

**UNIT OVERVIEW**

Unit Length	4 weeks = 16 (60 minute) class periods per course.
Grade Level(s)/Subject(s)	11th Grade / English III and US History
Unit Overview	<p>In this cross curricular project 11th grade students will read Isabel Wilkerson’s “The Warmth of Other Suns” while conducting similar personal genealogical research in order to produce a Family Story, which reflects how their family/ancestors’ (or those in their circle of care’s) decisions have impacted their present and future lives.</p> <p>Guiding Questions:</p> <ul style="list-style-type: none"> <li>- How have my ancestors’/family's decisions impacted my life story?</li> <li>- How can historical context help me understand the decisions my ancestors/family have made?</li> </ul> <p>This Project Based Learning unit will allow the students to progress through 4 steps/milestones that “climb” Bloom’s Taxonomy. Students will receive supporting instruction in both of their ELA and US History courses as they work on mastering the standards. In doing so they will grow their skills in analyzing primary sources, determining cause/effect, synthesizing secondary sources, creating plot lines, and creating stories.</p>
Objectives & Outcomes	<p>Students will be able to create a timeline that both defines the Great Migration and identifies the causation factors that influenced the decisions individuals made to migrate.</p> <p>Students will be able to use family oral history and primary sources to document their ancestors’/family’s migration.</p>

	<p>Students will be able to create a story that demonstrates their understanding of their personal Great Migration and how a single choice to relocate has impacted their family.</p>
<p>Standards</p>	<p>CCSS.ELA-LITERACY.RH.11-12.5</p> <p>Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.</p> <p>CCSS.ELA-LITERACY.RH.11-12.7</p> <p>Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p> <p>RL.11-12.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>RL.9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>RL.11-12.3. Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p>
<p>Facilitation Resources</p>	<ul style="list-style-type: none"> <li>- Primary Sources from <i>The 1619 Project’s</i> <a href="#">“Photography and Primary Sources”</a></li> <li>- <a href="#">1932: story by Yaa Gyasi</a> (on the Tuskegee Experiment)</li> <li>- <a href="#">Feb. 12, 1946: story by Jacqueline Woodson</a> (on Sgt. Isaac Woodard)</li> <li>- <a href="#">Sept. 15, 1963: poems by Rita Dove and Camille T. Dungy</a> (on the 16th Street Baptist Church bombing)</li> <li>- Each student will need access to their Google Drive</li> <li>- <a href="#">Ancestry Classroom</a></li> <li>- Class set of Isabel Wilkerson’s <a href="#">“The Warmth of Other Suns”</a></li> </ul>

	<p>- Copies of “<a href="#">Step B: Biography Cards</a>”</p>
<p>Performance Task</p>	<p>Step A - Define Great Migration and identify decisions that were made via a <a href="#">timeline</a>.</p> <ul style="list-style-type: none"> <li>● Product = Timeline</li> <li>● ( 3 lessons in English)</li> <li>● (2-3 in US History)</li> </ul> <p>Step B - Use your Genealogical research to determine any major decisions your family made that contributed to their relocation/migration.</p> <ul style="list-style-type: none"> <li>● Product = Google Drive folder that includes “Step B: Biography Cards” and all primary sources from “Step B: Primary Source Research”</li> <li>● (6-8 lessons in English)</li> <li>● (4-5 lessons in US His)</li> </ul> <p>Step C - Synthesize Great Migration and Genealogy research to write a “Family Story.”</p> <ul style="list-style-type: none"> <li>● Product = Family Story Social Media Post with images reflecting personal learning of the Great Migration and family history</li> <li>● (2-3 lessons in US His )</li> <li>● (2 lessons in English)</li> </ul> <p>*It is very important for both teachers and students to realize that what makes the unit so unique and so engaging is that it is very personal. Students are using their own family’s history to better understand the history of the Great Migration. Teachers must be careful to be inclusive as possible and not limit students and their family histories. For instance, though the unit hopes to help students better understand the causes and effects of the Great Migration, students’ ancestors don’t necessarily need to have participated in the Great Migration. Any form of migration or immigration by any families/ancestors will be helpful to better understand the Great Migration. Additionally, though all families probably have layers of drama, unfortunately, for many students the amount of family drama may be too great to delve into for a school assignment. So, it is important to address this and offer alternatives. For instance, offering a staff member’s or even a celebrity’s family can allow all students to engage in this project and develop these historical skills.</p>

## The Great Migration: Family Decisions

Unit by IDEA Public Charter School, part of the 2022 cohort of *The 1619 Project* Education Network

Assessment/Evaluation	<a href="#">“Step A: Great Migration Timeline” (and Rubric)</a> <a href="#">“Step B: Biography Cards” (and Scoring Guide)</a> <a href="#">“Step B: Primary Source Research” (and Scoring Guide)</a>
-----------------------	---

ELA DAILY LESSONS

*Week 1 - ELA*

Step A - Students will be able to create a timeline that both defines the Great Migration and identifies the causation factors that influenced the decisions individuals made to migrate.

Pacing	Focus text(s) / resource(s)	Lesson Objective(s) or Essential Question(s)	Lesson / Activities	Lesson Materials
Day 1	<a href="#">The Great Migration</a>  <a href="#">Visualizing the Great Migration</a>	<p>Students will gain an understanding of the Great Migration.</p> <p>Students will create a timeline and map that displays the time period and movement of African Americans.</p>	<ol style="list-style-type: none"> <li>Students respond to the prompt: Do you know of a time your family, your circle of care, or <a href="#">George Starling</a> moved somewhere for a better opportunity? (Teacher Note: They will add to their personal double entry journal throughout the unit.)</li> <li>Class uses question prompts in the resource packet to complete a KWL chart.</li> <li>Students will analyze the Day 1 Close Reading in the resource packet for meaning, imagery and figurative language in small groups.</li> <li>Students complete the exit ticket for the day.</li> </ol>	<a href="#">Step A: Great Migration Timeline</a>  Notecards Chart Paper  <a href="#">ELA Resource Packet</a>
Day 2-3	<a href="#">The Great Migration and the power of a single decision” by Isabel</a>	<p>Students will view and engage in a Jigsaw of "The Great Migration and the Power of a Single Decision" to gain a deeper</p>	<ol style="list-style-type: none"> <li>Students will add the factors that influenced African Americans to migrate to their Great Migration Timeline previously created in US History class.</li> <li>Class viewing of the “The Great Migration and the power of a single decision” using the process in the resource packet.</li> </ol>	<a href="#">Step A: Great Migration Timeline</a>  <a href="#">ELA Resource Packet</a>

**The Great Migration: Family Decisions**

Unit by IDEA Public Charter School, part of the 2022 cohort of *The 1619 Project* Education Network

	<a href="#">Wilkerson</a>	understanding of the Great Migration and the importance of making a decision.	<p>3. Groups will conduct a gallery walk to share out their responses. As students are visiting each poster they should record each group's push and pull factors.</p> <p>4. Students complete the exit ticket for the day.</p>	
Days 4		How does the Great Migration impact George and his family?	<p>1. Students will use information from the Isabel Wilkerson video to add the factors that influenced African Americans to migrate to the timeline created in US History.</p> <p>2. Students will begin reading the Warmth of Other Suns and adding to the Struggles and Dreams double journal entry handout that will be used continuously throughout this unit.</p> <p>3. Students use the Double Journal Entry worksheet to complete the activity in the resource packet.</p> <p>4. Students complete the exit ticket for the day.</p>	<p><a href="#">Double Journal Entry</a></p> <p><a href="#">ELA Resource Packet</a></p>
Day 5	<p><i>The 1619 Project</i> pgs 68-69 and pg 78.</p> <p>The Tuskegee Syphilis Study</p> <p>Issac Woodard</p> <p>16th Street Bombing</p>	How did the struggles that African Americans faced contribute to them leaving the South?	<p>1. Students will continue to add causation factors to their timeline.</p> <p>2. Students follow the instructions for the Jigsaw activity outlined in the resource packet.</p> <p>3. Students complete the exit ticket for the day.</p>	1619 Texts for each student

Pacing	Focus text(s) / resource(s) for today's lesson	Lesson Objective(s) or Essential Question(s)	Lesson / Activities	Lesson Materials
<p><i>Week 2</i></p> <p>Step B - Students will be able to conduct archival research in order to create a google drive folder that contains primary sources that document their ancestral/family migration of themselves or someone in their circle of care.</p>				
<p>Day 6-10</p>	<p>Excerpt from Part 2 "Warmth of Other Suns" pgs. 36-42 stop at "his fate is in the lap of the dogs."</p> <p>Continue reading pg. 43 "In the years leading up to..." stop at pg. 45 "...swear to tell the truth on."</p> <p>Continue reading pgs. 47- 71, stop at "for one thing."</p> <p>Continue reading pgs. 106-112 and pgs. 127-139</p> <p>Teacher Note: Students will have to read independently at home.</p>	<p>What factors influenced George's decision to migrate?</p>	<p>1. Students will add the factors that influenced African Americans to migrate to the timeline created in US History.</p> <p>2. Identify the push factors that influenced George's decision to migrate from the south and support with evidence.</p> <p>Students will continue reading and using their <a href="#">double entry journal</a> to analyze the character Lil George Starling, looking for George's life in the South, noting one side for the reading lens and the other side for the authors use words/ phrases from the text that indicates the factors that influenced the migration.</p> <p>Reading Lens:</p> <p>How does George make a living?</p> <p>What are George's living conditions?</p> <p>What factors influenced George to</p>	<p>"The Warmth of Other Suns"</p>

**The Great Migration: Family Decisions**

Unit by IDEA Public Charter School, part of the 2022 cohort of *The 1619 Project* Education Network

			<p>migrate to the North?</p> <p>What actions do the North take?</p> <p>What actions do the South take?</p> <p>What is the immediate impact of George's decision to migrate for him and his family?</p> <p>Exit Ticket: What major factors influenced George's decision to migrate from the South?</p>	
--	--	--	---	--

*Week 3*

Step C - Students will be able to synthesize their Step A Great Migration timeline and Step B Migration Map (and primary sources) to write their “Family Story.”

Pacing	Focus text(s) / resource(s) for today’s lesson	Lesson Objective(s) or Essential Question(s)	Lesson / Activities	Lesson Materials
Day 11	Double Entry Journals, Pre-writing, Body Graphic Organizer, Notecards from US History	Students will demonstrate their understanding of conflicting motivations within their selected character by drafting the culminating task independently.	<ol style="list-style-type: none"> <li>1. Complete the Body graphic organizer to determine internal conflicts/ factors and external factors that influenced his decision to move his family. (What words/phrases does the author use to depict George’s internal and external factors for moving to the North?)</li> <li>2. Use the story students created on the first day, or students may create a new story based on new information from US History. Students will add at least 2 internal factors (living conditions, job, family life) and 2 external factors (life in the South, promises in the North) that influenced their “family” to move.</li> <li>3. Exit Ticket: What words/ phrases did you use to indicate your characters’ positive/ and or negative experiences and influences to migrate from the South or not?</li> </ol>	

**The Great Migration: Family Decisions**

Unit by IDEA Public Charter School, part of the 2022 cohort of *The 1619 Project* Education Network

<p>Day 12-13</p>	<p>Excerpt from Part 2 “Warmth of Other Suns” Pgs. 150- 157 stop at “out from around here.”</p> <p>pgs. 170-172</p> <p>Continue reading at pg.216 (start at “From the moment...” stop at pg. 221.)</p> <p>Pgs. 246-252 Pgs. 356-361</p>	<p>How does the decision to migrate impact families and future generations?</p>	<p>1. Write two factors that influenced George to migrate with his family from Chicago.</p> <p>Teacher Note: Provide students with notecards.</p> <p>2. Students will read in small groups to answer the following prompt:</p> <p>Reading Lens:</p> <ul style="list-style-type: none"> <li>- Describe George Starling’s conditions in the North.</li> <li>- How did George’s decision to migrate to New York immediately impact him and his family? How do their attitudes impact George and his family’s future?</li> </ul> <p>Exit Ticket: Count students off by 1-3. Each group will answer one of the prompts.</p> <p>*How does George’s life improve/ not improve after migrating to NY?</p> <p>*George’s life in the South can be described as _____ compared to his life in NY. George’s life in NY can be described as _____ compared to his life in the South.</p> <p>*What are two of the most significant</p>	
----------------------	---	---	--	--

**The Great Migration: Family Decisions**

Unit by IDEA Public Charter School, part of the 2022 cohort of *The 1619 Project* Education Network

			factors that influenced George’s decision to move from the South to the North?  Students will share out answers.	
Day 14-15	Double entry journals, body graphic organizer, US History notecards and US History timeline	How do I write an effective story about my “family’s” migration?	Using Step A: Timeline, Step B: Biography Cards, double entry journals, and body graphic organizers tell a 2-page (between 850 - 1000 words) story of the migration experience (or other major decisions) that your family member encountered during the Great Migration. Be sure to use sensory details, dreams and struggles (push and pull factors for migrating) to paint a picture of this experience in detail.  Students will begin writing the rough drafts of their family story.	<a href="#">Step A: Timeline</a> <a href="#">Step B: Biography Cards</a> <a href="#">Double entry journals</a> <a href="#">Body graphic organizers</a>

<i>Week 4</i> Conclusion: Putting it all together				
Pacing	Focus text(s) / resource(s) for today's lesson	Lesson Objective(s) or Essential Question(s)	Lesson / Activities	Lesson Materials
Day 16	Double entry journals, body graphic organizer, US History notecards and US History timeline	How do I write an effective story about my "family's" migration?	Students will conduct a peer edit of their family migration stories using the peer checklist rubric.	
Day 17-18	Student created Timeline, Biography Cards, Family Interview	How do I write an effective story about my "family's" migration?	Students will write their final stories and submit their final copies.	

HISTORY DAILY LESSONS

*Week 1 - History*

Step A - Students will be able to create a timeline that both defines the Great Migration and identifies the causation factors that influenced the decisions individuals made to migrate.

Pacing	Focus text(s) / resource(s)	Lesson Objective(s) or Essential Question(s)	Lesson / Activities	Lesson Materials
Day 1	Page Long Introductions to the protagonists from “The Warmth of Other Suns” included in the Section titled “Leaving” (pages 3-7)	Students will be able to compare and contrast the reasons individuals decided to migrate out of the American South during the 20th century.	<p><b>Do Now-</b> Students complete the Do Now in the resource packet.</p> <p><b>Group work-</b> Students move into small groups based on the protagonist they used for the Do Now. Students work together to complete the Protagonist Profile Activity in the <a href="#">resource packet</a>.</p> <p><b>Share Out-</b> Groups share out their “Protagonist Profiles” while classmates compare and contrast with their own.</p> <p><b>Connect Learning-</b> Students should add the date (When?) and the struggles (What?) to their Step A Timeline.</p>	<p><a href="#">Step A: Great Migration Timeline</a></p> <p>Pre-Printed Protagonist Profile (or draw or trace their own on butcher paper)</p> <p><a href="#">History Resource Packet</a></p>
Day 2-4	<p>“Constructing Your Family History: Oral or Imagined History”</p> <p>Many Black Americans face obstacles in tracing genealogy</p>	<p>Students will be able to use their family’s oral history to create “Biography Cards” of ancestral and/or family members.</p> <p>(It is always important to spend</p>	<p>1. Do Now - Students read “The Making of the Book, The Warmth of Other Suns” and answer questions that help them understand the importance of oral history for such a social history topic like family history, for instance:</p> <ul style="list-style-type: none"> <li>- <b>Why did Isabella Wilkerson write this book?</b></li> <li>- <b>What research methods and sources did she choose to use in order to gather information on the Great Migration?</b></li> </ul>	<p><a href="#">Step B: Biography Cards (and Scoring Guide)</a></p>

	<p>because of the violent uprooting and dehumanizing record-keeping associated with slavery. <i>The 1619 Project</i> traces how our national history was formed, but what about your personal history? How might you trace—and in some cases, imagine—your family history?</p> <p>Option 1: Oral History</p> <p><a href="#">“The Making of the Book, The Warmth of Other Suns”</a></p> <p>If time allows, 1 episode of Henry Louis Gates Jr.’s “African</p>	<p>time teaching students that there is no “right way” to create a family tree. Everybody’s family tree looks different. As a matter of fact, many times we often do and should include people in our family tree who are NOT our “blood relatives.” Adopted, step, “grannies or aunts,” etc. have all contributed to our family history. Or as <i>The 1619 Project</i> argues, “An ancestor can be a person from whom you biologically descend, but they can also be a person <u>‘from whom mental, artistic, spiritual, etc., descent is claimed.’</u>” That is totally fine! For the purpose of this project we are learning about how and why people have migrated/immigrated.)</p>	<p><b>- It took Isabella Wilkerson 15 years to research and write this book. Why did it take so long?</b></p> <p>Debrief Do Now and highlight the importance of oral history as a source, particularly when researching less documented topics, like underrepresented social groups or family history.</p> <ol style="list-style-type: none"> <li>1) Explain to students that we will be doing something similar to Wilkerson but obviously on a much smaller scale. To track our research we will be interviewing family members in order to create individual “Biography Cards” for individual family members and ancestors.</li> <li>2) Through interviewing and asking current family members, students will be creating an individual card for as many individuals as time allows. (Usually requiring students to create at least 1 card for each of the past 3-4 generations is the most efficient use of time.) Start by allowing students to get comfortable creating a Biography Card, by creating their own personal Biography Card.</li> <li>3) Once students have created their own Biography Card, spend time debriefing about (a) questions students have about interviewing family members, (b) why this form of oral history will be helpful in discovering the truth about history, and (c) what will make this task/skill different and therefore more difficult than previous task/skills. (If time allows, watching almost any episode of Henry Louis Gates Jr’s “African American Lives” or “Finding Your Roots” with the students is very helpful! Students can keep a running list of strategies, methods, interactions, etc. that Gates uses as he conducts oral history and seeks out helpful primary sources, as a model for what they are about to do with their families.)</li> </ol>	
--	---	---	---	--

	<p>American Lives” or “Finding Your Roots”</p>		<p>4) Students probably won’t have time to effectively interview every family member about every ancestor and family story. So, have them brainstorm a list of who they will have time to effectively interview. Here are some things for them to think about:</p> <ul style="list-style-type: none"> <li>● Who do you have access to?</li> <li>● Who can be trusted to keep it real and tell the whole truth?</li> <li>● Who lived through or witnessed family stories?</li> <li>● Who is the family griot/storyteller/historian?</li> </ul> <p>5) End class by telling students the date by which they should have interviewed a family member and begun to fill in their Biography Cards.</p> <p>-----</p> <p>6) In the next class have students open their “Biography Cards” and in small groups have them use a share-work protocol (Think-Pair-Share, Whip Around, 4 Corners, etc). Debrief and highlight that conducting an oral history project can be difficult but is an incredibly helpful tool for historians.</p> <p>7) Set a final due date for completion of the “Biography Cards”</p> <p>(If family memory is coming up short for all the info of a card, that is ok. In the next step students will use archival sources to “fill in the gaps” of family memory.)</p>	
<p>Days 5-7</p>	<p>“Analyzing the Federal Census</p>	<p>Students will be able to search, locate, and</p>	<p>1. Do Now- Provide students with a copy of a primary source from <a href="#">Ancestry Classroom</a> (a primary source showing an ancestor of the</p>	<p>A sample primary source from</p>

	<p>Manuscripts”</p> <p><a href="#">Ancestry Classroom</a> (Ancestry.com offers a grant for teachers that allows all users connected to the school building’s wifi to use their archival collections for free. The grant requires teachers to complete a very basic form found <a href="#">here</a>.)</p>	<p>analyze primary sources from <a href="#">Ancestry Classroom</a>’s archival collections in order to update their “Biography Cards” with new and/or additional information.</p>	<p>teacher or George Starling from “The Warmth of Other Suns” are great ones to use) and ask them to analyze it and then answer questions: (for instance</p> <ul style="list-style-type: none"> <li>- <b>Using this primary source list 2-3 facts you can learn about this person (birth place, family members, occupations, etc)</b></li> <li>- <b>2-3 facts about their neighbors (ages, genders, class, race, etc)</b></li> <li>- <b>2-3 facts about America at the time (segregated, occupations, household relationships, etc)</b></li> </ul> <p>2. Debrief the Do Now and highlight the importance of such primary sources when attempting to document social history.</p> <p>3. Explain to students that they will be using such primary sources to document the lives and times of their ancestors/families. They will do so by using the collections found on <a href="#">Ancestry Classroom</a> to fill in any gaps on their Biography Cards and perhaps locating new individual ancestors that have not been identified in their initial oral history interviews.</p> <p>4. <b>I do</b> - Explain and show students how you used <a href="#">Ancestry Classroom</a> to find the primary source you used for the Do Now.</p> <p><b>We do</b> - As a class choose a protagonist from “The Warmth of Other Suns” or perhaps a historical figure from the past. Use <a href="#">Ancestry Classroom</a> via a projector so students can watch you navigate, while they follow along on their own devices.</p> <p><b>You do</b> - Have students select a Biography Card of an ancestor that they hope to learn more information about. Have them use the same process to search for a helpful primary source. Circulate and support, making sure to emphasize student effort and successes.</p>	<p><a href="#">Ancestry Classroom</a> (This 1930 census manuscript of <a href="#">Geroge Starling</a>, one of the protagonists from “The Warmth of Other Suns” is a great one!)</p>
--	--	--	--	---

			<p>5. As students find primary sources, have them save them in their Google Drive and then use them to update any Biography Cards in a different color font.</p> <p>-----</p> <p>6. Depending on time, this process can be repeated in following class periods. The goal is that students go through the process and gather primary sources to update their Biography Cards so that they will be able to use this information in creating their “Family Story.”</p> <p>Every year I get nervous that some students won’t find any primary sources. Every year I am excited to find out that, though it may take longer from some students, everyone finds at least 1 primary source after 2-3 class periods! (This process reminds students that the historian’s task is not linear. Often when engaging with the primary sources, students need to follow back up with their families to ask more specific questions, clarification, etc.)</p>	
--	--	--	---	--

*Week 2*

Step B - Students will be able to conduct archival research in order to create a Google Drive folder that contains primary sources that document their ancestral/family migration of themselves or someone in their circle of care.

Pacing	Focus text(s) / resource(s)	Lesson Objective(s) or Essential Question(s)	Lesson / Activities	Lesson Materials
Days 5-7	<p>“Analyzing the Federal Census Manuscripts”</p> <p><a href="#">Ancestry Classroom</a></p>	<p>Students will be able to search, locate, and analyze primary sources from <a href="#">Ancestry Classroom</a>’s archival collections in order to update their “Biography Cards” with new and/or additional information.</p>	<ol style="list-style-type: none"> <li>1. Do Now- Provide students with a copy of a primary source from <a href="#">Ancestry Classroom</a> (a primary source showing an ancestor of the teacher or George Starling from “The Warmth of Other Suns” are great ones to use) and ask them to analyze it and then answer questions: (for instance                     <ul style="list-style-type: none"> <li>- <b>Using this primary source list 2-3 facts you can learn about this person (birth place, family members, occupations, etc)</b></li> <li>- <b>2-3 facts about their neighbors (ages, genders, class, race, etc)</b></li> <li>- <b>2-3 facts about America at the time (segregated, occupations, household relationships, etc)</b></li> </ul> </li> <li>2. Debrief the Do Now and highlight the importance of such primary sources when attempting to document social history.</li> <li>3. Explain to students that they will be using such primary sources to document the lives and times of their ancestors/families. They will do so by using the collections found on <a href="#">Ancestry Classroom</a> to fill in any gaps on their Biography Cards and perhaps locating new individual ancestors that have not been identified in their initial oral history interviews.</li> <li>4. <b>I do</b> - Explain and show students how you used <a href="#">Ancestry</a></li> </ol>	<p>A sample primary source from <a href="#">Ancestry Classroom</a> (This 1930 census manuscript of <a href="#">Geroge Starling</a>, one of the protagonists from “The Warmth of Other Suns” is a great one!)</p>

			<p><a href="#">Classroom</a> to find the primary source you used for the Do Now.</p> <p><b>We do</b> - As a class choose a protagonist from “The Warmth of Other Suns” or perhaps a historical figure from the past. Use <a href="#">Ancestry Classroom</a> via a projector so students can watch you navigate, while they follow along on their own devices.</p> <p><b>You do</b> - Have students select a Biography Card of an ancestor that they hope to learn more information about. Have them use the same process to search for a helpful primary source. Circulate and support, making sure to emphasize student effort and successes.</p> <p>5. As students find primary sources, have them save them in their Google Drive and then use them to update any Biography Cards in a different color font.</p> <p>-----</p> <p>6. Depending on time, this process can be repeated in following class periods. The goal is that students go through the process and gather primary sources to update their Biography Cards so that they will be able to use this information in creating their “Family Story.”</p> <p>Every year I get nervous that some students won’t find any primary sources. Every year I am excited to find out that, though it may take longer from some students, everyone finds at least 1 primary source after 2-3 class periods! (This process reminds students that the historian’s task is not linear. Often when engaging with the primary sources, students need to follow back up with their families to ask more specific questions, clarification, etc.)</p>	
--	--	--	--	--