

Title of Lesson Plan: Does Your Family Tree Have Branches in the European Union?

Grade: 4

Brief Description: Students will create a family tree, conduct research on their ancestral country, and present their findings to the class in project form.

Time: 5 days

Objectives: Students will research their genealogy to trace ancestors that once lived in a country that is now a member of the European Union

Students will locate their ancestors' country on a map of Europe and complete questions using a research template

Materials Needed:

Coming to America by Betsy Maestro

Country Research Template (included)

Family tree diagram

Computer lab or library books about European countries

Directions:

DAY 1

Step 1: Teacher will read Coming to America aloud to students and solicit discussion asking the following possible questions:

- Why would an immigrant choose to leave their home country?
- How does an immigrant choose which country to enter?
- What are the hardships an immigrant may face before, during, and after their journey?
- What are some ways that an immigrant travels to another country?
- What are some things that immigrant must consider before moving to another country?

Step 2: Teacher will introduce the following vocabulary and students will copy into their notebooks using Thinking Maps:

immigrant emigrant push factor pull factor

DAY 2

Step 3: Teacher will introduce the following vocabulary and students will copy into their notebooks using Thinking Maps:

ancestor European Union genealogy family tree
culture tradition

Step 4: Teacher will show students a blank family tree diagram and model how to complete it using his/her own family.

Step 5: Students will complete the family tree diagram as much as they can in class. When they get “stuck”, teacher will ask students how they could find out the names of their other ancestors. (Interview parents and grandparents or use <http://genealogy.com>).

Step 6: Students complete family tree diagrams at home. They should try to trace their ancestry back to when they first immigrated to the US.

DAY 3

Step 7: Students share their family trees with the class, highlighting their ancestral country.

Step 8: Teacher will show a map of Europe, and students will locate their ancestral country.

Step 9: Teacher will explain what the European Union is. Students will raise their hand if their ancestral country is a member of the European Union.

Step 10: Teacher will pass out the Country Research Template. Students will complete the information listed on the template to find out current information about their ancestral country.

DAY 4

Step 10: (cont'd) Students will continue researching their country.

Step 11: Students will create a poster, ppt, song, or other multimedia project to present their findings.

DAY 5

Students will present their projects highlighting cultural traditions that their family still practices in present-day North Carolina.

Assessment

Thinking maps

Completed family tree diagrams

Completed Country Research Diagram

Country Research Presentation

Extension:

Students can write an imaginary narrative from an immigrant’s point of view, specifically from their ancestor’s point of view. Ideally, a student’s narrative should make it as realistic as possible, citing real events that may have occurred during his ancestor’s journey to America.

Teacher can distribute a class set of [Coming to America](#) so that LEP, EC, or visual learners can read along with the teacher.

Students can access Newseum (<http://newseum.org/>) to read a current news article from their ancestral country and write a summary and opinion paragraph about the event.

Students can access Google Lit Trips (<http://www.googlelittrips.com/GoogleLit/K-5/K->

[5.html](#)) to create a trip to illustrate Coming to America.

Students can use Google Earth (<http://www.google.com/earth>) to trace the route taken by their ancestors that eventually led them to settle in North Carolina.

Students can access Wordle (<http://www.wordle.net/>) to create a “word cloud” with vocabulary and other related words from this lesson

Educational Content Standards

NC Standard Course of Study, Grade 4

Social Studies Competency Goal 2 (2.02, 2.04)

3 (3.01, 3.04, 3.05)

5 (5.01)

Web links: http://www.newseum.org/todaysfrontpages/?tfp_region=Eu
<http://www.googlelittrips.com/GoogleLit/K-5/K-5.html>
<http://www.wordle.net/>
<http://www.google.com/earth>

Notes: Teacher should send a letter/email to parents at the beginning of the unit so they can assist with genealogy research.

Teacher should be sensitive to students whose ancestors did not emigrate from a country in the European Union. Be prepared to highlight the students’ ancestral country if outside the EU.

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School: East Mooresville Intermediate School

Subject Area(s): Social Studies

Country Research Template

Student Name _____

Name of Country _____

Location (5 themes of Geography)

Latitude of Country _____ Longitude of Country _____

Place (5 themes of geography)

What are the people of this country like? What is the culture of the country?

Dress (clothing) _____

Major religions _____

Holidays _____

Music _____

What does this country look like?

Landforms _____

Water forms _____

Region (5 themes of geography)

Name and describe the different regions of the country. _____

Human-environment interaction (5 themes of geography)

How have humans had to adapt to the environment of this country? _____

How have humans changed the environment of this country to suit them? _____

Movement

How do people move from place to place in this country? _____

How are goods or products moved from place to place in this country? _____

European Union

Year the country joined the European Union _____

Currency (name of money) used _____

If country uses the Euro, currency used before the Euro _____

Miscellaneous

Current population _____

Other interesting facts _____