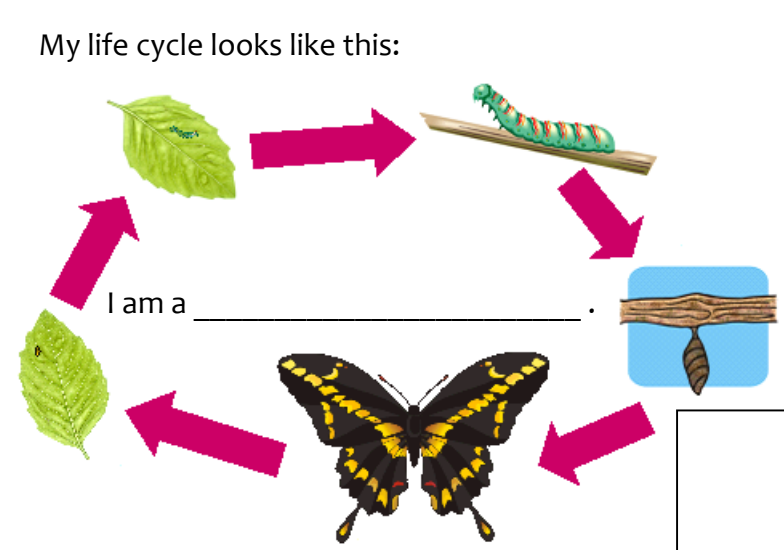


Name: _____

Life Cycle Worksheet

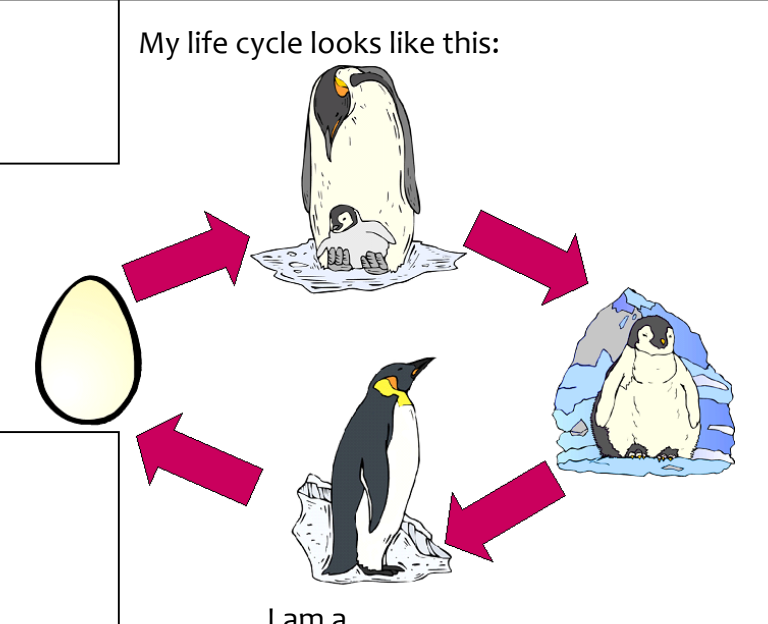
My life cycle looks like this:



A circular diagram showing the life cycle of a butterfly. It starts with a green leaf with a small green caterpillar. A pink arrow points to a caterpillar on a twig. Another pink arrow points to a brown chrysalis on a twig. A pink arrow points to a black and yellow butterfly. A pink arrow points to another green leaf with a small green caterpillar. The text "I am a _____." is written below the butterfly.

I am a _____.

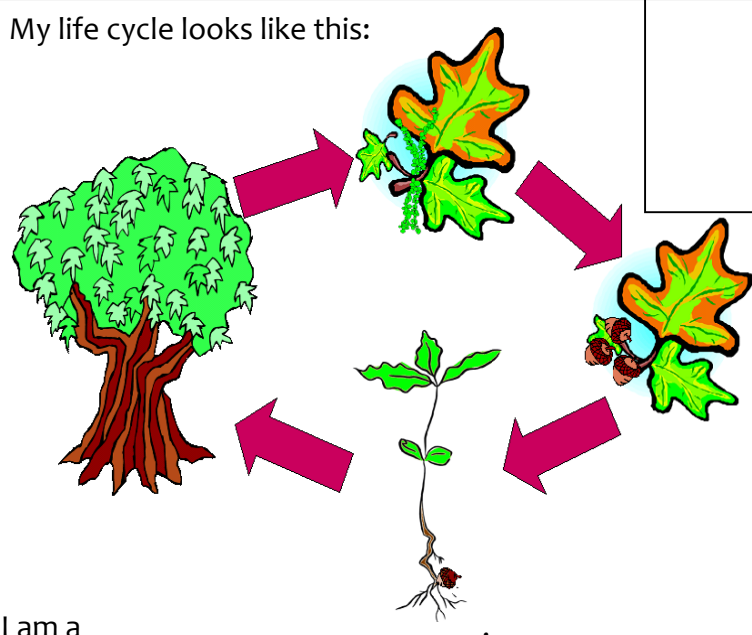
My life cycle looks like this:



A circular diagram showing the life cycle of a penguin. It starts with a yellow egg. A pink arrow points to a penguin sitting on an ice floe with a small chick. Another pink arrow points to a fluffy chick in a nest. A pink arrow points to a penguin standing on an ice floe. A pink arrow points back to the yellow egg. The text "I am a _____." is written below the penguin.


I am a _____.

My life cycle looks like this:



A circular diagram showing the life cycle of a tree. It starts with a large green tree. A pink arrow points to a branch with green and orange leaves. Another pink arrow points to a branch with acorns. A pink arrow points to a small sapling with roots. A pink arrow points back to the large green tree. The text "I am a _____." is written below the sapling.

I am a _____.



What am I options

tree	frog	penguin
butterfly	flower	
	jellyfish	

Name: _____

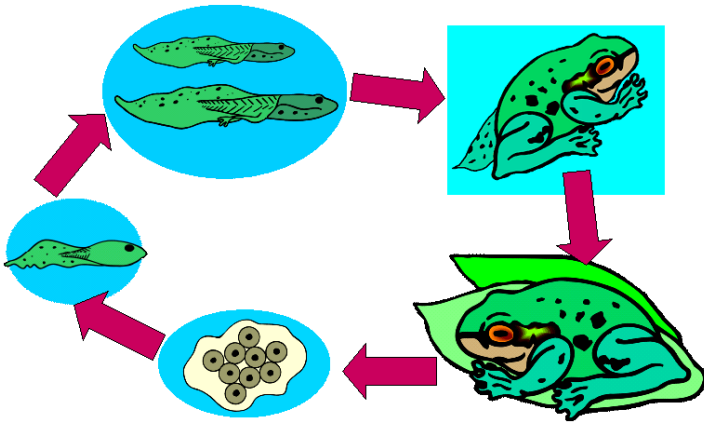
Life Cycle Worksheet – Page 2



What am I options

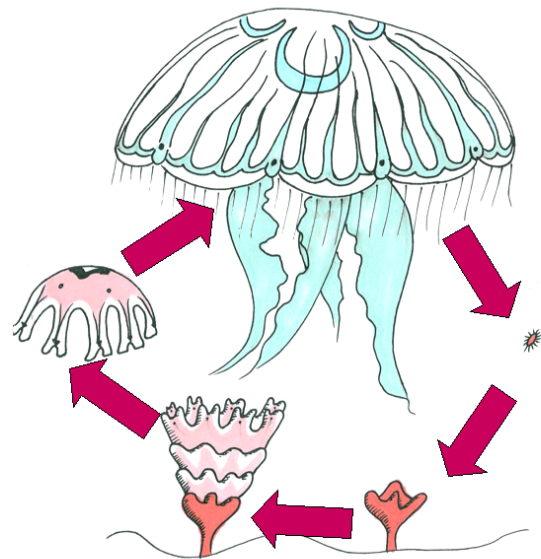
- tree
- frog
- bird
- butterfly
- flower
- jellyfish

My life cycle looks like this:



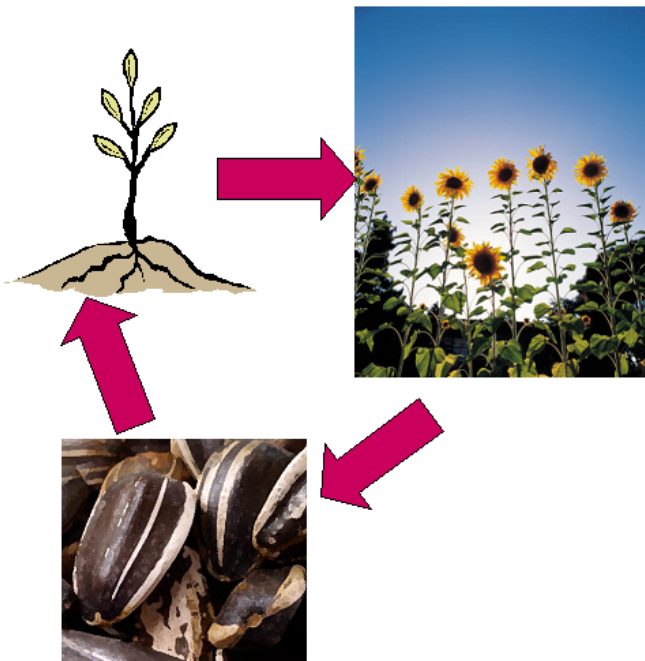
I am a _____.

My life cycle looks like this:



I am a _____.

My life cycle looks like this:



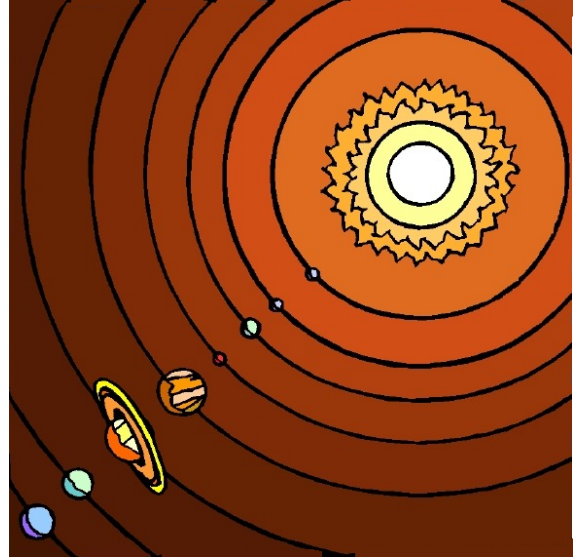
I am a _____.

Cycles in Our World

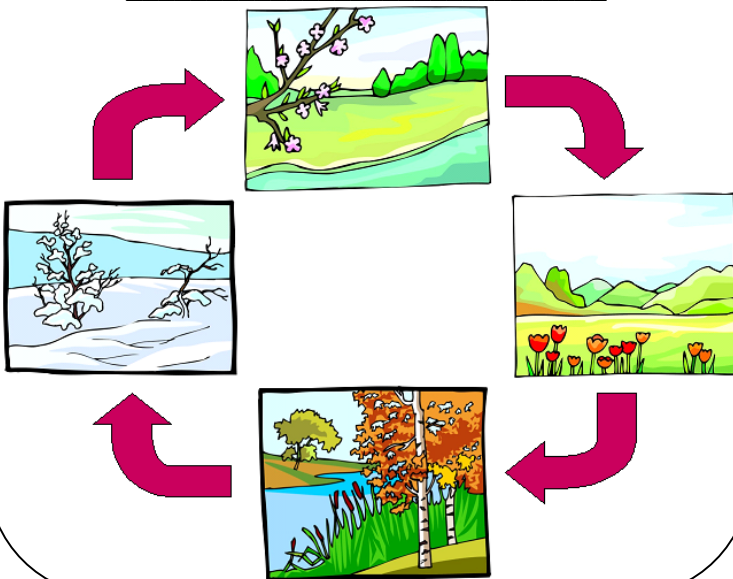
What cycles in this picture?



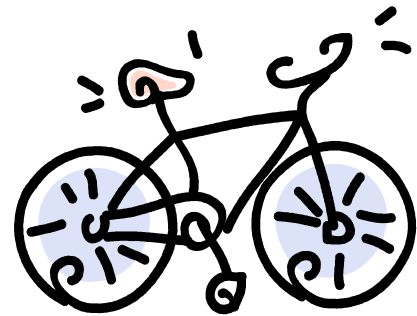
What cycles in this picture?



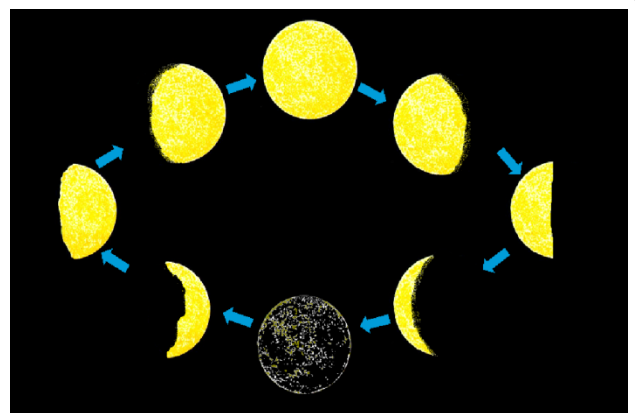
What cycles in this picture?



What cycles in this picture?



What cycles in this picture?



Pre or Post Visit Activity: Human Life Cycle

Level

2nd Grade

Abstract

Human Life Cycle is composed of a series of activities connecting a student to his or her past. These investigations will help the student understand how their family came to be in the present community. They will also help students to understand basic principles of inheritance.

Objectives

Students will be able to:

- ✓ Trace their family history through three generations
- ✓ Create a pictorial representation of three generations of their family
- ✓ Map where they live and where their most immediate ancestors have lived
- ✓ Describe similarities between him/herself and his/her immediate ancestors

Targeted Standards

California History/Social Science Standard, Grade 2

1. Students differentiate between things that happened long ago and things that happened yesterday.

1. Trace history of a family through the use of primary and secondary sources, including artifacts, photographs, interviews, and documents

2. Students demonstrate map skills by describing the absolute and relative locations of people, places, and environments.

3. Locate on a map where their ancestors live(d), telling when the family moved to the local community and how and why they made the trip.

California Science Standard, Grade 2

Life Sciences 2. Plants and animals have predictable life cycles. As a basis for understanding this concept:

- a. Students know that organisms reproduce offspring of their own kind and that the offspring resemble their parents and one another.
- c. Students know many characteristics of an organism are inherited from the parents. Some characteristics are caused or influenced by the environment.

Environmental Principles and Concepts (EEI) corresponding learning objectives:

- Identify why their ancestors moved to the local community (**History/Social Science 2.3**)
- Identify some of the characteristics that organisms inherit from their parents. (**Science 2c**)

Materials

- My Family Tree worksheet – one for each student
- Family History Worksheet – one for each student
- All About Me worksheet – one for each student
- Who Do I Look Like? Worksheet – one for each student
- One copy each of My Family Tree and Example Family Tree to use for teaching
- Example Family Tree – one copy for each student (optional)
- Large sheets of paper (approximately 20”x20”) – one for each student
- String
- Glue
- Scissors
- Access to a computer OR access to an atlas and a copier
- A copy of Mapping My Family Tree example for teaching

Implementation Overview

Time Allotment: See each activity for breakdown

- Have students bring in photographs of themselves as babies, of their parents and grandparents at different stages of their lives (as a baby, a young child, a teenager, an adult, as a senior, etc.). These photographs will be used for a series of activities and accompanying projects over the next while. (If parents or students are worried about damaging the photographs themselves, photocopies of the images can be used.)

Activity 1: My Family Tree

Time Allotment: 30 minutes

Using the photographs, have students complete a family tree for themselves.

- Explain to the students that they will be completing a family tree for their family.
- Show students the *My Family Tree*, and *Example Family Tree*.
- Explain that they are the root and show them how to trace up the tree to ancestors.
- Point out the dates connected with each person, and explain how they list both the date of birth and the date of death, if that has occurred, for each person represented.
- Provide them with their own *My Family Tree* worksheet and have them place their photos in the appropriate places. If there are no images for a person on the family tree, tell students that there is no need to worry; the blank spaces can be completed at a later time.
- If a student has no images of their family, encourage them to talk to members of their family, using the *Family History* worksheet to help them gather information, on what their ancestors looked like. Students can also draw pictures of their parents or grandparents from their memory. If a student has no family to gather this information from, encourage him or her to use their imagination to create the family they would like to have – tell them they just need to be realistic when completing the dates portion of the assignments.
- Students can use the *All About Me* worksheet to assemble information about themselves as well.

Activity 2: Oral History

Time Allotment: Homework assignment

Have students speak with members of their family to create a more complete family picture.

- Have students use the *Family History* worksheet for homework.
- Instruct students to take the information from the worksheet and use it to fill in the holes on their *My Family Tree* worksheet.
- Encourage students to use the verbal descriptions of the family members whose photographs they are missing to draw pictures of them in the *My Family Tree* worksheet.

Activity 3: Mapping My Family

Time Allotment: 45 minutes

Students will continue to use the information they gathered on the *Family History* worksheet to construct a depiction of their geographical family history.

- Explain to students that they will now use the information about where their family members have lived to locate those places on maps. Tell them that, once they have that information, they will then connect images of those locations to their Family Tree. Show them the example of *Mapping My Family Tree* to demonstrate what they are going for.

- Help students to find the locations and maps using a computer and the internet, or an atlas. <http://www.mapquest.com/> and <http://maps.google.com/> are both great internet mapping resources. This may require extra time if your students are unfamiliar with using an atlas or the internet and need extra instruction in these research methods.
- Have students print out maps from the internet, or copy maps from atlases, depending upon what resources are available.
- Have students place a star on the locations their ancestors are from.
- Provide students with glue and large pieces of paper – one per student. Have them glue their *My Family Tree* to the piece of paper. It tends to work better if they glue it to the center, but this is not necessary.
- Have students cut out their maps and glue them on the blank spaces on their large papers. Have them use the string to connect each ancestor, and themselves to their corresponding maps.
-

Activity Extension

- Have students trace the journeys of their ancestors to their current location and record that on their maps.

Activity 4: Who Do I Look Like?

Time Allotment: 20 minutes

Students will use their family tree to compare and contrast family members, looking for resemblance among members.

- Have students look at their expanded family tree and any other photographs they may have brought in of their family.
- Students will need to complete the *Who Do I Look Like?* worksheet.
- Discuss with students why they resemble humans more than other animals, and why they look more like their parents and other ancestors than they do other people. Specifically, make certain that students understand that human children come from human parents, while animal youth come from animal parents because how a creature looks is passed from parent to child.

Human Life Cycle Grading Rubric

Categories	3	2	1
<i>My Family Tree</i>	Student completed the worksheet to the best of his/her ability, including dates & names for all people and images for most people	Student only partially completed the worksheet, including less than half the dates, names and images	Student did not complete worksheet or the worksheet has many blanks
<i>All About Me – basic information</i>	Student included all the information about his/herself	Student included some of the information about his/herself	Student included little to no information about his/herself
<i>All About Me – description of me</i>	Student included a thorough physical description of his/herself with lots of details	Student included a description of his/herself	Student did not include a physical description of his/herself, or completed an inaccurate one with few details
<i>My Family History – My Mother</i>	Student included all the information about his/her maternal lineage (mom’s family)	Student included some of the information about his/her maternal lineage (mom’s family)	Student included little to no information about his/her maternal lineage (mom’s family)
<i>My Family History – My Father</i>	Student included all the information about his/her paternal lineage (dad’s family)	Student included some of the information about his/her paternal lineage (dad’s family)	Student included little to no information about his/her paternal lineage (dad’s family)
<i>Mapping My Family Tree</i>	Student included maps with accurately marked locations, as listed on <i>My Family History</i> worksheet	Student included at least one map with an accurately marked location, as listed on <i>My Family History</i> worksheet	Student did not include a map, or the map(s) was incorrectly marked
<i>Who Do I Look Like?</i>	Student neatly completed the worksheet neatly and legibly, answer all the questions	Student completed the worksheet, answering all the questions	Student did not complete the worksheet, answers to questions are incomplete or incoherent