The Family Box

Katlyn LaCroix

Democracy Prep Blackstone Valley

Grade: K-2

Unit Overview:

In this unit the students will be creating a family box. Each side of the box will focus on a different element of that student's family background. The purpose of this unit is to enable students to understand, research, and draw a greater connection to their family, both in the past and in the present. This includes looking into the many facets of their family life, such as where they are from, what they are doing now (employment), the size and members of the family, and cultural information about the family. It connects to the "Going to Work" exhibit through focusing on the diverse student population in the Blackstone Valley and analyzing their family life and family members' current employment. Modifications that make activities accessible for students with special needs and modifications that make activities more challenging for advanced students are listed throughout the lesson plans.

The family box will include the following components:

- **Side 1- Family picture:** Students will draw and label a picture of their families (can include extended families and pets). They can include a photo on this side as well.
- **Side 2- Flag:** Students will draw a picture of the flag(s) of their country(s) and write the name of the country (s) that their family is from.
- **Side 3-Work:** Students will pick a member of their family (includes extended family) and learn about their work. They will then write 1-2 sentences about what they have learned and draw a picture of their family member at work.
- **Side 4-Culture/Tradition:** Students will be given a choice for this side. They will be told to focus on something that tells about their family's culture and/or traditions. For example, they can put a family recipe, the lyrics to a favorite song of the family, or a picture of what their family does for recreation.

Inside the box: Students will pick an object that is important to their family. For example, something that has been passed down through generations, a music tape or CD of a favorite song of the family, a piece of a favorite family game, or a picture of a family vacation. The object must be able to fit in a small tissue box as it will be place into the family box. On the bottom side of the box the student will write a sentence telling what their object is and why it is special.

Standard to be addressed in this unit:

Rhode Island Grade Span Expectations for Civics & Government and Historical Perspectives

HP 3: The study of history helps us understand the present and shape the future.

HP 3 (K-2) - 2

Students make personal connections in an historical context (e.g., source-to-source, source-to-self, source-to-world) by...

a. using a variety of sources (e.g., photographs, written text, clothing, oral history) to reconstruct their past and understand the present.

Objectives:

Upon the completion of this unit students will be able to:

- 1. Understand the connection between themselves and their family, both in the present and in the past (family history/background). Specifically by developing their understanding of their native country, culture, family members and family member's employment.
- 2. Participate in basic forms of research and the utilization of sources (ex. interviewing)

Index of lessons:

Lesson 1: Introduction to Unit

- 45 minutes (can broken into two class periods)

Lesson 2: Family and Country's Flag

- 45 minutes (can broken into two class periods)

Lesson 3: Work, Culture, and Family Object

- 45 minutes- (can broken into two class periods)

Conclusion to the Unit: Student Sharing

* See Parent Letter (to be sent home prior to beginning unit) - in "Unit Handout" section

Lesson 1: Introduction to Unit

Standard:

Rhode Island Grade Span Expectations for Civics & Government and Historical Perspectives

HP 3 (K-2) - 2

Students make personal connections in an historical context (e.g., source-to-source, source-to-self, source-to-world) by...

a. using a variety of sources (e.g., photographs, written text, clothing, oral history) to reconstruct their past and understand the present.

Objectives:

Students will:

- 1. Learn about diversity in their classroom
- 2. Construct their family box
- 3. Learn about basic forms of research

Materials:

- 1. Globe
- 2. "Family Box" model
- 3. Small tissue boxes for each student
- 4. Strips of 12inch x 5inch construction paper (two strips per student)
- 5. 4.5 inch x 4.5 inch squares of construction paper (two squares per student)
- 6. Glue
- 7. Crayons
- 8. Tape
- 9. Take home packet for each student

Time Required: 45 minutes (can broken into two class periods)

Procedure:

1. The teacher will call the class to the meeting area (group rug) where she will introduce the unit they will be starting. The teacher will use a globe to show them the Earth and explain that there are many countries on the Earth. She will continue on into a discussion of how their family members were all born in these

different countries and came to the United States. They will discuss how coming from different places around the world is one of the things that makes everyone different and special. (This discussion with the students will vary based on the students' grade and prior/background knowledge on this topic.) The students will then be given the opportunity to share with the class the country(s) they are from. The teacher or the student (if he/she is able) can point to their country on the globe. The teacher will use this discussion time to establish and discuss the diversity in the classroom and the different family backgrounds. They will discuss the importance of learning about one's family and the importance of sharing that knowledge with others. She will explain that they will be beginning a project that will allow them to do that.

- 2. The teacher will then present the students with a model of the completed "Family Box" project. She will discuss and explain the importance of each side of the box. As they discuss the box the teacher will target and explain more difficult concepts such as "culture" and "tradition" when discussing side 4 and the object to be placed inside. Each of the sides will be further discussed when it is time to complete that part of the unit.
- 3. The teacher will then provide each student with a small tissue box, two 12inch x 5inch strips of construction paper, two 4.5 inch x 4.5 inch squares of construction paper, and glue. She will walk the students through the procedure of covering the tissue box with the paper. The longer strips will be glued around the sides of the box while the two square pieces will go on the top and bottom. The square for the top will only be taped down along one side so the paper can be lifted like a flap to allow the student to reach in and out of their box through the tissue opening. (The tissue opening may have to be cut larger in order to allow for the student's hand to fit in and out and for the cultural object to fit in and out.) Before taping the square piece down have the students write the name of the project, "The Family Box," and their names on it. Each of the sides of the box can either be written on directly or the students can write on separate 4½ inch by 5½ inch construction paper rectangles that can then be glued on. Writing on the rectangles may be easier than writing directly on the box.
- 4. The teacher will then provide each student with a take home packet to be completed throughout the timeframe of the unit. She will review the packet with the students, explaining each question and the due dates.
- 5. While discussing the requirements for the packet the teacher will give a minilesson on research and sources. She will explain that the students will need to work with and ask questions to their parents and/or other family members in order to complete their work. For example, they will need to find a picture of a flag which they could find on the computer or in a book with the help of an adult. They will have a discussion about how people (parents, aunts, uncles, etc.) are sources of information and how you can learn new things from them, just like you would from a book. They will discuss in simple terms the process of interviewing. (This discussion will vary depending on students, grade level, and background knowledge.)

Homework: Complete questions 1-3 from take home packet

Lesson 2: Family and Country's Flag

Standard:

Rhode Island Grade Span Expectations for Civics & Government and Historical Perspectives

HP 3 (K-2) - 2

Students make personal connections in an historical context (e.g., source-to-source, source-to-self, source-to-world) by...

a. using a variety of sources (e.g., photographs, written text, clothing, oral history) to reconstruct their past and understand the present.

Objectives:

Students will:

- 1. Demonstrate their knowledge of their family through a drawing that accurately reflects each family member (may include immediate family, extended family, those who live with them, pets include)
- 2. Develop their understanding of flags, what they are, and why they are important
- 3. Develop a deeper connection to their family's native country(s) through researching, learning about, and accurately drawing and labeling their country(s) flag(s)

Materials:

- 1. Each student's "Family Box"
- 2. Each student's response to questions 1-3 in the take home packet
- 3. Glue
- 4. Crayons
- 5. Pencils
- 6. Family photos (if available)
- 7. Flags of each student's country(s) (brought from home)
- 8. 4.5 x 5.5 inch rectangle white construction paper pieces (2 per student)- *if teacher decides to have students not do work directly on box*
- 9. Resource books, ex. <u>Flags of the World</u> by Alfred Znamierowski, <u>Flags of the World</u> by Sylvie Bednar (optional)

: Time required: 45 minutes (can broken into two class periods)

Procedure:

*Prior to beginning the lesson the teacher must make sure all students completed their homework (numbers 1-3 in packet).

- 1. The students will return to the meeting rug. They will review the previous lesson and how they learned about the unit they will be starting. The teacher will explain that today they will be creating pictures of their family and the flags that show where their family is from.
- 2. The students will be sent back to their seats to begin creating side 1 of the box. They will use their response to question 1 in the take home packet to help them with the family picture for side 1. The students will be instructed to draw and label a picture of their family (can include immediate family, extended family, those who live with them, pets). They will be provided with pencils and crayons. If a photo is available the students can include that on side 1 as well as their drawing.
- 3. They will then be brought back to the meeting rug to review what a flag is, where they have seen flags (countries, boats, states, etc.), and why they are important. The teacher can use a flag book (ex. <u>Flags of the World</u> by Alfred Znamierowski or <u>Flags of the World</u> by Sylvie Bednar) as a resource during this discussion.
- 4. The students will be sent back to their seats to begin side 2. They will be instructed to use the picture(s) of their flag(s) brought from home to draw the flag for side 2. (If a student had difficulty finding a picture of their flag at home the books referred to above can be used to assist them.) They will also be instructed to label the flag(s) with the name of the country (responses to question 2 in the packet can be used for support with spelling etc.).

 Modifications: The actual flag pictures brought in from home can be cut and glued onto the boxes rather than have the students draw them.
- 6. The students will clean up their materials.

Homework: Complete questions 4-6 from take home packet

Lesson 3: Work, Culture, and Family Object

Standard:

Rhode Island Grade Span Expectations for Civics & Government and Historical Perspectives

HP 3 (K-2) - 2

Students make personal connections in an historical context (e.g., source-to-source, source-to-self, source-to-world) by...

a. using a variety of sources (e.g., photographs, written text, clothing, oral history) to reconstruct their past and understand the present.

Objectives:

Students will:

- 1. Use simple forms of research (i.e. interviews) to learn about and describe a family member's form of employment.
- 2. Develop a stronger understanding of their cultural background and family traditions

Materials:

- 1. Each student's "Family Box"
- 2. Each student's response to questions 4-6 from the take home packet
- 3. Glue
- 4. Crayons
- 5. Pencils
- 6. Each students' family object (brought from home)
- 7. 4.5 x 5.5 inch rectangle white construction paper pieces (1 per student)- if teacher decides to have students not do work directly on box
- 8. 4.5 x 4.5 inch square white construction paper pieces for box bottom (1 per student)- if teacher decides to have students not do work directly on box

Time Required: 45 minutes (can broken into two class periods)

Procedure:

*Prior to beginning the lesson the teacher has collected the students' responses to questions 4 and 6 and has made corrections.

1. The students will return to the meeting rug. They will review the previous lessons. The teacher will explain that today they will be completing sides 3, 4, and the box bottom. They will discuss each of the sides. The teacher will explain that they will be writing about and drawing a picture of their family member's job, gluing on

- the culture pieces they did at home, writing the sentence about their family object to the bottom side of the box and adding their objects into their box.
- 2. Before beginning side 3 of the family box the teacher will ask some students to share their responses to question 4, regarding a family member's employment. They will discuss the many different types of employment their family members have and why each type of employment is important.
- 3. They will then begin side 3. The teacher will return the students' corrected responses to question 4. The students will use the corrected responses to make side 3 of the box consisting of the picture of their family member at work and the sentence(s) describing it. They will be provided with the crayons and pencils. *Modifications: Depending on student grade level and ability the activity can be changed or adjusted. The student can be required to only draw a picture of their family member at work and label it, writing in the type of employment, the person's name, etc. It could also be made more challenging by requiring the student to write more than 1-2 sentences. Conferencing with students regarding their responses to question 4 could also take place at this step.*
- 4. The students will then glue on the culture/tradition pieces that were completed at home as part of the take home packet.
 *This side was left as a choice but teachers can add in specific expectations that fit the ability level of their students.
- 5. The students will be given the corrected sentences from question 6. They will copy these sentences onto the bottom side of their family boxes. They will place their objects into their family boxes.

 Modifications: Again conferences can take place at this step regarding corrections to be made to responses to question 6. This step can also be changed to allow for it to be more or less challenging. For example, students can be required to write more than one sentence or they can be required to only write the name of the object. Teachers also always supply the students with a sentence starter such as "The object I chose is....because...." for more support.
- 6. Students will clean up the materials.

Conclusion of the Unit:

Students will be given the opportunity to share their boxes with the class. Depending on the class' previous experience with sharing, a mini-lesson on sharing (how to present, be respectful listeners, ask post-presentation questions) may be useful. Classmates will be able to ask the presenter questions. Once the students have shared their family boxes the projects can be displayed in the classroom or at the "Going to Work" exhibit at the Museum of Work and Culture.

Unit Handouts:

Letter to be sent home prior to start of unit:

Dear Parents/guardians and family members,

This week we are beginning a new unit on families. The students will be creating a family box. Each side of the student's family box will tell about a different aspect of their family background. In order to complete the different sides of the box the students will need to do work with family members to learn the more about their family, both in the past and in the present. Attached is a take home packet, sections of which will be due throughout the period of the unit. Please work with your child to complete the packet. You may need to assist him/her in simple forms of research. The information and activities from the packet will be used during class to complete the family box.

The family box will include the following components:

Side 1- Family picture: Students will draw and label a picture of their families (can include extended families and pets). They can include a photo on this side as well.

Side 2- Flag: Students will draw a picture of the flag(s) of their country(s) and write the name of the country (s) that their family is from.

Side 3-Work: Students will pick a member of their family (includes extended family) and learn about their work. They will then write 1-2 sentences about what they have learned and draw a picture of their family member at work.

Side 4-Culture/Tradition: Students will be given a choice for this side. They will be told to focus on something that tells about their family's culture and/or traditions. For example, they can put a family recipe, the lyrics to a favorite family song, or a picture of what their family does for recreation.

Inside the box: Students will pick an object that is important to their family. For example, something that has been passed down through generations, a music tape of a favorite family song, a piece of a favorite family game, or a picture of a family vacation. The object must be able to fit in a small tissue box as it will be place into the family box. On the bottom side of the box the student will write a sentence telling what their object is and why it is special.

Thank you,

Take home packet:

*Attach a $4\frac{1}{2}$ inch by $5\frac{1}{2}$ inch white construction paper rectangle with each packet.

Modifications: This packet can be altered based on the grade level of the class, ability levels in class, and based on parents involvement. Questions can be altered to require more or less writing by the students. Students can be asked to respond through pictures rather than words. Parents can be asked to assist students in reading the questions and writing out certain words, etc.

Note to teacher:

When sending home this packet include the due dates for each of the questions: #s 1-3 due the day you begin lesson 2 #s 4-6 due the day you begin lesson 3

Name
Questions 1-3 due
1. Who are the people in your family? What are their names? If you have an extra family picture please bring it in.
2. What country is your family from? Are your parents from more than one country? What countries are they?
3. Find a picture of the flag of the country you are from. If you

are from more than one country find each country's flag.

Bring the pictures to school.

4. Pick a member of your family. It can be anyone you are related to. Learn about their job. Write a sentence or two telling who the family member is and what they do at work. Draw a picture to go with the picture.					

Questions 4-6 due_____

- 5. Sit down with your family and decide on a family tradition or something that shows your family culture that you would like to put on one side of your box. For example, you could pick a family recipe, the words to a favorite song, or a picture of something your family does for fun. Write down or draw your idea on the small rectangular white paper attached to the packet. Decorate the paper and get it ready to glue to your family box at school.
- 6. Pick an object that is important to you and your family. The object should remind you of a special part of your family or something special that your family has done together. For example, your object could be a music tape of a family song, a piece of a favorite family game, a picture of a family vacation or something passed down in your family from your grandparents. The object must fit in a small tissue box because you will put in inside the family box. After you have chosen the object write a sentence telling what the object is and why it is special.

Unit Rubric:

	Proficient in Meeting Competency	Almost Proficient in Meeting Competency	Does Not Meet Competency
Side 1: Family Picture	- Student drew at least all the members of the immediate family (or family living within household) - Student labeled every person represented in the picture -work is neat	- Student did not draw a member of the immediate family (or family living within household) - did not labeled every person represented in the picture -work is neat	- Student did not draw his family or neglected to draw 2+ members of the immediate family (or family living within household) - did not label picture -work is not neat
Side 2: Flag (s)	-Student drew a reasonable representation of the flags of each of the countries his family is from -labeled each of the flags with the country's name -work is neat	-Student neglected to draw a flag (if he is from different countries) -did not labeled all flag -work is neat -drew reasonable representations of flags	-Student did not draw a flag or neglected to draw 2+ flags (if he is from different countries) -did not draw reasonable representations of the flag(s) -did not labeled flags -work is not neat
Side 3: Work	- Student selected a family member and through an interview learned about their job -drew a reasonable representation of the family member at work -wrote a sentence describing family member at work. (There will be different expectations for this sentence depending on grade level.) -sentence and picture reflect each other	- Student selected a family member but did not learn about their job -drew a picture of a family member but not at work -wrote a sentence describing family member but not at work -sentence and picture did not reflect each other -work is neat	- Student selected a non-family member and did not learn about their job -did not write or draw about a family member or their job - left out either the drawing or the picture -work is not neat

	-work is neat		
Side 4: Culture/Tradition	-Student wrote and/or drew about something pertaining to his family's culture and/or family traditions - Work is neat	-Wrote and/or drew about his family but not specifically about his family's culture or tradition	- Did not write or draw about his family in any way
Family Object	-Student selected an appropriate family object that represents something special and cultural in their familyobject fits in box -wrote a sentence on the bottom side of the box that states what the object is and why it is special to the family. (There will be different expectations for this sentence depending on grade level.)	-selected an object that had meaning but did not represent something special to the family (ex. Something that was special to student but not family) -object does not fit in box -wrote a sentence on the bottom side of the box that states what the object is but does not explain why it is special to the family.	-did not select an object -did not write a sentence or wrote a sentence that did not state or relate to a special object