

HERITAGE PROJECT

SOCIAL STUDIES, 5TH GRADE

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In this long-term project students will be asked to interview members of their families to learn about their ethnic heritage. Students will

- construct a family tree,
- compose a report,
- craft a poster board,
- make an oral presentation to the class.

Components of the project:

Students will create a family tree

- Students should be encouraged to include pictures of as many relatives as they can.
- Students should be able to tell a story/stories about one or more of the relatives.
- Students should color or decorate the family tree, perhaps with an ethnic flavor.

Students will write a five paragraph report on their findings

- Introduction
- Country/countries of origin
- Reason(s) their family came to America, and why they chose to settle in Illinois
- Describe at least one custom or tradition, i.e. holiday celebration.
- Reflection about what they have learned

Students will create a poster board

- Map of country of origin
- Picture or drawing of ethnic costume (may be drawn on paper doll figure provided)
- Personal pictures of family
- Artifacts from their heritage
- List of foods eaten at holidays
- Religious beliefs may be included
- Other cultural information they choose
- If they wish, they may dress in their ethnic costume for the presentation

Oral Presentation

- Students will present an oral report using the poster board as a visual aid
- Students will answer questions relating to their presentation

Illinois Standards: **17.A.2b** Use maps and other geographic representations and instruments to gather information about people, places and environments. **17.D.2b** Identify different settlement patterns in Illinois and the United States and relate them to physical features and resources. **4.B.2a** Present oral reports to an audience using correct language and nonverbal expressions for the intended purpose and message within a suggested organizational format. **3.B.2d** Edit documents for clarity, subjectivity, pronoun-antecedent agreement, adverb and adjective agreement and verb tense; proofread for spelling, capitalization and punctuation; and ensure that documents are formatted in final form for submission and/or publication. **3.C.2a** Write for a variety of purposes and for specified audiences in a variety of forms including narrative (e.g., fiction, autobiography), expository (e.g., reports, essays) and persuasive writings (e.g., editorials, advertisements).

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