



**TEXAS PERFORMANCE STANDARDS PROJECT**  
Grade 1 Social Studies  
*It's a Family Affair: A Study of Culture and Tradition*

This guide links the *It's a Family Affair* unit to the Texas Essential Knowledge and Skills (TEKS) for first graders. *It's a Family Affair* is a social studies unit that allows students to study the evolution and description of traditions in various families. *It's a Family Affair* also has interdisciplinary connections to English language arts and mathematics. For example, students will listen attentively and engage actively in a variety of oral language experiences, as described in the English Language Arts TEKS. They will also use comparative language to solve problems and answer questions, as addressed in the Mathematics TEKS. The following document includes the applicable TEKS and the details of the *It's a Family Affair* unit. The final section of this document presents the applicable Texas College Readiness Standards adopted by the Texas Higher Education Coordinating Board (THECB) on January 24, 2008.

**Texas Essential Knowledge and Skills**

The unit may address the following TEKS:

English Language Arts:

- 1.1 Understands how English is written and printed
- 1.2 Displays phonological awareness
- 1.3 Uses the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English
- 1.4 Comprehends a variety of texts drawing on useful strategies as needed
- 1.5 Reads grade-level text with fluency and comprehension
- 1.6 Understands new vocabulary and uses it when reading and writing
- 1.7 Analyzes, makes inferences, and draws conclusions about theme and genre in different cultural, historical, and contemporary contexts and provides evidence from the text to support their understanding\* (Testable on the Grade 3 Reading STAAR, Reporting Category 2)
- 1.12 Reads independently for sustained periods of time and produces evidence of their reading
- 1.13 Analyzes, makes inferences, and draws conclusions about the author's purpose in cultural, historical, and contemporary contexts and provides evidence from the text to support their understanding\* (Testable on the Grade 3 Reading STAAR, Reporting Category 3)
- 1.17 Uses elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text
- 1.18 Writes literary texts to express their ideas and feelings about real or imagined people, events, and ideas
- 1.19 Writes expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes

- 1.27 Uses comprehension skills to listen attentively to others in formal and informal settings
- 1.28 Speaks clearly and to the point, using the conventions of language

#### Mathematics:

- 1.7 Uses comparative language to solve problems and answer questions
- 1.8 Uses time to describe and compare situations
- 1.9 Displays data in an organized form
- 1.13 Uses logical reasoning\* (Testable on the Grade 3 Mathematics STAAR)

#### Social Studies:

- 1.1 Understands the origins of customs, holidays, and celebrations
- 1.4 Understands the relative location of places
- 1.14 Understands important symbols, customs, and celebrations that represent American beliefs and principles and contribute to our national identity
- 1.15 Understands the importance of family and community beliefs, customs, language, and traditions
- 1.16 Understands how technology affects daily life, past and present
- 1.17 Applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology
- 1.18 Communicates in oral, visual, and written forms
- 1.19 Uses problem-solving and decision-making skills, working independently and with others, in a variety of settings

### **Description of Unit**

This project generates an understanding of various family traditions, beliefs, and customs through the study of our own traditions and traditions from other cultures. Students will investigate the origins and evolution of different traditions. In their research process, students in groups will create new traditions and present them to the class or community.

### **Goals**

Students will meet these goals in their explorations:

- Gain an awareness of family traditions celebrated in our own and others' cultures
- Understand the benefits of diversity to the community and how this understanding reduces prejudice and bigotry
- Use research methods to investigate various traditions
- Become familiar with resources, such as libraries, the Internet, encyclopedias, books, and people in the community
- Identify origins of different traditions and how they evolved
- Produce products that reflect their findings and present them to peers

### **Phase I. Learning Experiences**

*Note: Teachers should feel free to modify these activities based on the needs of students. For example, the teacher may wish to use a different book as the basis of the learning experiences, or have students draw or speak rather than writing.*

1. Read the bilingual children's book *Family Pictures/Cuadros de Familia* by Carmen Lomas Garza. Refer to the page in the book that tells about the author. On a large Texas map, locate her hometown. Locate your town on the map. Discuss the relationship. What are some similarities and differences of the locations?

Select one of the activities shown in the book to replicate in class. Teach the students the vocabulary associated with the tradition. Discuss the following questions:

- Who is in the picture?
- How might the people in the picture be related?
- What is happening in the picture? How often do you think this happens?
- How does the artist use color, line, and form to tell a story?
- How does the picture make you feel? How do you think the children in the story feel? Do you think they feel the same way every time the event occurs?

As a result of reading this book and the subsequent discussion and activities, students will begin to understand the definition of tradition.

2. Brainstorm different family traditions. Review the definition of traditions. Remind the students that a tradition can be a belief, custom, or celebration.
3. To make the concept of traditions more concrete, you may want students to bring something that represents a tradition in their families (e.g., a song, dance, story, poem, work of art, recipe, decorative item).
4. Have students make a list of different traditions of their families. From this list, ask them to pick their favorite tradition and write about it. Discuss the reasons each family honors their chosen tradition (e.g., religion, history).
5. Discuss the possible origin of the traditions students wrote about in the previous activity. Students should record their hypotheses. They should also write down questions they would like to answer. You may wish to use a KWL chart for students to share what they already know, what they would like to learn, and what they have learned at the end of the study. Help students identify resources they could use to find the answers. Help them categorize their findings and generalize them into a big idea. Ask them what new questions they have. Help them see that research is an ongoing process. Topics to research include the origin of the tradition, how it is honored, how the tradition has changed over time, and the effect a tradition has on a community.
6. Have each student partner with another student who wrote about the same or a similar tradition. The partners should share how, when, and why they honor that tradition.
7. Make a Venn diagram to compare different ways their tradition is honored. (Since students at this grade level may not be familiar with Venn diagrams, you may need to teach the concept using two hula hoops and real objects, and then move to a paper version.)
8. Make a distinction between family traditions and national traditions, giving some examples of each. Refer back to the Lomas Garza book. For example, making tamales is both a Mexican tradition and a family tradition for the author. Ask students what the family did so that they would remember Mexican traditions.
9. Set a date, time, and place for a cultural fair or other event for students and their families. Students will write their own letters of invitation. Family members will be asked to attend and share with each other their favorite family dishes, music, dances, and traditions. For a greater representation of other cultures, extend special invitations to designated community members.

10. Ask students to make a sign to display with their dish or contribution. Students should tell what it is and why it is important to them, and thank the person(s) who helped him/her prepare the dish.

## **Phase II. Independent Research**

### **A. Research process**

1. Place students in small cooperative groups.
2. Create a new tradition with the attributes identified in the KWL chart. Ask students these questions:
  - Does the tradition honor a person or commemorate an event?
  - Who does it honor or what event does it commemorate?
  - When does the tradition take place?
  - Are there colors associated with it? What are those colors, and what do the colors represent?
  - Design your own symbol for the tradition. What does the symbol represent? How is the symbol celebrated or recognized?
3. Provide a graphic organizer so that the students know what to look for in their research. Have students use different resources, such as the library, the Internet, classroom books, encyclopedia, interviews, or guest speakers.
4. Have students look in cookbooks to find a recipe that goes with their original tradition.
5. Based on the new tradition, each group will decorate a learning center or station to represent their tradition. Students could provide examples of clothing, meals/food, home decorations, music, art, or dance that represent their new tradition. In presenting their displays, the students will explain the significance of each attribute of the tradition.

### **B. The product**

Each group will create a new tradition. The students will decorate an exhibit to represent the tradition and present the meaning of the tradition's attributes.

### **C. Communication**

Each group will present their new tradition, with their exhibit, to the class. The audience should be given time for questions and answers. The Q&A session should be impromptu and unscripted in order to accurately reflect student learning.

### **D. A completed project consists of:**

1. The graphic organizer used in the research
2. A list of resources
3. Research log, note cards, and/or resource process sheets
4. The product, including new symbols, recipes, and decorative elements used in the exhibit
5. A videotape or audiotape of the group presentation, including the Q&A session

Resources:

<http://www.uen.org/Lessonplan/preview?LPid=599>

<http://printables.scholastic.com/printables/detail/?id=35510>

Credit to Northside Independent School District

### **THECB College Readiness Standards**

This unit may address the following THECB College Readiness Standards:

#### English Language Arts:

- III.A.2 Adjusts presentation (delivery, vocabulary, length) to particular audiences and purposes
- IV.A.2 Interprets a speaker's message; identify the position taken and the evidence in support of that position
- IV.A.3 Uses a variety of strategies to enhance listening comprehension
- IV.B.1 Listens critically and responds appropriately to presentations
- IV.B.2 Listens actively and effectively in one-on-one communication situations
- IV.B.3 Listens actively and effectively in group discussions
- V.A.1 Formulates research questions
- V.A.2 Explores a research topic
- V.B.1 Gathers relevant sources
- V.B.3 Synthesizes and organizes information effectively
- V.C.1 Designs and presents an effective product

#### Mathematics:

- VI.B.2 Selects and applies appropriate visual representations of data
- VI.B.4 Describes patterns and departure from patterns in a set of data
- VIII.A.1 Analyzes given information
- VIII.B.1 Develops and evaluates convincing arguments
- VIII.B.2 Uses various types of reasoning
- VIII.C.3 Evaluates the problem solving process

#### Science:

- I.A.1 Utilizes skepticism, logic, and professional ethics in science
- I.C.1 Collaborates on joint projects
- III.C.1 Prepares and represents scientific/technical information in appropriate formats for various audiences
- V.C.1 Recognizes patterns of change
- V.E.1 Uses models to make predictions

#### Social Studies:

- I.A.2 Analyzes the interaction between human communities and the environment
- I.A.3 Analyzes how physical and cultural processes have shaped human communities over time
- I.A.4 Evaluates the causes and effects of human migration patterns over time
- I.A.5 Analyzes how various cultural regions have changed over time
- I.B.2 Identifies and evaluate sources and patterns of change and continuity across time and place
- I.B.3 Analyzes causes and effects of major political, economic, and social changes in U.S. and world history
- I.E.3 Analyzes how social institutions function and meet the needs of society
- I.F.1 Uses a variety of research and analytical tools to explore questions or issues thoroughly and fairly
- I.F.2 Analyzes ethical issues in historical, cultural, and social contexts
- II.B.1 Explains and evaluates the concepts of race, ethnicity, and nationalism
- II.B.3 Analyzes diverse religious concepts, structures, and institutions around the world
- II.B.4 Evaluates how major philosophical and intellectual concepts influence human behavior or

- identity
- II.B.6 Analyzes how individual and group identities are established and change over time
  - IV.A.1 Identifies and analyzes the main idea(s) and point(s) of view in sources
  - IV.A.2 Situates an informational source in its appropriate contexts
  - IV.A.3 Evaluates sources from multiple perspectives
  - IV.A.5 Reads narrative texts critically
  - IV.A.6 Reads research data critically
  - IV.B.1 Uses established research methodologies
  - IV.B.3 Gathers, organizes, and displays the results of data and research
  - IV.B.4 Identifies and collects sources
  - IV.C.1 Understands/interprets presentations critically
  - IV.D.1 Constructs a thesis that is supported by evidence
  - V.A.1 Uses appropriate oral communication techniques depending on the context or nature of the interaction

Cross-Disciplinary Standards:

- I.A.1 Engages in scholarly inquiry and dialogue
- I.B.2 Constructs well-reasoned arguments to explain phenomena, validate conjectures, or support positions
- I.B.3 Gathers evidence to support arguments, findings, or lines of reasoning
- I.B.4 Supports or modifies claims based on the results of an inquiry
- I.C.1 Analyzes a situation to identify a problem to be solved
- I.C.2 Develops and applies multiple strategies to solving a problem
- I.C.3 Collects evidence and data systematically and directly relate to solving a problem
- I.D.1 Self-monitors learning needs and seeks assistance when needed
- I.D.2 Uses study habits necessary to manage academic pursuits and requirements
- I.D.3 Strives for accuracy and precision
- I.D.4 Perseveres to complete and master tasks
- I.E.1 Works independently
- I.E.2 Works collaboratively
- I.F.1 Attributes ideas and information to source materials and people
- I.F.2 Evaluates sources for quality of content, validity, credibility, and relevance
- I.F.3 Includes the ideas of others and the complexities of the debate, issue, or problem
- I.F.4 Understands and adheres to ethical codes of conduct
- II.A.1 Uses effective prereading strategies
- II.A.3 Identifies the intended purpose and audience of the text
- II.A.4 Identifies the key information and supporting details
- II.A.5 Analyzes textual information critically
- II.A.6 Annotates, summarizes, paraphrases, and outlines texts when appropriate
- II.A.7 Adapts reading strategies according to structure of texts
- II.A.8 Connects reading to historical and current events and personal interest
- II.B.1 Writes clearly and coherently, using standard writing conventions
- II.B.2 Writes in a variety of forms for various audiences and purposes
- II.B.3 Composes and revises drafts
- II.C.1 Understands which topics or questions are to be investigated
- II.C.2 Explores a research topic
- II.C.3 Refines a research topic based on preliminary research and devise a timeline for completing work
- II.C.4 Evaluates the validity and reliability of sources
- II.C.5 Synthesizes and organizes information effectively
- II.C.6 Designs and presents an effective product

- II.C.7 Integrates source material
- II.C.8 Presents final product
- II.D.1 Identifies patterns or departures from patterns among data
- II.D.2 Uses statistical and probabilistic skills necessary for planning an investigation and collecting, analyzing, and interpreting data
- II.D.3 Presents analyzed data and communicates findings in a variety of formats
- II.E.1 Uses technology to gather information
- II.E.2 Uses technology to organize, manage, and analyze information
- II.E.3 Uses technology to communicate and display findings in a clear and coherent manner
- II.E.4 Uses technology appropriately