



# Introduction to the Lesson Plans

The purpose of this lesson plan is to introduce students to the basic practice of genealogy. This plan consists of three lessons that do the following:

## 1. Show students how to begin their search.

**Lesson 1**, [How to Begin Your Search](#) introduces students to genealogy and shows them how to begin a search. It does this by introducing the genealogy chart as a starting point for family history research. **The goal of this lesson is to** teach the student that the process starts by gathering information on the family and filling out the chart.

## 2. Introduce the census, one of the most widely used documents in genealogy.

**Lesson 2**, [The Census - An Information Gathering Tool](#) looks at the information provided by the census. It is one of the most widely used documents for following family members through the decades. **The goal of this lesson is to** show how the census can be used to obtain more information about families.

## 3. Explore the concept of information as value that resides not only in the information obtained from the document, but in the document as the container of information.

**Lesson 3**, [Using Information as Evidence](#) looks at the value of information. It does this by introducing the classification system used by professional genealogists when analyzing items in support of a conclusion on familial ties. **The goal of this lesson is to** introduce students to the basic concept of thinking about the quality and reliability of information.

All lessons utilize the story of Jeremiah J. Hamilton, a Texas political and civil leader in the late 19 century.

These plans include Teacher Supplements, which contain explanations and answers. The plans can be completed as a whole unit, or you can choose to work on individual plans.

# TEKS and Materials

## The Lesson Plans cover the following Knowledge and Skill Statement and TEKS.

### TEKS

Subject - SS: Social Studies Grade - 8:

### Knowledge & Skill Statement

#### 8.29:

The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including electronic technology.

### STUDENT EXPECTATIONS

#### 8.29A:

Differentiate between, locate, and use valid primary and secondary sources such as computer software, databases, media and news services, biographies, interviews, and artifacts to acquire information about the United States. **Lesson 3**

#### 8.29B:

Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions. **Lesson 2**

#### 8.29C:

Organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps. **Lesson 1-3**

For more information or to obtain the Lesson Plans and Teacher Supplements, please contact Cynthia Evans at [Cynthia.Evans@austintexas.gov](mailto:Cynthia.Evans@austintexas.gov), or 512.974.4380.



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