

Year 3

Celebrations & Commemorations

Programme



http://en.wikipedia.org/wiki/Australia_Day



http://en.wikipedia.org/wiki/Christmas_dinner



http://en.wikipedia.org/wiki/Birthday_customs_and_celebrations

Australian Curriculum: HISTORY Year 3 Program Celebration and Commemoration

Year Level	Year 3					
Title	Community and Remembrance					
Key Concepts Year 3-6	Continuity and change	Cause and effect	Significance	Perspectives	Empathy	Sources (Evidence)
Historical Skills Year 3 & 4	<p><i>Chronology, terms and concepts</i></p> <ul style="list-style-type: none"> Sequence historical people and events. Use historical terms. 	<p><i>Historical questions and research</i></p> <ul style="list-style-type: none"> Pose a range of questions about the past. Identify sources 	<p><i>Analysis and use of sources</i></p> <ul style="list-style-type: none"> Locate relevant information from sources provided. 	<p><i>Perspectives and interpretations</i></p> <ul style="list-style-type: none"> Identify different points of view 	<p><i>Explanation and communication</i></p> <ul style="list-style-type: none"> Develop texts, particularly narratives. Use a range of communication modes (oral, graphic, written) and digital technologies. 	
Achievement Standards	<p>By the end of Year 3, students explain how communities changed in the past. They describe the experiences of an individual or group.</p> <p>They identify events and aspects of the past that have significance in the present. Students sequence events and people (their lifetime) in chronological order, with reference to key dates.</p> <p>They pose questions about the past and locate information from sources (written, physical, visual, oral) to answer these questions. Students develop texts, including narratives, using terms denoting time</p>					
Year level Description	<p>The Year 3 curriculum provides a study of identity and diversity in both a local and broader context. Moving from the heritage of their local area, students explore the historical features and diversity of their community as represented in symbols and emblems of significance, and celebrations and commemorations, both locally and in other places around the world.</p>					
Key Inquiry Questions	<ul style="list-style-type: none"> Who lived here first and how do we know? How has our community changed? What features have been lost and what features have been retained? What is the nature of the contribution made by different groups and individuals in the community? How and why do people choose to remember significant events of the past? 					
Historical Knowledge and Understanding.	<p>The importance of Country and Place to Aboriginal and/or Torres Strait Islander peoples who belong to a local area. (This is intended to be a local area study with a focus on one Language group; however, if information or sources are not readily available, another representative area may be studied)</p> <p>ONE important example of change and ONE important example of continuity over time in the local community, region or state/territory; for example, in relation to the areas of transport, work, education, natural and built environments, entertainment, daily life</p> <p>The role that people of diverse backgrounds have played in the development and character of the local community</p> <p>Days and weeks celebrated or commemorated in Australia (including Australia Day, Harmony Week, ANZAC Day, National Reconciliation Week, NAIDOC week and National Sorry Day) and the importance of symbols and emblems</p> <p>Celebrations and commemorations in other places around the world; for example, Bastille Day in France, Independence Day in the USA, including those that are observed in Australia such as Chinese New Year, Christmas Day, Diwali, Easter, Hanukkah, the Moon Festival and Ramadan</p>					

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<p>Pedagogical approach</p>	<p>In this program, students will use many of the 'core routines' from the Project Zero Visible Thinking website:</p> <p><i>Visible Thinking is a broad and flexible framework for enriching classroom learning in the content areas and fostering students' intellectual development at the same time. Here are some of its key goals:</i></p> <ul style="list-style-type: none"> ➤ Deeper understanding of content ➤ Greater motivation for learning ➤ Development of learners' thinking and learning abilities. ➤ Development of learners' attitudes toward thinking and learning and their alertness to opportunities for thinking and learning (the "dispositional" side of thinking). ➤ A shift in classroom culture toward a community of enthusiastically engaged thinkers and learners. <p>Initially, there will be explicit teaching with significant teacher input to demonstrate the necessary Year 3 inquiry skills, such as developing questions, gathering information, analyzing sources and using historical terms in multi-modal texts. For further information see the 'Visible Thinking' website. http://www.visiblethinkingpz.org/VisibleThinking_html_files/03_ThinkingRoutines/03c_CoreRoutines.html</p> <p>Many of the resources and thinking routines in this unit can also be found in the Year 2 Significant Local Site program developed by the History Teachers Association of Australia (HTAA) 2012. http://www.achistoryunits.edu.au/year-2/unit-program/y2-overview-v3.html</p>
<p>Teaching and Learning Sequence</p> <p>See attached detailed lesson sequence including specific resources for each activity</p>	<p>Summary of lesson sequence: This teaching and learning sequence will be delivered in two parts. In Part 1 the teacher will model the inquiry process with a focus on Australian celebrations and commemorations. Ideally, these lessons will be taught throughout the year to coincide with the actual dates of the various significant celebrations and commemorations in Australia, culminating in Term 4. Part 2 involves a student-led inquiry and the focus will be on Global Celebrations. Links to the Australian Curriculum: Geography, Arts and Literacy will be integrated where appropriate, meaningful links are evident and students will be encouraged to use thinking routines throughout their investigations.</p> <p>Part 1 – Teacher Modeling the Inquiry Process: Australia</p> <p>Activity 1 Compare/Contrast the difference between Celebration and Commemoration. Activity 2 Does Australia Day have significance for all Australians? Is it a celebration or commemoration? Activity 3 What is Harmony Week and why is it significant? Activity 4 What are the symbols and emblems connected with ANZAC Day? How and why are they significant? Activity 5 How and why are Australian Indigenous events celebrated and/or commemorated?</p> <p>Part 2 – Student led inquiry: Global celebrations Expo</p> <p>Activity 6 – What are some significant celebrations around the world and how they are celebrated? Activity 7 - Exploring celebrations around the world. Summative assessment task. Activity 8 – Celebration Expo presentation. Summative assessment - see attached Rubric (Resource 27)</p>
<p>Assessment</p>	<p>Achievement Standard</p> <p>By the end of Year 3, students explain how communities changed in the past. They describe the experiences of an individual or group. They identify events and aspects of the past that have significance in the present. Students sequence events and people (their lifetime) in chronological order, with reference to key dates. They pose questions about the past and locate information from sources (written, physical, visual, oral) to answer these questions. Students develop texts, including narratives, using terms denoting time.</p> <p>Students will develop their historical inquiry skills by investigating the various celebrations and commemorations that are held in Australia. They will complete a range of activities, which will develop their ability to pose questions, use correct historical terms, develop their awareness of chronology and use sources they are given and they themselves have found to answer their questions. The Expo presentations will give the students opportunity to demonstrate the historical skills they have learned during the unit, in their own student led inquiry.</p> <p>Throughout the unit, the students will be exposed to the Key concepts of perspective, significance and sources.</p> <p>Suggested Formative and Summative Assessment opportunities are provided and the end of each activity.</p>

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Resources	<p><u>Online resources (websites)</u></p> <p>Celebrations video collection: http://splash.abc.net.au/digibook/c/964972/celebrations</p> <p>What's Australia Day all about? http://splash.abc.net.au/media/-/m/598639 http://togetherforhumanity.org.au/resources/intro_5_survey.pdf</p> <p>ANZAC Day https://www.awm.gov.au/commemoration/customs/ http://www.awm.gov.au/commemoration/anzac/anzac-tradition/ http://splash.abc.net.au/media/-/m/1172029/the-meaning-of-anzac-day http://www.awm.gov.au/encyclopedia/simpson/?query=John+Simpson</p> <p>Australian Indigenous Events - also see Resource 20 http://www.naidoc.org.au/about http://www.reconciliation.org http://www.timeanddate.com/holidays/australia/national-sorry-day</p> <p>Festivals around the world https://www.youtube.com/watch?v=neKSOWHGB3Q</p> <p>Euroclub Schools – Bastille Day http://www.euroclubschools.co.uk/page76.htm</p> <p>Chinese New Year http://www.factmonster.com/spot/chinesenewyear1.html</p> <p>What is the festival of Diwali? http://www.bbc.co.uk/newsround/15451833</p> <p>Eid-al-Fitr in Australia https://www.timeanddate.com/holidays/australia/eid-al-fitr</p> <p>Signs of Celebration – Year 3 Indigenous program http://www.yarrahealing.catholic.edu.au/uploads/fckpg/files/Unit3-SignsofCelebration.pdf</p> <p>Queensland Studies Authority – Year 3 Planner https://www.qcaa.qld.edu.au/downloads/aust_curric/ac_yr3_history_year_plan.docx</p> <p>Celebrations around the World – Year 3 and 4 (Multi-age class) This unit combines compatible content and skills from the AusVELS History Curriculum and the three Priorities with relevant interdisciplinary learning from VELS Personal Learning, Interdisciplinary Learning, and Thinking Processes. Program developed by Deb Walters, Adam Myors, Louise Rezel, Sally Prior and Lisa Hill. Mossgiel Park Primary School, Victoria. https://lisahillschoolstuff.wordpress.com/2014/04/30/new-year-3-4-unit-celebrations-around-the-world/</p>	<p><u>Suggested Literature resources</u></p> <p>Anzac Day and World War One</p> <ul style="list-style-type: none"> ➤ <i>Memorial</i>, Gary Crew, Shaun Tan , 1999, Lothian ➤ <i>The Red Poppy</i>, David Hill, Fifi Colston, 2012, Scholastic ➤ <i>The Donkey Man</i>, Glyn Harper, Bruce Potter, 2004, Reed Publishing ➤ <i>ANZAC</i>, Phil Cummings, Owen Swan, 2013 Scholastic Australia ➤ <i>Gallipoli</i>, Kerry Greenwood and Annie White, 2014 Scholastics Australia ➤ <i>One Boys War</i>, Lynn Huggins-Cooper, Ian Benfold Haywood, 2008 Frances Lincoln ➤ <i>Grandad's Medals</i>, Tracy Duncan, Bruce Potter, 2005 Reed Publishing ➤ <i>In Flanders Fields</i>, Norman Jorgensen and Brian Harrison-Lever, 2004 Sandcastle Books ➤ <i>My Grandad Marches on ANZAC Day</i>, Catriona Hoy and Benjamin Johnson, 2006, Lothian Books ➤ <i>My Mother's Eyes: The Story of Boy Soldier</i>, Mark Wilson 2009 Lothian <p><i>Celebrations</i>: Baisakhi, 2001, Heinemann</p> <p><i>Celebrations</i>: Hannukah, 2001, Heinemann</p> <p><i>Celebrations</i>: Divali, 2001, Heinemann</p> <p><i>Project Series: Commemorative Days</i>, 2011, Katherine Steward</p> <p>Other festivals</p> <p><i>The Legend of the Easter Egg</i>, Lori Walburg, James Bernardin, 1999 Zondervan Publishing House</p> <p><i>The Legend of the Candy Cane</i>, Lori Walburg, James Bernardin, 1997 Zondervan Publishing House</p> <p><i>The Miracle of the First Poinsettia: A Mexican Christmas Story</i>, Joanne Oppenheim, Fabian Negrin, 2003 Barefoot Books</p> <p><i>Nadia's Hands</i>, Karen English, Jonathan Weiner, 1999 Boyds Mill Press inc</p>	<p><u>Suggested History resources/Guided Readers</u></p> <p><i>Go Facts, Symbols and celebrations</i>, Carolyn Tate, 2014 Blake Education Publishing</p> <p><i>Go facts Australia, Special Days</i>, Anna Johnston-Buckle, 2014 Blake Education Publishing</p> <p><i>Our Special Days: January to March</i>, 2012 Pearson Australia</p> <p><i>Our Special Days: April to June</i>, 2012 Pearson Australia</p> <p><i>Our Special Days: July to September</i>, 2012 Pearson Australia</p> <p><i>Our Special Days: October to December</i>, 2012 Pearson Australia</p> <p><u>Teacher resource / Pedagogy</u></p> <p>Visible Thinking (Project Zero) http://www.visiblethinkingpz.org/VisibleThinking_html_files/03_ThinkingRoutines/03c_CoreRoutines.html</p>
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Opportunities for INTEGRATION

Cross Curriculum Priorities	<p style="text-align: center;">Aboriginal and Torres Strait Islander histories and culture</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%; text-align: center;">OI.6</td> <td>Aboriginal and Torres Strait Islander Peoples have lived in Australia for tens of thousands of years and experiences can be viewed through historical, social and political lenses</td> </tr> <tr> <td style="text-align: center;">OI.9</td> <td>Australia acknowledges the significant contributions of Aboriginal and Torres Strait Islander people locally and globally.</td> </tr> </table>	OI.6	Aboriginal and Torres Strait Islander Peoples have lived in Australia for tens of thousands of years and experiences can be viewed through historical, social and political lenses	OI.9	Australia acknowledges the significant contributions of Aboriginal and Torres Strait Islander people locally and globally.	<p style="text-align: center;">Asia and Australia’s engagement with Asia</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%; text-align: center;">OI.1</td> <td>The peoples and countries of Asia are diverse in ethnic background, traditions, cultures, belief systems and religions.</td> </tr> <tr> <td style="text-align: center;">OI.8</td> <td>Australians of Asian heritage have influenced Australia’s history and continue to influence its dynamic culture and society.</td> </tr> </table>	OI.1	The peoples and countries of Asia are diverse in ethnic background, traditions, cultures, belief systems and religions.	OI.8	Australians of Asian heritage have influenced Australia’s history and continue to influence its dynamic culture and society.
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OI.8	Australians of Asian heritage have influenced Australia’s history and continue to influence its dynamic culture and society.									
General Capabilities	<p>Literacy</p> <ul style="list-style-type: none"> Students develop literacy capability as they learn how to build historical knowledge and to explore, analyse, question, discuss and communicate historical information, concepts and ideas. Historical texts typically include those that recount a sequence of events, present past events as a narrative, discuss concepts and ideas, and argue a point of view. These texts are often accompanied by graphics such as illustrations, maps, tables and timelines that provide significant information and are supported by references and quotations from primary and secondary sources. <p>Numeracy</p> <ul style="list-style-type: none"> Students become numerate as they develop the knowledge and skills to use mathematics confidently across all learning areas at school and in their lives more broadly. Students develop numeracy capability as they learn to organise and interpret historical events and developments. Students learn to use calendars and dates to recall information on topics of historical significance and to illustrate the passing of time <p>ICT capability</p> <ul style="list-style-type: none"> Students develop ICT capability as they learn to use ICT effectively and appropriately to access, create and communicate information and ideas, solve problems and work collaboratively in all learning areas at school, and in their lives beyond school. ICT capability involves students in learning to make the most of the technologies available to them, adapting to new ways of doing things as technologies evolve and limiting the risks to themselves and others in a digital environment. Students develop ICT capability when they locate, process, analyse and communicate historical information. They use their ICT capability to access a range of digital sources of information; communicate, present and represent their learning; and collaborate, discuss and debate to co-construct their knowledge. <p>Critical and Creative thinking</p> <ul style="list-style-type: none"> Students develop capability in critical and creative thinking as they learn to generate and evaluate knowledge, clarify concepts and ideas, Critical thinking is essential to the historical inquiry process because it requires the ability to question sources. Creative thinking is important in developing new interpretations to explain aspects of the past that are contested or not well understood. <p>Personal and Social capability</p> <ul style="list-style-type: none"> Students develop personal and social capability as they learn to understand themselves and others, and manage their relationships, lives, work and learning more effectively. The personal and social capability involves students in a range of practices including recognising and regulating emotions, developing empathy for and understanding of others, establishing positive relationships, making responsible decisions, working effectively in teams and handling challenging situations constructively. As students gain understanding about human experience and develop skills of historical inquiry, they develop and use personal and social capability. This includes empathy, appreciation of the perspective of others, communication skills, teamwork, and a disposition to make a contribution to their communities and society more broadly. The History curriculum enhances personal and social capability by providing opportunities for students to engage with understandings such as historical empathy, perspectives, cause and effect, and continuity and change. 									

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	<p>Ethical understanding</p> <ul style="list-style-type: none"> Students develop ethical understanding of ethical behaviour as they critically explore the actions and motivations of people in the past that may be the result of different standards and expectations and changing societal attitudes. <p>Intercultural Understanding</p> <ul style="list-style-type: none"> Students develop intercultural understanding as they learn to value their own cultures, languages and beliefs, and those of others. They come to understand how personal, group and national identities are shaped, and the variable and changing nature of culture. The capability involves students in learning about and engaging with diverse cultures in ways that recognise commonalities and differences, create connections with others and cultivate mutual respect. Students learn about the perspectives, beliefs and values of people, past and present, and the importance of understanding their own and others' histories. This includes learning about the origins and development of Australia's national identity and the forging of its cultural heritage. Students recognise the significance of Aboriginal and Torres Strait Islander peoples' histories and cultures. They have opportunities to learn about the contribution of migration from countries in Europe, Africa, the Middle East and the Asia-Pacific region, and the historic benefits and challenges of interacting with other countries and cultural groups in local, regional and international contexts. They learn about events and developments that have influenced diverse societies and cultural groups over time, and come to understand the nature, causes and consequences of cultural interdependence, dispossession and conflict.
<p>Other Learning Areas</p>	<p>English</p> <ul style="list-style-type: none"> Identify the point of view in a text and suggest alternative points of view (ACELY1675) Listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations (ACELY1676) Use comprehension strategies to build literal and inferred meaning and begin to evaluate texts by drawing on a growing knowledge of context, text structures and language features (ACELY1680) Plan, draft and publish imaginative, informative and persuasive texts demonstrating increasing control over text structures and language features and selecting print, and multimodal elements appropriate to the audience and purpose (ACELY1682) Reread and edit texts for meaning, appropriate structure, grammatical choices and punctuation (ACELY1683) Use software including word processing programs with growing speed and efficiency to construct and edit texts featuring visual, print and audio elements (ACELY1685) <p>Mathematics</p> <ul style="list-style-type: none"> Identify questions or issues for categorical variables. Identify data sources and plan methods of data collection and recording (ACMSP068) Collect data, organise into categories and create displays using lists, tables, picture graphs and simple column graphs, with and without the use of digital technologies (ACMSP069) Interpret and compare data displays (ACMSP070)

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Although this unit has a specific History focus, the overall knowledge, skills and understandings relate directly to the **Humanities and Social Sciences Curriculum** as a whole.

Diverse communities and places and the contribution people make

The Year 3 curriculum focuses on the diversity of people and places in their local community and beyond, and how people participate in their communities. Students study how places are represented geographically and how communities express themselves culturally and through civic participation. Opportunities are provided to learn about diversity within their community, including the Country/Place of Aboriginal and Torres Strait Islander Peoples, and about other communities in Australia and neighbouring countries. Students compare the climates, settlement patterns and population characteristics of places, and how these affect communities, past and present. Students examine how individuals and groups celebrate and contribute to communities in the past and present, through establishing and following rules, decision-making, participation and commemoration.

The content provides opportunities for students to develop humanities and social sciences understanding through key concepts including **significance; continuity and change; cause and effect; place and space; interconnections; roles, rights and responsibilities; and perspectives and action.**

Source: Australian Curriculum v8.3 [Year 3 HASS](#)

Geography

- Collect and record relevant geographical data and information, for example, by observing by interviewing, conducting surveys, measuring, or from sources such as maps, photographs, satellite images, the media and the internet (ACHGS020)
- Represent data by constructing tables and graphs (ACHGS021)
- Represent the location of places and their features by constructing large-scale maps that conform to cartographic conventions including scale, legend, title and north point, and describe their location using simple grid references, compass direction and distance (ACHGS022)
- Present findings in a range of communication forms, for example, written, oral, digital, graphic, tabular, and visual, and use geographical terminology (ACHGS024)

Civics and Citizenship

- Why people participate within communities and how students can actively participate and contribute (ACHCK003)
- Interact with others with respect, share views and recognise there are different points of view (ACHCS007)
- Reflect on their cultural identity and how it might be similar and different from others (ACHCS010)

Technologies

- Explore and use a range of digital systems with peripheral devices for different purposes, and transmit different types of data (ACTDIK007)
- Work with others to plan the creation and communication of ideas and information safely, applying agreed ethical and social protocols (ACTDIP013)

The Arts

- Perform dances using expressive skills to communicate ideas, including telling cultural or community stories (ACADAM007)
- Investigate and devise representations of people in their community, including themselves, through settings, ideas and story structure in images, sounds and text (ACAMAM058)
- Plan, create and present media artworks for specific purposes with awareness of responsible media practice (ACAMAM060)
- Identify intended purposes and meanings as they listen to music using the elements of music to make comparisons, starting with Australian music, including music of Aboriginal and Torres Strait Islander Peoples (ACAMUR087)
- Explore ideas and artworks from different cultures and times, including artwork by Aboriginal and Torres Strait Islander artists, to use as inspiration for their own representations (ACAVAM110)

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