Dear Families,

In our morning reading block, we have been learning about why people immigrate from one country to another. We decided this would be a great opportunity for the students to learn more about their own families. The students will be using diagrams like timelines and family trees to present information about family heritage, traditions, and ancestry. The goal of the Creative Family Tree & Interview Home Project is for students to deeply understand their personal family history. Students will share what they've learned in a short presentation of a speech using a poster board that has the following items creatively displayed. Detailed directions are on the back of this sheet. Your child may need some help with collecting the materials and doing the activities of the project, but the written work and display should be completed by the child. Students will share their projects, in person, at the blended locations on Wednesday, April 19th at 8:30am (look for a sign-up sheet) or during class connect on Thursday and Friday April 20-21. We hope as many of our local students can come in person to share! You can mark off Writing Skills Unit 30 in your OLS after you finish your presentation.

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**Home Project Storyboard Requirements**

- Items displayed neatly and creatively on a storyboard/poster
- Completed Interview an older relative like a grandparent on storyboard
- Family tree with 8+ family member’s names & relationships on storyboard
- Student’s personal timeline with 6+ events on storyboard
- Artifact (object or picture) representing a story in the family history (Artifact may be in a bag attached to the storyboard.)
- Completed and rehearsed “Speech Outline” for presentation (Speech should be clipped to the back of the poster.)
Display these items on a storyboard:

1. **Interview**: Each student will interview an older relative such as a grandparent to learn how that person’s life was similar and different to his or her own. Questions are provided in this packet, and asking additional questions is encouraged. Students should record the responses of the person that is interviewed, and display the responses on the storyboard in a creative way.

2. **Family Tree**: Students will display the name and relationship to the student of 8 or more family members. Students are encouraged to display siblings, parents/guardians, grandparents, and great-grandparents if possible. Every family structure is different, so students may display these names using the structure of a tree with the apples provided or another structure (rainbow rays, boat with oars, house and rooms, etc).

3. **Personal Timeline**: Each student will describe 6 or more events in his or her life with complete sentences and represent those events using colorful drawings, pictures, or artifacts (baby footprint, ticket stub, etc) on the storyboard. These events might include birth, milestones like learning to walk, big family trips, and other events that are important to the child.

4. **Artifact**: Students will bring an object or picture of an object that represents a story in the student’s family history long ago. This might be a tool, traditional clothing, instrument, book, letter, or other item. If the item is too precious to be shared, please display a photo of the item.

5. **Speech Outline**: Students will complete the sentences of the speech outline and practice to be ready for a presentation of the material on the storyboard. This speech does not need to be fully memorized, but students are expected to know the speech well enough to maintain good eye contact with the audience, good posture, and use a public speaking voice. The speech outline should be clipped to the back of the storyboard so that it can be held during the presentation and also turned in with the project.
My name is ____________________________, and this is my project. This picture shows my family members. This picture of a _________ represents me. This ______________ represents my relative whose name is _____________________________.

Here is the person I interviewed on my family tree. This is my ____________________________, named _________________________________. I was interested to learn that _____________________________.

One similarity between this person’s childhood and mine is that we both _____________________________________________. One difference between this person’s childhood and mine is that _________________________________.

This artifact is a _______________________________. It represents _________________________________.

This is a timeline of my life. One important event in my life happened in ______________ when _________________________________.

My favorite part of my project is _________________________________.

I enjoyed sharing my family’s history with you!
My Interview of
_______________________________________

How are we related? __________________________________________________
_____________________________________________________________________
_____________________________________________________________________

What was school like when you were in 2\textsuperscript{nd} grade?
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

What kinds of things did you do for fun when you were my age?
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

What kinds of foods did you eat when you were my age?
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

Where did you live when you were my age?
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

What were your chores when you were my age?
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

What is the biggest change that you have noticed in your lifetime?
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

Why is our family special?
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

Other questions you asked, and the answers:
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
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Family Tree Home Project #2

Grading Rubric

Name: _____________________ # ________

4 = Excellent (Completed with outstanding effort and accuracy)
3 = Good (Complete and accurate)
2 = Satisfactory (Complete but poor effort)
1 = Needs Improvement (Incomplete and poor effort)
0 = Not Included

Social Studies Rubric (4 points each)

<table>
<thead>
<tr>
<th>Item</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interview</td>
<td>+ ___</td>
</tr>
<tr>
<td>Family Tree</td>
<td>+ ___</td>
</tr>
<tr>
<td>Time Line</td>
<td>+ ___</td>
</tr>
<tr>
<td>Artifact</td>
<td>+ ___</td>
</tr>
<tr>
<td>Speech Outline</td>
<td>+ ___</td>
</tr>
<tr>
<td>Turned in on Time</td>
<td>+ ___</td>
</tr>
</tbody>
</table>

Social Studies Grade: + ___/24

Presentation: Listening & Speaking Rubric (4 points each)

<table>
<thead>
<tr>
<th>Item</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maintained Eye Contact</td>
<td>+ ___</td>
</tr>
<tr>
<td>Loud &amp; Clear Voice</td>
<td>+ ___</td>
</tr>
<tr>
<td>Explained Material</td>
<td>+ ___</td>
</tr>
<tr>
<td>Was a Good Listener</td>
<td>+ ___</td>
</tr>
<tr>
<td>Prepared on a Storyboard</td>
<td>+ ___</td>
</tr>
<tr>
<td>Presented on Time</td>
<td>+ ___</td>
</tr>
</tbody>
</table>

Presentation Grade: + ___/24

Comments:______________________________________________________________

□ Your child did not complete the project/ did not present it on a storyboard. For future home projects, please help your child or ask for help from the teacher before the project is due. Thank you.
My Family Tree

You may cut out and use these apples to represent your family members, or use other images. Remember to write the relative’s names and show their relationship to you.

Artifact: This is ___________________.