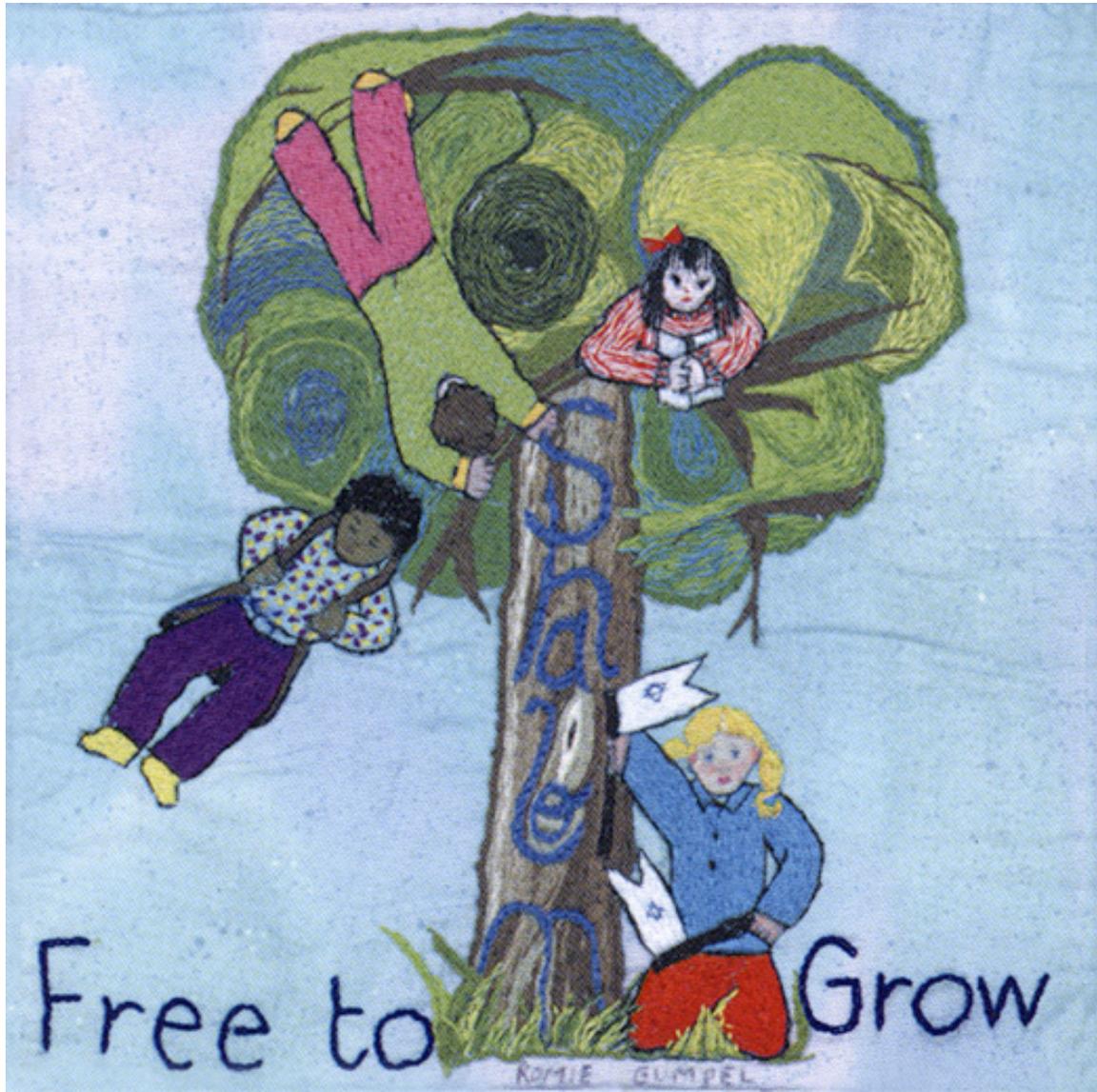


Family Tree
Lesson Plan for Upper Elementary and Middle School Students



Quilt 1, Square 11

Rosemary Gumpel



Family Tree

What Are My Roots?

To the Teacher

This lesson plan starts by focusing on the splintering and loss of family during war. Begin with a discussion of loss of family to the children on the Kindertransport. Include the facts that after the Holocaust many families were permanently separated and their family records disappeared or were lost, never to be relocated. This left many individuals with little or no documentation of their ancestry. Many of the patches from the Kinderquilt reflect this loss of family. Discuss the impact of being separated from family at an early age and ask students to find specific patches from the Kinderquilt that reflect the feeling of loss.

Keeping in touch with family is a difficult task. There are families today who have lost touch with family members or have been separated from one another. More and more families are living in different communities and/or in different states and sometimes in a different country. Personal contact with family members has been reduced. Grandparents live farther away from their grandchildren. The family stories from the past are not being told, and it is becoming more difficult for children to learn about their heritage.

A main objective of "Family Tree" is to encourage students to gather information about their roots. This can be accomplished by interviewing family members by telephone, in person, e-mail and/or letter. Looking at family photo albums might spark their curiosity and encourage an interest in researching their family's genealogy. Students should see the effects of social movements, economic and political events on the lives of their families and realize how important and personally valuable their family history is.

The culminating activity is to use the information discovered to create a family tree.

Goals

Students will create a visual and/or auditory presentation of their family history.

Students will explore social and/or political reforms that caused changes in their families.

Students will trace the changes in family's physical location through time.

Students will investigate the origin of their family's surname.



Family Tree What Are My Roots?

Introduction

Send a letter to parents before this project begins to request their cooperation and to explain what information is needed.

If a child is adopted, a foster child or is a single-parent child, modifications in instructions might be necessary. A private discussion with the parent(s) is advisable.

Share with the student

Each of us is part of a very special tree – a family tree. We are like branches of a tree; our parents are the trunk. When you grow older you might have children; they will be your branches. The family tree started a long time ago – before your grandparents and even before your great grandparents.

Look at your family history to discover if you can get to the roots of your tree.

Warm up-

On the board write **FAMILY REUNION**.

Discuss with students what family reunion means, if they've ever been to one and, if so, who attended. Use this as a stimulus to discuss what is a family and who is included.



Suggested Class Activities

Project Family Ties

Put the word GENEALOGY on the board. Explain that genealogy is from Greek, *genea*, "descent"; and *logos* "knowledge".

Tell students they have been given a new name-for boys Gene Ology and for girls Jeannie Ology - and that each is a special investigator for his/her family.

Or

Project Mishpocha

Put the word MISHPOCHA on the board. Explain that **mishpocha** means extended family (Yiddish *mishpokhe*, from Hebrew *mišpāḥā*)

Tell the students they have just been appointed as Ms. or Mr. Pocha - a special investigator for their family.

Make sure each student has a small notepad and a pencil for note taking and the following handout.

Tell the students that once they have discovered the required information they will create a family tree.

HANDOUT



Record as much of the following information as you can find in your Investigator notepad:

- The Names of the people in your family-
- Your great grandparents
- Your grandparents
- Your parents
- Your aunts and uncles
- Your brothers and sisters (siblings) and you
- When each was born – if no longer alive, when died
- Where each person was born
- Occupation of each person
- When each came to America
- Number of years in school.

Bring this information to class no later than write date due and use this information to create your family tree.

See appendix for tree ideas or create your own.

Choose An Activity

My Family

Family name _____

Family came from _____

Why family came to America _____

How family came to America _____

When family came to America _____

Where family lived in America _____

How family earned a living _____

Looking at My Family

On individual index cards – one for each relative- complete the sentences.
A photo of the person on the back of the card would be a real bonus.

I am (student's name) great-grandfather.

My name is _____.

I was born in the year _____.

I was born in (city, state, country) _____.

I went to school until grade/degree.

I worked as _____.

I married _____ in (year).

We had (number) children whose names were _____.

I moved to (city, state)

If applicable- I died in _____

My Grandparents

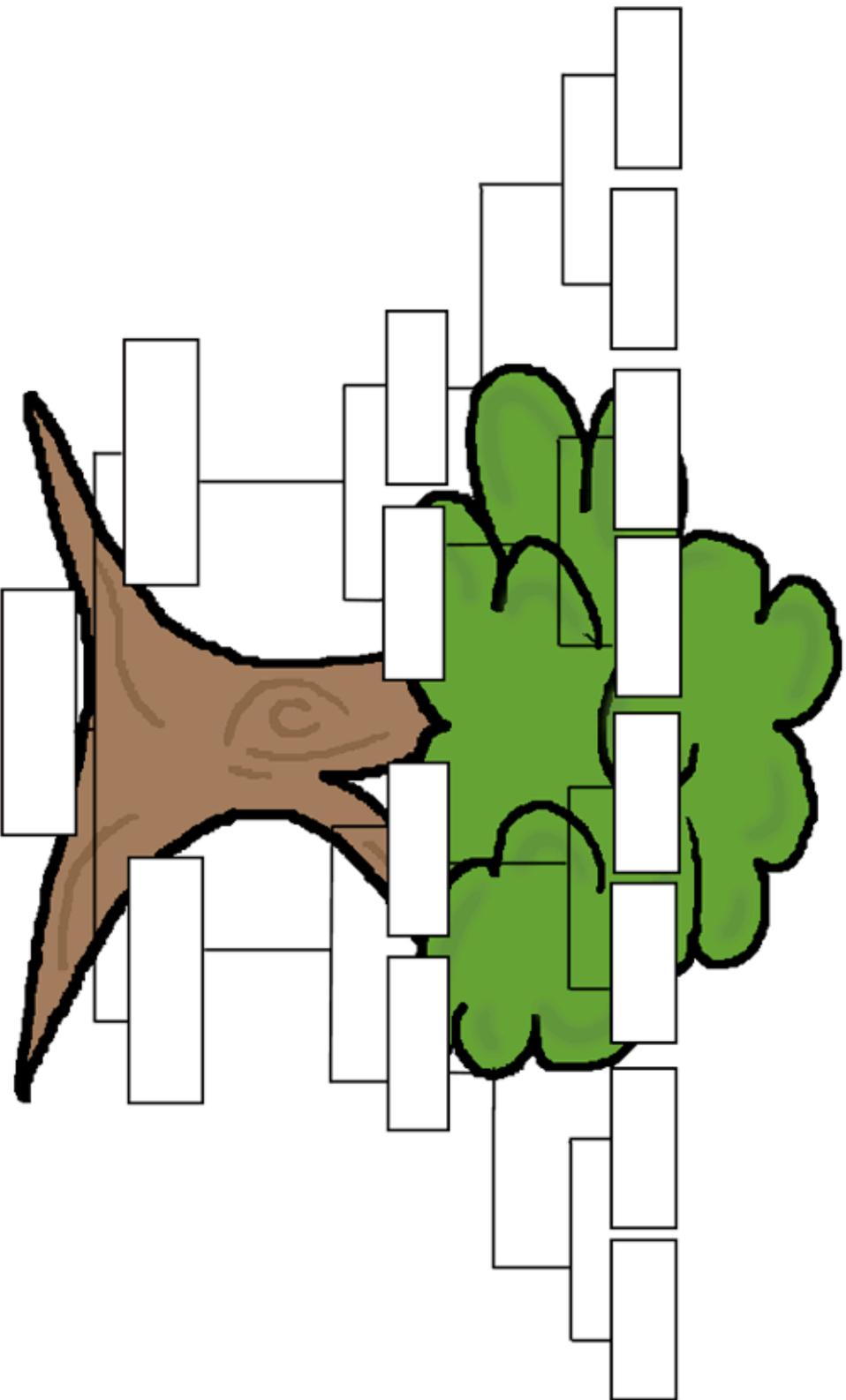
My Great Grandparents

My Parents

Me

A family tree diagram consisting of five levels of circles. The top level is labeled "Me" and contains one large circle. The second level is labeled "My Parents" and contains two smaller circles. The third level is labeled "My Grandparents" and contains four even smaller circles. The fourth level is labeled "My Great Grandparents" and contains eight tiny circles. Each circle is connected to the one above it by a vertical line, and each level has a horizontal line below it.

MY FAMILY TREE



Family Tree

Websites of interest

http://edsitement.neh.gov/view_lesson_plan.asp?id=309

In this lesson, students take research into their heritage a step beyond the construction of a family tree, traveling through cyberspace to find out what's happening in their ancestral homelands today and explore their sense of connection to these places in their past.

http://edsitement.neh.gov/monthly_feature.asp?id=114

While investigating where your ancestors came from, you can use the information you find to create a "Heritage Journal." In a notebook, collect facts and pictures that show what's special about your ancestors' homeland(s). You may want to include:

The national flag

A map of the country

Popular recipes or foods from the country

Popular songs from the country

Pictures of the people and the landscape

Family Trees

<http://kidsturncentral.com/index.htm>

Right hand column has search slot for locating genealogy information and printable forms. The guide will help students figure out their family history.

<http://www.kidsturncentral.com/topics/hobbies/kidsgenealogy.htm>

Printable forms to organize genealogy records including tree on previous page.