



YEAR 1: Present and Past Family Life

Family Life at Atherton Chinatown, early twentieth century

OVERVIEW OF PROGRAM

Using the stories of family life at Atherton Chinatown in the early years of last century, students will learn about the similarities and differences in family life by comparing the present with the past. They will begin to explore the links and the changes that have occurred over time.

The content provides opportunities to develop historical understanding through Key Concepts including **continuity and change, cause and effect, perspectives, empathy and significance.**

These concepts will be investigated within the historical context of the Atherton Chinatown's early years to facilitate an understanding of the past and to provide a focus for historical inquiries.

A framework for developing students' historical knowledge, understanding and skills is provided by inquiry questions.

The **KEY INQUIRY QUESTIONS** are:

- How has family life changed or remained the same over time?
- How can we show that the present is different from or similar to the past?
- How do we describe the sequence of time?

This program affords students opportunities to develop historical skills through key concepts appropriate to their age and ability.

Historical Knowledge and Understanding – Year 1: Present and Past Family Life

Historical Skills:

Sequence familiar objects and events

Distinguish between the past, present and future

Pose questions about the past using sources provided

Explore a range of sources about the past

Identify and compare the features of objects from the past and present

Explore a point of view

Develop a narrative about the past

Use a range of communication forms - oral, graphic, written, role play and digital technologies.

Each section notes the relevant General Capabilities (GC), Cross-Curriculum priorities (CCP) and links to Other Learning Areas (OLA).

Historical Knowledge and Understanding – Year 1: Present and Past Family Life

Historical Knowledge and Understanding	Local Context	Student Activities	General Capabilities (GC) Cross Curricula Priorities (CCP) Other Learning Areas (OLA)	Research and Resources
<p>1. Differences in family structures and roles today and how these have changed or remained the same over time.</p>	<p>Family life at Atherton Chinatown in the early years of the twentieth century.</p> <p>(Selected oral histories, information boards, photographs and artefacts at Atherton Chinatown provide sources for historical enquiry.)</p>	<p><i>Student research and activities:</i> Examine family size and structure from photographs.</p> <p>Listen to oral histories and other sources to compare the roles of family members - father, mother, children and care givers.</p> <p>Draw relationships between family tasks from discussing family life at Atherton Chinatown in the past and family life today. Consider factors such as work outside the home as well as washing, cleaning, cooking, gardening and child care.</p> <p>From the life story of George Fong On, highlight those dates which would have personal significance for him.</p> <p><i>Student Activities</i> Visit the site and museum at Atherton Chinatown. Complete prepared work sheets.</p> <p><i>Site Visit Activities</i> Conducted by Education Officers at Chinatown.</p> <p><i>Post- visit activities</i> Students to keep a diary with entries for a week either for themselves or for fictional character from Atherton Chinatown.</p> <p>Play dominoes (indoors) and/or play rounders (outdoors)</p>	<p>GC – Literacy, Personal and social capability, Intercultural Understanding, Ethical Understanding, Critical and creative thinking, ICT</p> <p>CCP - Sustainability</p> <p>OLA - English, Geography</p>	<p>Pre-visit work sheet</p> <p>On site visit- Photos of the Fong On Family.</p> <p>Information boards on Lee Leong, Jue Sue and Lee Sye families.</p> <p>Diary extracts relevant to the Fong On family.</p> <p>Selected extracts from Oral History recordings.</p> <p>Information on objects from archaeological specimens from interactive scanner.</p> <p><i>Chinatown News</i></p> <p>View tools, caretaker’s bed room and kitchen.</p>

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<p>2. How can we show that the present is different from or similar to the past?</p>	<p>Evidence at Atherton Chinatown, which reveals the lifestyle in the early years of the twentieth century, was both similar to and different from lifestyles today?</p> <p>(Selected oral histories, information boards, photographs and artefacts at Atherton Chinatown provide sources for historical enquiry.)</p>	<p>Student research and activities: With the presentation and discussion of both primary and secondary source evidence, relationships and comparisons are to be drawn by the students.</p> <p>Student Activities - Visit the site and museum at Atherton Chinatown.</p> <p>Site Visit Activities - Conducted by Education Officers at Chinatown, who for example will identify various occupations in which the Chinese engaged, such as mining, land clearing, timber cutting, market gardening, cooking, and as hoteliers, merchants, herbalists.</p> <p>Education Officers will also examine methods of transport by reference to bullock teams and horses and the arrival of the railway, sea transport and the standard/state of the routes taken.</p>	<p>GC - Literacy, Personal and social capability, Intercultural Understanding, Ethical Understanding, Critical and creative thinking, ICT</p> <p>CCP - Sustainability</p> <p>OLA - English, Geography</p>	<p>On site visit Artefacts on site, e.g. eating bowls, cutlery and drinking vessels.</p> <p>Look at photographs and listen to extracts from oral history recordings as they refer to clothing that was worn, games played and other pastimes.</p> <p>Post visit activity Past and present photographs, e.g. Mix and Match</p> <p>State Library of Queensland: P1 Image no 91504 http://hdl.handle.net/10462/deriv/66764 P2 Image no. 299770 http://hdl.handle.net/10462/deriv/151618 Record no. 10236 Record no. 72407 http://hdl.handle.net/10462/deriv/87124</p>

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<p>3. How do we describe the sequence of time?</p>	<p>The photographs and artefacts relating to Atherton Chinatown, along with the photos of families and individuals, provide a sequence of time, e.g. now and then, a long time ago, old and new.</p> <p>(Selected oral histories, information boards, photographs and artefacts at Atherton Chinatown provide sources for historical enquiry.)</p>	<p>Student research and activities:</p> <p>Examine various photographs and place them in the correct chronological order.</p> <p>Compare old and new objects.</p> <p>Examine special celebrations for the Chinese people over a year including the Lunar New Year and birthdays.</p> <p>Student Activities Visit the site of and museum at Atherton Chinatown.</p> <p>Site Visit Activities Conducted by Education Officers at Atherton Chinatown.</p> <p>Post visit activity Make and decorate a paper lantern or lucky red envelope using appropriate colours and designs.</p> <p>Taste Chinese food, e.g. a dish containing pork.</p> <p>Try to write, using a paint brush, the Chinese characters as shown on a prepared page.</p>	<p>GC - Literacy, Numeracy, Personal and social capability, Intercultural Understanding, Ethical Understanding, Critical and creative thinking, ICT</p> <p>CCP - Sustainability</p> <p>OLA - English, Maths, Science, Geography</p>	<p>On site visit Use copies of photographs to place in order from the earliest or the first in a series to the latest or the last, e.g. George Fong On as a young man, in middle age and as an old man.</p> <p>Match illustrations of older objects with their modern counterparts, e.g. cut throat razor and an electric razor, wooden wheel barrow to modern metal barrow.</p> <p>Organise given photos into various categories, e.g. tools, cooking utensils, crops, celebrations, religious objects, means of transport.</p> <p>Information boards and Zodiac Signs.</p>