

## Family Structures/Generation Links

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### OVERVIEW

Students will learn about the roles of the elderly in societies in the sharing of the family history and traditions.

### STANDARDS

- Language Arts Standard 2: Students write and speak for a variety of purposes and audiences.
- Language Arts Standard 5: Students read to locate, select, and make use of relevant information from a variety of media, reference, and technological sources.
- History Standard 2: Students know how to use the processes and resources of historical inquiry.

### OBJECTIVES

- Students will see the role played by the elderly Colorado Indians within their family unit in sharing and preserving traditions and history.
- Students will investigate the role of their grandparents in preserving and sharing their own family traditions and history.
- Students will practice listening skills.
- Students will practice oral presentation skills.

### INQUIRY QUESTIONS

- How did the elderly Colorado Indians contribute to the education of the younger family members?
- How do we learn about our family history and traditions?

### MATERIALS

- *Doing History/Keeping the Past* CD-ROM disk or web site -the section: *Colorado Indians - Families, Children and Infants* - the Children photographs.
- Other local materials that the teacher has gather as resources for this activity.
- Computer for use with the CD-ROM disk or connected to the Internet.

- Videotapes.
- Video camera

## **PROCEDURE**

1. Have the students view the family photographs from the *Doing History/Keeping the Past* CD-ROM disk or web site -the section: *Colorado Indians - Families, Children and Infants*- the Children photographs.
2. As a class, read aloud the text that accompanies the photographs. This text explains the ways that the Colorado Indian children learned about tradition and history through listening and watching. Sometimes, boys mimicked the elders by playing at buffalo hunting. They then mimicked the old hunters by telling buffalo stories around the fire. The experience of the older people and their oral sharing of history and traditions were extremely important.
3. Provide time for students to investigate additional materials that provide information about the roles of the people in their tribe/family/community.
4. Tell the students that their task to conduct an interview with a grandparent or an elderly family member. This may be in person or through other communication methods such as telephone, email, snail mail, depending on where family members live. (If this is not possible, have the student(s) interview an elderly community member.)
5. Tell them to ask the family member to share a family tradition or story.
6. Then, as storytellers, the students will present their stories orally to the class.
7. The teacher videotapes each presentation. Students may wish to preserve and share this product with their family.

## **EXTENSIONS**

1. Create a “buffalo story” based on the information presented in the primary sources that relates to the importance of play and the passing on of traditions and history.

## **ASSESSMENT**

Formal assessment of videotape:

Content:

- Retelling family story or tradition

Doing History/Keeping the Past  
Inquiry Activities

Presentation Skills through the video tape:

- Clear speaking voice.
- Eye contact.
- Evidence of practice.
- Volume.
- Speed of delivery.