

Family Tree Timeline

Lesson Overview: Students gain a greater understanding of their family heritage while creating timelines of family events.

Lesson Tie to Textbook: Any standards-based Language Arts textbook.

Learning Objectives/Outcomes: Students will research major events and important people in their families to create family tree timelines.

Ties to National Standards:

National Language Arts English K-12.9: Multicultural Understanding

Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.

National Language Arts Foreign Language K-12.2: Cultures

Gain Knowledge and Understanding of Other Cultures.

Ties to Texas State Standards:

(5.4) Listening/speaking/culture. The student listens and speaks to gain and share knowledge of his or her own culture, the culture of others, and the common elements of cultures.

Grade Level: 5

Subject Area: Language Arts

Software Used: PiCoMap Pro, FreeWrite, Sketchy

Materials Needed: Handheld computers with correct software, handheld keyboards, a presentation station, and additional reference materials (if necessary).

Ties to Overall Unit: Students will gain insight into memorable family events while also learning about differences among the families of their peers.

Teaching the Lesson

1. Introducing the Lesson:

- a. Present students with a timeline of family events for a famous person.
- b. Discuss the timeline of events with students.
- c. Ask students what information they found to be most interesting about that person.
- d. Prompt students to think about why this information is important. (E.g., why do we care about George Washington's childhood?)

2. Conducting the Lesson:

- a. Discuss timelines with students and how timelines offer readers quick insight into someone's life.



- b. Students will create their own family tree timelines, marking important events in their family histories. If possible, have students start with information concerning their grandparents. If students do not have access to this information, they can gather information on their parents or focus on the key events in their own lives.
- c. In order to gather the information, students will need to conduct interviews with their family members. Again, depending on their ability to access this information, students may have to make modifications.
- d. Once they have gathered key information pertaining to their family trees, students will create PiCoMap Pro concept maps. Each node of any map should contain a specific date that is important to that student's family (e.g., dates of birth, marriage, etc.). If students are focusing on the key events in their own lives, they may include the following: date of birth, day they first walked, first day of school, etc. Each student must have a minimum of eight events.
- e. When they have completed the node for each important date, have them add content further explaining the date and its significance. Content can be in the form of a FreeWrite paragraph or Sketchy animation. If students use the Sketchy option, make sure that they include text in the picture to describe the illustration.

3. Concluding the Lesson:

- a. When students have completed their family tree timelines, they will present them to the class.
- b. Students must make sure they are prepared to share their PiCoMap Pro concept maps and content with the class.

Reflecting on the Lesson

1. Issues to Consider:

- a. Make sure students synchronize often to backup their work.
- b. Family dynamics vary greatly among students. Always be flexible and respectful with regard to any student's ability to gather and/or share information.



Assessment: Consider the following rubric for assessment:

	Super	Great	Needs Improvement
Timeline	8 events were provided	5 to 7 events were provided	Less than 5 events were provided
Content	Content contained in each node detailed importance of the associated date	Some nodes contained important information pertaining to the associated dates	Most nodes were missing information detailing importance of the associated dates
Presentation	Good presentation skills were demonstrated. Student was a good listener during classmates' presentations	Adequate presentation skills demonstrated. Student was a good listener during classmates' presentations	Student was not prepared to present, and did not listen or ask questions during other presentations.

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