

## My FAMILY TREE (LEVEL 3)

<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 be learned from our own family tree?
<b>Total Time Required</b>	40-60 mins a day for 4 days (total of approximately 3 to 3.5 hours)
<b>Supplies Required</b>	Chart or regular paper, notebook, color pens, relevant family photos, articles, etc., phone for "interviews"
<b>Topics/Concepts Covered</b>	<ol style="list-style-type: none"> <li>1. Family structures</li> <li>2. Family history and key events</li> <li>3. Primary and secondary sources of information</li> <li>4. Research skills</li> <li>5. Presentation and communication skills</li> </ol>
<b>Learning Outcomes</b>	<ol style="list-style-type: none"> <li>1. Learn how to collect information through primary and secondary sources that are used in social science research</li> <li>2. Exposure to the process of conducting historical research</li> <li>3. Learn about one's family history and create one's family tree</li> </ol>
<b>Previous Learning</b>	Not Applicable

### DAY 1

Today you will learn about how to create a family tree and come up with some questions to help guide your family tree.

<b>Suggested Duration</b>	<b>Activity and Description</b>
<b>5 minutes</b>	<ul style="list-style-type: none"> <li>• Explain to the learner that this project is to get to know his or her family a little better and learn how to do historical research.</li> </ul>
<b>20 minutes</b>	<ul style="list-style-type: none"> <li>• Use a relevant public figure biography to introduce the concept of family tree. E.g.: you can read the biography of Prophet Muhammad</li> </ul>

	in the appendix and use it to chart out Prophet Muhammed's family tree!
<b>5 - 10 minutes</b>	<ul style="list-style-type: none"> <li>Decide on how far down their family tree they will go and whom they want to explore. For example, you could choose to stop at the learner's great-grandparents on either side (maternal and paternal).</li> </ul>
<b>10 - 20 minutes</b>	<ul style="list-style-type: none"> <li>Brainstorm with the learner or ask them to come up with 10 questions/things they want to know about their family members. For example: <ul style="list-style-type: none"> <li>The names of all the family members</li> <li>The years they were alive</li> <li>The countries/places/villages they lived in</li> <li>What career is most common in your family?</li> <li>Is there a history of chronic illness in the family (e.g. diabetes)</li> <li>Did your family migrate at any point? etc.</li> </ul> </li> <li><i>TIP: Try to make sure that the questions cover a range of subjects such as math, science, geography, etc.</i></li> </ul>
<b>10 minutes</b>	<ul style="list-style-type: none"> <li>Ask the learner to draw the family tree on a large piece of paper! Numerous templates are available online. Get creative! An example is also included in the appendix.</li> </ul>

## DAY 2

Today you will research answers to the questions you created using a mix of sources about your family members.

<b>Suggested Duration</b>	<b>Activity and Description</b>
<b>10 minutes</b>	<ul style="list-style-type: none"> <li>Inform the learner that he or she will do some research to find out about each family member.</li> <li>Give them clues about where they can find information.</li> <li><i>Sources can include government records, family members, family photos, family social groups, newspaper/other articles, etc.</i></li> </ul>
<b>5 minutes</b>	<ul style="list-style-type: none"> <li>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!</li> </ul>

	<ul style="list-style-type: none"> <li>Explain that they are using primary (records, photos, letters, oral history, interviews) and secondary sources (government records, newspapers, other articles) in their project.</li> </ul>																
<b>20 minutes</b>	<ul style="list-style-type: none"> <li>Have the learner begin researching using a mix of primary and secondary sources.</li> </ul>																
<b>5-10 minutes</b>	<ul style="list-style-type: none"> <li>Ask the learner to create a plan for how they intend to gather the information e.g.,</li> </ul> <table border="1" data-bbox="509 594 1382 961"> <thead> <tr> <th>Name of family member</th> <th>Relationship to you</th> <th>Information Source type</th> <th>Information Source</th> </tr> </thead> <tbody> <tr> <td>Musa</td> <td>Uncle</td> <td>Primary</td> <td>Interview with my grandmother</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>Discuss with the learner what he or she has discovered and if anything has surprised them.</li> </ul>	Name of family member	Relationship to you	Information Source type	Information Source	Musa	Uncle	Primary	Interview with my grandmother								
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## DAY 3

Today you will continue learning about your family!

<b>Suggested Duration</b>	<b>Activity and Description</b>
<b>20 - 30 minutes</b>	<ul style="list-style-type: none"> <li>Have the learner continue interviewing and researching different family members, making sure he or she has enough information per family member (1 paragraph minimum)</li> </ul>
<b>20-30 minutes</b>	<ul style="list-style-type: none"> <li>Make sure that the learner is documenting all information collected in a notebook or a piece of paper and creating the necessary tables/charts to represent their findings and answer the questions.</li> </ul>

## DAY 4

Today you will use your art skills to create your family tree and present your family tree to your family!

Suggested Duration	Activity and Description												
20-30 minutes	<ul style="list-style-type: none"> <li>Ask the learner to fill in the family tree template created on the first day. 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>The countries/places/villages they lived in</li> <li>Key information from the learner's research (2-3points)</li> <li>Other details you decided on based on the questions identified on the first day of the project</li> </ul> </li> </ul>												
20 minutes	<ul style="list-style-type: none"> <li>Attach a photo if available! The learner can also draw their family members if photos are not available.</li> </ul>												
10 minutes	<ul style="list-style-type: none"> <li>Numeracy extension: Summarize the information collected in a table similar to the one below on a sheet of paper. Add the other characteristics that you collected into the table</li> </ul> <p>Total number of family members = _____</p> <table border="1"> <thead> <tr> <th>Family Characteristic</th> <th>Number of Family members</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Number of family members interviewed</td> <td></td> <td></td> </tr> <tr> <td>Number of family members who lived for the same number of years</td> <td></td> <td></td> </tr> <tr> <td>Number of family members who lived in the same country</td> <td></td> <td></td> </tr> </tbody> </table>	Family Characteristic	Number of Family members	Percentage	Number of family members interviewed			Number of family members who lived for the same number of years			Number of family members who lived in the same country		
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	Number of family members who had the same chronic illness		
<p>Hint: To compute the percentage use:</p> $\frac{\text{Number of family members with the characteristic}}{\text{Total number of family members}} \times 100$			
<b>10 minutes</b>	<ul style="list-style-type: none"> <li>Ask the learner to present their findings to you as a family – both the family tree as well as the answers to the 10 questions they identified on day 1.</li> </ul>		
<b>5-10 minutes</b>	<ul style="list-style-type: none"> <li>Family members can provide feedback to the learner on the family tree created, highlighting: <ul style="list-style-type: none"> <li>What they liked about the presentation</li> <li>What is missing or can be improved</li> <li>Any other suggestions for improvement</li> </ul> </li> <li>The learner can then incorporate any feedback provided into the family tree and design the final family tree.</li> </ul>		
<b>20-30 minutes</b>	<ul style="list-style-type: none"> <li>Discuss with the learner what he or she discovered and enjoyed the most and least about this process, challenges they faced, etc.</li> <li>Note: you may frame and hang up the family tree on a wall if desired to celebrate the learner's work!</li> </ul>		

## ASSESSMENT CRITERIA

- Complete family tree with each member's basic information: name, years alive, and 2-3 sentences about their life.
- Use of primary and secondary resources in research.
- Completion of academic and non-academic related extension tasks depending on learning goals.

## ADDITIONAL ENRICHMENT ACTIVITIES

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- Ask the learner to research key historical events (national, regional and 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.
- Replicate the family tree project in the learner’s native language if it is different from English.

## APPENDIX

### Biography of Prophet Muhammad

Source: <https://www.biography.com/religious-figure/muhammad>

#### WHO WAS MUHAMMAD?

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Muhammad was the prophet and founder of Islam. Most of his early life was spent as a merchant. At age 40, he began to have revelations from Allah that became the basis for the Koran and the foundation of Islam. By 630 he had unified most of Arabia under a single religion. As of 2015, there are over 1.8 billion Muslims in the world who profess, “There is no God but Allah, and Muhammad is his prophet.”

#### THE LIFE OF MUHAMMAD

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Muhammad was born around 570, AD in Mecca (now in Saudi Arabia). His father died before he was born and he was raised first by his grandfather and then his uncle. He belonged to a poor but respectable family of the Quraysh tribe. The family was active in Meccan politics and trade.

Many of the tribes living in the Arabian Peninsula at the time were nomadic, trading goods as they crisscrossed the desert. Most tribes were polytheistic, worshipping their own set of gods. The town of Mecca was an important trading and religious center, home to many temples and worship sites where the devoted prayed to the idols of these gods. The most famous site was the Kaaba (meaning cube in Arabic). It is believed to have been built by Abraham (Ibrahim to Muslims) and his son Ismail. Gradually the people of Mecca turned to polytheism and idolatry. Of all the gods worshipped, it is believed that Allah was considered the greatest and the only one without an idol.

In his early teens, Muhammad worked in a camel caravan, following in the footsteps of many people his age, born of meager wealth. Working for his uncle, he gained experience in commercial trade traveling to Syria and eventually from the Mediterranean Sea to the Indian

Ocean. In time, Muhammad earned a reputation as honest and sincere, acquiring the nickname “al-Amin” meaning faithful or trustworthy.

In his early 20s, Muhammad began working for a wealthy merchant woman named Khadijah, 15 years his senior. She soon became attracted to this young, accomplished man and proposed marriage. He accepted and over the years the happy union brought several children. Not all lived to adulthood, but one, Fatima, would marry Muhammad’s cousin, Ali ibn Abi Talib, whom Shi’ite Muslims regard as Muhammad’s successor.

## THE PROPHET MUHAMMAD

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Muhammad was also very religious, occasionally taking journeys of devotion to sacred sites near Mecca. On one of his pilgrimages in 610, he was meditating in a cave on Mount Jabal al-Nour. The Angel Gabriel appeared and relayed the word of God: “Recite in the name of your Lord who creates, creates man from a clot! Recite for your lord is most generous....” These words became the opening verses of sūrah (chapter) 96 of the Qur’an. Most Islamic historians believe Muhammad was initially disturbed by the revelations and that he didn’t reveal them publicly for several years. However, Shi’a tradition states he welcomed the message from the Angel Gabriel and was deeply inspired to share his experience with other potential believers.

Islamic tradition holds that the first persons to believe were his wife, Khadija and his close friend Abu Bakr (regarded as the successor to Muhammad by Sunni Muslims). Soon, Muhammad began to gather a small following, initially encountering no opposition. Most people in Mecca either ignored him or mocked him as just another prophet. However, when his message condemned idol worship and polytheism, many of Mecca’s tribal leaders began to see Muhammad and his message as a threat. Besides going against long standing beliefs, the condemnation of idol worship had economic consequences for merchants who catered to the thousands of pilgrims who came to Mecca every year. This was especially true for members of Muhammad’s own tribe, the Quraysh, who were the guardians of the Kaaba. Sensing a threat, Mecca’s merchants and leaders offered Muhammad incentives to abandon his preaching, but he refused.

Increasingly, the resistance to Muhammed and his followers grew and they were eventually forced to emigrate from Mecca to Medina, a city 260 miles to the north in 622. This event marks the beginning of the Muslim calendar. There Muhammad was instrumental in bringing an end to a civil war raging amongst several of the city’s tribes. Muhammad settled in Medina, building his Muslim community and gradually gathering acceptance and more followers.

Between 624 and 628, the Muslims were involved in a series of battles for their survival. In the final major confrontation, The Battle of the Trench and Siege of Medina, Muhammad and his followers prevailed and a treaty was signed. The treaty was broken by the Meccan allies a year later. By now, Muhammad had plenty of forces and the balance of power had shifted away from

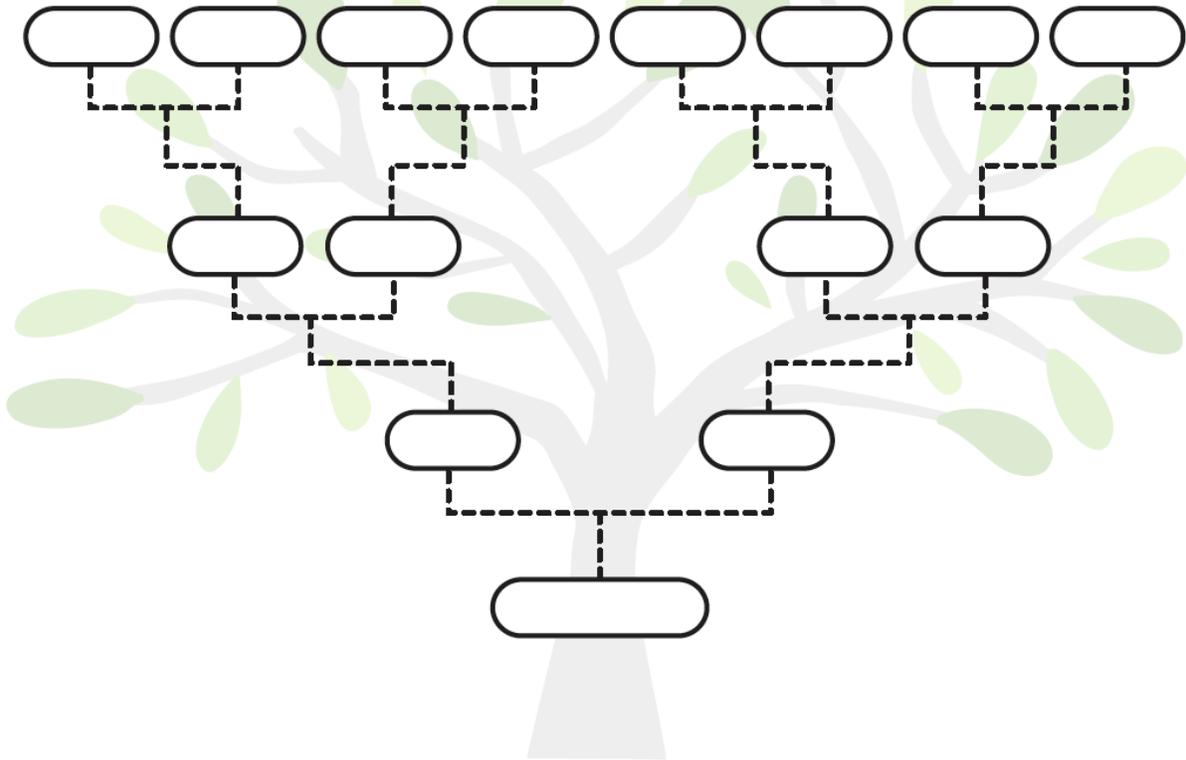
the Meccan leaders to him. In 630, the Muslim army marched into Mecca, taking the city with minimum casualties. Muhammad gave amnesty to many of the Meccan leaders who had opposed him and pardoned many others. Most of the Meccan population converted to Islam. Muhammad and his followers then proceeded to destroy all of the statues of pagan gods in and around the Kaaba.

## **THE DEATH OF MUHAMMAD**

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After the conflict with Mecca was finally settled, Muhammad took his first true Islamic pilgrimage to that city and in March, 632, he delivered his last sermon at Mount Arafat. Upon his return to Medina to his wife's home, he fell ill for several days. He died on June 8, 632, at the age of 62, and was buried at al-Masjid an-Nabawi (the Mosque of the Prophet) one of the first mosques built by Muhammad in Medina.

# Family Tree



www.FreeFamilyTreeTemplates.com