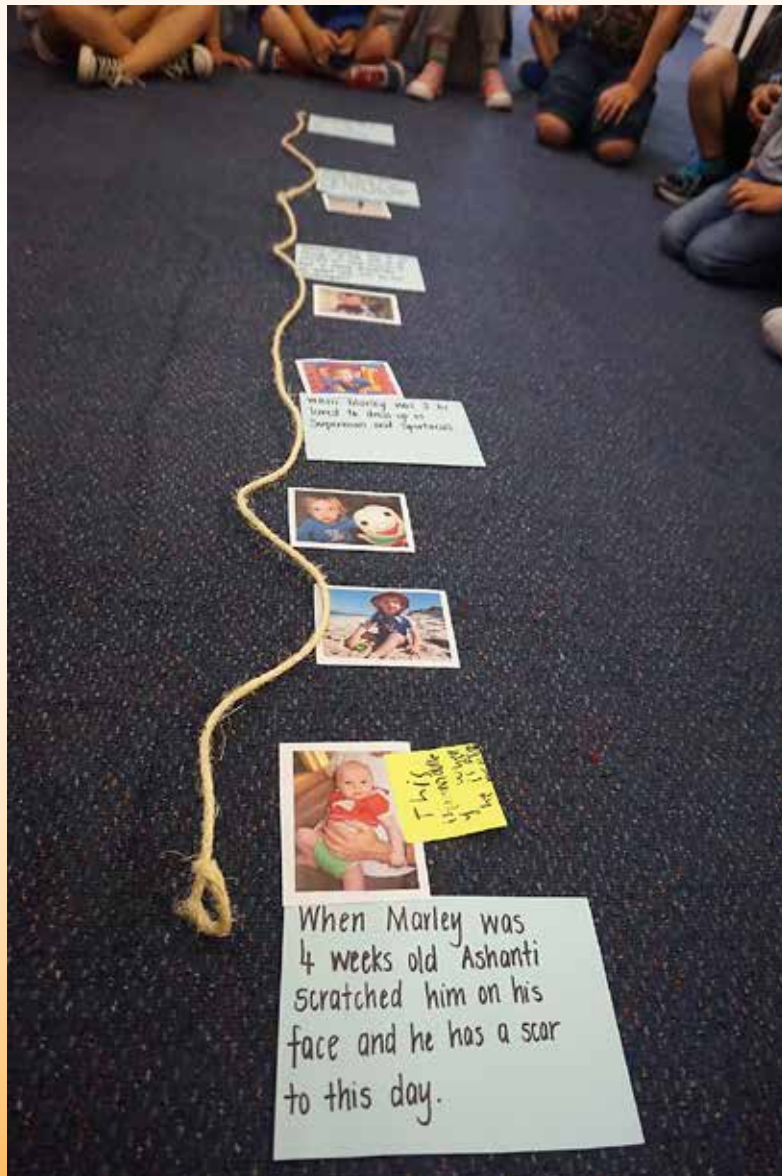


Year 1

# An Exploration of Time – Personal Timelines Teaching and Learning Sequence



## Personal Timelines

### Year 1 Lesson Sequence

This series of lessons emphasises the development of inquiry skills and builds children's historical understandings of *continuity and change*, *cause and effect*, *perspectives*, *empathy* and *significance*. It aims to develop children's knowledge of past, present and future in the context of their own personal history and that of their school or community with links to Aboriginal and Torres Strait Islander Histories. This unit explores the concept and language of time and then moves to using sources to create a personal representation of the passing of time by exploring memory and creating a personal time line.

**Lesson One** - Exploring the Time *Talking Tubs*™ and creating a 3-D mind map.

Focus question – Can students use identify past, present and future?

**Lesson Two** - The Language of Time - developing an appropriate vocabulary for talking about time

Focus question – Can students use relevant and accurate terms to show the passing of time?

**Lesson Three** - Reflecting on the similarities and differences in families past and present.

Focus Question – Can students represent how families have changed or stayed the same over time?

**Lesson Four** – Representing Family and Personal Histories

Focus Question - Can students pose a range of relevant and detailed questions about the past, using provided resources to support the development of an appropriate narrative about the past?

**Lesson Five** – Now We Are Six – Creating a Personal Timeline

Focus Question - Can students present historical information in a sequence supported by writing and illustrations?



### Pre-lesson preparation

Suggested items to collect for your 'Time' *Talking Tub*™.

Think about the concept of time and personal history. This will direct the items that you collect for your *Talking Tub*™ and the depth you are wanting to create in your project.

- An analogue clock
- A sand timer
- A digital clock
- A calendar
- A photo of yourself when you were a baby or small child
- A photo of yourself at another stage in your development
- A photo of a child or children in your group when they were younger
- Artefacts related to babies, for example a dummy, baby shoe, blanket or baby clothes

Additional items will add a depth and breadth to your project and can act as a springboard to link your project across disciplines, such as the inclusion of the Cross-curriculum priorities. Think about adding these items:

- An historical family photo and a modern family photo.
- Photos relating to changes in your classroom – this may be as simple as a display you had earlier in the year or could be an event the children will remember.
- Photos relating to changes in your school – this may be what the school looked like when it was first developed, changes to the playground or buildings.
- Photos or prints of art work that show the changes in Australia over time showing Indigenous people. This may facilitate thinking on the long history of Aboriginal peoples in Australia.
- Photos or artefacts that relate to your local area or region where your school is located and show your *place*.
- Photos or artefacts that relate to a *change* in a place of *significance* for your children or school. This may be a local park, beach or wetlands, prominent building or town centre. It should hold significance to *your* children.

### How to use the *Talking Tub*™ and create a 3-D Mind Map

Pre-lesson preparation checklist:

- ✓ collect the artefacts and place them in the tub
- ✓ cut strips of coloured card for recording the main ideas and linking ideas
- ✓ pre-cut cloud shaped paper (A5 size) for children to draw and/or write their own thinking

**Lesson One** - Exploring the Time *Talking Tubs*™ and creating a 3-D mind map.

Focus question – Can students use identify past, present and future?

Lesson Duration – 40-45 minutes

1. Seat the children in a circle on the mat. Have the *Talking Tub*™ in front of you. Tell the children that the tub has a number of items in it that you are going to explore and to talk and think about. (Ideally, the teacher should also be sitting in the circle and an Education Assistant or helper records the children's thinking.)
2. Take the clock out and place it in the middle of the circle. Let the children talk about the clock. Listen for the *time-related* words they know.
3. Take out the sand-timer and see how this adds to the discussion.
4. Ask the children what they think the talking tub is about. By now the word *time* will have been mentioned several times. Write the word *time* on a strip of coloured paper and place it under the clock in the centre of the circle with the timer next to it.
5. Take out the calendar and ask the children how that relates to the clock and timer – add their key idea on paper and place it as the first branch of the 3D Mind Map – it will probably be something like, 'the passing of time' or 'marking the passing of time'.
6. Pass around the tub and ask the children to take out one item each. Give the children time to examine their artefact and talk about it. As a new key idea emerges, add another branch to the Mind Map and place the item with it.
7. Once all of the items are placed on the Mind Map there should be several key ideas represented. Your key ideas will depend on what you place in the *Talking Tub*™. For example these may be (but are in no way limited to)
  - *The passing of time*
  - *People change over time*
  - *Places change over time*
  - *We remember things that happen in the past*
  - *Our classroom changes as the year goes on*
  - *Families celebrate the passing of time in different ways*

There are no right or wrong key ideas as they have come from the children's thinking and from the items in the *Talking Tub*™. The number of branches on the 3D Mind Map will depend on what you choose to include.

8. Give the children their thinking clouds to draw or write something they know about time to add to the Mind Map. As the children are working, walk around and help them by questioning, to deepen their thinking. Scribe for children if they are unable to write all of their thoughts.



9. Allow each child time to decide where their thinking cloud could be placed on the Mind Map. You may need to support and prompt some children with questions and discussion.

10. Return to the class circle on the mat to reflect on their learning by looking at the completed Mind Map and discussing the links that the children have made.

11. Take photos of the completed 3D Mind Map to display and add to the *Floorbook*™ or to a class display.

## Related Resources

Family photos – historical

<http://museumvictoria.com.au/learning-federation/melbournes-bfa-family1/mbfa-family18/>

<http://museumvictoria.com.au/collections/search?q=family>

<http://www.chia.chinesemuseum.com.au/biogs/CH00624b.htm>

Images – Early Australian History

<http://www.nma.gov.au/collections/about-the-national-historical-collection>

<http://www.nla.gov.au/what-we-collect/pictures>

Images – Aboriginal and Torres Strait Islander culture

<http://www.noongarculture.org.au/photos/>

[http://www.sl.nsw.gov.au/discover\\_collections/history\\_nation/indigenous/](http://www.sl.nsw.gov.au/discover_collections/history_nation/indigenous/)

Early Australian Art – featuring landscapes, Indigenous Australians in early settlement times

<http://nga.gov.au/COLLECTIONS/Australia/>



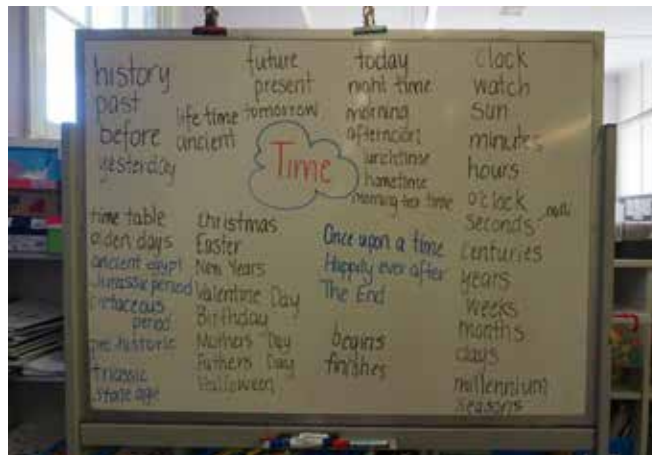
## Lesson Two - The Language of Time - developing an appropriate vocabulary for talking about time.

Focus question – Can students use relevant and accurate terms to show the passing of time?

Lesson Duration – 30 minutes

### Group Brainstorming activity – 2-D Mind Map

1. Use the photos from the 3-D Mind Map to revisit the concept of time. Write the word time in the middle of the board.
2. Ask the children to think about what they know about time and what time related words they know.
3. As they contribute record their words on the mind map grouping them together into related ideas. The words will differ depending on the group and the children. For example;
  - Time words – the language of time (seconds, minutes, hours, days, weeks, months, years)
  - Time phrases literary – (a long, long time ago, once upon a time, they lived happily ever after, in the dreamtime, many moons ago)
  - Time phrases – (soon, before, after, yesterday, tomorrow)
  - History related words (past, present, future, prehistoric)
  - Recording time – (clock, timer, calendar, watch)
  - Ideas of time/history – (dinosaurs, indigenous history, myths, dreamtime stories)
  - Personal History (baby, toddler, child, teenager, adult, grandparent)



## Lesson Three - Reflecting on the similarities and differences in families past and present.

Focus Question – Can students represent how families have changed or stayed the same over time?

Lesson Duration – Allow two or three 30 minute sessions for the following activities.

### Prior to teaching this lesson you will need

- Choose a text from the Children's Literature resource list.
  - Choose images or video from the suggested websites resource list or from Lesson One Talking Tub
  - Choose art mediums and materials for children to use in their representations
1. As a prompt for the discussion read the students one of the suggested stories from the Children's Literature list in the Resources section of the Year 1 Program, such as Gordon McDonald Partridge by Mex Fox.
  2. Discuss the idea of memories and the past and how Wilfred Gordon helped Miss Nancy to remember her past.
  3. Once you have read and discussed the story introduce the discussion on families and how they have changed over time.
  4. Show the children images or footage from the suggested historical websites or revisit the family photos from lesson one- Talking Tub™.
  5. Through guided discussion ask the children to make connections by talking about their own families compared to those in the images. Use a "One two three, eye to eye, knee to knee" paired strategy where children turn to the person next to them and sit legs crossed facing each other. Have the children

share with their partner. Prompt the children if needed by asking them to share a family memory of; a special event that happens in their family every year; one of their earliest memories and a memory of an event at school.

6. After the discussion the children will be representing families from the past. They may choose to represent a personal family memory or story or one that has been prompted by the discussion.
7. You can choose from a range of methods. The project approach allows children to represent their knowledge in a multitude of ways. Some children may choose to write, some to draw, some to paint, some to collage. Alternatively you may choose a medium and have all children work in the one medium.
8. As the children are working on their representation walk around and have the child describe what they are representing. Scribe or record their story to include in the representation.

### Suggested Assessment

Collect the children's representations of their memory for display or inclusion in their project books as a work sample.

Were the children able to use appropriate time language to represent their memories?

Were the children able to show a significant family or school celebration or event to develop a narrative about their past?

Were the children able to use appropriate time language to represent changes to families over time?

Were the children able to show the similarities of differences to family life past or present?



All of the things in my memory box represent:

- Freshly clipped grass
- Playing cards with my Dad
- Finding shells at the beach
- Playing toss the pebble with Mum
- Playing how to hide popsticks
- Making stick figures with pipe cleaners
- Finding gunnits and colourful beads at my house
- Making a dress with my Mum
- Feeling the hot sand on the beach

Chloe



I remember when Toddy died. We had to put him in the garden. I felt sad.  
Lily

### Key Question

Can students represent how families have changed or stayed the same over time?

### Possible Extension Activities –

- Read the class an Aboriginal Dreamtime story and discuss how the stories have been passed down as an oral history and later made into story books. A list of suggested texts can be found at <http://trevorcairney.blogspot.com.au/2011/08/indigenous-tales-of-dreamtime.html>
- Use one of the video links to explore Aboriginal Dreamtime stories. <http://www.abc.net.au/dustechoes/dustEchoesFlash.htm>
- Have a guest speaker to visit the class – suggested speakers. Ask a grandparent to visit the class and relate oral stories of their childhood. Suggest that they bring artefacts of their own history/memories to share with the students. Have a local Indigenous elder visit the class and relate oral stories related to their own memories or those related to their people's history.
- Excursion – Have a local Indigenous elder meet with the children at a local site that has significance to the children and or the elder. Ask the elder to share stories related to the place.
- Following the visit from the elder have the children represent their learning, retelling a story told to them on the day. This can be done through art, writing, scribing, ICT or oral story telling.

## Lesson Four – Representing Family and Personal Histories

Focus Question - Can students pose a range of relevant and detailed questions about the past, using provided resources to support the development of an appropriate narrative about the past?

### Pre-lesson preparation checklist:

- ✓ A week or two prior to the project send a letter or email to parents outlining the project you are working on (see sample letter in Resources).
- ✓ Take a photo of each child in the class to use in the project. Print the photos.
- ✓ Prepare the photos and stories provided by one or two of the families ready to use as an example.

### Creating a 3-D Timeline

Lesson Duration – 35-40 minutes

1. Put out a piece of rope or a long strip of paper to use as markers on the timeline. Place a copy of the baby photo at one end of the timeline and the current photo of the child at the other end.
2. Talk about the markers that could go along the timeline. Use the significant life markers that the child has recorded and have them place them along the time line.
3. Add age markers to the timeline. Discuss the pacing of the photos and how each section of the rope represents a year of the child's life. Discuss what would be different for an older or younger child.
4. Repeat the process with another child's images. Take photos of the process to add to the documentation of the project.



## Lesson Five – Now We Are Six – Creating a Personal Timeline

Focus Question - Can students present historical information in a sequence supported by writing and illustrations?

### Pre-lesson preparation

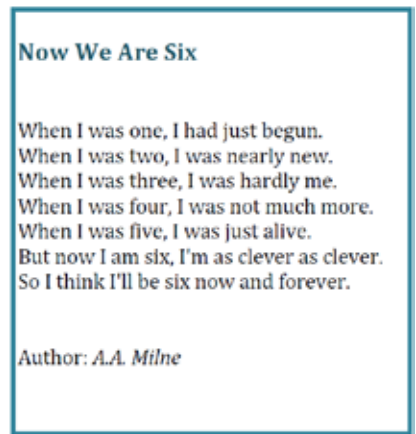
Print out each child's photos and put them in a snap lock plastic bag with their name on it. These will be used to collect the work on the time lines as they are completed. Include the photos from home, the current photo and a photo of the child from earlier in the year or from a previous year level if you are able to source them.

Prior to teaching this lesson you will need

- Small pieces of blank paper
- Pencils and or fine line marker pens
- Printed copies of each child's photos including current photo
- Copies of each child's personal stories
- Coloured card for mounting

Lesson Duration – Allow for two or three sessions of 35-40 minutes each.

1. Read the A.A. Milne poem – Now We Are Six (see PDF resource) and discuss the idea of how we change over time. Relate this to the creation of the 3D timeline.
2. Give the children a copy of their photos to use in their timeline creation.
3. Have them sort their photos into a chronological order on the mat. Take photos of this process or note the outcome in written form. This stage of the lesson may take place over two or three sessions



4. Have each child create their own personal timeline using copies of the photos and their own age markers. These can be created on paper or in a 3-D format. Provide each child with 4 pieces of A5 paper and a fine line marker pen or pencil. Ask the children to draw two of their significant life events onto the paper for inclusion in the timeline. Ask the children to write 2 short narratives (two or three sentences) to describe a life event. This may be completed over several lessons

5. Use the photos, drawings and narratives to create an individual narrative of their life on a timeline.

6. Have the children describe their timelines to the whole class or in small group situations. Note their use of the language of time to describe significant life events.

#### Assessment

Once the children have completed their timelines take photos as a work sample.

#### Suggested Assessment:

Use the child's timeline to make on balance judgements and complete the assessment matrix.

#### Key Questions:

Can students present historical information in a sequence supported by writing and illustrations?

Were the children able to put their photos in chronological order? (Use photo evidence)

Were the children able to represent (through drawing or writing) how they have changed over time?

Were the children able to create short personal narratives to represent significant life events?

#### Additional Integrated Project Ideas

1. Read the class an Aboriginal Dreamtime story and discuss how the stories have been passed down as an oral history and later made into story books. A list of suggested texts can be found at <http://trevorcairney.blogspot.com.au/2011/08/indigenous-tales-of-dreamtime.html>  
Use one of the video links to explore Aboriginal Dreamtime stories.  
<http://www.abc.net.au/dustechoes/dustEchoesFlash.htm>  
<http://www.youtube.com/watch?v=2vh6moD9ZOU&list=PLu7pIDFUuA9oXq5eGpbxevKpk4gUJhnHL>
2. Have a guest speaker to visit the class – suggested speakers  
Ask a grandparent to visit the class and relate oral stories of their childhood. Suggest that they bring artefacts of their own history/memories to share with the students.



3. Use the photos from the talking tub related to one of the following areas to create a timeline with the children:
- Your school history
  - Place-related history – of a local area the children are connected with
  - Local area history
  - Indigenous history

Use the rope or long strip of paper that was used in the personal timeline activity to make an estimated timeline related to the topic. Discuss the length of the rope or strip of paper and how that relates to the timeline and extend as needed.

Compare and contrast a child’s personal timeline to that of the school, area or indigenous history making the timeline longer as required.

**Creating a Personal Timeline**  
Year 1

Name \_\_\_\_\_

Topic \_\_\_\_\_

	Developing	Age appropriate	Well Developed
<b>Voice</b>			
Spoke about topic with enthusiasm			
Talk with confidence			
<b>Conventions</b>			
Spoke at an appropriate volume to be heard			
Look at the audience while talking			
Spoke at an appropriate rate to be understood by the audience			
Enunciate words clearly			
<b>Organisation</b>			
Had a clear purpose			
Presented ideas and information in a logical sequence			
<b>History</b>			
Use personal sources to show change over time			
Use the language of time to support presentation			
Present a personal story about the past			

Comments \_\_\_\_\_

Assessment Matrix – Year One – An Exploration of Time – Creating a Personal Timeline  
See PDF download in Resources

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