

Mathematics Level 7

Chapter 3 — Historical Concepts and Skills: asking questions, ordering time, using sources

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Asking questions about the past and present

Words we use

Say: “We use some new words in this book. Listen. We will say them and do them.”

- **question** — A question is something we ask to find out.
 - **historical** — Historical is about the past. A historical question is a question about the past.
 - **history** — History is stories about people and places from the past.
 - **past** — The past is all the days that went by. Your grandma was a little girl in the past.
 - **present** — The present is now. Today is the present.
 - **object** — An object is a thing. A spoon is an object. A hat is an object.
 - **site** — A site is a place. The old place we look at is a site.
 - **source** — A source is a thing that helps us find out about the past. Photographs can be sources. A story can be a source. An old object can be a source.
 - **figure** — A figure is a drawing in our book. We look at it and talk about it.
-

Teaching sequence

Part 1 — Our question words

Say: “Today we ask questions about the past and the present. We use question words.”

Say: “Who? What? Where? When? Why? How? Say them with me.”

Ask: “Who? What? Where? When? Why? How? Good work.”

Part 2 — Questions about me

Say: “Look at you when you were a baby. That was the past. We can ask questions about it.”

Say: “Ask: What age was I? Ask: Where was this? Ask: What was I up to?”

Ask: “How old were you? One? Two? Where were you? At home? With grandma?”

Ask: “What were you doing? Playing? Now you ask. Ask your two questions about you.”

Part 3 — Questions about old things

Say: “Old things are objects. Old objects are sources. We can ask questions about them.”

Say: “Look at the old spoon. Who used it? Was it your grandma? Look at the old hat. Who used it? How old is it? Look at the old teddy. Who played with it?”

Ask: “Can you ask a question about the old spoon? About the old hat? About the old teddy?”

Part 4 — Questions when we listen to a story

Say: “When we listen to a story, we ask questions. Before the story, we ask: What is the story about? During the story, we ask: What can you see? After the story, we ask: What did you like?”

Say: “Listen to my story. My grandma was a little girl in the past. She lived in a little house. She played with a teddy. She went to school.”

Ask: “Now you ask. A question before. A question during. A question after.”

Part 5 — We ask our family

Say: “We can ask our family about the past. Ask mum. Ask dad. Ask grandma or grandpa.”

Say: “Ask: Where were you born? Ask: Where did you live? Ask: What did you play? Ask: What was your school like?”

Say: “Now make two questions to ask at home. Say them to me. I will put them on paper for you.”

Part 6 — Questions about an old place

Say: “Look at our old place. It is a site. We can ask questions about it.”

Say: “What can we see at this place now? Who made it? What was it for? What do people do here now? Why is it important?”

Ask: “Can you ask a question about the old place?”

Part 7 — A story with questions

Say: “Listen to my story. I will ask my questions as I say it.”

Say: “Look. This is my mum. She is a little baby. She is with my grandma. They are at home.”

Ask: “How old is mum? Where is she? Who is with her?”

Say: “Now you say a story. Say three things. Ask two questions.”

Worked examples

Example 1 — the old teddy (figure 6)

Say: “I look at the old teddy. I ask: Who played with it? How old is it? Was it a little girl’s teddy? The teddy is old. It is from the past. My questions help me find out about the past.”

Example 2 — the old place (figure 5)

Say: “I look at the old place. I ask: Who made it? What was it for? Why is it important? My questions help me find out about the past.”

Practice

1. Take a small question from figure 8. Say its question word.
 2. Look at old pictures of you when you were a baby. Ask two questions about them. Say them to a friend.
 3. Listen to a story from your family. Ask a question before. Ask a question during. Ask a question after.
 4. Make two questions to ask mum or dad or grandma or grandpa. Say them to me.
-

Doing

Doing 1. Draw you when you were a baby. Ask two questions about your drawing. Say them.

Doing 2. Look at our old place. Ask three questions about it. Say them to me.

How do you know?

Ask: “You asked, how old is the old teddy? How do you know it is old? What can you see?”

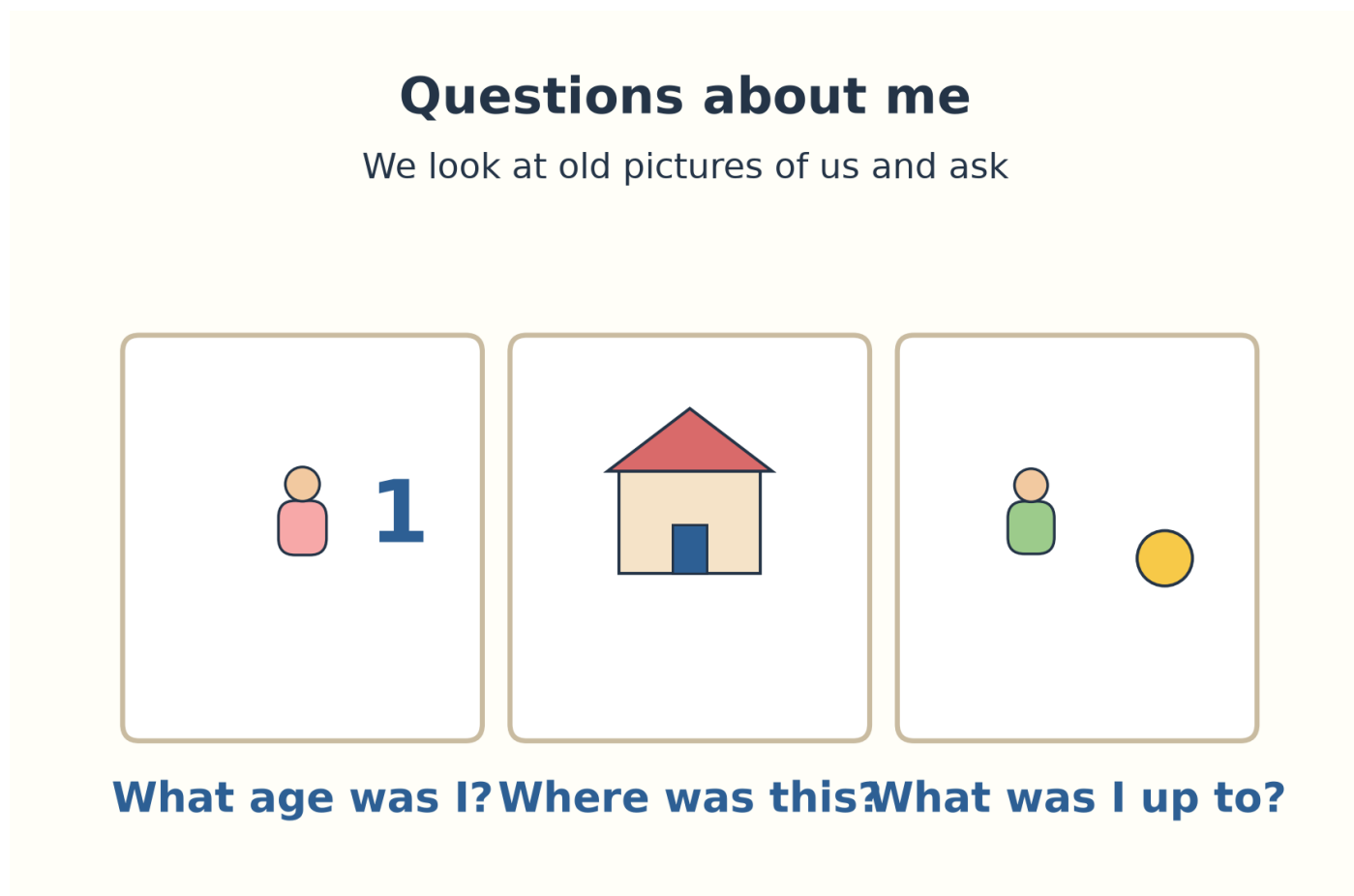
What we are looking for

Figure 1 — Our question words.



The six question words Who, What, Where, When, Why and How, with a small drawing for every word.

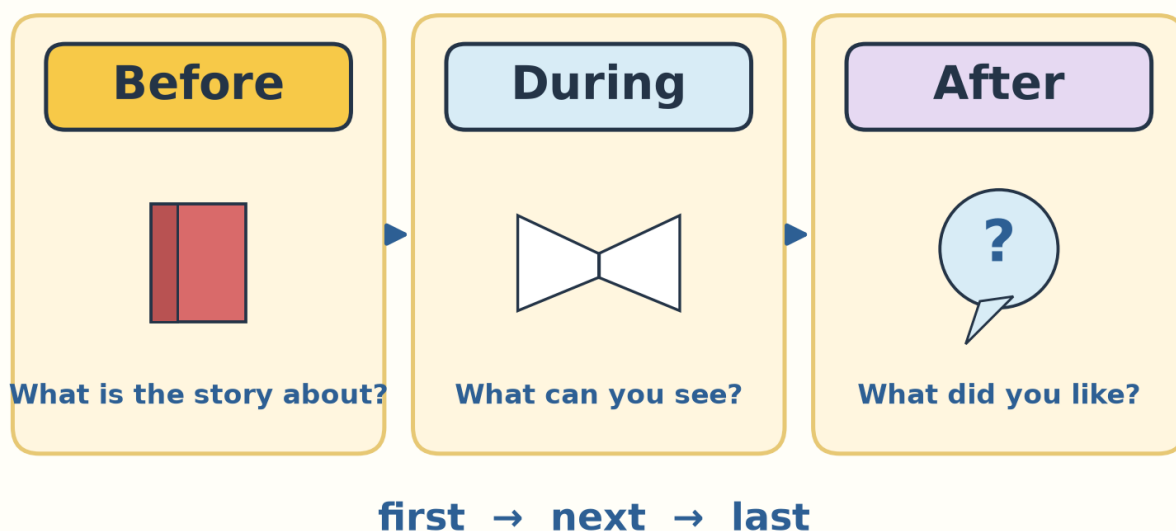
Figure 2 — Questions about me.



Three drawings: a baby with the number one for What age was I?, a house for Where was this?, and a baby playing with a ball for What was I up to?.

Figure 3 — Questions before, during and after a story.

When we listen to a story, we ask



Questions to ask when we listen to a story: before the story, what is the story about?; during the story, what can you see?; after the story, what did you like?.

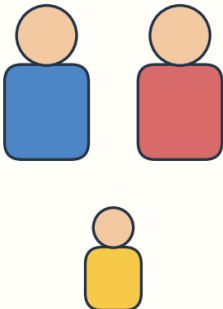
Figure 4 — We can ask our family.

We can ask our family

Ask mum, dad, grandma or grandpa

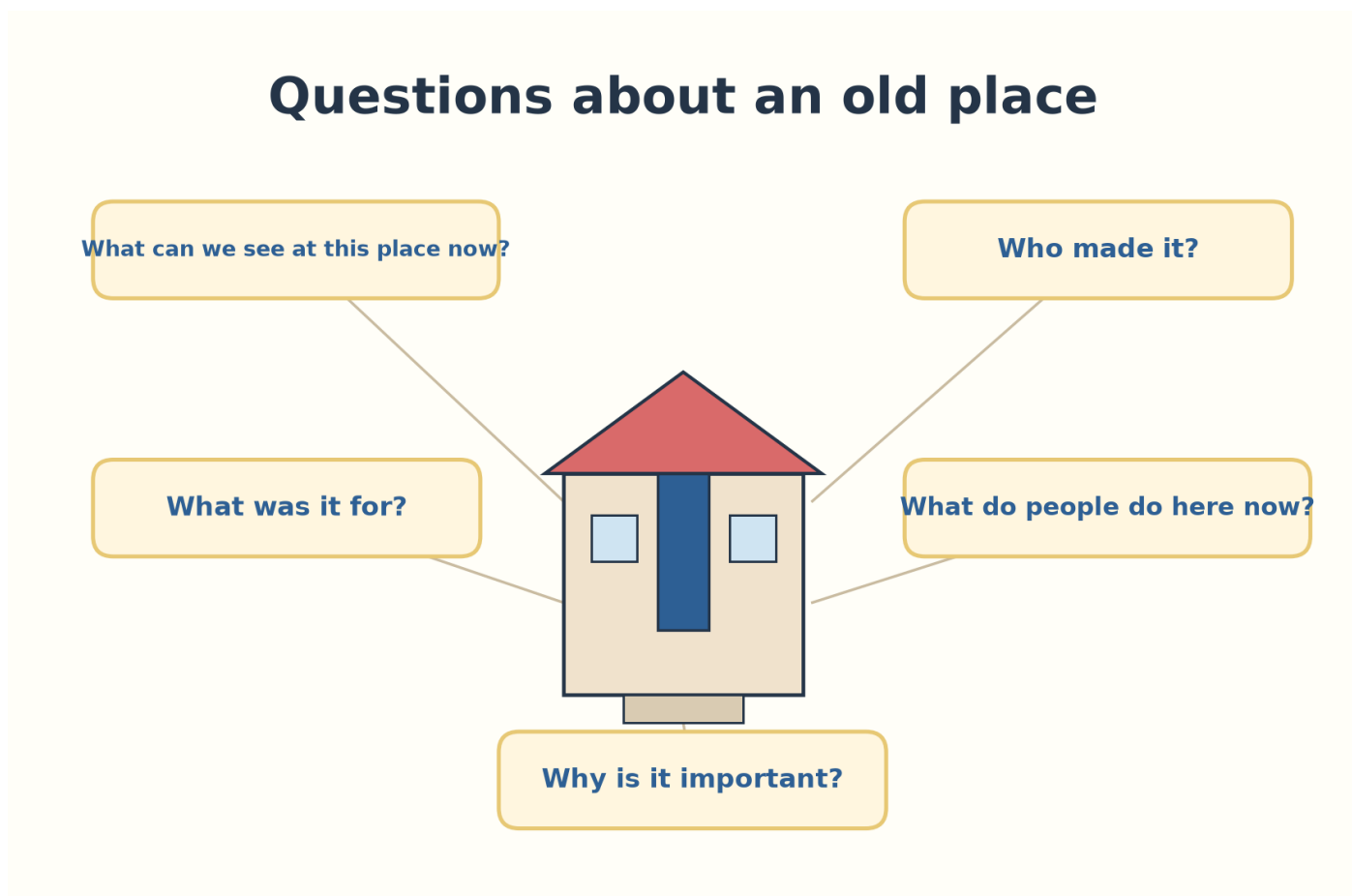
My questions

- Where were you born?
- Where did you live?
- What did you play?
- What was your school like?



A family of three, and four questions to ask them: Where were you born? Where did you live? What did you play? What was your school like?.

Figure 5 — Questions about an old place.



An old building with five questions about it: What can we see at this place now? Who made it? What was it for? What do people do here now? Why is it important?.

Figure 6 — Questions about old objects.

Questions about old objects

Old things help us know about the past



an old spoon



an old hat



an old teddy

Who used it?

How old is it? Who played with it?

Three old things: an old spoon, an old hat and an old teddy, with the questions Who used it?, How old is it? and Who played with it?.

Figure 7 — A story with questions.

A story with questions

Our story

Look. This is my mum.

She is a little baby.

She is with my grandma.

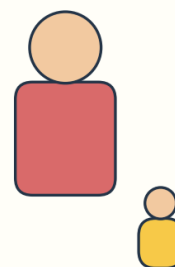
They are at home.

My questions

How old is mum?

Where is she?

Who is with her?



A short story: Look. This is my mum. She is a little baby. She is with my grandma. They are at home. And three questions: How old is mum? Where is she? Who is with her?.

Figure 8 — Questions and their words.

Questions and their words

Say the question word.

Who?	What?	Where?	When?	Why?
Who played with you?	What was your toy?	Where did you live?	When is your birthday?	Why do you like it?

Five question words: Who, What, Where, When, Why. And five questions to put with their word: Who played with you?, What was your toy?, Where did you live?, When is your birthday?, Why do you like it?.

Putting events in time order

Words we use

Say: “We have some new words today. Listen. We will say them and do them.”

- **history** — History is stories about the past. Stories about people and places.
 - **past** — The past is all the days that went by. Gran was a little girl in the past.
 - **event** — An event is a big day. Your first day at school is an event.
 - **significant** — A significant day is a very big day. The family loves it. They still think of it.
 - **order** — Things are in order when the first one is first, the next one is next, and the last one is last.
 - **timeline** — A timeline has our big days in order. First, next, last. The star says now.
 - **source** — A source is a thing that helps us find out about the past. A photo can be a source. A drawing can be a source. A story can be a source.
-

Teaching sequence

Part 1 — The new words

Say: “Today we put big days in order. We make timelines. First, our new words.”

Say: “Say the words with me: history. Past. Event. Significant. Order. Timeline. Source.”

Ask: “Which word has the star? Which word has the numbers one, two, three?”

Part 2 — Sam’s photos

Say: “Look at Sam’s photos.”

Say: “This photo: Sam can talk. This photo: Sam is a baby. This photo: first day at school. This photo: a new home. This photo: Sam can walk.”

Say: “Uh oh! The photos are not in order.”

Ask: “Which one was first? Look and think.”

Say: “A baby can’t walk. A baby can’t talk. So the baby was first!”

Ask: “What is next? What is last?”

Part 3 — Sam’s timeline

Say: “We put Sam’s days in order on a timeline. Look!”

Say: “One: Sam is a baby. Two: Sam can walk. Three: Sam can talk. Four: a new home. Five: first day at school.”

Say: “The star says now. Sam is at school now. This is Sam’s timeline!”

Ask: “Can you say Sam’s days? One, two, three, four, five!”

Say: “You can make a timeline too. One: get your photos and drawings. Two: which one was first? Three: put them on your timeline!”

Part 4 — Gran’s days, and a place

Say: “Gran has photos too. They are not in order. Which one was first?”

Say: “Gran was a little girl. That was first. Gran was at school. That was next. Next, Mum was a baby. And now: Gran is here with Sam!”

Ask: “How do you know Gran was a little girl first? Look! The old photos have the old colour.”

Say: “A place has a story too. Look at the school. One photo is from the past. It has the old colour. One photo is now. It is still the same school!”

Ask: “Which one was first? How do you know?”

Part 5 — Your timeline

Say: “Now you make your timeline. Get four photos or drawings. They are your big days. Put them in order: one, two, three, four. Put the star at now.”

Ask: “What was first? What is next? What is last? Say your days to a friend.”

Worked examples

Example 1 — Sam’s photos in order (figures 2 and 4)

Say: “I look at the photos. I think: a baby can’t walk. So the baby is first. I put it on one. Sam can walk. Sam can’t talk. I put it on two. Sam can talk is three. The new home is four. First day at school is five. The star says now. First, next, next, next, last. Yes!”

Example 2 — the school photos (figure 7)

Say: “I look at the two school photos. The old colour photo is from the past. It is first. The new photo is now. It has the star. A place has a story too!”

Practice

1. Look at Sam’s photos. They are not in order. Put them in order. Say: “One: ... Two: ... Three: ... Four: ... Five: ...”
 2. Play with a friend. You say a photo: “Sam can walk!” Your friend says the number: “Two!”
 3. Look at Gran’s photos. Put them in order. Say: “First ... Next ... Next ... And now ...”
 4. Look at the school photos. Which one is from the past? Which one is now? How do you know?
-

Doing

Doing 1. Make your timeline. Get your photos and drawings. Put them in order. Put the star at now.

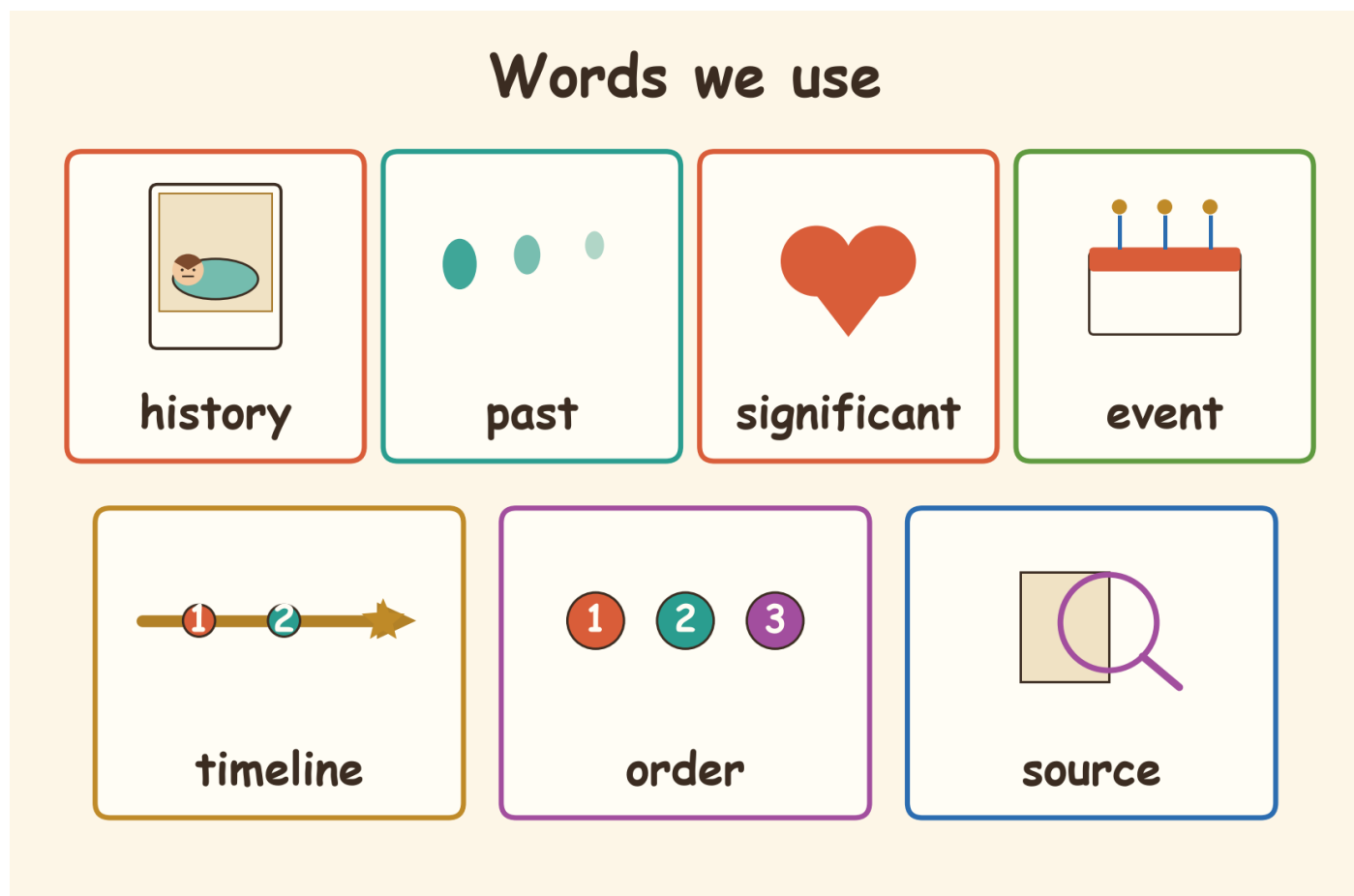
Doing 2. Say your timeline to a friend. “One ... Two ... Three ... Four ... Now!”

How do you know?

Ask: “Look at Sam’s timeline. How do you know the baby photo is first?”

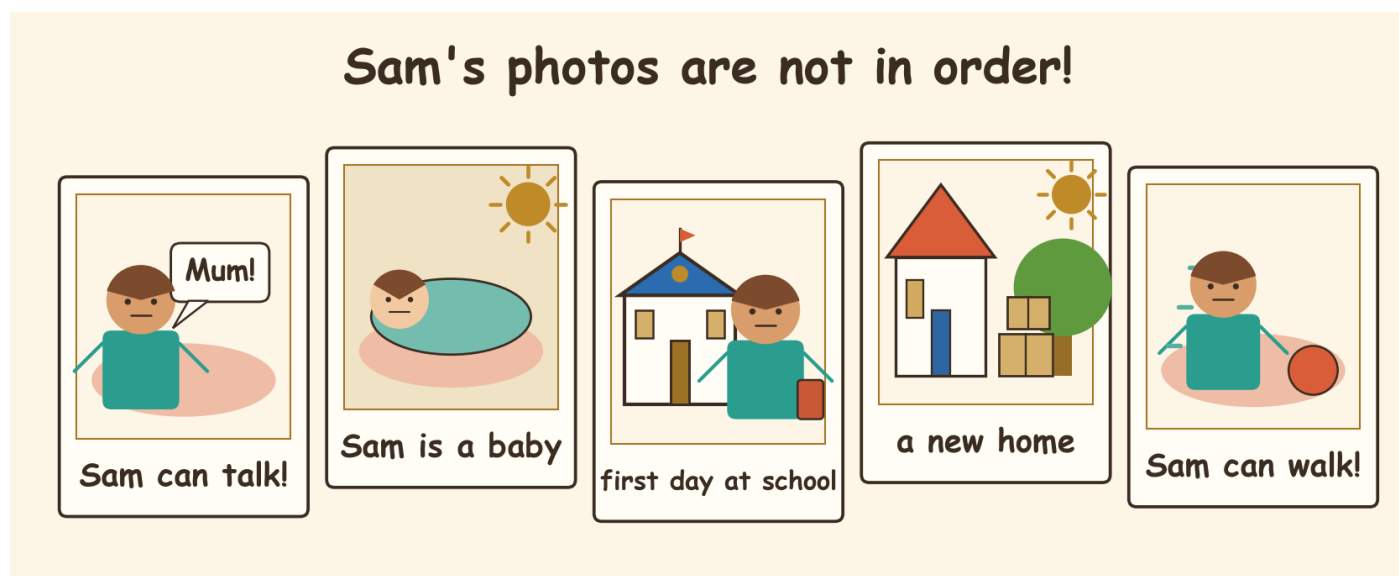
What we are looking for

Figure 1 — The new words.



Seven new words with small drawings: *history, past, significant, event, timeline, order and source.*

Figure 2 — Sam's photos are not in order!



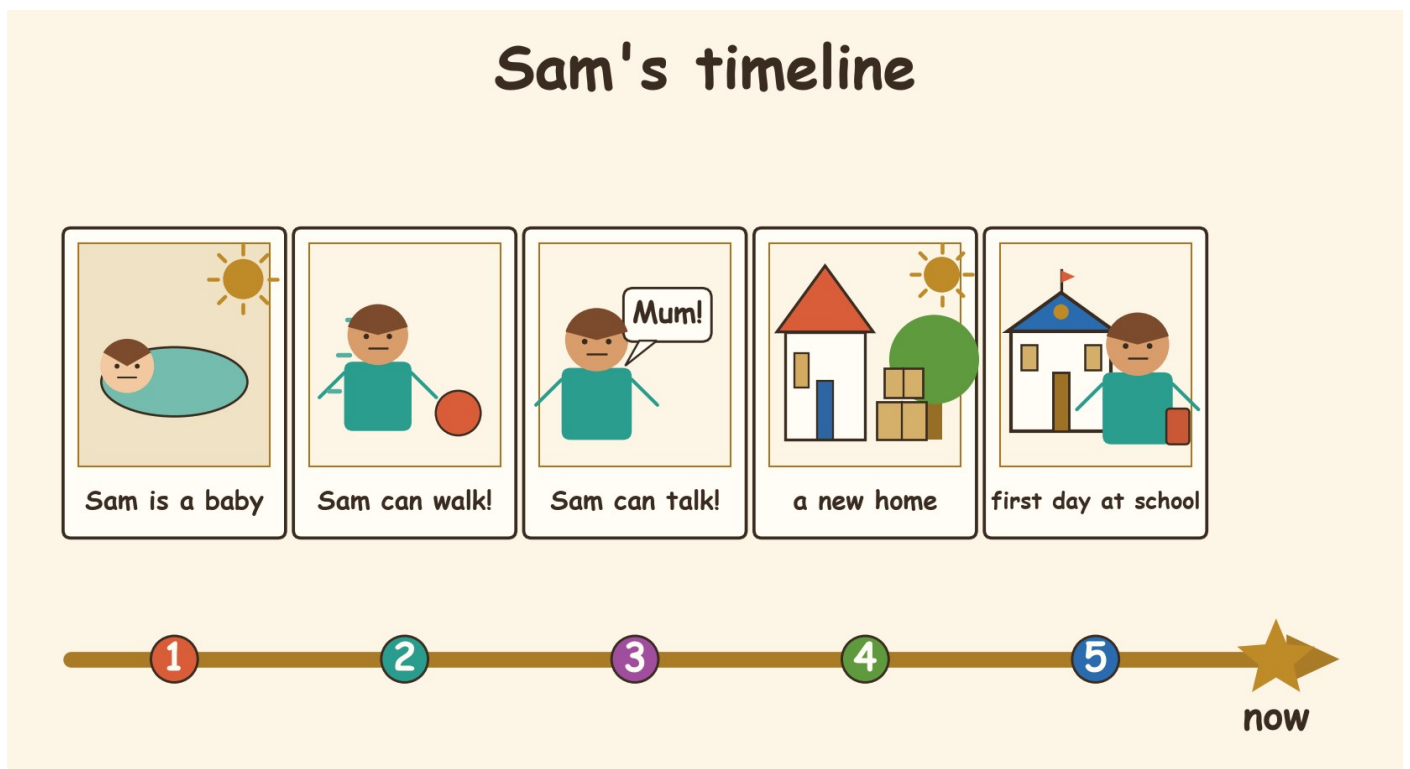
Five photos of Sam, not in order: *Sam can talk; Sam is a baby; first day at school; a new home; and Sam can walk.*

Figure 3 — Which one was first?



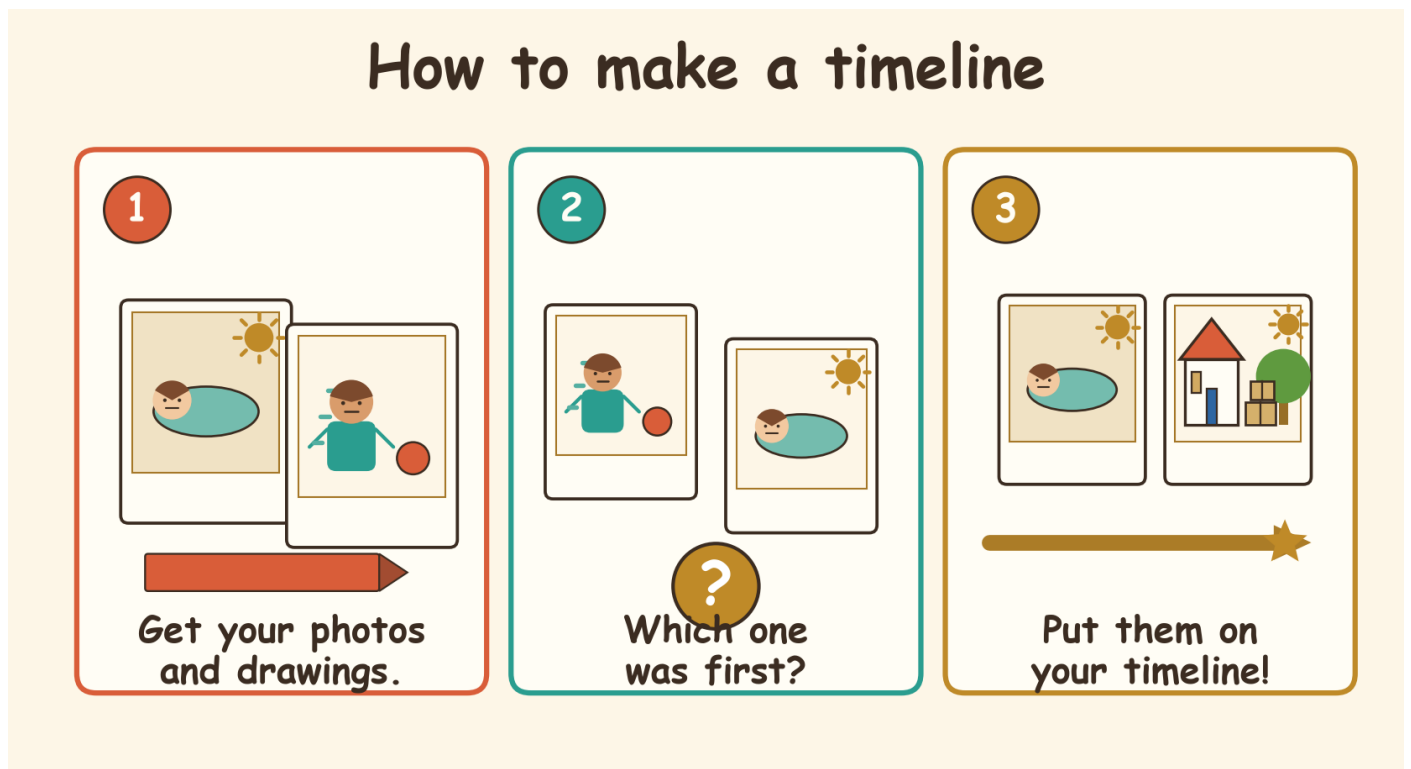
The same five photos of Sam, not in order. A big circle asks us to think.

Figure 4 — Sam's timeline, in order.



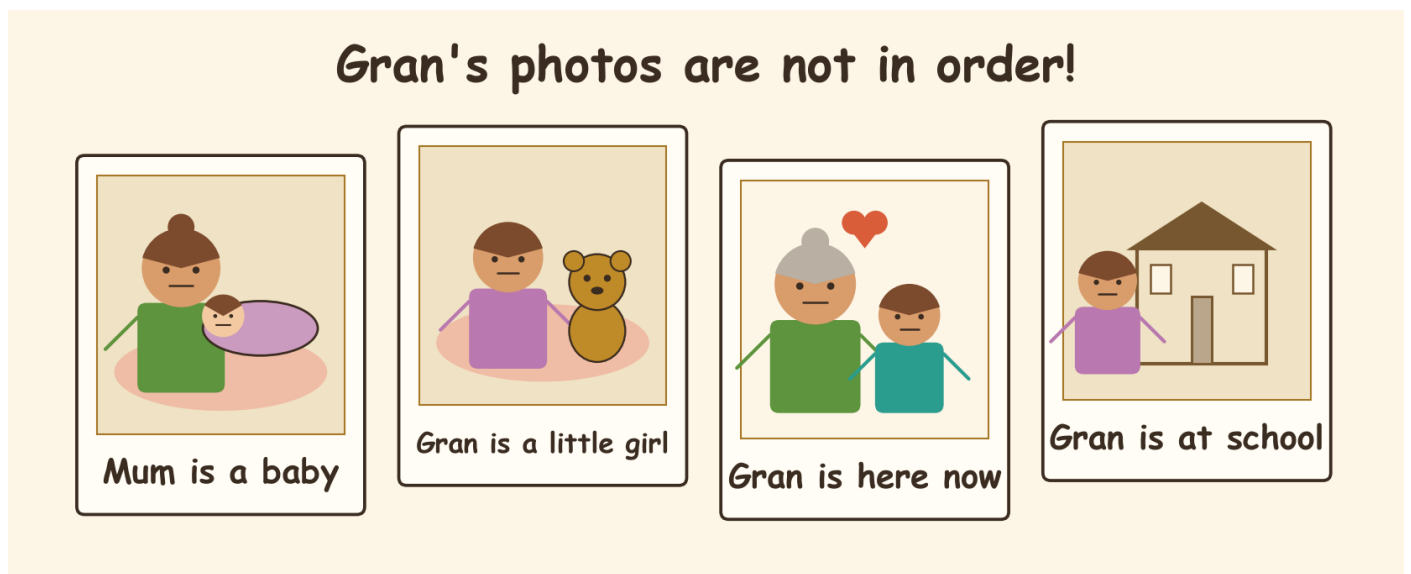
Sam's five photos in order on a timeline: one, Sam is a baby; two, Sam can walk; three, Sam can talk; four, a new home; five, first day at school. A star says now.

Figure 5 — How to make a timeline.



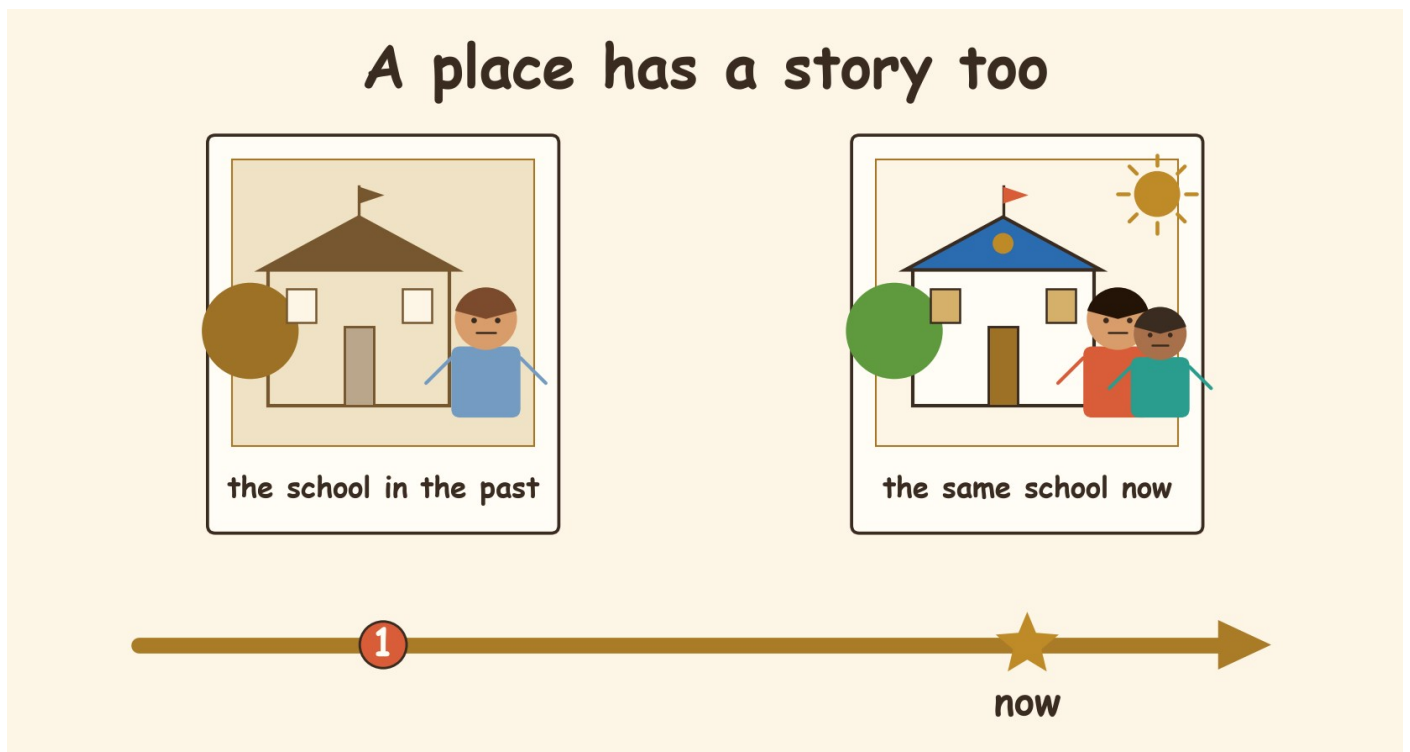
Three pictures for how to make a timeline: get your photos and drawings; which one was first?; put them on your timeline!

Figure 6 — Gran's photos are not in order!



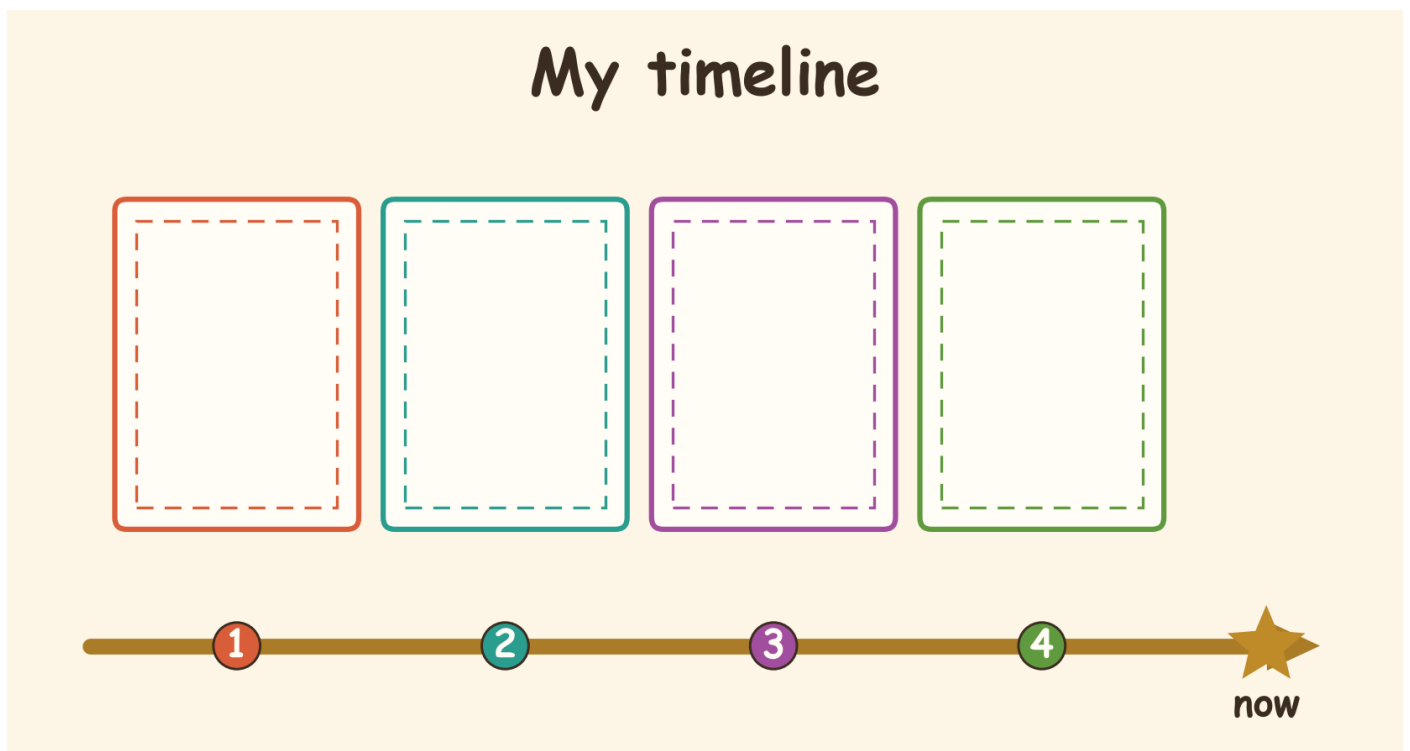
Four photos of Gran, not in order: Mum is a baby; Gran is a little girl; Gran is here now; and Gran is at school.

Figure 7 — A place has a story too.



Two photos of a school on a timeline: the school in the past with the old colour, and the same school now with a star.

Figure 8 — My timeline.



A timeline with four places for your photos or drawings, the numbers one to four, and a star for now.

Sources: what we can see and what they tell us

How has home life changed or remained the same over time?

Words we use

Say: “We have some new words today. Say them with me.”

- **history** — History is stories about the past.
 - **past** — The past is the time when grandma was little. It is not now. It is a long time back.
 - **source** — A source is a thing that helps us find out about the past. A photograph is a source. An old thing is a source. A story is a source.
 - **feature** — The features of a source are the things we can see in it.
 - **content** — The content of a source is what it says to us. It is what it helps us know.
 - **artefact** — An artefact is an old thing that people made. A slate is an artefact. A doll is an artefact.
 - **photograph** — A photograph is of people and things. We can see people and things in it.
 - **museum** — A museum is a place with old things in it. People go there to see the old things.
 - **digital** — Digital sources are photographs and videos, like the ones at home.
 - **slate** — A slate is a flat thing. People made letters on it a long time back.
 - **chalk** — Chalk is the white thing we make letters with.
 - **hoop** — A hoop is a big round toy. You roll it.
 - **marbles** — Marbles are little round toys.
 - **plate** — A plate is the round thing we put food on.
-

Teaching sequence

Part 1 — Two moves: LOOK and TALK

Say: “Today we look at sources. A source helps us find out about the past.”

Say: “We do two things with a source.”

Say: “LOOK! What can you see? The things we can see are the **features**.”

Say: “TALK! What does it say to us? What it says is the **content**.”

Ask: “Say it with me! LOOK — what can you see? TALK — what does it say?”

Say: “Features! Content! Big words! Say them with me!”

Part 2 — Sources come in six forms

Say: “Sources come in six forms.”

Say: “A photograph is a source.”

Say: “An artefact is a source. An artefact is an old thing people made.”

Say: “A book is a source. A story is a source.”

Say: “Digital sources are photographs and videos.”

Say: “A museum is a source too!”

Say: “The names of places on a map are sources too. They help us find out about the past.”

Ask: “Say the six forms with me! Photograph! Artefact! Book! Story! Digital! Museum!”

Part 3 — Same day, two sources

Say: “Here is a photograph from the past. It is Mia’s birthday!”

Ask: “LOOK! What can you see?”

Say: “TALK! What does it say? It says: it was Mia’s birthday! It says Mia is five!”

Say: “Grandma Rosa says a story about the same day.”

Say: “The story says more things. Mia is happy! They sing. They dance. They play and play!”

Say: “Same day. Two sources. The photograph and the story say different things!”

Part 4 — What were these old things for?

Say: “The old things are from the past. What is it for?”

Say: “A slate is for making letters. Chalk is for making letters. A pen and ink is for making letters.”

Say: “A doll is for playing. Marbles are for playing. A hoop is for playing.”

Say: “An old cup is for drinking. An old plate is for eating. An old spoon is for eating and drinking.”

Ask: “Now you! Take one. What is it for? Put it on the right mat.”

Part 5 — Which sources help us?

Say: “Our question is: what was school like when grandma was little?”

Say: “Here are three sources. One is an old photograph of a school. One is a story from grandma about her school. One is the lunch paper from the Silva family, from 2A.”

Ask: “Which ones help with our question?”

Say: “The old photograph helps! LOOK — we can see the school.”

Say: “Grandma’s story helps! Grandma says what her school was like.”

Say: “The lunch paper does not help. It says: come to a big family lunch! That does not help with schools.”

Say: “We find the sources that help. That is collecting!”

Say: “LOOK at the old school photograph. What can you see? Boys and girls. Slates. Old tables.”

Say: “TALK! What does it say? It says: school was different a long time back!”

Worked examples

Example 1 — LOOK and TALK with a photograph (figure 3)

Say: “I LOOK. What can I see? I can see Mia. I can see a cake. I can see balloons. I can see mum, dad and grandma.”

Say: “Now I TALK. What does it say? It says it was Mia’s birthday. It says Mia is five. That is the content!”

Say: “Now you! LOOK, and next TALK.”

Example 2 — What was this old thing for? (the pen-and-ink picture from figure 6)

Say: “I LOOK. What can I see? I can see a pen. I can see ink.”

Say: “It is not like our pens. It is for making letters. I put it on the making-letters mat.”

Say: “How do I know? I can see the ink! The features help me say what it is for.”

Practice

1. LOOK and TALK the two papers from 2A: the Silva lunch paper and the Anzac Day paper. What can you see? What does it say?
 2. Take one old thing. What is it for? Put it on the right mat. Say: it is for ...
 3. Look at the three sources. Does it help with our question? HELPS or DOES NOT HELP? Say why.
 4. Say the form of the six sources: photograph, artefact, book, story, digital, museum.
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Doing

Doing 1. Finding sources. Say your question. I will put it at the top. Draw the sources you find. Does it help? YES or NO.

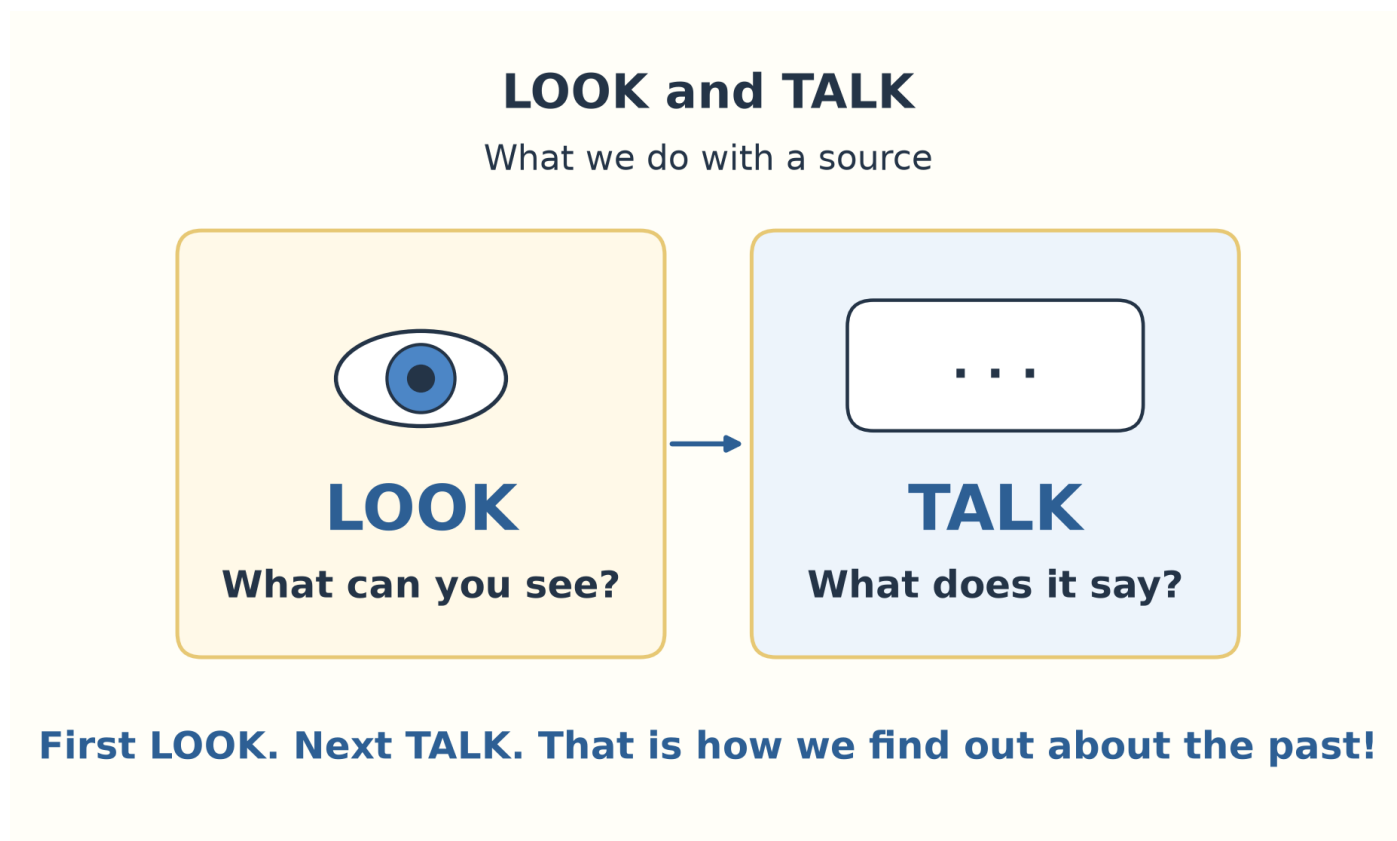
Doing 2. Draw a source from home — a photograph, an old thing, or a story from your family. Say: LOOK — what can you see? TALK — what does it say?

How do you know?

Ask: “Look at this old school photograph. It is from the past. How do you know? What can you see that says so?”

What we are looking for

Figure 1 — LOOK and TALK.



LOOK and TALK — what we do with a source. Two big boxes. The LOOK one says: What can you see? The TALK one says: What does it say? It also says: First LOOK. Next TALK. That is how we find out about the past!

Figure 2 — Sources come in six forms.



The six forms of sources: a photograph, an old thing, an artefact, a book, a story, digital photographs and videos, and a museum.

Figure 3 — A photograph from the past: Mia's birthday (made up).

A photograph is a source

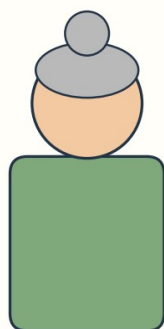


This is Mia's family at her birthday. It is from the past.

A drawing for this book. It looks like a photograph of Mia's birthday. Mia is five. She is at the cake with her mum, her dad and her grandma. There are balloons.

Figure 4 — Grandma Rosa's story about the same day (made up).

A story is a source



It was Mia's birthday!
We all went to our home.
Mia is five!
She is so happy!
We sing. We dance.
We play and play!

grandma Rosa

The words of grandma Rosa are a source. They say things about the same day!

A drawing for this book. Grandma Rosa and her story. The story says: It was Mia's birthday! We all went to our home. Mia is five! She is so happy! We sing. We dance. We play and play!

Figure 5 — Same day, two sources: they say different things.

LOOK and TALK — two sources, one day

the source	What can we see? (LOOK)	What does it say? (TALK)
the photograph	Mia, the cake, balloons, the people	It was Mia's birthday. Mia is five.
the story	grandma Rosa and her words	That Mia is happy. What comes next. The songs.

Same day. Two sources. They say different things!

A table for the two sources about the same day: the photograph and the story. LOOK says what we can see. TALK says what it says. It also says: Same day. Two sources. They say different things!

Figure 6 — Old things, and three mats: what is it for?

What is it for?

Put the things on the right mat


a slate


chalk


a pen and ink


a doll


marbles


a hoop


an old cup


an old plate


an old spoon

**FOR MAKING
LETTERS**

FOR PLAYING

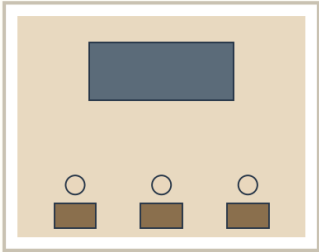
**FOR EATING
AND DRINKING**

*Nine old things: a slate, chalk, a pen and ink, a doll, marbles, a hoop, an old cup, an old plate and an old spoon.
Three mats: FOR MAKING LETTERS, FOR PLAYING, FOR EATING AND DRINKING.*

Figure 7 — Which sources help us?

Which sources help us?

Our question:
What was school like when grandma was little?





grandma's story
about her school

**Come to
a big family lunch!**

— the Silva family

HELPS

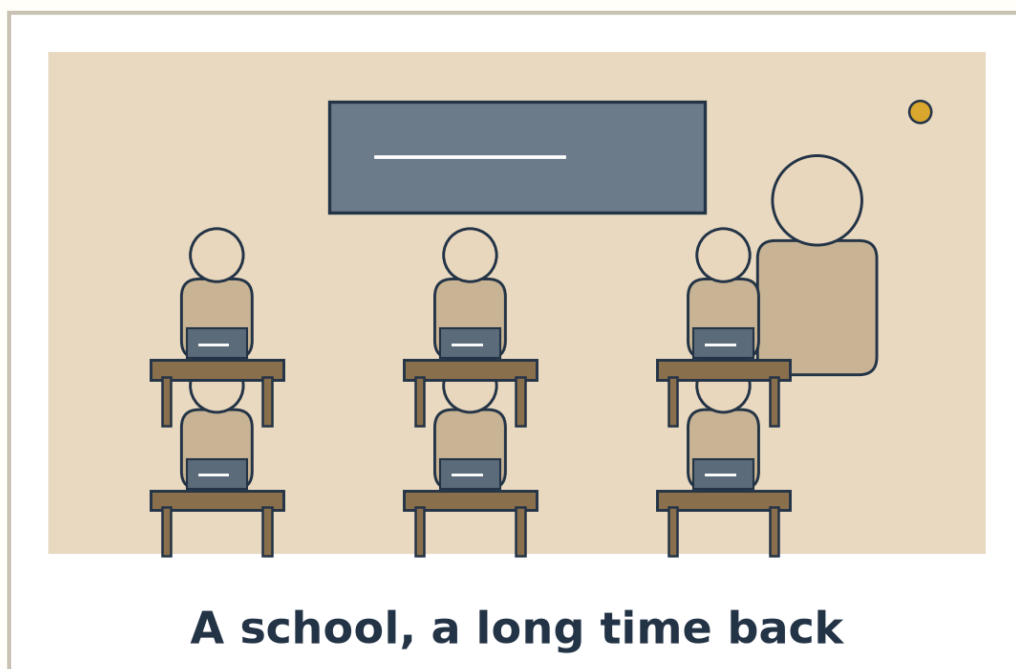
DOES NOT HELP

Look at the sources. Does it help with our question?

Our question: What was school like when grandma was little? Three sources: an old photograph of a school, grandma's story about her school, and the Silva family lunch paper. Two boxes: HELPS and DOES NOT HELP.

Figure 8 — An old photograph of a school (made up).

A photograph from the past



LOOK: what can you see? TALK: what does it say?

A drawing for this book. It looks like an old photograph of a school from a long time back. Boys and girls are at old tables with slates, and there is a teacher too. LOOK: what can you see? TALK: what does it say?

Figure 9 — Finding sources.

Finding sources

My question:

My sources

?

?

?

Does it help?

YES

NO

YES

NO

YES

NO

Draw the sources you find. YES if they help. NO if they do not help.

A paper for finding sources. My question is at the top. Three boxes to draw in are next. They have a YES circle and a NO circle. It says: Draw the sources you find. YES if they help. NO if they do not help.

Different people, different stories

Section 3D of the Foundation History workbook. One CD is taught here: VC2HH2S04. Students listen to two people tell the one event, hear what each teller says and which bit they love, and hear that both stories are right. That is the Foundation pitch of perspective: who is telling the story, and what is their important bit. The one event is Mia's first day at school, told by Mum Anna and by Grandma Rosa (the model family from 1A; 2A first touched this idea). At Foundation no student reads or writes anything in this section: every line is read aloud by the teacher, and evidence is what the teacher sees and hears.

New words

The teacher says each word, shows the thing or picture, and the class says it back.

- **perspective** — how one person sees and tells a story. The bits they say, and the bit they love.
- **tell / tells / told** — to say a story out loud.
- **story** — the bits a person says about a thing.
- **event** — a thing that happens. A big day is an event.
- **important** — the bit that matters most to a person.
- **past** — all the time that is not now. A long time back.
- **source** — something that helps us find out about the past. A person's talk is a source.
- **history** — the story of people and things from the past.

What you need

- The ten pictures from this section, printed big.
 - The six cut-out pictures from the sorting mat, printed and cut out.
 - A real photo or thing from each student's own big day (first day at school, a birthday), if families send one in. Real things are best.
-

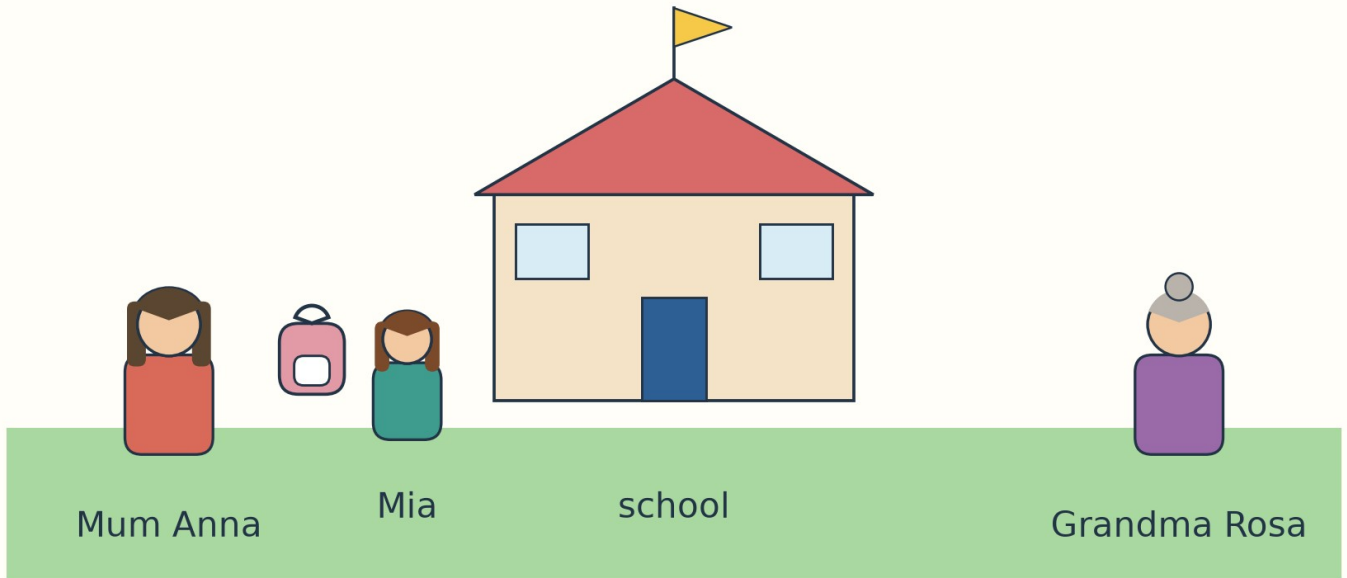
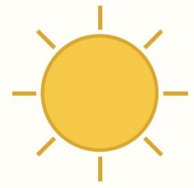
Say and do

The teaching sequence. The teacher reads every **Say** line aloud, word for word, and does the **Do** line as it comes.

1. **Do:** Put up the one-day picture.

Mia's first day at school

One big day. Two people saw it.

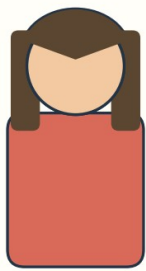


A school. Mia with her new bag. Mum Anna and Grandma Rosa. One big day. Two people saw it.

Say: “One big day. Mia’s first day at school. Two people saw it: Mum Anna and Grandma Rosa.”

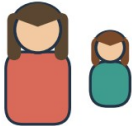
2. Do: Tell Mum's story with the story card. Point to each picture as you say it.

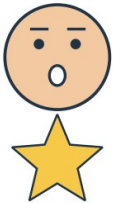
Mum Anna's story



Mum Anna


a new bag


Mum's hand


a bit scared


new friends

The star is on the bit Mum loves.

Mum Anna tells her story. Four pictures: a new bag, Mum's hand, a bit scared, new friends. The star is on the bit Mum loves.

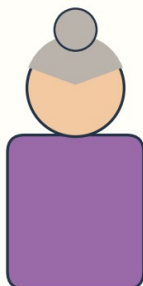
Say: “Mum Anna tells her story. ‘On Mia’s first day at school, I went with Mia. Mia had her new bag. She was a bit scared. I had her hand. Mia saw her teacher. Her teacher was nice. Mia went to her new friends. She played and played. I was so happy.’”

3. Do: Point to the star on Mum's card.

Say: “The star is on the bit Mum loves. ‘Mia was a bit scared. She still went to her friends. That is the bit I love.’ That bit is important to Mum. It is Mum’s perspective — how Mum sees the day.”

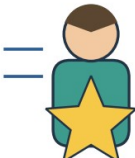
4. Do: Tell Grandma's story with the story card. Point to each picture as you say it.

Grandma Rosa's story



Grandma Rosa


lunch


Mia ran


happy


friends play

The star is on the bit Grandma loves.

Grandma Rosa tells her story. Four pictures: lunch, Mia ran, happy, friends play. The star is on the bit Grandma loves.

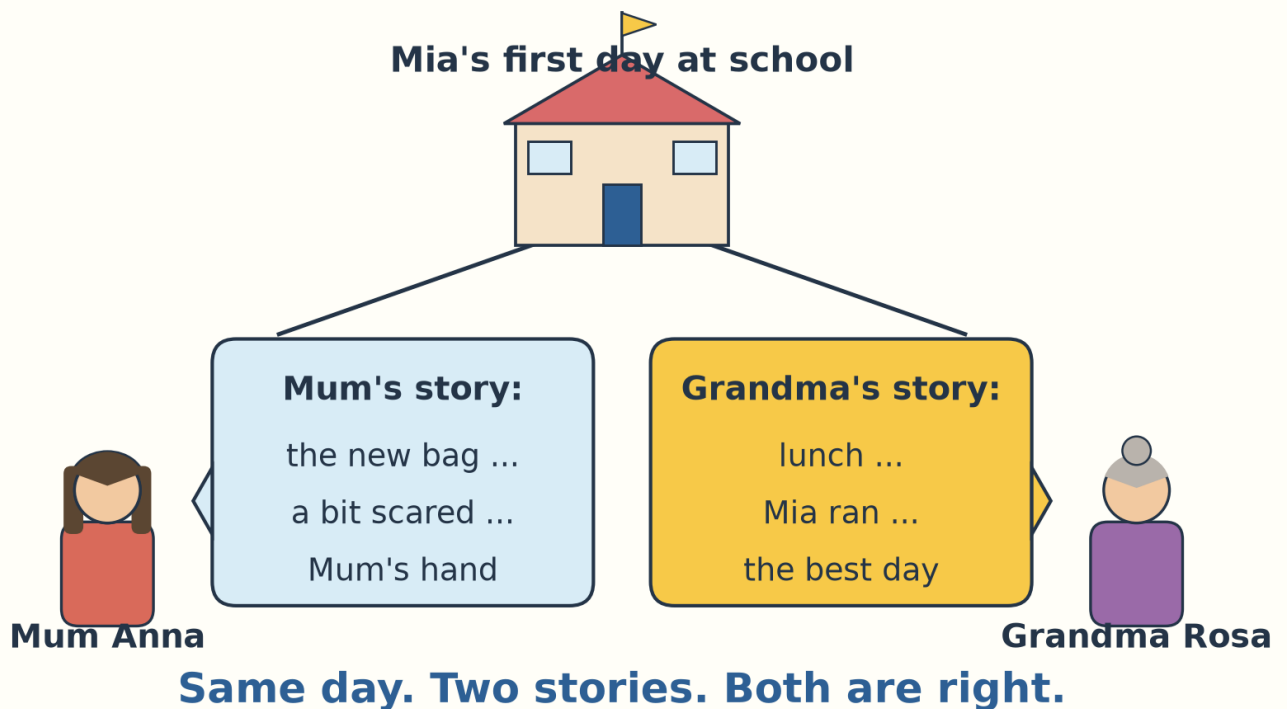
Say: “Grandma Rosa tells her story. ‘I went to the school too, on Mia’s first day. Mia had her new bag. At lunch, Mia had an apple and some bread. Mia ran with her friends. They played and played. It was the best day.’”

5. Do: Point to the star on Grandma’s card.

Say: “The star is on the bit Grandma loves. ‘Mia ran with her friends. They played and played. That is the bit I love.’ That bit is important to Grandma. It is Grandma’s perspective — how Grandma sees the day.”

6. Do: Put up the two-stories picture.

One day. Two stories.

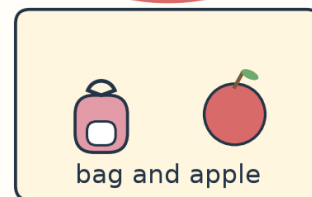
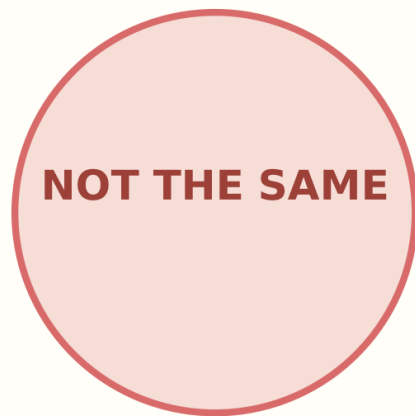
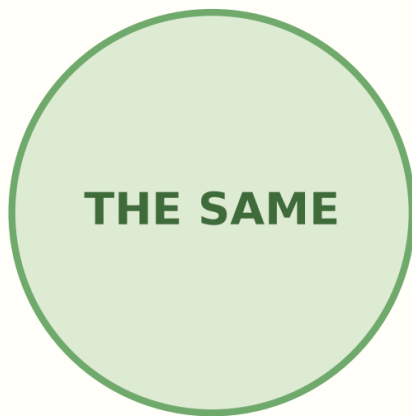


The school at the top. Under it, Mum Anna's story and Grandma Rosa's story. Same day. Two stories. Both are right.

Say: "Same day. Two stories. Both are right. Mum's story is right for Mum. Grandma's story is right for Grandma. Two perspectives!"

7. **Do:** Put up the same / not-the-same picture.

The same, or not the same?

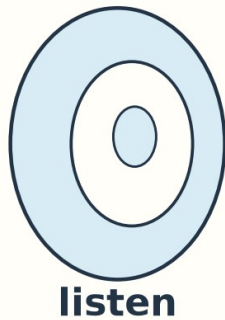


**Mum and Grandma talk about the same day.
The bits in their stories are not the same.**

Two big circles. One says THE SAME. One says NOT THE SAME. Under the green circle: the day. Under the red circle: a bag and an apple.

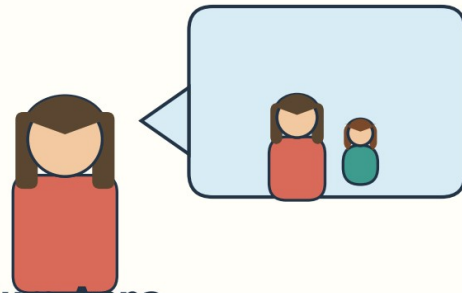
Say: “Mum and Grandma talk about the same day. The bits in their stories are not the same. And both stories are right!”

8. Do: Put up the who-is-telling picture. Say a bit; the class says who.

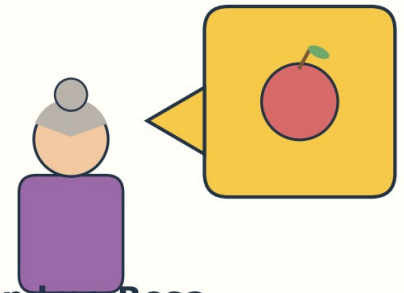


Who is telling the story?

Listen to the bits. Then say who is talking.



Mum Anna



Grandma Rosa

Mum talks about the hand. Grandma talks about the apple.

An ear for listen. Who is telling the story? Mum Anna talks about the hand. Grandma Rosa talks about the apple.

Say: “Listen to the bits. Who is telling the story? ‘I had her hand. She was a bit scared.’ That is Mum! ‘An apple and some bread. Mia ran.’ That is Grandma!”

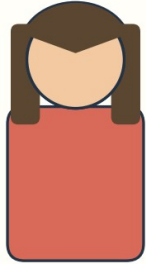
How we do it

Two worked examples. The teacher does each one in front of the class and thinks out loud.

Example 1 — find the important bit (what the teller loves)

Do: Show Mum's story card again. Think out loud; find the bit Mum loves.

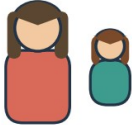
Mum Anna's story



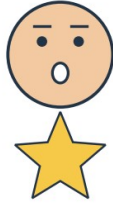
Mum Anna



a new bag



Mum's hand



a bit scared



new friends

The star is on the bit Mum loves.

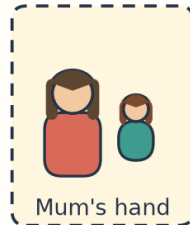
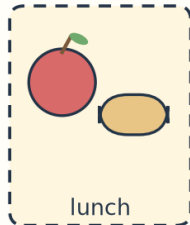
Mum Anna tells her story. Four pictures: a new bag, Mum's hand, a bit scared, new friends. The star is on the bit Mum loves.

Say: "I listen to Mum's story. What is the bit Mum loves? I listen one more time. 'Mia was a bit scared. She still went to her friends. That is the bit I love.' There it is! The star goes on 'a bit scared'. That bit is important to Mum. That is Mum's perspective."

Example 2 — sort one picture, and say how you know

Do: Hold up the ‘a bit scared’ cut-out from the sorting mat. Think out loud; put it on Mum’s bits.

Where does each picture go?

Mum's bits	Grandma's bits	both
 Mum's hand	 a bit scared	 the new bag
 Mia ran	 lunch	 friends play

Cut out the pictures. Put them on the mat. Say how you know.

Three boxes: Mum’s bits, Grandma’s bits, both. Six pictures to cut out: Mum’s hand, a bit scared, the new bag, Mia ran, lunch, friends play.

Say: “I have the ‘a bit scared’ one. Who talks about it? I think. Mum said ‘a bit scared’. Grandma did not say it. So it goes on Mum’s bits. How do I know? Mum said it. Grandma did not.”

Practice questions

Try with help

Q1. With the teacher: put the six pictures on the sorting mat. Mum’s bits, Grandma’s bits, or both? Say how you know.

Q2. Listen to Dad Ben's story and Grandpa Pat's story. Point to each important bit. What is the same in the two stories? What is not the same?

Mia's birthday at the park

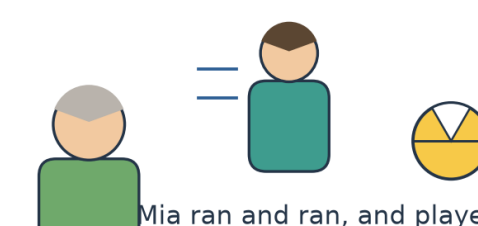
Two people talk about the same day.

Dad Ben's important bit



Dad Ben the big cake with five stars

Grandpa Pat's important bit



Grandpa Pat Mia ran and ran, and played ball

What is the same in the two stories? What is not the same?

Dad Ben's important bit: the big cake with five stars. Grandpa Pat's important bit: Mia ran and ran, and played ball. What is the same? What is not the same?

Q3. Who is telling the story? Teacher says: "I made the big cake. Five stars!" Who? Teacher says: "We played ball. Mia ran and ran." Who?

Q4. Listen as the teacher tells two stories of one day from two people in our class. What is the same? What is not the same? Put the day on THE SAME and the bits on NOT THE SAME.

Now you try

Q5. Draw your big day. Then tell your story to a friend. Then listen to your friend's story. What is the same? What is not the same?

My big day

Then tell your story to a friend. Then listen to your friend's story.

Draw your big day here.



who was there?



what did you do?

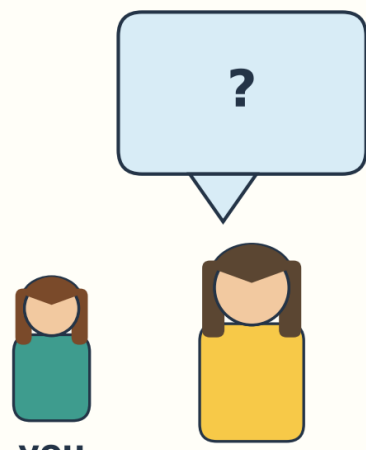


what is the bit you love?

Draw your big day here. Three pictures: who was there? what did you do? what is the bit you love?

Q6. Ask two people at home about your first day at school. Listen to both stories. Are they the same?

Ask at home



home 

**What did you see
on my first day at school?**

What did I do?

What is the bit you love?

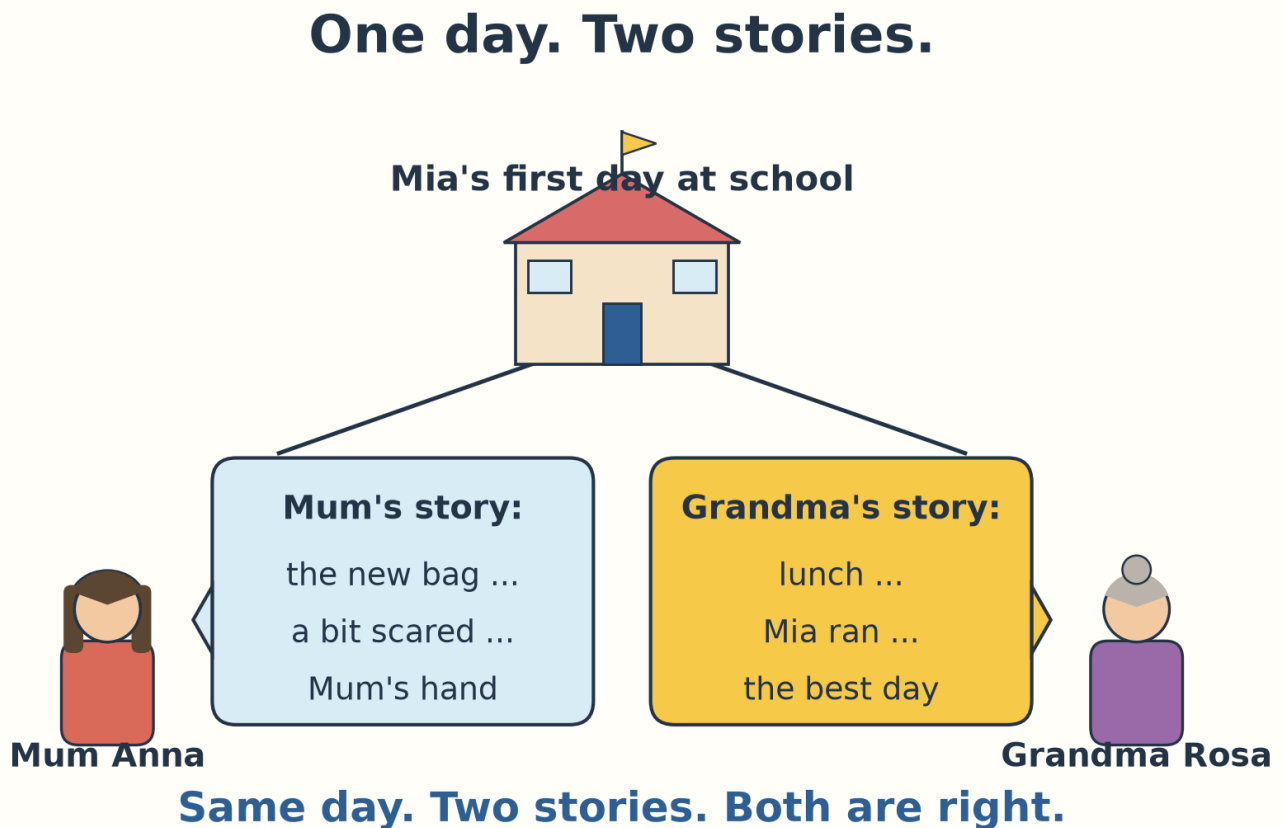
you
a grown-up at home

Ask two people. Listen to both stories. Are they the same?

You and a big person at home. Three questions to ask. Ask two people. Listen to both stories. Are they the same?

Say how you know

Q7. Look at the two-stories picture. How do you know Mum's story and Grandma's story are not the same? How do you know both are right?



The school at the top. Under it, Mum Anna's story and Grandma Rosa's story. Same day. Two stories. Both are right.

What to listen for

Evidence at Foundation is observed and oral. Things you might see and hear:

- A student points to the star on Mum's card and says, "The scared bit. Mum loves the scared bit."
- A student puts 'a bit scared' on Mum's bits and says, "Mum said it. Grandma did not."
- A student puts 'the new bag' on both and says, "Mum said it. Grandma said it too."
- A student hears "We played ball" and says, "Grandpa!" with no help.
- A student says of the two stories, "Not the same. Both right."
- A student tells a friend their own big-day story and listens to the friend's story.

For the teacher

CD VC2HH2S04 (code checked against the VCAA VC2 Humanities export, retrieved 2026-07-29).

Elaborations taught: .E01 (spotting the bit that matters most when a person tells a story about the past), .E02 (seeing that stories of the past can differ by who tells them – for example, hearing one and the same big day from two different tellers, like a mum and a grandma).

Band achievement standard: stated at the end of Level 2; this section does

not claim it. The Foundation contribution is mapped in TOC §4 in this book's own words.

Chapter 3 note (TOC §3): 3D is the first touch of perspective in the whole book — spotting the bit that matters most in a person's story, and seeing that two tellers of the same event can tell it differently (the note names a mother and a grandmother as the pattern case).

- No reading, no writing: students do not read anything in this section. The teacher reads every line aloud. Evidence is what the teacher sees and hears (pointing, sorting, drawing, oral answers).
- Perspective is a contested term: VCAA uses it in VC2HH2S04 without defining it. This book states an operational definition — a person's perspective is how that person sees and tells a story: the bits they say, and the bit they love — and attributes it in the New words list and in Example 1. Steelmanning and substitution are recorded as not developmentally applicable at Foundation (CONTESTED_TERMS Rules 4–5); the symmetry of perspectives is embodied instead: both tellers' stories are treated as right, every time (step 6, step 7, Q7).
- Sources are real: Mia's family is a story family made for this book — say so when you read their stories. The real sources are the students' own families: the photo or thing in What you need, and the two tellings each student collects at home in Q6. A person's talk is a source (New words).
- The elaboration's mother-and-grandmother example is realised as Mum Anna and Grandma Rosa telling Mia's first day at school; the birthday pair (Dad Ben and Grandpa Pat) gives students a second, scaffolded pass at the same skill in Q2.
- Chapter 3 keeps the doing heavy and the page light: one teaching sequence, two worked examples, four scaffolded tasks, two unscaffolded, one say-how-you-know. The sorting mat and the same / not-the-same circles are reused from 1C and 2A; keep them up on the wall.