

Lesson Plan – Family Tree

Students' Prior Knowledge: Students do not need prior knowledge of the concept. This lesson will serve as an introduction and will activate new knowledge gained in this lesson. Students will have read the *Chronicler* Volume 21 – Number 1.

Instructional Objectives: Students will be able to identify a family tree and what information it contains. Students will develop a connection between their family tree and history.

Key English Language Arts Concepts: Elementary Listening and Reading, 1. Listening and reading to acquire information and understanding involves collecting data, facts, and ideas; discovering relationships, concepts, and generalizations; and using knowledge from oral, written, and electronic sources. **Elementary Speaking and Writing,** 2. Speaking and writing to acquire and transmit information requires asking probing and clarifying questions, interpreting information in one's own words, applying information from one context to another, and presenting the information and interpretation clearly, concisely, and comprehensibly.

Key Social Studies Concept: 2. Important ideas, social and cultural values, beliefs, and traditions from New York State and United States history illustrate the connections and interactions of people and events across time and from a variety of perspectives. Students:
gather and organize information about the traditions transmitted by various groups living in their neighborhood and community
recognize how traditions and practices were passed from one generation to the next
distinguish between near and distant past and interpret simple timelines.

Learning Materials/Aids: KWL chart, “My Family Tree” handout
Procedure:

***Introductory Activity (Anticipatory Set; Engaging Learners; Activating Background Knowledge):** Introduce topic to students. Explain how we know that E. J. Noble's father was Harvey H. Noble. Family trees help us have a better understanding of our ancestors. Use an tree shaped KWL chart (*universal design*). Begin by asking students what they know “family trees” (*Verbal Intelligence*). Continue by asking students what they would like to know (*English Language Arts Standard 2*). Explain to students that they will be learning how to complete their own family tree like the one used for the KWL chart (*universal design*).

***Meeting the Objectives (Instructional Sequence, Adaptations for Special Learners):**

Day 1: After the introductory activity is complete the teacher will begin by giving the students the “My Family Tree” handout. Then the teacher will explain that a family tree is a graphic organizer that helps us gather information about our families. The teacher will read the handout to the students and explain the directions. The students will put their Family Name on the first line. If students have divorced parents or stepparents, offer them two handouts to complete. Then have students take the handout home to complete with an adult from their family. The teacher needs to explain that it is important to get as much of the information as they can.

Day 2: Students share their completed Family Tree and any information they may have learned in the data collection process.

Assessment: Assessment will be informal and formative regarding participation during the project and grasp of concepts during the discussion period. Informal assessment will also take place as the teacher observes the students. A rubric for informal assessment is recommended.

Possible Follow-up Activities: It is important to follow-up with a lesson that expands on the student's family history. Other activities are included in this resource guide.