



Teacher-to-Teacher

Video Series
for Secondary Educators

TITLE: A Heritage Study: Using Information Resources to Research Family History and Traditions

PRIMARY SUBJECT AREA: Using Information Resources, Speaking and Listening, and Writing (English Language Arts Content Standards 5, 4, 2 and 3)

GRADE LEVELS: 11-12 (adaptable to higher and lower grades)

OVERVIEW: “A Heritage Study: Using Information Resources to Research Family History and Traditions” incorporates the *Louisiana Voices* web site into an ethnographical study in which students research their family heritage. It includes not only locating and accessing information but also interviewing, note taking, and oral presentation. The project can also be expanded into a unit project that includes the writing of a research paper.

APPROXIMATE DURATION: 10 days

LOUISIANA CONTENT STANDARDS:

<http://www/DOE/assessment/standards/ENGLISH.pdf>

The lesson focuses on Standards 5, 4, 2 and 3 although this particular lesson can be expanded to address benchmarks under all seven English Language Arts Content Standards.

Standard Two: Students write competently for a variety of purposes and audiences.

ELA-2-H2: using language, concepts, and ideas that show an awareness of the intended audience and/or purpose (e.g., classroom, real-life, workplace) in developing complex compositions

ELA-2-H4: using narration, description, exposition, and persuasion to develop various modes of writing (e.g., notes, stories, poems, letters, essays, editorials, critical analyses, logs)

Standard Three: Students communicate using standard English grammar, usage, sentence structure, punctuation, capitalization, spelling, and handwriting.

ELA-3-H2: using the grammatical and mechanical conventions of standard English

ELA-3-H3: spelling accurately using strategies and resources (e.g., glossary, dictionary, thesaurus, spell check) when necessary

Standard Four: Students demonstrate competence in speaking and listening as tools for learning and communicating.

- ELA-4-H1: speaking intelligibly, using standard English pronunciation and diction
- ELA-4-H2: giving and following directions/procedures
- ELA-4-H3: using the features of speaking (e.g., audience analysis, message construction, delivery, interpretation of feedback) when giving prepared and impromptu presentations
- ELA-4-H4: speaking and listening for a variety of audiences (e.g., classroom, real-life, workplace) and purposes (e.g., awareness, concentration, enjoyment, information, problem solving)
- ELA-4-H5: listening and responding to a wide variety of media (e.g., music, TV, film, speech, CD-ROM)
- ELA-4-H6: participating in a variety of roles in group discussion (e.g., active listener, contributor, discussion leader, facilitator, recorder, mediator)

Standard Five: Students locate, select, and synthesize information from a variety of texts, media, references, and technological sources to acquire and communicate knowledge.

- ELA-5-H1: recognizing and using organizational features of printed text, other media, and electronic information (e.g., parts of a text, citations, endnotes, bibliographic references, microprint, laser discs, hypertext, CD-ROM, keyword searches, bulletin boards, e-mail)
- ELA-5-H2: locating and evaluating information sources (e.g., print materials, audio and visual materials)
- ELA-5-H3: accessing information and conducting research using graphic organizers, outlining, note taking, summarizing, interviewing, and surveying to produce texts and graphics
- ELA-5-H4: using available technology to produce, revise, and publish a variety of works
- ELA-5-H5: citing references using various formats (e.g., parenthetical citations, endnotes, bibliography)

**GLEs Addressed:
Grades 11-12**

15. Develop complex compositions on student- or teacher-selected topics that are suited to an identified audience and purpose and that include the following:
- word choices appropriate to the identified audience and/or purpose
 - vocabulary selected to clarify meaning, create images, and set a tone
 - information/ideas selected to engage the interest of the reader
 - clear voice (individual personality) (ELA-2-H2)
17. Use the various modes to write complex compositions, including:
- definition essay
 - problem/solution essay
 - a research project
 - literary analyses that incorporate research
 - cause-effect essay

- process analyses
 - persuasive essays (ELA-2-H4)
21. Apply standard rules of sentence formation, including parallel structure (ELA-3-H2)
 22. Apply standard rules of usage, for example:
 - avoid splitting infinitives
 - use the subjunctive mood appropriately (ELA-3-H2)
 23. Apply standard rules of mechanics and punctuation, including:
 - parentheses
 - brackets
 - dashes
 - commas after introductory adverb clauses and long introductory phrases
 - quotation marks for secondary quotations
 - internal capitalization
 - manuscript form (ELA-3-H2)
 25. Use standard English grammar, diction, and syntax when speaking in formal presentations and informal group discussions (ELA-4-H1)
 26. Select language appropriate to specific purposes and audiences for speaking, including:
 - delivering informational/book reports in class
 - conducting interviews/surveys of classmates or the general public
 - participating in class discussions (ELA-4-H1)
 27. Listen to detailed oral instructions and presentations and carry out complex procedures, including:
 - reading and questioning
 - writing responses
 - forming groups
 - taking accurate, detailed notes (ELA-4-H2)
 28. Organize and use precise language to deliver complex oral directions or instructions about general, technical, or scientific topics (ELA-4-H2)
 29. Deliver presentations that include the following:
 - language, diction, and syntax selected to suit a purpose and impact an audience
 - delivery techniques including repetition, eye contact, and appeal to emotion suited to a purpose and audience
 - an organization that includes an introduction, relevant examples, and/or anecdotes, and a conclusion arranged to impact an audience (ELA-4-H3)
 30. Use active listening strategies, including:
 - monitoring messages for clarity
 - selecting and organizing information
 - noting cues such as changes in pace (ELA-4-H4)
 31. Deliver oral presentations, including:
 - speeches that use appropriate rhetorical strategies
 - responses that analyze information in texts and media
 - persuasive arguments that clarify or defend positions (ELA-4-H4)
 32. Give oral and written analyses of media information, including:

- identifying logical fallacies (e.g., attack *ad hominem*, false causality, overgeneralization, bandwagon effect) used in oral addresses
 - analyzing the techniques used in media messages for a particular audience
 - critiquing a speaker's diction and syntax in relation to the purpose of an oral presentation
 - critiquing strategies (e.g., advertisements, propaganda techniques, visual representations, special effects) used by the media to inform, persuade, entertain, and transmit culture (ELA-4-H5)
33. Participate in group and panel discussions, including:
- identifying the strengths and talents of other participants
 - acting as facilitator, recorder, leader, listener, or mediator
 - evaluating the effectiveness of participants' performance (ELA-4-H6)
34. Select and critique relevant information for a research project using the organizational features of a variety resources, including:
- print texts (e.g., prefaces, appendices, annotations, citations, bibliographic references)
 - electronic texts (e.g., database keyword searches, search engines, e-mail addresses) (ELA-5-H1)
35. Locate, analyze, and synthesize information from a variety of complex resources, including:
- multiple print texts (e.g., encyclopedias, atlases, library catalogs, specialized dictionaries, almanacs, technical encyclopedias, and periodicals)
 - electronic sources (e.g., Web sites or databases)
 - other media (e.g., community and government data, television and radio resources, and audio and visual materials) (ELA-5-H2)
36. Analyze the usefulness and accuracy of sources by determining their validity (e.g., authority, accuracy, objectivity, publication date, coverage) (ELA-5-H2)
37. Access information and conduct research using various grade-appropriate data-gathering strategies/tools, including:
- formulating clear research questions
 - evaluating the validity and/or reliability of primary and/or secondary sources
 - using graphic organizers (e.g., outlining, charts, timelines, webs)
 - compiling and organizing information to support the central ideas, concepts, and themes of a formal paper or presentation
 - preparing annotated bibliographies and anecdotal scripts (ELA-5-H3)
38. Write extended research reports (e.g., historical investigations, reports about high interest and library subjects) which include the following:
- researched information that supports main ideas
 - facts, details, examples, and explanations from sources
 - graphics when appropriate
 - complete documentation (e.g., endnotes or parenthetical citations, works cited lists or bibliographies) consistent with a specified style guide (ELA-5-H3)

39. Use word processing and/or technology to draft, revise, and publish various works, including:
- functional documents (e.g., requests for information, resumes, letters of complaint, memos, proposals), using formatting techniques that make the document user friendly
 - analytical reports that include databases, graphics, and spreadsheets
 - research reports on high-interest and literary topics (ELA-5-H4)
40. Use selected style guides to produce complex reports that include the following:
- credit for sources (e.g., appropriate parenthetical documentation and notes)
 - standard formatting for source acknowledgment (ELA-5-H5)

TECHNOLOGY STRATEGIES:

<http://www.louisianaschools.net/DOE/LCET/curric/k12stand.pdf>

Technology Communication Tools (*Communication Foundation Skill*)

Students use telecommunications to collaborate, publish, and interact with peers, experts and other audiences.

Technology Productivity Tools (*Resource Access and Utilization Foundation Skill*)

Students use technology tools to enhance learning, increase productivity, and promote creativity.

Technology Research Tools (*Linking and Generating Knowledge Foundation Skill*)

Students use appropriate technology to locate, evaluate, and collect information from a variety of sources.

Students use technology tools to process data and report results.

Students evaluate and select new information resources and technological innovations based on the appropriateness to specific tasks.

Social, Ethical, and Human Issues (*Citizenship Foundation Skill*)

Students understand the ethical, cultural, and societal issues related to technology.

Students practice responsible use of technology systems, information, and software.

Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.

INTERDISCIPLINARY CONNECTIONS:

Social Studies (American History, World History), Sociology, Psychology

OBJECTIVES:

1. The learner will select and interview an older relative regarding family traditions, as well as events in his/her life.

2. The learner will access the Internet for information related to family study.
3. The learner will compile notes from interview with older family member into an ethnographic report to be presented orally to class.
4. The learner will complete personal and peer assessments of oral reports.
5. The learner will make personal connections to family traditions and/or events.

MATERIALS:

Samples of ethnographic studies, artifacts from teacher's family heritage (e.g., old photographs, war medals, diaries, old family books, old radio), 3x5 cards for entrance and exit cards, student journals, handouts (See Reproducible Materials.)

TECHNOLOGY CONNECTION:

Hardware: Computer laboratory with Internet access

Software: Microsoft Word

Web Sites: Louisiana Voices web site, <[www.galenetgalegroup](http://www.galenetgalegroup.com)>

LESSON PROCEDURES:

Opening:

Day 1:

1. Introduce assignment with journal prompt related to the recent movies and documentaries related to the half-century anniversaries of major historical events (D-Day, Pearl Harbor, etc.), followed by student sharing.
2. Using personal family artifacts, facilitate a classroom discussion related to the importance of family traditions, heritage, and connections to the past.
3. Define and discuss ethnography, providing examples of ethnographical studies.
4. Explain assignment, allowing student participation in goals, objectives, and expectations.
5. Distribute Handouts 1 and 2 with instructions to select an older relative whose past is of interest to student.
6. Complete Exit Card with the following question: *What aspect, if any, of today's lesson is a concern to you at this point in the study? Do you have a major question?*

Development:

Day 2:

1. Complete Entrance Card: *Who are you considering as a possible interviewee and why?* Facilitate a brief discussion of card responses. Discuss concerns and problems.
2. Report to computer laboratory. Access *Louisiana Voices* web site to read selected lessons (i.e., interviewing techniques) with information on ethnography.

3. Assign a web search of the time period in which possible interviewees lived. Distribute handout entitled "Looking Back: A Survey of the Years _____-_____, " to be submitted at the end of class tomorrow. They should be instructed to access gale net gale group first.
4. Submit Deadline #1 handout at the end of class.

Day 3:

1. Facilitate an initiating activity which reviews the web site on interviewing. Discuss "What to Do" and "What Not to Do."
2. Report to computer laboratory and continue web search to complete handout.
3. Compose a set of proposed questions for interview subject and save in a Word document. Print out and take home to be finished and refined. Teacher observation.
4. Submit Deadline #2 handout and "Looking Back" handout.

Day 4:

1. Complete Entrance Card: *"What worries you most about the interview?"*
2. Review note taking skills. Discuss advantages/disadvantages of taping interview.
3. Collaborative groups compose interview questions for a peer. Practice interviewing skills. Teacher observation during the practice.
4. Complete Exit Card: *"What did I learn today about interviewing?"*

Day 5:

1. Students respond to one of the following journal prompts: "The thing I love most about my family is our . . ." or "The thing that makes my family so unique is . . ." Students then volunteer to share responses with class.
2. Explain and model format for interview report. Review basic outlining. Review parenthetical documentation and bibliographic formats.
3. Discuss oral report rubric or facilitate a class development of an oral report rubric.
4. Report to computer laboratory. Students use remaining class time to work on rough draft of interview report.

Day 6:

1. Report to computer laboratory. Work on rough draft.
2. Peer review.
3. Begin final draft.

Day 7:

1. Complete final draft.
2. Organize materials to be turned in at the time of the oral report: final draft, as well as all rough drafts, peer reviews, interview notes, interview tapes, Internet articles, and any other materials generated during the unit study.

Closing:

Days 8-10:

1. Students present ethnographic studies orally to class.
2. Students complete peer review rubric for each oral report, including his/her own.

REPRODUCIBLE MATERIALS:

Journal Response Teacher Checklist
Entrance/Exit Card Teacher Checklist
Deadline #1 handout
Deadline #2 handout
“Looking Back” handout
Peer Review Rubric
Oral Report Rubric
Sample Works Cited suitable for an overhead transparency

ASSESSMENT PROCEDURES: Assessment is ongoing, from the formative assessment of the daily activities to the summative assessment, the final draft of the written report. (See Reproducible Materials for copies of rubrics/checklists.)

Day 1:

Journal Response Teacher Checklist
Entrance/Exit Card Teacher Checklist

Day 2:

Entrance/Exit Card Teacher Checklist
Deadline #1 handout

Day 3:

Deadline #2 handout and “Looking Back” handout

Day 4:

Entrance/Exit Card Teacher Checklist,
Teacher observation of interview practice

Day 5:

Journal Response Teacher Checklist

Day 6:

Peer Review Rubric

Day 7:

Oral Report Rubric (peers and teacher)
Final Draft Rubric (teacher --See *Teachers’ Guide to Statewide Assessment for ELA* for rubric used in the scoring of state writing assessment.)

Days 8-10:

Oral Report Rubric (peers and teacher)

Final Draft Rubric (teacher --See *Teachers' Guide to Statewide Assessment for ELA* for rubric used in the scoring of state writing assessment.)

EXPLORATION AND EXTENSION:

This heritage study can be expanded easily into a 6-week research project requiring in-depth research of a particular aspect or aspects, as well as additional sources.

RESOURCES: MLA Handbook, encyclopedias, reference books

CONTACT INFORMATION:

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Heritage Study: Deadline #1
Preliminary Research Question and Topic

Name _____

Date Submitted _____

Class Period _____

Interview Subject _____

Preliminary Research Question _____

Topic (to be completed after interview) _____

Heritage Study: Deadline #2
Interview Subject and Proposed Interview Date

Name _____ Date Submitted _____

Class Period _____

Interview Subject _____ Interview Date _____

Revised Preliminary Research Question and Topic

Preliminary Research Question _____

Topic (to be completed after interview) _____

Teacher Observation

Interview questions _____

Looking Back: A Survey of the Years _____ - _____

1. I have chosen to interview _____, my _____,
(relationship)
who was born around _____.

2. He/she lived most of his/her life in the _____ century.

3. Brainstorm the **K** and the **W** of a **K-W-L** about this century.

What do you **know**?

What do you **want** to know?

4. Identify major historical figures during this time. Name at least five (5).

_____, _____,
_____, _____, & _____

5. Identify the pop culture figures of this period. Name at least five (5).

_____, _____,
_____, _____, & _____

6. What was everyone in the country talking about the year your ancestor was born?

7. What were the hit movies?

8. What was a hit song?

9. Have you ever sat down and talked at length with this ancestor about the past? If so, what do you remember?

10. Why do you think most older people like to talk about the past? Do you ever get together with your friends and talk about first grade or junior high?

What's the difference, or what's similar? Use back if necessary.

Peer Review Rubric

Author _____ reviewed by Reviewer _____

Brainstorming sufficient/incomplete thoughtful	1	2	3	4	5
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Introduction ho-hum or WOW! thesis statement	1	2	3	4	5
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Content addresses topic sufficient support	1	2	3	4	5
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Organization logical, coherent paragraph development transition	1	2	3	4	5
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Mechanics/Usage format font spelling consistent tense verb-subject agreement	1	2	3	4	5
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Comments:

Works Cited

Adams, Michelle. Family Traditions in the South. New York: Prentice, 1989.

Cookston, James, and Thad Franklin. In the Family's Memories: A Study of Three Generations in Georgia. New York: Garland, 1991.

Halverson, J. T. "The Family Unit." Cultural Studies. Ed. Oliver Slattery. Albany: State U of New York P, 1997. 29-55.

"Looking Backward: A Guide to Your Past." Genealogy Digest Nov. 1999: 124-99.

Martin, Anne, Joseph W. Terry, and C. J. Hiebert. "Traditions at Christmas." The Encyclopedia of Holiday Traditions. New York: Simon, 1978. 46-71.

Sacks, Leonard A., ed. Family Traditions in America. Baton Rouge, LSU P, 1992.

"Traditions." Compton's Encyclopedia. 1995 ed.

White, Frank S. "Four Generations Look to Their Past." New York Times. 8 May 1995. D3.

Wills, Jo. Family Stories. 5 Dec. 2001. <www.familyhistories.com>.

Wright, Terry. Personal interview. 30 Nov. 2001.

Young, Addie. The Family in the Twentieth Century. Personal survey. 12 Dec. 2001.

Oral Report Rubric

Content info complete, credible, interesting, specific details	1	2	3	4	5
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Organization logical, coherent	1	2	3	4	5
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Presentation voice, tempo, eye contact w/ aud.	1	2	3	4	5
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Visuals (optional) neat, accurate, useful	1	2	3	4	5
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Comments: