Sarah Wagoner
Individual Unit
Second Grade
What Makes Your Family Unique?
DESCRIPTIVE CHARACTERISTICS

Title: What makes your family unique?

Grade level: Second grade

Estimated Time Required: About six 30-minute class periods.

Rationale and Overview:
In this unit, second graders will develop a better understanding of what a family is and where families live. Students will become aware of many similarities and differences that make each family unique. Students also have the chance to explore their own family’s history and share it with the class. Students also will explore other cultures in the field trip planned for the end of the unit. The unit helps students gain an understanding of their background and also helps them explore differences.

NCSS Standards
- I-Culture (a, d)
- II-Time, Continuity, and Change (a, e)
- IV-Individual Development and Identity (a, e, h)
- IX-Global Connections (d, e, f)

Minnesota Standards (K-3)
- I-U.S. History (A)
- III-World History (A)
- VII-Government and Citizenship (A)

Duluth Learner Outcomes (Second Grade)
- Social Studies-History
- Social Studies-Citizenship/Government
- Mathematics-Data Analysis, Statistics, and Probability
- Language Arts-Literature and Writing

Overall Goals
- The student will demonstrate an understanding of what a family is.
- The student will identify different places where families live.
- The student will learn about his or her own family history.

SPECIFIC OBJECTIVES
- Students will participate in a classroom survey to find out more about families.
- Students will listen to a story.
- Students will identify different countries that were represented in the story.
- Students will present and describe a picture of their family to the class.
- Students will identify the number of members their family has.
- Students will actively participate in a group discussion about similarities and differences between families.
• Students will create a family collage using photos, magazines, and drawings.
• Students will describe what a family tree is.
• Students will create a family tree.
• Students will define ancestors.
• Students will interview a grandparent or relative to find out more about their family history.
• Students will identify the country where their family came from.
• Students will attend an exhibit that displays children from all over the world.
• Students will compare their family to the ones displayed in the exhibit.
• Students will complete an activity sheet during the field trip.

FOCUS QUESTIONS
• What is a family?
• How are families similar?
• How are families different?
• What is a family tree and what does it show us?
• Who are ancestors?
• Where did your family come from?

RESOURCES
• Books
  o Families by Ann Morris
  o Who’s Who in my Family? by Loreen Leedy
  o People Together: Adventures in Time and Space (Text)
• Field Trips
  o “Children Like Me” exhibit (Duluth Children’s Museum)
• Classroom Supplies
  o Glue, pencils, markers, crayons, scissors, etc.
  o Colored Construction paper
  o Map of the World
  o Pushpins
  o Three large pieces of paper (tagboard/posterboard size)
• Other Supplies
  o Empty bulletin board space
  o Magazines (parenting or kids magazines)
**ASSESSMENT PLAN**

Students will be assessed using the following rubric.

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Family Differences</strong></td>
<td>Completes Family Differences worksheet with no errors.</td>
<td>Completes Family Differences worksheet with minimal errors.</td>
<td>Family Differences worksheet contains many errors or is not complete.</td>
</tr>
<tr>
<td><strong>Family Collage</strong></td>
<td>Collage contains all of the components (2 photographs, 3 magazine pictures, and 2 labeled drawings). Collage is organized and put together neatly.</td>
<td>Collage is missing one of the components. Quality of collage is average.</td>
<td>Collage is missing two or more of the components. Collage is not labeled, neat, or organized.</td>
</tr>
<tr>
<td><strong>Family Tree</strong></td>
<td>Family tree is accurate, organized, and neatly labeled. Family tree contains at least 2 drawings.</td>
<td>Family tree is labeled, but may contain one error. Family tree has only one drawing.</td>
<td>Family tree is not organized or labeled. May contain errors and does not include any drawings.</td>
</tr>
<tr>
<td><strong>Interview</strong></td>
<td>Interview worksheet is completed with neat handwriting. Identifies origin of his or her ancestors.</td>
<td>Majority of interview worksheet is completed. Identifies origin of his or her ancestors with help.</td>
<td>Interview worksheet is not complete or readable. Does not identify origin of his or her ancestors.</td>
</tr>
<tr>
<td><strong>Participation</strong></td>
<td>Actively participates in class discussions throughout the unit. Listens attentively and stays on task.</td>
<td>Seldom participates in class discussions during the unit. Has some trouble listening and paying attention during the unit.</td>
<td>Does not participate in class discussions. Has a lot trouble listening and staying on task.</td>
</tr>
<tr>
<td><strong>Culminating Activity (Field Trip)</strong></td>
<td>Writes at least 3 good sentences using neat, legible handwriting. Sentences contain few grammatical errors. Field trip worksheet is complete.</td>
<td>Writes at least 2 good sentences. Sentences may contain frequent grammatical errors. Majority of field trip worksheet is complete.</td>
<td>Writes 1 or less sentences that are not legible. Does not complete field trip worksheet.</td>
</tr>
</tbody>
</table>
Family Unit
Introduction Lesson
Lesson #1

Grade: Second grade
Time: 30 minutes
Big Idea: What makes your family unique?
Lesson Topic: What is a family?

NCSS Standards
- Culture
- Individual Development and Identity
- Global Connections

Materials
- Family survey
- Pencils
- Families by Ann Morris
- Map of world
- Circle stickers

Objectives
- Students will participate in a classroom survey to find out more about families.
- Students will listen to a story.
- Students will identify different countries that were represented in the story.

Procedure
- **Intro:** Ask students to come to the carpeted area to listen to a story. Read Families by Ann Morris. After reading the story, ask students to share some of the countries that were discussed in the book. After a country is mentioned, place a circle on the world map locating that country. Do this until most of the countries are represented on the map.
- Discuss the map with students. Be sure to stress the message that we are all part of families, even though they are present in different locations.
- Ask students to share some ways that their family is different from or similar to a family from the book.
- Explain to students that families are all different.
- Pass out the classroom survey about families. Allow students approximately five minutes to complete it.
- Discuss the survey with the class and have students share information they learned about their classmates.
- **Closing:** Wrap up the discussion and let students know they should bring in at least 3 pictures of their family tomorrow.
Family Unit
Lesson #2

Grade:  Second grade
Time:  30 minutes
Big Idea:  What makes your family unique?
Lesson Topic:  How are families alike and different?

NCSS Standards
- Culture
- Individual Development and Identity

Materials
- Pictures of families (each students brings in)
- Bulletin board
- Two large pieces of paper
- Markers

Objectives
- Students will present and describe a picture of their family to the class.
- Students will identify the number of members their family has.
- Students will actively participate in a group discussion about similarities and differences between families.

Procedure
- Have each student bring in a picture of his or her family.
- Intro:  Explain to students that not all families are the same.  Brainstorm ways that families are different.  List these on the board.  Discuss the idea that families can be different sizes.
- Model for the class what they will be doing.  Share a picture of your own family.  Tell the class the number of people in your family and mark it on the chart.  Then share some more information about your family.  After you are finished, explain to students that they will each be doing the same thing.
- Have each student, one at a time, stand up and share his or her picture with the class.  Students should identify the number of people in their family and share a few sentences of information about their family with the class.  Then they should mark the number of people in their family on the chart and give the picture to the teacher.
- The teacher then places each picture on a bulletin board titled “Many Kinds of Families.”  This procedure continues until all students have shared.
- The teacher then leads the students to an area in front of the bulletin board where a discussion is held regarding differences.  Ask students if they notice any similarities or differences within the pictures.
- Closing:  Then use the chart of the number of family members to construct a bar graph together as a class on a large sheet of paper.  Make sure to label the graph and discuss the results with the class, summarizing what was learned about similarities and differences today.  Have students complete the Family Differences worksheet (attached).
Family Unit
Lesson #3

Grade: Second grade
Time: 30 minutes
Big Idea: What makes your family unique?
Lesson Topic: How are families alike and different?

NCSS Standards
- Culture
- Individual Development and Identity

Materials
- Colored construction paper
- Glue, pencils, markers, crayons, scissors, etc.
- Family pictures from each child.
- Magazines with pictures of families in them.

Objectives
- Students will actively participate in a group discussion about similarities and differences between families.
- Students will create a family collage using photos, magazines, and drawings.

Procedure
- Intro: Briefly review what was discussed in the prior lesson regarding the composition and number of family members. Continue discussion about how families are alike and different. Remind students of the book that was read.
- Explain to students that they will be making a family collage that shows their family and different types of families that can be found around the world. Show example.
- Each student should use at least 2 family photos, 3 magazine pictures, and 2 drawings. Their drawings should be labeled with the names of the different members of their family.
- Give students a piece of construction paper, their family photos, magazine pictures, and writing implements.
- Closing: Upon completion, conduct a discussion about the collages. Discuss the different types of families and the different activities that families participate in.
- Be sure to send home the family tree sheet with students. Their parent/guardian should help them fill it out for tomorrow’s activity.
- After class, the collages will be hung up on a string around the room to show that each family is unique.
Family Unit
Lesson #4

Grade: Second grade
Time: 30 minutes
Big Idea: What makes your family unique?
Lesson Topic: What is a family tree?

NCSS Standards
• Time, Continuity, and Change
• Individual Development and Identity

Materials
• Family Tree Worksheet (filled out by students)
• Who’s Who in my Family? by Loreen Leedy
• Construction paper
• Markers, crayons, glue, etc.

Objectives
• Students will listen to a story.
• Students will describe what a family tree is.
• Students will create a family tree.

Procedure
• Intro: Tell students that they will be learning about family trees today. Read Who’s Who in my Family? by Loreen Leedy. Tell students to listen for information about family trees and how and why they are made.
• After reading the story, discuss what a family tree is. Use the example from the book to make the concept clear.
• Tell students they will be creating their own family tree.
• Share an example of your family tree (constructed like what they will be making).
• Pass out materials to make the family trees and allow students time to work on them. Help students use their worksheets they filled out to complete the family tree. Encourage students to draw a picture of each family member on their tree. Make sure each member of the family is labeled neatly.
• Closing: After allowing about 15-20 minutes of work time, have a discussion restating and summarizing what family trees are all about.
• Remind students that they need to interview a grandparent or other relative in their family for tomorrow. This can be done in person or over the phone with the help of an adult.
Family Unit
Lesson #5

Grade:  Second grade
Time:  30 minutes
Big Idea:  What makes your family unique?
Lesson Idea:  Who are ancestors?  Where did your family come from?

NCSS Standards
•  Culture
•  Time, Continuity, and Change
•  Individual Development and Identity
•  Global Connections

Materials
•  Completed interview sheet
•  Map of the World
•  Pushpins
•  Tagboard strips for labels

Objectives
•  Students will define ancestors.
•  Students will interview a grandparent or relative to find out more about their family history.
•  Students will identify the country where their family came from.

Procedure
•  Intro: Ask students if they know who ancestors are.  Have a few students share their ideas.
•  Explain to the class who ancestors are.  Ancestors are relatives who lived before you were born.  Explain that their ancestors probably came to America over 100 years ago.
•  Ask students to brainstorm why it is sometimes hard to find out about ancestors.
•  Remind students that they were to have interviewed a grandparent or relative to find out more about their family history.  Have each student share one or two interesting things they found out from their interview.
•  Each student must share with the class the origin of their ancestors.  (Define origin as the place where our ancestors came from or lived.)  Students will use pushpins to indicate the country or countries of origin of the relative they interviewed.  (Countries will be labeled prior to the start of the lesson.)
•  After each student has shared information about their interview and recorded the country of origin on the map, the following questions would be asked to the entire class:
  o  How many ancestors are from (country)?
  o  Are there more ancestors from (country) or (country)?
  o  From which continent do most ancestors come?
•  Closing: Briefly wrap up ideas and discuss the different locations of origin, explaining that families come from all over the world, making each one unique.
Family Unit  
Culminating Activity-Field Trip to “Children Like Me” Exhibit  
Lesson #6

Grade: Second grade  
Time: Approximately 2 hours

Big Idea: What makes your family unique?

NCSS Standards
- Culture  
- Individual Development and Identity  
- Global Connections

Materials
- Activity worksheets for the field trip  
- Pencils

Objectives
- Students will attend an exhibit that displays children from all over the world.  
- Students will compare their family to the ones displayed in the exhibit.  
- Students will complete an activity sheet during the field trip.

Procedure
- Intro: Before leaving for the field trip, explain the purpose and what is expected of them on the field trip.  
- Remind students that they have been studying families and how they are unique. Tell students they will be attending a children’s museum exhibit entitled “Children Like Me.” The exhibit showcases children from all over the world. Tell students to look for similarities and differences that their families have with the children’s that are displayed in the exhibit. Remind students that they need to fill out the activity sheet while they are there.  
- During the field trip, students will be placed in groups of four with a chaperone or adult to help them fill out the activity sheets and go through the exhibit.  
- Closing: Upon returning to school, have students discuss their thoughts of the field trip and any similarities or differences they noticed. Then have each student write two to three sentences sharing something they learned from the field trip. This will be handed in and graded.  
- Tell students they did an excellent job and learned a lot about families in this unit.
Classroom Survey

Find someone in the class to fill each blank. You may not use the same person more than once!! Good Luck!!

Is an only child____________________________________________________

Has one sister_____________________________________________________

Has two brothers__________________________________________________

Goes on a vacation every year______________________________________

Has more than one living grandparent_________________________________

Has moved before__________________________________________________

Has a younger brother or sister______________________________________

Live with one parent_______________________________________________

More than 3 people in family________________________________________
FAMILY TREE

Your child will be completing a family tree tomorrow in class. The following information is needed in order to complete the activity. Please fill out and return tomorrow. Please put a star next to the name if deceased.
INTERVIEW WITH RELATIVE

Please have your child interview a grandparent or other relative to learn more about family history. The questions are provided, but in addition, if you choose, you may ask your own questions and write them on the back.

Student’s name______________________________________________

Interviewee name____________________________________________

Relationship to student________________________________________

QUESTIONS

1. What year were you born?_________________________________

2. Where were you born?____________________________________

3. How many brothers and sisters do you have?___________________

4. What was is favorite memory from your childhood? _____________
   ______________________________________________________________________

5. What is your most cherished family tradition?___________________
   ______________________________________________________________________

6. What did you want to be when you grew up?____________________
   ______________________________________________________________________

7. What country did our ancestors come from?____________________
   ______________________________________________________________________
FAMILY DIFFERENCES

NAME_____________________________________________________

1. There are _____________ people in my family.

2. Name two ways that families can be different.

Use the bar graph to answer the following questions.

3. What size family is the most common?

4. What size family is the least common?

5. How many families have 3 people?