**1st Grade** [**Family Stories Inquiry**](http://www.c3teachers.org/inquiries/family-stories/)

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| What Do Family Stories Tell Us about the Past? | |
| **Staging the Question: Tell a story to a partner and then list and categorize all the stories as a class.** | |
| **Social Studies Practices** | **Gathering, Using, and Interpreting Evidence Chronological Reasoning and Causation**  **Comparison and Contextualization** |

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| **Supporting Question 1** | **Supporting Question 2** | **Supporting Question 3** |
| Do all families have stories? | What artifacts could someone use to tell a family story? | How do families change over time? |
| **Formative Performance Task** | **Formative Performance Task** | **Formative Performance Task** |
| Tell a family story and draw a picture representing the story. | Brainstorm a class list of artifacts that would help tell a story about a family. | List three ways that families change over time. Draw a then-and-now picture to illustrate one of the ways. |
| *Integration of Inquiry Process and Skills* | | |
| Supporting Question 1 | Supporting Question 2 | Supporting Question 3 |
| Connect: Connects ideas to own interests by telling a story to a partner and then categorizing the stories told.  Graphic Organizer: [Connect#2](http://inquiryk12.ischool.syr.edu/esifc-assessments/connect/#connect2) | Connect: Shares what is known about the general topic to elicit and make connections to prior knowledge about how family artifacts can be used to tell a family story.  Graphic Organizer: [Connect#4](http://inquiryk12.ischool.syr.edu/esifc-assessments/connect/#connect4) | Connect: Shares what is known about the general topic to elicit and make connections to prior knowledge about how families change over time.  Graphic Organizer: [Connect#4](http://inquiryk12.ischool.syr.edu/esifc-assessments/connect/#connect4) |
| Wonder: Formulates questions related to listening activities about whether or not all families have stories. | Wonder: Formulates questions related to listening activities about what artifacts someone could use to tell a family story. | Wonder: Adds to K-W-L chart constructed by class by helping develop questions for W-Wonder about how families change over time. |
| **Investigate: Uses materials provided** to **find answers to questions posed** about whether or not all families have stories while listening to family stories from the teacher and StoryCorps. | Investigate: Interprets information represented in pictures and illustrations and verbalizes the main idea about what artifacts can be used to tell a family story while examining a sample family tree and images of families and family artifacts. | Investigate: Finds facts and briefly summarizes them to answer research questions about how families change over time while examining a teacher-presented artifact, images of old and new televisions, and images of John F. Kennedy as a child and an adult.  Graphic Organizer:[Investigate#7](http://inquiryk12.ischool.syr.edu/esifc-assessments/investigate/#investigate7)  [C3 Resources](http://www.c3teachers.org/wp-content/uploads/2015/09/NewYork_1_Family_Stories.pdf) |
| Construct: Tells a family story and draws a picture representing the story. | Construct: Brainstorms a class list of artifacts that would help tell a story about a family. | Construct: Draws a conclusion about the main idea with guidance.  Graphic Organizer: [Construct#2](http://inquiryk12.ischool.syr.edu/esifc-assessments/construct/#construct2) |
| Express: | Express: | Express: Lists three ways that families change over time. Draws a then-and-now picture to illustrate one of the ways. |
| Reflect: | **Reflect:** | **Reflect:** **Identifies own strengths and sets goals for improvements.**  **Graphic Organizer:** [**Reflect#3**](http://inquiryk12.ischool.syr.edu/esifc-assessments/reflect/#reflect3) |
| **Summative Performance Task: *Argument:* What do family stories tell us about the past? Construct an argument, expressed in written or oral form and supported with evidence, that answers the question about why families are a useful way to understand the past.** | | |