



Sons of the American Revolution



Boy Scouts of America - Genealogy Merit Badge Instructor Guide

Purpose:

To provide an instructor guide for Sons of the American Revolution (SAR) members to help Scouts meet the requirements to earn the Boy Scouts of America (BSA) Genealogy Merit Badge at the completion of the classroom session. SAR Chapter members will do this through a sending a pre-classroom work email and providing classroom instruction.

Preparation:

The Lead Instructor should insure that all requirements are adhered to and manage all administrative tasks. The Lead Instructor should coordinate activities of other course instructors.

All Instructors **must** be a [Boy Scout of America](#), Merit Badge Counselor.

- To be an Instructor or helper with the SAR Genealogy Merit Badge course you must meet all [Boy Scouts of America](#) (BSA), merit badge counselor requirements.
- To register as a [merit badge](#) counselor you must complete the BSA's Adult Application form (No. 28-501Y; available in Spanish as No. 28-502S) and submit it along with the [BSA Merit Badge Counselor Information form](#) (No. 34405) to the BSA local council office. Renewal of this registration annually is necessary to continue as a merit badge counselor.
- Completing the BSA Youth Protection training that is available online at [MY.Scouting LOGIN](#). You will need to create an account if you do not have one.

There must be at least two BSA approved Merit Badge Counselors present at all SAR Merit Badge classes and if needed any subsequent counseling sessions, in accordance with BSA requirements.

Review the [BSA Genealogy Merit Badge](#) booklet. Use the link or search for it online.

Recommend that the SAR Chapter Registrar or a past Registrar be present at the class as a genealogy subject matter expert resource.

Prepare class folders. See Annex 1.

Send pre-class emails to Scouts (See Annex 2) at least one month before class date. The email must include the worksheet attachment (Annex 3), which must be completed by the scouts prior to the class. The worksheet includes merit badge requirements that must be completed for a scout(s) to earn the merit badge. If a scout fails to complete the worksheet, the Lead Instructor should make arrangements with the scout(s) to verify completion of requirements and to sign the Blue Card.

Scouts are responsible for obtaining their unit leader approved Merit Badge Blue Card (See Annex 4) prior to starting the class. Instructors should be familiar with the Merit Badge Blue Card process, as they must sign the card to verify that the scouts have completed all requirements.

Optional, bring portable flip charts (can be obtained at office supply store) for recording Scout responses in facilitated discussions. Flip charts may not be needed if a white or chalkboard is available at instruction site.

Optional, arrange for class to be held at a genealogical facility or library with genealogical resources. (Requirements 4b and 5 d)

Optional, if classroom is in a genealogy facility or library, ask the facility to provide a speaker to address what the facility has to offer and how to use the facility. This can be done at the start or end of the class.


This Instructor Guide is designed so if scouts attend the classroom session with all their pre-work completed, they will complete all nine-merit badge requirements.



Learning Objectives*:

1. In a classroom setting students will be able to explain what the meaning of the words genealogy, ancestor, and descendant mean. (*Merit Badge Requirement 1*)
2. Students will be able to, using a provided exemplar, create a time line for himself or herself, an ancestor, or for a relative. Then write a short biography based on that time line. (*Merit Badge Requirement 2, 6, 7, 9*)
3. Students will be able to, with parental help, to choose a relative or a family acquaintance they can interview in person, by telephone, by email, or letter to obtain family history information. (*Merit Badge Requirement 3, 9*)
4. Students will be able to:

* Derived from the Boy Scout, Genealogy Merit Badge booklet, ISBN 978-0-8395-3383-2

- a. In a classroom setting, name three types of genealogical resources and explain how these resources can help you chart your family tree. (*Merit Badge Requirement 4*)
 - b. Present in the classroom at least one genealogical document that supports an event that is or can be recorded on their pedigree chart or family group record. (*Merit Badge Requirement 4*)
 - c. In a classroom setting, describe how to evaluate the genealogical information found for requirement 4b. (*Merit Badge Requirement 4*)
5. Students will be able to contact a genealogical or lineage societies to determine what genealogical services, records, or activities the individual or institution provide. (*Merit Badge Requirement 4 & 5*)
6. Students will be able to show in a classroom setting (using a provided exemplar or other family tree chart, may use a software program) a family group record form by listing themselves and their brothers and sisters as the children of their parents. The chart must also show grandparents. On another family group record form, show one of your parents and his or her brothers and sisters as the children. (*Merit Badge Requirement 6, 7 & 9*)
7. In a classroom setting students will be able to:
 - a. Explain the effect computers and the Internet are having on the world of genealogy in a facilitated discussion. (*Merit Badge Requirement 8*)
 - b. Explain how photography (including microfilming) has influenced genealogy in a facilitated discussion. (*Merit Badge Requirement 8*)

<p>Introduction</p>	<p>Hi, I'm _____ from the <i>SAR Chapter Name</i> of the Sons of the American Revolution or SAR. The SAR is a patriotic lineage society, chartered by the US Congress, whose members can trace their ancestry to an American Revolutionary War patriot. So we are all genealogists!</p> <p>The SAR supports several youth learning programs about the American Revolution era. This includes scholarship and awards opportunities. Please see the handouts in your folders for more information.</p> <p>My compatriot "<i>SAR Chapter Name</i>" members will assist me today. <i>(Have other Instructors introduce themselves.)</i></p>
<p>Student Introductions</p>  <p>Write responses on flip chart.</p>	<p>Please tell us your name, troop number (If scouts are from different troops), and any genealogy goal(s) you may have. <i>(Comment on if goals can be met as part of this class.)</i></p> <p>My compatriots and I are here today to help you earn the BSA Genealogy Merit Badge. At the end of today's session, you should have completed the merit badge requirements.</p>
<p>WIIFM</p>	<p>Lets look at the course objectives. They will meet the BSA Genealogy Merit Badge requirements.</p>
<p>Objectives</p>	<p>1. In a classroom setting students will be able to explain what the meaning of the words genealogy, ancestor, and descendant mean.</p>
<p>If using PPT show slides.</p>	<p>2. Students will be able to, using a provided exemplar, create a time line for himself or herself, an ancestor, or for a relative. Then write a short biography based on that time line.</p> <p>3. Students will be able to, with parental help, to choose a relative or a family acquaintance they can interview in person, by telephone, by email, or letter to obtain family history information.</p> <p>4. Students will be able to:</p> <ul style="list-style-type: none"> a. In a classroom setting, name three types of genealogical resources and explain how these resources can help you chart your family tree. b. Obtain at least one genealogical document that supports an event that is or can be recorded on your pedigree chart or family group record. (The document could be found at

<p>Instructor should tell Scouts that “Objective 5” is completed because SAR is a lineage society. Additionally, there are brochures in your folder that describe SAR and SAR Scouting and youth scholarship opportunities.</p> <p> Ask</p> <p> Ask</p> <p>Segue to lesson</p>	<p>home or at a government office, religious organization, archive, or library.)</p> <p>c. In a classroom setting, describe how to would evaluate the genealogical information found for requirement 4b.</p> <p>5. Students will be able to contact a genealogical or lineage societies to determine what genealogical services, records, or activities the individual or institution provide.</p> <p>6. Students will be able to show in a classroom setting (using a provided exemplar or other family tree chart, may use a software program) a family group record form by listing themselves and their brothers and sisters as the children of their parents. The chart must also show grandparents. On another family group record form, show one of your parents and his or her brothers and sisters as the children.</p> <p>7. In a classroom setting students will be able to:</p> <ol style="list-style-type: none"> Explain the effect computers and the Internet are having on the world of genealogy in a facilitated discussion. Explain how photography (including microfilming) has influenced genealogy in a facilitated discussion. Discuss what they have learned about their family members through genealogical research in a facilitated discussion. <p>Are there any questions about the objectives?</p> <p>Now that we’ve gone over the objectives, lets jump into your family tree.</p> <p>Did everyone bring the Work Sheet we asked you to complete in the email we sent you? If you didn’t have the opportunity to complete the work sheet, please try to complete the one in your folder before you leave today.</p> <p>For those that completed the work sheet – YEAH! – You’ve met several of the merit badge requirements. We’ll go over the Work Sheets shortly.</p>
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Segue to definitions.



Evoke



Evoke



Evoke

There were three definitions we asked you to learn.

Who can define ancestor?
(Definitions below are for Instructor reference to help facilitate student responses.)

A person, typically one more remote than a grandparent, from whom one is descended.

A person, typically one more remote than a grandparent, from whom one is descended.

A person from whom one is descended; forebear; progenitor.

Who can define descendant?
(Definitions below are for Instructor reference to help facilitate student responses.)

A person, plant, or animal that is descended from a particular ancestor.

A person or animal that is descended from a specific ancestor; an offspring.

A person, plant, or animal that is descended from a particular ancestor.





What is the definition of genealogy?
(Definitions below are for Instructor reference to help facilitate student responses.)






Genealogy (from Greek: γενεά genea, "generation"; and λόγος logos, "knowledge"), also known as family history, is the study of families and the tracing of their lineages and history. Genealogists use oral interviews, historical records, genetic analysis, and other records to obtain information about a family and to demonstrate kinship and pedigrees of its members. The results are often displayed in charts or written as narratives.

The pursuit of family history and origins tends to be shaped by several motives, including the desire to carve out a place for one's family in the larger historical picture, a sense of responsibility to preserve the past for future generations, and a sense of self-satisfaction in accurate storytelling.

A line of descent traced continuously from an ancestor.

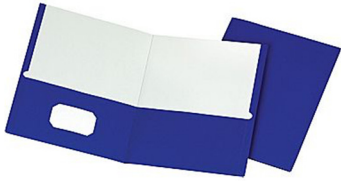
Great, you just met requirement 1!

<p>Segue to Interview</p> <p> Ask</p>	<p>Let's talk about your relative interview. How did that go?</p> <p>Would anyone like to share an interesting fact or story they discovered in the interview? <i>(If no student immediately volunteers, the Instructor may need to start by telling a person story from his/her family.)</i></p>
<p>Facilitate Discussion</p>	<p><i>(Thank everyone that shares.)</i></p>
<p>Segue to Family tree</p> <p> Ask</p>	<p>Please take out the work sheet we sent you and let's talk about your family tree.</p> <p>When tracing your family tree, where do you start? <i>(Facilitate conversation so students understand they start with themselves.)</i></p>
<p> Ask</p>	<p>You start with yourself and work backwards through your parents and grandparents.</p> <p>On your family charts, did anyone get past their grandparents? <i>(Positively recognize those that did.)</i></p> <p>For those that did not get all of their grandparents, please work with an Instructor to discover new research methods. <i>(If the class is taught at a genealogy facility, mention that research could be done at present location.)</i></p>
<p> Ask</p>	<p>In doing your research, what did you find out about your family? Any interesting people? <i>(Instructor should have his/her own examples.)</i></p>
<p>Segue to documentation</p>	<p>Those were all good examples of what you can find about your ancestors. Now that you have all gotten a start on your family tree research by doing the initial chart. We are going to look at proving your genealogy.</p>

 Ask Evoke	<p>What do you think you need</p> <p>Possible responses:</p> <ul style="list-style-type: none"> Birth certificates Death certificates Church records Newspaper articles/announcements Census records Family genealogy books Grave headstones
 Ask Segue to check for learning	<p>These are some of the records you can use to document your family tree. In the email you were asked to bring a document for one of your ancestors.</p> <p>What documents did you find and where did you find it?</p> <p>Thank you for sharing your documents. It looks like you all found various kinds of documentation.</p> <p>I have a few questions.</p>
 Ask	<p>What is an ancestor?</p> <p><i>A person, typically one more remote than a grandparent, from whom one is descended.</i></p>
 Ask	<p>Name a genealogical resource.</p> <p><i>Birth certificates</i> <i>Death certificates</i> <i>Church records</i> <i>Newspaper articles/announcements</i> <i>Census records</i> <i>Family genealogy books</i> <i>Grave headstones</i></p>
 Ask	<p>What is the starting point in genealogy research?</p> <p><i>Yourself, you start with you.</i></p>

Segue	<p>Are there any questions about what we have covered today?</p>
Closing	<p>Thank you all for coming today. BSA requires that we verify that every scout has completed all the merit badge requirements. Please show your work to an Instructor before departing. The Instructor can then sign your merit badge form.</p>

Annex 1



Use folders with pockets for inserts.

Folder Inserts

Pre-Classroom Work Sheet for Merit Badge Requirement (blank copy)

Local Genealogy Resources

SAR Chapter Youth Program Information (remember to provide your chapter's application information and entry deadlines)

[SAR Youth Awards Program Brochure](#)

[Americanism Elementary School Poster Contest](#)

[Arthur M. & Berdena King Eagle Scout Award](#)

[George S. & Stella M. Knight Essay Contest](#)

[Joseph S. Rumbaugh Historical Oration Contest](#)

[Sgt. Moses Adams Memorial Middle School Brochure Contest](#)

Annex 2 Sample email to Scouts

Dear Scout,

Thank you for participating in the [Genealogy Merit Badge](#) class presented by the _____ (*Chapter Name*), [Sons of the American Revolution](#) (SAR). The class will be held at _____ (*Place Name & Address*) on _____ (*Date & Time*).

This is a two-part class. Part one – complete the attached worksheet prior to coming to class. Part two – attend the class and bring the completed worksheet. At the end of part two, you should have met all genealogy merit badge requirements.

Please bring a unit leader approved Merit Badge Blue Card to the class. Genealogy merit badge counselors will sign the cards at the end of the class.

If you have any questions, please email me at _____ (*email address*).

See you at the class,

Name

ANNEX 3

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Sons of the American Revolution BSA Genealogy Merit Badge

Pre-Classroom Work Sheet for Merit Badge Requirements

This Work Sheet must be prepared for the genealogy merit badge, Sons of the American Revolution (SAR) class. The work sheet provides space for you to keep track of the merit badge requirements. If a requirement says that you must take an action using words such as "discuss", "show", "tell", "explain", "demonstrate", "identify", etc, that is what you should accomplish and be prepared to do.

Scout's Name: _____

Unit: _____

In order to meet merit badge requirements all sections below should be completed prior to the classroom event. You must bring this completed worksheet to class to receive merit badge credit on your Blue Card.

Please use additional paper sheets to complete worksheet requirements if needed.

Pre-classroom requirements:

1. Be prepared to explain what the words genealogy, ancestor, and descendant mean. Write the definitions below.

Genealogy:

Ancestor:

Descendant:

2. With your parent's help, choose a relative you can interview in person, by telephone, or by e-mail or letter. On separate sheets of paper, record the information you collect so you do not forget it. Be prepared to discuss your interview and to show your work to an Instructor.

Below are some suggested questions to help you start your interview. You and your parents may think of other questions.

- What are the names of your siblings, parents, and grand parents? Can you tell me the dates of their births and deaths?
- Did anyone serve in the military? Can you tell me anything about their service?
- Did they belong to any clubs or organizations?
- Are there any family stories you can tell me about?
- Are there any family photos you could email me?
- Do you know if we have any notable ancestors?

4. Do the following and be prepared to discuss in class and show your responses to an Instructor:

a. Name three types of genealogical resources and explain how these resources can help you chart your family tree.

1.

2.

3.

b. Explain the effect computers and the Internet are having on the world of genealogy.

c. Obtain at least one genealogical document that supports an event that is or can be recorded on your pedigree chart or family group record. The document could be found at home or at a government office, religious organization, archive, library, or website.

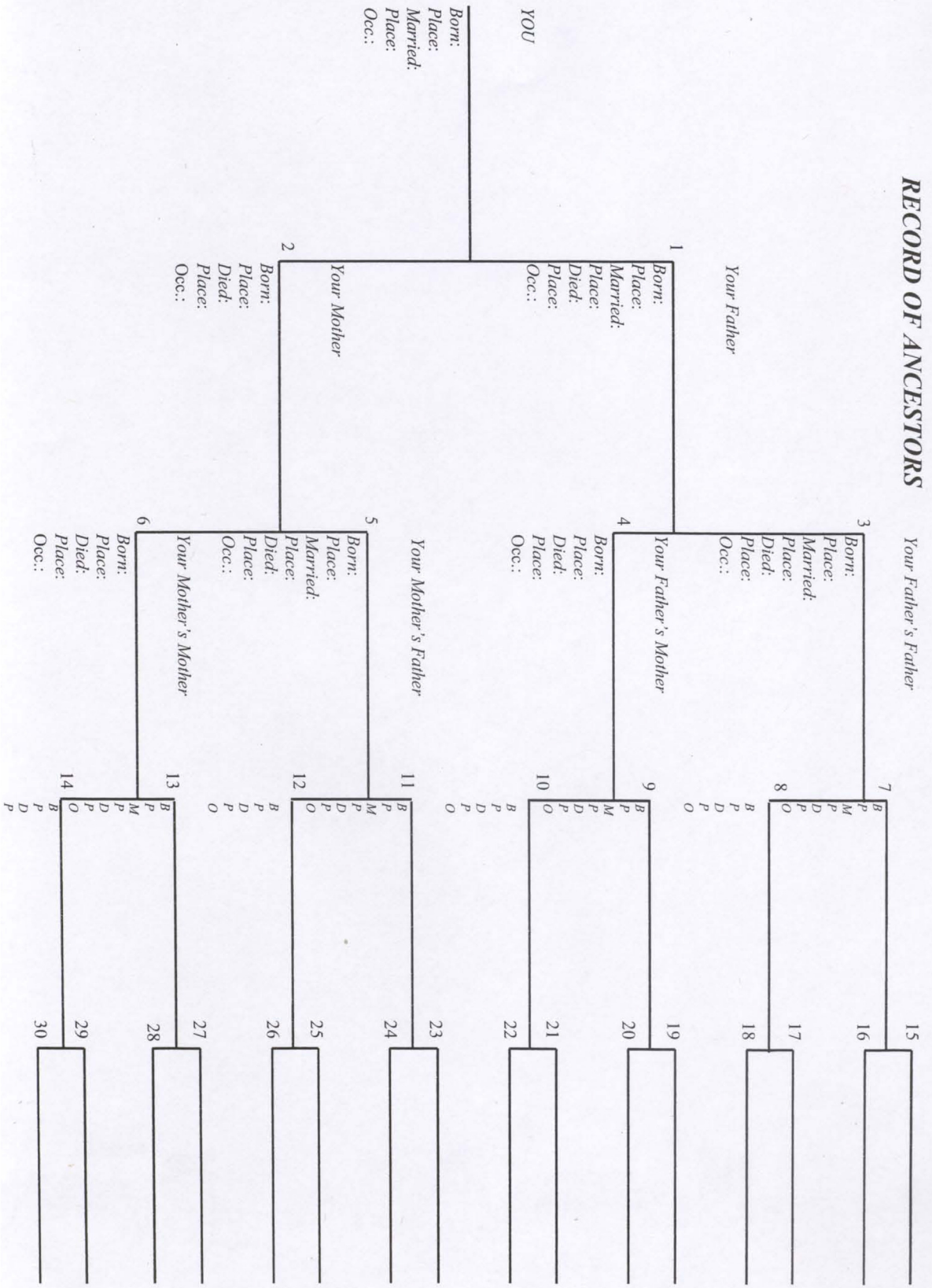
d. Tell how you would evaluate the genealogical information you found for requirement 4c.

Pedigree Chart

Fill in one of the charts below with as much information as possible. You can use a chart from genealogy software if available. Try to get great grandparents information if possible.

Me	Father	Father's Father
Name	Name	Name
Born	Born	Born
Place	Place	Place
Married	Married	Married
Place	Place	Place
	Died	Died
	Place	Place
Sibling		Father's Mother
Name		Maiden Name
Born		Born
Place		Place
Married		Married
Place		Place
Died		Died
Place		Place
Sibling	Mother	Mother's Father
Name	Maiden Name	Name
Born	Born	Born
Place	Place	Place
Married	Married	Married
Place	Place	Place
Died	Died	Died
Place	Place	Place
Sibling		Mother's Mother
Name		Maiden Name
Born		Born
Place		Place
Married		Married
Place		Place
Died		Died
Place		Place
Sibling		
Name		
Born		
Place		
Married		
Place		
Died		
Place		

RECORD OF ANCESTORS



Complete Family Group Record on one of your parents:
Family Group Record (Listing one of your parents as a child)

Select a Parent: _____

Father's Name Birth Date _____

Died _____

Married _____

Father's Name Other info _____

Or

Mother's Maiden Name Birth _____

Died _____

Married _____

Father's Name Other info _____

Children of parent listed above (list whether living or dead, in order of Birth)

Name Male/Female _____

Birth Date _____

Spouse's Name _____

Died Place Married Place _____

Name Male/Female _____

Birth Date _____

Spouse's Name _____

Died Place Married Place _____

Name Male/Female _____

Birth Date _____

Spouse's Name _____

Died Place Married Place _____

Name Male/Female _____

Birth Date _____

Spouse's Name _____

Died Place Married Place _____

Name Male/Female _____

Birth Date _____

Spouse's Name _____

Died Place Married Place _____

Name Male/Female _____

Birth Date _____

Spouse's Name _____

Died Place Married Place _____

