

See Jane Learn

Segment 1: Getting Started in Genealogy

By Diane Main

VIDEO

From black after titles, we fade in to a girl sitting with an older woman on a couch. They are talking to one another.

Fade to black.

Title: Later that evening...

Fade in from black. The girl is sitting at her computer when her mother walks in and speaks to her. The girl shows her mother the screen and talks to her.

(start shot as over-shoulder showing computer screen, then pan or go wider to show mother and daughter talking)

Subtitle: genealogy

AUDIO

NARRATOR: At a recent family gathering, Jane and her grandmother began talking. Jane found the stories Nana shared about her parents and grandparents thrilling. She loved imagining what life was like for her ancestors. She had never really heard much about these people before. Nana told Jane she would look for some pictures of these family members when she got home.

NARRATOR: Later that evening, Jane starts searching online for anything she can find out about her family history. She types in names of places, and names of people along with the words "family history." Just as her mother comes in and asks what she's looking up, she notices the word "genealogy"

Cut to or close in on the girl taking some forms from the printer.

Fade to black.

Graphic: Tree with just the name "Jane" on the trunk. (This is made in PowerPoint with clip art and/or drawing tools.)

Black screen with titles:
Step 1: Interview Relatives

Fade in from black.

The girl and her mother are seated at the kitchen table. The girl asks the mother questions, and as the mother answers, the girl fills in names, dates, and places on the forms she printed earlier.

After some discussion, we cut to the girl on the phone, talking.

(possible dissolve transition?)

Cut to the grandmother on her phone, agreeing to an interview.

in many of the search results. Jane asks her mother to help her get started on the family tree. She finds some forms online she can use to record what she learns.

Brief music. (Need to choose tune.)

NARRATOR: The very first thing to do in researching your family history is to talk to all the relatives you can. Start with the oldest ones first, whenever possible.

NARRATOR: Jane and her mother begin filling in the forms, but when they realize that her mother can only help her fill in the most recent generations and some general dates, Jane's mother has her call Nana to set up an interview. They speak and arrange a time and date to meet later that week.

Fade to black.

Graphic: Tree with the name "Jane" on the trunk. Two leaves sprout to show Jane's parents on the tree. (This is made and animated in PowerPoint with clip art and/or drawing tools. Screen capture is done with Jing Pro.)

Brief music.

Black screen with titles:

Reminder: Record Interviews Whenever Possible

NARRATOR: Some of your older relatives might be a little uncomfortable being recorded, however get permission to at least take an audio recording to help you get all your facts straight later.

Fade in from black.

The girl and her grandmother are now sitting at the kitchen table. The girl's younger brother sets up a video camera to record the interview.

(How should these shots occur?)

The girl uses her forms and blank sheets of notebook paper to record information as her grandmother speaks.

The grandmother pulls some photographs out of a folder. She points to people in the pictures as she talks to the girl.

NARRATOR: You'll never remember every detail your relatives tell you, so take notes and refer back to your recording in case you miss writing something down. Jane is having Nana help her fill in the forms while her brother records the entire interview on video. Jane uses notebooks paper to write down other details that don't fit into the blanks on the forms. Nana has brought some photographs with her to show Jane. It's a good idea to get

(2-shot then close-up of pictures with hand pointing)

(props: Uncle Brian's wedding photo, older photo of Mom's great aunt and great uncle with Mom's aunt, five generations framed photo)

Fade to black.

copies of such pictures, and write down the names of all the people, as well as the dates, places, and events if possible. Do this while there is still someone alive who can remember and name all the people in the pictures.

Animated Graphic: Tree with the name "Jane" on the trunk. Two leaves sprout to show Jane's parents on the tree. Four more leaves appear with the grandparents' names.

Brief music.

Black screen with titles:
Step 2: Use Software to Help You Keep Records

NARRATOR: There are several good websites that have family tree software built-in, or you can buy a program to put on your computer. Not only will these programs help you keep track of all the information, they can tell you how people are related, print out family tree charts, and let you share your files with other people.

Fade in from black.

The girl is on her computer again, using a website's built-in tree software to enter her data.

NARRATOR: Jane and her mother have joined the website Ancestry.com, which allows them to enter their family tree into a

(over the shoulder shot)

The mother walks into the room and the girl points out some information on the screen as she asks her mother for something. (makes "please?" begging sign with her hands)

built-in genealogy database. Jane plans to make their information visible to other members of the website, with her mother's permission. She asks her mother if they can purchase a family tree program for their computer so it will be easier to print out trees and share files. She has already learned a lot about the tools you can use to help you research your genealogy.

Black screen with titles:
Step 3: Learn What
Records Can Be Found
Near Where You Live

NARRATOR: The Mormon Church has Family History Centers at many of their churches. But some public libraries also have special sections dedicated to genealogy and local history. Find out what's near you and pay them a visit.

Fade in from black.

The girl is at her computer and gets up to go talk to her mother.

Cut to next scene in another room (kitchen?) where the girls talks to her mother about going to the library.

Fade to black.

NARRATOR: Jane has learned of a library in a nearby town that has a genealogy section. Since she's new to family history research, she thinks it might be a good idea to see what kinds of books are available. She also hopes to meet

helpful adults who can give her advice. Her family goes to the library to see what they can find out.

Fade in from black.

The entire family is walking into the main entrance of the library and one of the girl's brothers points to a sign and some stairs.

(dissolve transition?)

The family is now in the genealogy section of the library. They are looking at shelves of books. (We see this from the side, and the shot captures the sign on the side of the bookshelf that reads "Genealogy.")

(dissolve transition?)

Shot of the girl and her mother talking to the genealogy reference librarian. The boys and the grandmother are sitting at a table in the background, looking at maps. There is one other patron visible (played by me in a Hitchcock-style cameo), seated and reading a book. The patron looks up at the family talking to the librarian and then returns to reading.

Fade to black.

NARRATOR: The family visits the Santa Clara City

Library, which has a special section dedicated to genealogy. There are many books about local history and family histories from all over the country. Once Jane finds out more about her family's past, she will want to come back here to get information from time to time that can help her in her research.

NARRATOR: Most genealogists are very helpful

and appreciate the enthusiasm of new family historians. Jane finds this to be true of (insert name or pseudonym here), who is the (insert official title here) at this library. She learns a lot about what to do next and what the library has that can help her in her search.

Black screen with titles:
Step 4: Learn Everything
You Can About the Places
and Time Periods in Your
Ancestors' Lives

NARRATOR: As Jane learns more, she will need a context for all this information. What major events took place where her ancestors lived? What kind of work did people do there? What religions were practiced and what languages spoken? All these details become very important in deciding which records to look for next.

Fade in from black.

The girl and her mother and grandmother are once more at the kitchen table. Now they have more photographs, a family Bible, maps, and some books about British genealogy. They look at these together, point things out, and talk to each other about what's in the materials.

(dissolve transition?)

The girl is at the computer again, looking at scanned Census records. (over the shoulder shot)

Fade to black.

NARRATOR: Jane has a British atlas to find the places mentioned in her research so far. She wants to see the names of towns and villages in her ancestors' homeland so she will recognize them if she sees them in records. The family Bible takes her back another generation and she's now ready to look at Census records on the Internet. Each new resource teaches her a little bit more and helps her go farther back in time. And with each step backward, there are different records to consult and so much to learn about

how to use them.

Animated Graphic: Tree with the name "Jane" on the trunk. Two leaves sprout to show Jane's parents on the tree. Four more leaves appear with the grandparents' names. Eight more leaves appear. Some of them have names of great grandparents, but some are still blank.

Brief music.

Black screen with titles:
Step 5: Find Other People
Who Are Researching the
Same Ancestors

NARRATOR: Once Jane has enough information in her online tree, she might begin to hear from others who are tracing the same lines. Or she can search for her ancestors in other people's trees on the website.

Fade in from black.

The girl is at her computer, consulting paper to her side while typing away. (She is sending e-mails and responding to e-mails. Show this through over the shoulder shots.)

NARRATOR: Before long, Jane has located a few distant relatives. Sometimes a person will contact her about a name they have in common, and they figure out that it's not the same person. Sometimes, though, it's a direct match. She has been e-mailing back and forth for a week with a third cousin once removed in England. This is someone the family has never even met.

(decide on transition)

Shots show the girl on the phone, then having a video chat with someone on Skype. (We need another person for this, but we can use my laptop just in the other room. Maybe my husband can help.)

Fade to black.

Fade in from black.

The girl is at her computer, checking her e-mail. She calls her mother into the room to show her an e-mail from another new distant relative.

Fade to black.

Animated Graphic: Tree with the name "Jane" on the trunk. Two leaves sprout to show Jane's parents on the tree. Four more leaves appear with the grandparents' names. Eight more leaves appear. Some of them have names of great grandparents, but some are still blank. Two of the blank leaves change to contain names.

CREDITS

NARRATOR: Jane continues seeking out relatives to interview, some on the phone, and even one over Skype video chat.

NARRATOR: Sometimes, Jane goes for weeks or even months with no new developments. But today she has a new e-mail in her Inbox: from a new relative who has several past generations to share. They have the same great grandmother! It looks like Jane has caught the genealogy bug.

Brief music.

Music