

MY FAMILY TREE (LEVEL 1)

Description	Help the learner discover their family's history and learn about the different ways to look for information!
Leading Question	What can you learn from your own family tree?
Total Time Required	~ 3 to 3.5 hours over 4 days
Supplies Required	Chart or regular paper, notebook, color pens, relevant family photos, articles, etc., phone for "interviews"
Subjects	Social Studies
Learning Outcomes	By the end of this project, learners will be able to: <ol style="list-style-type: none"> 1. Demonstrate the ability to collect information for social research by effectively utilizing primary and secondary sources. 2. Gain exposure to the process of conducting historical research, including identifying relevant sources, analyzing information, and drawing conclusions. 3. Explore and learn about their own family history through creating a comprehensive family tree.
Previous Learning	N/A
Supervision	Medium

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

Suggested Duration	Activity and Description
5 minutes	<ul style="list-style-type: none"> ● Explain to the learner that this project is for him or her to get to know their family a little better ● Explain that they will also learn how to search for information in different ways.
10 minutes	<ul style="list-style-type: none"> ● Use a relevant public figure biography to introduce the concept of family tree. ● <i>For example: read excerpts from Al Seera Al Nabawiyya and chart out Prophet Muhammed's family tree!</i>
5 - 10 minutes	<ul style="list-style-type: none"> ● Brainstorm with the learner or ask them to come up with 5-10 questions/things they want to know about their family members. ● <i>For example: What career is most common in your family? Did your family migrate at any point? Where did your family members live? What years were they alive?</i>

10 - 20 minutes	<ul style="list-style-type: none"> ● Instruct the learner to write down the selected questions by writing the key word and illustrating the rest in a list. ● Assist the learner in writing the questions. ● <i>TIP: Try to make sure that the questions cover a range of subjects such as math, science, geography, etc.</i>
10 minutes	<ul style="list-style-type: none"> ● Help the learner to draw the family tree on a large piece of paper! Numerous templates are available online. Get creative!

DAY 2 - Today you will look for answers to the questions you created about your family members.

Suggested Duration	Activity and Description
10 minutes	<ul style="list-style-type: none"> ● 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 ● Provide clues about where they can find information. ● <i>Sources can include family photos, family social groups, newspaper/other articles, etc.</i>
5 minutes	<ul style="list-style-type: none"> ● Inform the learner that he or she can also conduct interviews with family members by calling or sending voice messages to ask them about someone in the family tree!
20 - 30 minutes	<ul style="list-style-type: none"> ● Help the learner begin researching using different methods (including phone calls, photo albums, conversations, etc.)
5-10 minutes	<ul style="list-style-type: none"> ● Discuss the learner's new discoveries and ask if anything has surprised them.

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

Suggested Duration	Activity and Description
20 - 30 minutes	<ul style="list-style-type: none"> ● Ask the learner to continue interviewing and researching different family members, making sure he or she has enough information per family member
20-30 minutes	<ul style="list-style-type: none"> ● Record the information: the learner can illustrate or record the research as it is being collected. ● Write down the questions and answers in a notebook or piece of paper with the learner.

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"> 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	<ul style="list-style-type: none"> Attach a photo if available! The learner can also draw their family members if photos are not available. 										
10 minutes	<ul style="list-style-type: none"> 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	<p>Numeracy extension:</p> <p>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:</p> <table border="1" data-bbox="467 1236 1130 1791"> <thead> <tr> <th data-bbox="467 1236 797 1318">Family Quality</th> <th data-bbox="800 1236 1130 1318">Total family members</th> </tr> </thead> <tbody> <tr> <td data-bbox="467 1323 797 1438">Number of family members</td> <td data-bbox="800 1323 1130 1438"></td> </tr> <tr> <td data-bbox="467 1442 797 1558">Number of family members interviewed</td> <td data-bbox="800 1442 1130 1558"></td> </tr> <tr> <td data-bbox="467 1562 797 1719">Number of family members who lived in the same country</td> <td data-bbox="800 1562 1130 1719"></td> </tr> <tr> <td data-bbox="467 1724 797 1791"></td> <td data-bbox="800 1724 1130 1791"></td> </tr> </tbody> </table>	Family Quality	Total family members	Number of family members		Number of family members interviewed		Number of family members who lived in the same country			
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20-30 minutes	<ul style="list-style-type: none"> • Discuss with the learner what he or she discovered and enjoyed the most and least about this process, challenges they faced, what did they learn through this process, etc. • <i>Note: you may frame the family tree if desired to celebrate the learner's work!</i>

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

