Grade 01 Social Studies Unit 04 Exemplar Lesson 01: Family Customs

This lesson is one approach to teaching the State Standards associated with this unit. Districts are encouraged to customize this lesson by supplementing with district-approved resources, materials, and activities to best meet the needs of learners. The duration for this lesson is only a recommendation, and districts may modify the time frame to meet students’ needs. To better understand how your district may be implementing CSCOPE lessons, please contact your child’s teacher. (For your convenience, please find linked the TEA Commissioner’s List of State Board of Education Approved Instructional Resources and Midcycle State Adopted Instructional Materials.)

Lesson Synopsis

Students will come to understand that families have similarities and differences. Members of families share the customs and traditions unique to their family. The next two lessons will help students learn the responsibilities of families and how families meet their wants and needs.

TEKS

The Texas Essential Knowledge and Skills (TEKS) listed below are the standards adopted by the State Board of Education, which are required by Texas law. Any standard that has a strike-through (e.g., sample phrase) indicates that portion of the standard is taught in a previous or subsequent unit. The TEKS are available on the Texas Education Agency website at http://www.tea.state.tx.us/index2.aspx?id=6148.

1.15 Culture. The student understands the importance of family and community beliefs, customs, language, and traditions. The student is expected to:

1.15A Describe and explain the importance of various beliefs, customs, language, and traditions of families and communities.

1.15B Explain the way folktales and legends such as Aesop's fables reflect beliefs, customs, language, and traditions of communities.

Social Studies Skills TEKS

1.18 Social studies skills. The student communicates in oral, visual, and written forms. The student is expected to:

1.18A Express ideas orally based on knowledge and experiences.

1.18B Create and interpret visual and written material.

GETTING READY FOR INSTRUCTION

Performance Indicators

Grade 01 Social Studies Unit 04 PI 01
Create a quilt square telling about a family custom or tradition. Orally explain the custom’s importance to the family.
Standard(s): 1.15A, 1.15B, 1.18A, 1.18B

ELPS ELPS.c.1A, ELPS.c.1C, ELPS.c.3B

Key Understandings

- Families pass down important beliefs and values through their stories, customs, and traditions, which serve to strengthen the families.
  - What is a family and who belongs to my family?
  - How is my family different from other students’ families?
  - What customs and traditions are passed down in families?
  - How do customs and traditions unite people in a family?
  - Why do families pass down customs and traditions?

Vocabulary of Instruction
Materials

- Refer to the Notes for Teacher section for materials.

Attachments

All attachments associated with this lesson are referenced in the body of the lesson. Due to considerations for grading or student assessment, attachments that are connected with Performance Indicators or serve as answer keys are available in the district site and are not accessible on the public website.

Resources

Advance Preparation

1. Become familiar with content and procedures for the lesson, including the idea that families pass down important beliefs and values through their stories, customs, and traditions, which serve to strengthen the families.
2. Refer to the Instructional Focus Document for specific content to include in the lesson.
3. Select appropriate sections of the textbook and other classroom materials that support the learning for this lesson.
4. Preview available resources and websites according to district guidelines.
5. Prepare and send home the Handout: Parent Letter PRIOR to teaching this lesson (information will be used on Day 2).
6. Obtain computer and projection system or make transparencies of PowerPoint: Lesson 1.
7. Create graph.
8. Prepare a story about a custom or tradition in the teacher’s life and gather related pictures of teacher’s family for use in modeling.
9. Prepare a quilt backing on a bulletin board or butcher paper with room for one 7 x 7 square for each class member. If desired, use a marker to add “stitches” between the squares.
10. Copy quilt square pattern for students (attached) to complete – at least 2 per student.
11. Bring in personal items from teacher’s family traditions or customs to share.
12. Locate and bring in a quilt.
13. Prepare materials and handouts as needed.

Background Information

Family – a group of people that live together and care for each other’s needs.
Belief – something accepted as true or practiced by a group of people who share in that truth.
Custom – a practice of a particular group of people or specific region
Tradition – a practice of a particular group of people that continues for several generations. May include information on how learning in this lesson builds on past learning or lays foundation for later learning. Provide context, point of view, links to places to find more information, etc.


GETTING READY FOR INSTRUCTION

Teachers are encouraged to supplement and substitute resources, materials, and activities to meet the needs of learners. These lessons are one approach to teaching the TEKS/Specificity as well as addressing the Performance Indicators associated with each unit. District personnel may create original lessons using the Content Creator in the Tools Tab. All originally authored lessons can be saved in the “My CSCOPE” Tab within the “My Content” area.

INSTRUCTIONAL PROCEDURES

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<th>Instructional Procedures</th>
<th>Notes for Teacher</th>
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<tr>
<td>ENGAGE – Focus on family</td>
<td>NOTE: 1 Day = 30 minutes</td>
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<tr>
<td>1. Show students pictures of various families and ask what they have in</td>
<td>Suggested Day 1 – 10 minutes</td>
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<td>Materials:</td>
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2. After a brief discussion with their neighbors, students determine that the pictures are of families.

3. Ask for evidence in the pictures to support their ideas.

- How did you know they were pictures of families? (Possible responses might include: the people in the pictures included adults with children; they were participating in activities that families do together, such as sharing meals, playing together, and working together)

EXPLOR – Define family

1. Ask:

- What is a family? (A group of people who are related to one another and often live together in the same house, apartment, or other shelter)

2. Read one or more picture books about families.

3. Allow time for student discussion. Record a student-friendly definition of a family with a picture attached on a piece of chart paper. Ask the students to brainstorm names of family members and record those vocabulary words on the chart. Include “family” labels: brother, sister, mother, father, grandmother, grandfather, aunt, uncle, and cousin. Also include: stepmother, stepfather, stepbrother, and stepsister.

4. Show students a picture of teacher’s family and label your family members using words from the list.

EXPLAIN – Examine our families

1. Ask:

- How many people are in a family? Is the number the same for every family? Why or why not? (Answers will vary. There can be any number of people in a family.)

2. Refer to Berenstain Bears books and other books mentioned or read aloud in the Engage section above. List the members of various fictional families to help students see that families can have any number of people.

3. Give students ½ piece of paper. Individually, students draw and label pictures of their family

4. When finished, students bring pictures to the front of the room and class will graph families by total number of people in family units. (However you or they define it – number living in their house, people in their nuclear family, etc.)

5. Ask questions to promote students’ understanding of information that can be gained from reading a graph.

6. The number of people in a family is one way to compare families. Some families are bigger and some families are smaller, but they are all families.

ENGAGE – Focus on one family

1. Show a picture of your (the teacher’s) family. Tell the proper name (Mary) and label (mother) of each family member.

2. Next, show the map and point out where the teacher grew up. If it is in the same town, show the city map and point out the neighborhood. If it is in a different city, state, or country, use an appropriate map.
EXPLORE 2 – What does a family tradition look like?

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<th>Step</th>
<th>Activity</th>
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<tr>
<td>1.</td>
<td>Ask:</td>
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<td></td>
<td>• What are some customs and traditions that unite families? (Remind students that a custom is an action or way of behaving that is usual and traditional among the people in a particular group or place and a tradition is a way of thinking, behaving, or doing something that has been used by the people in a particular group, family, society for a long time.)</td>
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<tr>
<td>2.</td>
<td>Read a book about family customs and traditions to assist students’ understanding of customs and traditions.</td>
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<td>3.</td>
<td>Discuss a family tradition or custom that your (teacher’s) family celebrates. Try to find something that is not huge or part of a city or national celebration, but something that your family does in the ordinary course of enjoying each other, such as first day of school ritual, family customs related to celebrating a birthday, a special religious or cultural holiday, special days in the family. Include in your story the special food, clothing, activities and decorations related to the celebration of the custom.</td>
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<td>4.</td>
<td>While you are telling the story, complete a Quilt Square (see Handout: Quilt Square Pattern) by drawing the activities, food, decorations, and clothes (if any) that are special for that custom in your family. (If the custom is to take a picture of you on the first day of school, have a special breakfast, and have everyone gather to say good-bye, etc., then include the breakfast food, the camera and family members posing in good clothes, etc.)</td>
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<td>5.</td>
<td>Ask:</td>
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<td>• Why do you think this is important for my family? (It gives us something in common and makes us feel as though we belong. It underscores the importance your family places on school and education. It’s something you can look forward to.)</td>
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<td>6.</td>
<td>Ask:</td>
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<td>• Do you have any customs or traditions in your family? Have students turn and talk and then share their thinking. Remind students that customs and traditions can be different from one family to another. There is no “right” or “wrong” custom or tradition.</td>
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<td>7.</td>
<td>Ask:</td>
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<td>• How do you feel when you participate in one of these customs? How do you think participating in these customs or traditions strengthens families or cultures? Have students turn and talk and then share their thinking.</td>
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<td>8.</td>
<td>Ask:</td>
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<td>• What do these customs and traditions say about what is important to your family? (We value each other; school, church, family, working together are important; we enjoy many of the same things; it’s important to be together sharing time and love.)</td>
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<td>9.</td>
<td>Read a story aloud to the class about a family tradition and/or a quilt. While students are listening (or after the story), have them complete a quilt square about the people in the book. Share a few products.</td>
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<td>10.</td>
<td>Remind students to make sure to talk about customs in their families tonight.</td>
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Materials:
- Pictures and items used in the teacher’s family celebration.
- Books about family traditions, customs, or beliefs
- Books about quilts

Attachments:
- Handout: Quilt Square Pattern

Purpose:
To describe in detail a family tradition so that students will understand the meaning of family traditions.

TEKS: 1.15A; 1.15B; 1.18A; 1.18B
since tomorrow they will draw a quilt square about a family custom or tradition in their own family. Also, remind them to bring the letter back to school tomorrow (if they haven't already).

<table>
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<tr>
<th>ENGAGE – Draw attention to a quilt</th>
<th>Suggested Day 3 – 5 minutes</th>
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<tbody>
<tr>
<td>1. Show students a quilt that is made of squares. Point out the square that are sewn together to make the whole quilt, the stitching that holds the squares together, and the unique design that makes it different from other quilts.</td>
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Materials:
- Quilt

Purpose:
To use the quilt as a metaphor for a family: the parts create the whole, the family is held together by love for one another and family traditions and customs, and each family is unique.

TEKS: 1.15A; 1.15B; 1.18A; 1.18B

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<tr>
<th>ELABORATE – Compare quilts to families</th>
<th>Suggested Day 3 – 5 minutes</th>
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<tbody>
<tr>
<td>1. Explain how quilts keep us warm and comfortable and that having family customs makes you feel warm and comfortable with your family. Sewing things together with thread keeps them together, and family traditions and customs are like the thread that keeps families together and comfortable.</td>
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<td>2. Customs and traditions help define us. Ask:</td>
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<td>• What is unique about your family?</td>
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<td>3. Members of a family relate to each other. Ask:</td>
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<tr>
<td>• How do customs, traditions, and beliefs help families relate to one another?</td>
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<tr>
<th>EVALUATE – Create a quilt square</th>
<th>Suggested Day 3 – 20 minutes</th>
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<tbody>
<tr>
<td>1. Students use the information they gathered participating in the Day 2 activities and from conversing with/interviewing family members to create a quilt square representing a family custom or tradition in their family.</td>
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<td>2. Students share the information on their quilt squares with the class as they place it on the previously-prepared quilt backing</td>
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Materials:
- Quilt displayed in the classroom

Attachments:
- Handout: Quilt Square Pattern

Purpose:
To determine mastery of the understanding of the concept of family customs.

TEKS: 1.15A; 1.15B; 1.18A; 1.18B
Parent Letter

Dear Parents,

This week we will be learning about customs and traditions that unite families.

Please spend time with your child in the next few days discussing a family tradition or custom that you and your family celebrate. Try to share something that is not part of a city or national celebration but is something that your family does in the ordinary course of enjoying one another. Examples may include traditions such as the first day of school ritual, family customs related to celebrating a birthday, a special religious or cultural holiday, and/or special days in the family like “family game night.” Include in your discussion the special food, clothing, activities, and decorations related to the celebration of the tradition. In discussing this tradition, please try to answer the following questions:

- Do we have any customs or traditions in our family?
- Why do you think this is important for our family?
- How do you feel when you participate in this family custom?
- How do you think participating in these customs or traditions strengthens families or cultures?
- What do these customs and traditions say about what is important to our family?

We will each be making a paper quilt square in class on __________________________ to illustrate our family traditions. Please make sure you have had your discussion BEFORE this date. You might also help your child think about what might be included on the square.

Thank you so much for supporting our study of family customs and traditions!

Sincerely,

Your child’s teacher

Please return the following:

Child’s Name ___________________________ Parent Name ___________________________

Family tradition we discussed: ________________________________________________________

_________________________________________________________________________________

_________________________________________________________________________________

_________________________________________________________________________________

_________________________________________________________________________________
Quilt Square Pattern