

# Making family trees



by **Noeline Pullen**

The Australian Curriculum History, in the Historical Knowledge and Understanding strand, includes Personal and Family Histories (Foundation level) and Present and Past Family Lives (Year 1). Historical skills encourage the use of graphics to communicate historical knowledge and understanding.

The making of family trees to show the relationship between family members covers both strands and provides a creative, fun and easily-understood way to focus teaching and learning activities on family relationships and the growth of families over time.

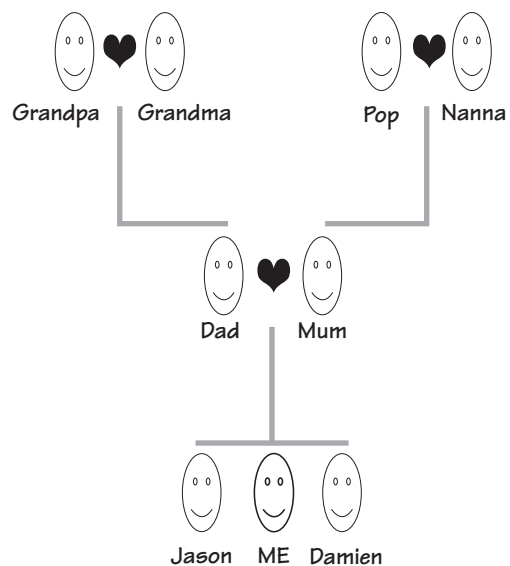
## Introducing family trees

In conjunction with your theme 'Me', read numerous books about the family and the people in a family including *The family book* by Todd Parr, *Who's in a family?* by Robert Skutch and *Animal families* by DK Publishing. This will elicit information about grandparents, aunts, uncles, siblings and their relationships. Then read *Me and my family tree* by Joan Sweeney. This book shows simply and clearly how a child constructs her own family tree. (NOTE: There is a Family Cheer Song and family tree craft activity at <http://kiboomukidssongs/family-cheer-song-and-family-tree-craft/> which relates to this book, making this a complete resource. The song can be bought from iTunes™ or Amazon.)

## Demonstrate how to make a family tree, but first collect details and information

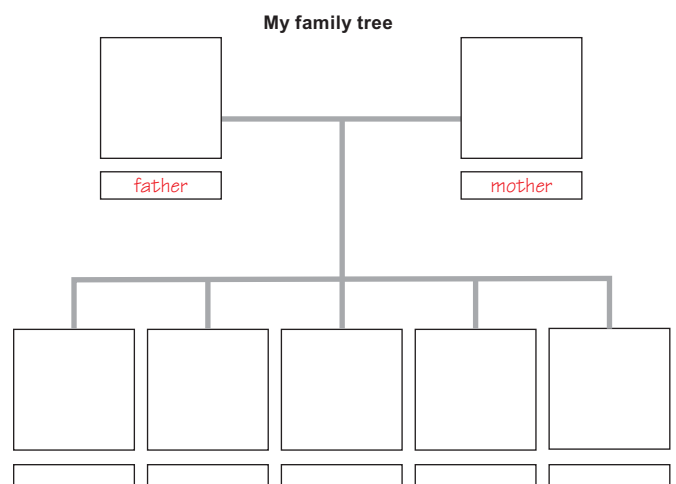
Before a family tree can be made, students will need to conduct research and collect information. They can do this by interviewing family members and sorting out data. Parents and the eldest family members will provide valuable information. How detailed this information is depends on the level of the students. This utilises other important historical skills.

Using an online template or simple drawings, construct a rough diagram and place the names of relatives where they belong. (The usual practice is to start with the oldest generation at the top and proceed to the youngest generation at the bottom, or vice-versa.) Ask questions about the relationship of one person to another.



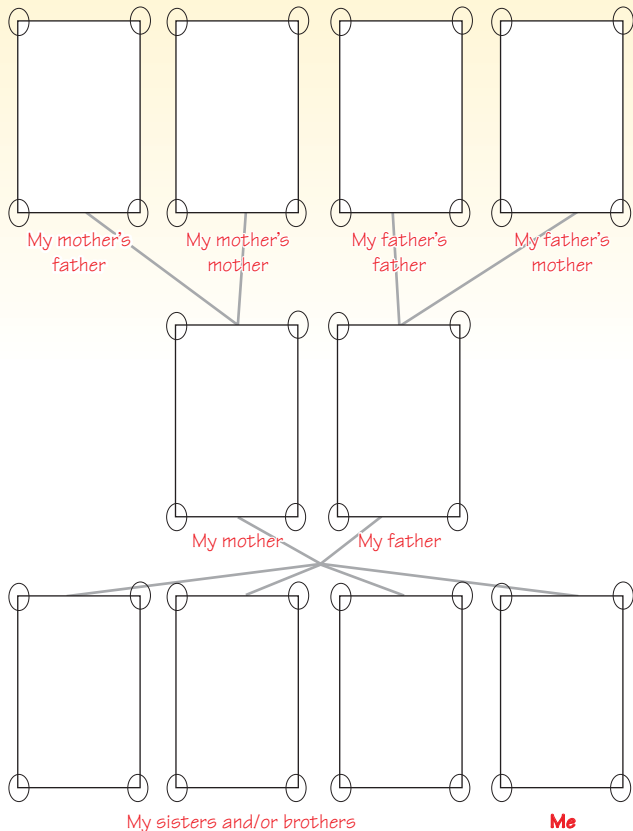
## Make one together

Use a simple format with squares or rectangles connected by lines as a first family tree, such as the one at <http://preschoolteacher81.blogspot.com.au/2011/10/family-tree-graph-and-class-book.html> and complete a family tree for one of the classmates as a joint effort.



## Encourage students to make their own family trees

Provide a template or allow older students to use more creative formats to make their family tree. They can employ a number of different designs, and use photographs or drawings. (Many can be accessed from the websites listed in the extension ideas and resources.) Students may feel inspired to create a family tree as a family activity by decorating a wall at home (with parental co-operation and permission, of course!)



## Extension ideas and resources

Older students who wish to delve deeper into their historical heritage may benefit from the activities in *The kids' family tree* book by Carline Leavitt.

There is a wealth of ideas available on the internet that relate to family trees. Try some activities from these sites:

- <<http://kids.familytreemagazine.com/kids/default.asp>> This site, although American-based, contains a large range of ideas to compliment the teaching of history in your classroom. It includes games, projects, craft activities, book lists, templates and activities which the students will enjoy and develop a number of different historical skills.
- <[http://www.familytreeemplates.net/category/kds](http://www.familytreemagazine.com/kids/default.asp)> A large variety of family tree templates can be downloaded for free. Those that cannot be downloaded will give you inspiration for creating your own versions.
- <<http://www.family-tree-waypoint.com/family-tree-for-children-templates.html>> This site has a number of very colourful family tree templates. Teachers can download the images.
- <[www.familyecho.com/](http://www.familyecho.com/)> This site allows the user to type in and create their own family tree in a simple block formation.
- <<http://buzzle.com/articles/family-tree-template-for-children.html>> Some ideas and templates that can be downloaded and printed are available, as well as steps in the process of making a family tree.
- <<http://www.enchantedlearning.com/crafts/familytree/>> This site gives a craft activity for making a family tree from a tree branch, as well as a paper-constructed family tree and a semi-circular ancestry chart for older students.

The photographs below offer some suggestions for different family trees. You may also like to use or adapt the clever idea which helps young students understand family relationships at <<http://notimeforflashcards.com/2012/11/peek-a-boo-family-tree-for-kids.html>>

**Happy family tree growing!**





# How I have changed

**Concept:** My body grows and changes.

**Indicators:**

- Draws pictures of self now and as a baby.
- Writes things he/she can do now that he/she could not do as a baby.

**Background information:**

- Collect a selection of baby clothes. Discuss the difference in size between baby clothes and clothes the students wear now. Put the baby clothes on a doll and explain that, once, we were all this small.
- If someone has a baby in the family, the mother could be asked to bring the child in and talk about the daily routine of the baby; feeding, bathing, changing, playing, sleeping. How does the baby's dependency compare with the students' independence? Compare the number of hours a baby needs to sleep in a day with how much sleep the students need.
- Collect a selection of clothes students have grown out of, but can still fit into. Discuss how our bodies grow as we get older. How can we tell that we are growing? Shoes feel tight, trousers and jackets are too short etc. Allow students to dress up in small clothes and explain why they don't fit any more.
- Encourage students to bring in photographs of themselves at various stages. Discuss how physical appearance alters; e.g. size, loss of chubby cheeks, arms and legs.
- Discuss how our bodies change as we get older. We can move independently and in different ways, speak, sing, shout, eat different foods, control toilet habits etc. We have better control of our emotions, consider the consequences of our actions and learn how to deal with situations involving others.
- Discuss the activities on the student worksheet before they complete it independently.

**Additional activities:**

- For each student every term, record the height on a strip of paper and a drawing of the handspan to show how much he/she has grown over the year. Keep each record and any other evidence to present to them in a 'How I have grown' booklet at the end of the year.
- Each student makes a zigzag book collection of photographs showing various stages of his/her development. On each page, record 'This is me at ... months/years'.
- Students bring in a favourite garment they used to wear as a baby or younger child. They explain to the class why this garment is so special.

**Resources:**

- Story: Titch stories by Pat Hutchins
- Story: When you were a baby by Ann Jonas
- Story: Big boy, little boy by Betty Jo Stanovich

# How I have changed



1. (a) Colour red the things you can do now.

**I can run.**

**I can write my name.**

**I can dress myself.**

**I can swim.**

**I can help at home.**

- (b) Draw a picture of how you look now.

2. (a) Colour blue the things you could do as a baby.

**I could walk.**

**I could smile.**

**I could feed myself.**

**I could cry.**

**I could sleep.**

- (b) Draw a picture of how you looked as a baby.

3. Draw pictures in each box.

**Things I can do now**

**Things I could do as a baby**