# My Family Traditions

How is culture shared?

**Grade Level:** 2nd  
**Extension Lesson - Social Studies/History/Civics**

<table>
<thead>
<tr>
<th>Sunshine State Standards</th>
<th>FL Frameworks for K-12 Gifted Learners</th>
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<tbody>
<tr>
<td><strong>Week #19</strong></td>
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</table>
| Learning Goal: The student will know and be able to evaluate the contributions of various African Americans, Hispanics, Native Americans, veterans and women.  
**Big Ideas & Benchmarks:**  
SS.2.A.1.2 – Utilize the media center, technology, or other informational sources to locate information that provides answers to questions about an historical topic  
SS.2.C.2.5 – Evaluate the contributions of various African Americans, Hispanics, Native Americans, veterans and women  
**Common Core:**  
R.I.1.1 Ask and answer questions about key details in a text. | **Goal 1**: Thinking Creatively  
**Objective 1**: the student identified as gifted will be able to critically examine the complexity of knowledge: the location, definition, and organization of a variety of fields of knowledge.  
**Goal 3**: Use and manipulate information sources  
**Objective 1**: The student identified as gifted will be able to conduct thoughtful research/exploration in multiple fields. |

**Subject(s):** (To be used during Week 19 on the 2nd Grade CCPS Social Studies Curriculum Map)

**Description:** The student will know and be able to evaluate the contributions of various traditions from different cultures while sharing their family traditions. While the students may live in a busy, go-go-go information age, all the conveniences and distractions of modern living result in very hectic lifestyles. The students will see the importance of maintaining and creating meaningful family traditions counter-acts this current trend. Traditions allow families to spend time together having fun, promote a feeling of closeness, and strengthen the family unit while strengthening society as a whole.

**Closure:** As you wrap up this lesson, have discussions on how many of their peer family traditions are different than theirs and to see the importance the traditions play to ensure family bonding. Most importantly reflect how traditions help us to respect different cultures and recognize how we should learn from them.
Goal:

The student will know and be able to evaluate the contributions of various traditions from different cultures while sharing their family traditions. While the students may live in a busy, go-go-go information age, all the conveniences and distractions of modern living result in very hectic lifestyles. The students will see the importance of maintaining and creating meaningful family traditions counter-acts this current trend. Traditions allow families to spend time together having fun, promote a feeling of closeness, and strengthen the family unit. Students groups will share their family tradition with the classroom and reflect on the family traditions shared by their peers.

Materials: Student Activity sheets printed for each student, 12” x 18” construction black paper (3 sheets for each student) glue, crayons/colored pencils, scissors, assorted color construction paper, book binder/comb

Procedure:

1. Introduce the students to traditions by sharing a family tradition with the class.
2. Have the students work in cooperative groups to read the text What is the difference of a Custom, Tradition or Ritual? As the students read the information they should use their In-Depth comprehension (see example shown in teacher resource section) to better understand and the selection of relevant information. (Common Core)
3. Each student will select a family tradition and will follow the instructions and complete their three pages in the classroom Family Tradition book.
4. You may also use the Hot-Dok Higher Order questions (at the bottom of this document) to help with discussion starters and may want to watch Discovery Education tradition videos on Angel if needed.
Student Activity Sheet

My Family Tradition

Goal: To share a family tradition with the class.

Materials: copy paper for planning the pages, high lighters, scissors, colored pencils/crayons, glue, assorted color construction paper

Procedure:

1. Read the text Student Activity sheet, **What is the difference of a Custom, Tradition or Ritual?** In a small group discuss the meanings and differences. Share with your group some of your family traditions.
2. Select a family tradition that your family enjoys.
3. As you find the history of your family’s tradition reflect on how this tradition helps to make our country diverse.
4. **First page** write a paragraph describing your family. Then write another paragraph about the memorable tradition. Ask yourself what is the tradition? Is it during a holiday and if it does, what holiday? Are there special jobs or responsibilities for members of your family? Explain in detail what the tradition is and what happens during this family tradition. You may include a drawing, photograph, collage, or a picture out of a magazine or printed off the internet.
5. **Second page** should include a map and basic information of the country where your family tradition has roots. Include at least five facts about the country. Include if you still have family still living there.
6. **Third page** explain what this tradition means to you and your family. Have you ever invited a friend to experience the family tradition? How does this tradition get passed down from generation to generation? When you are older will you do this tradition in your family? How does this tradition make our country diverse in culture?
7. Present to the class your family tradition. (The teacher will bind your pages into the classroom Family Tradition book.)

For each page:

- Layout should be done well, with just enough blank space to make it pleasant to look at.
- Leave a margin of about an inch at the left for the binding of our classroom tradition book.
- Add colorful borders or other artistic details.
- Make sure the pages look neat, ready to publish, with no spelling or grammar errors.
What is the difference of a Custom, Tradition or Ritual?

How often has each of us seen something happen during a visit to a friend’s house that makes us wonder why they do something in a different way? The effect of our life experiences creates in each of us a lens through which we observe what goes on around us. This lens focuses our attention on what we see. Society passes principles and values to future generations through Customs, Traditions and Rituals that mold this lens through which we view our lives and shape our opinions. Throughout history, cultures have passed their Family Values to future generations by these means.

Americans have many Customs and Traditions rooted in the cultures of our forefathers who were either Native Americans or who settled this great land after journeying long distances from other nations in search of "The American Dream". Very often the display of an object or symbol that is meaningful to a family or to society can become a **Custom, Tradition or Ritual**. Family Values are reflected in the Customs and Traditions practiced.

**Custom**: A usage or practice common to many or to a particular group of people.

**Tradition**: The handing down of information, beliefs, and customs by word of mouth or by example from one generation to another without written instruction.

**Ritual**: The established form for a ceremony; the order of words prescribed for a religious ceremony. Ritual observance: system of rites, a ceremonial act or action repeated often in a series of acts.
FAMILY TRADITIONS CLASS BOOK

PEER EDITING RUBRIC

For each of the pages in the class book, switch with a partner and fill out a rubric (make sure you circle the page you are writing about). Using the REQUIREMENTS FOR EACH PAGE sheet and your own observations, fill out the rubric. Remember that you are not grading the pages but are trying to help make the class book the best it can be!

Circle one: page 1 page 2 page 3

|                                              | Excellent | Good | Average | Below Average | Comments |
|----------------------------------------------|-----------|------|---------|===============|----------|
| Meets requirements for this page             |           |      |         |               |          |
| Is neatly done                               |           |      |         |               |          |
| Spelling and grammar are correct            |           |      |         |               |          |
| The ideas flow well and are clear           |           |      |         |               |          |
| The layout of the page is artistically done and is pleasant to look at |            |      |         |               |          |
| The artwork is well done: it has colored borders or other artistic details |           |      |         |               |          |
Read with a Pen
Annotating Marks

- Circle powerful words or phrases
- Underline words or phrases you do not understand
- Write important thoughts in the margin
Hot DOK Questions 1

• Can you recall______?
• When did ____ happen?
• Who was ____?
• How can you recognize______?
• What is______?
• How can you find the meaning of______?
• Can you recall______?
• Can you select______?
• How would you write______?
• What might you include on a list about______?
• Who discovered______?
• What is the formula for______?
• Can you identify______?
• How would you describe______?

Hot DOK Questions 2

• Can you explain how ____ affected ____?
• How would you apply what you learned to develop ____?
• How would you compare ____? Contrast______?
• How would you classify______?
• How are______ alike? Different?
• How would you classify the type of______?
• What can you say about______?
• How would you summarize______?
• How would you summarize___?
• What steps are needed to edit___?
• When would you use an outline to ___?
• How would you estimate___?
• How could you organize___?
• What would you use to classify___?
• What do you notice about___?

Hot DOK Questions 3
• How is ____ related to ____?
• What conclusions can you draw _____?
• How would you adapt____ to create a different____?
• How would you test____?
• Can you predict the outcome if____?
• What is the best answer? Why?
• What conclusion can be drawn from these three texts?
• What is your interpretation of this text? Support your rationale.
• How would you describe the sequence of____?
• What facts would you select to support____?
• Can you elaborate on the reason____?
• What would happen if___?
• Can you formulate a theory for___?
• How would you test___?
• Can you elaborate on the reason___?
Hot DOK Questions 4

• Write a thesis, drawing conclusions from multiple sources.

• Design and conduct an experiment.

Gather information to develop alternative explanations for the results of an experiment.

• Write a research paper on a topic.

• Apply information from one text to another text to develop a persuasive argument.

• What information can you gather to support your idea about___?

• DOK 4 would most likely be the writing of a research paper or applying information from one text to another text to develop a persuasive argument.

• DOK 4 requires time for extended thinking.
### Generic Rubric Design

<table>
<thead>
<tr>
<th>Scale</th>
<th>Student Language</th>
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</thead>
<tbody>
<tr>
<td>4</td>
<td>In addition to exhibiting level 3 performance, the student responses demonstrate in-depth inferences and applications that go beyond what was taught in class. “I know it better than my teacher taught it.”</td>
</tr>
<tr>
<td>3</td>
<td>The student’s responses indicate no major errors or omissions regarding any of the information and/or processes taught in class. “I know it just the way my teacher taught it.”</td>
</tr>
<tr>
<td>2</td>
<td>The student’s indicate errors or incomplete knowledge of the information and/or processes; however they do not indicate major errors or omissions relative to simpler details and processes. “I know some of the simpler stuff, but can’t do the harder parts.”</td>
</tr>
<tr>
<td>1</td>
<td>The student provides responses that indicate a distinct lack of understanding of the knowledge. However with help, the student demonstrates partial understanding of some of the knowledge. “With some help, I can do it.”</td>
</tr>
<tr>
<td>0</td>
<td>The student provides little or no response. Even with help the student does not exhibit a partial understanding of the knowledge. “Even with help, I can’t do it.”</td>
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Source: Robert Marzano, *Classroom Formative Assessment and Grading*