
> > > LESSONS AND ACTIVITIES

LESSON OVERVIEW:

Students will discuss ways to collect information about family history, interview family members, and write all interviews in paragraph form with an accompanying picture on “quilt pieces.” This post-visit activity is a part of the Family Culture Project.

STANDARDS:

- Students write clear and coherent sentences and paragraphs that develop a central idea.
(California Content Standards for English-Language Arts, Grades 3-4, Writing Standard 1.0)
- Students write clear, coherent, and focused essays. Essays contain formal introductions, supporting evidence, and conclusions.
(California Content Standards for English-Language Arts, Grades 5-6, Writing Standard 1.0)
- Students write compositions that describe and explain familiar objects, events, and experiences.
(California Content Standards for English-Language Arts, Grades 3-4, Writing Standard 2.0)
- Students write narrative, expository, persuasive, and descriptive texts of at least 500 to 700 words in each genre.
(California Content Standards for English-Language Arts, Grades 5-6, Writing Standard 2.0)
- Students listen critically and respond appropriately to oral communication.
(California Content Standards for English-Language Arts, Grades 3-4, Listening and Speaking Standard 1.0)
- Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience.
(California Content Standards for English-Language Arts, Grades 5-6, Listening and Speaking Standard 1.0)
- Students draw from historical and community resources to organize the sequence of local historical events and describe how each period of settlement left its mark on the land.
(California Content Standards for History-Social Science, Grade 3, Standard 3.3)
- Students describe the continued immigration, migration, settlement, and growth of California and the United States.
(California Content Standards for History-Social Science, Grades 4-5, Standards 4.3, 4.4, 5.4, 5.8)

ASSESSMENT:

- Students discuss ways to collect information about family history.
- Students interview family members about important events in their lives.
- Students write all interviews in paragraph form with an accompanying picture on “quilt pieces.”

FAMILY CULTURE PROJECT: ORAL HISTORY ACTIVITY

INSTRUCTIONAL ACTIVITIES AND STRATEGIES:

1. Discuss with students the different ways in which to collect information about history (artifacts, reading history books, museums, oral histories, etc.)
2. Discuss the different types of information that can be collected through oral histories.
3. Give *Interviews with Family Members – 1 worksheet* to students. Go through the directions, since they are a little complicated. This worksheet must be completed before moving on to the actual research, so assign this for homework.
4. Give *Interviews with Family Members – 2 worksheet* to students. Go through the directions.
5. Have the students pair up with a partner and brainstorm questions they might want to ask during their interviews (on a separate piece of paper). Have each pair choose their favorite question and share with the class. Write questions on the board and have students write their favorites on their handout to be asked in their interview.
6. Give the students 2 – 3 days to collect the information.
7. Check that students have completed the *Interviews with Family Members – 2 worksheet*
8. Write all interviews in paragraph form on a “quilt piece.” If there is extra time, draw an accompanying picture on a “quilt piece.”

TIME ELEMENT:

1 night to complete *Interviews with Family Members – 1 worksheet*.

3 days to complete *Interviews with Family Members – 2 worksheet*.

1 day to complete the paragraphs and “quilt pieces”

MATERIALS/RESOURCES:

- *Interviews with Family Members – 1 worksheet*
- *Interviews with Family Members – 2 worksheet*
- 4 “quilt pieces” on which to write paragraphs.
- 4 “quilt pieces” on which to draw accompanying pictures.



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INTERVIEWS WITH FAMILY MEMBERS - 1

Directions:

Ask your parents/guardians to help you come up with a list of people you can call or speak to in person for an interview. Each interview must be done with a separate person, so you need to find at least 4 different people to interview.

For each interview, please write down the name of the family member whom you will talk to and his/her phone number:

These three interviews are required as part of the project:

1. A family member who could tell me a family history story about a female:

Name: _____ Phone number: _____

2. A family member who could tell me a family history story about a male:

Name: _____ Phone number: _____

3. A family member that could tell me a great story about what life was like when they were ten years old (must be at least 30 years old now):

Name: _____ Phone number: _____

Choose 1 or more of the following interviews to complete:

1. A family member that could tell me a great story about when I was younger:

Name: _____ Phone number: _____

2. A family member that could tell me a story about when he/she first moved to California:

Name: _____ Phone number: _____

3. A family member that could tell me a story about when he/she first moved to the United States:

Name: _____ Phone number: _____

4. A family member who could tell me about a special place in his/her life that holds a fond memory:

Name: _____ Phone number: _____

INTERVIEWS WITH FAMILY MEMBERS - 2

Directions:

You must complete at least 4 interviews, each with a separate family member. The final draft of your interview must be written in complete sentences. (You will have time to write your sentences in class).

These are the interviews you must complete:

Interview a family member to find out a family history story about a female.

Who is the female: _____

What is the story about: _____

Where did it happen: _____

When did it happen: _____

Interview a family member to find out a family history story about a male.

Who is the male: _____

What is the story about: _____

INTERVIEWS WITH FAMILY MEMBERS - 2, CONTINUED

Where did it happen: _____

When did it happen: _____

Interview a family member about what life was like when they were 10 years old. (Think about asking if he/she went to school, where he/she lived, what he/she did for fun, and other things you are interested in learning about.)

You get to pick your own questions!

Write your questions and answers here:

1. Question: _____

Answer: _____

2. Question: _____

Answer: _____

INTERVIEWS WITH FAMILY MEMBERS - 2, CONTINUED

3. Question: _____

Answer: _____

4. Question: _____

Answer: _____

5. Question: _____

Answer: _____

Everyone must choose to complete at least one of the following interviews:

1. Interview a family member about a time when you were younger.
2. Interview a family member about when he/she first moved to California
3. Interview a family member about when he/she first moved to the United States.
4. Interview a family member about a special place in his/her life that holds a fond memory.

Write your questions and answers here.

Interview you will complete: _____

1. Question: _____

Answer: _____

INTERVIEWS WITH FAMILY MEMBERS - 2, CONTINUED

2. Question: _____

Answer: _____

3. Question: _____

Answer: _____

4. Question: _____

Answer: _____

5. Question: _____

Answer: _____
