

# Making Connections Through ROOTS

## Course Curriculum 2013-2014

### Lessons 1 – 20

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#### Lesson # 1

#### ROOTS Kick-Off

<b>Date:</b>	Thursday, October 17, 2013
<b>Class Location:</b>	All classes take place in the Burlington Public Library Conference Room unless noted. Due to a scheduling conflict this meeting may need to be held in the BPL fireside area. The location announcement will be made to notify all the participants.
<b>Time Period:</b>	<b><i>1.5 hours/flex class time. 12:00pm –1:30pm</i></b> (STUDENTS' LUNCH PERIOD COMBINED W/CLASS TIME)
<b>Facilitator(s) Assigned:</b>	Maggie Buckholz, Margie Wilson, Karen Prasse, and Linda Larrabee Mentors to set up displays, Introductions by Maggie Buckholz, director. Teens and mentors meet/ introduce themselves. Teacher, Linda Larrabee meets the mentors, as does Karen Prasse, reference librarian
<b>Materials Needed:</b>	Tables for family history displays around perimeter of the room; chairs, lectern, lunch for all participants, food service supplies. Research binders distributed to teens, library cards distributed.
<b>Prior Preparation:</b>	Linda Larrabee is to give a list of all the students' names to BPL so the binders and nametags can be created in advance. Also, library cards for the students need to be coordinated with the students' parents/families.
<b>Introduction of Topic:</b>	The ROOTS project overview by Maggie Buckholz and Margie Wilson, followed by all participants are introduced by showing an object that helps describe them. The family history displays gives the students an idea of what family history research results in.

## Lesson #1 Continued

### Procedures:

(10 minutes) Students/class arrives at noon. The students are given 10 minutes to visit the tables of family history displays that the mentors brought in. They talk to the mentors about the displays of family albums, old photographs, etc.

(30 minutes) Lunch is set up and all participants eat together as a way to get to meet each other.

(5 minutes) Introduction of the ROOTS Course by Library Director, Maggie Buckholz

(40 minutes) Introduction of all participants: Each speaker will bring an object that has significance for that person and in 1-2 minutes explain why that object helps define who they are.

(5 minutes) BPL staff distributes binders and library cards to students.

### Student Assignment(s):

1. In the textbook, see page 3. Complete the reading assignment #1: Read chapter 1, pgs. 1-9 in *The Genealogist's Companion and Sourcebook* by Croom, Emily Anne.

2. In the textbook, see page 5. Complete Assignment Part II. (Write brief story (2-3 paragraphs) you have heard of someone in your family. Below the story, write down the questions that pop into your mind and clues you see that might lead you to more information about that person. Read the example on page 5. Save this assignment to your binder and as you work through the ROOTS lessons, see if you can answer some of the questions you have about the person in the story.

3. Tell your family about the ROOTS project and explain that you will be researching family history. Ask them the full names and birthdates for your immediate family members. Write down the information and bring the data to the next class.

## Lesson # 2

### What is Genealogy?

**Date:** Thursday, October 24, 2013

**Time Period:** 50 minutes: 12:30pm -1:20pm

**Facilitator:** Shirley Christenson

**Preparatory  
Materials Needed:**

In the *Branching Out* textbook refer to: Lessons 1, 2 and 4  
Research binder forms: (one for each student to fill-out in class) Print out copies of:

- Pedigree chart
- Family Group Sheet
- Relationship Chart see [www.geneosity.com/relationship-chart](http://www.geneosity.com/relationship-chart)
- List of Burlington pioneers (15)

**Announcements:** Karen Prasse: At the end of the class, Karen will provide a list of Burlington pioneers for the students who do not have a relative buried in the Burlington cemetery to choose to find in the cemetery during the next class.

**Class Objectives:** Learn the basic vocabulary of genealogy; Learn how to fill-in a pedigree charts, family group sheets and read a relationship chart.

**Procedures:** (30 minutes) Lecture by facilitator followed by the students filling-in all the information they have on their family members thus far on a pedigree chart and on a family group sheet.

(20 minutes) Hands-on Activity: Students refer to their notes from home about the names and birthdates of their family members. Students write on the pedigree chart and family group sheet this information as explained in the lecture.

**Conclusion:** The students will learn the research principle: "Begin with what you know about the family, starting with yourself and work further back in time." The students will learn the basic conventions for writing genealogy research, vocabulary, how to record dates for genealogy research and how to record surnames.

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## Lesson #2 Continued

### Students' Assignment(s):

1. The next class (Oct. 31) will be a field trip to the Green Hill Cemetery (Burlington Cemetery). The class will take the bus, prepare/dress for being outdoors. Ask your parents if your family has a relative buried in the Burlington (Green Hill) Cemetery. Write down your relative's name and date of birth and death date if it is known. Bring that information to the next class for the cemetery field trip.
  2. Choose from the list provided a Burlington pioneer if you do not have a relative buried at the Burlington (Green Hill) Cemetery.
  3. In the *Branching Out* textbook go to lesson 21, Reading Assignment on page 72, read chapter 4, pages 120-140 in *The Genealogist's Companion and Sourcebook* by Emily Anne Croom.
  4. Choose a family ancestor or a family line (maternal/paternal) that you would like to be your research subject for the ROOTS project.
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## **Lesson # 3**

### **Cemetery Research**

**Date:** Thursday, October 31, 2013

**Note Class Location:** ***Burlington (Green Hill) Cemetery on Gardner Road***

Meet outside at the cemetery unless inclement weather then we will meet inside the cemetery maintenance shop.

**Time Period:** 50 minutes: 12:30pm –1:20pm

**Facilitator(s):** Rita Schulze, Clara Garl-Morrison, Craig Broadgood, cemetery manager

**Preparatory  
Materials Needed:**

1. School coordinated bus for field trip (LINDA LARRABEE)
2. SVGS Green Hill Cemetery book from SVGS Gen. library. (MARGIE WILSON)
3. Cemetery maps for each student (MARGIE WILSON)
4. Digital camera (KAREN PRASSE)
5. Notebook, pens/paper to record observations (ALL PARTICIPANTS)
6. List of Burlington pioneer buried in Green Hill for teens without a relative to look for their grave. (KAREN PRASSE)
7. Confirmation of use of Maintenance Shop and of meeting at cemetery) MARGIE WILSON

**Announcements:** The class will meet Clara Garl-Morrison, Burlington's first schoolteacher who will briefly point out some of the pioneer graves. This will be an example of "living history." Dress for being outdoors most of the class. If it rains heavily we'll go indoors to the maintenance shop for the rest of our class time.

**Teacher's  
Anticipatory Set:**

Question: How did family historians/genealogists research their ancestors before there were online databases? What changes in technology besides the Internet and computers influenced how family historians researched in the past? For example: Travel to distant locations to visit cemeteries made it difficult until airplanes were invented – reflect on the past and how difficult it was to get information and what advances have helped researchers.

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### Lesson #3 Continued

#### Procedures:

1. (5 minutes) Clara Garl-Morrison. Burlington's first schoolteacher meets students at the cemetery. She asks the students to share their observations of these gravestones. Clara explains the steps for making observations of the graves: Observe, Analyze, Reflect.
2. (10 minutes) Rita Schulze  
Rita explains the cemetery book and how to look up someone in the book index, find the grave on the map. Cemetery maps are handed out.
3. (30 minutes) Students and mentors pair up. As teams they work together to locate on the cemetery map provided either the graves of the student's relative's or a pioneer from the list provided. At the grave the student discusses with the mentor what they observe. The mentor records these observations for the student.
4. (5 minutes) a digital photo of the grave will be taken. A designated cameraman will visit each team at a grave and take a photograph of the grave. These photographs can then be uploaded to [www.Findagrave.com](http://www.findagrave.com) as a later follow-up assignment.

#### Students'

#### Assignment(s):

1. See textbook for lesson 21, page 76 Part II, Write a brief report (3 paragraphs) about the cemetery visit. Write a report (2-3 paragraphs) about the reflections on the grave you visited.
  2. To prepare for the next class, go to the textbook lesson # 25: Research Plans and Logs. Read pages 90-91. Complete the online Reading Assignment #1 on page 90: *How to Develop a Genealogy Research Plan* from About.com ([http://genealogy.about.com/od/basics/a/research\\_plan.htm](http://genealogy.about.com/od/basics/a/research_plan.htm)).
  3. In the *Branching Out* textbook review pages 92 and 93 for examples of a research plan and research log for next class.
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## **Lesson # 4**

### **Organizing Your Research and Creating a Research Plan**

**Date:** Thursday, November 7, 2013

**Time Period:** 50 minutes: 12:30pm –1:20pm

**Facilitator:** Sharon Johnson

**Preparatory  
Materials Needed:**

Print out if not already in the student's binder the following:

- Research Plan form
- Research Log form
- Summary of steps in creating a research plan

**Class Objectives:** Understand how to set a research goal, create a plan and steps used when researching. Learn how a research log helps keep the researcher organized, and learn how to organize your research binder materials.

**Teacher's  
Introduction of Topic:**

Research is most efficient and successful if you consistently follow steps in the right order: Define your research goal, start from the known and go to the unknown, start with recent records first, stay with only one surname and location at a time, stay on track and stay focused, create a plan, collect information, evaluate what you've collected, and record your findings.

**Procedures:**

(25 minutes) Lecture:

Students learn a standard method for organizing family information, plus how to organize the research binder. Also, students learn the steps used to create a research plan, overview of the research log and how to use it.

(25 minutes) Student/Mentor Activity:

Students discuss with their mentor which family line or ancestor they have chosen to research. Why this ancestor? What does the student hope to find out? State to the mentor and then write out a clearly defined research goal.

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## Lesson #4 Continued

Discuss with the mentor and record as you go the steps you will use in your research plan. The mentor can assist with suggestions if the student needs assistance.

Refer to the research steps as the student outlines his/her research plan.

### Conclusion:

The steps involved in a research plan will benefit the researcher in every subject investigated.

### Students' Assignment(s):

1. In the *Branching Out* textbook:
    - a. Read lesson 25, page 91, Part I. Create a research plan – continue writing up your research plan that was begun earlier in class.
    - b. Read Lesson 4, page 16, “Review” section.
    - c. Read Lesson 29, pages 99 to upper part of page 101 regarding “Paper Files.”
    - d. Write a 1-page report on the ancestor you selected to research and why you selected that person. What do you hope to discover?
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## **Lesson # 5**

### **Genealogical Proof and Citing Your Sources**

**Date:** Thursday, November 14, 2013

**Time Period:** 50 minutes: 12:30pm –1:20pm

**Facilitator:** Judy Bayless

**Preparatory  
Materials Needed:**

- Quick sheet on Citing Sources placed in the binder.
- Ask some of the mentors to bring in examples of source citations to show the students. (Margie)
- Home Sources checklist made up, copied for handing out to the students (and the mentors may wish to have a copy of this checklist and use it as well) at the end of this class (Karen Prasse)

**Class Announcements:** A checklist of home sources of family information for you to locate in each of your homes will be handed out to you as part of your homework assignment.

**Class Objectives:**

- Understand the Genealogical Proof Standard (Clear, Cogent, and Convincing)
- How to evaluate the reliability of sources
- How to properly cite your research sources
- Learn the different types of evidence

**Connection to Course Goals:** Learning the how to prove evidence, evaluate the reliability of sources and to properly cite sources established a solid foundation of best research practices for the students family history project.

**Anticipatory Set:** Do you trust everything you read in a book or look up on the internet to be true? Why not?

**Teacher's  
Introduction of Topic:** In conducting research you will come across many details from many different sources, such as books, magazines, from websites and online databases. It can be overwhelming to not only the researcher when he/she wants to go back and review their work, but also is challenging to someone else who wishes to read the research and verify the source of the information's validity.

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## Lesson #5 Continued

### Procedures:

(30 minutes) Lecture/Presentation

(15 minutes) The students pull out their family group sheet, pedigree chart and cite sources they have found thus far. Review it with the mentors and analyze the information. What sources were used to gather this information? Evaluate the evidence and accuracy of the sources. Students review with the mentor the Quick Sheet in their binder with the mentors as a reference tool.

(5 minutes) Home Sources Checklist is distributed to the students (the mentors may also have a copy if they wish to also look for home sources on the list). See Students' Assignments #2 for details.

### Conclusion:

Defining evidence, proving the evidence, and evaluating the reliability of sources is an integral part of sound family history research.

### Assignment(s):

1. In the *Branching Out* textbook see Lesson 12: Direct and Indirect Evidence, on page 37. Complete the Reading Assignment #1: Read chapter 4, pages 65-78 in *The Researchers Guide to American Genealogy*, by Val D. Greenwood.

2. In the *Branching Out* textbook read Lesson 8: Home Sources, pages 21-24. Complete under "Field Trip Assignment" Part II, using the Home Sources Checklist (handout) given to you.

3. Complete assignment Part IV on page 24 in the textbook.

Write a second one-page report about the ancestor you are researching, building on your information gathered from home sources. Refer to one or more of the home sources you have found about that person. Explain in your report how local and world history events affected your ancestor's life.

## **Lesson # 6**

### **The Oral History Interview**

<b>Date:</b>	Thursday, November 21, 2013
<b>Time Period:</b>	<b><i>1.5 hours: 12:00pm -1:30pm (LUNCH)</i></b>
<b>Facilitator(s):</b>	Theresa Trebon - presentation Karen Prasse - how to operate the recorders
<b>Materials Needed:</b>	Lunch for this longer class Digital voice recorder, interview questions sheet to handout, notebook or paper
<b>Announcements:</b>	<b><i>This class period will be 1.5 hours long so the students will have time to practice interviewing the mentors using the digital recorders.</i></b>
<b>Class Objectives:</b>	Learn how to conduct and record an effective oral history of a family member
<b>Connection to Course Goals:</b>	Family stories, traditions and additional family information is important to record as many of these facts and clues may not be revealed in other sources. These stories define a family's past.
<b>Teacher's Introduction of Topic:</b>	All families have stories that are passed down from generation to generation. As the information gets passed down, sometimes the stories change. Some facts become exaggerated but the stories still do have some basis in fact. Why do you think oral histories are so important to genealogists? What interesting family stories have you heard?
<b>Procedures:</b>	(20 minutes) Lunch (30 minutes) Lecture (10 minutes) Distribution of voice recorders and how to operate them and interview question sheet (30 minutes) Students practice with the recorder and use the questions sheet to interview mentors.
<b>Conclusions:</b>	<ul style="list-style-type: none"><li>▪ Oral history recordings give the students an opportunity develop and use interviewing skills.</li><li>▪ Oral history is another approach to family history research.</li><li>▪ Students also learn to transcribe the recordings.</li><li>▪ Students learn to evaluate the stories, as clues and evidence are they true stories? (Continued)</li></ul>

## Lesson #6 Continued

### Assignment(s):

Over the Thanksgiving holiday students will complete the following assignments:

1. See in the textbook Lesson 5: Activity - Interviewing Your Parents. Read on page 17, Reading Assignments #2 and 3 (Research Tips 9 and 10)
  2. Write your autobiography (1-2 pages)
  3. Using the questions provided on the oral history homework assignment as a starting point, ask at least one relative over Thanksgiving break if you can record their oral history interview. Be sure to get their permission to record their stories first. Conduct the interview; add more questions that you think of as you are interviewing.
  4. After the interview, play back your recording and write down what was said. You will have to stop and pause many times but you will now have also a written documentation of the interview as a permanent source/record.
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## **Lesson # 7**

### **Primary and Secondary Sources**

#### **presented by Abigail Adams**

<b>Date:</b>	Thursday, December 5, 2013
<b>Time Period:</b>	50 minutes: 12:30pm –1:20pm
<b>Facilitator:</b>	Barbara Johnson as Abigail Adams
<b>Materials Needed:</b>	<p>Conference room set up in theatre seating, stage set up for props, Declaration of Independence and other documents to be brought to illustrate the topic</p> <p>Download from the Library of Congress website: Primary Source Analysis Tool (<a href="http://www.loc.gov/teachers/usingprimarysources/resources/Primary_Source_Analysis_Tool.pdf">www.loc.gov/teachers/usingprimarysources/resources/Primary_Source_Analysis_Tool.pdf</a>). Give this to the students and mentors to fill out while they are listening to the performance.</p>
<b>Class Announcements:</b>	Tonight, here at the library from 7-9pm, Abigail Adams will return to give a longer performance about her life and times. This is so the students have a better understanding of historical context. The program is free, your family and friends are invited to attend.
<b>Class Objectives:</b>	Understand the difference between primary and secondary sources by using historical documents.
<b>Connection to Course Goals:</b>	Learn the role of primary and secondary sources in genealogy research and historical context.
<b>Anticipatory Set:</b>	Who was Abigail Adams? Why is it important to genealogists to also study history? What does “historical context mean?”

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## Lesson #7 Continued

### Teacher's

#### Introduction of Topic:

The goal of today's presentation is to make the students more aware of historical events, historic documents and to appreciate how history influences genealogy research. As the students discover their ancestors they will appreciate learning more about historic events and thus placing their ancestors in historical context.

#### Procedures:

(45 minutes) Living History program that introduces the topic of primary/secondary sources  
(5 minutes) Q&A and Hand out form for next class on "Family Traditions"

#### Conclusion:

Living history is an effective way for students to learn historic facts, interpret the life and times of historic people, and pose more questions about the past.

#### Students' Assignment(s):

1. In the *Branching Out* textbook read Lesson 10: Primary Sources and Citations, pages 30-33.
  2. Complete Assignment Part II. Use the Declaration of Independence as a document to analyze using the Written Document Analysis Worksheet  
([www.archives.gov/education/lessons/worksheet/written\\_document\\_analysis\\_worksheet.pdf](http://www.archives.gov/education/lessons/worksheet/written_document_analysis_worksheet.pdf))
  3. Read Lesson 11 in the textbook: Secondary Sources pages 35-36.  
Complete the Reading Assignment: Research Tip 12: Evaluating Written and Oral Evidence on Genealogy.com.
  3. Attend the Living History program at the Burlington Library (7-9pm in the conference room) and write 3-4 paragraphs about your observations of the program.
  4. Bring to the next class a family holiday recipe or holiday custom/tradition to share. Write down some of your own family traditions on the Traditions/Customs Form and prepare to discuss them at the next class.
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## **Lesson # 8**

### **Exploring Family Customs and Traditions**

<b>Date:</b>	Thursday, December 12
<b>Note Time Period:</b>	<b>1.5 hours (lunch at BPL)</b>
<b>Facilitator Assigned:</b>	All Mentors for table displays and lunch discussion. Linda Larabee to facilitate questions after lunch about observations of the different nationalities, family traditions and why they are important to families to preserve from generation to generation.
<b>Materials Needed:</b>	<ul style="list-style-type: none"><li>- Tables set up around room,</li><li>- Copies of recipes provided by mentors and students will bring theirs too</li><li>- Copies of mentors' family traditions and ethnic traditions printed handouts</li><li>- Food service supplies for lunch</li><li>- Boom box for international music</li><li>- Ask a couple of mentors if they could bring holiday traditions so there is a balanced representation</li></ul>
<b>Class Announcements:</b>	Winter break, classes start again on January 9
<b>Class Objectives:</b>	Students discover holiday traditions from all over the world and relate these traditions to their own ethnicity and family traditions.
<b>Anticipatory Set:</b>	What holiday traditions does your family observe? What country did this tradition originate from? How did historic event influence this tradition?
<b>Teacher's Introduction of Topic:</b>	Students and mentors mix and mingle and browse the various display tables of traditions and sample dessert recipes from around the world and explore the different nationalities. Students can share their family traditions as recorded on the Traditions/Customs Form handed out in the previous class.

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## Lesson #8 Continued

### Procedures:

Mentors arrive early and set up tables to display the holiday traditions from around the world and put out handouts of recipes, etc.

(10 minutes) Students arrive, browse the various displays, mix and mingle with the mentors who are also browsing the table displays.

(30 minutes) All participants have lunch together. Discuss holiday traditions informally with each other.

(10 minutes) On a voluntary basis students and mentors discuss holiday traditions that their families practice answering the question, "Why are these traditions important to you?"

### Conclusion:

Though this is a festive party, the lesson learned is that family traditions are important to record and preserve and pass along to the next generation as these traditions and rituals link us with past generations, history, beliefs and define who are family is and what it means to be part of that family.

### Assignment(s):

1. Research and write a 1-page report on a nationality represented in your family and which of those traditions does your family still practice today.
  2. In the textbook see Lesson 6: Write a Story and Biography. Read page 19 the two Reading Assignments.
  3. Complete the Assignment section using the information you have found on your ancestor thus far. This information will evolve as you research but this will give you a start to the biography.
  4. Write 1-page each on two family groups. You will turn in two 1-page reports for the January 9 class
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## **Lesson # 9**

### **How to Use Legacy Software for Your Family History Research**

<b>Date:</b>	Thursday, January 9, 2014
<b>Note Time Period:</b>	<b>1.5 hours:</b> 12:00pm –1:30pm (flex 2 class periods)
<b>Facilitator Assigned:</b>	Jim Terry
<b>Materials Needed:</b>	Laptop computers set up in classroom arrangement in conference room, USB drives for each student.
<b>Class Announcements:</b>	<ul style="list-style-type: none"><li>- Reminder to the students to store their family history data on the USB drives not the laptop.</li><li>- Reminder about privacy issues and sharing or storing personal information on computers.</li><li>- Reminder that a laptop computer with Legacy software can be check out for use at the library so the student can continue to update their family information.</li></ul>
<b>Procedures:</b>	<p>(90 minutes) Demo/Presentation with some hands-on.</p> <p>For the first part of the class students and mentors share the laptops and listen to the lecture and mentors assist with navigating during the lesson as necessary.</p>
<b>Assignment(s):</b>	<ol style="list-style-type: none"><li>1. Return to the Burlington library, check out a laptop to use at the library, continue adding the information from the pedigree charts, family group sheets, oral interviews, ancestor biographies and family traditions, etc. into Legacy. Remember to save the files to a USB drive.</li><li>2. In the <i>Branching Out</i> textbook, read Lesson 27, pgs. 95-96. Complete the Assignment on pg. 96.</li><li>3. When you return to the Burlington Library locate the Genealogy section. Write down your observations about this section of the library. How is it different from the other sections of the library? Look through the books shelves. Did you find any books that may be helpful to you in your research? Write down the titles and the subject section they were in (i.e. United States, Immigration, New England, etc.</li></ol>

## Lesson # 10

### Exploring Genealogy Databases

<b>Date:</b>	Thursday, January 16
<b>Time Period:</b>	50 minutes: 12:30pm –1:20pm
<b>Facilitator Assigned:</b>	Karen Prasse
<b>Materials Needed:</b>	Laptop computers, computer stations for databases only, USB drives for each student
<b>Class Announcements:</b>	<u>Mentors:</u> Please bring to the next class (Jan. 23) samples of vital records you have collected to show the students.
<b>Class Objectives:</b>	Introduce the students to Ancestry.com Library Edition, America's Genealogy Bank, Heritage Quest and what is available on these different databases for genealogists. Familiarize students with different types of online resources – open web vs. subscriptions. Accuracy and ethical considerations in publishing data from the web.
<b>Connection to Course Goals:</b>	Genealogy databases have become key sources of records for genealogists. It is important for student researchers to be familiar with how to use them and what they have available.
<b>Anticipatory Set:</b>	Have you heard of Ancestry.com before today? Where did you hear about it? Why is genealogy research growing in popularity now?
<b>Teacher's Introduction of Topic:</b>	Is all information you get on the internet or on databases correct? Why not?
<b>Procedures:</b>	Karen to outline how she wishes to facilitate this class.
<b>Conclusion:</b>	Genealogy databases are sources of vast amount of documents and records. Every genealogist today uses them to some extent in their research.

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## Lesson #10 Continued

### Assignment(s):

1. Return to the library. You will search for three people using library and open web resources:
  - One famous person from a list provided, and
  - One local history person, and
  - One family member.

For each person record which database or resource you found them on, cite the sources correctly, print out at least 1 document/record you find about the person and put it in your binder to refer to later.

2. Read in the book, *The Source A Guide to American Genealogy* by Scuzs, Loretto Dennis, Chapter 2, Computers and Technology pages, 46—53.
  4. After reading the chapter, review the documents you found on the 3 people in Assignment #1 above. Evaluate if the source is a primary or secondary source and explain, in 1 paragraph explain why you think each record is that type of source. (Do this for each of the documents collected for the three above people researched. You will therefore have 3 paragraphs to turn in for your assignment.
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## Lesson # 11

### Vital Records

<b>Date:</b>	Thursday, January 23
<b>Time Period:</b>	50 minutes: 12:30pm –1:20pm
<b>Facilitator:</b>	Linda Duffield
<b>Materials Needed:</b>	Laptop computers, computer stations for databases only, USB drives for each student
<b>Class Announcements:</b>	Mentors to bring samples of vital records they have collected to the next class.
<b>Class Objectives:</b>	Define the different types of vital records, what they are, where to search for them online, and in communities, where to order them.
<b>Teacher's Introduction of Topic:</b>	From the Home Sources you gathered a few weeks ago, what vital records did you find?
<b>Procedures:</b>	<p>(25 min.) Lecture</p> <p>(25 min.) Sample search. Go online to: <a href="http://www.familysearch.org">www.familysearch.org</a>, create an account. Search for the death record for John Fitzgerald Kennedy. Died 22 November 1963. Discuss with your mentor/group what new information you find out about John F. Kennedy. Print out a copy to analyze later.</p>
<b>Assignment(s):</b>	1. Reading Assignment: Read the entire series or chapter in <i>The Source: Vital Records</i> (either the book chapter in the BPL genealogy section or online read it online on Ancestry.com Wiki ( <a href="http://www.ancestry.com/wiki/index.php?title=Overview_of_Vital_Records">www.ancestry.com/wiki/index.php?title=Overview_of_Vital_Records</a>

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## Lesson #11 Continued

2. Either return to BPL or use your home computer, Log in into your account for [www.familysearch.org](http://www.familysearch.org). Using your research plan for your chosen ancestor search for the vital record you have chosen. Another source for records you can choose is: [www.digitalarchives.wa.gov](http://www.digitalarchives.wa.gov)
- Print out what you are able to find (summary page and if there is an image of the record print that page too) Place these print outs into your research binder behind the family group sheet pages. Cite the source on your printouts.
  - Now that you tried searching for one vital record on your ancestor (or if you weren't able to find your ancestor answer for the historic person you researched) Write up a brief report answering these questions:
    - What new facts did you find about this person?
    - How can these new facts lead you to finding more records about this ancestor?
    - These source citations will be entered into Legacy in the next class)
    - If you are unable to find any information on your ancestor on [www.familysearch.org](http://www.familysearch.org) use the example of John Fitzgerald Kennedy found earlier in class. Print out the vital records you are able to find on this person, cite the sources, and bring the citations and images to class. Write the answer to the questions:
      - What new facts did you find about this person?
      - How can these new facts lead you to finding more records about this person?
3. Read in the textbook Lesson 13: Vital Records pages 39-40, and page 44 "Final Notes on Vital Records."
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## **Lesson # 12**

### **Death Records and Obituaries**

<b>Date:</b>	Thursday, January 30
<b>Time Period:</b>	50 minutes: 12:30pm –1:20pm
<b>Facilitator:</b>	Karen Prasse for Genealogy Bank and also the Atlas of Historic County Boundaries followed by team research session by students and mentors.
<b>Materials Needed:</b>	Laptop computers, computer stations for databases only, USB drives for each student. Each of the laptop computers should have this atlas downloaded on it in advance of the class.
<b>Class Objectives:</b>	Introduce the students to using America's Genealogy Bank for obituary search in newspapers. Introduce them to the Atlas of Historic County Boundaries, <a href="http://publications.newberry.org/ahcbp">http://publications.newberry.org/ahcbp</a> .
<b>Teacher's Introduction of Topic:</b>	Maps and newspapers are also useful resources for family historians. Today we will explore county maps and for the homework assignment research using historic newspapers.
<b>Procedures:</b>	<p>Mentors and students work together following up on the Vital Records Part 1 class for further research. Students choose a Death Record of the ancestor they are researching to:</p> <ul style="list-style-type: none"><li>▪ Locate the county where their ancestor died.</li><li>▪ Locate the government office where they can request the record</li><li>▪ Download the form to complete as homework.</li></ul> <p>Explore on the internet (big screen in conference room and downloaded on all the laptops the website: <a href="http://publications.newberry.org/ahcbp">http://publications.newberry.org/ahcbp</a>. (10 minutes full research time as teams) Students with mentors locate the county where their ancestor lived. Has the county boundary changed over the years? What year did it change if at all? Record that date.</p> <p>Next. look up where to mail a request for death records. Visit the website: <a href="http://www.cdc.gov">www.cdc.gov</a> (Center for Disease Control) for a state-by-state list. Click on the state your ancestor lived in, find the county, and choose one vital record form to download, to complete as a homework assignment.</p>

(Continued)

## Lesson #12 Continued

Mentors assist with locating the address of that government office. *The Source*, in Appendix I also lists the states and Dept. of Health offices addresses to submit a request to. Write down the information/contact address, etc. and place that in your binder (notebook) for future reference. Print out a copy of the form to complete as a homework assignment.

### Conclusion:

Vital records contain important facts about one's ancestors and lead to other clues and facts about their parents, causes of death, illnesses, maiden names, etc. Be aware that death certificates could still not be reliable, as the informant may not have all the facts correct (i.e. spelling of maiden name of the deceased parents, etc.)

### Assignment(s):

1. If not completed during the class, return to BPL to print out the vital record (Death Record) request form that you looked up on the website for the government office for the vital record you are searching for: See [www.cdc.gov](http://www.cdc.gov).
2. Tell your parent/family that you will mail a request for a vital record for your ancestor so they give you permission to do this exercise. Students need to be aware that some Health Department rules do not permit vital record requests be honored if you are under 18 years of age. So, you will have to see what the government agency decides for honoring your request. The exercise is to go through the steps of completing and later submitting the request so you know how to do this in the future. Bring your completed request form to class.
3. Return to BPL look up on Genealogy Bank:
  - An obituary for the ancestor you are researching
  - An obituary for the historic person you have selected.
4. Print out the two obituaries. Place your ancestor obituary in your binder behind any vital records you found previously. Keep the famous person's obituary in a separate section of your research binder that holds data collected for this person.
5. Visit [www.hhs.gov/familyhistory](http://www.hhs.gov/familyhistory) and [www.mayoclinic.com/health/medicalhistory/HQ01707](http://www.mayoclinic.com/health/medicalhistory/HQ01707). Retrieve death records. Analyze health trends.

## **Lesson # 13**

### **Census Records – Part 1**

<b>Date:</b>	Thursday, February 6
<b>Time Period:</b>	50 minutes: 12:30pm –1:20pm
<b>Facilitators:</b>	<ul style="list-style-type: none"><li>- Linda Larrabee to help with coordinating the submission of envelopes for death record requests with the help of Karen Prasse.</li><li>- Karen Prasse (webinar set up for Census Records)</li></ul>
<b>Materials Needed:</b>	Laptop computers, computer stations for databases only, USB drives for each student, internet connect for online webinar
<b>Class Announcements:</b>	Collect all the death record request forms completed by the students as their homework assignment. Students complete the mailing address on the envelope provided. BPL will submit a check to the gov't agency for the vital record request amount from the student's vital records allowance and mail the envelope.
<b>Class Objectives:</b>	Introduce the students to Census Records and how to use them by viewing a webinar. Following the webinar the research teams will look on Ancestry.com and or Heritage Quest for census information on the ancestor selected or a historic person if they cannot find any information on the ancestor.
<b>Connection to Course Goals:</b>	Census records contain information about where family members lived, occupations, nationality of parents, family members and approximate ages, etc. There are many clues for researchers available in census records.

(Continued)



## Lesson #13 Continued

### Procedures:

(10 minutes) Linda Larrabee and Karen Prasse. Students complete filling out envelopes for mailing away for death records or other vital record. BPL to complete with a check inserted with the form and mails them for the students.

(25 minutes) View Ancestry.com webinar on Census records

(15 minutes) Students and mentor decide which census record, and whether to use Heritage Quest of Ancestry.com – some searching can begin.

### Students' Assignment(s):

1. In the *Branching Out* textbook: Reading Assignment: Lesson 14: Census Records, Overview of the US Census, Ancestry.com Wiki, The Source:  
[http://www.ancestry.com/wiki/index.php?title=Overview\\_of\\_the\\_US\\_Census](http://www.ancestry.com/wiki/index.php?title=Overview_of_the_US_Census) then continue reading these chapters listed on the right side of the page: Finding and Reading US Census Records.
  2. Textbook: Read Lesson 14: Census Records pages 46-48
  3. Return to the library. Decide if you wish to use Heritage Quest or Ancestry.com to search for census records for your ancestor. (If you can't find any information on your ancestor try using the historic person to explore census record information). See assignment 3 in the *Branching Out* textbook for steps as to what to print out for forms and images.
  4. In the *Branching Out* Textbook: Complete the Lesson 14 Assignments on page 49: Part II, (print out a blank census form for the census year you are searching, also save the form to your USB drive). Bring the blank forms to the next class.
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## **Lesson # 14**

### **Census Records – Part 2, Research Pitfalls to Avoid**

<b>Date:</b>	Thursday, February 13, 2014
<b>Time Period:</b>	50 minutes: 12:30pm –1:20pm
<b>Facilitator Assigned:</b>	John Hofstrand
<b>Materials Needed:</b>	Laptop computers, computer stations for databases only, USB drives for each student
<b>Class Objectives:</b>	Explore the many challenges researches must sort through when using census records.
<b>Connection to Course Goals:</b>	The facilitator will discuss how to analyze and evaluate the accuracy of the information you find in census records.
<b>Procedures:</b>	<p>(25 minutes) Lecture on what challenges you'll come across in census records and how to avoid these pitfalls and problem-solve these errors.</p> <p>(25 minutes) In research teams continue searching for more census record information and discuss with the mentor your findings/analysis of the data.</p>
<b>Conclusion:</b>	Census records are valuable resource for researchers but these documents can contain errors that need to be identified and resolved.
<b>Assignment(s):</b>	<ol style="list-style-type: none"><li>1. In the textbook: Lesson 14: Census Records, see page 49, assignment Part IV. Return to the library to continue searching for census records for your ancestor (or the historic person if you aren't finding your ancestor)</li><li>2. Return to the library. Decide if you wish to use Heritage Quest or Ancestry.com to search for census records for your ancestor. (If you can't find any information on your ancestor try using the historic person to explore census record information). Follow the steps for downloading the blank census record images to your USB drive and printing out a copy to transcribe by hand the information you find on your ancestor (historic person) and also print out and or save to your USB drive any census images you find print them out and put them in your research binder.</li></ol>

## Lesson # 15

### Immigration Records

<b>Date:</b>	Thursday, February 20, 2014
<b>Time Period:</b>	50 minutes: 12:30pm –1:20pm
<b>Facilitator:</b>	Nancy Ruhlman
<b>Materials Needed:</b>	Laptop computers, computer stations for databases only, USB drives for each student
<b>Class Announcements:</b>	The next week's class will be a group discussion of challenges you've come across in your research. As a group we will problem-solve how to break through those brick-walls.
<b>Class Objectives:</b>	Introduce the students to Immigration Records.
<b>Procedures:</b>	(30 minutes) Lecture on what is immigration and where to find those records.  (20 minutes) Teams research together online immigration records.
<b>Assignment(s):</b>	<ol style="list-style-type: none"><li>1. In the <i>Branching Out</i> textbook: Lesson 22: Immigration. Read pages 77-79.<ul style="list-style-type: none"><li>▪ Reading Assignment #3 on page 77:</li><li>▪ Complete Assignment Part I on page 79 using Ancestry.com or <a href="http://www.ellisland.org">www.ellisland.org</a>.</li><li>▪ Complete Assignment Part III. (page 79)</li></ul></li><li>2. Write a one-page report on the information you found on your ancestor (or the famous person if you did not find your ancestor).</li><li>3. Greenwood, Val, D. <i>The Researcher's Guide to American Genealogy</i>. Read Chapter 24, pages 531-550.</li></ol>

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## **Lesson # 16**

### **Brick-Walls Session: Skype or Chat with a Genealogist**

<b>Date:</b>	Thursday, February 27, 2014
<b>Time Period:</b>	50 minutes: 12:30pm –1:20pm
<b>Facilitator Assigned:</b>	George Ridgeway and Margie Wilson, Guest Genealogists in Distant Locations
<b>Materials Needed:</b>	Laptop computers, computer stations for databases only, USB drives for each student Skype set up of one laptop computer, projected image on large screen viewable to the entire class.
<b>Class Announcements:</b>	Mentors to bring samples of military records (if they have any) to the next class to show the students. If they do not have any records, we will group up and look at the records that are brought in.
<b>Procedures:</b>	(50 minutes) as a group discusses brick walls encountered thus far. Record a list of questions presented by the group to ask a genealogist via Skype session – ask the genealogist (TBA) how he/she would solve that brick wall. Go down the list of problems the students are having.
<b>Assignment(s):</b>	<ol style="list-style-type: none"><li>1. Review your research plan. Write an updated plan now that you know some tips on how to fill in the gaps in your research. Detail the steps you will take and the resources you will now explore to break down those brick walls.</li><li>2. Try one of these research strategies. Did it work? Write a brief 2-paragraph summary of the new approach you took.</li><li>3. Ask your family members if any of them served in the military. What branch of the armed services did they serve in? Write that information down for next class.</li></ol>

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## **Lesson # 17**

### **Military Records**

<b>Date:</b>	Thursday, March 6
<b>Time Period:</b>	50 minutes: 12:30pm –1:20pm
<b>Facilitator Assigned:</b>	Lynn Torset
<b>Materials Needed:</b>	<ul style="list-style-type: none"><li>- Laptop computers, computer stations for databases only, USB drives for each student</li><li>- List of a famous general/soldier for the student to look up and report on as part of their homework assignments. (Karen Prasse)</li></ul>
<b>Class Objectives:</b>	Introduce the students to the various types of Military Records and where to look for them.
<b>Teacher's Introduction of Topic:</b>	Question for both students and mentors to start discussion: Who in the class has family members who served in the military? What are some of the wars that they fought in?
<b>Procedures:</b>	<p>(25 minutes) Lecture on military records, samples of records.</p> <p>(25 minutes) Students and mentors search Ancestry.com for military records of student's family member(s). If no family member served in the military use the famous general on the list provided earlier in class. Discuss what is found in the records.</p>

Continued

## Lesson #17 Continued

### Assignment(s):

1. In the *Branching Out* textbook: Read Lesson 20: Military Records, pages 67-70.
  2. In the textbook: Reading Assignment on page 68 read the following: From the National Archives website read the sections, "About Military Service Records", [www.archives.gov/veterans/military-service-records/about-service-records.html](http://www.archives.gov/veterans/military-service-records/about-service-records.html)
  3. In the textbook: On page 68 (Lesson 30) read the entire section on Military Records on Ancestry.com's The Source: [www.ancestry.com/wiki/index.php?title=Overview\\_of\\_Military\\_Records](http://www.ancestry.com/wiki/index.php?title=Overview_of_Military_Records).
  4. If you did not have time in class to look up your family member's military records, return to the library and look on Ancestry.com. Print out any records you find and also save them to your USB drive. For each record cite the sources correctly.
  5. Look up a famous general's military records. Print out at least one record. Write a one-page report on the general and the record you choose to print out and discuss what you learned about the person from reading the record.
  6. Return to BPL this evening for a living history program by Civil War Re-enactors from the Washington Civil War Re-enactors Association. (7-9pm). Write up a report on your observations about that time period in history. How does that war still impact us today?
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## Lesson # 18

### Federal Records NARA Webinar

- Date:** Thursday, March 13, 2014
- Time Period:** 50 minutes: 12:30pm –1:20pm
- Facilitator Assigned:** Carol Buswell at NARA / Karen Prasse at BPL
- Materials Needed:** Laptop computers, computer stations for databases only, USB drives for each student. Set up master laptop computer to view webinar about NARA.
- Class Announcements:** Our next class (March 27) will be an all day field trip to the National Archives in Seattle and to the Seattle Public Library. All participants are to meet at the Burlington Edison North High School campus at 8:00am on March 20 to meet the school bus. It will be an all day field trip. The class will also visit the Seattle Public Library, where as a group we will have a box lunch. The entire group will be divided into 2 groups of 20 each. One group will go to NARA while the other 20 participants visit SPL. We'll reunite for lunch at SPL, then swap groups. Return to SPL and return home.
- Worksheets/Handouts to bring: Bring the National Archives Written Document Analysis Worksheet (see [www.achives.gov/education/lessons/worskheets](http://www.achives.gov/education/lessons/worskheets)) with you to the NARA. Fill in the information you discover.
- Procedures:** (30 minutes) Carol Buswell conducts a webinar, Karen Prasse facilitates the webinar set up.  
(20 minutes) Students review their research plan with the mentors and write up list of documents that they need in their research that may be found at NARA or SPL. If you do not have an ancestor with military (or federal records) that you wish to research at NARA then from the list of famous generals that was given out in the military records class, choose one general to research at NARA.

Continued

## Lesson #18 Continued

### Conclusion:

Archives are sources of primary and secondary documents of historical significance to our country and also there are federal records that our ancestors are documented on.

Libraries are important for researchers to visit as they offer different resources, perhaps more books and research materials depending on the size of the library. It is important to branch out and explore as many types of research facilities as possible to discover more information pertinent to your research.

### Assignment(s):

1. Write up several gap/brick walls questions for your ancestor you are researching. You will bring this list along to the Seattle Public Library and NARA to see what resources the library and archives have that may answer your questions.
  2. Visit the website: <http://docsteach.org/activities/10936> and complete the online activity on the subject of Immigration.
  3. (Linda would you like to choose a NARA activity for the field trip? Perhaps a specific federal document you'd like the students to learn about or analyze in addition to the family history research?)
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## **Lesson # 19**

### **Field Trip to NARA and Seattle Public Library**

<b>Date:</b>	Thursday, March 20, 2014
<b>Location:</b>	<b>Start at Burlington-Edison High School, take bus to Seattle (NARA and SPL)</b>
<b>Time Period:</b>	(All Day Field-Trip) Meet at 8:00am to get the school bus.
<b>Facilitators Assigned:</b>	Carol Buswell at NARA John LaMont at Seattle Public Library
<b>Materials Needed:</b>	Digital camera, notebooks, portable scanner
<b>Class Announcements:</b>	This class will be an all day field trip to the National Archives in Seattle and to the Seattle Public Library. All participants are to meet at the Burlington Edison North High School campus at 8:00am on March 20 to meet the school bus. It will be an all day field trip. The class will also visit the Seattle Public Library, where as a group we will have a box lunch. The entire group will be divided into 2 groups of 20 each. One group will go to NARA while the other 20 participants visit SPL. We'll reunite for lunch at SPL, and then swap groups. Return to SPL and return home.
<b>Class Objectives:</b>	Introduce the students to documents and materials at the National Archives Pacific NW Regional Office and also the holdings and resources at the Seattle Public Library
<b>Connection to Course Goals:</b>	In addition to the Burlington Library and its traditional and online resources there are other types of repositories important to genealogy researchers that they need to be aware of such as archives.
<b>Procedures:</b>	<b>(All Day Field-Trip) Meet at 8:00am to get the school bus.</b>

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## Lesson #19 Continued

### Conclusion:

Archives are sources of primary and secondary documents of historical significance to our country and also there are federal records that our ancestors are documented on. Libraries are important for researchers to visit as they offer different resources, perhaps more books and research materials depending on the size of the library. It is important to branch out and explore as many types of research facilities as possible to discover more information pertinent to your research.

### Assignment(s):

1. Write a report on federal documents and resources 1. Write a report (1-2 pages) on your research results of visiting NARA and SPL. Were you able to located any federal documents and resources on the field trip? Include both the NARA and SPL resources you discovered.
  2. Write a report (1 page) on the famous general you chose. Did you find any documents about him? If not explain why.
  3. Complete/add your observations on the National Archives Written Document Analysis Worksheet (see [www.achives.gov/education/lessons/worskheets](http://www.achives.gov/education/lessons/worskheets)).
  4. Write up the beginning of a research plan for furthering your federal records research on your next visit to NARA and SPL. State a research question or goal you will bring to your return visit to both of these repositories.
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## **Lesson # 20**

### **Create a Timeline – Final ROOTS Class**

<b>Date:</b>	Thursday, March 27, 2014
<b>Time Period:</b>	50 minutes: 12:30pm –1:20pm
<b>Facilitator Assigned:</b>	Portia Stacey
<b>Materials Needed:</b>	Laptop computers, computer stations for databases only, USB drives for each student
<b>Class Objectives:</b>	How to create an ancestor timeline and add historical events to place the person in historical context.
<b>Connection to Course Goals:</b>	Family history research is very interconnected to studying local and world history and the influences of events on the person and their family.
<b>Procedures:</b>	(20 minutes) Presentation on how to set up a timeline for the ancestor your have been researching. (30 minutes) Students work with mentors together on creating a timeline and adding historical events. Mentor can help with suggesting historical events/dates that occurred locally and nationally. The research teams may also choose to use Genealogy Bank to search historic newspapers for headlines and significant historic events. Final review with the student of their project research.
<b>Assignment(s):</b>	1. Continue working on the timeline (aka Profile) by adding more dates and historical information.  2. Biography of your ancestor: Continue completing/writing your ancestor's biography using all the data, document resources you've gathered in the project.  4. Begin independent student research for the presentation summary on May 22, 2014.

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**ROOTS Summary Presentation & Celebration, Thursday, May 22, 2014, 7:00-9:00 PM at BPL.**

*Thank you for participating in the ROOTS project!*