

6. Queen Elizabeth II's Royal Family Tree



Overview:

This activity introduces students to Queen Elizabeth II's lineage, focusing on Queen Victoria. Students will discuss Queen Elizabeth II's family tree and the legacy of her family in Canada. Students will finish the lesson by creating a family tree of their own.

Time:

1 hour

Subject/topic:

Social studies, history, humanities, Canadian and world studies

Grade:

4 - 12

Materials:

- Scrap piece of paper
- Device with internet connection

Learning objectives:

Students will:

- Discuss and learn about the importance of Victoria Day to Canada's national identity and Queen Victoria's relationship to Queen Elizabeth II.
- Learn about the different royal family members in Queen Elizabeth II's lineage.
- Create their own family tree.

Lesson Description

Minds on:

Students will begin with a video from the Parliament of Canada, [Episode 7: The Queens](#), as a starting point for discussion. Students will discuss Queen Victoria, Queen Elizabeth II, and the similarities and differences between their reigns.

Action:

Students will take a look at the royal lineage starting from Queen Victoria to Queen Elizabeth II. Students will use their devices for research to fill out the blank spaces left in the Queen's Family Tree handout. They will then have a discussion of the vastness of the royal lineage and its connection with Canada.

Conclusion:

After completing the Queen's Family Tree handout, the students will make a family tree of their own.

Lesson Implementation

Minds on

Begin the lesson by watching the video from the Parliament of Canada called [Episode 7: The Queens](#).

After watching the video, use the following guiding questions to generate discussion:

- What role does the Queen have in Canada?
- What similarities do Queen Victoria and Queen Elizabeth II share?
- When did Queen Victoria become head of state in Canada? (Answer: 1867)
What makes this year important to Canada?
- The video shows an image of Queen Elizabeth II signing the Constitution Act in 1982. Why is this image important?

Conclude this portion of the lesson by asking students to reflect on how much Canada has changed since 1867 and the types of challenges that both Queen Victoria and Queen Elizabeth II faced at the time of their ascension. What similarities would they have? What differences? What challenges will Queen Elizabeth II's successor have?

Action

Once students have finished discussing their thoughts about the video and their reflection on what Canada was like during the reign of both Queen Victoria and Queen Elizabeth II, explain to students that they are going to look further into Queen Victoria's lineage by examining her family tree. Display an image of Queen Victoria's family tree on the board or share a link for students to examine on their devices. Teachers can choose to show students how Queen Victoria's family tree is displayed using the examples below.

- [Example 1](#)
- [Example 2](#)

Using a blank piece of paper, have students work in pairs or small groups and trace the lineage from Queen Victoria to Queen Elizabeth II. Make sure students

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Connection to the Canadian Geography Framework:

Concepts of Geographic Thinking

- Interrelationships
- Patterns and trends

Inquiry Process

- Formulate questions
- Gather and organize
- Interpret and analyze
- Evaluate and draw conclusions
- Communicate

Geospatial Skills

- N/A

Sources and additional resources

- [Governor General - Tell your story](#)
- [British Royal Family Tree](#)
- [Royal Family tree and line of succession](#)

are putting in the names and the dates. When students are finished, have students examine the dates that people lived and indicate important events happening in Canada at the same time. For example, under Queen Victoria students could mention that Canada officially became a constitutional monarchy in 1867. When all students have finished their tree, allow time for them to share the events they selected to highlight and why they thought that was important. Conclude with a discussion on what it would have been like to be the reigning monarchy at the time of these events.

Conclusion and Consolidation

Once students have completed Queen Victoria's family tree, have them make their own family trees. Students can extend their trees back multiple generations or keep it to their immediate family. Students can create their family trees by hand or online.

Once students are finished, they can share their work with the class through a gallery walk.

Extend your geographical thinking

- Check out the [Governor General - Tell your story](#) website and learn all about how to make a coat of arms. Have students design their own family coat of arms and share it with their class or school community.
- Now that students are familiar with their lineage, have them select one of their ancestors and write a short story from their perspective on what Canada was like at the time. If there are students of immigrants in the class, encourage them to share their journey of travelling over to Canada.

Modifications

- Students can work individually, in pairs or in small groups.
- Students can use an electronic device to create an online family tree using tools like Google Draw. Alternatively, if students do not have a device, they can use Post-it notes and string to paste the family tree to a wall or table.

Assessment Opportunities

- Observational and anecdotal notes can be used for assessment for learning.
- Assessment as learning can be facilitated by a Two Stars and a Wish activity or a simple reflective journal entry about the activity, sharing what students understood and what they need more time on.