

Folkpattern Information and Resources

Below you will find guidelines, resources and more for the Folkpattern project classes to get you started. Feel free to call the superintendent for more specific questions or information.

- MSUE Folkpattern Website: <http://museum.msu.edu/s-program/folkpatterns/>
- National Directory of 4-H Materials: <http://www.4-hdirectory.org/>
- National 4-H Curriculum: <http://www.4-hcurriculum.org/default.aspx>

Genealogy and Family History

Genealogy:

Genealogy is collecting information about your family tree. Where did your relatives come from? Where were they born and when? Where are they buried?

Put together a notebook of your research about your ancestors. Begin by recording your own personal information then your parents, and move on to your grandparents. You can add siblings, aunts and uncles as you go along. Once you have gathered your information you can make a poster board or keepsake scrapbook of your family tree. Include dates and places for each individual. Add a photo for each person.

There are many books available on genealogy. Several websites have free forms for recording family information and pedigrees. Check your local library for helpful books. Below is a partial list of resources.

Book Resources:

Ancestor Hunt: Finding Your Family Online by Nancy Shepherdson
Bringing History Home: Local and Family History Projects for Grades K-6 by M. Gail Hickey
Creating Jr. Genealogists: Tips and Activities for Family History Fun by Karen Frisch Dennen
The Family Tree Detective: Cracking the Case of Your Family's Story by Ann Douglas
Roots for Kids: A Genealogy Guide for Young People by Susan Provost Beller
The Great Ancestor Hunt: The Fun of Finding Out Who You Are by Lila Perl Yerkow
My Family Tree Workbook (Dover Hobbies and Amusements for Children) by Rosemary Chorzempa
Through the Eyes of Your Ancestors: A Step-by-Step Guide to Uncovering Your Family's History by Maureen Taylor

Internet resources:

Find free charts and forms here to start collecting your ancestors: <http://www.familytreemagazine.com>
Guides on how to get started on your research: <http://www.rootsweb.ancestry.com/~usgwkidz/>
Sites devoted to kids and how to do genealogy projects:
<http://www.cyndislist.com/kids.htm>
<http://www.rootsweb.ancestry.com/>

And for more great information!

The Library of Michigan and the Archives of Michigan is a great place to visit and do research. Access the website through <http://www.michigan.gov>
Mid-Michigan Genealogy Society Website: <http://www.rootsweb.ancestry.com/~mimmgs/>
Ingham County Genealogy Society Website: <http://www.ingcogenesoc.org/>

Family Folklore:

Family Folklore is another way at looking at your family history via a multitude of subjects. What pets has your family had? Where have they lived? What schools have they attended? What occupations? Have members served in the Armed Forces? Are their practical jokers in your family? How about weddings or other special occasions?

There are many resources that will help provide you with the necessary tools to conduct interviews and collecting these family stories. Below are some 4-H publications written specifically for the Folkpattern project. Some sample questions are provided in the resource.

4-H Resources:

Family Folklore, a 4-H Folkpatterns Project [4-H 1330]

This project guide explores five forms of family folklore: stories, expressions, photographs, customs, and keepsakes. Includes many activity pages for kids to complete. (48 pages, Michigan 4-H, 1985)

Folkpatterns, A Cultural Heritage Project [4-H 1506 Leader's guide]

This leader's guide includes information that volunteers need to know to lead a FOLKPATTERNS project. It includes 12 sample meeting plans that cover the four areas of FOLKPATTERNS exploration:

"Discovering FOLKPATTERNS," "Discovering My Own Traditions," "Discovering My Family Traditions," and "Discovering Traditions in My Community and Beyond." (Folder, 23-page leader's guide, 12 meeting plans, Michigan 4-H, 1991)

Book Resources: (just a sample of what is available!)

The Complete Idiot's Guide to Writing Your Family History by Lynda Rutledge Stephenson

Create Your Own Life's Story : The Simple Way to Record Your Personal History by Glen Walker

Family Focused: A Step-By-Step Guide to Writing Your Autobiography & Family History by Janice T. Dixon

For All Time: A Complete Guide to Writing Your Family History by Charley Kempthorne

Front Porch History: Researching and Telling Your Family's Stories by Tammy Cardwell

Internet Resources:

Collecting stories: <http://buffalolore.buffalonet.org/stories/collectingfamilystories.htm>

Writing your family story: <http://www.cyndislist.com/writing.htm>

Samples of Interview Questions:

- Can you describe the house in which you lived when you were a child?
- Do you remember the room in which you slept as a child?
- Can you describe the houses in your neighborhood?
- Where was your favorite place to visit when you were a child?
- Where did you go to school? What was in the classrooms?
- Where did you go to worship?
- Where did you go to shop for food or clothes?
- Where did you go for fun and recreation?
- Did your family ever move?
- Describe the house you lived in when you were first married.
- What kind of utensils did you have in the kitchen?
- Who lived in your house with you as a child? How many brothers or sisters lived there?
- Can you describe your father or mother as you remember looking at them when you were small?
- Who visited your house when you were young? Grandparents or Aunts and Uncles?

- Did you have any favorite teachers?
- Who was the best cook in the family?
- Who was the smartest, richest, kindest, or most religious?
- Did anyone in the family have some unusual characteristics?
- How did you meet your spouse?
- Can you describe your wedding?
- What was your first job?
- What were your favorite holidays?
- Did you have special holiday customs or foods?
- When did the first family member come to America?
- Where did they come from? How did they get to America?
- Did you ever go on a vacation? Where? Who went with you?
- Can you describe the birth of your son or daughter? Where were you? Who was there?
- How did you choose his or her name?
- How did you travel from place to place?
- Did your family have a car?
- What were your favorite pastimes?

Collecting photographs to go with your stories adds to the final product and gives you something to cherish for years to come. Here are some resources specific to photographs. When looking at family pictures ask yourself and the owner of the photo questions to learn more about the people or places in them. Can you tell when the photo was taken by the clothing, furniture or surroundings?

- Where was the picture taken?
- When was the picture taken? What time of year was the photo taken?
- Who took the picture?
- Why were the people in the photo gathered?
- How are they related?
- Why were they together at this moment?
- What were they doing?
- What's the story behind the photo?
- Is there a pet in the photo? Whose was it? What is its name?

Resources:

[Preserving Your Family Photographs](#) by Maureen A. Taylor

Preserving your photographs: <http://www.cyndislist.com/photos.htm>

Family Heirlooms:

This is your chance to put together a collection that is special. It can be one you have started or one that you have inherited. It can include souvenirs from trips you have taken, grandma's spoon collection, your dad's military memorabilia, special toys or cooking utensils etc.

The important thing to remember is to include your notebook along with your collection! Take photos of your collection and catalog it in the notebook. Where did you get the items and why are they special to you? This project is about keeping records and documenting what is important to you.

Collectible Objects of Value to the Family: Find out why certain items in your family were important. Look beyond the objects and find the story behind them. Here are some examples:

Jewelry: Who wore the jewelry? Why was it given? Did it mark a special occasion?

Utensils: Who used it? Where did they live? How was it used?

Family Recipes: Who used it? Who passed it down? Why is it a family favorite?

Furniture: Who used it? Where did they live? How was it used? Where was the piece made or by whom? Where was the furniture originally? Can you describe the rest of the house?

Collections: What was special about this collection? Who started it? Why have you continued collecting? Where did the pieces come from?

Tools: Who used it? Where did they live? How was it used?

Book Resources:

A Preservation Guide. Saving the Past and Present for the Future by Barbara Sagraves

Protect Your Precious Documents by Louise St. Denis

Organizing and Preserving Your Heirloom Documents by Katherine Scott Sturdevant

Internet Resources:

Preserving Family Heirlooms: <http://www.mnhs.org/people/mngg/stories/preserve.htm>

More on preserving heirlooms: <http://www.cyndislist.com/preservation.htm>

Hunting, Fishing and Trapping Lore

If your interest is Hunting, Fishing or Trapping then this is the Folkpattern project for you! Interview family and friends about their experiences and share photos. You can include information on how to hunt or fish from the past to the present. If you have family members that love to tell stories of the "one that got away" or that "big buck" document them so that you can tell your own children later. Ask your grandparents or aunts and uncles about their experiences, maybe they can remember a story about their grandparents. You can include stories written by your relatives as well.

Another aspect would be to record important fishing gear that grandpa has used over the years. Or maybe Uncle Buck has a great shotgun collection that he loves to talk about. Take photos and write the stories of when the item was purchased or why was it given to the person. Was it a gift for a special occasion? Does someone you know do fly-tying? Make duck decoys?

Here are some questions to get you started:

- How old were you when you first learned to hunt?
- What was the biggest fish you ever caught?
- What was the funniest thing you remember about a fishing or hunting experience?
- Did you go to deer camp? Who with?
- Who taught you to fish or hunt?
- What time of year or seasons do you prefer to hunt or fish?
- Did you enjoy small or large game hunting?

Book Resources:

Downriver and Thumb Area Michigan Waterfowling, The Folk Art of Nate Quillen and Otto Misch by C. Kurt Dewhurst and Marsha MacDowell, Examines two distinctive aspects of the state's rich tradition of waterfowling, decoy making and boat building.

Internet Resources:

MSUE Project Fish: <http://www.projectfish.org/>

Project F.I.S.H is an educational program for youth and families sponsored locally by schools, fishing conservation organizations, others interested in fishing and our fisheries. Our vision is to initiate and provide fishing education and fishing skills to interested adults and youth from Michigan's many diverse populations. This preserves a natural heritage that ensures the future of fishing, which includes natural resources and environmental awareness, ethical fishing practices, fisheries stewardship, and positive developmental activities for children, families, and the community.

Peoples and Cultures

Native American

Is your ethnic background Native American or do you have an avid interest in our Native American history? Do you enjoy the legends and stories of the early Michigan peoples? Is there a specific tribe you are interested in? You can collect these stories through interviews or reading. Display your notebook along with a poster, art work or a collection of books you have on the subject.

Book Resources:

MSU Museum's Michigan Traditional Arts Store has several good references: <http://museum.msu.edu/>

Ethnic Celebrations

Are you interested in peoples from around the world? How do they celebrate their specific holidays? Are they similar to our American holidays? Does their religion contribute to their celebrations? You can collect stories through interviews with people from other countries or through your readings. What kind of foods would be served? What types of decorations are used? Learn the history of their celebrations. Display your notebook along with your other materials. Come to your conference judging in costume. If you are interested in this area you may be interested in more projects concerning Global Education and the 4-H International Exchange program.

4-H Resources:

Kaleidoscope: Family Celebrations from Around the World Leaders Guide [4-H 1484]

Kaleidoscope: Family Celebrations from Around the World Member's packet [4-H 1485]

The leader's guide has plans for meetings on ten different family celebrations, with activities designed to help children learn more about geography, food, games and stories of our own and other countries. (36 pages, 1991)

SPACES. . . Preparing Kids for a High Tech and Global Future is a program for 9- to 15- year olds. Three publications in the Shared Space category explore environmental, cultural and global issues, including: Similarities and Differences of the Earth's Peoples [4-H 1494]

Helps kids become aware of and appreciate the differences and similarities among peoples. Includes a leader's guide and six activities. (8 pages, 6 activities, 1991)

Food, Shelter & Clothing of the Earth's Peoples [4-H 1495]

Explores the basic needs of the world's people: food, shelter, and clothing. A leader's guide and activities focus on critical issues. (12 pages, 12 activities, 1992)

Connections & Celebrations of the Earth's Peoples [4-H 1496]

Explores how government, economics, play and celebrations tie people together in their communities. Includes a leader's guide and activities. (8 pages, 7 activities, 1992)

Folk Skills and/or Crafts

In this class the skill or craft is secondary to the reporting of how you learned the craft. Write what you liked about it or how the person taught you the craft. In other words, the judging for this class will be on what is included in your notebook. Types of skills or crafts to explore can include everyday use in the house, field or work or for play time. Your display will include the craft or skill you learned as an example. Be sure to add your research about the craft. Take photos to show your progress.

Book Resources:

MSU Museum's Michigan Traditional Arts Store has several good references: <http://museum.msu.edu/>
Including:

Folk Arts in Education: A Resource Handbook by Marsha MacDowell, ed., Provides an overview of the development of folk arts in education programs in the United States, short reports from individuals who have used folk arts in projects and programs, a listing of individuals and professional assistance for folk arts planning, a glossary of folklife terms, and excerpts from a wide variety of folk arts in education curriculum materials.

Gatherings, Great Lakes Native Basket and Box Makers by Marsha MacDowell, ed., Showcases the work of contemporary American Indian artists who produce black ash splint baskets and porcupine quillwork-embroidered birch bark containers in the Great Lakes region, who attended two gatherings of artists in 1998 and 1999, and whose work was displayed in a 1998 exhibition. ... photographs of the artists and examples of their work.

Occupational Traditions

Throughout history workers have had traditions. Many of us from Michigan have had relatives that were loggers or miners in the Upper Peninsula. What about those early car factory workers? Or those that cooked for the logging camps or made a grilled cheese sandwich in the diners? No matter where you look there are occupations with an interesting history. How did a particular company get started? What was transportation like in Ingham County back in the late 1800's? Blacksmiths, builders, seamstress, cobbler, cooper, boatbuilders, broommaking, butchering, woodcarving, farmers ...

Create a notebook of a traditional occupation. Compare it to today's occupation. Is this something you can do or learn about today? Is this occupation a lost art? You can display your notebook along with a poster or models of the traditional occupation. Come to your conference judging in the type of clothing the occupation may have used.

Book Resources:

MSU Museum's Michigan Traditional Arts Store has several good references: <http://museum.msu.edu/>
Including:

Cast in Clay: The Folk Pottery of Grand Ledge, Michigan by C. Kurt Dewhurst and Marsha MacDowell, This publication focuses on the historical and contemporary production and use of industrial and folk pottery in Grand Ledge, Michigan from 1859 to 1979. (note: Grand Ledge's Lincoln Brick Park was the site of a former brick making factory- still has lots of remaining brick piles)

Grand Ledge Folk Pottery, Traditions at Work by C. Kurt Dewhurst, This study of an occupational folk art in Grand Ledge, Michigan looks at the history and geography of Grand Ledge, profiles of potteries, a discussion of worker's attitudes towards their work, and an overview of the approaches to the study of material culture.

Marlinespikes and Monkey Fists: Traditional Arts and Knot-Tying Skills of Maritime Workers by LuAnne Gaykowski Kozma with Janet C. Gilmore and Jay C. Martin, Explores the knot-tying traditions and artistry of maritime workers in the Great Lakes region. It contains a glossary of knot-tying terms, biographical sketches of fifteen knot-tyers, an 18-page essay describing various knot-tying customs such as decorating the workplace and personalizing tools, and experiences of the knot-tyers themselves: their careers, how they learn and pass on knot-tying techniques, and how they view the purpose and importance of the tradition.

Downriver and Thumb Area Michigan Waterfowling, The Folk Art of Nate Quillen and Otto Misch by C. Kurt Dewhurst and Marsha MacDowell, Examines two distinctive aspects of the state's rich tradition of waterfowling: decoy making and boat building.

Quilting

Here you can display a quilt (or a sample) that you have made or that of a friend or relative. Be sure to interview the relative or friend about the quilt. What pattern is it? Is it an original design? What is the history of the pattern or style of the quilt? Who taught you to make it? The quilt is secondary to the project. Put the information you learned about this piece and others into your notebook. Include your interview of the person. Check your local library for books about quilting.

Book Resources:

MSU Museum's Michigan Traditional Arts Store has several good references: <http://museum.msu.edu/> Including:

Q is for Quilting by Gwen Marston: Reflecting the author's love for both children and of quilts, this publication includes renderings by artist Kathryn Darnell, of traditional quilt pattern blocks, each of which references a letter of the alphabet. This book can also be used as a coloring book for children.

Mary Schafer and her Quilts by Gwen Marston and Joe Cunningham: Provides an account of the quilting history of nationally-recognized quilter, quilt educator, and pioneering quilt historian, Mary Schafer. Her quilts reflect a passion for historical accuracy, creative adaptations of traditional designs, and skilled quilt construction.

Great Lakes, Great Quilts by Marsha MacDowell, ed.,: This publication describes the development of the quilt collections and the Great Lakes Quilt Center at the Michigan State University Museum and profiles discrete collections ... The book also includes patterns and instructions for reproducing 12 quilts in the museum's collections.

Michigan Quilts: 150 Years of Tradition by Marsha MacDowell and Ruth D. Fitzgerald, Celebrates the 150th year of Michigan's statehood by focusing attention on quilting, quilts, and quilters. The quilts represent prized family possessions, important family and community documents, and the strength and breadth of quilting as an art activity in the state.

Internet Resources:

Here's a good place to look for the history of quilting in America:
<http://www.womenfolk.com/historyofquilts/>

Foodways and Heritage Gardening

Foodways

Everyone likes to eat. Many people like to know out how the food was made so they can make it themselves. Does your family have a special recipe for special occasions? Or is the dish a traditional food? Where did it originate? How did you learn to make the dish? Who taught you? Is there a story behind the dish or an old wives tale surrounding the food? Are their special foods for harvest times or seasons?

Prepare the dish as part of your project. Take photos along the way. Be sure to keep all information in your notebook. The dish or recipe is secondary to the reporting of what you learned about the food.

4-H Resources:

Foodways: A 4-H FOLKPATTERNS Project [4-H 1329]

This publication explores the history and folklore of food. Some activities can be done by one person; others can be done in a group. The booklet introduces foodways, identifies foodway topics and includes activity pages. (72 pages, Michigan 4-H, 1985)

Heritage Gardening:

With your Heritage Gardening project you can display your vegetables or herbs that you have grown for this project but they are secondary to the learning process. Your notebook will include a list of the plants you have chosen to raise. Along with the list include what you have learned about them and the process by which you grew them. Take photos along the way to help document what you have done from beginning to end. Why do you consider these heritage gardening plants? Or did you try raising them in an old fashion or heritage way learned from others who have raised them?

4-H Resources:

Heritage Gardening: Vegetables (4-H 1279)

This bulletin promotes an awareness of the heritage of vegetable varieties. It compares folklore and modern science, and old and new gardening techniques. It tells how to plan a heritage vegetable garden, a North American Indian garden, and how to collect and store seeds. One section is devoted to heritage gardening activities such as plant prints and seed medallions. (48 pages, 1992).

Michigan 4-H Guide to Herb Gardening Projects (4-H 1516)

Helps 4-Hers learn about herbs and their history, how to identify and grow herbs, how to design herb gardens, how to make herb crafts, how to play herb games, and how to cook with herbs. (48 pages).

The Michigan Barn Preservation Project

In the fall of 1995, a group met to determine the feasibility of establishing an organization that would give a collective voice to citizens with the common interest in the preservation of barns, farmsteads, and the rural community. The resulting Michigan Barn Preservation Network was incorporated in 1995 with a mission "to promote appreciation and preservation of Michigan's barns, farmsteads, and rural communities."

Try your hand at recording information about barns, farmsteads in your local community or within your families land and property. Put together a notebook along with photos.

Book Resource:

Michigan Barn and Farmstead Survey Manual [sku BK00235] \$7.00, MSU Museum Store

This manual describes how to conduct a photographic field survey of Michigan vernacular barns for the statewide Michigan Barn and Farmstead Survey. Designed for individuals or groups, it contains instructions for organizing a survey group, a sample training session, reproducible survey forms, a photographic guide to barn architectural features, and a registration form to sign up for the project.

Internet Resource: <http://michiganbarns.org/>

The Michigan 4-H History Project:

In 2002 Michigan celebrated its 100th 4-H birthday. Michigan State University has been collecting 4-H stories from its leaders and members to preserve. If you are interested in collecting stories from former members and leaders of Michigan's 4-H history there is a bulletin that was written especially to help you

4-H Resources:

The Michigan 4-H History Project Collection Manual and Oral History Guide for 4-H Youth, Leaders and Staff [4-H 1598]

Internet Resource:

<http://museum.msu.edu/s-program/mtap/4-h/index.html>

Any Other Not Listed Above

The list of projects that can fit under the category of Folkpattern is long and numerous. You may be interested in an area that doesn't quite fit in with one of the above classes and that's what the "Any Other Not Listed" class is for. Be sure to check your local library on the varied topics. Talk to grandparents and other relatives.

Below are some ideas:

- Clothing, textiles, weaving, rugmaking
- Architecture, buildings, shelters, bridges, outhouses
- Livestock including the heritage breeds or those on the conservancy lists
- Folk games, toys, musical instruments, sports
- Jokes, ballads, rhymes, songs, graffiti, legends
- Cemeteries: epitaphs, stones, designs, gravestones
- County fairs: traditional from around the state past and present
- Customs: funerals, marriages, dance, camp meetings, folk medicine

Book Resources:

The MSU Museum's Michigan Traditional Arts Store has many references: <http://museum.msu.edu/> including:

Michigan Folklife Reader by C. Kurt Dewhurst and Yvonne R. Lockwood, eds, This collection of essays is an introduction to the wealth of folklore and folklife in Michigan, illustrating a wide variety of approaches and folklore genres. The book is divided into the following chapters: folk art and architecture, storytelling and meaning, folk music and song, occupational folklore and play, and symbols and identity. Includes a guide to folklife resources in Michigan.

Check old herbals such as Jethro Kloss' Back to Eden

Rodale's Illustrated Encyclopedia of Herbs has interesting facts about old remedies

Internet Resources:

Link for MSU Museum's Michigan Traditional Arts for artists, events, education, organizations
<http://museum.msu.edu/s-program/mtap/Links/>

You can find many resources on Folk Medicine or Folk Remedies on the net including:
UCLA's website on Folk Medicine: <http://www.folkmed.ucla.edu/aboutus.html>