Where did we come from (our roots)

Teaching area	**Nature and society** Croatian language Arts Music education Civic education
Topic	**Where did we come from (our roots)**
Learning outcomes / competences	The student will be able to: - understand and explain the differences between the conditions of life in the past and the present - Understand and explain the reasons for immigration of Croats to Brač - Understand and indicate the changes in the homeland that were created after settling of new residents - understand and express the term heritage; - Understand and explain the need for giving names, the function of personal and family names - Understand and explain the differences between native language and standard language - learn and apply the rules of writing their own names, names of inhabitants and peoples - express thoughts, feelings and cognitions using native and standard idioms - orally and in written form - extract from the text of the lexical unit that belong to the certain idiom - to recognize the sounds of local music, to recognize the sound of folk music of the Dalmatian islands, to sing the indigenous traditional songs - recognize heritage and tradition in everyday life (greetings, family relationships, community relationships, family rituals) - to understand and to express the relationship between tradition and identity (personal and collective)
Age of students (previous knowledge required)	Students of 4th grade
The prevailing type	**Lecture and conversation:**

| **of activity** (field work, play, practical activity ...) | - a story about life on the island of Brač in the distant past: who were the inhabitants, how did they live, where the settlements were located, why, what materials were used to build houses, why, how did the houses look like; How the children lived, how did they learned about everything, which knowledge and skills were appreciated, why ...

Literature research:
- gathering information on settling people on the island of Brač during different historical periods (collections, dictionaries, the internet ...)
- exploring sources that talk about immigration of Croats to Brac, about coexistence

Research in the immediate environment:
- visiting the remains of the medieval settlement Straževnik on Brač: exploring the living conditions in the environment (soil, climatic conditions: exposure to wind, sun, sources of drinking water ...)
- collecting information about the past of the homeland in conversation with senior citizens; improving native language (dialect)
- Exploring historical data on Pučišća family names (Church books, the oldest surnames in the books; exploring the phone book, identifying long lasting surnames and surnames that disappeared; exploring the present-day pupils' names in school books from this year, 20 years ago, and 50 years ago)

Processing of information
- processing the collected data, linking the data causally, making conclusions, elaborating the conclusions, solving imagined problems (how to build a house along the seashore, how to defend the house from the enemy, how to make a house in the interior of the island, how to defend it from the enemy ...)
Why do people have personal names, what is a family name, when did the need for a family name appeared, why people have nicknames ...
Linking the collected with the contents of other subjects.

CREATIVE RESPONSE ON the topic
- the book of family names and family history of the Pucisca inhabitants (whose descendants are the 4th class students). |

Key concepts	NATURE AND SOCIETY: - conditions of life, the Croats and new homeland, past, present, future, timeline, historical and cultural sights of coastal areas (folk customs - folk heritage) CROATIAN LANGUAGE: Standard Language, Native Language, Narration, verbal and non-verbal communication, dictionary ARTS: - the size, volume and mass composition in space MUSIC EDUCATION: Local music, folklore music of Dalmatian islands CIVIC EDUCATION: Culture and identity
The pedagogical scenario / course of realization of teaching sequences	1. MOTIVATION - elaborating the legend about the arrival of Croats (intrigued by the wish of the old Croats to go so far with their families in search for the most beautiful, warmest and safest country for their descendants, the students were curious to find out how their ancestors came to our island) 2. RESEARCH AND DATA COLLECTION IN THE ENVIRONMENT - visiting the remains of the medieval settlement Straževnik on Brač: exploring the living conditions in the environment (soil, climatic conditions: exposure to wind, sun, sources of drinking water ...) - studying the remains of a house in the settlement, - investigating the churches in Straževnik (size, shape, purpose) - asking older people about how they used to live, how community life was organized, which families have long history - students questioned their elders about the origin and meaning of their family surnames and nicknames 3. COLLECTING DATA FROM DIFFERENT SOURCES - reading and telling the texts about Croats immigrating to their new homeland - exploring the historical data on Pučišća family names (Church books, the oldest surnames in the books; exploring the phone book, identifying long lasting surnames and surnames that disappeared; exploring the present-day pupils' names in school books from this year, 20 years ago, and 50 years ago) - distributed in pairs, the students conduct a research in the

library (with the help of the librarian) in order to find information on the meaning of their names, surnames and nicknames in the collections, dictionaries, personal name books

4. RESEARCHING HISTORICAL DATA ON PUČIŠĆA FAMILY NAMES IN THE SCHOOL ARCHIVE
- the pupils are divided into three groups, each group has the task of exploring the presence of a certain family name:
Group 1: 4th and 8th grade (present time)
Group 2: 4th and 8th grade (20 years ago)
Group 3: 4th and 8th grade (50 years ago)
Based on our insights into our school records, the students conclude which are the most common surnames in Pucisca Elementary School

5. DATA PROCESSING
- Students process collected data (write on literary and native idiom, create illustrations, graphs, ideas for decorating a scene for public presentation ...)

6. CREATIVE RESPONSE: OUR NAMES, FAMILY NAMES AND NICKNAMES
- students design a picture book explaining the meaning of their names, family names and nicknames, illustrating their last name or nickname, indicate arrival of their family on Brač (on the timeline), and together with their teacher they draw a graph of the most common family names in our school

7. PUBLIC PRESENTATION - (MUSICAL - STAGE PLAY)
- all students are involved in the musical - stage play in which they present what they learned. They explain their origins, the play pieces from life in the present and in the past, using standard and native language, nurturing native songs and dance of the coastal homeland (folk customs and folk heritage), all that on a jointly designed and decorated scene.

Place of activity realization (Classroom, outdoor space...)	classroom library school archive
Teaching material and aids	Literature, texts, drawings, graphs, stage props, CD player

Duration of activity	One semester
Ways of assessing the outcomes	Analysis of student work (collected data, texts, drawings, graphs ...)
Material results / evidences on the work and results	- Picture book - *Our names, family names and nicknames* - music - stage play (*At my grandmother's backyard*) - PP presentation