Unit One: Genealogy

Content Area: **Social Studies**
Course(s):
Time Period: **Marking Period 1**
Length: **10 weeks**
Status: **Published**

Summary

The “My Story, Our Story” course allows students to explore their personal and collective history through genealogy databases and the development of an oral history collection. In the first part of the “My Story, Our Story” course, students learn about their own history by using genealogy databases to trace their ancestry (or that of a peer or faculty member) and present their findings in a comprehensive portfolio that can be shared with their immediate and extended family. During the second part of the course, students serve as novice historians to collect the narratives of different Cranfordians via interviews using podcasting equipment. The oral histories the students collect will be added to a digital database so they can be preserved for generations to come. The course culminates with an exhibition where the class collectively shares their findings with interviewees and other key stakeholders.

This unit is part of the larger aforementioned course sequence and specifically focuses on “Genealogy” where students will garner an understanding of the practice and practical applications of genealogical research and the ways in which genealogical information can be used to further develop a comprehensive understanding of history and the contemporary world. By the end of this unit, students will be able to apply their understanding of the four elements of genealogy and the genealogical proof standard to their own genealogy portfolio. Students will be able to reflect on the ways in which individual stories serve to humanize history, serving as case studies of individual experiences during different periods of history while also asking them to confront the fallacy of the “single story”. The unit culminates with students reporting, sharing, and writing up their conclusions and disseminating their research through a physical and oral presentation. The skills and content of this course as a whole will encourage students to think critically about the power of family history, and how their own family’s history, or that of a peers’ can help tell a larger story about the experiences of Americans throughout different periods of history.

Revision Date: August 2023

Standards

LA.RH.9-10.1 - [Progress Indicator] - Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

LA.RH.9-10.2 - [Progress Indicator] - Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

LA.RH.9-10.3 - [Progress Indicator] - Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them.

LA.RH.9-10.4 - [Progress Indicator] - Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone.

LA.RH.9-10.6 - [Progress Indicator] - Compare the point of view of two or more authors in regards to how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

LA.RH.9-10.8 - [Progress Indicator] - Assess the extent to which the reasoning and evidence in a text support the author's claims.4

LA.RH.9-10.9 - [Progress Indicator] - Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts.

LA.RST.9-10.1 - [Progress Indicator] - Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.

LA.RST.9-10.2 - [Progress Indicator] - Determine the central ideas, themes, or conclusions of a text; trace the text’s explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.

LA.WHST.9-10.1.A - Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.

LA.WHST.9-10.1.B - Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns.

LA.WHST.9-10.1.C - Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and

between claim(s) and counterclaims.

LA.WHST.9-10.1.D - Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

LA.WHST.9-10.1.E - Provide a concluding paragraph or section that supports the argument presented.

LA.WHST.9-10.2.A - Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

LA.WHST.9-10.2.B - Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

LA.WHST.9-10.2.C - Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.

LA.WHST.9-10.2.D - Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

LA.WHST.9-10.2.E - Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

LA.WHST.9-10.2.F - Provide a concluding paragraph or section that supports the argument presented.

LA.WHST.9-10.4 - [Progress Indicator] - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LA.WHST.9-10.5 - [Progress Indicator] - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific

purpose and audience.

LA.WHST.9-10.6 - [Progress Indicator] - Use technology, including the Internet, to produce, share, and update writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

LA.WHST.9-10.7 - [Progress Indicator] - Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

LA.WHST.9-10.8 - [Progress Indicator] - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

LA.WHST.9-10.9 - [Progress Indicator] - Draw evidence from informational texts to support analysis, reflection, and research.

LA.WHST.9-10.10 - [Progress Indicator] - Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and

collaborate with others.

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry based research process, based on focused questions, demonstrating understanding of the subject under investigation.

NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences

This unit also reflects the goals of the Department of Education and the Amistad Commission including the infusion of the history of Africans and African-Americans into the curriculum in order to provide an accurate, complete, and inclusive history regarding the importance of of African-Americans to the growth and development of American society in a global context.

This unit includes instructional materials that highlight the history and contributions of Asian Americans and Pacific Islanders in accordance with the New Jersey Student Learning Standards in Social Studies.

This unit further reflects the goals of the Holocaust Education mandate where students are able to identify and analyze applicable theories concerning human nature and behavior; understand that genocide is a consequence of prejudice and discrimination; understand that issues of moral dilemma and conscience have a profound impact on life; and understand the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

In accordance with New Jersey's Chapter 32 Diversity and Inclusion Law, this unit includes instructional materials that highlight and promote diversity, including: economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, and religious tolerance.

This unit is aligned to the English Language Development (ELD) standards for kindergarten through grade 12 since multilingual learners develop content and language concurrently, with academic content in a classroom where the language of instruction is English. As a result, language learning and language as a means for learning academic content are interchangeable. The following ELD standards are relevant for this unit and

course of study:

- Standard 1: Language for Social and Instructional Purposes: English language learners communicate for social and instructional purposes within the school setting.
- Standard 5: Language for Social Studies: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

The standards in this unit reflect a developmental progression across grade levels and make interdisciplinary connections across content areas including the humanities, technology, career readiness, cultural awareness, and global citizenship.

Essential Questions and Enduring Understandings

Essential Questions:

- To what extent can genealogical records support our understanding of history?
- In what ways does genealogy confirm or complicate preconceived notions about the experiences of certain groups during different periods of history?

Enduring Understandings:

- The American experience is often intersectional and rooted in the diverse experiences of various cultural and ethnic groups as well as individuals; the histories of these individuals and groups provide a more comprehensive understanding of American history.
- Genealogy is an important tool for humanizing history and challenging, and recognizing the fallacy of, the “single story”.

Objectives

Students will know:

- Terms, concepts and individuals (including, but not limited to): *Genealogy, Genealogical Proof Standard, The Four Elements of Genealogy, The Reasoning Cycle, Census Records, Naturalization, Immigration, Migration, Emigration Consanguinity, Collateral Line, Abeyance, Abstract, Affidavit, Conveyance, Directories, Deed, Devisor/Devisee, Enumeration, Family Group Sheet, Family Pedigrees, Family Histories, GEDCOM, Deeds, Lineage, Mortality Schedule, Maternal and Paternal Lines, Obituaries, Pedigree/Pedigree Charts, Preponderance of Evidence, Probate Records,*

Transcription, Vital Records, Genealogy Philosophy (Foucault, Nietzsche)

- Efficacious genealogical research requires that reasonably exhaustive research has been conducted, each statement of fact has a complete and accurate source citation, the evidence is reliable and has been skillfully correlated and interpreted, any contradictory evidence has been resolved, and conclusions have been soundly reasoned and coherently written.

- Genealogical documents are fallible and may contain errors and misinformation requiring a need for corroboration from other sources.

- There are ethical responsibilities placed upon the genealogical researcher to conduct and present their research with fidelity and not to misrepresent or fabricate information about either deceased or living individuals.

- Any potentially contentious information uncovered during the research process is to be made known to the research subject's family members and only then presented, and with the full consent of all family members.

- Genealogy can be an important tool for humanizing history and challenging, and recognizing the fallacy of, the "single story".

- The American experience is often intersectional and rooted in the diverse experiences of various cultural and ethnic groups as well as individuals. The histories of these individuals and groups provide a more comprehensive understanding of American History.

Students will be skilled at:

- Navigating genealogical databases for the purposes of accessing many different types of genealogical documents.

- Interpreting and analyzing genealogical documents.

- Assessing the reliability of various genealogical documents

- Discussing the historical contextualization of genealogical documents

- Comparing and contrasting different, and potentially contradictory, sources of information

- Developing family trees and timelines

- Examining, analyzing, and interpreting primary and secondary source documents to determine application by genealogists and historians.

- Working independently and collaboratively to present comprehension and understanding of content.

- Contextualizing events and sources within a broader historical timeline to describe the circumstances surrounding the topic.

- Interpreting multiple perspectives to compare and contrast varying viewpoints of a specific topic for relative similarities and differences.

- Establishing cause and effect relationships between events and time periods. This includes both short and long term factors to be explained in connection to the topic.
- Consolidating research into a comprehensive and digestible format for purposes of dissemination
- Orally presenting research findings both in small and large group format

Learning Plan

This unit plan includes but is not limited to:

Gallery Walk Scavenger Hunt: Students will search a gallery of different genealogical documents with the goal of determining which documents will give them the information they need to complete the scavenger hunt. They will be tasked with finding out specific pieces of information.

Ancestry.com Deep Dive: Students will use ancestry.com to complete a graphic organizer in which they have to answer questions about a specific individual that has been pre-researched by the teacher.

Contextualization Activity: Students will be given specific individuals to research and will then be tasked with connecting those individuals to specific periods of history. Photographs of the individuals will be placed on a history timeline.

Family Tree and Timeline: Students will examine examples of family trees and timelines. Students will then create a family tree and a family timeline either of their own family or the family of a peer.

"Who Do you Think You Are" Viewing: Students will watch an episode of "Who do you Think you are?" while filling out a viewing guide. After viewing the episode, students will engage in a guided large group discussion

Gallery Walk Annotations/Carousel: Various sources related to genealogy will be placed around the room and taped to large pieces of chart paper. In pairs, students will rotate to each station and annotate the sources on the chart paper, also responding to the annotations of their peers.

Genealogy Portfolio: Students will showcase the skills developed throughout the until by compiling a

genealogy portfolio with tasks broken down into four stages:

- **Phase One, Part One:** Students will choose a person to research. This can be a family member or the family member of a friend (with that friend's written consent). They will use ancestry.com to begin their preliminary research using a research guide and a phase one graphic organizer .

- **Phase One, Part Two:** Students will research the time period in which the person they have been researching lived, while filling out the "contextualization" portion of their graphic organizer.

- **Phase One, Phase Two, Phase Three, Phase Four, Part Three:** Students will be assigned to a "check-in" group. Towards the end of each phase, check-in groups will meet to go over what they are discovering and learning as well as any challenges they are facing. This is an opportunity for them to provide and receive constructive criticism. They will also have brief assigned check-ins with the teacher so that they can keep track of the students' progress.

- **Phase Two, Parts One and Two:** Students will complete a "Proof and Documentation Guide" in which they are guided through the process of corroborating their research and collecting artifacts for their portfolio.

- **Phase Three, Part One:** Students will begin work on their presentation outlines, utilizing the "outline" graphic organizer and making sure to utilize the presentation guide particularly with regards to the consolidation of artifacts.

- **Phase Three, Part Two:** Students will begin work on their Google Slides presentation, making sure to look at the exemplar provided on Google Classroom and following the presentation guide carefully (particularly with regards to consolidating their artifacts).

- **Phase Four, Part One:** Students will create a "Speak Sheet" to utilize during their portfolio presentations.

- **Phase Four, Part Two:** Students will present their portfolios to their peers. As their peers present, they will be filling out a "presentations" graphic organizer

Genealogy Faire: In the style of a traditional science fair, students will set up stations at which they will discuss their portfolios with visiting family members and members of the school community.

Written Reflection: Students will complete a formal written reflection in which they are asked to reflect on the process of conducting their genealogical research and what they took away from the experience.

Final Discussion: In small groups, students will discuss the following questions-

1. What were some of the challenges you faced while working on this project?

2. What was a significant moment for you in your research? (Ah-Ha moment, shockers, disappointments, etc.)

3. To what extent were you able to secure all of the information that you intended to find? What

additional information do you wish you had been able to find?

4. To what extent has your research deepened your understanding of your own family, and/or the time period in which the subject of your research lived?

Note: Other strategies to address the learning objectives may include, but are not limited to, direct instruction, primary and secondary source analysis (including annotations, critique, questioning and close reading strategies), self and peer review, think-pair-share activities, creating visual representations, debates, film analysis, Socratic seminars, small group discussions, simulations, mapping activities, jigsaw activities, gallery walks, web quests, and/or inquiry or problem based learning projects.

Assessment

When taking a Social Studies course, students demonstrate differentiated proficiency according to their ability to answer the essential questions through formative and summative assessments. Many of the performance tasks below can be implemented as formative and/or summative assessments. As teachers strive for students to demonstrate proficiency, they will need to create additional or alternative assessments based on demonstration or absence of skill.

Formative Assessments:

- Do Nows/ Exit Slips
- Class Activities
- Ancestry Deep Dive
- Contextualization Activity
- Who Do You Think You Are? Analysis and Discussion
- Gallery Walk Carousel

Summative Assessments:

- Genealogy Culminating Project (portfolio, presentation, and reflection)

Benchmark Assessments:

Small group Check-ins (Students will be assigned to “check-in” groups. Towards the end of each phase of the portfolio assignment, check-in groups will meet to go over what they are discovering and learning as well as any challenges they are facing. This is an opportunity for them to seek advice from, and give advice to, their peers. They will also have brief assigned check-ins with the teacher for which they need to come prepared with a completed “check-in slip”.

Alternative Assessments:

- Case Study Report: Students will be provided an individual to research. After completing a provided graphic organizer, the student will contextualize the genealogical research that they had conducted by doing additional research on the time period in which the individual lived. The student will be responsible for writing a short essay in which they disseminate their research and reflect on what they found.

- Personal Connections Essay: Students will write an essay in which they examine and reflect on how the experiences of their ancestors led to who their family is today. They may alternatively use the ancestry of a peer.

Materials

The design of this course allows for the integration of a variety of instructional, supplemental, and intervention materials that support student learners at all levels in the school and home environments. Associated web content and media sources are infused into the unit as applicable and available In addition to the materials below, the following link connects to district approved textbooks and resources utilized in this course: Core Book List.

The following are approved resources that teachers can include to further unit related objectives:

Ancestry.com “Ancestry Classroom” Resources - https://www.ancestryclassroom.com/k12/resources/

Ancestry.com “What is Family History” Guide - https://www.ancestryclassroom.com/k12/whatIsFamilyHistory

Ancestry.com “Tree Building” Guide - https://www.ancestryclassroom.com/k12/buildYourFamilyTree/

Ancestry.com “Citing Records” Guide - https://www.ancestryclassroom.com/k12/citingRecords/

Ancestry.com “Firndings” Guide - https://www.ancestryclassroom.com/k12/yourFindings/

“Rashida Jones learns about her Jewish ancestors and finds family connection to the Holocaust” Video - https://www.youtube.com/watch?v=yR22LdVClcs

“Cousins Explained” Video - https://www.youtube.com/watch?v=IFngqro5yyQ

“Meet the 18-year-old genealogy wiz uniting long-lost relatives all over the U.S.” Video -

https://www.youtube.com/watch?v=b_Qt34n0qxg

National Genealogical Society “Guidelines for Sound Genealogical Research” - https://www.ngsgenealogy.org/wp-content/uploads/NGS-Guidelines/Guidelines_Sound-Research2016-

FINAL-30Sep2018.pdf

National Genealogical Society “Guidelines for Using records Repositories and Libraries” - https://www.ngsgenealogy.org/wp-content/uploads/NGS-Guidelines/Guidelines_Repositories2016-FINAL-30Sep2018.pdf

National Genealogical Society “Guidelines for Use of Computer Technology in Genealogical Research” - https://www.ngsgenealogy.org/wp-content/uploads/NGS-Guidelines/Guidelines_CompTech2016-FINAL-29Sep2018.pdf

National Genealogical Society “Guidelines for Sharing Information with Others” - https://www.ngsgenealogy.org/wp-content/uploads/NGS-Guidelines/Guidelines_SharingInfo2016-FINAL-30Sep2018.pdf

National Genealogical Society “Guidelines for Genealogical Self-Improvement and Growth” - https://www.ngsgenealogy.org/wp-content/uploads/NGS-Guidelines/Guidelines_SelfImprovement2016-FINAL-30Sep2018.pdf

National Genealogical Society “Four Generation Pedigree Chart” - https://www.ngsgenealogy.org/wp-content/uploads/Free-Charts-Templates/NGS-Basic-Pedigree-Ancestor-Chart_NGS_Final.pdf

Any additional resources that are not included in this list will be presented to and reviewed by the supervisor before being included in lesson plans. This ensures resources are reviewed and vetted for relevance and appropriateness prior to implementation.

Suggested Strategies for Modification

This link includes content specific accommodations and modifications for all populations:

https://docs.google.com/spreadsheets/d/1Pp6EJOCsFz5o4-opzsXpQDQoa6aClW-bkRGPDRHXVrk/edit?usp=sharing

These additional strategies are helpful when learning Social Studies content and skills:

- Prompt student use of highlighter for close reading and annotation strategies
- Bold terms in directions
- Read texts aloud for students to assist in comprehension and analysis
- Provide opportunities for text-to-speech for written responses.

- Use visual presentations of all materials and instructions.
- Include graphic organizers for writing.