**Cultural Heritage Projects**

The fifth grade will be exploring their own family history. Each student will do research and write a Four paragraph paper about one country from their heritage, find it on a world map (provided by Miss Grimm) and create a flag on an 8 ½” x 11” sheet of white cardstock paper (provided by Miss Grimm) . The students will need to interview one person from their family who can tell them about their family’s history and how their family came to the United States. Then the students will create a family tree showing at least three generations. Each student will create a coat of arms for their family. The students will bring in two recipes to include in our class’ cultural heritage cookbook, one from their culture and the other a family favorite. May 11, 2011 will be Cultural Heritage Day at PCRS and the students will be able to bring in a dish from their culture to share with the class on that day.

**Country Project-25 points**

The students will need to choose one culture from their family’s heritage. Then they will need to interview one person from their family who can tell them about how their family came to the United States. The students will need to find the location of the country on a world map provided by Miss Grimm and then draw the country’s flag on the 8 ½” x 11” sheet of white cardstock paper also provided. **The Country 4-paragraph outline is attached. \*\*\*We will do some research on Wednesday, April 13th during Library class.\*\*\*Please be sure that your child has chosen their Country by then to ensure that it is one from their heritage.\*\*\***

**Coat of Arms-25 points**

The students will need to create a family coat of arms. I have gone over how to create a coat of arms with the students in class. The students may use a poster board to create a coat of arms for their family. I have included a website where the students may get ideas for their project but they may not print it from this site. The students may use embellishments to decorate the coat of arms.

**The Language of Heraldry**

**Heraldic Colors:**  
Yellow or Gold – Generosity White or Silver - Peace & Sincerity  
Black - Constancy (& sometimes Grief) Blue - Loyalty & Truthfulness  
Red - Military Fortitude & Magnanimity Green - Hope, Joy & sometimes Loyalty  
Purple - Royal Majesty, Sovereignty & Justice  
  
**Heraldic Animals:**  
Bear – Protectiveness Bee - Industriousness  
Camel – Perseverance Dog - Loyalty  
Double Eagle & Eagle - Leadership & Decisiveness Dragon - Defender of Treasure  
Falcon or Hawk – Eagerness Fox - Cleverness  
Griffin (part eagle, part lion) – Bravery Horse - Readiness to Serve  
Lion – Courage Pelican - Generosity & Devotion  
Raven – Constancy Snake - Ambition  
Stag, Elk or Deer - Peace & Harmony Tiger - Fierceness & Valor  
Unicorn - Extreme Courage Wolf - Constant Vigilance

**Heraldic Symbols:**  
Axe – Dutiful Crescent – Enlightenment Bridge - (signifies a governor or magistrate) Crosses - Christian sentiments  
Crown – Authority Fire - Zeal Fleur-de-lys (stylized Iris flower) - Purity (associated with France) Hand - Faith, Sincerity & Justice  
Heart – Sincerity Horns & Antlers - Fortitude  
Lightning – Decisiveness Moon - Serenity  
Oyster Shell – Traveler Ring - Fidelity  
Scepter – Justice Star - Nobility  
Sun – Glory Sword - Warlike  
Tower or Castle - Fortitude & Protectiveness

**Other important design details:**  
Besides simple fields of color, a coat of arms may contain other design motifs, such as checkerboards, polka dots, or fur patterns. One traditional design rule is that two solid-color fields shouldn't appear side by side unless one of the two is "metallic". Even this "rule" has been broken by many famous and historical coats of arms.

<http://www.makeyourcoatofarms.com/#>

**Family Tree-25 points**

The students may use the website provided to create a family tree. The students will create a tree using green and brown construction paper (provided by Miss Grimm). The students will need to show three generations of their family on the family tree.

<http://pbskids.org/wayback/family/tree/index.html>

**Recipes-25 points**

Each student will need to bring in two recipes to add to our class’ cultural heritage cookbook. One recipe should be from their culture and the other a family favorite. The students will retype these recipes in technology class so that we can have them all in the same format. On May 11, 2011, we will celebrate Cultural Heritage Day and each student is asked to bring a dish from their family’s culture to share with their classmates.

**Extra Credit-10 points**

* The students may bring in actual family history items to share with the class. A few examples of these items may include but are not limited to copies of photographs of relatives/ancestors, copies of immigration or other interesting documents such as birth or marriage certificates, samples of traditional arts/crafts/clothing, common phrases in your country's language with translations, an actual family coat of arms, or anything else you can think of!

**Due: Tuesday, May 3, 2011**

**Country Essay Outline**

\* The following are the minimum paragraphs for each topic

1. Introduction (1st paragraph)
   1. Interesting first sentence
2. What country from your heritage did you research?
3. Why did you choose to research this country?
4. Who in your family did you interview?
5. How did your family come to the United States?
6. Physical Features of the country (2nd paragraph)
   1. Location, major cities
   2. Weather
   3. Major landforms
   4. Natural Resources
   5. Other information (optional)
7. Cultural Features of the country (3rd paragraph)
   1. Language
   2. Shelter (optional)
   3. Foods
   4. Education
   5. Holidays (optional)
   6. Recreation
   7. Other information (optional)
8. Conclusion (4th paragraph)
   1. Restate introduction
   2. What did you learn about the country/your heritage?
   3. What did you find interesting about the country?
9. Bibliography (on a separate page-see sample below)

# Example of an encyclopedia entry

“Lithuania.” The World Book Encyclopedia. Vol. 13. 1996. p.194-202.

***Example of a book entry***

Smith, John.Lithuania 1918-1972. Minneapolis: Learner Publishing, 1996.

*\*Don’t forget that your bibliography needs to be in ABC order\**

*\*Don’t forget to indent the second and third lines of each entry\**

**Cultural Heritage Day Projects are due on Tuesday, May 3rd**

Symbols Used in

Male

Female

Gender unknown

A diagonal line through a symbol means a person is deceased

Brackets around a symbol and a dashed line leading to it means a person is adopted

Non-identical twins

Identical twins