

*This syllabus includes tips to consider that will not be covered in class.*

## **Identify** your ancestors with records!

For years the programmers heard that users wanted sources attached! Why? To prove those showing on the tree really are your ancestors. Clearly identify an individual and his or her family relationships. When that “Why Attach?” window asks you to “Explain why you attached this source to this individual”, tell us your “Reason to Attach Source” before you push the “Attach” button! Tell everyone what you have seen in that record that identifies *our* relative! In class we will practice writing specifically what is seen in the record that tells that the record is about that specific ancestor or family. We will ascertain details that uniquely identify individuals. We will also show how one record ties in with other records for that person or household.

Most records do not actually speak for themselves. (Audio would be an exception!) Learn to share your understanding of the family for those still to come. When a beginner looks at sources already attached to an individual, what does he see? Sometimes just a title if the link did not work or required a subscription to see the source. Speak for the record by describing the evidence you found so everyone will know the “Reason This Source Is Attached.” If each reason described the evidence in the record, anyone could open the details of all the sources and learn what has already been discovered about the individual. It could also provide enough direction to decide if the evidence is indeed for the same individual or someone of the same name, and also help them decipher the clues showing where to search next.

Might your understanding from the record bring a family to life for their other descendants? Might that record clarify a surprising situation previously unknown to their posterity? Write mini reports to help you remember what you have seen and what still needs to be found. Be curious! Share new and interesting discoveries! Point out any new questions raised or conflicts discovered. Reveal family stories! Give details in the easy beginning in preparation for more difficult scenarios. Clearly explain the individual or relationships identified in the record.

### On the Person's *Details* page

- What caught your attention to let you know the record uniquely identifies the *individual*?
  - ♥ get to know the individual (also their relatives, friends, and associates)
    - Birth? Christening? Age at Marriage? Death? Burial?
    - ❖ Location? Time Period? ([mapofus.org](http://mapofus.org))
    - 💡 Origin of information?
      - ✓ explain

### On the Person's *Relationships* page

- What caught your attention that showed the record uniquely identifies that *relationship*?
  - ♥ get to know the individuals, be sure they really belong together (more than names)
    - Relationships in Census? Birth parents? Probate identified relatives?
    - ❖ Who is nearby? Who else helped identify?
      - 💡 Origin of information?
        - ✓ explain!



## A Gallery of Memories

### ➤ Photos, Documents, Stories

- ♥ to better know and love them, stories can connect to an image
  - tag the people who are in the photograph/image
    - ❖ Title – this will be the title if added as a *source* = consider what it is
    - ❖ Description – this will become “Describe the Record (Notes)” of your *source*



### Why Attach?

- ✓ a picture (even of a document) is worth a thousand words!



## [GPS](#)<sup>1</sup> (see Evidence Analysis)<sup>2</sup>

### ➤ Sources

- ♥ original, derivative, authored narrative

### ➤ Information

- ♥ primary, secondary, indeterminable

### ➤ Evidence

- ♥ direct, indirect, negative

### ➤ Conflicts

- ♥ resolve conflicting evidence<sup>3</sup>



## Points to consider

- Search deep for the evidence that will stand up to scrutiny<sup>4</sup>
- Blind men examining an elephant from each limited perspective<sup>5</sup>
- There is no shortcut to excellence and competence ... Not all truths are created equal.<sup>6</sup>

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<sup>1</sup> Link to “The Genealogical Proof Standard” by the Board for Certified Genealogists. For application example, see Christine Rose, *Genealogical Proof Standard: Building A Solid Case*, 3<sup>rd</sup> ed. (San Jose, Calif.: CR Publications, 2009) [and her new 2014 edition].

<sup>2</sup> Elizabeth Shown Mills, CG, CCGL, FASG, “[Evidence Analysis: A Research Process Map](#),” (Baltimore: Genealogical Publishing Co., 2014).

<sup>3</sup> Ancestry.com (Firm), Board for Certification of Genealogists (Washington, D.C.), *Genealogy Standards*, 50th anniversary ed. (Publisher: Nashville, Tennessee ; New York, New York : Ancestry.com, [2014] ©2014), 65

<sup>44</sup> John Jaques, “Oh Say, What Is Truth?,” *19th-century Mormon poetry*, n.d., <http://mldb.byu.edu/jjaques1.htm> (accessed 23 November 2015).

<sup>5</sup> “Blind men and an elephant” [http://en.wikipedia.org/wiki/Blind\\_men\\_and\\_an\\_elephant](http://en.wikipedia.org/wiki/Blind_men_and_an_elephant), also President Dieter F. Uchtdorf, “What is Truth,” *CES devotional*, 13 Jan 2013, <https://www.lds.org/broadcasts/article/ces-devotionals/2013/01/what-is-truth?lang=eng> accessed 23 November 2015).

<sup>66</sup> Elder Russell M. Nelson, “Youth of the Noble Birthright: What Will You Choose?” *CES Devotional*, 6 September 2013, <https://www.lds.org/broadcasts/article/ces-devotionals/2013/01/youth-of-the-noble-birthright-what-will-you-choose?lang=eng> accessed 23 November 2015).