



Name \_\_\_\_\_

Age \_\_\_\_\_  
(as of January 1 of the current year)

Club name \_\_\_\_\_

Club advisor \_\_\_\_\_

County \_\_\_\_\_



**THE OHIO STATE UNIVERSITY**

COLLEGE OF FOOD, AGRICULTURAL,  
AND ENVIRONMENTAL SCIENCES



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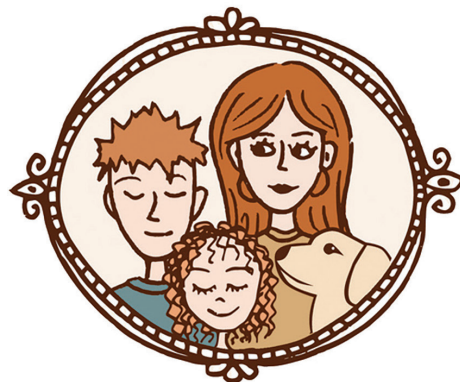
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## NOTE TO THE PROJECT HELPER



**Congratulations! A 4-H member has asked you to serve as a project helper. You may be a parent, relative, project leader, friend, club advisor, or another person important in the 4-H member's life. Your duties begin with helping the youth create and carry out a project plan, as outlined in the Member Project Guide.**

The 4-H member will need to visit the library and other locations to gather information. Some costs are involved for transportation, copies of forms, and supplies.

If there is a stepparent, adoption, or some other form of modern family, help the youth edit the charts accordingly. For more information, see The Modern Family on page 38.

As a project helper, it is up to you to encourage, guide, and assist the 4-H member. How you choose to be involved helps to shape the 4-H member's life skills and knowledge of the importance of genealogy.

For more information on the Eight Essential Elements, please refer to the *Ohio 4-H Volunteer Handbook* available online at [ohio4h.org](http://ohio4h.org). On a practical level, your role as a project helper means you will strive to do the following:

- Guide the youth and provide support in setting goals and completing this project.
- Encourage the youth to apply knowledge from this project book.
- Serve as a resource person.
- Encourage the youth to go beyond the scope of this 4-H project book to learn more about genealogy.

### YOUR ROLE AS PROJECT HELPER

Your contributions are critical to delivery of the 4-H program, which is committed to providing experiences that strengthen a young person's sense of belonging, generosity, independence, and mastery. Your interactions should support positive youth development within the framework of the Eight Essential Elements (also known as the Eight Key Elements):

1. A positive relationship with a caring adult
2. An inclusive environment
3. A safe emotional and physical environment
4. Opportunity for mastery
5. Engagement in learning
6. Opportunity to see oneself as an active participant in the future
7. Opportunity for self-determination
8. Opportunity to value and practice service to others

### WHAT YOU CAN DO

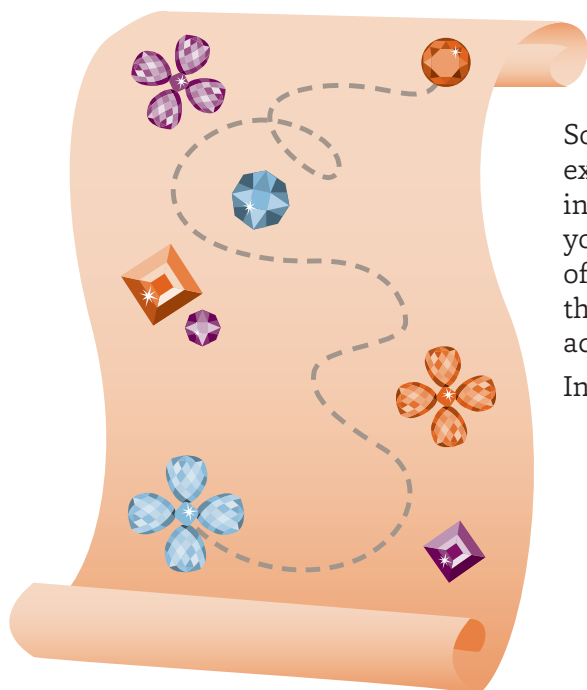
- Review the Learning Outcomes (project skill, life skill, educational standard, and success indicator) for each section to understand the learning taking place. See the inside back cover for the Summary of Learning Outcomes.
- Become familiar with each section and the related background information.
- Begin the project by helping the learner establish a plan. This is accomplished by reviewing the Member Project Guide.
- Allow the learner to become better at assessing his or her own work.
- In the Member Project Guide, date and initial the project areas that have been completed.



# Member Project Guide



Welcome to *Family History Treasure Hunt*! This project is designed for youth ages 12 years and older who are interested in genealogy. Younger members may take this project, but only with active involvement from a knowledgeable project helper. You can take *Family History Treasure Hunt* for just one year simply to learn more about what genealogy is, or you can take it for up to six years to become an expert in your family's history. (This project book can be used for six years.) No matter how long you take this project, you are bound to discover treasures!



So you have a good idea of what is involved, the minimum expectations—or the very least you can do—are outlined in the What To Do section below. The time and resources you spend on the project will vary depending on the depth of your interests and research. This project often becomes the basis for family history study that extends into adulthood!

In this project, you will learn to:

- Gain research skills used for family history.
- Increase knowledge of personal identity and an appreciation of family heritage.
- Improve family communications and build family strengths.
- Search for and document genealogical information and decide on its value.



## *Note to Parent or Guardian*

Your child needs your help to complete this project. You can assist by helping with requested dates and information. Your help is needed to contact other family members in person, by phone, mail, video conferencing or by other forms of media. The 4-H member needs to visit the library and other locations that are sources of information. Some costs are involved for transportation, for copies of forms, and for supplies.

When obtaining a copy of a birth certificate, marriage license, etc., an inexpensive photocopy or scan is acceptable for this project. Your child does not need expensive certified copies.

If there is a stepparent, adoption, or some other form of modern family, please help your child edit the charts accordingly. Charts designed to address the needs of the modern family are included. These are found at Family Tree Templates:

**[familytreetemplates.net/category/nontraditional](http://familytreetemplates.net/category/nontraditional)**. In this project, the member learns the process for locating family history information. He or she may elect to search the family of a natural parent, stepparent, adopted parent, or other family member.





## PROJECT GUIDELINES



Each year you take the *Family History Treasure Hunt* project, complete the four steps outlined on the What To Do requirements page that matches your number of years in the project.



### STEP 1. THE TREASURE HUNT

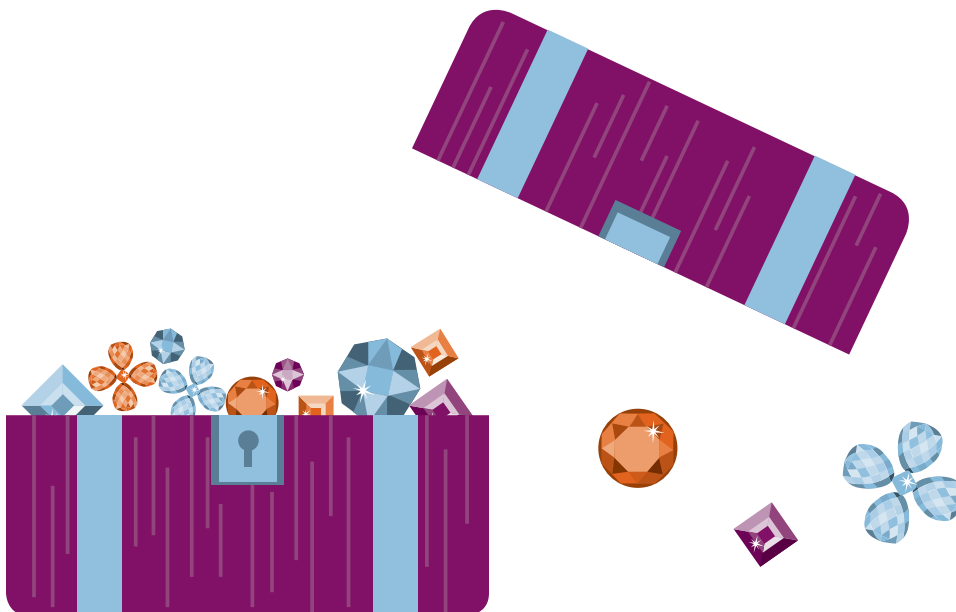
The Treasure Hunt activities are built around specific topics and skills in genealogy such as organizing, interviewing, conducting research, writing, and more. You may even decide to go further than these minimum requirements. The activities for each year build on the activities completed in the previous year. Doing them in order helps you find your family treasures!



### STEP 2. LEARNING EXPERIENCE

Each year, select **at least one** of the additional organized 4-H activities listed below. Use the requirements page to record what you plan to do, what you actually do, and the date you do it.

- Give a talk to your 4-H club or other group on the information in a family group sheet.
- Help another 4-H member with family records.
- Help at a 4-H genealogy workshop.
- Invite a volunteer from a local genealogy library or organization to speak to your club.
- Plan a related activity.





## STEP 3. LEADERSHIP/CITIZENSHIP ACTIVITY

Each year, select **at least one** of the leadership/citizenship activities listed below. Use the requirements page to record on the annual page what you plan to do, what you actually do, and the date you do it.

- Encourage a friend to join 4-H or to enroll in the 4-H genealogy project.
- Show someone how to use a common genealogy resource such as **ancestry.com** or how to find historic newspapers on microfilm.
- Donate a copy of your pedigree chart (or updated chart) to the local genealogy library.
- Plan a related activity.



## STEP 4. PROJECT EVALUATION AND RECORD KEEPING

After you have completed steps 1, 2, and 3, review your records and forms. Prepare your project for review. Discuss your experiences with your parent, guardian, and/or project helper. Participate in county evaluation and fair. See local guidelines for details. You should not omit a step. Plan and report your progress for the current year on the appropriate page. As soon as you complete one year, you can start right away on another year. When the time comes, if you want to continue the treasure hunt, **be sure to enroll again in the project for the coming year.**



### Tips for County and State Fairs

- County guidelines and state guidelines may vary. At the county fair, exhibit your project book, research journal, and selected records as determined by your club and advisor. See your county guidelines for more information when exhibiting at the county level.
- The most recent state fair guidelines are available at **ohio4h.org**, usually soon after the first of the year.



Words in **bold** throughout this book are defined in the glossary.





# PROJECT AREA: Treasure Hunt Basics

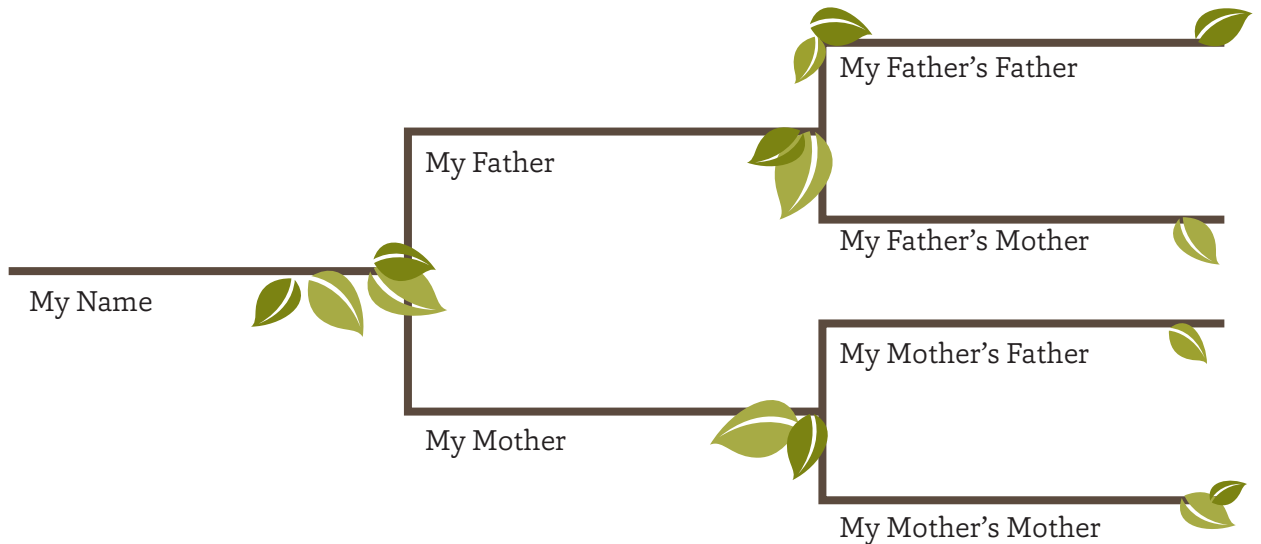


## BEGIN WITH YOURSELF



Before starting a treasure hunt, you need a treasure map. Without a map, you would not know where to begin. Maps provide clues to help navigate your path. Likewise, when you start researching your family, you need a good map. Start with yourself by filling in the chart below. Your first stop should be your parent(s) or guardian. They can help you gather the tools you need for your journey and provide clues for you. Your next stop? Look for clues in your own home. Your mother or father might have newspaper clippings or other documents that help. The next stop might be contacting another relative such as a grandparent, aunt, uncle, or cousin. Eventually, you will want to visit your library, or a genealogical or historical society. Jewels could turn up anywhere!

To help create your treasure map, fill in the chart below.



You just completed a pedigree chart for yourself and some of your ancestors. In the chart above, did you put the full name (including middle name) for each of your parents and grandparents? Did you include the maiden name of your mother and grandmothers? The **maiden name** is the last name of a woman before marriage. At marriage, she might take the **surname** of her husband. Surname is the last name or family name. Given names are first and middle names.

How many surnames have you listed so far? Make a list of your surnames in alphabetical order below:

\_\_\_\_\_ , \_\_\_\_\_  
 \_\_\_\_\_ , \_\_\_\_\_








## WHAT'S IN A NAME?

How and why did your parents select your name? Ask them and place your answer here. Do you have a nickname? If so, how did you get that name?

---

To record all dates, use the international date style—day first, the first three letters of the month, then the four-digit year: 17 Feb 1890.

Fill in the following chart: Today is \_\_\_\_\_ .  
*Day month year*

My full name is \_\_\_\_\_ .  
*last first middle*

**I was born on** \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ .  
*day month year*

in \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ .  
*town/city county state or country*

**My Father is** \_\_\_\_\_ .  
*last first middle*

He was born on \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ .  
*day month year*

in \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ .  
*town/city county state or country*

**My Mother is** \_\_\_\_\_ .  
*last first middle*

She was born on \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ .  
*day month year*

in \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ .  
*town/city county state or country*



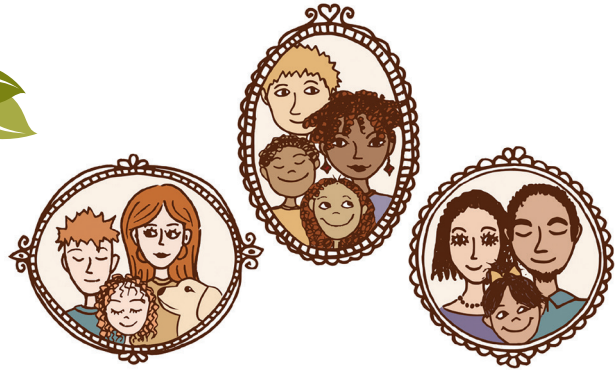


List brothers and sisters, starting with the oldest first:

Name	Birth date (day, month, year)	Birthplace
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

## FAMILY TRAITS CHART

Who do you look like? Has anyone ever said, “You are the image of your grandparent”? Look for clues in the physical features of your parents and grandparents. Hint: If grandparents have graying hair, what was the color of their hair when they were your age?



Characteristic	Me	Parents		Father's Parents		Mother's Parents	
		Father	Mother	Grandfather	Grandmother	Grandfather	Grandmother
Eye color							
Hair color							
Height							
Weight							
Physical build							
Hobbies and special interests							
Other							
Medical notes							

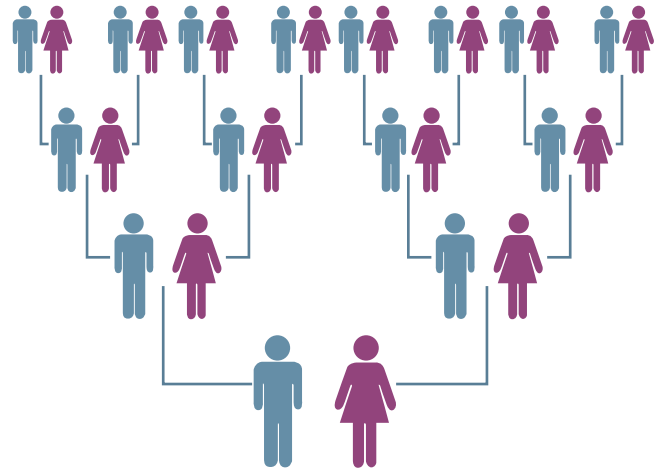
Examples of other characteristics include the following: freckles, dimples, shape of nose, shape of face, personality, voice. Write down other characteristics about you, your parents, and grandparents.





# PROJECT AREA: Treasure Hunt Tools

I have two parents,  
four grandparents,  
eight great grandparents,  
sixteen great great grandparents, etc.



Each generation doubles the number of your ancestors. You will need tools to uncover and keep track of your family history treasures.

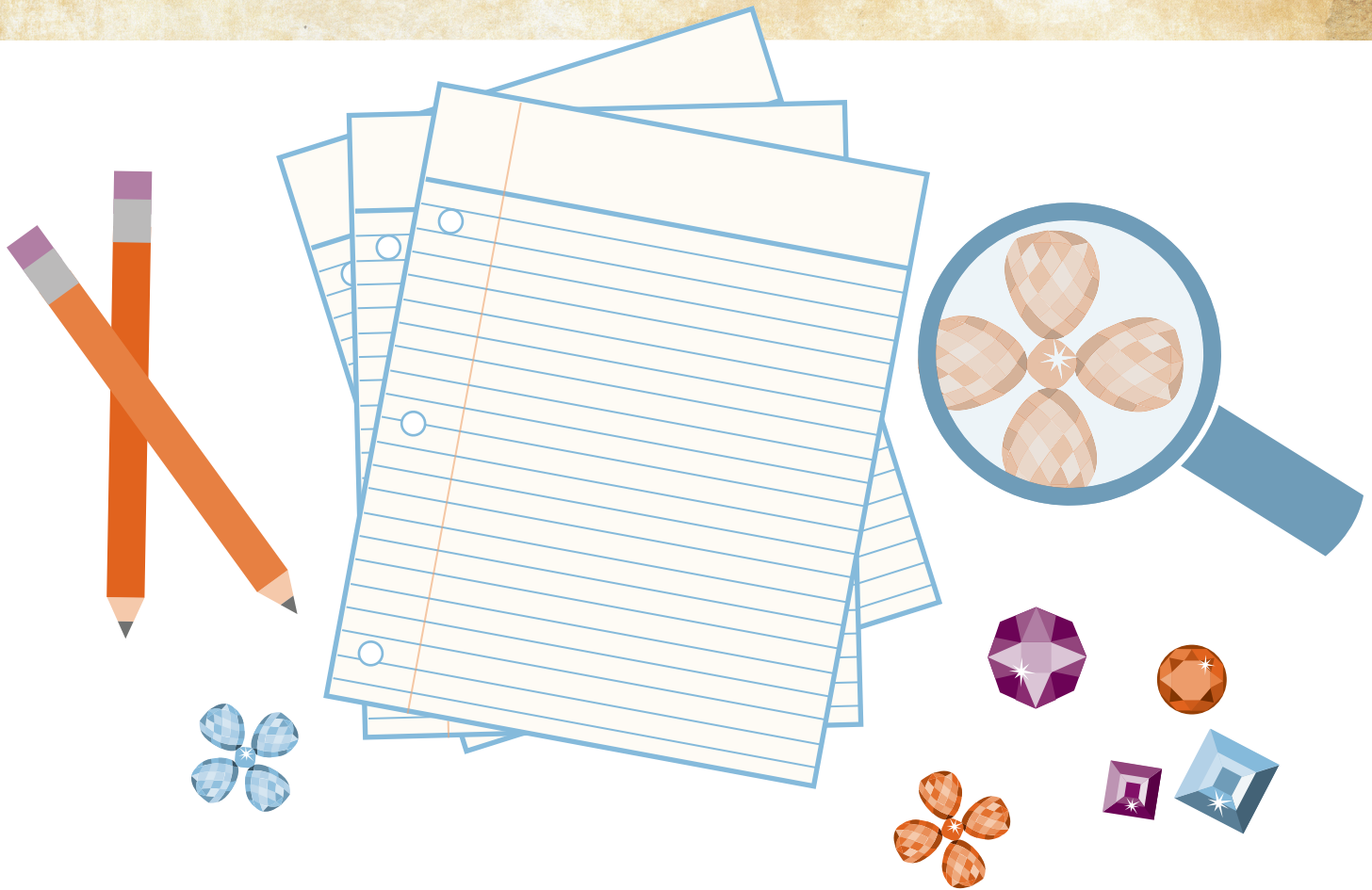


## TREASURE HUNTER'S KIT AND SUGGESTIONS



- When you visit a relative, family friend, or a repository such as the library, courthouse, or genealogical or historical society, take the following items with you:
  - several pencils or pens (some libraries do not permit pens to be used)
  - note paper
  - Treasure Hunter's Research Journal (See page 18 for details)
  - coins for the photocopy machine
  - a working copy of your pedigree chart
  - working copies of family group sheets
  - copies of individual data sheets
  - an alphabetical list of surnames you are researching
  - USB drive or other portable external storage device—great for storing digital images (optional)
  - magnifying glass (optional)
  - audio or video tape recorder (optional—great for interviews)
  - camera or smartphone to take photos of documents, other's personal belongings, and more (optional)





2. Always record your sources with the following information: complete name of the book (or other source), the author, year of publication, the publisher's name, the page number(s), and where you found it. For information on the internet, include the website's address, website's name, and date you accessed it. Documenting Your Sources (page 30) explains how to cite your sources in more detail.
3. When you take notes, use a separate page for each surname. Later, you can file each page in separate surname folders to keep information organized. As your research increases on each surname, you may want to take notes for each individual on a separate page, computer document, or spreadsheet. These notes should be kept with each individual's file.
4. Photocopy or scan important pages. Record the source on the front of the document. Scanned images should include the citation on the digital image when possible. When scanning the image, leave a little space at the top or bottom. Then use a software program like GIMP, Photoshop, or Paint to add the citation. Another option is to include a brief citation in the file name. For example, for an obituary on John Smith, the file name could be "Smith\_John\_obit\_News\_23Sep1923."
5. When storing your documents digitally, use folders and sub-folders to keep your images organized. Start a separate folder for each family unit, which is the parent(s) and the child(ren) of one family. Store all related documents such as census records, birth records, marriage records, death records, obituaries, and photos in one family unit's folder. As your research expands, you may need to further divide each family unit's folder into individual folders.





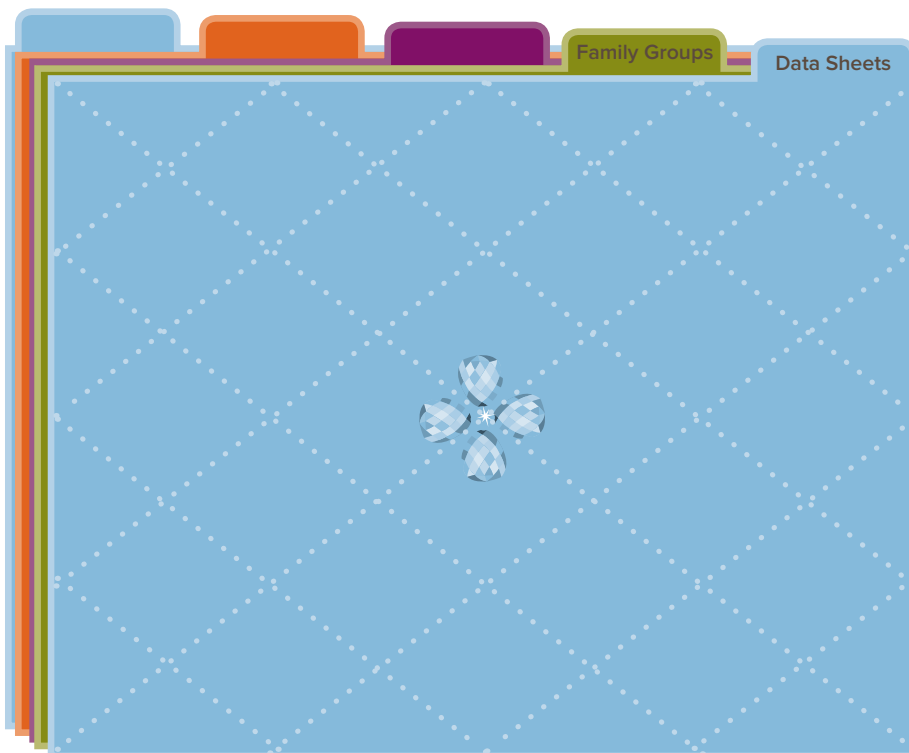
6. Before a visit or interview with a family member, think about some of the questions you want to ask.

- Where did you go to school?
- Where were you born?
- Where did you live when you were my age?
- Did you like sports?
- What were your hobbies?
- Why did you move?
- Who was your best friend?
- When did you get married?
- What is (or was) your occupation?
- What other questions would you like to ask?

See Appendix 5 on page 57 for more sample interview questions.

Remember to use your six friends in each interview. They help you to be thorough when you gather information. Your six friends are Who, What, When, Where, Why, and How.

7. Remember to find documents, or **proof**, to confirm what you are told in the interview. Record documents on the Individual Data Sheet or on the back of the Family Group Sheet.
8. As you search, you might find that some names are spelled differently. For example, Heintz can also be spelled Hines, Heinz, Hynes, etc. Be alert to the possibilities and always copy information just the way you see it. In early records, names were often spelled the way they sound, or phonetically.





## TREASURE HUNTER'S RESEARCH JOURNAL



Start and keep a research journal.

Use a journal, notebook, electronic device, or some other method to keep a list of places you visit, the dates you visited, what you looked for, and documents you found.

This is often referred to as a research log. Record the names and contact information of people with whom you talked or corresponded in what is often called a correspondence log. When using an electronic device, a paper copy should be included with your project.

If you looked in some sources and were unable to locate the document or information you sought, make a note of this in your research journal. This keeps you from looking in the same source more than once for the same information.



10 Feb 2014: Talked to mom and dad. Found and copied their marriage certificate.

12 Feb 2014: Phoned Grandma Moore and asked about the family.

13 Feb 2014: Wrote Grandma Hudson. Wanted to know her birth date, birth place, and her parents' names.

28 Feb 2014: Received a letter from Grandma Hudson. She gave me her birth date, birth place and her mother's name. She will show me her family Bible the next time we visit.

11 Mar 2014: Visited Franklin County Courthouse in Columbus and got a copy of my birth record.

12 Mar 2014: Searched **familysearch.org** for the death certificate of Great-Grandma Mary Moreland. Not able to find her death certificate. Need more information from Grandma Hudson.



## DATA SHEETS



As you find information, what do you do with it?

Take notes and keep document copies. Be sure to date each item and add the source details. At the beginning of your search, a small treasure box is all you need. Later, as you gather more jewels, you might want a file box or drawer with a folder for each surname. An electronic device can be used too.

A notebook for your Data Sheets and charts works well for the beginning hunt. Charts are used by family researchers to keep track of the dates and information they find. Master copies for the Individual Data Sheet, Family Group Sheet, and Pedigree are in Appendix 2, which starts on page 40.

Do not write on the masters. Instead, make copies and write on those. Keep your master copy separate and print additional copies as needed. You can find similar forms online or at your library. Use any version you prefer.

How many copies of the forms do you need? For the first year, a minimum of one pedigree chart and five family group sheets could be enough. Double that number if you want to have a "working" copy on which neatness does not matter. Later when you are ready, you can neatly print a copy to share with others. The larger the family and the more family research you do, the more copies you will need.

If you write information by hand, always use your best penmanship.





# INDIVIDUAL DATA SHEET



The Individual Data Sheet is a good record for each family member you interview and for each ancestor you want to know more about. You can work on a Data Sheet for yourself, too. You do not have to fill out an Individual Data Sheet for everyone in your family.

A master copy of the Individual Data Sheet is in Appendix 2, which starts on page 40. Review the sample forms below for an uncle and great grandfather.

Given Name James (Nickname (if used) Gramps) Surname CLOVER  
 Father's Name Joseph Lee CLOVER Family Group Sheet  yes  
 Mother's Name Mary Sue ?  
 Spouse's Name Linda WORKMAN Family Group Sheet  yes  
 Compiled by \_\_\_\_\_  
 Your Relationship to This Individual \_\_\_\_\_  
 Great-Grandfather

### Individual Data Sheet

Use this form to record all information on specific individual. It is suitable for any age and relationship. Be sure to document your source(s) for each fact. Selected details will also be recorded for this person as a child (on father's group sheet) and when this person marries, on the group sheet for the couple.

Date Day/Month/Year	Event	Location	Source
1 Dec 1908	Birth (M or F)	Cloverdale, OH	
25 Dec 1908	Baptism	Cloverdale First Church, OH	
14 Jun 1930	Marriage	Columbus, OH	
4 Sep 1989	Death		
8 Sep 1989	Burial		
unknown	Military Service		
about 1922	Education		
in the 1950s - 1980s	Hobbies		
About 1922 to 1973	Occupation		
14 July 1958	Landed		
This person is no. <u>8</u> on pedigree chart no. _____			

Given Name Christopher (Nickname (if used) Chris) Surname CLOVER, Jr.  
 Father's Name Christopher CLOVER, Sr. Family Group Sheet  yes  
 Mother's Name Susan Anne SMITH Family Group Sheet  yes  
 Spouse's Name Diane Louise JONES Family Group Sheet  yes  
 Compiled by Renee CLOVER  
 Your Relationship to This Individual Uncle

### Individual Data Sheet

Use this form to record all information on specific individual. It is suitable for any age and relationship. Be sure to document your source(s) for each fact. Selected details will also be recorded for this person as a child (on father's group sheet) and when this person marries, on the group sheet for the couple.

Date Day/Month/Year	Event	Location	Source
1 June 1972	Birth (M or F)	Cloverdale, OH	
20 Aug 1972	Baptism	Cloverdale First Church, OH	
14 Jun 1930	Marriage	Columbus, OH	
	Death		
	Burial		
Spring 1981 - Summer 1990	Member of 4-H		
6 June 1990	graduated from Cloverdale High School	Cloverdale County, OH	
12 June 1994	B.S. in Agriculture from The Ohio State University	Cloverdale, OH	
1994-present	Ag Teacher at Cloverdale High School	Columbus	
May 2004	Outstanding Teacher Award	Cloverdale	
		Cloverdale	
This person is no. _____ on pedigree chart no. _____			



Always record your source in the source column. Sources are very important in your treasure hunt. You can read more about how to do this in Documenting Your Sources on page 30.



# Summary of Learning Outcomes

Project Skill	Life Skill	Educational Standard*	Success Indicator
<b>Project Area: Treasure Hunting Basics</b>			
Searching for basic information for first pedigree chart	Processing information	NCSSS 2. Time, Continuity, and Change (Middle Grades), Processes: Identify and use a variety of primary and secondary sources for reconstructing the past; such as documents, letters, diaries, maps, textbooks, photos, and other sources.	Completes own pedigree chart
<b>Project Area: Treasure Hunt Tools</b>			
Gathering genealogical evidence from various sources	Thinking critically	NCSSS 2. Time, Continuity, and Change (Middle Grades), Processes: Identify and use a variety of primary and secondary sources for reconstructing the past; such as documents, letters, diaries, maps, textbooks, photos, and other sources.	Creates and fills in Treasure Hunter's Research Journal
<b>Project Area: Conducting Your Search</b>			
Finding and documenting genealogical records properly	Reasoning	NCSSS 2. Time, Continuity, and Change (High School), Processes: Research and analyze past periods, events, and recurring issues, using a variety of primary sources (e.g., documents, letters, artifacts, and testimony), as well as secondary sources; validate and weigh evidence for claims, check the usefulness and degree of reliability of sources, and evaluate different interpretations in order to develop their own interpretation supported by the evidence.	Verifies and records various types of evidence in Research Journal

\*The educational standards cited here are from *National Curriculum Standards for Social Studies: A Framework for Teaching, Learning, and Assessment* (2010) from the National Council for the Social Studies.

