

Project Overview part 1: *define*

Name of Project:	Our Special Families by T. Olsaver	Duration: approx. 2-3 weeks			
Subject/Course:	Social Studies	Grade Level: First			
Other subject areas to be included, if any:	Math				
Project Idea Summary of the issue, challenge, investigation, scenario, or problem:	Our classrooms are a multicultural environment, but within that environment each student has a unique family and family history. Students will investigate, learn, and share information about their own families and heritages including family traditions, cultural traditions, languages, and 2 past generational family history.				
Driving Question	How does your family and heritage make you a unique person?				
Sub Questions	Who are the people in your family (go back at least two generations)? What is the family relationship between these people? What special family traditions does your family celebrate? Does everyone in the class have the same traditions as your family? How was life different for your grandparents when they were children? What are some ways that families can be different? similiar? How is your family special? Can families different from yours still be special?				
Content and Skills Standards to be addressed:	Social Studies: 1 – H2.0.1 Demonstrate chronological thinking by distinguishing among past, present, and future using family or school events. 1 – H2.0.3 Investigate a family history for at least two generations, identifying various members and their connections in order to tell a narrative about family life.				
		T+A	E		
21st Century Skills to be explicitly <i>taught and assessed</i> (T+A) or that will be <i>encouraged</i> (E) by	Collaboration: 1. Discussing information with parents and/or grandparents		x	Other:	

project work, but not taught or assessed:	Presentation:							
	1. Sharing information from their family questionnaire with a small group of peers	X						
	2. Sharing their created family books with a partner	X						
	3. Sharing their created family books with whole class	X		X				
	Critical Thinking:		X					
								Presentation Audience:
Culminating Products and Performances	Group:	The class would create a class book that includes information about each of their families.	Class:		X			
			School:		X			
			Community:					
	Individual:	Each student would organize their small products and information gathered into a "My Special Family" book. These books will be shared through presentations with their classmates, families and placed in the school library to share with the school community.	Experts:					
			Web:					
Other: Family			X					
Project Overview part 2: design								
“Grabber” to launch inquiry & generate interest:	To grab the students' interest, I plan to read them the picture book "Me and My Family Tree" by Joan Sweeney. As I read through the story I am going to share tidbits about my own family and allow students to share short stories about their families. This project will be done in the fall while the students are just starting to get to know each other.							
Assessments	Formative Assessments (Checkpoints During Project)	Quizzes/Tests		Practice Presentations	X			
		Journal/Learning Log		Notes	X			
		Preliminary Plans/Outlines/Prototypes		Checklists	X			
		Rough Drafts		Concept Maps				
		Online Tests/Exams		Other:				
				1. Family Questionnaire 2. Family Tree 3. Time-line 4. Writing 5. Partner Sharing				
	Summative	Written Product(s), with rubric: Family Picture with Writing Aspect, including favorite memory, holiday traditions, etc.....		Other Product(s) or Performance(s), with rubric: Final summative product is a book that is created by binding all of the students products created throughout the duration of the project.				

	Assessments (End of Project)	Oral Presentation, with rubric		Peer Evaluation	
		Multiple Choice/Short Answer Test		Self-Evaluation	
		Essay Test		Other:	
Debriefing Methods	(Individual, Group, and/or Whole Class)	Journal/Learning Log	X	Focus Group	
		Whole-Class Discussion	X	Fishbowl Discussion	
		Survey		Other:	
Resources Needed	On-site people, facilities:				
	Equipment:	student computer lab equipped with clicker paint program (optional), laminator, book binding			
	Materials:	paper, crayons, pencils, colored pencils			
	Community resources:	student families (including parents, siblings, and grandparents)			

Project Teaching and Learning Guide

Project: Our Special Families		Course/Semester: Fall 2009	
Knowledge and Skills Needed by Students to successfully complete culminating products and performances, and do well on summative assessments		Scaffolding / Materials / Lessons to be Provided by the project teacher, other teachers, experts, mentors, community members	
Students need a basic knowledge of the concept of a family tree and the interconnections of family relationships.	→	Exposure to several read aloud stories by teacher related to the concept of family interconnections and family trees. See books listed in weekly calender.	
Historical information about their own families, including names and years of birth of grandparents, parent, and siblings.	→	Both a family questionnaire and a template of family tree provided by the teacher, information provided from parents and/or other family members	
Students need a basic knowledge of how to operate the Clicker Paint computer program in the student computer lab.	→	Students will have been previously exposed to and taught basic techniques of the clicker paint program.	
Knowledge of timelines, and chronological order of family dates.	→	Students will be taught the basics of timelines through a direct instruction lesson and assisted by teacher and	

		parents in creating their own timelines using a template provided by the teacher.
Students need a recollection of their own families holiday traditions.	→	The teacher will help the students o remember family traditions be asking question, reading stories about holiday traditions, and asking students to share with the class.
Students need to organize their small daily projects and homework to create a book about themselves and their families.	→	Teacher will need to provide book binding material and a firect instruction lesson about how books are organized.
	→	

PROJECT CALENDAR

Project: Our Special Families

Start Date: September 2009

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
PROJECT WEEK ONE				
Conduct a read aloud of the story "Me and My Family Tree" by Joan Sweeney. While reading share stories of my own family and allow several students to volunteer stories from their own families.	Share with the students the driving question and a simple overview of how we will try to answer that question. Introduce the "All about Me" writing activity and lead students through completing the information and giving them time to draw a picture of themself for that page	Conduct a read aloud of the stoy "My Family Tree: A Bird's Eye View" by Nina Laden. While reading, empasize the concept and design of a family tree. Show the students the teacher created template of tree that they will be creating. Have the students fill in their names and then plan to send both it and the family questionnaire home as homework.	Have students create a picture of their family either using paper/crayon or the Clicker Paint program in student computer lab. Each student will draw their close and extended family members and label with their respective names.	Introduce the concept of family traditions, particularly those surrounding holiday, through the use of various picture books. Also, have students share stories about their own family traditions about holidays. Then students draw a picture and write a sentence about their favorite holiday tradition.
PROJECT WEEK TWO				

<p>Introduce the concept of the timeline. Show and explain a family timeline to the students using my own family as an example. Have the students add some of the information from their family questionnaire into their timeline. Then send the timeline home as homework to complete with parental support.</p>	<p>Continue work on both the students timelines and the holiday tradition pictures and sentences.</p>	<p>Continue the work from the day before, encouraging each student to complete their timeline, and 2-3 holiday tradition pictures with sentences.</p>	<p>Introduce the "Special about Me/Others" page and lead the students through how they complete this page with both pictures and filling in the blanks in sentences. Show the students the teacher created sample.</p>	<p>Allow students time to complete the art and writing project that they started the day before.</p>
<p>PROJECT WEEK THREE</p>				
<p>Have the students gather all of their daily projects together and give them the cover template. Show the students how their pages will be bound together to create their own book.</p>	<p>Another day may be necessary to help all of the students get their books put together. While the teacher helps students put together their books, the other students can be creating and finishing their cover page.</p>	<p>Student volunteers can share their books with their classmates. Students will then take their books to the library to be displayed for a few weeks.</p>		