
Section One: Project/Lesson Overview

Grade: 12

Subject: Family Living 120

Lesson Title: How Has Family Changed?

Lesson Description: Over time Canadian family dynamics have changed in many ways. This lesson gives students an opportunity to explore how families in the past may have interacted compared to their own family. Are families really that different today compared to the past? Why do people form families? What does it mean by a traditional family? How does one's own family fit into family expectations of the past and of the present? Students will visit "New Brunswick Family Gatherings" of the past to understand family dynamics today.

Time Required: 10 minutes for teacher to explain/ 30 minutes for computer achieve search/ 30 minutes to discuss and brainstorm while completing Venn Diagram/ 120 minutes for write up. All "time required" are approximates because the amount of time it really takes depends on the level of student or on the amount of time teacher support is needed.

Specific Curriculum Outcomes:

- **Students will: compare the traditional family with the contemporary family.**
- **Students will consider how the change in roles, values and functions has affected the perspective of the family.**

Section Two: Project/Lesson Implementation

Equipment/Materials Required:

- Students will need to bring in three or four photographs of their family, including their extended family (if possible), participating in various family activities.
- Access to computer(s)

The following pictures from the New Brunswick Museum Virtual Exhibition: "Gatherings" will need to be retrieved by the students.

Gathering Places

Image-Filename	Gallery	Title- English	Date-English
X12816.jpg	Family	Family and Friends in Camp	17 Aug. 1891
1995-9-23(2).jpg	Family	Family Group on Porch	1900
1990-25-7.jpg	Family	Winslow Family Picnic	1910
1994-10-61.jpg	Family	Group Swimming at Gondola Point	1915
1994-10-62-.jpg	Family	Family Camping at Christine's Shore	1920
Emerson, CV-1.jpg	Family	Wedding	2 June 1936
Simms-F324-172.jpg	Family	60 th Wedding Anniversary Party	25 December 1939

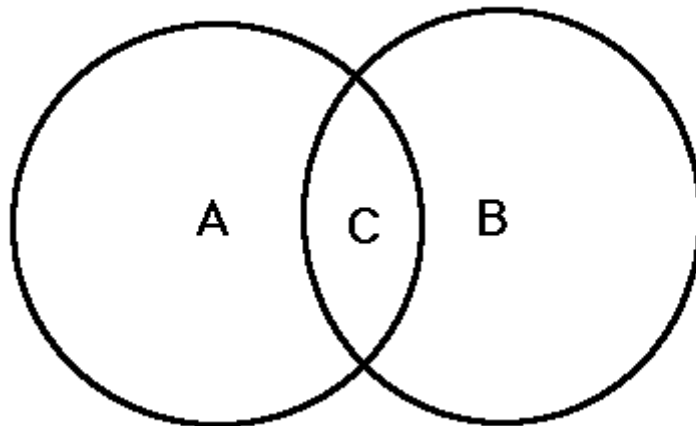
www.nbm-mnb.ca

Lesson Procedures/Teaching Strategies:

1. Teacher will introduce the idea of family. What does it look like? Teacher could use ideas from the “Lesson Description” to help facilitate the introduction.
2. At the computer lab, students will log on to the computers and retrieve the seven achieve photographs required by the teacher. This activity can be completed in pairs.
3. Students will need their family pictures.
4. Students will have 30 minutes to discuss past and present photographs with a partner. This could be considered a brainstorming activity.
5. Students will compare/contrast their personal family pictures to the achieve photos using a “Venn Diagram” (S.C.O.R.E. 2009): retrieved from <http://www.sdcoe.k12.ca.us/score/actbank/tvenn.htm>

Venn Diagram

“It is frequently used as a prewriting activity to enable students to organize thoughts or textual quotations prior to writing a compare/contrast essay. This activity enables students to organize similarities and differences visually.” (S.C.O.R.E. 2009)



Questions for Students to Consider

- A:** What are some possible family roles, values, and functions represented in the achieve photographs?
- B:** What are some possible family roles, values, and functions represented in my family photographs?
- C:** What things do my family have in common with families of the past?

6. Considering the information from the “Venn Diagram”, students will write a compare and contrast essay based on the achieve photographs and student’s personal family photographs.

Suggested Assessment Strategies:

Depending on the final project: teacher can generate a rubric using the internet (e.g. <http://rubistar.4teachers.org/index.php>).

For a written essay, one could use the rubric provided.

- **Rubric taken from “Read Write Think” can be used for a written assignment.**

Comparison and Contrast Rubric

CATEGORY	4	3	2	1
Purpose & Supporting Details	The paper compares and contrasts items clearly. The paper points to specific examples to illustrate the comparison. The paper includes only the information relevant to the comparison.	The paper compares and contrasts items clearly, but the supporting information is general. The paper includes only the information relevant to the comparison.	The paper compares and contrasts items clearly, but the supporting information is incomplete. The paper may include information that is not relevant to the comparison.	The paper compares or contrasts, but does not include both. There is no supporting information or support is incomplete.
Organization & Structure	The paper breaks the information into whole-to-whole, similarities -to-differences, or point-by-point structure. It follows a consistent order when discussing the comparison.	The paper breaks the information into whole-to-whole, similarities -to-differences, or point-by-point structure but does not follow a consistent order when discussing the comparison.	The paper breaks the information into whole-to-whole, similarities -to-differences, or point-by-point structure, but some information is in the wrong section. Some details are not in a logical or expected order, and this distracts the reader.	Many details are not in a logical or expected order. There is little sense that the writing is organized.
Transitions	The paper moves smoothly from one idea to the next. The paper uses comparison and contrast transition words to show relationships between ideas. The paper uses a variety of sentence structures and transitions.	The paper moves from one idea to the next, but there is little variety. The paper uses comparison and contrast transition words to show relationships between ideas.	Some transitions work well; but connections between other ideas are fuzzy.	The transitions between ideas are unclear or nonexistent.
Grammar & Spelling (Conventions)	Writer makes no errors in grammar or spelling that distract the reader from the content.	Writer makes 1-2 errors in grammar or spelling that distract the reader from the content.	Writer makes 3-4 errors in grammar or spelling that distract the reader from the content.	Writer makes more than 4 errors in grammar or spelling that distract the reader from the content.

- **Rubric retrieved from:** http://www.readwritethink.org/lesson_images/lesson275/compcon_rubric.pdf

Section Three: Project/Lesson Resources

Teacher Generated Resources: All of the teacher generated resources contributed to support this lesson are available for download by clicking on the link(s) below:

Venn Diagram: <http://www.sdcoe.k12.ca.us/score/actbank/tvenn.htm>

Rubric: http://www.readwritethink.org/lesson_images/lesson275/compcon_rubric.pdf

Rubric maker: <http://rubistar.4teachers.org/index.php>

Supplementary Resources:

Web-Based Resources: New Brunswick Museum www.nbm-mnb.ca Virtual Exhibition "Gatherings"

Disclaimer: The recommended web-resources included here have been scrutinized for their grade and age appropriateness; however, contents on links on the Internet change continuously. It is advisable that teachers preview all links before recommending them to students.

Section Four: Additional Information

To complete this project the following prior knowledge is important:

Students should know:

- How to retrieve information from the museum achieve.
- How to use a Venn Diagram.
- How to write a compare and contrast essay.

Modifications:

Students could make a picture book describing Canadian families' traditions of the past to the present.

Students could create a collage that representing changes in family dynamics over the years (clothing, jobs, and recreation).

Students could make diary entries representing a person from the past that has been forced to live in the future.

Additional Comments: There are many variations of this project.

Students could write a poem/or song comparing past and present family dynamics.

Students could create a work of art representing families over the centuries.

Students could create a dance representing past and present family celebrations.

Students could create an electronic scrape book comparing traditional to modern families.

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