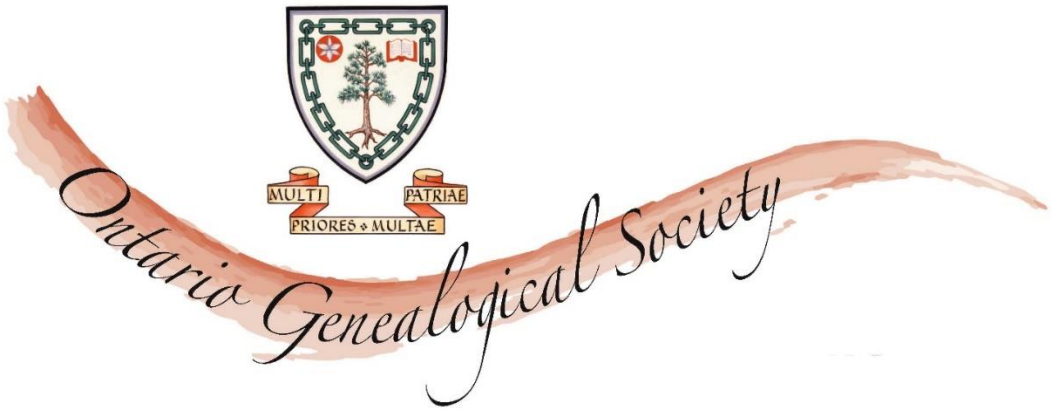

FAMILY HISTORY LESSON PLANS PROJECT

GRADE 1 | FAMILY TREES: KNOWING OUR FAMILIES

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LESSON PLAN

Strand: Heritage and Identity: Our Changing Roles and Responsibilities	**Time:** 85 minutes
Topic: Family Trees: Knowing our Families	**Room No.:**
Grade and Subject: 1 Social Studies	**Teacher:**

Objective

This lesson aims to create discussions about diversity within our communities by having students focus on different aspects of "family", how all families are unique, and that there similarities and differences between each family. Students will engage in global perspectives by celebrating familial diversity through discussions by observing examples of family heirlooms, and introducing classmates to their own family forms of record-keeping.

Curriculum Expectations

A2. Inquiry: Roles, Responsibilities, and Identity (Focus on: *Interrelationships*)

A2.2 gather and organize information on significant events, people, and/or places in their lives that contribute or have contributed to the development of their roles, relationships, responsibilities, and identity/sense of self using primary and/or secondary sources that they have located themselves or that have been provided to them

A2.3 analyse and construct simple maps as part of their investigations into places that are significant to them or to their family [Note: potential for connections, see grade 6 mapping activity]

A2.6 communicate the results of their inquiries, using appropriate vocabulary and formats

Learning Goals

- Students will be able to communicate what defines a family and be able to identify diverse aspects in family groups.
- Students will demonstrate their understanding of families and family trees by constructing one of their own.
- Students will communicate their understanding of the importance of symbolic family heirlooms and relate it to specific family members and their stories.

Success Criteria

- I know what makes a family and that all families are different from each other.
- I can make a family tree and discuss how my family members are connected.
- I can identify what makes a family heirloom symbolic, and can make connections to my family members.

Non-Academic Learning Opportunities

Communication skills	Identifying diversity	Making connections
Familial connections	Initiative	Team work

Vocabulary – written in student-friendly language

Diversity – when many things or people are different from each other. For example: when we did our Trait Builder activity, we discovered that there are many things inside us that make us different from each other, and when we look around the room we all look different too. For example, "a diverse classroom" or "a classroom with diversity".

Family – a group of people that live together and who are usually related to each other, and who care about each other. For example: your parents, your siblings, your grandparents.

Family heirloom – something that your family considers special and passes on from one relative to the next to keep in the family. For example: a grandparent may give their grandchildren a piece of jewelry that they were given for a birthday.

Family tree – a way to record who is in your family and how they are related to each other.

Respect – knowing that others do, and believe in, different things. Treating others the way you would want to be treated. For example: you and a friend may celebrate different holidays, but you both think each holiday is special in its own way.

Symbolic – is a way to describe something that is special because it is connected to a story or a person. For example, Jeffrey thinks the award he won at the running race is symbolic because he earned it by working hard, and practicing every day.

Type of Student:	Opportunities:
Visual learning strategies English Language Learner	Provide them with a completed example, spend time reviewing different sections. Visually appealing resources will attract attention and provide guidance when completing tasks. This is an opportunity for ELL to connect to their cultural family practices, teaching opportunity with other students.
Active learner Hands-on learner	Opportunities to move around the classroom, timed socialization, working with others, open discussion, creativity element, and handling physical object to use as a visual aid.
Agenda Overview	**Resources and Materials**
Trait builder exercise Complete a Family Tree	*Prep:* pieces of paper, pencils **Blank Family Tree** handout *prep:* photocopy **Sample Family Tree** **Blank Circles** handout *prep:* photocopy
Types of Family Records	**Types of Family Record-Keeping** handout and **Teacher Copy** *prep*: photocopy
Evidence of Learning	**Three Things** handout *prep*: photocopy and cut **Rubric** *prep:* photocopy

Time (m)	Strategy	Description and Content
15 minutes	Minds on	**Trait Builder Exercise: Diversity, Respect, Family** Distribute small pieces of paper, three (3) pieces per student. Have students write three positive things about themselves (one trait on each paper), and collect paper in a bowl. SAMPLE SCRIPT "Everyone should have three pieces of paper. On each piece of paper, write something nice about yourself. By the end, you should have three nice statements that you feel are true about yourself." Once collected, read some of the statements in the bowl. While reading traits aloud, note the following that is found among the submissions: 1) similarities and differences 2) strengths when all are combined 3) how our similar and different traits add to classroom diversity.

Time (m)	Strategy	Description and Content
15 minutes continued…	Minds on continued…	SAMPLE SCRIPT "One person wrote that they are a good reader, someone else wrote that they are a good friend…" "If you noticed while I read some of those pieces of paper, there were some similar things written and some differences too. What is really special about reading these is knowing that all of these positive things make our classroom unique and very strong when all combined." Discuss the definition of **diversity** and **respect.** Option: ask students if they can define these words before discussing their meaning. SAMPLE SCRIPT "A way that we can describe our classroom based on all these differences, is that we are *diverse* or that this classroom has a lot of diversity. Diverse is a way to describe something when there are lots of differences." "When you see diversity, or differences, it is also important to have respect for those differences. To have respect is knowing that others do and believe in different things, and treating them the way you would want to be treated. For example, Sally may not like reading, and likes art more. However, when Billy says that he likes reading and is good at it, Sally will support Billy's strength even though Sally does not share the same reading skills." Discuss how the class identified diverse things about themselves as individuals which contribute to a diverse classroom, and that students will now be identifying how their families are also diverse.
60 minutes	Instructions	**Families, family histories, perspectives, assignment** Draw connections between the previous class activity and the concepts of family diversity, history, and the importance of being respectful when learning and speaking about them. Here, you will work with students to break down the basic concepts of the lesson. Below is a sample conversation: SAMPLE SCRIPT "Our families are also diverse. Everyone in this room has a family, and none of them are the same. From the exercise we just did, it is important to recognize that all families are different, and that we need to respect those differences." "What do you think of when I say the word ***family***?" *Option:* gather answers from students. When discussing familial elements with students, be sure to emphasize interpersonal relationships and the importance of positive morals and values (ex. caring, loving, respect, etc): SAMPLE SCRIPT "A family is a group of people that live together and who are related to each other, and who care about each other. For example, your parents, your siblings, your grandparents." *Option:* write definition on chart paper, have students write in their notebooks. Transition from establishing concepts and vocabulary needed to the visual aspect of how families are connected. Here, you will need the **Sample Family Tree** and the **Blank Family Tree** templates.

Time (m)	Strategy	Description and Content
60 minutes continued…	Instructions continued….	SAMPLE SCRIPT "Who knows what a **family tree** is?" *Option:* wait for student responses, ask students who have heard of 'family trees' if they could explain what they are. "A family tree is a way to record who is in your family and how they are related to each other." *Option:* written on chart paper, have students write in their notebooks. Show **Sample Family Tree**. "Family Tree's are in the shape of trees because the roots, trunk, branches, and leaves are all connected, like a family. You are connected to your parents, siblings, grandparents, aunts, uncles, and cousins. By using a family tree, we can show how our family member's are related. On the family tree, there are boxes where one family members name is written, and a line that connects it to another box to show how those two names are related." *Option:* Show students the difference between a blank family tree, and a completed family tree. Ex. Differences between **Blank Family Tree** and **Sample Family Tree**. Indicate the various aspects of a family tree (boxes for names, lines for relationship, sets vs individual). SAMPLE SCRIPT "The reason why some people create family trees is so that their names are remembered by future relatives that are not born yet. For example, some people make family trees so that their great-great-great-great-grandchildren will know their names and important things that they have done in their lives." *Option:* show a local family example of a family tree, or one of your own. Review how family trees can be created and read. When describing this to students, be sure to emphasize the visual elements that they would be able to recognize and recall easily (for example, branches for lines, names in place of leaves, etc). SAMPLE SCRIPT "Family trees can be read in many different ways, but for our class we will limit ourselves to two ways. They can be read from the bottom to the top, where the roots of the tree are, to the top of the tree leaves, or the other way around It moves from youngest to oldest members of your family, or from oldest to youngest. For example, you would be at the bottom or top (indicate on visual aid) and your grandparents would be further at the top of the tree, where the leaves are (indicate on visual aid)." **Complete a family tree** Prepare students for the family tree activity by providing instructions, handouts, and written cues as well. SAMPLE SCRIPT "We are going to use these family tree diagrams to record our family names. On the handout with a tree and blank spaces, you will fill in those spaces with your family member's names. If you have finished writing down your family names early, you can draw your family member's faces in the blank circles, and cut and paste them near their name on the tree." *Option:* list the following instructions on the board or chart paper 1. In each blank square, write the first and last name of each family member 2. In each blank square, write the first and last name of each family member

Time (m)	Strategy	Description and Content
60 minutes continued…	Instructions continued…	3. Start by writing your own name and your siblings names at the bottom of the tree, near the roots, and add in your parents and grandparents higher on the tree from youngest to oldest OR you can write you and your siblings names at the top, and write in the family members names until your reach your grandparents at the roots – remember, there is more than one way to create a family tree 4. If you are finished your family tree early, you can draw your family members in the blank circles and cut and paste them where they belong on the family tree, near their names Distribute blank family tree handouts for students to complete the activity. **Types of Family Records** Introduce students to the idea of different types of record-keeping. In the next activity, you will be using the primary resources provided in the **Types of Family Record-Keeping** sheets. *Prep*: Print out copies of record-keeping found in the **Types of Family Record-Keeping** handout, and place difference items on various group tables. Students will eventually walk around the room to analyze the different records and communicate their observations. Be sure to make connections to difference and respect that they have learned from previous activities. SAMPLE SCRIPT "Family trees are just one way to record family names. Some families record family information differently. For example, sometimes groups of people will create totem poles, some families have family crests passed down, and other families have mottos, or share their past through oral traditions such as story-telling or through songs." Have students walk to different groups and analyze photos and replicas of these **Types of Family Record-Keeping** examples. Have students return to their seats and discuss what they saw with an elbow partner. SAMPLE SCRIPT "In your groups, discuss what you saw at each table. Be sure to talk about things that you liked a lot and things that you did not like as much. Why do you think you liked some items but not the other?" **Discussion Questions/Discussion Prompts** for classroom discussion ideas to encourage students to make connections. SAMPLE SCRIPT "We have learned about diversity, respect, family, and family records. Now we are going to learn about **family heirlooms.**" *Option:* review vocabulary with students before continuing. "We have learned about diversity, respect, family, and family records. Now we are going to learn about **family heirlooms.**" *Option:* review vocabulary with students before continuing.

Time (m)	Strategy	Description and Content
60 minutes continued…	Instructions continued…	SAMPLE SCRIPT "Does anyone know what a **family heirloom** is?" *Wait for student responses, and explanations* "A family heirloom is something that your family considers special and passes on from one relative to the next to keep in the family. For example: a grandparent may give their grandchildren a piece of jewelry that they were given for a birthday. While you walked around the room, you were looking at different types of family heirlooms." *Option:* written on chart paper, have students write in their notebooks Family heirlooms are **symbolic**. Something that is symbolic is special because it is connected to a story or a person. For example, Jeffrey thinks the award he won at the running race is symbolic because he earned it by working hard, and practicing every day. Review the symbolism and qualities of each record-keeping item provided in the record-keeping handout. Information is provided in the **Types of Record-Keeping Teacher Copy.** *Note to teachers:* please consider including the following in addition to the record-keeping sources provided; wampum belts (Iroquois), and oral histories (songs, dance, music, poetry). SAMPLE SCRIPT "What are some examples of symbolic family items, or items that your family has that you all think are special or important?" *Homework:* bring in a family item, a photo or drawing of it to share with group members (can bring in a photo or a drawing of the family item if it cannot be brought in). Students must also bring in a written answer of the following: **Why is this family heirloom important to your family?** *Write on board, check for answers. Be sure to set a date when the heirlooms will be shared.* Co-construct student expectations re: looks like/sounds like for positive communication practices before breaking for discussion. Students share their items within groups.

Time (m)	Strategy	Description and Content
10 minutes	Consolidation	*Note:* Students are expected and encouraged to use appropriate vocabulary that they have learned. **Evidence of Learning** Students discuss in groups what they liked about each other's presentation and what was shared. Student's list three things that they know their elbow partner learned during that class (about someone else's presentation). This tactic is to emphasize the importance of careful listening, and empathy. See **Three Things** handout. SAMPLE SCRIPT "On this handout, you are going to write three things that your elbow partner learned during today's class." *Option:* ask students why they think it is important to remember what someone else learned that day. Students fill in their answers and hand in before leaving class.

Discussion Questions/Discussion Prompts

Observation questions:
What did you like about what you saw?

Family-related questions (family trees, heirlooms):
Why do you think it is important to remember our families?
Did you know about your family heirloom or what it stands for before this assignment?
How did you feel when asking your family about your family heirloom? Why did you feel this way?

Reflection questions:
Why do you think it is important for family's to keep their family heirlooms?
Why is it important to know and recognize other families as unique?

Resources

Full page spread of the Hendrie family crest from Mary Murray Hendrie's scrapbook, [1880-1893] Reference Code: F 276, I0072042

Goldwyn Smith, standing in front of his home, the Grange, on Dundas Street West, Toronto 1908, Toronto (Ont.), M.O. Hammond. William H. Hammond fonds, Lantern Slide, Reference Code: F 4436-0-0-0-124, 10021928

Primary and secondary resources provided by the Archives of Ontario.

Family tree, original image created by Mazeo

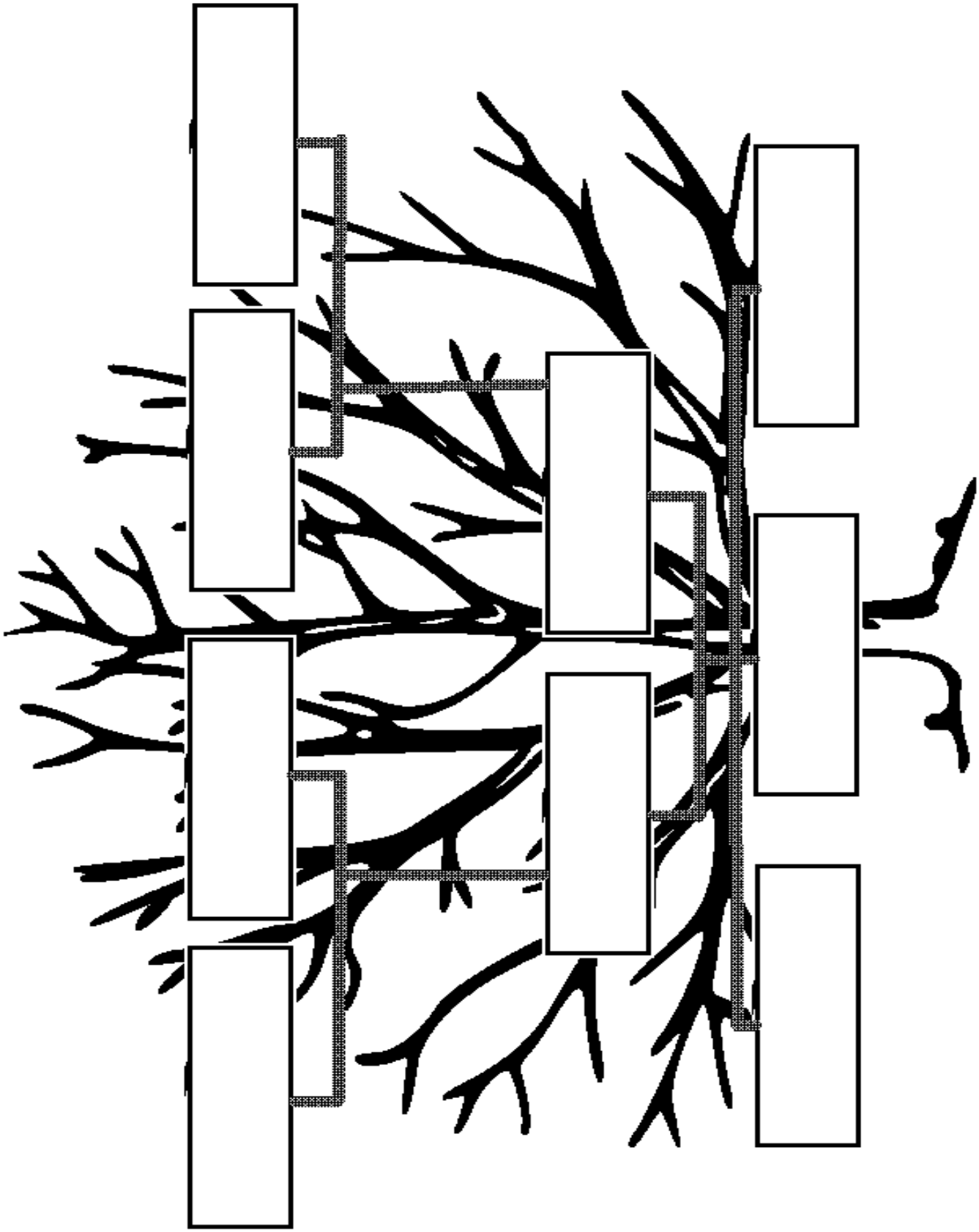
**Note to teachers:* please consider the following in addition to the record-keeping courses provided; wampum belts (Iroquois), and oral histories (songs, dance, music, poetry)

THE ACHIEVEMENT CHART: Encouraged best practices through the Ontario Curriculum and Growing Success

Additional Resources/Further Reading
What is a Family Tree https://www.youtube.com/watch?v=iYJcYLEN2tg Children who were asked "What is a family tree?" provide some thoughtful, interesting, entertaining, and surprising answers. How would you explain the concept of a family tree or ancestry to children? Contact local school boards to inquire about Aboriginal resources and programming. For example, Durham District School Board has a tipi located in Durham Forest where they host programming for children: http://www.ddsb.ca/Programs/aboriginaled/Pages/initiatives.aspx Contact local library, archives, or museum for local family history information. Contact your local Ontario Genealogical Society Branch for information and local resources https://ogs.on.ca/branches.php

BLANK FAMILY TREE

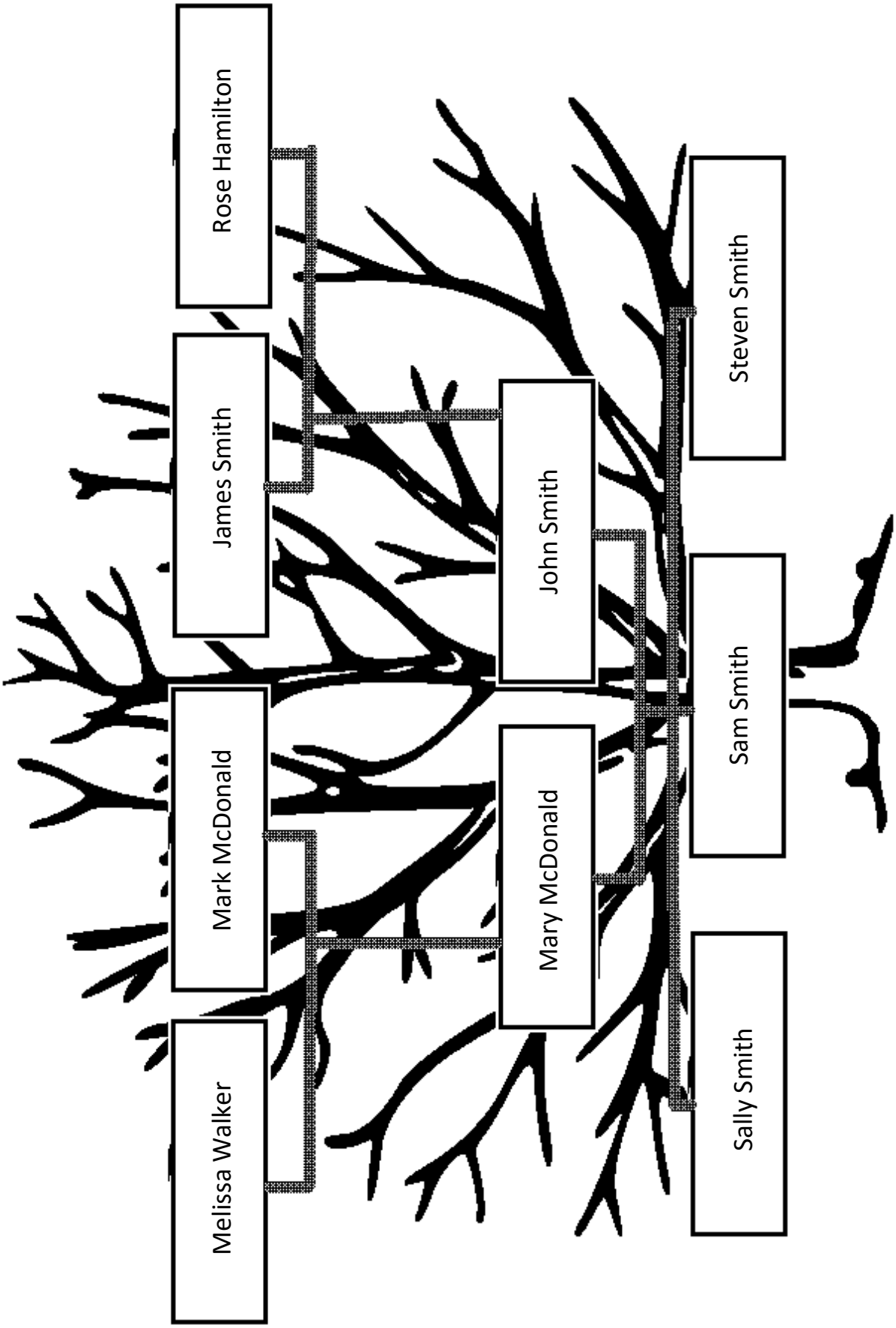
Name: _____



BLANK CIRCLES

Draw your family members in the blank circles below. When completed, cut and paste each face next to the family members name on your family tree.

SAMPLE FAMILY TREE



Original image created by Mazeo

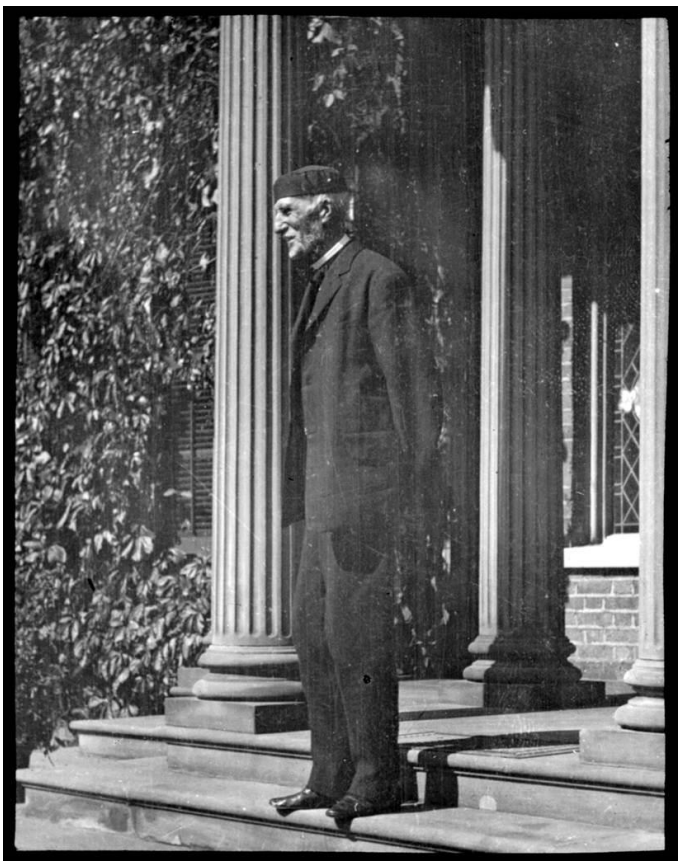
TYPES OF FAMILY RECORD-KEEPING

Family Crest | Hendrie Family Crest 1880-1893

Family Crests are images that represents a family name. This is an example of a family crest that belonged to the Hendrie Family. Typically people who have family crests have family connections to Britain, and come from wealthier backgrounds. A member of the Hendrie family, Sir John Hendrie, was born in Hamilton, Ontario, and knighted when he was 58 years old.

Full page spread of the Hendrie family crest
from Mary Murray Hendrie's scrapbook, [1880-1893]
Reference Code: F 276
Archives of Ontario, I0072042

Family Motto | Boulton Family Motto, "Dux vitae ratio" or "The guide to life is reason"



A family motto is usually one sentence that describes what that family stands for (what they prioritize, or what their morals and values are based on).

This is Goldwyn Smith, who married William Henry Boulton's widow, Harriet Elizabeth Mann, née Dixon in front of The Grange. Boulton family motto was "The guide to life is reason".

Goldwyn Smith, standing in front of his home, the Grange, on Dundas Street West, Toronto 1908, Toronto (Ont.), M.O. Hammond. William H. Hammond fonds, Lantern Slide, Reference Code: F 4436-0-0-0-124, 10021928

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Family Crests are images that represents a family name. This is an example of a family crest that belonged to the Hendrie Family. Typically people who have family crests have family connections to Britain, and come from wealthier backgrounds. A member of the Hendrie family, Sir John Hendrie, was born in Hamilton, Ontario, and knighted when he was 58 years old.

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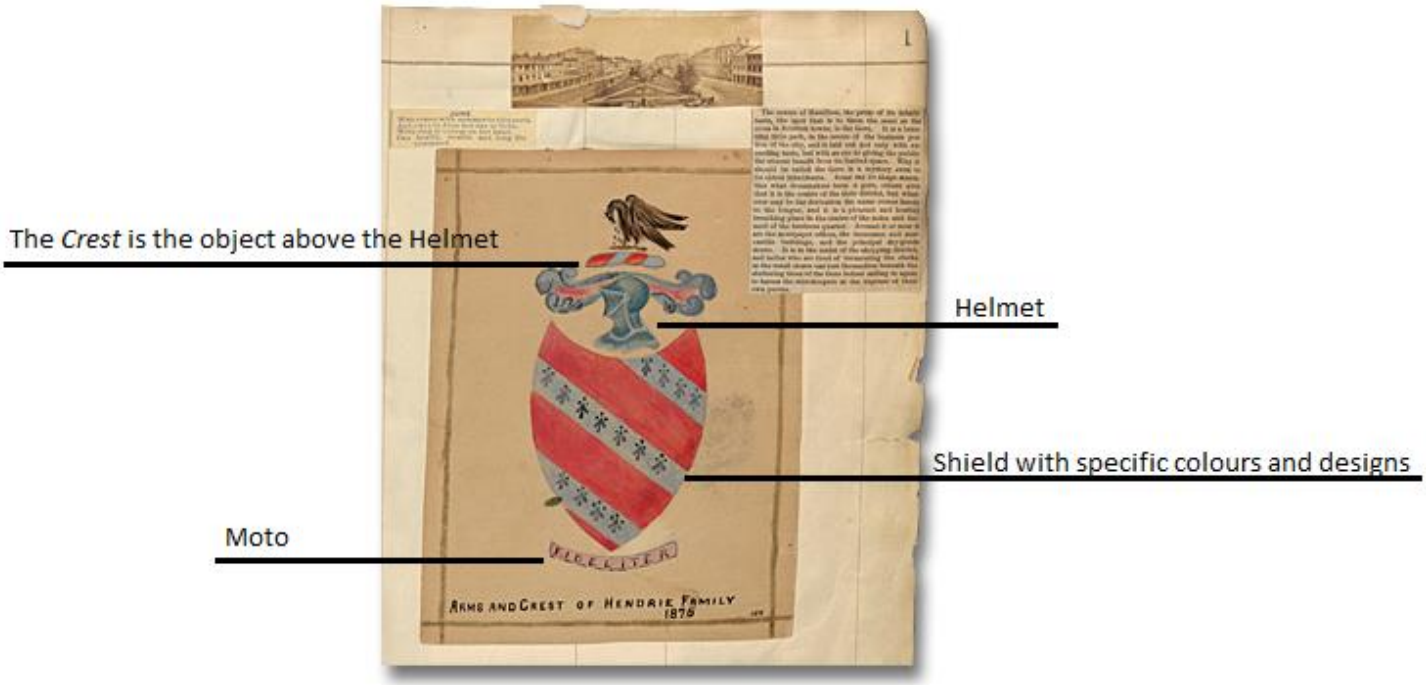
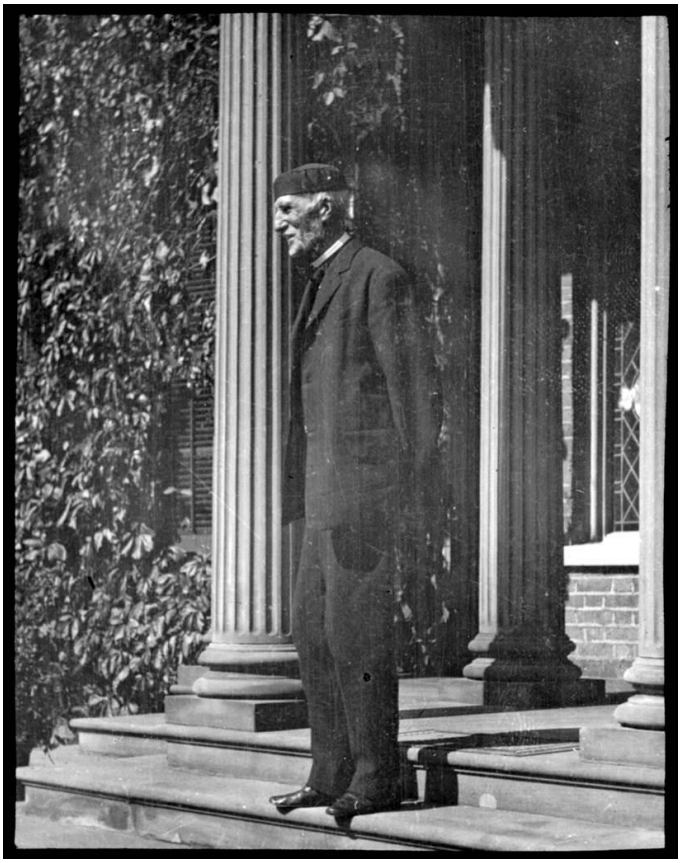


**Note to teachers:* please consider the following in addition to the record-keeping sources provided; wampum belts (Iroquois), and oral histories (songs, dance, music, poetry).

Family Motto | Boulton Family Motto, “Dux vitae ratio” or “The guide to life is reason”



A family motto is usually one sentence that describes what that family stands for (what they prioritize, or what their morals and values are based on). This home is called The Grange, and was home to the Boulton family, whose family motto was “The guide to life is reason”.

Goldwyn Smith, standing in front of his home, the Grange, on Dundas Street West, Toronto 1908, Toronto (Ont.), M.O. Hammond. William H. Hammond fonds, Lantern Slide, Reference Code: F 4436-0-0-0-124, 10021928

**Note to teachers:* please consider the following in addition to the record-keeping sources provided; wampum belts (Iroquois), and oral histories (songs, dance, music, poetry).

THREE THINGS

Name: _____

List three things that your elbow partner has learned today:

1 _____

_____

2 _____

_____

3 _____

_____

✂ ----------

Name: _____

List three things that your elbow partner has learned today:

1 _____

_____

2 _____

_____

3 _____

_____

RUBRIC

Name: _____

Category	Level 1	Level 2	Level 3	Level 4
Knowledge and Understanding *Subject-specific content acquired in each grade (knowledge), and the comprehension of its meaning and significance (understanding)*				
	The student:			
Knowledge of content (e.g., facts, terms, definition)	- Demonstrates limited knowledge of content	- Demonstrates some knowledge of content	- Demonstrates considerable knowledge of content	- Demonstrates thorough knowledge of content
Understanding of content (e.g., concepts, ideas, theories, procedures, processes, methodologies, and/or technologies)	- Demonstrates limited understanding of content	- Demonstrates some understanding of content	- Demonstrates considerable understanding of content	- Demonstrates thorough understanding of content
Thinking *The use of critical and creative thinking skills and/or processes*				
	The student:			
Use of planning skills (e.g., focusing research, gathering information, organizing an inquiry, asking questions, setting goals)	- Uses planning skills with limited effectiveness	- Uses planning skills with some effectiveness	- Uses planning skills with considerable effectiveness	- Uses planning skills with a high degree of effectiveness
Use of processing skills (e.g., analyzing, generating, integrating, synthesizing, evaluating, detecting point of view and bias)	- Uses processing skills with limited effectiveness	- Uses processing skills with some effectiveness	- Uses processing skills with considerable effectiveness	- Uses processing skills with a high degree of effectiveness
Use of critical/creative thinking processes (e.g., inquiry process, problem-solving process, decision-making process, research process)	- Uses critical/creative thinking processes with limited effectiveness	- Uses critical/creative thinking processes with some effectiveness	- Uses critical/creative thinking processes with considerable effectiveness	- Uses critical/creative thinking processes with a high degree of effectiveness
Communication *The conveying of meaning through various forms*				
	The student:			
Expression and organization of ideas and information (e.g., clear expression, logical organization) in oral, visual, and written forms	- Expresses and organizes ideas and information with limited effectiveness	- Expresses and organizes ideas and information with some effectiveness	- Expresses and organizes ideas and information with considerable effectiveness	- Expresses and organizes ideas and information with a high degree of effectiveness
Communication for different audiences (e.g., peers, adults, and purposes (e.g., to inform, to persuade) in oral, visual, and written forms	- Communicates for different audiences and purposes with limited effectiveness	- Communicates for different audiences and purposes with some effectiveness	- Communicates for different audiences and purposes with considerable effectiveness	- Communicates for different audiences and purposes with a high degree of effectiveness

Name: _____

Category	Level 1	Level 2	Level 3	Level 4
Communication (*cont*.)				
Use of conventions (e.g., conventions of form, map conventions), vocabulary, and terminology of the discipline in oral, visual, and written forms	- Uses conventions, vocabulary, and terminology of the discipline with limited effectiveness	- Uses conventions, vocabulary, and terminology of the discipline with some effectiveness	- Uses conventions, vocabulary, and terminology of the discipline with considerable effectiveness	- Uses conventions, vocabulary, and terminology of the discipline with a high degree of effectiveness
Application *The use of knowledge and skills to make connections within and between various contexts*	**The student:**			
Application of knowledge and skills (e.g., concepts, procedures, processes, and/or technologies) in familiar contexts	- Applies knowledge and skills in familiar contexts with limited effectiveness	- Applies knowledge and skills in familiar contexts with some effectiveness	- Applies knowledge and skills in familiar contexts with considerable effectiveness	- Applies knowledge and skills in familiar contexts with a high degree of effectiveness
Transfer of knowledge and skills (e.g., concepts, procedures, methodologies, technologies) to new contexts	- Transfers knowledge and skills to new contexts with limited effectiveness	- Transfers knowledge and skills to new contexts with some effectiveness	- Transfers knowledge and skills to new contexts with considerable effectiveness	- Transfers knowledge and skills to new contexts with a high degree of effectiveness
Making connections within and between various contexts (e.g., past, present, and future; environmental; social; cultural; spatial; personal; multidisciplinary)	- Makes connections within and between various contexts with limited effectiveness	- Makes connections within and between various contexts with some effectiveness	- Makes connections within and between various contexts with considerable effectiveness	- Makes connections within and between various contexts with a high degree of effectiveness

Additional comments:

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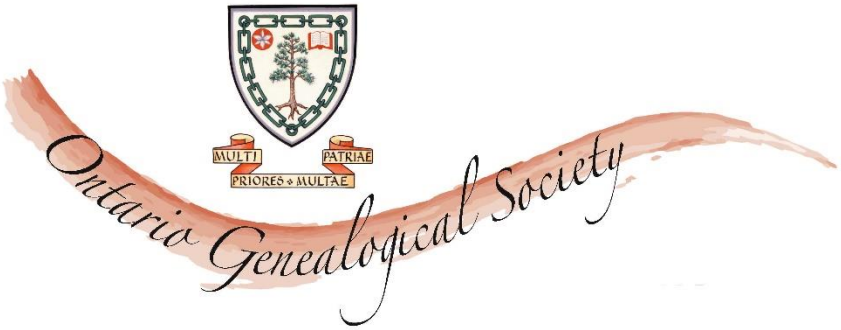
Thank you for using a *Family History Lesson Plan* provided by the Ontario Genealogical Society.

Please complete this short survey (http://tinyurl.com/qho77u2) about your experience with our lesson plans. Through this feedback we hope to collect important data on how these lessons are used and how they can be improved for future initiatives.

Please be sure to visit the Ontario Genealogical Society's website at ogs.on.ca/lessonplans for access to other lesson plans for your classroom.



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THE THRILL OF DISCOVERY

LE FRISSON DE LA DÉCOUVERTE

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