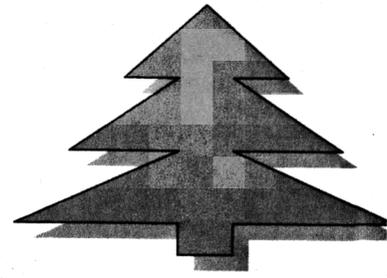


Family Tree



We are studying the people who live in the United States. The vocabulary in this chapter includes: customs, traditions, heritage, ancestors, culture, immigrants, slavery, and ethnic groups. I have found that the best way to teach these concepts is for students to talk about their own heritage with family members.

Students will create a family tree. This project is to be completed by the student and family members, not by the student alone. Although you are not prohibited from using pictures, there is no requirement that students must use them. You may simply use a poster board to create a tree that branches out. When you record the name on a branch, be sure to include the relation of the relative to the student. In the past, for example, students have used symbols such as apples to designate a family member.

In addition to the family tree, students will write a brief report describing any customs or traditions relevant to their family. For example, how does your family celebrate holidays? How do you spend your summers? What is a favored tradition at the houses of relatives when visiting? The report should include and describe at least three traditions or customs. Students will be graded on completion of the tree, presentation of the project, audience behavior, and the inclusion of traditions in the written report.

This report is due: Monday, September 8, for students in Mrs. Frank's class.

Tuesday, September 9, for students in Mrs. Willard's class.

Please see the rubric on the back.