purpose and context of primary and secondary sources (ACHHS169)

### *Knowledge and Understanding*

- The extension of settlement, including the effects of contact (intended and unintended) between European settlers in Australia and Aboriginal and Torres Strait Islander Peoples (ACDSEH020)
- Experiences of non-Europeans in Australia prior to the 1900s (such as the Japanese, Chinese, South Sea Islanders, Afghans) (ACDSEH089)
- Experiences of slaves, convicts and free settlers upon departure, their journey abroad, and their reactions on arrival, including the Australian experience (ACDSEH083)
- The short and long-term impacts of the movement of peoples during this period (ACDSEH085)

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Year 10:

## *Inquiry and skills*

- Use chronological sequencing to demonstrate the relationship between events and developments in different periods and places (ACHHS182)
- Identify and select different kinds of questions about the past to inform historical inquiry (ACHHS184)
- Identify and locate relevant sources, using ICT and other methods (ACHHS186)
- Identify the origin, purpose and context of primary and secondary sources (ACHHS187)
- Select and use a range of communication forms (oral, graphic, written) and digital technologies (ACHHS193)

## *Knowledge and Understanding*

- The waves of post-World War II migration to Australia, including the influence of significant world events (ACDSEH144)