

Family Tree

Stage 1—Identify Desired Results

Established Goals:

SWBAT explore and analyze their family roots by collecting information of some of their family members.

What essential questions will be considered?

- What is a family tree?
- What is a generation?
- Why is important to know about our ancestors' history?

What understandings are desired?

Students will understand that . . .

- Family history and family trees are important because they tell us where we have come from, the point of growth that we have reached, and with whom we are connected.
- A generation is all of the people born and living at about the same time, regarded collectively.
- Knowing the history of our ancestors allows us to understand our place in our society and the present.

What key knowledge and skills will students acquire as a result of this unit?

Students will know . . .

- Key terms—annotated, family tree, family history, generation, ancestors, Generation Z, Millennials, Generation X, Baby Boomers.
- The names of the last four generations and to which one they belong themselves, their parents, and their grandparents.
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Students will be able to . . .

- Use technology to create a family tree.
- Explore and collect information about their ancestors for at least the last three generations.
- Research and become familiar with the concepts of Generation Z, Millennials, Generation X, Baby Boomers.

Stage 2—Determine Acceptable Evidence

What evidence will show that students understand?

Performance Tasks:

Annotated Family Tree

- SWBAT collect data about their ancestors and create a family tree using technology.
- SWBAT annotate in their family tree information regarding to what generation they and their ancestors belong.

What other evidence needs to be collected in light of Stage 1 Desired Results?

Other Evidence:

(e.g., tests, quizzes, prompts, work samples, observations)

Observations

SWBAT make some observations regarding their ancestors.

Prompt

SWBAT to describe some characteristics of each generation of their ancestors.

Skill Check

SWBAT demonstrate the ability to use technology and create a family tree.

Student Self-Assessment and Reflection:

Self-assess - My Family Tree.

Reflect on the importance of knowing the history of our ancestors, and the connections we have with them.

Stage 3—Plan Learning Experiences

What sequence of teaching and learning experiences will equip students to engage with, develop, and demonstrate the desired understandings? Use the following sheet to list the key teaching and learning activities in sequence. Code each entry with the appropriate initials of the WHERETO elements.

1. Begin with a short personal story to hook students into a conversation about their families. **H**
2. Introduce the Essential Questions and discuss the culminating unit performance task – My Family Tree. **W**
3. Introduced Key vocabulary terms. **E**
4. Provide a guideline and procedures of how to select software to create a family tree. **E**
5. Provide a rubric and a progress guidelines. **O**
6. Provide students with numerous and prompt feedback to allow them to reflect, rethink, and revise their work. **R**
7. Group discussion: Why is important to know about our ancestors' history? **R**
8. Peer review: Students exchange information with cohorts for a peer assessment based on a criteria list. Allow students to make revisions based on feedback. **E-2, R**
9. According to data, differentiate instruction to reflect individual talents, interests, styles, and needs. **T**