

FINDING YOUR ROOTS

Step-By-Step Guide to Tracing Family History

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Table of Contents

1. Finding Your Roots	11. Other Relatives Interview Form
2. How to Begin to Find Your Roots	12. Your Direct Line
3. Your Interest Profile	13. Digging Deeper
4. Interest Profile	14. Your Own Time Line
5. Preliminary Interview About You	15. People Do Move!
6. In-Depth Interview #1	16. More Migrations
7. In-Depth Interview #2	17. What's In a Name?
8. In-Depth Interview #3	18. Album Page
9. In-Depth Interview #4	19. Album Page
10. Other Relatives Interview Form	20. Where Do You Go from Here?

SUGGESTIONS FOR USE

"Finding your Roots" provides a highly motivating activity approach to research and writing skills. Students research their own lives and backgrounds to share their experiences and their "finds".

1. **YOUNGER OR LESS ABLE STUDENTS** - will need teacher direction. In some cases it may be most effective to work through the activities one page at a time. Although some students may not be able to fully complete all of the exercises, this is not a failure. Whatever work is completed is a success at that level. (And they may go back and add to their books years later!)
2. **OLDER OR MORE CAPABLE STUDENTS** - may work on the entire project independently with occasional teacher conferences.
3. **CO-ORDINATING WITH OTHER SUBJECT AREAS** - The information on the migration maps (page 15 and 16) can be combined into a whole-class migration map. Similarly, the exercise on page 17, "What's In a Name?", could be plotted on a classroom map. If graphs and charts are being studied in mathematics, some very interesting charts can be made by plotting percentages or numbers of students and their countries of origin or places they have lived.
4. **POSSIBLE AREAS OF DIFFICULTY** - As mentioned on page 2, many students do not live in a "typical" two-parent home. They live with one parent, have an absent parent who is either not living or is not available, are adopted, live in foster homes, and so forth. All students should be reassured that their experiences and the information that they can assemble even from their own memory alone is important, varied, interesting and valid. **The diversity and richness of the experiences of the students should be valued and re-affirmed by the teacher.**
5. **CULMINATING ACTIVITY** - Assemble the finished projects and set aside time for discussing, reviewing, and sharing.

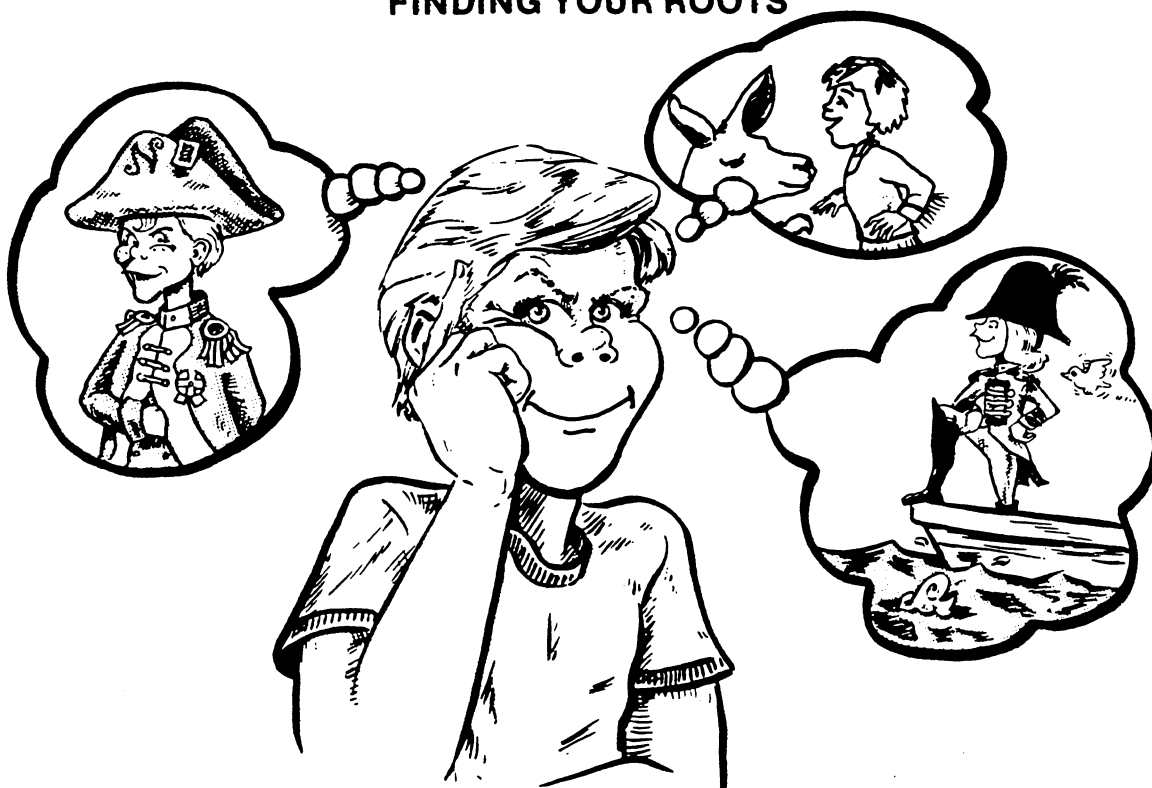
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FINDING YOUR ROOTS



**How can you go about finding your roots?
Why should you?**

Ask yourself these questions:

- * How am I like those around me?
- * How am I different?
- * How have the people who have gone before me contributed to me as a unique individual today?
- * What will I pass on to those who will follow me?

If you haven't thought about these questions (or even if you have), you may find some surprising answers when you have finished searching out your ROOTS.

Just off the top of your head, complete the following two statements:

1. I want to find my roots because _____

2. When I have completed this book I will know the following things: _____

Now, take one more moment to fill in today's date: _____ **. Go on to the next page.
You will come back to this one later.**

HOW TO BEGIN TO FIND YOUR ROOTS

2

You can search out a great deal about your beginnings. You know more already than you may think. You'll need to put together the things you know about now, and then add to your knowledge with *research and interviews*.

You may run into some problems:

- * What if you have only one parent and can't find out about the other?
No one's investigation can possibly be "complete". Fill in all the information you *are* able to find. That's all that any historian can do, no matter what his sources may be.
- * What if you're adopted and can't get information on your biological parents?
If there is no information about blood relatives, fill in the information based on the people you live with.



THE FIRST STEP

Fill in the simple chart below. It's OK to guess. You'll check this information more carefully later on.

Where was I born? _____

Where was my mother born? _____

Where was my father born? _____

Where were *their* parents born? _____

(Mother's parents) Grandmother _____ Grandfather _____

(Father's parents) Grandmother _____ Grandfather _____

Today's Date _____

YOUR INTEREST PROFILE

Let's begin by thinking about you. Fill out this interest profile for yourself. Put a tick in the appropriate box for each thing you like to do. You can add several more if you wish. Of course, you can only guess about the future.

	AT 5 YEARS OLD	AT 10 YEARS OLD	AT 15 YEARS OLD	AT 25 YEARS OLD	AT 50 YEARS OLD	AT 80 YEARS OLD
READ						
SING						
PLAY SPORT						
RIDE A BIKE						
WATCH TV						
BUILD THINGS						
COOK						
RIDE HORSES						
COLLECT THINGS						

Imagine your grandchild or great-grandchild finding this sheet of paper 50 years from now! What do you think he or she would think about this?

Page 4 is another Interest Profile form. Make as many copies as you need to get data on members of your family. If you have relatives who live far away, interview them by telephone or send them the forms by mail.

