

# **GenerationsEd–web™**

## Classroom Instructions

### **BACKGROUND**

**GenerationsEd™** utilizes classroom instructions and other materials within **Generations™** to provide a unique and fun learning experience based on the theme of genealogy. **GenerationsEd–web™** (or GenEd™-web or GenEd-web™ or GeneEd™-web or GeneEd-web™ **GenerationsEd™-web**) is a stripped down version, with no frills. We are providing this as a free resource to educators, museums, and others who wish to use our creative ideas in the classroom, but who do not have funds for the purchase of **Generations™** – the game of (make-believe) family history.

In addition, these web instructions have additional details and ideas that may also be useful for purchasers of **Generations™** and users of **GenerationsEd™**.

You are challenged to think out-of-the box as you contemplate how you can use **GenerationsEd–web™** in your classroom. You and your students can use **GenerationsEd–web™** as a way to explore U.S. birthplaces, careers, and lifestyles as related to our nation’s history. Yes, this is for use in ordinary school classrooms, most appropriate for grades 4 and above.

However, **Generations Ed–web™** also provides interesting learning opportunities for other environments including after-school, library, and museum activities. As you better understand the possibilities, the designer hopes that you’ll agree that **GenerationsEd–web™** can provide a quality and creative topic for introducing children to the fun and excitement of learning and history.

When finances allow, you are invited to purchase **Generations™** – the game of family history. In this case, you will have the actual board game that can be used as an “extra-curricular” activity by students while strengthening deductive reasoning skills. You will also have more visually appealing and durable resources for use in facilitating the classroom version - **GenerationsEd™**. *It’s quality, creative, fun.*

**Contact Designer:** [l.bryant@ieec.org](mailto:l.bryant@ieec.org), Ms. Bryant will work with educators to enhance classroom applications for developing communications and library research skills while re-enforcing learning activities for U.S. history.

### **INTRODUCTION**

The web-version of **GenerationsEd™** represents a free resource that is based upon the board game of **Generations™** and classroom applications available with the board game. It is hoped that educators will soon discover that the theme of family history can create classroom excitement while students develop critical thinking skills, such as communications skills and library research, while also re-enforcing and enhancing learning of U.S. history, government, and associated course work. The designer has been amazed to find that even older students relate to the lives of the fictional ancestors in a very realistic manner, making history and learning more interesting for many students.

**GenerationsEd–web™** includes a 5-generation Family Tree chart, means for student random selection (drawing) of one ancestor of 31 on this chart, and means for drawing “facts” associated with a make believe ancestor’s life. The number associated with the “ancestor” determines the placement of the “ancestor” on the Family Tree, the sex of the ancestor, and their placement in U.S. history.

The facts associated with an ancestor's life are defined by the categories of U.S. birthplaces, careers, and life-styles. In general, the determination of the placement of the ancestor on the family tree and the facts associated with that person serve as a broad outline of that person's life. The goal of the **GenerationsEd™** activity is to use this information to develop stories based on U.S. history that include details of people and how they lived during a specific time and place in our history.

The educator may expand the "drawing" options by adding subject areas to these "fact" categories, as desired. However, the designer encourages greater flexibility by allowing the students to more narrowly define specifics within the general category as a means for selecting topics of greater interest to them. For instance, let the student identify a specific place in Texas as the ancestor's birthplace when "southwest" is drawn or a harmonica player as the career when "artist" is the identified career.

Available career options cover all potential selections and lifestyle categories are broad enough to produce some unusual and fun options for student focus. Obviously, all areas of the United States are covered, with students identifying specific birthplaces as appropriate for the time in history. Thus, an "ancestor" born in the northeast during the Revolutionary War time period might be identified as being born in the colony of Pennsylvania.

## **PREPARATION**

### **Sizing Family Tree**

You'll need to adapt the **GenerationsEd-web™** Family Tree chart to fit the class size, learning goals, and available time for your classroom activity. The provided Family Tree is for five generations, 31 individuals. You may wish to reserve the most recent 5th generation (person 1 on the chart) for special discussion or a writing assignment. If this is done, you will have 30 spots on the chart that are available for the student drawing.

Hopefully, your class is smaller than 30 students. In this case, you'll need to make reductions in the number of ancestors available for the class drawing. The number of ancestor drawings can be reduced in many ways. For example, if you only have 24 students, you can simply delete numbers higher than 24 on the chart so that these numbers cannot be selected. Or you can combine some of the numbers, so that some students have ability to define and "research" lives of a couple. You can even delete entire generations or add portions of "older" generations in order to increase learning options.

As a different type of activity, you might even partner with other classes in your school so that each class focuses on a different part of the family or time in history.

### **Align Generations with U.S. History**

A critical component of sizing the family and establishing the goals for the over-all project is associated with how you define the time in history aligned with each generation on the Family Tree. The times selected can be comparable to realistic life spans, can be adjusted to cover major periods in U.S. history, or a combination.

### **Age Appropriate**

Obviously, the historic time periods should be appropriate for the age group. As an example, the designer has hands-on experience working with a group of 4<sup>th</sup> graders. In this case, their instructor

decided to have the 5 generations cover the students' generation (present time), students' parents' generation, and their grand-parents' generation; she then assigned the Civil War and Revolutionary War/Colonial time periods for the later generations. Thus, she picked times in history that were somewhat familiar to the students. She also took into consideration the research materials in the elementary school library as well as oral history opportunities. The students had no problem in ignoring the fact that it was very improbable that the great great grandparents would have been born well over 150 years ago.

### **More Extensive Project**

In at least one case, **GenerationsEd™** has been modified beyond 5 generations. A high school American history instructor expanded the number of generations so that he aligned a generation of the family with each unit within his American history study plan. In this case, most segments of the tree were not completely "populated". Instead, he and his students worked together to populate the family based upon diversity of locations and events that were important for the specific time in history being studied.

He also added additional categories for describing the life of some selected individuals. For instance, political affiliations were included as way to increase understanding of how historic events were impacting lives throughout the area that we now know as the United States. The impact of history on the family was discussed throughout the year of study with more extensive discussions at the end of each major unit. The depth of discussions was rather broad-based as members of several generations were alive at the same time and the family members were scattered geographically. (Ancestors were allowed to "die", in keeping with reality.)

### **Establish Guidelines**

Before introducing this project to your students, you need to determine the scope of your assignment. You can have students research the time in history in which the ancestor lived, their career and lifestyle with influences from the time in history and societal pressures of that time. Students can be responsible for communicating their findings in the form of written stories and/or oral presentations that weave details of facts from the time in history into the stories of their make-believe ancestor(s). In order to provide consistency, it is suggested that you provide some general guidelines for boundaries on the stories.

Besides the written and oral presentations, you might encourage students to illustrate stories with art and 3-dimensional models, as well as possible artifacts associated with their real family history. They can also wear costumes when telling stories and assume the role of the ancestor.

Some areas requiring clarification include:

Length of written paper

Target length of oral presentations

Minimum requirements for illustrations

Type of formal documentation of references

Requirement for bibliography

Requirement for reference citations in written/oral presentations

Time available for research and story development

The amount of time spent in research, story development, and related activities should be defined with general guidelines that insure that the length and complexity of the developed stories are appropriate for the amount of calendar time, class time, and effort expected of the students. Consideration should be given to the amount of time provided for preparation while in school versus out of school, as well as expected time to be spent in formal library, internet, and other research based activities.

### Story Boundaries- Linking Stories

As illustrations of how boundaries might be defined, you might break a story of a life into two intervals; one part would be addressed by an individual student and the second by that student working with a partner or “team”. The first half might begin from the ancestor’s birth through approximately the time of marriage with some focus on the career/lifestyle.

### Team Opportunities

For the second half of the story, the students could “work” with the student representing their “spouse” and develop a story for how they got to a mutual location where they met and married, with overlapping stories of part of the time that they lived together.

The “team” definition can be further expanded so that some sharing of information and story line development occurs with the student representing their “child”. As an example, the expanded team could work together to explain how the parents get from where they met and married to where the child was born. This “team work” might be as simple as just having the child and parents exchange basic information, though it might also be more extensive.

Assignments for younger students should be kept rather simplistic, with little concern for differences in discussions related to joint aspects of a particular couple’s life together. As time for the effort and student experience increases, complexity of the assignment can also increase.

### Discuss Original Cultures

In the “oldest” generation, the stories could include where the parents came from, if they were Native Americans or why the family left their “original” homeland to come to what is now the United States. These stories could include aspects of the family’s inherited culture.

### **Fast Lane**

(Alternatively and especially for older students, the **GenerationsEd™** resource can be used for a spur-of-the-moment communications enhancement exercise. If some “extra” class time materializes, have a spur-of-the-moment drawing of birthplace, career, and lifestyle choices by one or more students and ask them to make-up a story describing a person who might have lived in a particular time in U.S. history.)

### **Define Treatment of Fifth (5<sup>th</sup>) Generation**

The story associated with the 5<sup>th</sup> generation person on the tree (position labeled 1) may be addressed in a couple of ways. One option is just to keep this number in with all numbers representing family members and allow the number to be drawn by one of the students. That student will be allowed to define the sex of this person and develop a story based upon their life in keeping with designated time in history and the drawn birthplace, career, and lifestyle options.

Alternatively, you can remove the “1” from the drawing process and reserve this 5<sup>th</sup> generation representative for class discussion. If you choose this alternative, prepare for the discussion interval by outlining or listing ideas that you want the students to discuss. As an example, if you define this person as living in current times, then you can ask how the past family members, their lives, and the historic influences will shape the life of the present generation. You can explore what kind of life different students predict for this person and why.

As an example, a recent 4<sup>th</sup> grade class learned that their “family” had a large component of wealthy, but rather unfocused, uneducated, and selfish ancestors. Unhappily, these modern 4<sup>th</sup> graders suggested that the best hope for the present “child” was for her to be sent away to boarding school. Is this a reflection on our own hectic lifestyles?

### **Moderator**

If the activity is going to include oral presentations, you can enhance the activity by having a person designated to interview the presenter at the end of the presentation. This person can be visualized as the instructor and perhaps assume the role of a well-known local personality or national broadcast professional. For younger age groups, this person can help draw out details from the student who may only want to sit down as soon as possible. The interview process can aid in creating a more fun and casual friendly atmosphere for this experience. In the case of older students, the interview process can be a non-threatening means for extending the thinking process of the students.

### **FINAL PREP**

Once you have determined the size of the Family Tree, separate the provided numbers for drawing purposes and remove those that you will not be using. In the rare circumstances when a class might have an equal number of boys/girls, some instructors separate the numbers by male/female ancestor (odd/even) numbers so that the drawing allows the sex of the ancestor to match the sex of the student. This can be helpful with younger children who may have a harder time “imagining” how a person with that sex might be effected by historic events.

Older students can actually learn more when discussions focus on issues related to differences in society assignment of roles by gender. For instance, one middle school male described “his” female ancestor as being mayor of Boston during the Revolutionary time period. I asked him how this could be so since “women were not even allowed to vote?”

Make enough copies of the facts (birthplace, life style, and career) categories to accommodate the number of students that you have. For instance, if your class has 30 students, you will want to make 5 copies of each of the fact categories. Copy, cut, and group each category for drawing purposes.

Prepare illustrations and other materials as desired for introducing the students to the project. Feel free to scan the provided **GenerationsEd-web**<sup>TM</sup> materials for overhead and/or computer display purposes when introducing students to the project.

Besides using the provided Family Tree chart, you might also want to have real charts and family worksheets available so that students will begin to understand documentation associated with research into real family history. It is even possible that you might want to provide students with copies of these materials so they can begin filling out their own real family history.

The extent of extra materials provided depends upon the time that you have for this project and the outcomes that you want. Is it a project for focusing only on communications skills, library research skills and American history? Or do you want to tie these benefits in with a focus on real genealogy and greater facilitate that out-come?

## **CLASS INTRODUCTION**

In order to maximize time available for research and story development, you might want to keep the introduction phase as simple as possible. However, if understanding relationships between family members and a more concrete understanding of real genealogy is part of your goal, this section can be expanded a great deal.

In general, you will want to introduce the class to the subject of family history and the tie to this U.S. history project. As a minimum, familiarize students with terms and concepts related to genealogy. Depending on the age of the students, this can include a discussion of basic family relationships including terminology such as siblings, spouse, surname, and proper names. (With today's modern family, it is also appropriate to cover the concept of step-parents, half-siblings, etc.) Relationships with aunts, uncles, cousins, grandparents, great grandparents, and proceeding generations can be explored.

Discussions can also explore the duration of a typical life span and the probability that members of several generations might be living at the same time.

Students can also discuss how they might conduct their own genealogical research. If possible, students should view some actual family tree charts and group sheets that are used for genealogical documentation. Point out to students that direct-line family tree charts do not show siblings, cousins, aunts/uncles, or multiple marriages. Thus, family tree charts document the direct line of ancestors that are included in the actual chart. However, their stories can include other family members as well.

Prior to conducting the actual drawings, provide a general over view of the classroom activity, specific assignment, and the materials being used. This is also the best time to show them the Family Tree as it is sized for their experience and to define the times in history that they are to research.

## **CLASS DRAWING**

### **Basic**

Following the introduction, have each student draw a number and one selection from the U.S. birthplace, career, and lifestyle fact categories. These four drawings provide the outline for the ancestor's life. Each student should record the information "drawn" and submit a copy of this information to you, the instructor. For record keeping purposes, you might want to transcribe this basic research information on a spreadsheet and expand the spreadsheet as the students further define their ancestor.

To expedite the drawing process, you might assign student volunteers for the number and the 3 fact drawing categories. The volunteers can circulate through the classroom until every student has "their" ancestor's tree number, U.S. birthplace, career, and lifestyle assignments.

## **Alternate Draw**

To expedite the drawing process, the instructor can actually “draw” the categories associated with the project and provide students with their research project as a fixed assignment. If this alternate is chosen, you do not need to make multiple copies of the facts. This alternative may require a little more out-of-class preparation time, but might be a general way to minimize class chaos. (Negative – would decrease student “ownership” of their assignment.) To do this, just separate the numbers and facts and “draw” numbers/categories and record outcome for each student’s assignment.

## **Naming the Ancestor**

Each student is responsible for determining the proper name(s) of the ancestor he/she is to research. As in real life, only students drawing numbers in the 1<sup>st</sup> (oldest) generation will be able to provide the last name (surname) for that person. And only those researching male ancestors (even numbers) in the 1<sup>st</sup> generation will be able to provide the surname of future generations. . Because of the arrangement of the Family Tree, the student who draws the number 16 male ancestor will also determine the last name of the 5<sup>th</sup> generation family representative.

Remind students that the number of the selected ancestor determines both the sex of the ancestor, time in history, spouse, and relationships with others in the family.

## **STORY DEVELOPMENT AND TELLING**

### **Specifying Facts**

In addition to naming their ancestor, each student should more narrowly define the facts associated with their “ancestor’s” U.S. birthplace, career, and lifestyle. The instructor might allow them to think about this as an overnight assignment so that they can have time for deciding how they can make the assignment of greater personal interest.

Students should be guided to think about definitions that are appropriate for the time in history and the gender of the ancestor. They should also give some consideration to the possible influence for the geographical area and its relationship to the time in history. For instance, it might be rather questionable to have a woman ancestor who is described as a medical doctor who lived during the Revolutionary War period in what is now Texas. A more appropriate but related designation might possibly be midwife or possibly medicine woman.

Once students have more narrowly defined the facts to be researched, the information can also be recorded on an expanded spreadsheet or perhaps on a modified version of the Family Tree chart. Another idea is for the instructor to record the information on a spreadsheet but not to share it with students. Students can then be encouraged to practice oral history research by interviewing “their” make believe parents to discover details of the parents’ lives. These parental facts can then be utilized to enhance their own stories.

### **Expanding Details – Completing Stories**

Once the drawings are completed, names determined, and facts further narrowed, students can start the process of expanding details for their story in keeping with the available time, research materials, grade

level, time in history, and their own family history. As the family phase of the project, any oral presentations can be made and written and related materials can be collected for grading and display purposes.

### **Land of Origin**

As a reminder, stories for members of the first generation should include where the ancestors' parents came from and why they left that area or if they were Native Americans and details associated with the specific group. These stories should incorporate details associated with the culture and lives of the parents and land of origin.

Ideally, subsequent stories would also include references for how the originating cultures were merged and changed with time and the melting pot of the United States.

### **Video Record - option**

If resources and time are available, a unique conclusion of the project includes video recording the presentations for future replay. In fact, it is even possible to make the video another project if your school has media classes. In this case, the video could even be edited and shared with other classes. In any case, a video might be made available to the students, for their personal collection and/or copies made available for purchase at cost. The assignment of a moderator, as previously described, will especially enhance the process of having a video.

### **Theatre Project**

Another possibility is having the class convert their stories into a comprehensive play that can be a class project for presentation to parents or possibly a project to hand-off to a school's theatre class.

### **Activity Evaluation**

At the conclusion of the project, you might have the students and/or their parents answer some questions concerning the value of the project and areas for improvement.

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## FAMILY TREE

1 OF 4

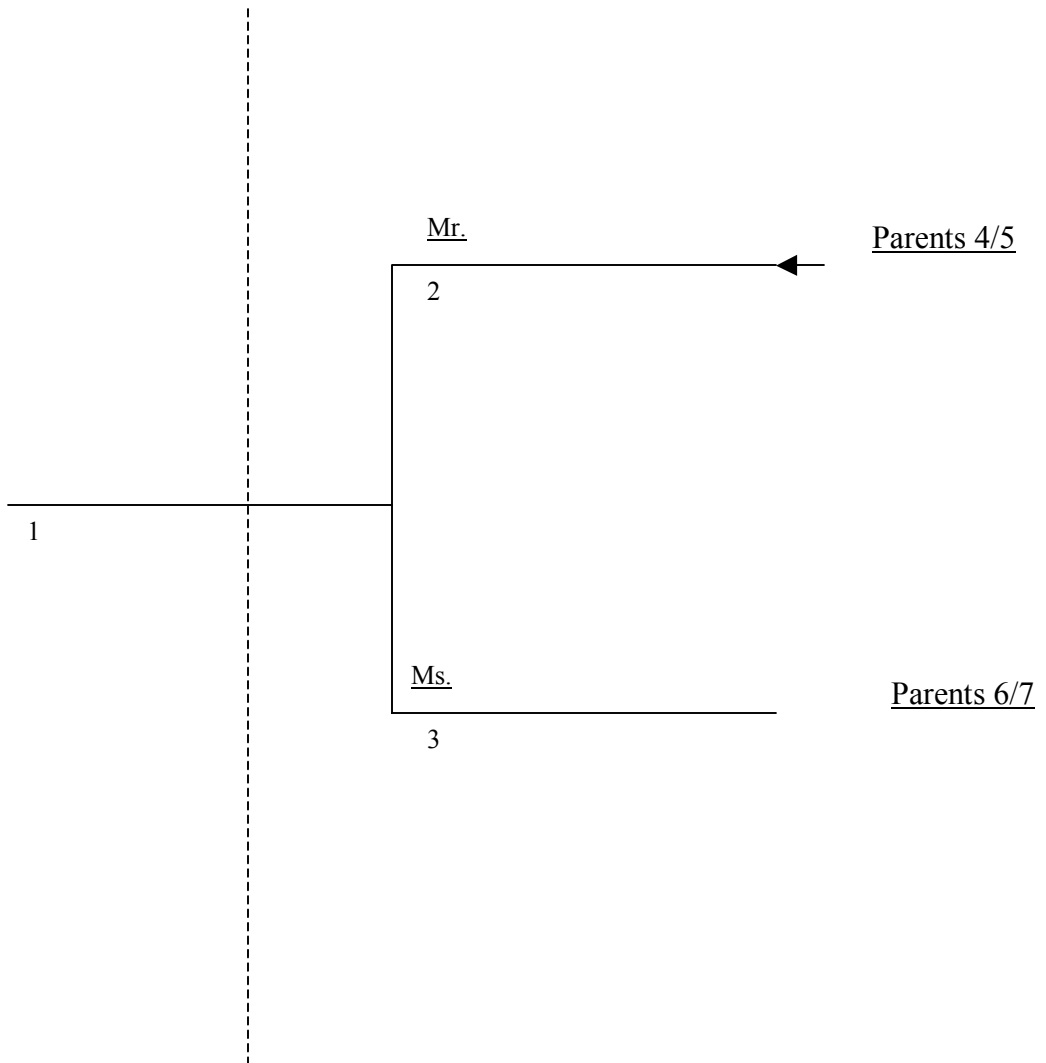
The Family Tree should be copied and interconnected as shown by the labels. Students draw a number representing the ancestor they are to name and research for story development. The number represents the location of that ancestor on the family tree chart, the historic time frame of his/her life in U.S. history, and their gender. The teacher identifies the historic boundaries of the stories by defining the time in U.S. history for each generation. In the oldest (fifth) generations, stories should address the most-immediate place of family origin, cultural heritage, and why the family left that place or the details of possible Native American origins.

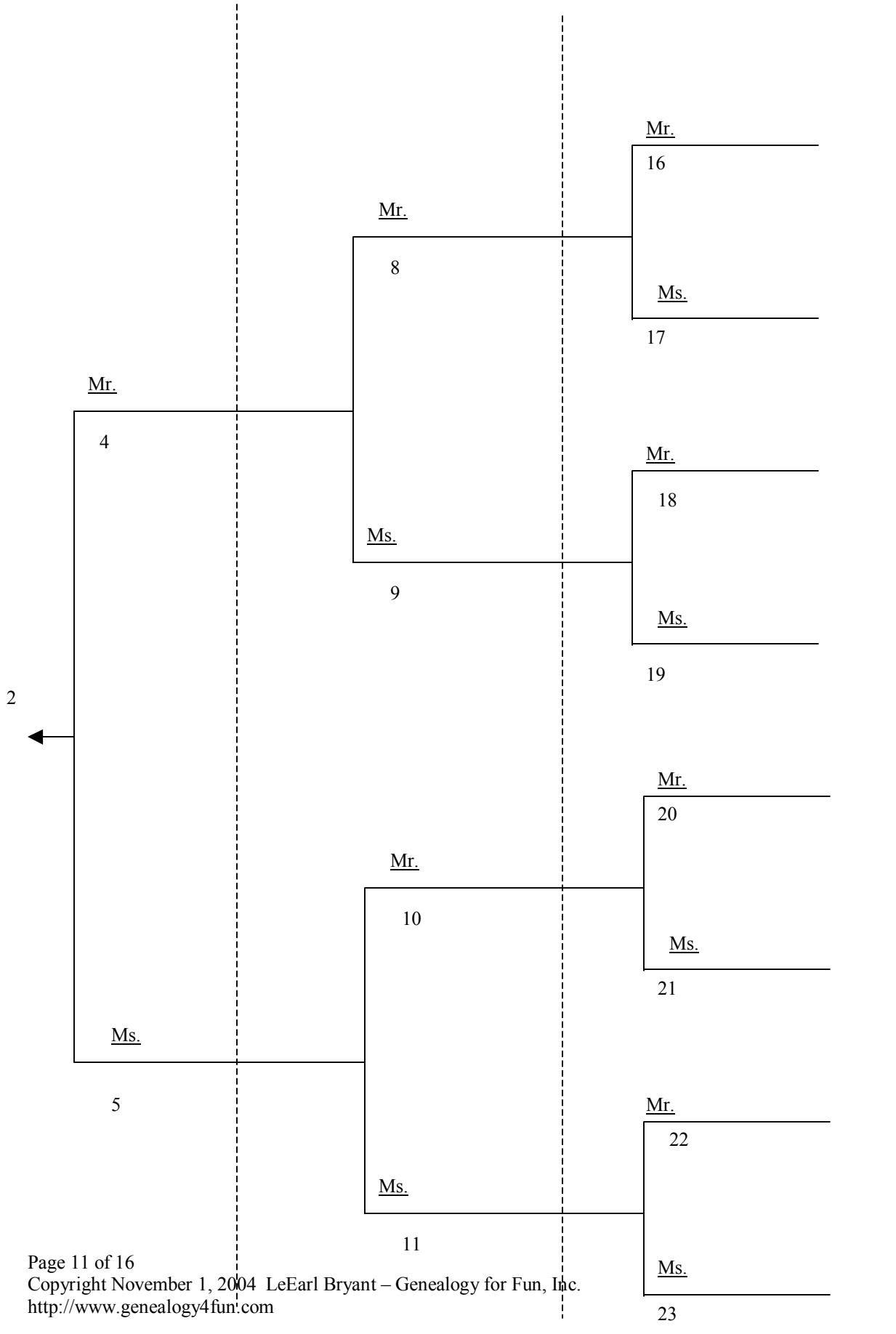
Follow instructions to structure the Family Tree for the size of your class and separate the following numbers for the students' random drawing of the location of the person they are to research on the Family Tree

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>13</b>	<b>14</b>	<b>15</b>	<b>16</b>
<b>17</b>	<b>18</b>	<b>19</b>	<b>20</b>	<b>21</b>	<b>22</b>	<b>23</b>	<b>24</b>
<b>25</b>	<b>26</b>	<b>27</b>	<b>28</b>	<b>29</b>	<b>30</b>	<b>31</b>	<b>32</b>

Fifth Generation  
TIME IN HISTORY  
(most recent)

Fourth Generation  
TIME IN HISTORY





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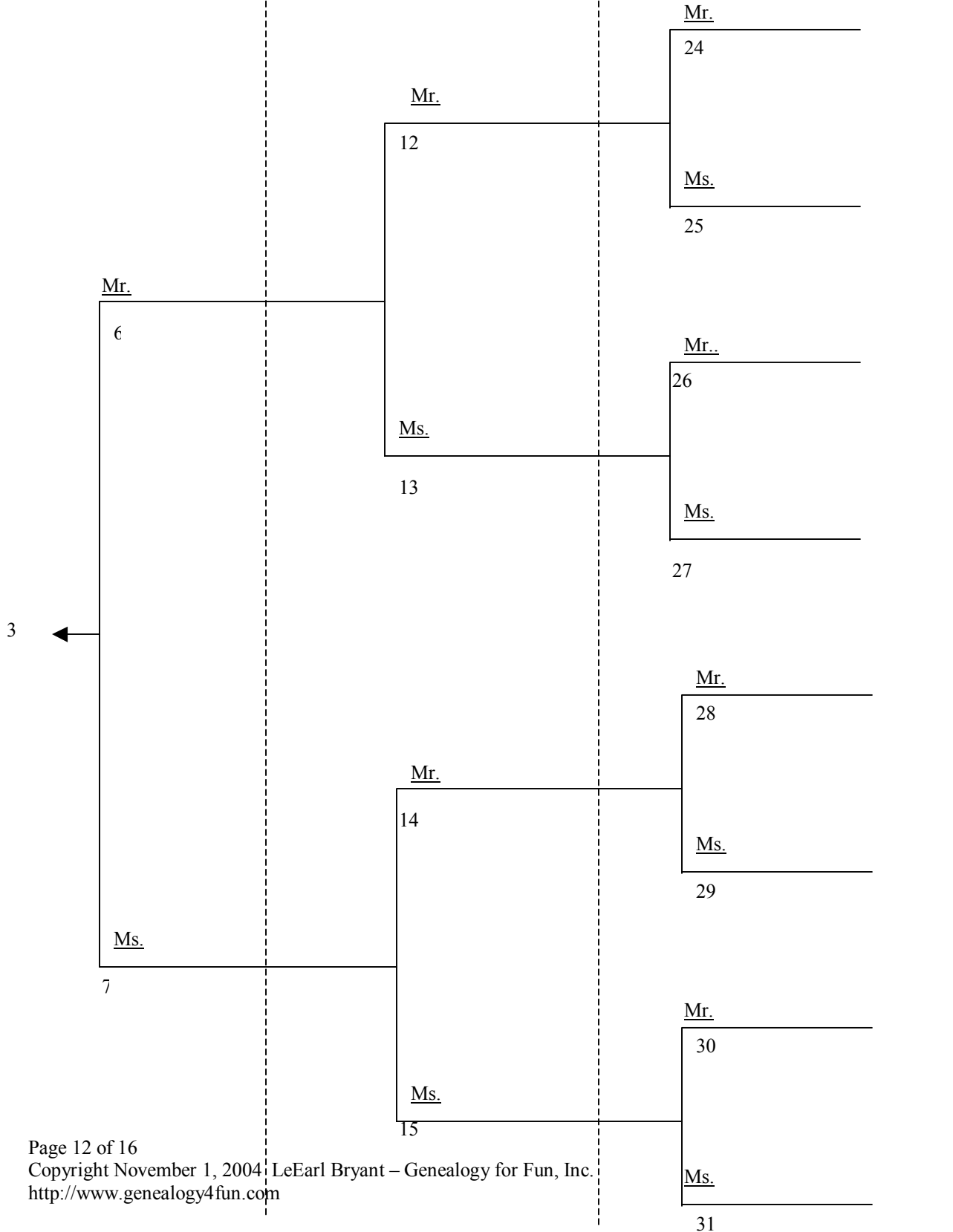
## FAMILY TREE

4 OF 4

Third Generation  
TIME IN HISTORY


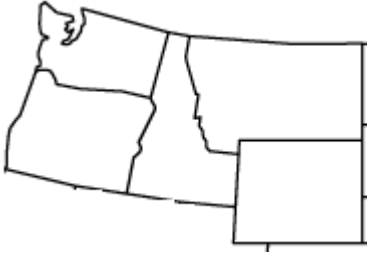


Second Generation  
TIME IN HISTORY

First (Oldest) Generation  
TIME IN HISTORY



# GenerationsEd-web™




## U.S. Birthplaces

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Copy as many of the birthplace forms as necessary for class size. You can also use this as a form to expand possible choices for specific geographical birthplace locations. Research and stories are enhanced by describing the birthplace in greater detail. Remember to define the birthplace in terms with historic accuracy.

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## U.S. Birthplaces

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Copy as many birthplace forms as necessary for your class size. You can also use this as a form to expand possible choices for specific geographical birthplace locations. Research and stories are enhanced by describing the birthplace in greater detail. Remember to define the birthplace in terms with greater historic

# GenerationsEd-web™ LIFESTYLES

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Copy as many of this form as necessary for the size of your class. You can also use this as a form to add your own lifestyles. Research and/or stories are enhanced by specifying the lifestyle in greater detail. Remember to consider the time in history when developing stories.

**GenerationsEd-web™**  
CAREERS

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Copy as many of this form as necessary for the size of your class. You can also use this as a form to add your own categories for careers. Research and/or stories are enhanced by specifying the career in greater detail. Remember to describe the career in keeping with the applicable historic time.