**How My Family, My History and My Community have changed over time**

Grade 1 Social Studies Unit Plan

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Education 3601: Curriculum and Instruction

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**Critical Inquiry Question:**

In what ways have I changed, and have my family and community changed over time?

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**Unit Introduction:**

**Rationale:** This unit addresses the concept of change over time and focuses specifically on the grade 1 Social Studies general outcome 1.2 “ Moving forward with the Past: My Family, My History, and My Community”. This unit is important in teaching students to appreciate and analyze how stories and events of the past connect their families and communities to the present. The summative assessment task includes research that the student will complete with his or her family as well as an oral presentation to report the ways in which he or she has changed over time, and how his or her family and community have changed over time.

 This unit addresses the core concepts of citizenship and identity as it is providing students with the opportunity determine their individual identity by learning more about the changes they have undergone and the changes that their family and community have undergone. The students will learn to realize that these changes have affected their own lives in the present. In order for the students to develop a sense of belonging as citizens, they first need to feel that their identities are valued. This unit is focused around honoring and valuing the traditions, concepts and symbols that are the expressions of one’s own identity.

 This unit reflects powerful teaching and learning in social studies for a few key reasons. First, it is meaningful, as the key concept of change over time will be developed in depth. Depth and thoughtful understanding will be essential in order for students to understand the concept of change over time. This is why I chose to begin the unit with a discussion of how the students’ have changed over time. This allows them to apply change to themselves and the physical changes that they can observe in themselves, before applying the concept of change to their community, which may not be as easy for them to understand. Secondly, this unit is integrative as it addresses human experience over time, connecting with the past, linked to the present and looking ahead to the future. This unit includes materials drawn from the past, current events and also from local examples and examples from the students’ own lives. This is reflected when discussing change over time and traditions from the students’ families as I will be requiring them to think of personal examples of how they have changed and how their family has changed as well as traditions that have existed in their family over generations. Lastly, this unit reflects active social studies teaching and learning. I have incorporated active lessons into my unit that will require the students to process and think about what they are learning. Students will be working collaboratively and individually in lessons to reach an understanding of the difference between recent and long ago. I will help my students construct meaning through clear explanations as well as modeling. I will also provide opportunities for students to ask and answer questions and participate in class discussions.

**Special Considerations:** This unit will be taught after students have explored the concept of community. I am assuming that entering into my practicum on March 9th, 2015 that my students will be familiar with the concept of community and the types of communities that they are members of. I am aware that my students have discussed the community of Warner with their teacher, Mrs. Pittman and are familiar with which places and landmarks are considered to be special features of their community. Also, my students should be familiar to what it means to belong to a community, including the ways that they can better their community through positive actions.

 Change in family and community will be a special consideration throughout the unit. Something that I am going to need to be cautious of when teaching this unit is how each of my students’ families may have changed over time. Change in families can include things such as moving to a new place, the birth of a family member or the death of a family member. I will need to be considerate of students that may have had a recent death in the family to ensure that their feelings are not upset during my lessons. I will be sure to take some time during my first week at Warner School to find out more background information about my students to help guide the planning of future lessons.

Another issue that I may need to address within this unit is the differences that will exist between students’ families. When discussing family traditions, it will be important for me to emphasize to my students that every family is different and it is important for everyone to be treated fairly. From my orientation day, I was made aware by my teacher associate that some of my students are from a Low German Mennonite background. These students may have different traditions than some of the other students in the class and I will need to be sure to make these students feel accepted for their family traditions and be respectful of those traditions during class discussions.

**Unit Planning Organizer:**

**Subject:** Social Studies **Grade:** One

**Unit/Topic:** How have I changed over time, and how has my family and community changed over time?

**Date and Unit Duration:** March 9, 2015 for 5-6 weeks

|  |
| --- |
| **1. Unit Overview – Critical Inquiry Question** |
| In what ways have I changed and have my family and community changed over time? |
| **2. General Learning Outcomes for Unit**  |
| **General Outcome 1.2****Moving Forward with the Past: My Family, My History and My Community**Students will demonstrate an understanding and appreciation of how changes over time have affected their families and influenced how their families and communities are today. |
| **3. Focusing Questions for Unit (Related Questions)** |
| * What is change?
* What types of things can change?
* What types of things stay the same?
* How have you changed since you were a baby?
* How has your family changed?
* How has your family stayed the same
* How has Warner changed over time?
 |
| **4. Key Concepts for Unit** |
| * Community
* Change
* Time
* Traditions
* Family
* Vitality
 |
| **5. Specific Learning Outcomes for Unit** |
| **Knowledge:**1.2.2 analyze how their families and communities in the present are influenced by events or people of the past by exploring and reflecting upon the following questions for inquiry: * How have changes affected my family over time (e.g., births, deaths, moves)? (CC, TCC)
* What is my family’s past in our community? (CC, I, TCC)
* In what ways has my community changed over time (e.g., original inhabitants, ancestors, generations, ways of life)? (CC, TCC)
* How have changes over time affected their families and communities in the present? (I, TCC)
* In what ways have Aboriginal, Francophone and diverse cultural groups contributed to the origins and evolution of their communities over time? (CC, I, TCC)
* What are some examples of traditions, celebrations and stories that started in the past and continue today in their families and communities? (CC, I, TCC)

**Attitudes:**1.2.1 appreciate how stories and events of the past connect their families and communities to the present: * Recognize how their families and communities might have been different in the past than they are today (CC, TCC)
* Appreciate how the languages, traditions, celebrations and stories of their families, groups and communities contribute to their sense of identity and belonging (CC, I, TCC)
* Recognize how their ancestors contribute to their sense of identify within their family and communities (TCC, I)
* Acknowledge and respect symbols of heritage and traditions in their family and communities (CC, I, TCC)

**Skill:**1.S.1.1 develop skills of critical thinking and creative thinking: examine ideas and information from varied sources1.S.2.2 develop skills of historical thinking: differentiate between activities and events that occurred recently and long ago |

**Lesson Overviews**:

Introductory Lesson: What is change? What types of things change?

|  |  |  |  |
| --- | --- | --- | --- |
| Outcomes Addressed | Instructional Objectives | Length of Lesson | List of Materials |
| 1.2, 1.2.1, 1.2.2 | Students will:* Identify changes that have occurred over time
* Recognize that some changes are physical and others are not
 | 35 min | * Chart paper
* Markers
* Book “Leo’s tree”
 |
| Lesson Procedure: | Assessment: |
| 1. Do a pre-assessment with the students of what they think change means to determine what they already know
2. Provide students with the definition of change as something that becomes different over time
3. Write the word change in the middle of a piece of chart paper
4. Ask the students to raise their hands to give examples of things that change. Ex. seasons, the weather, plants, themselves etc. Add the student responses to the chart paper to create a web around the word change
5. Read the book “Leo’s tree”
6. While reading the story ask the students to look for things that change and raise their hands when they see or hear something that is changing within the story
7. Record examples from the story on chart paper
8. Discuss examples with students after the book has been read
9. Inform students that the examples of change in “Leo’s tree” were all examples of changes that we can see. Ask the students to think of any types of changes that they can’t see.
10. Explain to students that not all changes can be seen
11. Pass out pieces of white paper to each student to use to create their journal
12. Have students draw something that changes, including a before and after picture. They can use an example from Leo’s tree, or their own example
13. Show an example that I have created
14. To bring closure to the lesson have each student share their journal and explain to the class the change that they drew.
 | * Journal entry: Draw 2 pictures that show a change. Draw a picture before the change and then another picture after the change. E.g. a picture of a seed that changes into a flower.
 |

Lesson Two: How have you changed over time?

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| --- | --- | --- | --- |
| Outcomes Addressed | Instructional Objectives | Length of Lesson | List of Materials |
| 1.2, 1.2.1, 1.2.2  | Students will:* Identify changes that they can see in themselves
* Recognize how changes have affected them over time
 | 35 min | * Scrapbook Page: My Changes Over Time
* Scrapbook page (example)
* Book “Guess the Baby”
 |
| Lesson Procedure: | Assessment: |
| 1. Gather students at the carpet
2. Determine what the students remember from last class by asking for hands up for examples of change
3. Show and pass around the scrapbook page of me that I have created. See if students can guess who the pictures are of
4. Ask questions about the pictures such as: What could I do as a baby? Who did I spend all of my time with? What can I do as a two-year-old? What have I learned to do as four-year-old? How am I different at my current age?
5. Discuss the difference that a year makes by asking students how much they have grown over the last year
6. Ask the students if they have shoes, or clothes that they have outgrown since kindergarten. Ask them what they can do this year that they couldn’t do last year
7. Discuss how everyone grows at different rates and not everyone acquires the same skills at the same rate
8. Read the story “Guess the Baby”
9. Discuss the book and mention how everyone develops skills at different rates
10. Have students create their own scrapbook page using the worksheet entitled “My changes over time”
 | * Scrapbook Page: My Changes Over Time (students will use an organizer to draw themselves as a baby, at age 2, age 4 and now)
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Lesson Three: How has your family changed over time?

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| --- | --- | --- | --- |
| Outcomes Addressed | Instructional Objectives | Length of Lesson | List of Materials |
| 1.2.2, 1.2.2.1, 1.2.2.4, 1.2.1, 1.2.1.2, 1.2.1.3, 1.2.1.4 | Students will:* Recognize that their family might have been different in the past
* Identify a way that their family has changed
* Analyze how changes affected their family over time
 | 35 min | * Book: “Alison’s House”
* Postcard template
* Postcard examples
* Chart paper
* Markers
 |
| Lesson Procedure: | Assessment: |
| 1. Ask for hands up if students can think of ways in which their family has changed over time- if no responses I will provide an example from my family
2. Explain to the students that family’s change, just like we can change
3. Read the picture book Alison’s House. Ask the students to pay attention for things that are the same or different from their own family.
4. When finished reading, ask the students: why Alison didn’t want to leave her old house and why she changed her mind in the end of the story?
5. Tell students they are going to create their very own postcard. Ask the students if they have ever received a postcard from a family member or written a postcard to someone.
6. Review the page where Alison is writing to her family and discuss how Alison was feeling at this time and why she decided to write them.
7. Ask the children to imagine they are Alison and they are going to write to her parents, brainstorm what they would say. For example, how they felt living with a strange family, what they did with the new family and what is special about their own family.
8. Demonstrate the postcard format by creating an example together on chart paper
9. Hand out the postcards and have the children write their messages
10. After they have written the message, they can address the message, design a stamp and draw a picture on the reverse side.
11. Show and share of the postcards to bring closure to the lesson
 | * Make anecdotal notes of students working on their postcards during the group activity
* Postcard activity
 |

Lesson Four: How can you tell something recent from something long ago?

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| Outcomes Addressed | Instructional Objectives | Length of Lesson | List of Materials |
| 1.S.2.2, 1,2,1, 1.2.1.1,1.2.2, 1.2.2.1, 1.2.2.4 | Students will:* Differentiate between activities and events that occurred recently and long ago
 | 35 min | * Book “Window”
* Book “The Velveteen Rabbit”
* PowerPoint Presentation
* Pictures from the past and present
* 2 Hula hoops
* Tape
 |
| Lesson Procedure: | Assessment: |
| 1. Begin by reading the book “window” – tell the students that this book has no words and we are going to read the story by looking at what is happening in the pictures
2. Ask the students what was happening in the pictures
3. Tell them that communities go through a lot of changes over time. Ask if they have noticed any changes in their community of Warner
4. Introduce the words past and present and ask if any students know what these words mean
5. Past means a long time ago and present means right now
6. Tell the example that in the first page of the book that shows the community in the past and the last page shows what it looks like right now
7. Explain that since we weren’t alive a long time ago, we are going to look at pictures of what our community used to look like
8. Open up the PowerPoint presentation of past and present images to show students. Ask students how they can tell which images are from the past and which are from the present
9. Transition into an introduction of what a Venn diagram is: one side is for past pictures, one side for present pictures and in the middle is both
10. Split the students into two groups and give each group a Venn diagram made out of hula hoops taped together, and a collection of pictures to sort
11. Allow the students ten minutes to fill in their Venn diagram
12. As students are working, observe each group to determine understanding, record notes on a checklist
13. Discuss the ways each group sorted their pictures and if one group had pictures in different places than the other
14. Exit slip: Ask the students how they could tell if pictures were recent or from long ago
 | * Observations of students during group discussion
* Checklist of past vs. present understanding during Venn diagram concept sort
* Exit slip: before the students leave they have to tell me how they can tell if pictures are recent or if they are from long ago
 |

Lesson Five: Appreciating items from long ago

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| Outcomes Addressed | Instructional Objectives | Length of Lesson | List of Materials |
| 1.2.1.1,1.2.1.2, 1.2.1.6, 1.S.2.2, 1.2.2.1, 1.2.2.4 | Students will:* Differentiate between recent and long ago
* Identify symbols of heritage and tradition in their family
 | 35 min | * Personal family heirlooms
* Book “Oma’s quilt”
 |
| Lesson Procedure: | Assessment: |
| 1. Remind students that last day we discussed how to tell the difference between things that were recent and things that were from long ago
2. Ask for a student volunteer to share how we could tell the difference between things that were recent and things that were from long ago
3. Read the story Oma’s quilt
4. Ask students why they think we keep things from the past and why old things can be important to us and our families
5. Ask the students if they know about any special objects at home that are from long ago
6. Ask the students why we keep things from the past and why old things can become important to us.
7. Discuss memories that these objects have
8. Bring out my collection of items from long ago
9. Sit in a circle and allow the students to pass each object around and ask questions
 | * Observations of group discussion of items from long ago
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Lesson Six: Exploring Traditions and Celebrations

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| Outcomes Addressed | Instructional Objectives | Length of Lesson | List of Materials |
| 1.2.1.3, 1.2.1.6, 1.2.2.5,1.2.2.6 | Students will:* Identify what a tradition is
* Identify traditions that exist in their own families
 | 35 min | * Book “My Kokum Called Today”
* Book “The Copper Tin Cup”
* Chart Paper
* Markers
* Italian cookies
 |
| Lesson Procedure: | Assessment: |
| 1. Ask the students if they know what the word tradition means. Traditions are beliefs or behaviors that are passed down in your family
2. Ask for thumbs up or down if the understand what a tradition is
3. Introduce tradition by telling the students of a tradition my family has
4. Tell the students this is just one tradition that your family has, but many families have different traditions that are passed down generations
5. Have students brainstorm traditions that their own family has and create a word web of traditions on chart paper.
6. Read the story My Kokum Called Today. Tell the students this is the story of a young girl and her grandmother. “Kokum” is the Cree word for grandmother.
7. Read the Copper Tin Cup
8. Tell stories about family traditions that I have (Italian cookies). Then invite the students to share stories in a circle discussion.
9. Complete a journal where they will draw a tradition that they have with their family
10. While students are completing their journal distribute Italian cookies to the students
 | * Observations of discussion
* Thumbs up/down if they understand what the word tradition means
 |

**Annotated list of Resources:**

**Text Resources:**

French, S., & Rawlins, Donna. (2002). *Guess the Baby*. New York, New York. Clarion Books.

 I chose to include the picture book “Guess the Baby” within my unit plan to demonstrate to my students how people change over time. This picture book discusses the changes that we can see in ourselves from when we were babies. This is a good way to demonstrate to students that even adults were babies at one point in their lives.

O'Neill, M. (2005). *Our World: My Community* (pp. 88-107). Toronto, Ontario, Canada: Nelson.

Unit 4 in the “Our World: My Community” teacher resource provides useful planning information for how to introduce the concept of change over time for grade one students. This resource provides information on how to begin introducing the concept of change to the students. This inspired my introductory lesson on change in which I will be creating a word web and asking students to tell me everything that they know about change and types of things that change over time.

Pearson, D. (2008). *Leo's Tree*. Toronto, Canada: Annick Press.

I chose the picture book “Leo’s tree” to begin my introductory lesson on change. This book introduces physical changes that can be seen over time, including the four seasons. It will demonstrate to students the ways in which the seasons change and plants change over time. This book also provides an introduction to changes that can be seen in families, which we will be discussing in future lessons within this unit.

Trottier, M. (1993). *Alison's House*. Toronto, Canada: Oxford University Press.

 The picture book Alison’s House was the book I chose to begin my lesson on changes in the family. I feel that the children will relate well to the changes in Alison’s family and will be able to provide examples of change in their own families based on the story.

Von Heyking, A., & McConaghy, J. *Social Studies through Literature* (pp. E1- E14). Markham, Ontario, Canada: Scholastic.

The Social Studies through Literature resource provides useful information on literature connections to introduce the concept of changes that occur in the family. I have selected to include the book entitled “Alison’s House” within one of my lessons as well as the activity of creating a postcard based on the information found within this text.

**Web Resources:**

Archives Search. (2006). *In Galt Museum and Archives*. Retrieved February 26, 2015, from http://www.galtmuseum.com/archives.htm.

The archives available online through the Galt Museum located in Lethbridge, Alberta provide access to a variety of images from long ago. I was able to find multiple images of the community of Warner from long ago that will be used in my lesson on having students distinguish between pictures that were taken recently and pictures that were taken long ago.

Collections & Research. (2015). *In The Glenbow Museum*. Retrieved February 26, 2015, from http://ww2.glenbow.org/search/archivesPhotosSearch.aspx.

 The Glenbow Museum is an excellent resource that is located in Calgary, Alberta. Their website has photographic archives that contain historical photos of Warner that I have used for my lesson on teaching students how to distinguish between pictures that were taken recently and pictures that were taken long ago.

Lethbridge. (n.d.). *In Historical Society of Alberta*. Retrieved February 26, 2015, from http://albertahistory.org/.

The Historical Society of Alberta was another excellent source that I used to find historical images of Lethbridge. This site had excellent images that I used to create a PowerPoint presentation on comparing life in the past and life in the present. It contains excellent photographs of schools, fire stations, hospitals as well as people from the past that I could have my students compare with present day images.

Newsletters. (2013). In *Village of Warner*. Retrieved February 26, 2015, from http://www.warner.ca/.

The Village of Warner website provided me with some excellent background information on the community of Warner that I will be able to incorporate into my lesson plans. I also found the newsletters on the website to be particularly interesting. I will be able to use some of the relevant newsletters within my lessons to demonstrate the ways in which the community of Warner has changed over time.

Summaries of the Critical Challenges. (2014, July 1). *In Learn Alberta*. Retrieved February 26, 2015, from http://www.learnalberta.ca/content/ssocirm/html/summariesoftheccs/index.htm?grade=1.

This website on Learn Alberta provides summaries of numerous critical challenges for grade one social studies. For my unit plan I have adapted and modified 2 or 3 critical challenges in order to address the learning outcomes. Within each critical challenge there are additional resources and references listed in order to do further research on the challenge topic.

*Wagons to Wings: Warner, Alberta*. (1985). Warner, Alberta, Canada: Warner and District Historical Society.

The book Wagons to Wings has been a very useful resource in providing me with background information on the village of Warner. This book contains illustrations, charts, maps and portraits of Warner. It has been a great resource for images of the community of Warner and will also be a great expository book to bring into the classroom when discussing how the community of Warner has changed over time.

**Summative Assessment:**

This end of unit performance assessment task gives students the opportunity to appreciate and celebrate their family history and identity. The following page outlines the instructions for the summative assessment, geared for the students to take home to their parents or guardian. This performance task involves an individual component that has choices for students to select from. The students will use the History Celebration Planner provided in order to organize their research and will do an oral presentation to share their findings with the class. They will then use their findings about change in themselves, their family and their community to create their very own book of changes.

The accompanying rating guide identifies the criteria that I will be evaluating the students on throughout this performance task. As well as the rating guide, I will require the students to complete a student-teacher conference after they complete their oral presentation in order to reflect upon what they have learned, and reflect on their oral presentation.

**History Celebration: Student Task**

Dear Parent or Guardian,

The Social Studies unit we are currently working on is called “Moving Forward with the Past”. In it, we are learning about

* Changes over time
* How families and communities are connected to the past

We are going to have a celebration day to celebrate the ways in which we have changed over time. If possible, I would like for each student to create or bring items that show change over time. Then, each student will be able to share what he or she has learned about change in an oral presentation to the class. We will be creating a big book of changes to show how we have changed over time, how our families have changed over time and how our communities have changed over time.

Each student will bring one artifact that represents how he or she has changed over time and one artifact about how his or her family has changed over time. If a physical artifact is not available, or you do not feel comfortable sending the object to school, the student could draw a picture of the artifact to share with their class members.

The representation of how the student has changed over time could include: an article of clothing or a shoe that the child has outgrown.

The representation of how the student’s family has changed over time could include: a family object that has been passed down generations or a special recipe.

If there are other ideas that you have for artifacts please feel free to contact me.

Please help your child complete the Family History Celebration Planner on the following page and collect any artifacts that your child might need by March 30th, 2015.

Your child will be able to use the planner to help them in their oral presentation.

Thank you for all your help. Please feel free to contact me with any questions or concerns you may have.

Sincerely,

Miss. Davies

**Family History Celebration: Planner**

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What visuals will I bring to share with the class for how I’ve changed?

What visuals will I bring to share with the class for how my family has changed over time?

What will I tell the class about life in the past?

How is my life different in the present?

How is my family’s life different in the present?

**Family History Celebration: Rating Scale for Oral Presentation**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Criteria** | **Description of Criteria** | **Did Independently** | **Needed some help** | **Needed lots of help** | **Teacher Comments** |
| **Describes differences in families** | Tells specific information about life in the past |  |  |  |  |
| Tells how life in the present may be the same as or different from life in the past |  |  |  |  |
| **Describes differences in themselves** | Tells specific information about how they’ve changed |  |  |  |  |
| **Identifies connection to ancestors or family** | Shares specific ways that he or she feels connected to family or ancestors |  |  |  |  |

**Checklist of Oral Presentation Skills:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Criteria** | **Yes** | **No** | **Comments** |
| Speaks loudly and clearly |  |  |  |
| Shows enthusiasm for their topic |  |  |  |

**Family History Celebration: Questions for Student- Teacher conference**

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

1. What was your favorite part about your family history celebration project?

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1. What was the hardest thing about the project for you?

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1. What would you do differently if you did another family history celebration project?

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