

## ***A Family Reunion***

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Unit available in Adobe Acrobat® format at <http://www.meadowsnet.com>

### **Invitation:**

What an exciting event! You and your family have been invited to a family reunion in one of your native countries. As the family historian, it will be your job to prepare a family memory book to show your relatives at the reunion. Through interviewing your parents and grandparents about your family history, writing about your family, creating a family time line, and developing a travel guide for your trip, you will create a family book of memories and plans for the reunion. These plans will prepare your family for a wonderful trip to your native country, while the book will give your family a wonderful way to remember special things about your family.

### **Unit Details:**

Author: Debbie Meadows

Subjects: Language Arts, Social Studies, and Technology

Learning Level: Second Grade, Primary

### **Standards:**

Language Arts

Reading Comprehension:

- 2.1. use titles, table of contents, and chapter headings to locate information in expository text
- 2.5. restate facts and details in text to clarify and organize ideas

Writing Strategies:

- 1.1. group together related ideas, and maintain a consistent focus
- 1.3. understand the purposes of various reference materials (e.g., dictionary, thesaurus, atlas)
- 1.4. revise original drafts to improve sequence and provide more descriptive detail

Writing Sentence Structure:

- 2.1 Write brief narratives based on their experiences:

Sentence Structure:

- 1.1 Distinguish between complete and incomplete sentences.
- 1.2 Recognize and use the correct word order in written sentences.

Grammar:

- 1.3 Identify and correctly use various parts of speech, including nouns and verbs, in writing and speaking.

Capitalization:

- 1.6 Capitalize all proper nouns, words at the beginning of sentences and greetings, months and days of the week, and titles and initials of people.

Spelling:

- 1.7 Spell frequently used, irregular words correctly (e.g., *was, were, says, said, who, what, why*).
- 1.8 Spell basic short-vowel, long-vowel, *r*-controlled, and consonant-blend patterns correctly.

Speaking:

- 2.1 Recount experiences or present stories:
  - a. Move through a logical sequence of events.
- 2.2 Report on a topic with facts and details, drawing from several sources of information.

## History/Social Studies:

2.1 Students differentiate between things that happened long ago and things that happened yesterday.

1. Trace the history of a family through the use of primary and secondary sources, including artifacts, photographs, interviews, and documents.
2. Compare and contrast their daily lives with those of their parents and grandparents.
3. Place important events in their lives in the order in which they occurred.

2.2 Students demonstrate map skills by describing the absolute and relative locations of people, places, and environments.

1. Locate on a map where their ancestors live(d), telling when the family moved to the local community and how and why they made the trip

## Technology

K-2.1 Use input devices and output devices to successfully operate computers

K-2.2 Use a variety of media and technology resources for directed and independent learning activities

K-2.5 Work cooperatively and collaboratively with peers, family members and others when using technology in the classroom

K-2.8 Create developmentally appropriate multimedia products with support from teachers, family members, or student partners

## **Instructional Objectives:**

1. The learner will be able to create a family scrapbook to illustrate important family events and the members of their family.
2. The learner will develop a family time line for one year, posting significant events in the family's life.
3. The learner will compare and contrast their life as a second grade student to the life an older relative had at this age.
4. The learner will be able to write a two paragraph story about their selected native country.

## Differentiated:

Since students will be working on a project about their family, there is no need to offer a compacted curriculum or testing out of the activities. Consideration will be made for students with little or no support from home to create the book.

## **Situation:**

The unit is planned for ten to twelve social studies days. Depending upon the number of students and the amount of time you have available, it may take a few days longer for all student to complete the assignments. Parent or high school volunteers are important to the technology portion of the project. If the volunteers or the presentation technology is not available, eliminate the option to use PowerPoint or Hyperstudio for the books and presentations. Plan one day at the end of the unit for the Family Reunion. While the students will complete and turn in an individual memory book, the students can work in cooperative groups to research their country and will be encouraged to give positive feedback to classmates as they work on the time line, ancestor doll, and memory book. The memory books should be from five to seven pages long including a minimum of three pages of family information and three pages of country information.

### **Previous Knowledge:**

Students should have worked in small groups and have an understanding of how to work together. Students are working on research skills and have completed a research paragraph on an animal. Students should have a knowledge of how to use bookmarked Internet sites and the Word Processor. The teacher should be comfortable using the hardware and software to create the books and pictures.

### **Teacher Tasks:**

Preparation for the unit:

1. Gather books about families and the native countries from the local library, school library, and ask students to bring in copies from home
2. Bookmark appropriate web sites about the native countries
3. Bookmark unit sites for lessons
4. At least one digital camera and online computer with a scanner will be necessary
5. Software: word processor, PowerPoint, Hyperstudio, Kidspiration or Inspiration
6. Become familiar with the bookmarked sites and rubrics
7. Train parent helpers in word processing, scanning, printing, and Internet research
8. Prepare parent letter and send out two to four weeks in advance of the unit (translate as needed)
9. Create a possible interview sheet and the research questions
10. Create a sample time line and Ancestor Doll
11. Prepare the materials for the Ancestor Doll
12. Prepare the materials for each lesson
13. Create a bulletin board with a map of the World <http://www.scottforesman.com/educators/>.

### **Interactions:**

This unit is a combination of a variety of learning activities. The students will work in cooperative groups, teacher directed groups, parent-student teams, and individually. The rubrics will be provided at the beginning of the activity to allow the students the opportunity to be ready for the tasks at hand. During class time, students may be working on different parts of the family task cards at the same time. It would be beneficial to have a folder for the students to hold their work.

### **Lessons:**

Lesson 1 Unit Introduction:

The teacher will show their family scrapbook or pictures and discuss the members of her family with the students. The teacher will point out interesting things about the similarities and differences between members of her family. The teacher will show their native country on the world map and put a map tack on the country. The teacher will discuss the unit and the objectives with the students.

Read the book Family Pictures by Carmen Lomas Garza The book is based on the author's Latino Heritage.

To see online family scrapbooks, go to these sites:

[http://www.ellisland.org/scrapbooks/wscbs\\_4.asp?](http://www.ellisland.org/scrapbooks/wscbs_4.asp?) (Type in "sample" or search for family names)  
<http://www.th.physik.uni-frankfurt.de/~jr/phypiceinfam.html>

Have students think of a favorite family activity. The students should talk about this activity with their families and create a picture and description to illustrate the activity. These activities will be posted to a web project entitled Inter-generational Culture at an e-mail project site: <http://www.otan.us/webfarm/emailproject/cul.htm>. The project has the students read the book and create a picture to describe a family activity. The teacher will post the picture and description to the web project. The students will work with their family group to complete the picture and story/information. This will probably take a week to get the story read, letter home, picture back to school and have the student write their description. The students will then have the opportunity to go on the web and look at other family pictures and compare them to the families in the class.

## Lesson 2: Creating the Interview Sheet

The teacher will discuss interviews and interviewing with the children. The children will brainstorm three questions they could ask a classmate. The students will work in pairs to ask and answer the questions. The students will informally report their findings to the class. After the interview practice, the students will work with the teacher to develop the questions they will ask members of their family about their family history. The teacher will send the questions home with the children to complete with their family members. Parents will have knowledge of the entire process through a letter sent home two weeks before.

The teacher should look through the questions at the following web sites to get ideas of appropriate questions for the students.

<http://www.scrapbookscrapbook.com/FamilyTree/familytreequestions.html>

[http://articles.scrapbooking.com/family\\_history.htm](http://articles.scrapbooking.com/family_history.htm)

[http://scrapbooking.com/mag/family\\_history2.htm](http://scrapbooking.com/mag/family_history2.htm)

How to conduct an interview information sheet:

<http://www.lcet.doe.state.la.us/laintech/howto.htm><http://www.lcet.doe.state.la.us/laintech/howto.htm>

### Possible Family Interview Questions:

1. When and where were you born?
2. When and where were your parents born?
3. When and where were your grandparents born?
4. Who was the first person in your family to come to America?
5. When and why did they come?
6. What country did they come from?
7. What transportation did they use to get to America?
8. With your parents, select one of your native countries for this report.
9. What are some of the things your parents did as a child?
10. What are some of the things your grandparents did as a child?
11. What are some of the things you like to do?

### Lesson follow-up:

When students have selected the native country, use push pins to locate the countries on the map bulletin board. Use the digital camera to photograph students and put their photos and country names around the map.

### Lesson 3:

#### Family Time Line

Lesson adapted from <http://www.eduplace.com/ss/act/celtime.html>

Students need family birth dates, anniversaries, special holidays, other significant family event dates to create a year long time line of family events. This information should come from home, so ensure students have the information at school in advance of the activity.

### Lesson 4: (possibly a full day of pull-out or a multiple day activity)

Begin researching the selected native country. Work with the students on research and taking notes. Assign each student a volunteer to assist them in their research. The research will take several class periods or the teacher should allow the students to work with the volunteers in small groups throughout the day. Computer lab or library access would be beneficial to increase the numbers of available computers to the teams. Students will write down the answers to the questions and the place they found the answer. When all students have had the opportunity to finish answering the questions, the class will use the information in writer's workshop to write their paragraphs about the native country.

#### Sample Native Country Questions:

1. What are some of the customs of your country?
2. What are some of the holidays celebrated in your country?
3. What is the traditional dress for people in your country?
4. What are some of the traditional foods from your country?
5. Who are some of the famous people from your country?
6. What is the weather like in your country?
7. What are some fun things that children do in your country?
8. What do you like best about your country?
9. What is the language of your country?
10. What type of money is used in your country?
11. What special landmarks would you find in your country?

Students will use encyclopedias, cd-rom encyclopedias, books, and internet sites to find this information. Students will be assisted with the research by the teacher and volunteers. The teacher will prepare appropriate bookmarked sites on the native countries before the beginning of the activity.

### Lessons 5: (Completion will need to be extended for many days)

Research and writing of paragraphs regarding the native country.

Concurrent with the research, students will be completing the scanning of family pictures or cutting out and placing the family pictures on pages of the memory book.

### Lesson 6:

Kidspiration double bubble graphic organizer comparing and contrasting the student's life to a relative's life at the same age. The teacher can select the areas of comparison such as foods, things to read, activities, sports, responsibilities, or through brainstorming, the students can come up with the comparison areas.

For students who do not have a grandparent available for the project, I will use the generational exchange from the Intercultural Exchange web site <http://www.teaching.com/iecc/> . Generational page is found at <http://www.teaching.com/iecc/lists/iecc-Intergen.cfm> .

Lesson 7:

Ancestor Doll

Give students a tag board doll pattern. They are to “dress” their doll in the style of a traditional dress of their native country. This activity could be done as a homework assignment.

Lesson/Activity 8:

Creation of the family memory book. Most of this activity will up to the creativity of the individual student. Depending upon the technology access and volunteers, the students may choose to complete a paper book made by the student, or they may choose to use the word processor to type their paragraphs, print pictures from web sites about the country or even put their book together in a PowerPoint presentation.

### **Culmination of Unit:**

Presentations and Family Reunion

Invite the families to a Family Reunion. Parents and grandparents will come to school and participate in a “class” reunion. Families will be asked to prepare a traditional dish from their Native country to share with the class. Students will present their memory books to their families.

### **Letter to the Parents:**

Dear Parents,

In two weeks we will begin our families unit. During this unit our students will be selecting one native country to research for the Family Reunion. The students will need a lot of family support while they become the family historian. Students will be asked to interview as many family members as possible to glean information on their native country or countries and bring pictures to include in their memory book. Students will be creating a family time line with important family events like birthdays, anniversaries, and holidays and a ancestor doll.

Please send family pictures for your child to include in their memory book. Let us know if your child can use the pictures you provide or if we should scan them and return the originals. If you do not let us know, we will scan and return the original pictures.

Your child will be bringing family interview questions home that will require your assistance. They will start by developing questions for the family interviews in class and bring these questions home to ask any family member possible. In class we will be researching their native country, making a family time line, creating an ancestor doll and creating a family memory book. If you have time to help us with these in class projects, please return the form below by January 22, 2003.

To culminate our unit, we will have a Family Reunion on Friday, February 28, 2003. We invite all of the parents and grandparents to attend this terrific event. Please help us celebrate the reunion by bringing a traditional dish from the native country your child selects for their report.

Here is a list of materials we need for the unit:

fabric, yarn, buttons, miscellaneous material for the dolls, tag board, chart paper  
parent volunteers to help with Internet and book research, parent volunteers to scan and print photos,  
parent volunteers to assist students with creating their presentations

Thanks you for your help with this project,  
Mrs. Meadows

Please return the bottom portion of this to your teacher by January 22<sup>nd</sup> .

I am available to assist in the classroom. \_\_\_\_\_

I can scan and print pictures. \_\_\_\_\_

I can assist the students with the presentations. \_\_\_\_\_

Our family will attend the Family Reunion. \_\_\_\_\_ We will bring \_\_\_\_\_

Name \_\_\_\_\_ Student's name \_\_\_\_\_

## Assessments:

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Family Memory Book Rubric

#### Exemplary:

I completed everything under proficient correctly.  
My sentences begin with different words.  
I made sure all the words are spelled correctly.  
I wrote more than two paragraphs about my family.  
I wrote more than two paragraphs about my country.

#### Proficient:

I wrote two paragraphs about my family.  
I wrote two paragraphs about my country.  
My sentences begin with a capital letter.  
My sentences end with the correct punctuation.  
My sentences have describing words.  
I made each sentence a complete thought.  
I spelled 3 and 4 letter words correctly.  
I used my best printing and left spaces between the letters, words, and sentences.  
I included pictures and artifacts about my family.  
I included pictures and artifacts about my country.  
I included my double bubble family organizer.  
I included my family time line.  
I included my ancestor doll.

#### Progressing:

I met nine of the thirteen Proficient criteria.  
I am almost there.

#### Not Yet Meeting Standards:

I met less than eight of the Proficient criteria.  
I will ask questions and keep trying.

Self-Evaluation:

Teacher Evaluation:

Comments:

**Tools:****Unit Task Cards:**

## Families Task Cards:

To prepare your family book, complete the following activities.	4. Create an Ancestor Doll. Dress a paper doll in a traditional costume of your native country.
1. Using the interview sheet, talk with your grandparents and your parents to find facts about your family.	5. Your family is going to your native country for the reunion. Prepare a travel guide for the trip.
2. Ask your family to give you pictures of important family events to bring to school. With a parent volunteer, scan the pictures and print them out to add to your memory book.	6. Make a double bubble graphic organizer to compare and contrast your life today with the life one of your grandparents had at the age of 7 or 8.
3. Create a family time line for one year. Include special events like birthdays, anniversaries, and holidays that your family celebrates.	7. Compile your work into a family book. You may use computer printouts, handwritten information, or a combination of “scrapbook” style pages to assemble your book.

**Books:**

Multi-cultural Book List

<http://everythingesl.net/downloads/booklist.pdf>**Other Materials:**

paper, pencils, tag board for book covers and ancestor doll patterns, markers, colored pencils, crayons, fabric, yarn, buttons, miscellaneous material for the dolls, chart paper for the family time line

**Web sites:**Maps of the world: <http://www.theodora.com/maps/>**Additional Activities:**

Literature Cyberguides for literature circles during the Families Unit:

Japanese: How My Parents Learned to Eat by Ina R. Friedman<http://www.sdcoe.k12.ca.us/score/food/foodtg.html>Native American: Annie and The Old One by Miska Miles<http://www.sdcoe.k12.ca.us/score/annie/annietg.html>Hispanic: Abuela by Arthur Dorros<http://www.sdcoe.k12.ca.us/score/abuela/abuelatg.html>Japanese: Grandfather’s Journey by Allen Say<http://www.sdcoe.k12.ca.us/SCORE/grand/grandtg.html>European Immigration: The Long Way to A New Land by Joan Sandin<http://www.sdcoe.k12.ca.us/score/long/longtg.html>

Kidspiration Family Tree Activity  
<http://oswego.org/staff/ringerso/kidspiration/>

Kidspiration Where in the World Do I Live?  
<http://oswego.org/staff/langelin/kidspiration/whereworld.htm>

Kidspiration Double Bubble Activity sample:

