

Day 1 of 3

Lesson Plan Title:

What is Family?

40 minutes

Enduring Understandings

Students will understand that ...

- Families come in different forms
- Family means something different to each person
- Each family is special in its own way

Essential Questions

- What is family?
- Why might it be important to know about families that look very different from mine?

Objectives

Students will be able to ...

- Observe a piece of art closely
- Compare and contrast the family structures in the artwork with students' own families

Common Core College and Career Readiness Anchor Standards for Reading

- Key Ideas and Details
 - Read closely to determine what a text says explicitly and to make logical inferences from it
- Craft and Structure
 - Analyze the structure of texts and images, including how specific sentences, paragraphs, and larger portions of the text (e.g. a section, chapter, scene, or stanza) relate to each other and the whole.

Materials/Preparation

- Pre-assessment
- Print out photos of children from the Fourth Grade Project and place them in different spots around the room. Number each photo.
- Pre-assign which photo students will observe and determine how students will move for the gallery walk.
- Create three columns up on the board. The first header will say "What did you see?", the second will say "What did you notice about the children's families?" and the last will say "How is this similar/different to your own family?"

Assessment Evidence

- Reflection
- Observation of partner/class discussions

Learning Plan

Pre-assessment

- Students should complete pre-assessment.
- Ask for a few children to share what they have written.
- Collect the work. Students will be asked to respond to their ideas in the next lesson.

Investigation

What did you see?

(Students will closely observe the image)

- “Today we are going to observe, or look very closely, at images by a photographer named Judy Gelles. Her project is called the Fourth Grade Project. Judy went around the world interviewing and taking photographs of fourth grade children. When she interviewed them she asked a series of three simple questions: “Who do you live with? What do you worry about?” and “What do you wish for?” I will assign each of you a photo to observe. As you study this photo I want you to think about the question: What do you see? I want you to pretend you have a magnifying glass and you are trying to note everything you see in the picture and story. Be a detective who is trying to notice each detail of this piece of art.”
- Tell students which photo they are to observe.
- “Please stand up in silence and walk over to your assigned photo. This is independent work. You will have one minute to look at the picture. When the minute is up, I will ask you to return to your seat and we will discuss what you saw.”
- When students are back in their seats: “You’ve had the opportunity to look closely at and focus on one photograph. What did you see? I’m going to list your thoughts on the first column of our chart.”

What did you notice about each child’s family?

(Students will read the text that accompanies each image to begin making connections to their own families.)

- “Now that we have focused on one photograph, we are going to do a gallery walk of all the photos. This time you will be narrowing your focus and looking specifically at the stories about each family. As you walk around and look at each photo, ask yourself: *What do I notice about each child’s family?*”
 - Teachers may want to organize the transition from photo to photo as small groups moving clockwise around the room. As they walk around the room, place lined paper and pencils on desks.
- Ask children to return to their seats and have them work in pairs to come up with what they noticed about the children’s families. Be prepared to add to the chart additional things they notice about the photos.

Similarities and Differences

- “Now I want you to think about how your family might be similar and different from the families you just read about. Work with your partners to list these similarities and differences.”
- Bring students back together to discuss/share their thoughts.
- “You’ve worked very hard today to see what you could observe and learn from these photos. You also spent time thinking about how your family might be similar or different to the students’ families. Let’s talk about how these families might be similar to your families.” Continue on to discuss differences.

Reflection

- Students can complete reflection
- Share

Day 2 of 3

Lesson Plan Title:

Who is in Your Family?

40 minutes

Enduring Understandings

Students will understand that ...

- Families come in different forms
- Family means something different to each person
- Each family is special in its own way

Essential Questions

- What is family?
- Why might it be important to know about families that look very different from mine?

Objectives

Students will be able to ...

- Identify different types of family structure
- Depict and describe their own family structure

Materials/Preparation

- There are two options for the introduction:
 - Read aloud –Any book about different family structures (one example: The Family Book by Todd Parr)
 - Images of different types of families—collect images of all types of families (magazines, photos, online images. ...) Make sure that all types of families are included (nuclear family, single parent household, same sex parent, multigenerational families, adoptive families, step-siblings, multi-family homes. ...) You can also assign students ahead of time to bring in images for homework.
- Have blank paper and drawing utensils ready to hand out
- Pre-assessment work from yesterday

Assessment Evidence

- Reflection
- Description and picture of family
- Observation of partner/class discussions

Learning Plan

Introduction

- “Yesterday we discussed why it is valuable to learn about different types of families. Reading about 6 students’ families led us to consider how their families were similar and different to ours. Today we are going to continue to investigate different types of families. Then we are going to spend some time thinking about our own families.”
- You have a few options for the introduction of this lesson:
 - “We’ve all brought in images of different types of families that we collected from magazines, pictures, internet research. ... You’re going to spend some time now looking through these images with a partner. I want you to ask yourself the following questions as you read: How are these families similar to mine? How are these families different from mine?” When you finish, discuss the different types of families you saw (nuclear family, single parent household, family with grandparents. ...) and make a list of different types of family structure.
 - Read a short book that talks about different types of families. You can make a list of the different types of families. Possible read aloud: The Family Book by Todd Parr
 - Watch a Youtube video on families (make sure to preview first).

Investigation

- “Now that you’ve spent time thinking about different types of families, it’s your turn to depict your own family. You will get a piece of paper and colored pencils. Please draw a picture of your family and make sure to label each family member.” Leave the specifics of the assignment as open-ended as you like.
- After students finish with their drawing, they should write a description of their families. Students can tell who is in their family and about their own family structure. Let students know that they will be adding to this writing piece in the next lesson and their work will ultimately be on display in the classroom.

Reflection

- Hand students their pre-assessment from the day before and ask them to review their writing before completing today’s reflection.
- Discuss children’s answers as a class.
- “Why might our definitions of family be a little different?”

Day 3 of 3

Lesson Plan Title:

What Makes Families Special?

40 minutes

Enduring Understandings

Students will understand that ...

- Families come in different forms
- Family means something different to each person
- Each family is special in it's own way

Essential Questions

- What is family?
- How might it be important to know about families that look very different from mine?

Objectives

Students will be able to ...

- Understand that families are all different and each is special in it's own way
- Explain what they know about children's families from around the world based on past 3 lessons

Common Core College and Career Readiness Anchor Standards for Speaking and Listening

- Presentation of knowledge and ideas
 - Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience

Materials/Preparation

- Paper/Pencil for quick-write
- If making a mural, you will need large butcher paper (alternatively work can be hung on the wall)
- Pre-assign students to groups for share

Assessment Evidence

- Reflection

Learning Plan

Introduction

- “So far, we have learned about different family structures around the world to find similarities and differences to our own families. Today, I want you to take some time to think about what makes your family special. Think about some of the following things: What games do you play together? What kinds of meals does your family like? What things do you like to do together outside? Where do you go together as a family? What are some of your favorite family holidays? Is there anything else that makes your family special?” You might have a discussion about these things to give kids an idea of what to write about. Students often have a difficult time pinpointing what makes their family special.
- You will have a time to write about what makes your family special.
- Give students 5–30 minutes to complete the writing assignment, depending on their age and ability. They can write their ideas as a continuation of their family description from the previous lesson. If desired, students can edit/revise their writing for the final mural.

Investigation

- “Now it’s time to share. You will be split up into groups. In your group, you will share your family portrait and description. You will also tell your classmates what makes your family special.”
- Split students into 2–3 groups depending on class size and time. One student in each group should share at a time. When each student finishes sharing, the person presenting can call on two students from the group to ask questions about what makes this student’s family special.
- When all the groups are finished, gather students together.
- “We’ve learned a lot about each other’s families. Have you noticed anything that seems to be similar between all of our families and the families that we read about in the Fourth Grade Project? (possible answers: families do things together, love each other, take care of each other, miss each other when they’re apart ...)
- Mural: place large butcher paper down and instruct students to paste their family portrait and description. You can choose to include the other images used in this lesson on the mural (images from the Fourth Grade Project and images collected by students of different types of families). Alternatively, work can be displayed on a bulletin board/wall.

Reflection

- Complete reflection
- Share

Name _____

Date _____

Family

What is a family?

Name _____

Date _____

Reflection: Day 1

1. Name one similarity and one difference that you noticed between your family and the families in the photographs we observed today.

2. Why is it helpful to learn about different types of families?

Name _____

Date _____

Reflection: Day 2

Has your definition of family changed from yesterday? Why or why not?

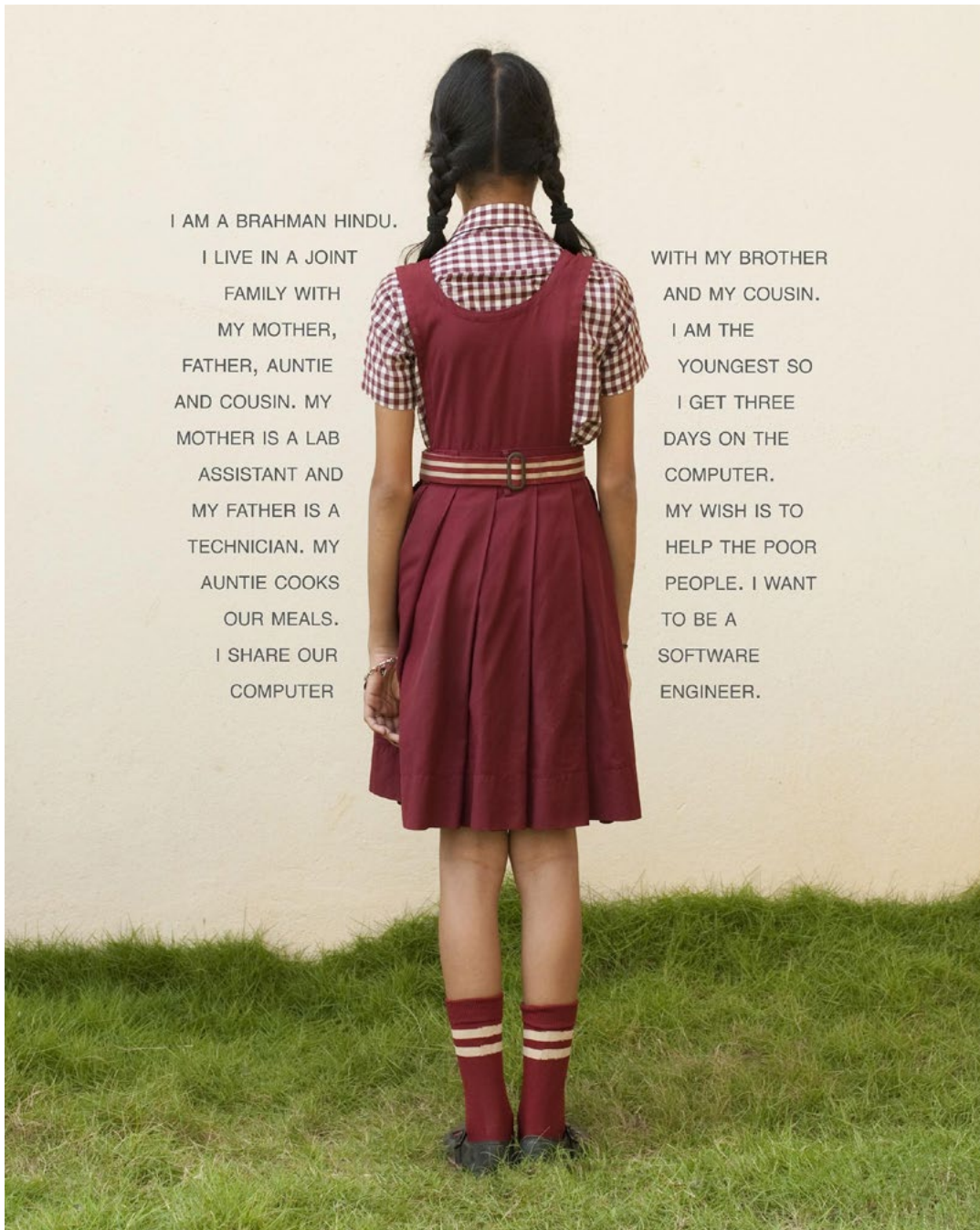
Name _____

Date _____

Reflection: Day 3

1. What have you learned about children’s families from around the world?

2. Every family is special and should be respected, even if it seems different from my family. Support or refute this statement using at least three pieces of evidence.

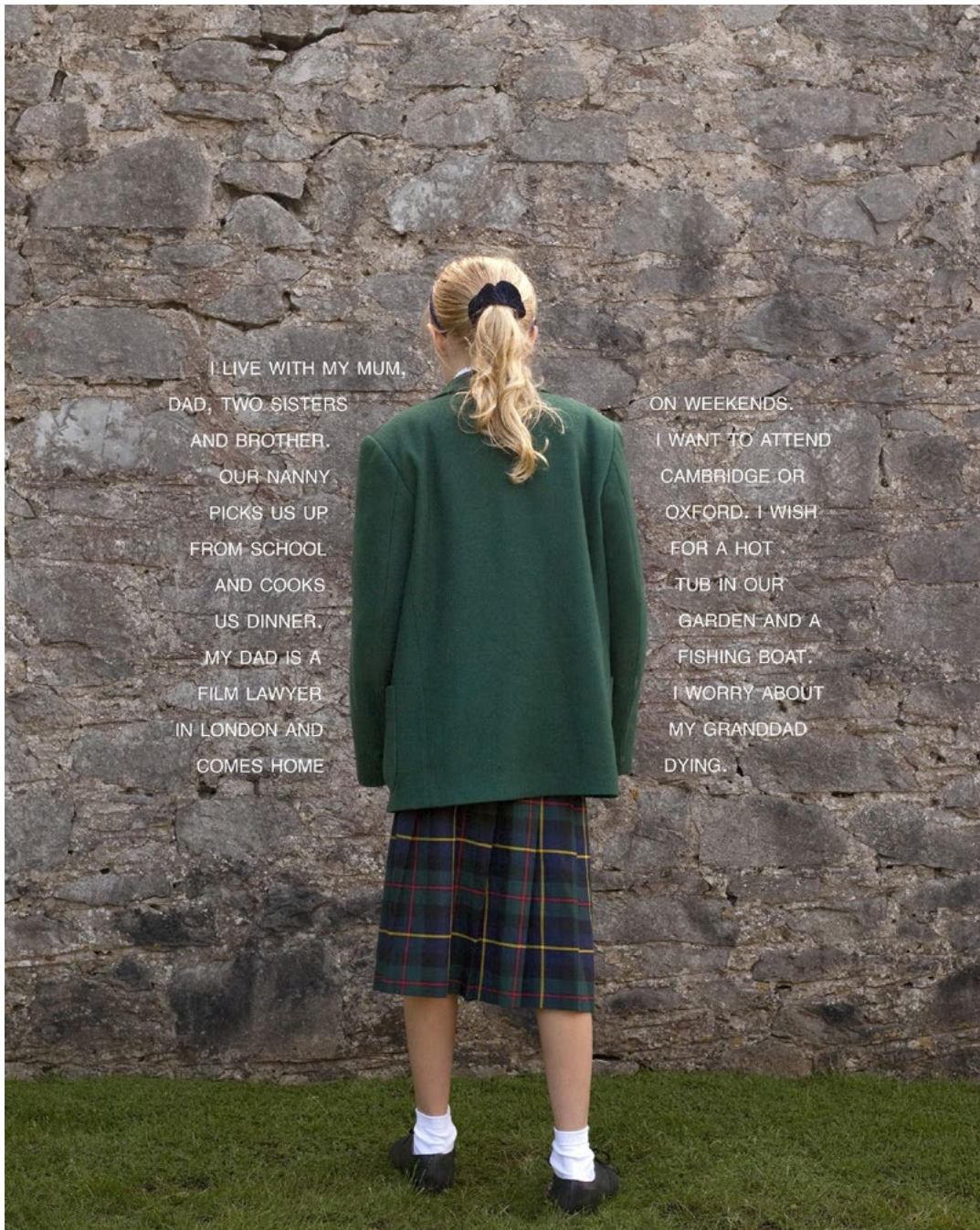


I AM A BRAHMAN HINDU.

I LIVE IN A JOINT
FAMILY WITH
MY MOTHER,
FATHER, AUNTIE
AND COUSIN. MY
MOTHER IS A LAB
ASSISTANT AND
MY FATHER IS A
TECHNICIAN. MY
AUNTIE COOKS
OUR MEALS.
I SHARE OUR
COMPUTER

WITH MY BROTHER
AND MY COUSIN.
I AM THE
YOUNGEST SO
I GET THREE
DAYS ON THE
COMPUTER.
MY WISH IS TO
HELP THE POOR
PEOPLE. I WANT
TO BE A
SOFTWARE
ENGINEER.

India: "Software Engineer"



I LIVE WITH MY MUM,
DAD, TWO SISTERS
AND BROTHER.
OUR NANNY
PICKS US UP
FROM SCHOOL
AND COOKS
US DINNER.
MY DAD IS A
FILM LAWYER
IN LONDON AND
COMES HOME

ON WEEKENDS.
I WANT TO ATTEND
CAMBRIDGE OR
OXFORD. I WISH
FOR A HOT
TUB IN OUR
GARDEN AND A
FISHING BOAT.
I WORRY ABOUT
MY GRANDDAD
DYING.

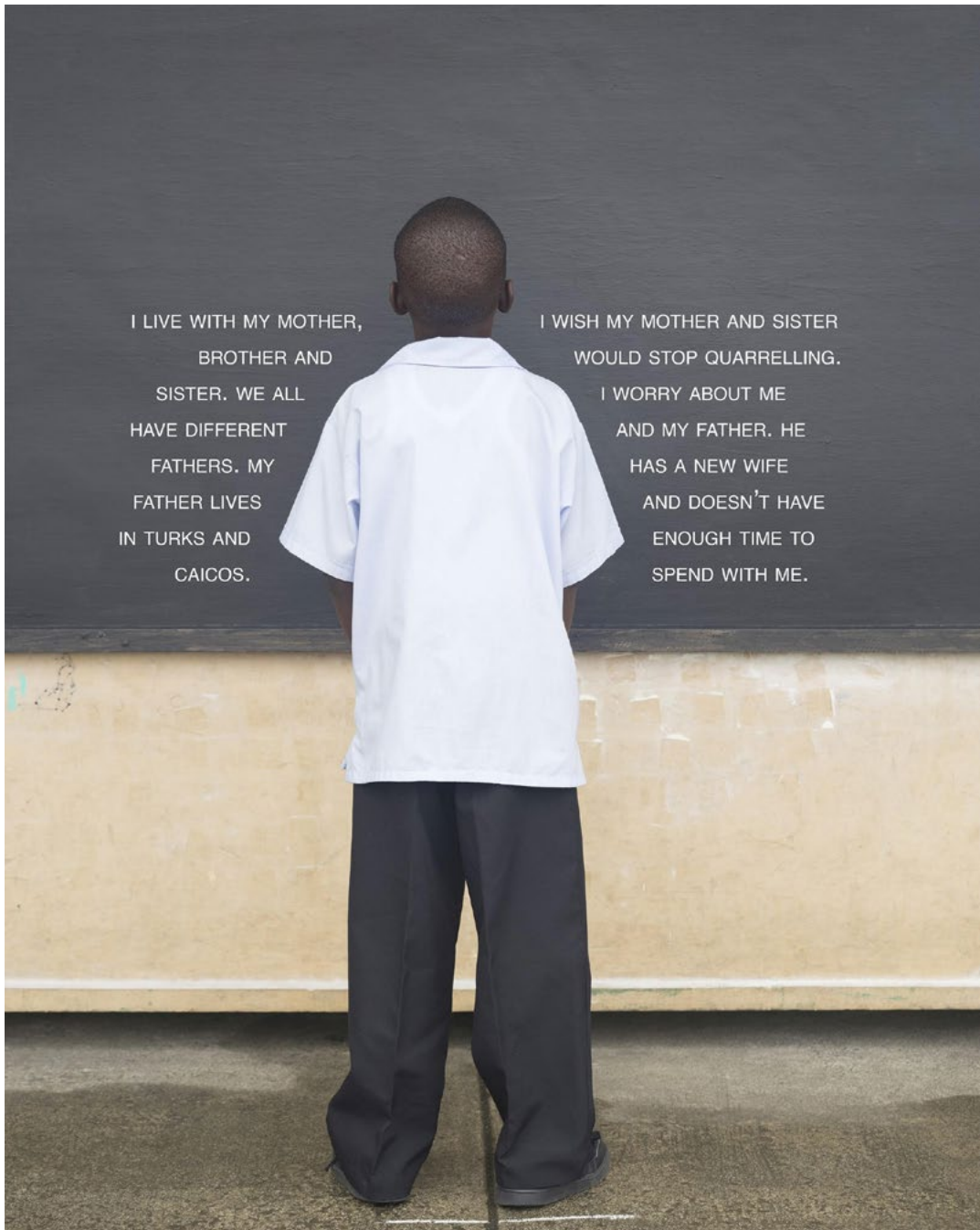
England: "Grandad Dying"



South Korea: "My Parents"



Israel: "Forgetting Them"



St Lucia: "With Me"



USA, Pennsylvania: "My Sister"



THERE ARE SIXTEEN
PEOPLE WHO LIVE IN MY
HOUSE, MY PARENTS,
MY THREE SISTERS
AND BROTHER, MY
GRANDPARENTS,
MY THREE AUNTS,
MY UNCLE, AND MY
THREE COUSINS.

WE SPEAK MANDARIN,
VIETNAMESE, CANTONESE,
AND ENGLISH. I SHARE
A BED WITH MY THREE
SISTERS. WHEN
I GROW UP
I WANT TO
BE A DOCTOR.

USA, Pennsylvania: "A Doctor"