How does your family shape who you are?

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Big Question Unit #1
G. Babiuk
Eled 4366, Section 1
Due: October 30, 2005
Family Ten Day Unit

Big Question: How does your family shape who you are?

Grade: Second

Time: Ten lessons, approximately 45 minutes each

Rationale: This unit is designed to help students understand their past. They will discover their own families past and see how it has influenced them today. Also, they will learn about other families. They will discover the differences and similarities between their family and others during the past and the present.

Goals:
- Learn about other families and how they live
- Learn about their family
- Learn how families influence us today
- Learn what a family is
- Learn about family traditions
- Celebrate being a family

Objectives:
- The student will create a family tree that includes how each family member has influences them and share it with others to the best of their ability.
- The student will define what a family is based on classroom discussion and reading to the best of their ability.
- The student will interview their parents or guardians about their family and complete the information on the retrieval chart to the best of their ability.
- The student will explore a country that their family has descended from and describe at least five interesting facts they learned about the country to the best of their ability.
- The student will draw two pictures displaying where two other families live using informational books to the best of their ability.
- The students will brainstorm ideas about how to describe their family and create a family crest using those ideas to the best of their ability.
- The students will create a page about their secret family recipe or their favorite family recipe to be included in the class book to the best of their ability.
- The students will complete a chart identifying family members and the contributions they make to the family.
- Students will actively participate in large and small group discussions.

NCSS Professional Expectations:
- Culture
- Time, Continuity, and Change
- People, Places, and Environments
- Individual Development and Identity
- Individuals, Groups, and Institutions
**Day Questions Break Down:**
Day 1: What is a family?
Day 2: What can I find out about my family?
Day 3: What is a family crest?
Day 4: What are the different kinds of family and the roles in the family?
Day 5: Where do families live?
Day 6: What are family traditions?
Day 7: Let’s put our family traditions together
Day 8: Who is in my family and how have they influenced me?
Day 9: Continuing our family trees
Day 10: Sharing our families with others

**Teacher Background Knowledge:**
Prior to the unit, the teacher will send home a letter describing the lesson. Also, the students will be asked to do an interview with their family to complete a retrieval chart that they will return to the school prior to the start of the unit. Also, the students will be asked to bring things from home to complete this unit because it deals with family.
What is a family?
Name __________________________________________

**Retrieval Chart**

### Your Family

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>How many people are in your family?</td>
<td></td>
</tr>
<tr>
<td>What hobbies does your family have?</td>
<td></td>
</tr>
<tr>
<td>What are your families’ favorite meals?</td>
<td></td>
</tr>
<tr>
<td>Are there any traits you inherited from your family?</td>
<td></td>
</tr>
<tr>
<td>What kinds of things do you do for your family?</td>
<td></td>
</tr>
</tbody>
</table>

### Your Ancestors

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>What countries did your family come from?</td>
<td></td>
</tr>
<tr>
<td>Are there any special things your family in the past did?</td>
<td></td>
</tr>
<tr>
<td>Does your family have any traditions they follow?</td>
<td></td>
</tr>
<tr>
<td>Are there any traits you inherited from your ancestors?</td>
<td></td>
</tr>
</tbody>
</table>
Lesson #1

What is a family?

Date:

Grade: Second

Time: 45 Minutes

Big Idea: How does your family shape who you are?

NCSS professional expectations:

- People, Places, and Environments
- Individuals, Groups, and Institutions

Materials:

- *The Berenstain Bears and Baby Makes Five* by Stan Berenstain
- Piece of paper for their definition
- Dictionaries

Goals:

- Learn what a family is

Objectives:

- The student will define what a family is based on classroom discussion and reading.
- Students will actively participate in large and small group discussions.

Procedure:

*Introduction:* The teacher will begin the day by reading the story *The Berenstain Bears and Baby Makes Five* by Stan Berenstain. This should take about 10 minutes.

Then, the class will have a discussion about the book and how it relates to family. The teacher will ask the students questions such as “What is a family?”, “Where does it come from?”, “What makes a family?” and so on. The class will discuss for about 10 minutes about the book and families. Then, the teacher will tell the students that their task is to write their definition of a family on a piece of paper that the teacher will hand out using the class discussion to create the definition. The teacher will then let the students get to work. If students are struggling, they may use a dictionary to help them create a definition. After they have finished their definition, they must peer edit with a partner to make sure that they have used capitals, punctuation and correct grammar. Once the partnerships have completed their editing, they may come and get another piece of paper from the teacher. They will write their definition with the necessary corrections on this piece of paper to the best of ability. They will have about 15 to 20 minutes to do this. Once the students have finished with their definitions, the teacher will ask if any of the
students would like to share their definitions. The teacher should limit the number of students sharing to three or four. When students are finished sharing, the teacher will collect the definitions.

*Conclusion:* The teacher will tell the students they created some good definitions and even though may not have been able to hear all of them, they will be able to see others when they are displayed on the wall with other things they create for this unit. The teacher will also mention that we will be exploring our own families tomorrow and that they will be using their retrieval chart they handed in last week. The conclusion for the activity should take about 5 minutes.
Lesson #2

What can I find out about my family?

Date:

Grade: Second

Time: 45 Minutes

Big Idea: How does your family shape who you are?

NCSS professional expectations:
- Culture
- Time, Continuity, and Change
- People, Places, and Environments
- Individual Development and Identity
- Individuals, Groups, and Institutions

Materials:
- Retrieval Chart
- Informational books for finding family information based on students retrieval charts
- Index Cards
- Large Map of the World
- Colored Stickers

Goals:
- Learn about other families and how they live
- Learn about their family

Objectives:
- The student will explore a country that their family has descended from and describe at least five interesting facts they learned about the country.
- Students will actively participate in large and small group discussions.

Procedure:

*Introduction:* The teacher will hand out the retrieval charts to each student. Then the teacher will ask the students to choose one country from their list. This is the list of countries in which their family was a descendent from. The students will then write their name and countries name on a sticker that the teacher hands out to each student. Each go up one at a time and will locate their country on the map and place their sticker on it. This should take about 5 to 7 minutes.

The students will then begin to explore their past. They will find an informational book that relates to that country. These books will be divided into the different countries
for students to easily access them. If there are not enough books for each country, students can share. After students have found a book that contains information about their country, they must take a piece of paper and find five or more interesting facts about that country and culture. Once the students have found at least five facts, then they must rewrite these facts on an index card, one index card per fact. After the students have completed their fact index cards, the cards will be stapled to the border of the map. Each student will come up and the teacher will staple the cards as they finish. The students will have about 30 minutes to finish this part of the activity.

Conclusion: Once all students index cards have been stapled, the teacher will read a few facts that the student found out about each country. The teacher will let the students know that they may look at other student’s information when the map is displayed with other items from the unit. The teacher will tell the students that they will be talking about family crests tomorrow. The conclusion of the activity should take about 8 to 10 minutes.

http://www.eduplace.com/rdg/gen_act/family/where.html
Lesson #3

What is a family crest?

Date: 

Grade: Second

Time: 45 Minutes

Big Idea: How does your family shape who you are?

NCSS professional expectations:
- Culture
- Time, Continuity, and Change
- People, Places, and Environments
- Individual Development and Identity
- Individuals, Groups, and Institutions

Materials:
- Glue (optional)
- A large piece of paper, at least 11"x14"
- Pictures
- Crayons, markers, pencil
- An outline of a shield cut from oak tag (one for each group)

Goals:
- Learn about other families and how they live
- Learn about their family

Objectives:
- The students will brainstorm ideas about how to describe their family and create a family crest using those ideas.
- Students will actively participate in large and small group discussions.

Procedure:

Introduction: The teacher will discuss what a family crest is with the students. The students will then brainstorm on a sheet of paper for about 5 minutes what could represent their family histories or lives. Here are some possibilities:

- Flags that represent the countries their families came from
- Pictures of foods that are common to their ethnicity
- Pictures that represent first or last names
• Drawings that depict favorite family events
• Photos that show family celebrations

The students will then get to work on their own family crest. On the larger sheet of paper, the students will trace the outline of a shield or any other shape they would like to use. The students will then divide the outline into three or four equal sections, which ever they prefer. In each other these sections, the student will draw a picture that represents one idea about their family. If students do not want to draw, they may use pictures or cut out pictures from magazines. If students are having difficulties, they may brainstorm ideas with a partner to get ideas for their family crest. The students will have 35 minutes to work on this activity.

Conclusion: The students will share and compare their family crests with the class. We will do this by laying all the family crests on a table and the students can walk around at look at each other’s. The students may not touch the family crests. The teacher will tell the students that they will be talking about different kinds of family tomorrow. The conclusion should take about 5 minutes.

Lesson #4

What are the different kinds of family and the roles in the family?

Date:

Grade: Second

Time: 45 minutes

Big Idea: How does your family shape who you are?

NCSS professional expectations:
- Culture
- People, Places, and Environments
- Individual Development and Identity
- Individuals, Groups, and Institutions

Materials:
- Crayons, colored pencils, or markers
- Pictures
- Family Member Chart
- Celebrating Families by Rosmarie Hausherr

Goals:
- Learn about their family

Objectives:
- The students will complete a chart identifying family members and the contributions they make to the family.
- Students will actively participate in large and small group discussions.

Procedure:

_Introduction:_ For the first 15 minutes, the teacher will read the story Celebrating Families by Rosmarie Hausherr. The class will discuss the story and the different types of families.

The teacher will then facilitate a class discussion with the students why they think families are important and what they like about their families. They will talk about the special contributions that family members make to the family. The teacher will create a chart on the board that records some of the responses. The teacher needs to make sure that the children include themselves and talk about the role they play in the family. The students need to understand how they contribute to the family. The discussion should be about 10 minutes. After the class has created a group chart, the teacher will hand out the family member chart and each student will fill it out. Once the students have completed
their chart, they should share their chart with a partner. The students will have about 20 minutes to complete the activity.

Conclusion: The teacher will tell them students that they will be talking about where families live tomorrow.

http://www.eduplace.com/rdg/gen_act/family/helps.html
<table>
<thead>
<tr>
<th>Family Member</th>
<th>Contribution</th>
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Lesson #5

Where do families live?

Date:

Grade: Second

Time: 45 minutes

Big Idea: How does your family shape who you are?

NCSS professional expectations:
- Culture
- Time, Continuity, and Change
- People, Places, and Environments
- Individuals, Groups, and Institutions

Materials:
- Informational books on different kinds of housing
- Plain paper
- Markers, pencils, crayons, colored pencils

Goals:
- Learn about other families and how they live

Objectives:
- The student will draw two pictures displaying where two other families live using informational books to the best of their ability.
- Students will actively participate in large and small group discussions.

Procedure:

Information: The teacher will facilitate a discussion about how families live. In this discussion, the teacher will ask the students to identify where they live and what they do. The teacher will create a list with the students’ ideas. This class discussion will take about 10 minutes.

The students will then be asked to look at informational books to find out information about where and how families live. Each student must draw two ways where two other families live. The students will choose one of these pictures to show to the class. The students must write where these families live and what families they are on the bottom of each of their pictures. This will help to guide them when they share their picture with the class. The students will have about 25 minutes to complete the activity.
Conclusion: Each student will share one of their drawings with the class, they will describe where the family is from and what they live in. The teacher will also tell the class that they will be talking about traditions and to think about their favorite family recipe. This will talk about 10 minutes.
Lesson #6

What are family traditions?

Date:

Grade: Second

Time: 45 minutes

Big Idea: How does your family shape who you are?

NCSS professional expectations:
- Culture
- Time, Continuity, and Change
- People, Places, and Environments
- Individual Development and Identity
- Individuals, Groups, and Institutions

Materials:
- The Keeping Quilt by Patricia Polacco
- Scratch paper

Goals:
- Learn about family traditions

Objectives:
- The students will create a page about their secret family recipe or their favorite family recipe to be included in the class book.
- Students will actively participate in large and small group discussions.

Procedure:

Introduction: The teacher will begin by reading The Keeping Quilt by Patricia Polacco. After the teacher has finished the story, the class will brainstorm ideas about things that are traditions. The teacher will record these on the board. Then the teacher will tell the students that they will be working together to create a classroom recipe book. The introduction will take about 20 minutes.

The teacher will hand out paper for the students to design their recipe book page. The students must write their recipe on the page. Once they have the recipe recorded on the page, they must peer edit with a partner. After the students have peer edited their recipes, they may come get a good piece of paper that will be used in the classroom recipe book. They may decorate this piece of paper once they have their recipe on it. The students will have 25 minutes to work on their recipes.
Conclusion: The teacher will tell the students that they will have time tomorrow to complete their page. Also, the teacher will tell them that they will put the classroom recipe book together tomorrow.
Lesson #7

Let’s put our family traditions together

Date:

Grade: Second

Time: 45 minutes

Big Idea: How does your family shape who you are?

NCSS professional expectations:
- Culture
- Time, Continuity, and Change
- Individual Development and Identity
- Individuals, Groups, and Institutions

Materials:
- Good pages for book
- Markers, crayons, pencils, colored pencils
- Recipes
- Glue

Goals:
- Lean about family traditions

Objectives:
- The students will create a page about their secret family recipe or their favorite family recipe to be included in the class book.
- Students will actively participate in large and small group discussions.

Procedure:

Introduction: The teacher will tell the students that they will be finishing up their page for the family recipe book.

The students will have 30 minutes to finish their page to add to the book. They must follow the guidelines for creating the book page. While they are creating their page, the students should think about what they have learned over the unit along with memories they have from their favorite family recipes. After the students have completed their page, the teacher and the class will put the book together. Each student will share his or her recipe with the class. The end of this activity will take about 15 minutes.

Conclusion: The teacher will tell the student that they will be using all the information they learned throughout this unit to talk about their families.
Lesson #8

Who is in my family and how have they influenced me?

Date:

Grade: Second

Time: 45 minutes

Big Idea: How does your family shape who you are?

NCSS professional expectations:
- Culture
- Time, Continuity, and Change
- People, Places, and Environments
- Individual Development and Identity
- Individuals, Groups, and Institutions

Materials:
- *Who’s Who in My Family* by Loreen Leedy
- Construction Paper
- Markers, pencils, crayons, colored pencils
- Large paper
- Pictures (optional)
- Any other materials the students need

Goals:
- Learn how families influence us today

Objectives:
- The student will create a family tree that includes how each family member has influences them and share it with others.
- Students will actively participate in large and small group discussions.

Procedure:

Introduction: The teacher will begin the day by discuss with the student what they have done throughout the unit. The teacher will read *Who’s Who in My Family* by Loreen Leedy. After reading the story, the class will talk about the story. Then, the teacher will tell the students that they will be using all the information they have learned to create a family tree that shows how each person in their family has influenced or shaped them. They can use ideas from the story or their own to create the family tree. This will take about 15 minutes.
The students may create their family tree however they would like. They must include at least 5 family members. Also, they must write a description of how each family member shaped them. Also, the students must organize their family tree in a sequential order. Further, students must create a product that is their best work and include color. The students will have 30 minutes to work on their family trees.

Conclusion: The teacher will tell the students that they will have an opportunity to work on their family trees tomorrow.
Lesson #9

Finishing Our Family Trees

Date:

Grade: Second

Time: 45 Minutes

Big Idea: How does your family shape who you are?

NCSS professional expectations:
- Culture
- Time, Continuity, and Change
- People, Places, and Environments
- Individual Development and Identity
- Individuals, Groups, and Institutions

Materials:
- Construction Paper
- Markers, pencils, crayons, colored pencils
- Large paper
- Pictures (optional)
- Any other materials the students need

Goals:
- Learn how families influence us today

Objectives:
- The student will create a family tree that includes how each family member has influences them and share it with others.
- Students will actively participate in large and small group discussions.

Procedure:

Introduction: The teacher will tell the students that they will continue to work on their family trees.

The students will work on completing their family trees following their guidelines stated. The students will have about 40 minutes to work on their projects.

Conclusion: The teacher will let the students know that they will be sharing their family tree with their families tomorrow.
Lesson #10

Sharing our families with others

Date:

Grade: Second

Time: 45 minutes

Big Idea: How does your family shape who you are?

NCSS professional expectations:
- People, Places, and Environments
- Individual Development and Identity
- Individuals, Groups, and Institutions

Materials:
- Family trees
- Family members of the students
- Refreshments for the family members

Goals:
- Celebrate being a family

Objectives:
- The student will create a family tree that includes how each family member has influences them and share it with others.
- Students will actively participate in large and small group discussions.

Procedure:

Introduction: The teacher will introduce to the family members what the students have been doing during the unit. The teacher will explain the projects and show the family members the presentation wall. The teacher will also explain that the students created family trees and would be sharing them with today. Lastly, the teacher will tell the family members that they may enjoy refreshments with there students and ask questions about their family trees. The introduction will take about 5 minutes.

The students during this time will present their family trees to their family members and other student’s families. They will also present other items they created for this unit to their family members and tell them how it has impacted them. The students will have 35 minutes to present their accomplishments to their family members.
Conclusion: The teacher will thank all the family members for coming and supporting what the students have done. The teacher will also congratulate the students on their accomplishments and hard work. The conclusion will take about 5 minutes.

Assessment: The teacher will be assessing the student’s work on their family tree they created. They will do this using the rubric provided at the end. Students should be able to answer the question, “How does your family shape who you are?” through this activity. The students will use our activities and discussions throughout the unit to think about who they are and how their family has helped make them that way. The students will be asked to write how each family member shaped them on their family tree.
# My Family Tree Rubric

## Student Name

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Elements</td>
<td>The poster includes five family members as well as additional family members.</td>
<td>Five family members are included on the poster.</td>
<td>The student only included three to four family members on the poster.</td>
<td>The student included two or less family members.</td>
</tr>
<tr>
<td>Labels</td>
<td>The student clearly labeled how each person shaped them and added additional information about each person with labels that can be read from at least 2 ft. away.</td>
<td>The student clearly labeled how each person shaped them with labels that can be read from at least 2 ft. away.</td>
<td>The student did not write how some of their family members shaped them. The other labels are clear and can be read from at least 2 ft. away.</td>
<td>The student did not included information about how each person shaped them.</td>
</tr>
<tr>
<td>Mechanics</td>
<td>Capitalization and punctuation are correct throughout the poster.</td>
<td>There is 1 error in capitalization or punctuation.</td>
<td>There are 2 errors in capitalization or punctuation.</td>
<td>There are more than 2 errors in capitalization or punctuation.</td>
</tr>
<tr>
<td>Attractiveness</td>
<td>The poster is exceptionally attractive in terms of design, layout, and neatness.</td>
<td>The poster is attractive in terms of design, layout and neatness.</td>
<td>The poster is acceptably attractive though it may be a bit messy.</td>
<td>The poster is distractingly messy or very poorly designed. It is not attractive.</td>
</tr>
</tbody>
</table>

**Overall Score:**

**Comments:**

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________