



Discovering Why I Am Who I Am

Grade Level: 9-12 **Lesson Plan Timeframe:** 1 Week **Program Topic:** Importance of Family/Traditions **State:** CO
Prepared By: Marjorie Reed **Chapter/School:** Centauri High School

Overview & Purpose The student will learn, and come to appreciate their family history and traditions.	FCCLA National Program(s) Families First; Power of One STAR Event: National Programs in Action
Education and National FACS Standards Addressed Area of Study 6.0-Family Comprehensive Standard Evaluate the significance of family and its effects on the well-being of individuals and society.	Career Clusters and Pathways States' Career Cluster Initiative Essential Knowledge - COMMUNICATIONS: Use oral and written communication skills in creating, expressing and interpreting information and ideas including technical terminology and information.

Lesson Plan Goals & Objectives (Specify skills/information that will be learned.)	<ol style="list-style-type: none"> 1. Students to identify family members that they would like to know more about. 2. Students to arrange and conduct oral interviews with older family members. 3. Students will learn about, and write family members histories/traditions. 4. Students to share with class members how this project has helped them to identify better with their family member and how it has helped them to “Discover Why I Am Who I Am.”
Materials Needed	<ul style="list-style-type: none"> • Paper • Pencil • 4-generation group record sheet • Tape Recorder, Video camera, or camera • Internet
Introduction of Subject (Give and/or demonstrate necessary information)	Classroom discussion: Define a family. Does a person have to be biologically related to be part of a family? Who would you like to know more about? What is a tradition? How are traditions formed? What new traditions might you want to introduce into your family? (Discussion and sharing of various family traditions by class.) Teacher should share a history of one of their ancestors that they have learned and how it has influenced who they have become.
Verification (Steps to check for student understanding)	<ol style="list-style-type: none"> 1. Students should be able to define a family as a group of people who live together under one roof, do not have to be biologically related, but should share common goals. Other types of families do not have to live together, but all share common goals. i.e., church family, school family, etc. 2. Students to brainstorm about what family members they would like to interview. Questions for the interviews could be formulated at this time. 3. Students should be able to indentify a tradition as a time-honored practice or set of such practices within a defined group of people. Questions for interview should also include family tradition questions.

<p>Activity 1 15 Pts.</p>	<p>Formulate a set of questions to be answered by the interviewee. Questions should be of a general sort, non-invasive, but inquiring about ancestry, childhood memories, and family traditions. Students can work together on the list of questions to be asked. Include in portfolio.</p>
<p>Activity 2 15 Pts.</p>	<p>Using a web-based program, or family records, research ancestors and prepare a four-generation sheet showing parents/grandparents/great grandparents/ and great-great grandparents with birth dates, etc. included. This can be accomplished by finding an ancestor who is listed on http://www.familysearch.org and also by interviewing parents, etc. A session in a computer lab would be helpful in accomplishing this goal. Students would need to have a list of ancestors that they could search to find on the various genealogy websites. A Google search of an ancestor’s name can also bring up a listing of ancestors. Include in portfolio.</p>
<p>Activity 3 15 Pts.</p>	<p>Student should identify family member that they would like to interview. Prepare for interview by setting up an appointment to visit with the ancestor about questions that they have, inquiring about family member’s life history, including health history, and information that they can remember hearing about from their ancestors. Student should be writing, recording, and also conclude the interview with a picture session with ancestor(s.) Include evidence of above and include in portfolio.</p>
<p>Summary/Evaluation 55 Pts.</p>	<p>Students should prepare a portfolio that includes the following information.</p> <ol style="list-style-type: none"> 1. Information gathered from Activities 1-3 2. After interview has concluded, student should write a one page typed paper on how their ancestor has influenced their lifestyle, behaviors, and traditions that they will one day incorporate into their own family and this project has helped them to discover “Why I Am Who I Am.”
<p>Other Resources</p>	<p>http://www.familysearch.org</p>

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