



Welcome to *Your Story, Our Story*

Your Story, Our Story is a national digital exhibit initiative of the Tenement Museum in New York City and its partners across the United States. We work with schools, universities, museums and cultural sites, organizations, and community groups to co-create a collection of stories that is expansive enough to hold the connections we share as Americans, along with our similarities and differences. Together, we explore the ways that people are profoundly impacted by the places they come from and move into, telling a fuller and more holistic story of American identity in ways that honor the complexity and multiplicity of individual experience.

The Tenement Museum was founded with the belief that history is personal and relational. Every individual makes history and their actions have the capacity to impact others in both small and transformational ways. Just as our historic tenement buildings contain the stories and stuff of extraordinary Americans, the places your students live are holding important truths. As their teacher, we hope you will partner with us and help your students to publish their personal story using the *Your Story, Our Story* platform.

Your Story, Our Story offers participants the opportunity to become historians of their experiences so that they can better understand who they are, how their identities came to be and connect to other Americans, and the roles people play in shaping community and society.

This resource includes everything you need to get started, beginning with the top three questions educators have asked to help them determine if *Your Story, Our Story* is right for their students:

- Who is *Your Story, Our Story* for?
- How does *Your Story, Our Story* benefit schools?
- What types of stories can students include in *Your Story, Our Story*?

After that, we provide an overview of the resources we compiled so that you can find what you need with ease.

It is important to note that because *Your Story, Our Story* asks participants to answer the deeply personal question of *Who are you?* it can surface a range of emotions from joy through traumatic, and everything in between. Exploring the complexity and nuance of one's identity can be especially challenging when one's story intersects with ideas around power, race, and ethnicity that are shaped by global and local politics. Giving participants permission to decide which parts of their identity they want to share with you, their classmates, or the public is foundational to the project. Our step-by-step guide will help you to be inclusive and respectful of peoples' diverse histories, current realities, and individual preferences while being mindful of your curricular goals.

In partnership,

Kathryn Lloyd, Vice President of Programs, and The *Your Story, Our Story* Tenement Museum Staff Team

Who is *Your Story, Our Story* for?

Your Story, Our Story is for all Americans, ages 13 and older. The project is designed to be expansive enough to hold the diversity of participant's unique identities. Everyone can participate, regardless of whether they have a direct connection to migration or immigration, know a lot about their family history or very little, or hold specific racial, ethnic, religious or other social identities.

How does *Your Story, Our Story* benefit schools?

This interdisciplinary project connects to English Language Arts, Social Studies, American and Global History, and Technology and Media. At its core, YSOS helps participants to see themselves as historians and authors with stories that are valuable and exhibit worthy. It also helps them to get curious about other people's identities and experiences within their school and create opportunities to make connections, honor differences, and contribute to building a fuller understanding of the past and present.

Teachers can use Your Story, Our Story to:

- Create opportunities to learn about students' identities.
- Digitally publish student stories.
- Create an exhibit online and or in their school.
- Teach content and skills related to storytelling and writing, history through the lens of personal experience, primary source investigation, oral history and interviewing, digital publishing and photography, media consumption and privacy.
- Build community within the class and school community by exploring similarities and honoring the differences of experience.

Students can use Your Story, Our Story to:

- Choose what parts of their identities they want to share.
- Deepen relationships with teachers, classmates, and members of their school community.
- Publish their work in a digital museum exhibit.
- Develop an awareness of other identities and experiences, respectfully learn about them, and think critically about them.
- Connect their personal history to larger historical trends.

What types of stories can participants include in *Your Story, Our Story*?

Stories on *Your Story, Our Story* use an object to reveal the ways moving to a new place impacts identity and one's understanding and experience of the world. These include the movements of ancestors and one's personal lived experience, moves that were welcomed and those that were forced, and span moving from another country, to another state, or even across the street.

These movements hold countless possibilities for story topics, including:

- Traditions preserved or adapted from one place to another (e.g. food, music, attire, religion)
- New rituals invented to bring comfort or mark important moments or milestones
- Objects or stuff one cares about
- Successes and struggles encountered (e.g. dreams, opportunities, challenges, disappointments)
- Emotions and feelings that surfaced as a result of the movement (e.g. joy, hope, discomfort, confusion)
- Important people in their lives (e.g. family members, caregivers, friends, neighbors, or community members connected to a location)
- Parts of their identity and family history one is curious about
- Things we haven't yet considered. We are learning together and are grateful to be co-creating this with smart people like you who can help us identify and expand our ideas.

Resource Overview

This guide includes two sections to help you optimize your *Your Story, Our Story* experience:

1. Step-by-Step Guides
2. Worksheets

An outline of each section is below.

You can also access the [Your Story, Our Story Group FAQ here](#).

Have an idea for a resource not listed or a question not included? We are constantly updating this guide in partnership with the group leaders using *Your Story, Our Story*. Please contact yourstory@tenement.org to share ideas, questions, and requests.

Section #1 Step-by-Step Guides

Use the ones that respond to your needs and skip the ones that aren't relevant.

- [How to create a group page](#)
- [How to introduce *Your Story, Our Story* to school administration, parents and caregivers](#)
- [How to introduce *Your Story, Our Story* to participants](#)
- [How to help participants choose an object](#)
- [How to help participants write and submit their story](#)
- [How to incorporate interviewing skills into *Your Story, Our Story*](#)
- [How to use *Your Story, Our Story* as a primary source for exploring topics or periods of history](#)
- [How to celebrate story publishing](#)

Section #2 Worksheets

PDFs and editable versions so you can easily adapt them.

- [Letter to School Administration](#)
- [Letter to Parents and Caregivers \(translations in seven languages in Appendix\)](#)
- [Identity Chart](#)
- [Points of Connection Venn Diagram](#)
- [Object Brainstorm & Selection](#)
- [Writing Your Story](#)
- [Interview Tipsheet](#)
- [Interview Question Bank](#)
- [Interview Steps](#)
- [Interview Notes](#)
- [Story Checklist](#)
- [Project Reflection](#)

SECTION #1 STEP-BY-STEP GUIDES

How to create a group page

A group page on *Your Story, Our Story* allows you to create a unique link and webpage for your participants' stories. This how-to includes step-by-step directions for getting started.

STEP 1: Prep

1a. Determine Page Association

Before you can create your group's page, you need to determine if your group page will stand alone or be part of a partner page, which features multiple group pages that are associated with an institution or organization.

Group Pages are created by group leaders who have the ability to edit and approve stories submitted to the page.

- If you are part of a school or organization with multiple participating classes, we recommend creating a group page for each group. This way you can easily access your group's stories as opposed to seeing them mixed together with the other groups.

Partner Pages are created by schools or organizations and have the capability of housing multiple group pages within them. These pages can only be made and edited by the Tenement Museum.

- You can check if your school or organization has one by searching for its name - if it exists, it will appear with the label "PARTNER" in the bottom right corner.
- If your school would like a partner page created because they have multiple participating classes and would like each class's group page to appear on a central page, we can create a partner page for you. To request this, send an email to yourstory@tenement.org.

1b. Select a Group Page Image

In order to create a group page you will need to select an image to upload. This might be a logo, group photo or other representative image of your choosing.

STEP 2: Create a Group Page

2a. Go to Your Story, Our Story

- If you are creating a new Group Page for your group: Go to <https://yourstory.tenement.org/groups/new>
- If you are adding your group's stories to an existing Partner Page: Use the search function to find the Partner Page and then select the "Add Your Group" button.

2b. Complete the form

This chart gives you tips for completing each field.

Section		Tips
1	Group Name	List your school or organization
2	Group Tag	Tags help improve search functionality. We recommend creating a tag with your SchoolName_TeacherYear
3	Group Image	Upload a school logo, classroom photo or other representative image of your choosing.
4	Group Description	Share a little about the school, its location, your class, and why you wanted to participate in <i>Your Story, Our Story</i> .
5	Group Type	Choose the most relevant for your group: Elementary School, Middle School, High School, College, Community, English Language Class
6	Group Zip	List the zip code of the school building, organization, or location of the group.
7	Group Settings	These settings allow you to set the privacy level for the stories included in your Group Page. Privacy setting options include: <ul style="list-style-type: none">● Use only initials, not full name, as signature in story● Do not use photos of author's face● Stories in this group can appear in global public search results In other words if you select <i>Use only initials</i> , even if your participants typed their full name, only initials will be included on the published story.
8	Your Email	Use the email Museum staff can you to confirm your page, and contact you with any questions.

STEP 3: Get Your Group Page Approved

Your Group Page form will get processed by Tenement Museum Staff, usually within 2 business days.

Once it is approved you will get an email notification. The email will include 2 links:

- Your group page where participants can directly add their story from.
- Your "secret link" which will give you access to review and edit incoming stories and approve stories for publishing on your Group Page.
- Bookmark the link for easy access.

STEP 4: Upload Your Story

We highly recommend that group leaders submit their own story before asking participants to submit theirs.

Participation will help you get familiar with the process and site features and help you to identify potential questions or barriers for your participants. It will also give you an example to use when you introduce *Your Story, Our Story* to your participants and let you model the ways stories help us to share parts of ourselves with others.

SECTION #1 STEP-BY-STEP GUIDES

How to introduce *Your Story, Our Story* to participants

Publishing a story about your identity can be both exhilarating and intimidating for participants. And, because people have life experiences that we can't anticipate, it is important to create an environment that gives participants the power to choose the parts of themselves they want to explore and share. This is especially important because stories about how a family came to America and or was treated may hold trauma.

This guide includes step-by-step directions for introducing *Your Story, Our Story* to participants, sharing your own story with them, and a variety of activities you might use to deepen their understanding of the project.

STEP 1: Frame the Project

Introduce *Your Story, Our Story* and how it will be used in the classroom, using these key ideas:

- a. The class is partnering with the Tenement Museum in New York City.
- b. The Museum is trying to tell a story about how America has been shaped by the people who have called it home by exploring the places they came from and have moved to. As lots of different people have lived in the United States over time, there are many stories to be told and connections to be made.
- c. The Museum's collection is missing some important stories - theirs - and is inviting them to share a story in their digital exhibit called *Your Story, Our Story*.
- d. Through this project each student will become a historian and an author because each of them have stories that belong in the museum. **How cool is that?!**

STEP 2: Share Your Story

Model how the *Your Story, Our Story* works using the story you submitted.

- a. Bring up your story on your group page.
- b. Invite participants to focus on the object and consider what they can tell about it. Do they know what it is, can they describe what it is made of, have they ever seen anything similar? Reinforce that objects hold many stories and these stories can exist outside of a person's direct experience with it.
- c. Read your story aloud.
- d. Ask your participants what new information they were able to learn about the object and you from the story. Reinforce the ways stories can change the way we see things and help us to understand something new about someone else's experience.
- e. Ask participants to consider what connection they can make between your story and their own lives? What is similar and or different about your experiences? Explain how recognizing our commonalities and differences help us to learn about each other's identities and that all identities are important and no one's identity is more important than anyone else's.

STEP 3: Review Story Components

Review the components of your story submission to help participants become familiar with the elements they will be asked to include in their stories. These include:

- a. Images of the object and or people and places related to the story
- b. Story text
- c. Tags that connect the story to other stories that share a big idea
- d. Relationship to immigrant or migrant of the storyteller
- e. Categories that organize objects by type. *Your Story, Our Story* features the following categories:
 - Attire contains objects of clothing, jewelry, hats, accessories, and other items worn on bodies.
 - Foodways contains objects related to food, recipes, and items cooked with.
 - Religion contains objects used during holidays and celebrations.
 - Fun contains objects used for play, hobbies, or craft.
 - Work/Education contains objects used for learning like books and tools and trade items.
 - Miscellaneous contains objects like pets, transportation, names, signs, places, buildings, and other items that don't fit in the other categories.

STEP 4: Facilitate Activity

Doing an activity can help participants deepen their understanding of the core concepts related to the project and prepare them for writing their own story. We have included 4 activities for you to consider using based on your curricular goals, schedule, and participant abilities and needs.

Activity List:

- **Who Am I** where participants make an identity chart to help them explore their many identities.
- **Objects/Self/World** which utilizes a simple framework for exploring the layers of stories that objects hold.
- **Connection Points** which uses a Venn diagram to investigate the points of commonality and difference between oneself and someone else's story.
- **Making Museums** which explores how museums think about objects and what objects participants might use if they were creating an exhibit about their school or themselves.

Directions for each activity are included below.

Who Am I

This activity uses an identity chart to help participants explore their many identities.

1. **Have participants free-write or verbally respond to the question "What makes up identity?"**
 - Possible answers include: family and friends, the places you have lived and like to go to, what you hear and listen to, what you see and read, what you feel, dream, and even eat, age, gender, race, ethnicity etc.

2. **Use participant responses to reinforce key ideas about identity:**
 - Many identities make us who we are.
 - Identity can change. Some things might stay the same, but other parts shift as we get older and learn new things about ourselves.
 - Some parts of our identity might feel more important to us at different times.
 - Some identities are labels that other people put on us that we might not agree with.

3. **Have participants reflect on their identities by completing the [Identity Chart worksheet](#).**
 - Please note that the worksheet includes 2 pages. Page 1 is an identity chart that uses prompts to help participants share some identities. Page 2 lists questions for participants to reflect on their experience making an Identity Chart. It will give you some insight into their experience and the kinds of support they might need to engage in conversation around some parts of their identities.
 - Before assigning the worksheet, you might share the example we included of Victoria Confino who is featured in a museum tour or complete your own worksheet to use as a model.
 - If you plan to have participants share their Identity Charts with each other, make sure you let them know before filling it out so they can determine what parts of their identities they want to share.

Object/Self/World

This activity provides a simple framework for exploring the layers of stories that objects hold.

1. **Ask participants to select an object** they are wearing or have in their backpack.

2. **Invite participants to tell the story of the item they picked for 2 minutes** - to push and say everything they can about it using the framework of object/self/world
 - Object: Describe its appearance, materials, construction, color, texture, smell etc.
 - Self: Share how they ended up with it, how it makes them feel, what they like/dislike about it, what they wonder about it etc.
 - World: Brainstorm how the object relates to other people and places outside of themselves; What might it teach us about trends, fashion, style, other people or life?

3. **Reinforce that objects:**
 - Are everywhere and can look a lot of different ways.
 - Hold layers of stories. Some are easier to uncover and some might hold more mystery.
 - Some objects might feel more precious than others.
 - Some of us might have the same object and have similar or different feelings about it.

Connection Points

This activity uses a venn diagram to investigate the points of commonality and difference between oneself and someone whose story they read.

1. **Select a story from *Your Story, Our Story*.**

2. **Read the story with your class** or assign them to read it on their own.

- 3. Ask participants to find points of connection and of difference** between themselves and the experience of the people in the story. Encourage them to consider life experience, family, relationships, history, community, time period, events etc.
- 4. Chart student responses on the [Points of Connection Venn Diagram worksheet](#)** or on a similar graphic you draw in your classroom.
- 5. Reinforce the ways people’s identities can be similar and different** from each other, helping participants to get curious about the factors that shape us and to recognize the patterns of difference and commonality that exist and to appreciate them.
- 6. Assign participants another story to complete the worksheet** for or let them pick a story they are curious to learn more about based on the image. This will let them deepen their understanding and appreciation for finding both commonality and difference.

Making Museums

This activity explores how museums think about objects and what objects they might feature if they were creating their own exhibit.

- 1. Invite participants to reflect on why museums collect objects.** Have them free-write on the questions: “What are the types of objects shown in museums? Why do you think those objects are chosen?” Have participants share their thoughts, reinforcing some of these ideas:
 - Museums collect lots of different kinds of objects.
 - Museums tell many different kinds of stories.
 - Museums use their objects to tell stories.
 - Objects tell stories and museums tell certain stories, but not always all stories. Choices are made about the object and stories they share.
- 2. Brainstorm objects for an exhibit about their school/organization.** Push participants to come up with as many ideas as possible, writing all of their ideas on a list that everyone can see.
- 3. Ask participants to curate the exhibit** and to make the selection of which objects are most important to be included. Have participants work in pairs or small groups to identify 1 object that they think needs to be in the exhibit and to be able to explain why they have made this choice.
- 4. Ask participants to use their developing museum skills to create a museum about their life.** Participants should make a list of all the objects they might include. They don’t necessarily have to be objects the participants own. For example, they could choose a food item, something they’ve encountered, or something that’s been broken or lost. This brainstorm can help participants to consider a story they might share on *Your Story, Our Story*. It will also reinforce the power they have to make choices about which stories they ultimately decide to share.

SECTION #1 STEP-BY-STEP GUIDES

How to introduce *Your Story, Our Story* to administration, parents and caregivers

Before you start the project, we encourage you to share details with your administration and parents and caregivers. Letting people know in advance about the power and potential of the partnership can help them to get excited and to be prepared to support you throughout the initiative.

This guide includes a sample letter you can share.

STEP 1: Inform School Administration

- a. **Before you start the project, inform the administration.** Publishing participant stories online is exciting and can also be concerning. Telling the administration in advance and making sure they know how privacy is being managed can mitigate concerns, create space to address any questions, and make sure you have support.
- b. Share [Letter to Administration](#).

STEP 2: Inform Parents & Caregivers

- a. Share [Letter to Parents & Caregivers](#) and give them an opportunity to ask questions about the project. This letter is available in the appendix in multiple languages including X.

STEP 3: Address Questions

- a. **Be in touch with the Museum if there are any outstanding questions.** Email any questions to yourstory@tenement.org. We are excited to partner with you and are here to support you.

SECTION #1 STEP-BY-STEP GUIDES

How to help participants choose an object

For some participants, an object idea will come quickly and with ease. Others may struggle identifying suitable options or making a decision. This guide includes steps for helping participants brainstorm ideas using journaling and prompts so that they can explore ideas without pressure or fear of criticism. We have also included a chart of common challenges and some tips for helping participants overcome them.

STEP 1: Brainstorm with Prompts

- a. **Pick your prompt(s)** from this list or come up with your own:
 - Make a list of all the places important to your family? This can include places you have moved to, visited, or feel a connection because your ancestors or elders came from there. For each place on your list, note objects in your home that connect to or remind you of that place.
 - If you were going to move away and could only take 5 objects from your home with you that would help you remember where you came from, what objects would you choose? What makes each special?
 - What objects in your home are important to your family? Ask everyone you live with to identify 3 objects that are special to them in your home and to tell you what makes them special.
 - Make a list of people that feel like family to you. These might be people that you would turn to if you wanted to share good news or needed comfort. For each person on your list, note objects you have that connect to or remind you of them.
 - What parts of your family's history in America are you curious to learn more about? Write four questions about where your family comes from that you are curious to find answers to.
 - In what ways is your identity or your family's identity unique?
 - Think about a special day in the last year. It might have been a holiday or celebration. As you think about what made it special, make a list of all the objects that were involved.
 - Reflect on your dreams and wishes for the future. What objects are part of these dreams?

- b. **Determine the format for responding to your selected prompts.** Here are some ideas to consider based on scheduling constraints and supplies.
 - Have a prompt a day for a few consecutive days to get ideas flowing.
 - Select 2 prompts from the bank, giving participants a choice around which one they want to pick and write about.
 - Have participants write without stopping for 3 minutes. A defined and short period of time can help reduce pressure for some participants who are anxious that they won't be able to tell their story effectively.
 - Respond to a prompt by drawing.
 - Respond to a prompt using collage materials like magazines, having participants put other people's words and pictures together to build their ideas.

STEP 2: Get Unstuck

Some participants might still be feeling stuck after they journal. Exploring identity is complicated and can surface different things for different people. We have compiled a chart of challenges participants have named, along with inspiration from other *Your Story, Our Story* submissions that can give them ideas for moving forward.

- a. **Help participants identify the challenge or source of their struggle.** Naming the specific issue that is holding them back is the first step in getting unstuck.
- b. **Reframe the challenge** in ways that help them see their experience as part of the American experience, not outside of it.
- c. **Share stories from other participants that have faced a similar challenge** and help participants consider how those stories might inspire new ideas.

Chart of Challenges with Reframes and Recommended Stories:

Challenge	Reframe	Recommended Stories
Unable to think of an object feels special	Expand your definition of value beyond money to include emotional, spiritual, reliability, usability, effort value	Challah Bread Rice Cooker Blue 18-Wheeler Truck
Don't know family history	Exploring broken connections to the past and the questions one has about their identity is an important part of the story. Unknown history is part of American history.	Pasta in Ascolai Brigid's Cross The Metal Cup
Family Story is too complex for 250 words	Share <i>a</i> family story, rather than <i>the</i> family story. Consider selecting one facet of your identity to share in your entry.	Po Tat Photo Dining Room Buffet
Don't have the object	Objects can have a lot of looks. Consider drawing a picture or taking a picture of something that represents the object. You can also expand your ideas of objects to meals, holiday tradition, songs, or something else of meaning—be creative!	The Music of the Beatles Pita Porcelain Clock Bathtub
Family doesn't have a connection to immigration	Not all Americans are descendants of immigrants. Stories about the impact of moving, family history, and culture are core to the American experience.	Cup for Carrying Water Bear Claw Necklace Art Binder
Not in contact with biological family	Focus on people who feel like family and have been important to your identity. Stories about chosen families and about the many ways people find support and care are needed.	Mother Lion Baby Bib

STEP 3: Refine Ideas

- a. **Have participants review their journals.** Ask them to:
- Underline 6 words/or pictures that feel important
 - Cross out ideas they aren't comfortable sharing with someone else
 - Circle 3 objects that hold stories

STEP 4: Check Selection Using the Story Checklist

- a. Distribute the [Object Brainstorm & Selection worksheet](#).
- b. **Have participants check the words identified from their journaling** and see if they can find one that includes at least 5 of the following:
- It is important to me
 - It is a part of my identity that I choose to share
 - It brings up a feeling for me (e.g. joy, sadness, pride, hope, sadness)
 - I have questions about it (it is ok not to have answers)
 - It connects to a place that is important to my family
 - It is about my experience or the experience of someone I have a strong connection to
 - It connects to tradition or activity that is important to my family
 - It is part of a holiday or special occasion
 - It connects to immigration or migration
 - It was given by someone who is an important person in my family
- c. **Determine next steps**
- If participants found an idea that checks 5 items, they are ready to move onto writing their story.
 - If they still need an idea, return to the prompt list and give another to try. You can also consider incorporating an interview to help participants get more ideas.

SECTION #1 STEP-BY-STEP GUIDES

How to use *Your Story, Our Story* as a primary source for exploring topics or periods of history

Your Story, Our Story entries can be used as primary sources, providing a personal lens into history. The stories operate both on an individual level and collective level, bridging personal experience and larger patterns and historical trends. This guide includes steps for selecting stories to support your curricular goals and a format for examining them called a gallery walk.

STEP 1: Learn How Stories are Organized

- a. **Become familiar with the ways stories are organized** on *Your Story, Our Story's* so you can find the stories you are seeking. There are 3 key forms of organization: categories, collections, and tags.

Categories organize objects by type and make it easy to make connections across similar objects. *Your Story, Our Story* features the following categories:

- **Attire** contains objects of clothing, jewelry, hats, accessories, and other items worn on bodies.
- **Foodways** contains objects related to food, recipes, and items cooked with.
- **Religion** contains objects used during holidays and celebrations.
- **Fun** contains objects used for play, hobbies, or craft.
- **Work/Education** contains objects used for learning like books and tools and trade items.
- **Miscellaneous** contains objects like pets, transportation, names, signs, places, buildings, and other items that don't fit in the other categories.
- **Tenement Museum** contains objects from the museum's exhibits.

Collections are museum curated exhibits that include stories that reveal a theme that connect stories across generations, cultures, and places and help to define the questions, commonalities, and differences across them. Recommended collections to explore include:

- [Language](#) features stories about the ways people navigate speaking multiple languages and learning new ones.
- [American Dream](#) features stories that complicate the American Dream and how it has looked and been redefined by individuals.
- [Push and Pull Factors](#) feature stories exploring people's motivations for immigrating.
- [Identity](#) features stories about the cultural factors that shape who we are.

Tags are created by users and feature key elements of their story that they think will be of interest to others. Popular tags include time periods, holidays or cultures, family relationships and themes. Some tags to explore to include:

- [Arrival](#)
- [Cultural Exchange](#)
- [Indigenous](#)
- [Ramadan](#)
- [Great Migration](#)
- [Holocaust](#)

- b. Use the *Find Stories* search field to explore what stories come up on the topic you are looking to explore.
- c. Explore these recommended stories if you are interested in exploring the diversity of experience hosted on the site. These stories were submitted by participants across the country exploring their family’s movements, traditions, and identities and highlight the variety of ways participants have used objects to tell their story.
 - 1. [Hair Wrapping Cloth](#)
 - 2. [Tribal Necklace](#)
 - 3. [Vics Vapor Rub](#)
 - 4. [Comal \(griddle\)](#)
 - 5. [Chinese to English Dictionary](#)
 - 6. [Grandma's Book](#)
 - 7. [Brigid’s Cross](#)
 - 8. [Challah bread](#)

STEP 2: Select Stories

- a. Choose 5-8 stories to explore with your participants. These will be used for a Gallery Walk in Step 3.
- b. Print out the selected stories you want to share, or save the links to the stories online.
- c. Affix your selected stories to chart paper and hang them “gallery style” so that participants can move around the space, and have enough to see and comment on each. Having distance between stories will help reduce crowding.

STEP 3: Gallery Walk

- a. Explain to the class that you will be doing a gallery walk of stories from *Your Story, Our Story* which have been placed around the room.
- b. Review the prompts, which should also be posted in the room. Suggestions include:
 - What connections am I making?
 - How does this story make me feel?
 - What is this storyteller telling me about <insert theme/topic>?
 - What questions do I have?
- c. Invite participants to explore the gallery and to respond to the prompts, as well as each other’s comments.
- d. Bring participants together to debrief the gallery walk. Guiding questions include:
 - What can you learn from these stories? What can’t you learn?
 - What personal connections did you make to the stories?

- What commonalities did you discover across stories? What differences showed up?
- If you were curating this collection, what title would you give the exhibit?

STEP 4: Invite Participants to be a Curator

- Have participants select 5-8 stories** from *Your Story, Our Story* that represent a selected theme, question, or time period they are interested in exploring.
- Participants should write an introduction for their collection** describing how their stories support the theme or question they selected.
- Have participants share their galleries with each other.** You can also consider inviting other classes to experience their curation through a gallery walk.

SECTION #1 STEP-BY-STEP GUIDES

How to incorporate interviewing skills into Your Story, Our Story

This guide gives you resources for including an interview component in *Your Story, Our Story*. Participants pick a family member, caregiver, neighbor, or community member that is important to them and learn more about their lived experience while building their interviewing skills.

STEP 1: Explain Why Historians Use Interviews

- a. **Explain why interviews can be an useful addition to the *Your Story, Our Story* project:**
 - Interviews help historians understand the past from the perspective of one person.
 - They will be interviewing a community or family member about their life in America and to see what they can learn about the objects that are part of their stories.
 - As a historian, it is important to listen, get curious, and not not make judgments or assumptions about what you are hearing.

STEP 2: Discuss What Happens in an Interview

- a. Distribute the [Interviewing Tipsheet](#) and review tips together.

STEP 3: Pick Interview Questions

- a. Distribute the [Interview Question Bank](#)
- b. **Have participants pick 4-5 questions** they are curious to learn about each other. You can also invite participants to come up with their own new questions.

STEP 4: Practice Interviewing

- a. **Pair participants up to have them interview each other** using the selected questions.
- b. Distribute [Interview Notes](#) worksheet if using so that participants can use it during their interview.

STEP 5: Reflect on the Process

- a. **Bring participants back together** for a wrap-up discussion. Guiding questions might include:
 - Did they learn anything new about their interview partner?
 - What was challenging about the interviewing process?
 - What questions led to more interesting stories?
 - What kinds of objects were mentioned?

STEP 6: Plan for Interviews

- a. **Invite participants to think about what adult in their life they want to interview** for their *Your Story, Our Story* project. This can be a family or community member or anyone that is important to them.
- b. Distribute the [Interview Steps](#) and make sure there is clarity on the process for conducting an interview.
- c. Distribute the [Interview Notes](#) so participants can use it during their interviews.

SECTION #1 STEP-BY-STEP GUIDES

How to help participants write and submit their story

Once participants have selected their object, it is time to start the writing process. These prompts are designed to delve into the layers of stories by helping them to investigate the object, their relationship to it, and its connection to the larger world. Their responses will help them to identify some of the details they want to include in their story.

STEP 1: Write with Prompts

- a. **Distribute the [Telling your Story worksheet](#).** This worksheet uses the object/self/world framework to help participants reveal the layer of stories their object holds, by providing question prompts that explore the object, their connection to it, and its relationship to the larger world.
- b. **Review the worksheet with participants** explaining that the questions on the sheet will help them to draft their stories and select details to include. Participants should select at least one question from each category of object/self/world to answer. If they still struggle with what to write, they should go back to and pick more questions to respond to.

STEP 2: Edit Drafts

- a. **Have participants review their drafts and type them.** This way they can check the word count and make thoughtful edits with the 240 word count in mind.
- b. **Have participants read their story to a classmate.** Reading it aloud can often help people notice sentences that are unclear or incomplete and grammar errors. This will also give them a chance to see what a reader understands from their story and to share if there are any questions they have that could be answered in the story or details that should be added.

STEP 3: Prepare for Upload

- a. **Remind participants of the class tag and link to use to upload their stories.**
- b. **Distribute the [Story Checklist](#)** and have participants make sure they are ready for upload by checking everything on the list.
- c. **Have participants upload their stories using your group page link.**

STEP 4: Approve Stories

- a. **Review the stories using the secret link** emailed to you when you created your group page.
- b. **Check stories** for spelling, grammar, and content and determine if another round of editing is needed.
- c. **Approve stories** and celebrate helping your participants become published authors!

SECTION #1 STEP-BY-STEP GUIDES

How to celebrate story publishing

Celebrate your participants' stories! Being published on a nationally acclaimed museum site is a testament to your participants ability to shape history and contribute to telling a fuller story of American identity in ways that honor the complexity and multiplicity of individual experience.

STEP 1: Plan an Opening Party

- a. **Print participant stories.** When you open each story there is a gray printer icon in the top right corner, which you can select for printing options.
- b. **Determine where your exhibit will be displayed.** Many teachers use their classroom or another public location with their school.
- c. **Invite participants to help curate the stories** and to consider which stories should be hung near each other because they connect or help tell a larger story together.
- d. **Invite participants, families, administration, and community members to celebrate** the participants' work during a culminating event. Some teachers and group leaders include a formal presentation where participants share their stories. Others have participants stand near their work and be available to answer questions from visitors who explore the collection.

STEP 2: Reflect on the Process

- a. **Distribute the [Project Reflection worksheet](#).** This worksheet includes questions to help participants reflect on their writing experience, as well on what they learned about their classmates from reading their stories. Some teachers use this worksheet as part of their project assessment as the answers can reveal key learnings from the project.

STEP 3: Share the Stories!

- a. **Share the link to your group page** on social media and help other people learn about the American identity through your participants' stories.
- b. **Encourage participants to share their story link** with friends and family and to spread the news about their authorship and partnership with the Tenement Museum.

SECTION #2

Worksheets

Letter to School Administration

Dear School Leader,

We are thrilled that your school is interested in partnering with the Tenement Museum on [Your Story, Our Story](#), a national digital exhibit initiative. We are inviting schools from across the country to help us tell the story of American identity in ways that honor the complexity and multiplicity of individual experience.

Your Story, Our Story offers students the opportunity to become historians and explore who they are and factors that shaped their lived experience. The project also helps students get curious about other people's identities and history, creating opportunities to explore commonalities, honor differences, and contribute to building a fuller understanding of what it means to be American.

Schools can use Your Story, Our Story to:

- To learn about students' identities.
- Digitally publish student stories.
- Create an exhibit online and or in their school.
- Build community within the class by exploring commonalities and honoring differences.
- Teach content and skills related to storytelling and writing, history and primary source investigation, oral history and interviewing, digital publishing and photography, media consumption and privacy.

By creating space for participants to share their experiences, *Your Story, Our Story* also has the potential to deepen understanding about unfamiliar groups and identities, to combat racism and prejudice, and to promote empathy and equity.

The Tenement Museum takes your student's privacy and safety seriously. Your student's story will be published on the *Your Story, Our Story* website, and your teacher can ensure that no personally identifiable details such as their full name or photograph are in the story when it is published. Your student's story will be archived by the Tenement Museum in their digital collection, but we will never share the story without permission. At any time, if you or your participants want the story removed from the website, write to yourstory@tenement.org and the Tenement Museum will remove the story from the website.

The Tenement Museum was founded with the belief that every individual makes history and their actions have the capacity to impact society in both small and transformational ways. This includes your students - their stories are valuable - and we are thrilled that they will join the museum's digital collection and enable us to tell a fuller and more holistic story of American identity.

Do not hesitate to be in touch with any questions about *Your Story, Our Story* by phone at 646-518-3010 or via email at yourstory@tenement.org.

Kathryn Lloyd, Vice President of Programs and Interpretation

on behalf of the *The Your Story Our Story* Team at the Tenement Museum

Letter to Parents & Caregivers

Dear Parents and Caregivers,

As part of a class project, your student will be writing and contributing a story to the Tenement Museum's *Your Story, Our Story* project.

The Tenement Museum, located in New York City, tells the stories of immigrants, migrants and refugees in the ongoing creation of the United States. We are a history museum that believes that we all create history and we all have history in our lives and experiences.

Your Story, Our Story is a website of stories about objects and traditions that explore migration and the cultural heritage of people in the United States. It is a national project with museums, colleges, school, and community groups across the United States contributing stories to this online collection.

In the Your Story Our Story process, your student will:

1. Find an object or tradition that highlights a story of their cultural heritage.
2. Write or record an audio story about the object or tradition.
3. Take a photograph or make a drawing about the object.
4. Upload the story to the Your Story, Our Story website.
5. Become a published online author.

Visit the Your Story Our Story website here to see stories: <https://yourstory.tenement.org/>

The Tenement Museum and its partners take your student's privacy and safety very seriously. Your student's story will be published on the Your Story, Our Story website, and your teacher will ensure that **no personally identifiable details (full name, photograph) are in the story when it is published.** Your student's story will be archived by the Tenement Museum in their digital collection, but they will never share the story without permission. At any time, if you or your student want the story removed from the website, write to yourstory@tenement.org and the Tenement Museum will remove the story from the website.

This project aims to help us understand others through their stories, objects, and traditions, and explore the role we all play in the United States and American identity. We thank you and your student for being part of this project and the Tenement Museum.

Thank you very much,

The Your Story Our Story Team at the Tenement Museum

With questions, please contact:

Email: yourstory@tenement.org

Phone: 646-518-3010

Identity Chart

Name: _____

Date: _____

Who are you? Our identities make us who we are. They include many different factors. These factors can change over time - just like we do. Use this chart to share some of the identities that make you who you are. You get to decide which identities you want to share with others - complete as many boxes as you choose.

<p>The name or names I like to be called</p>	<p>Words I use to describe what I look like (<i>age, race, gender, appearance</i>)</p>	<p>People I think of as family. <i>This can include relatives and chosen family, what you call them, and their roles like grandma, friend, babysitter.</i></p>
<p>Place I was born and places I have lived</p>	<p>Places my ancestors are connected to (<i>countries, cities, states</i>)</p>	<p>My favorites places to visit</p>
<p>Things I like to do (<i>hobbies, interests</i>)</p>	<p>My favorites foods to eat and when I get to eat them</p>	<p>Languages I speak with my family and some words or phrases we use a lot</p>
<p>Some of my favorite things in my home</p>	<p>Traditions or rituals that are important to me (<i>religious, cultural, communal, famlial</i>)</p>	<p>Something I want people to know about me</p>

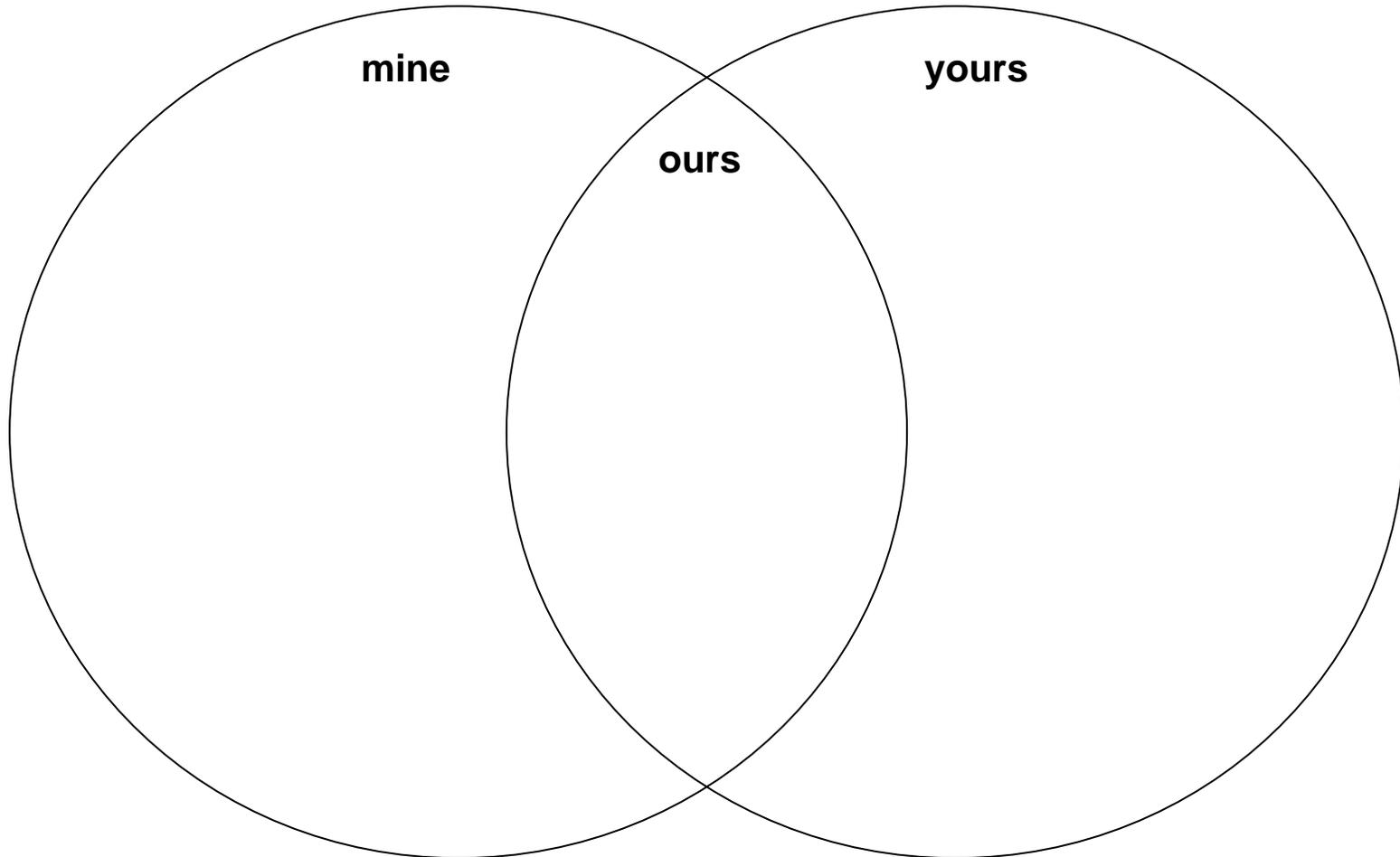
Points of Connections Venn Diagram

Name: _____

Date: _____

Identities are multi-faceted and complex. Some identities we share with other people while other identities are specific to who we are, the experiences we have had, and the groups we are part of. Reflecting on the connections between people helps us to recognize and appreciate the ways we are both similar and different. Use this chart to compare your identities with what you can learn about someone else from their *Your Story, Our Story* submission.

Selected Story: _____



Object Brainstorm & Selection

Name: _____ Date: _____

1. List any objects you identified in your brainstorm.

2. For each object, see if it can check at least 5 boxes on this checklist:

- It is important to me
- It is a part of my identity that I choose to share
- It brings up a feeling for me (e.g. joy, sadness, hope, struggle)
- I have questions about it (it is ok not to have answers)
- It is about my experience or the experience of someone I have a strong connection to
- It connects to a place that is important to my family
- It connects to tradition or activity that is important to my family
- It is part of a holiday or special occasion
- It connects to immigration or migration
- It was given by someone who is an important person in my family

If you were able to check 5, your idea is an excellent one for *Your Story, Our Story*.

If it doesn't see if another idea might work.

Name of selected object:

What ideas do you have for images of the object? These can be photographs, drawings, or another idea for creatively representing your idea.

Writing Your Story

Name: _____

Date: _____

What stories is your object holding? The best *Your Story, Our Story* entries include information about the object, one's relationship to it, and how it connects to something bigger. Choose at least one question from each category of object, self, and world to get started on your drafts, circling the questions you choose to answer. Draft your stories on the back of this sheet, another piece of paper, or the computer if you prefer to type.

OBJECT

- How is the object called? Does it have more than one name?
- How would you describe the object's appearance? (color, size, shape, texture)
- What is the object made of? (materials)
- How is the object used?
- When is the object used?
- Where did your object come from? Has it traveled?

SELF

- Who in your family used/uses this object?
- When did you first learn about this object?
- What can your object teach us about your identity?
- How does this object make you feel?
- Why is the object important to you?
- If the object could talk, what questions would you want to ask it?
- What are some things you want to know about the object and or your family that you currently don't know?

WORLD

- What do people need to understand about this object?
- What lessons can the story teach us?
- What can this story teach us about the American experience?
- How is your family's story similar or different to other stories you're familiar with?
- Does your object's story connect to any historical or current events?
- In what ways is your family's story similar or different to things you've studied?

Story Checklist

Name: _____

Date: _____

Review this checklist to make sure you have everything you need for your story.

Story

- My story shares a part of an American identity that I am choosing to share.
- My story is based on a physical object or creative representation of an object.
- My story has a title that relates to the object I selected.
- I know the year my story takes place—guessing is okay. This could be the year the story happened, the year of an important move or moment in the story, or other.
- I know what place(s) my story connects to.
- I know if my story has a relationship to immigration or migration.
- I have edited my story, checking spelling and making sure sentences are clear.
- My story is no more than 1500 characters or 240 words.

Images

- I have a photo of my object, or have drawn a picture of it.
- OPTIONAL: I have a photo of the family member(s) or place the object reminds me of, and/or a photo of myself to include.

Categories

Your Story, Our Story organizes stories in categories. While many objects can fit into more than one category, choose a main category your object connects to:

- *Attire* contains objects of clothing, jewelry, hats, accessories, and items worn.
- *Foodways* contains objects related to food, recipes, and items cooked with.
- *Religion* contains objects used during holidays and celebrations.
- *Fun* contains objects used for play, hobbies, or craft.
- *Work/Education* contains objects used for learning like books, tools, and trade items.
- *Miscellaneous* contains objects like pets, transportation, names, signs, places, buildings, and other items that don't fit into the other categories.

Tags

Help others make connections across stories by choosing tags for your story. Popular tags include time periods, the names of holidays, traditions, or activities and relationships to people.

- I know the class tag that my teacher wants me to include.
- I have ideas for 2 other tags to include with my story

Website Details

- I have the link to my class's group page where I will submit my story.

Once you have checked everything on the list, you are ready to submit your story using the link your teacher provided. Thank you for your contribution to this important project!

Interview Tipsheet

Everyone has a story. Here are some tips for helping your interviewee tell their best story.

1. Ask Open Ended Questions

Avoid yes or no questions and instead ask questions that open up the story and require the person to respond using more than one word.

Examples to try:

- “How would you describe yourself?”
- “Tell me about a place that is important to you.”
- “What do you think about _____”

2. Make Space for Silence

Don't be afraid of silence. Give your interview time to think and to share their thoughts. A rushed interview will lack information.

Examples to try:

- Tell your interviewee: “I am going to give you space to respond. If you finish a thought, I will wait a moment before asking you another question. You are welcome to take your time. I will not rush you.”
- Count till 10 before you ask another question.

3. Follow Up

Ask follow up questions. Clarify what your interviewee shared and ask for more information about it. Asking about feelings, locations, details, can help them to tell a richer story.

Examples to try:

- “What did you mean by that?”
- “What happened next?”
- “What was the most exciting part for you?”
- “When you imagine them, what do you picture? What were they wearing?”
- “You mentioned that you went to _____. Can you tell me about the trip there?”

4. Look for the More Personal Story

The best object stories contain significant personal experiences. Work with your interviewee to find the object that tells the best story, not that which has the most monetary value or is the most recognizable.

Examples to try:

- Can you share a memory of someone important to you in your family?
- What is a memory you have from your childhood?
- Tell me about a hobby or special interest you have?
- What are some of your favorite things in your home? What makes them special to you?

Interview Question Bank

Here are some of our favorite interview questions organized by topic.

Pick some that are interesting to you to try!

Identity

- What is your name and what do you like to be called?
- If you know, can you tell me the story of how your name was chosen?
- How would you describe yourself?
- Do you know where any of your ancestors were from? Can you tell me anything about their history or culture?
- Choose an important cultural or historical event that happened in your lifetime. Describe where you were when you heard about it, how you felt, and if it affected your life in any specific way.

Food

- What is one of your favorite foods?
- Who would make this food?
- Tell me about a memorable time you ate this dish.
- Why is this food important to you?
- Do you know how this food is prepared?

Learning

- Tell me about a hobby or special interest you have? How did you first get introduced to it?
- Describe your first day of school.
- How do you prefer to learn - do you like to read, listen to something, watch a video, go to a museum, or something else?
- What is something you like about school?
- What is something you wish you could change about school?

Religion/Traditions

- Tell me about a celebration or holiday you have shared with family and what made it special.
- Why is this object or tradition meaningful for you?
- When do you use this object?
- How did you learn about this object and its importance?

Attire

- Tell me about a piece of clothing or jewelry that is special to you.
- Tell me about a time you wore the item? Where were you? Who else was there?
- How did you get the item? Did anyone help you?
- How do you feel when you wear it?

When someone doesn't know a lot of answers

- What would you want to know about your family?
- What questions do you have about this object?
- Tell me about what you think is important to pass down in our family today.

Interview Steps

1. Pick your Interviewee

What adult in your life do you want to learn more about? This might be someone in your family or community. Ask yourself, “Why them?” and identify what makes you curious about them.

2. Determine where the interview will take place

Interviews happen in lots of formats. They can take place in person, on the phone, or over a video call. If possible, we recommend doing an interview in person or over video. This way you can see their facial expressions which can help you understand their feelings.

3. Choose your interview questions

Use the interview question bank to pick the questions you will ask or choose your own that feel interesting to you. We recommend putting your questions on a Notes Sheet so that they are easy to remember.

4. Prepare your Notes Sheet

Fill out the template with the interview details and the question you have selected to include in your interview.

5. Decide if you will record the interview

Some people like to record interviews so they can listen to them again later. This can also help them focus on what they are hearing without pressure to capture all the notes. If you decide to record the interview, you must ask for permission first.

Interview Notes Sheet

Name of Interviewer	
Name of Interviewee	
Relationship - How do you know each other?	
Date of Interview	
Location of Interview	
Question(s) Asked	Notes
Objects mentioned during the interview that might make a good <i>Your Story, Our Story</i> submission.	

Project Reflection

Name: _____

Date: _____

Reflect on your Story Process

1. Describe what it was like for you to choose an object. Did you immediately know what you wanted to pick? Did it take you a long time to decide? How did the process feel for you?
2. What was the most difficult part about writing your story?
3. What sources helped you to write your story? Did you rely on your memories, talk with or interview someone, conduct any research online or do something else that helped you to uncover the story and write about it?
4. Having written your story, do you have any new questions or unanswered questions about your object and the connected history? What more would you like to know about it? Be specific.

Reflect on your Classmates' Stories

5. Which story stands out to you and really grabbed your attention or surprised you? What elements in the story caused you to notice it?
6. What story made you think differently about something? Describe a specific thing you learned.
7. Choose 2 stories and share a commonality between their experiences.
8. Choose 2 different stories and share a difference between their experiences.
9. Choose 3 stories and share what they can teach us about American identity.

Appendix: Family Letters

We offer letters for families in seven languages:

- English
- Spanish
- Chinese
- Russian
- Arabic
- Bengali
- Haitian Creole



Dear Families,

As part of a class project, your student will be writing and contributing a story to the Tenement Museum's Your Story, Our Story project.

The Tenement Museum, located in New York City, tells the stories of immigrants, migrants and refugees in the ongoing creation of the United States. We are a history museum that believes that we all create history and we all have history in our lives and experiences.

Your Story, Our Story is a website of stories about objects and traditions that explore migration and the cultural heritage of people in the United States. It is a national project with museums, colleges, school, and community groups across the United States contributing stories to this online collection.

In the Your Story Our Story process, your student will:

1. Find an object or tradition that highlights a story of their cultural heritage.
2. Write or record an audio story about the object or tradition.
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4. Upload the story to the Your Story, Our Story website.
5. Become a published online author.

Visit the Your Story Our Story website here to see stories: <https://yourstory.tenement.org/>

The Tenement Museum and its partners take your student's privacy and safety very seriously. Your student's story will be published on the Your Story, Our Story website, and your teacher will ensure that **no personally identifiable details (full name, photograph) are in the story when it is published.** Your student's story will be archived by the Tenement Museum in their digital collection, but they will never share the story without permission. At any time, if you or your student want the story removed from the website, write to yourstory@tenement.org and the Tenement Museum will remove the story from the website.

This project aims to help us understand others through their stories, objects, and traditions, and explore the role we all play in the United States and American identity. We thank you and your student for being part of this project and the Tenement Museum.

Thank you very much,

The Your Story Our Story Team at the Tenement Museum

With questions, please contact:

Email: yourstory@tenement.org

Phone: 646-518-3010

Estimado/a padre/madre, familiar o tutor:

Como parte de un proyecto de clase, su alumno escribirá y contribuirá con una historia para el proyecto Tu historia, nuestra historia de Tenement Museum.

Tenement Museum, que se encuentra ubicado en la ciudad de Nueva York, cuenta las historias de inmigrantes, extranjeros y refugiados en la formación constante de los Estados Unidos. Somos un museo de historia que cree que todos forjamos la historia y que todos tenemos historia en nuestras vidas y experiencias.

Tu historia, Nuestra historia es un sitio web de historias acerca de objetos y tradiciones que exploran la inmigración y la identidad cultural de los estadounidenses. Es un proyecto nacional con museos, universidades, escuelas y grupos comunitarios a lo largo de todo el territorio de los Estados Unidos que contribuyen con historias a esta colección en línea.

En el proceso Tu historia, nuestra historia, su alumno:

1. Encontrará un objeto o tradición que destaque una historia de su herencia cultural.
2. Escribirá o grabará una historia contada oralmente sobre el objeto o la tradición.
3. Tomará una fotografía o hará un dibujo sobre el objeto.
4. Cargará la historia al sitio web Tu historia, nuestra historia.
5. Se convertirá en un autor con una publicación en línea.

Visite el sitio web Tu historia, nuestra historia a continuación para ver las historias:

<https://yourstory.tenement.org/>

Tenement Museum y sus socios toman la privacidad y seguridad de su alumno con mucha seriedad. La historia de su alumno será publicada en el sitio web *Tu historia, Nuestra historia*, y su profesor se asegurará de que **no se incluyan detalles que permitan la identificación personal (nombre completo, fotografía) cuando se publique la historia**. La historia de su alumno se archivará en la colección digital de Tenement Museum, pero nunca publicarán la historia sin permiso. En cualquier momento, si usted o su alumno desean que la historia sea eliminada del sitio web, escriba a yourstory@tenement.org y Tenement Museum eliminará la historia del sitio web.

Este proyecto aspira a ayudarnos a comprender a los demás a través de sus historias, objetos y tradiciones, y a analizar el papel que todos desempeñamos en los Estados Unidos y en la identidad estadounidense. Le agradecemos a usted y a su alumno por ser parte de este proyecto y de Tenement Museum.

Muchas gracias.

El equipo de *Tu historia, Nuestra historia* en Tenement Museum

Si tiene preguntas, comuníquese con:

Correo electrónico: yourstory@tenement.org

Teléfono: 646-518-3010

亲爱的家长、家庭成员或监护人，

作为班级项目的一部分，学生将Tenement Museum的“你们的故事，我们的故事”项目撰写并投稿一个故事。

Tenement Museum位于纽约市，讲述了美国创立过程中侨民、移民和难民的故事。我们是一家历史博物馆，我们相信历史是所有人创造的，而我们都在生活和经历中拥有历史。

“你们的故事，我们的故事”是一个专门刊登各种故事的网站，这些故事旨在探索美国人移民和文化遗产的各种物件和传统。这是与美国各地博物馆、大学、学校和社会团体合作的一个全国性项目，旨在为该在线馆藏项目投稿故事。

在“你们的故事，我们的故事”过程中，学生将：

1. 找到一个突出其文化遗产故事的物件或传统。
2. 写下或录制关于该物件或传统的音频故事。
3. 拍一张关于该物件的照片或画一幅关于该物件的画。
4. 将故事上传到“你们的故事，我们的故事”网站。
5. 成为一名在线发表作者。

点击此处访问“你们的故事，我们的故事”网站，阅读故事：<https://yourstory.tenement.org/>

Tenement Museum及其合作伙伴非常重视学生的隐私和安全。学生的故事将在“你们的故事，我们的故事”网站上发表，老师将确保：**故事发表时，不会体现出个人身份信息（全名、照片）。**学生的故事将保存在Tenement Museum的数字化馆藏中，但在未经允许的情况下博物馆不会共享该故事。如果您或学生想从网站上删除该故事，请随时写信给 yourstory@tenement.org，稍后Tenement Museum会从网站上删除该故事。

这个项目旨在帮助我们通过他人的故事、物件和传统来了解他们，探索我们所有人在美国和美国民族认同中所发挥的作用。我们感谢您和学生参与该项目，参与Tenement Museum活动。

非常感谢

Tenement Museum“你们的故事，我们的故事”团队
如有任何疑问，请联系：

电子邮箱：yourstory@tenement.org

电话 : 646-518-3010

Уважаемые родители, родственники или опекуны!

В рамках классной работы мы просим учеников внести свой вклад и добавить свою историю в проект «Ваша история – наша история» Tenement Museum.

Tenement Museum в Нью-Йорке собирает истории иммигрантов, переселенцев и беженцев и изучает их роль в непрерывном процессе становления Соединенных Штатов Америки. Наш музей является историческим, и мы уверены в том, что все мы творим историю, которая становится жизнью и опытом каждого из нас.

«Ваша история – наша история» — это веб-сайт с рассказами о предметах быта и традициях, исследующий процессы миграции и культурное наследие американцев. Это проект национального масштаба, в рамках которого музеи, колледжи, школы и местные сообщества со всей страны пополняют эту онлайн-коллекцию собственными историями.

В процессе написания истории для проекта «Ваша история – наша история» вашему (-ей) ученику (-це) предстоит выполнить следующее:

1. Выбрать характерный для его (ее) культуры предмет быта или традицию.
2. Написать или сделать аудиозапись своего рассказа об этом предмете быта или традиции.
3. Сфотографировать или нарисовать этот объект.
4. Добавить свою историю на веб-сайт «Ваша история – наша история».
5. Стать автором, чей рассказ опубликован в Интернете.

Ознакомиться с историями можно на веб-сайте «Ваша история – наша история»:

<https://yourstory.tenement.org/>

Сотрудники Tenement Museum и его партнеры очень серьезно относятся к конфиденциальности и безопасности наших авторов. История вашего ребенка будет опубликована на веб-сайте «Ваша история – наша история», а ваш преподаватель проследит за тем, чтобы **при ее размещении из нее была удалена любая позволяющая установить личность информация (фамилия, имя, фотография).**

История вашего ребенка будет храниться в архивах цифровой коллекции Tenement Museum, и ни при каких обстоятельствах не будет передаваться дальше без вашего разрешения. Если вы или ваш ребенок когда-либо захотите удалить эту историю с веб-сайта, сообщите об этом по адресу yourstory@tenement.org, и сотрудники Tenement Museum удалят ее с веб-сайта.

Цель этого проекта заключается в том, чтобы научиться лучше понимать других людей через их истории, предметы быта и традиции и чтобы побольше узнать о той роли, которую все мы играем в истории Соединенных Штатов и образовании американской идентичности. Благодарим вас и вашего ребенка за участие в этом проекте и вклад в коллекцию Tenement Museum.

Большое спасибо!

Группа проекта «Ваша история – наша история» Tenement Museum

Контактная информация: Адрес

электронной почты:

yourstory@tenement.org

السيد الوالد أو الفرد في العائلة أو الوصي

في إطار مشروع خاص بالصف الدراسي، يتم تكليف الطالب بكتابة قصة والمساهمة بها في مشروع قصتك، قصتنا الخاص بمتحف Tenement Museum.

بمدينة نيويورك، قصصًا عن المهاجرين والمغتربين واللجئين في فترة الإنشاء المتواصل للولايات، Tenement Museum يروي متحف المتحدة الأمريكية. فنحن لدينا متحف تاريخي نؤمن فيه أننا جميعًا نشارك في صنع التاريخ ولدينا جميعًا تاريخ كامن في حياتنا وخبراتنا

ومشروع قصتك، قصتنا هو موقع إلكتروني يحتوي على قصص عن الأشياء والأعراف التي تتطرق إلى موضوع الهجرة والتراث الثقافي للأمريكيين. وهو مشروع قومي بالتعاون مع المتاحف والجامعات والمدارس والفئات المجتمعية في الولايات المتحدة بأكملها. يسهم بالقصص إلى هذه المجموعة عبر الإنترنت

ومن خلال العمل في مشروع قصتك، قصتنا فإن الطالب

1. سيبحث عن أحد الأشياء أو الأعراف التي تبرز قصة من تراثه الثقافي
2. سيكتب قصة أو يسجلها صوتيًا عن الشيء أو العرف
3. سيلتقط صورة فوتوغرافية للشيء أو يرسم لوحة عنه
4. سيحمل القصة إلى موقع قصتك، قصتنا الإلكتروني
5. سيصبح مؤلفًا له أعمال منشورة على الإنترنت

<https://yourstory.tenement.org/>: تفضل بزيارة موقع قصتك، قصتنا الإلكتروني لمشاهدة القصص

وشركاؤه مع خصوصية الطالب وسلامته بجدية شديدة. وستُنشر قصة الطالب على موقع Tenement Museum يتعامل متحف قصتك، قصتنا الإلكتروني، وسيضمن المعلم لدينا عدم وجود تفاصيل في القصة يمكن من خلالها تحديد هوية الطالب عند نشرها (بما قصة الطالب في الأرشيف بين مجموعته Tenement Museum في ذلك الاسم كاملاً والصورة الفوتوغرافية). وسيحفظ متحف الرقمية، لكنه لن ينشر أي قصة أبدًا دون الحصول على إذن. وإذا أردت أنت أو الطالب في إزالة القصة من على الموقع الإلكتروني، يمكن القصة من على الموقع الإلكتروني Tenement Museum وسيزيل متحف yourstory@tenement.org المراسلة على

والغرض من هذا المشروع هو مساعدتنا في فهم الآخرين من خلال قصصهم وأشياءهم وأعرافهم، والتعرف على الدور الذي نسهم به جميعًا في الولايات المتحدة الأمريكية والهوية الأمريكية. نشكرك ونشكر الطالب على المشاركة في هذا المشروع والمشاركة في متحف Tenement Museum.

شكرًا جزيلاً،

Tenement Museum فريق عمل موقع قصتك، قصتنا في متحف

بخصوص الاستفسارات، يرجى التواصل معنا على البريد

الإلكتروني: yourstory@tenement.org

الهاتف: 3010-518-646

প্রিয় মাতা-পিতা, পারিবারিক সদস্য, বা অভিভাবক,

একটি ক্লাসের প্রকল্পের অংশ হিসাবে, আপনার শিক্ষার্থী Tenement Museum ইয়োর স্টোরী, আওয়ার স্টোরী (Your Story, Our Story) প্রকল্পে একটি গল্প লিখে তার অবদান রাখবে।

নিউইয়র্ক সিটিতে অবস্থিত Tenement Museum-টি মার্কিন যুক্তরাষ্ট্রের নিরন্তর সৃষ্টিতে অভিবাসী, উদ্বাস্তু এবং শরণার্থীদের গল্প বলে। আমরা একটি ইতিহাস যাদুঘর যা বিশ্বাস করে যে আমরা সবাই ইতিহাস তৈরি করি এবং আমাদের সকলের জীবনে এবং অভিজ্ঞতায় ইতিহাস রয়েছে।

ইয়োর স্টোরী, আওয়ার স্টোরীটি বস্তু এবং ঐতিহ্য সম্পর্কিত গল্পগুলির একটি ওয়েবসাইট যেগুলি আমেরিকার অভিবাসন এবং সাংস্কৃতিক ঐতিহ্য অন্বেষণ করে। এটি একটি জাতীয় প্রকল্প যেখানে সমগ্র মার্কিন যুক্তরাষ্ট্র জুড়ে যাদুঘর, কলেজ, স্কুল এবং সম্প্রদায় গোষ্ঠী এই অনলাইন সংগৃহীত গল্পগুলিতে অবদান রাখছে।

ইয়োর স্টোরী, আওয়ার স্টোরী প্রক্রিয়ায়, আপনার শিক্ষার্থী এই কাজগুলি করবে:

1. একটি বস্তু বা প্রথা খুঁজবে যা তাদের সাংস্কৃতিক ঐতিহ্যের একটি গল্পকে দৃষ্টিগোচর করে।
2. সেই বস্তু বা প্রথা সম্পর্কে একটি গল্প লিখবে বা অডিও রেকর্ড করবে।
3. একটি ছবি তুলবে অথবা বস্তুর সম্পর্কে অঙ্কন করবে।
4. গল্পটি ইয়োর স্টোরী, আওয়ার স্টোরী ওয়েবসাইটে আপলোড করবে।
5. একজন প্রকাশিত অনলাইন লেখক হয়ে যাবে।

গল্পগুলি দেখার জন্য এখানে ইয়োর স্টোরী, আওয়ার স্টোরী ওয়েবসাইট দেখুন:

<https://yourstory.tenement.org/>

Tenement Museum এবং এর অংশীদাররা আপনার শিক্ষার্থীর গোপনীয়তা এবং নিরাপত্তার বিষয়টি খুব গুরুত্ব সহকারে নেয়। আপনার শিক্ষার্থীর কাহিনীটি ইয়োর স্টোরী, আওয়ার স্টোরীর ওয়েবসাইটে প্রকাশিত হবে এবং আপনার শিক্ষক নিশ্চিত করবেন যে **প্রকাশিত হওয়ার সময় যেন কোন ব্যক্তিগতভাবে শনাক্তযোগ্য বিবরণ (পুরো নাম, ফটোগ্রাফ) না থাকে।** আপনার ছাত্রের কাহিনীটি Tenement Museum দ্বারা তাদের ডিজিটাল সংগ্রহে সংরক্ষণ করা হবে তবে তার অনুমতি ছাড়া কখনো গল্পটি অন্যদের জানাবে না। যে কোনও সময়ে, আপনি বা আপনার শিক্ষার্থী যদি ওয়েবসাইট থেকে কাহিনীটি মুছে ফেলতে চান তবে yourstory@tenement.org এ লিখুন এবং Tenement Museum-টি ওয়েবসাইট থেকে কাহিনীটি মুছে ফেলবে।

এই প্রকল্পটির উদ্দেশ্য হচ্ছে অন্যদের গল্প, বস্তু এবং ঐতিহ্যগুলির মাধ্যমে তাদের বুঝতে আমাদের সাহায্য করা এবং আমরা সবাই মার্কিন যুক্তরাষ্ট্র এবং আমেরিকান স্বত্বায় যা ভূমিকা পালন করি তা অন্বেষণ করা। আমরা এই প্রকল্পের এবং Tenement Museum-র অংশ হওয়ার জন্য আপনাকে এবং আপনার শিক্ষার্থীকে ধন্যবাদ জানাই।

আপনাকে অনেক ধন্যবাদ,

Tenement Museum-এ ইয়োর স্টোরী, আওয়ার স্টোরী দল
প্রশ্ন থাকলে, অনুগ্রহ করে যোগাযোগ

করুন: ইমেইল: yourstory@tenement.org

ফোন: 646-518-3010

Paran Yo, Manm Fanmi Yo, oswa Moun Ki Responsab la,

Antan ke moun ki ap patisipe nan pwojè klas la, elèv ou pral ekri yon istwa bay pwojè Tenement Museum's Your Story, Our Story.

Tenement Museum ki New York rakonte istwa etranje yo, moun ki ap vwayaje yo, ak moun ki refijye yo sou kreyasyon ki toujou ap fèt nan Etazini. Nou se yon Mize ki ap bay istwa, epi ki kwè ke nou tout fè istwa, e nou tout gen istwa ak eksperyans nan lavi nou.

Your Story, Our Story se yon sit wèb istwa sou bagay ak tradisyon, epi ki fè etid sou migrasyon ak eritaj kilti ameriken yo. Se yon pwojè nasyonal ak mize yo, kolèj yo, lekòl, ak gwoup kominote nan Etazini ki ap kontribiye istwa bay koleksyon sa sou entènèt.

Nan pwosesis Your Story Our Story, elèv ou ap :

1. Jwenn yon bagay oswa yon tradisyon ki ap mete aksan sou istwa eritaj kilti yo.
2. Ekri oswa anrejistre yon istwa odio sou yon bagay oswa yon tradisyon.
3. Fè yon foto oswa desine bagay la.
4. Voye istwa bay sit wèb Your Story, Our Story.
5. Vini ekri yon istwa pou poste l sou sit la.

Vizite sit wèb Your Story Our Story pou w ka li istwa : <https://yourstory.tenement.org/>

"Tenement Museum" ak moun ki ap travay ladann yo bay anpil enpòtans sou respè ke nou dwe genyen pou vi prive ak sekirite etidyan nou yo. Istwa elèv ou ap sou sit wèb la nan kote ki ekri Your Story, Our Story, e pwofesè w ap asire l ke **pa gen ankenn detay pèsònèl ke yo ka idantifye (tankou tout non w, foto w) nan istwa lè yo mete l deyò.** Istwa elèv ou ap konsève nan dokiman ak koleksyon ke Tenement Museum konte, men yo pa p janm pataje l ak lòt moun san otorizasyon. A nenpòt ki moman, si ou menm oswa elèv ou ta vle ke nou retire istwa sou sit wèb la, ekri nou sou yourstory@tenement.org Konsa, Tenement Museum va retire l.

Pwojè sa ka ede nou konprann lòt yo gras ak istwa pa yo, bagay yo ak tradisyon yo. Li ede nou konnen ki wòl ke nou genyen nan Etazini ak idantite nou. Nou di w mèsi, e nou remèsye elèv ou deske nou patisipe nan pwojè sa e nan zafè Tenement Museum.

Mèsi anpil

Se Ekip Your Story Our Story nan Tenement Museum

Si ou ta gen kesyon, tanpri kontakte nou sou :

Email : yourstory@tenement.org

Telefòn : 646-518-3010