

Family History / Family Tree

Objective (s): The student will be able to:

- Obtain information about their family by using oral resources (interview) and visual resources (pictures).
- Summarize by recalling and retelling information in a logical sequence by summarizing their family tree.
- Create their own family tree.

TEKS:

(17) Social studies skills. (A) (B)

(18) Social studies skills. (A) (B)

Vocabulary:

- Recall: thinking about something you have read or heard.
- Retell: Putting it into your own words.
- Immigrant: A person who settles in a new country.
- Interview: Asking a person questions to find out more about him/her and his/her history.
- Family tree: Is a simple chart representing family relationships in a conventional tree structure form.

Materials:

- Laptop
- Interview worksheet
- Family tree graphic organizer
- Social Studies box containing:
 - Pictures of my family, my father (military), mother, baby pictures, grand parents, brothers, sisters and fiancé
 - Digital recorder
 - My family tree
 - Clothes from El Salvador
 - Flag of El Salvador
 - Military badges and patches

Learning strategies:

1. **Introduction:** We have been learning about Gregorio Esparza and his family. What are some of the things we know about him? Have any of you ever asked your parents about your family history? I will show you how I found out about my family history and how I was able to get information about my family, so that each of you will be able to do the same with your parents.

2. Present vocabulary to the students. Words and definitions are written on separate sentence strips. "Who can tell me what these words mean?" Choose a different child to come and match up the definitions to the correct words. They will infer and tell me in their own words. The next student can change either the previous answer or pair up the next word and definition.
3. Introduce the concept of the family tree by showing them my family tree. I will also show I found out this information by asking my family questions in an interview.
4. I will show them the pictures in the box and the other artifacts and telling them short stories about my family. I will tell them how the items make who I am and are a part of me.
5. When I finish showing them the items inside my box, I will show them how to choose which type of questions to ask to find out about their family history. We will do this together on chart paper. They will be filling these out on their question sheets that they will use to fill out their family trees and be able to retell their family history in a logical sequence. Also have sentence strips with the 5 "W" words → Who? What? Where? When? Why? I had posted on the whiteboard so you could not see the words and they inferred what where the "W" words. Ask students to give you examples of each of these words in a sentence for the use in an interview
6. I will also show them that you can also use technology for conducting an interview using a voice recorder. While they are giving you examples of questions record them and then play them back for them so that they are able to hear themselves on the recorder. I played back one of the interviews for Dr. Machado-Casas's class to show them how I have already done interviews on the recorder. I took all those questions and made a worksheet for them and then left blank spots at the end so the students could add more specific questions to ask.
7. Review and Closure: I had the students tell me the definitions to the vocabulary in their own words.
8. Use of Technology: The voice recorder will be used during the next couple of days. I will pick them in pairs and have them ask each other 2-3 questions and show them how it can be put in the laptop and played back.
9. Conclusion: Who can tell me what the vocabulary is and what do they mean? What are a few ways use to find out about your family history? What can you use to organize your family members?
10. Evaluation: The students will be observed while they work on deciding what question to use to interview their parents. Then they will be observed while working on their family trees.

Parent/family/community inclusion:

They will take the question sheets home and ask their parents and family members about their family history. Each Student turned in a family tree and questions.

Academic reinforcement/extension:

Using the digital recorder during the following days as stated in Use of Technology.

Images



