

A Family Affair!
Piecing Together a Family Heritage

Rising 4th & 5th Graders

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August 4, 2016



Introduction

A. Rationale

A Family Affair: Piecing Together Family Heritage is an engaging unit that discusses in detail about family history, investigation, and identity. *I get the family history, but why investigation and identity?* Identity plays an important role when it comes to a person getting into the depth of family history. Investigating will allow students to dig deep into family archives, finding out *who they really are*. There are many factors that affect how a person chooses to identify themselves, family history being one of them. Each of the skills presented throughout the unit enable students to utilize them as helpful tools in life. They are real-life skills that they will need to use at some point.

The content learned in the unit allows students to think, ask questions, and research information about recent and past family members linking them to ancestors. When asking questions, students learn how to conduct interviews with close family members to get information about parents, grandparents, aunts, and uncles that will get retrieval for a family tree. By the end of the unit, students will be able to explain how investigation leads to identity. Most importantly, students will gain the opportunity of understanding identity.

B. Differentiation for Gifted Learners

This unit was prepared for a one-week camp for gifted learners. The students are taught in Durham Public Schools. A Family Affair is intended for rising 4th and 5th graders. These Gifted learners come with varying traits. They are all so different in many ways. Students will not need to be prepared for anything ahead the unit they will be learning about. In fact, it becomes much more interesting when you can watch students as they watch the curriculum unfold, and how they work and learn. Although this unit can be used for students of any learning style, it was specifically implemented for gifted learners. They have the appropriate skill, engagement, and motivation to make this learning fun. There are specific content-related topics that allow gifted learners to channel their inner intellect. The overall quality of work and thinking throughout the unit gives students the chance the build knowledge and skills that empower them to increase personal growth mindset.

The process of learning for students remains the same during the week long unit: they will engage in sophisticated class discussions that give the ability to further their understanding of how investigation leads to identity. Introducing the topic in the

beginning, students immediately want to know the finished product of the unit. To me, this shows their motivation and drive to learn and explore with anything they are faced with. In this unit, students have the opportunity to explore and deepen their understanding of specific skills and content such as conducting interviews and acting as genealogists. **WARNING!** When students conducted in-class interviews with peers and worked as genealogists, **THEY COULD NOT STOP**. All students were very engaged and interested in what they were doing, which is what you want!

For the final product, students will compose a family tree based off the information they compiled during the week. The interview questions completed at home will serve as a roadway to searching for family members. The questions will also allow students to speak briefly about a family member, and what was most interesting to them about that family member. The final product will take some time, therefore, it is imperative that students are frontloaded with as much information as they can get. This will allow for lots of innovation and time, as most gifted students value their work and creativity. Although all students are gifted, their learning processes are **NOT** the same. The learning environment created will need to be warm and welcoming, assisting any student needs that may arise.

Goals and Outcomes

The following goals align with the North Carolina Common Core State Standards.

Content Goals and Outcomes

GOAL 1: To conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

Students will be able to:

- A. Gather information through investigation of family history to create a family tree.

- B. Know the significance of family genealogy.
- C. Know and explain why investigation and identity are related.
- D. Explain that identity makes everyone different.

GOAL 2: To act as genealogists to investigate their identity.

Students will be able to:

- A. Use research skills to gain knowledge
- B. Analyze relationships
- C. Interview a family member to learn about their cultural history
- D. Craft questions and/or use inquiry to make connections
- E. Act as genealogists to investigate their identity.
- F. Investigate identity by using familysearch.org to research information about their families.
- G. Create a family tree.

GOAL 3: To understand the concept of identity.

Students will be able to:

- A. Know what identity is.
- B. Understand identity.
- C. Know that a genealogist investigates and identity and why.
- D. Explain how investigation leads to identity.

Assessment Plan

Formative

Day 1

For the first day, my goal is to make sure that students have an understanding of what the concept of identity entails. Students will participate in various assessments throughout the lesson. I will be able to ask pre, during, and post lesson questions that will assess the students' knowledge of information being taught in class. I will be able to determine student's knowledge by the amount of participation and excitement during class.

Day 2

Students will be learning about interview and how to conduct them with family members. They will watch a series of videos that will show further examples of the appropriate steps to take when searching for information about family members. Students will participate in interviews with a partner in class, where they will ask probing questions to each other in order to learn about the other's identity. I will be able to tell if students have demonstrated mastery by the open ended questions being asked and the conversations that take place during and after the interviews.

Day 3

After doing a good amount of front loading about genealogists, including video clips, charts, and discussions, students will have some time to work as genealogists. They will visit familysearch.org, using the information from their interviews from home, and begin searching for family members for their family tree. I will know if students have gained an understanding of the topic if they have followed all guidelines from the video clips demonstrating how to search and input information for family trees.

Summative

Day 4

Performance Task:

Help! All of your family files have been lost in a building fire. Your 50th year family reunion is approaching and a family tree will need to be presented. Your goal is to recreate your family tree. You will recreate this to remember those past and present in your life. Your family tree should include family members from both sides of your family (maternal and paternal) and include relatives from at least four generations back. You will present a family tree as your final product. After you create the family tree, you present it at the family reunion and share the most interesting discoveries about your heritage. You must also discuss how the knowledge gained through your research led to new discoveries about your family. What did you learn about your identity?

Students will need to develop a family tree using all the resources they have been provided with throughout the week. The final product should demonstrate that students understand how to create a family tree. Because of students not having access to family members due to not enough resources, the performance task will use the following rubric.

Category	Exemplary (4)	Good (3)	Fair (2)	Needs Work (1)
Organization & Presentation	Student work is well-organized and presented in a creative format.	Student work is organized and presentable.	Student work is inconsistent with presentation and organization.	Student work lacks organization and presentation.
Conceptual Understanding	Student demonstrates mastery understanding of investigation and identity.	Student demonstrates an acceptable understanding of investigation and identity.	Student demonstrates inconsistent understanding of investigation and identity.	Student does not demonstrate understanding of investigation and identity.
Content Knowledge	Student demonstrates mastery understanding of the family tree assignment.	Student demonstrates an acceptable understanding of the family tree assignment.	Student demonstrates inconsistent understanding of the family tree assignment.	Student does not demonstrate understanding of the family tree assignment.

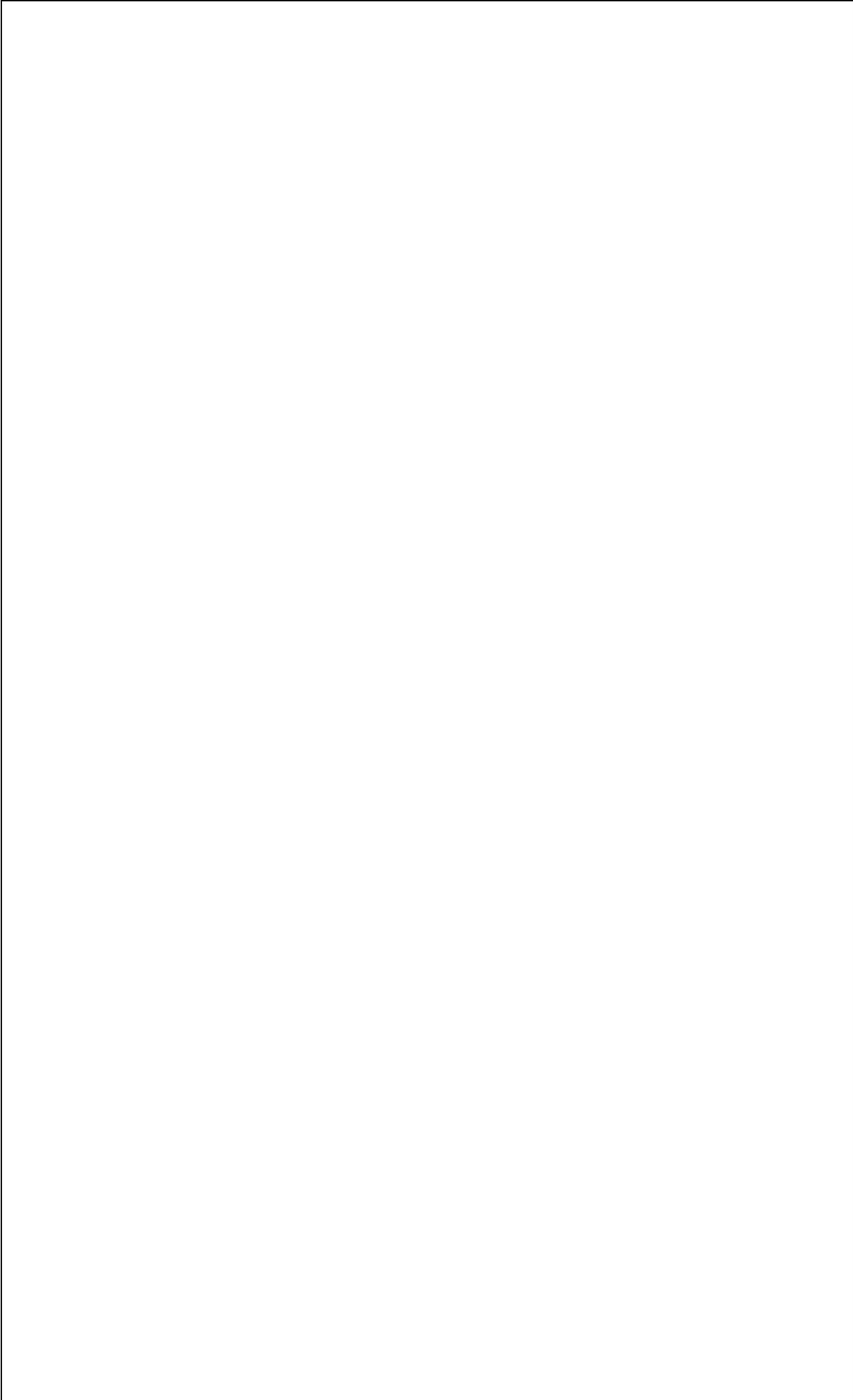
TEACHER NAME		Lesson #
Ms. Dortch		1
MODEL	CONTENT AREA	GRADE LEVEL
Visual Thinking Strategies	ELA/Social Studies	4-5
CONCEPTUAL LENS	LESSON TOPIC	
Identity	Family Genealogy	
LEARNING OBJECTIVES (from State/Local Curriculum)		
<p>RI.5.3-Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p> <p>S.L.5.1.D-Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p> <p>W.5.2.D-Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>W.5.7-Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p>		
THE ESSENTIAL UNDERSTANDING (What is the overarching idea students will understand as a result of this lesson?)	THE ESSENTIAL QUESTION (What question will be asked to lead students to “uncover” the Essential Understanding)	
<i>Investigation leads to identity.</i>	<i>How does knowledge lead to identity?</i>	
CONTENT KNOWLEDGE (What factual information will students learn in this lesson?)	PROCESS SKILLS (What will students be able to do as a result of this lesson?)	
<p>Students will know that information can be gathered through investigation.</p> <p>Students will identify and understand why aspects and traditions of their cultural history are important</p>	<p>Students will be able to use research skills to gain knowledge</p> <p>Students will be able to craft questions and/or use inquiry to make connections</p> <p>Students will be able to analyze relationships</p> <p>Students will interview a family member to learn about their cultural history</p>	

GUIDING QUESTIONS			
<i>What questions will be asked to support instruction?</i>			
<i>Include both "lesson plan level" questions as well as questions designed to guide students to the essential understanding</i>			
Pre-Lesson Questions:	During Lesson Questions:	Post Lesson Questions:	
<p>What do you see?</p> <p>What makes you say that?</p> <p>Who are ancestors in a family?</p> <p>What are family traditions?</p> <p>What is a journey?</p>	<p>What else can you find?</p> <p>Who do you think the people are?</p> <p>What are they doing?</p> <p>How can you get the information you need from your family?</p> <p>How can you use this information in the future?</p>	<p>What connection did you make with the picture and reality?</p> <p>How has the new information you learned affected you?</p> <p>What is interesting about your family history?</p> <p>How will you utilize the new information you have learned?</p> <p>How are journeys significant to investigation?</p>	
DIFFERENTIATION			
<i>(Describe how the planned learning experience has been modified to meet the needs of gifted learners. Note: Modifications may be in one or more of the areas below. Only provide details for the area(s) that have been differentiated for this lesson.</i>			
Content	Process	Product	Learning Environment
<p>Students will view pictures and participate in discussion that will allow them to utilize their higher order thinking skills to understand the concept of identity.</p>		<p>Student products will vary based on creativity and knowledge of information provided in the final product for their family tree. Depth of information and additional artifacts provided is appropriate for gifted learners.</p>	

PLANNED LEARNING EXPERIENCES
<i>(What will the teacher input? What will the students be asked to do? For clarity, please provide detailed instructions)</i>
<p>Engage and Connect - This phase focuses on piquing students' interest and helping them access prior knowledge. This is the introduction to the lesson that motivates or hooks the students.</p> <p><i>(Students will come to class prepared with information on what city/country they were born in, as well as a grandparent, great-grandparent, or other important relative that was born outside of the United States. In case some students may be adopted, they may elect to choose another important relative in their life to focus on.)</i></p>

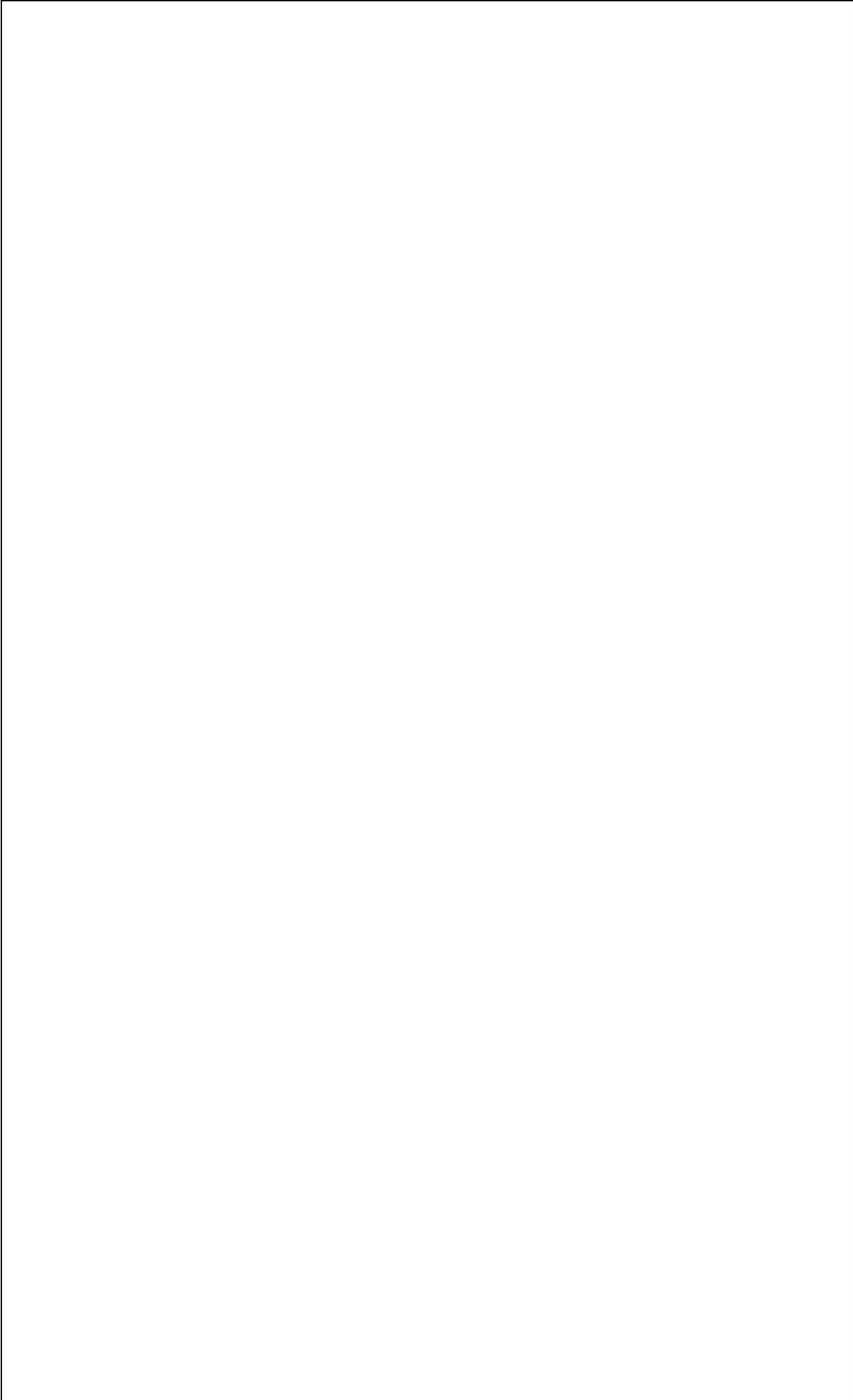
"Students, will you take a journey with me? Share with a partner what you think the word journey means. We will share our thoughts with the class." Students will be allowed a few moments to discuss with their partners before sharing aloud. After some students have share their thoughts and opinions, the teacher will then say, "The journey we will go on today is different. We are going on a family journey! This journey will allow you to reach back to some important family history you may not have known. You will also think about how that history and information connects to your life!"

The teacher will display a picture of a world map on the board. "Look at this picture. What do you see?" Students will be allowed a moment to think and open the discussion for the picture. "What do you think is happening in the picture?"



The students and teacher will hold a discussion on the map. The students will facilitate the conversation. The teacher will display another picture on the board.

"Look at the next picture. What do you see?" After students begin to respond, the teacher will say, "What makes you say that? Who are those people? What do you think they are doing?" The teacher will ask the students to make between the two pictures. "How are we connected? With each other? With our family?" After a few responses, the teacher will then post a blank map picture on the board and continue.





"I am going to place a mark at the location of where we are right now. If you were born in the same place, you will place a new mark in the same area. If you were born somewhere else, you will find that location and place a mark there. You will need to do this one at a time. How many different places do you see marked on the map? Who was born the farthest from you? The closest?"

Students will now try to find the location of where an ancestor or important family member was born. "After you place a pushpin at the location of where a family member was born, one at a time, you will take some string to connect your mark to your family members push pins. Begin with your family member's location, your birthplace, and then your school. Some of this information for you may be the same."

When all students have had a chance to connect their strings, everyone will return to their seats and take a look at the map to see how the family journeys are the same and different between classmates. "These strings show a part of the family journeys of your classmates!"

"Let's compare from the earlier two pictures. What do you see now? What is happening in this picture?" The teacher will begin and the students will facilitate discussion about the map they have created. The teacher will ask probing questions to force students to dig deeper and make connections.

Explore - *In this phase, the students have experiences with the concepts and ideas of the lesson. Students are encouraged to work together without direct instruction from the teacher. The teacher acts as a facilitator. Students observe, question, and investigate the concepts to develop fundamental awareness of the nature of the materials and ideas.*

Students will use a graphic organizer to work in partners to discuss how they think the journeys have had an influence on the community we live in. Students will consider examples of restaurants, celebrations, and stores that reflect the journeys that community residents have taken. Students will be given about 7 minutes to discuss and write down their thoughts before presenting to the class.

Each pair will present their ideas to the class, bringing the class discussion into how the journeys of our ancestors have shaped the American culture.

"Your ancestors and the important adults in our lives have brought unique customs and traditions to our community. That means these journeys are important to you!"

"It becomes hard to keep cultural traditions alive. You will be a cultural historian for your family this week! You will interview a family member of other important adult in your life. With the handout you will take home, you will learn more about your family history, where your family comes from, and traditions and cultures that you've contributed to the American life!"

Explain - *Students communicate what they have learned so far and figure out what it means. This phase also provides an opportunity for teachers to directly introduce a concept, process, or skill to guide students toward a deeper understanding.*

Teacher will ask students to think about the pictures, and taking journeys, and how they would need to do more investigating about their family. The teacher will ask some During Lesson Questions listed above. Students will be called on for responses to questions and will be encouraged to ask questions of their own or make connections to one of their questions when answering the teacher questions.

Elaborate — *Allow students to use their new knowledge and continue to explore its implications. At this stage, students expand on the concepts they have learned, make connections to other related concepts, and apply their understandings to the world around them in new ways*

"You have learned how to make connections with ancestors all over the world. What if you were able to find out more about them? What if you could ask more questions? We will take what you have learned and turn it into learn about interviews. You will need to hold an interview with a family member tonight and ask a few questions of your own, that you will write down before you leave-about some of your family history.

Grandparents are good to interview. They will be able to give you a good amount of information about those past and present, even those who were once on the outside of the U.S. Here are some examples of things you can use for your interview at home:

- What is your full name, date and place of birth?
- Were you born at home or at a hospital?
- How was your name chosen?
- What are your parents' full names, dates and places of birth, dates of death and cemetery? What were they like?
- What are your grandparents (all 4) full names, places of birth, dates of death and cemetery? What were they like?
- What are your great-grandparents (all 8) full names, places of birth, dates of death and cemetery? And continue as far back as you know.
- If any were born in a different county, did they describe their travel here? What was their reason for immigrating? Was it difficult to get used to a new way of life?
- How did your parents, grandparents, and other relatives meet and marry? Are there family stories of lost love, jilted brides, unusual courtships, arranged marriages, or elopements?
- What stories have come down to you about your parents? Grandparents? More distant ancestors? How have these relatives described their lives to you? What have you learned from them about their childhood, adolescence, schooling, marriage, work, religion, political activity, recreation?
- Who is the oldest family person you personally knew? Tell me about this person.
- Does your family have any heirlooms, objects of sentimental or monetary value, that have been handed down? What are they? Are there stories connected with them? (Take photos.)
- Who is the family historian? Do they have photographs, movies, slides?

"Let's watch an example of questions asked during an interview about family history." <https://www.youtube.com/watch?v=eqdt3JCqTAU>

"What did you see in the video? Who were the people in the video? What were they doing?" The teacher will begin a class discussion based off of the video the class watched. The students are expected to participate in the discussion and give their thoughts as a demonstration of understanding.

Evaluate: *This phase assesses both learning and teaching and can use a wide variety of informal and formal assessment strategies.*

The teacher will ask post lesson questions during this time for students to respond to in their notebooks.

"Be sure to bring your interview questions to class tomorrow. You may take your notebooks home and use it to compose your own questions. We will discuss when you arrive!"

TEACHER NAME		Lesson #
Ms. Dortch		2
MODEL	CONTENT AREA	GRADE LEVEL
Questioning	ELA/Social Studies	4-5
CONCEPTUAL LENS		LESSON TOPIC
Identity		Family Genealogy
LEARNING OBJECTIVES (from State/Local Curriculum)		
<p>RI.5.3-Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p> <p>S.L.5.1.D-Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p> <p>W.5.2.D-Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>W.5.7-Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p>		
THE ESSENTIAL UNDERSTANDING <i>(What is the overarching idea students will understand as a result of this lesson?)</i>		THE ESSENTIAL QUESTION <i>(What question will be asked to lead students to "uncover" the Essential Understanding)</i>
Investigation leads to identity.		How does investigation lead to identity?
CONTENT KNOWLEDGE <i>(What factual information will students learn in this lesson?)</i>		PROCESS SKILLS <i>(What will students be able to do as a result of this lesson?)</i>
<p>Students will know that information can be gathered through investigation.</p> <p>Students will identify and understand why aspects and traditions of their cultural history are important.</p> <p>Students will know what an interview entails, and what its components are.</p> <p>Students will understand identity.</p>		<p>Students will be able to use research skills to gain knowledge</p> <p>Students will be able to craft questions and/or use inquiry to make connections</p> <p>Students will be able to analyze relationships</p> <p>Students will interview a family member to learn about their cultural history.</p>

GUIDING QUESTIONS

What questions will be asked to support instruction?

Include both "lesson plan level" questions as well as questions designed to guide students to the essential understanding

Pre-Lesson Questions:	During Lesson Questions:	Post Lesson Questions:
<p>What is an interview?</p> <p>What is identity?</p> <p>How does identity affect you?</p> <p>How should body language be portrayed in an interview?</p> <p>What are components of an interview?</p>	<p>How might you find out what your identity is?</p> <p>How can you determine identity during an interview?</p> <p>What questions should be asked during an interview?</p> <p>How do you know if an interview has been successful?</p> <p>What are important factors to remember while interviewing?</p> <p>What do you think about this video?</p> <p>What are your feelings about identity?</p> <p>How do you think identity will affect the interview you will have with a family member?</p> <p>What expectations do you have about learning about your identity?</p>	<p>How will you use the new information you have received?</p> <p>What have you learned as a result of completing a family interview</p> <p>How did the interview affect your identity?</p> <p>What have you learned about participating in an interview?</p> <p>How does investigation play a part in interviews?</p>

DIFFERENTIATION

(Describe how the planned learning experience has been modified to meet the needs of gifted learners. Note: Modifications may be in one or more of the areas below. Only provide details for the area(s) that have been differentiated for this lesson.

Content	Process	Product	Learning Environment
<p>Students will watch interviews and compose questions that will later be used for their interviews.</p>		<p>Student products will vary based on creativity and knowledge of information provided in the documentary for their family tree. Depth of information and additional artifacts provided is appropriate for gifted learners.</p>	

PLANNED LEARNING EXPERIENCES

(What will the teacher input? What will the students be asked to do? For clarity, please provide detailed instructions)

Engage and Connect - This phase focuses on piquing students' interest and helping them access prior knowledge. This is the introduction to the lesson that motivates or hooks the students.

Students will enter the room and begin with a video clip from the Ellen Degeneres show of Ellen interviewing Sia, a well-known singer, songwriter, producer etc. https://www.youtube.com/watch?v=1iyqZ8j_Ss

The clip will be stopped periodically for brief discussion to ensure students are gaining understanding about the interview. Example questions are:

- What is happening in the interview?
- How is the body language in the interview?
- What types of questions are being asked? Open ended or close ended?

When the video is over, the class will break into groups and discuss the interview and their opinions about the interview. "What did you notice about Sia's identity in the interview? How can you relate?"

The teacher will ask the students to take out the interviews they did the previous night. Take a look at your interview questions and compare and contrast to the video we just watched. "Is there anything you would change about your interview? Talk with your peers for a few minutes. Discuss what you would/wouldn't change about your interviews. Did you have any trouble? Do you have any questions?"

Explore - In this phase, the students have experiences with the concepts and ideas of the lesson. Students are encouraged to work together without direct instruction from the teacher. The teacher acts as a facilitator. Students observe, question, and investigate the concepts to develop fundamental awareness of the nature of the materials and ideas.

Students will break into groups to interview each other. This activity will take about 20 minutes. While the teacher is walking around monitoring the interviews taking place, he/she will be facilitating discussion as deemed necessary based on progression of interviews. The teacher may ask questions such as: "How should your body language look? I would like to see you participate in interviews with a partner. The goal is to ask questions about their identity."

While students should be considering these questions, they will also be taking anecdotal notes as they are interviewing their partners.

Explain - Students communicate what they have learned so far and figure out what it means. This phase also provides an opportunity for teachers to directly introduce a concept, process, or skill to guide students toward a deeper understanding.

When the twenty minutes is up, the class will come back together and begin to present their interviews. As the interviews are being presented, the teacher is watching for some important components discussed at the beginning of the lesson. The teacher will take this time to critique interviews and ensure students understand behaviors that should/should not take place in an interview.

The teacher will then explain that the students will be conducting NEW interviews of their own with a family member, which will begin to further give more information about their identity. The teacher will explain to the students to self-reflect often and ask as many questions as they can to ensure they are getting all the information they need. Now that the students have watched a video of what interviews entail, they should be able to demonstrate their knowledge by facilitating interviews at home.

Elaborate —Allow students to use their new knowledge and continue to explore its implications. At this stage, students expand on the concepts they have learned, make connections to other related concepts, and apply their understandings to the world around them in new ways

"Let's explore a bit before you go home to complete your interviews. I would like for you to think about the word identity. What is identity? How does identity affect you? How can you determine identity during an interview?"

The teacher will show a clip about identity-featuring Kid President. "I would like to show you a video, a letter from Kid President. This video is entitled "Kid's President Letter to a Person on their First Day Here". As the students and teacher watch the video, the teacher will stop and allow students moments to reflect throughout the video. <https://www.youtube.com/watch?v=I5-EwrhsMzY>

"What do you think about this video? What are your feelings about identity? How do you think identity will affect the interview you will have with a family member? What expectations do you have about learning about your identity?"

Evaluate: This phase assesses both learning and teaching and can use a wide variety of informal and formal assessment strategies.

"We have talked about interviews and identity. How do the two relate? In what ways do you anticipate your upcoming interview to affect your identity? I would like for you to answer this question in your notebooks.

TEACHER NAME		Lesson #
Ms. Dortch		3
MODEL	CONTENT AREA	GRADE LEVEL
Bruner	ELA/Social Studies	4-5
CONCEPTUAL LENS		LESSON TOPIC
Identity		Family Genealogy
LEARNING OBJECTIVES (from State/Local Curriculum)		
<p>RI.5.3-Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p> <p>S.L.5.1.D-Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p> <p>W.5.2.D-Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>W.5.7-Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p>		
THE ESSENTIAL UNDERSTANDING <i>(What is the overarching idea students will understand as a result of this lesson?)</i>		THE ESSENTIAL QUESTION <i>(What question will be asked to lead students to “uncover” the Essential Understanding?)</i>
<i>Investigation leads to identity.</i>		<i>How does investigation lead to identity?</i>
CONTENT KNOWLEDGE <i>(What factual information will students learn in this lesson?)</i>		PROCESS SKILLS <i>(What will students be able to do as a result of this lesson?)</i>
<p>Students will know that a genealogist is an expert that investigates and studies family history and the identities of individuals in a family.</p> <p>Students will know the role of a genealogist.</p> <p>Students will know that a genealogist investigates identity.</p> <p>Students will know who genealogists investigate.</p> <p>Students will know why genealogists investigate identity.</p>		<p>Students will be able to investigate identity by using familysearch.org to research information about their families.</p> <p>Students will be able to use research skills to find important information they need.</p> <p>Students will be able to identify themselves from family history.</p>
GUIDING QUESTIONS <i>What questions will be asked to support instruction?</i> <i>Include both “lesson plan level” questions as well as questions designed to guide students to the essential understanding</i>		
Pre-Lesson Questions:	During Lesson Questions:	Post Lesson Questions:

<p>What is a genealogist?</p> <p>What do genealogists do?</p> <p>What do genealogists investigate?</p> <p>What are some tools genealogists use?</p> <p>What rules impact how genealogists work?</p> <p>What are some of the methods genealogists use to gather information?</p>	<p>What methods did you observe the genealogist in the video using?</p> <p>What characteristics did the genealogist possess?</p> <p>What tools did she use?</p> <p>How does investigation help reveal your identity?</p> <p>How does the job of a genealogist relate to investigation and identity?</p>	<p>What did you learned about being a genealogist?</p> <p>What strategies and/or methods did you use during your observations?</p> <p>How do investigation and identity relate?</p> <p>What rules did you impose on yourself and others working with you?</p> <p>How did you decide on those rules?</p> <p>Why is investigation important?</p>
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DIFFERENTIATION

(Describe how the planned learning experience has been modified to meet the needs of gifted learners. Note: Modifications may be in one or more of the areas below. Only provide details for the area(s) that have been differentiated for this lesson.

Content	Process	Product	Learning Environment
Students will watch video clips and read a texts on genealogists to help them grasp the understanding of the concept and essential understanding.	Students will engage in a learning environment that will allow them to participate in sophisticated class discussion with peers about investigation and identity.		

PLANNED LEARNING EXPERIENCES

(What will the teacher input? What will the students be asked to do? For clarity, please provide detailed instructions)

Engage and Connect - This phase focuses on piquing students' interest and helping them access prior knowledge. This is the introduction to the lesson that motivates or hooks the students.

Students will take their seats and the teacher will reveal a picture of a magnifying glass. "Tell me what you see on the board. What is it used for? What type of people use it?" Once the students take a moment to gather their thoughts, the teacher will allow a class discussion. As the teacher calls on student volunteers, the students will share their thoughts about the magnifying glass. The teacher will then take the discussion further.

"So far, we have discussed that a magnifying glass is used for investigating, and that scientists use it. Let's talk about other people that investigate. Particularly genealogists. This week has been based upon building the concept on identity, investigation, family trees, and so on. What do you think a genealogist does? How do genealogists relate to investigation and identity? Take a moment and think, share with a partner and we will share aloud."

The teacher will allow some time for students to think and share with partners. The teacher will explain the THINK-PAIR-SHARE activity the students will do to share their thoughts on genealogists. "We are going to do a think-pair-share activity based on the questions I just asked you about genealogists. When I give you the go, the first thing you will do is think about your responses for your partner. When I yell "Pair!", you will pair with the person closest to you and you will put your backs to one another. Then, I will yell "share!" and you each will share your thoughts about our class discussion questions." The teacher will call out "Think!" so that the students will prepare to move around the room to choose a partner. The teacher will play music and the students will move about the room to the music until she calls out, "PAIR!", and students will choose a partner. The teacher will then call out share and the students will each take turns sharing their thoughts with their partners. As the sharing comes to a close, the teacher will call on a few groups to share their ideas about genealogists, investigation, and identity. "Let's get familiar with genealogists! Let's compose a list of what we think they do." The teacher and students will create a list of brainstormed responses from the students regarding what they think a genealogist does.

"Let's watch a 2-minute clip." The teacher will show a clip on genealogy. <https://www.youtube.com/watch?v=4oQPweb387w>

"Now that we've made a list of what we think genealogists do, and have heard the opinions of other kids and what they think genealogy is, let's watch a genealogist at work!" https://www.youtube.com/watch?v=GQ8ewool3_c

When the video is over, the teacher will begin the class discussion. Think about the video and the children's responses. "If genealogy is related to family search and family history, then what is a genealogist?" The teacher will take answers from students. "A genealogist is an expert. An expert that investigates and studies family history and the identities of individuals in a family. Together, we will read about Crista Cowan a professional genealogist who works with ancestry.com. Let's read and learn all about her journey as a genealogist." <http://lifehacker.com/career-spotlight-what-i-do-as-a-genealogist-1711464950>

"What did you think? Let's add on to our list. Now we will have four sections. What genealogists do, which we already have, tools they use, how they act, and what rules they need to guide their work." Students will compose lists in their notebooks, in groups, before the teacher puts the class list on the board. "I will give you 10 minutes to complete the remainder of the chart in your notebooks with your groups, and we will put our thoughts on the board."

What genealogists do	Tools they use	How they act	What rules they need to guide their work

"Why is a genealogist important? You are currently learning about investigation, families, and identity, and today you will do some investigating of your own. You will be using familysearch.org to dig deeper and reveal more information about your identity. How does searching for family (investigation) help reveal your identity? Think about it as I give you a computer to begin some research. You will research your family, as far back as you can."

The teacher will give the students laptops and they will log on to familysearch.org.

Explore - In this phase, the students have experiences with the concepts and ideas of the lesson. Students are encouraged to work together without direct instruction from the teacher. The teacher acts as a facilitator. Students observe, question, and investigate the concepts to develop fundamental awareness of the nature of the materials and ideas.

The students will go to familysearch.org and begin browsing. Students will already be aware of some basic information to get them what they need, enough to understand the investigation process. Students will be allowed to work together as needed. The teacher will walk around the room, ensuring students are on the right track, answering questions as needed.

Explain - Students communicate what they have learned so far and figure out what it means. This phase also provides an opportunity for teachers to directly introduce a concept, process, or skill to guide students toward a deeper understanding.

The teacher will explain to the students to capture as much information as they can while investigating, as they will be using it later. "What further questions do you have about investigation and identity? How does the job of a genealogist relate to investigation and identity?"

Elaborate —Allow students to use their new knowledge and continue to explore its implications. At this stage, students expand on the concepts they have learned, make connections to other related concepts, and apply their understandings to the world around them in new ways

"I would like to watch a video that will enable you to find more information in the event you begin searching for information at home." The teacher will show a series of 3-minute videos on Getting Started with family search information. The teacher will stop after every video to discuss what the students observed and how it will help their search.

<https://www.youtube.com/watch?v=VucOF5tNR8>

https://www.youtube.com/watch?v=KiS_0yDm3PI

<https://www.youtube.com/watch?v=QQQ63ZeqB18>

<https://www.youtube.com/watch?v=uNZW50OoZOA>

Evaluate: This phase assesses both learning and teaching and can use a wide variety of informal and formal assessment strategies.

"Today, we have talked about investigations and identity. How do you think your further investigation will affect your identity? How do investigation and identity relate? Today, I would like for you to answer the question: How does investigation lead to identity? Answer this question in your notebook."

TEACHER NAME		Lesson #
Ms. Dortch		4
MODEL	CONTENT AREA	GRADE LEVEL
Creative Problem Solving	ELA/Social Studies	4-5
CONCEPTUAL LENS		LESSON TOPIC
Identity		Family Genealogy
LEARNING OBJECTIVES (from State/Local Curriculum)		
<p>RI.5.3-Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p> <p>S.L.5.1.D-Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p> <p>W.5.2.D-Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>W.5.7-Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p>		
THE ESSENTIAL UNDERSTANDING (What is the overarching idea students will understand as a result of this lesson?)		THE ESSENTIAL QUESTION (What question will be asked to lead students to “uncover” the Essential Understanding)
<i>Investigation leads to identity.</i>		<i>How does investigation lead to identity?</i>
CONTENT KNOWLEDGE (What factual information will students learn in this lesson?)		PROCESS SKILLS (What will students be able to do as a result of this lesson?)
<p>Students will know why investigation and identity are related.</p> <p>Students will know the significance of family genealogy.</p> <p>Students will know that identity is what makes everyone different.</p>		<p>Students will be able to create a family tree.</p> <p>Students will be able to utilize speaking skills in front of an audience.</p> <p>Students will be able to analyze relationships.</p> <p>Students will act as genealogists to investigate their identity.</p>
GUIDING QUESTIONS <i>What questions will be asked to support instruction?</i> <i>Include both “lesson plan level” questions as well as questions designed to guide students to the essential understanding</i>		
Pre-Lesson Questions:	During Lesson Questions:	Post Lesson Questions:
<p>What is creativity?</p> <p>What technology might be needed to create a family tree?</p> <p>What is identity?</p> <p>What is investigation?</p> <p>How does investigation relate to identity?</p> <p>What is the significance of family genealogy?</p>	<p>What is the best way to solve problems?</p> <p>What problems did you encounter?</p> <p>What other materials might you choose?</p> <p>What investigation techniques will you use for your research?</p> <p>What needs do you need to meet by investigating to create a family tree?</p>	<p>What challenges did you encounter when creating your family tree?</p> <p>How did you overcome to challenge of creating?</p> <p>How would you change the design of your family tree to make it better?</p> <p>How did investigation lead to identity?</p> <p>If you could use items other than what was provided to you, what would you use?</p>

DIFFERENTIATION

(Describe how the planned learning experience has been modified to meet the needs of gifted learners. Note: Modifications may be in one or more of the areas below. Only provide details for the area(s) that have been differentiated for this lesson.

Content	Process	Product	Learning Environment
	Students will be using creative problem solving as an instructional model. This model encourages both divergent and convergent thinking and nurtures creativity, originality, and persistence.	Student products will vary based on creativity and knowledge of information provided in the visual for their family tree. Depth of information and additional artifacts provided is appropriate for gifted learners.	

PLANNED LEARNING EXPERIENCES

(What will the teacher input? What will the students be asked to do? For clarity, please provide detailed instructions)

Engage and Connect - This phase focuses on piquing students' interest and helping them access prior knowledge. This is the introduction to the lesson that motivates or hooks the students.

Students will enter the room and see puzzle pieces on their desks. The finished puzzle will mimic photos of a building fire. The students will be invited to take a peek at the puzzle pieces and go to the front of the room to wait for further instructions.

The teacher will ask the question for students to think to themselves: "What is creativity? What is investigation?" After some time, the teacher will call on volunteers to begin a class discussion. The class discussion will go on, and the teacher will move to the next part of the lesson.

Explore - In this phase, the students have experiences with the concepts and ideas of the lesson. Students are encouraged to work together without direct instruction from the teacher. The teacher acts as a facilitator. Students observe, question, and investigate the concepts to develop fundamental awareness of the nature of the materials and ideas.

Mess Finding:

The teacher provides the students with the challenge to put together the pieces of the puzzle together, in 5 minutes, without talking.

Fact Finding:

Student can view the items, but cannot touch them. They will make a plan needed to put their puzzle together. Students will be instructions on the rules of engagement. The teacher will go over the rules and procedures with students. It is the expectation that students work together, although they are not allowed to talk, and everyone participates.

Students will have to make a plan of the quickest way to put the puzzle together WITHOUT talking. "Students, I will give you a few minutes to plan with your group how you will put the puzzle together. You may not talk when it's time to put the pieces to your puzzle together. I will set the timer for 3 minutes. GO!" While the students are planning the teacher will rotate the room listening to students plan with one another. The timer will start and the teacher will instruct students to go to a spot to work together of their choice. "Remember, you cannot talk. You will 5 minutes. GO!".

When the timer goes off, the teacher will ask all students to stop working. She will go to the board and unveil the picture of the building fire. "Let's make some connections. What did your group decide was the best way to solve your problem? How did you put the puzzle together without talking?"

A brief class discussion will begin and the teacher will explain further what the class will do next.

Explain - Students communicate what they have learned so far and figure out what it means. This phase also provides an opportunity for teachers to directly introduce a concept, process, or skill to guide students toward a deeper understanding.

The teacher will call students attention to bring their discussion to a halt, as she prepares to explain the performance task that will take place the duration of the class.

"I would like for you to show what you have learned this week by creating a family tree. You will use your research skills and knowledge about genealogy, investigation, and identity to complete this activity." The teacher will pass out the performance task and read it to the class:

Help! All of your family files have been lost in a building fire. Your 50th year family reunion is approaching and a family tree will need to be presented. Your goal is to recreate your family tree. You will recreate this to remember those past and present in your life. Your family tree should include family members from both sides of your family (maternal and paternal) and include relatives from at least four generations back. You will present a family tree as your final product. After you create the family tree, you present it at the family reunion and share the most interesting discoveries about your heritage. You must also discuss how the knowledge gained through your research led to new discoveries about your family. What did you learn about your identity?

"There are materials provided for you to use to complete this project. You may begin."

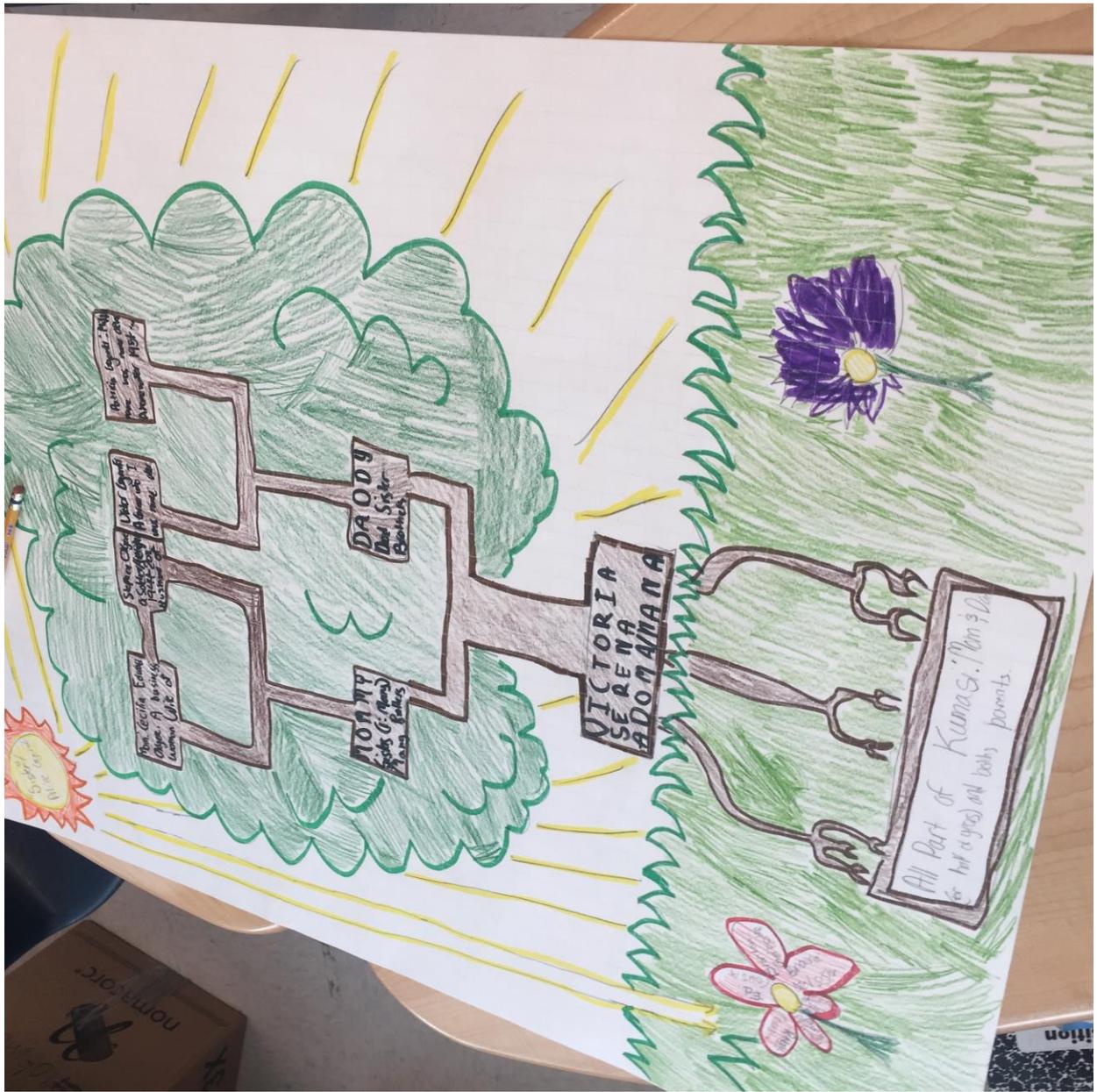
Elaborate —Allow students to use their new knowledge and continue to explore its implications. At this stage students, expand on the concepts they have learned, make connections to other related concepts, and apply their understandings to the world around them in new ways

During this time, students will be working on their performance tasks. The teacher will rotate around the room as needed to check for progress.

Evaluate: This phase assesses both learning and teaching and can use a wide variety of informal and formal assessment strategies.

At this time, students will be finishing their final products, preparing volunteers to share them aloud in class. Students will only share the most interesting fact about the family member they are sharing about. The teacher will check to make sure students have responded to each portion of the performance task, and considered uniqueness as well.

"Students, everyone has done an outstanding job today with performance tasks. I would like for you to respond to the following questions in your notebooks.



Small sun icon with text: "Daddy" "Mum"

Arlene
Dad: ...
Mum: ...

Suzanne Chant
Dad: ...
Mum: ...

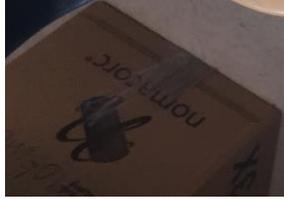
New Cecilia Family
Dad: A. ...
Mum: ...

DADDY
Dad Sister
Bunch

MOMMY
Katie (nee)
Jones

VICTORIA
SERENA
ADOMAMA

All Part of Kuma's Mom's Dad
for half of great and both parents.



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Unit Resources

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(2014, January 23). *Kid President's Letter To A Person On Their First Day Here*. [Video File]. Retrieved from <https://www.youtube.com/watch?v=l5-EwrhsMzY>

[Family Search]. (2011, February 5). *Getting Started, Step 1-Finding Information*. [Video File]. Retrieved from https://www.youtube.com/watch?v=_VucOF5tNR8

[Family Search]. (2011, February 7). *Getting Started, Step 3- Finding Challenging Information*. [Video File]. Retrieved from <https://www.youtube.com/watch?v=QoQ63ZeqB18>

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[Family Search]. (2011, March 10). *What is Genealogy?*. [Video File]. Retrieved from <https://www.youtube.com/watch?v=4oQPweb387w>

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Orin, A. (2015). Career Spotlight: What I Do as a Genealogist. Retrieved August 04, 2016, from <http://lifehacker.com/career-spotlight-what-i-do-as-a-genealogist-1711464950>

[Richard Price]. (2012, January 29). *Professional Genealogy Help from Salt Lake City, Utah*. [Video File]. https://www.youtube.com/watch?v=GQ8ewool3_c