**Family History Project Introduction and Permission form**

**Materials:**

* copy of introductory letter and permission form for each student

**Lesson:**

1. Go through project letter and permission form and expectations (KZ screencast)
2. Present some of your own genealogy journey/family history
3. Show several student examples of focus questions and/or presentations
4. explain Museum of Me activity and give date for Museum of Me activity

**Museum of Me**

**Materials:**

* students bring in artifacts to share
* 'table talk' discussion signs

**Lesson:**

1. Students sit in small groups and take turns sharing their artifacts with each other using the 'table talk' discussion prompts

**Primary/Secondary Sources Lesson**

**Materials:**

* Primary and Secondary Sources YouTube video
* My Body of Sources graphic organizer for each student
* Bubble Map worksheet for each student

**Lesson:**

[10 minutes] Difference between primary and secondary sources

Mini-lesson and discussion on the difference between primary and secondary sources

1. Show video on big screen: <https://www.youtube.com/watch?v=g0plq2E9ZjQ> (stopping at 2:12)
   1. 1st-time through - students just watch
   2. 2nd-time through - students jot down specific examples and summarize the difference between primary and secondary sources
2. Several students read their summary aloud

[25 minutes] Reflection on 21st Century primary and secondary sources

1. Students independently complete **My Body of Sources** graphic organizer. Brainstorm the various sources where information about them and their life can be found (Google search results, school yearbook, photographs, school papers, etc.).
2. Students complete **Bubble Map** graphic organizer in pairs.
   * 1. Share My Body of Sources with each other.
     2. Partners choose ONE source and fill it in the middle bubble of the bubble map graphic organizer. Essential Question: *What pieces of information can others find out about me by using this source?*
     3. Complete **Reflection Grid** (on Bubble Map worksheet): Essential Questions: *What pieces of information are MISSING from this source? Where would someone look to find that information?*
3. Share out with the whole group (as time allows)

**Neil Armstrong Learning Labs**

**Materials:**

* Neil Armstrong Learning Labs worksheet for each student
* historical photographs, cursive hand-writing strips, and historical newspaper articles for learning stations

**Lesson:**

1. Teacher gives a preview of what to expect at each learning lab station (KZ screencast)
2. Teacher distributes learning labs worksheet
3. Teacher numbers off students by 3s
4. Students work through each station and move as a whole group from one station to the next (allow 10 minutes per station)
5. Students complete reflection portion of worksheet

**Family Ancestry Paideia**

**Materials:**

* ‘My Slave-Owning Ancestors’ article for each student (to have been annotated ahead of time)
* Saved by the Bell clip

**Lesson:**

1. [10 min] Students watch Saved By The Bell (any student who did not do their AOTW goes to the hallway to work while others watch the movie)
2. [40 min] Students are split into two groups and begin Paideia Q's

**Census Scavenger Hunt (30-minute lesson)**

**Materials:**

* Census Scavenger Hunt worksheet for each student
* What is the 1940 Census? video from FamilySearch (<https://www.youtube.com/watch?v=NGR2ikS0XYc>)

**Lesson:**

1. Go over what students should listen for in the census video. Play video once. Students do not write during this first showing.
2. Show video a second time and have students reflect on their worksheet.
3. Have students share their insights.
4. Guide students to Neil Armstrong's 1940 census record - - - [ancestry.com](http://ancestry.com/) - - - type in the search box (Neil Armstrong - - Ohio - - 1930).
5. Go through overall features of online census record - - highlights in yellow = Neil Armstrong ; highlights in green = his household ; column headings ; hovering over cursive writing uncovers typed text. (KZ screencast)
6. Students complete scavenger hunt worksheet using census record

**Family History Interview Lesson**

**Materials:**

* Interview handout for each student (KZ to edit this to match order of presentation)
* Prezi presentation (<https://prezi.com/rs-wgkgei3cp/interviewing-your-kin-keeper/>)
* Storycorp 'Miss Devine' video (<https://storycorps.org/animation/miss-devine/>)

**Lesson:**

1. Distribute handout to students
2. Go through Prezi
3. Q&A
4. Students test their recording devices by asking a partner one of the questions on the interview sheet. Then, playback to make sure it's loud enough.
5. Deadline for interview scheduled \_\_\_\_\_\_\_\_\_\_\_\_
6. Deadline for interview completion \_\_\_\_\_\_\_\_\_\_\_\_\_\_