



www.4-hontario.ca

4-H ONTARIO PROJECT



Our Heritage
RECORD BOOK

The 4-H Pledge

I pledge my Head to clearer thinking,
my Heart to greater loyalty,
my Hands to larger service,
my Health to better living
for my club, my community and my country.

The 4-H Motto

Learn To Do By Doing

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Thank you to the 4-H volunteers and members who piloted this project for us!

Perth 4-H Association

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Thank you to the following 4-H volunteers who contributed to this project:

Brenda Dunster, Leeds 4-H Association
Helen Martin, Waterloo 4-H Association
Anne Snyder, Waterloo 4-H Association
Shonna Ward, Oxford 4-H Association

4-H Ontario grants permission to 4-H Volunteers to photocopy this 4-H project resource for use in their local 4-H program.

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INTRODUCTION

Record Keeping – Why?

Record Books are to document time and money spent, what you have learned, your ideas, memories and what you liked and didn't like. Your Record Book also....

- Helps you set goals for this project
- Has space to record important dates, your elected executive and the names and contact information of your leaders and club members
- Is a great way to get and stay organized

Down the road when you look back on your 4-H projects these books will be able to remind you what you learned so you can use those skills later in life. It will bring back memories of the project, your 4-H friends, your story and thoughts at the time of the project. You will never forget because this book will act as a reminder! It will also be useful at the Achievement Program, when looking at your progress and when reviewing your accomplishments.

How do I organize my materials?

1. Make your records neat and easy to read. This will make it easier to find information later on, and to share your information with others.
2. Use a three ring binder or duotang to hold your materials and divide your information into sections using dividers. This will keep things from becoming lost and will it easier to find what you need later on. This will also allow you to add extra pages later.

How do I keep good records?

1. Keep track of activities throughout the meetings, as you complete different parts of the project. It's often difficult to remember things that happened in earlier meetings.
2. Make sure the information you write in your Record Book is complete and accurate. If you're not sure about something, ask your leader for help before writing it in your book. You can also consult people in your community or do some research on your own. If you borrow information from someone or someplace else, make sure you write down where you found it.

Remember that this is YOUR Record Book so make it your own! And, remember to bring your Record Book to every meeting!

WHO'S WHO

Club President: _____ Ph. # / E-mail: _____

Vice President: _____ Ph. # / E-mail: _____

Secretary: _____ Ph. # / E-mail: _____

Treasurer: _____ Ph. # / E-mail: _____

Press Reporter: _____ Ph. # / E-mail: _____

| Leader Name & Contact Information | Leader Name & Contact Information |
|-----------------------------------|-----------------------------------|
| | |
| | |

Meeting Dates:

| | DATE & TIME | PLACE | NOTES (Things to bring, remember, etc) |
|----------------------------|-------------|-------|--|
| <i>Meeting 1</i> | | | |
| <i>Meeting 2</i> | | | |
| <i>Meeting 3</i> | | | |
| <i>Meeting 4</i> | | | |
| <i>Meeting 5</i> | | | |
| <i>Meeting 6</i> | | | |
| <i>Achievement Program</i> | | | |

MEMBER EXPECTATIONS & GOALS

Why did you join the Our Heritage club?

What is one goal that you want to achieve in this project?

Do you have any ideas for fun things to do during the project?

Do you have any ideas for an Achievement Program for the Our Heritage club? (Keep in mind that an Achievement Program should include the community in some way).

Member Responsibilities

- Be a current paid member of 4-H Ontario
- Attend at least 2/3 of the meeting time allotted for this project
- Complete the Record Book for this project. Bring it with you to each meeting!
- Put your Record Book in a binder or duotang so you don't lose any of the pages.
- Complete any other projects as required by the club leaders.
- *Remember the more you put into your 4-H club the more you will get out of it!*

ROLL CALLS - IN MY OPINION...

| | ROLL CALL | MY ANSWER |
|----------|-----------|-----------|
| 1 | | |
| 2 | | |
| 3 | | |
| 4 | | |
| 5 | | |
| 6 | | |

PROJECT SUMMARY

Our Heritage Project

A. Member Comments

1. What did you gain from taking this project?

2. Which meeting or topic was the most/least interesting? Why?
 - a. Most:

 - b. Least:

3. Comment and/or give suggestions for improvements on the overall project (eg. Activities, tours, achievement program plans, member presentations, special activities, judging information).

4. What interests would you like to explore through future 4-H projects?

B. Parent/Guardian Comments:

C. Leader Comments:

This project has been completed satisfactorily!

Member: _____ Leader: _____

Date: _____ Leader: _____

ACTIVITY #2 (MEETING #1)

The 'Do You Know' Scale

Take the following test to determine how much you know about your family. If you answer no to any of the following, use this as a take-home activity to find out the answers by asking parents, grandparents, aunts, uncles or any other family members that might be able to help.

1. Do you know how your parents met?
2. Do you know where your mother grew up?
3. Do you know where your father grew up?
4. Do you know where some of your grandparents grew up?
5. Do you know where some of your grandparents met?
6. Do you know where your parents were married?
7. Do you know what went on when you were being born?
8. Do you know the source of your name?
9. Do you know some things about what happened when your brothers or sisters were being born?
10. Do you know which person in your family you look most like?
11. Do you know which person in the family you act most like?
12. Do you know some of the illnesses and injuries that your parents experienced when they were younger?
13. Do you know some of the lessons that your parents learned from good or bad experiences?
14. Do you know some things that happened to your mom or dad when they were in school?
15. Do you know the national background of your family (such as English, German, Russian, etc)?
16. Do you know some of the jobs that your parents had when they were young?
17. Do you know some awards that your parents received when they were young?
18. Do you know the names of the schools that your mom went to?
19. Do you know the names of the schools that your dad went to?
20. Do you know about a relative whose face "froze" in a grumpy position because he or she did not smile enough?

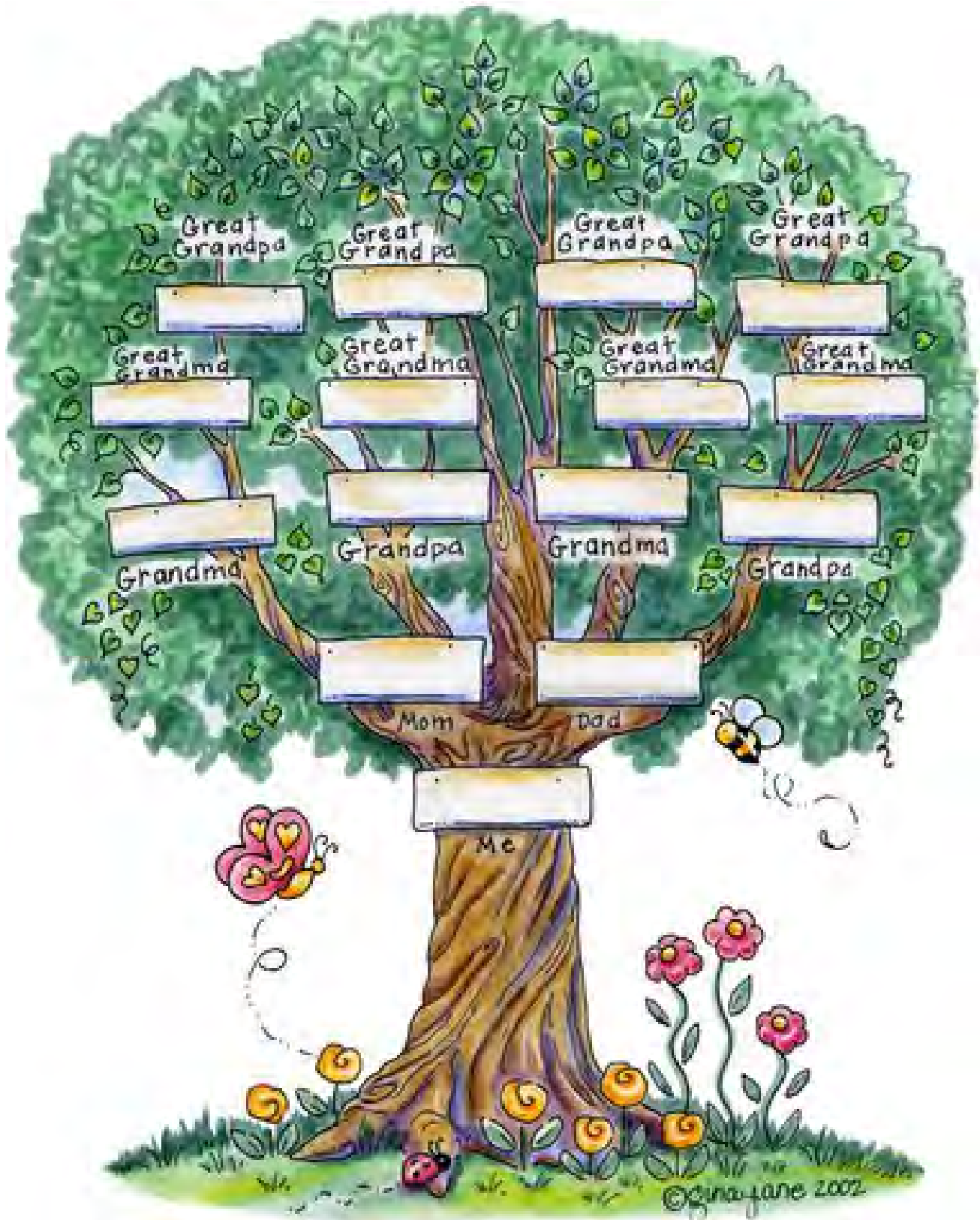
Score: Total number answered "Yes"

** The last question is meant to show that the stories that families tell are not always true, according to the study's co-author, Marshall Duke.

Source: *Emory University Study titled 'Do You Know? The Stories That Bind Us'* Authors Robyn Fivush and Marshal P. Duke

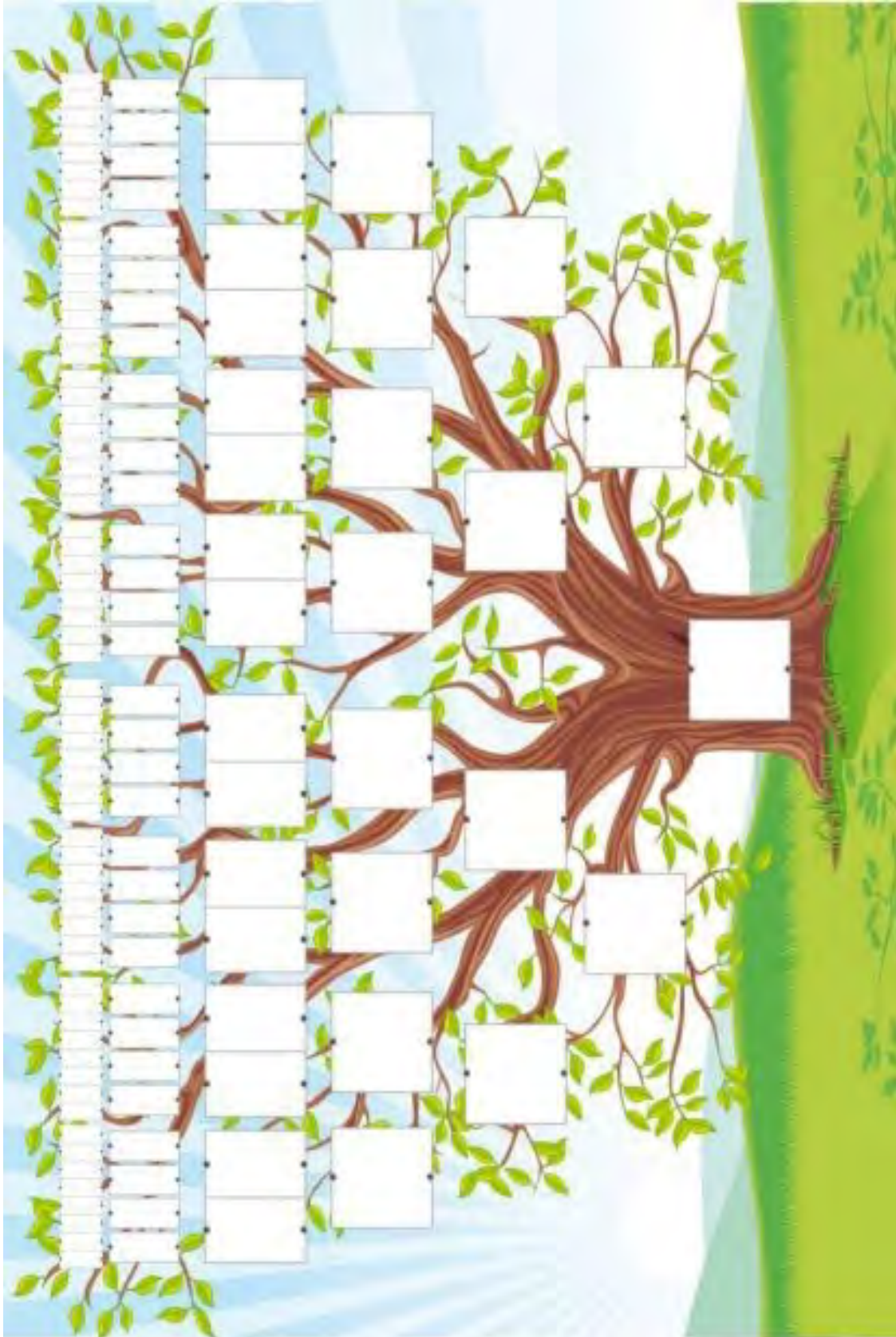
ACTIVITY #3 (MEETING #1)

My Family Tree



ACTIVITY #3 (MEETING #1)

My Family Tree



Source: <http://www.squidoo.com/free-online-family-tree-maker>

ACTIVITY #3 (MEETING #1)

Ancestral Chart



Chart No. _____

No. 1 on this chart is _____
the same person as No. _____

On Chart No. _____

BORN _____
PLACE _____
MARRIED _____
PLACE _____
DIED _____
PLACE _____

BORN _____
PLACE _____
MARRIED _____
PLACE _____
DIED _____
PLACE _____

BORN _____
PLACE _____
MARRIED _____
PLACE _____
DIED _____
PLACE _____

NAME OF SPOUSE _____

BORN _____
PLACE _____
DIED _____
PLACE _____

CONT. ON CHART _____

CONT. ON CHART _____

CONT. ON CHART _____

CONT. ON CHART _____

CONT. ON CHART _____

CONT. ON CHART _____

CONT. ON CHART _____

CONT. ON CHART _____

Form # F120

Source: www.ancestry.com

<http://www.ancestry.com/save/charts/ancchart.htm>

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ACTIVITY #3 (MEETING #1)

5 Generation Ancestral Chart

Chart # _____

No.1 on this chart is the same as # _____ on Chart # _____

The boxes by each name may be checked to indicate that all the details have been completed.

| | | | |
|---|--|--|--|
| <p>1 <input type="checkbox"/></p> <p>Born _____ Place _____ Married _____ Place _____ Died _____ Place _____</p> <p>Spouse _____ Born _____ Died _____</p> <p>Children of #1 (for chart #1) _____ _____ _____ _____</p> | <p>2 <input type="checkbox"/></p> <p>Born _____ Place _____ Married _____ Place _____ Died _____ Place _____</p> | <p>3 <input type="checkbox"/></p> <p>Born _____ Place _____ Married _____ Place _____ Died _____ Place _____</p> | <p>4 <input type="checkbox"/></p> <p>Born _____ Place _____ Married _____ Place _____ Died _____ Place _____</p> |
| <p>5 <input type="checkbox"/></p> <p>Born _____ Place _____ Married _____ Place _____ Died _____ Place _____</p> | <p>6 <input type="checkbox"/></p> <p>Born _____ Place _____ Married _____ Place _____ Died _____ Place _____</p> | <p>7 <input type="checkbox"/></p> <p>Born _____ Place _____ Married _____ Place _____ Died _____ Place _____</p> | <p>8 <input type="checkbox"/></p> <p>Born _____ Place _____ Died _____ Place _____</p> |
| <p>9 <input type="checkbox"/></p> <p>Born _____ Place _____ Died _____ Place _____</p> | <p>10 <input type="checkbox"/></p> <p>Born _____ Place _____ Died _____ Place _____</p> | <p>11 <input type="checkbox"/></p> <p>Born _____ Place _____ Died _____ Place _____</p> | <p>12 <input type="checkbox"/></p> <p>Born _____ Place _____ Died _____ Place _____</p> |
| <p>13 <input type="checkbox"/></p> <p>Born _____ Place _____ Died _____ Place _____</p> | <p>14 <input type="checkbox"/></p> <p>Born _____ Place _____ Died _____ Place _____</p> | <p>15 <input type="checkbox"/></p> <p>Born _____ Place _____ Died _____ Place _____</p> | <p>16 <input type="checkbox"/></p> <p>Born _____</p> |
| <p>17 <input type="checkbox"/></p> <p>Born _____</p> | <p>18 <input type="checkbox"/></p> <p>Born _____</p> | <p>19 <input type="checkbox"/></p> <p>Born _____</p> | <p>20 <input type="checkbox"/></p> <p>Born _____</p> |
| <p>21 <input type="checkbox"/></p> <p>Born _____</p> | <p>22 <input type="checkbox"/></p> <p>Born _____</p> | <p>23 <input type="checkbox"/></p> <p>Born _____</p> | <p>24 <input type="checkbox"/></p> <p>Born _____</p> |
| <p>25 <input type="checkbox"/></p> <p>Born _____</p> | <p>26 <input type="checkbox"/></p> <p>Born _____</p> | <p>27 <input type="checkbox"/></p> <p>Born _____</p> | <p>28 <input type="checkbox"/></p> <p>Born _____</p> |
| <p>29 <input type="checkbox"/></p> <p>Born _____</p> | <p>30 <input type="checkbox"/></p> <p>Born _____</p> | <p>31 <input type="checkbox"/></p> <p>Born _____</p> | <p>31 <input type="checkbox"/></p> <p>Born _____</p> |

Enter continuation Chart number on line here

ACTIVITY #3 (MEETING #1)

<http://www.rootsweb.ancestry.com/~candbogs/>

Courtesy of The Quinte Branch - OGS

Family Group Record

Prepared by _____ Relationship _____ Date _____
 Address _____ Ancestral Chart # _____ Family Unit # _____

| HUSBAND | | WIFE (maiden name) | | Occupation(s) | | Religion | |
|-------------|---------|----------------------|--------------------|---------------|--------|------------------|---------|
| Direct Line | Sex M/F | Children Given Names | Birth (dd/mm/yyyy) | City | County | Province / State | Country |
| 1 | | | | | | | |
| 2 | | | | | | | |
| 3 | | | | | | | |
| 4 | | | | | | | |
| 5 | | | | | | | |
| 6 | | | | | | | |
| 7 | | | | | | | |
| 8 | | | | | | | |
| 9 | | | | | | | |
| 10 | | | | | | | |
| 11 | | | | | | | |
| 12 | | | | | | | |

Source: Ontario Genealogical Society www.rootsweb.ancestry.com

ACTIVITY #9 (MEETING #4)

Cursive Writing

Name: _____

Cursive Alphabet

Lower-case Letters

a b c d e

f g h i j

k l m n

o p q r s

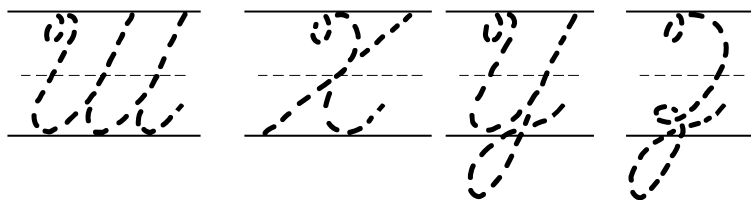
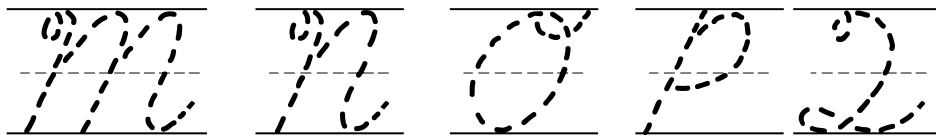
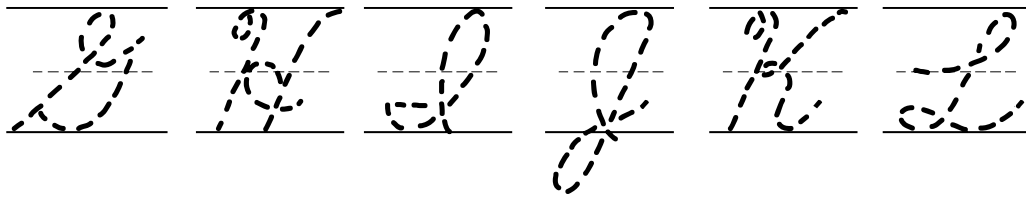
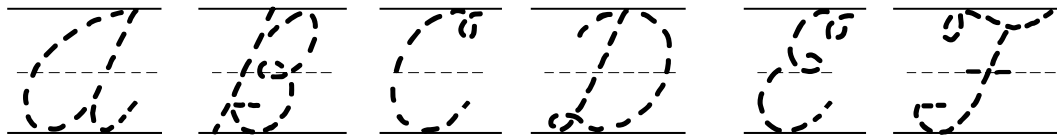
t u v w

x y z

ACTIVITY #9 (MEETING #4)

Cursive Writing

Cursive Alphabet
UPPER-CASE LETTERS



ACTIVITY #11 (MEETING #5)

Judging

Judging Card

(Food item chosen from the list of Foods Used by Native people – page 62 in the Reference Manual)

Criteria

1. Does the food look fresh?
2. Does it have blemishes?
3. Is it the proper colour?
4. Is it the proper size?
5. Does it look appetizing?
6. Does it smell like it should?
7. Has it been stored properly in a proper, durable container?

Giving Reasons:

I place this class of _____, _____, _____, _____.

I place _____ first because.....

I place _____ over _____ because.....

I place _____ over _____ because.....

I place _____ over _____ because.....

I place _____ 4th because.....

For these reasons, I place this class of _____, _____, _____, _____.

Official Placing _____.

RECIPE LOG SHEET

Use this sheet to keep track of recipes made both at meetings and at home.

| Name of Recipe | Country of Origin | Was it hard to make? How did it taste? | Will you make it again? | Did you make it at the meeting or at home? | If made at home, include a family member's comments here! |
|----------------|-------------------|--|-------------------------|--|---|
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |

ACTIVITY #14 (MEETING #6)

Judging

Judging Card

Criteria

1. Does the object being judged look appealing to the eye?
2. Does the object have the proper characteristics?
3. Does it look different than it should? Does it have improper markings?
4. Is it the proper colour?
5. Is it the proper size?
6. If it is a food item, does it look appetizing? Does it smell like it should?
7. Has it been cared for properly?

Giving Reasons:

I place this class of _____, _____, _____, _____.

I place _____ first because.....

I place _____ over _____ because.....

I place _____ over _____ because.....

I place _____ over _____ because.....

I place _____ 4th because.....

For these reasons, I place this class of _____, _____, _____, _____.

Official Placing _____.

ACTIVITY #18 (MEETING #7)

Celebration Planning Chart

| | |
|---|--|
| What is to be celebrated? | |
| When will the celebration take place? | |
| Will there be any guests? If so, who? | |
| How many people are estimated to attend? | |
| Where will the celebration be held? | |
| Will there be a cost for guests to attend? | |
| Invitations? Who is responsible? What information should be on the invitations? | |
| Decorations? What should they look like? Who is responsible? | |
| Will there be any games? Costumes? Who is responsible for organizing games? | |
| What food will be served? Who will prepare it? | |
| Are there any other supplies needed for the event? (e.g. paper plates, napkins, drinks, etc.) Who is responsible? | |

After the celebration is over:

| | |
|---|--|
| Was the celebration a success? What worked well? What would you change for next time? | |
|---|--|

TAKE HOME ACTIVITY #1 (MEETING #8)

4-H Projects Worksheet

| Decade | Name of Projects | Year of Project Released |
|--------|------------------|--------------------------|
| 1915 | | |
| 1920's | | |
| 1930's | | |
| 1940's | | |
| 1950's | | |
| 1960's | | |
| 1970's | | |
| 1980's | | |
| 1990's | | |
| 2000's | | |
| 2010's | | |

**If the list of projects is too big to fit on this chart, members can create their own chart using a computer and can include it in their Record Book.

EXTRA ACTIVITIES

Activity #21

Human Machines

Have groups of 2 to 3 people imitate the appearance and action of a person working with a machine or tools 100 years ago . Examples include imitating a horse & carriage, a blacksmith shoeing a horse, a cheesemaker making cheese, a farmer stooking straw, etc.

Activity #22

Thunderstorm

Rain

Everyone sits in a circle, shoulder to shoulder. No talking is allowed. The leader starts the exercise and each person joins in when they hear the sound the person to their left is making. The leader starts the exercise by rubbing their palms together. This continues in the circle until it comes back to the leader who then changes the sound (snap fingers, clap hands, slap thighs, stomp feet, and then in reverse order). The sensations created are akin to the sounds of a thunderstorm.

Activity #23

Ball Toss

This is a review exercise. Have everyone stand up and form a circle so that everyone is facing inwards looking at each other. Toss a foam ball or bean bag to a person and have them tell what they thought was the most interesting fact or idea that was discussed at the meeting relating to whichever topic was covered at the meeting (family, community, crafts, food, 4-H). They then toss the ball to someone else and that person explains what they thought was the most interesting fact learned. Continue the exercise until everyone has caught the ball at least once and explained an interesting fact or idea learned at the meeting.

Activity #24

Pipe Cleaners

Give each Member three pipe cleaners (or have Members work in small groups in group is younger in age). Don't tell them what the pipe cleaners are for until everyone has them.

Then, tell them they are to create a pipe cleaner sculpture of a machine that would have been used 100 years ago.

OUR HERITAGE 4-H PROJECT

Extra pages to record historical data.