 4-H 1506

FOLK PATTERNS

Leader's Guide

A CULTURAL HERITAGE PROJECT

4-H Youth Programs • MSU Extension • Michigan State University Museum

About FOLKPATTERNS

FOLKPATTERNS is a joint project of the Michigan 4-H Youth Programs and the Michigan Traditional Arts Program of the Michigan State University Museum. It began in 1979 with a Youth Projects Grant from the National Endowment for the Humanities.

The state 4-H FOLKPATTERNS Programming Committee, together with a 4-H FOLKPATTERNS specialist at Michigan State University, develops the program's materials, goals, and activity ideas, and conducts training sessions for leaders and clubs.



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The FOLKPATTERNS Leader's Guide also includes a packet of activities and reproducible sheets for members. Refer to the cover page of the packet for a list of activities included.

FOLKPATTERNS

☘ Leader's Guide

A CULTURAL HERITAGE PROJECT

Acknowledgments

This guide was written by **LuAnne Gaykowski Kozma**, 4-H FOLKPATTERNS Specialist, Michigan State University Museum. It replaces an earlier version written by Marsha MacDowell.

Additional contributions to this leader's guide were made by the 4-H FOLKPATTERNS Programming Committee and the following:

- The 1987-89 4-H FOLKPATTERNS Developmental Committees
- **Patricia A. Hammerschmidt**, Program Leader, 4-H Youth Programs
- **Betsy Knox**, Associate Program Leader, 4-H Youth Programs
- **Dr. Yvonne Lockwood**, Michigan Folklife Extension Specialist, MSU Museum
- **Dr. Marsha MacDowell**, Curator of Folk Arts, MSU Museum
- **Dr. Christine Nelson**, Program Leader, 4-H Youth Programs
- **Janet Olsen**, Associate Program Leader, 4-H Youth Programs
- **Rhonda Walker-Buckingham**, former Program Leader, 4-H Youth Programs

The guide was edited by Laurie Mitchell and designed by Marian Reiter, Graphic Artist, 4-H Youth Programs. It was illustrated by Kate Darnell.

This publication is made possible by donations to the Michigan

4-H Foundation, Michigan 4-H Youth Programs, the Michigan State University Museum, and by a grant from the Michigan Council for the Humanities. The findings, conclusions, etc., do not necessarily represent the views of either the Michigan Council for the Humanities or the National Endowment for the Humanities.



Welcome to FOLKPATTERNS!

Welcome to FOLKPATTERNS, a program for young people who are interested in learning more about themselves, their families, and their communities. In a FOLKPATTERNS project, 4-H'ers investigate folklore, cultural traditions, and local history. The term "FOLKPATTERNS" was invented to describe the traditions—or life patterns—of people (the folk).

When you and your members get involved with FOLKPATTERNS, you have lots of options! A FOLKPATTERNS project can be a year-long program by community clubs or clubs whose single focus is FOLKPATTERNS. It can also be part of another project area. For example, the members of a food and nutrition club may focus some of their activities on the folk traditions of food. FOLKPAT-

TERNS can also be used in schools and at camps.

There are so many possibilities within a FOLKPATTERNS project that you may be wondering where to start! That is the reason for this book. It guides you through ways you can work with kids to create exciting and educational FOLKPATTERNS experiences. The success of these experiences depends on two key elements that you, as a leader, bring to the group: a desire to work with young people and an interest in folklore and history. "Interest" is the key word! You don't need to be an expert.

This guide includes information that you'll need to know to lead a FOLKPATTERNS project. It also includes sample meeting plans that you can use with FOLKPATTERNS members or that you can adapt for use in other settings.

What Is Folklore?

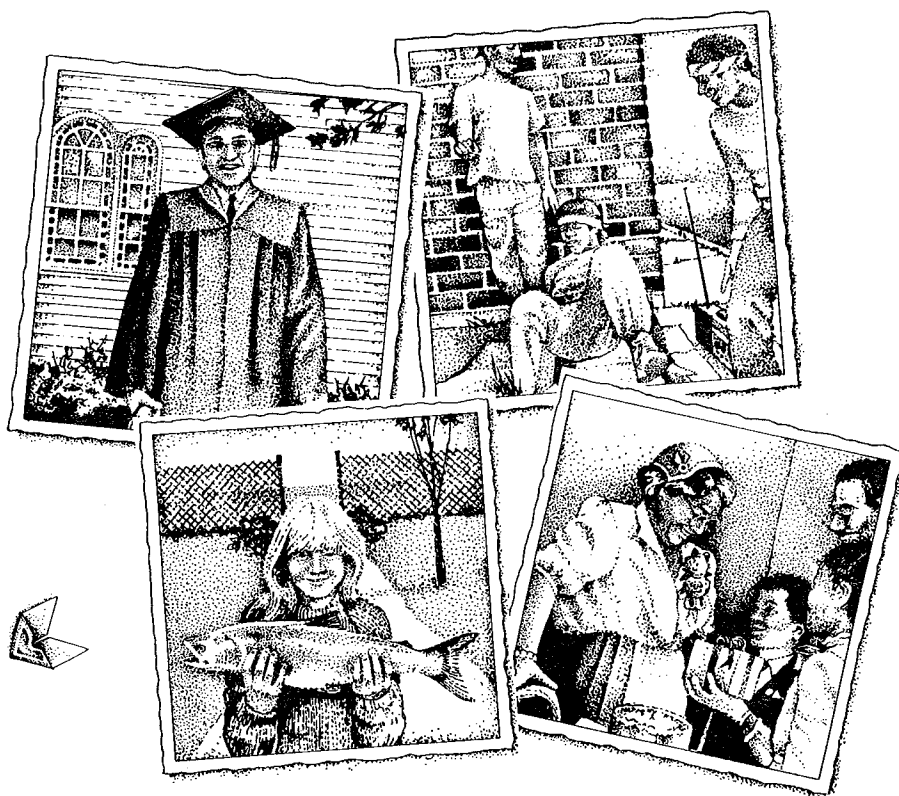
Folklore, also called folklife, are the traditions shared by people who have a common background or interest. Folk traditions are passed from one person to another, and from one generation to the next, usually by word of mouth or by example. We don't learn folklore from books, but from being with people.

Folk traditions include customs, food traditions, stories, songs, sayings, beliefs, games, art, dance, work-related skills, crafts, celebrations, and folk architecture. Examples of folk traditions include such things as the way we celebrate a birthday, the foods we cook for dinner, and the way we dress. We learn many folk traditions by example and by observing them in the place where they occur. We attend a wedding and learn about wedding customs. By sewing with quilters we learn how to make a quilt. Or by watching others we learn how to dance.

Although folk traditions vary from place to place and from group to group, they help us feel a part of a group. When we belong to a group (a family, a sports club, an age group, people from a certain place), we learn the traditions of the group from the other members.

These are important points to keep in mind as you talk about folklore with your group:

- **Folklore is both old and new.** Folklore is not just things our ancestors or early pioneers did, it is also the living traditions we do today. Many traditions are brand



new and all change as time goes on.

- **Folklore isn't just "old tales."** You may have heard someone say "Oh, that's just folklore." But folklore isn't necessarily untrue or hard to believe. Some folk traditions are customs and practices that we do in everyday life, like cooking a favorite family meal.
- **Everyone carries on some traditions.** Regardless of age, sex, race, religion, ethnic group, region, or education, everyone maintains folk traditions, and everyone belongs to more than one kind of folk group. Folk traditions are found anywhere you find people, whether in rural, urban, or suburban settings, and among rich and poor.
- **Folklore isn't dying out.** Sometimes it's true that some traditions are in danger because few people practice them, but in general, folklore isn't dying. New traditions come about all the time. For example, computer users tell jokes to each other over the computer. There will always be folk traditions as long as there are people!

Your Role as a 4-H Leader

All 4-H activities are designed to influence kids in positive ways. As a leader working with young people of different ages, it's important to understand the changes that they go through as they grow from childhood to young adults. Check with your county 4-H office to find out what resources are available to help you become aware of the physical, mental, social and emotional changes that young people go through.

A 4-H FOLKPATTERNS project provides two major outcomes for young people: it helps them learn more about FOLKPATTERNS, and

by participating in the project, they develop some key life skills such as problem-solving, communicating and cultural awareness. As a leader, it's important that you recognize what these key life skills are and how you can help your 4-H'ers develop them. The following is a quick overview of these important skills.

- **Positive self-awareness and self-esteem**—4-H is designed to give young people experiences that help make them feel good about themselves. In a FOLKPATTERNS project, 4-H'ers begin to appreciate and understand how important traditions are in their own lives and the lives of others. This leads to a deeper understanding of who they are, and what their families and communities mean to them.
- **Problem-solving and decision-making skills**—The ability to make good decisions and solve problems is very important in our world. 4-H activities give kids many opportunities to learn to do these skills creatively. In turn, FOLKPATTERNS projects help them develop these skills while they learn about folk traditions and history.
- **Communications skills**—In 4-H, young people develop both informal and formal communications skills. By taking part in group activities and conducting FOLKPATTERNS interviews, they develop interpersonal communications skills such as listening. When you encourage your 4-H'ers to share what they learn in FOLKPATTERNS, you help them develop formal communications skills like giving talks, demonstrating activities, or creating posters.
- **An understanding of science and technology**—Science and technology play important roles in our lives, and young people need opportunities to both under-

stand and feel comfortable with them. FOLKPATTERNS projects encourage kids to use technological tools (such as cameras and audio recorders) to explore and document folk traditions.

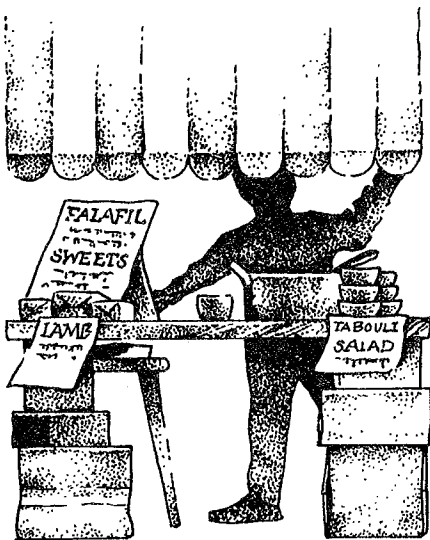
- **Cultural and global awareness**—In FOLKPATTERNS projects, young people learn about people and groups who are different from themselves. By exploring cultures in their communities and regions, 4-H'ers learn that their world is a multicultural place, even close to home.
- **Being aware of the future**—It's important for young people to have positive visions of their future. In FOLKPATTERNS projects, kids focus on both past and present to better understand who they are, where they come from, and why they do the things they do—all of which provide keys to a successful future.
- **Developing recreational interests**—Having fun is a key ingredient of any 4-H project, and it's a key ingredient kids will want to develop as part of their lives. By exploring folk traditions in FOLKPATTERNS projects, your 4-H'ers may explore many new interests and hobbies. That helps them learn to use their leisure time in meaningful and satisfying ways.

As you work with your 4-H'ers, remember that **active** participation is important for a successful club. The 4-H "learn-by-doing" philosophy means that your members will learn and remember the most by doing things themselves. Make sure you involve all members of your group in planning the project activities, and involve as many parents and other volunteers with your group as possible.

Exploring FOLKPATTERNS With Kids

One of the exciting things about 4-H FOLKPATTERNS is that project ideas are endless. Because there are so many choices, it is sometimes difficult to decide where to begin. This leader's guide helps you get started by suggesting meeting plans and activity ideas for several meetings. There are four major areas that you can help your 4-H'ers explore in 4-H FOLKPATTERNS project activities.

- **The basics of 4-H FOLKPATTERNS.** You will help your members explore what many of the concepts mean: folklore, culture, and traditions, for example. Meeting 1 is designed to help you introduce your members to these beginning concepts. Many of the other meeting plans also introduce new concepts. Words that describe these concepts are included in the "Words to Know" glossary on page 26.



A 4-H FOLKPATTERNS project is tasting different ethnic foods.

- **The folklore of children.** The idea in Meetings 2 and 3 is to get the kids to understand, identify, and share children's folklore. Who could be better experts about what traditions kids are doing today than the kids themselves? Children play games with string and paper, they tease each other with rhymes and songs, they tell the latest jokes, they give each other nicknames, and they hang their artwork on the refrigerator door. You can help your members explore children's folk traditions, especially their own stories and games.

- **Family traditions.** In helping kids discover their own family folklore, you also help them develop skills such as conducting an interview, using a tape recorder, and indexing and transcribing an audiotape. Meetings 4 through 7 help kids explore their family traditions while learning and practicing these skills.

Keep in mind that any family member interested in family history is a good source for this project, although not all children have both sets of parents living at home or grandparents living nearby. Talk with each member of your group about which family members are available to help them with this project. If appropriate, call each child's home and explain the project to a parent or guardian and ask them to suggest appropriate individuals to interview.

- **Traditions in the community.** Every community has individuals with interesting learning experiences to share. Some people can share a tradition from their family's experience or their work, or perhaps they have an interesting hobby. Others are artists, cooks, storytellers or musicians who have learned their tradition by word of mouth or by example. Any person who carries on a tra-

dition is a "tradition bearer," so everyone is a potential resource for your group. Don't overlook people new to your community, as well as the "old-timers." Meetings 8 through 12 are designed to help your members explore the traditions in their community and places beyond.

Using the Meeting Plans

This guide provides twelve meeting plans that cover the four areas of FOLKPATTERNS exploration:

1. Discovering FOLKPATTERNS
 - Meeting 1: Discovering Folk Traditions
2. Discovering My Own Traditions
 - Meeting 2: Sharing Kids' Traditions
 - Meeting 3: Sharing Traditional Games
3. Discovering My Family Traditions
 - Meeting 4: Discovering Family Folklore
 - Meeting 5: Learning to Interview
 - Meeting 6: Tape Recording an Interview
 - Meeting 7: Indexing and Transcribing Tapes
4. Discovering Traditions in My Community and Beyond
 - Meeting 8: Using the Library
 - Meeting 9: Visiting an Ethnic Store
 - Meeting 10: Learning the Skills of Others
 - Meeting 11: Learning the Language of Others
 - Meeting 12: Setting Up a FOLKPATTERNS Collection Center

Each meeting plan includes the following information to help you prepare for each meeting.

- **Background Information**—This is the information you need to hold the meeting with your kids. It

also includes other hints such as ways to involve parents and other local resource people.

- **Suggested Meeting Activities**—The length of each meeting will vary according to the topic explored, but each should last from 1½ to 2 hours. This section outlines suggested activities for you to include during this period.
- **Options**—This section offers some options and alternatives you may choose instead of, or in addition to, those listed in the suggested activities.
- **Thinking It Over and Planning Ahead**—The last few minutes of the meeting is the time for your 4-H'ers to talk about what they learned during the meeting and how they felt about it. This section includes some “think it over” questions you may want to ask your group. This is also the time to have the kids fill out their **FOLKPATTERNS Scrapbook Sheets**, though they may complete the sheets at home. Encourage them to compile their scrapbook sheets into personal notebooks and keep good records of their 4-H experiences. The time at the end of meetings can also be spent plan-

ning things your group can do to prepare for the next meeting. This section lists things to consider when planning.

Using the Activity Packet

Most of the activities referred to throughout this guide are included on separate sheets in this folder, along with master copies of materials (such as the FOLKPATTERNS Card Game) that you may choose to reproduce for your members. Each of these sheets is coded with one of the following headings to help you remember which meeting plan it goes with:

- Discovering FOLKPATTERNS
- Discovering My Own Traditions
- Discovering My Family Traditions
- Discovering Traditions in My Community and Beyond

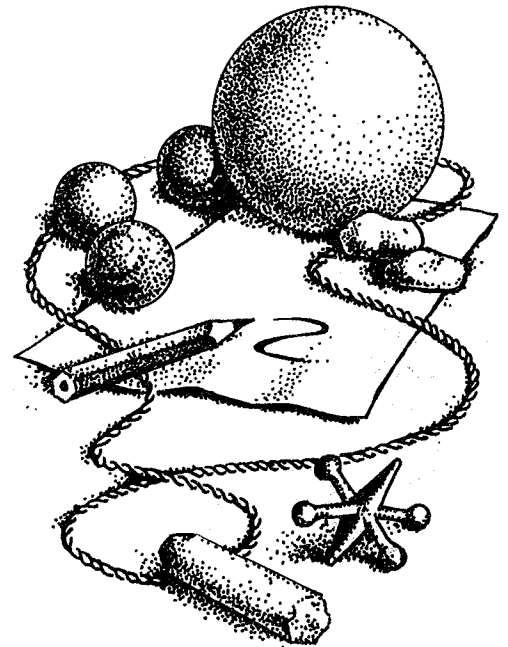
Using the Folklore Topics List

In the back of this guide you will find a list of folklore topics. Use the list to think of project ideas. You might also use this list to develop guidelines for FOLKPATTERNS projects for your county 4-H fair.

Sharing the Project

Kids can share their projects with others in many ways. Encourage kids to give a talk or presentation about their project, or teach the activity to younger children. Have the kids write about your group's experiences for a 4-H newsletter. Consider displaying projects at your county fair. Contact your county Cooperative Extension Service office for fair guidelines. If your county does not have fair guidelines for FOLKPATTERNS, use the topics list provided in this bulletin to create your own.

Make sure you contact your county Cooperative Extension Service office and 4-H Youth staff to let them know about each project. Just explain the project in a letter so that the information may be used in a newsletter. You may also want to contact local newspapers, historical societies, libraries, schools, museums, and any organization that might want to display the project at a community hall or event. There are many opportunities in your community for the kids to share their projects. The FOLKPATTERNS office at the Michigan State University Museum would also like to know about your project.



Discovering FOLKPATTERNS

MEETING 1: Discovering Folk Traditions

Background Information

Read “What is Folklore?” on page 2. The purpose of this first meeting is to have the kids learn of the many traditions that are called “folklore.” Folk traditions are so numerous that it is best to describe them to your group using concrete examples. The two activities for this meeting involve the group immediately and ask the children to give real examples of their folk traditions. Refer to the Folklore Topics List on page 24 for more examples and types of folklore.

Go over the key words “folklore” and “tradition” in the Words to Know section for the first activity. Review the key words “documentation,” “interview,” “interviewee,” and “interviewer” for the second activity.

Suggested Meeting Activities

1. As an icebreaker, play the **FOLKPATTERNS Card Game** for 20 to 30 minutes. This activity involves 2 to 15 players ages 7 and up. Use the FOLKPATTERNS Card Game cards in the activity packet by copying them and cutting them into cards. However, you may use index cards or small pieces of paper to make your own cards and write your own questions geared to your project.

To play the game, have the group form a circle by either sitting around a table or on the floor. Place the cards face down in a pile in the middle of the

group. The first player picks a card and chooses a second player to answer the question on the card. After answering the question, the second player picks a card and asks the card’s question of a third player. Continue until all the questions are answered and all players have answered a question. This game has no right or wrong answers, and there are no winners or losers. After some of the answers are given, let others share their answers to the same question. By sharing answers to questions, the players will see that there are many similarities, differences, and patterns in the ways in which others carry on traditions.

2. Do the **Collect Folklore on Short-Interview Cards** activity. Now that your group has discovered some of their folk traditions and shared them, they are ready to start the next activity, documenting (writing or recording) the traditions. Rather than simply talking about a tradition, the kids have the opportunity to do a brief interview.

Using Short-Interview Cards is a fun way of collecting folklore quickly. It is also a good activity for younger children. Short-Interview Cards introduce the art of asking questions. They are especially good for recording shorter forms of folklore having to do with language such as sayings (“the squeaky wheel gets the grease”) and riddles (“What’s black and white and red/read all over? A newspaper!”) Try collecting recipes, games, or customs. You can also collect information about an object, such as a family

heirloom or keepsake. For more ideas, use the Folklore Topics List in the back of this guide. For step-by-step directions, use the activity sheet “Collect Folklore on Short-Interview Cards.”

3. Do the **Thinking It Over** and **Planning Ahead** activities.

Options

- Older children may want to write their own questions and play the FOLKPATTERNS Card Game longer.
- A variation on the card game is to bring in objects related to the questions. Use these as props to help stimulate ideas. Make a club folklore file of Short-Interview Cards and donate the group’s collection to a local library, museum or historical society. You could choose topics that interest these organizations, such as “Nicknames for Our Town,” “Sayings from Smithville,” or “School Cheers from Centennial High.”
- Take-Home Activity: “My Folklore Card File”—Have the kids continue collecting folklore at home. Go over the instructions on the activity sheet with the group, and help each member plan what to collect at home for the card file. Copy the activity sheet so the kids can take it home to their parents. Creating a personal card file of collected folk traditions is a good project, especially for a younger child, because the traditions can be described briefly with a minimum of writing skills and young children enjoy collecting things. There are also a lot of fun topics

to collect! Young children might be most interested in collecting such things as rhymes to games, silly songs, hand clapping games, jokes, slang words, and other childhood traditions. Not only do they know these traditions themselves, but they can ask all of their friends and classmates for information.

Thinking It Over and Planning Ahead

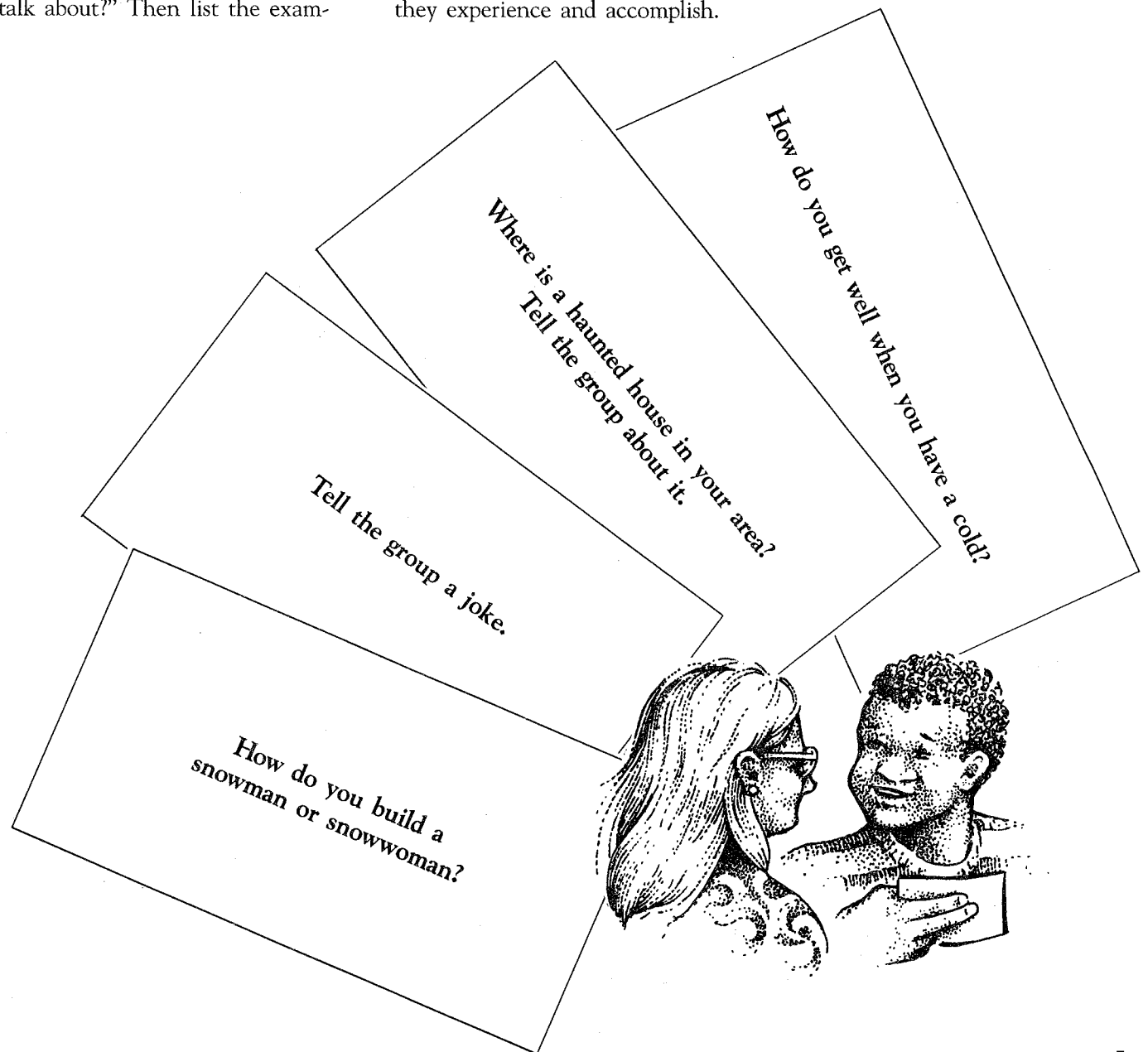
- After playing the FOLK-PATTERNS Card Game, ask the group, "What kinds of patterns and types of traditions did we talk about?" Then list the exam-

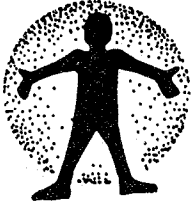
ples your group shared in these categories of folklore: customs, songs, stories, jokes, rhymes, foodways, and beliefs.

- Help the kids go over what they did and learned at the meeting by helping them fill out FOLK-PATTERNS Scrapbook Sheets. Have the kids use one sheet for each meeting, or one sheet for each activity. Go over each of the questions with the group. Then encourage them to fill these out more completely at home, to add drawings or photographs, and to continue keeping good records of what they experience and accomplish.

Encourage them to start a notebook to include all the FOLK-PATTERNS Scrapbook Sheets they will do.

- To prepare for the next meeting, you might ask the children to ask a parent or relative some questions about their family stories. Have them ask questions such as, "What did you do the day I was born?" or "How did our family come to live in this town?" Have the kids write their questions down on Short-Interview Cards and be prepared to tell the group their stories at the next meeting.





Discovering My Own Traditions

MEETING 2: Sharing Kids' Traditions

Background Information

The “Discovering My Own Traditions” section continues to focus on the children’s own traditions as the basis for activities. The first activity for this meeting helps your kids understand that everyone belongs to many different kinds of folk groups. It helps them identify which groups they belong to and what traditions they have with each group. The main kinds of groups kids belong to are their classroom or classmates, family, ethnic group, church or religious group, neighborhood, and friends, but they may think of others. For example, their interest groups and hobbies may be sports teams, school clubs, or other 4-H clubs. Another activity, Share a

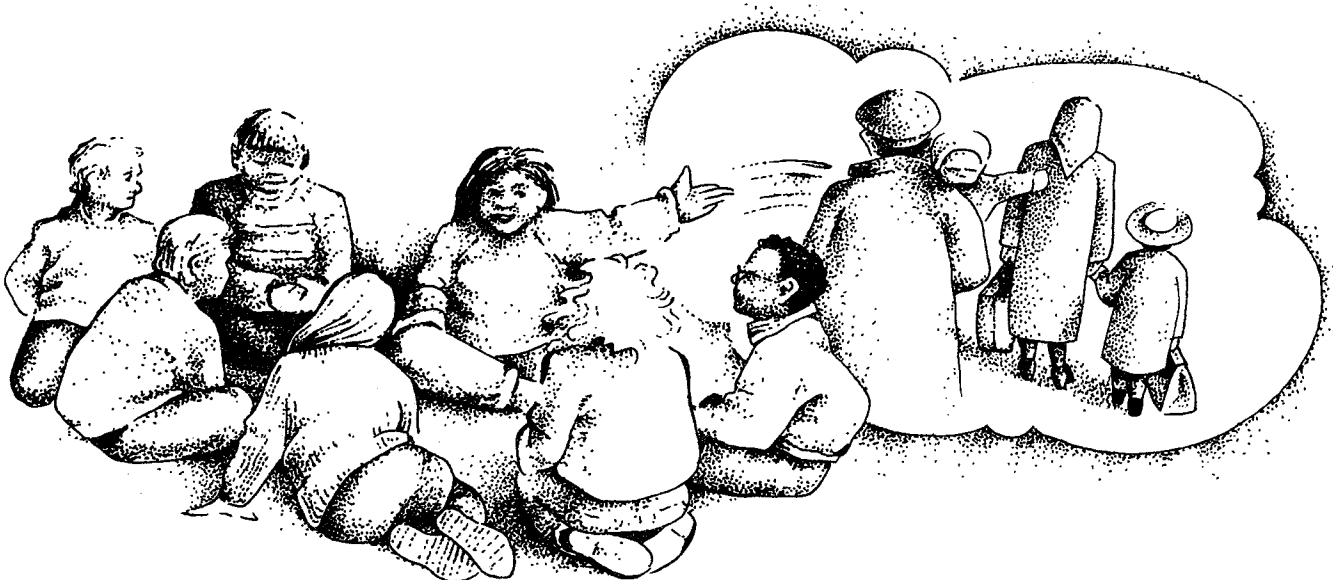
Story, helps kids discover that all people are storytellers (even themselves!) and that storytelling isn’t just something done in times past.

Because everyone has folk traditions, it’s easy to share your own folk traditions with others. Some traditions are easier to share in a group setting, such as songs, games, and stories, but you may think of others. Sharing sessions are good self-esteem builders because children can describe themselves in positive terms and express what is important to them.

Go over the key words “folk group” and “genres” for the About Me activity. Go over the key words “oral traditions” for the Share a Story activity.

The list of story types that follows may help you get your group started:

- **Catch tales**—Stories that make the listener ask a foolish question and then receive an embarrassing answer.
- **Endless tales**—Stories that come back to their starting points, then begin again, trying the patience of the listener.
- **Family stories and anecdotes**—Stories and short accounts told by family members about family events and members, such as how and why the family changed its name, how it lost a fortune or came by some bad or good luck, or of how ancestors immigrated from other countries, such as across the Mexican border, or migrated from one part of the country to another, such as on the Underground Railroad system.



- **Legends**—Stories told as true, about a place, person, or event.
- **Local legends**—Legends about a specific place, such as how your town got its name.
- **Myths**—Stories that are told as true accounts of what happened long ago, dealing with gods, the creation of the world, and the origin of religion.
- **Personal experience narrative**—A story you tell from memory of something that actually happened to you. The story is told often enough that it has a certain form and structure. Example: Your mother’s telling of the day you were born.
- **Supernatural legends**—Scary stories, ghost stories, haunted house stories, and so on.
- **Tall tales**—Tales of lying or exaggeration, such as catching a huge fish.
- **Urban legends**—Current stories about the present or recent past that are reported as true and unique to one place but are actually traditional and have variations elsewhere. Many times it is reported that “this actually happened to a friend of a friend.”

Other good sources on stories, especially urban legends, include **The Choking Doberman**, **The Vanishing Hitchhiker**, and **The Mexican Pet**, all by Jan H. Brunvand.

Suggested Meeting Activities

1. Do the **About Me** activity. This activity refreshes the group’s memory of the last meeting and reinforces the concepts of “folk groups” and “tradition.” Use the About Me sheet for step-by-step instructions. Have each child fill out an About Me sheet.
2. Do the **Share a Story** activity. This is a sharing session. You’ve used this technique before with the FOLKPATTERNS Card
3. Do the **Thinking It Over and Planning Ahead** activities.

Options

- Invite people of other generations, cultural groups, or places to your meeting to provide different perspectives and different kinds of stories. Perhaps they know the same stories your group does!
- If possible, hold your Share a Story session during an overnight trip or at camp in the evening.
- Tape record the storytelling session. Transcribe the stories word for word and create a booklet.
- Act out or write a play based on one of the stories.

Thinking It Over and Planning Ahead

- Ask questions such as “What did you learn about yourself today?” and “What did you learn about someone else today?” You could have the group imagine what folk groups they will belong to in the future, such as college, occupational, or recreational groups. Ask them to imagine what kinds of traditions these groups will have.
- Ask the kids, “What do these stories mean to you?” and “How important are stories in your life?” Get the group talking about which stories they liked the best and what kinds of stories they like to tell others. Ask the group if they believe they are all “storytellers.”
- Have the kids add a FOLKPATTERNS Scrapbook Sheet to their personal notebooks at the end of

the meeting. Go over the questions as a group, and encourage the kids to continue filling out the sheet at home, adding drawings, photographs, or written versions of the stories they told.

- For the next meeting, ask the kids to bring in their favorite balls and game equipment if you need to gather some props. Tell them not to bring commercial games or toys, but say, “At the next meeting, you will be playing games you make up and teach each other.” Tell them to come prepared for playing either outdoors or in a gymnasium, or in whatever location you choose (wear gym shoes, jackets, play clothes, etc).

MEETING 3: Sharing Traditional Games

Background Information

You don’t need to rely on folk games of the past because all children know some games. As part of that vast folk group called “children,” they learn and share these games in the schoolyard, classroom, and neighborhood, at summer camp, the playground, and home. They may change the rules, combine different versions of the game, and call the game by different names, but you will probably notice that some games are variations on the ones you once played.

Folk game types include:

Circle games
 Riddle games
 Tag games
 Games with balls
 Clapping games
 Guessing games
 Games with rocks or stones
 Games using dance
 Games with string or rope
 Games and toys with paper
 Dance or drama games
 Word games

Counting out rhymes to begin a game or to determine who is “It” (such as “One potato, two potato, three potato, four . . .”) and ending rituals that are played out for the winner or the loser are also important parts to children’s games. These, too, have variations. Besides having a lot of fun playing the games, have the kids share how they learn games from others. An important concept to teach is that these games are traditional. That means that everyone might know how to play the game somewhat differently but that there is no one “right” way, just different ways. Encourage your kids to respect each other’s differences.

Suggested Meeting Activities

1. Do the **Game Exchange** activity. This activity, also a sharing session, requires some planning. You may need to use a different location than where you usually meet, and you may need to borrow some equipment. The activity sheet has step-by-step instructions.
2. Save some time at the end for the **Thinking It Over and Planning Ahead** activities.

Options

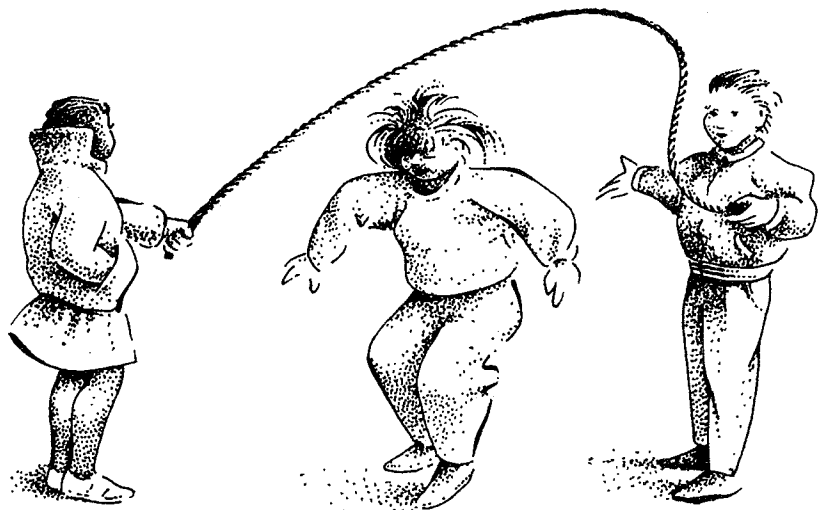
- If space or time is limited, focus on just one category of games, such as games with string, or just jump rope games and rhymes.
- Collect the rhymes to the games on Short-Interview Cards.
- Have the kids write the rules to their games on Short-Interview Cards and make a club game file.
- Have the kids take Short-Interview Cards home and ask an older relative to describe a similar game they played when they were young.

- Try doing this activity with a group from another town or county, or with an adult group.
- If your entire group feels it is too old for this activity, consider asking young children to your meeting, or have your group visit an elementary school class and lead this session as a teaching opportunity for your group members.

Thinking It Over and Planning Ahead

- Ask the kids what they learned about each others’ game skills and traditions. Ask: “What makes a game traditional? How many different games did the group share? What games will they continue to play? How could they use this activity with younger children?”
- At the end of the meeting, have the kids add a FOLKPATTERNS Scrapbook Sheet to their personal notebooks. Go over the questions together as a group, and encourage the kids to continue filling out the sheet at home, adding drawings or photographs.

- To prepare for the next meeting, have each group member take home a copy of the Family Folklore Checklist and go over the instructions. Ask the kids to inventory their family’s keepsakes and, with their parent’s permission, have them bring in one or two family keepsakes from home.



A 4-H FOLKPATTERNS project is writing down the jump rope rhymes you hear from the kids in your neighborhood.



Discovering My Family Traditions

MEETING 4: Discovering Family Folklore

Background Information

Family folklore is the way your family captures its experiences and keeps its past alive. Family folklore is different than genealogy. Genealogy involves making a family tree and finding out the names and birth dates of your ancestors. Family folklore “fills in the tree” by looking at the stories and traditions of both new and old family members. Family folklore is the traditions you have today. Those traditions include family expressions, family stories, family photograph traditions, family customs, family food traditions, family rituals, family celebrations, and family keepsakes. They are the way your family says “we are family and this is who we are.”

By doing family folklore projects, kids learn more about themselves and increase their self-esteem by exploring their past and present traditions and getting to know their families.

The purpose of this meeting is to encourage kids to investigate their family keepsakes and discover the stories behind them, to identify family traditions in their lives, and to learn about each other by sharing family folklore.

For more background on family folklore, see **Family Folklore: A 4-H FOLKPATTERNS Project** (4-H 1330).

Go over the key words “heirloom,” “material culture,” and “tra-

dition” in the Words to Know section.

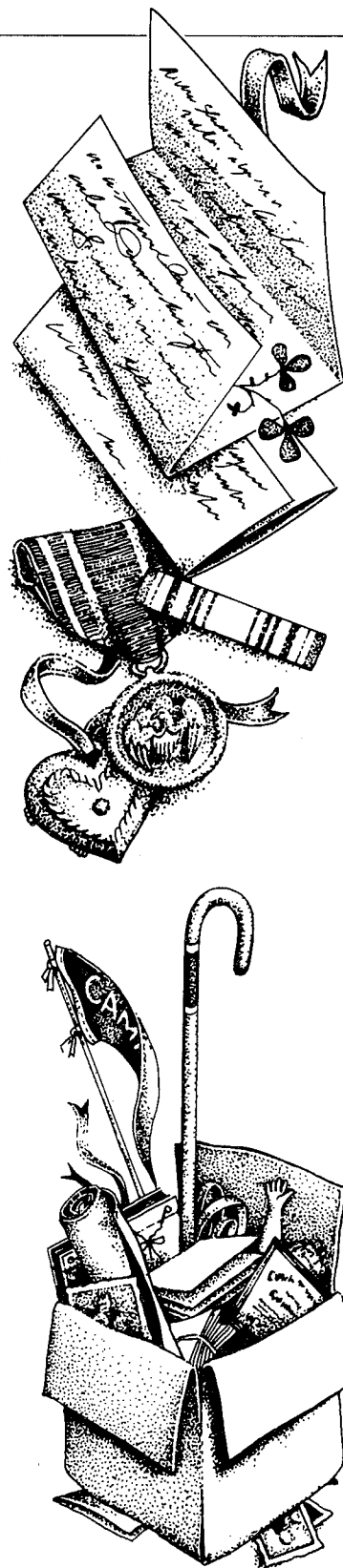
Suggested Meeting Activities

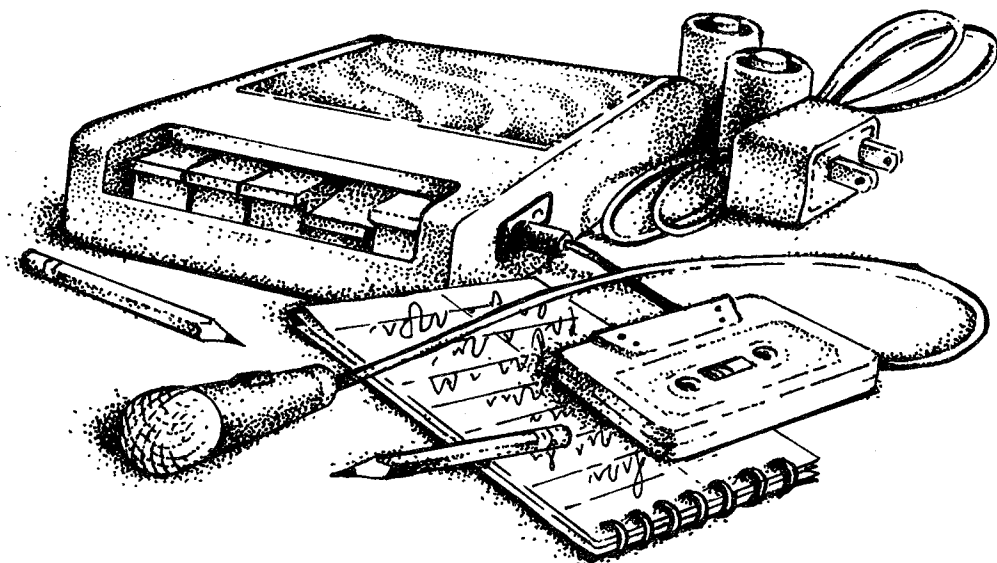
1. Do the **Family Folklore Sharing Session** activity. Have the kids bring examples of their family keepsakes to share with the group. To make your meeting even more interactive, ask them to bring a sample of a food item that is a family favorite. Consider involving the parents in this session to get kids and parents talking together about their families. In addition to the keepsakes, you'll need index cards or paper and pencils. Have the kids put their objects on a table and fill out an index card with their name, age, and a description of the object. Then ask each child to share the story behind his or her objects either in small groups or in one large group. Pass around the foods to try. Ask the kids what kinds of family traditions the objects represent.

2. Save time at the end of the meeting for the **Thinking It Over and Planning Ahead** activities.

Options

- Have the kids display the objects as a museum exhibit. Invite another group to see it.
- Many more activities can be found in **Family Folklore: A 4-H FOLKPATTERNS Project** (4-H 1430). Use these as follow-up activities or take-home projects.





What is your full name? How do you spell your name? Where and when were you born? What were your parents' names? Where are your parents from?

The rest of the questions can be about the person and tradition being investigated. Start questions with words like who, what, where, when, why, how, and which. This encourages the person to explain the answers. If, for example, you are going to interview your aunt about her tradition of making chicken soup, you could ask: When did you first learn to make this soup? Who taught you? How did you learn? When do you usually cook this recipe? Who usually eats this meal? What variations do you make?"

Don't ask questions that have a "yes" or "no" answer such as: "Do you make chicken soup?" and "Did you make the soup recently?" When you ask a question that looks for a "yes" or "no" answer, that may be the only answer you get and it might not be very interesting. There will be times when you will want to know a "yes" or "no," but in general avoid these kinds of questions.

Interviewing Equipment

Using a cassette tape recorder for an interview is a worthwhile experience. A tape-recorded interview a child makes with a family member may become a family heirloom itself. However, a wonderful interview with a dear relative will be very disappointing if the tape cannot be heard. It's easy to make mistakes that result in poor quality tapes, so stress to your kids that while no interview is perfect, the more they know the equipment and the more practice they get, the better interview experiences they will have. To make sure they have opportunities to use equipment, try to get a good quality tape recorder to use with this meeting and possibly to lend to each group member.

Thinking It Over and Planning Ahead

- Ask the group which family keepsakes are most important to them and what makes the objects so special. Ask the kids to look into the future and guess which objects they will save as keepsakes (examples include report cards, 4-H ribbons, photographs, Halloween costumes, and baseball gloves).
- Have the kids add a FOLKPATTERNS Scrapbook Sheet to their personal notebooks at the end of the meeting. Go over the questions as a group, and encourage the kids to continue filling out the sheets at home, adding drawings or photographs.
- To prepare for the next meeting, ask the kids to see if they have a tape recorder that they can use to do a tape-recorded interview of someone at home. Ask them to bring their recorders to the next meeting. In the meantime, have the kids think about who in their family they might want to interview and what they would like to learn about their families.

MEETING 5: Learning to Interview

Background Information

The next step in a FOLKPATTERNS project is to teach the kids how to conduct a tape-recorded interview. Interviewing a member of the child's own family is the best way to introduce them to this skill. At this meeting you will introduce your group to some interview techniques by doing two activities, one that asks them to write good interview questions, and one that has the group learn how to use a tape recorder. You will need to use a tape recorder and microphone for this session. At the end of the meeting, help each member plan an interview with a relative. Have them choose which person they would like to interview and help them write questions for the interview. The next three meetings involve doing an interview with a cassette tape recorder, but this information may also be useful for conducting interviews with a video camera.

Preparing Questions

It's best to ask some basic questions first in an interview:

Check with your community college, local library, or school system to see what equipment you might be able to borrow for this project.

Basic interviewing equipment includes:

- Cassette tape recorder
- Cassette tapes (normal bias)
- A/C adaptor (cord to plug machine into electrical outlet)
- Extension cord
- Batteries for the recorder (if you prefer)
- Spare batteries (in case the electricity fails or batteries wear out)
- Microphone to attach to the recorder
- Microphone stand
- Batteries for the microphone (if needed)

The tape recorder. Use as good a cassette tape recorder as you can buy or borrow. There are many brands and models of good quality recorders. In general, the less complicated the machine the better. A recorder that runs on both batteries and electricity is best so that you have the choice. You need basic buttons to record, play, rewind, fast forward, stop, and eject. Other useful features include a control for adjusting the volume as you record and a pause button to easily stop and start again.

The microphone. Most tape recorders have built-in microphones but these are usually not as good as a separate microphone. Test both the built-in and the separate microphone with the machine you choose to see which records best. You might want the kids to test the difference at the meeting and have them decide.

The tapes. Cassette tapes 60 minutes long or less are best. Use cassettes that are held together with screws instead of glue so that you can try to repair a tape that gets tangled. Avoid using mini- or microcassettes, or 90- or 120-minute lengths (the tape may be thinner

and of poor quality). There are different types of tape materials, such as normal bias, metal and chrome. The best kind to use for most interviews is normal bias tapes.

Go over the key words “context,” “fieldwork,” “interview,” and “research” in the Words to Know section.

Suggested Meeting Activities

1. Do the **That’s a Good Question** activity. The purpose of this activity is to practice writing interview questions and prepare for a FOLKPATTERNS interview. Duplicate the activity sheet in the packet for each group member. Give the kids about 30 minutes to work individually or in teams filling out the sheets. Ask them to write one question that begins with the words listed on the activity sheet. If you have enough time, have them write 20 or 30 more questions for the person they want to interview. Have the kids share their questions and give advice to each other. Encourage them to ask additional questions during the interview itself.

2. Do the **Testing, Testing** activity. Have the group get to know their tape recording equipment by practicing, using the activity sheet “Testing, Testing.” Encourage them to repeat this activity and practice at home with their own equipment if they have it.

Options

- Have the kids write their questions on index cards and put them in an order that makes sense. Try putting the questions in different arrangements.
- Have the kids practice interviewing each other using the cards.

Thinking It Over and Planning Ahead

- Ask the kids to use their imaginations and think of questions they might ask a deceased ancestor from long ago if they had had the chance.
- Ask the kids to talk about their concerns about using tape recorders.
- Have the kids add a FOLKPATTERNS Scrapbook Sheet to their personal notebooks at the end of the meeting. Go over the questions as a group, and encourage the kids to continue filling out the sheets at home, adding drawings or photographs.
- Explain that at the next meeting they will learn how to do an interview. To prepare for the next meeting, ask the kids to practice using their tape recorders and practice asking their questions.

MEETING 6: Tape Recording an Interview

Background Information

Now that your group is comfortable with the equipment and has their interview questions in hand, they can practice an interview. Conduct your next meeting as a “how to” session. Invite a person your group can interview during the last half of your meeting. The person could be someone you know well or a parent of a member of the group. Before the interviewee arrives, plan to spend one hour with your group going over the following instructions on how to do an interview.

1. **First contact.** By phone or by mail, contact the person and ask if he or she is interested in being interviewed. If so, set the date, time, and place of the interview and ask for directions to the

interview site. The best place to hold an interview is usually in the person's own home. It's important to say how long the interview will be and to ask for permission to use a tape recorder. It's also important to explain that he or she will be asked to sign a permission form. Encourage the kids to describe their project and what they will do with the information and tapes.

2. Arriving at the interview location. First, get to know the interviewee. Spend some time chatting and describing your project without using the tape recorder. Try to avoid asking interview questions before the interview actually gets started. Explain again about the tape recorder and show the person the permission form. If the person has any questions about the form, discuss these now. Set up the tape recorder on a table and place the microphone closer to the interviewee. If possible, use an electrical outlet. Make sure there are no extra noises in the room. If the television or radio is on, ask that they be turned off. Next, test the equipment to see if it is working properly.

3. Start with an introduction. Label a new tape with the date and interviewee's name, then fast forward a little before recording. It's a good idea to tell the person what you will do next, such as: "First, Aunt Maria, I will put an introduction on the tape and then I'll ask about your name and where and when you were born." Begin the interview by introducing yourself, the person you are interviewing, and the other people present. Then state the date, time, place, and the topic of the interview: "My name is Ana Hernandez, of Ionia, Michigan, and I am a 4-H'er in

the 4-H FOLKPATTERNS club of Ionia County. I am at the home of my aunt, Mrs. Maria Hernandez, in Ionia, Michigan. The date is November 10, 1992, and the time is 10 a.m. I am here today to interview Aunt Maria about her tradition of making chicken soup."

4. Asking questions. Begin with "core" questions and then continue with other questions in whatever order is most logical. Don't worry about asking questions out of order. Ask new questions as you think of them or write them down to ask later. Ask only one at a time. To find out more details ask follow-up questions. If your aunt says "I first learned how to make this soup a little differently," you could then ask, "How was it different?" Keep questions open-ended and let the person speak in his or her own words. Avoid leading questions that make the person agree or disagree, such as: "It takes a long time to make that soup, doesn't it?"

It's important to let the person talk about the subjects that are important to him or her. Allow the person to tell a detailed story, bring up new subjects, and discuss favorite topics. You might be surprised where it leads! Try not to interrupt. Smile and nod rather than saying "uh, huh" or "yes." Try not to feel uneasy about long periods of silence. Thinking time is important. Keep an eye on your machine and look at the tape, rather than your watch, to see how much tape you have left. Try not to run out of tape in the middle of a sentence. If this happens, don't worry, just continue as quickly as you can.

It's better to keep the tape running unless the person asks

you to stop. Even for short interruptions, such as someone else coming into the room, it's a good idea to keep the tape going because it's interesting to have the entire experience down on tape. Before flipping the tape over or continuing with a second tape, ask if the person needs a break. Being interviewed is very tiring. You'll appreciate a break, too. Turn the tape recorder off during a break, but be sure not to continue the interview. When you return, turn the recorder on. When you get to the end of side two, use a new tape.

5. Ending the interview. When the interview is over, thank the person and then say "This is the end of the interview." Then turn off the tape. Have the person sign the permission form. Now is a good time to take some photographs and take notes because the person may still have a lot of interesting things to say. If you think you want to visit again, arrange for a follow-up interview. As soon as you get home, send a thank-you card.

Suggested Meeting Activities

1. As an icebreaker, have the kids make name badges for themselves that describe who they are and what kind of interviewer they are. Encourage the kids to be funny and creative. For example, the badge could say "Ana Hernandez, Ace Interviewer." To make badges you will need construction paper, markers, scissors, and safety pins.
2. Go over all the steps on how to do an interview in the background information section. Use a chalkboard or newsprint and markers to make lists as you talk. Ask the group questions throughout and make the session as

active as you can. Try acting out the different steps, asking the kids to play the part of the interviewee. Give each member a **FOLKPATTERNS Interview Form** and spend a few minutes talking about the importance of getting a person's written permission before they are interviewed on tape. On the permission form, you may add other agreements, such as "I agree to let members of my family listen to this tape." Use the activity sheet **Interview Checklist** as a review.



A 4-H FOLKPATTERNS project is interviewing your grandparents about your family's past.

- As a group, conduct an interview with your guest resource person. Gather the That's a Good Question sheets your group filled out at the last meeting. Have each member ask at least one question from his or her list. Have the first person put the introduction on the tape. Another person can ask the interviewee for permission to be tape-recorded and fill out the FOLKPATTERNS Interview Form. One or two kids can operate the tape recorder. Another can label the tape. Continue the interview for 15 or 20 minutes. Take some photos of the kids in action!
- Save time at the end of the meeting for the **Thinking It Over and Planning Ahead** activities.

Options

- Instead of inviting a guest to be interviewed, kids can practice by interviewing each other in pairs or small groups.
- Try videotaping the session and have the group watch the tape to see how they did.

Thinking It Over and Planning Ahead

- Have the group discuss their interview techniques. Ask the following types of questions to start the discussion: What questions resulted in good answers? What did the group learn by doing this interview? What other questions came to mind during the interview that you wish you had asked? How many times did the interviewee stray from the subject? What did the interviewers do to change the subject? How many times did the interviewer say extra words like "Hmm" and "uh, huh"? Have the group listen to the tape and talk about what they would do differently next time. Have the group thank the interviewee, and plan to send a thank-you note.
- At the end of the meeting have the kids add a FOLKPATTERNS Scrapbook Sheet to their personal notebooks. Go over the questions as a group, and encourage the kids to continue filling out the sheets at home, adding drawings or photographs.
- Conduct an interview with a family member. Save some time

at the end of the meeting to help the kids plan interviews with a relative. By meeting's end, they should feel ready to begin their interviews at home. Encourage them to use their question sheets and conduct an interview at least one-half hour long. If necessary, arrange for kids to share tape recorders. Make sure they have FOLKPATTERNS Interview Forms and Interview Checklist Forms, and their questions prepared on cards. Remember to have the kids add a FOLKPATTERNS Scrapbook Sheet to their record books for this experience.

- Ask the kids to bring their tapes, tape recorders, FOLKPATTERNS Interview Forms and Interview Checklist Forms to the next meeting.

MEETING 7: Indexing and Transcribing Tapes

Background Information

Congratulations! Your group has completed their first tape-recorded interviews! Everyone should have stories to tell about

their experiences. The next step in making sure your kids have meaningful interview experiences is to have them listen to and index their tapes and transcribe portions of the interviews. The following describes how to label, index, and transcribe tape-recorded interviews.

Go over the key words “archive” and “transcribe” in the Words to Know section.

Labeling a Tape

During the interview, label the tape in pencil with the name of the person interviewed and the date of the interview. After the interview, it is important to permanently label both sides of the tape and the tape storage box in ink, as described below:

Label each side of the tape with the following information:

- Name of person interviewed
- Name of interviewer
- Date of interview
- Side number
- Tape number (if the same interview takes more than one tape)
- How much of the side is recorded (all used, half used, or blank)

Label the tape’s storage box with the following information:

- Name of person interviewed
- Name of interviewer
- Date of interview
- Place of interview

- Names of other people present at interview (whether or not their voices are on tape)
- Tape number (if same interview takes more than one tape)
- Amount of tape used on each side (all used, half used, or blank)

Follow the same procedure with videotapes. Add the name of the cameraperson as well. Store tapes in a cool, dry, dark place, such as in a closet at home. Avoid attics and basements because excess heat or moisture can damage their quality!

Indexing a Tape

After a tape is labeled, make an index. An index is like a table of contents. It is very useful for locating information on the tape. It lists the topics of conversation in the order in which they were discussed. If your tape recorder has a meter or counter, include the counter numbers to show where the topic can be found on the tape. If your recorder doesn’t have a counter, use a watch and write down the minutes each topic is discussed. To index the tape, listen to it from the beginning. Stop the tape each time you need to write down the topic and counter number or minutes. Use the second side of the FOLKPATTERNS Interview Form for the index. Include the name and address of the person

interviewed, the date and place of the interview, and the name of the interviewer.

Transcribing a Tape

After they label and index a tape, the kids may like a written transcript of their interviews. Transcribing involves listening to the tape and writing down every word. Although this means listening to the tape over and over, it’s fun to listen to the interview again. You may even discover some interesting things you didn’t hear during the interview.

A transcript is a good way to share the interview project with other people, and it’s a good exercise in listening and writing, too. A transcript is also a quick reference if your group wants to do other projects using the information on the tape. Transcribing the entire tape is a very lengthy process, but you can encourage the kids to do sections of it or just particularly interesting stories.

Suggested Meeting Activities

1. Begin this meeting with a sharing session. Ask everyone to report on who they interviewed, what they did, and how they liked the experience. What was the most interesting thing they learned about their family folklore or history? What would they do differently? Do they plan to continue interviewing? You might ask each child to play back a favorite or funny portion of an interview for the entire group.
2. For the rest of your meeting, go over the steps in labeling, indexing and transcribing tapes. If they have not already done so, have each member of your group label his or her tapes. Then lead a practice session on indexing.



Use the **Listen to a Tape** activity sheet for step-by-step instructions.

3. Have the kids practice transcribing by doing the **Transcribing a Tape** activity. Choose one tape as an example and have the whole group try transcribing a very small portion of an interview, perhaps two minutes.
4. Encourage the kids to index their tapes at home. Really ambitious kids may want to transcribe their tapes. However, this is not necessary for a successful FOLK-PATTERNS project. The tape-recorded interview alone is a valuable family folklore project and keepsake.
5. Save time at the end of the meeting for the **Thinking It Over and Planning Ahead** activities.

Options

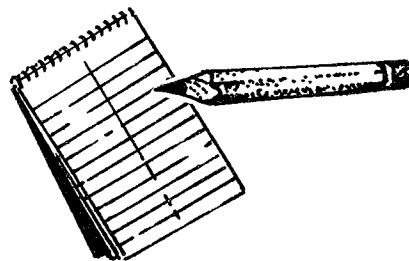
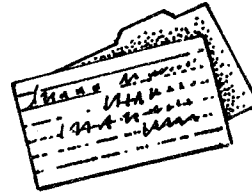
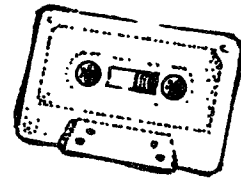
- Encourage the kids to interview other family members, or do a follow-up interview with the same relative.
- Encourage the kids to share their projects with their families in creative ways, such as at a special "Family Folklore Night" or at a family reunion.
- Transcribed portions of a tape-recorded interview may be put with photographs or other family memorabilia for a family history or family folklore scrapbook the kids can make and share with relatives.

Thinking It Over and Planning Ahead

- Ask the kids what family folk traditions are important to them. Which people in the family are special to them? How has the interview experience affected the person they interviewed? Have other members of the family

enjoyed the project as well? Why is it important to document people's family traditions on tape? What does this tape mean to you? How will you care for this keepsake?

- At the end of the meeting, have the kids add a FOLK-PATTERNS Scrapbook Sheet to their personal notebooks. Go over the questions as a group, and encourage the kids to continue filling out the sheets at home, adding drawings or photographs.
- To plan ahead for the next section and the next meeting, have the kids brainstorm and make a list of things they would like to know about the history and traditions of their community. Make plans to meet at the local library for your next meeting. Have the kids bring pencils and paper.





Discovering Traditions in My Community and Beyond

This section involves exploring your community—past, present, and future—and the world beyond. There are many people, places, and events to explore, and your local library and places where ethnic groups gather in your community (such as community centers or ethnic stores) are good places to start. These activities are described in meetings 8 and 9. Of course, you may choose to do many more activities than those described in the guide. You can find additional activity ideas in the activity packet, including Cemetery Study and Draw an Old Building.

Each encounter with other resources in your community brings to your group many new discoveries about their world. Even in a small town, there are many different peo-

ple and groups for your kids to learn about—occupational groups, ethnic groups, and people from other places.

Don't ignore traditions that are familiar to your club members. There may be traditions that your club members participate in and already know that would be fun to document as part of a 4-H FOLK-PATTERNS project. For these projects, you don't have to look far from home. Traditions and folklore are all around you. Teach your kids to explore their neighborhoods and help them discover the multicultural world around them.

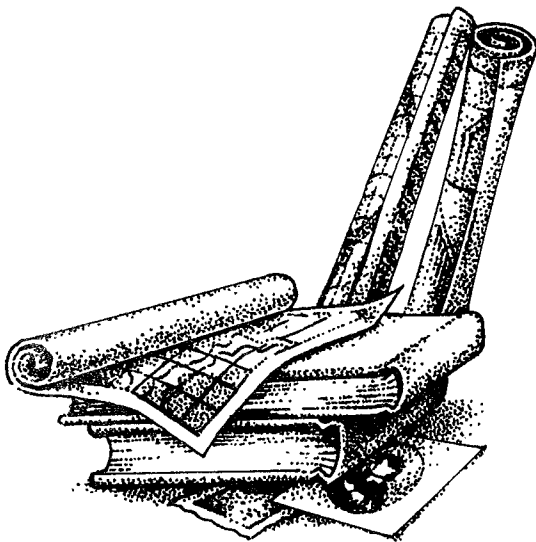
There are many other traditions to explore that may not be found in your own community. For the last three meetings, try to go beyond your own community to have your group learn about other cultural traditions. For these activities, your group can learn a traditional craft or skill from a folk artist or craftsman, interview a worker about his or her occupational traditions, and interview many people through a "FOLK-PATTERNS Collection Center."

clues to a community's past, what the community is like today, and what it hopes to be in the future. Town calendars, organizations' brochures, and library exhibits often depict what the community is like today. Master plans and zoning maps may describe what the community hopes to be in the future. There also may be sources that document what the community was like in the past—old photographs, pamphlets from events and celebrations, city directories, and old maps. All are clues to a community's traditions and heritage.

Go over the key words "archive," "research," and "tradition."

Suggested Meeting Activities

1. Arrange ahead of time to go to the library for the **Library Scavenger Hunt** activity. First, get permission from parents for the group to meet at the library. Involve other parents so there is a better ratio of adults to children. Call your local library and arrange for your group's visit. Try to hold your meeting in one room so you don't disturb other library patrons. Ask the librarian to display various items from their local history collection such as anniversary histories, state historical society journals, photos, maps, old city records, vertical files, handwritten diaries, family papers, and newsletters printed by churches, clubs, factories, and schools. All are good sources for exploring folk traditions in your



A 4-H FOLK-PATTERNS project is making a map showing how your ancestors migrated and moved from place to place.

MEETING 8: Using the Library

Background Information

Your local or regional library is a great place to get to know. A library usually has a local history collection and a librarian who is interested in local resources. At the library, you can discover

community. Use the Library Scavenger Hunt activity sheet for step-by-step instructions on how to run the meeting at the library.

2. Save time at the end of the meeting for the **Thinking It Over and Planning Ahead** activities.

Options

- Encourage the kids to return to the library to continue working on projects of their choice.
- Ask the librarian if there is a service project your group could do to help organize or preserve historical documents, such as organizing a photograph collection.
- Have the kids look through their homes for items of historical interest to their community that might get thrown away, such as flyers, posters from community events, or an organization's publications. Ask if the library is interested in such donations, and if so, have the group donate the items to the library.

Thinking It Over and Planning Ahead

- Gather the group together at the end of the activity and go over the results of their hunt. Who found the most items? Who found the most unusual? The funniest? How many different answers are there to the same question? Make a list of folk traditions your group can investigate by using these historical records.

- At the end of the meeting have the kids add a FOLKPATTERNS Scrapbook Sheet to their personal notebooks. Go over the questions as a group, and encourage the kids to continue filling out the sheets at home, adding drawings or photographs.
- While at the library, you may want to plan your next meeting's visit to an ethnic store. Look through the phone book for ideas. Have your group do some background research on the ethnic group.

MEETING 9: Visiting an Ethnic Store

Background Information

Most American communities are made up of groups of people from a variety of other places. These groups that have a common ancestry and culture are called ethnic groups. Some groups came to your town, state, or to the United States earlier than others. Ethnic groups often maintain some traditions from their place of origin in the new place. For instance, they may continue performance traditions such as music and dance, folk arts such as needlework, traditional ways of dress or hairstyles, celebrations and festivals, and traditional foods.

What are the ethnic groups in your community or area? Are these groups recently settled or have they been in your community for more than one generation? Finding out

the answer to these questions will take some time on your part. Start by asking the parents of the members of your group. The local library and telephone book are also good places to look. You might also contact local churches, community centers, and schools.

Suggested Meeting Activities

1. Do the **Visiting an Ethnic Store** activity. Visit a place in your community that is a resource for an ethnic group, such as an ethnic market, store, bakery, butcher shop, fish market, farmers market, vegetable stand, cake decorating shop, spice store, street vendor, restaurant, or deli. Because many ethnic groups maintain their food traditions, these specialty stores are usually located in the neighborhood of the ethnic community.

This activity requires some planning. You may want to visit the store on your own and learn a little about the foods and traditions, then ask permission for your group to visit. You may also ask the owner to demonstrate how to prepare a food item so your group can learn about such activities. If necessary, have an interpreter present when your group visits. Have the kids use the Visiting an Ethnic Store activity sheets when they're in the store. Make the most of your visit. If possible, have the kids try some of the foods.

2. Save some time at the end of the visit for the **Thinking It Over and Planning Ahead** activities.



Options

- To follow up this activity, prepare an ethnic meal, visit an ethnic heritage festival, or eat at an ethnic restaurant.
- At a future meeting hold an ethnic heritage day and have the kids bring in ethnic foods they prepared at home to share.

Thinking It Over and Planning Ahead

- Hold a discussion at the end of the meeting and ask questions such as: What new food did you learn about today? What new customs did you learn about? and What can the group learn about people by looking at their food traditions?



4-H FOLKPATTERNS project is learning how to make Chinese-American paper cutouts.

- At the end of the meeting have the kids add a FOLKPATTERNS Scrapbook Sheet to their personal notebooks. Go over the questions as a group, and encourage the kids to continue filling out the sheets at home, adding drawings or photographs.
- To prepare for the next meeting, make plans for where to meet and whom to interview. Discuss what kinds of handmade objects they admire. Think about things made of wood (like carvings, fences, birdhouses, and sleds), and things made of cloth or with a needle (such as quilts, embroidery, ceremonial clothing, and samplers). Use the list at the back of this guide to think of other traditions involving handmade objects. Help the kids decide as a group what kind of objects they would like to learn how to make.

MEETING 10: Learning the Skills of Others

Background Information

Traditional crafts and skills are found in many places. A farmer may know how to build a fence, someone in your neighborhood may make birdhouses, a group of teenagers may know how to create a tree house. A plasterer may make decorative designs on ceilings and walls. Members of a church group may get together to make traditional needlework or religious items. Community groups may make traditional decorations for a parade, festival, or celebration. Some crafts require a lot of practice and skill, while others are learned more easily and are better for beginners to try.

Hand-crafted items may be decorative as well as functional. For example, a handmade chair seat, while practical, may have a beautiful

design. Similarly, a quilt is a work of art and a useful blanket. It may also be an important family gift and even tell a story. By learning a traditional skill, your group members will understand more about the tradition than if they simply watch a demonstration.

Go over the key words “context,” “craftsperson,” and “material culture” in the Words to Know section.

Suggested Meeting Activities

1. Have your group try a traditional craft or skill. Find a person ahead of time who knows how to make a traditional art, craft, or other object and who learned how in a traditional way from another person. Ask the person to visit and demonstrate the skill at your club meeting. Depending on the object your group selected, you may need to arrange to meet elsewhere.
2. Gather all the materials and equipment your group needs to make the object(s).
3. At the start of the meeting, go around the room and have each member of your group introduce themselves and explain why they are interested in learning about this skill. Then ask the person to talk about the tradition he or she practices and to describe and demonstrate each step in the process of making the object. Have your group try each step along the way. Try to complete a single object in one meeting's time if possible. If not, make sure your members understand how to finish the project on their own.

Options

- Try to tape record, videotape or photograph the session for your group's use, or to donate to a local library or museum. Use a

FOLKPATTERNS Interview Form for the interviewee's permission.

- Donate the objects your group made to a local charity as a service project.
- Have your group teach this new skill to others.

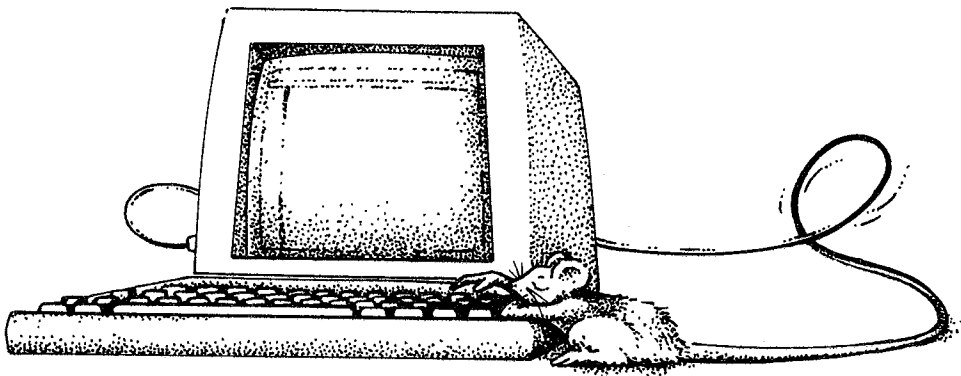
Thinking It Over and Planning Ahead

- Have each member describe the experience and share his or her creations. What did they expect to accomplish? What did they achieve? What other objects have they made that are similar to this handmade object? How would they teach this skill to others? Would they like to learn how to make more traditional objects? Who else would be good teachers or resource people?
- At the end of the meeting have the kids add a FOLKPATTERNS Scrapbook Sheet to their personal notebooks. Go over the questions as a group, and encourage the kids to continue filling out the sheets at home, adding drawings or photographs.
- To prepare for the next meeting, review some of the steps to do an interview, and have the group write some questions to ask a person in a particular occupation.

MEETING 11: Learning the Language of Others

Background Information

Every folk group uses its own special language to communicate. Using this language indicates a person is a member of that group and helps bind the group together. Folk speech changes through time and it often varies in different regions. For example, college students on different campuses may use different slang, and these words may change



from year to year. Skateboarders may have names for the different tricks and moves they make. Quilters have a variety of names for the same patterns. People from a certain region may have a name for a food or place that is different from what people in another region call the same food or same place. Workers in particular use a lot of specialized language that is learned on the job. There may be words for different techniques and skills, names for workers, or expressions for a job well done. A new employee learns most of these words on the job from coworkers.

Go over the key words “crafts-person” and “tradition-bearer” in the Words to Know section.

Suggested Meeting Activities

1. This activity also requires some planning before your meeting date. Have your group think about what occupation they would like to know more about. Then help the kids arrange interviews with a worker or workers. Be sure to get permission to visit the worksite during working hours. Check to see if there are any safety precautions the group must follow, such as wearing protective clothing.
2. Lead the **Create a Dictionary** activity as a way to learn about another folk group through the traditions of the workplace. For

this meeting, have your group interview an employee at his or her worksite about the job and the language used on the job. You may choose to do this activity as one large group, or have the kids interview different people at the same work site. By using their interviewing skills, the kids can learn more about the occupation by asking about the worker’s “secret language.” You’ll need one or more tape recorders (and enough cassette tapes, batteries, electric cords, and microphones for the recorders), FOLKPATTERNS Interview Forms, and Create a Dictionary activity sheets. If necessary, review the How to Interview sections of this Leader’s Guide with the group. Ask the kids to focus on the day-to-day tasks and skills involved in the job.

Options

- Have the kids photograph the skills and techniques involved in the occupation.
- Ask the kids to share their dictionaries with the people they interviewed.
- For older teens, use this activity as an individual rather than a group activity. Have your members investigate jobs or careers that interest them and use the experience as a career exploration exercise.

Thinking It Over and Planning Ahead

- Afterward hold a discussion session and ask the kids to exchange dictionaries. Have the kids describe their experiences conducting the interview. What did they learn about the job by focusing on the worker's language? What sayings or words were humorous? Were there sayings or customs that are so secret on the job that the worker could not fully explain them to your members? If so, what does this tell you about the purpose and importance of folk speech in the workplace?
- At the end of the meeting have the kids add a FOLKPATTERNS Scrapbook Sheet to their personal notebooks. Go over the questions as a group, and encourage the kids to continue filling out the sheets at home, adding drawings or photographs.
- To plan for the next meeting, have the group think of what places in their community or region they could visit to set up a FOLKPATTERNS Collection Center. Is there an upcoming event that the group can

attend such as a county fair, or is there a regional mall that they can visit? You may decide that the group needs a planning meeting to prepare for doing the collection center, or you may be able to plan the entire activity at the end of this meeting.

MEETING 12: Setting Up a FOLKPATTERNS Collection Center

Background Information

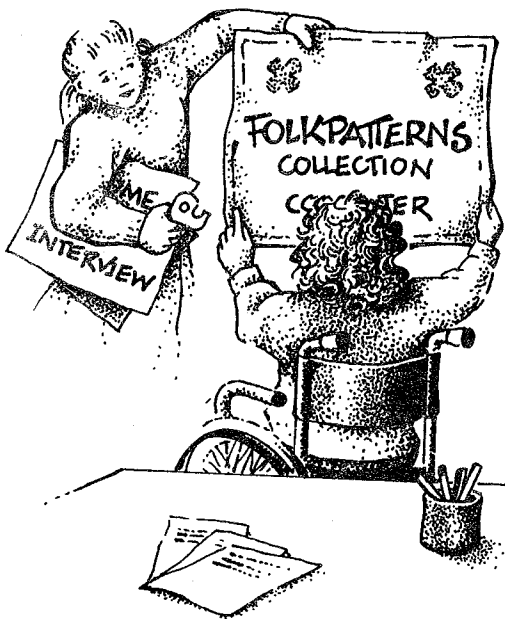
A FOLKPATTERNS Collection Center is a good way to do a group project and to collect a lot of information in a short time from many different people. If you know of an event in your community or another community where it will be easy to conduct interviews, arrange for your group to set up a FOLKPATTERNS Collection Center. Good places to hold a collection center include county fairs, local festivals, school events, 4-H events, shopping malls, church bazaars, historical museums, and senior citizen centers.

Suggested Meeting Activities

1. Set up a FOLKPATTERNS Collection Center. You may do this activity in two meetings, one in which your group prepares for the event, and one meeting to hold the collection center. Once you have permission to set up the collection center, you'll need tables, chairs, pads of paper, FOLKPATTERNS Collection Center Forms, FOLKPATTERNS Short-Interview Cards, pencils, pens, file folders, and posterboard or a chalkboard for making signs to advertise the center. For tape recording the interviews, you'll need tape

recorders, microphones, tapes, and batteries or electrical cords. It helps to have some objects or photographs related to your topics on display to help people start talking. If the group is using a tape recorder and microphone, have them test all the equipment. Check ahead to see if there will be an electrical outlet nearby so you will not need to depend on batteries. Always bring batteries as a back-up in case you cannot use electricity.

2. Have the group choose the folklore topics they want to collect. You may want to change topics every hour or have members collect different topics, so have the group choose several. Have each member write five to ten questions on each topic. Make some signs advertising your collection center such as "FOLKPATTERNS Collection Center," or "Come and Be Interviewed." You could also display some of the questions the group will ask. Or make a sign announcing the topic such as: Now collecting knock-knock jokes. Come knock!
3. On the day of collecting, set up tables and chairs so people can sit down to be interviewed. Direct the microphones toward the people being interviewed. Try to tape the microphones to the table so they do not move and make noises on the tape. To attract and invite people to sit down and be interviewed, have some members stand beside your display and ask people if they would like to participate. Once you get started, more people will become interested and walk over to join in the fun. With each new person, have the kids start off their interviews with an introduction that includes all the important facts: "Today is Saturday, November 22, 1992, and this



is Jacob Silber with the Heritage 4-H Club from Royal Oak, Michigan. Thank you for joining us at our 4-H FOLKPATTERNS Collection Center. Today we are collecting information about Thanksgiving traditions, and we'd like to find out about your traditions. What is your name and where are you from?..." Then continue and ask more questions. If your group collects the information on Short-Interview Cards, have the kids write the answers. Have the kids talk about the purpose of the project and explain and use the permission form. Encourage the kids to be good listeners, give people time to answer the questions and try not to interrupt. Remind them to thank people for their time. Have the kids label the completed tapes and put each tape in a file folder with the permission forms and any notes taken.

4. Save time at the end of the activity for the **Thinking It Over and Planning Ahead** activities.

Options

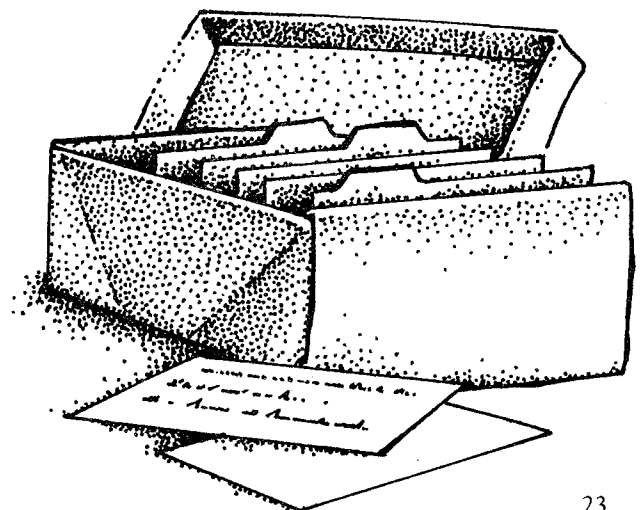
- Donate the material to a library or museum.
- Have the group write about the topic for a newspaper or put together a book or display.
- Have the kids go through their FOLKPATTERNS Scrapbook Sheets and enter their notebooks in the county fair.

Thinking It Over and Planning Ahead

- Discuss the information your group collected and listen to the tapes. Ask questions such as: What did you learn that was new? Have your views or ideas about yourself, your family, your community or others changed?

What did you learn about the traditions of other ethnic or cultural groups? Do you have other ideas you'd like to investigate?

- At the end of the meeting have the kids add a FOLKPATTERNS Scrapbook Sheet to their personal notebooks. Go over the questions as a group, and encourage the kids to continue filling out the sheets at home, adding drawings or photographs.
- Don't stop here! Try more FOLKPATTERNS projects. For more ideas, look through the topics list on the next page, use the additional activity sheets with this guide, look at other 4-H FOLKPATTERNS publications and other sources or contact your county Cooperative Extension Service office. Finally, use the imaginations of your group members!



Folklore Topics

Try these folklore topics for a FOLKPATTERNS project. You may also wish to use this list to create fair judging guidelines.

- Amusements
- Architecture
 - barns, outbuildings
 - bridges
 - houses
 - nonfarm buildings
 - storefronts
- Art
- Auctioneering
- Autograph Rhymes
- Ballads
- Basketmaking
- Beekeeping
- Beliefs
 - animals
 - birth and childhood
 - death and funerals
 - fishing and hunting
 - folk medicine
 - human body
 - love, dating, marriage
 - plants
 - supernatural
 - travel
 - weather
- Birdhouses
- Birthday Customs
- Blacksmithing
- Boatbuilding
- Broommaking
- Butchering
- Calendar Customs
- Camp Meetings, Revivals
- Candymaking
- Carpentry
- Carving
- Celebrations
- Children's Lore
- Clothing
- Collections
- College Lore
- Community Life
- Computer Folklore
- County Fairs
- Crafts
- Customs
 - calendar
 - dating, marriage
 - dance
 - dress
 - food
 - funeral
 - occupational/work
- Dances
- Decoy Carving
- Dialects
- Disaster Stories
- Dollmaking
- Dyeing
- Egg Decorating
- Ephemeral Arts
 - harvest figures
 - ice sculptures
 - sand castles
 - scarecrows
 - snow figures
- Epitaphs
 - (cemetery sayings)
- Family Folklore
- Fences and Gates
- Festivals
 - ethnic
 - harvest
 - regional
 - religious
 - seasonal
- Fiddles
- Fish Decoy Carving
- Fishing
- Flytying
- Food
 - customs
 - equipment
 - recipes
- Games
- Gardens
- Gestures
- Graffiti
- Gravestones
- Hair Styles
- Handicappers
 - beliefs
 - customs
 - sayings
 - stories
- Haunted Places
- Holidays
- Horseshoeing
- Horticulture
- Humor
- Hunting
 - customs
 - tales
- Ice Fishing
- Instrument Making
- Jokes
 - college
 - ethnic
 - knock-knock
 - occupational
 - political
 - practical
 - puns
 - riddles
- Legends
- Local Legends
- Lullabies
- Lumbering
- Maple Sugaring
- Medicine
- Mining
 - customs
 - equipment
- Music
- Murals
- Musical Instruments
- Musicians
- Naming Customs
- Narrative
- Occupational Art
- Occupational Life

Paintings
Paper Arts
Paper Cutting
Parodies
Pet Tricks
Pigeon Racing
Place Names
Political Lore
Practical Jokes
Proverbial Sayings
Proverbs
Quiltmaking
Religious Folklore
 beliefs
 celebrations
 churches
 customs and practices
Rhymes
 circular
 counting-out
 game
 graffiti
 jump rope
 nonsense
Riddles
Sayings

Sculpture
Sign Making
Songs
 bluegrass
 children's
 country
 games and recreation
 gospel
 occupational
 parodies
 religious
 shouts
Speech
 humorous
 nicknames
 phrases
 puns
 religious
 toasts
 vendors' cries
Sports
 cheers
 stories
Stone Carving
Storytelling

Stories
 anecdotes
 animal
 college
 ethnic
 formula
 ghost
 legends
 marchen (fairy tales)
 myths
 personal experience
 narratives
 regional
 religious
 supernatural
 tall tales
Textiles
Theater
Toys
Trapping
Urban Legends
Weather Lore
Weaving
Weddings
Woodcarving

Words to Know

Archive—a place that stores historical papers or objects; includes libraries, museums, and historical societies

Context—the circumstances, setting, and background in which a folk tradition is carried out

Craftsperson—a person who practices a craft, a skilled trade, or profession who learned through an apprentice system or by observing

Documentation—photographs, tape recordings, videotapes, notes, and other information gathered about a folk tradition, person, place, or event

Ethnic group—a group of people with a common ancestry and culture

Fieldwork—collecting and recording folklore by asking people or observing their traditions

Folk group—a group of people who share a common background, interest, or activity, and who share traditions informally by word of mouth, imitation, or example; folk groups can be family, ethnic, occupational, religious, or regional groups

Folklore and Folklife—the traditional expressive forms of culture of a group that shares an ethnic heritage, language, religion, family, occupation, or region; folklore and folklife are usually passed on informally by word of mouth, example, or imitation

Folklorist—a person trained to collect, study, or teach folklore

Genres—types of folklore such as song, art, ritual, dance, architecture, and custom

Heirloom—an object handed down within a family from generation to generation

Interview—a conversation that seeks information

Interviewee—the person who provides information during an interview

Interviewer—the person who asks questions during an interview

Material culture—created objects that can be seen and touched, such as art and clothing

Oral traditions—spoken traditions such as jokes and stories that have not been written down but

that have been passed from one person to another by word of mouth

Research—looking for facts and information about a subject

Tradition—the folk knowledge, customs, beliefs, or practices maintained within a group and passed from one person to another or from one generation to the next, by word of mouth or by example

Tradition-bearer—a person who carries on traditions

Transcribe—writing down information recorded on audio or video tape

Suggestions for Further Reading

The following books, newsletters, and magazines will interest both adults and young people. Included are activity books, how-to guides, and general books on folklore. Check for them at your local library or bookstore. The **Guide to Michigan 4-H Youth Programs** lists all 4-H materials including publications, videotapes, slide shows, and activity trunks. Consult it at your county Cooperative Extension Service office for updated information on FOLKPATTERNS materials.

Activity Books

- **Do People Grow on Family Trees?—Genealogy for Kids and Other Beginners**, by Ira Wolfman. Workman Publishing, New York, 1991.
- **The Great Ancestor Hunt: The Fun of Finding Out Who You Are**, by Lila Perl. Clarion Books, New York, 1989.
- **Kid's America**, by Steven Caney. Workman Publishing, New York, 1978.
- **My Backyard History Book**, by David Weitzman. Little, Brown, and Co., Toronto, 1975.

How-To Guides

- **The Tape-Recorded Interview: A Manual for Field-Workers in**

Folklore and Oral History, by Edward D. Ives. The University of Tennessee Press, Knoxville, Tennessee, 1980.

- **Your Family History**, by Allan J. Lichtman. Random House, Inc., New York, 1978.

Folklore Books

- **A Celebration of American Family Folklore: Tales and Traditions from the Smithsonian Collection**, by Steven Zeitlin, Amy Kotkin, and Holly Cutting Baker. Pantheon Books, New York, 1982.
- **Folk Arts in Education: A Resource Handbook**, edited by Marsha MacDowell. Michigan State University Museum, East Lansing, Michigan, 1987.
- **Michigan Folklife Reader**, edited by C. Kurt Dewhurst and Yvonne R. Lockwood. Michigan State University Press, East Lansing, Michigan, 1988.
- **The Study of American Folklore: An Introduction (2nd edition)**, by Jan H. Brunvand. W.W. Norton & Co., New York, 1978.

4-H FOLKPATTERNS Resources

- **Family Folklore: A 4-H FOLKPATTERNS Project (4-H 1330)**

- **Foodways: A 4-H FOLKPATTERNS Project (4-H 1329)**
- **Heritage Gardening—Vegetables (4-H 1279)**

Newsletters and Magazines

- **The Children's Folklore Newsletter**
- **Cobblestone**

Other 4-H Resources

- **Michigan 4-H Today**
- **The 4-H Photography Project Leader's Guide (4-H 1204)**
- **Photography: Unit I—Adventures with Your Camera (4-H 1205)**
- **How to Produce a Slide Show (4-H 1211)**
- **And My World . . . Unit 1 (4-H 1481)**
- **And My World . . . Unit 2 (4-H 1482)**

Additional Resources

Some activities require equipment like cameras, tape recorders, or video cameras. To keep project costs low, try to borrow or rent them through a library, community college, or county Cooperative Extension Service office. Perhaps another organization will donate supplies such as audio and video tapes, notebooks, and film.

FOLKPATTERNS Activity Packet

In this packet you will find activity sheets for the meetings described in the **FOLKPATTERNS Leader's Guide**. Each activity sheet is coded to the appropriate section. These activities may require special preparation or more than one meeting time to complete.

- **Meeting 1: Discovering Folk Traditions**
FOLKPATTERNS Card Game
Collect Folklore on Short-Interview Cards
FOLKPATTERNS Short-Interview Card
My Folklore Card File
- **Meeting 2: Sharing Kids' Traditions**
About Me
Share a Story
- **Meeting 3: Sharing Traditional Games**
Game Exchange
- **Meeting 4: Discovering Family Folklore**
Family Folklore Checklist
- **Meeting 5: Learning to Interview**
That's a Good Question
Testing, Testing
- **Meeting 6: Tape Recording an Interview**
Interview Checklist
FOLKPATTERNS Interview Form

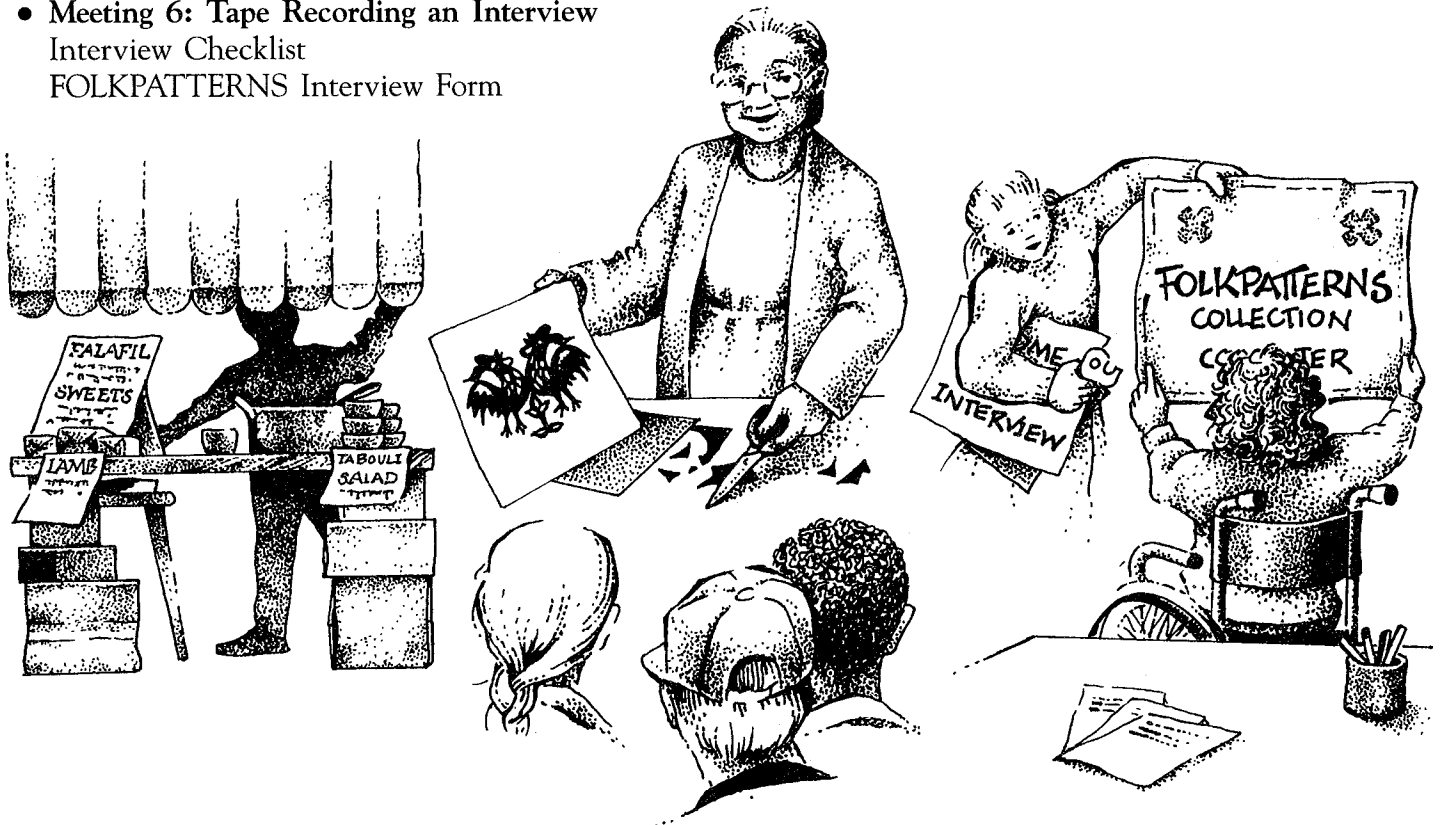
- **Meeting 7: Indexing and Transcribing Tapes**
Listen to a Tape
Transcribing a Tape
- **Meeting 8: Using the Library**
Library Scavenger Hunt
- **Meeting 9: Visiting an Ethnic Store**
Visit to an Ethnic Store
- **Meeting 10: Learning the Skills of Others**
None
- **Meeting 11: Learning the Language of Others**
Create a Dictionary
- **Meeting 12: Setting Up a FOLKPATTERNS Collection Center**
FOLKPATTERNS Collection Center Form

To use after each meeting:

- FOLKPATTERNS Scrapbook Sheet

Additional activities:

- Cemetery Study
- Demonstrate a Family Food Tradition
- Draw an Old Building



The FOLK PATTERNS Card Game

Sing me a lullaby.

How do you get rid of a wart?

Give the group a school cheer.

Show us a hand clap game.

Sing a jump rope rhyme.

How do you celebrate a birthday?

What do you do for good luck?

Do you know the story of
your name or nickname?

Have you ever signed an
autograph book?

What do you say when you step
on a crack in the sidewalk?

The FOLKPATTERNS Card Game

How do you eat corn on the cob?

Do you know any funny songs that go to the tune of "Yankee Doodle"?
Sing one for the group.

Tell the group a joke.

How do you get well when you have a cold?

What do you do on Halloween?

What is your favorite holiday? How does your family celebrate it?

How do you build a snowman or snowwoman?

Where is a haunted house in your area?
Tell the group about it.

What do you eat for breakfast on Saturday mornings?

How can you tell if it will rain?

The FOLK PATTERNS Card Game

Have you ever made a scarecrow?
How did you make it?

What is the most unusual
building in your community?
Why is it unusual?

What nicknames do you have for
your pets? Your family's car?

How do you decorate a pie?



Collect Folklore on Short-Interview Cards

FOCUS:

Discovering
FOLKPATTERNS

PURPOSE:

To introduce kids to the fun of learning about folk traditions by asking people questions and writing down the information

AGE LEVEL:

Ages 9 and up

YOU'LL NEED:

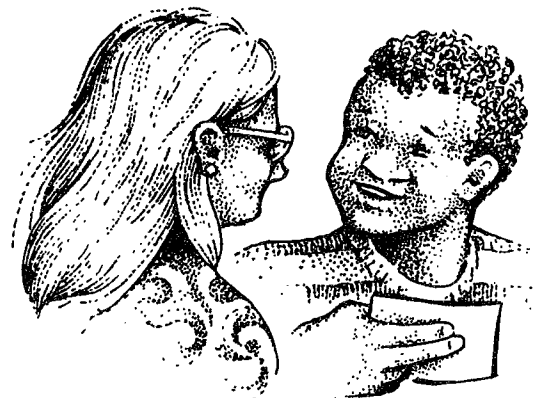
- Pencils or pens
- FOLKPATTERNS Short-Interview Cards (photocopies will work, too)

TIME:

20-30 minutes

HOW TO DO IT:

1. Have each member of the group choose a partner.
2. Choose a folklore topic for the whole group or have each team of partners choose their own topic. Or choose the same question for everyone to use, such as "What funny joke have you heard lately?" or "What rhymes do you know to count-out teams before playing a game?"
3. If necessary, demonstrate the technique for the entire group, having one or two kids show how it is done.
4. Have one partner ask the other a question about that type of folklore. When the other partner responds, ask the first child to write down the reply.
5. Take the group through the questions on the rest of the card. Encourage them to ask other questions such as "Where did you learn that saying?" or "Who taught it to you?"
6. Have the partners switch and have the other child fill out a Short-Interview Card.
7. When everyone in your group is finished, have the group read their cards aloud and share the fun of learning about each other's traditions.



MEETING 1: Discovering Folk Traditions

FOLKPATTERNS Short-Interview Card

Describe the folk tradition you asked about:

Where Collected _____ Date _____

Person Interviewed _____ Age _____

Address _____

Interviewer (You) _____ Age _____

Tell us more . . . Fill in any other information you have on the person's background (such as ethnic group, religion, or occupation) and the situation where you collected the information.

Permission granted to collect this information.

Interviewer's Initials _____

Interviewee's Initials _____



4-H FOLKPATTERNS
Michigan State University Museum
East Lansing, MI 48824



MEETING 1 ACTIVITY: Discovering Folk Traditions



My Folklore Card File

FOCUS:

Discovering Folklore

PURPOSE:

To collect several items on a folklore topic and learn how to organize collected folklore information

AGE LEVEL:

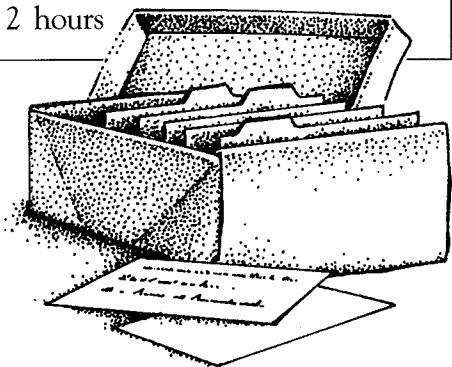
Ages 7-14

YOU'LL NEED:

- Short-Interview Cards
- My Folklore Card File activity sheet
- Pencils or pens
- Small file box
- Cardboard or stiff paper for dividers
- Scissors

TIME:

2 hours



DEAR PARENT:

Your child has just started an activity in the FOLKPATTERNS program, a cultural heritage program in which kids explore the traditions and history of their families and communities. The first activities focus on the kids' own traditions, such as their games, rhymes, and family customs. Using Short-Interview Cards is a way to learn how to ask questions of others, to learn about new traditions, and to collect different people's versions of traditions. For this activity, your child will ask questions of others about traditions and customs, write what they found out on the cards, and organize the cards in a file box according to categories and topics of their choosing.

TO THE CHILD:

1. Write down one or two questions that you will ask to collect information about a folklore topic.
2. Collect 10 to 25 different cards from 5 different people by asking them your question.
3. Now organize your collection. What patterns do you see? How would you like to keep the cards? One way is to organize your cards into categories. Start by sorting the cards into four or five piles, according to topics. For example, if you collected rhymes to games, the categories might be: games with a ball, jump rope rhymes, games with your hands, games for choosing "It," and games played in a circle. Or the categories for the same 25 cards might be rhymes about your mother, rhymes that don't make sense, rhymes that name colors, and rhymes that have numbers.
4. Fill out the activity sheet with your name, address, topic, and all the categories. This will be the index card in front of the file box. Add new categories as you collect them.
5. Label each card with the category at the top of the card.
6. Make dividers for each category, using the cardboard and scissors. Label the dividers, then file the cards in each section of the box. Name your collection and put the title on the box.

MEETING 1: Discovering Folk Traditions

My Folklore Card File

Created by _____

Address _____

City, State, ZIP _____

County _____ Age _____

Date _____

The topic of my collection is _____

My interview question is _____

My Folklore Card File

Topic _____

Categories _____

MEETING 2 ACTIVITY: Sharing Kids' Traditions



About Me

FOCUS:

Discovering My Own Traditions

PURPOSE:

- To help kids learn the concepts of "folk group" and "tradition"
- To identify traditions of folk groups
- To instill in kids a positive sense of identity and belonging

AGE LEVEL:

Ages 7 and up

YOU'LL NEED:

- About Me Activity Sheets
- Crayons
- Pencils or pens

TIME:

20-30 minutes

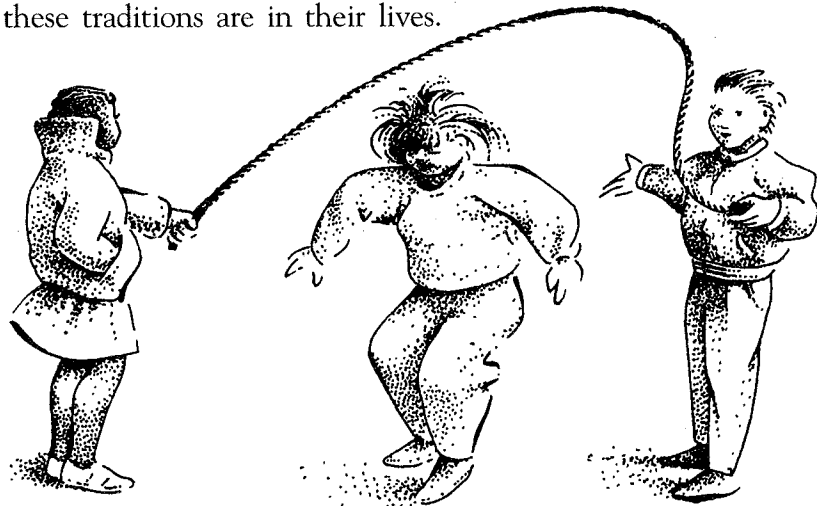
HOW TO DO IT:

1. Have the kids write their names on the page.
2. Talk about how everyone belongs to many different groups. Have the kids name groups to which they belong. Examples: my classroom, my family, my ethnic group, my church, my neighborhood, my friends. Go over the definition of a folk group and other key words as found in the glossary.
3. Ask the kids what these groups do, then make a list of the activities. (For example, for "my classroom," activities could be: "we learn math," "we say the Pledge of Allegiance," "we say a school cheer," "we jump rope at recess." From these activities, reinforce which ones are **traditions**. Go over the definition of tradition (found in the glossary of the Leader's Guide).

Examples:

My classroom	school cheers
My family	making birthday cakes
My ethnic group	herbal lore customs
My church	gospel singing
My neighborhood	block parties
My friends	hopscotch games, skateboarding

4. Using the activity sheet, have each kid name four folk groups they belong to and write out one tradition for each group.
5. Ask them to draw a picture of one of the traditions.
6. Have each kid share his or her list with the group. Discuss how important these traditions are in their lives.



About Me

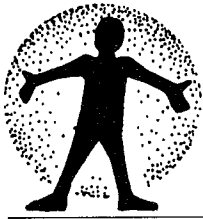
My name _____

Folk Groups I Belong To:

Traditions I Like to Do:

This is a picture of _____

MEETING 2 ACTIVITY: Sharing Kids' Traditions



Share a Story

FOCUS:

Discovering My Own Traditions

PURPOSE:

- To encourage kids to share their own stories with others and discover their storytelling skills
- To learn about different types of stories
- To learn that storytelling isn't just something done in times past; people also tell traditional stories at work, school, camp, and wherever they gather

AGE LEVEL:

Ages 10 and up

YOU'LL NEED:

- A comfortable place to meet
- Chairs or seating
- Snacks (if desired)

TIME:

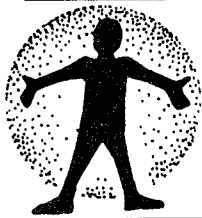
60 minutes

HOW TO DO IT:

1. Discuss the types of traditional stories or narratives using the guide in the background section for meeting two. Start the group off with an example that you know and ask "Have you heard the one about _____?"
2. Go around the room, asking each kid to tell a story about something that happened to them or to someone else. Have each teller explain when, where, and from whom they learned the story. After each story is told, ask everyone if they have heard the story, too. If someone has, let that kid tell the new version of the story for the group to compare.

Leader's Hint: Avoid asking a professional storyteller or librarian to tell stories at your meeting. These tellers often learn in nontraditional ways, such as from books, and tell the stories in a theatrical rather than a conversational way.





Game Exchange

FOCUS:

Discovering My Own Traditions

PURPOSE:

- To encourage kids to share their own "kids' lore" with others
- To help kids learn how games are taught
- To help kids learn that there is no one "right way" to play a game

AGE LEVEL:

Ages 5-14

YOU'LL NEED:

- Balls
- Pencils
- Paper
- Rope
- Marbles
- String
- Scrap paper
- Jacks
- Chalk
- Stones
- Snacks (optional)

SETTING:

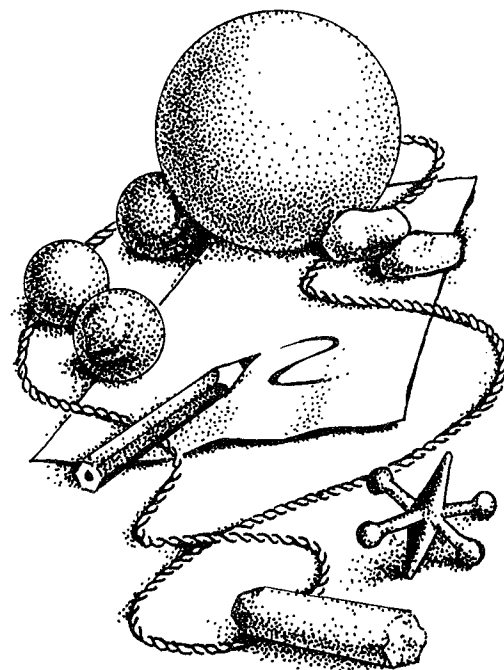
Play area such as a gymnasium, large room, concrete or paved outside area, grassy area or yard.

TIME:

1-2 hours

HOW TO DO IT:

1. Sit or stand in a circle and ask, "Who knows a game that you learned from somebody else?" All will probably respond that they know **lots** of games. Explain that today is a "Game Exchange" where everyone is going to teach the group a game. Each person shares a game that is different, or that varies slightly from a game already played. Use the game equipment to get the group to think of games.
2. Have each kid announce the name of the game and where he or she learned it and plays it. For instance, "I know a game called 'Kick the Can.' I learned it from my brother and we play it in our backyard. And this is how you play." Then ask the kid to describe how to play the game and to demonstrate it. Ask for explanations to all the game's words.
3. Ask if anyone else knows this game. Go around the room and ask if there are other names for the same game. Then play the game (or part of the game) according to the next person's rules. You might want to time how long you spend on each game to make sure you have enough time to play each game. Continue until everyone has had a chance to teach. Take breaks as needed.



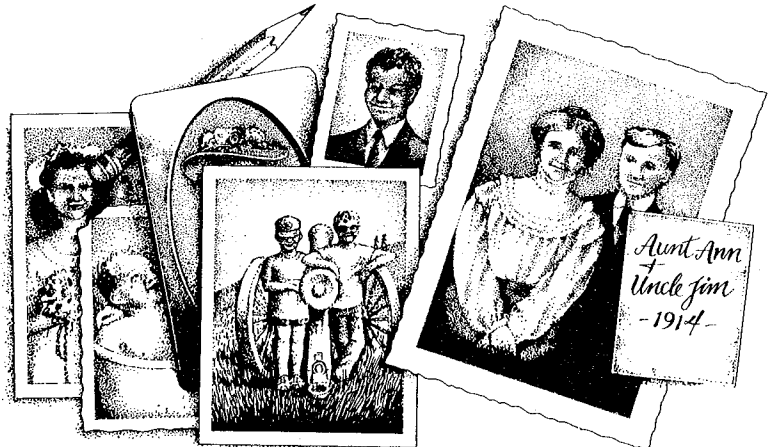
MEETING 4: Discovering Family Folklore

Family Folklore Checklist

Use this list at home to search for clues to your family folklore. Ask a parent or grandparent to help you locate some of these objects. How many can you find? Learn the story behind one or more of these objects. How is the story told? Who is the story about? At a future meeting, bring one or two of these items to show and to talk about.

This list is adapted from **Family Folklore: A 4-H FOLK PATTERNS Project** (4-H 1330).

- | | |
|---|--|
| <input type="checkbox"/> Autograph books | <input type="checkbox"/> Holiday celebration objects |
| <input type="checkbox"/> Awards and trophies | <input type="checkbox"/> Home movies |
| <input type="checkbox"/> Baby clothes and toys | <input type="checkbox"/> Keepsakes |
| <input type="checkbox"/> Books | <input type="checkbox"/> Letters |
| <input type="checkbox"/> Clothing | <input type="checkbox"/> Needlework |
| <input type="checkbox"/> Collections | <input type="checkbox"/> Newspaper clippings |
| <input type="checkbox"/> Diaries | <input type="checkbox"/> Occupational objects or tools |
| <input type="checkbox"/> Family Bible | <input type="checkbox"/> Quilts |
| <input type="checkbox"/> Family photographs | <input type="checkbox"/> School mementos |
| <input type="checkbox"/> Family recipes | <input type="checkbox"/> Scrapbooks |
| <input type="checkbox"/> Family reunion information | <input type="checkbox"/> Songs or music |
| <input type="checkbox"/> Family stories | <input type="checkbox"/> Souvenirs |
| <input type="checkbox"/> Games | <input type="checkbox"/> Tape recordings |
| <input type="checkbox"/> Greeting cards | <input type="checkbox"/> Video recordings |
| <input type="checkbox"/> Handmade objects | <input type="checkbox"/> Wedding announcements |



MEETING 5: Learning to Interview

That's a Good Question

1. Write down a folklore topic that interests you.

2. What do you know about this topic right now?

3. If you were to ask question of someone about that topic, what would you want to find out? Write down at least three things below.

a. _____

b. _____

c. _____

4. Now write questions beginning with these words that ask for the information you want to know.

When _____

Who _____

What _____

Where _____

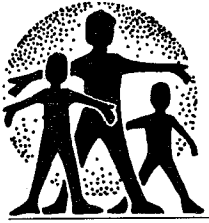
Why _____

Which _____

How _____

5. Good! You made a great start. Now write as many more questions as you can. Remember to begin your questions with "who," "what," "where," "when," "why," "how," and "which." Now you are ready to try interviewing!

MEETING 5 ACTIVITY: Learning to Interview



Testing, Testing*

FOCUS:

Discovering My Family Traditions

PURPOSE:

To practice using a tape recorder and gain confidence in using tape recording equipment

AGE LEVEL:

Ages 10 and up

YOU'LL NEED:

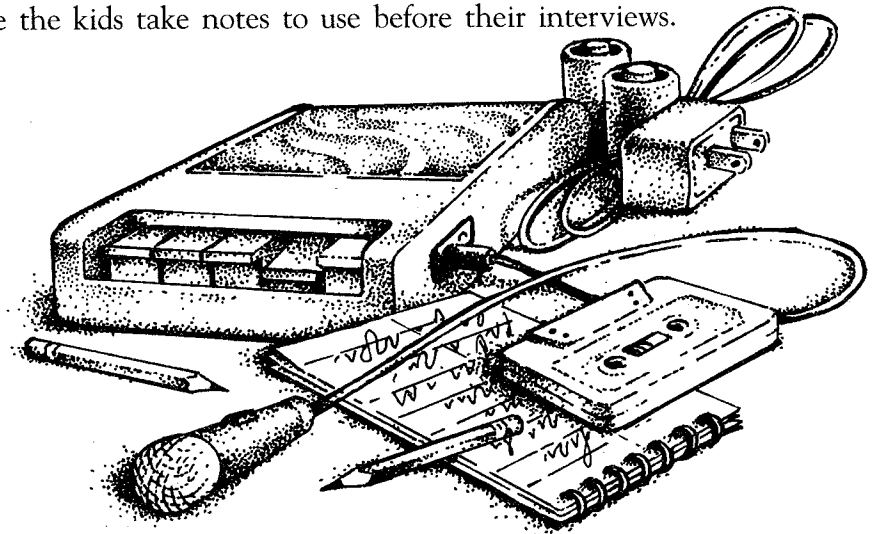
- Tape recorder
- Cassette tape
- Microphone
- Electrical cord
- Extension cord

TIME:

30 minutes

HOW TO DO IT:

1. You may do this activity as a group or in teams. Have each kid speak into the microphone and use the recorder. First, plug in the microphone and put in a tape. Tape record a "test" for about five minutes.
2. Have the kids try different locations in the room, speaking softly and then loudly. Experiment with the volume control and microphone placement.
3. As the kids record, have them explain what they are doing: "I'm standing five feet away from the mike, now I'm just one foot away. Now I'm speaking directly into it. I am turning the volume down to number 3, now I'm turning it up as high as it will go. This is what happens when a person shouts from another room." Test the difference between using a plug-in microphone and just using the built-in microphone.
4. After each person does a test, listen to the tape as a group to see how the kids did. How far away should you place the microphone? How far apart should you sit from the person being interviewed? Have the kids take notes to use before their interviews.



*This activity is adapted from "The Game" in *The Tape-Recorded Interview*, by Edward D. Ives, 1980.

MEETING 6: Tape Recording an Interview

Interview Checklist

Use this checklist every time you conduct an interview to remind you of all the things you need to do.

Before the interview:

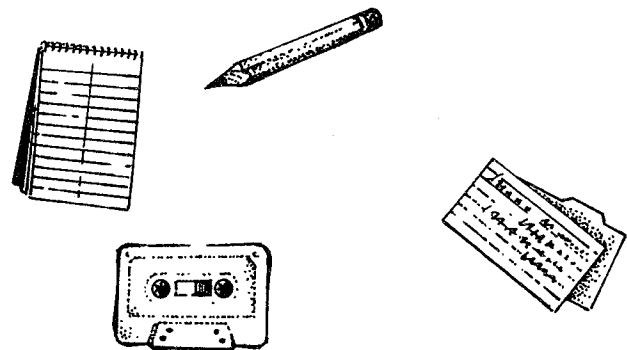
- Set the date, time, and place of the interview.
- Ask permission to use a tape recorder.
- Explain the use of the FOLKPATTERNS Interview Form.
- Explain your project and what you will do with the information and tapes.
- Check your equipment (recorder, microphone, electrical cord, batteries).
- Bring extra tapes and batteries.
- Write out your questions.

At the interview:

- Set up the tape recorder and place the microphone close to the interviewee.
- Make sure there are no noises in the room.
- Start your tape with an introduction.
- Label the tape with the date, person's name, and your name.
- Thank the person and say "This is the end of the interview" when you finish.
- Have the person sign a FOLKPATTERNS Interview Form.

After the interview:

- Send a thank-you card.
- Jot down other questions you'd like to ask in a follow-up interview.
- Write a complete label for the tape.
- Listen to and index the tape.
- Transcribe the tape (optional).
- Store the tape in a safe place or donate it to a library or museum.



MEETING 6: Tape Recording an Interview

FOLKPATTERNS Interview Form

Permission

I give permission to 4-H to tape record this interview with me, and to use my name and the information I provide for nonprofit, educational purposes such as publications, exhibits, radio and television broadcasts, and publicity. The tapes will be donated to _____ . By giving permission, I do not give up any copyright or performance rights I may hold.

Date _____

Name (signed) _____

Name (printed) _____

Address _____

Phone () _____

Birthdate _____ Birthplace _____

Interviewer _____ Age _____

Address _____

Index

Date recorded _____

Place _____

Person interviewed _____

Address _____

Interviewer(s) _____

Description _____

(See next page)

MEETING 7 ACTIVITY: Taping and Transcribing Tapes



Listen to a Tape

FOCUS:

Discovering My Family Traditions

PURPOSE:

- To help kids learn the basics of transcribing a tape-recorded interview
- To help kids learn about communication and punctuation
- To help kids understand the many different ways to write the spoken word

AGE LEVEL:

Ages 12 and up

YOU'LL NEED:

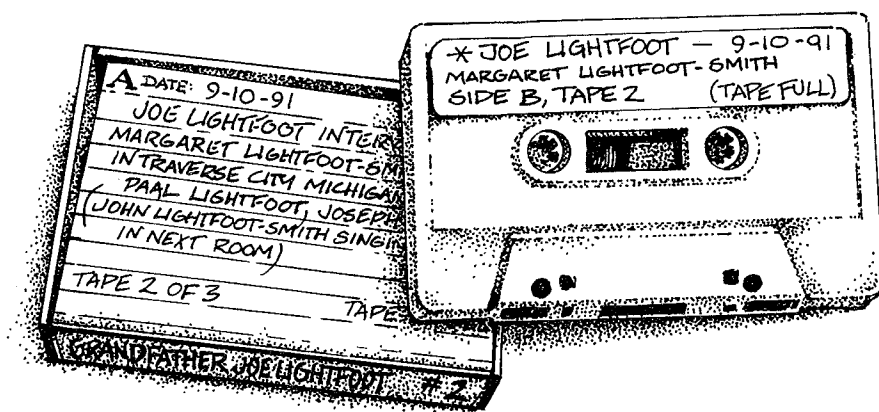
- Two to ten people
- Paper
- Pencils or pens
- A 5-minute tape-recorded interview
- Tape recorder
- An electrical outlet or batteries

TIME:

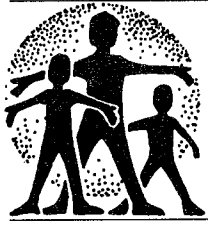
60 minutes

HOW TO DO IT:

1. Have the whole group listen to the same tape. Play the 3-minute portion to transcribe. Play the tape for just a few words or phrases at a time while each kid writes out a transcript.
2. Stop the tape, rewind it, and play back each section until the whole group has completed each part.
3. When everyone is finished, have each kid read the transcript, and then compare the transcripts to see how they are different or similar.
4. Discuss how helpful it is to have more than one person listen to a tape for transcribing, especially when it is hard to hear.
5. Discuss how each person felt about the experience. Did they enjoy it? What was fun? Do they think their transcripts are pretty close to the spoken interview? Do they want to transcribe a longer tape and perhaps create a booklet or newsletter?



MEETING 7 ACTIVITY: Taping and Transcribing Tapes



Transcribing a Tape

1. Get out paper and pencil, or a typewriter or computer. Place a title at the beginning like: "Interview with Maria Hernandez, November 10, 1992, by Ana Hernandez."
 2. Start listening to the tape. Write down each word you hear. Stop the tape when needed. Rewind occasionally and listen to the same section as you read along, making sure you wrote the words in the correct order. You may need to do this several times. If you can't understand the words, ask another person to listen or simply leave a blank space.
 3. Use initials for each speaker. Maria Hernandez would be MH, etc. Each time a new speaker talks, use initials so readers can follow along.
 4. You will notice that people talk much differently than they write. They begin new sentences without finishing the old one. They may add a lot of extra words (called "crutch words") such as "you know" and "yeah." If you think the words are crutch words and you want to leave these out of your transcript, say so at the beginning: "I removed crutch words and false starts from this transcript."
 5. Some hints:
 - When a sentence is not completed, put a dash at the end (—).
 - To add your own comment or explanation, use brackets [].
 - Sometimes sentences aren't complete. That's okay. Just write what you hear.
 - Don't try to make it sound better by adding your own words or correcting grammar.
 - Sometimes it's not easy to see where one sentence ends and another begins. Just write it the best way you can. The main idea is that the transcript is accurate and comes close to how the speaker really sounds.
 - If you can't hear the words, leave a blank and come back to it later, or have someone else listen to the tape.
6. A sample transcript follows.
- AH: Aunt Maria, well, I was wondering what kinds of vegetables you use in your chicken soup?
- MH: I like to use celery, parsnips and carrots mostly, but I always use, see, like these here, I always use carrots. If we have potatoes, of course I throw those in. [Tastes the soup.]
- AH: How do you cut up the vege—
- MH: —Carrots—I always put carrots in, you know, in thick slices, but it doesn't much matter how I do the potatoes. No special way, really.
- You'll find that transcribing a tape is an art in itself. No two people will transcribe the same tape the same way.

MEETING 8 HANDOUT: Using the Library

Library Scavenger Hunt

See how many things you can find about the history and traditions of your town or city at the local library.

Clues:

Look for your answers in these kinds of resources:

Advertising cards or posters

Autograph albums

Business cards

Calendars

Card catalogs

Cemetery records

Chamber of commerce directories

Church histories

Church newspapers

City directories

Club or society member directories

Cookbooks

County history books

Fire insurance map

Highway map

Newspapers

Photographs

Plat maps

School yearbooks

Street maps

Telephone books

Town history booklets

Trade catalogs

Vertical files

Find:	What I found:	Where I found it:
<input type="checkbox"/> The name of the nearest cemetery.		
<input type="checkbox"/> An old autograph rhyme or school cheer.		
<input type="checkbox"/> A recipe popular 50 years ago.		
<input type="checkbox"/> The location of an ethnic neighborhood.		
<input type="checkbox"/> A store or factory in business now that started at least 50 years ago.		
<input type="checkbox"/> Name of an ethnic bakery or store.		
<input type="checkbox"/> If there were any quilting groups at a local church.		
<input type="checkbox"/> The street where you live 20 years ago, 50 years ago, and 100 years ago.		
<input type="checkbox"/> Evidence of how your town celebrates a holiday (such as with parades and speeches).		
<input type="checkbox"/> Nickname for your town.		



Library Scavenger Hunt

FOCUS:

Discovering Traditions in My Community and Beyond

PURPOSE:

To help kids explore the resources of a local library for FOLKPATTERNS projects

AGE LEVEL:

Ages 10 and up

YOU'LL NEED:

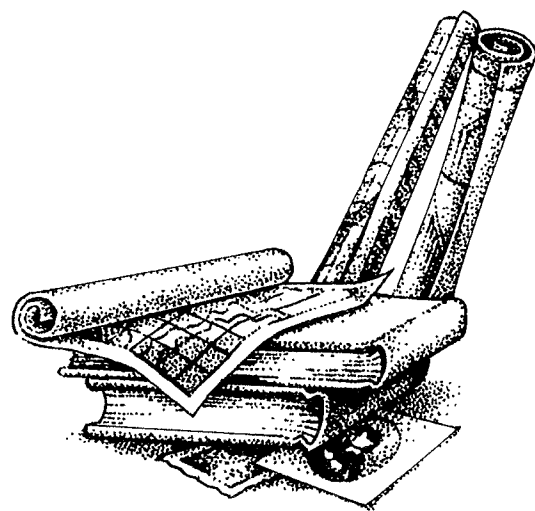
- Library Scavenger Hunt activity sheets
- Pencils or pens
- A library

TIME:

2 hours (plus travel time)

HOW TO DO IT:

1. When you first arrive at the library, have the kids use the card catalog to find books about folklore, folklife, customs, beliefs, celebrations, traditions, historic buildings, and cemeteries. Make lists of the books found under each word. If possible, have each person check out one book on a folklore or local history topic of his or her choice.
2. As a group, look up these things in the local telephone book: bakeries, factories, organizations, societies, clubs, ethnic halls, restaurants, meat markets, schools, churches. Ask the group to describe their community based on what they found in the phone book.
3. Save at least one hour for the scavenger hunt. Use the local history resources set aside by the librarian. You may want to set a time limit or other limits to the hunt. Have the kids work in pairs or individually to fill out an activity sheet.
4. Gather the group together at the end of the activity and go over the results of their hunt. Who found the most items? The most unusual? The funniest? How many different answers are there to the same question? Make a list of folk traditions you can investigate by using these historical records.



MEETING 9 ACTIVITY: Visiting an Ethnic Store



Visit to an Ethnic Store

During your visit to an ethnic store in your community, try to find out these things:

1. What is the name of the store?

2. Is the store owned by a family? If so, what is the family's name?

3. How long has the owner had this store?

4. Which ethnic group or groups shop at this store?

5. What is one of the most popular foods bought here?

6. What foods (such as bread, sweets, sausage, beverages) are prepared or cooked in the store?

7. Ask the store owner to help you make a shopping list of what food items you would buy to make a traditional dish. Learn how to say the name of the food.

Ethnic dish's name

Shopping list

8. If possible, taste some of these foods. Try making the dish at home or with your group at a meeting.

9. What ethnic foods do you eat at home with your own family? Do you recognize any similar foods at this store?



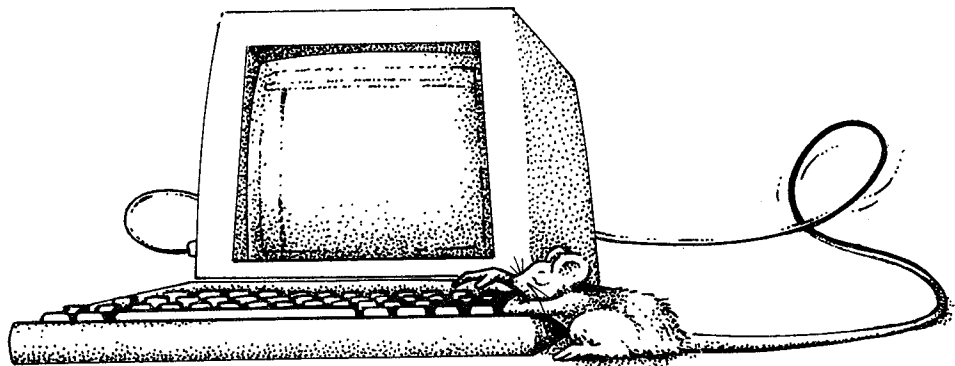


Create a Dictionary

1. When interviewing a person about his or her occupational lore, when the person says a word or phrase that is unfamiliar, write it down.
2. Continue asking questions about special words used on the job.
3. Ask the person the word's meaning and how the word or phrase is used.
4. After your interview, listen to your tape.
5. Write a dictionary of the words and definitions you learned.

A few sample words and phrases follow.

- Computer worker—Bits, GIGO, FIFO, crash, bomb, bug, glitch, kludge, scrub
- Auto mechanic—Boat, boneyard, howler, junk a car, run it into the ground
- Business person—CEO, R&D, adhocracy, bottom line, down time, fast track, headhunter, lead time, perks



FOLKPATTERNS Scrapbook

Make a copy of this page for each project you do in FOLKPATTERNS.
When you complete a project, fill out a scrapbook page. Attach other pages and photographs. Put all your sheets in a binder and create a notebook for all your FOLKPATTERNS experiences.

Name _____ Age _____

Address _____

4-H club or group _____ County _____

Date _____

Project title _____

This is what I did: _____

This is how I felt about it: _____

What I learned about my family background or my community: _____

Activity sheets completed for this project: _____

Interviews conducted _____

My Project Story

On a separate piece of paper, write an interesting story about your experiences with this project. Add it to your notebook.

Project Snapshots

ACTIVITY:



Cemetery Study

FOCUS:

Discovering Traditions in My Community

PURPOSE:

To discover traditions and history in a cemetery

YOU'LL NEED:

- Paper
- Pencil
- Newsprint
- Charcoal or large black crayons
- Cameras and film
- Sketchpads

SETTING:

Cemetery

TIME:

1-2 hours

HOW TO DO IT:

1. Arrange to visit an old cemetery in your community. Obtain permission from the cemetery owner and from the kids' parents.
2. Find and explore an older section of the cemetery. Then break the group into teams. Draw a sketch map of the cemetery and divide the cemetery into sections for each group to study.
3. Have each team choose and make a gravestone rubbing. Choose only gravestones that are not too worn so that your group doesn't harm the gravestones further. While one or two kids hold a piece of newsprint over the gravestone, another can rub the surface with the crayon or charcoal. The imprint of the gravestone should appear on the paper.
4. Have each individual choose an epitaph to write down. Ask the kids if they see any patterns in the types of epitaphs written for young children, veterans, or women? What other patterns can you see? If you have time, try writing down all the epitaphs in the cemetery.
5. See how many different symbols are shown on the graves. Have the kids draw them, photograph them, or do rubbings of each type. Look for images such as weeping willow trees, lambs, skeletons, angels, saints, crosses, flowers, vines, hearts. What do these images represent? Lead a discussion about what the group found.
6. Try some math activities. Have the kids figure out the ages of the deceased. Try finding a gravestone that lists the age of the deceased in years, months, and days.
7. Locate a family plot (an area with many graves of one family) and have the group try making a family tree of the family. How can you tell how the people were related? (Look for clues in death dates and inscriptions like "dear mother.")
8. Have the group locate gravestones that tell what the person did for a living. (Look for clues in epitaphs, symbols, statues, and size of the grave.)

9. Try locating an area of graves that indicates a particular ethnic group. (Look for clues such as different languages, symbols, and names.) What can your group guess about the ethnic makeup of this community?
10. Have the group locate gravestones that describe the cause of the person's death. Ask the group why the cause of death was important to list on the gravestone.
11. To wrap up your session, gather your information together and decide what you might do with it. Ask the group if they want to visit graves of their own families after studying this cemetery. Have the kids ask questions at home and find out where the family cemeteries are located. Encourage them to visit the cemeteries with their families to learn more about their own family histories.

WHAT ELSE?

Libraries and genealogy societies often document entire cemeteries and create reference books for people researching their family histories. If your group is large enough, try this as a community service project. Have the kids write down the information on all the gravestones in the cemetery, including names, birth and death dates, and epitaphs. After your visit, compile the information and alphabetize it by name of the deceased. Donate your cemetery survey to your local or county library.



ACTIVITY:



Demonstrate a Family Food Tradition

FOCUS:

Discovering My Family Traditions

PURPOSE:

- To share and learn about a food tradition from a traditional cook
- To learn that food traditions are a part of everyone's life

AGE LEVEL:

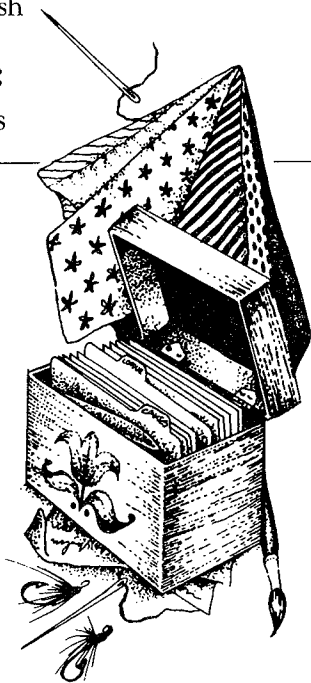
Ages 9 and up

YOU'LL NEED:

- Kitchen facilities
- Foods necessary for preparing the dish

TIME:

1-2 hours



HOW TO DO IT:

1. Invite an interested parent or grandparent of a group member to your meeting, or arrange to visit the cook in his or her own kitchen. Obtain any permissions from parents.
2. Have each kid write down the recipe as the person demonstrates and explains how to prepare the dish.
3. Interview the cook during the demonstration, using the interview questions on the reverse side. Have each kid ask a different question.
4. If possible, help the cook prepare the ingredients and learn the skills needed to prepare the food.
5. Have the kids send the cook a thank-you note and/or a drawing of their experience.

WHAT ELSE?

1. Collect the same kinds of recipes from other people and put the recipes together in a cookbook.
2. Hold a potluck lunch or dinner and ask the kids to bring a food that is traditional for their family. Invite the kids' families and friends.
3. Photograph the cook during the demonstration.
4. Use **Foodways: A 4-H FOLKPATTERNS Project (4-H 1329)** for more project ideas.

HANDOUT: Demonstrate a Family Food Tradition

Invite a cook to your next meeting. Ask him or her to demonstrate making a traditional food he or she makes for the family. While the cook shows how to make this dish, ask these questions:

- Who taught you this recipe?
- Is this tradition passed down in your family? If so, for how long?
- Who else in your family cooks this food?
- Where do you usually cook this food?
- What are the ingredients?
- Where do you buy or gather the ingredients?
- How do you pick out the proper ingredients?
- What ingredients do you grow or prepare at home?
- When do you cook this food? At what time of year or on what occasion? How often? Who eats the meal?
- What kinds of special utensils or tools are needed?
- Are any of the utensils homemade?
- What are the steps in preparing this food?
- How do you tell when the food is done or cooked enough?
- How long does it take to become a good cook when preparing this food?
- How do you clean the preparation area before and after you cook this food?
- What special things do you do when you serve this food? Does it have decorations or designs?

Write the recipe here:

ACTIVITY:



Draw an Old Building

FOCUS:

Discovering Traditions in
My Community and Beyond

PURPOSE:

To learn how to recognize the
features of an old building

AGE LEVEL:

Ages 12-18

YOU'LL NEED:

- Paper or sketch pad
- Pencil
- Local street map
- Transportation to the site
- An architecture guide book
- Kids' version of this activity sheet

TIME:

2 hours

HOW TO DO IT:

1. Decide which building your group will investigate. Take a drive, contact the local historical society, or look at maps to help you decide. It could be your own house or apartment building, a local church, or a candy store. Ask permission for your group to walk on the property.
2. Visit the building and ask the kids to describe it, using the checklist on the activity sheet.
3. Have the kids sketch a site map using the activity sheet. Have them include the road, fences, and outbuildings. Encourage them to walk around and look for clues of buildings or parts of buildings that are no longer there. Are there old foundations nearby? Sidewalks leading nowhere? Evidence of an old well, privy, or garden? Let your group have fun looking, but beware of dangers such as poison ivy, rotting boards, old nails, holes, and broken glass. Ask them to try drawing a floor plan for the main floor of the building, and mark where the doorways, windows, and additions are located.

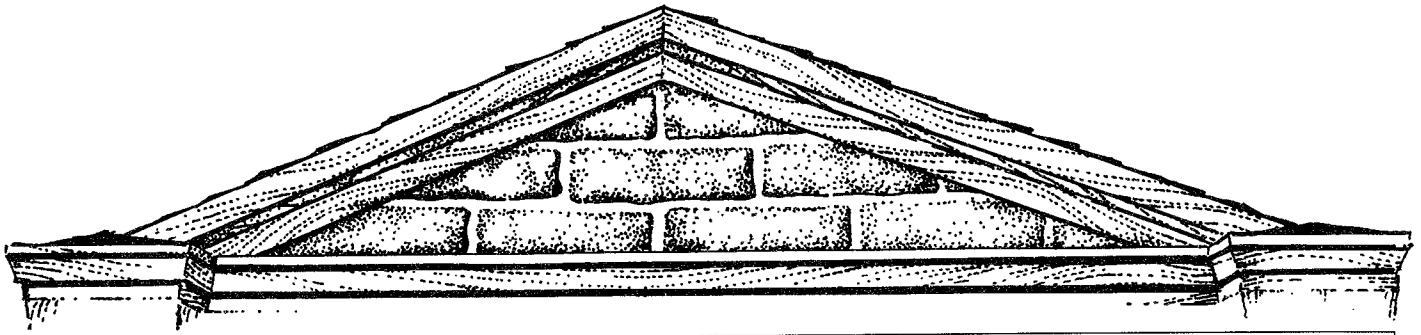
WHAT ELSE?

1. Go to the library and city hall and look at some maps. Locate your building on the maps and see how far back in time you can find evidence of it. Look at old photographs that picture the building. Take notes or make copies if possible.
2. Using an architecture guidebook, have the kids write a description of the building, including number of stories, roof, chimney, windows, doors, entrances, gables, porches, porticos, wall finishes, building materials, and paint colors. Have the group use a guidebook to identify the architectural style or combination of styles. Many buildings may have more than one.

3. Name the year the building was built, based on the maps, architectural style, and all the evidence your group uncovered. If the kids aren't sure of the date, estimate it and write it as a range, like 1870-1890, or use the word "circa," which means "about" or "around." Does it look like parts of the building were added in later years? See if the kids can figure out when!
4. Write a history of the building. Include the kids' maps and other materials your group collected.

OTHER SOURCES:

- **Identifying American Architecture** second edition, by John J.G. Blumenson. Nashville: AASLH, 1981.
- **A Field Guide to American Architecture**, by Carole Rifkind. New York: New American Library, 1980.



Draw an Old Building

Fill in the following information about this building:

_____ stories _____ roofs _____ chimneys
_____ windows _____ doors _____ porches

The color is _____

The building is made of _____

Decorations _____

Describe the building _____

What style is it? _____

When was it built? _____

Map

Map key:
house
north
street

Add your own symbols here:

Map of _____

Drawn by _____

Location _____

(address, street, town, state)

Date _____

Michigan Benchmarks and Standards

FOLKPATTERNS curriculum materials can be used to teach and meet the following Michigan Benchmarks and Standards. See specific parts of the curriculum for specific content standards.

English Language Arts—Content Standards and Benchmarks

ELA MC1

English Language Arts, Meaning and Communication

Content Standard 1 is: All students will read and comprehend general and technical matter.

ELA MC2

English Language Arts, Meaning and Communication

Content Standard 2 is: All students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs, and compositions.

ELA MC3

English Language Arts, Meaning and Communication

Content Standard 3 is: All students will focus on meaning and communications as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts.

ELA L4

English Language Arts, Language

Content Standard 4 is: All students will use the English language effectively.

ELA L5

English Language Arts, Literature

Content Standard 5 is: All students will read and analyze a wide variety of classic and contemporary literature and other texts to seek information, ideas, enjoyment, and understanding of their individuality, our common heritage and common humanity, and the rich diversity in our society.

ELA V6

English Language Arts, Voice

Content Standard 6 is: All students will learn to communicate information accurately and effectively and demonstrate their expressive abilities by creating oral, written, and visual texts that enlighten and engage an audience.

ELASP7

English Language Arts, Skills and Processes

Content Standard 7 is: All students will demonstrate, analyze, and reflect upon the skills and processes used to communicate through listening, speaking, viewing, reading, and writing.

ELA IIA 10

English Language Arts, Ideas in Action

Content Standard 10 is: All students will apply knowledge, ideas, and issues drawn from texts to their lives and the lives of others.

ELA IaR11

English Language Arts, Inquiry and Research

Content Standard 11 is: All students will define and investigate important issues and problems using a variety of resources, including technology, to explore and create texts.

Social Studies—Content Standards and Benchmarks

SS I2

Social Studies I is “Historical Perspective.”

Content Standard 2: All students will understand narratives about major eras of American and world history by identifying the people involved, describing the setting, and sequencing events. (Comprehending the past).

SS I3

Social Studies I is “Historical Perspective.”

Content Standard 3: All students will reconstruct the past by comparing interpretations written by others from a variety of perspectives and creating narratives from evidence. (Analyzing and interpreting the past).

SS V1

Social Studies V is “Inquiry.”

Content Standard 1: All students will acquire information from books, maps, newspapers, data sets and other sources, organize and present the information in maps, graphs, charts and timelines, interpret the meaning and significance of information, and use a variety of electronic technologies to assist in accessing and managing information. (Information processing).

SS V2

Social Studies V is “Inquiry.”

Content Standard 2: All students will conduct investigations by formulating a clear statement of a question, gathering and organizing information from a variety of sources, analyzing and interpreting information, formulating and testing hypotheses, reporting results both orally and in writing, and making use of appropriate technology. (Conducting investigations).

Michigan Benchmarks and Standards

4-H 1506: FOLKPATTERNS Leader's Guide

FOLKPATTERNS Card Game

ELA MC1, ELA MC3, ELA IiA 10

Collect Folklore on Short-Interview Cards

ELA MC3, ELA IiA 10, SS I2, SS V1, SS V2

My Folklore Card File

ELA MC3, SS V1, SS V2

About Me

ELA MC1, ELA MC3, ELA L5, ELA V6, ELA IaR11, SS V1, SS V2

Share a Story

ELA L5, ELA V6, SS V1

Game Exchange

ELA V6, SS V2

Family Folklore Checklist

SS V1

That's a Good Question

ELA MC3, ELA L4, ELA SP7, ELA IaR11, SS V1, SS V2

Testing, Testing

SS V2

Interview Checklist

ELA SP7

FOLKPATTERNS Interview Form

ELA MC1, ELA MC2, ELA L4

Listen to a Tape

ELA MC2, ELA MC3, ELA SP7, ELA Ii!10, ELA IaR11, SS I2, SS I3

Transcribing a Tape

ELA MC2, ELA MC3, ELA L4, ELA V6, ELA SP7, SS I3, SS V1

Library Scavenger Hunt

SS V1, SS V2

Visit an Ethnic Store

ELA MC3, ELA SP7, ELA IiA10, ELA IaR11, SS V1, SS V2

Create a Dictionary

ELA MC3, ELA L4, ELA L5, ELA SP7, SS V2

FOLKPATTERNS Collection Center

ELA MC2, ELA MC3, ELASP7, SS V1, SS V2

FOLKPATTERNS Scrapbook Sheet

ELA MC2, ELA L4, ELA V6, ELA SP7

Cemetery Study

ELA MC1, ELA MC3, ELA IIA10, SS I3, SS V1, SS V2

Demonstrate a Family Food Tradition

ELA MC3, ELA L5, ELA V6, ELA SP7, SS V1, SS V2