

YEAR 1: Present and Past Family Life

Woodbridge

BACKGROUND INFORMATION

Woodbridge, with its iron lace work, parquetry, polished jarrah, tessellated tile floors, and many pieces of original furniture, is a rare surviving example of a grand 19th century home. The attractive site on the banks of the Swan River, just east of the historic town of Guildford, was originally taken up by the colony's first Governor, Captain James Stirling. By 1831, he had built a cottage there, a retreat from Government House. The property was purchased in 1883 by Charles Harper, farmer, politician and part owner of The West Australian newspaper.

Woodbridge has a varied history having been used as a gentleman's residence, a preparatory school, a home for aged women and as an annexe for Governor Stirling Senior High School.

From the kitchen to the extensive entertaining areas, Woodbridge today reflects its role as home to Charles and Fanny Harper, their ten children and their servants.

OVERVIEW OF PROGRAM

The Year 1 curriculum provides a study of present and past family life within the context of the students' own world. Students learn about similarities and differences in family life by comparing the present with the past. They begin to explore the links and the changes that occur over time.

This National Trust of Australia (WA) program is associated with the Year 1 Australian Curriculum: History. The central component of the program is an excursion to historic Woodbridge house. The program provides suggestions of pre-visit and post-visit activities that integrate the teaching of historical knowledge, understandings and skills. It should be adapted to suit your needs. Use as little or as much of the program as you wish; incorporate your own activities and teaching methodologies; or choose to focus on one or several key inquiry questions.

You may also cover the Cross-curriculum priorities of Aboriginal and Torres Strait Islander histories and cultures **and** Asia and Australia's Engagement with Asia if there are children in your class which make this appropriate.

Woodbridge Excursion

A visit to Woodbridge is a half day excursion. The house can accommodate up to 60 students at any one time. The suggested ratio is 1 adult to every 5 students.

All student activities are conducted by Education Officers.

Dressing up in 'olden days' clothes is encouraged but not compulsory.

Activities include:

1. 'Meet the Harper Family' power point presentation – meet a family from the past
2. Tour of Woodbridge - identify aspects of family life that have changed or remained the same; developing historical vocabulary
3. 'I Need Some Help Please' - compare chores now and then
4. 'My family/ The Harper Family'- compare a family from the past with own family and identify similarities and differences
5. Artefacts – old and new

To make a booking:

Contact the National Trust to make a booking.

Email: trust@ntwa.com.au

Phone: 9321 6088

Students use the following **KEY INQUIRY QUESTIONS** to discover:

- How has family life changed or remained the same over time?
Woodbridge was the home to Charles and Fanny Harper and their ten children. Explore the house and discover similarities and differences in family life by comparing the present with the past.
- How can we show that the present is different from or similar to the past?
Woodbridge is furnished to reflect the late Victorian and early Edwardian periods. There are many artefacts and memorabilia known to have belonged to the Harpers providing opportunities to make comparisons between the 'old' and the 'new' way of doing things.
- How do we describe the sequence of time?
A tour through Woodbridge allows opportunities to develop vocabulary from the past when making now / then comparisons, as well as using terms that indicate time such as 'a long time ago', 'now and then', 'old and new'.

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

Historical Skills:

Sequence historical people 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 features of objects from the past and present
Explore a point of view

Key Concepts:

Continuity and change

On a tour through Woodbridge students identify what aspects of family life have changed and remained the same.

Cause and effect

Through the story of the Harper family students consider how and why families have changed over time in terms of size, structure and roles.

Perspectives

Students learn about the roles and responsibilities of those who lived and worked at Woodbridge providing an insight into how people's perspectives are determined by their circumstances.

Empathy

Students see how the Harper family lived and hear stories about what their life was like and make comparisons with their own life to develop an appreciation of the family's experiences.

Significance

Students develop an understanding of what makes Woodbridge special and worth keeping for future generations.

Historical Knowledge and Understanding	Local Context <i>This site lends itself to historical inquiry re:</i>	Student Activities <i>including pre and post visit</i>	General Capabilities (GC) Cross Curricula Priorities (CCP) Other Learning Areas (OLA)	Research and Resources <i>For pre and post visit activities</i>
Differences in family structures and roles today, and how these have changed or remained the same over time (ACHHK028)	Families: explore a grand 19 th century family home in order to compare own family with a family from the past; in terms of size, structure and roles.	<p>Pre visit activities: What is a family? * Who lives at my house? – (Teacher Resource 1/Student Activity 1) Discuss: If I live under the same roof as someone are they my family? Read books about families to further define what makes a family. With students help write down a definition for what makes a family.</p> <p>Introducing my family * My Family – Revisit work from previous lesson on what makes a family. Students think about their own family and share who is in their family. List the different names students call people in their family, eg. mum, dad, etc. Students draw a picture of their family and copy the relevant name under each person. Students share their illustration and discuss the different types of families within the class. Make and record predictions about the structure of families in the past.</p> <p>Comparing families within the class * Class graph – (Teacher Resource 2) As a class create a graph to show the size of families within the class. Discuss and interpret the graph, eg. largest family, smallest family, average size of families in the class. Make and record predictions about the size of families in the past.</p>	GC: Literacy, Numeracy, Critical and creative thinking, ICT, Personal and social capability CCP: Sustainability OLA: English, Mathematics, Arts	<p>PDFs</p> <p>Teacher Resources</p> <ol style="list-style-type: none"> 1. 'Who Lives at my house?' 2. Class Graph – 'How Many People in my Family' 3. Making Butter the Old Fashioned Way. 4. Making Damper <p>Students</p> <ol style="list-style-type: none"> 1. 'Who lives at my house?' 2. Roles and Responsibilities 3. Sequencing - 'A Day in My Life'

		<p>My role in my family *My roles and responsibilities – Read a book that shows family members with clear roles (eg. Berenstain Bears). Identify the roles (Papa, Mama, brother and sister) and responsibilities of each character. What are some of the jobs that students’ families have and why do these need to be done? Students share what they, their siblings and parents do to contribute to the family. Can jobs be the responsibility of different people in different families? Students complete Student Activity 2. Use students’ pictures to create a chart about roles and responsibilities. From chart identify jobs that are always the responsibility of mums, dads, brothers and sisters and jobs that people of differing roles can be responsible for. Students make predictions about the types of jobs mums, dads, brothers and sisters did in the past. Keep a list of these predictions to use after the excursion to Woodbridge.</p> <p><u>Excursion activities:</u> Activities led by NTWA Education and Learning Officers: * Tour of Woodbridge House * My family/The Harper family: draw and compare a family from the past with own family and identify similarities and differences * ‘I Need Some Help Please’ - compare chores now and then</p> <p><u>Post visit activities –</u> Comparing families past and present * The Harper family - Students revisit the predictions they made prior to the excursion about family structures in the past. Ask students to share what they</p>		
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		<p>discovered whilst at Woodbridge. Create a list of the names of each member of the Harper family. Students draw and label their own picture of the Harper family. Students compare the drawing of the Harper family with the drawing of their own family, ie. How many people in the Harper family? How many people in my family? How many more? How many children? What is the same about both families? What is different?</p> <p>Comparing roles and responsibilities – * Students revisit the predictions they made prior to the excursion about jobs in the past. Ask students to share what they discovered whilst at Woodbridge and make comparisons about what has remained the same and what has changed over time. * Create an olden day’s home corner in the classroom. Place a variety of olden day clothes, hats, braces and shoes in the home corner alongside an olden day kitchen or shed. Students will be able to role play life in the olden days. ‘The Kitchen,’ ‘The Laundry’ or ‘The Shed’ Reminiscence Boxes can be borrowed from the National Trust (see NTWA website).</p>		
<p>How the present, past and future are signified by terms indicating time such as ‘a long time ago’, ‘then and now’, ‘now and then’, ‘old and new’, ‘tomorrow’, as well as by dates and changes that may have personal significance, such as birthdays,</p>	<p>Time: Develop a bank of words to describe artefacts from the ‘olden days’.</p>	<p>Pre visit activities – Developing language of time/significance * Old or new - Students bring to school an item that is significant to their family – is it old or new? What makes it significant? Create a display in the classroom. *Past and present – Read books about the past. Identify language used to indicate it is set in the past, eg. once upon a time, a long time ago etc. Discuss</p>	<p>GC: Literacy, Numeracy, Critical and creative thinking, Personal and social capability OLA: English, Mathematics</p>	<p>websites Download or print presentation on how to write a recount: http://www.scribd.com/doc/7751608/Junior-Recount Download brochure and entry form for NTWA Photo and Story Competition: http://www.valuingheritage.com.au/Competitions.html</p>

<p>celebrations and seasons (ACHHK029)</p>		<p>what the past is (a moment ago, yesterday or a few years ago or hundreds of years ago).</p> <p><u>Excursion activities:</u> Activities led by NTWA Education and Learning Officers: * Tour of Woodbridge House * Artefacts – old and new</p> <p><u>Post visit activities –</u> Developing language of time * Sequencing excursion photos - Print photos of excursion and place them in order from what happened first to what happened last. * Excursion recount (See website) - Class recount of Woodbridge excursion. Children illustrate. Make a class book. * As a class, label photos of artefacts taken during your excursion to Woodbridge, eg. mangle, chamber pot, bellows, wash board, knucklebones. Make a display in the classroom to develop vocabulary from the past. * NTWA Photo and Story Competition (See website) Students develop a narrative about the past</p>		
<p>Differences and similarities between students' daily lives and life during their parents' and grandparents' childhoods, including family traditions, leisure time and communications. (ACHHK 030)</p>	<p>Daily life: Compare and contrast daily life of children from present day, to recent past (a parent or grandparent) to long ago (Harper family of Woodbridge). Experience childhood activities from the 'olden days'</p>	<p><u>Pre visit activities –</u> Differences and similarities between my childhood and a parent or grandparent * Sequencing: 'A Day in my Life' – Think, Pair, Share: 'A day in my life.' Children complete Student Activity 3 by selecting activities that they participate in during a day, eg. breakfast, school, sport, tv. Students illustrate and write (or the teacher scribes) a sentence about each activity to show the order that they happen. Predict</p>	<p>GC: Literacy, Numeracy, Critical and creative thinking, Personal and social capability CCP: Sustainability OLA: English, Mathematics, Science, Health and PE</p>	<p>Visit the following websites Ideas for 'old fashioned' day at school: http://olc.spsd.sk.ca/De/saskatchewan100/docs/schools/oldendayschoolday.pdf http://www.scholastic.com/teachers/lesson-plan/olden-days</p>

		<p>similarities and differences between the activities they do on a daily basis and what a parent or grandparent might have done as a child. Create a list of students' ideas.</p> <p>* When I was a child... - Invite a parent or grandparent to talk to the class about what a day in their childhood was like, eg. chores they did at home, games and toys they played with, school etc. As a class make a timeline to show the important events in the guest speaker's day. Divide the class into groups. Each group is responsible for one aspect of the day. Students each draw a picture to contribute to their group's part of the class timeline. Students compare this timeline with their own. Students revisit and discuss the accuracy of the predictions they made in 'A Day in My Life' lesson. As a class create a Venn diagram about the similarities and differences between the recent past and the present.</p> <p><u>Excursion activities:</u> Activities led by NTWA Education and Learning Officers: * Tour of Woodbridge House</p> <p><u>Post visit activities –</u> Differences and similarities between my childhood and that of a child in the 'olden days' * 'A day in the life of the Woodbridge children' – As a class make a timeline to show the important events in the Woodbridge children's day. Divide the class into groups. Each group is responsible for one aspect of the day. Students each draw a picture to contribute to their group's part of the class</p>		
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		<p>timeline. Students compare this timeline with their own and the guest speakers one. Compare and list the similarities and differences between the 'olden days', the recent past and the present. Discuss with students why the changes identified have happened and do they think the changes have been good.</p> <p>* 'Old fashioned' day (See websites for ideas)</p> <ul style="list-style-type: none"> - make butter (see Teacher Resource 3) - make damper (see Teacher Resource 4) - play old fashioned games – 'Red Rover', skipping, ball and cup, spinning tops, marbles, hoop and stick - dress up in old fashioned clothes - write a letter to family, post it and see how long it takes to reach home 		
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