



# DISCOVER



## 4-H FAMILY HISTORY CLUBS



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### Description

The Discover 4-H Clubs series guides new 4-H volunteer leaders through the process of starting a 4-H club or provides a guideline for seasoned volunteer leaders to try a new project area. Each guide outlines everything needed to organize a club and hold the first six club meetings related to a specific project area.

### Purpose

The purpose is to create an environment for families to come together and participate in learning activities that can engage the whole family, while spending time together as a multi-family club. Members will experiment with new 4-H project areas.

### What is 4-H?

4-H is one of the largest youth development organizations in the United States. 4-H is found in almost every county across the nation and enjoys a partnership between the U. S. Department of Agriculture (USDA), the state land-grant universities (e.g., Utah State University), and local county governments.

4-H is about youth and adults working together as partners in designing and implementing club and individual plans for activities and events. Positive youth development is the primary goal of 4-H. The project area serves as the vehicle for members to learn and master project-specific skills while developing basic life skills. All projects support the ultimate goal for the 4-H member to develop positive personal assets needed to live successfully in a diverse and changing world.

Participation in 4-H has shown many positive outcomes for youth. Specifically, 4-H participants have higher participation in civic contribution, higher grades, increased healthy habits, and higher participation in science than other youth (Learner et al., 2005).



## Utah 4-H

4-H is the youth development program of Utah State University Extension and has more than 90,000 youth participants and 8,600 adult volunteers. Each county (Daggett is covered by Uintah County) has a Utah State University Extension office that administers the 4-H program.

## The 4-H Motto

"To Make the Best Better!"

## The 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.

## 4-H Clubs

What is a 4-H Club? The club is the basic unit and foundation of 4-H. An organized club meets regularly (once a month, twice a month, weekly, etc.) under the guidance of one or more volunteer leaders, elects its own officers, plans its own program, and participates in a variety of activities. Clubs may choose to meet during the school year, only for the summer, or both.

## Club Enrollment

Enroll your club with your local Extension office. Each member will need to complete a Club/member Enrollment form, Medical History form, and a Code of Conduct/Photo Release form (print these from the [www.utah4h.org](http://www.utah4h.org) website or get them from the county Extension office).

## Elect Club Officers

Elect club officers during one of your first club meetings. Depending on how many youth you have in your club, you can decide how many officers you would like. Typical officers will include a president, vice president, pledge leader, and secretary. Other possible officers or committees are: song leader, activity facilitator, clean-up supervisor, recreation chair, scrapbook coordinator, contact committee (email, phone, etc.), field trip committee, club photographer, etc. Pairing older members with younger members as Sr. and Jr. officers may be an effective strategy to involve a greater number of youth in leadership roles and reinforce the leadership experience for both ages. Your club may decide the duration of officers—six months, one year, etc.





## A Typical Club Meeting

Follow this outline for each club meeting:

- ☐ Call to order–President
- ☐ Pledge of Allegiance and 4-H Pledge–Pledge Leader (arranges for club members to give pledges)
- ☐ Song–Song Leader (leads or arranges for club member to lead)
- ☐ Roll call–Secretary (may use an icebreaker or get acquainted type of roll call to get the meeting started)
- ☐ Minutes of the last meeting–Secretary
- ☐ Business/Announcements–Vice President
- ☐ Club Activity–arranged by Activity Facilitator and includes project, lesson, service, etc. These are outlined by project area in the following pages.
- ☐ Refreshments–arranged by Refreshment Coordinator
- ☐ Clean Up–led by Clean-up Supervisor



## Essential Elements of 4-H Youth Development

The essential elements are about healthy environments. Regardless of the project area, youth need to be in environments where the following elements are present in order to foster youth development.

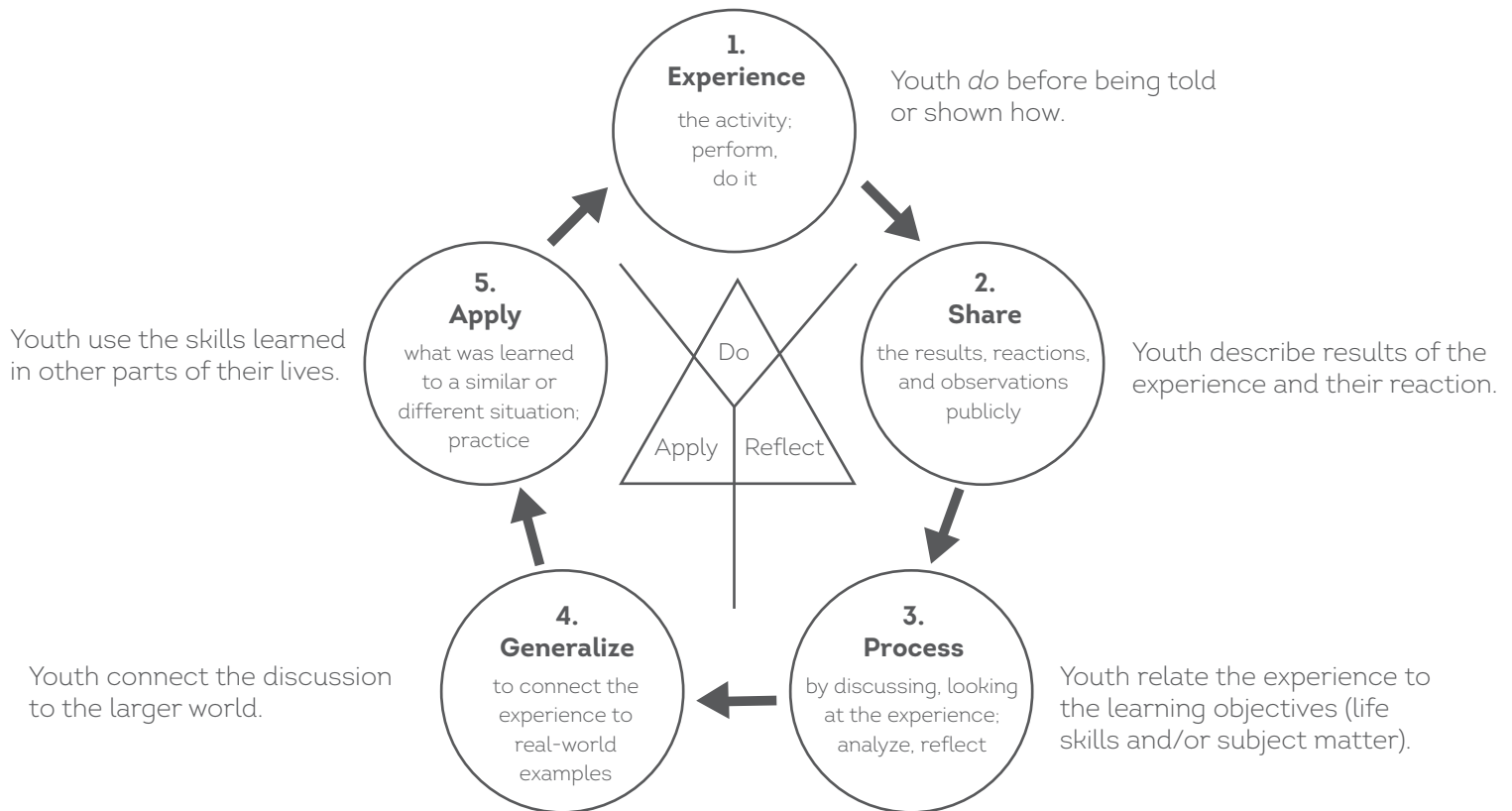
1. **Belonging:** a positive relationship with a caring adult; an inclusive and safe environment.
2. **Mastery:** engagement in learning; opportunity for mastery.
3. **Independence:** opportunity to see oneself as an active participant in the future; opportunity to make choices.
4. **Generosity:** opportunity to value and practice service to others.

(Information retrieved from: <http://www.4-h.org/resource-library/professional-development-learning/4-h-youth-development/youth-development/essential-elements/>)



## 4-H “Learning by Doing” Learning Approach

The Do, Reflect, Apply learning approach allows youth to experience the learning process with minimal guidance from adults. This allows for discovery by youth that may not take place with exact instructions.



## 4-H Mission Mandates

The mission of 4-H is to provide meaningful opportunities for youth and adults to work together to create sustainable community change. This is accomplished within three primary content areas, or mission mandates, - citizenship, healthy living, and science. These mandates reiterate the founding purposes of Extension (e.g., community leadership, quality of life, and technology transfer) in the context of 21st century challenges and opportunities. (Information retrieved from: [http://www.csrees.usda.gov/nea/family/res/pdfs/Mission\\_Mandates.pdf](http://www.csrees.usda.gov/nea/family/res/pdfs/Mission_Mandates.pdf))

1. **Citizenship:** connecting youth to their community, community leaders, and their role in civic affairs. This may include: civic engagement, service, civic education, and leadership.
2. **Healthy Living:** promoting healthy living to youth and their families. This includes: nutrition, fitness, social-emotional health, injury prevention, and prevention of tobacco, alcohol, and other drug use.
3. **Science:** preparing youth for science, engineering, and technology education. The core areas include: animal science and agriculture, applied mathematics, consumer science, engineering, environmental science and natural resources, life science, and technology.



## Getting Started

1. Recruit one to three other families to form a club with you.
  - a. Send 4-H registration form and medical/photo release form to each family (available at [utah4h.org](http://utah4h.org))
  - b. Distribute the Discover 4-H Clubs curriculum to each family
  - c. Decide on a club name
  - d. Choose how often your club will meet (e.g., monthly, bi-monthly, etc.)
2. Enroll as a 4-H volunteer at the local county Extension office (invite other parents to do the same)
3. Enroll your club at the local county Extension office
  - a. Sign up to receive the county 4-H newsletter from your county Extension office to stay informed about 4-H-related opportunities.
4. Identify which family/adult leader will be in charge of the first club meeting.
  - a. Set a date for your first club meeting and invite the other participants.
5. Hold the first club meeting (if this is a newly formed club).
  - a. See *A Typical Club Meeting* section above for a general outline.
    - i. Your activity for this first club meeting will be to elect club officers and to schedule the six project area club meetings outlined in the remainder of this guide. You may also complete a-d under #1 above.
  - b. At the end of the first club meeting, make a calendar outlining the adult leader in charge (in partnership with the club president) of each club meeting along with the dates, locations, and times of the remaining club meetings.
6. Hold the six project-specific club meetings outlined in this guide.
7. Continue with the same project area with the 4-H curriculum of your choice (can be obtained from the County Extension Office) OR try another Discover 4-H Club project area.



## Other Resources

Utah 4-H website: [www.Utah4-h.org](http://www.Utah4-h.org)

National 4-H website: [www.4-h.org](http://www.4-h.org)

4-H volunteer training:

To set up login:

<http://utah4h.org/htm/volunteers/get-involved/new-volunteer-training>

To start modules: <http://4h.wsu.edu/volunteertraining/course.html>

(password = volunteer)

## References

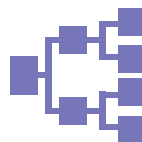
Information was taken from the Utah 4-H website ([utah4h.org](http://utah4h.org)), the National 4-H Website ([4h.org](http://4h.org)), the Utah Volunteer Handbook, or as otherwise noted.

Lerner, R., M. et al., (2005). Positive youth development, participation in community youth development programs, and community contributions of fifth grade adolescents: Findings from the first wave of the 4-H Study of Positive Youth Development. *Journal of Early Adolescence*, 25(1), 17-71.

**We would love feedback or suggestions on this guide; please go to the following link to take a short survey:**

<http://tinyurl.com/lb9tnad>

# 4-H FAMILY HISTORY CLUB *Meetings*



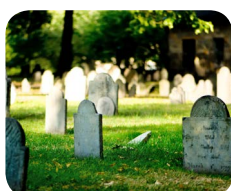
## Club Meeting 1

Family History Starts with Personal History ..... 2



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## Club Meeting 4

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## Club Meeting 6

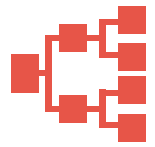
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**DISCOVER**  
4-H FAMILY HISTORY CLUBS

# 4-H *Club Meeting 1*

## Family History Starts with Personal History



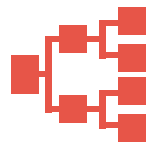
### Supplies

- Personal History Record sheets for each member
- Pens/pencils
- 1 sheet of cardstock for each member
- Scissors
- Glue
- Discarded magazines (with lots of pictures)  
You can ask club members to bring discarded magazines to share with the group.

### PREPARATION

Display some family mementos (e.g., journals, old photographs, biographies, scrapbooks, etc.) for club members to see. Print out enough Personal History Records for each member.

## Why *Family History*?



Ask participants to define genealogy. (Genealogy is the study of family history).

Ask them to define genealogist. (A person that studies family history by looking for clues to family names and records).

### Why do you think we record family history when we put the information together?

(e.g., So we don't duplicate work others have done, so information is not lost, etc.).

- Invite participants to set aside a place to keep all their family history information and documents (e.g., binder, box, files, etc.) and to bring it to club each time they do family history.

### Why do we want to know our family history?

One reason is to help us know that part of our identity is where we come from and how we fit into a larger story. Read the New York Times article about knowledge of family history and resilience (i.e., a person's ability to adapt to and recover from stress):

[http://www.nytimes.com/2013/03/17/fashion/the-family-stories-that-bind-us-this-life.html?pagewanted=all&\\_r=1](http://www.nytimes.com/2013/03/17/fashion/the-family-stories-that-bind-us-this-life.html?pagewanted=all&_r=1)

Ask two to three club members to share what they learned from the article.



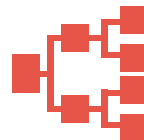
Mission Mandates



Mission Mandates

**HEALTHY LIVING** – When reading the New York Times article, point out to participants that resilience is part of healthy living—higher resilience helps us stay emotionally healthy.





## WHY FAMILY HISTORY CONTINUED

### Recording your own personal history:

If everyone recorded their own life history—it would sure make family history easier!

There are a lot of ways to record your personal history. Ask participants to name as many as possible. (Answers may include: journal, scrapbook, memoirs, book, photo album, social media, blogs, video, etc.).

Ask participants what the pros and cons of each type of personal history are? (Ideas may include: time commitment, completeness of record, availability to others, etc.).

## Our *Part*

### ACTIVITY 1

#### We want to do our part in recording our life history!

Have each club member fill out the Personal History Record sheet. When they are finished, ask the group:

- Who has the most siblings?
- Who was born the farthest away?
- Does anyone have similar hobbies or traditions?
- What other questions do you want to compare?

**Let club members know to keep their Personal History Record sheet in their family history box (or other file system) as they will need the information in Club Meeting #4.** (Or the club leader can collect them all now and hand them back at Club Meeting #4).

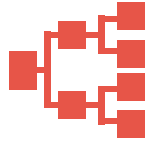
## Who Am I *Collage*

### ACTIVITY 2

Pass out cardstock, glue, scissors, and magazines.

Participants will cut or tear out pictures and/or words from magazines that represent themselves and glue the items on the cardstock in a collage.

If time permits, have participants share and explain their collages and why they chose the pictures and/or words they used. If you are running short on time, then only have two to three share their collages with the group.

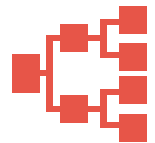


## Reflect

- Why is writing your personal history important?
- Why do children that know more about their family history have higher resilience to stress? (Maybe define resilience again.)
- What similarities or differences did you see in the collages?

## Apply

- How will the skills you learn for personal history (e.g., record keeping, writing, etc.) help you in other areas of your life such as school and work?
- Why is it important to keep accurate records? Or to collect accurate records?



## Belonging

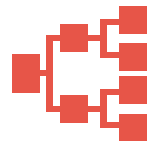
The theme of family history is belonging! Through family history participants will see where they belong in their big family story.

## Independence

Point out to participants that they determine how much of their personal history they will record. If they want their life events recorded and remembered—they need to record them.

## Citizenship

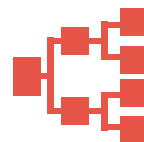
Family history can link families to the community and to other families in the same community.



## EXTEND A HOME ASSIGNMENT/CHALLENGE

Have club members pick at least one method of recording their personal history and commit to start doing it!

- Journal: write in a journal at least weekly—and for special occasions.
  - ♦ If you don't love to write—you can keep a gratitude journal! Just write down three things you are grateful for each day.
- Scrapbook: create a scrapbook using your photos, awards, certificates, etc.
- Find and make digital copies of all of your photos and records (e.g., birth certificate, religious certificates, school diplomas, honors, etc.).

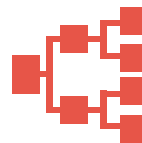


## REFERENCES

Feiler, B. (March 15, 2013). The stories that bind us. The New York Times. Available at:

[http://www.google.com/url?q=http%3A%2F%2Fwww.nytimes.com%2F2013%2F03%2F17%2Ffashion%2Fthe-family-stories-that-bind-us-this-life.html%3Fpagewanted%3Dall%26\\_r%3D1&sa=D&sntz=1&usg=AFQjCNG-YaoT4VZUZ1cj9Gh3ew-myv5lWhA](http://www.google.com/url?q=http%3A%2F%2Fwww.nytimes.com%2F2013%2F03%2F17%2Ffashion%2Fthe-family-stories-that-bind-us-this-life.html%3Fpagewanted%3Dall%26_r%3D1&sa=D&sntz=1&usg=AFQjCNG-YaoT4VZUZ1cj9Gh3ew-myv5lWhA)

# Personal History *Record*



## ME

What is your full name? \_\_\_\_\_

Where were you born? City/town \_\_\_\_\_ County \_\_\_\_\_

State/Province \_\_\_\_\_ Country \_\_\_\_\_

When is your birthday? Day \_\_\_\_\_ Month \_\_\_\_\_ Year \_\_\_\_\_

## FAMILY

How many people are in your family? \_\_\_\_\_

How many girls \_\_\_\_\_ and how many boys \_\_\_\_\_ ?

Are you the oldest, middle, youngest, or only child? \_\_\_\_\_

What are the full names and birthdates (including year) of your siblings?

1. \_\_\_\_\_ Birthday: \_\_\_\_\_

2. \_\_\_\_\_ Birthday: \_\_\_\_\_

3. \_\_\_\_\_ Birthday: \_\_\_\_\_

4. \_\_\_\_\_ Birthday: \_\_\_\_\_

5. \_\_\_\_\_ Birthday: \_\_\_\_\_

6. \_\_\_\_\_ Birthday: \_\_\_\_\_

What are your parents' full names? \_\_\_\_\_

When are your parents' birthdays? Dad \_\_\_\_\_ Mom \_\_\_\_\_

What do your parents do for a living? Dad \_\_\_\_\_ Mom \_\_\_\_\_

What traditions does your family have? (e.g., We always celebrate birthdays/holidays by...): \_\_\_\_\_

## SCHOOL

What grade are you in? \_\_\_\_\_

What school do you attend (or do you homeschool)? \_\_\_\_\_

List any clubs, groups, or teams you belong to at school. \_\_\_\_\_

## COMMUNITY

What jobs do you have in the community? \_\_\_\_\_

List any organizations, community sports teams, recreation centers, or clubs you belong to. \_\_\_\_\_

Do you belong to a religious group? \_\_\_\_\_ Which one? \_\_\_\_\_

## HOBBIES/INTERESTS

What activities do you enjoy doing? \_\_\_\_\_

List anything you collect: \_\_\_\_\_

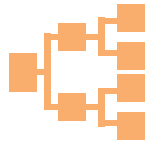
What qualities make you *you*? \_\_\_\_\_

Anything else about you? \_\_\_\_\_



# 4-H *Club Meeting 2*

## Discover Your Family History Mystery



### Supplies

- Poster board for each club member
- Glue
- Pens/markers
- Rulers (optional)

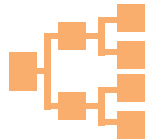
### PREPARATION

Ask club members to bring **COPIES** of photographs of family members (themselves, parents, siblings (if they want), grandparents, and great-grandparents if they have them), and one sheet of poster board.

### FOLLOW UP

At the start of the club meeting—follow up on the home assignment from the last club meeting. Has everyone started recording their personal history? Which method did they choose? How is it going?

## Inherited *Traits*



Let participants know you are going to examine where their inherited traits came from. Ask someone to define inherited (e.g., receiving qualities, attitude, personality, looks, etc., from biological parents).



Mission Mandates

Ask participants where they think they get their physical characteristics (e.g., eye color, height, face shape, etc.) and their personality (e.g., sense of humor or serious, bad temper or even keel, easy going or rigid, adventurous or cautious, happy or grumpy, etc.). For example: I get my blue eyes from my mom, my metabolism from my dad, and my medium height from both parents.

What other characteristics did they inherit and from whom? (e.g., good sleeper or restless sleeper, energy level, book worm or forced reader, level of athleticism, artist or stick figures, love or dislike of animals, etc.). For example: I am not a good sleeper like my mom, I am a book worm like both parents, and I have high energy like my dad.



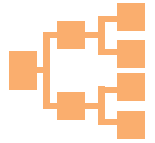
Mission Mandates

**SCIENCE** – Our genes pass on family traits and characteristics from one generation to another. Think about your eye color or a unique family trait and how often it shows up in your family.





# Photo *Family Tree*



## ACTIVITY 1

Create a photo family tree (Fair tip: this project can be entered into the county fair).

### Instructions

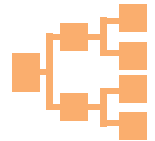
Members can make their own photo family tree with their own style. You may want to sketch out in light pencil where to place photos on your poster board before you make them permanent by gluing them.

Using a poster board, your photos, and other materials—glue yourself on the tree first (siblings next to you if wanted), and then connect yourself to your parents' photos—you can make a connection with marker, ribbon, etc.

Oftentimes official records place the father to the left and the mother to the right—but you decide. Then connect each of your parents to their parents, going back as many photo generations as you have (or have room for). Add your own creativity in labeling the photos, decorating the poster board (it doesn't have to look like a tree), and what information you want on it. And remember to do your best work and enter it into your local county fair.

Were you named after a relative? Or do you have similar looks to a relative? Find them in your family tree and write what you share next to the photo. Then share the finished product with the group.

# Relative *Interviews*



## ACTIVITY 2

Interview **two** relatives.

Watch the following video: (click on View this Lesson) and look at the handout: I Want to Interview a Living Relative.

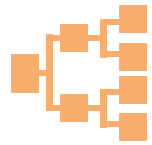
<https://familysearch.org/learningcenter/lesson/5-minute-genealogy-episode-19-i-want-to-interview-a-living-relative/477> \*

### After you get home

Find your oldest living direct-line relative (i.e., grandparent or great-grandparent—not a great aunt, etc.) on your mom's side and on your dad's side and contact them to ask if you can interview them. Use the Family Interview Sheet to do each of the interviews.

**You will need these completed interview sheets for Club Meeting #4, so when they are completed, add them to your family history box.**

\*FamilySearch handouts, video links, and images used with permission, © by Intellectual Reserve, Inc.

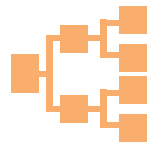


## Reflect

- What did you learn about yourself or your family from this activity?
- Why do you think people re-use family names for their own children?

## Apply

- How does knowing your family traits help you in other areas of life—like getting along with others, knowing your strengths or weaknesses?
- Where in your family tree will your children fit?
- What can you do now to make sure future generations know your history?



## Belonging

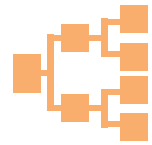
Family names used in multiple generations shows belonging and connection to previous ancestors. It contributes to your identity.

## Independence

What the participants learn from their interviews depends on their own effort and preparation.

## Generosity

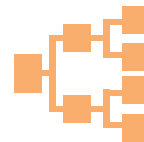
Youth serve their families when they collect family history and preserve memories and share information.



## REFERENCES

FamilySearch (n.d.) I want to interview a living relative. Handout and video. Available at:  
<https://familysearch.org/learningcenter/lesson/5-minute-genealogy-episode-19-i-want-to-interview-a-living-relative/477>

# Family Interview Sheet



Name of person doing the interview: \_\_\_\_\_

Date of the interview: \_\_\_\_\_

Location of the interview: \_\_\_\_\_

(Tip: you can record the interview and write down the information on the sheet later, or fill it in as you go).

## INTERVIEW QUESTIONS

What is your full name? First \_\_\_\_\_ Middle \_\_\_\_\_

Maiden (if applicable) \_\_\_\_\_ Last \_\_\_\_\_

What is your birth date? Day \_\_\_\_\_ Month \_\_\_\_\_ Year \_\_\_\_\_

Where were you born? City \_\_\_\_\_ State \_\_\_\_\_ Country \_\_\_\_\_

### Now gather some information about their parents:

Father's Name: First \_\_\_\_\_ Middle \_\_\_\_\_ Last \_\_\_\_\_

Father's birthday: Day \_\_\_\_\_ Month \_\_\_\_\_ Year \_\_\_\_\_

Father's place of birth: City \_\_\_\_\_ State \_\_\_\_\_ Country \_\_\_\_\_

Mother's Name: First \_\_\_\_\_ Middle \_\_\_\_\_ Last \_\_\_\_\_

Mother's birthday? Day \_\_\_\_\_ Month \_\_\_\_\_ Year \_\_\_\_\_

Mother's place of birth: City \_\_\_\_\_ State \_\_\_\_\_ Country \_\_\_\_\_

Are you married? \_\_\_\_\_

If so, what is the full name of your spouse? \_\_\_\_\_

How did you meet your spouse? \_\_\_\_\_

When is your spouse's birthday? Day \_\_\_\_\_ Month \_\_\_\_\_ Year \_\_\_\_\_

What day did you get married? Day \_\_\_\_\_ Month \_\_\_\_\_ Year \_\_\_\_\_

Where did you get married? City \_\_\_\_\_ State \_\_\_\_\_ Country \_\_\_\_\_

What's one memory you have of your wedding day? \_\_\_\_\_

Do you have children? \_\_\_\_\_ If so, how many girls? \_\_\_\_\_ How many boys? \_\_\_\_\_

What schools did you attend? \_\_\_\_\_

What jobs/careers did you have? \_\_\_\_\_

What religious group do you belong to? \_\_\_\_\_

What is a fun memory you have of your childhood? \_\_\_\_\_





# Episode 19: I Want to Interview a Living Relative

**5 Minute Challenge—Choose a living relative, and set up an appointment!**

**Steps:**

- 1. Review the genealogical information you have and the information you need:**

Decide what information you need and what you'd like to learn about your family.

- 2. Select a relative who you think can provide the information you need:**

Ask relatives who might be the best resource to learn the things you want to learn.

- 3. Call, e-mail, or write a letter to set up the interview:**

Prepare your relative. Explain what you are doing and why.

Let the person know what you want to learn from him or her.



**Helpful hints:**

**Prepare for the interview!**

Know what you want to learn. Send a copy of your questions to your relative in advance so that he or she can feel comfortable and ready.

Enjoy the experience! Help it be a great experience for both you and your living relative.

## Vocabulary

See page 2 for helpful tips and vocabulary to know, to ensure your interview is a success.



## Tips for Conducting an Interview with a Relative

Once you've made an appointment to interview a relative, you've completed the challenge. Congratulations! Now here are some suggestions for conducting the interview:

### **Send a follow-up letter:**

This gives your relative some time to find papers or to think about what he or she can remember. Include in the letter:

- Date, time, and place of the interview.
- Things you would like to learn and some questions you will ask. (See below.)
- Documents, photos, heirlooms, etc. that you would like your relative to find ahead of time.

### **Write down the questions you want to ask:**

Here are some suggestions:

1. What is your full name? When and where were you born? Who did you marry?
2. What memories can you share about your father? Mother? Siblings?
2. Do you have photos of your family members that we could look at?
3. Who is your father? Mother? Brothers? Sisters? When and where were they born? Married?
4. Will you show me some of your old family documents or artifacts? Do you have things like family Bibles that might have names and birth dates in them?
5. Is or was anyone in the family interested in family history? Do you have any genealogical forms (family trees, pedigree charts, family group records) about your family?

### **Prepare in advance:**

Gather and organize materials before your visit:

- Blank genealogy forms to record information.
- Genealogy information that you have, such as family trees, family group records, and photographs. You can share this information and ask if it is correct.
- Pencil and paper, a tape recorder, a camera, or a video to record the interview.

### **During the interview:**

- Ask your relative to review any genealogy information you have for accuracy and to identify people in photos you brought with you. Ask for names, dates, and places.
- Avoid asking questions that can be answered with a "Yes" or "No."
- Ask open ended questions that begin with "What can you tell me about..?" "What memories do you have..?" etc.
- Give the person time to think and respond at his or her own pace.
- Ask about family records, certificates, photographs, or other artifacts.
- Ask for permission to make copies of records or take snapshots of them.
- Before leaving, ask for the names of other relatives you should interview next.

### **After the interview:**

- Update your records with any new information you gathered from the interview.
- Make a transcript or report of your interview. Ask your relative to review it for accuracy.
- Ask for permission to copy the report and distribute it to family members.
- Contact other relatives you learned about, and set up more interviews.





## 4-H *Club Meeting 3* Cemetery Scavenger Hunt



### Supplies

- Cemetery map for each club member or team
- Plain paper
- Crayons or Charcoal

### PREPARATION

1. Make sure club members are aware they are going on a field trip.
2. Contact the cemetery you plan to visit and let the caretaker know you are planning a field trip to that location. Ask for any information you need to be aware of when you come. Ask if it is permissible to do tombstone rubbings (sometimes if tombstones are too old or damaged—a rubbing may further damage them).
3. Ask a club member to prepare a short history of a local cemetery that you plan to visit.
4. Obtain and make copies of the cemetery map for each person (or team). Highlight burial places of:
  - a. Important people (pioneer, author, political office, etc.)
  - b. Different tombstone symbols, quotes, etc.
  - c. A relative of a club member
  - d. Earliest birth date in the cemetery
  - e. People who served in different wars
5. Place numbers on the map where the group is supposed to stop.
6. Have plain paper (only needs to be large enough for a symbol—not the whole tombstone) and crayons/charcoal for each participant to make tombstone rubbings
7. Ask adult volunteers or club members to prepare short biographical sketches (1 minute or less) of the people you highlighted on the cemetery map. Have the adults stand by those graves and give their information to each group as they get to that station.

## Getting *Started*



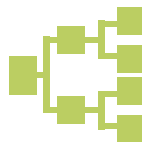
Ask participants for ideas on where they can find information for their family history. (Internet—family history sites, census records, birth certificates, personal interviews, etc.).

One great source of information is the cemetery! Ask participants why cemeteries make an excellent source of family history information. (They have birth and death dates, may have parent's names, may have spouse or children's names, other symbols, etc.).

You may want to show club members Internet sites like: [www.findagrave.com](http://www.findagrave.com), [www.billiongraves.com](http://www.billiongraves.com), etc. to show how information is being digitized and shared to help people access the information without going to every cemetery.



# Cemetery *Tour*



Go on a Field Trip!

History Hunters Cemetery Tour ([www.wisconsinhistory.org](http://www.wisconsinhistory.org))

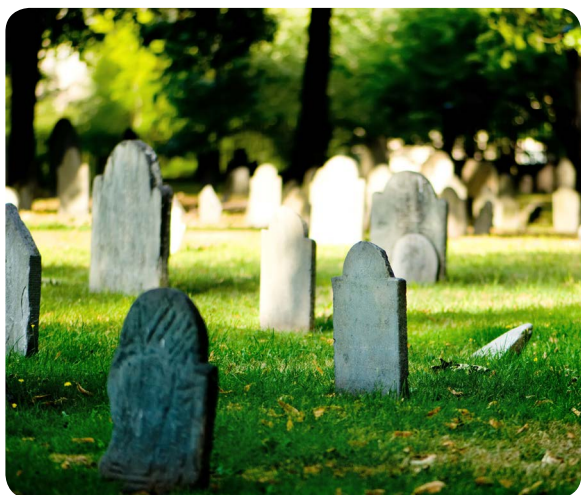
Before you go to the cemetery (or as you travel): discuss cemetery etiquette (e.g., do not walk on the graves, respect the property, gravestones, noise level, other visitors, etc.).

- Make sure volunteers are at their stations by the gravesites that they prepared information on to give to the group. You may want to have them hold a paper with the number that corresponds with the map stations you highlighted.
- Divide participants into small groups and assign them to start at a different station.
- Send the groups to their stations.
- Rotate groups using a bell or another respectful sound (every 3-4 minutes).
- After they have rotated to all the stations, send them to find other interesting items: shapes of tombstones, children who died under the age of 5, historical markers at gravesites, etc. They can take pictures or simply write them down to share.
- Now let them find a symbol they would like to use for their tombstone rubbing. You may want volunteers to help.
- Gather everyone back together as a group and let them show what rubbings they made and what it tells them about the person whose tombstone it was on (Reflect question #1). If they want to know more about cemetery statues and tombstone symbols (even the 4-H Clover!), they can check out:

<http://msghn.org/usghn/symbols.html> or

<http://www.graveaddiction.com/symbol.html> or

[http://en.wikipedia.org/wiki/United\\_States\\_Department\\_of\\_Veterans\\_Affairs\\_emblems\\_for\\_head-stones\\_and\\_markers](http://en.wikipedia.org/wiki/United_States_Department_of_Veterans_Affairs_emblems_for_head-stones_and_markers)



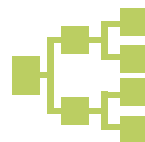
## Reflect

- What message or information did your tombstone rubbing(s) tell you?
- What symbol would you want on your tombstone and why?
- Why is it important to be respectful when visiting a cemetery?

## Apply

- What are some other symbols (not from tombstones) that give us information?
- What are other ways we can remember someone who has passed away besides visiting their gravesite?
- What days during the year are good ones to visit relatives in the cemetery? (e.g., Memorial Day, birthdays, anniversaries, etc.).



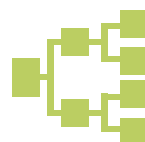


## Belonging

Point out to participants any family groups of tombstones at the cemetery you visit. Why would families show belonging in their preference to be buried close to other family members?

## Generosity

Participants can show generosity at a cemetery by keeping it clean (e.g., pick up any trash, etc.), and by respecting the property.



## ★ Mission Mandates

**HEALTHY LIVING** – When you are at the cemetery, you may want to point out that people in previous generations used to pass away at much younger ages due to various diseases, childbirth, etc. Ask why this may be different now (e.g., vaccinations, better healthcare, advanced childbirth practices, etc.).

**SCIENCE** – An important aspect of science is data collection. Collecting information like names, dates, locations, etc., from tombstones is collecting data.



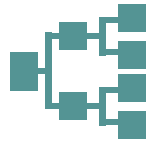
## REFERENCES

Montgomery, R. S. (n.d.). History hunters cemetery tour. Available at: [www.wisconsinhistory.org](http://www.wisconsinhistory.org)



## 4-H Club Meeting 4

### Family Stories Booklet



#### Supplies

- Computer(s) with Internet access
  - A printer (color if available)
- If a printer is not available, club members can print out their booklets at a later time.

#### PREPARATION

Have club members bring their completed Personal History Sheets from club meeting #1 and their completed Family Interview Sheets from club meeting #2. If club members have laptops, you may want to ask them to bring them to use during this activity. Or you can arrange to meet at a library or other location (family history library) with multiple computers.

**Note:** If you have club members under 13 years old, they need to have parental permission to create a *FamilySearch* account.

## Make a *Family History Booklet*



Go to: [familysearch.org/campaign/myfamily](https://familysearch.org/campaign/myfamily) and click the Fill in Online Version *Get Started* button.\*

Next, click the Join for Free button in the top right hand corner, and fill out the information to register. Then you will need to go to your email account you entered in your account registration to complete the registration process. Then sign in and get started (click yes to *are you new*). (If club members already have a *FamilySearch* Account or an \*\*LDS member account—they can simply login). Those under 13 years old will need parental permission to create an account. You can watch the following video clip to help you create an account:

**[familysearch.org/learningcenter/lesson/beginning-family-tree-basic-account-information-obtain-an-account/937](https://familysearch.org/learningcenter/lesson/beginning-family-tree-basic-account-information-obtain-an-account/937)**

Have each person write down his or her login information.

\*FamilySearch handouts, video links, and images used with permission, © by Intellectual Reserve, Inc.

\*\**FamilySearch* is operated by The Church of Jesus Christ of Latter-day Saints (LDS), so members of the LDS church can use the same member login information for *FamilySearch*.



(Image from FamilySearch—used with permission, © by Intellectual Reserve, Inc.)





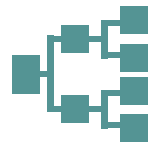
## MAKE A FAMILY HISTORY BOOKLET CONTINUED

The first section to fill out is: About Me. You will be asked to answer questions about yourself. And you can add a photo of yourself!

The next step is to add information about other relatives, starting with your parents and siblings. It will ask you to write down stories and memories you have about your relatives and fill in basic information such as birth, marriage, and death dates and locations. Use your Personal History Sheet and Family Interview sheets to complete these sections. You can also call or text relatives if there is information you don't have.

**Tip:** when entering females into *FamilySearch*, always use their maiden name (i.e., their given name at birth)—not their married last name.

When you are finished, you can print out the booklet to share with the group and submit it to your county fair! If you don't have access to a printer at the club meeting, you can print out the booklet when you get access to one. Then add it to your Family History box.



### Reflect

- What did you learn about your family members from completing this activity?
- What other family history projects would you like to complete?

### Apply

- What skills did you learn during this activity that you can apply to other areas of life?
- What other types of information do you want to collect?



### Mastery

As youth experience a variety of family history collection techniques, they will develop and master project skills.

### Belonging

Compiling family history helps youth feel a sense of belonging to their extended family, including previous generations.

### Generosity

Youth can provide family members with the family history information they collect.





# 4-H Club Meeting 5

## Making the Connection



### Supplies

- Computer(s) with Internet access
- Information about direct-line relatives (grandparents and/or great-grandparents) that have passed away. They may want to use the Blank Pedigree Chart to help them gather information (FamilySearch chart used with permission, © by Intellectual Reserve, Inc.)

### WHAT TO DO

In this lesson, we want to use your newly created FamilySearch account to connect you with deceased family members already in the FamilySearch database. Then you can print out a fan chart to see how much information has been collected on your family lines.

Watch the following video by clicking View this Lesson at:

[familysearch.org/learningcenter/lesson/when-your-family-tree-is-empty/1175](https://familysearch.org/learningcenter/lesson/when-your-family-tree-is-empty/1175) \*

## Getting Started



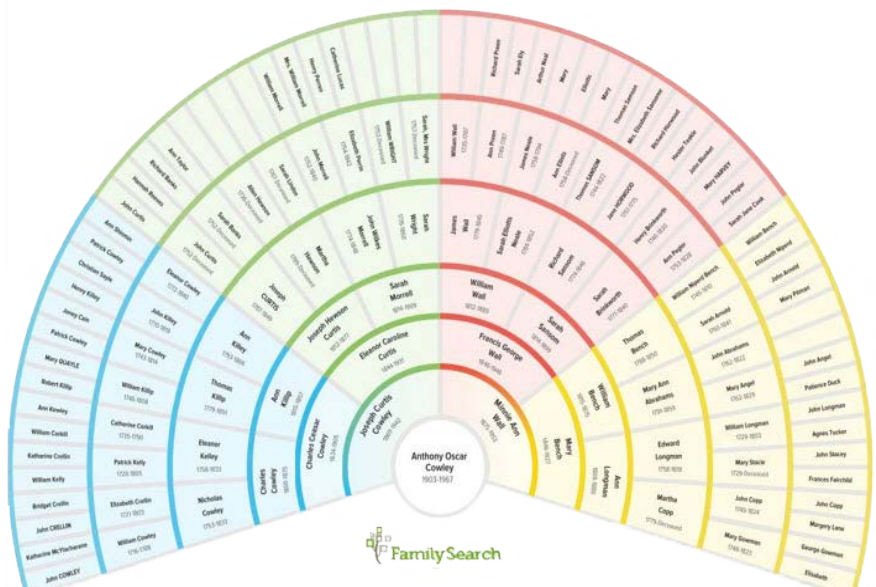
Log in to your *FamilySearch* account. Click on the Family Tree tab along the top.

Click on Start Here when the question pops up asking Are you New?

If that question box doesn't pop on the screen, simply click on Add Husband or Wife on the line you are working on.

Now the goal—like the video stated—is to connect yourself to ancestors that are deceased so the information on your family that is already in *FamilySearch* will populate to your family tree.

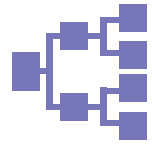
You will already have some information in the system because you created the Family Stories booklet in Club Meeting #4. From there, we want to make sure you have a connection to a deceased person through each of your grandparents (so four lines).



(FamilySearch Fan Chart used with permission, © by Intellectual Reserve, Inc.)

\*FamilySearch handouts, video links, and images used with permission, © by Intellectual Reserve, Inc.





## GETTING STARTED CONTINUED

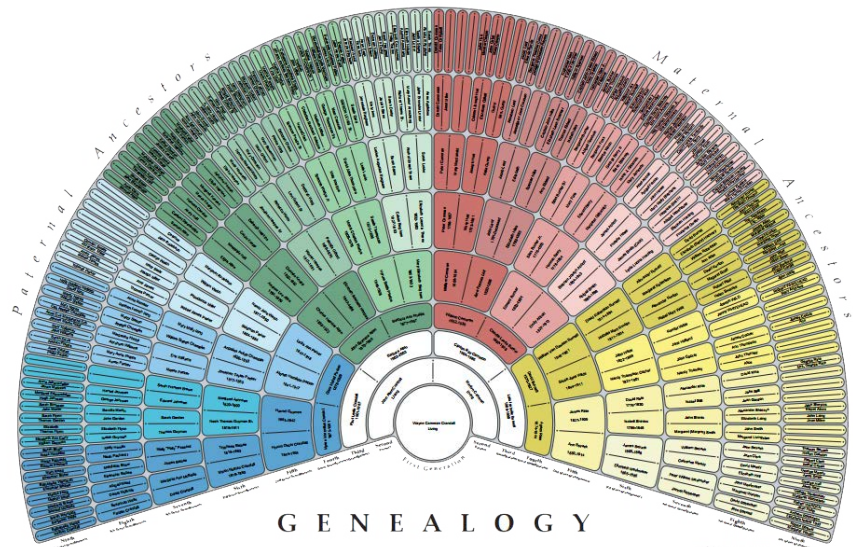
Remember:

- To add a LIVING person, you click **Add** a Person
- To add a DECEASED person, you click **Find** a Person
- When filling in information for a living person, if you don't know something (e.g., place of birth, etc.) don't guess, just leave it blank and fill it out later when you get the correct information.
- When adding females, use their maiden name (i.e., given name at birth) not their married name.
- The first name entry includes their middle name. (E.g., First Name: Jane Ester, Last/maiden Name: Smith).

Once you have made the connections through each of your grandparents, you are ready to print two fan charts. If you are in the Tree view, click on your own name and then click on Person in the gray strip along the bottom of the box. Then click on Fan Chart in the Print box on the right side of the screen. Your fan chart will open in a PDF for you to print.

Now go to **www.treeseek.com** and login using your same *FamilySearch* account information. Click Accept when it asks for permission to access your information from *FamilySearch*. Under Chart Type, click 9 Generation Fan (color or black and white), then click the green Create Chart tab at the bottom. It will take a minute to generate the information. Then it will display your fan chart in a box on the screen. Click the printer icon at the top of the display box to print your fan chart.

Have participants pair up and share their fan charts. What are the differences between the two charts? What names can they find that are unique sounding? How far back do their lines go? Are there a lot of blank spaces or is it mostly filled? What else do they notice about their fan charts?



(TreeSeek Fan Chart used with permission,  
© by Intellectual Reserve, Inc.)



### Mission Mandates

**CITIZENSHIP** – If participants get their information entered and have printed their charts, they can act as mentors for other participants who may need additional help.



## Reflect

- How difficult was it to connect yourself to a deceased person through each of your grandparents?
- What role do you think persistence has in doing family history?

## Apply

- What skills that you learned during this activity can you apply in other areas of your life?
- What happens in school when you turn in incorrect information? What do you think happens in family history when someone enters incorrect information?



## Belonging

How did participants feel about seeing all of the people they descended from?

## Independence

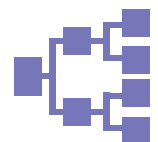
Make sure the participants are doing the activities with minimal help so they can feel confident in their abilities to do family history.

## Mastery

Remind participants that the more they practice and spend time doing family history, the better they will become at the skills needed to be successful.

## Generosity

Point out that when participants enter correct information, it helps others doing family history find that information.



## REFERENCES

Pedigree Chart (2000-2004). Available at:  
[https://familysearch.org/learn/wiki/en/Research\\_Forms#FamilySearch](https://familysearch.org/learn/wiki/en/Research_Forms#FamilySearch)



# Pedigree Chart

Chart no. \_\_\_\_\_

No. 1 on this chart is the same as  
No. \_\_\_\_\_ on pedigree chart no. \_\_\_\_\_

**Write names as:** James Henry WRIGHT

**Write dates as:** 30 Mar 1974

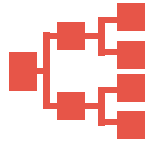
**Write places as:** Tryon, Polk, North Carolina, USA  
or St. Andrew, Rugby, Warwick, England

1	(Name) Born Place Married Place Died Place SPOUSE (of no. 1)	2	FATHER (of no. 1) Born Place Married Place Died Place	3	MOTHER (of no. 1) Born Place Died Place	4	FATHER (of no. 2) Born Place Married Place Died Place	5	MOTHER (of no. 2) Born Place Died Place	6	FATHER (of no. 3) Born Place Married Place Died Place	7	MOTHER (of no. 3) Born Place Died Place	8	FATHER (of no. 4) Born Place Married Place Died Place	9	MOTHER (of no. 4) Born Place Died Place	10	FATHER (of no. 5) Born Place Married Place Died Place	11	MOTHER (of no. 5) Born Place Died Place	12	FATHER (of no. 6) Born Place Married Place Died Place	13	MOTHER (of no. 6) Born Place Died Place	14	FATHER (of no. 7) Born Place Married Place Died Place	15	MOTHER (of no. 7) Born Place Died Place
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## 4-H *Club Meeting 6* Celebrate Your Family



### Supplies

- Computer(s) with Internet access
- Have participants bring digital photos of themselves, parents, and grandparents that they would like to upload to make their video
- Paper plates, cups, and utensils
- Completed Personal History Record from Club Meeting #1 or the completed My Family Booklet created in Club Meeting #4

### PREPARATION

Have participants prepare and bring food (snack, treat, etc.) along with copies of the recipe that is a tradition in their family. (It doesn't need to be food based on their heritage—just something that is a tradition for their family, such as a holiday breakfast food, etc.)

## Getting *Started*



### ACTIVITY #1

Have each participant give a short presentation of the traditional food they brought that represents their family. As part of the presentation, share when your family first started making that food (e.g., holidays, birthdays, etc.) and if it was passed on from previous generations. Have everyone try the food at the end of each presentation. Give everyone a copy of the recipe to take home.

### ACTIVITY #2

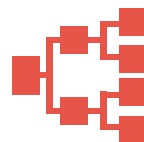
#### Create your own family history video!

Go to the Who Do you Think You Are? website at: [www.whodoyouthinkyouarestory.com/](http://www.whodoyouthinkyouarestory.com/)

Next, click on the Start Telling your Story button and fill out the information to create a free account. Be sure to **unclick** the *I would like to receive information from findmypast* box.

Then, you simply add information and photos of yourself, parents, and grandparents. You also have the option of adding a fact about each person as you add him or her to the video timeline. When you are finished, watch everyone's videos together.



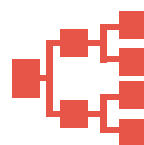


## Reflect

- How did participants decide which food to bring to share with the group?
- Were participants comfortable presenting their recipes to the group?

## Apply

- How will developing public presentation skills benefit the participant in a school or community setting?
- What other online tools can participants find to showcase family history information?

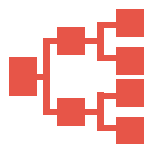


## Independence

Allow participants to choose the photos and information they use for their video so they can take ownership of the finished product.

## Generosity

Invite participants to help make the food they brought next time they have it with their family.



Mission Mandates

**SCIENCE (STEM)** – Remind participants that developing technology skills, such as using the online video program, will help them in their family history project.



## More to *Discover*

Congratulations on completing your Discover 4-H club meetings! Continue with additional curriculum in your current project area, or discover other 4-H project areas. Check out the following links for additional 4-H curriculum.

1. <http://utah4h.org/htm/discover4hclubs>
2. <http://www.4-h.org/resource-library/curriculum/>
3. <http://utah4h.org/htm/resource-library/view-all-curriculum>

## Become a 4-H Member or Volunteer

To **register** your Utah club or individuals in your club visit:

<http://www.utah-4.org/htm/staff-resources/4-h-online-support>

<http://utah4h.org/htm/about-4-h/newto4h/>

Non-Utah residents please contact your local 4-H office:

<http://www.4-h.org/get-involved/find-4-h-clubs-camps-programs/>



## Stay *Connected*

### Visit Your County Extension Office

Stay connected with 4-H activities and news through your county Extension office. Ask about volunteer opportunities and don't forget to register for your county newsletter. Find contact information for counties in Utah here:

<http://extension.usu.edu/htm/counties>

## Enjoy the Fair!

Enter your project or create a new project for the county fair. Learn about your county fair and fair judging here:

<http://utah4h.org/htm/events-registration/county-fairs>



## Participate in Local or State 4-H Activities, Programs, Contests or Camps

For Utah state events and programs visit:

<http://utah4h.org/htm/events-registration>

<http://www.utah4h.org/htm/featured-programs>

For local Utah 4-H events and programs, visit your county Extension office.

<http://extension.usu.edu/htm/counties>

Non-Utah residents, please contact your local 4-H office.

<http://www.4-h.org/get-involved/find-4-h-clubs-camps-programs/>



## Discover *Service*

### Become a 4-H Volunteer!

 <http://www.youtube.com/watch?v=UBemO5VSyK0>

 <http://www.youtube.com/watch?v=U8n4o9gHvAA>

To become a 4-H volunteer in Utah, visit us at:

<http://utah4h.org/htm/about-4-h/newto4h/>

### Serve Together as a 4-H Club or as an Individual 4-H Member

Use your skills, passions, and 4-H to better your community and world. You are needed! Look for opportunities to help in your area or participate in service programs that reach places throughout the world (religious groups, Red Cross, etc.).

## Hold a Club Service Project

USU Collegiate 4-H Club hosted "The Gift of Giving" as a club activity. Club members assembled Christmas stockings filled with needed items for CAPSA (Community Abuse Prevention Services Agency).

<http://tinyurl.com/lu5n2nc>



## Donate 4-H Projects

Look for hospitals, nursing homes, or other nonprofit organizations that will benefit from 4-H projects. Such projects include making quilts for CAPSA or Primary Children's Hospital, or making beanies for newborns. During Utah 4-H State Contests, 40 "smile bags" were sewn and donated to Operation Smile.

## Partner with Local Businesses

92,000 pounds of processed lamb, beef, and pork were donated to the Utah Food Bank in 2013 by multiple companies.

<http://tinyurl.com/pu7lxyw>

## Donate Money

Clubs or individuals can donate money gained from a 4-H project to a worthy cause. A nine-year-old 4-H member from Davis County donated her project money to help a three-year-old battle cancer.

<http://tinyurl.com/mqtfwxo>



## Give Us Your *Feedback*

Help us improve Discover 4-H curriculum. We would love feedback or suggestions on this guide; please go to the following link to take a short survey:

<http://tinyurl.com/lb9tnad>