

EXPLORING CITIZENSHIP — UNIT V

My Heritage

THIS BOOK BELONGS TO:

NAME: _____

ADDRESS: _____

PHONE NO.: _____

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Introduction

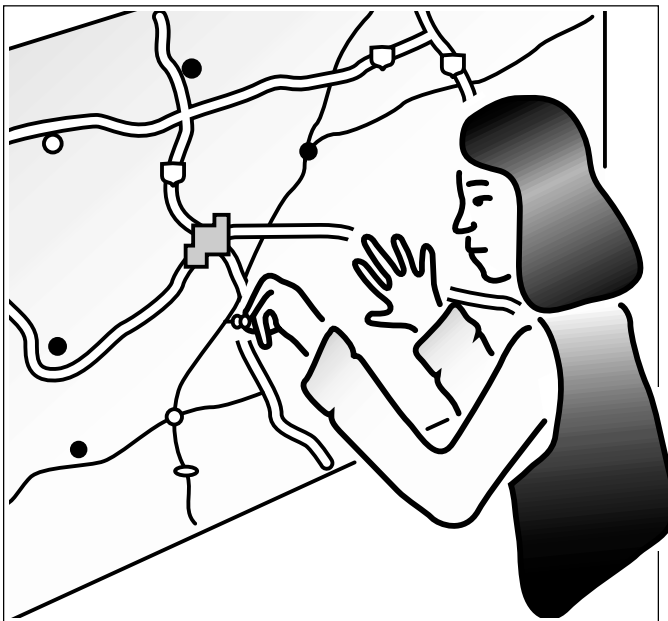
Have you ever thought what it would have been like to live in the past — 50, 75, 100 or more years ago? Think of where you live now and what you have and are today. How did it all come about? Who were the people who paved the way?

Do you have anything in your home that once belonged to some of your ancestors? Do you have any family traditions, ceremonies, sayings or stories that have been carried on for a generation or more?

Have you ever thought how important they are? Everyone needs some personal ties with the past to stabilize and enrich the present and to provide continuity into the future.

This 4-H Citizenship project, "MY HERITAGE," is designed to help you discover some links with the past that will enrich your life today and motivate you to preserve family treasures and carry on traditions into the future. Specifically, this project is designed to help you:

- Become more familiar with your family history and tradition.
- Learn more about your ancestors and gain a greater appreciation for them.
- Become interested in the history of your own community, county and state.
- Get involved in the discovery, restoration and preservation of valuable things from the past.
- Find opportunities to share with others some of your fascinating discoveries.



- Become aware of some of the career opportunities related to history and heritage.
- See the need for and become involved in improving the quality of life now to pass on to future generations.

Planning Your Own Heritage Project

This project is divided into five parts. Under each part are a number of suggested things to learn and do.

Read through the five parts. Discuss them with your parents or leader. Select and complete at least one activity under each of the five parts. Complete the project summary when you have finished the activities. Write down your goals, tell how you plan to accomplish them, and how you plan to record what you learn and do.

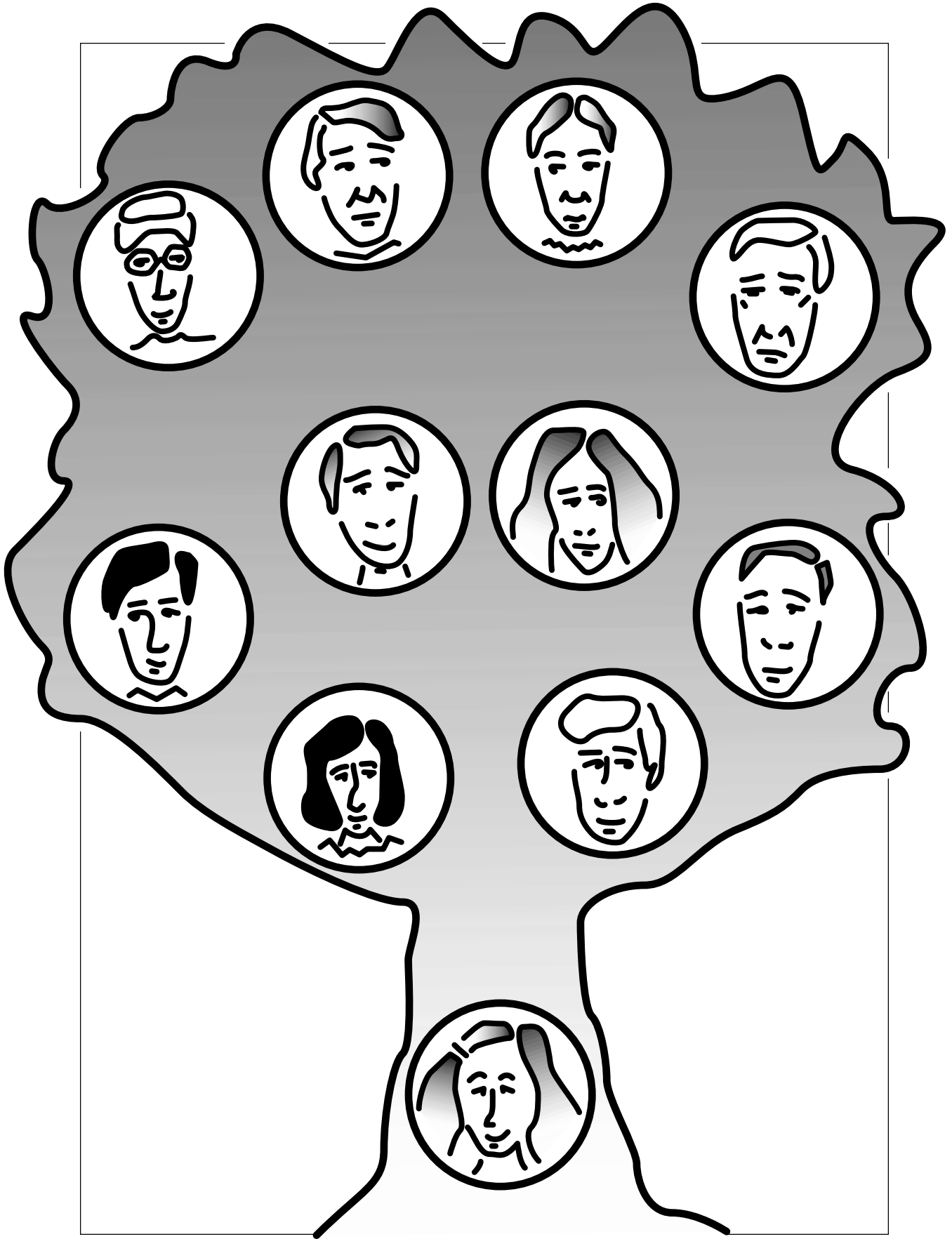
You will probably want to keep most of your records in a scrap book or memory book.

Plan to share with others some of your interesting experiences in this project. (See Part V item B on page 10 for suggestions).

Where To Go For Help

Many sources of information and advice are available to help you accomplish your goals.

1. People – You'll discover many people who can help you: Members of your own family, others in the community, and perhaps some in distant places where you will have to write for information. Historians, librarians, members of pioneer families and owners of historic homes are among those you may wish to contact.
2. Libraries – Public, school and genealogical libraries. Ask for books, diaries and journals on topics you are interested in. Some libraries have microfilms of old newspapers and documents.
3. Historical Societies – Many communities have historical societies where valuable information is available.
4. Museums – Many communities have some type of museum with interesting artifacts.
5. Historical monuments usually have plaques or markers with information of a historical nature.
6. Cemeteries provide valuable dates and other information.
7. Colleges and universities have libraries, museums and various special collections.



Part 1 – My Family

A. MY FAMILY TREE

Who was your great grandmother? Do you know her maiden name? Where was she born? How far back can you trace your family? Getting to know your ancestors as real people can be an interesting and exciting project. Where do you start? Get a pencil and a notebook and begin to ask questions. Start with your parents and close relatives. What records do they have of your immediate family, of your grandparents and great grandparents and their families? You may want to check the public library or a genealogical library for information about how to trace a family tree.

1. Beginning with yourself, trace your ancestors back for at least three generations, or as far as you can go. Record the information on a pedigree chart such as the one on pages 12-13. You can obtain a similar chart from a bookstore that sells genealogical supplies.
2. Collect pictures of your ancestors and make a portrait pedigree of them. Mount the pictures in your memory book.

B. FAMILY HISTORIES

1. Do some research and write a history of one or more of your close relatives — father, mother, grandmother, great grandparent or other family member.

Include where and when they were born, places they lived, schooling, vocations, special talents or interests, unusual experiences, travels, community or church service.
2. Begin your own personal history — When and where you were born, some of your early childhood memories of home and family, school days, trips you have taken, humorous situations, other interesting happenings, achievements, future goals.

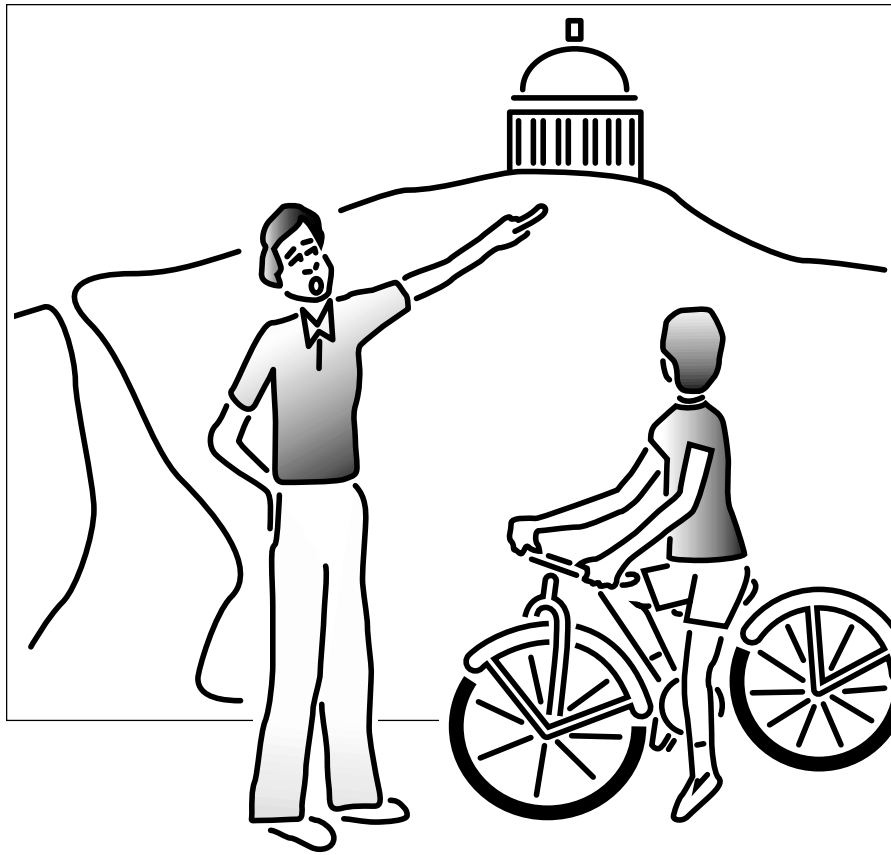
C. FAMILY MEMORIES

1. Family Heirlooms and Treasures
Look around your home for family heirlooms and treasures such as articles, letters, diaries, documents and pictures. Make a list of them, either in your memory book or on file cards. Type or print all the information you can find that will identify and describe the item, where it came from, who it belonged to, how it was used, etc., where it is now stored or filed in your home. Try to interest others in your home and make this a family project.

See if space can be found in the home to display some of these objects. Change the display from time to time.

Take pictures of some of the heirlooms to include in your memory book. Write captions under the pictures.

2. Family Traditions
Do you have a special way you celebrate Christmas or birthdays or other special events in your family? Were any of these carried down from the traditions in your father's or mother's family? Write up some of these traditions to go in your memory book.
3. "I Remember When" stories and incidents
Use a tape recorder or take notes to record interesting stories and incidents of the past as you interview parents, grandparents, uncles and aunts or other close relatives. Get the signature of the relative who told you the experience. Include stories and signatures in your memory book.
4. Family food habits, customs and recipes
Find out what foods or food combinations or cooking habits are peculiar to your family. Are there any recipes that have been handed down from one generation to another? If so, include these in your memory book or make a special recipe book.



Part 2 – My Community

A. EARLY BEGINNINGS

Learn when your community was first settled and by whom. Why did they settle there? How did your community get its name? Has the name ever been changed? Where were some of the early businesses located, the first school and church? Write a brief history from what you have learned about your community.

B. YOUR FAMILY IN THE COMMUNITY

When did they come and why? Did any family member serve on school boards, town boards or in other leadership positions in the community? Has your family lived in more than one house in the community? If possible, get pictures of these homes and include them in a brief write up of your family in the community.

C. HISTORICAL PLACES AND EVENTS IN THE COMMUNITY

What historical events have occurred in your community? Are there any markers to show where they took place? If so, visit these markers and take down the

information. Write a brief description of two or three events or places and include in your memory book.

D. TRADITIONS OF THE PAST

Visit with one or more of the oldest native citizens in your community. Use a tape recorder or take careful notes. Ask him or her about some of the early history and traditions of the community — celebrations, entertainment, transportation, etc. Record some of the highlights you learn from this visit in your memory book. As a group project you might print a number of these stories in the form of a newspaper or booklet, using your own artwork and style.

E. PRESERVING THE PAST THROUGH PICTURES

Take photographs of homes and other buildings in your community that are representative of different periods of the history and development of the community, or that are associated with notable people or events. Find some old photos that are either filed in the library or with the historical society, or held by a private citizen. Help preserve these photographs. Identify them and use them in exhibits.

Part 3 – My County

A. MAP YOUR COUNTY

1. Draw an outline map of your county or get a copy from the county surveyor's office. Show the length and width of the county, its size in square miles or acres. Note the rivers, mountains and other topographical features. When was the county first formed? Have its boundaries ever been changed? Get copies of some of the earliest maps you can find.
2. Indicate at least ten historical sites on the map, such as the first settlement, oldest home, first school house, first church, old trails, markers showing his-

torical events, or historical buildings that have been preserved. By making such a map you will know where history has been made and can share this information with others.

B. PHOTOGRAPH PLACES OF INTEREST

Take pictures of historical sites, buildings or homes in the county and write a brief description to include with each picture.

C. WRITE A HISTORY

Research and write a history of 4-H in your county. Include pictures of people and events.

(draw an outline map of your county showing points of interest)

Part 4 – My State

A. HISTORICAL PLACES AND EVENTS

1. Make a historical map of your state similar to the county map described in Part III. Include a brief description of the historical places and events on a separate page.
2. Read about the early history of your state, the Indians, explorers, trappers, pioneers, first permanent settlements. Where did the state get its name? Write up your findings in your memory book.

B. STATEHOOD

1. When was your state admitted to the Union? What were the circumstances? Where was the first state capitol?

C. STATE IDENTIFICATION

1. Get names, pictures or descriptions of each of the following about your state and include in your memory book:

State Flag	State Flower	State Song
State Seal	State Bird	State Tree

D. GOVERNORS AND OTHER PROMINENT PEOPLE

1. Get the names and a few interesting facts about each of the governors of your state to include in your memory book. Include pictures.
2. Who were some other prominent people and what did they do?

E. AGRICULTURAL AND INDUSTRIAL DEVELOPMENT

1. Describe some of the early agricultural practices, mining and other industries of the state. How many are still in operation today?

F. UNIQUE GEOGRAPHICAL FEATURES

1. What are some of the unique geographical features of your state. Include pictures if possible.

G. UNIQUE CULTURAL FEATURES

1. What are some of the unique cultural features of your state today? Compare with the past.

Alabama Alaska Arizona Arkansas California Colorado Connecticut Delaware Florida Georgia Hawaii Idaho Illinois Indiana Iowa Kansas Kentucky Louisiana Maine Maryland Massachusetts Michigan Minnesota Mississippi Missouri	<p><i>(draw an outline of your state ... indicate cities and major geographical features)</i></p>	Montana Nebraska Nevada, New Hampshire New Jersey New Mexico New York North Carolina North Dakota Ohio Oklahoma Oregon Pennsylvania Rhode Island South Carolina South Dakota Tennessee Texas Utah Vermont Virginia Washington West Virginia Wisconsin Wyoming
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Circle the names of those states which touch your state's boundaries. Place an "X" by the states you have visited.



Part 5

Miscellaneous Activities

A. COLLECTING HISTORICAL BITS

If you are interested in collections, you'll find a wide variety to choose from. The suggestions below will give you ideas of types of things to collect. Perhaps you will have other ideas to add. Keep a record of your collections, where, when and how you found things. Take pictures of your collections to include in your memory book.

1. Quilt designs — There are many quilt designs and patterns used in pioneer days that are still available today. You might even be able to collect a few quilts. If not, perhaps you could get colored photographs of interesting quilts, as well as copies of the designs and patterns. Be sure to get the names of the quilt patterns. You may decide to make a quilt yourself.
2. Old time medicines and remedies – Many old time medicine mixtures or remedies were used to treat various ailments in years past. Some had real medicinal value, others were just wild ideas. Get as many ideas as you can from books and from interviews with some of the older people in your community.
3. Stories, legends or folktales - Make a collection of stories that happened or were supposed to have happened in your family, or to friends or acquaintances. Look for those that are unusual, humorous or scary. Try to verify if they are true. Whether true or not, they are still a part of history and heritage. There may be a "ghost" story in your area worth checking out.
4. Old recipes and cooking methods: Collect old recipes and cooking methods used in days gone by. You may want to try some of them.
5. Other – Here are some other things you might collect:
 - Types of fences – find pictures or make sketches.
 - Dolls – real ones or pictures of the type children used to play with.
 - Old photographs of people (try to determine names and dates).
 - Pictures of old farm machinery or factory tools.
 - Pictures of automobiles from the earliest to the present.
 - Local sayings, proverbs, riddles, rhymes.
 - Books — old church books, school books, recipe

books, song books, fables, etc.

- Pioneer music, ballads of the old west.
- Styles of dress — men, women and children.
- Games and toys of earlier days.
- Dishes, tableware, cooking equipment.

B. SHARING WITH OTHERS

You will have some fascinating experiences in this project that you will be proud to share. Here are some ways to do this. No doubt you will think of others.

1. Heritage Exhibits and Displays

Many heritage items you assemble or collect would make interesting exhibits, such as your memory book, historical maps, photographs, pioneer or Indian relics, collections of old model cars, or pioneer dolls.

There are many places to put up exhibits or displays such as a school fair, county fair, public library, courthouse, local museum, windows in stores, banks or other business places. Be sure to ask well in advance for permission to put up an exhibit in public places and for length or time you would like to have it on display.

At some times and places it would be appropriate for a club or group to prepare a single display on one subject or collection, such as an exhibit of pioneer tableware or cooking utensils, or costumes of early days. At other times and places, where space is adequate, each person might exhibit individually.

These exhibits require special care when displayed, as most of them are extremely valuable for both economic and sentimental reasons. Many items, such as cookware, dishes and tableware, old books, clothing and the like, should be displayed in glass covered cases if at all possible. Pictures and photographs might be displayed in plastic covers.

2. Demonstrations and Illustrated Talks

These could be given at community or county fairs or before civic clubs, senior citizens groups or other groups with a special interest in heritage activities. You might show and explain one of your collections or demonstrate how to restore an article, preserve a picture, bind a diary or a journal or conduct an oral interview.

3. Slide-tape Narrations

If you write a history of one of your family members, you might make it into a slide-tape narration. Learn to make slides from pictures of the person at

various ages, homes they lived in, schools attended, etc., or get someone else to make the slides to go along with the script that you prepare and narrate.

4. Pageant or Dramatization

Select an incident or series of incidents in the history of your community, county or state. With your club or group write and stage a pageant or a dramatization to be presented at some special event. Why not a pageant centering on the history of 4-H in your county? It could be presented at 4-H achievement night, at the county fair, a leaders banquet or similar 4-H event.

C. FUN ACTIVITIES — WITH A GROUP

1. Organize a group and learn square dances or folk dances. Find someone in your community who can teach you. How about learning to make your own costumes?
2. Take a historic tour to points of interest in your area or in another part of the state.
3. Have a dress revue of men's, women's and children's costumes of a certain period, such as pioneer days, or show costumes through the years. Invite the public.
4. Set up a community craft workshop to recapture skills and pride in such things as quilting, weaving, wood carving, soap making, churning butter, etc.
5. Play some games to increase interest at meetings and learn more about your country at the same time, page 11.

You can make up some similar activities for your club using places in your state or county.

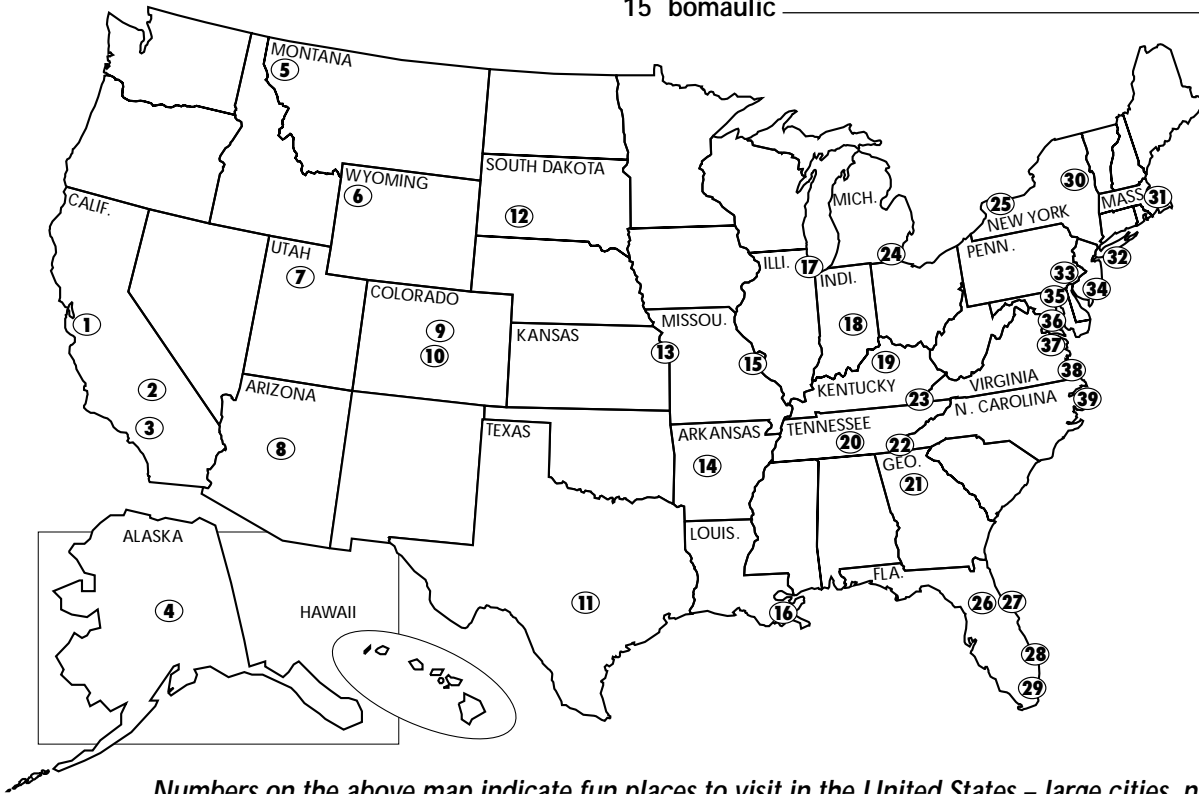
D. CAREERS IN THE FIELD OF HISTORY AND HERITAGE

As you pursue your heritage project, you may find you have a real interest in historical things and decide to explore the possibilities of a career in this field. Talk with the people you meet who make their living as teachers of history, as genealogists, as archeologists, or those who work in museums, historical societies, or libraries. Ask them about their jobs, what they do, what training is needed for such a job, some of the rewards and satisfactions, things they may not like so well. Ask about the possibilities of part-time jobs, paid or volunteer, which would give you experience in the field. Make notes and write up the information you get, as well as your own impressions and feelings.

Just-For-Fun Activities

Unscramble the letters of the following major U.S. rivers.

- | | |
|-------------------|---------------------|
| 1 havanasn _____ | 8 motacop _____ |
| 2 dushno _____ | 9 wedraale _____ |
| 3 koornae _____ | 10 dloocar _____ |
| 4 sseneteen _____ | 11 ori nergad _____ |
| 5 iooh _____ | 12 spmisiisip _____ |
| 6 letapt _____ | 13 sriiuoms _____ |
| 7 dre _____ | 14 naskaasr _____ |
| | 15 bomaulic _____ |



Numbers on the above map indicate fun places to visit in the United States – large cities, national parks, historical sites and special events. See how many of the numbers you can match with the places listed below:

- | | | |
|---------------------|---------------------------|------------------------------------|
| ___ Grand Canyon | ___ Plymouth Rock | ___ Great Smoky Mountains |
| ___ Atlanta | ___ Mount McKinley | ___ Nation's Capitol |
| ___ Niagara Falls | ___ Miami Beach | ___ Rocky Mountain National Park |
| ___ Cumberland Gap | ___ Kitty Hawk | ___ Independence Hall-Liberty Bell |
| ___ Williamsburg | ___ Mount Rushmore | ___ Glacier National Park |
| ___ Great Salt Lake | ___ Detroit | ___ Los Angeles |
| ___ Chicago | ___ Kennedy Space Center | ___ Ozark Mountains |
| ___ Kansas City | ___ Statue of Liberty | ___ Yellowstone National Park |
| ___ Mardi Gras | ___ Golden Gate Bridge | ___ Grand Ole Opry |
| ___ Mt. Vernon | ___ Pike's Peak | ___ Atlantic City Boardwalk |
| ___ Disney World | ___ Indianapolis 500 | ___ Sequoia National Park |
| ___ Kentucky Derby | ___ Everglades Natl. Park | ___ Adirondacks |
| ___ The Alamo | ___ Gateway Arch | ___ National 4-H Center |

Father	
Brothers	_____
_____	_____
Sisters	_____
_____	_____
Mother	_____
Brothers	_____
_____	_____
Sisters	_____
_____	_____

Father	
Brothers	_____
_____	_____
Sisters	_____
_____	_____
Mother	_____
Brothers	_____
_____	_____
Sisters	_____
_____	_____

Father	
Brothers	Sisters
_____	_____
_____	_____
Mother	_____
Brothers	Sisters
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Father	
Brothers	Sisters
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_____	_____
Mother	_____
Brothers	Sisters
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Father	
Brothers	Sisters
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Mother	_____
Brothers	Sisters
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_____	_____

Father	
Brothers	Sisters
_____	_____
_____	_____
Mother	_____
Brothers	Sisters
_____	_____
_____	_____

(Grandparents, Great Aunts, Great Uncles)

(Great Grandparents, Great Great Aunts/Uncles)

Now you have a good start, add extra pages and keep going as far as you can.

Suggestions For Developing a Museum

A museum makes history visible and real.

Your museum will interest people in the history of your town and country.

A. Where to put the museum

1. You don't need an exhibit hall – any corner, tabletop, bookcase or bulletin board can become a display area.
2. You do need room enough for the items to be clearly visible to spectators.

B. What to put in the museum

1. Interesting or unusual items concerned with the history of your locale, town or city.
 - a. Farm or industrial tools, miniature furniture.
 - b. Clothing, china, coins, kitchen equipment.
2. Present day items with historical significance.
 - a. Pictures of famous people, historic sites, old buildings,
 - b. Newspaper articles about a historical event.
 - c. Documents with historic significance.

C. Where to obtain items for the museum

1. Grandparents or parents gift or loans.
2. Citizens gift or loans.
3. Historical society and libraries.
4. Newspaper offices.
5. Old Courthouse records.
6. Interviews with experienced residents of the community.

D. How to catalog each item, donated or borrowed

1. Each item should have a card (3x5) with the following information.
 - a. Source-name and address of owner.
 - b. Date item was received.
 - c. Description and history of item.
2. Number the items and the cards identically.

E. How to display your items.

1. Group the items in historical periods.
2. Label the items clearly and completely.
3. Items should be clean and in good condition.
4. Items should be easy to see — not hidden by larger objects.
5. Handle with care; valuable items should be placed under glass.

F. Thank donors and lenders.

G. Hold an open house to display the museum.

Citizenship Project Summary

My Heritage Unit

Name _____ Address _____

Age _____ Grade in School _____ Years in 4-H _____

Years in Citizenship Project _____ Name of 4-H Club or Group _____

My Heritage Project Goals:

Summary of main activities completed for each part:

PART 1 – MY FAMILY

What I did _____

What I learned _____

How I shared my knowledge with others _____

PART 2 – MY COMMUNITY

What I did _____

What I learned _____

How I shared my knowledge with others _____

PART 3 – MY COUNTY

What I did _____

What I learned _____

How I shared my knowledge with others _____

PART 4 – MY STATE

What I did _____

What I learned _____

How I shared my knowledge with others _____

PART 5 – MISCELLANEOUS ACTIVITIES

What I did _____

What I learned _____

How I shared my knowledge with others _____

Additional heritage activities in which I have been involved _____

Citizenship in Other 4-H Projects

Citizenship responsibilities in earning and spending, and in many other areas of life, are practiced through 4-H projects. These are a central part of your 4-H experience. Learning to sew or build a birdhouse is not citizenship education in itself, but there are citizenship responsibilities that go along with learning such skills. These skills can be used to help you and others. You can help yourself by:

- Broadening your interests and knowledge.
- Developing self-confidence and self-discipline.
- Developing an awareness of job opportunities.
- Learning how to make intelligent decisions.
- Getting pleasure from interesting activities.

At the same time, you can help others by:

- Standing on your own feet and being less dependent.
- Serving family and friends through project skills.
- Helping younger members learn.

Additional Citizenship Units

Good citizenship involves more than understanding and participating in government. Good citizenship is important in relationships with your family, friends, and neighbors. Good citizenship is important to your 4-H Club and other organizations you belong to. It means understanding and appreciating yourself and your heritage, and having the same respect for other people and their heritages.

The citizenship project is made up of a series of seven units. You have probably used some of these units in previous years and you may take the other units in the future.

The citizenship project consists of the following units:

- Unit 1 Me, My Family and My Friends
- Unit 2 My Neighborhood
- Unit 3 My Clubs and Groups
- Unit 4 Public Adventures
- Unit 5 My Heritage
- Unit 6 My Government
- Unit 7 My World

4-H PLEDGE

The 4-H Pledge is an outline for the 4-H Citizenship Project. Citizenship education through 4-H should provide three-fold learning – knowing, feeling, acting.

I Pledge

My Head to clearer thinking

Understanding — using our heads for clearer thinking, getting information and understanding issues.

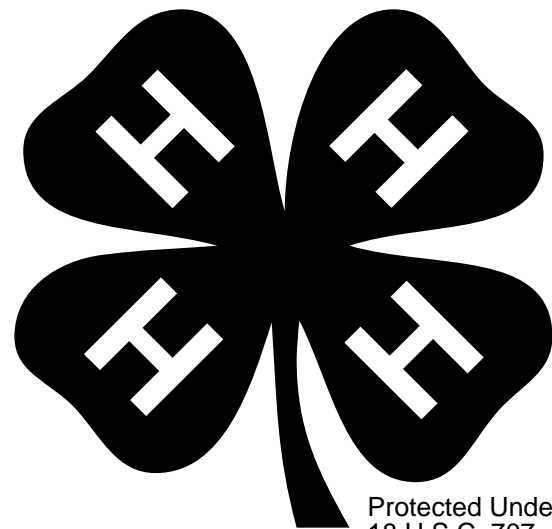
My Heart to greater loyalty

Attitudes — using our hearts to appreciate our rights and feel our responsibilities.

My Hands to larger service, and

My Health to better living for my Club, my Community, my Country, and my World.

Skills — using our hands and healthy bodies and minds to put into practice what we understand and feel we should do.



4-H Citizenship Pledge

We individually and collectively pledge our efforts from day to day to fight for the ideals of this nation.

We will never allow tyranny and injustice to become enthroned in this, our country, through indifference to our duties as citizens.

We will strive for intellectual honesty and exercise it through our power of franchise.

We will obey the laws of our land and endeavor increasingly to quicken the sense of public duty among our fellowmen.

We will strive for individual improvement and for social betterment.

We will devote our talents to the enrichment of our homes and our communities in relation to their material, social and spiritual needs.

We will endeavor to transmit to posterity this nation, not merely as we found it, but freer, and more beautiful than it was transmitted to us.

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