



History Hunt

Family Memories

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Student Outcomes

Students will...

- ▼ **Establish temporal order**
- ▼ **Draw upon historical and visual data**
- ▼ **Distinguish between past and present**

Overview

Family memories introduces students to the importance of family and history. Students learn families are the people from whom they receive love and support. Family memories are historical records about their family that can provide important links to the past.

Literature

When I Was Young in the Mountains by Cynthia Rylant (optional)

National History Standard K-4

National History Standard 1A: *Family life now and in the recent past; family life in various places long ago.*

Establish temporal order

Investigate a family history for at least two generations, identifying various members and their connections in order to construct a timeline. (Teachers should help students understand that families are people from whom they receive love and support. Understanding that many students are raised in nontraditional family structures - i.e., single-parent families, foster homes, guardians raising children, (teachers must be sensitive and protect family privacy).

Draw upon historical and visual data

From data gathered through family artifacts, photos, and interviews with older relatives and/or other people who play a significant part in a student's life, draw possible conclusions about roles, jobs, schooling experiences, and other aspects of family life in the recent past.

Distinguish between past and present

For various cultures represented in the classroom, compare and contrast family life now with family life over time and between various cultures and consider such things as communication, technology, homes, transportation, recreation, school and cultural traditions.



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Focus Questions:

- What is a family?
- What information can we gather about our family through artifacts, photos, and interviews?
- How are families of today, the recent past and long ago, similar and different?
- How have families changed over time?

Materials

Pre-Viewing

- Handout #1: "Memory Quilt Square"
- Various school supplies
- Book: When I Was Young in the Mountains by Cynthia Rylant (optional)

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- Teacher Resource: "Family Comparisons"
- Overhead Projector
- Transparencies

Post-Viewing

- Handout #2: "Family Memory Book"
- Various school supplies

Advance Preparation

Pre-Viewing Activities

- Schedule time for students to participate in the Pre-Viewing activity.
- Make copies of Handout #1: "Memory Quilt Square," one for each student.
- Read and familiarize yourself with the book, When I Was Young in the Mountains by Cynthia Rylant (optional)
- Prepare 3 charts to display family experiences. These charts become a class family quilt.



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Program Activities

- Make copies of Teacher Resource: "Family Comparisons," one for each student.
- Make overhead transparencies of:
 - Teacher Resource: "Family Comparisons"

Post-Viewing Activities

- Schedule time for students to participate in the Post-Viewing Activity.
- Make copies of Handout #2: (a-d) "Family Memory Book," one for each student.

Pre-Viewing Activity

Title: Memory Quilt

Activity

Students recall and display family memories.

Procedure

- Arrange class in small groups of 4-6 students.
- Introduce the topic, "Families" with pictures of families.
Example: The classroom teacher could use a picture of his/her own family or other people the students know like the principal, the school secretary, the custodian, and/or community and parent volunteers. Generic magazine pictures of families can also be used.
 - Show different examples of families. Single moms and dads, grandparents and guardians.
 - Discuss: What is a family?
 - Discuss: How are families similar? different?

Memory Quilt Pt. 1

- Invite students to recall and illustrate a memory of how their family shows love.
- Give students time to think about and illustrate the memory.



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<i>How our families show love</i>				

- Students draw their memory on Handout #1: "Memory Quilt Square". Then they cut out the square. Have students glue their Memory Quilt Square on a large sheet of colored butcher paper with the title, "How Our Families Show Love". (Each square should be placed just below the title and right next to the other creating a "quilt" look.)
- Have students discuss their memories as a whole class.
- Point out similar and different ways families show love.

Homework Assignment:

- Request students to bring in a photo that doesn't need to be returned, showing how their family has fun. (*If they can't bring in a photo, they can bring in an illustration or magazine picture depicting how their family has fun.)

Memory Quilt Pt. 2

- Add another section to the Memory Quilt. Title this section, "How Our Families Have Fun".
- Make a copy of Handout #1: Memory Quilt Square, one for each student.
- Have students share with a partner their picture of how their family has fun.
- The classroom teacher can show pictures of his/her family having fun. (Optional - Make an overhead transparency of your family photo so all students can see it easily.)
- Have students glue their illustration or photo on Handout #1: Memory Quilt Square. Have students dictate or write a caption for the picture explaining how their family has fun.
- Add family photos to Memory Maker Chart after students share their family memory with a partner.
- Have several students share their memory when the class reconvenes as a whole group to post family photos on the Memory Quilt.

Homework Assignment:

- Make a copy of Handout #1: "Memory Quilt Square," one for each student.
- Instruct students to identify with their family members, their favorite family celebration.

<i>How our families show love</i>			<i>How our families have fun</i>		



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How our families show love	How our families have fun	Family Celebrations

- Instruct students to glue a small object on their Memory Quilt Square that represents that celebration. For example: birthdays could be symbolized with a candle, or a piece of wrapping paper. Other small items for other celebrations might include an invitation, a piece of cloth, a string, etc. Students must leave space to write or dictate what their favorite family celebration is and what the object represents.

Memory Quilt Pt. 3

- Add another section to the Memory Quilt. Title this section, "Family Celebrations".
- Students show and tell about their favorite family celebrations and add their square to the Memory Quilt.

Debriefing Memory Quilt:

- Review the quilt and talk about how families support and love one another.
- Point out similarities and differences.
- Reiterate the importance of family memories and how these memories keep families connected to one another.

Post-Viewing (Optional)

- Read the book: When I Was Young in the Mountains, by Cynthia Rylant.
- Discuss book, "What does it tell you about families long ago?"

Program Viewing

DLI = Distance Learning Instructor AP = Audience Participation

DLI

Welcome and introduction Families Now

- What did you learn about the families in your classroom?
- Discuss the Memory Quilt and its purpose.
- Show samples from a memory quilt.



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- DLI Families long ago**
— Revisit book When I Was Young in the Mountains by Cynthia Rylant.
— Lesson: Thinking like an Historian
— Students discover methods used by historians to uncover the past.
- DLI Photo analysis**
— Introduces photos as a source for learning how families long ago showed love, had fun, and celebrated special events.
- AP Your Time**
Students analyze photos and decide what it tells them about families long ago.
- DLI Introduces lesson: Artifact Analysis**
— Students are introduced to a farm family who lived about 200 years ago. Artifacts that were used by the family are presented to students.
— DLI teaches students how to analyze the artifacts for clues that tell them how the family lived long ago.
- AP Your Time**
— Students analyze artifacts about a family long ago and decide what they think the artifact tells them about how the family lived long long ago.
- DLI Introduces lesson**
— Compare your artifact and photo analysis with historians.
- AP Your Time**
— Compare and Contrast
— Using an overhead transparency of Teacher Resource: "Family Comparisons". Record the students' examples of how families lived long ago to how families live today.



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DLI

Closing

— Post-Viewing and online activities are introduced.

Post-Viewing Activity

Title: Be an Historian

Activity

Family Memory Book

Procedure

- Make copies of Handout #2: "Family Memory Book," one for each student.
- Explain to students that they will be creating a family memory book.
- Students gather their memories in three different ways.
 1. Interview and dictate or write a memory from a family member.
 2. Select a photo that represents a family memory and write or dictate at least 1-3 sentences that tell about the memory.
 3. Draw a picture of a family treasure (or artifact) and tell why it is special to the family.
- After gathering their family memories, students record each one on a page in their Family Memory Book.
- After students have completed their Family Memory Book, have them share with a partner or as a whole group.



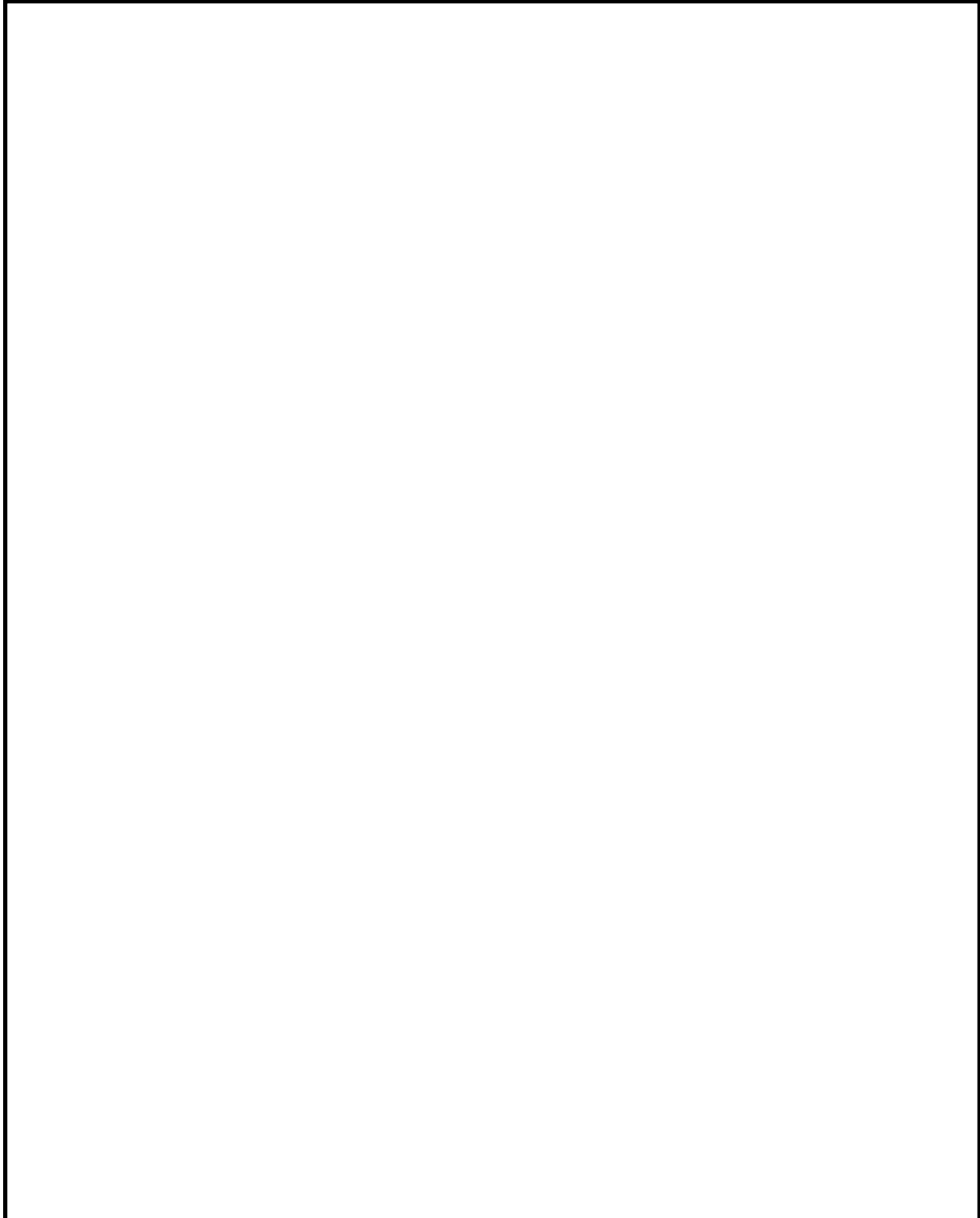
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Handout #1: Memory Quilt Square





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Teacher Resource: Family Comparisons

Families Now	Families Long Ago



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Handout #2a

Family Memory Book

By: _____



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Handout #2b

The family member I interviewed:

Question: What is your most favorite family memory?

Illustrate memory:

(Write memory)



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Handout #2c

Family Memory Photo



Write about the photo.)



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Handout #2d

Family Treasure

Draw a picture of a family treasure.

Write about your family treasure.)
