



Te Kura

TE AHO O TE KURA POUNAMU
THE CORRESPONDENCE SCHOOL



Family Detective

Understanding how the past is important to people.

SUPERVISOR RESOURCE

INT108

CURRICULUM LEVEL 1



INT108



Family Detective is designed for students to explore their family's past and understand its importance as to who they are. They are investigating family relationships and memories of things that happened before they were born. Some families may have a different composition than that mentioned throughout this booklet. Please adapt as you think best.

This booklet is written to be a shared experience with your student.
The workbook has spare pages to use in any way to show or extend your child's learning.

INTRODUCTION

This topic is in three parts.

PART 1

Learning about 'Me and My Family'.

PART 2

Learning about Mum and Dad's families, 'Generations Before Me'.

PART 3

Investigating activities from the past and finding things from the past that are important to my family.

WHAT IS IN THIS PACK

- » INT108 Supervisor resource
- » INT108B Student workbook
- » INT108C Letter.



HOW LONG THE UNIT SHOULD TAKE

This unit should take two or three weeks.

Continue with your daily guided reading, story writing and mathematics while you are doing this work.

You will need:

- » the workbook sent with this unit
- » family photographs
- » glue, scissors, sellotape
- » a camera to photograph things like family treasures.

PURPOSE OF THE UNIT

In this unit your student will learn how the past is important to people.

LEARNING OUTCOME

At the end of this unit your student will be able to tell others about their family and some of its history.





LEARNING INTENTIONS

These will be discussed with your student as you start each section.

PART 1

I am learning to investigate:

- » my first names and how and why they were chosen
- » my last name and where it comes from
- » being part of a family
- » our family traditions.

PART 2

I am learning to investigate:

- » my mum's and dad's families, their names, their traditions and what they did when they were growing up
- » my grandparents' families, their names, their traditions and what they did when they were growing up.

PART 3

I am learning to:


- » do some activities from the past
- » find and record things from the past that are important to my family and present them for others to see.



SUPPORT INFORMATION

Some words you may bring into the discussion as they arise in the booklet.

ancestor	Someone from whom you are descended by birth.
detective	Someone who finds out about someone or something.
genealogy	The history of families from generation to generation.
generation	The interval of time between the birth of parents and the birth of their children.
heirloom	Something that has been handed down in a family from generation to generation.
nickname	A fun name that is used instead of someone's real name.
sibling	A brother or sister.
super sleuth	A very clever detective.
taonga	A treasure that is similar to an heirloom.
tipuna	An ancestor.
tradition	Traditions are usually customs, events, stories which have been handed down through generations. Families and groups have their own traditions. Traditions don't have to be old; they can be invented at anytime and become part of family life.
whakapapa	This is the recitation of genealogies or stories stating where their ancestors come from.
waka huia	A treasure container made by Māori for storing prized personal possessions. Waka is the canoe shape. Huia is a New Zealand bird which is now extinct.





PART ONE

MY NAME AND MY FAMILY NAME

LEARNING INTENTIONS

I am learning to investigate:

- » my first names and how and why they were chosen
- » my last name and where it comes from
- » other family names
- » our family traditions.

SUCCESS CRITERIA

I will show my learning by:

- » talking and writing about my names and how I got them
- » talking, drawing and writing about other family names, and where they come from
- » talking, drawing and writing about my family traditions.



ACTIVITY 1

Supervisor

Before your student starts learning about their name they need to email or post a letter to a grandparent to ask them what their life was like when they were growing up. Ask for a quick response as this information is needed for Part 2 Activity 9 of this unit.

If the Grandparent is able to talk to them as well on the day of the lesson, this would be helpful. Discuss with your student how a letter is written, using the example on the next page, before completing the letter in the workbook.

NB: If you don't have a Grandparent to correspond with, omit this Activity 1. Later when you reach Activity 9 you will go through the letter and talk about possible answers to the questions from a Grandparent's point of view.





11 Portland Crescent
Thorndon
Wellington 6012

Your address

20th November

Date

Dear Grandy,

I am being a family detective. I need some information about family memories before I was born. Can you help me answer any of these questions about when you were growing up?

Introduction

1. Who was in your family?
2. Where did you live and what can you remember about that time? Has your family always lived in New Zealand?
3. What kind of jobs did your parents do?
4. What did you do for fun, such as the games you played?
5. What are your happiest family memories?
6. What is something special that you did as a family that we do today?
(This could be a family tradition like always naming the first born boy 'Jack'.)
7. What was Mum or Dad like as a child?
8. Do you have any old photos, papers or a family Bible you could send me or show me when I see you next?

Message

I hope you can help me. I'm looking forward to hearing from you soon.

Personal message

Love from,

David

Signature

Complete the letter in **Activity 1 in the workbook**, and send it to a Grandparent. It may be scanned in letter form to be sent as an email.



ACTIVITY 2

MY FIRST NAMES

Read this poem together.

Everybody has a name,
Some are different, some the same.
Some are long, some are short.
All are chosen with careful thought.
My name was chosen specially,
My name is _____
And that suits me.

Talk about these things with your supervisor.

- » What are your first names?
Why were they chosen?
Were you named after someone special?
- » Is there a naming tradition in your family?
- » Do you have a nickname? How did you come by it?
- » What are the first names of others in your family?
Why were they chosen?

Go to **Activity 2 in the workbook** and complete both pages.





ACTIVITY 3

MY LAST NAME OR NAMES

Talk about these things with your supervisor.

- » What is your family name? Do you know where it comes from?
Is it a Māori name or is it a name from another country?
- » Who else has this name?
- » Does this name have a history?
Does the name link you with a hapu or iwi?
Is there a family crest or tartan?

Be a detective and see what you can find out about your last name/names. Use family members, the Internet or the library to help you with your detecting.



Go to **Activity 3** in the workbook.

ACTIVITY 4

MY FAMILY

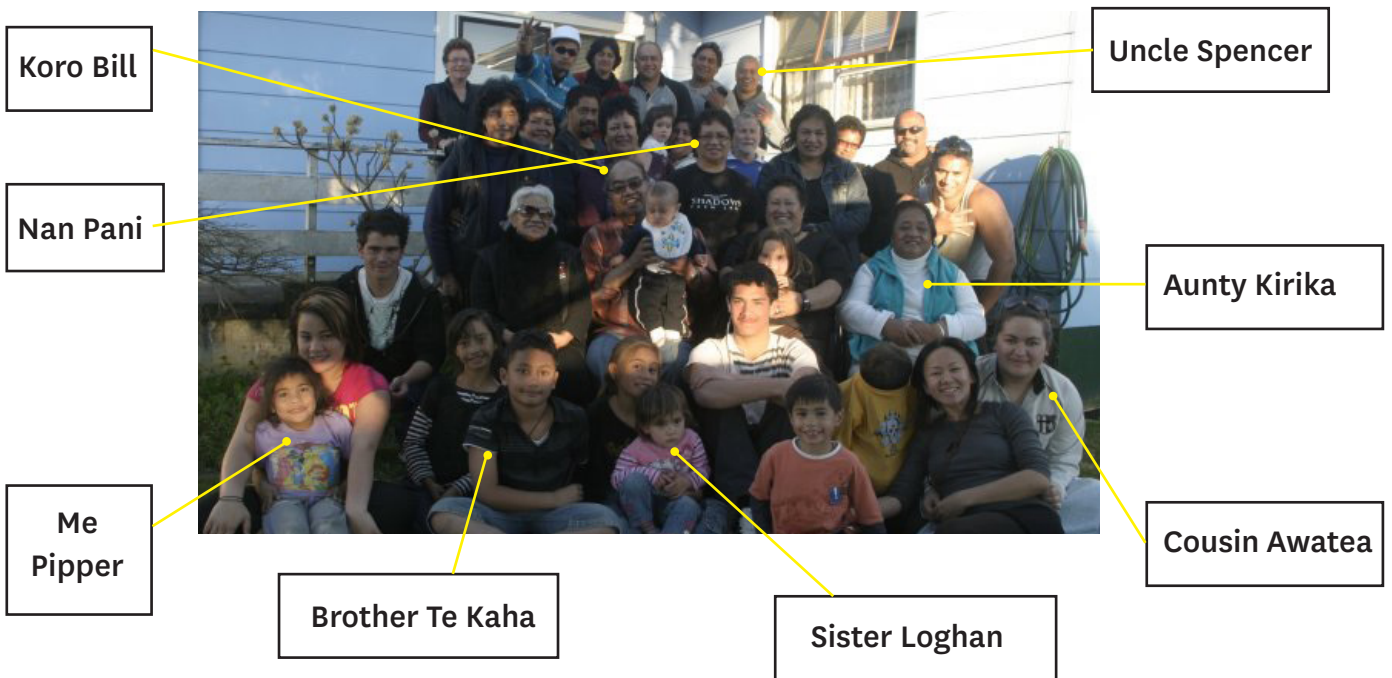
Who lives in your house?

If possible, find a photo of your family to discuss.

Talk about things like:

- » who is the oldest?
- » who is the youngest?
- » who comes in between?
- » does anyone look like someone else in the family? Do they ever say, 'You are just like your Uncle Dave' or something like that? Why do people say that?

Stick your family photo or draw your family in **Activity 4 in the workbook**.
Label it as in the example below.





ACTIVITY 5

FAMILY TRADITIONS. SPECIAL THINGS MY FAMILY ALWAYS DOES

Talk about what is meant by 'family traditions', before talking about some of your family traditions. Family traditions are little rituals passed down from generation to generation that help shape your family by creating a sense of warmth and closeness. They create memories that fill your mind with love, happiness and security.

What are some special things or traditions you do as a family?

Do you always go to Grandma's for New Years Day?

Every time you visit Aunty, does she give you sweets from the lolly jar?

At Easter do you have an Easter egg hunt?

Does your family always go to the same place over the summer holidays?

Do you choose what you want for dinner when it is your birthday?

At family get-togethers do you always have a hangi or a barbeque?

Does each first new baby in a family always get a buzzy bee toy?

Go to **Activity 5 in the workbook** and draw or stick in pictures of any of the special things you do as a family. Add labels or notes to explain your family traditions.

ACTIVITY 6

SPECIAL THINGS THAT BELONG TO THE FAMILY

Be a detective and find anything special that belonged to someone else in your family in the past. It may be something like a piece of china, a book, a piece of jewellery, a mere or a tiki. These things can be called an heirloom or taonga.



Talk about what you found, where it came from and why it is treasured.

In **Activity 6 in the workbook**, either stick a photo or draw your heirloom or taonga.

Write:

- » who it belonged to
- » how old it is
- » any other interesting information.



This belonged to Great Aunt Caroline. It is 130 years old. It is special because it has my name on it.



Talk about any other family treasure you know of that is at another family member's house.





PART TWO

GENERATIONS BEFORE ME

I am learning to investigate:

- » my Mum and Dad's families, their names, their traditions and what they did when they were growing up
- » my grandparents' families, their names, their traditions and what they did when they were growing up.

Success criteria:

I will show my learning by:

- » talking and writing about Mum and Dad's family names and traditions
- » talking, drawing and writing about what Mum and Dad did when they were growing up
- » talking, drawing and writing about my grandparents' families and what they did when they were growing up.

ACTIVITY 7

Be a detective and find some photos showing Mum and Dad when they were younger.



They may show:

- » when they were growing up
- » family gatherings or weddings.

Look through the photos you find and talk about:

- » who the people are and whether you are related
- » whether the clothes, hairstyles, people, houses or cars look the same or different from what they do now
- » where the photos are taken. Are they places you know?
- » what is happening in the photo. Is it something your family does now?

Talk with Mum or Dad about what it was like when they were growing up:

- » the games they played
- » the car their family had
- » the clothes they wore
- » the music they listened to
- » their hairstyles
- » the books they read
- » the food they ate.

What is one of their happiest memories?

Have they still got something from when they were little?

In **Activity 7 in the workbook** draw, write or stick photos of some of the things you discovered about your Mum or Dad.





ACTIVITY 8

GO BACK IN TIME AND BE MUM OR DAD

Pretend to be your Mum or Dad when they were younger.

You could:

- » play the games they played
- » dress up in the clothes they wore
- » make some food they ate
- » read a book they read
- » listen to some of their music
- » learn and perform a cultural dance or haka.

Take photos as you do any of these activities and stick them in **Activity 8 in the workbook**.

If you are unable to take photographs, draw your activities.

Write labels by the photos or drawings to say what you are doing.

There may be someone who can video you.



ACTIVITY 9

MY GRANDPARENTS

Supervisor

For this lesson you will need the response from the letter sent to a Grandparent.

If you have not received a reply choose one of these options to use later in this lesson.

Either

- » *Ring the Grandparent and talk to them about the questions in the letter. You will then help your student write some of the answers in the workbook.*

OR

- » *Go through the questions and talk about them from the Grandparent's point of view.*

Not all the questions have to have answers.

Families are made up of generations.

You are the latest generation.

Before that were your Mum and Dad.

Before that were your Mum's parents and your Dad's parents (your Grandparents).

Talk about:

- » your Mum's parents

What do you call them?

Where do they live? Is it the same house Mum lived in when she was growing up?

Is there anything that reminds you of them? (A special laugh, a special name for you, or a delicious meal you always get there?)

- » your Dad's parents

What do you call them?

Where do they live? Is it the same house Dad lived in when he was growing up?

Is there anything that reminds you of them? (A special laugh, a special name for you, or





something they always say to you.)

A boy called Harry sent a letter to his Grandma like the letter you may have sent and this is what she

16 Flower Lane
Milfordston
18th May

Dear Harry

Thank you for your letter. Here are my answers to your questions.



1. Who was in your family?

Your Great Grandpa Henry (Harry) whom you are named after, Great Grandma Helen, me and your Great Uncles, John, Geoff and Nick.

2. Where did you live and what can you remember about that time?

I grew up in Christchurch. There were no big earthquakes then. I remember long sunny days, cold winters with smoggy skies and frosts. When I was small there were still lots of trams, steam trains and aeroplanes with propellers. At school I had free milk for morning tea which was yucky because it was warm as it had been left out in the sun. I liked riding my bike everywhere. When I was small there was no TV. I was 14 before my family got a TV and then it was only black and white and on for a few hours a day. We wore uniforms to school and dressed up in our best clothes when we went to town or church.

3. Has your family always lived in New Zealand?

Yes

4. What did you do for fun, such as the games you played?

We spent lots of hours outside playing with our trikes and bikes, splashing in our paddling pool (Great Grandpa made us one out of wood) and backyard cricket, tennis or basketball. Inside games we played were mainly board games like Ludo. I also liked reading and playing with my dolls.

5. What are your happiest family memories?

We had lots of family holidays, many of them camping in the large tent that Great Grandpa bought us. Your Great Grandparents believed in taking us to interesting places and doing things together like going fishing. One holiday we went on a plane from Christchurch to Wanganui to see your Great, Great Grandmother. Great Grandma had saved hard so we could go on this holiday and the weather was horrible and our plane trip wasn't very nice. Great Grandma was very upset, but we did have a good holiday and I enjoyed meeting some of my cousins for the first time.

6. What is something special that you did as a family that we do today?

There is a family tradition of giving the first born boy the second name of Alexander. You have it, so does your daddy, your Grandpa Murray, Great Grandpa Ross, Great, Great Grandpa Donald and Great, Great, Great Grandpa James.

7. What was Mum or Dad like as a child?

Your Daddy liked investigating things. When he was little he pulled the sewing machine off the table and it cut his head, he still has the scar. He liked reading, playing cricket and soccer and building things with Lego. He liked making models and things to do with castles.

8. Do you have any old photos, papers or a family Bible you could send me or show me when I see you next?

There are some old photos with labels in this letter.

Love from
Grandma

sent him back. Read it together.

Now choose either of the two options below.

If you have received a letter from a Grandparent

Read the letter your Grandparent sent you.

Talk about it and stick it in **Activity 9A in the workbook**, along with any pictures you may have or have been sent.

If you haven't got a letter from a Grandparent to talk about

Ring your Grandparent and talk about the questions in the letter.

Your Supervisor will write some of the answers in **the workbook in Activity 9B**.

OR

Read the letter in **Activity 9B in the workbook** with your supervisor and they will write some of the





ACTIVITY 10

answers a grandparent would have given.
HOW FAR BACK CAN YOU GO?

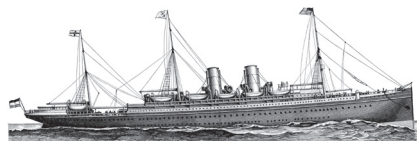
You have been talking about different generations in your family.

Here's some more sleuthing for you.
How far can you trace your family back?
Here are some clues as to what to look for.



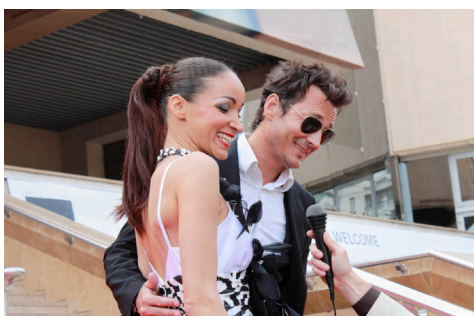
Families can go a long way back.

» Do you know how your family came to New Zealand?



Did they come on a canoe, a sailing ship, a steam ship or an aeroplane?

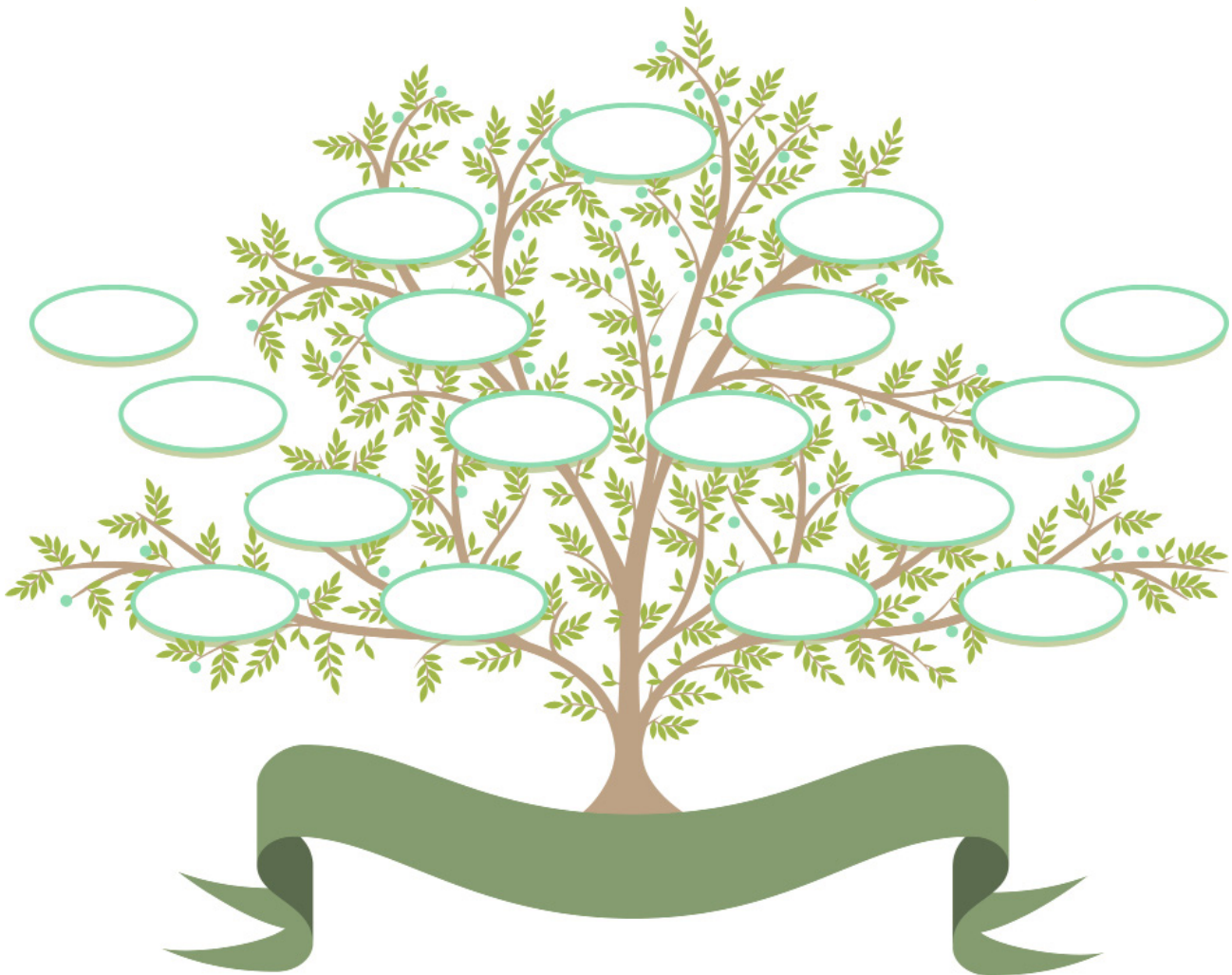
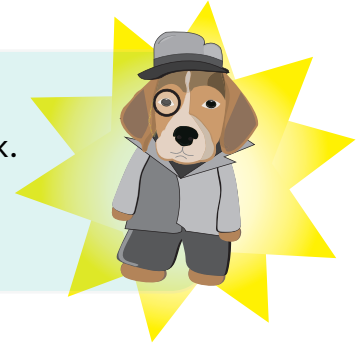
» Do you still have family in another country?



- » Do you have someone famous in your family?
- » Who is the oldest living person you can think of in your family? (Your tipuna.)
Were they born in New Zealand or in another country?
If they were born in another country, what country was it?
- » Who is the oldest person you can trace your family back to?

*** Be a Super Sleuth**

You may like to make a family tree to add to the workbook.
How far back can you go?
Family tree templates can be found on the Internet.





PART THREE

In **Activity 10** in the workbook stick in photos, and add any interesting information about your family.
ACTIVITIES FROM THE PAST

LEARNING INTENTIONS

I am learning to:

- » do some activities from the past
- » find and record things from the past that are important to my family and present them for others to see.

SUCCESS CRITERIA

I will show my learning by:

- » teaching another family member to do an activity from the past
- » making a treasure box and finding things to put in it and talking about what is important

ACTIVITY 11

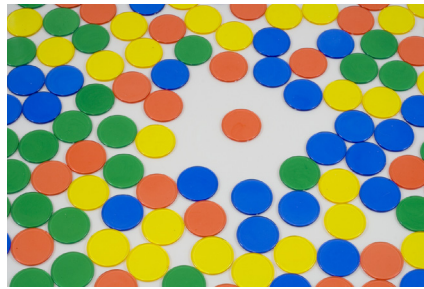
about the things I have found.

GAMES FAMILIES USED TO PLAY

Before families had computers and televisions, they had to make their own fun. Here is a list of some of the games families used to play. Can you find any at your place or your Grandparents' place?



Dominoes



Tiddly Winks



Knuckle bones



Ludo



Long rope skipping



Hula hoops





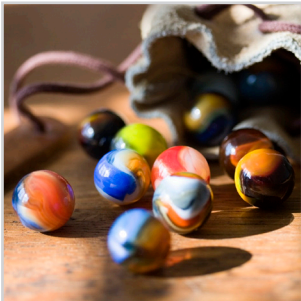
Chinese Checkers



Draughts



Stilts made from tin cans



Marbles



Hopscotch



Jigsaw puzzle

Choose one of these games and learn how to play it. Who will be able to teach you? When you can do this, teach another family member how to play it. If possible take a photo to put in your workbook.

In **Activity 11 in the workbook** complete the sentence and draw or paste your picture showing you teaching someone how to play the game.

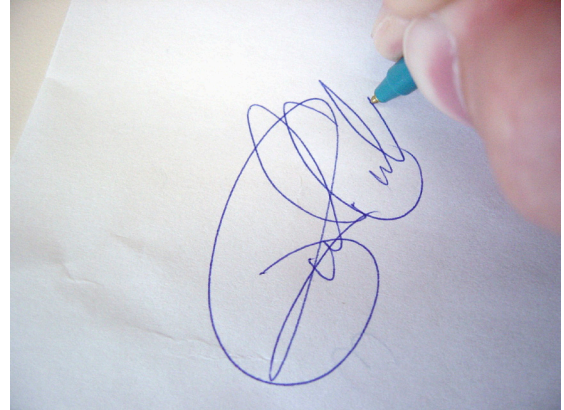
ACTIVITY 12

OTHER ACTIVITIES GRANDPARENTS DID

Some other things your Grandparents or Great Grandparents may have done were:



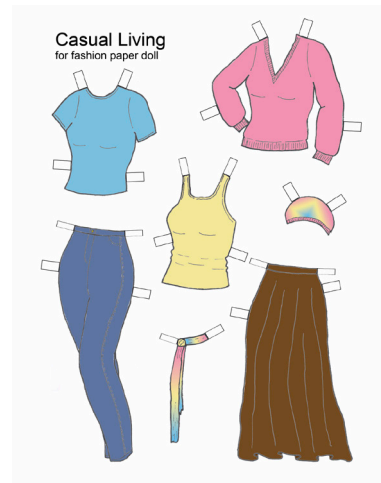
Saving stamps and putting them in a stamp album.



Collecting people's signatures (autographs) in an autograph album.



Embroidering different things using chain stitch or cross stitch.

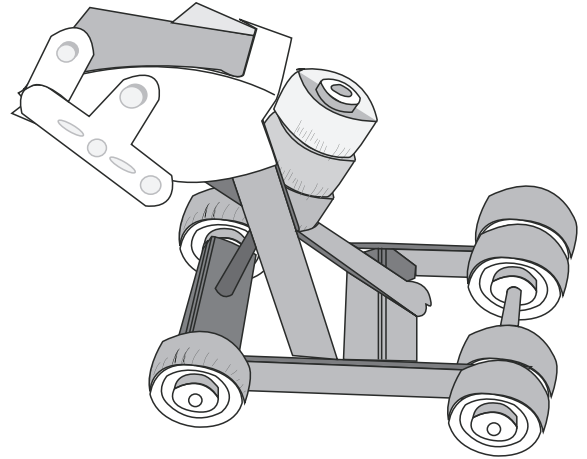


Making paper clothes for cut-out dolls, or a peg doll.

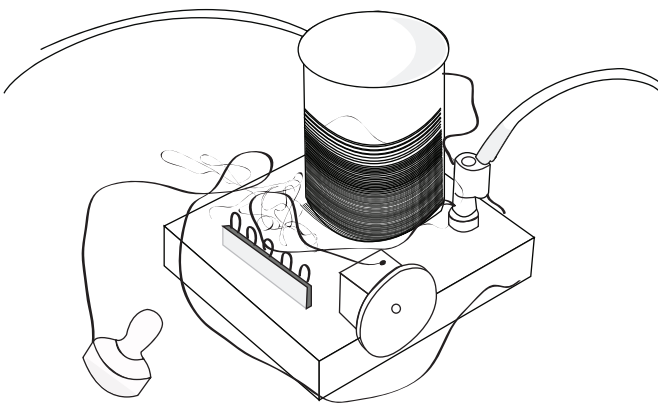




Making balsa gliders.



Making things with Meccano,
or other construction materials.



Making a crystal set.



Making kites.



Writing lots of special recipes in a recipe book.



Making a long rat's tail with a cotton reel and wool. This is called French Knitting.

Contact a Grandparent or old person to see if they can show you any of the things listed above. If possible they could help you make or start one of the activities.

If you are unable to do the above activity, be a detective and find out how people lived in the past by visiting a museum.



Turn to **Activity 12 in the workbook** and draw and write about who you talked to, and what you did.





ACTIVITY 13

FINDING TREASURES AND MAKING A TREASURE BOX/WAKA HUIA

Be a super detective and go on a treasure hunt looking for things which are 'treasures' or taonga that show your family's past.



Go on a treasure hunt.

Look at **Activity 13 in the workbook** for some clues to help in your search for treasure, then follow the directions below to help you make a treasure box to put them all in.

Making your treasure box/waka huia

To make the treasure box you will need:

- » a small cardboard box of a suitable size to fit all your treasures
- » coloured paper, stickers etc. or pictures that show the past, to decorate your box.

Instructions

Decorate the box so that it looks as though it is a treasure box from the past. Paper can be made to look old by wiping it over with a used damp tea bag.

Arrange all the treasures attractively in your box and:

- » show your box to other family members and talk about how the things link to people in your family either now, or in the past
- » take a photo of your box and stick it into **Activity 13 in the workbook**.



ACTIVITY 14

'FAMILY DETECTIVE' EVALUATION

Turn to **Activity 14 in the workbook** and complete the final evaluation form then send the completed workbook to your teacher.





Acknowledgements

Photo

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