

FAMILY LIFE

“What makes a family?”

Social Studies

Grade Level: K-1

INTRODUCTION:

On this Expedition, your students will explore the question, “What makes a family?” by looking at their role as a family member. They will see similarities and differences between families of the past and present, and will role play chores of yesterday and today. Students will compare relationships between generations in different cultures, and will ‘look’ into the future as they dream about changes that will happen as they grow.

SUMMARY:

Pre-Visit Activities:

1. Students draw ‘family pictures’ which they discuss and share with classmates.
2. Small groups of students discuss their chores; the class then plays ‘chores charades’

Museum Visit Activities:

1. In the *Spirit of the West* exhibit, students look for toys and evidence of chores, which they compare to today. They observe an *Oregon Trail* scene, making guesses about “Who is in this family?”
2. At the *1880s Homestead Ranch*, students find an object used in both the past and the present; they identify how it is used and how it has changed.
3. In the *By Hand Through Memory* exhibit, students observe and role-play at a scene of three generations of Native Americans and examine some family heirlooms.
4. At the Birds of Prey Center, students compare human ‘sibling rivalry’ to raptors.

Post Visit Activities:

1. Students play ‘chores charades’ again, role playing the chores of the past that they guessed about in the *Spirit of the West* exhibit.
2. Circle/Discussion time questions, such as: “Which family would you rather be in: early Native Americans, or Oregon Trail emigrants? Why?”
3. Small groups draw or create a ‘future version’ of the item they identified from past and present at the *1880s Homestead Ranch*.

VOCABULARY:

family, mother, father, sister, brother, grandparent, aunt, uncle, cousin, chores, toys, past, present, future, heirloom, tradition

Oregon State Standards & Benchmarks:

History:

- Understand calendar time sequences and chronological sequences within narratives

Bend-LaPine School District Curriculum:

Civics & Government:

- Demonstrate the necessity of rights and responsibility of self (K)
- Understand family rules and responsibilities (1)
- Identify similarities and differences among countries and nations (1)

History:

- Distinguish among past, present and future (K)
- Recognize similarities and differences of earlier generations (1)

PRE-VISIT ACTIVITIES

FAMILY PICTURES

Using whatever art medium you desire, have students make ‘family pictures.’ When the pictures are complete, have students share their pictures and discuss the big question, “What makes a family?” Start a class list of words/phrases that students use to describe a family. Arrange students’ pictures on a bulletin board to make a ‘family picture wall,’ with the title, “What makes a family?” Add words from the class list to the display.

CHORES CHARADES

In small groups, have students discuss the question, “What are your jobs in your family?” You may then have a class discussion/circle time to generate a list of chores students are responsible for. Then, in small groups or pairs, have students act out one of these ‘typical’ chores. (You may decide to assign one or two chores per group to avoid duplication; students might also need help determining how to act out a chore). Encourage students to use their bodies as props; for example, ‘making the bed’ could involve one student being the bed while another straightens clothes as if they were tucking in sheets, pulling up blankets, etc. As student groups perform, and the class guesses the chore, the previously generated list can be referred to or ‘checked off.’

Suggested books for this topic:

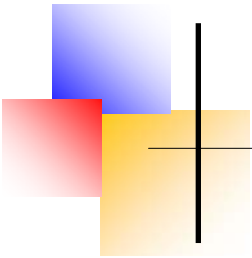
- Molly’s Family by Nancy Garden
- I Got a Family by Melrose Cooper
- There’s Only One of Me by Pat Hutchins
- What a Family! by Rachel Isadora
- The Family Book by Todd Parr
- Families Are Different by Nina Pellegrini
- You and Me Together: Moms, Dads, and Kids Around the World by Barbara Kerley
- Just Like Mama by Beverly Lewis
- Is Susan Here? by Janice May Udry
- Now What Can I Do? by Margaret Park Bridges
- Ten Little Rabbits by Virginia Grossman

PREPARING FOR YOUR MUSEUM VISIT

Students: As the day of your Museum visit approaches, focus your students’ thoughts on what they might experience at the Museum and how that fits in with what they are studying. Preparation should not be entirely academic, however; clarify students’ expectations about things such as bathrooms, lunch plans, who they will spend the day with, etc. to alleviate unnecessary anxiety or disappointment.

Chaperones: Don’t forget to prepare your chaperones! They are a valuable resource; use them to help make your field trip an educational success! Send them a letter explaining your educational goals/focus for the trip. Outline the tasks they will be responsible for throughout the day. Set aside time to talk with your chaperones and answer their questions.

Logistics: Remember to prepare student and/or chaperone materials in advance. Don’t forget nametags with your school name, and have your confirmation form and admission fee ready when you arrive to avoid delays as you check in.



LEARNING EXPEDITIONS

HIGH DESERT MUSEUM

FAMILY LIFE

CHAPERONE PAGES

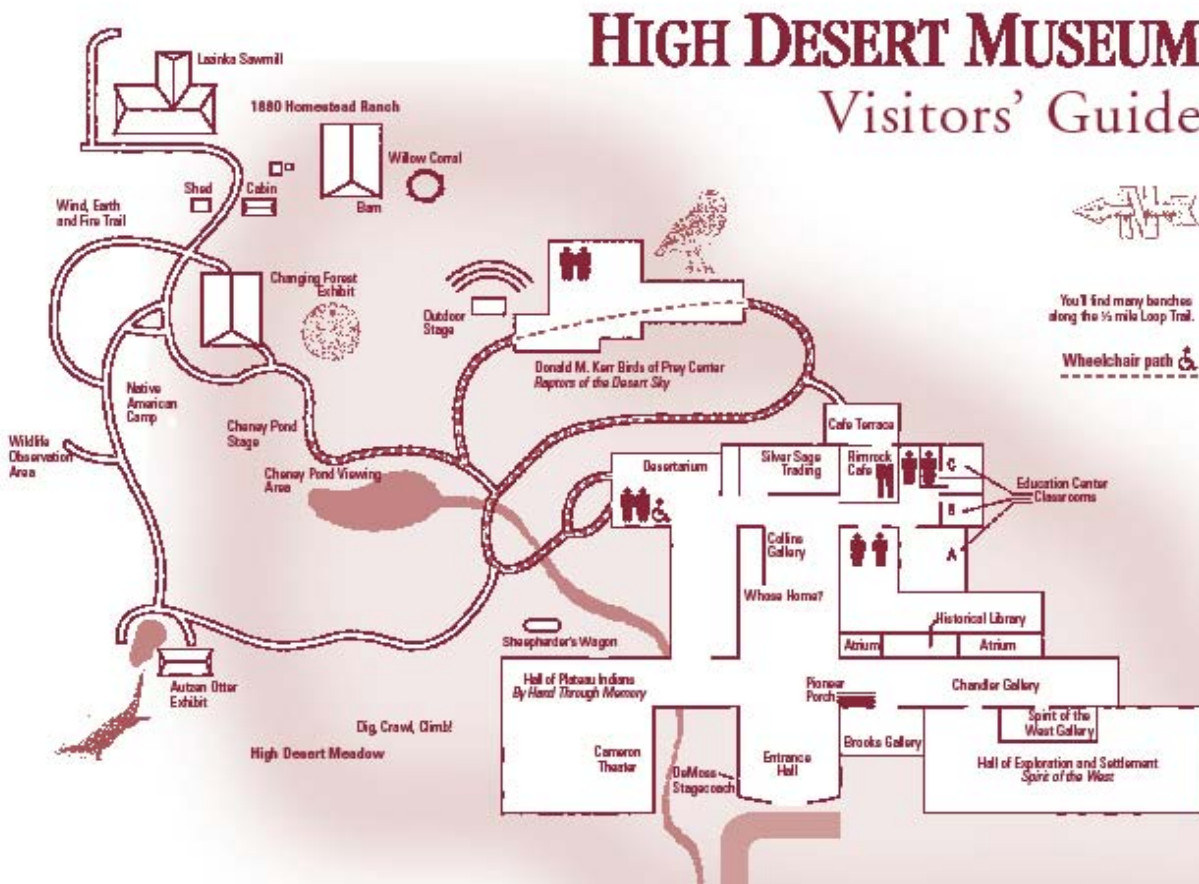
Grade Level: K-1

“What makes a family?”

INTRODUCTION:

On this Expedition, you will visit the following areas in order to complete activities related to the theme, ‘Family Life’: (*you do not have to visit the exhibits in the order listed*)

EXHIBIT TITLE	DONE?
Spirit of the West—“Hall of Exploration and Settlement”	
By Hand Through Memory (Native American exhibit)	
1880s Homestead Ranch	
Birds of Prey Center—“Raptors of the Desert Sky”	



SPIRIT OF THE WEST

SCENE: FIRST PEOPLES

Have the students look around this scene. Ask them ‘Who do you think lives here?’

(a Native American family)

Ask the students if they think this scene from the Past, Present, or Future. How can they tell? Write their answers below:

It is the _____, because

_____.



Native American families lived in the High Desert for thousands of years before any Europeans came. Ask the students to look for ‘toys’ that Native American children might have played with.

(There are willow horses in the ‘cave’)

Ask the students to look for clues that tell us what kinds of ‘chores’ the children in this family may have had. Write their answers in the chart below:

CHORE:

CLUE:

SCENE: EMIGRANTS

Have the students look around this scene. Ask the students if they think that this the Past, Present, or Future? How can they tell? Write their answers below:

It is the _____, because _____

_____.

Now have the group close their eyes and listen (about 20-30 seconds). Ask them ‘What clues did you hear that tell you who lives in this family?’ Write their answers below.



Ask the students to pretend they are a child in this family traveling on the Oregon Trail. Have them guess what their ‘job’ might be. Have them look for clues that tell us what kinds of ‘chores’ the children in this family may have had.

1880S HOMESTEAD RANCH

OUTSIDE THE CABIN:

Ask the students if they think this home is from the past, present, or future. How can they tell? Write their answers below:

It is the _____, because _____
_____.



INSIDE THE CABIN:

Have the students look around the cabin. Ask them ‘What kinds of things do you see?’

(kitchen items, stove, a bed, clothing, personal hygiene items such as razor and toothbrush, dried herbs, household items such as brooms, lamps, irons and sewing materials, gun and powder, few toys, etc.)

Have them find something in the cabin that is:

1. Something a child would play with: _____
2. Something used for chores: _____
3. Something that was used in the past and is still used today (even if it doesn’t look the same!).
Have the students choose one item and describe how it has changed. Write their answer below.

OUR CHOICE:

HOW IT HAS CHANGED FROM THE PAST:



BIRDS OF PREY CENTER

Inside the building, find the text panel titled “Life Cycle”. Ask the students:

- How many kids are in your family?
- Are you the oldest, youngest, or somewhere in the middle?
- What might be ‘good’ about being the oldest child in a family?

Find the section called, “How Big a Family?” - Explain the text to your group and have them look at the pictures. Ask them ‘What might be good about being the oldest chick in the nest?’

(The oldest chick in a nest will get the most food and has a greater chance to survive.)

BY HAND THROUGH MEMORY

CHANGES AND THE LAND: ROOT DIGGING

Ask the students if they think this scene is from the Past, Present, or Future. How can they tell? Write their answers below:

It is the _____, because _____

Who do they see in this family?

(There are three generations: grandmother, mother and daughter)



The grandmother and mother are teaching the young girl how to dig for roots. Ask the students what kinds of things they learn from people like parents and grandparents. Write their answers below:

Have the students pretend they are one of these people. What would they be saying? *(Have students role play—record what they say below)*

PERSON:

Example: Grandmother

WHAT YOU WOULD SAY:

“Dig right there, and you’ll find the best roots.”



FAMILY HEIRLOOM CASES

Like most families, Native Americans pass on special family items to their children and grandchildren. Have the students look in the glass cases and find:

- Something that looks very old
- Something that looks almost new
- One item you wish you could have

POST-VISIT ACTIVITIES

CHORES CHARADES

Students act out chores again, this time role playing the chores of the past that they guessed about from clues at the Museum.

DISCUSSION QUESTIONS

Circle time, class discussions, or journal entries could explore the questions:

- Which family would you rather be in: early Native Americans, or Oregon Trail emigrants? Why?
- What do you think it would be like to live in at *1880s Homestead Ranch* with a family of _____ people?
- What did you learn about Birds of Prey and their chicks? How did that make you feel?
- What kinds of things have you learned from your parents/grandparents, like the young girl who was digging roots? Have you ever taught something to your parents/grandparents?
- Does your family have any heirlooms? What do you learn from them?

INTO THE FUTURE

Using the information they gathered at the *1880s Homestead Ranch* about an item that was used in the past and is still used today, have students make guesses about what that same item might be like in the future. Will it still be used, or will we not need it anymore? Why? Individuals or groups could draw or create the 'future' version of the item.