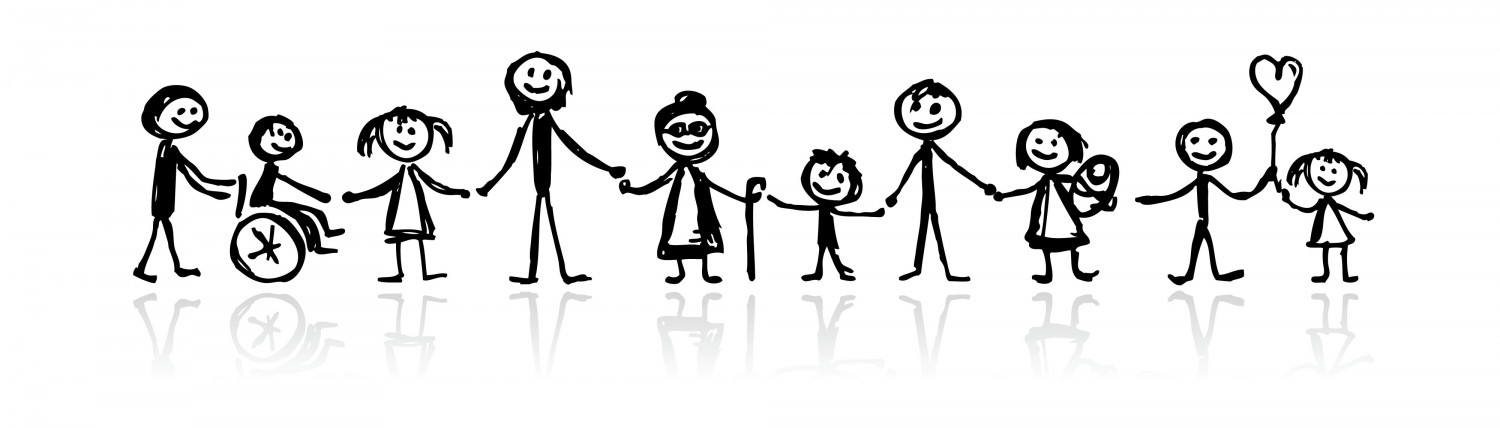
FAMILY HISTORY PROJECT

*Historical thinking begins with a clear sense of time – past, present and future – and becomes more precise as students’ progress. Historical thinking includes skills such as locating, researching, analyzing and interpreting primary and secondary sources so that students can begin to understand the relationship among events and draw conclusions*. (2012 Ohio Model Curriculum for fourth grade)



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**ENCOURAGE FAMILY MEMBERS INTERVIEWED TO SHARE PERSONAL STORIES**.

* Military experiences
* Humorous stories and stories about grandparents’ childhoods are especially enjoyed by the students.
* Students also like to hear about how their parents met..

The family history project will include: completing a timeline; researching information such as birth dates and death dates of family members; completing interviews with parents and grandparents; analyzing and interpreting the information collected; and then pulling the information together for a presentation to the class.

**HELP** your child complete **A four generation family pedigree chart.**  Ask grandparents’ to help to complete this chart. Use the holidays to gather information from family members.

The parents of the students who have completed this assignment in the past have shared with me that they felt this was the most meaningful school project their child has ever completed. The experience of working with your child on this project will become a cherished memory.

**Four interviews** are needed

First two are due Dec. 17 and the second two are due Jan. 25

**DON’T PANIC your child will have three months to complete the project.**

**mwalling@gcswave.com**

**The history of a child’s family can influence decisions they will make for the future and who they will become.**

**Important Due Dates for the family history project**.

**Dec. 17** - **Two interviews** due

**Jan. 25 – Two primary sources -** The following are a few examples of primary sources.(birth certificates, census record copies, a story grandma wrote about herself, photos, a copy of death record) **Please only send copies of the original records.**

**Jan. 25** - **Two more interviews** will be due for a total of **four** interviews. If possible, try to interview at least one great-grandparent. Try to interview as many grandparents as possible. Of course the students may interview their parents.

**INTERVIEWS** –If great grandparents or grandparents are deceased try interviewing their brothers or sisters who may still be living. In the past there have been some questions about students who are not permitted to see one of their parents or grandparents. Feel free to substitute a step-parent, elderly neighbor or someone you approve for this interview.

The interviews with family members will help students begin to understand what historical thinking is all about. During the latter part of the project, the students will try to analyze and interpret the information they have gathered. These are skills historians have and need when they gather information from the past.

**Feb. 8** - The family pedigree chart should be filled in as much as possible. **The students will need the birthdates and death dates to complete their timelines.** Please do not neglect this information. **PLEASE CONTACT ME IS THIS IS NOT POSSIBLE**.

For future investigations of a family’s history, **locations of the where their relatives were born or died are helpful.**  With dates and locations, students may be able to find additional family history and go back another generation or two. A lot of information can be researched on the internet if you know where to go. Websites are listed at the end of this due date list. Pedigree charts of families are not always easy to complete and it takes time to fill them out. Do not get discouraged. Just let me know if you have questions or concerns. I am flexible with students who have difficulty with this.

**Feb. 16** - **Secondary source** – The secondary source will be a story written by the students with the information the students have learned about their grandparent(s) or parents during their interviews. THIS WILL BE DONE IN CLASS. HOWEVER, THEY MAY NEED TO FINISH AT HOME. The following would be an example: If a student’s grandmother shares a story about a time when she was growing up, the student will rewrite and retell the story at school in their own words. This cannot be an experience the grandparent and student shared together. **REMEMBER**: For the secondary source it is a story of an event where the student was **not present or involved.**

**Feb. 23 -** **Timeline** of family members’ birthdates completed. The time line will be started in class but students may need to finish it at home.

**Mar. 8** - **Student final reports will be due**: Students will be writing a report, making a power point, or using some other form of media to present their project. A rubric and outline for this part of the project will be given to the students a few weeks before the deadline date. This will help them to include all information needed.

**Some due dates may change as we move through the project.**

Please contact me at [mwalling@gcswave.com](mailto:mwalling@gcswave.com) if you have any concerns. Websites where you can find information are listed below.

[www.familysearch.org](http://www.familysearch.org) no charge to use <http://www.familytreemagazine.com/>

[http://genealogy.com](http://genealogy.com/) <https://www.myheritage.com>

[http://free.discoverancestry.com](http://free.discoverancestry.com/) <https://www.ancestry.com>

<https://www.census.gov> <https://www.censusrecords.gov>

<https://www.obituary.com>