

# MY BRAVE FAMILY

A Lesson based on Betsy Hearne's  
*Seven Brave Women*

**Teacher:** Kelly Green, Beulah Elementary School, Valley, AL

**Grade Level:** 2nd

**Content Areas:** Social Studies, Language Arts/ Reading

**Description/Abstract of Lesson:** During this lesson, students will enhance their understanding of family history and biographies using the book *Seven Brave Women* by Betsy Hearne.

**Time-line:** One week

## Goals/Objectives of lesson plan:

The students will...

- identify people from their family history.
- complete a family tree.
- write a personal account of one person.
- describe this person's impact on them personally.
- realize the importance of people from the past and their influence on people today.

## Curriculum standards:

Alabama Course of Study English Objectives

- #1 (Second Grade) Students will understand the concept of story by relating personal experiences to text and by identifying with characters or events in a story.
- #17 (Second Grade) Students will use the writing process when creating different forms of written expression.
  - Prewriting, Drafting, Revising, Editing, Publishing
- #18 (Second Grade) Use conventional mechanics and spelling when editing written expression.
- #20 (Second Grade) Use descriptive and narrative writing to clarify thinking in all disciplines.
- #21 (Second Grade) Write using legible manuscript.

Alabama Course of Study Social Studies Objectives

- #1 (Second Grade) Compare features of modern-day living to those of the past.
- #2 (Second Grade) Identify past and present contributions of a variety of individuals who have overcome difficulties or obstacles to achieve goals.

## Information Literacy Standards: *Literacy Partners*

- (Second Grade) Identify the Internet as a source of information about people, places, and things.
- (Second Grade) Draw conclusions from both explicit and implicit information.
- (Second Grade) Elaborate when retelling a story or an account of an incident.

### **Pre-lesson Activities:**

#### Before Reading Guiding Questions:

- Who are some important people in your life?
- Why are they important to you?

#### During Reading Guiding Questions:

- (To be asked after each chapter) What can you tell me about your great-great-great grandparents, great-great grandparents, great-grandparents, grandparents, parents?

#### After Reading Guiding Questions:

- Would you like to learn more about people from your family history?
- Where could we find information about them?
- What kind of things would you want to know?

### **Student Activities or Tasks:**

#### Day 1- In class:

- The students will listen as the teacher reads the story aloud.
- The students will answer guiding questions throughout the story.
- The students will participate in creating a list of things to know about important people from our past.

#### Day 1- At home:

- The students will research people from their past answering questions from the list of things to know about people from our past (interviewing family members or researching using the Internet).
- The students will complete the family tree handout.

#### Day 2- In class:

- Students will share their family trees and information found.
- Students will decide on one person from their past to write about.
- Students will complete a paragraph web about their chosen person.

Day 3- In class:

- Students will use the web to compose a rough draft of a paragraph about their chosen person.

Day 4- In class:

- Students will edit and revise their paragraphs.

Day 5- In class:

- Students will publish their paragraphs and compile a class book.

### **Teacher Activities or Tasks:**

Day 1:

- Lead discussion before, during, and after reading of the book.
- Lead read aloud.
- Explain homework and hand out needed materials.

Day 2:

- Lead discussion and presentation of family trees.
- Assist students in deciding on a person to write about.
- Assist students with completion of webs.

Day 3:

- Assist students with paragraph writing.
- Proofread and mark errors and discuss corrections to be made.

Day 4:

- Assist students with revision of paragraphs.

Day 5:

- Assist students with publication of class book.
- Lead individual presentation of paragraphs by students.
- Lead class discussion of what was learned about the people from our past.
- Ask students to share what they liked about the activity and how they feel they are similar or different from the person they wrote about.

### **Materials:**

- Book: *Seven Brave Women* by Betsy Hearne
- Homework description handout
- Family Tree Handout
- Family Data Chart
- Paragraph web handout

### **Internet Resources:**

- [www.alabamaliterarymap.org](http://www.alabamaliterarymap.org) Website containing information on Betsy Hearne and other Alabama authors. Contains biographical information as well as published works bibliographies, and teaching resources.
- [www.kidsturncentral.com](http://www.kidsturncentral.com) Website for kids. Provides information on how to research family history. Provides useful forms that are free and printable.
- [www.myheritage.com](http://www.myheritage.com) Website which allows you to search for information about your genealogy. Provides useful forms that are free and printable.
- [www.genealogyspot.com/features/kids.htm](http://www.genealogyspot.com/features/kids.htm) Website provides useful information needed to research your family tree. Links to other useful websites are given. Genealogy games, printable, teacher resources, and more.

### **Other Curriculum Connections:**

- Discuss the fact that Betsy Hearne is an author from Alabama.
- Locate her hometown on the Alabama state map.
- Students determine which geographic region the person they wrote about is from.
- Locate that person using the appropriate map.

### **Assessment:**

The teacher will evaluate student understanding and performance throughout the lesson.

#### Family Tree:

- Are all blank spaces completed or explanations of why some information was not available given?
- Were sources listed (e.g. family members interviewed, websites visited)?
- Was information written neatly and legibly?

#### Paragraph Web:

- Was information formatted in a logical fashion? Topic at the top? Each detail related to topic? Conclusion related to topic?

#### Paragraph: 50 points

- 10 points- Was writing process followed: prewrite, draft, revise, edit, and publish?
- 5 points- Is paragraph written neatly and legibly?
- 10 points- Does the paragraph follow the correct format? Topic sentence, followed by detail sentences, conclusion sentence at the end?
- 5 point- Is the paragraph indented?
- 10 points- Does each sentence begin with a conclusion sentence?
- 10 points- Does each sentence end with correct punctuation?



## My Brave Family

Dear Parents,

Today, we read *Seven Brave Women* by Betsy Hearne. It is a story of seven generations of women from Betsy Hearne's family. We have discussed the importance of learning about people from our own family and have decided to do some research on our own heritage. Please assist your child in completing the attached Family Tree Chart. I understand that some circumstances may prevent you from being able to fill in all the blanks. However, use the listed resources and do your best to fill in all of the information. If information cannot be found, simply provide a brief explanation. Your child will need to take notes on each person using the attached Family Data Chart.

Your child will be using the information found, beginning tomorrow, to compose a paragraph about one influential person from your family.

Internet resources:

- [www.alabamaliterarymap.org](http://www.alabamaliterarymap.org)
- [www.kidsturncentral.com](http://www.kidsturncentral.com)
- [www.myheritage.com](http://www.myheritage.com)
- [www.genealogyspot.com/features/kids.html](http://www.genealogyspot.com/features/kids.html)

Thanks and have fun!!!





Name \_\_\_\_\_ Date \_\_\_\_\_

What sources did you use to find information? Who did you interview and/or what websites did you visit?

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## My Family Tree

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**My Great Grandparents**

**My Great Grandparents**

**My Great Grandparents**

**My Great Grandparents**

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**My Grandparents**

--	--

**My Grandparents**

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**My Mom**

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**My Dad**

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**My Name**

I could not find the following information because

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Name \_\_\_\_\_

Date \_\_\_\_\_

## Writing a Fantastic Paragraph

Topic Sentence (What is the main idea of your paragraph?)

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Detail Sentence (Support your main idea.)

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Detail Sentence (Give more support to your main idea.)

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Detail Sentence (Give even more support to your main idea.)

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Conclusion Sentence (Sum it up. Restate your main idea.)

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