

September 26, 2012

Dear Parent or Guardian,

One of our second grade social studies standards is for our students to investigate their family history. Please help your child to learn his/her family history by talking with them about the country or countries their ancestors came from. It may be helpful to use a map when discussing how and when their ancestors came to America. This might be a fun time for you to share some of your ethnic foods, clothing, songs, dance, musical instruments, ceremonies, or family traditions. It might also be fun for your child to interview their grandparents.

During the week of October 22nd, your child will be asked to give an oral presentation on what they've learned about their family history. For their sharing, we encourage the students to bring in something to help us better understand their heritage – a book, picture, clothing, doll, trinket, etc. . . . Please help your child practice their presentation at home. This presentation will be counted as part of their oral communication standard for the second quarter. This research project will also count as a social studies – history grade.

To help your child prepare, we have included the rubric for both the social studies and oral communication standards. We have also

attached a worksheet for note taking during their research and a sample of a heritage speech. Please feel free to use them as is or change them to suit your needs.

All presentations are due on Monday, October 22nd.

Please do not send anything valuable.



Thank you for making our heritage sharing a success.

Mahalo Nui Loa,

Second Grade Teachers

Second Grade Heritage Presentation Rubric

Content Area: Social Studies

Standard 2: Historical understanding: INQUIRY, EMPATHY, AND PERSPECTIVE

Benchmark: SS.2.2.1: Investigate the history of families using level-appropriate primary sources

Meets with Excellence	Meets Proficiency	Approaches Proficiency	Well Below proficiency
Investigate the history of families, gathering clear and precise information and details from level-appropriate primary sources	Investigate the history of families, gathering information and details from level-appropriate primary sources	Investigate the history of families, gathering minimal information and details from level-appropriate primary sources	Ineffectively Investigate the history of families

Content Area: Language Arts

***Standard SL.2.1: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and large groups.**

2.SL.2.1 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

2.SL.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

Meets with Excellence	Meets Proficiency	Approaches Proficiency	Well Below proficiency
Give a creative, highly effective oral presentation to share information with peers	Give an oral presentation to share information with peers	Give an oral presentation that shares limited information with peers	Give an oral presentation that does not share information with peers
Insightfully adjust pacing, volume, and intonation as appropriate to content and purpose	Adjust pacing, volume, and intonation as appropriate to content and purpose	Speak with some adjustment to pacing, volume, and intonation as appropriate to content and purpose	Speak with little adjustment to pacing, volume, or intonation as appropriate to content and purpose
Consistently use highly effective gestures and eye contact to complement and enhance verbal messages	Usually use simple gestures and eye contact to complement and enhance verbal messages	Sometimes use simple gestures and eye contact that complement or enhance verbal messages in a limited way	Rarely use simple gestures or eye contact or use them in a way that does not complement or enhance verbal messages
Organize ideas in a highly effective pattern or logical sequence so listeners can easily understand them	Organize ideas in a simple pattern or logical sequence so listeners can understand them	Organize some ideas in a pattern or sequence so listeners partially understand them	Organize ideas in an illogical pattern or out of sequence so that it is difficult for listeners to understand them
Use clear and specific vocabulary to creatively convey the intended message	Use clear and specific vocabulary to convey the intended message	Use vocabulary that sometimes conveys the intended message	Use vague or imprecise vocabulary that does not convey the intended message

Heritage Presentation Script

This is _____'s
heritage.

My ethnic background is
_____.

Here is a map of where my heritage(s)
is/are located.

Here is a picture of my ethnic
country/countries.

This is a picture of (my family, my
grandparents, my ancestors).

The heritage I identify most with is

_____ because

_____.

Some things about the country that best represents my heritage are:

-----.

Our favorite cultural family activity is

----- because

-----.

The country my ancestors came from is

-----.

My ancestors came to America because

Cultural foods

Cultural Clothing

Cultural song/dance/musical instruments

Cultural tradition(s)

Other interesting facts

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