1st Grade Family Inquiry

How Can Families Be the Same and Different?

Supporting Questions

1. What does my family look like?
2. What do families do?
3. What special things do families do together?
# 1st Grade Family Inquiry

## How Can Families Be the Same and Different?

<table>
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<tr>
<th>New York State Social Studies Framework</th>
<th>1.1: Language, beliefs, customs, and traditions help shape the identity and culture of a family and a community.</th>
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<td>Key Idea &amp; Practices</td>
<td>☑ Gathering, Using, and Interpreting Evidence ☑ Comparison and Contextualization ☑ Civic Participation</td>
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<td>Staging the Question</td>
<td>Brainstorm responses to the question &quot;Who am I in my family?&quot;</td>
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### Supporting Questions

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<td>Understand</td>
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<td>Assess</td>
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<td>What does my family look like?</td>
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<td>What special things do families do together?</td>
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### Formative Performance Tasks

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<td>Draw and label a picture of family members.</td>
<td>Brainstorm activities that families do to support one another.</td>
<td>Draw a picture of a family tradition or celebration and describe what it is and why the family does this together.</td>
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</table>

### Featured Sources

| Source A: Teacher-supplied images of their families | Source A: “A Trip to the Store” | Source A: Image bank: Family activities |
| Source B: The Families Project                      | Source B: “Happy Birthday”      | Source B: Student-generated images and artifacts |

### Summative Performance Task

| ARGUMENT | How can families be the same and different? Construct an argument that addresses the compelling question using specific claims and relevant evidence. |

### Taking Informed Action

| ACT | Plan a family evening at school to highlight the many aspects of family life. |
Overview

Inquiry Description

This inquiry engages students in expanding their understandings of families in general and the idea that families can be both similar and different. Although much of family life may be shared—language, religion, culture, and traditions—there are important differences across these elements. The compelling question “How can families be the same and different?” offers students opportunities to explore a range of family dimensions—structure, activities, and traditions. By doing so, students can see how their family and their classmates’ families share commonalities and differences. In any inquiry around students’ families, however, teachers should use their professional judgment and demonstrate sensitivity regarding the varied family structures of their students and the availability of information.

In addition to the Key Idea expressed earlier, this inquiry covers the following Conceptual Understanding:

• (1.1a) Families are a basic unit of all societies, and different people define family differently.

NOTE: This inquiry is expected to take five to six 30-minute class periods. The inquiry time frame might expand if teachers think their students need additional instructional experiences (i.e., supporting questions, formative performance tasks, and featured sources). Teachers are encouraged to adapt the inquiries to meet the requirements and interests of their particular students. Resources can also be modified as necessary to meet individualized education programs (IEPs) or Section 504 Plans for students with disabilities.

Structure of the Inquiry

In addressing the compelling question “How can families be the same and different?” students work through a series of supporting questions, formative performance tasks, and featured sources in order to construct an argument with evidence from a variety of sources.

Staging the Compelling Question

To stage the inquiry, students might brainstorm answers to the question “Who am I in my family?” This seemingly simple question allows students to begin exploring the concept of family as they should realize that they play multiple roles within their families—for example, son/daughter, brother/sister, and grandson/granddaughter.
Supporting Question 1

The first supporting question—"What does my family look like?"—offers students an opportunity to explore the diversity of family structures and helps them begin to understand how families are similar and different. The formative performance task directs students to draw and label a picture of their family. Featured Source A consists of teacher-generated photographs or video clips of the teacher's family, which demonstrates family members and their relationships and models the formative performance task for students. Featured Source B is a series of three short videos that show the diversity of family structures.

Supporting Question 2

The second supporting question—"What do families do?"—asks students to explore the many activities in which families engage; some of these will be common across students' families, and others may be different. The formative performance task is a class-level brainstorming exercise in which students identify the kinds of activities families do to support one another. The featured sources are three short articles that describe typical family activities—traveling to stores to purchase goods, celebrating family occasions, and creating family rules so that everyone is safe.

Supporting Question 3

The third supporting question—"What special things do families do together?"—encourages students to look more closely at the kinds of cultural activities and traditions in which families engage, again with an eye toward similarities and differences. The formative performance task asks each student to draw a picture of one of their family traditions or celebrations and to describe, in two sentences, what the tradition or celebration is and why the family does it together. Featured Source A is an image bank of families engaged in activities that represent traditions and celebrations (e.g., family game nights, Fourth of July celebrations, holiday gatherings, and religious activities). Featured Source B is a student-generated set of images and artifacts that represent traditions and celebrations in which they engage with their families.

Summative Performance Task

Students draw upon understandings developed through the formative tasks to craft an evidence-based argument that responds to the compelling question. The argument can be presented through written expression or a combination of drawing and writing, such as a two-sided poster onto which students paste cut-out images that show similarities and differences within their families.

Students' arguments will likely vary but could include any of the following:
• Families can have different traditions and religions, but they all take care of each other.
• Families can have the same members but different celebrations.
• Different families have different family members, but they all have traditions.

Students have the opportunity to Take Informed Action by planning a family evening at school to highlight the many aspects of family life.
Supporting Question 1

| Featured Source | Source A: Teacher-supplied images of their families |

Teachers bring photographs and/or videos to share with their students illustrating their family members, their roles within the family, and family activities.
Supporting Question 1

| Featured Source | Source B: Video bank: *The Families Project*, June 18, 2014 |

**NOTE:** The Families Project represents a range of family structures and relationships. Four videos are on the website (scroll down to the middle of the page under the heading “Meet the Families”):


Screenshot of *The Rozen Family* video:

Screenshot of *The Thomé Family* video:
Screenshot of *The Deleon Family* video:

Screenshot of *The Schidlow-Garzia Family* video:

Courtesy of General Mills. Used with permission.
Supporting Question 2

Featured Source | **Source A:** ReadWorks, article about shopping at a grocery store, “A Trip to the Store,” 2013

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**ReadWorks**

**A Trip to the Store**

We ran out of milk and apples. My dad says food is a need. We need food to live. I tell him I need candy too. He says that candy is a want. We do not need candy to live.

My dad and I go to the grocery store. We see many kinds of apples on sale. We choose four Granny Smith apples. We put them in our shopping cart. We also put milk in our cart. My dad pays for the apples and milk. All together, they cost seven dollars and 30 cents.

“Happy birthday to you, happy birthday to you…”

You sing that song many times throughout the year. People around the world sing it in different languages. Some people have birthday cakes and candles too. Some celebrate their birthdays in other ways.

http://www.readworks.org/passages/happy-birthday-0.
Supporting Question 2

| Featured Source | Source C: ReadWorks, article about creating family rules, “Our House Rules,” 2013 |

ReadWorks

Our House Rules

My name is Annie. I live with my mother and brother.

Last week, I did not want to share my toys. My brother was upset.

My mother said it was time to make some rules. We talked about the rules we needed. Then we found a large piece of paper. We wrote the rules with a marker.

Here are our house rules:

1. Be kind.
2. Say please and thank you.
3. Share your toys.
4. If a door is closed, knock first.
5. Keep the house clean.

Photo Credit: Krzyboy2o
I like having house rules.

Supporting Question 3

**Featured Source**

**Source A:** Image bank: Family activities

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Image 1: Family members playing together on game night.
© iStock/© Luke Miller.

Image 2: Families watching a Fourth of July parade.
© iStock/© Willowpix.
Image 3: Family members celebrating a holiday together.  © iStock/© monkeybusinessimages.

Image 4: Family members practicing their religion.  © iStock/© goldenKB.
Supporting Question 3

| Featured Source | Source B: Student-generated images and artifacts |

Students bring images (e.g., photographs) and/or artifacts (e.g., family games, mementos from trips) that represent celebrations and traditions in which they engage with their families.