

Lesson Plan Example 2

Lesson title:	Family Trees
Grade level(s):	Elementary
Subject matter area(s):	Writing; Art; History
Amount of time needed:	Two 50-minute class periods
Description:	In this lesson, students will trace their family history back to their great-grandparents and learn about where their family is from and what types of jobs their ancestors had.
Objectives:	<p>At the end of this lesson students will be able to</p> <ul style="list-style-type: none">• Recount their family histories back to great grandparents including names, places of birth, and occupations.• Define different terms used to describe family relations such as sister/brother, mother/father, aunt/uncle, etc.• Graphically depict a family tree.
Prerequisite skills:	Students will need basic writing skills to be able to label their family tree.
Materials needed:	Lined paper — a few sheets per student Family information handout (should have spaces to write in information — names, place of birth, occupations — about different family members) Art paper — one sheet per student Crayons Pencils
Teacher preparation:	<p>Class period #1</p> <p>Prepare a sample family tree. It should be clearly labeled with family relationships. Create a family information handout. Prepare a note to parents to send home with students. This note should tell parents about the project their children will be doing and ask them to help their child learn about their family history and supply photos if possible.</p> <p>Class period #2</p>

	<p>Take out art paper and drawing supplies.</p> <p>Post sample family tree where everyone can see it.</p>
Activities:	<p>Class period #1</p> <ol style="list-style-type: none"> 1. Ask students, "What is a family tree?" Discuss the concept until it is clear for everyone. 2. Display the sample family tree. Have students name the relationship between various people on their respective family trees. 3. Optional, for younger students: Have students write down and define different family relationships (parents, siblings, aunt, uncle, niece, nephew, cousin, grandparents, etc.) 4. Give students the family information handout. Tell students that they will be making their own family trees in the next class period. To prepare, they will need to do some research about their own family history. For the remainder of the class period, have students start to fill in their family information handout with whatever information they already know. 5. Give students a note for their parents explaining the project (see Teacher Preparation above). Ask them to take it home and get their parents' help filling out the rest of the handout (Note: It is best to do this over a weekend so parents have enough time to help their children). They can bring in photographs of family members if they are available. <p>Class period #2</p> <ol style="list-style-type: none"> 1. Have students take out their completed family information handout and any other materials, such as photos, that they brought with them. 2. Distribute art paper to students. 3. Have students draw their family trees, using the sample as a model if needed. 4. Optional: For older students, have students write a paragraph or two on lined paper about their family history. 5. Hang family trees in the classroom.

	<p>Extra activities</p> <ul style="list-style-type: none"> • Have a family history show-and-tell time. Have each student bring in something that represents a part of their family history, such as a photograph or book, and present it to the class. • Have students choose one person from their family tree to interview and present an oral report to the class on that person.
Assessment:	Examine each student's family tree for completeness and accuracy in the depiction of relationships.