

PRIMARY SOURCE READERS

Lessons and Activities

Grade 2

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PRIMARY SOURCE READERS

**Content and Literacy
in Social Studies**

Grade 2

Teacher's Guide

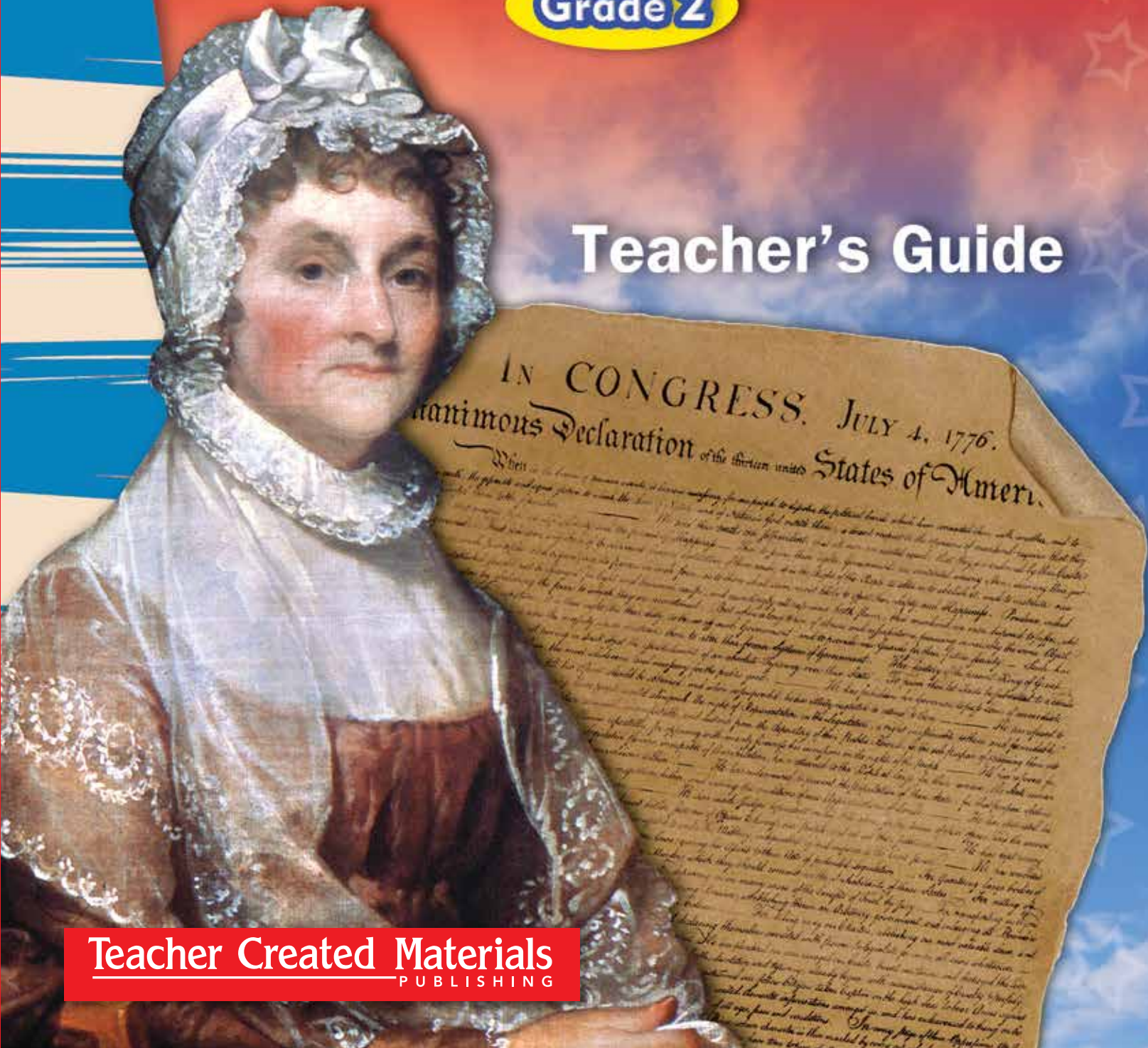


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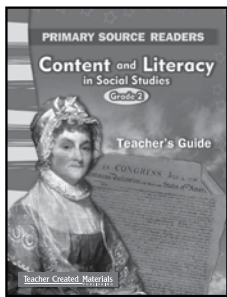
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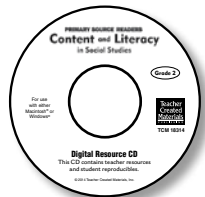
Kit Components



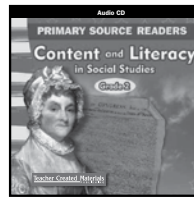
6 copies each of 16 paired books connected by a similar theme



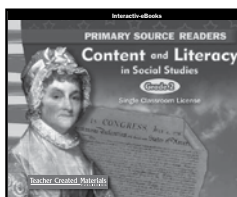
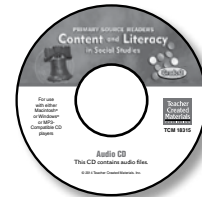
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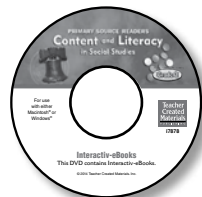
Digital Resource CD



Audio CD



Interactiv-eBook DVD

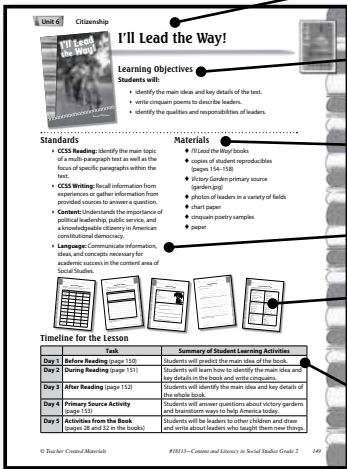


How to Use This Product (cont.)

Unit Organization

The heart of each unit is a set of paired books that are connected by a common theme. One book features a higher reading level, and the other book features a lower reading level. Each unit includes a comprehensive lesson plan for each book.

Overview Page



Theme

Learning objectives

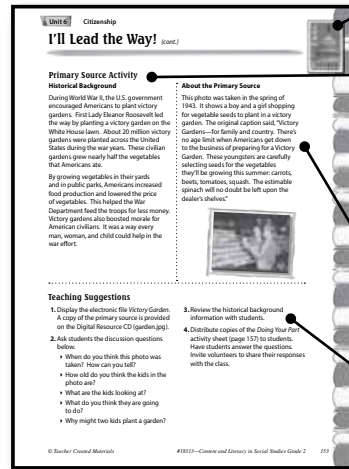
Materials list

Standards

Preview of student reproducibles

Suggested timeline for lesson

Primary Source Activity Page



Social studies strand

Historical background information for the teacher

About the primary source

Activity using the primary source

Before Reading

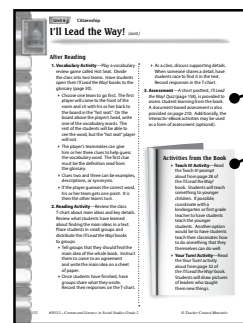
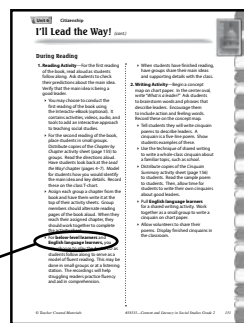
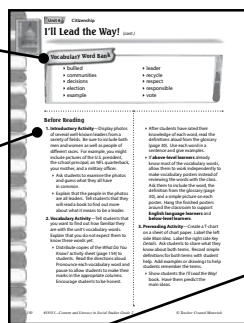
During Reading

After Reading

Vocabulary word bank

Introductory activity

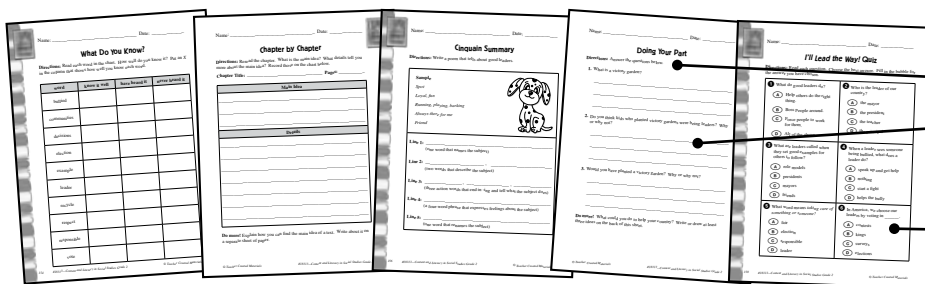
Bolded differentiation suggestions



Assessments

Activities from the book

Student Reproducibles and Quiz



Clear directions

Wide write-on lines

Multiple-choice quiz

How to Use This Product *(cont.)*

Social Studies Strands

The books and lessons in this kit cover the four strands of social studies. The icons in the lessons and on the back of the books denote each strand.



Reading Groups

Reading groups can easily be integrated into this program. At the beginning of the year, look through the Table of Contents (pages 3–4) and the Book Summaries (pages 29–31) to determine which of the paired books you would like to use with your students. For example, you may choose the Geographic Tools theme featuring two books: *Mapping Our World* and *Mapping Our Nation*.

Once you decide which paired books you want to use with your students, you need to group them according to their reading levels. You have six copies of each book. So, if you have 30 students, you could have five reading groups. About 12 students could be in two different reading groups to read the below-grade-level book (*Mapping Our Nation*). Twelve more students could be in two different reading groups to read the on-grade-level book (*Mapping Our World*).

The other six students would be your highest-level students. They should still participate in any whole-class discussions or activities, but they will not be meeting with you in the typical way. You would probably want to meet with them on the first day. Then, you could meet with them every other day after that. The goal is for them to study the same social studies content but complete a reading activity that is more advanced for their special learning needs. If they are already reading above grade level, they do not need the same type of reading practice as the other students.

Whole-Class Discussions

The information in the paired books is similar. However, the vocabulary and sentence structure differ depending on the reading level of the book. This way, students who read either book can be pulled back into a classroom discussion about the same general social studies content. By dividing the students and having them read different books, you will have a more interactive class discussion in which every student has something interesting to share with the class. Your below-grade-level students will have knowledge to bring to the table that the on- or above-grade-level students will not have.



How to Use This Product *(cont.)*

Support for Social Studies

It is possible that not all of the topics will fit your social studies needs. Keep in mind that you do not need to read these books consecutively. You can spread out the books and use them throughout the year. You might choose to use them at the beginning of each corresponding unit of study. So, as you begin your study of early American history, use your reading time that week to have students read either *Declaring Our Independence* or *Washington's Birthday*. This way, students will become interested in the time period through multiple sources of information. The activities are interesting, and students will be excited to learn more about the events, places, and people that they meet in the books.

Support for Reading

Each book's lesson plan has a three-part framework of the reading process to facilitate social studies learning. Reading is divided into three comprehension-building steps: before reading, during reading, and after reading. Before reading, teachers can set the stage for learning by generating interest in the topic and activating prior knowledge. During reading, students monitor their comprehension of the text, clarify the purpose for reading, visualize the information, and make connections. After reading, students build connections with the information that they have read, enabling them to deepen their understanding and reflect on what they have learned.

Support for Writing

Each pair of books has a writing objective as well as reading and social studies objectives. There is usually a writing activity for students to complete before reading the book. Many of these activities are done in pairs or small groups. This way, students collaborate to put their thoughts into written form. After students read the books, they complete writing assignments that are creative and fun. Students may be asked to write letters, draft newspaper articles, or create descriptions of important characters from history. Writing, reading, and social studies content are all interwoven throughout every lesson in *Primary Source Readers*.

Support for Vocabulary

Social studies teachers have an enormous task before them: they must teach a large number of complex and wholly unfamiliar concepts to students that involve many unfamiliar vocabulary words. The first step in improving students' reading comprehension skills in social studies is to develop their academic or domain-specific vocabularies. The lesson plans in *Primary Source Readers* provide opportunities for students to be introduced to, interact with, and use key vocabulary and concept words. Students are invited to build on their previous understandings of words to learn new meanings and nuances, to connect words to greater concepts, to associate words with other related words, to categorize words in unique and useful ways, and to enjoy using language creatively to express themselves and their ideas.

How to Use This Product *(cont.)*

Assessment

Assessment is an important part of this unit of study. The *Primary Source Readers* series offers multiple assessment opportunities. You can gain insight into students' learning through multiple-choice quizzes, small-group observations, analysis of written assignments, a unit assessment, and a culminating activity. These formal and informal assessments provide you with the data needed to make informed decisions about what to teach and how to teach it. This is the best way for you to know who is struggling with various concepts and how to address the difficulties that students are experiencing with the curriculum.

Multiple-Choice Quizzes—At the end of each book's lesson in this Teacher's Guide is a short quiz with six multiple-choice questions. These short assessments may be used as open-book evaluations or as review quizzes in which students read and study the content prior to taking the quiz. Additionally, the quizzes may be used as a more formal assessment to provide evidence of learning.

Document-Based Assessments—Each assessment includes a primary source document and three questions. These questions help students develop and strengthen critical thinking skills.

Culminating Activity—The culminating activity allows students to apply what they have learned throughout the units in an engaging and interactive way. Students use what they have learned to create new ideas in a real-life context.

Formative Assessments—There are several points throughout each lesson where useful evaluations can be made. These evaluations can be made based on group, paired, and individual discussions and activities.

Multiple-Choice Quizzes

Name: _____ Date: _____

Declaring Our Independence Quiz

Directions: Read each question. Choose the best answer. Fill in the bubble for the answer you have chosen.

<p>1. Long ago, how many colonies were in America?</p> <p><input type="radio"/> A) 1</p> <p><input type="radio"/> B) 50</p> <p><input type="radio"/> C) 13</p> <p><input type="radio"/> D) 100</p>	<p>2. Why did the colonists fight in the American Revolution?</p> <p><input type="radio"/> A) to be free from Great Britain</p> <p><input type="radio"/> B) to pay more taxes</p> <p><input type="radio"/> C) to help King George</p> <p><input type="radio"/> D) to save George Washington</p>
<p>3. Who wrote most of the Declaration of Independence?</p> <p><input type="radio"/> A) Patrick Henry</p> <p><input type="radio"/> B) Paul Revere</p> <p><input type="radio"/> C) George Washington</p> <p><input type="radio"/> D) Thomas Jefferson</p>	<p>4. What did the Declaration of Independence do for the king?</p> <p><input type="radio"/> A) The colonists liked him.</p> <p><input type="radio"/> B) The colonists wanted to pay higher taxes.</p> <p><input type="radio"/> C) The colonists were happy.</p> <p><input type="radio"/> D) The colonists wanted to be free.</p>
<p>5. Which word means <i>areas related to a country for many years</i>?</p> <p><input type="radio"/> A) rights</p> <p><input type="radio"/> B) colonies</p> <p><input type="radio"/> C) government</p> <p><input type="radio"/> D) document</p>	<p>6. When the king raised _____, the colonists were very angry.</p> <p><input type="radio"/> A) taxes</p> <p><input type="radio"/> B) war</p> <p><input type="radio"/> C) horses</p> <p><input type="radio"/> D) colonies</p>

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Name: _____ Date: _____

Washington's Birthday Quiz

Directions: Read each question. Choose the best answer. Fill in the bubble for the answer you have chosen.

<p>1. George had many jobs. Which job below did he NOT have?</p> <p><input type="radio"/> A) actor</p> <p><input type="radio"/> B) president</p> <p><input type="radio"/> C) land surveyor</p> <p><input type="radio"/> D) army leader</p>	<p>2. Why was George a good leader?</p> <p><input type="radio"/> A) Because he was calm and smart.</p> <p><input type="radio"/> B) Because he had a big brain.</p> <p><input type="radio"/> C) Because he was very tall.</p> <p><input type="radio"/> D) Because he ran fast.</p>
<p>3. What did George want for the king of Great Britain?</p> <p><input type="radio"/> A) He wanted them to be part of France.</p> <p><input type="radio"/> B) He wanted them to be nice to the king.</p> <p><input type="radio"/> C) He wanted them to pay higher taxes.</p> <p><input type="radio"/> D) All of the above.</p>	<p>4. How did George feel about the king of Great Britain?</p> <p><input type="radio"/> A) George liked the king.</p> <p><input type="radio"/> B) George was scared of the king.</p> <p><input type="radio"/> C) George thought the king was unfair.</p> <p><input type="radio"/> D) All of the above.</p>
<p>5. What is the name of the holiday that honors George?</p> <p><input type="radio"/> A) Fourth of July</p> <p><input type="radio"/> B) Thanksgiving</p> <p><input type="radio"/> C) Presidents' Day</p> <p><input type="radio"/> D) Memorial Day</p>	<p>6. The new set of laws for the U.S. was called the _____.</p> <p><input type="radio"/> A) Constitution</p> <p><input type="radio"/> B) American Revolution</p> <p><input type="radio"/> C) Declaration of Independence</p> <p><input type="radio"/> D) Mount Vernon</p>


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Document-Based Assessments

Name: _____ Date: _____

Happy Birthday, America!

Directions: Look at the photo closely. Then, answer the questions about the photo.




1. What day do you think this girl is celebrating? How do you know?
2. Name one item the girl is holding.
3. How is she showing patriotism?

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Name: _____ Date: _____

Welcome to America!

Directions: Look at the picture closely. Then, answer the questions about the picture.



1. What famous landmark do you see in the background?
2. How do you think the people on the ship feel? Why?
3. Why do you think an artist would have drawn this?

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Culminating Activity

Name: _____ Date: _____

Home Sweet Home

Directions: Tell about the region and city in America where you settled. Use facts and your imagination.

I settled in _____ (city)	The climate here is _____
It is in the _____ (state or region)	My neighbors are _____
The land here is _____	I chose this as my new home because _____

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Name: _____ Date: _____

Job Application

Directions: Complete the job application using facts and your imagination.

Job Title: _____

Your Name: _____

Birthday: _____ Place of Birth: _____

Do you speak English? (circle one) YES or NO

Other language(s) spoken: _____

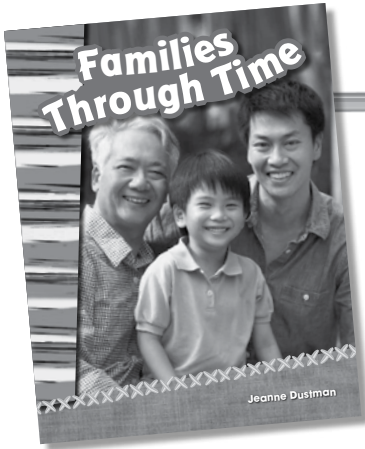
Education/Training: _____

Work Experience: _____

Other Skills: _____

Tell why you should get this job.

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Families Through Time



Learning Objectives

Students will:

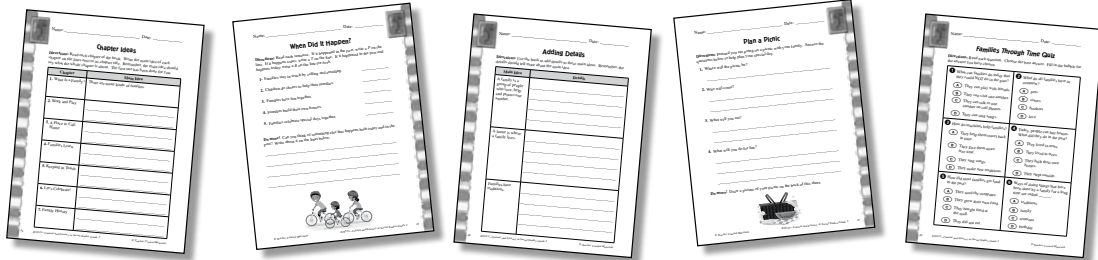
- ▶ identify the main ideas and supporting details in the text.
- ▶ answer questions based on the text.
- ▶ compare and contrast families of the past and present.

Standards

- ▶ **CCSS Reading:** Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
- ▶ **CCSS Writing:** Recall information from experiences or gather information from provided sources to answer a question.
- ▶ **Content:** Understand family life now and in the past, and family life in various places long ago.
- ▶ **Language:** Communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.

Materials

- ◆ *Families Through Time* books
- ◆ copies of student reproducibles (pages 44–48)
- ◆ *Family Picnic* primary source (picnic.jpg)
- ◆ old and new family photos (optional)
- ◆ markers, crayons, or colored pencils
- ◆ chart paper, paper
- ◆ bingo markers



Timeline for the Lesson

	Task	Summary of Student Learning Activities
Day 1	Before Reading (page 40)	Students will predict the main idea.
Day 2	During Reading (page 41)	Students will find the main idea of each chapter and determine if events happened in the past, present, or both.
Day 3	After Reading (page 42)	Students will add details to main ideas.
Day 4	Primary Source Activity (page 43)	Students will observe a family picnic photo from the past and plan their own family picnic.
Day 5	Activities from the Book (pages 28 and 32 in the books)	Students will discuss family traditions as a class and share how their families have fun together.

Families Through Time *(cont.)*

Vocabulary Word Bank

- ▶ celebrations
- ▶ factories
- ▶ genealogy
- ▶ law
- ▶ machines
- ▶ memories
- ▶ related
- ▶ relatives
- ▶ reunions
- ▶ traditions

Before Reading

1. Introductory Activity—Ask students to talk about their families with partners. Have volunteers share what makes their families unique. Ask students how their families have changed. Encourage them to think about marriages, babies being born, and children growing up.

- ▶ You may wish to share some of your own family photos or stories to illustrate the ways families grow and change.
- ▶ Tell students that they will read a book to see how families have changed over time.

2. Vocabulary Activity—Write the vocabulary words on the board and read each word aloud to students.

- ▶ Give a short hint about one of the words. Have students raise their hands and share which word they think you are describing. Other students can give a thumbs-up or thumbs-down if they agree or disagree with the answer.
- ▶ Repeat this process until all the vocabulary words have been used. Review and discuss words that the students found unfamiliar or challenging.

3. Prereading Activity—Explain to students that the main idea tells what a text is about. The supporting details tell more about the main idea. Create a simple web on the board or on chart paper. Label the center *Main Idea*. Think aloud as you identify the main idea and supporting details of a familiar story, such as *The Three Little Pigs*.

- ▶ Write the main idea of the story in the center of the web. Place supporting details around the main idea. Explain how the details support the main idea.
- ▶ Lead students in a picture walk of the *Families Through Time* book. Point out old and new photographs. Ask students to predict the main idea of the text.

Families Through Time *(cont.)*



During Reading

1. Reading Activity—For the first reading, gather students in a circle on the floor with copies of the *Families Through Time* book. Choose students to read one page aloud at a time while the class follows along. Each time you come to a new chapter, say the title together as a class. Ringing a bell or chimes when it is time to turn the page can help students stay focused. Remind students that the main idea tells what the text is about. Tell students to be on the lookout for the main idea of each chapter.

- ▶ You may choose to conduct the first reading of the book using the Interactiv-eBook (optional). It contains activities, videos, audio, and tools to add an interactive approach to teaching social studies.
- ▶ For the second reading, allow students to read with partners. Distribute copies of the *Chapter Ideas* activity sheet (page 44) to students. Reading partners should work together to find the main idea of each chapter as they read.
- ▶ Circulate and assist as students complete the activity sheet. Then, review the answers as a class.
- ▶ For **below-level learners** and **English language learners**, you may choose to play the Audio CD as students follow along to serve as a model of fluent reading. This may be done in small groups or at a listening station. The recordings will help struggling readers practice fluency and aid in comprehension.

2. Writing Activity—Distribute copies of the *When Did It Happen?* activity sheet (page 45) to students.

- ▶ Students should complete the activity sheet independently. Allow them to use the *Families Through Time* book as a reference if needed.
- ▶ Challenge **above-level learners** to add more ideas to the activity sheet, either from the book or from their prior knowledge.

Families Through Time *(cont.)*

After Reading

1. Vocabulary Activity—Write the vocabulary words on the board. Give each student a sheet of paper and bingo markers. Students should draw a large tic-tac-toe board on the page and write one vocabulary word in each section. The words can be in any order on their boards.

- ▶ Say the definition of a vocabulary word. Tell students to cover the correct word on their boards with a bingo marker. The first to have three in a row wins. Allow students to trade boards with a neighbor after a few rounds.

2. Reading Activity—Ask students to tell you the difference between the main idea and supporting details. Remind students that the supporting details should tell more about the main idea.

- ▶ Place students in small groups. Distribute copies of the *Families Through Time* book and the *Adding Details* activity sheet (page 46) to groups. Have groups work together to add details from the book. Circulate and assist as needed. You may wish to give each group member a specific role or job to better facilitate group work.
- ▶ Challenge **above-level learners** to add another chapter to the book and list the main idea and supporting details of their chapters.

3. Assessment—A short posttest, *Families Through Time Quiz* (page 48), is provided to assess student learning from the book. A document-based assessment is also provided on page 199. Additionally, the Interactiv-eBook activities may be used as a form of assessment (optional).

Activities from the Book

- ▶ **Share It! Activity**—Read the Share It! prompt aloud from page 28 of the *Families Through Time* book. As a class, discuss students' various family traditions.
- ▶ **Your Turn! Activity**—Read the Your Turn! activity aloud from page 32 of the *Families Through Time* book. Ask students to share how their families have fun together.

Families Through Time *(cont.)*



Primary Source Activity

Historical Background

Celebrating birthdays is nothing new, but there are differences in the way they were celebrated in the past. Families often lived in the same town, which allowed more family members to come enjoy the special day. Restaurants were less common than today, so the parties were usually at the home of a family member.

About the Primary Source

This family picnic is in honor of a woman named Mrs. Taylor. They were celebrating her eighty-third birthday! Mrs. Taylor is seated at the end of the table. The other people are her children and grandchildren. This photograph was taken in 1942 in Greenbelt, Maryland. The picnic was at the home of Mrs. Taylor's son-in-law, Dr. McCarl.



Teaching Suggestions

1. Display the electronic file *Family Picnic*. A copy of the primary source is provided on the Digital Resource CD (picnic.jpg).
2. Have students look carefully at the photo and share their observations. Ask students the discussion questions below.
 - ▶ When do you think this photo was taken? How can you tell?
 - ▶ What are the people doing?
 - ▶ Why do you think they are doing this?
 - ▶ What foods do you recognize?
 - ▶ Where do you think they are?
3. Review the historical background information with students.
4. Distribute copies of the *Plan a Picnic* activity sheet (page 47) to students. Have students plan a family picnic by answering the questions.
 - ▶ You may choose to allow **English language learners** to draw instead of write their food and activity ideas.
5. Ask for student volunteers to share something about the family picnic they planned.



Name: _____ Date: _____

Chapter Ideas

Directions: Read each chapter of the book. Write the main idea of each chapter on the lines next to its chapter title. Remember, the main idea should say what the whole chapter is about. The first one has been done for you.

Chapter	Main Idea
1. What Is a Family?	There are many kinds of families.
2. Work and Play	_____ _____
3. A Place to Call Home	_____ _____
4. Families Learn	_____ _____
5. Keeping in Touch	_____ _____
6. Let's Celebrate!	_____ _____
7. Family History	_____ _____



Name: _____ Date: _____

When Did It Happen?

Directions: Read each sentence. If it happened in the *past*, write a *P* on the line. If it happens *today*, write a *T* on the line. If it happened in the past and happens today, write a *B* on the line for *both*.

1. Families stay in touch by calling and emailing. _____
2. Children do chores to help their families. _____
3. Families have fun together. _____
4. Families build their own houses. _____
5. Families celebrate special days together. _____

Do more! Can you think of something else that happens both today and in the past? Write about it on the lines below.





Name: _____ Date: _____

Adding Details

Directions: Use the book to add details to these main ideas. Remember, the details should tell more about the main idea.

Main Idea	Details
A family is a group of people who love, help, and protect one another.	<hr/> <hr/> <hr/> <hr/> <hr/>
A home is where a family lives.	<hr/> <hr/> <hr/> <hr/> <hr/>
Families have traditions.	<hr/> <hr/> <hr/> <hr/> <hr/>



Name: _____ Date: _____

Plan a Picnic

Directions: Pretend you are going on a picnic with your family. Answer the questions below to help plan your special day.

1. Where will the picnic be?

2. Who will come?

3. What will you eat?

4. What will you do for fun?

Do more! Draw a picture of your picnic on the back of this sheet.





Name: _____ Date: _____

Families Through Time Quiz

Directions: Read each question. Choose the best answer. Fill in the bubble for the answer you have chosen.

<p>1 What can families do today that they could NOT do in the past?</p> <p><input type="radio"/> A They can play with friends.</p> <p><input type="radio"/> B They can visit one another.</p> <p><input type="radio"/> C They can talk to one another on cell phones.</p> <p><input type="radio"/> D They can sing songs.</p>	<p>2 What do all families have in common?</p> <p><input type="radio"/> A pets</p> <p><input type="radio"/> B sisters</p> <p><input type="radio"/> C brothers</p> <p><input type="radio"/> D love</p>
<p>3 How do machines help families?</p> <p><input type="radio"/> A They help them travel back in time.</p> <p><input type="radio"/> B They give them more free time.</p> <p><input type="radio"/> C They sing songs.</p> <p><input type="radio"/> D They make new traditions.</p>	<p>4 Today, people can buy homes. What did they do in the past?</p> <p><input type="radio"/> A They lived in tents.</p> <p><input type="radio"/> B They lived in trees.</p> <p><input type="radio"/> C They built their own homes.</p> <p><input type="radio"/> D They slept outside.</p>
<p>5 How did most families get food in the past?</p> <p><input type="radio"/> A They used the computer.</p> <p><input type="radio"/> B They grew their own food.</p> <p><input type="radio"/> C They bought food at the mall.</p> <p><input type="radio"/> D They did not eat.</p>	<p>6 Ways of doing things that have been done by a family for a long time are called _____.</p> <p><input type="radio"/> A traditions</p> <p><input type="radio"/> B family</p> <p><input type="radio"/> C reunions</p> <p><input type="radio"/> D birthday</p>

Name: _____ Date: _____

Family Fun

Directions: Look at the photo closely. Then, answer the questions about the photo.

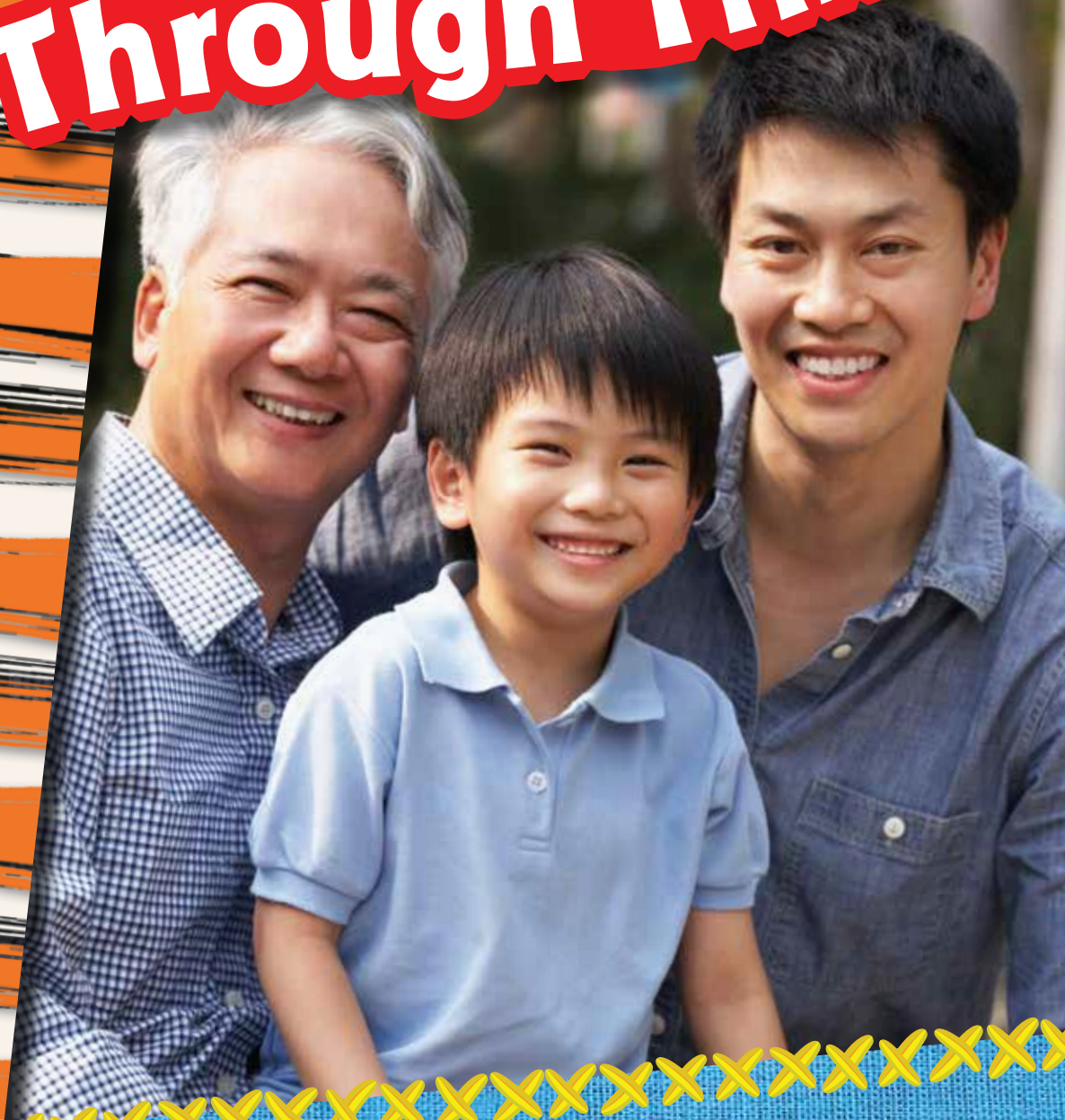


1. What are the people in this photo doing?

2. Are the people having fun? How can you tell?

3. Why do you think the people in the photo are spending time together?

Families Through Time



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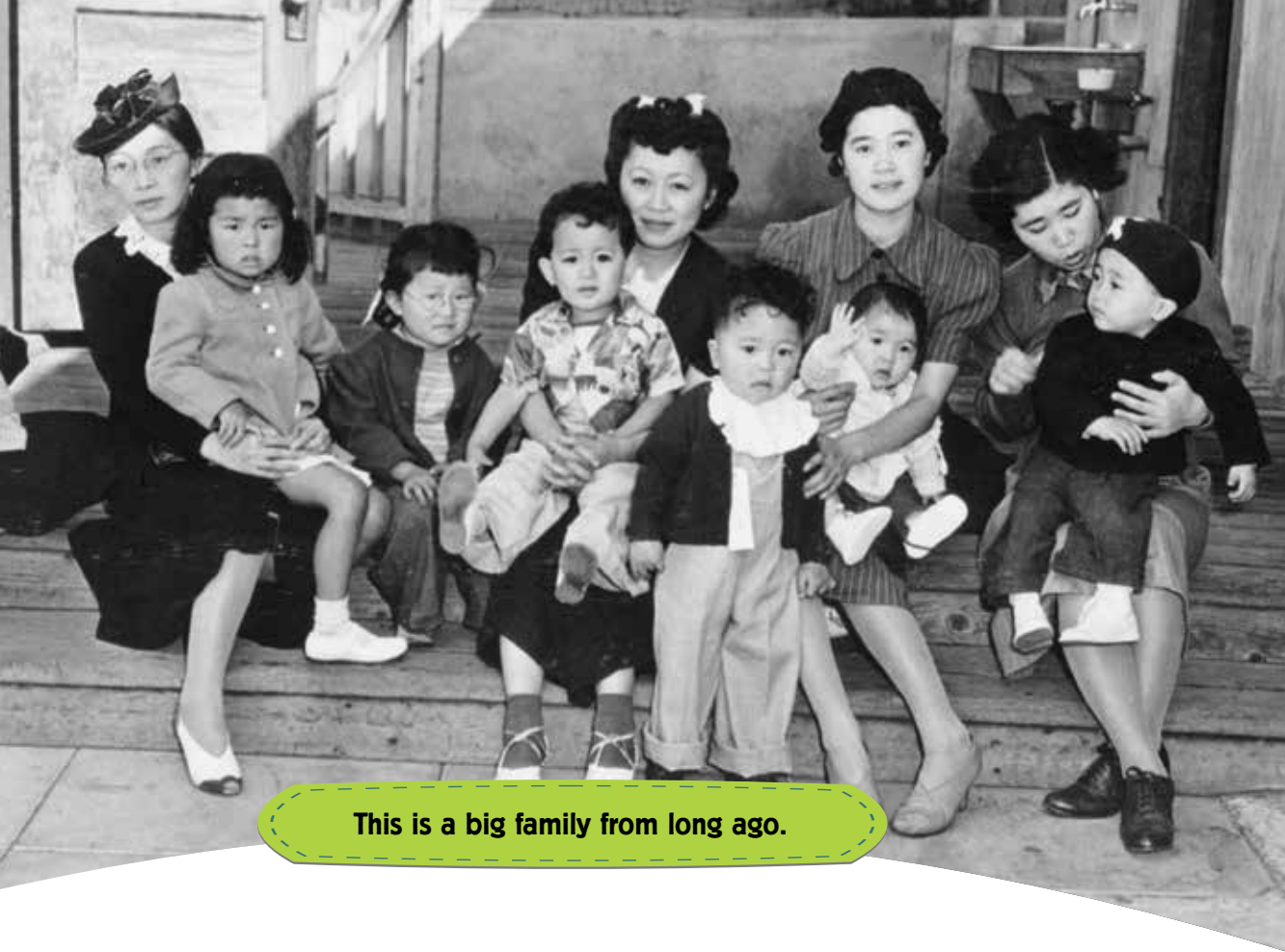
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This is a big family from long ago.



This is a small family today.

What Is a Family?

What is a family? A family is a group of people who love one another. They help one another. They keep one another safe.

There are many types of families. Some are big. Others are small. Some have people who are **related** to one another. They are connected through birth, adoption, or marriage. Others have people who are not related to one another. They may be connected in other ways.

Some families have mothers and fathers. Some have sisters and brothers. Some have grandparents. Some have aunts and uncles. Some also have cousins. Some families even have pets!



This family has two pets.

But a family does not need to have all of these people. It can be two people who take care of each other. Or it can be 10 people who take care of one another. The number of people is not important.



This family has a mother, two daughters, and a pet horse.

Work and Play

In the past, families worked long hours each day. There was a lot to do at home. Everyone had to help. There were no **machines** (muh-SHEENZ) such as vacuums (VAK-yoomz) to help keep the house clean. Kids had to help, too.

This family works on its farm long ago.

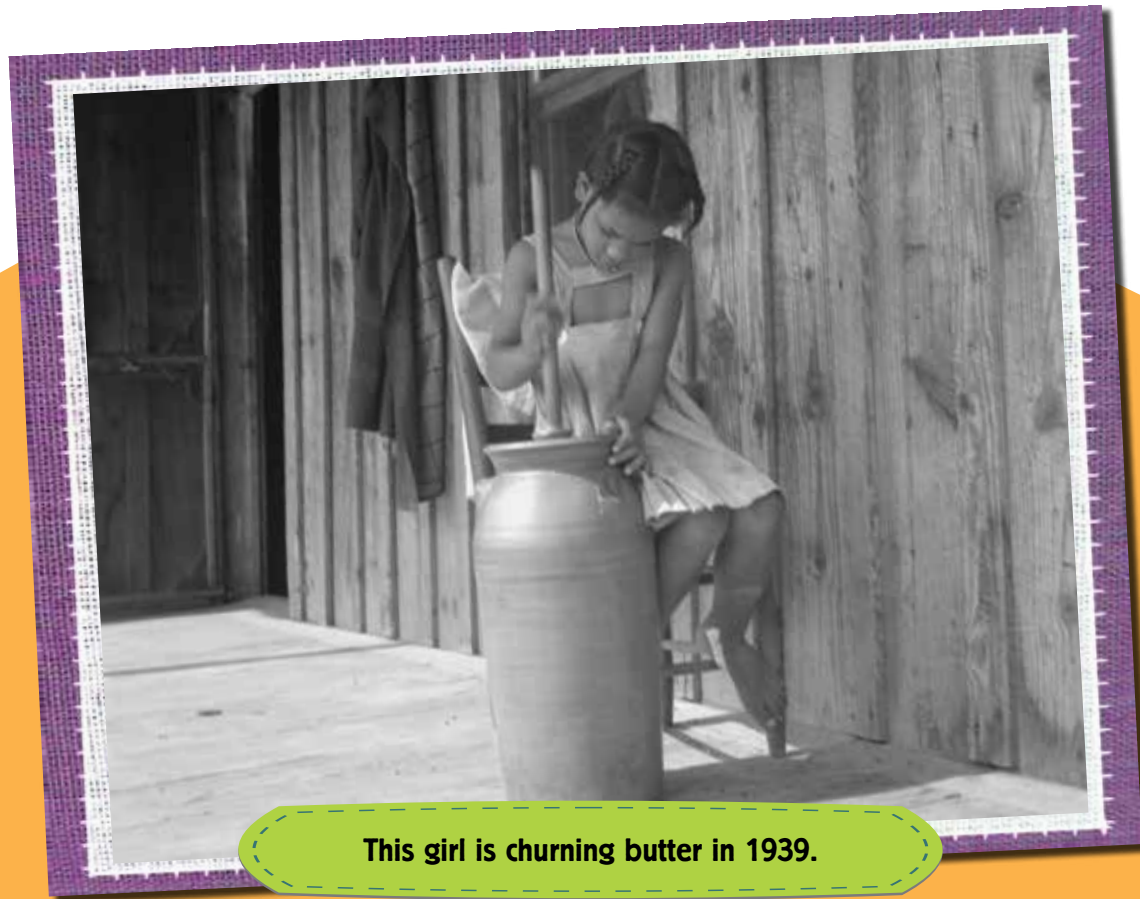


Today, machines make it easier to keep the house clean. Kids still help around the house, but they also have time to go to school and have fun.

This boy helps clean the house.



Families used to grow and make all of their own food. They spent a lot of time in their gardens and kitchens. Bread was baked in the oven. Butter was churned, or stirred, by hand.



Today, families can buy food at a grocery store. They can also buy meals at restaurants. Families have more time today because they do not have to make all of their food. They can use this time for work or fun.



Long ago, families had to make their own clothes. Women often made the clothes for their families. This took a long time and was hard work.

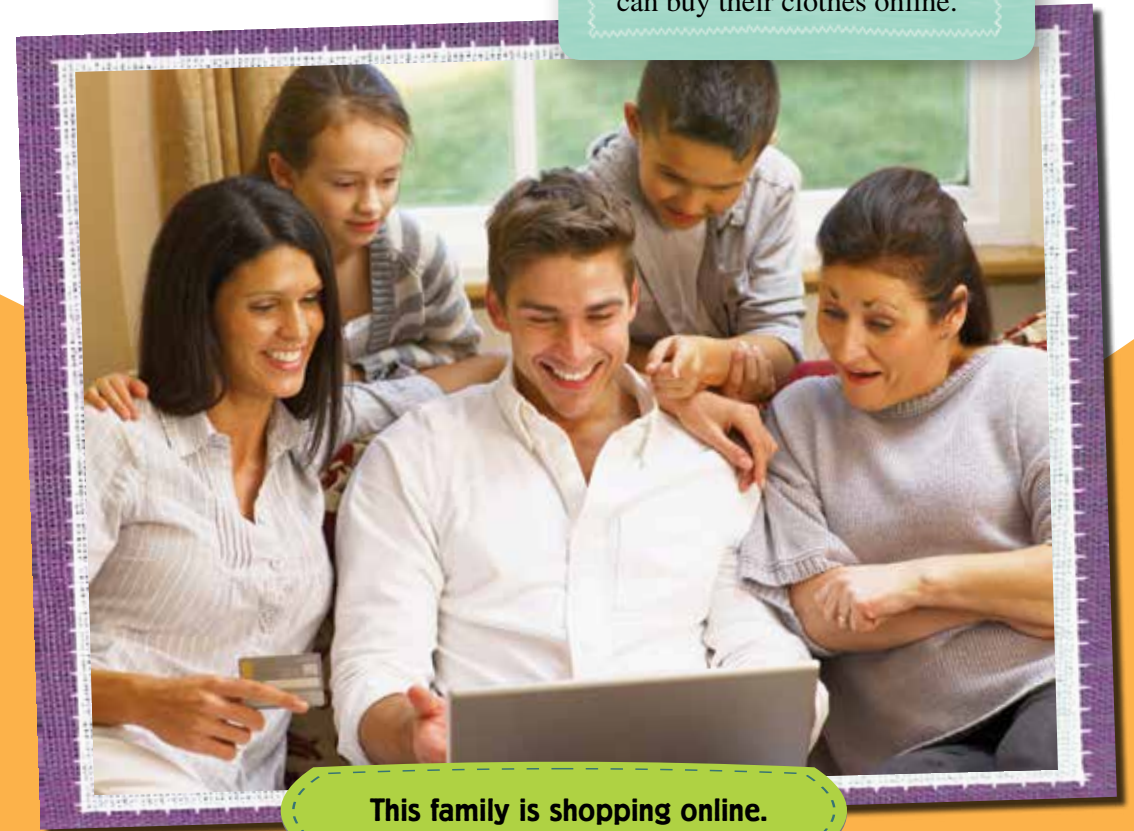
This woman is making clothes in 1907.



Then, **factories** came along. Factories are places where things are made. They made clothes quickly and easily. People opened clothing stores. Trains brought clothes from factories to stores everywhere. Today, most families buy their clothes in stores.

Online Shopping

Most stores have websites where people can buy things while at home. Today, people can buy their clothes online.

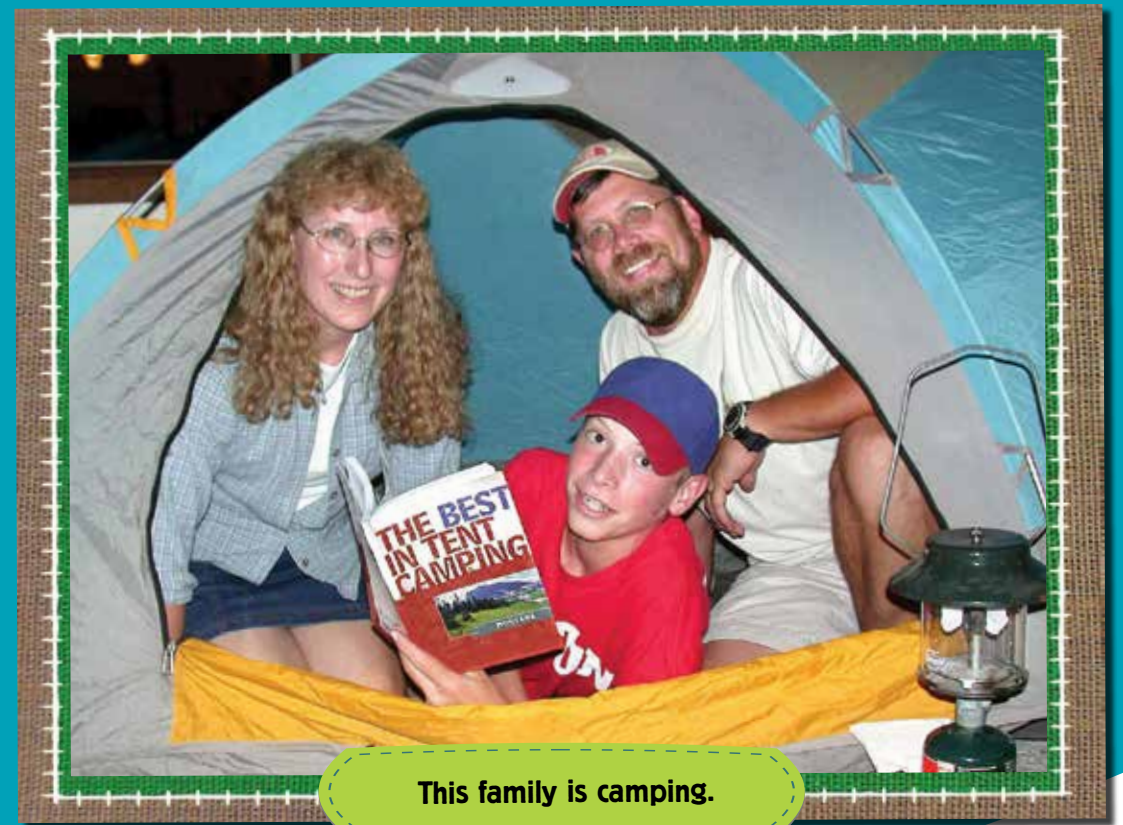


This family is shopping online.



This family is having fun on a boat in 1950.

In the past, families had to work most of the time. But they had fun together, too. Families played games. They sang songs. They also visited their **relatives** and friends. They enjoyed the outdoors. Kids played with their friends and pets, too.

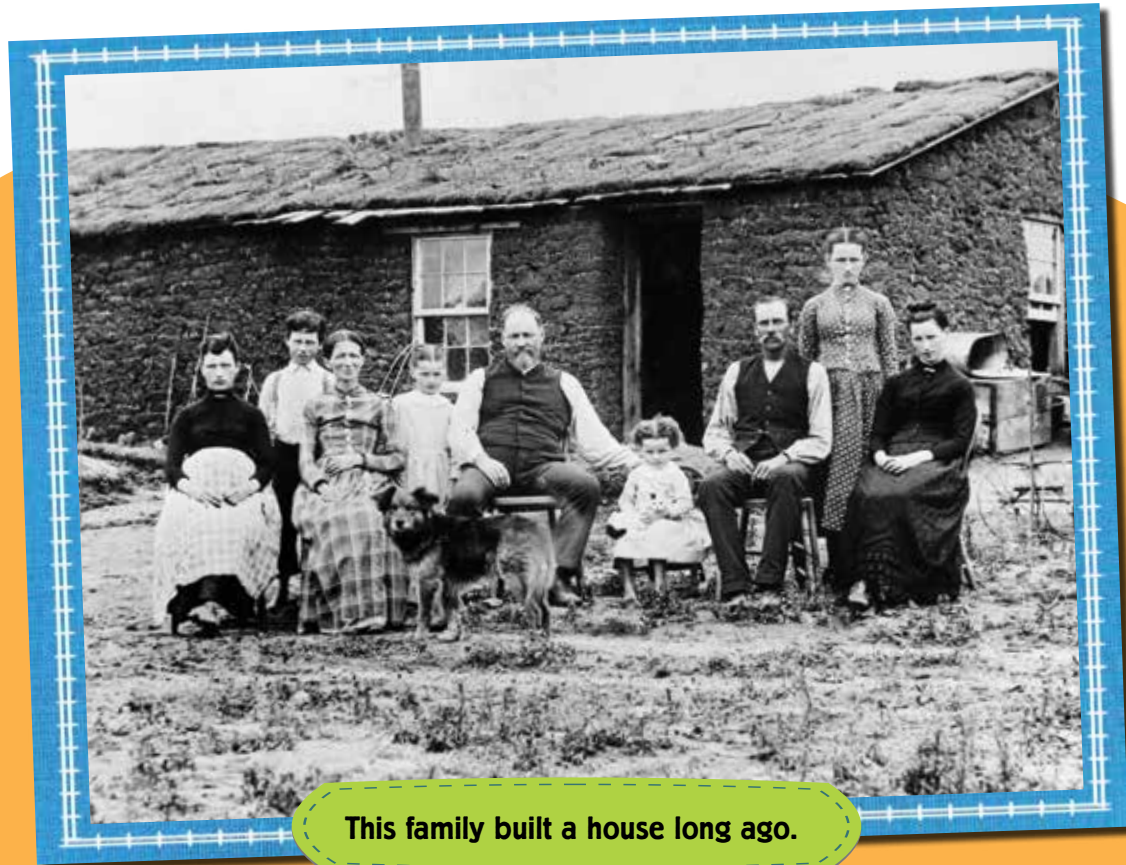


This family is camping.

Today, families still find ways to spend time together. They play video games. They take trips. They travel in airplanes and in cars.

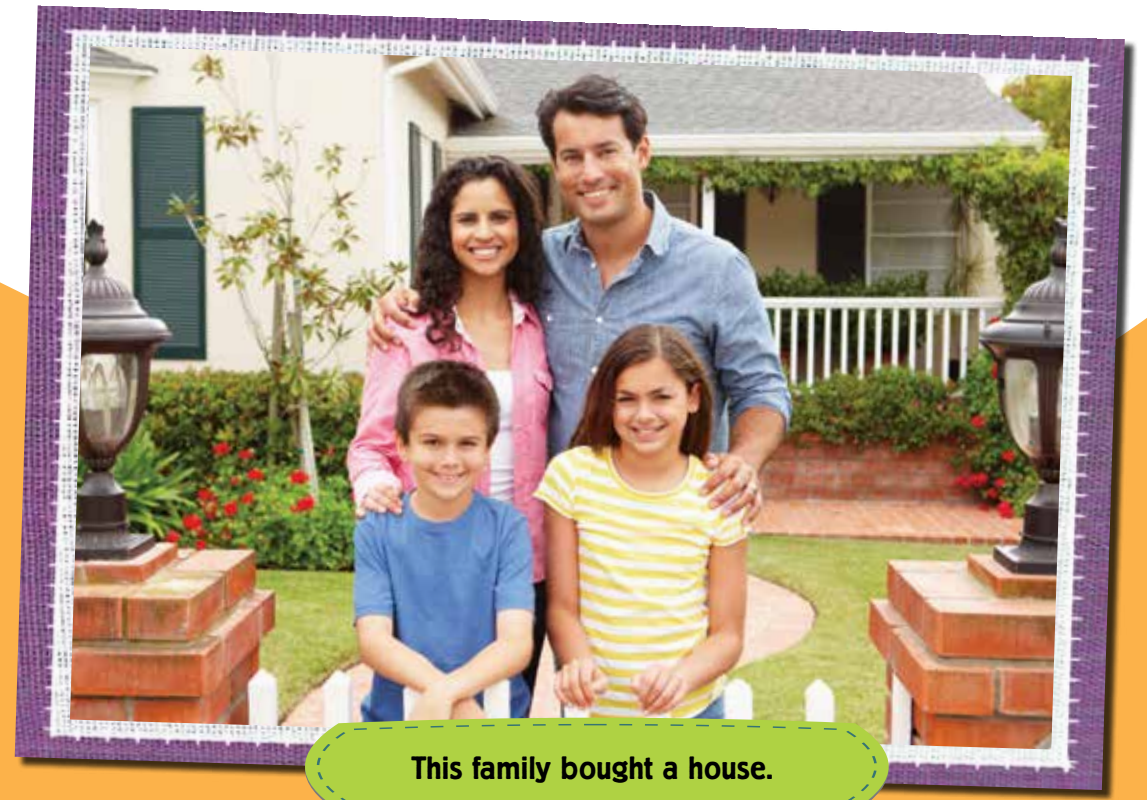
A Place to Call Home

A home is a place a family lives. It is where a family eats and sleeps. A home is where a family has **celebrations** (sel-uh-BREY-shuhnz). Celebrations are parties for special days. A family makes **memories** in a home. Memories are things people remember about the past.

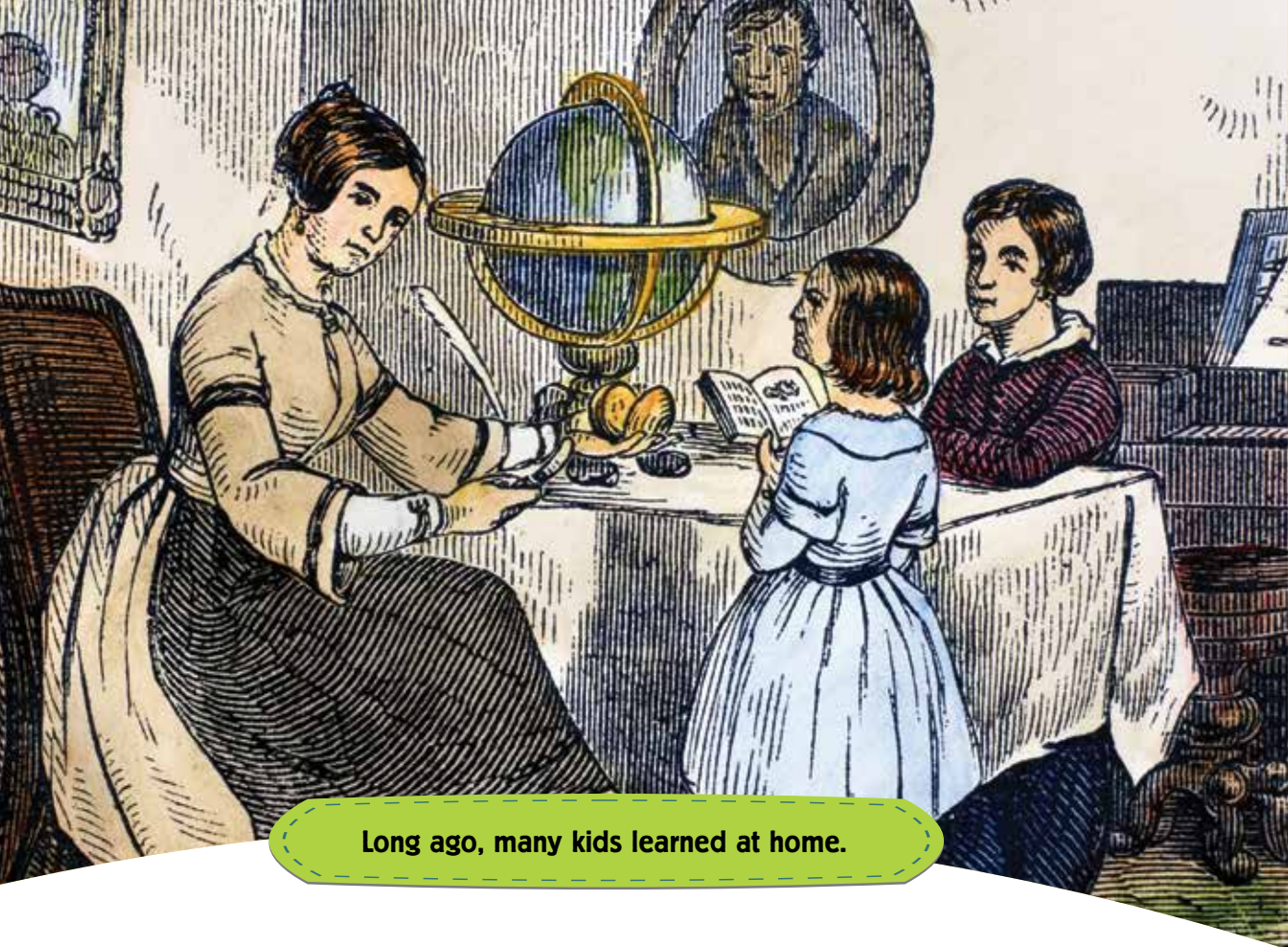


This family built a house long ago.

Long ago, families had to build their own homes. Today, most families do not build their homes. They buy or rent them from other people. Some homes are for one family. Others live in buildings with many families. But the best thing about a home is that a family lives in it.



This family bought a house.



Long ago, many kids learned at home.



Today children go to school.

Families Learn

Long ago, many kids did not have time to go to school. Kids who lived in the country needed to help with farming and chores. They would learn at home. Kids who lived in the city often went to school to learn. These kids did not have as many chores at home. They had more time to learn.

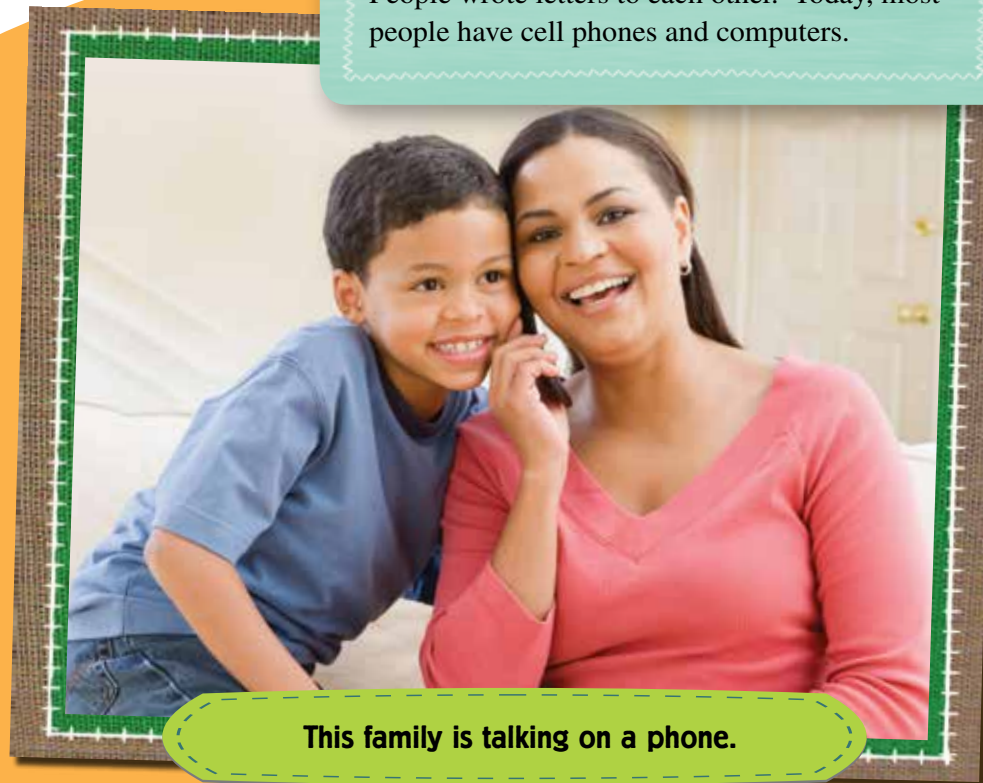
Today, the **law** says that all kids have to go to school. Some kids can go to school at home. This is called *homeschooling*. Kids who are homeschooled have to show that they are learning as much as kids who go to school.

Keeping in Touch

Years ago, members of a family often lived in the same town. They saw one another every day. Today, some relatives live far apart. They miss one another. But they find new ways to talk and keep in touch. People can call each other on phones. They can send emails, too.

Let's Talk!

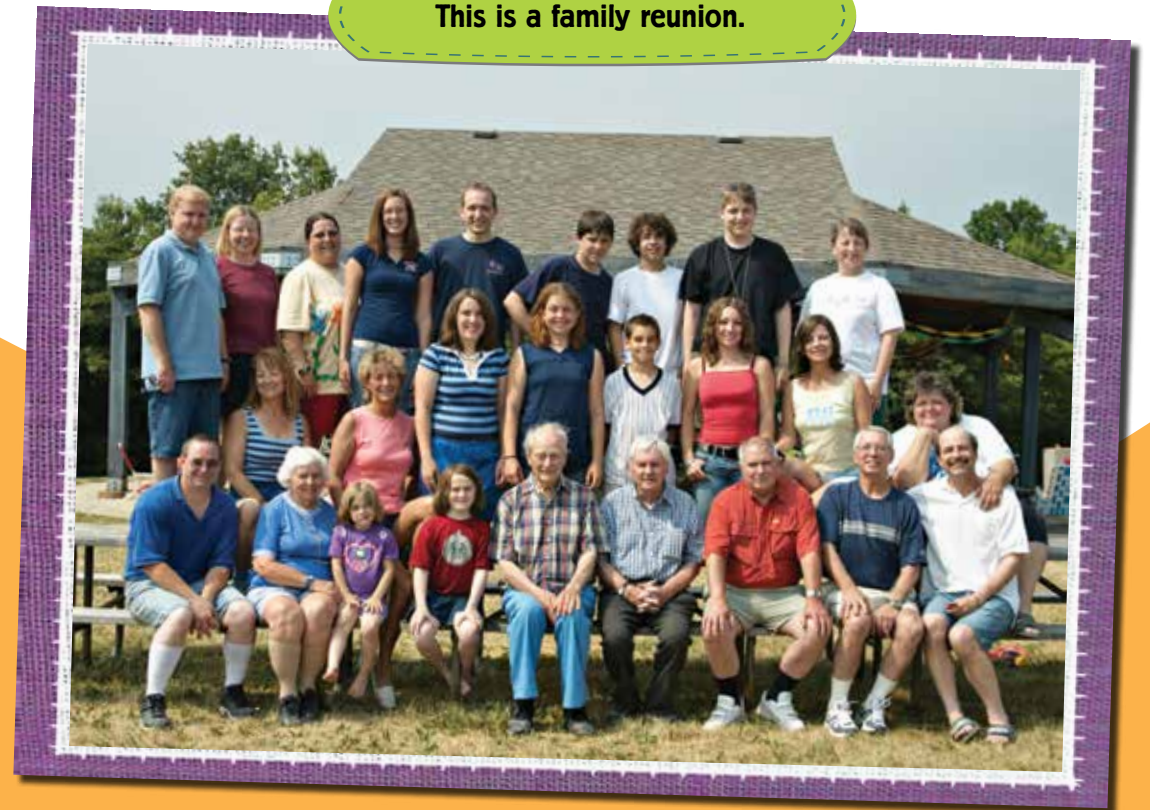
Long ago, homes did not have telephones. People wrote letters to each other. Today, most people have cell phones and computers.



This family is talking on a phone.

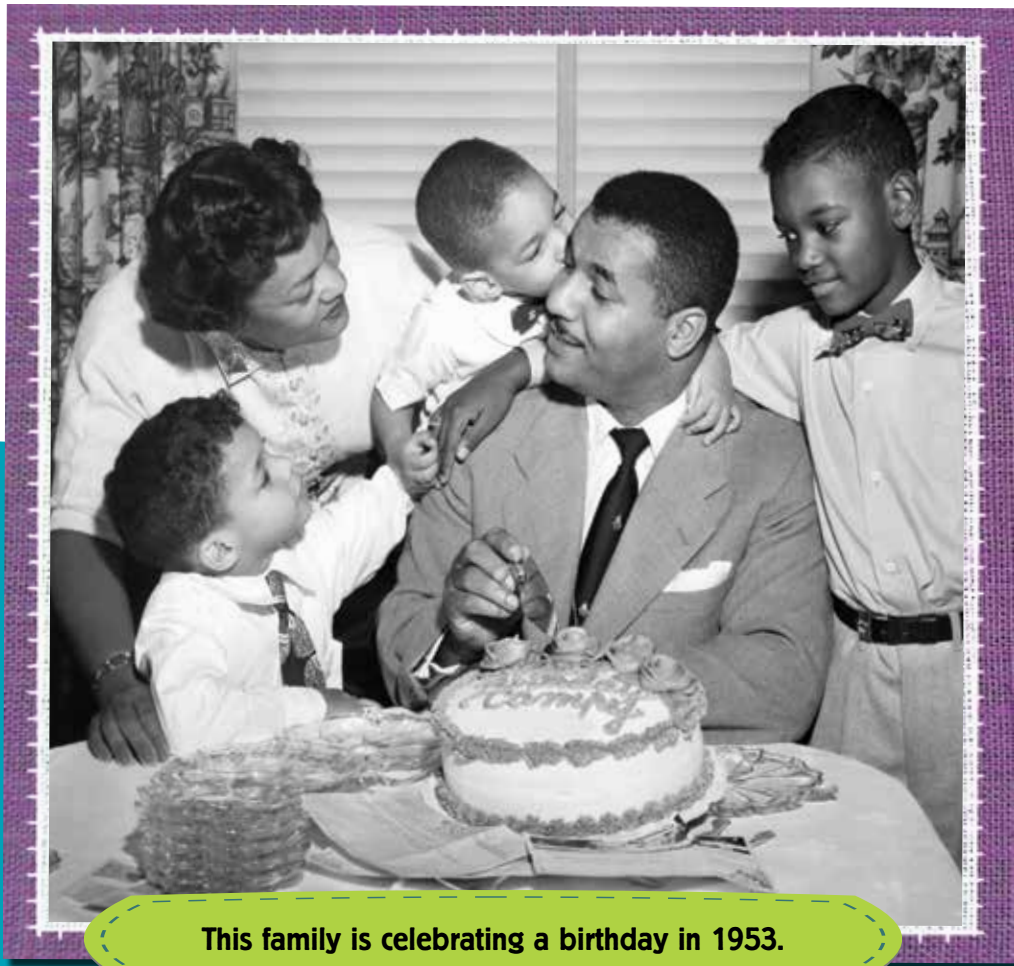
Families also get together for **reunions**. They talk and share stories. This helps them stay close.

This is a family reunion.



Let's Celebrate!

Many families like to have celebrations. They may have celebrations for birthdays, holidays, or weddings. Celebrations may be large. They may be small. Celebrations are times for families to be happy.



This family is celebrating a birthday in 1953.

Many families like to celebrate with food. Some like to celebrate with games. Others like to celebrate with music and dancing. Celebrations help people stay in touch with their families. They help families make memories.

Party Time!

Americans celebrate many holidays. These include the Fourth of July, Mother's Day, and Thanksgiving.

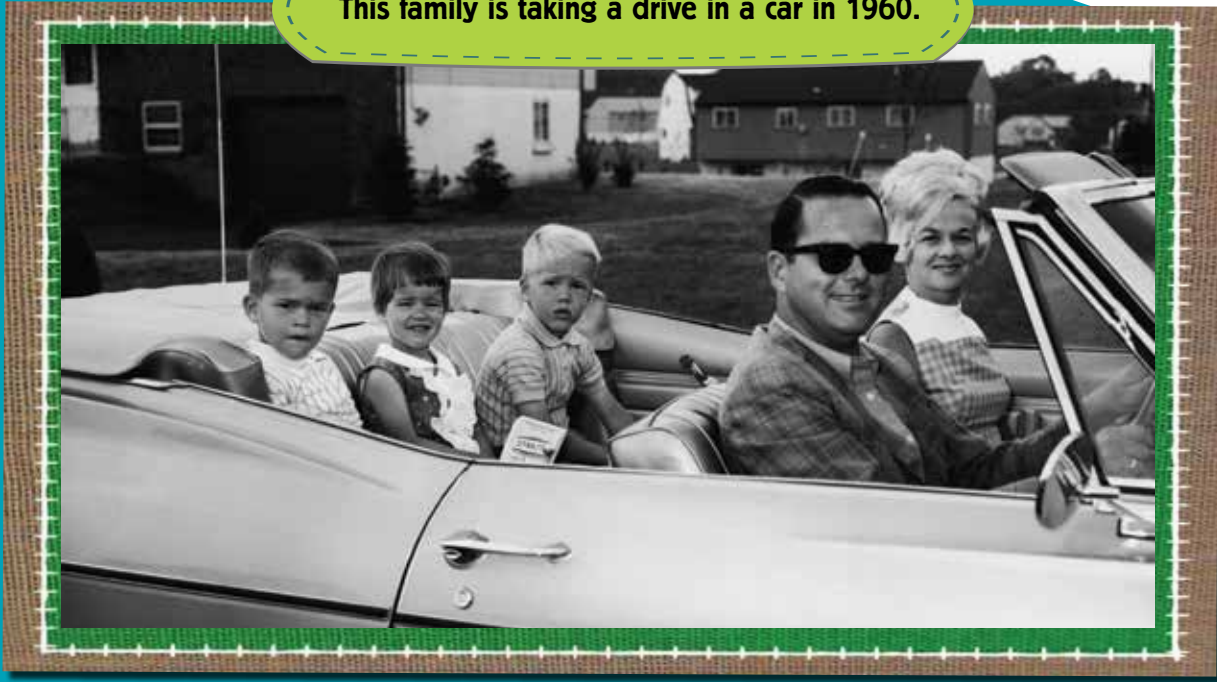


This family likes to celebrate with food.

Family History

Families have **traditions** (truh-DISH-uhnz). Traditions are ways of doing things that have been done by a family for a long time. Families may have special recipes for holiday meals. Or, they may have a special song they sing each night.

This family is taking a drive in a car in 1960.



Each family has its own traditions. Sharing them is part of being a family. Kids learn about traditions from older family members. Traditions help us stay close to our past.



This grandfather is teaching his granddaughter how to write in Chinese.

Families share a history. Kids grow up. They have kids of their own. Mothers and fathers grow older. They become grandparents. Many things are the same for families today as long ago. Some things are not. We all change and grow.



This family likes spending time together.

Families come from many places. They look different. They have different traditions. But what makes all families the same is that they love one another.

My Family Story
The study of family history is called **genealogy** (jee-nee-OL-uh-jee). Your genealogy tells the story of your family through time.



This family tree shows the members of a family.

Share It!

Share your family's traditions with your friends. Ask about their families' traditions. How are the traditions different? How are they the same?



Glossary

celebrations—special or fun things people do for an important event or holiday

factories—places where things are made to be sold

genealogy—the history of a family

law—a rule made by the government

machines—things that people create to make jobs easier

memories—things people remember about the past

related—connected through birth, adoption, or marriage

relatives—members of a family

reunions—gatherings of people who have not been together for a long time

traditions—ways of thinking or doing things that have been used by a group of people or a family for a long time

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Your Turn!



Family Fun

This family is having fun on a boat. Families have fun together in different ways. How does your family have fun together? Draw a picture that shows your family having fun.