

## My FAMILY TREE (LEVEL 2)

<b>Description</b>	Help the learner discover their family’s history and learn about the different ways to look for information!
<b>Leading Question</b>	What can you learn from your own family tree?
<b>Total Time Required</b>	3 to 4 hours over 4 days
<b>Supplies Required</b>	Chart or regular paper, notebook, color pens, relevant family photos, articles, etc., phone for “interviews”
<b>Subjects</b>	Social Studies
<b>Learning Outcomes</b>	By the end of this project, learners will be able to: <ol style="list-style-type: none"> <li>1. Demonstrate the ability to collect information for social research by effectively utilizing primary and secondary sources.</li> <li>2. Gain exposure to the process of conducting historical research, including identifying relevant sources, analyzing information, and drawing conclusions.</li> <li>3. Explore and learn about their own family history through creating a comprehensive family tree.</li> </ol>
<b>Previous Learning</b>	N/A
<b>Supervision</b>	Medium

**DAY 1** - Today you will learn about how to create a family tree and come up with some questions to help guide your family tree.

<b>Suggested Duration</b>	<b>Activity and Description</b>
<b>5 minutes</b>	<ul style="list-style-type: none"> <li>● Explain to the learner that this project is to get to know his or her family a little better</li> <li>● Explain that they will also learn how to do historical research</li> </ul>
<b>10 minutes</b>	<ul style="list-style-type: none"> <li>● Use a relevant public figure biography to introduce the concept of family tree.</li> <li>● <i>For example: read excerpts from Al Seera Al Nabawiyya and chart out Prophet Muhammed’s family tree.</i></li> </ul>
<b>5 - 10 minutes</b>	<ul style="list-style-type: none"> <li>● Decide on how far down their family tree they will go and whom they want to explore.</li> <li>● <i>For example, you could choose to stop at the learner’s great-grandparents on either side.</i></li> </ul>
<b>10 - 20 minutes</b>	<ul style="list-style-type: none"> <li>● Brainstorm with the learner and ask them to come up with 10 questions/things they want to know about their family members.</li> </ul>

	<ul style="list-style-type: none"> <li>• For example: What career is most common in your family? Did your family migrate at any point? The names of all our family members? What country / state / city did the family members live in?</li> <li>• TIP: Try to make sure that the questions cover a range of subjects such as math, science, geography, etc.</li> </ul>
<b>10 minutes</b>	<ul style="list-style-type: none"> <li>• Ask the learner to draw the family tree on a large piece of paper. Numerous templates are available online. Get creative!</li> <li>• TIP: Ask the learner to add women in squares and men in triangles or in different primary colours based on ages for extended learning.</li> </ul>

**DAY 2** - Today you will research answers to the questions you created using a mix of sources about your family members.

<b>Suggested Duration</b>	<b>Activity and Description</b>
<b>10 minutes</b>	<ul style="list-style-type: none"> <li>• Inform the learner that he or she will do research to find out about each family member.</li> <li>• Give them clues about where they can find information.</li> <li>• Sources can include government records, family members, family photos, family social groups, newspaper/other articles, etc.</li> </ul>
<b>5 minutes</b>	<ul style="list-style-type: none"> <li>• Inform the learner that he or she can also conduct interviews with family members by calling or texting them to ask about someone in the family tree!</li> </ul>
<b>20 minutes</b>	<ul style="list-style-type: none"> <li>• Have the learner begin researching a mix of sources.</li> </ul>
<b>5-10 minutes</b>	<ul style="list-style-type: none"> <li>• Discuss with the learner what he or she has discovered and if anything has surprised them.</li> </ul>

**DAY 3** - Today you will continue learning about your family!

<b>Suggested Duration</b>	<b>Activity and Description</b>
<b>20 - 30 minutes</b>	<ul style="list-style-type: none"> <li>• Have the learner continue interviewing and researching different family members, making sure he or she has enough information per family member</li> </ul>
<b>20-30 minutes</b>	<ul style="list-style-type: none"> <li>• Make sure that the learner is documenting all information collected in a notebook or a piece of paper. If they are unable to have them illustrate and visually depict the responses.</li> </ul>

**Day 4** - Today you will use your art skills to create your family tree and present your family tree to your family!

Suggested Duration	Activity and Description																		
20-30 minutes	<ul style="list-style-type: none"> <li>Ask the learner to fill in the family tree template created on the first day. Make sure the family tree is complete with:               <ul style="list-style-type: none"> <li>The names of all the family members</li> <li>The years they were alive</li> <li>The country they lived in</li> <li>Other details you decided on</li> </ul> </li> </ul>																		
20 minutes	<ul style="list-style-type: none"> <li>Attach a photo if available! The learner can also draw their family members if photos are not available.</li> </ul>																		
10 minutes	<ul style="list-style-type: none"> <li>Numeracy extension: Summarize the information collected in a table similar to the one below on a sheet of paper. Add the other characteristics that you collected into the table</li> </ul> <p>Total number of family members = _____</p> <table border="1" data-bbox="540 1081 1421 1627"> <thead> <tr> <th>Family Characteristic</th> <th>Number of Family members</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Number of family members interviewed</td> <td></td> <td></td> </tr> <tr> <td>Number of family members who lived for the same number of years</td> <td></td> <td></td> </tr> <tr> <td>Number of family members who lived in the same country</td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Hint: To compute the percentage use:</p> $\frac{\text{Number of family members with the characteristic}}{\text{Total number of family members}} \times 100$	Family Characteristic	Number of Family members	Percentage	Number of family members interviewed			Number of family members who lived for the same number of years			Number of family members who lived in the same country								
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<p><b>10 minutes</b></p>	<ul style="list-style-type: none"> <li>Ask the learner to present their findings to you as a family – both the family tree as well as the answers to the questions. Learners can reflect on their family tree and make iterations.</li> </ul>
<p><b>20-30 minutes</b></p>	<ul style="list-style-type: none"> <li>Discuss with the learner what he or she discovered and enjoyed the most and least about this process, challenges they faced, etc.</li> <li><i>Note: you may frame the family tree if desired to celebrate the learner's work!</i></li> </ul>

<p><b>Extension Activities</b></p>	<ul style="list-style-type: none"> <li>Replicating the family tree project in the learner's native language if it is not English.</li> <li>Learners can create Venn diagrams when working on the numeracy extension to illustrate shared characteristics of the family members</li> </ul>
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## ASSESSMENT CRITERIA

A majority of my learners were able to:

- Complete the family tree with each member's basic information: name, years alive, countries where they have lived, etc.
- Use different methods of collecting information.
- Complete academic and non-academic related extension tasks depending on learning goals.

## APPENDIX

Examples of completed projects:

