

<b>TURNER</b>  <b>WORLD HISTORY &amp; GEOGRAPHY</b>  eric.turner@ccstn.org	<b>UNIT 1b</b>	<b>NAME:</b>
	<b>PRIMARY SOURCE RESEARCH</b>	
	<b>FAMILY TREE / GENEALOGY RESEARCH PROJECT</b>	

Before starting our exploration of world history, I believe it would helpful to discover our own history. History can be boring or tedious without a personal connection to the larger picture. You may find it unbelievable, but everyone alive today came from someone else who lived before them. I realize this sounds odd, but it is a scientific fact. Therefore, everyone has a history and is a part of history even if in a small way. The majority of those living in the United States originated from someplace other than the American continents. We departed those distant (or not so distant) shores for four reasons: persecution, war, starvation, or unemployment (poverty). We have these things in common.

In Unit 1a: Social Studies Practices, we focused on the theoretical aspect of primary sources. Now we are going to put what we learned into practice. You will be required to obtain primary sources. You must be able to evaluate the source’s trustworthiness and its purpose. You will need to corroborate sources to verify information. To do these things you will need to closely read the sources identify its claims and evaluate the evidence. Finally, you will need to contextualize these items to understand them in a historical setting.

You will be assessed on your ability to source, corroborate, contextualize, and close read primary and secondary sources throughout the projects. You will be required to complete the following items:

- A. Collect primary sources **(SSP.01)**
  1. Birth, death, & marriage certificates
  2. Census, immigration, and naturalization records
  3. Military records
  4. Journals, diaries, etc
  5. Photographs
  6. Oral histories
- B. Extract data from primary sources **(SSP.02)**
  1. Names
  2. Birth, death, & marriage dates
  3. Locations
  4. Jobs, professions
  5. Education
- C. Corroborate information from a variety of primary sources **(SSP.03)**
  1. Compare information from multiple sources
  2. Identify differences (disparities)
- D. Create an ancestry chart illustrating your understanding of those primary sources **(SSP.04)**
  1. Using a 6-Generation chart, you will complete as many entries as possible
  2. You will verify this by attaching primary sources to the chart
- E. Demonstrate knowledge of your past by explaining the historical context of their movements and actions **(SSP.05)**
  1. Take at least one ancestor and record his/her story by using primary and/or secondary sources
- F. Show movement of your family across time and space by plotting their movements on various maps **(SSP.06)**
  1. Using a county map of Tennessee, the United States, and the world, show your family’s movement

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### **SPECIFIC INSTRUCTIONS:**

#### **SURNAME AND GIVEN NAME ORIGINS (SSP.01)**

You will provide the meanings of your first and last (or given) name. You will need to ask a parent or relative why you were named your first name. Ancestry.com and other websites provide information on some names. This can be typed or hand-written (if readable. If I cannot read it, you must redo it).

Print your first name with an explanation of what it means and its origins to include the language or country. Additionally, write an explanation of why you were named what you were named.

Print your last name with an explanation of what it means and its country or countries of origin.

#### **FAMILY TREE (SSP.01 – SSP.04)**

A main portion of your research will involve creating this family tree. Ideally, students should be able to create a family tree going back a total of 5+ generations (great, great, great grandparents). Others will find that going back is much simpler due to research completed by previous family members. Your family tree should at minimum include birth, death dates, and locations. If you are unable to complete a tree for reasons beyond your control, please see me to make alternative arrangements.

***You are required to provide primary sources to support your assertions and to corroborate it where needed.*** Oral history interviews can, and should be videoed and uploaded to Flipgrid (<https://flipgrid.com/e65d7c> code: e65d7c)

Use the 6-Generation Ancestry Chart. Print one out and use it as a working copy. Prior to turning it in, you will type it in on this form ([http://misbach.org/download/pedigree\\_chart.pdf](http://misbach.org/download/pedigree_chart.pdf)) and print it out. You may also use an online genealogy website to create and store your information. Two possibilities include the free websites <http://familysearch.org> and <https://www.familyecho.com>. Naturally, you may also use <https://ancestry.com> if you have a subscription.

#### **FAMILY MEMBER NARRATIVE (SSP.05)**

Create a narrative of a past family member using primary and secondary sources. The family member must have already passed away. You may use their primary source records (birth, military, marriage, death records and <https://newspapers.com>). The narrative must be at least one page long and primary or secondary sources must be attached.

#### **COLOR-CODED ANCESTRY WORLD MAP COLLECTION (SSP.01 – SSP.06; specifically, SSP.06)**

This portion of your project involves making a color-coded map of the world showing the immigration patterns of your ancestors. Some of your maps will be more detailed than others because you may know the exact city from which your family came. Other portions of the map will only make reference to the country. Ports of embarkation mentioned on ship manifests should also be included on your map.