



# Exploring Citizenship

## Unit IV: My Heritage

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#### This book belongs to:

My name: \_\_\_\_\_

My address: \_\_\_\_\_

My phone number: \_\_\_\_\_

#### ACKNOWLEDGEMENTS

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An Equal Opportunity Institution. 4-H is the nation's largest youth development organization. Over 230,000 members in the State of Florida help to make up the community of more than 6.5 million young people across America. 4-H is a non-formal, practical educational program for youth. Florida 4-H is the youth development program of Florida Cooperative Extension, a part of the University of Florida/IFAS.

## Introduction

Have you ever thought what it would have been like to live in times 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?

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 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 some of your fascinating discoveries with others.
- 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 tell how you plan to record what you learn to do.

You will probably want to keep most of your records in a scrapbook or portfolio (virtual or real).

Plan to share with others some of your interesting experiences in this project (see Part 5 on pages 7-8 for suggestions).



## Where to Go For Help

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

1. **People:** You will discover many people who can help you: members of your own family, others in the community, and perhaps some in far 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.
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 special collections of various kinds.

## Part I—My Family

### 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 go online, check the public library, or find 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 family tree such as the one on page 14. You can obtain a similar chart from a bookstore that sells genealogical supplies or find a template online.

2. Collect pictures of your ancestors and make a portrait pedigree of them. Mount the pictures in your scrapbook or portfolio.

### FAMILY HISTORIES

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, and community, military, or religious service.

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, or future goals. Discuss organizations you are involved in and your goals for the future.

### FAMILY MEMORIES

**Family heirlooms and treasures:** Look around your home for family heirlooms and treasures, articles, letters, diaries, documents, and pictures. Make a list of them, either in your scrapbook or on file cards, or post photos on social media or a blog. Type or print all the information you can find that will identify and describe the item, where it came from, whom it belonged to, how it was used, and 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 scrapbook or online. Include captions with the pictures.





Credit: Gerber86/Getty Images

### **FAMILY TRADITIONS**

1. Do you have a special way you celebrate holidays 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 scrapbook or portfolio.
2. "I Remember When" stories and incidents: Use a voice 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 and photo of the relative who told you the experience. Include stories, photos, and signatures in your scrapbook or blog.
3. Family food habits, customs, and recipes: Find out what foods or food combinations or cooking habits are specific to your family. Are there any recipes that have been handed down from one generation to another? If so, include these in your scrapbook or portfolio, or make a special recipe book.

## **Part 2—My Community**

### **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, like the first school and church? Write a brief history from what you have learned about your community.

### **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.

### **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 scrapbook or blog with photos of the markers.

### TRADITIONS OF THE PAST

Visit with one or more of the oldest native citizens in your community. Use a voice 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 scrapbook or portfolio. You might print a number of these stories in a newspaper article for your community paper using your own artwork and style.

### 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. Scan and include these photos in your scrapbook or blog.

## Part 3—My County

### MAP YOUR COUNTY

1. Draw an outline map of your county, or get a copy from the county surveyor’s office. Get copies of the earliest maps you can find. Show the length and width of the county and 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 changed?
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 historical 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.

### 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. Include in your scrapbook or portfolio.

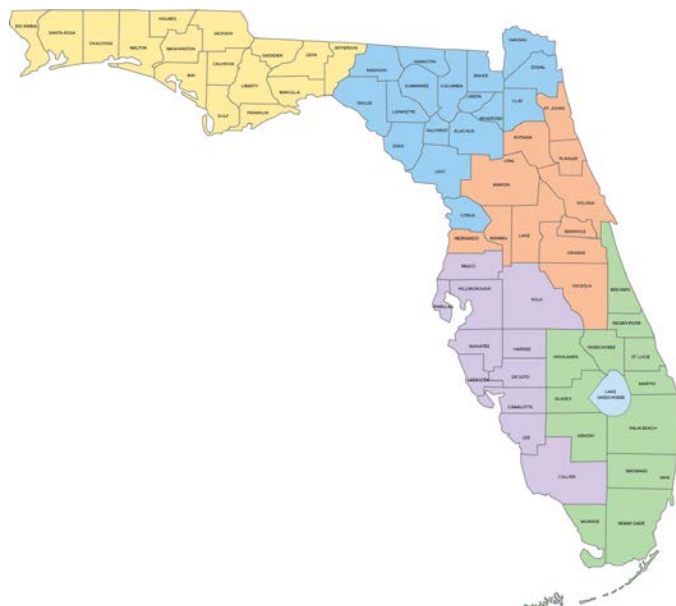
### WRITE A HISTORY

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

## Part 4—My State

### 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.
2. Read about the early history of your state, the native people, explorers, trappers, pioneers, and first permanent settlements. Where did the state get its name? Write up your findings in your scrapbook or portfolio.



Credit: UF/IFAS

### STATEHOOD

When was your state admitted to the Union? What were the circumstances? Where was the first state capitol? Write a short history of your state to include in your scrapbook or portfolio.

### STATE IDENTIFICATION

Get names, pictures, or descriptions of each of the following about your state and include in your scrapbook or portfolio:

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

**GOVERNORS AND OTHER PROMINENT PEOPLE**

1. Research the names and a few interesting facts about five or more of the governors of your state to include in your scrapbook or portfolio. Include pictures.
2. Who were some other prominent people and what did they do? Include their stories and photos as well.

**AGRICULTURAL AND INDUSTRIAL DEVELOPMENT**

Describe some of the early agricultural practices, mining, and other industries of your state. How many are still in operation today? Include their description, a short history, and photos.

**UNIQUE GEOGRAPHICAL FEATURES**

What are some of the unique geographical features of your state? Include pictures with your descriptions.

**UNIQUE CULTURAL FEATURES**

What are some of the unique cultural festivals or events held in your state today? Describe these cultural pieces and include photos in your scrapbook or portfolio.



Credit: Pixabay.com (both images)

**DRAW AN OUTLINE OF YOUR STATE. INDICATE CITIES AND MAJOR GEOGRAPHICAL FEATURES.**

<p><b>Alabama</b>  <b>Alaska</b>  <b>Arizona</b>  <b>Arkansas</b>  <b>California</b>  <b>Colorado</b>  <b>Connecticut</b>  <b>Delaware</b>  <b>Florida</b>  <b>Georgia</b>  <b>Hawaii</b>  <b>Idaho</b>  <b>Illinois</b>  <b>Indiana</b>  <b>Iowa</b>  <b>Kansas</b>  <b>Kentucky</b>  <b>Louisiana</b>  <b>Maine</b>  <b>Maryland</b>  <b>Massachusetts</b>  <b>Michigan</b>  <b>Minnesota</b>  <b>Mississippi</b>  <b>Missouri</b></p>	<p><b>Montana</b>  <b>Nebraska</b>  <b>Nevada</b>  <b>New Hampshire</b>  <b>New Jersey</b>  <b>New Mexico</b>  <b>New York</b>  <b>North Carolina</b>  <b>North Dakota</b>  <b>Ohio</b>  <b>Oklahoma</b>  <b>Oregon</b>  <b>Pennsylvania</b>  <b>Rhode Island</b>  <b>South Carolina</b>  <b>South Dakota</b>  <b>Tennessee</b>  <b>Texas</b>  <b>Utah</b>  <b>Vermont</b>  <b>Virginia</b>  <b>Washington</b>  <b>West Virginia</b>  <b>Wisconsin</b>  <b>Wyoming</b></p>
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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

### 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 scrapbook or blog.

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. Try some of them out and include photos of you cooking in your scrapbook or blog.
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 automobiles from earliest ones to the present.
  - Local sayings, proverbs, riddles, or rhymes.

- Books—old religious books, school books, recipe books, song books, fables, etc.
- Pioneer music or ballads of the old west.
- Styles of clothing—men, women, and children.
- Games and toys of earlier days.
- Dishes, tableware, or cooking equipment.

### 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 scrapbook, historical maps, photographs, pioneer or Native American 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.

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, etc., 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 or as your County Events competition piece. You might demonstrate how to restore an article, preserve a picture, bind a diary or a journal, or conduct an oral interview. Additionally, you may give a speech or an illustrated talk on the history of your community, stories and folktales from your family, or historical locations in your town.

3. 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 leader's banquet, or similar 4-H event.
4. If you recorded your project activities in a blog, your blog itself is a way to share your project with others. Additionally, you can send some of your articles or photos to local newspapers.

### **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, or learn 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 fashion show or costume party 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. You can make up some similar activities for your club using places in your state or county.

### **CAREERS IN THE FIELD OF HISTORY AND HERITAGE**

As you pursue your heritage project, you may find you have a real interest in history 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, 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?

- What do they find most rewarding about their job?

- What do they least like about their job?

- Is there an opportunity for you to volunteer with them?

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 US rivers.

- 1. havanasn\_\_\_\_\_
- 2. dushno\_\_\_\_\_
- 3. koorna\_\_\_\_\_
- 4. sseneteen\_\_\_\_\_
- 5. iooh\_\_\_\_\_
- 6. letapt\_\_\_\_\_
- 7. dre\_\_\_\_\_
- 8. motacop\_\_\_\_\_
- 9. wedraale\_\_\_\_\_
- 10. dloocar\_\_\_\_\_
- 11. ori nergad\_\_\_\_\_
- 12. spmisiisisp\_\_\_\_\_
- 13. sriiuoms\_\_\_\_\_
- 14. naskaasr\_\_\_\_\_
- 15. bomaulic\_\_\_\_\_

Brothers

Sisters

Your Name

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:

Brothers

**COMPLETE YOUR “FAMILY TREE”**

Beside each name, list that person’s occupation and other interesting facts. You may want to develop a code for this information to conserve space.

Father

Mother

Brothers

Sisters

Sisters

Mother

2. What to put in the museum.
  - a. Interesting or unusual items concerned with the history of your locale, town, or city.
    - i. Farm or industrial tools; miniature furniture.
    - ii. Clothing, china, coins, or kitchen equipment.
  - b. Present day items with historical significance.
    - i. Pictures of famous people, historic sites, or old buildings.
    - ii. Newspaper articles about a historical event.
    - iii. Documents with historic significance.
3. Where to obtain items for the museum.
  - a. Grandparents' or parents' gift or loans.
  - b. Citizens' gift or loans.
  - c. Historical society and libraries.
  - d. Newspaper offices.
  - e. Old courthouse records.
  - f. Interviews with experienced residents of the community.
4. How to catalog each item, donated or borrowed.
  - a. Each item should have a card (3x5) with the following information.
    - i. Source—name and address of owner.
    - ii. Date item was received.
    - iii. Description and history of item.
  - b. Number the items and the cards identically.
5. How to display your items.
  - a. Group the items in historical periods.
  - b. Label the items clearly and completely.
  - c. Items should be clean and in good condition.
  - d. Items should be easy to see—not hidden by larger objects.
  - e. Handle with care; valuable items should be placed under glass.
6. Thank donors and lenders.
7. Hold an open house to display the museum.

### CREATE YOUR OWN MINI-MUSEUM

A museum makes history visible and real. Your museum will interest people in the history of your town and country.

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

## 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 5. MISCELLANEOUS ACTIVITIES**

What I did:

**PART 4. MY STATE**

What I did:

What I learned:

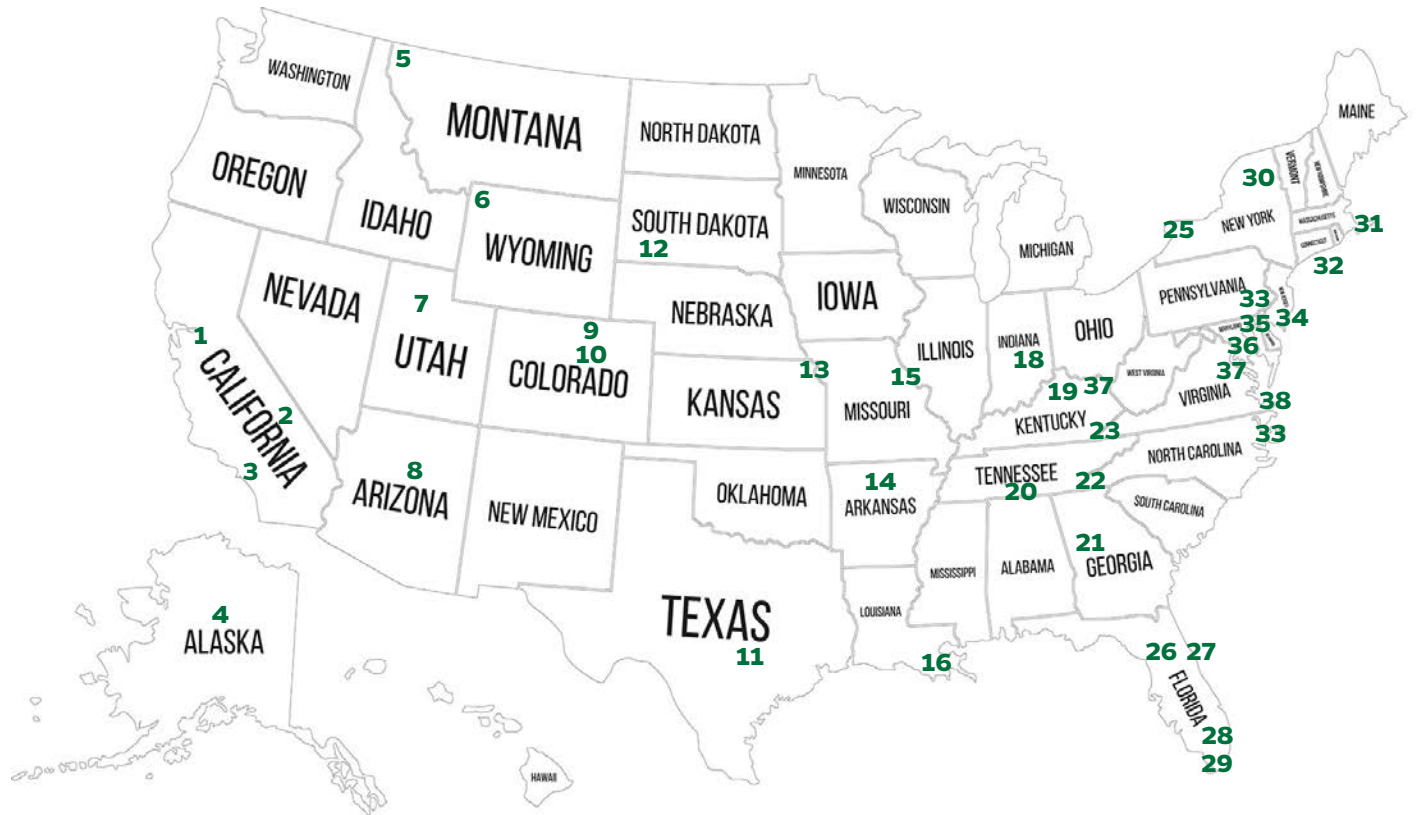
What I learned:

How I shared my knowledge with others:

How I shared my knowledge with others:

Additional heritage activities in which I have been involved:

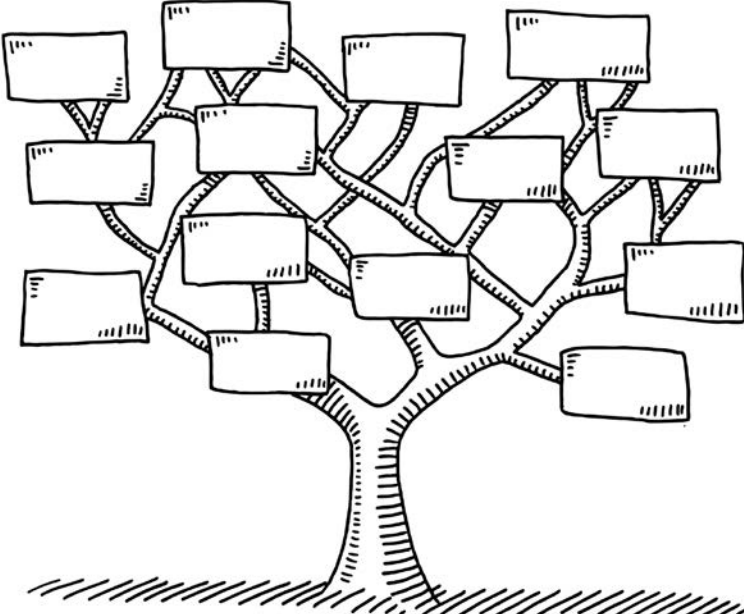




- |                       |                                |                                      |
|-----------------------|--------------------------------|--------------------------------------|
| _____ Grand Canyon    | _____ Plymouth Rock            | _____ Great Smokey Mountains         |
| _____ Atlanta         | _____ Mount McKinley           | _____ Nation's Capital               |
| _____ 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 National Park | _____ Adirondacks                    |
| _____ The Alamo       | _____ Gateway Arch             | _____ National 4-H Center            |

**FAMILY TREE**

<b>Your Name</b>		<b>Father</b>	
		<b>Brothers</b>	
<b>Brothers</b>		<b>Sisters</b>	
		<b>Brothers</b>	
<b>Sisters</b>		<b>Sisters</b>	
		<b>Brothers</b>	
		<b>Mother</b>	
		<b>Brothers</b>	
		<b>Sisters</b>	
		<b>Brothers</b>	
		<b>Sisters</b>	
		<b>Brothers</b>	



## 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. 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: My Heritage
- Unit 5: My Community
- Unit 6: My Government
- Unit 7: My World

### 4-H PLEDGE

I pledge my **HEAD** to clearer thinking,

My **HEART** to greater loyalty,

My **HANDS** to larger service,

And my **HEALTH** to better living

• For my club, my community,  
• my country, and my world.

