



## MY FAMILY HERITAGE

### **Overview**

This lesson can be used as part of your teaching for Hispanic Heritage Month or as a get-to-know-you activity. Students will learn about different cultures and celebrate their own culture and family.

Objective

### **Students will:**

- Identify and explain the significance of various ethnic and cultural celebrations
- Compare celebrations across communities
- Complete a family heritage poster and build self-pride

### **Materials**

- A Hispanic-heritage themed book, such as *The Rainbow Tulip* by Pat Mora; *Family, Familia* by Diane Gonzales Bertrand; or *Too Many Tamales* by Gary Soto
- My Family Heritage Poster reproducible
- Chart paper
- Markers
- Camera
- Glue, glue sticks, or scrapbooking glue dots for attaching photos

### **Set Up and Prepare**

Before beginning the lesson, take a picture of each student and print a copy, or ask students to bring pictures from home.

Have students bring in a family picture or pictures of family members. Make a copy of each picture for students to glue to their My Family Heritage Posters. If photos are not available, students can draw pictures of their family members.

Make a copy of the My Family Heritage Poster for each student.

Complete a My Family Heritage Poster as an example.

### **Vocabulary**



- Heritage
- Culture
- Tradition

### Directions

- Step 1: Post the three vocabulary words. Discuss and brainstorm the meaning of each word.
- Step 2: Read aloud to the class the Hispanic-heritage themed book you chose.
- Step 3: Discuss the meaning of each vocabulary word in the context of the story. Discuss examples of each word found in the story. Ask the class: Were we right about the meaning of the words? How was each word reflected in the story? Record student answers on chart paper.
- Step 4: Explain to students that each of us has our own heritage and our own culture and traditions. Discuss some of the things that families might do that are traditions or celebrations. Record student answers on chart paper for students to share and reference.
- Step 5: Share your completed My Family Heritage Poster with your students. Review the questions and statements they will answer:
  - My name
  - My parents' names
  - My grandparents' names
  - My ancestors are from
  - My parents were born in
  - My grandparents were born in
  - My family speaks these languages
  - My family celebrates these holidays
  - One tradition my family has is
  - One thing I like to do with my family is
- Step 6: Model how to fill out the family tree section of the poster. Students will write their mom's name, their dad's name, and their grandparents' names. (If students do not know those names, they may complete this portion at home.)



- Step 7: Have students complete their My Family Heritage Poster. They may start in class and then take it home to finish with help from their family, or you can send this home as homework.
- Step 8: When students have completed the written portion of their My Family Heritage Poster, help them glue the pictures of themselves and their families onto the posters. Encourage students who did not bring in family photos to draw their families on their My Family Heritage Posters.
- Step 9: Share and display the student posters.
- Quick check: Can the student complete a short definition of each vocabulary word?
  - Was the student able to complete the poster?
  - Was the student work completed neatly?
  - Teacher observations: Was the student able to differentiate between a family activity and a family tradition? Did the student contribute to the class discussion?

**Source:** <https://beta.scholastic.com/teachers/lesson-plans/teaching-content/my-family-heritage-lesson-honoring-cultures/>

