

Every Student is Their Own Historian

The following activity is suggested to engage the 3rd, 4th, and 5th grade scholar in learning the importance of Southwest Arizona and how it can be found throughout their studies in many subjects. It takes into account the 2018 Arizona Standards in its design.



Suggested time: classroom 30 minutes, homework 30 minutes plus

Objectives –

- Students will begin to develop a sense of History using their own family history and explore how to conduct research.
- Students will develop critical thinking skills by observing images and documents. They will analyze family documents and other relevant images to learn what a photograph or drawing can reveal.
- Students will create their own family crest or explore an existing one to see what it says about their family history.

Materials –

Each Student will get or need:

Print a Family Tree Starter Chart and Individual Person Page(s)

Photo of old Tubac and Browne drawing of Tubac

Print a copy of the Observation Chart.

Print a copy of the Further Research page.

Family photos and artifacts

Instructions –

Explain to the students that genealogy is the creation of their family history. Explain that **History is the recording of change over time** and that we can use our own family history to see how the lives of the student's parents and grandparents was different from their lives. By recognizing these changes, we can better understand why we are where we are today.

Using the Individual Person Page ask the students to write down:

The date, their name, date of birth, place of birth, and town and state of current residence. They can ask the same questions of their parents and, if available,

their grandparents, aunts, uncles, and other family members using a separate page for each.

Have the student write down the most exciting or interesting thing that happened to them. Have the student write down the most interesting thing they remember happening in the news since they were born. This should link their lives to the local, national and global world in which they live. Print more of these pages so they can ask the same things of their parents and other family members.

Look at the image of Tubac in the past. Ask the students to analyze what is in it using the observation chart. Now look at the drawing done by J. Ross Browne. Discuss how photographs are different from drawings, in that photographs capture an image of what is at the time and drawings may not be as detailed.

Using a copy of the Observation Page have the students see if there are old photographs or documents or objects in their homes and ask their parents and grandparents the stories behind these items. Record the stories on the Observation Page.

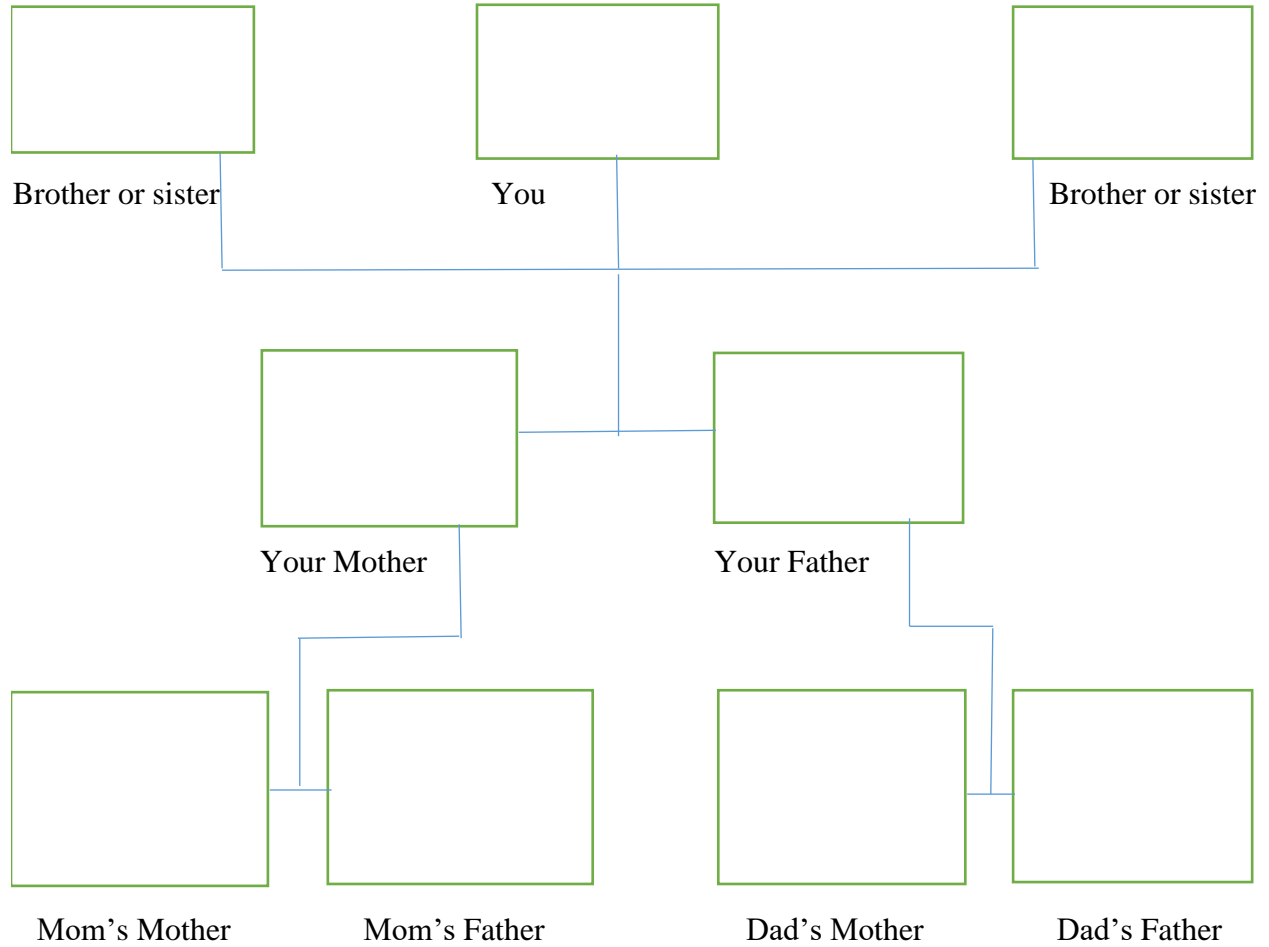
You can also record or listen to oral histories. Using a recording device, ask a family member to tell you about interesting events in their lives; where they lived, went to school, jobs they have had and family stories. At the beginning state the date, name of the interviewer, name of the interviewee, and the place where the interview is being recorded.

Use the Further Research Page to go to websites or visit organizations and places that relate to your family history. The history of your family is part of the local, national, and global events that were going on. Perhaps your family moved to where they live now for jobs or because there was something going on at the time that made it better to be where you are now. It is easier to get the “who, where, what, and how” questions answered than it is the “why” question.

Ask if the student if there are any questions and what they learned.

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Family Tree Starter Chart

Put the names of the people in your family and the dates of their births in the boxes.



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Individual Person Page



Today's Date _____

Name _____

Date of Birth _____

Place of Birth _____

Town and State of current residence _____

The most exciting thing that happened to me _____

The most interesting news story since I was born _____

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Observation Chart



Today's Date _____

Object (what am I looking at?) _____

What is it used for _____

What is it made of _____

How big is it _____

When was it made _____

What is the story of the item and its meaning for your family _____

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Further Research Page

For more information about genealogy, especially in the Southwest, visit the Southern Arizona Genealogy Society website, especially the Library Catalog and Genealogy Today pages:

<https://azsags.org/index.php>

For oral histories, try:

The Tubac Historical Society, Oral History

https://tubac.pastperfectonline.com/advancedsearch?utf8=%E2%9C%93&advanceSearchActivated=true&firstTimeSearch=true&search_include_objects=true&search_include_photos=true&search_include_archives=true&search_include_library=true&search_include_creators=true&search_include_people=true&search_include_containers=true&searchcat_1=&searchcat_2=&searchcat_3=&searchcat_4=&searchcat_5=%22oral+history%22&searchcat_6=&searchcat_7=&searchButton=Search

For a listing of other oral history data bases in the Southwest visit the Southwest Oral History Association website:

<http://www.southwestoralhistory.org/programs.html>

To find names of people who lived in the area a long time ago, visit the Tumacácori National Historical Park Mission 2000 database at:

<https://www.nps.gov/tuma/learn/historyculture/mission-2000.htm>

For general research about Arizona newspapers, oral histories, photographs and documents, go to the Arizona Memory Project of the Arizona State Library at:

<https://azmemory.azlibrary.gov/>

