

## MY FAMILY TREE (ALL AGES)

### Ages 4 to 7 (Level 1)

<b>Description:</b>	Help the learner discover their family's history and learn about the different ways we can look for information!
<b>Leading question:</b>	What can we learn from our own family tree?
<b>Age group:</b>	4-7 years old
<b>Subjects:</b>	History, Social Science – Language
<b>Total time required:</b>	30-50 minutes a day for 4 days (total of ~2.3 hours)
<b>Self-guided / Supervised activity:</b>	Supervised by parents / guardians
<b>Resources required:</b>	Chart or regular paper, notebook, color pens, relevant family photos, articles, etc., phone for "interviews"

Day	Time	Activity and Description
1	5 minutes	Explain to the learner that this project is to get to know his or her family a little better and learn how to search for information in different ways.
	10 minutes	Use a relevant public figure biography to introduce the concept of family tree. E.g.: read excerpts from Al Seera Al Nabawiyya and chart out Prophet Muhammed's family tree!  With the learner, decide on how far down your family tree you will go and who you want to explore. For example, you could choose to stop at the learner's great-grandparents on either side.
	5-10 minutes	Brainstorm with the learner or ask them to come up with ~5-10 questions/things he or she wants to know about family members. For example: What career is most common in your family? Did your family migrate at any point?
	10-20 minutes	The learner can write down the selected questions by writing the key word and illustrating the rest in a list so that they remember. Please assist the learner in writing the questions.  <i>TIP: Try to ensure that the questions cover a range of subjects to develop extension activities that can further their learning. Some examples of extension activities (age-dependent):</i>  1. <i>Math: Learners can be asked to count the number of family members based on certain characteristics such as features, occupation, birthplace etc. and perform simple one-digit addition to find out, for example, the total number of grandchildren a family member has.</i>

	10 minutes	<p>2. <i>Science: Learners can ask questions about their family members'-hair color, eye color, height, shoe size etc.</i></p> <p>3. <i>Geography: Learners can be asked to name the continents of the countries where family members lived or migrated to.</i></p> <p>Ask the learner to draw the family tree template on a large piece of paper! Numerous templates are available online. Get creative with the template</p> <p><i>TIP: The learning can be extended by asking the learner to add women in squares and men in triangles or in different primary colours based on ages</i></p>
2	10 minutes	<p>Inform the learner that he or she will have to find out answers to the questions you came up with together for each family member. Ask them where they think they can find this information. Let them reflect and answer, then inform them that you can look together at family photos, family social groups, newspaper/other articles etc.</p>
	5 minutes	<p>Inform the learner that he or she can also conduct interviews with family members by calling or sending them voice messages to ask about someone in the family tree!</p> <p><i>TIP: Examples of extension activities at this stage to make it more challenging:</i></p> <ul style="list-style-type: none"> <li>• <i>English: What should we ask Aunt Noor to find out what grandpa Adam's job was?</i></li> </ul>
	20 minutes	<p>Have the learner begin researching using a mix of methods (including phone calls, photo albums, conversations etc.)</p>
	5-10 minutes	<p>Discuss with the learner what he or she has discovered and if anything has surprised them</p>
3	20-30 minutes	<p>Have the learner continue interviewing and researching different family members, ensuring that he or she has collected sufficient information per family member.</p>
	20-30 minutes	<p>The learner can illustrate or voice record the research as it is being collected. Write down the questions and answers in a notebook or piece of paper with the learner.</p> <p><i>TIP: Examples of extension activities at this stage:</i></p> <ol style="list-style-type: none"> <li>1. <i>English: have the learner write the names and ages of family members. If the learner is too young write it for them in dotted lines and ask them to trace it</i></li> <li>2. <i>Math: how many family members had a daughter?</i></li> <li>3. <i>Geography: show the learner a world map below and ask them to put a pin or a dot on the places where different family members lived</i></li> </ol>
4	20 minutes	<p>Ask the learner to fill in the family tree template created on the first day, make sure the family tree is complete with:</p> <ul style="list-style-type: none"> <li>• The names of all the family members</li> <li>• The years they were alive</li> <li>• The country they lived in</li> </ul>

	20 minutes	<ul style="list-style-type: none"> <li>Other details you decided on</li> </ul>
	10 minutes	Attach a photo if available! Learners can also draw their family members if photos are not available.
	5-10 minutes	Ask the learner to present their findings to you as a family – both the family tree as well as the answers to the questions
		Discuss with the learner what he or she discovered and enjoyed the most and least about this process, challenges they faced etc.
		Note: you may frame the family tree if desired to celebrate the learner's work!
Assessment Criteria:		<ul style="list-style-type: none"> <li>- Complete family tree with each member's basic information: name, years alive, countries where they lived etc.</li> <li>- Use of different methods to find information</li> <li>- Completion of academic and non-academic related extension tasks depending on learning goals</li> </ul>

Learning outcomes:	<ul style="list-style-type: none"> <li>- Learning basic research skills: Different ways of finding information</li> <li>- Family history</li> <li>- Other academic/life skills/values depending on learning goals</li> </ul>
Required previous learning:	Dependent on academic learning goals
Inspiration:	n/a
Additional enrichment activities:	Replicating the family tree project in your child's native language if it is different from English



Source: <http://ontheworldmap.com/world-map-1750.jpg>

### Ages 8 to 10 (Level 2)

<b>Description:</b>	Help the learner discover your family's history and learn how to conduct historical research!
<b>Leading question:</b>	What can we learn from our family tree?
<b>Age group:</b>	8-10 year old
<b>Subjects:</b>	History, Social Science – Language
<b>Total time required:</b>	40-60 mins a day for 5 days (total of ~3.3-5 hours)
<b>Self-guided / Supervised activity:</b>	Supervised by parents / guardians
<b>Resources required:</b>	Chart or regular paper, notebook, color pens, relevant family photos, articles, etc., phone for "interviews"

Day	Time	Activity and Description
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1	5 minutes	Explain to the learner that the objective of this project is to get to know his or her family a little better and learn how to do historical research. You may also discuss other academic/value related goals.
	10 minutes	Use a relevant public figure biography to introduce the concept of family tree. E.g.: read excerpts from Al Seera Al Nabawiyya and chart out Prophet Muhammed's family tree!
	5-10 minutes	Decide on how far down your family tree you will go and whom you want to explore. For example, you could choose to stop at the learner's great-grandparents on either side.
	10-20 minutes	Brainstorm with the learner or ask them to come up with and write down ~10 questions/things he or she wants to know about family members. For example: What career is most common in your family? Did your family migrate at any point? Encourage the learner to include mathematical questions - e.g. average age of marriage for family members. Try to ensure that the questions cover a range of subjects to develop extension activities that can further their learning.  <i>TIP: Some examples of extension activities (age-dependent):</i>  <ol style="list-style-type: none"> <li><i>Math: Learners can be asked to do tallies for different family members on things like travel, no. of children etc. and then to represent both the total for all members as well as the count for each member. Example of questions for tally: how many times did each family member travel to different countries? Sarah: III – 3, Ahmed: II – 2, Adam: ###, family total: 10</i></li> <li><i>Science: Learners can ask questions about their family members'-hair color, eye color, height, shoe size etc. as a way to introduce the concept of genetic variation/heredity</i></li> </ol>
	10 minutes	Ask your child to draw the family tree on a large piece of paper! Numerous templates are available online Get creative! Your child may also use a website like <a href="https://www.familyecho.com/">https://www.familyecho.com/</a> to create the family tree if you have internet access  <i>TIP: The learning can be extended by asking the learner to add women in squares and men in triangles or in different primary colours based on ages</i>
2	10 minutes	Inform the learner that he or she will have to do research to find out about each family member. Give them clues about where they can find information (government records, directly from family members, family photos, online resources including family social groups, newspaper/other articles etc. if internet access is available)
	5 minutes	Inform the learner that he or she can also conduct interviews with family members by having a conversation with, calling or texting them using your phone to ask about someone in the family tree!

	20 minutes	<p><i>TIP: Examples of extension activities at this stage to make it more challenging:</i></p> <ul style="list-style-type: none"> <li>English: Create interview questions for family members you intend to survey. How can we use the interrogative form here/how do we ask questions to find out the information we need to answer the questions we came up with?</li> </ul>
	5-10 minutes	Have the learner begin researching using a mix of sources
	5-10 minutes	Discuss with the learner what he or she has discovered and if anything has surprised them.
3-4	20-30 minutes	Have the learner continue interviewing and researching different family members, ensuring that he or she has collected sufficient information about each family member
	20-30 minutes	<p>Make sure that the learner is documenting all information collected in a notebook or piece of paper. If they are unable to, have them illustrate and visually depict the responses.</p> <p><i>TIP: Example of extension activities at this stage (age-dependent):</i></p> <ol style="list-style-type: none"> <li>English: write 2-3 sentences about one family member of your choosing</li> <li>Math: how many family members had sons?</li> <li>Geography: show the learner a world map below and ask him or her to put a pin (if you have a paper copy) or point at the countries where your family members lived or traveled to. Name the countries and the continents they are on</li> </ol>
5	20 minutes	<p>Make sure the family tree is complete with:</p> <ul style="list-style-type: none"> <li>The names of all the family members</li> <li>The years they were alive</li> <li>Countries they lived in</li> <li>Other details decided on</li> </ul>
	20 minutes	Attach a photo if available! The learner can also draw their family members if photos are not available.
	10 minutes	Ask the learner to present their findings to you as a family, particularly the answers to the questions as well as the family tree
	5-10 minutes	<p>Discuss with the learner what he or she discovered and enjoyed the most and least about this process, challenges they faced etc.</p> <p><i>TIP: Extension activities at this stage:</i></p> <ul style="list-style-type: none"> <li>Life skills: ask the learner to reflect on a value they learned about one of their family members that they liked and would like to embody themselves</li> </ul> <p>Note: you may frame the family tree if desired to celebrate the learner's work!</p>

Assessment Criteria:	<ul style="list-style-type: none"> <li>- Complete family tree with each member's basic information: name, years alive, and 2-3 sentences about their life</li> <li>- Use of primary and secondary sources in research</li> <li>- Completion of academic and non-academic related extension tasks depending on learning goals</li> </ul>
Learning outcomes:	<ul style="list-style-type: none"> <li>- Different sources of information</li> <li>- The process of conducting research</li> <li>- Family history</li> <li>- Other academic/life skills/values depending on learning goals</li> </ul>
Required previous learning:	Dependent on academic learning goals
Inspiration:	n/a
Additional enrichment activities:	<ul style="list-style-type: none"> <li>- You can ask the learner to replicate the family tree and associated language arts extension activities another language</li> </ul>



Source: <http://ontheworldmap.com/world-map-1750.jpg>

EAA welcomes feedback on its projects in order to improve, please use this link:

<https://forms.gle/LGAP9K17fMyJrKJN7>

### Ages 11 to 14 (Level 3)

<b>Description:</b>	Help the learner discover your family's history and learn how to conduct historical research!
<b>Leading question:</b>	What can we learn from our family tree?
<b>Age group:</b>	11-14 years old
<b>Subjects:</b>	History, Social Science – Language
<b>Total time required:</b>	40-60 mins a day for 5 days (total of ~3.3-5 hours)
<b>Self-guided / Supervised activity:</b>	Supervised by parents / guardians
<b>Resources required:</b>	Chart or regular paper, notebook, color pens, relevant family photos, articles, etc., phone for "interviews"

Day	Time	Activity and Description
1	5 minutes	Explain to the learner that the objective of this project is to get to know her or his family a little better and learn how to do historical research. You may also discuss other academic/value related goals.
	10 minutes	Use a relevant public figure biography to introduce the concept of family tree. E.g.: read excerpts from Al Seera Al Nabawiyya and chart out Prophet Muhammed's family tree!
	5-10 minutes	Decide on how far down your family tree you will go and whom you want to explore. For example, you could choose to stop at the learner's great-grandparents on either side.
	10-20 minutes	Brainstorm with the learner or ask them to come up with and write down ~10 questions/things he or she wants to know about family members. For example: What career is most common in your family? Did your family migrate at any point – what caused the migration? Encourage the learner to include mathematical questions - e.g. average age of marriage for family members. Try to ensure that the questions cover a range of subjects to develop extension activities that can further the learning of the learner.  <i>TIP: Some examples of extension activities (age-dependent):</i> <ul style="list-style-type: none"> <li>• <i>Math: Learners can be asked to create a tally for different family members based on certain characteristics such as features, occupation, birthplace etc. and then to represent the count or percentage for each member using bar charts, pie charts etc. (data handling)</i></li> <li>• <i>Science: Learners can ask questions about their family members'-hair color, eye color, height, shoe size etc. and inquire about any long term diseases the family member have like diabetes or blood pressure. This information can be used to introduce heredity and variation</i></li> </ul>
		Ask the learner to draw the family tree on a large piece of paper! Numerous templates are available online. Get creative!

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	10 minutes	The learner may also use a website like <a href="https://www.familyecho.com/">https://www.familyecho.com/</a> to create the family tree if you have internet access
2	10 minutes	Inform the learner that he or she will have to do research to find out about each family member. Give them clues about where they can find information (government records, family photos, online resources including family social groups, newspaper/other articles etc. if internet access is available)
	5 minutes	Inform the learner that he or she can also conduct interviews with family members by calling or texting them to ask about someone in the family tree! Explain to the learner that they are using primary (records, photos, letters, oral history/interviews) and secondary sources (articles) in their project!  <i>TIP: Examples of extension activities at this stage to make it more challenging:</i> <ul style="list-style-type: none"> <li>English: Create interview questions for family members you intend to survey. How can we use the interrogative form here?</li> </ul>
	20 minutes	Have the learner begin researching using a mix of primary and secondary sources
	5-10 minutes	Ask the learner to create a plan for how they intend to gather the information. For example, if one of the goals is to learn about heredity and variation with regard to diseases in the family, how will the learner go about collecting, recording, and presenting their findings?  Discuss with the learner what he or she has discovered and if anything has surprised them.
3-4	20-30 minutes	Have the learner continue interviewing and researching different family members, ensuring that he or she has collected sufficient information (1 paragraph minimum) per family member
	20-30 minutes	Make sure that the learner is documenting all information collected in a notebook and creating the necessary tables/charts to represent their findings and answer the questions.  <i>TIPS: Extension activities at this stage:</i> <ul style="list-style-type: none"> <li>English: write a biography of one family member of your choosing</li> <li>Math and geography: what % of family members owned a business/land? Represent this as a bar graph and represent on the map below the areas where the land/business existed</li> </ul>
5	20 minutes	Make sure the family tree is complete with: <ul style="list-style-type: none"> <li>The names of all the family members</li> <li>The years they were alive</li> <li>Key information from the learner's research (2-3 points)</li> </ul>
	20 minutes	Attach a photo if available! Learners can also draw their family members if photos are not available.

10 minutes	Ask the learner to display the answers to the 10 questions on a separate chart paper or different pages of their notebook in an attractive way
5-10 minutes	Ask the learner to present their findings to you as a family, particularly the answers to the 10 questions your child has identified on day 1 as well as the completed family tree
	Discuss with the learner what he or she discovered and enjoyed the most and least about this process, challenges they faced etc.
	<i>TIP: Ask the learner to reflect on a value they learned about one of their family members that they liked and would like to embody themselves</i>
	Note: you may frame the family tree if desired to celebrate the learner's work!
Assessment Criteria:	<ul style="list-style-type: none"> <li>- Complete family tree with each member's basic information: name, years alive, and 2-3 sentences about their life</li> <li>- Use of primary and secondary sources in research</li> <li>- Completion of academic and non-academic related extension tasks depending on learning goals</li> </ul>

Learning outcomes:	<ul style="list-style-type: none"> <li>- Primary and secondary sources in social science research</li> <li>- The process of conducting historical research</li> <li>- Family tree research project</li> <li>- Other academic/life skills/values depending on learning goals</li> </ul>
Required previous learning:	Dependent on academic learning goals
Inspiration:	n/a
Additional enrichment activities:	<ul style="list-style-type: none"> <li>- You can ask the learner to research key historical events (national, regional, or international) that have occurred during the lifetime of each member on the family tree and include it in the description adjacent to each family member</li> <li>- You can ask the learner to replicate the family tree and associated language arts extension activities in another language</li> </ul>



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