

Unit 2: Roots

Overview

This unit provides an opportunity for children to explore their family’s history. They will identify the important people that they consider as members of their family and extended family and gain an understanding that families have historic roots. They will explore how the roles of family members change over time and recognize that families everywhere have varied traditions, rituals, and celebrations. The unit also provides an opportunity to introduce young children to age-appropriate research by having them “gather” or collect pictures or items and bring these to share with the class.

Outcomes

Students will be expected to

K.2.1 demonstrate an understanding that families have historic roots

K.2.2 demonstrate an understanding of how the roles of family members change over time

K.2.3 recognize that families (local, national, and global) have varied traditions, rituals, and celebrations

Process and Skills Development

Communication

- share family traditions
- use appropriate terminology
- respond to a piece of literature
- draw and write

Inquiry

- ask questions
- brainstorm a list
- gather pictures/photos

Participation

- contribute to a sing-song
- sort flash cards
- organize an event

Suggested Time for Unit Completion

To be finalized by individual provinces.

K.2.1 Students will be expected to demonstrate an understanding that families have historic roots.

Outcomes

Students will be expected to

- identify the important people that they consider as members of their family and extended family
- give examples to show that families have historic roots
- explore terminology associated with time

Cross-Curricular Links

Link to Social Studies

Unit 2: *Roots*

Outcome K.2.1

- **Health**
Unit Three
Outcome 1.1
understand that we are all members of a family

Suggestions for Learning and Teaching

Teacher Talk

All living creatures have roots. We all have a history. We are individuals and we are part of a family unit. Each of us has genealogical roots that have cultural and geographic connections to peoples and places in and beyond Atlantic Canada. Personal history remains an important link to more complex and temporal concepts

- Teachers can begin by reading several books about families. Be certain to read a cross section that can open the discussion about what they consider to be family. Mark a large piece of butcher paper into puzzle pieces. Do not leave the edges straight, but make the outside edges like inside pieces so that the puzzle could go on forever. Ask them to put the face of each of their family members that they can think of into each puzzle piece. Make small puzzle pieces for crayons, medium for pastels, or large for markers and large for paint. Cut the puzzle out and use it as a tabletop toy to demonstrate the links between family members. Create a drawing of stick men that represents families of people and pets.
- Students can construct a graph that shows how many people there are in their immediate family. Ask them individually to do pictorial number sentences to show how many children and adults there are. For example, three adults, one child, and three pets make seven in my immediate family. Use stick people/animals to show this.

Teacher Talk

Grandparents are young children’s most common link to their roots. Other children only know an aunt or uncle; still others may have nothing but their last name to link them to their roots.

K.2.1 Students will be expected to demonstrate an understanding that families have historic roots.

Suggestions for Assessment

Suggested Links

K.2.1 Students will be expected to demonstrate an understanding that families have historic roots. (continued).

Outcomes

Students will be expected to

- identify the important people that they consider as members of their family and extended family
- give examples to show that families have historic roots
- explore terminology associated with time

Suggestions for Learning and Teaching

- Teachers can select and use an appropriate book as a read aloud. The selected book should address the idea of historic roots. After reading the book to the class, the teacher may wish to engage the children in a discussion of what the book has to say about historic roots and how this might be similar to things they have experienced themselves. Some children will wish to contribute stories from their families, others will be inspired to ask, while others will not want to journey too far into this subject.
- Students can create a class book about roots with a page for each child. It might begin with a page by the teacher that has a photo or drawing of himself and a sentence that reads “My name is Mr. O’Reilly. I have some Irish roots.” The pages can be photocopied ahead to read: My Name is ... I have some ... roots. Cover the book with a world map that marks all of the places that people in this class have roots. Children will look at it time and again.
- Students can discuss in small groups, using a simplistic drawing of a plant with roots, how each of them has roots. This will allow you to lead and help children who don’t know much about their beginnings to understand that they may represent the roots of the children and grandchildren they will have. Others will relate grandparents and other countries to their roots and see themselves like part of the plant.
- Students can organize a Valentine’s Day tea (which falls in Heritage month) to which each child invites one grandparent, or special older family member, or friend of the family. Ask them to prepare for and host the tea, while the more immediate adults in their life help and provide goodies.

K.2.1 Students will be expected to demonstrate an understanding that families have historic roots. (continued)

Suggestions for Assessment

Formative

Demonstrate a Skill

Peer/self-evaluation and teacher observation can be used to evaluate skills/processes.

- Communication
 - *draw/write a letter*
 - *respond to a piece of literature through artwork/writing/model*
 - *use terminology associated with “time”*
- Inquiry
 - *ask questions*
- Participation
 - *organize a Valentine’s Day event*
 - *create display of artifacts*

Products Created/Written Evaluation/Portfolio

- the drawings of stick men
- the paper puzzle
- the graph of family members
- the class book

Summative

- Teachers could ask children to dramatize with props, use cutouts or story board figures, or use dolls from the doll house to explain extended family and roots. Props that would be good are a shawl, or cane, a purse or briefcase and a baby bottle. Having these items available in the Home or Dramatic Play Centres will allow this roleplay to occur naturally.
- Teachers could ask children to plant trees/plants to beautify the schoolyard at the end of the school year.

Suggested Links

Curriculum

CAMET Curriculum

- Language Arts
- Mathematics

Provincial Curriculum

- Art

Resources

- *The Gypsy Princess*, Phoebe Gilman
- *Something from Nothing*, Phoebe Gilman
- *The Orphan Boy*, Tololwa Mollel
- *Love You Forever*, Robert Munsch
- *Freight Train*, Donald Crews
- *Miss Rumphius*, Barbara Cooney
- *Knots on a Counting Rope*, Bill Martin Jr.

K.2.1 Students will be expected to demonstrate an understanding that families have historic roots. (continued).

Outcomes

Students will be expected to

- identify the important people that they consider as members of their family and extended family
- give examples to show that families have historic roots
- explore terminology associated with time

Suggestions for Learning and Teaching

- Students can invite family members to share stories about their heritage. This could lead to a variety of other activities, for example, mapping the location of family origins; displays of artifacts from a family's historic roots; and writing letters to family members who live away.
- Students can explore their family roots throughout the year. For example, on St. Patrick's Day, ask children if any of them have family members who came from Ireland. Extend this idea to include all origins of children in the class.
- Teachers can section off a bulletin board into the temporal categories: long ago; in the past; today; and in the future. Use these terms whenever the opportunity is present. After reading any story that had the subject of families, work with small groups to create a response to how families might have looked during one of these time periods. Responses could be through artwork, writing, or a model.
- Teachers can supply a variety of props in the dramatic play centre to encourage role-play of the extended family and historic roots.
- Teachers can introduce terms that extend an understanding of time, as natural opportunities present themselves throughout the year. For example, how do yesterday and long ago compare? Further, although this is not an exhaustive list, some terms to keep in mind are: last week; in the past; the present; today; tomorrow; next week; next year; and in the future.
- Teachers can select and use an appropriate book as a read aloud. The selected book should address the idea of making the world a more beautiful place. After reading and discussing the story, encourage the children to think about how they might make the world a more beautiful place. As an end of year class project, children could plant something on the school grounds to make it more beautiful. This could represent their roots as a class in their first year of school.

K.2.1 Students will be expected to demonstrate an understanding that families have historic roots. (continued).

Suggestions for Assessment**Suggested Links****Resources**

- *When I Was Young in the Mountains*, Cynthia Rylant
- *Grandfather's Journey*, Allen Say
- *Waiting for the Whales*, Sheryl McFarlane
- *Canada Celebrates*, Linda Perry

Agencies/Groups

National/International

Local

K.2.2 Students will be expected to demonstrate an understanding of how the roles of family members change over time.

Outcomes

Students will be expected to

- identify the responsibilities of family members
- demonstrate an awareness that the responsibilities of family members may change
- recognize that the structure of families may change
- give examples of how the roles of family members have changed over time

Suggestions for Learning and Teaching

Teacher Talk

This outcome is intended to help children consider the dynamics of the family unit within our society. Families demonstrate a sense of caring and sharing for each other, and provide for the protection and nurturing of children, but it is important for children to go beyond this concept and see that families are diverse in how they are structured and in how they construct their lives. Children learn from general to specific, therefore, they do think in terms of stereotypes. It is a way for them to order general information that is a basis for more specific knowledge. Keep this in mind when helping them to think of family structures and the roles of family members. Rather than further entrenching stereotypes, work toward opening their minds. There is an expectation here to have students do their first research by bringing artifacts to class to show how families have changed over time. This connects to the previous outcome, historic roots.

Cross-Curricular Links

Link to Social Studies

Unit 2: *Roots*

Outcome K.2.2

- **Religious Education**
Outcome 1.2
recognize that historically and through traditions, people demonstrated their beliefs through various celebrations

- Teachers can use an outdoor group activity to introduce the concept of “roles” by having the group sing the song “Here We Go Round the Mulberry Bush.” Help children start to think of the things people do to keep a home running. Add in jobs that would have been fulfilled in the past, but now are replaced by technology. Ask the children to add their own ideas.

Here we go round the Mulberry Bush, the Mulberry Bush, the Mulberry Bush

Here we go round the Mulberry Bush, so early in the morning.

This is the way we wash the dishes, wash the dishes ...

This is the way we hang the clothes, hang the clothes ...

This is the way we take out the trash, take out the trash ...

This is the way we milk the cow, milk the cow ...

K.2.2 Students will be expected to demonstrate an understanding of how the roles of family members change over time.

Suggestions for Assessment**Suggested Links**

K.2.2 Students will be expected to demonstrate an understanding of how the roles of family members change over time. (continued)

Outcomes

Students will be expected to

- identify the responsibilities of family members
- demonstrate an awareness that the responsibilities of family members may change
- recognize that the structure of families may change
- give examples of how the roles of family members have changed over time

Suggestions for Learning and Teaching

- Teachers can ask children to make a list of all the jobs they can think of around their homes while in the Play-Home Centre. For example, washing dishes, laundry, garbage, shovelling snow, bathing children, making beds. Create a simple list of five or six, with the heading Who Does It? Help students who are interested to poll the rest of the class. At group time, discuss the results by different family members.
- Teachers can discuss how the answers varied in the previous activity. In some homes, dad takes out the trash, but never changes the baby. In other homes dad does both, while in others it is mom who changes the baby and the child who takes out the trash— unless he is staying at dad’s house on garbage day, and then it is dad who takes it out. Still another family has a grandmother who does the dishes because she lives with them. Draw from them the idea that the role of family members often relies on circumstances. Put specific jobs on flash cards and ask children to role-play members of their family. Use the cards as a sorting activity to identify the jobs done.



Play-Based Learning

Provide children time to role-play family (ex: playing house in a dramatic play area). These play opportunities encourage children to solve conflicts as they naturally arise. Teachers as observers can use these experiences to discuss effective problem-solving strategies.

A play extension may include the provision of name cards that state family roles (ie, mom, poppy, aunt, baby, cousin) that children can choose and dramatize. (Include different names for the same role – Opa, Grandpa, Nana, Oma, Sitti). Place books in the dramatic play area that focus on various family units.

K.2.2 Students will be expected to demonstrate an understanding of how the roles of family members change over time. (continued)

Suggestions for Assessment**Suggested Links**

K.2.2 Students will be expected to demonstrate an understanding of how the roles of family members change over time. (continued)

Outcomes

Students will be expected to

- identify the responsibilities of family members
- demonstrate an awareness that the responsibilities of family members may change
- recognize that the structure of families may change
- give examples of how the roles of family members have changed over time

Suggestions for Learning and Teaching

Teacher Talk

Point out to children that the responsibilities of family members may change due to the arrival of a new baby, to children growing up, the family moving, to parents changing careers, to a parent losing his/her job, to separation or divorce.

- Teachers can select and use an appropriate book as a read aloud. The selected book should address the idea of changing roles. After reading the book to the class, the teacher may wish to engage the children in a discussion of what the book has to say about changing roles and how this might be similar to things they have experienced themselves. Brainstorm a list of jobs that they can think of that were once done by hand and are now done by machine. Title the list “Technology Has Changed How We Live.” As a concrete example, put a clothesline and washboard in the House Centre.
- Teachers can provide books and artwork that have pictures of people at work around the world and throughout time. Identify with them the variety of roles in which they see men, women, and children engaged. If possible, provide historical photographs of your own region, especially those related to local industry, for discussion about how the roles of local people have changed and what has brought about this change.

K.2.2 Students will be expected to demonstrate an understanding of how the roles of family members change over time. (continued)

Suggestions for Assessment

Formative

Demonstrate a Skill

Peer/self-evaluation and teacher observation can be used to evaluate skills/processes.

- Communication
 - *brainstorm a list of jobs done in the home*
- Inquiry
 - *sort flash cards*
 - *bring pictures to class of people important to them*
- Participation
 - *contribute to group sing-song*
 - *role-play jobs of family members*
 - *contribute to discussion of old photos*

Products Created/Written Evaluation/Portfolio

Summative

- Reread a book such as *Something from Nothing* by Phoebe Gilman and prepare a retrieval chart titled *How Roles Change over Time*. On the chart, create four columns with the following headings: Name, Past, Present, and Future. Prior to the children completing the chart, the teacher can model it with an example: PAST—“When my mother was little, she wasn’t allowed to wear jeans to school;” PRESENT—“As a teacher, I can only wear jeans to school on special days;” and FUTURE—“Maybe jeans won’t be in style in the future.”

Suggested Links

Curriculum

CAMET Curriculum

- Language Arts
- Mathematics

Provincial Curriculum

- Art

Resources

- *Winter Days in the Big Woods*, Laura Ingalls Wilder (Scholastic)
- *Tar Beach*, Faith Ringold
- *At the Crossroads*, Rachel Isadore
- *Love You Forever*, Robert Munsch
- *Grandpa*, John Burningham
- *Big Brother Dustin*, Alden R. Carter
- *Now One Foot, Now the Other*, Tomie dePaola
- *The New Baby at Our House*, Joanna Cole

Agencies/Groups

National/International

Local

- Visit a museum

K.2.3 Students will be expected to recognize that families (local, national, and global) have varied traditions, rituals, and celebrations.

Outcomes

Students will be expected to

- identify traditions, rituals and celebrations connected to their personal experiences
- give examples to show that families (local, national, and global) have varied traditions, rituals and celebrations
- demonstrate an understanding of the importance of showing respect for others' traditions, rituals, and celebrations

Cross-Curricular Links

Link to Social Studies

Unit 2 : *Roots*

Outcome K.2.3

- **Religious Education**
Outcome 1.2
recognize that historically and through traditions, people demonstrate their beliefs through various celebrations

Outcome 2.1
recognize that celebrations observed in various living belief systems are demonstrations of loving and caring

Outcome 5.2
begin to recognize the need to respect celebrations in various living belief systems
- **Health**
Unit Two
Outcome 3.1
assess personal traits and talents that make one special
- **Health**
Unit Three
Outcome 3.1
examine personal acceptance of differences in people
- **Music**
Contexts
Outcome 1
perform, listen to and create
 - songs/games
 - folk music

Suggestions for Learning and Teaching

Teacher Talk

People have their own unique and meaningful ways to celebrate important aspects of their culture, which over time develop into traditions, rituals, and celebrations. It is important for students to appreciate the roots of their traditions, rituals, and celebrations and also to understand and respect those of others on a local, national, and global level. While working on these strategies it will be important to help the children make connections between their experience and those of others. Teachers should include examples of First Nations, Inuit and Innu, Anglophones, Francophones, other cultures represented in the classroom/school, as well as other cultures around the world.

- Teachers can ask children to think about what they have discovered about families. Write the word Families in the centre bubble of a web. Establish commonalities and paste pictures of the unique ways these things are carried out. For example, a bubble that says “take care of children” will show a representation of a variety of cultures and situations. Some of the common bubbles should be: share traditions, work together, have fun together, look after each other. Once the bubble that shows that families share traditions is well established, ask the children to pick a country(ies) that they would like to know more about. Research the traditions of the country they choose. Locate the country(ies) on the classroom map. Try out some of the customs you discover.

Teacher Talk

Include a variety of props in the Dramatic Play Centre that encourage children to talk about, think about, and ask questions about traditions, rituals, and celebrations around the world.

- Teachers can select and use an appropriate book as a read aloud. The selected book should address a tradition or ritual that involves children (like putting a lost tooth under their pillow). After reading the book to the class, the teacher may wish to ask the children to brainstorm other similar examples.

K.2.3 Students will be expected to recognize that families (local, national, and global) have varied traditions, rituals, and celebrations.

Suggestions for Assessment

Formative

Demonstrate a Skill

Peer/self-evaluation and teacher observation can be used to evaluate skills/processes.

- Communication
- Inquiry
- Participation
 - share family traditions/customs

Products Created/Written Evaluation/Portfolio

- the web of “families”

Summative

Teachers could make the Music Centre a celebration of family diversity by including a variety of cultural music from your region and around the world. Ask parents to help you collect this over the year, by having them provide you with any special cultural music of their family. Make a cassette of all of the songs and title it “Family Favourites.” Make the music available for movement and free play sessions and encourage appreciation with your participation. If a family member can play cultural music live, invite that person to perform for the class. Students will be expected to recognize that families (local, national, and global) have varied traditions, rituals, and celebrations.

Suggested Links

Curriculum

CAMET Curriculum

- Language Arts
- Mathematics

Provincial Curriculum

- Art

Resources

- Hanukkah
 - *Latkes and Apple Sauce*, Fran Manushkin
 - *The Chanukkah Guest*, Eric Kimmel
- Christmas
 - *Christmas Cranes*, Allen Say
- Family Traditions
 - *Knots on a Counting Rope*, Bill Martin Jr. and John Archambault
 - *Children of the Yukon*, Ted Harrison
 - *The Gypsy Princess*, Phoebe Gilman

K.2.3 Students will be expected to recognize that families (local, national, and global) have varied traditions, rituals, and celebrations. (continued)

Outcomes

Students will be expected to

- identify traditions, rituals, and celebrations connected to their personal experiences
- give examples to show that families (local, national, and global) have varied traditions, rituals and celebrations
- demonstrate an understanding of the importance of showing respect for others' traditions, rituals, and celebrations

Suggestions for Learning and Teaching

- Teachers can ask children to think of the celebrations and traditions in their family and community. Discuss from where they have come. For example, in December, talk about Hanukkah and Christmas, ask the children to share and compare things they do to celebrate these holidays. With Christmas, some children always have turkey, while others eat roast beef, ham, or tofu. The common tradition amongst their families is that they feast, but how they feast depends on their family history.
- Teachers can discuss with children how to respect other people's rituals, traditions, and celebrations. For example, when visiting another family's home, it is polite to try what they are eating and not make comments about how different it is.

K.2.3 Students will be expected to recognize that families (local, national, and global) have varied traditions, rituals, and celebrations. (continued)

Suggestions for Assessment**Suggested Links****Resources**

- Birthdays
 - *Celebrating Life Around the World*, Eve Feldman Kindersley
 - *Let's Celebrate*, Caroline Perry
 - *Children Like Me: Celebrations*, Barnabas and Anabel

Music

"All I Really Need," song by Raffi

Agencies/Groups

National/International

Local

- Multicultural Groups

