# HSIE: History stage 1 learning sequence – The past in the present

**Learning sequence description**

Students investigate how technology has changed in their home and community and the impacts of changing technology. They discuss the similarities and differences of technology from the past and sequence them over time. Students explore the way technology has changed the way they communicate. They use a range of communication forms to explain the impact of changing technology on people’s lives. They draw on their own investigations and that of the local older generations such as their parents and grandparents, as well as other sources.

This learning sequence will give the students the opportunity to engage with historical concepts and skills.

The following historical concepts will be the focus in this learning sequence:

* **Continuity and change:** some things change over time and others remain the same, eg changes and similarities in family life over time; aspects in the local community that have changed or remained the same.
* **Cause and effect:** events, decisions or developments in the past that produce later actions, results or effects, eg how everyday life has changed over time; how changing technologies affected peoples' lives over time.

The following historical skills will be the focus in this learning sequence:

**Comprehension: chronology, terms and concepts**

* discuss and recount stories of family and local history
* sequence familiar objects and events (ACHHS031, ACHHS047)
* distinguish between the past, present and future (ACHHS032, ACHHS048)

**Use of sources**

* explore and use a range of sources about the past (ACHHS034, ACHHS050)
* identify and compare features of objects from the past and present (ACHHS035, ACHHS051)

**Perspectives**

* explore a point of view within an historical context (ACHHS036, ACHHS052)

**Empathetic understanding**

* recognise that people in the local community may have lived differently in the past

**Research**

* pose questions about the past using sources provided (ACHHS033, ACHHS049)

**Explanation and communication**

* develop a narrative about the past (ACHHS037, ACHHS053)
* use a range of communication forms (oral, graphic, written, role play) and digital technologies. (ACHHS038, ACHHS054)

## Syllabus outcomes and content

**HT1-3** – describes the effects of changing technology on people’s lives over time

**HT1-4** – demonstrates skills of historical inquiry and communication

[History K-10 Syllabus](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/history-k-10) © 2012 NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales.

## Lesson 1 – Changing technology in the home and community

Students are learning to:

* identify examples of changing technologies in their home or community
* discuss the similarities and differences of technology from the past through a range of sources and sequence them over time
* use a range of communication forms to explain how one example of changing technology affected people's lives
* examine what the sources tell them about the past.

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| Item | Learning experience | Differentiation strategies and/or adjustments | Resources |
| 1.1 | Students identify the photographs of different communication objects (see **sources 1-6** as possible examples – old phone, mobile phone, computers old and new, a letter, mailbox, or examples of a mail delivery service by horse, car, van or bike).Students examine and identify each object and decide if it is from the past or the present. Discuss the similarities and differences between the different types of communication technology and sequence them from oldest to newest.  |   | **Source 1:** [Letter carried on Australian first official airmail flight 1934](https://www.nma.gov.au/__data/assets/image/0005/553109/MA43638920-Envelope-1400w.jpg)National Museum Australia**Source 2:**[Powerhouse Museum on Flickr](https://flic.kr/p/8thDQa)Meeting the mailman, circa 1884-1917**Source 3:** [Stamped envelope - Royal visit](https://collections.museumvictoria.com.au/items/1708690)Museums Victoria Collections**Source 4:** [Phones old and new Wikipedia commons](https://upload.wikimedia.org/wikipedia/commons/thumb/3/38/UK_-_10_-_Phones_old_and_new_%282997615876%29.jpg/1200px-UK_-_10_-_Phones_old_and_new_%282997615876%29.jpg)Conventional telephone box and mobile phone**Source 5:**[Mobile phones 1997-2003](https://upload.wikimedia.org/wikipedia/commons/c/c7/Mobile_phone_PHS_Japan_1997-2003.jpg)Mobiles and modems, 1997–2003**Source 6:** [Old Telephone Line - Western Electric 202 made in 1931](https://upload.wikimedia.org/wikipedia/commons/4/41/Western_Electric_202_Telephone.jpg)Old telephone made in 1931 |
| 1.2 | After exploring the photographs, generate a set of inquiry questions, for example:What is technology?How has it changed?What are the similarities and differences of technology from the past to present? |  | **Student workbook** |
| 1.3 | **Opportunity for monitoring student learning**Students to interview their parents or grandparents to find out how technology has changed since they were children. Students provide a recount of the interview with their parents or grandparents, which captures the information with the focus being: **How has technology changed over time?** Possible questions to ask during the interview: * How has technology changed over time?
* What are the similarities and differences of technology from the past to present?
* How has changing technology affected your lives?

**What to look for in student responses*** definition of technology
* chronological information about how technology has changed from past to present
* explaining similarities and differences of technology from the past to the present
* explanation of how technology has affected lives.
 |  | **Student workbook** |

## Lesson 2 – How has technology changed the way we communicate

Students are learning to:

* identify examples of changing communication technologies in their home or community
* discuss the similarities and differences of technology from the past through a range of sources and sequence them over time
* use a range of communication forms to explain how one example of changing technology affected people's lives
* examine what the sources tell them about the past.

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| Item | Learning experience | Differentiation strategies and/or adjustments | Resources |
| 2.1 | Read source 7 ‘The Fabulous Friend Machine’ by Nick Bland. Students will explore the impact communication technology has had on people’s lives. Students answer questions:How was Popcorn a friend to the other farm animals? What was the impact of Popcorn’s use of the ‘fabulous friend machine’ on her friends and on herself? How do we know how Popcorn’s friends felt about the mobile phone? |  | **Source 7:** safe YouTube[The Fabulous Friend Machine](https://safeyoutube.net/w/HhWG) ‘The Fabulous Friend Machine’ by Nick Bland**Student workbook** |
| 2.2 | Discuss the similarities and differences between a phone of the past and a mobile phone today. Re-examine sources 4-6Ask students: * What do the phones look like?
* How are they used?
* What are the differences and similarities in their function?
* How has the use of the phone advanced?
* What form of communication did people use before phones were invented?

Students discuss the type of phone communication they have at their home and then share their own experience with phones in their household growing up, explaining if the phone has changed. Students brainstorm what a phone can be used for in the present compared to the past eg text messaging, internet, music. |  | **Sources 4-6****Student workbook** |
| 2.3 | Ask students to scan through the icons on a mobile device, either projected or personally. Students identify the features of the mobile device and discuss their benefits, e.g. taking and sending photographs and videos, Internet access, emailing. Construct a **cause and effect table** showing the positive and negative impacts of present-day mobile phones and devices.Students answer the following question:How has technology changed the way we communicate? |  | **Student workbook** |
| 2.4 | **Opportunity for monitoring student learning****The impacts of changing technology – comparing the past and the present.****Students write a letter to their family that outlines changes in mail technologies and their impact. They compare the past and the present. They address an envelope and insert their letter.****What to look for in student responses*** chronology of changes to mail technologies
* cause and effect of changes to people’s lives
* impacts of changes in mail technologies and communication
 |  | **Student workbook** |

Resources

**Teacher resource**

[Guide to using picture books in History K–10](https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&cad=rja&uact=8&ved=2ahUKEwjjx9H534HmAhUYcCsKHZ4LB_kQFjAAegQIBBAB&url=https%3A%2F%2Fschoolsequella.det.nsw.edu.au%2Ffile%2F0e5fd1b1-153b-41af-8720-597d7daec1b0%2F1%2FGuide_to_Picture_Bks_in_Geog%2520K-10.pdf&usg=AOvVaw1tx2spwkwreG7kuR67hjwh), NSW Department of Education, 2017

**Reflection and evaluation**

These simple questions may help you reflect on your students’ learning and plan for next steps.

What worked well and why?

What didn’t work and why?

What might I do differently next time?

What are the next steps for student learning based on the evidence gathered?