

Running Head: FIVE-MINUTE LESSON PLAN

Five-Minute Lesson Plan

(Professor)

(Subject)

(College)

Abstract

This five-minute lesson plan is specifically designed to allow us teachers to get a "quick pulse" on how well students know their ethnicity or ancestral background. Part of knowing this aspect of their lives means being able to give us insights and facts about their family history, identifying ancestors and of knowing the geography and history of the specific culture and country where they originally came from. . They could show us a glimpse on how well they understand historical facts related to these connections. But more importantly specifically because of the short time element involved in this lesson plan, the students will be able to reveal the more important issues, if any, of their ethnicity

A Five Minute Lesson Plan

Title: “Knowing Your Family History”

Appropriate for grades 5, 8 & 11.

OVERVIEW:

This five-minute lesson plan is specifically designed to allow us teachers to get a “quick pulse” on how well students know their ethnicity or ancestral background. Part of knowing this aspect of their lives means being able to give us insights and facts about their family history, identifying ancestors and of knowing the geography and history of the specific culture and country where they originally came from.

PURPOSE:

The main purpose of this exercise of course is to see how they understand the concept of immigration- to show some grasp of the connections between the present and the past. They could show us a glimpse on how well they understand historical facts related to these connections. But more importantly specifically because of the short time element involved in this lesson plan, the students will be able to reveal the more important issues, if any, of their ethnicity with such questions as: 1) How cognizant are they of their unique racial or ancestral make-up?; 2) How well do they know the geography and culture of their mother-country?; 3) How well aware are they of the U.S. unique history as a “melting pot of culture’?; 4) How well aware are they of current issues and problems related to racial and ethnic diversity?

OBJECTIVES; the students should be able to;

1. Give a clear understanding of his or her racial and ethnic background
2. Present “evidence” through “cultural artifacts both biological and material as proof of ethnicity

3. Compose a short speech outlining understanding of ethnicity and ancestry; the speech should begin with the words “ I am an American, but I trace my roots to_____”.

4. Ask one or two students to write on a board (if any), a simple Family Tree Diagram

FLOW OF LESSON PLAN:

Good morning to everyone. Today, we shall be having a short activity titled “Knowing Your Family History”; for most of you who have been intrigued from last week’s showing of the film “Gangs of New York”, I am sure that your interests are piqued as to how or where your ancestors first came to this country. I assume that some of you know a lot, and some not so much, but one thing is sure, all of you- all of us in fact- trace our roots somewhere and the evidence is in the way we look and of certain things we might carry on our person.

So let’s begin with that- let’s take a physical inventory of the physical signs of our ancestry; our dark skin for example, the coloring of our hair, our eyes or even our height. Can anyone point out to me some examples and as to what race or ethnicity are these features indicative of?

Now let’s take the cultural artifacts that we currently have or wear; are these objects somehow indicative of our ancestry and mother culture? Can anyone show me an object that exemplifies this? Is this bracelet for example which is Native American, indicative of our roots?

Okay, now prepare or improvise a short speech which should show all of us here, your understanding of your race or ancestry. Be as specific about your information as possible- to help you out- begin your speech with these words; ““ I am an American, but I trace my roots to_____”.

Now I’m going to ask one of you to go to the board and draw a family tree, and to try and trace as far back as possible, your family roots.

References

Academy Curriculum Exchange (1998) Intermediate School. Retrieved January 3, 2007 from

<http://ofcn.org/cyber.serv/academy/ace/>