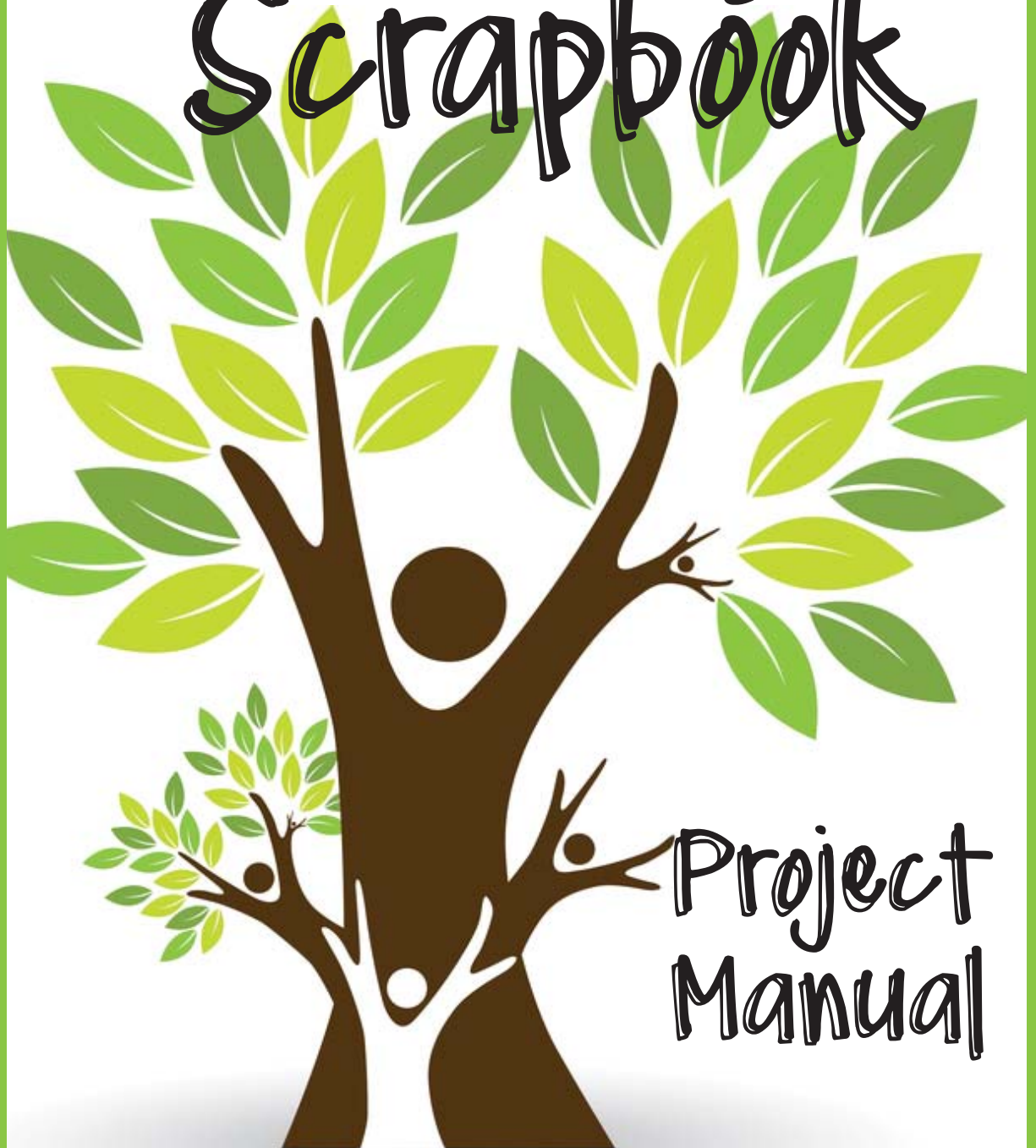




Oklahoma 4-H  
Youth Development



# Heritage Scrapbook



Project  
Manual

Beginner - 9-11 \* Intermediate - 12-14 \* Advanced - 15-19



# Table of Contents

Heritage Scrapbook Project.....	3
Things To Avoid!,,,,.....	3
Choosing A Scrapbook.....	3
Heritage Scrapbook Requirements.....	4
Personal Development Objectives.....	6
Experiential Learning Model.....	7
Life Skills Model.....	8
Beginner Activities:	
My Family Tree.....	10
Picture This.....	13
My Heredity Profile.....	14
This Is Me!.....	16
Preserving my Family Traditions and Customs (Optional).....	17
Intermediate Activities:	
My Day in History.....	22
Letter Writing: A Lost Art.....	24
Favorite Family Recipe.....	27
Hello. My Name Is.....	28
Cultural Museums of Oklahoma (Optional).....	29
Advanced Activities:	
My Family Genogram.....	34
My Life Timeline.....	37
Cultural History Exploration.....	39
Family Holidays.....	40
My Family Poem (Optional).....	41
All Levels -- Optional Activities:	
Digital Scavenger Hunt (all levels).....	44
Can I Interview You? (all levels).....	46
Heritage Scrapbook Appendix.....	50
(score sheets, answer keys, etc.)	



## Heritage Scrapbook Project

Families are important to us. They are the foundation for our values and beliefs. It is important for youth to learn about their family and gain a greater appreciation for their family heritage.

What is our heritage? **Heritage** is something that belongs to us by reason of birth. It is the history of a family. Where the family came from and all of the traditions, customs and more that have been passed down from generation to generation make up a family's heritage.

The Heritage Scrapbook Project will take some time to research and develop. You will build and grow your project as you grow! As you work through this project, take your time and explore the many facets of your family. As you progress from beginner to intermediate to advanced, you will continue to add to your scrapbook. The Heritage Scrapbook will include pictures, reports, and more.

This manual will provide a variety of activities for each age group (beginner – 9-11; intermediate – 12-14; advanced – 15-19). There are specific activities required in each level and some activities are optional. More information is provided on pages 4 and 5.

## Things To Avoid!

There are some specific things that **should not** be included in a Heritage Scrapbook. Do not include:

- Birth certificates
- Records with social security numbers on them
- Copies or actual driver's license
- Medical records
- Copies or actual passports
- Banking records or documents with bank accounts
- Home addresses or phone numbers

## Choosing A Scrapbook

Before you begin, choose a scrapbook for your project. You may use an 8 ½ X 11 inch three ring binder with plastic sleeve protectors or purchase an album used for scrapbooking. Most will come with plastic sleeve protectors and will come in a variety of sizes. It is recommended to use an 8 ½ X 11 inch or 12 X 12 inch album. Do not use albums smaller than 8 ½ X 11 inch. Scrapbooks can be purchased at arts and craft supply stores, scrapbook stores and large department stores.





## Heritage Scrapbook Requirements

Each level of the Heritage Scrapbook project has required activities and a few optional activities. Because each level spans over several years, 4-H members are encouraged to complete the minimum requirements in year 1 of that level, and then add to their scrapbook each year by completing the optional activities.

As you move from the beginner to intermediate or the intermediate to advanced levels, **do not** take out the materials you completed from previous levels. **Put a divider page in to note where the next level's materials begin.** By the time you get to the advanced level, you should have a beginner, intermediate and advanced section in your Heritage Scrapbook.

Throughout the project manual, there is **information in bold** that highlights specific instructions for that activity and how it is to be presented in the Heritage Scrapbook. Be sure to read each activity carefully and make sure you complete according to the instructions provided. Some activities have work sheets that are to be included with other materials while others simply provide instructions on completing the activity. There are specific things that are required for each entry in the scrapbook:

- **A title** -- the title should be on the first page of the entry or it can be on all pages.
- **Number of pages** -- each activity is provided a certain number of pages to showcase your work. There should be plenty of space. (see information below on “How do I know what one scrapbook page is?”)

### How do I know what one scrapbook page is?

In a scrapbook, pages are counted individually, just like in a book. In a scrapbook, the plastic sleeves hold two pages. Do not count plastic sleeves as one page!

**It is recommended you do a title page on the first page of your scrapbook with your name, county and the title, “My Heritage Scrapbook.”** You can add pictures, embellishments or other things to showcase your creativity on your title page.



The number of pages assigned for each activity allot even numbers of pages (2, 4, 6, etc.). By having a title page, the rest of your entries can be organized in two page layout groupings. A two-page layout is pages that face each other in a scrapbook. (see example to the left) This will help you to better organize the materials in your scrapbook and allow the viewer to see your work better. A maximum number of pages is provided for each activity but you do not have to use the maximum number. If you can do quality work in fewer pages, that is great!



## Beginner Level Activities (ages 9-11)

### Required Activities:

1. My Family Tree
2. Picture This...
3. My Heredity Profile
4. This is Me!

### Optional Activities:

1. Preserving My Family Traditions and Customs
2. Digital Scavenger Hunt -- 3-5 items
3. Can I Interview You? -- 1-2 interview reports

## Intermediate Level Activities (ages 12-14)

### Required Activities:

1. My Family Tree
2. Picture This...
3. My Heredity Profile
4. This is Me!
5. My Day in History
6. Letter Writing: A Lost Art -- 3 letters written/received
7. Favorite Family Recipe
8. Hello. My Name Is...

### Optional Activities:

1. Cultural Museums of Oklahoma
2. Digital Scavenger Hunt -- 6-10 items
3. Can I Interview You? -- 3-4 interview reports

## Advanced Level Activities (ages 15-19)

### Required Activities:

1. My Family Tree
2. Picture This...
3. My Heredity Profile
4. This is Me!
5. My Day in History
6. Letter Writing: A Lost Art -- 3 letters written/received
7. Favorite Family Recipe
8. Hello. My Name Is...
9. My Family Genogram
10. My Life Timeline
11. Cultural History Exploration
12. Family Holiday Customs

### Optional Activities:

1. My Family Poem
2. Digital Scavenger Hunt -- 11-15 items
3. Can I Interview You? -- 5-6 interview reports

*The Score Sheets provided on pages 50-52 outline the requirements for each activity. Refer to those score sheets to make sure your Heritage Scrapbook entries are complete!*



## Personal Development Objectives

The Heritage Scrapbook is one way we can teach youth about the Personal Development project. Personal Development is built upon the premise that what a family does together makes a difference. However, the definition of family will differ for each individual. For some that will mean a mother, father and siblings. For others, a single parent home or a home with extended family members such as grandparents, aunts and uncles. Some youth may consider their individuals who are not relatives such as their teacher, 4-H leader or other adults as part of their family because of the amount of time they spend with them. Regardless of the family structure, it is important for youth to be exposed to the qualities of family life and challenge them to learn about their family beyond just the surface.

Through the Heritage Scrapbook, youth can develop skills in the Personal Development project while expressing their creativity. Youth will learn about their family history, traditions and customs, cultural history in their community and Oklahoma, and much more through completing a variety of activities and documenting those activities in their Heritage Scrapbook. As youth begin to research and explore these activities, they will gain a greater appreciation for their family and their heritage.

Personal Development also is about building relationships, setting goals, developing good character, appreciating diversity, and much more. The objectives of the project are as follows:

- Develop communication skills through sharing ideas, thoughts and feelings clearly.
- Build strong and healthy relationships with others based on cooperation, empathy, trust and respect.
- Understand and utilize the tools and resources for dealing constructively with problems and conflicts.
- Develop skills in managing time and seeking out useful resources to complete tasks.
- Develop good character, leadership and citizenship traits.
- Apply knowledge acquired in this project to other projects and related community activities.

The Heritage Scrapbook is one class in the state fair 4-H indoor exhibits under the Personal Development division. Youth will add to their scrapbook each year as they grow in the project.

If we know where we  
came from, we may  
better know where to go.  
If we know who we came  
from, we may better  
understand who we are.

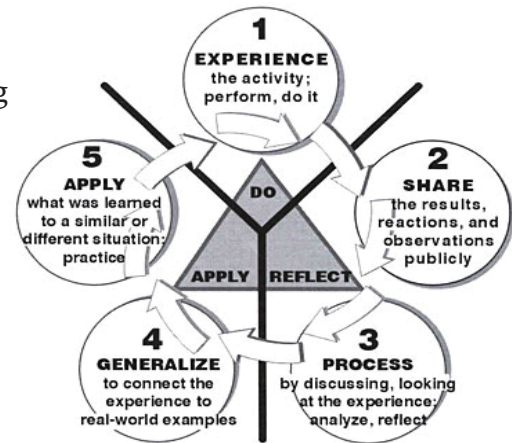
~Anonymous~



## Experiential Learning Model

“Experiential learning” is the foundation of the 4-H Youth Development Program. It involves providing opportunities for youth to practice what they are learning by sharing the experience, reflecting on its importance, connecting it to real life examples and applying the knowledge that results to other situations.

Activities and learning experiences in the Heritage Scrapbook activity are designed with this model in mind to create a complete and comprehensive educational experience. As the instructor or volunteer, it is important to include discussion following the activity to help apply the learning.



Below are some examples of questions to help with discussion during and after activities.

### *Share Questions:*

- What did you discover about your family you didn't know?
- What was your favorite part of the activity?
- What was the hardest (or easiest) thing about doing the activity?
- What skills did you have to use to complete this activity?

### *Process Questions:*

- What challenges did you have in trying to complete this activity? How did you solve it?
- How did other people help you with this activity?
- How did you use communication skills in this activity?
- What made this a good activity?

### *Generalize Questions:*

- How will learning about and completing the activity help you?
- Why is it important to know the information you discovered in the activity?
- What skills have you improved by working on this activity/heritage scrapbook?
- Where can you find resources or get help to complete this activity?

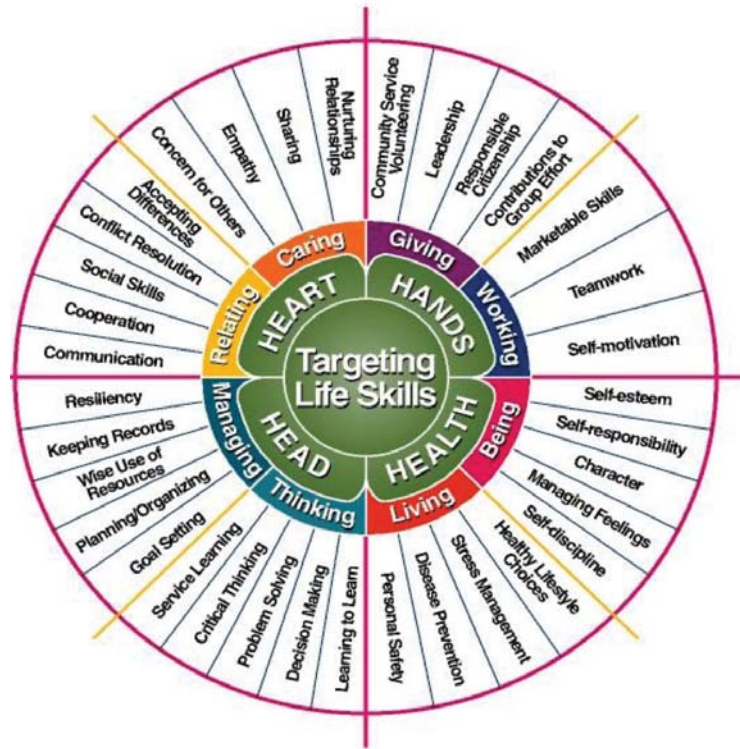
### *Apply Questions:*

- How can you share what you have learned with your family?
- What skills did you learn or use that you can use in other areas of your life?
- Describe a time when you might need some of the information in this activity/your heritage scrapbook?
- What would you do differently or what could you add to this activity?

**Reference:** Kolb, D.A. (1984). Experiential learning: experience as the source of learning and development. <http://academic.regis.edu/ed205/kolb.pdf>



# Life Skills Model



The Targeting Life Skills Model is the foundation 4-H uses to build project experiences and teach in activities. The Targeting Life Skills Model is divided into the 4 H's -- Head, Heart, Hands and Health. Each section of the model has specific life skills that can be integrated into activities. For example, when doing an activity on writing thank you notes, the life skills being taught and learned might include:

- Head -- Planning/Organizing
- Heart -- Communication, Sharing
- Hands -- Self-motivation
- Health -- Character, Self-discipline, Self-responsibility

Icons for each H are used throughout the Personal Development project manuals along with the life skills on which the lesson is focusing. To the right are the icons used in the Heritage Scrapbook to help you remember the connection to the Targeting Life Skills Model. The Heritage Scrapbook manual focuses on the head and heart. A few of the life skills used in completing the activities focus on keeping records, sharing, communication and nurturing relationships. What other life skills on the model might you be developing through the Heritage Scrapbook?




**Life Skill:**

- Head -- Keeping Records
- Heart -- Sharing, Communication, Nurturing Relationships

Reference: Hendricks, P. (1998) "Developing Youth Curriculum Using the Targeting Life Skills Model" <http://www.extension.iastate.edu/4H/skls.eval.htm>





# Heritage Scrapbook Beginner Lessons



Ages 9-11



# My Family Tree

**Level:** Beginner (required)

**Objectives:**

- Define family tree.
- Understand the importance of knowing your family tree.
- Identify family members through great-grandparents (4 generations) and develop a family tree.



**Life Skill:**

- Head -- Keeping Records
- Heart -- Sharing, Communication, Nurturing Relationships

What is a family tree? A **family tree** is one way to keep track of who your relatives are and how you are related to each one. It is a diagram of your parents, grandparents, great-grandparents, and as many generations back as you want to go. Your siblings, aunts, uncles and cousins also may be recorded on your family tree. The diagram can be very simple to very detailed.

There are several reasons to know your family tree. Sometimes medical history of your family is important to know. If, for example, diabetes runs in your family, knowing who has or had diabetes is something important to tell your doctor or record on your medical history at the doctor's office.

Another reason to know your family tree is to know from where your family came. Your grandparents, great-grandparents and earlier generations may have come from another country. They may have passed down traditions and customs from that country you may continue today. Being able to find out where those customs and traditions started is fun to learn.

Knowing about your family might also help you learn about different careers. What did each family member do for a living? You may find there is a career several family members pursued. Can you think of other reasons why it is good to know your family tree?

**Where do you start in building your family tree?** Your family tree starts with you! A family tree is often drawn as a tree with different branches representing family members or fruit on the tree representing each family member.

There are a few things you will need to research before you begin to design your family tree. First, talk with your parents or grandparents to make a list of family members back to your great-grandparents. The list of people to identify will provide you with four generations of your family. Your four sets of great-grandparents are one generation, your two sets of grandparents are another, your parents are a third and you are the fourth.



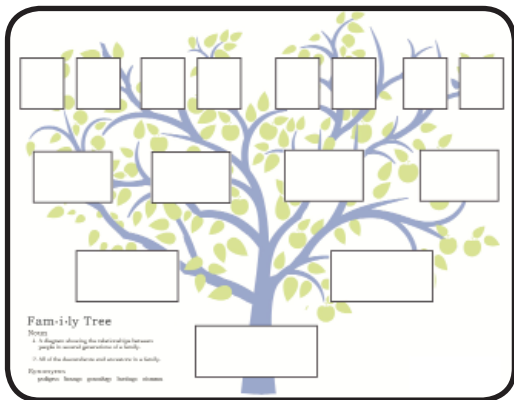
The chart on the following page provides the list of people to identify. For males, list their first, middle and last name. For females, list their first, middle, maiden and last name. Maiden name is their last name before they were married. See if you can find out their birthdate and if they are no longer living, date of death. If you only have part of the information, for example you do not know middle names, that is okay. List as much information as you can.

Once you have completed the chart, you can design your family tree by drawing one yourself or by using a template from one of the websites below. Just click on the link and fill in the information or print the PDF and write in the information. Print your family tree and save the file to update it later.

- Family Tree Templates: <http://www.familytreetemplates.net/>
- Beginner Family Tree: <http://kids.familytreemagazine.com/kids/familytree.pdf>

Below are some examples of family trees showcasing four generations.

**Be sure to put the title, “My Family Tree” on your page(s) in your Heritage Scrapbook and include the completed worksheet on page 8 and your four generation family tree for your entry. Limit your entry to 2 pages. Do not use pictures on your family tree! That will be covered in the next activity.**





# My Family Tree Planning Chart

Relationship	Name (first, middle, maiden, last)	Birthdate	Date of Death
Mother			
Father			
Sibling (brother/sister)			
Sibling (brother/sister)			
Sibling (brother/sister)			
Sibling (brother/sister)			
<b>Mother's Side of the Family:</b>			
Grandmother (mother's side)			
Grandfather (mother's side)			
Great-Grandmother (Mother's grandmother's side)			
Great-Grandfather (Mother's grandmother's side)			
Great-Grandmother (Mother's grandfather's side)			
Great-Grandfather (Mother's grandfather's side)			
<b>Father's Side of the Family:</b>			
Grandmother (father's side)			
Grandfather (father's side)			
Great-Grandmother (father's grandmother's side)			
Great-Grandfather (father's grandmother's side)			
Great-Grandmother (father's grandfather's side)			
Great-Grandfather (father's grandfather's side)			
<b>List other family members such as aunts, uncles, and cousins on a separate sheet of paper using these same columns of information that you might like to include in your family tree. (not required!)</b>			



## Picture This...

**Level:** Beginner (required)

### Objectives:

- Collect pictures of family members to learn more about them.
- Research family members and their physical characteristics.



### Life Skill:

- Head -- Keeping Records
- Heart -- Sharing, Communication, Nurturing Relationships

Pictures are a great way to become acquainted with family members who may not live nearby or who have already passed away. It is important to know some history about your family members. Compare yourself to your family members and see if you have some of their physical characteristics such as the same eye color, hair color or do you look like them.

Old photographs are important to preserve. Before you put any pictures in your Heritage Scrapbook, work with your parents to get permission to use pictures or make copies of them. Pictures may be black and white or in color. Both are fine for this project.

**In this activity, your job will be to find at least one picture of each person on your family tree. If you cannot find individual pictures, perhaps you can find pictures of grandparents together or even a group picture that includes several generations. Make sure you include the title, "Picture This..." on your page(s). Please limit to no more than 4 pages. After you find all of the pictures to include, complete the following information for each family member and put it with their picture in your Heritage Scrapbook.**

- Full name
- Their relationship to you (mother, father, etc.)
- Birthdate
- Date of death (if they have passed away)
- Write a short paragraph about their physical characteristics (eye color, hair color, height, physical build).
- If you know/knew this person, you may want to include something unique you remember, a favorite memory or a funny story about them.



*Grandfather James Allen Crawford -- March 3, 1943*

*Grandmother Rachel Bella (Wilson) Crawford -- August 3, 1945*

*Parvav and Nanny both have brown eyes and when they were younger, their hair was brown. That is me in the picture with them. I hope to be as tall as tall as Parvav -- he is 6 feet 1 inch tall. Nanny is only 5 feet 8 inches tall. My favorite thing to do with them is go fishing on the big boat each summer!*



# My Heredity Profile

**Level:** Beginner (required)



## Objectives:

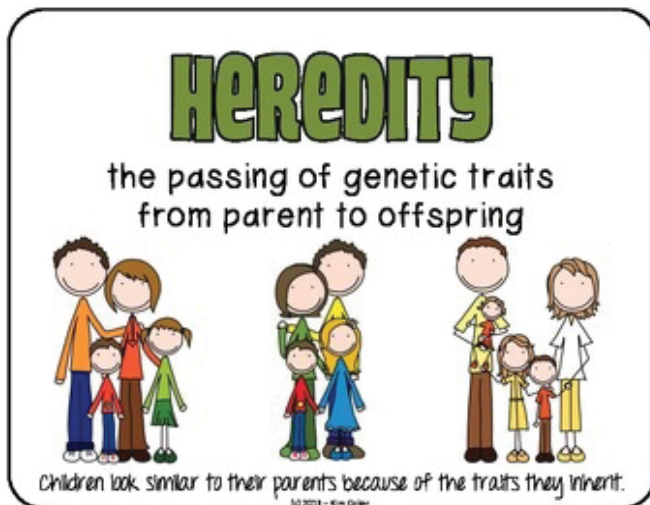
- Identify physical characteristics about yourself and your family.
- Discover from whom your heredity comes from.

## Life Skill:

- Head -- Keeping Records, Planning/Organizing
- Heart -- Sharing, Communication

From where do you get your physical features? Your physical features come from your parents and even your grandparents. This is called **heredity**. Some people look a lot like one or both of their parents while others may not look like anyone in their family. Every person's heredity characteristics is different. Even siblings may have different heredity characteristics from their parents. That's what makes each of us unique!

**This activity will help you to research and discover your heredity, Complete the information on the handout, "My Heredity Profile." You will need to gather the information from your parents and grandparents on their eye color, hair color, hair type and skin type. Once you complete the questions about each person, draw a conclusion about from whom you get most of your physical characteristics. If you can't narrow it down to just one person, that's okay! Explain from whom you get different physical characteristics.**



Include a picture(s) of you with the family member(s) whom you feel your heredity is most like if you have one. Include the handout, "My Heredity Profile," and any pictures in your Heritage Scrapbook. You can use the handout in your scrapbook or recreate it in your scrapbook on different paper. Be sure you title the scrapbook entry "My Heredity Profile." Limit this entry in your scrapbook to no more than 2 pages.



# My Heredity Profile

Name: \_\_\_\_\_

Complete the information below for yourself, your parents and your grandparents. After reviewing the information, draw a conclusion from whom you get most of your heredity. Add a picture of you and that family member if you have one available.

Relationship	Family Member's Name	Eye Color (blue, green, brown, hazel, etc)	Hair Color (blonde, brown, black, red, etc.)	Hair Type (straight, curly, wavy, etc.)	Skin Tone (light, medium, dark, freckles, etc)
You					
Mother					
Father					
Grandmother (Mother's Side)					
Grandfather (Mother's Side)					
Grandmother (Father's Side)					
Grandfather (Father's Side)					

My Heredity Comes From...



## This Is Me!

**Level:** Beginner (required)

### Objectives:

- Share information about one's self through creative writing.

Interview techniques are an important skill to have, especially for your Heritage Scrapbook. You will be using the skill in future activities. But before we interview others, let's start with yourself!

It is important for your Heritage Scrapbook to showcase YOU as well as your family. **In this activity you are going to answer some questions about yourself that are used a lot in an interview. After making notes for each question listed below, organize your answers into a creative story all about you. You can hand write the story or type it on a computer. If typing on a computer, be sure to double space lines on the page and use a 12 point font. Add pictures of you showing your journey so far and that match some of the things in your story. Be sure to include the title, "This Is Me!" on your story. Your story should be at least one page and no longer than three pages. Limit your entry in your scrapbook to no more than four pages to include your story and pictures.**

Here are questions for you to include in your personal story. If you want to add experiences or information beyond these topics, feel free to do so.

### This Is Me Interview Questions:

- When and where were you born?
- Tell a little about your family (parents, siblings, grandparents).
- Where do you live? If you have lived other places, where was it?
- What are some of your favorite things to do?
- Who is/was your favorite teacher and why?
- What is your favorite memory with a family member (can be any family member you choose)?
- What do you want to be when you grow up?



### Life Skill:

- Head -- Keeping Records, Planning/Organizing
- Heart -- Sharing, Communication







# Preserving My Family Traditions and Customs

**Level:** Beginner (optional)

## Objectives:

- Explore family traditions and customs that have been passed down from generation to generation.



## Life Skill:

- Head -- Keeping Records, Planning/Organizing
- Heart -- Sharing, Communication

Every family has different traditions and customs they celebrate or practice. What are traditions and customs?

Is there a difference? Yes, there is a slight difference but many people use the terms interchangeably. **Traditions and customs** are beliefs and practices established over time. The biggest difference in a tradition and a custom is the length of time of the practice and whether or not it is a practice of a larger society or just a family. Traditions are passed down from generation to generation and are observed by most people of a society while a custom is observed within a family. Traditions and customs also may be associated with the country where your ancestors are from or a cultural practice that has been passed down.

Traditions and customs help fill a need in a family by providing a sense of belonging or bonding among family members. It provides a sense of self-esteem to the members of that family. It also provides opportunities for families to spend time together and learn more about each other, share stories and keep the traditions and customs alive.

**How do you know if you have traditions or customs in your family?** Talk to your relatives and ask them about family traditions and customs they have or experienced as they grew up. You also can observe the types of activities your family does together. If you can't identify any traditions or customs, visit with your parents or grandparents for help or start some new ones with your family .

**To complete this activity, use the handout "Preserving My Family Traditions and Customs." Write down information on as many of the topics as you can. Include the handout in your Heritage Scrapbook or create your own summary using your creativity. Make sure you put the title, "Preserving my Family Traditions and Customs" on your scrapbook entry. If you have pictures that showcase some of your traditions and customs, include them with the handout or report. The length of this activity should be limited to two pages in your Heritage Scrapbook.**

Examples of ...	
Traditions	Customs
Observe Christmas	Trimming the tree the day after Thanksgiving
Graduate from high school	Wear a tie at graduation passed down in the family
Make a toast at a wedding	Using family heirloom glasses at wedding
Church Baptism	Giving family member a Bible when they are baptized



## Preserving My Family Traditions and Customs

Describe a tradition or custom about each topic below. Add pictures in your Heritage Scrapbook with this report showing your family practicing these customs and traditions.

Yearly Traditions: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Holiday Customs: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Religious Customs: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Foods for Special Holiday: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Cultural Customs or Traditions: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Stories, songs, or quotes that have been passed down: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Education Traditions: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



# Word Scramble

**Instructions:** Unscramble the words below to identify terms learned in the Beginner activities.

1. N T R A E G E N I O

\_\_\_\_\_

2. T I N T S A R O D I

\_\_\_\_\_

3. S O T C U M S

\_\_\_\_\_

4. M I A F Y L E R E T

\_\_\_\_\_

5. P A N A R T S G R E D N

\_\_\_\_\_

6. D T I Y H E E R

\_\_\_\_\_

7. B C A P S O K O R

\_\_\_\_\_

8. R T S A P E N

\_\_\_\_\_

9. V I T W E N E R I

\_\_\_\_\_

10. T G I R E H E A

\_\_\_\_\_

BONUS: S C I R H V R C E L O

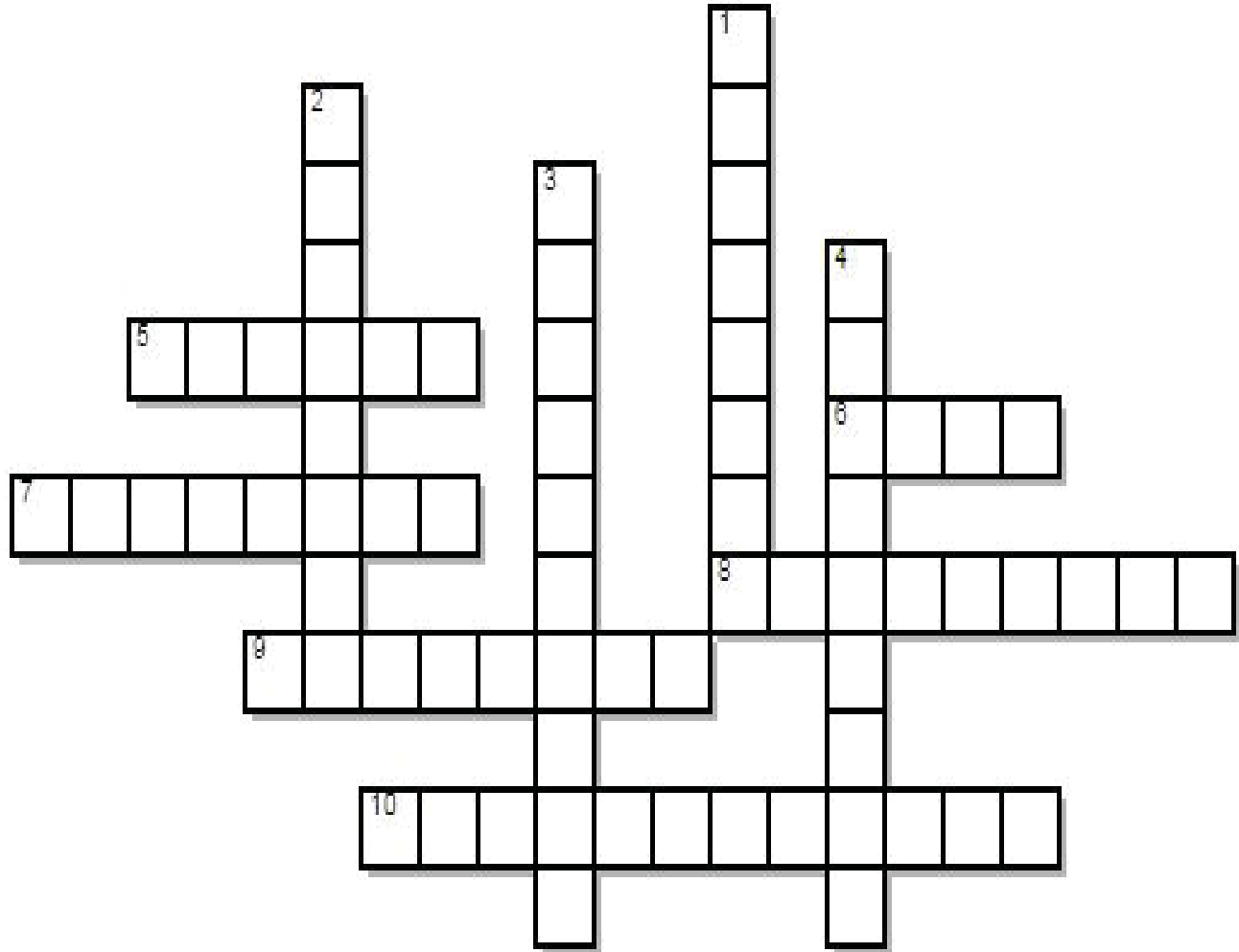
\_\_\_\_\_



*(Answer key provided on page 53)*



# Heritage Scrapbook Crossword Puzzle



### Across:

5. Personal Development helps me learn more about my \_\_\_\_\_.
6. A Family \_\_\_\_\_ is a diagram that shows your relatives and how you are related.
7. Christmas \_\_\_\_\_ are one time when family traditions and customs might be practiced.
8. The Heritage \_\_\_\_\_ is one way to preserve information about my family.
9. Your physical features that come from your parents and other family members.
10. Your mom and dad's parents are called your \_\_\_\_\_.

*(Answer key found on page 53)*

### Down:

1. \_\_\_\_\_ are one way to preserve memories and observe ways you look like your family.
2. \_\_\_\_\_ is something that belongs to you by reason of birth and is the history of a family.
3. Customs and \_\_\_\_\_ are beliefs and practices that have been established over time.
4. Talking to others and writing down what they say is called an \_\_\_\_\_.

### Word Bank:

Family, Grandparents, Heredity, Heritage, Holidays, Interview, Pictures, Scrapbook, Traditions, Tree



# Heritage Scrapbook Intermediate Lessons



Ages 12-14



## My Day in History

**Level:** Intermediate (required)

### Objectives:

- Research the history of your birthday, birthdate and birth year.
- Share information about significant facts that happened on your birthday, birthdate or birth year through a pictorial report.



### Life Skill:

- Head -- Keeping Records, Planning/Organizing
- Heart -- Sharing, Communication

It is fun to find out about things that happened on your birthday, your birthdate or in your birth year. Some information you may learn about from relatives, but you can also find information through research and fun websites that will search out information for you. Searches can be as specific as things that happened on your exact birthday (August 3, 1999), or on your birthdate (August 3) for any year or in the year you were born (1999). The amount of information you find will depend on which way you choose to search.

There are a few websites provided below you can use or you may find other sources to help gather information. Don't forget about your parents, grandparents or other relatives. They may remember things that happened related to your birthday, birthdate or birth year.

- What Happened in my Birth Year website -- <http://whathappenedinmybirthyear.com/>
- History Orb website -- <http://www.historyorb.com/>
- History.com website -- <http://www.history.com/this-day-in-history>
- dMarie Time Capsule website -- <http://www.dmarie.com/timecap/>
- The People History website -- <http://www.thepeoplehistory.com>

Here are some examples of the types of information you can look for:

- Historic things that happened
- Newspaper headlines on your birthday
- Inventions or discoveries in your birth year
- People who also were born on the same day
- Popular songs, books, movies and television shows of the year
- Political figures in your birth year
- Athletic events or records
- Price of items in your birth year (bread, gallon of gasoline, gallon of milk, stamp, eggs, average price of a house, etc.)

Once you have gathered some information about things that happened on your birthday, birthdate or birth year, move on to your pictorial report.



**What is a pictorial report?** It is using pictures to showcase information with captions that give a short description about that picture. A pictorial report might be displayed in the form of a timeline, a scrapbook layout or any other visual display you would like to use. The key is to **use pictures to represent the significant person, place or thing and write a short caption about that picture so the viewer can see how that entry relates to your day in history.**

**Where can you find pictures?** You can locate pictures on the Internet, cut pictures from magazines or newspapers, go to the library and find books to make copies of pictures and information, or your family may have some documents you can borrow and copy. Don't forget about things like newspaper clippings or headlines on historical events. It's up to you where and how you find the pictures to complete your project!

**After you find your pictures or materials to include in your report, write your captions describing and explaining each picture or item.** For example, on August 3rd, a historical event happened. See the example photo and caption for the details.










*On August 3, 1492, Christopher Columbus set sail with the Nina, the Pinta, and the Santa Maria in search of a new world.*

You will find more information than you can fit so be selective and include things that catch your interest and best showcase the history of your birthday, birthdate or birth year. Make sure your pictures are large enough to view easily. You can hand write or type your captions.

**Your pictorial report can be developed in a document on the computer or you can make copies of your pictures and create scrapbook type pages. Use your creativity to showcase your pictorial report but limit to no more than four pages. When you place your pictorial report in your Heritage Scrapbook, separate pages so that each one is visible when viewing the scrapbook. Include the title, "My Day In History" on your entry. Here's an example of a timeline for a few entries for the date, August 3.**

**My Day In History -- August 3**

 1492 Christopher Columbus set sail with the Nina, Pinta, and Santa Maria	 1949 The NBA was born	 1977 James Bond Movie, <i>The Spy Who Loved Me</i> was released	 1999 April Michelle Ranger was born in OKC, OK
1914 World War I began between Germany and France 	1963 The Beatles made their final appearance at the Cavern Club in Liverpool after performing almost 300 shows there since 1961 	 1984 Ryan Lochte, Olympic swimmer was born	



## Letter Writing: A Lost Art

**Level:** Intermediate (required)



### Objectives:

- Learn proper format for writing a letter.
- Use letter writing to communicate with family members.
- Gather information about relatives, customs, traditions and other special memories to preserve in the Heritage Scrapbook.

### Life Skill:

- Head -- Keeping Records, Planning/Organizing
- Heart -- Sharing, Communication

With the technology available today, writing and receiving letters in the mail is becoming a lost art.

In school, students are still learning the correct way to write a letter and here is your chance to practice that skill outside of school.

**Why is letter writing important for a Heritage Scrapbook?** Letters from relatives are one way of preserving a piece of that person. Having a letter in their handwriting, being able to read stories from their perspective, and having information recorded about your family to pass on to future generations also are important. Before cell phones and email, families wrote letters to each other to share news and information. Sometimes letters were the only communication between family members who lived in different towns, states or another country. People looked forward to getting mail and seeing if there was a letter from someone special.

**Before you begin your letter writing campaign, make a list of people with whom you do not live that you could write.** If there are people in your family you don't know very well or you have never met, it would be fun to write to them. You will need to find out this information for each person you write:

- Name
- Address
- City, State Zip Code
- What is your relationship to this person (grandmother, cousin, aunt, etc.)

**The next step is to write a letter to each person on your list. You are encouraged to write your letter in your own handwriting instead of using a computer, email or other technology. Letters should be mailed or delivered to the individual. Make a copy of your letters to include in your Heritage Scrapbook before mailing or delivering.**

### Letter Writing List

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.





Your letter is a different form of an interview. Instead of talking to someone to find out information, you are writing to them and asking them to respond in writing to some questions. Encourage your family members to write back to you in their own handwriting if they can and mail you their response. **Be sure to save the response letters and envelopes to include in your Heritage Scrapbook along with a copy of your original letter to that person.**

**How should you write your letter?** Your letters need to include the following information. A sample letter is provided on page 23.

- Return Address
- Date
- Complete name and address of person whom you are writing
- Salutation (Dear Aunt Julie,)
- Body of the letter
- Closing (Sincerely,)
- Your Signature

You can use the sample questions listed below as a starting point for writing your letter or you can come up with some of your own.

- When and where were you born?
- Where did you grow up?
- What education did you receive?
- What were your parents/grandparents like?
- Does your family have members who came to the United States from another country? If so, where were they from and when/how did they make their way to the United States?
- What types of jobs or occupations have you had?
- Tell me about your spouse and children.
- Do you have any grandchildren or great-grandchildren?
- What were your favorite things to do as a child?
- Tell me a funny story about your childhood.
- Do you have any stories about me that you want to share?
- What piece of advice would you share with me?

For this activity, **your goal is to include three letters you wrote and a response letter and envelope for each.** This may mean you have to write more than three letters in order to get back three responses! If the letters you write or receive are more than one page, place pages in your scrapbook separately so the entire letter is displayed. If you write a letter and do not get a response, you do not need to include it in your scrapbook. **Place the title, “Letter Writing” on the scrapbook pages and use as many pages as needed in your scrapbook to showcase each page of the letters.**





# Letter Writing: A Lost Art -- Sample Letter

4444 Maple Drive  
Clover, OK 74442

March 10, 2015

Mrs. Pauline Baxter  
3101 W. 4th Street  
Atlanta, GA 83102

Dear Aunt Pauline,

It has been a long time since I have seen you. The last family reunion you were able to come to was in 2010. I sure miss hearing you tell all those stories about our family!

As you know, I am in the Cloverleaf 4-H Club. We have started a new project on learning more about our family by putting together a Heritage Scrapbook. There are a variety of activities we can complete to include in the scrapbook. One of them is to write letters to family members and ask them to share some information about our family by writing a letter back. I am practicing my letter writing skills and hope you will help me with my project by writing back to me and sharing your knowledge. If you are able to respond in your own handwriting that would be great! If not, a typed letter is fine. I will be including your letter in my scrapbook.

I have a few questions you can answer in your letter. Answer as many as you would like. I also would welcome any other interesting facts, pictures, newspaper clippings, family recipes, or materials you can share.

- Tell me about your family (parents, grandparents, siblings, etc.)
- Where did you grow up?
- Did you marry? If so, whom?
- Do you have any children? If so, what are their names, ages and where do they live?
- What types of jobs did you have throughout your life?
- Who or what influenced you to choose your career?
- What was your favorite memory from your childhood?
- What stories about our family would you like to share with me?
- Do you have any stories about me?

I look forward to hearing back from you. You can mail your letter to me at the return address above. Thank you in advance for helping me with my 4-H Heritage Scrapbook project.

Sincerely,

*Gina Kingston*

**Return Address is YOUR address**

**Date letter was written**

**Name and address of person you are writing**

**Salutation**

**Body:**

- Introduction
- Your request and interview questions
- Conclusion

**Closing (Sincerely)**

**Signature**



## Favorite Family Recipe

**Level:** Intermediate (required)



### Objectives:

- Identify and share a favorite family recipe that has been passed down from another generation.

Food is one way that families pass on traditions and customs. It is often an item included in family gatherings that is used to celebrate something special.

What are some of the foods that your family includes in special occasions? Do you know how to make them? Here's your chance to learn!

### Life Skill:

- Head -- Keeping Records, Planning/Organizing
- Heart -- Sharing, Communication

A **recipe** is the list of ingredients and the instructions for making a dish. Your parents or grandparents probably have lots of recipes that are special to them they learned from other members of their family. Some recipes may not be written down, but the food is still made and an important part of your family's traditions.

**Your first task on this activity is to identify a food that is important to your family.** It could be the turkey and dressing made each year at Thanksgiving, the homemade biscuits made by Grandma at every gathering or the chocolate layer cake made for every family birthday.

**Next, go to the source of who makes that recipe the most and ask to help make the recipe so you can learn more about it.** If you love Grandma's biscuits, contact Grandma and ask her to teach you how to make her biscuits. If Grandma is no longer living, but her biscuits are still a staple at family dinners, find out who has taken over making the biscuits and talk to them.

**Step three is to practice making that recipe with a family member. Ask for a copy of the recipe to put in your Heritage Scrapbook.** If there is no written recipe, but the relative can tell you how to make the dish, write down the recipe or ask them to write it down for you. If the recipe is written in a family member's handwriting, make a copy of it. If the recipe is in a recipe book, you can re-write the recipe in your own handwriting or make a copy.

**Last, have someone take pictures of you and your relative making the dish. If you have a family gathering where that dish was served, take pictures of family members enjoying the dish, too. Add a few pictures to your Heritage Scrapbook of your experience cooking and eating the special dish with your relatives. Include the recipe with your pictures. Be sure to include the title, "Favorite Family Recipe" on your entry and limit to two pages in your scrapbook.**





## Hello. My name is...

**Level:** Intermediate (required)

### Objectives:

- Discover and explain the meaning of your given name.
- Explore why your name was chosen and if there were other family members with the same name.



### Life Skill:

- Head -- Keeping Records, Planning/Organizing
- Heart -- Sharing, Communication

Your name is an important part of your identity. Sometimes parents will choose a name because of the meaning of the name. Parents also may name their child after a family member or close friend because they want to honor them because of their connection or admiration for them.

Do you know the meaning of your first and/or middle name or if you were named after someone? Here's your opportunity to find out. Where do you begin? With your immediate family!

**For this Heritage Scrapbook activity, your job is to research your name and create a page for your scrapbook. Include the answers to any or all of the questions below. You may not answer some questions because they do not apply to you. For example, you may not be able to find out the origin of your name. If you are named after someone and they are still living, include a picture of them. If you have a picture with that individual, include it! Use your creativity to design your page! Focus on your first and/or middle name for this activity. If you find out interesting information about your surname (last name) include that, too!**

Here's some questions to get you started on learning more about your name.

- What does my name mean?
- What is the origin of my name? (English, French, German, Italian, Arabic, etc.)
- Am I named after a family member or close friend?
- Does anyone else in our family (past or present) have my name?
- What is the story behind how my name was chosen?
- If I were born a (male/female) instead of a (male/female), what would you have named me? Why?
- If I have children someday, here are some of the names I might choose and the reasons why.



Many websites can help you with finding out the meaning of names, origin of names and more. Search for these terms to get started: meaning of names, origin of first names, etc.

**Limit your entry to no more than two pages in your scrapbook and don't forget to include the title, "Hello. My name is..." on your entry.**



## Cultural Museums of Oklahoma

**Level:** Intermediate (optional)

### Objectives:

- Explore one of the cultural museums of Oklahoma.
- Document one or more of Oklahoma's cultural and historical past through photography.
- Use creativity to showcase the cultural influences found in an Oklahoma museum.



### Life Skill:

- Head -- Keeping Records, Planning/Organizing
- Heart -- Sharing, Communication

There is a wealth of information about many different cultures in Oklahoma found in museums throughout our state. These museums do a great job of preserving and showcasing this rich heritage. Visiting museums is a great way to learn more about your own cultural heritage as well as other cultures that make Oklahoma a great place to live.

**In this activity, your task is to choose one of the cultural museums of Oklahoma and visit it. Take your camera and a notebook along to document some of the significant cultural artifacts displayed in the museum. Take notes about the items and their historical and cultural significance.**

**After your visit, design up to four pages in your scrapbook showcasing your visit to the museum. Include pictures,**



**brochures or other mementos you collected on your visit. Be sure to include captions for your pictures so that we can understand the cultural and historical significance of the museum. Include the title, "Cultural Museums of Oklahoma" on your entry.**

Page 30 provides a list of suggested Oklahoma Museums but you may know of others that could be visited.





## Cultural Museums of Oklahoma

- Ada Arts and Heritage Center, Ada
- American Indian Cultural Center and Museum, Oklahoma City
- Anadarko Heritage Museum, Anadarko
- Apache Historical Museum, Apache
- Arbuckle Historical Museum, Davis
- Arbuckle Historical Society Museum, Sulphur
- Atalooa Lodge Museum, Muskogee
- Caddo Tribal Heritage Museum, Binger
- Catoosa Historical Society and Museum, Catoosa
- Cherokee Heritage Center, Tahlequah
- Cherokee Strip Museum, Perry
- Cherokee Strip Regional Heritage Center, Enid
- Chickasaw Cultural Center, Sulphur
- Chickasaw Nation Museums and Historical Sites, Tishomingo
- Chisholm Trail Heritage Center, Duncan
- Chisholm Trail Historical Museum, Waurika
- Chisholm Trail Museum, Kingfisher
- Choctaw Nation Capitol Museum, Tuskahoma
- Cimarron Heritage Center, Boise City
- Citizen Potawatomi Nation Cultural Heritage Center, Shawnee
- Comanche National Museum and Cultural
- Comanche National Museum and Cultural Center, Lawton
- Coo-Y-Yah Museum, Pryor
- Delaware Nation Museum, Anadarko
- Drumright Historical Society Museum, Drumright
- E.W. Marland Estate, Ponca City
- Eastern Trails Museum, Vinita
- Edmond Historical Society & Museum, Edmond
- Five Civilized Tribes Museum, Muskogee
- Fort Reno, El Reno
- Fort Sill National Historic Landmark and
- Fort Sill National Historic Landmark and Museum, Fort Sill
- Fort Supply Historic Site, Fort Supply
- Fort Towson Historic Site, Fort Towson
- Fort Washita Historic Site, Durant
- Gaylord-Pickens Museum, Oklahoma City
- Gilcrease Museum, Tulsa
- Great Plains Museum, Lawton
- Ham Homestead Museum, Oklahoma City
- Heartland of America Heritage Museum, Weatherford
- Henryetta Historical Society & Territorial Museum, Henryetta
- Hinton Historical Museum and Parker House, Hinton
- Indian Territory Museum, Caddo
- Jim Thorpe Museum and Oklahoma Sports Hall of Fame, Oklahoma City
- Lincoln County Historical Society Museum of Pioneer History, Chandler
- Loretta Y. Jackson African American Historical Society, Chickasha
- Melvin B. Tolson Black Heritage Center, Langston
- Military History Museum, Broken Arrow
- Military Memorial Museum, Ardmore
- Moore-Lindsay Historical House Museum, Norman
- National Cowboy & Western Heritage Museum, Oklahoma City
- National Wrestling Hall of Fame and Museum, Stillwater
- No Man's Land Museum, Goodwell
- Oklahoma City Memorial, Oklahoma City
- Oklahoma History Center, Oklahoma City
- Oklahoma Prisons Historical Museum, McAlester
- Oklahoma Territorial Museum, Guthrie
- Old Town Museum, Elk City
- Osage Tribe Museum, Pawhuska
- Pawnee Bill Museum, Pawnee
- Pioneer Museum, Woodward
- Pioneer Woman Museum, Ponca City
- Red River Museum, Idabel
- Seminole Nation Museum, Wewoka
- Southern Plains Indian Museum, Anadarko
- Spiro Mounds, Spiro
- Three Rivers Museum, Muskogee
- Three Valley Museum, Durant
- Tonkawa Tribal Museum, Tonkawa
- TSA-LA-GI, Tahlequah
- U.S. Army Field Artillery Museum, Fort Sill
- Western Prairie Museum, Anadarko
- Will Rogers Museum, Claremore
- Woody Guthrie Center, Tulsa
- Woolaroc Museum, Bartlesville



## Word Search

Instructions: Test your knowledge of the cultural museums in Oklahoma by finding words from the list of Cultural Museums of Oklahoma.

W	V	V	P	P	Q	P	Y	S	R	A	Z	O	D	V
R	E	D	R	I	V	E	R	R	E	P	H	G	K	D
Y	G	S	H	W	C	R	C	E	E	A	D	D	I	W
E	T	T	T	E	Q	S	Q	G	N	C	D	R	A	B
H	R	I	M	E	A	F	Z	O	O	H	A	S	E	N
X	A	A	C	O	R	R	S	R	I	E	A	Y	U	Z
J	O	Y	W	A	C	N	T	L	P	K	F	R	C	S
I	Y	X	Y	A	M	G	I	L	C	R	E	A	S	E
M	U	Q	D	O	L	O	S	I	A	W	N	T	T	M
T	L	D	P	T	O	E	H	W	C	N	O	I	A	I
H	O	N	B	D	W	C	D	A	J	O	D	L	X	N
O	E	E	K	O	R	E	H	C	L	B	J	I	V	O
R	C	O	R	A	L	O	O	W	J	K	G	M	M	L
P	T	S	A	L	A	G	I	U	C	Q	O	V	J	E
E	G	A	S	O	N	B	T	I	S	J	O	E	O	W

- APACHE
- CADDO
- CHEROKEE
- CHICKASAW
- COO Y YAH
- DELAWARE
- GILCREASE
- HEARTLAND
- JIM THORPE
- MILITARY
- OKLAHOMA CITY
- OSAGE
- PIONEER
- RED RIVER
- SEMINOLE
- TSA LA GI
- WESTERN
- WILL ROGERS
- WOOLAROC

(Answer key provided on page 54)



# Quote Scrambler

**Instructions:** Unscramble the tiles to reveal the quote. Keep blocks of letters and/or punctuation grouped together and write your answer in the boxes below. (hint: you may find the quote in this manual!)

.	SOM	E M	TH	PLY	DIN	PEO	ETI
INA	E M	HOL	TH	S C	HE	EM	RKS
DO	ING	SIM	AS	TH	RIG	OST	BY
NIC	ORD	PLE	SPA	ADE	WIT	HT	TRA
ARY	OR	H T	MES	ING	EX	OUL	D B
RY							


Find a quote you like about "family" and write it below!

(Answer key provided on page 54)





# Heritage Scrapbook Advanced Lessons



Ages 15-19



# My Family Genogram

**Level:** Advanced (required)

**Objectives:**

- Learn the symbols used in a basic genogram.
- Create a basic genogram of your family tree.



**Life Skill:**

- Head -- Keeping Records, Planning/Organizing
- Heart -- Sharing, Communication

The family structure and history of relationships can be tracked in a more detailed family tree called a genogram.

A **genogram** uses symbols to create the family tree. Each symbol represents a different piece of information. The basic family tree provides names and sometimes birthdates and date of death, but it may not provide details such as marriages, divorces, committed relationships (not married but living together), extended family members such as aunts, uncles, cousins and more.

*Why is it important to create a genogram with all of these details?* A genogram helps to provide a bigger picture of your family. Therapists sometimes use a genogram with their clients to look for patterns in the family history of length of marriages, divorce, length of life, medical history or other information.

The Family Tree activity completed for beginners included four generations. This includes you, your parents, your grandparents and your great-grandparents. In the genogram, you will include all of these family members as well as aunts, uncles, cousins, information on marriages, committed relationships (not married but living together), divorces, separations adoptions and even pets!

*How do I create a genogram?* A genogram is a series of symbols that represent different types of information. The symbols below will be used to create the genogram for this activity.

**Family Tree Symbols**

Male	Adopted Male	Marriage	Separation in Relationship
Female	Adopted Female	Committed Relationship (living together -- not married)	Divorce
Male Death	Twin Males	Twin Females	Twin Male and Female
Female Death	Age (can be in square or circle)	Pet	



**Where do I start in creating my family genogram?** The family genogram begins with YOU, just like your family tree. The genogram then grows upward with your parents, then above them your grandparents and above them your great-grandparents. Here are some things to remember as you build your family genogram.

- In a family, the father (male) is always on the left and the mother (female) is always on the right. If a couple is both male or both female, simply place side by side.
- Siblings (brothers and sisters) should be placed in age order on the line below the parents with the oldest beginning to the left and youngest on the right.
- Begin with your nuclear family (you, parents and siblings) and then build out from there with your grandparents. If you have household pets, add them to your genogram. (Don't worry about your livestock projects, horses, etc! Mainly cats, dogs, hamsters, etc!)
- Do your best to include all of your aunts, uncles and cousins in your genogram if you have space to do so.
- It might help to make a list of family groupings to help you as you begin to diagram your family. Using the information below, a hand drawn genogram might look something like the one below.

**In your Heritage Scrapbook, include the title “My Family Genogram” on the pages and limit the number of pages to two.**

**My Nuclear Family:**

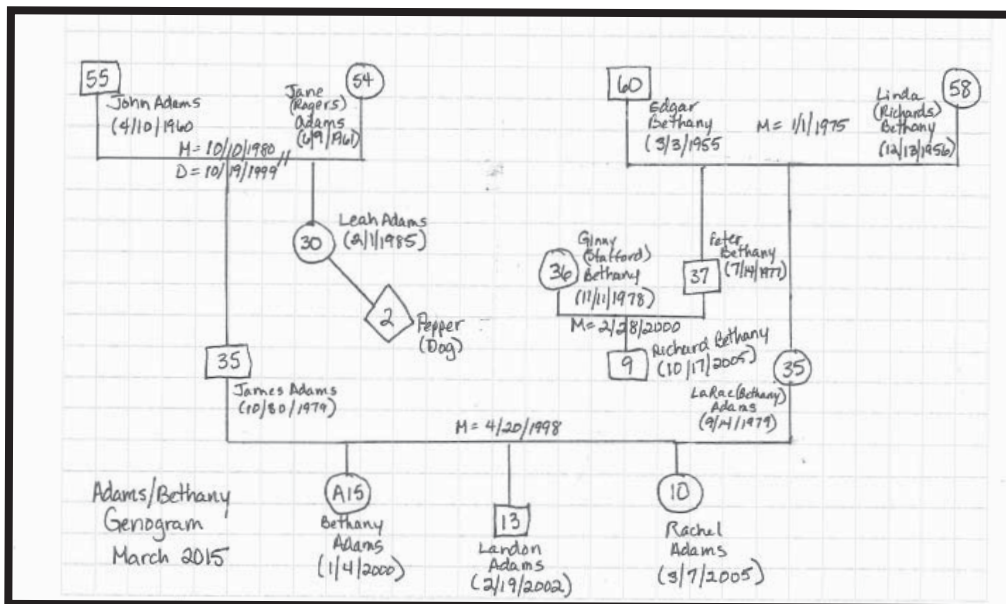
Me: Landon Adams -- 2/19/2002; age 13  
 Dad: James Adams -- 10/30/1979; age 35; married mom on 4/20/1998  
 Mom: LaRae (Bethany) Adams -- 9/14/1979; age 35  
 Adopted Sister: Bethany Adams -- 1/4/2000; age 15  
 Sister: Rachel Adams -- 3/7/2005; age 10

**Dad's Family:**

Grandpa: John Adams -- 4/10/1960; age 55; married grandma 10/10/1980 and divorced 10/19/1999  
 Grandma: Jane (Rogers) Adams -- 6/9/1961; age 54  
 Dad's Sister: Leah Adams -- 2/1/1985; age 30; Leah has a dog named Pepper, 2 years old

**Mom's Family:**

Pawpaw: Edgar Bethany -- 3/3/1955; age 60; married Grammie on 1/1/1975  
 Grammie: Linda (Richards) Bethany -- 12/13/1956; age 58  
 Mom's Brother: Peter Bethany -- 7/14/1977; age 37; Married 2/28/2000  
 Peter's Wife: Ginny (Stafford) Bethany -- 11/11/1978; age 36  
 Peter & Ginny's Son: Richard Bethany -- 10/17/2005; age 9

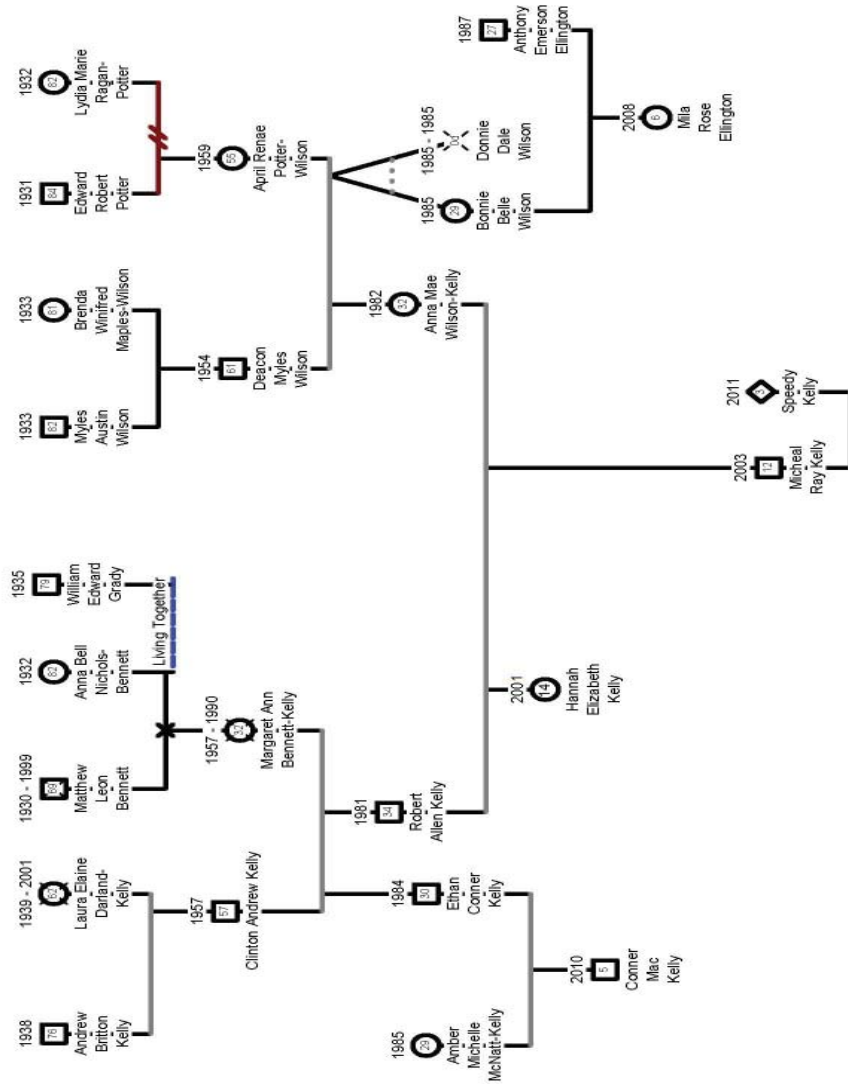


Adams/Bethany Genogram  
March 2015



# Sample Family Genogram

Michael Ray Kelly  
Family Genogram



The Family Genogram above was created using a free version of the computer program, GenoPro. There are variety of programs available online. You can use a computer program to create your genogram or draw by hand. The computer programs are sometimes difficult to learn to use. Use your best judgment on how to create your genogram. *This is not an endorsement of GenoPro.*



## My Life Timeline

**Level:** Advanced (required)

### Objectives:

- Research the events of your life.
- Organize significant events in a life timeline.



### Life Skill:

- Head -- Keeping Records, Planning/Organizing
- Heart -- Sharing, Communication

Looking back into your past is an important step in understanding more about yourself and your family heritage. It is important to record and remember information about milestones in your development, places you have visited with your family or with other groups like church, 4-H or school. It also is a way to keep track of local, state, national or international events that have influenced your life.

**In this Heritage Scrapbook activity, you will construct a Life Timeline.** What is a timeline? A timeline is a diagram created on a continuum that showcases your life events that are most important to you.

### What do you need to get started on this project?

- **Your memories** -- make a list of all of the things that have happened to you or you have done that you could include on your time line. This might be things like learning how to swim, first communion, family vacation to Disney World or winning the state baseball championship with your high school team. This list could include school, church, club or organization activities, family vacations, family events and more.
- **Interview your parents** -- ask questions about your growth and development. If your parents have kept a baby book for you or have family scrapbooks or boxes of pictures, ask to see them to find out if there is any information you could include on your timeline. Your parents also can help you with recalling memories as well. Include them in your brainstorming on your memories.
- **Newspapers, Magazines, Television or other media** -- what local, state, national or international events or natural disasters have happened during your life that may have had an impact on you? Examples might be a tornado that destroyed your home and community or a family member in the military who was killed in combat.



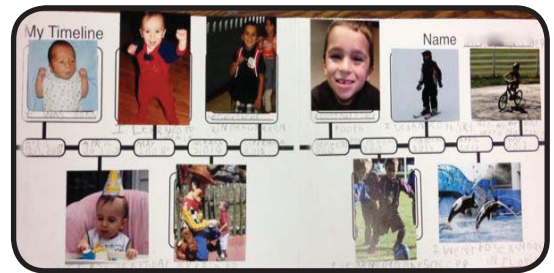
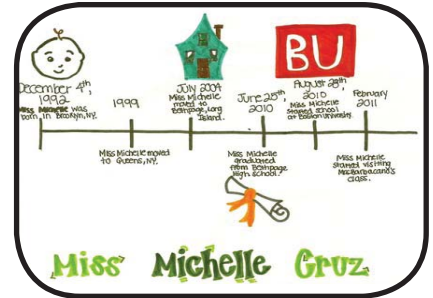


Once you have compiled a list of things you want to include on your life timeline, start constructing it in your scrapbook. Is there an exact way to create your life timeline? No! You can be creative as you develop it. Include pictures with written information. You can draw the whole thing or design it on a computer. It can be organized vertically or horizontally or in some other pattern that is easy to understand. You are limited only by your imagination!

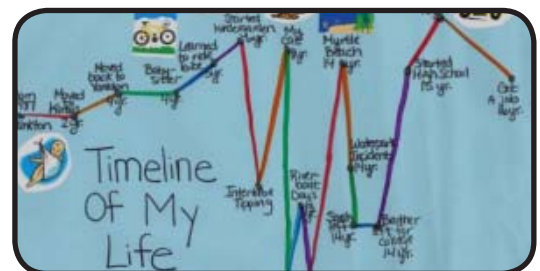


Here are a few things you need to include so anyone looking at your Heritage Scrapbook will be able to fully understand it.

- Include the title on your project, "My Life Timeline."
- Include dates -- if you know exact dates (month, day and year), put that on each entry. If you only know month and year, include that. Some items you list may only include a year.
- Start with your birth and do personal experiences through the current year if at all possible. You do not have to include an entry for every year.
- You can use a minimum of two pages in your Heritage Scrapbook or expand it for up to six pages maximum (that's three - two page spreads).



Some examples of timelines found on the Internet are provided to help get your imagination started on your project. Not all of these are teens, but you can get a feel for different ways to organize your life timeline.





## Cultural History Exploration

**Level:** Advanced (required)

### Objectives:

- Research the cultural background of your family.
- Develop creativity in showcasing facts about your family's cultural background.



### Life Skill:

- Head -- Keeping Records, Planning/Organizing
- Heart -- Sharing, Communication

Oklahoma communities are rich in many different cultures that have come here from other states and countries. Some communities celebrate specific cultures through annual festivals or special events. Does your family have a connection to a specific culture prevalent in your community? If not, where are your cultural roots and how did you come to live in Oklahoma?

**This activity is designed to encourage you to explore your cultural history.** This may take some super sleuth work to find out where your family came from, the nationality or cultural connections of your family and more. You also may find information in other ways such as writing letters or interviewing family members, doing research on genealogy websites or visiting the library. Here are a few questions to help you get started on your Cultural History Exploration.

- What country did your ancestors come from?
- Where did your ancestors first settle in America?
- Do you still have relatives living in other countries?
- When did your ancestors first move to Oklahoma? Why did they move to the state?
- What occupations, skills or trades did your ancestors have? How have those things been passed on from generation to generation?
- What heirlooms, property or special things have been passed down in your family that are meaningful?
- Are there any family traditions, customs, or cultural rituals passed down from generation to generation?

**After you have completed your research, write a two to four page cultural biography paper that showcases the cultural influences of your family. The paper should be typed and double spaced and no smaller than 12 point font. Include the title, "Cultural History Exploration." If you have pictures showcasing your cultural history, include those in your heritage scrapbook with captions explaining how they relate to your story. You also may want to add a world map that marks the route of your family's journey to Oklahoma. Be sure to place each page of your story on a separate page of your scrapbook so it can be viewed easily without taking it out of the scrapbook.**



## Family Holidays

**Level:** Advanced (required)

### Objectives:

- Explore a favorite family holiday and its history.
- Document the family holiday and explain the significance of the customs celebrated.



### Life Skill:

- Head -- Keeping Records, Planning/Organizing
- Heart -- Sharing, Communication

Family holidays are a great time to reflect on your cultural heritage and the customs and traditions of your family. Each family has its own way of celebrating specific holidays. What might be a standard practice in one family may not be done in another. Customs associated with a family holiday might relate to cultural traditions, religious traditions or be created by the family to start something new.

**In this activity, your job is to identify a family holiday to research.** Make a list of all of the things your family does each year when that holiday is celebrated. Gather information through interviews with family members, researching the traditions and customs and where they originated from and more.

**Next, document the family holiday by writing a brief overview of the customs and traditions associated with this family occasion. Include pictures of the event, captions for the pictures and more. Limit your scrapbook entry to no more than four pages. Be sure to include the title, "Family Holidays" on your entry.**



Sometimes  
the most ordinary  
things could  
be made  
extraordinary  
simply by doing  
them with the  
right people.  
~Nicholas Sparks





## My Family Poem

**Level:** Advanced (optional)

### Objectives:

- Use creative writing to develop a poem about your family.

Poetry is just one way of expressing yourself and is limitless in the creative ways it is written. Poems can describe things in detail or can be broad in scope.

**Using these ideas below as a starting point for brainstorming, try your hand at writing a poem about your family.**

- Look back through your Heritage Scrapbook for inspiration about your family. Perhaps it is the family customs and traditions that are special to you or something you learned by developing your family tree.
- Brainstorm about advice family members have given you and draw inspiration from those words.
- Describe a member or members of your family and highlight ways they are important to you.
- Capture a moment in time that was important in your life and write about that experience. How does that relate to your family?
- Think about your cultural heritage and the previous generations of your family. What would they think about today's world and what advice would you give them to survive today?
- Any other ideas or inspiration to express something that relates to your family are also welcome.



### Life Skill:

- Head -- Keeping Records, Planning/Organizing
- Heart -- Sharing, Communication



**Your poem may be hand-written or typed. Limit your entry in the Heritage Scrapbook to two pages. Include pictures, drawings or mementos that go along with your poem if you would like. Use the creative title of your poem as the title for your scrapbook entry.**



# Double Puzzle

**Instructions:** Unscramble each word and write in each box below the word. Transfer the letters above the numbers to the puzzle at the bottom to reveal the secret words. *(Answer key provided on page 55)*

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1	2	3	4	5	6	7	8		9	10	11	12	13	14	15	16			



# Heritage Scrapbook Lessons for All Ages



Ages 9-19



## Digital Scavenger Hunt

**Level:** Beginner, Intermediate, Advanced (optional)

### Objectives:

- Explore old family artifacts and take digital photos.
- Discuss found artifacts with family members to learn more about them and why they are important to your family.

It is fun to explore at Grandma's house and find things that may have belonged to your parents as children or to other family members. There are a lot of stories that go along with old things you may find.

**Put your super-sleuth skills to good use and get busy looking for things you can photograph and showcase in your Heritage Scrapbook. Write down interesting facts you can find out about each item through talking with your parents or grandparents as you search for the things on the list.**

**Once you have your pictures of items from the list, you can print the pictures to place in your Heritage Scrapbook or design a collage on the computer and print for your Heritage Scrapbook. Don't forget to include the interesting facts you learned about each item. Also include the handout on page 45 in your Heritage Scrapbook with your photos. Include the title, "Digital Scavenger Hunt" on your entry.**

This activity is designed for all age groups. Each age group is challenged to find a different number of items. This will give you an opportunity to continue looking for treasures you can add to your Digital Scavenger Hunt as you grow your Heritage Scrapbook.

- Beginners – Find 3-5 of the items on the list (four pages max)
- Intermediates – Find 6-10 of the items on the list (eight pages max for Beginner & Intermediate combined)
- Advanced – Find 11-15 of the items on the list (12 pages max for all levels combined)

If you find more than the required number of items for your age group, you can include more! There are 25 items on the list to choose from so you should be able to find the minimum number of items for your age group. Good luck on your scavenger hunt!



### Life Skill:

- Head -- Keeping Records, Planning/Organizing, Problem-Solving
- Heart -- Sharing, Communication





## Digital Scavenger Hunt

Below is the list of items to search for on your Digital Scavenger Hunt. Note the date you found and photographed the item and the level in the project you were when you found the item (beginner, intermediate, advanced). Include this checklist in your Heritage Scrapbook with your photos and history about the item.

Item	Date Found	Level (beginner, intermediate, advanced)
Baby book of a relative		
Family Bible or other important book to the family		
Obituary of a relative		
Newspaper clipping about a relative		
Wedding pictures or guest book of a relative		
School project of a parent, aunt or uncle		
Military uniform, medals, etc. of a relative		
Christening gown or baby outfit from a relative		
Old postcards a relative received or wrote		
Letters your relatives wrote to each other		
School yearbook of a relative		
Citizenship papers of a relative		
Scrapbook or photo album created by a relative		
Quilt, needlework or clothing a relative made		
Old-fashioned toy belonging to a relative		
A special piece of jewelry a relative owns		
Aerial photo of a family property		
A pocket watch belonging to a relative		
A favorite family recipe written in a relative's handwriting		
A piece of equipment still owned by a relative but not used today (examples: butter churn, victrola, old farming equipment, hand crank telephone, etc.)		
A picture of a relative's headstone or grave marker in a cemetery		
A piece of antique furniture that has been in the family for more than two generations		
An item special to you because it belongs/belonged to a relative		
A favorite set of dishes used for special family gatherings (this might be a set of china, pottery, etc.)		
A vehicle passed down from one generation to another in the family		



## Can I Interview You?

**Level:** Beginner, Intermediate, Advanced (optional)

### Objectives:

- Become better acquainted with family members.
- Learn skills in interview techniques.
- Write short stories about family members based on interviews.



### Life Skill:

- Head -- Keeping Records, Planning/Organizing
- Heart -- Nurturing Relationships, Sharing, Communication

Families are diverse and we can learn a lot from our relatives.

**To understand and learn more about your heritage, you will have to spend time with family members and conduct interviews**

**with them.** Some families live in the same town or close by while some families are spread out in several states and even overseas. You can conduct interviews in person, on the telephone, on the computer via video chat or by email. Use the method that is best for you to communicate. You can choose who you want to interview. Parents, grandparents, great-grandparents, aunts, uncles or cousins are all potential interviewees.

Before you start interviewing others, let's talk about some skills you will need to practice. Listening is an important skill. Be sure you pay close attention to what the interviewee is saying, and record it through taking notes on the interview questions handout. Keep a notepad and pencil handy so you can write down other questions you would like to ask in addition to those on the interview questions handout. If you have a recorder available to record the interview, that might help you to remember more details. You can listen to the interview later and add to your notes.

Take a camera with you to take a picture of the person you interview if you meet in person. If you are not able to meet in person, ask if they can provide you a picture to include in your report.

This activity is designed for all age groups. Below are the instructions on the number of interviews to include in the Heritage Notebook for each age group.

- Beginners should include one to two interviews (max of 4 pages)
- Intermediates should include three to four interviews (max of 8 pages for Beginner and Intermediate combined)
- Advanced should include five to six interviews (max of 12 pages for all levels combined)

**After completing your interviews, write a story about that family member using the information you gathered in your interview. Use your creative writing skills. Stories can be handwritten or typed. Include the title, "Family Interview" on your scrapbook entries.**



## Family Interview Questions

Here are some sample interview questions to help you get started. You can create your own questions, too. Record the person's name you are interviewing and how they are related to you (parent, grandparent, uncle, etc.). Make copies of this handout for additional interviews before you write on it or use your own paper to write questions and record answers.

Name of Interviewee: \_\_\_\_\_

Relationship: \_\_\_\_\_

When and where were you born?

Where did you grow up?

What education did you receive?

What were your parents/grandparents like?

Does your family have members who came to the United States from another country? If so, where were they from and when/how did they make their way to the United States?

What types of jobs or occupations have you had?

Tell me about your spouse and children.

Do you have any grandchildren or great-grandchildren?

What were your favorite things to do as a child?

Tell me a funny story about your childhood.

Do you have any stories about me you want to share?

What piece of advice would you share with me?



## The 4-H Maze



*(Answer key provided on page 55)*





# Heritage Scrapbook Appendix





# Heritage Scrapbook Score Sheet

**Instructions:** Using the criteria below, rate each Heritage Scrapbook activity entry according to the scale below by checking in the appropriate column: Excellent, Good, Needs Improvement. Requirements for each activity are listed below.

Activity/Criteria	Excellent (Blue Award)	Good (Red Award)	Needs Improvement (White Award)
<b><i>Beginner Level -- Ages 9-11</i></b>			
<b>My Family Tree</b> Title: My Family Tree Pages: 1-2 Includes My Family Tree Planning Chart and four generation family tree			
<b>Picture This</b> Title: Picture This... Pages: up to 4 Includes pictures of family members included on family tree and information listed on page 13 of curriculum			
<b>My Heredity Profile</b> Title: My Heredity Profile Pages: 1-2 Includes My Heredity Profile Worksheet on page 15 of curriculum or replication of it.			
<b>This Is Me!</b> Title: This Is Me! Pages: up to 4 Story should be 1-3 pages and can include pictures with story or on separate page not to exceed 4 pages total.			
<b>Preserving My Family Traditions and Customs (optional)</b> Title: Preserving My Family Traditions and Customs Pages: 1-2 Includes handout on page 18 or replication of it. Pictures may be added.			
<b>Digital Scavenger Hunt (optional)</b> Title: Digital Scavenger Hunt Pages: up to 4 Includes Digital Scavenger Hunt handout on page 45. Must include three to five items from list.			
<b>Can I Interview You? (optional)</b> Title: Family Interview Pages: up to 4 Stories should showcase information about a family member using creative writing. There should be one to two interviews included for Beginners.			
<b>Comments:</b>           			
<b>Overall Ranking</b>			



Activity/Criteria	Excellent (Blue Award)	Good (Red Award)	Needs Improvement (White Award)
<p><b>Intermediate Level -- Ages 12-14</b>  <i>Must include all required items from Beginner Level in addition to the activities listed below.</i></p>			
<p><b>My Day in History</b>                      Title: My Day In History    Pages: up to 4                      Timeline depicting events that happened on their birthdate. Can be computer generated or designed like a scrapbook. Journaling is included to explain the entries on the timeline.</p>			
<p><b>Letter Writing: A Lost Art</b>                      Title: Letter Writing    Pages: As many as needed (each page of letters on separate pages)                      Includes copy of 3 letters written to family members and 3 response letters from those family members. Includes envelopes that response letters were received in. Proper letter format was used by 4-H member when writing letters (see example on page 26 of curriculum).</p>			
<p><b>Favorite Family Recipe</b>                      Title: Favorite Family Recipe    Pages: 1-2                      Includes family recipe (copy of, hand written, computer generated), pictures of 4-H member making recipe with family member and/or enjoying dish with family.</p>			
<p><b>Hello. My Name Is...</b>                      Title: Hello. My Name Is...    Pages: 1-2                      Includes description of the meaning/significance of their name. Should include answers to some or all of the questions on page 28. Photos may be included.</p>			
<p><b>Cultural Museums of Oklahoma (optional)</b>                      Title: Cultural Museums of Oklahoma    Pages: up to 4                      Includes photos, mementos, brochures, or other items that showcase a museum in Oklahoma. Captions should be included to explain items/photos and their cultural and historical significance.</p>			
<p><b>Digital Scavenger Hunt (optional)</b>                      Title: Digital Scavenger Hunt    Pages: up to 8                      Includes Digital Scavenger Hunt handout on page 45. Must include six to 10 items from list.</p>			
<p><b>Can I Interview You? (optional)</b>                      Title: Family Interview    Pages: up to 8                      Stories should showcase information about a family member using creative writing. There should be three to four interviews included for intermediates.</p>			
<p><b>Comments:</b></p>			
<p><b>Overall Ranking</b></p>			



Activity/Criteria	Excellent (Blue Award)	Good (Red Award)	Needs Improvement (White Award)
<p><b>Advanced Level -- Ages 15-19</b>  <i>Must include all required items from Beginner and Intermediate Levels in addition to the activities listed below.</i></p>			
<p><b>My Family Genogram</b>            Title: My Family Genogram    Pages: 1-2            Includes proper symbols in genogram as shown on page 34 of curriculum. Details are easy to understand and follows guidelines of developing genogram outlined on page 35 of curriculum.</p>			
<p><b>My Life Timeline</b>            Title: My Life Timeline    Pages: up to 6            Includes dates on each entry of timeline and brief description about each entry. Should be in chronological order but does not have to include every year.</p>			
<p><b>Cultural History Exploration</b>            Title: Cultural History Exploration    Pages: 2-4            Includes a report showcasing the cultural influences of your family. May include pictures with story. Must be typed, double spaced, no less than 12 point font.</p>			
<p><b>Family Holidays</b>            Title: Family Holidays    Pages: up to 4            Includes brief overview of customs/traditions associated with a family occasion. Includes pictures with captions of the occasion.</p>			
<p><b>My Family Poem (optional)</b>            Title: Title of the Poem    Pages: 1-2            Includes an original poem about their family. May include pictures, drawings, or mementos that go along with poem. Can be typed or hand-written.</p>			
<p><b>Digital Scavenger Hunt (optional)</b>            Title: Digital Scavenger Hunt    Pages: up to 12            Includes Digital Scavenger Hunt handout on page 45. Must include 11-15 items from list.</p>			
<p><b>Can I Interview You? (optional)</b>            Title: Family Interview    Pages: up to 12            Stories should showcase information about a family member using creative writing. There should be five to six interviews included for advanced.</p>			
<p><b>Comments:</b></p>			
<p><b>Overall Ranking</b></p>			



## Answer Keys for Puzzles

### Word Scramble – Page 19

1. Generation
2. Traditions
3. Customs
4. Family Tree
5. Grandparents
6. Heredity
7. Scrapbook
8. Parents
9. Interview
10. Heritage
11. Bonus: Chris Clover

### Heritage Scrapbook Crossword Puzzle – Page 20

#### Across:

5. Personal Development helps me learn more about my *family*.
6. A Family *tree* is a diagram that shows your relatives and how you are related.
7. Christmas *holidays* are one time when family traditions and customs might be practiced.
8. The Heritage *Scrapbook* is one way to preserve information about my family.
9. Your physical features that come from your parents and other family members. *Heredity*
10. Your mom and dad's parents are called your *grandparents*.

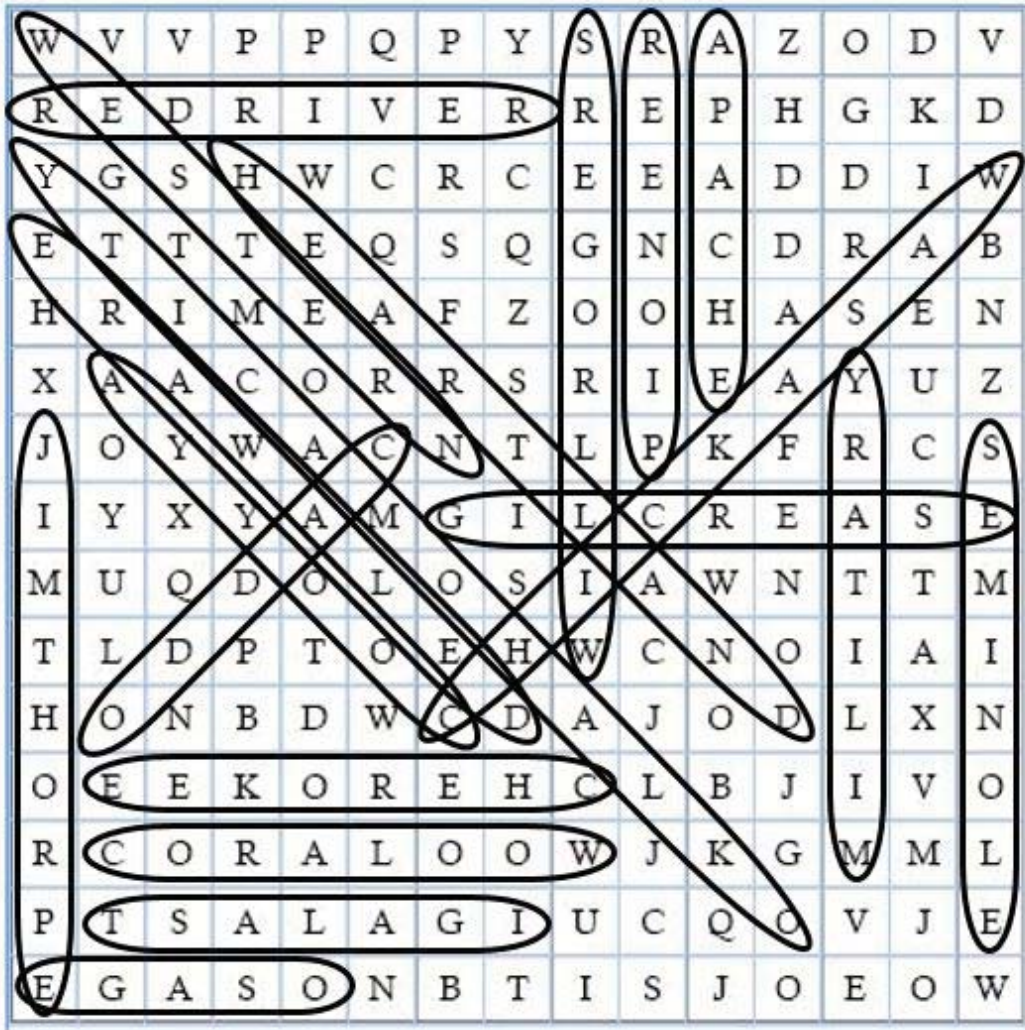
#### Down:

1. *Pictures* are one way to preserve memories and observe ways you look like your family.
2. *Heritage* is something that belongs to you by reason of birth and is the history of a family.
3. Customs and *traditions* are beliefs and practices that have been established over time.
4. Talking to others and writing down what they say is called an *interview*.



# Answer Keys for Puzzles

## Word Search - Page 31



## Quote Scrambler - Page 32

Sometimes the most ordinary things could  
 be made extraordinary simply by doing them with  
 the right people.  
 ~Nicholas Sparks



# Clover Art

**Instructions:** Using the 4-H Clover to the right, draw the clover in the grid below. Divide the clover into 36 squares and then use the lines as a guide to re-create it below!






## Acknowledgments

### Author:

- Cheryl Newberry, District Program Specialist--4-H Youth Development, Oklahoma State University

### Reviewers:

- Cathy Allen, Assistant Extension Specialist, 4-H Youth Development, Oklahoma State University
- Dana Baldwin, Extension Educator, Major County, Oklahoma State University
- Gerri Ballard, Extension Educator, Carter County, Oklahoma State University
- Jan Maples, Extension Educator, Okfuskee County, Oklahoma State University

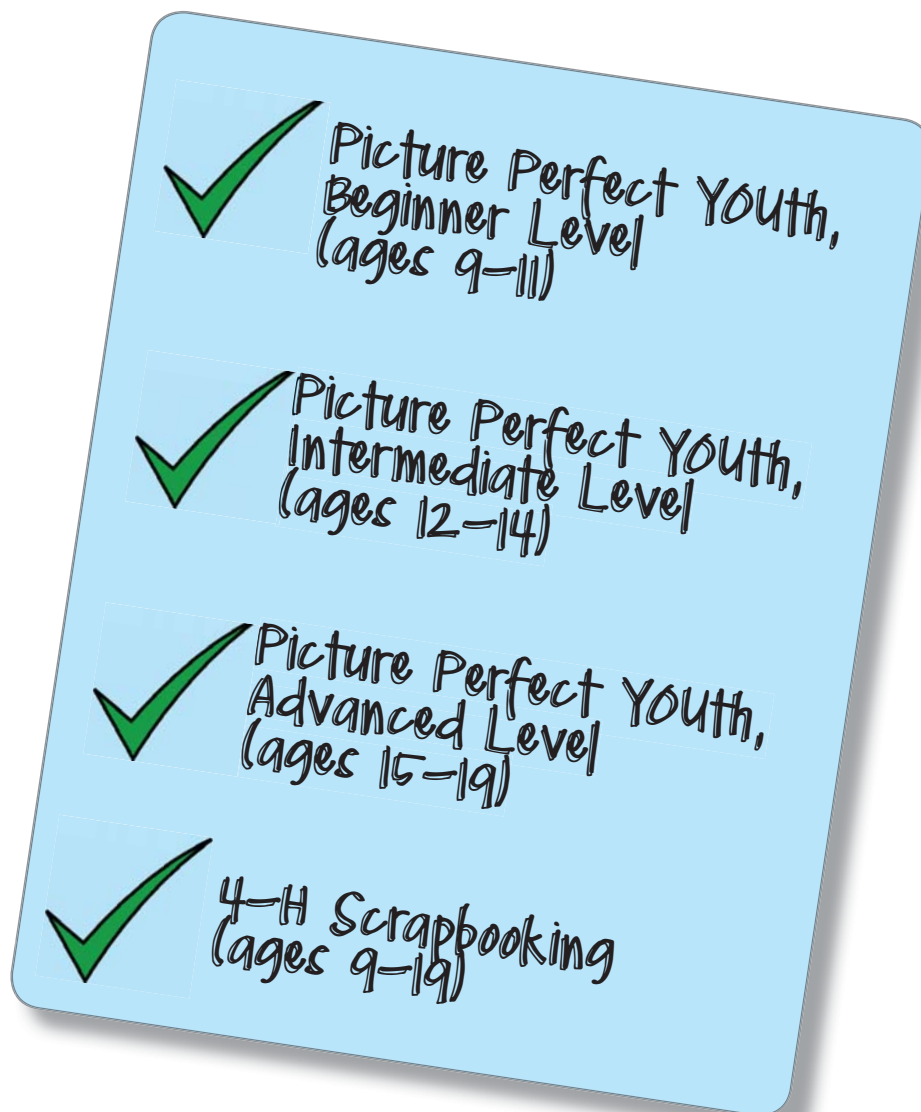




## Check It Out!

The Personal Development project has other fun project manuals! Check them out on the web. Click on the Personal Development link at this website:

[http://4h.okstate.edu/literature-links/lit-online/leadership-personal\\_development](http://4h.okstate.edu/literature-links/lit-online/leadership-personal_development)





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