



SCOPE & SEQUENCE

Genealogy: Let's Find Family

Adult Genealogy Class
2025

Vision for Genealogy: Let's Find Family

The Genealogy: Let's Find Family course is suitable for all adult-learners who are interested in starting their own research into their genealogical past. This is a beginning course that will lead to mastery of finding and documenting evidence. The course is broken down into (4) units that can be started at any level of genealogy work. Beginners will thrive if they start with Unit 1 but will be able to adapt at any entry point into the course.

Year at a Glance*

March	April	May	June	July	August	September	October	November	January
FSC Seminar	1. It Starts with Me and Mine		2. The Tech of it All		3. It's Elementary Dear Watson			4. Oh, Goody...A Fieldtrip!	

Time Frame	Unit Title	Anchor Text/Resource(s)
12 lessons	Unit 1 : It Starts with Me and Mine (Start with who and what you know)	<i>Genealogy Standards, 2nd Ed.</i> BCG Basic FH Forms (familysearch.org)
12 lessons	Unit 2 : The Tech of it All (Online Research and Personal Database)	Video: <i>How to Build Your Family Tree in Ancestry</i> (youtube.com) Video: <i>Comparing All the Databases Available (2025)</i> (youtube.com)
12 lessons	Unit 3 : It's Elementary Dear Watson (Gathering and documenting the evidence)	<i>Robert Coe, Puritan: His Ancestors and Descendants 1340-1910</i> Bartlett, JG (Archive.org) <i>Chicago Manual of Style, 16th Ed.</i> + <i>Evidence Explained, 3rd Ed.</i> + Miller, Elizabeth S.
12 lessons	Unit 4 : Oh, Goody...A Fieldtrip! (Prepare Yourself for Site Visits)	

General Resources

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| <ul style="list-style-type: none">Library of Congress -- https://www.loc.govInternet Archive - https://www.archive.orgYoutube Videos -- https://youtube.comPurdue Owl -- Chicago Style Online Cheat SheetEvidence Explained -- Author Provided Cheat Sheet | <ul style="list-style-type: none">Family Search -- http://familysearch.orgFamily Search Portal -- Local Family Search LibraryAppendix A: Genealogy VocabularyAppendix B: Board of Certified Genealogist Standards (BCGS)Appendix C: Grading Rubric |
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Notes

- TIME FRAME:** Unit time frames are based on (1) lesson per week and will fluctuate according to the number of lessons per Unit. Not all units have the same number of lessons. *The time frame for this course starts in March after the Arlington Family Search Seminar and RootsTech. There is also no classes proffered from Thanksgiving to end of year. From time to time, special topics may be offered during January and February if time allows.
- BCGS:** This course will start and end with the Board of Certified Genealogist Standards and will assume that all participants want to obtain the highest accuracy regarding their genealogical history. Following the BCGS will ensure that those participants who would like to continue with genealogical research by pursuing a certification as a genealogist or who want to publish their findings can do so with a minimum of effort because they will already have a working knowledge of the BCGS.
- PRE-SKILLS:** Participants must have a fundamental knowledge of computers and be able to read and write fluently in the language of instruction (English). The ability to read and write in cursive is an advantage. Although deduction and inference are great skills to have for this course, they will be taught and are not a prerequisite for the course.
- PERFORMANCE TASK:** A minimum of (1) performance task per unit is desired to show mastery of concepts taught within that unit. Remember performance tasks are andragogically sound assessments and must mimic what participants will encounter in the real world as they pursue their genealogical history. Performance Tasks will be graded using a 1-8 point rubric. **Note:** This is not an academic institution-tied course, "the points don't matter."
- RESOURCES:** Emphasis will be placed on freely available resources throughout this course either via public domain examples, free to use websites, or in the case of Chicago Style, the Purdue Owl has permission to create a cheat sheet. This cheat sheet is sufficient for participant use. A bibliography will be presented with each unit for all resources. It will be noted which resources are not free.

Time Frame	Unit & Key Components	BCGS	Objective(s)	Assessment(s)	Resources
12 lessons Aug. 15–Sep. 16	Unit 1: It Starts with Me and Mine (Start with who and what you know) <ul style="list-style-type: none"> Decide who your “Home Person” will be in your family tree (often the researcher), Create a Family Group Sheet with you as a child of the family. If needed create a Family Group Sheet with you as part of the parental unit, Create a Pedigree Chart using the NGSQ System, “We listen, we don’t judge.” Recognize your own bias and leave it at the door.’ Identify primary and secondary sources. Gather and catalog primary and secondary source records. Organize family files according to Family Group Sheets. Using Maps to find your family in time and space. Create an Individual timeline for a great grandparent adding events as you find documentation. Utilizing a research log to formulate a research question. How to use the Family Search Catalog (Like the old school card catalog) Create a family history binder with key components to use throughout the course. 	3.27 3.16	By the end of the unit, participants will be able to: <ul style="list-style-type: none"> Create Family Group Sheets, Create Pedigree Charts for multiple generations, Gather and catalog source documents, Define and interpret bias, Differentiate between primary and secondary sources, Navigate genealogical resources such as printed family histories, county histories, and gazetteers, Create and interpret thematic maps, graphs, charts for family history, Identify and order events on a timeline, Formulate a research question and create a research log, 	<ol style="list-style-type: none"> Identify a primary source document that proves a parent/child relationship. Determine if a death record is a primary or secondary document. Create a complete Family Group Sheet and Pedigree Chart using the NGSQ System. Create an Individual Person Timeline. Formulate a research question and create a research log. 	Anchor Texts Ch. 2-3 in <i>Genealogy Standards</i> Family History charts Article: Organizing Family History Media Video: What is the NGSQ System?

Genealogy Unit 1 Plan

Content Area	Personal History/Genealogy	GLOBAL CONTEXTS <i>Consider the following: Why are we engaged in this inquiry? Why are these concepts important? Why is it important for me to understand? Why do people care about this topic?</i>	<i>Which global context will be our focus?</i> Identities and Relationships Family history is about finding out where and who you come from. Everyone wants to know their roots.
Learning Level	Adult		
Starts on	After the Family History Seminar in March		<i>How does this global context relate to the unit?</i> Unit 1 is about starting with what you know and branching out from there. If the participant has children, then they should know all the information about that generation. The participant should be able to identify their own information. And hopefully know their parent’s information.
Unit Duration	12 lessons		
Unit Title	It Starts with Me and Mine		
Instructor	Maggie Braun		

Stage 1 – INQUIRY AND PURPOSE		
KEY CONCEPTS		RELATED CONCEPTS
<p><i>The main focus of the unit will be...</i></p> <p>Connections: are links, bonds and relationships among people, objects, organisms or ideas.</p> <p>The focus of this unit is to start to build the generations. Whether the participant creates themselves as the home individual or a child, it is important to see how easy it is to link generations together.</p>		<p>As participants create the links between their generations they will see that each of us has our own unique heritage. Even if you are part of a larger ethnic group, experiences that you have and those that have shaped your family make you who you are today.</p>
STATEMENT OF INQUIRY		
Cultures are influenced by location, time, and perspective.		
INQUIRY QUESTIONS		
FACTUAL	CONCEPTUAL	DEBATABLE
<ol style="list-style-type: none">How do I number my ancestors?How do I number my descendants?What do I do if I don't know the information I need?How do I find information?	<ol style="list-style-type: none">How will I know when I am done with my genealogy research?Do I need a database?What is the difference between Family Search, Ancestry.com, and a database?When source documents all have different names and dates for the same individual, what do I record?How many primary sources do I need for genealogical proof?	<ol style="list-style-type: none">Do I have to document my findings even if I personally know the information?Do I need to document for genealogical proof?
ESSENTIAL UNDERSTANDINGS		
Standards/Vocabulary	KNOWLEDGE AND SKILLS	
<p>See the list of Standards from <i>Genealogy Standards, 2nd Ed.</i> BCG</p>	<p><i>Participants will know...</i></p> <ul style="list-style-type: none">• Create a Family Group Sheet with you as a child of the family. If needed create a Family Group Sheet with you as part of the parental unit,• Create a Pedigree Chart using the NGSQ System,• “We listen, we don’t judge.” Recognize your own bias and leave it at the door.’• Identify primary and secondary sources.• Gather and catalog primary and secondary source records.• Organize family files according to Family Group Sheets.• Using Maps to find your family in time and space.• Create an Individual timeline for a great grandparent adding events as you find documentation.• Utilizing a research log to formulate a research question.• How to use the Family Search Catalog	<p><i>Participants will be skilled at...</i></p> <ul style="list-style-type: none">• Creating Family Group Sheets• Creating Pedigree Charts• Identifying primary and secondary sources.• Cataloging primary and secondary source records.• Creating an Individual’s time line• Utilizing a research log• Using the Family Search Catalog
INTERDISCIPLINARY CONNECTIONS		
<p><i>Participants will need to have a working knowledge of computers and how to search the internet.</i></p>		

UNIT #1: It Starts with Me and Mine (Start with who and what you know)

Lesson #1: Writing Down Everything You Think You Know About Your Family

Duration: 90 minutes

Lesson Vision

Objective(s):

- PWBAT identify the home person in their genealogy research.
- PWBAT create a family group sheet.

Key Points:

1. Starting off correctly with what you know can make genealogy research easier to begin with.
2. Don't guess. If you don't know the information, its ok. This is what research is about.
3. Start off right with getting into the habit of thinking about place names and when they might have changed.

Vocabulary:

See handout *Genealogy Vocabulary*

Genealogy Standards:

- 2.4(A) respect the privacy of living individuals while performing genealogy work.
- 2.9 utilize a standard genealogy numbering system like NGSQ numbering.
- 2.6 use appropriate citations for sources.

Demonstrate: Demonstrate the proper way to fill out a Family Group Sheet. Explain each fields' required information and what genealogical standards are for the following types of fields:

- Last names are no longer in ALL CAPS.
- Mothers are always listed by their maiden name. Example: Margaret Jane White married James Ebenezer Coe so instead of being listed as Margaret Jane Coe, she is listed in genealogical documentation as Margaret Jane White.
- In the case of multiple marriages, always use the preferred marriage. Others can be notated on the form. Preferred marriage is the one that produced you.
- Same-sex marriages: How you list them is up to you. I prefer listing my relative in the top field or (husband field). Pick a system and stick with it.
- If biological parents are known, list them in the father and mother fields; notating that they are biological. You can choose your relatives as preferred in the case of adoptions or surrogacy.
- Dates are two-digit day, three letter month, four-digit year. Example 09 JUL 1982.
- Locations are Town, County (Parrish) County, State, United States of America
 - Be mindful of when the date of an event is and what the location was named back then. Example: Morristown, Morris County, New Jersey, United States of America is the proper name today but when my 10X Grandfather was born it was Morristown, Morris, Colony of New Jersey, Kingdom of Great Britain.
- Nicknames and preferred names can be listed on the individual's information page. On Family Group Sheets and Ancestry Charts, use proper names.
- When organizing Group Sheets, the page that you are located on is Family Group Sheet 1. The Family Group Sheet that lists your dad as a child will be Family Group Sheet 2. The Family Group Sheet that lists your mom as a child will be Family Group Sheet 3. (Provide chart for grandparents, great grandparents (4-generations)).

Work Time:

Give participants time to work on their own Family Group Sheets. If someone finishes before the others, have them sign on to the computer and create a familysearch.org account.