

My FAMILY TREE (ALL AGES)

Ages 4 to 7 (Level 1)

Description:	Help the learner discover their family’s history and learn about the different ways we can look for information!
Leading question:	What can we learn from our own family tree?
Age group:	4-7 years old
Subjects:	History, Social Science – Language
Total time required:	30-50 minutes a day for 4 days (total of ~2.3 hours)
Self-guided / Supervised activity:	Supervised by parents / guardians
Resources required:	Chart or regular paper, notebook, color pens, relevant family photos, articles, etc., phone for “interviews”

Day	Time	Activity and Description
1	5 minutes	Explain to the learner that this project is to get to know his or her family a little better and learn how to search for information in different ways.
	10 minutes	Use a relevant public figure biography to introduce the concept of family tree. E.g.: read excerpts from Al Seera Al Nabawiyya and chart out Prophet Muhammed’s family tree! With the learner, decide on how far down your family tree you will go and who you want to explore. For example, you could choose to stop at the learner’s great-grandparents on either side.
	5-10 minutes	Brainstorm with the learner or ask them to come up with ~5-10 questions/things he or she wants to know about family members. For example: What career is most common in your family? Did your family migrate at any point?
	10-20 minutes	The learner can write down the selected questions by writing the key word and illustrating the rest in a list so that they remember. Please assist the learner in writing the questions. <i>TIP: Try to ensure that the questions cover a range of subjects to develop extension activities that can further their learning. Some examples of extension activities (age-dependent):</i> 1. <i>Math: Learners can be asked to count the number of family members based on certain characteristics such as features, occupation, birthplace etc. and</i>

	10 minutes	<p><i>perform simple one-digit addition to find out, for example, the total number of grandchildren a family member has.</i></p> <ol style="list-style-type: none"> <i>Science: Learners can ask questions about their family members'-hair color, eye color, height, shoe size etc.</i> <i>Geography: Learners can be asked to name the continents of the countries where family members lived or migrated to.</i> <p>Ask the learner to draw the family tree template on a large piece of paper! Numerous templates are available online. Get creative with the template</p> <p><i>TIP: The learning can be extended by asking the learner to add women in squares and men in triangles or in different primary colours based on ages</i></p>
2	10 minutes	<p>Inform the learner that he or she will have to find out answers to the questions you came up with together for each family member. Ask them where they think they can find this information. Let them reflect and answer, then inform them that you can look together at family photos, family social groups, newspaper/other articles etc.</p>
	5 minutes	<p>Inform the learner that he or she can also conduct interviews with family members by calling or sending them voice messages to ask about someone in the family tree!</p> <p><i>TIP: Examples of extension activities at this stage to make it more challenging:</i></p> <ul style="list-style-type: none"> <i>English: What should we ask Aunt Noor to find out what grandpa Adam's job was?</i>
	20 minutes	<p>Have the learner begin researching using a mix of methods (including phone calls, photo albums, conversations etc.)</p>
	5-10 minutes	<p>Discuss with the learner what he or she has discovered and if anything has surprised them</p>
3	20-30 minutes	<p>Have the learner continue interviewing and researching different family members, ensuring that he or she has collected sufficient information per family member.</p>
	20-30 minutes	<p>The learner can illustrate or voice record the research as it is being collected. Write down the questions and answers in a notebook or piece of paper with the learner.</p> <p><i>TIP: Examples of extension activities at this stage:</i></p> <ol style="list-style-type: none"> <i>English: have the learner write the names and ages of family members. If the learner is too young write it for them in dotted lines and ask them to trace it</i> <i>Math: how many family members had a daughter?</i> <i>Geography: show the learner a world map below and ask them to put a pin or a dot on the places where different family members lived</i>

4	20 minutes	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"> • The names of all the family members • The years they were alive • The country they lived in • Other details you decided on 							
	20 minutes	Attach a photo if available! Learners can also draw their family members if photos are not available.							
	10 minutes	Ask the learner to present their findings to you as a family – both the family tree as well as the answers to the questions.							
	5-10 minutes	Numeracy extension: Count how many family members do you have? How many have you been able to interview? How many lived in the same country? Count how many share any other characteristics that you had considered. You can summarize the information on a sheet of paper in a table similar to the one below: <table border="1" data-bbox="407 999 1401 1325"> <thead> <tr> <th>Family Quality</th> <th>Total family members</th> </tr> </thead> <tbody> <tr> <td>Number of family members</td> <td></td> </tr> <tr> <td>Number of family members interviewed</td> <td></td> </tr> <tr> <td></td> <td></td> </tr> </tbody> </table>	Family Quality	Total family members	Number of family members		Number of family members interviewed		
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	5-10 minutes	Discuss with the learner what he or she discovered and enjoyed the most and least about this process, challenges they faced etc. Note: you may frame the family tree if desired to celebrate the learner’s work!							
Assessment Criteria:		- Complete family tree with each member’s basic information: name, years alive, countries where they lived etc. - Use of different methods to find information - Completion of academic and non-academic related extension tasks depending on learning goals							

Learning outcomes:	- Learning basic research skills: Different ways of finding information - Family history - Other academic/life skills/values depending on learning goals
Required previous learning:	Dependent on academic learning goals
Inspiration:	n/a
Additional enrichment activities:	Replicating the family tree project in your child's native language if it is different from English



Source: <http://ontheworldmap.com/world-map-1750.jpg>

EAA welcomes feedback on its projects in order to improve, please use this link:
<https://forms.gle/LGAP9k17fMyJrKJN7>

Ages 8 to 10 (Level 2)

Description:	Help the learner discover your family's history and learn how to conduct historical research!
Leading question:	What can we learn from our family tree?
Age group:	8-10 year old
Subjects:	History, Social Science – Language
Total time required:	40-60 mins a day for 5 days (total of ~3.3-5 hours)
Self-guided / Supervised activity:	Supervised by parents / guardians
Resources required:	Chart or regular paper, notebook, color pens, relevant family photos, articles, etc., phone for "interviews"

Day	Time	Activity and Description
1	5 minutes	Explain to the learner that the objective of this project is to get to know his or her family a little better and learn how to do historical research. You may also discuss other academic/value related goals.
	10 minutes	Use a relevant public figure biography to introduce the concept of family tree. E.g.: read excerpts from Al Seera Al Nabawiyya and chart out Prophet Muhammed's family tree!
	5-10 minutes	Decide on how far down your family tree you will go and whom you want to explore. For example, you could choose to stop at the learner's great-grandparents on either side.
	10-20 minutes	Brainstorm with the learner or ask them to come up with and write down ~10 questions/things he or she wants to know about family members. For example: What career is most common in your family? Did your family migrate at any point? Encourage the learner to include mathematical questions - e.g. average age of marriage for family members. Try to ensure that the questions cover a range of subjects to develop extension activities that can further their learning.
		<p><i>TIP: Some examples of extension activities (age-dependent):</i></p> <ol style="list-style-type: none"> <i>Math: Learners can be asked to do tallies for different family members on things like travel, no. of children etc. and then to represent both the total for all members as well as the count for each member. Example of questions for tally: how many times did each family member travel to different countries? Sarah: III – 3, Ahmed: II – 2, Adam: ###; family total: 10</i> <i>Science: Learners can ask questions about their family members'-hair color, eye color, height, shoe size etc. as a way to introduce the concept of genetic variation/heredity</i>

	10 minutes	<p>Ask your child to draw the family tree on a large piece of paper! Numerous templates are available online Get creative!</p> <p>Your child may also use a website like https://www.familyecho.com/ to create the family tree if you have internet access</p> <p><i>TIP: The learning can be extended by asking the learner to add women in squares and men in triangles or in different primary colours based on ages</i></p>
2	10 minutes	<p>Inform the learner that he or she will have to do some research to find out about each family member. Give them clues about where they can find information (government records, directly from family members, family photos, online resources including family social groups, newspaper/other articles etc. if internet access is available)</p>
	5 minutes	<p>Inform the learner that he or she can also conduct interviews with family members by having a conversation with, calling or texting them using your phone to ask about someone in the family tree!</p> <p><i>TIP: Examples of extension activities at this stage to make it more challenging:</i></p> <ul style="list-style-type: none"> • <i>English: Create interview questions for family members you intend to survey. How can we use the interrogative form here/how do we ask questions to find out the information we need to answer the questions we came up with?</i>
	20 minutes	<p>Have the learner begin researching using a mix of sources</p>
	5-10 minutes	<p>Discuss with the learner what he or she has discovered and if anything has surprised them.</p>
3-4	20-30 minutes	<p>Have the learner continue interviewing and researching different family members, ensuring that he or she has collected sufficient information about each family member</p>
	20-30 minutes	<p>Make sure that the learner is documenting all information collected in a notebook or piece of paper. If they are unable to, have them illustrate and visually depict the responses.</p> <p><i>TIP: Example of extension activities at this stage (age-dependent):</i></p> <ol style="list-style-type: none"> 1. <i>English: write 2-3 sentences about one family member of your choosing</i> 2. <i>Math: how many family members had sons?</i> 3. <i>Geography: show the learner a world map below and ask him or her to put a pin (if you have a paper copy) or point at the countries where your family members lived or traveled to. Name the countries and the continents they are on</i>
5	20 minutes	<p>Make sure the family tree is complete with:</p> <ul style="list-style-type: none"> • The names of all the family members • The years they were alive • Countries they lived in • Other details decided on

	<p>10 minutes</p>	<p>Attach a photo if available! The learner can also draw their family members if photos are not available.</p> <p>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:</p> <p>Total number of family members = _____</p> <table border="1" data-bbox="407 646 1404 1129"> <thead> <tr> <th data-bbox="407 646 740 758">Family Characteristic</th> <th data-bbox="740 646 1073 758">Number of Family members</th> <th data-bbox="1073 646 1404 758">Percentage</th> </tr> </thead> <tbody> <tr> <td data-bbox="407 758 740 869">Number of family members interviewed</td> <td data-bbox="740 758 1073 869"></td> <td data-bbox="1073 758 1404 869"></td> </tr> <tr> <td data-bbox="407 869 740 1066">Number of family members who lived for the same number of years</td> <td data-bbox="740 869 1073 1066"></td> <td data-bbox="1073 869 1404 1066"></td> </tr> <tr> <td data-bbox="407 1066 740 1129"></td> <td data-bbox="740 1066 1073 1129"></td> <td data-bbox="1073 1066 1404 1129"></td> </tr> </tbody> </table>	Family Characteristic	Number of Family members	Percentage	Number of family members interviewed			Number of family members who lived for the same number of years					
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	<p>20 minutes</p>	<p>Ask the learner to present their findings to you as a family, particularly the answers to the questions as well as the family tree</p>												
	<p>10 minutes</p>	<p>Discuss with the learner what he or she discovered and enjoyed the most and least about this process, challenges they faced etc.</p>												
	<p>5-10 minutes</p>	<p><i>TIP: Extension activities at this stage:</i></p> <ul style="list-style-type: none"> • <i>Life skills: ask the learner to reflect on a value they learned about one of their family members that they liked and would like to embody themselves</i> <p>Note: you may frame the family tree if desired to celebrate the learner's work!</p>												
<p>Assessment Criteria:</p>	<p>- Complete family tree with each member's basic information: name, years alive, and 2-3 sentences about their life</p> <p>- Use of primary and secondary sources in research</p> <p>- Completion of academic and non-academic related extension tasks depending on learning goals</p>													

Learning outcomes:	<ul style="list-style-type: none"> - Different sources of information - The process of conducting research - Family history - Other academic/life skills/values depending on learning goals
Required previous learning:	Dependent on academic learning goals
Inspiration:	n/a
Additional enrichment activities:	<ul style="list-style-type: none"> - You can ask the learner to replicate the family tree and associated language arts extension activities another language



Source: <http://ontheworldmap.com/world-map-1750.jpg>

Ages 11 to 14 (Level 3)

Description:	Help the learner discover your family's history and learn how to conduct historical research!
Leading question:	What can we learn from our family tree?
Age group:	11-14 years old
Subjects:	History, Social Science – Language
Total time required:	40-60 mins a day for 5 days (total of ~3.3-5 hours)
Self-guided / Supervised activity:	Supervised by parents / guardians
Resources required:	Chart or regular paper, notebook, color pens, relevant family photos, articles, etc., phone for "interviews"
Concepts Covered	<ol style="list-style-type: none"> 1. Family structures 2. Family history and key events 3. Primary and secondary sources of information 4. Research skills 5. Presentation and communication skills

Day	Time	Activity and Description
1	5 minutes	Explain to the learner that the objective of this project is to get to know her or his family a little better and learn how to do historical research. You may also discuss other academic/value related goals.
	20 minutes	Use a relevant public figure biography to introduce the concept of family tree. E.g.: you can read the biography of Prophet Muhammad in the appendix and use it to chart out Prophet Muhammed's family tree!
	5-10 minutes	Decide on how far down your family tree you will go and whom you want to explore. For example, you could choose to stop at the learner's great-grandparents on either side (maternal and paternal).
	10-20 minutes	Brainstorm with the learner or ask them to come up with and write down ~10 questions/things he or she wants to know about family members. For example: <ul style="list-style-type: none"> - The names of all the family members - The years they were alive - The countries/places/villages they lived in - What career is most common in your family? - Is there a history of chronic illness in the family (e.g. diabetes) - Did your family migrate at any point? etc.

	10 minutes	<p>Encourage the learner to include mathematical questions - e.g. average age of marriage for family members. Try to ensure that the questions cover a range of subjects to develop extension activities that can further the learning of the learner.</p> <p><i>TIP: Some examples of extension activities (age-dependent):</i></p> <ul style="list-style-type: none"> • <i>Math: Learners can be asked to create a tally for different family members based on certain characteristics such as features, occupation, birthplace etc. and then to represent the count or percentage for each member using bar charts, pie charts etc. (data handling)</i> • <i>Science: Learners can ask questions about their family members'-hair color, eye color, height, shoe size etc. and inquire about any long term diseases the family member have like diabetes or blood pressure. This information can be used to introduce heredity and variation</i> <p>Ask the learner to draw the family tree on a large piece of paper! Numerous templates are available online and an example is given in the appendix. Get creative!</p> <p>The learner may also use a website like https://www.familyecho.com/ to create the family tree if you have internet access.</p>
2	10 minutes 5 minutes 20 minutes 5-10 minutes	<p>Inform the learner that he or she will have to do some research to find out about each family member. Give them clues about where they can find information (government records, family photos, online resources including family social groups, newspaper/other articles etc. if internet access is available)</p> <p>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! Explain to the learner that they are using primary (records, photos, letters, oral history/interviews) and secondary sources (government records, newspapers, other articles) in their project!</p> <p><i>TIP: Examples of extension activities at this stage to make it more challenging:</i></p> <ul style="list-style-type: none"> • <i>English: Create interview questions for family members you intend to survey. How can we use the interrogative form here?</i> <p>Have the learner begin researching using a mix of primary and secondary sources</p> <p>Ask the learner to create a plan for how they intend to gather the information. For example, if one of the goals is to learn about heredity and variation with regard to diseases in the family, how will the learner go about collecting, recording, and presenting their findings?</p> <p>Discuss with the learner what he or she has discovered and if anything has surprised them.</p>

3	20-30 minutes	Have the learner continue interviewing and researching different family members, ensuring that he or she has collected sufficient information (1 paragraph minimum) per family member												
	20-30 minutes	<p>Make sure that the learner is documenting all information collected in a notebook and creating the necessary tables/charts to represent their findings and answer the questions.</p> <p><i>TIPS: Extension activities at this stage:</i></p> <ul style="list-style-type: none"> • <i>English: write a biography of one family member of your choosing</i> • <i>Math and geography: what % of family members owned a business/land? Represent this as a bar graph and represent on the map below the areas where the land/business existed</i> 												
4	20 minutes	<p>Make sure the family tree is complete with:</p> <ul style="list-style-type: none"> • The names of all the family members • The years they were alive • Key information from the learner's research (2-3 points) • The countries/places/villages they lived in • Other details you decided on based on the questions identified on the first day of the project 												
	20 minutes	Attach a photo if available! Learners can also draw their family members if photos are not available.												
	10 minutes	<p>Numeracy Extension: Ask the learner to summarize the data they collected in a table and add the characteristics that they collected. An example table:</p> <table border="1" data-bbox="407 1287 1398 1829"> <thead> <tr> <th data-bbox="407 1287 740 1392">Family Characteristic</th> <th data-bbox="740 1287 1070 1392">Number of Family members</th> <th data-bbox="1070 1287 1398 1392">Percentage</th> </tr> </thead> <tbody> <tr> <td data-bbox="407 1392 740 1497">Number of family members interviewed</td> <td data-bbox="740 1392 1070 1497"></td> <td data-bbox="1070 1392 1398 1497"></td> </tr> <tr> <td data-bbox="407 1497 740 1686">Number of family members who lived for the same number of years</td> <td data-bbox="740 1497 1070 1686"></td> <td data-bbox="1070 1497 1398 1686"></td> </tr> <tr> <td data-bbox="407 1686 740 1829">Number of family members who lived in the same country</td> <td data-bbox="740 1686 1070 1829"></td> <td data-bbox="1070 1686 1398 1829"></td> </tr> </tbody> </table>	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>10 minutes</p> <p>5-10 minutes</p> <p>20-30 minutes</p>	<p>Hint: To compute the percentage use:</p> $\frac{\text{Number of family members with the characteristic}}{\text{Total number of family members}} \times 100$ <p>Ask the learner to display the answers to the 10 questions on a separate chart paper or different pages of their notebook in an attractive way</p> <ul style="list-style-type: none"> Family members can provide feedback to the learner on the family tree created, highlighting: <ul style="list-style-type: none"> What they liked about the presentation What is missing or can be improved Any other suggestions for improvement The learner can then incorporate any feedback provided into the family tree and design the final family tree. <p>Ask the learner to present their findings to you as a family, particularly the answers to the 10 questions your child has identified on day 1 as well as the completed family tree</p> <p>Discuss with the learner what he or she discovered and enjoyed the most and least about this process, challenges they faced etc.</p> <p><i>TIP: Ask the learner to reflect on a value they learned about one of their family members that they liked and would like to embody themselves</i></p> <p>Note: you may frame the family tree if desired to celebrate the learner's work!</p>
<p>Assessment Criteria:</p>	<ul style="list-style-type: none"> - Complete family tree with each member's basic information: Complete family tree with each member's basic information: name, years alive and 2-3 sentences about their life. - Use of primary and secondary sources in research - Completion of academic and non-academic related extension tasks depending on learning goals 	

Learning outcomes:	<ol style="list-style-type: none"> 1. Learn how to collect information through primary and secondary sources that are used in social science research. 2. Exposure to the process of conducting historical research 3. Learn about one's family history and create one's family tree.
Required previous learning:	Dependent on academic learning goals
Inspiration:	n/a
Additional enrichment activities:	<ul style="list-style-type: none"> - Ask the learner to research key historical events (national, regional and international) that have occurred during the lifetime of each member on the family tree and include it in the description adjacent to each family member. - Replicate the family tree project in the learner's native language if it is different from English.

APPENDIX



Source: <http://ontheworldmap.com/world-map-1750.jpg>

Biography of Prophet Muhammad

Source: <https://www.biography.com/religious-figure/muhammad>

WHO WAS MUHAMMAD?

Muhammad was the prophet and founder of Islam. Most of his early life was spent as a merchant. At age 40, he began to have revelations from Allah that became the basis for the Koran and the foundation of Islam. By 630 he had unified most of Arabia under a single religion. As of 2015, there are over 1.8 billion Muslims in the world who profess, "There is no God but Allah, and Muhammad is his prophet."

THE LIFE OF MUHAMMAD

Muhammad was born around 570, AD in Mecca (now in Saudi Arabia). His father died before he was born and he was raised first by his grandfather and then his uncle. He belonged to a poor but respectable family of the Quraysh tribe. The family was active in Meccan politics and trade.

Many of the tribes living in the Arabian Peninsula at the time were nomadic, trading goods as they crisscrossed the desert. Most tribes were polytheistic, worshipping their own set of gods. The town of Mecca was an important trading and religious center, home to many temples and worship sites where the devoted prayed to the idols of these gods. The most famous site was the Kaaba (meaning cube in Arabic). It is believed to have been built by Abraham (Ibrahim to Muslims) and his son Ismail. Gradually the people of Mecca turned to polytheism and idolatry. Of all the gods worshipped, it is believed that Allah was considered the greatest and the only one without an idol.

In his early teens, Muhammad worked in a camel caravan, following in the footsteps of many people his age, born of meager wealth. Working for his uncle, he gained experience in commercial trade traveling to Syria and eventually from the Mediterranean Sea to the Indian Ocean. In time, Muhammad earned a reputation as honest and sincere, acquiring the nickname "al-Amin" meaning faithful or trustworthy.

In his early 20s, Muhammad began working for a wealthy merchant woman named Khadijah, 15 years his senior. She soon became attracted to this young, accomplished man and proposed marriage. He accepted and over the years the happy union brought several children. Not all lived to adulthood, but one, Fatima, would marry Muhammad's cousin, Ali ibn Abi Talib, whom Shi'ite Muslims regard as Muhammad's successor.

THE PROPHET MUHAMMAD

Muhammad was also very religious, occasionally taking journeys of devotion to sacred sites near Mecca. On one of his pilgrimages in 610, he was meditating in a cave on Mount Jabal al-Nour. The Angel Gabriel appeared and relayed the word of God: “Recite in the name of your Lord who creates, creates man from a clot! Recite for your lord is most generous....” These words became the opening verses of sūrah (chapter) 96 of the Qur'an. Most Islamic historians believe Muhammad was initially disturbed by the revelations and that he didn't reveal them publicly for several years. However, Shi'a tradition states he welcomed the message from the Angel Gabriel and was deeply inspired to share his experience with other potential believers.

Islamic tradition holds that the first persons to believe were his wife, Khadija and his close friend Abu Bakr (regarded as the successor to Muhammad by Sunni Muslims). Soon, Muhammad began to gather a small following, initially encountering no opposition. Most people in Mecca either ignored him or mocked him as just another prophet. However, when his message condemned idol worship and polytheism, many of Mecca's tribal leaders began to see Muhammad and his message as a threat. Besides going against long standing beliefs, the condemnation of idol worship had economic consequences for merchants who catered to the thousands of pilgrims who came to Mecca every year. This was especially true for members of Muhammad's own tribe, the Quraysh, who were the guardians of the Kaaba. Sensing a threat, Mecca's merchants and leaders offered Muhammad incentives to abandon his preaching, but he refused.

Increasingly, the resistance to Muhammed and his followers grew and they were eventually forced to emigrate from Mecca to Medina, a city 260 miles to the north in 622. This event marks the beginning of the Muslim calendar. There Muhammad was instrumental in bringing an end to a civil war raging amongst several of the city's tribes. Muhammad settled in Medina, building his Muslim community and gradually gathering acceptance and more followers.

Between 624 and 628, the Muslims were involved in a series of battles for their survival. In the final major confrontation, The Battle of the Trench and Siege of Medina, Muhammad and his followers prevailed and a treaty was signed. The treaty was broken by the Meccan allies a year later. By now, Muhammad had plenty of forces and the balance of power had shifted away from the Meccan leaders to him. In 630, the Muslim army marched into Mecca, taking the city with minimum casualties. Muhammad gave amnesty to many of the Meccan leaders who had opposed him and pardoned many others. Most of the Meccan population converted to Islam. Muhammad and his followers then proceeded to destroy all of the statues of pagan gods in and around the Kaaba.

THE DEATH OF MUHAMMAD

After the conflict with Mecca was finally settled, Muhammad took his first true Islamic pilgrimage to that city and in March, 632, he delivered his last sermon at Mount Arafat. Upon his return to Medina to his wife's home, he fell ill for several days. He died on June 8, 632, at the age of 62,

and was buried at al-Masjid an-Nabawi (the Mosque of the Prophet) one of the first mosques built by Muhammad in Medina.

