

Family History

ESTIMATED TIME

3-4 class periods

PREREQUISITES

- This lesson is related to Lesson 5 *Electronic Portfolio* and Lesson 7 *Goal Setting: Personal Education Plan (PEP)*
- The lesson should be taught with the use of reflections from Lesson 5 and Lesson 7 in order to connect its objectives with the goal setting and portfolio usage that reflects student learning and achievement.
- Have available a computer with internet access for student use and/or observation.

RESOURCES AVAILABLE

- *Family History Rubric*

ACROSS THE CURRICULUM

This lesson emphasizes history, research, and writing, and has application in both English and social studies.

LESSON GOAL

Examine how the past has impacted the present through the discovery of one's family history in order to help in setting appropriate future goals.

Essential Question

How does my family history affect my achievement?

Student Expectations

1. Participate in discussions about family history.
2. Create a family tree.
3. Reflect upon what was learned in genealogical research and family tree creation.
4. Watch clips or entire episode of *African American Lives 2*.
5. Reflect upon how you admire and relate to an individual in your family (or other relationship) and why you could find pride in passing along specific aspects of their lives from generation to generation.

LESSON OBJECTIVES

1. Understand the importance of connecting to family history.
2. Create a family tree and discover new aspects (positive and negative) of extended family and its history.
3. Connect to a specific person and contemplate how passing along attributes from generation to generation is beneficial.

RATIONALE

Trying to figure out where you want to go begins, if possible, with understanding where you came from. Helping students to connect their personal and family history to their present situation and future desires will help create personal identity and realize how the past is an important link to understanding the future. Many times students do not have positive role models in their lives. And if they do, it is not always easy to feel strongly connected to them. However, through genealogical research and the discovery of family history and attributes, students will be able to assess how they may or may not relate to their family. Through the process of research and reflection, students will be able to identify a specific relationship in their family or elsewhere that can help to create a desire to pass along positive attributes from generation to generation.



Family History Rubric

PROCEDURES: WHAT TO DO

- 1. WHOLE GROUP** Hand out the *Family History Rubric* to introduce the lesson and explain how students will be evaluated. Then discuss the following.
 - How can your family history help you understand more about yourself?
 - How can your family history be a difficult subject or set of issues to discover?
 - How do you think you currently or will in the future contribute to your family history in a positive way?
 - How does knowing about your family roots help you to identify personal interests and needs?

ASSESSMENT

Discussion Participate in a discussion about family history.

- 2. INDIVIDUAL** Create a family tree with at least three generations, if



ASSIGNMENT 1

possible, including the information below. Templates are available for free from http://www.uftree.com/family_tree_template.asp. Also, students may need to go home and research more information from family or other resources to complete the assignment. Make sure students understand that it is normal not to be able to learn about everything listed below.

- Birth date and place
- Death date, place and cause
- Primary occupation, military service, volunteer experience
- Education level and degree, if applicable
- Hobbies, interests, travel experiences
- Extreme hardships overcome (i.e., The Great Depression, loss of job, disease or illness, etc...)

Write a thoughtful reflection about what you learned about your family. What did you discover that you did not already know? Were there things that surprised you, made you frustrated, got you excited or wishing you had learned a different outcome? What do you want to know more about now that you have started a little research?

Share your family tree with the class.

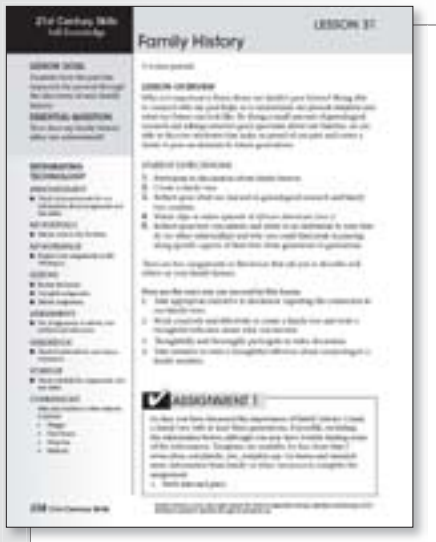
Use the *Sakai* Assignments Tool to submit your family tree and reflection for evaluation.

ASSESSMENT

Family Tree Create a family tree and write a reflection about one's family.

- 3. WHOLE GROUP** – video
Watch the entire video, “African American Lives 2” or clips from the website (<http://pbs.org/wnet/aalives/videos/index.html>). After the video, hold a discussion about the following questions.

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Student Pages

- How did the individual with whom Louis Henry Gates worked and provided genealogical research connect with their past?
- How does the video provide new thoughts or ideas of how everyone else can connect to their family history?

ASSESSMENT

Video Discussion View video and participate in a discussion about family history.

REFLECTION



ASSIGNMENT 2

Have students write about one or two specific people in their families for whom they have high respect. If there is no one in their family for whom they feel this way, they can choose someone else in their lives. Writings can be in the form of a biography, a dialogue, a poem, or a play script.

- Highlight specific attributes or characteristics in these people’s lives that you desire to emulate and see in your own life.
- What is it about these chosen people that make you proud to be related to them?
- What aspects of their lives should be passed on from generation to generation?
- How can you keep your family traditions through these practices?
- Summarize how you can connect more deeply to your family and its traditions.

Use the *Sakai* Assignments Tool to submit your reflection for evaluation.

ASSESSMENT

Reflection Write about admired family members.

ASSESSMENT

Use the *Family History Rubric* to evaluate student performance. Have students complete the rubric as a self-evaluation and then discuss the results.

In addition to the rubric, each submission should be evaluated individually for appropriateness for submission to the ePortfolio before posting.

INTEGRATING TECHNOLOGY

ANNOUNCEMENT

- Use Announcements to remind students of assignments and due dates.
- Announcements should be coordinated with Assignments and Schedule.

SCHEDULE

- Add Assignments to the Schedule.

EVALUATE/REVIEW

- Student Assignments
- Student Portfolio
- Add a test or quiz if desired.

LESSONS

- Review Lessons.
- Add Resources if desired.
- Change a Lesson if desired.
- Schedule a Lesson.
- Unschedule a Lesson.

COMMUNICATE IF DESIRED

- Blogger
- Chat Room
- Drop box
- Mailtool
- Roster

Ohio Academic Content Standards

Social Studies Grade 10

People in Societies

Students use knowledge of perspectives, practices and products of cultural, ethnic and social groups to analyze the impact of their commonality and diversity within local, national, regional and global settings.

Benchmark A: Analyze the influence of different cultural perspectives on the actions of groups.

DIFFERENTIATING INSTRUCTION

SPECIAL NEEDS

Students on IEPs should do well with the material presented in this lesson and the way it is presented. Where necessary, particularly with the writing portions of the lesson, they should be given additional time or extra assistance from the advisor.

GIFTED AND TALENTED

Encourage gifted and talented students to explore their family history in depth, learning about the history and geography of the times in which different generations of their family members lived.

ADDITIONAL RESOURCES

WEBSITE SOURCES

Preview sites for appropriateness before recommending them to students. If links are broken, search for similar information.

- This site provides information from Louis Henry Gates' genealogical research videos with a variety of helpful tools for viewing and discussing family history and linking them to the present. <http://pbs.org/wnet/aalives/videos/index.html>
- This site provides an incredibly detailed set of lesson plans and ideas for educators on the topic genealogical research: <http://www.byub.org/ancestors.teachersguide>
- This site provides an overview for the methods and purposes of family history: http://en.wikipedia.org/wiki/Family_history