

Genealogy for Kids



Activities for Primary and Junior Secondary Italian Language Teachers

This is a supplementary collection of activities based on the kit Italian Genealogy for Kids for Italian Australian children and their parents, which can be used to develop a unit of work for students of all backgrounds in the Italian language classroom.

Acknowledgements:

developed by Tania Barbati

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La famiglia è un collegamento con il nostro passato e un ponte verso il nostro futuro.

The family is a link to our past, a bridge to our future. - Alex Haley



September 2012

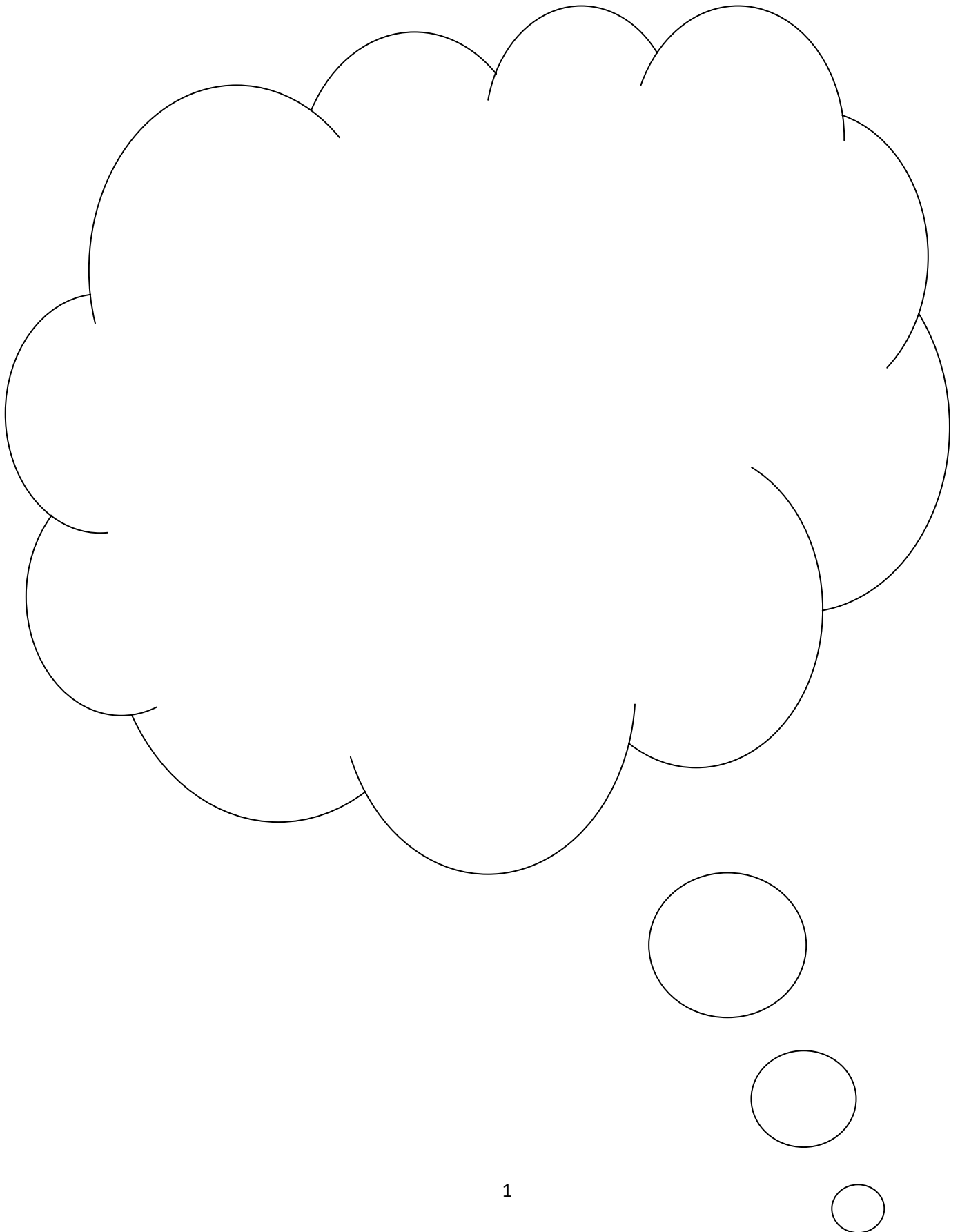
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1) Finding out where I come from?

Students brainstorm anything they know of their family background or heritage using words or pictures. Ask their parents, grandparents, uncles and aunts.



2) Una cosa del passato

a) Questions – Chi? Che cosa? Quando? Dove? Come? Perché? Quale? ...etc.

Introduce these questions to students, play a Memory game to aid memorisation or students invent a gesture for each question.

DOMANDE



Idee pratiche per lezioni d'Italiano. Mary Glasgow Publications Ltd. 1992 London

b) Bring in a family heirloom or a photo of it and answer the following questions as in the example below.

Una cosa del passato

Che cos'è? Un coltello per tagliare canna da zucchero.

Chi l'ha usato? Mio nonno, Francesco Neve

Quando è stato fabbricato o usato?

È stato usato nel millenovecentocinquantasei.

Dove? Nel nord Queensland in Australia



3) Da dove vengono?

- a) On a map of the world, label the countries of the children's backgrounds or heritage with a flag with their family name on it.

Da dove viene la tua famiglia?

Da dove vengono le vostre famiglie?

Dov'è l'Europa, l'Africa, l'Asia ecc?

- b) Use the information from the above activity to create a class graph.

Quante persone hanno le loro origini in Irlanda/ Inghilterra...?

Quante persone hanno le loro origini in Africa, Europa, Asia...?

- c) Students create a simple information poster or report on their background/ heritage country. Example:

Il Vietnam

La capitale: Ho Chi Minh City

La lingua: il vietnamita

Il cibo: zuppa pho, involtini primavera

La moneta: il dong

La bandiera:  rossa e gialla



4) L'albero genealogico

a) Introduce family members

Italian	English	Italian	English
il papà/ padre		la mamma/ madre	
il figlio		la figlia	
Il marito		la moglie	
il fratello		la sorella	
lo zio		la zia	
il cugino		la cugina	
il nonno		la nonna	

b) Look at a variety of family trees eg:

- pp. 80 – 81 *Volare 1 (2nd edition)* – Pearson Education 2004
- pp. 35 *Ecco! Uno workbook* – Pearson Heinman 2009
- pp. 11 & 15 Italian Italiano, Stage A unit 5, activities 7 & 10
- I Simpsons - <http://englishandus.files.wordpress.com/2010/12/simpsons-tree1.jpg>
 - <http://2cefb.blogspot.com.au/2008/10/l10-id-card-family-tree.html>
 - http://dinamico2.unibg.it/lazzari/studenti/the_simpsons/famiglia/famiglia.htm
description of Simpsons family members

c) In pairs: Students take turns in asking each other questions

Di chi è questo albero genealogico?

Chi è il papà di...?

Come si chiama la cugina di....?

Chi è Paolo?

Quanti anni ha...?

In che anno è nato...?

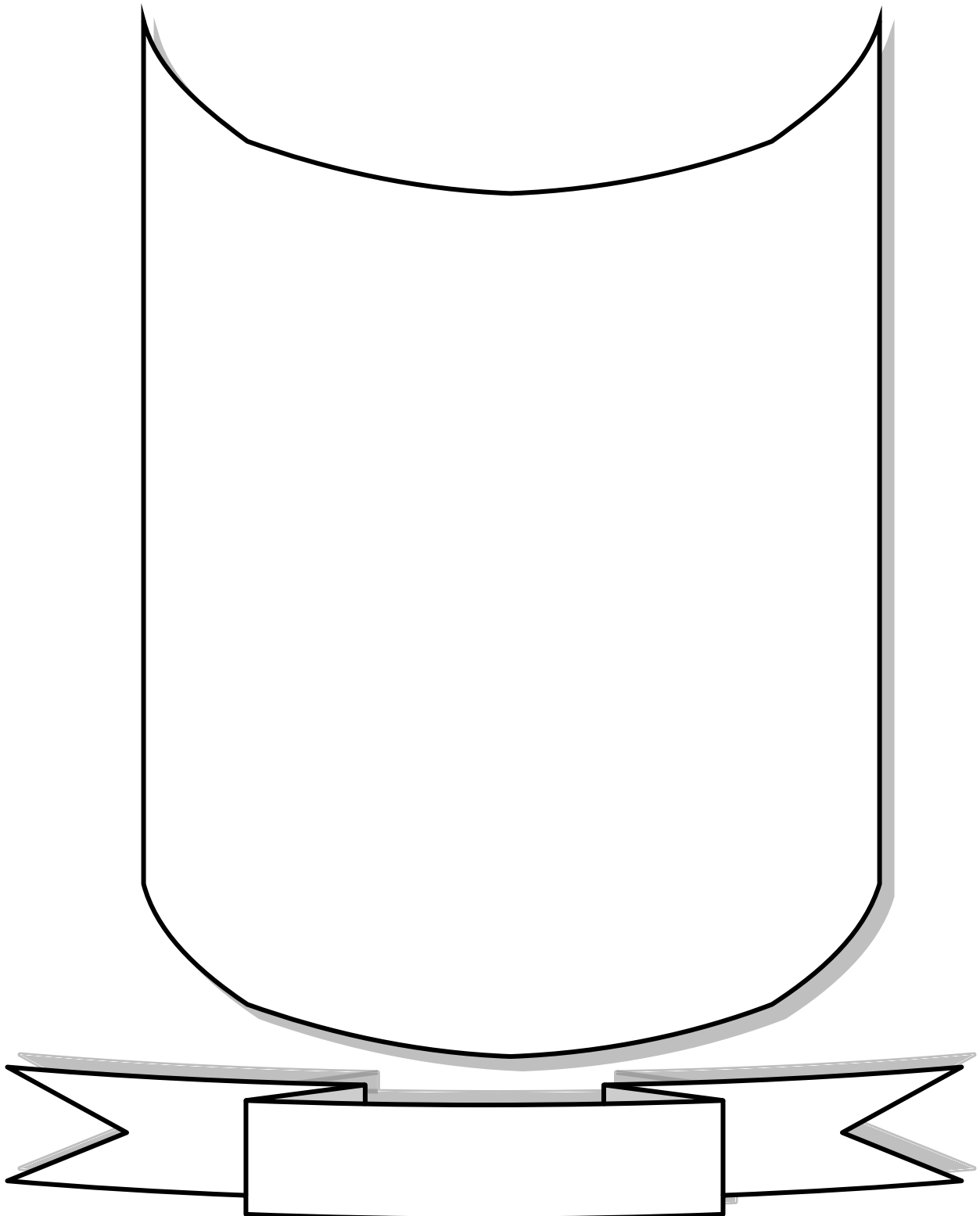
d) Create a family tree with some blank labels. Students fill in missing family members eg. il nonno paterno, la nonna paterna, il papà ...etc

e) Create own family tree and label the members with names, dates of birth, date of death etc. Students work in pairs and tell each other about their relationships with each family member eg. Tony è mio padre. Marie è mia sorella. What about creating a 3D family tree using branches?

5)Lo stemma familiare

Creare uno stemma familiare:

- a) Scrivere il cognome.
- b) Decorare con delle immagini, delle foto e dei colori.
- c) Spiegare con una parola ogni immagine o foto.



6)Parliamo

- a) Read 3 or 4 examples of short, simple recounts. Give students a glossary of new phrases.

Mi chiamo Antonio Pagliani.

Sono nato a Caserta in Italia nel millenovecentotrentuno.

Sono arrivato in Australia nel millenovecentocinquanta.

Sono arrivato in una nave.

Sono venuto per una vita migliore.

Mi piace l'Australia perché sono contento qui.

- b) Interview someone who has migrated and ask them the following questions in English.

- What is your name? (Come ti chiami?) *Mi chiamo...*
- Where were you born? (Dove sei nato/ a?) *Sono nato/ a...*
- When were you born? (Quando sei nato/a ?) *Sono nato/ a...*
- When did you arrive in Australia? (Quando sei arrivato/ a in Australia?) *Sono arrivato/a in Australia...*
- How did you get to Australia? (Come sei arrivato/a in Australia?)
Sono arrivato/a ...
- Why did you come to Australia? (Perché sei venuto/a in Australia?)
Sono venuto/a ...
- Do you like Australia? Why? (Ti piace l'Australia?) *Sì mi piace perché/ no non mi piace perché...*

- c) Brainstorm reasons for migration – eg. *una vita migliore, trovare il lavoro, per amore, per avventura, per motivi politici etc.*

- d) Students write a 'question & answer' dialogue for the above activity with an interviewer and interviewee. Or a monologue where the student takes on the persona of the migrant

7) I giochi del passato

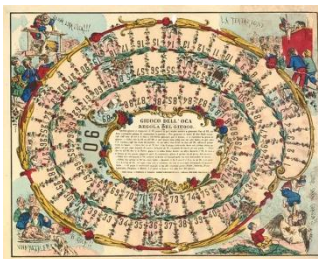
- a) Students investigate children's games from the past by asking parents, grandparents, elderly friends etc. Make a list and choose two or three games to adapt in Italian.

Il gioco dell'oca, is board game that originated in Florence in the 1500s. It rapidly spread to other European courts, especially in France and England.

Aim of the game – to reach the centre of the spiral first.

What you need:

- 2 dice
- Counters
- Board-game



How to play:

www.flickriver.com







<http://clevergames.wordpress.com>

- Take it in turns to roll the 2 dice
- If you land on a space with a goose, you may move ahead the number you have just rolled
- In some other spaces there are symbols. Each symbol gives further instructions. Use a key to determine what these instructions are
- To reach space 63, you need to roll the exact number. If not, go back the number of spaces left over

Students can create their own symbols and directions for the key. They can even

change the name of the game, for example, **Il gioco dei ragni!**

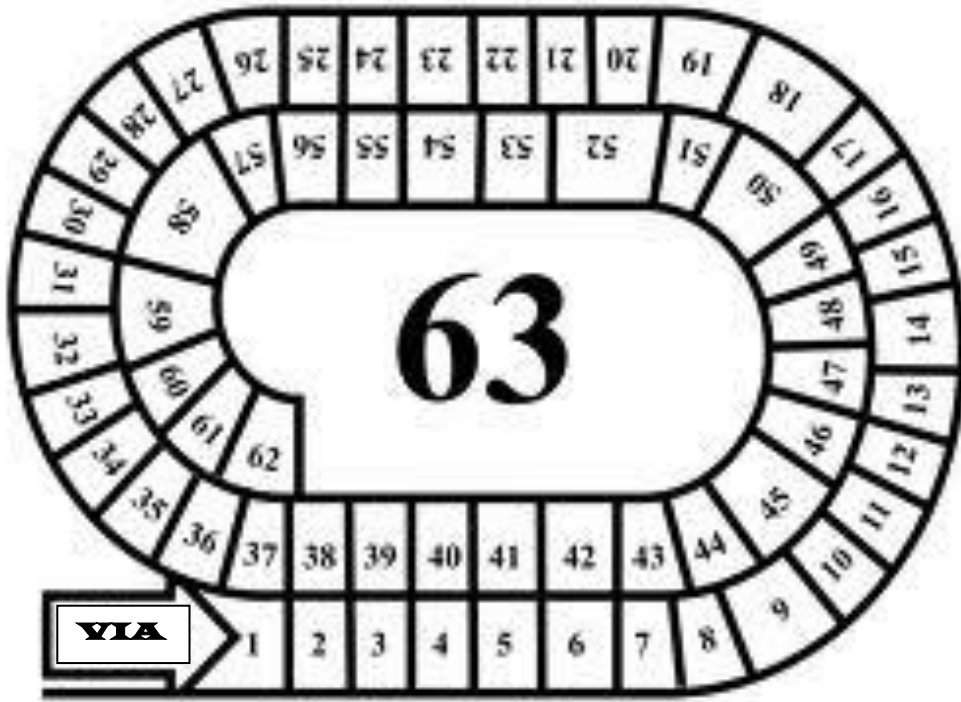
Example of key for symbols

Il ponte		vai alla casella 12	il labirinto		ritorni alla casella 30
La locanda		perdi due turni	Il prigioniero		perdi un turno
Il pozzo		perdi un turno	il teschio		ritorni all'inizio

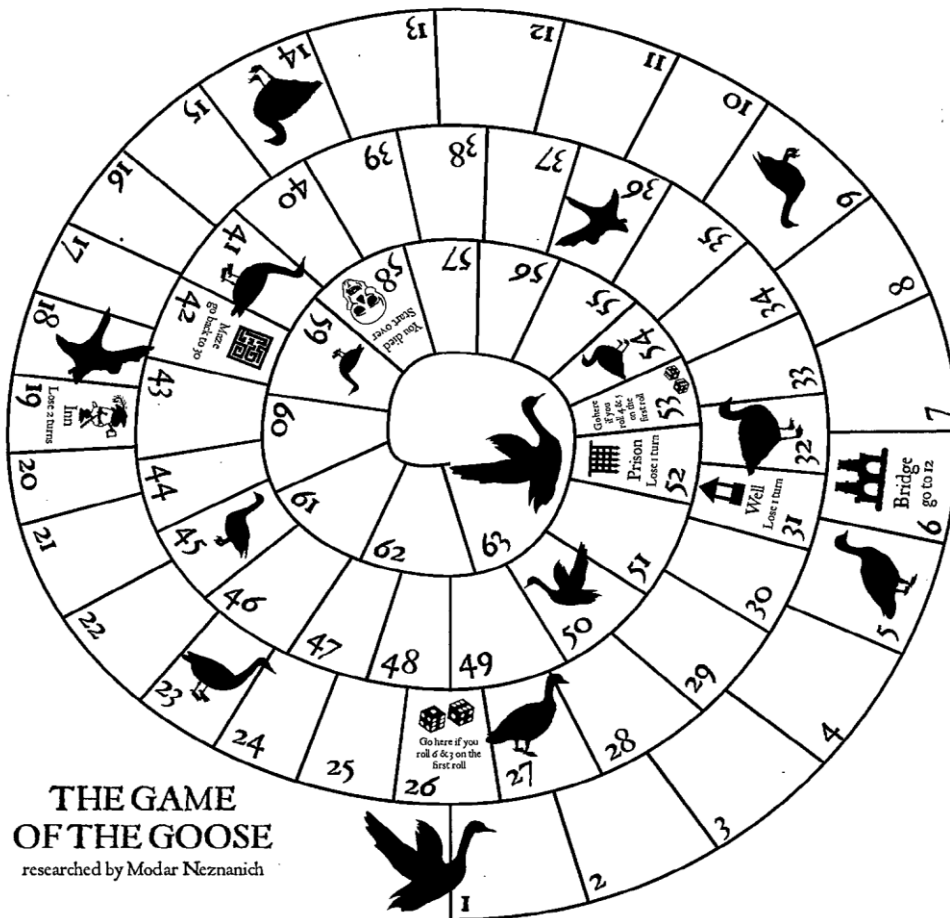
- Online version of *Il gioco dell'oca* (in Italian)

http://fc.retecivica.milano.it/dallo%20staff/Moderatori/RCMWEB/Tesoro/03sito/under/tappe/3/oca/safe_oca.htm

Il gioco dell'oca



www.opencipart.org



THE GAME OF THE GOOSE
researched by Modar Neznanich

<http://modaruniversity.org/goose-game-board.pdf>

8)La capsula del tempo



What about making a time capsule of students work in Italian – 3 or 4 pieces from each level, place in a container and open up in 5 years or whenever you decide. Don't forget to label it, so people know what it is and also when it is to be opened!

a) Create a *Ieri e oggi* (Then & Now) poster.



Students investigate family photos and choose one from the present day and one from the past on the same topic, for example, class photos, weddings, homes, transport, sports photos, soldiers, occupations, family photos, fashion. Present them on a poster and label them.

<i>IERI</i>	<i>OGGI</i>
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LA FAMIGLIA

 <p data-bbox="424 1238 512 1272">1901</p>	 <p data-bbox="1094 1249 1182 1283">2003</p>
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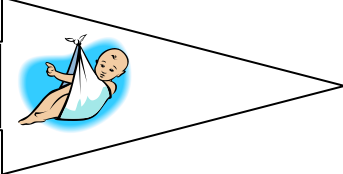
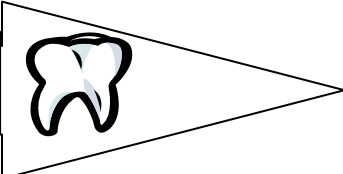
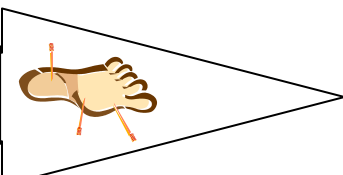
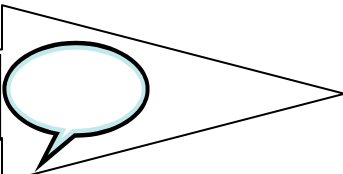
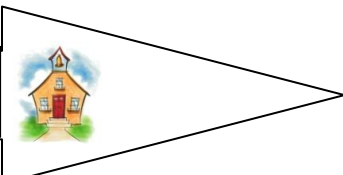
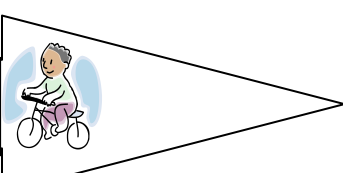
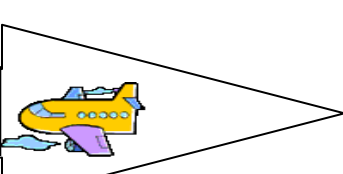

LA SCUOLA

 <p data-bbox="363 1966 571 2000">1950 - 1951</p>	 <p data-bbox="1094 1955 1182 1989">1973</p>
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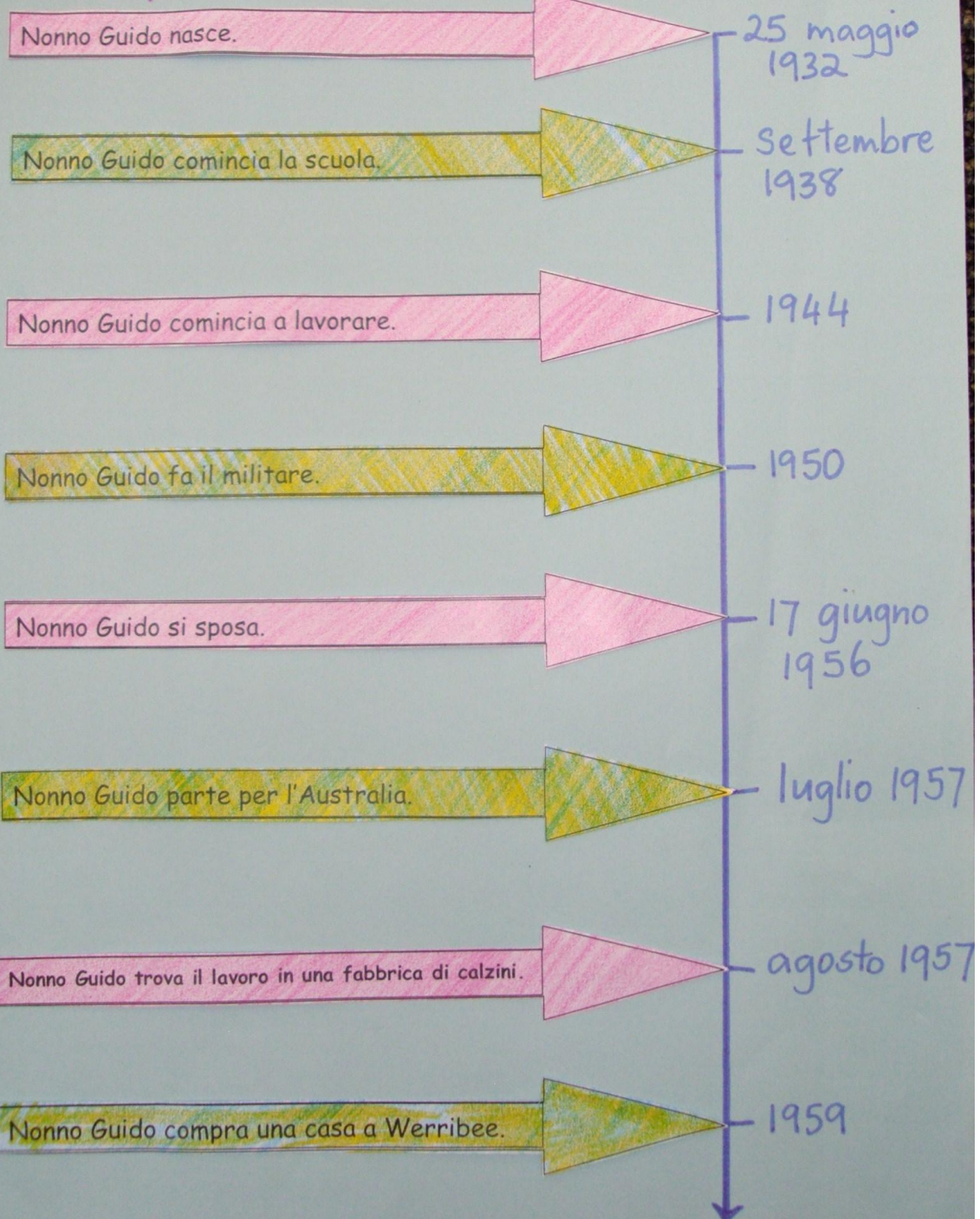
9)Cronologia

Students create a simple timeline of their own life or their mum, dad, aunt, grandmother...

La mia vita

La nascita	
Il primo dente	
I primi passi	
La prima parola	
Il primo giorno di scuola	
La prima bicicletta	
Il primo viaggio in aereo	
La prima vacanza	

La vita di Guido Valente



La vita di _____

A series of ten horizontal bars, each with a rectangular body and a triangular arrowhead pointing to the right. The bars are arranged vertically, one below the other, and are intended for writing.

10) Cosa c'è in un nome?

Students find out the meaning of their name via name books or the internet. Illustrate and decorate their name, and write an Italian word for its meaning.

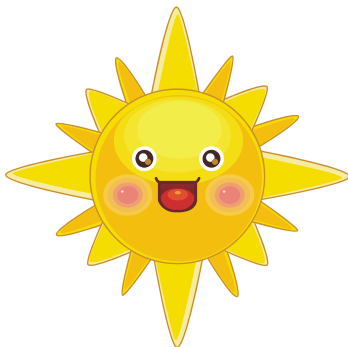
Il mio nome è

Teresa.



Il mio nome significa

l'estate.



















11)Vediamo...



Organise an Expo of student's work from their family trees to their own timeline to *Ieri e oggi* photos. Invite different grades to view the Expo and have students on hand to explain to the visiting classes their work.

12)References

Websites:

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-  http://genealogy.about.com/od/children/Genealogy_for_Children.htm
-  <http://www.howtofindyourroots.com/teachingaboutroots>
-  <http://www.genealogyspot.com/features/kids.htm>
-  <http://www.familytreemagazine.com/article/genealogy-activities-for-kids/>
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-  <http://www.squidoo.com/genealogy4kids>
-  <http://genealogysoup.com/blog/genealogy-a-hobby-children-can-enjoy/>
-  <http://genealogy.about.com/od/children/a/detective.htm>
-  http://www.genealogy.com/67_taylor.html
-  http://www.genealogy.com/familyexplorer/1_HowtoStart.html#
-  <http://www.myplaceinhistory.com>
-  <http://www.workman.com/familytree>
-  <http://www.naa.gov.au> National Australian Archives
-  <http://www.victoriags.org/school/>
-  <http://www.jesicentro.it/PERCDIDA/indice.htm>

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