

# Who Am I Family Tree Activity

## Summary

Students will create a family tree based on who they know as their family.

## Objectives

At the end of this activity, students should be able to:

- ⇒ Connect the past to current people and places
- ⇒ Interpret information presented visually for relationships and patterns

## Opening Questions/Setting

Talk to students about the many different types of families. Remind them that not all families are the same. Ask them for examples of different types of families that they may know of. Do these families have grandparents, parents, brothers, and sisters? Are there aunts and uncles? Ask them if they think a family has to be biologically related to be a family. Tell them that families may include step-parents, half-siblings or adopted children. Students should understand that being diverse is a good thing and we wouldn't all want to be alike. Explain to students that when creating their family tree they will put the names of people in their family, along with places of birth, death and dates on the leaves that go on the tree.

## Subjects

Writing

Art

History

## Duration

1 hour (outside of class)

## Materials

Family Tree Handout

Leaves Handout

Crayons or  
colored pencils

Glue

CCSS.ELA-Literacy.CCRA.SL.2

CCSS.ELA-Literacy.RI.3.3,4.3

CCSS.ELA-Literacy.RI.4.5

CCSS.ELA-Literacy.W.5.2.A

CCSS.ELA-Literacy.L.3.2,4.2

CCSS.ELA-Literacy.L.3.1,4.1,5.1

## Suggested Procedure

1. Read to students the e-book *My family, your family* / Lisa Bullard ; illustrated by Renée Kurilla.
2. Read the Opening Questions/Setting to the students so they understand that you don't have to be biologically related to be family and that their tree can consist of who they know as their family.
3. Each student will need a copy of the tree and leaves handouts.
4. Students will probably want to take their tree home and get help from someone in the family who is older and knows more about the family history.
5. Students will need to fill in their name, date and place of birth on the trunk of the tree. They will need to fill out the leaves for different members of their family. They should try to add dates and places of birth and death to the leaves if possible. Tell students to go as far back as they are able when filling out the leaves. They can also fill out leaves for aunts and uncles.
6. Students will then need to cut out the leaves and glue or tape them to the tree. Family members who are closer in relationship to the student should go lower on the tree. More distant relatives will go higher on the tree. For example, a student would glue their parents' and siblings' leaves lower on the tree (closer to where their name is), but their grandparents' leaves will be glued above the parents'.
7. Finally, students should color the tree and leaves.
8. Discuss with students what they learned about their family tree. How many leaves were they able to put on their tree? Ask students if they see any patterns on the tree. Could they have put more leaves on their tree? Students should recognize that while not everyone on the tree is family to each other, everyone on the tree is family to them.



