



# EDUCATOR'S GUIDE

***Your Story, Our Story* turns students into historians.**

*Your Story, Our Story*, a national storytelling project, highlights personal stories of immigration, migration, and cultural heritage, past and present. Each story reveals a personal experience, told through an object or tradition, and anyone can share a story in this online exhibit.

All students are experts of their own experiences. *Your Story, Our Story* offers them a chance to become historians of those experiences and connect their experiences to others', to better understand the role of ordinary people in shaping the past, present, and future of our society.

This interdisciplinary project connects to English Language Arts, Social Studies, American and Global History, and technology curricula. Use the site to explore stories as primary sources, have students publish their own stories, and create a classroom exhibit.

*In this guide you will find:*

- *Project introduction and framework*
- *Recommendations for instruction and language*
- *Teacher guides and student worksheets for Your Story, Our Story participation*
- *Optional extension activities*
- *Benefits of Your Story, Our Story participation*



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## **Note on project participation:**

*Your Story, Our Story* participation is designed to be accessible to all Americans. Not all Americans have connections to immigration or migration; not all participants will know something about their family or have a physical object to contribute. Cultural identity shapes us all, and our identity can be expressed in the objects and traditions in our everyday lives.

We have received stories from people who were adopted, whose ancestors were indigenous to the Americas or enslaved from Africa, and those for whom their cultural heritage is unknown. *Your Story, Our Story* works build a collection where each story helps to deepen our understanding of this country and its people, that highlights these complexities and differences and fosters empathy through the power of storytelling.

We encourage teachers and group leaders to acknowledge differences in cultural, religious, and racial identity in this project, to acknowledge that Americans are more than the descendants of immigrants, and to model inclusive participation when working on *Your Story, Our Story*.

## **Note on student's social and emotional safety:**

*Your Story, Our Story* engagement connects students to their family stories of migration and identity, which may potentially hold traumatic memories and experiences for participants.

We encourage educators to create an environment where students feel comfortable sharing their experiences, to be aware of signs of trauma in students, and to seek resources within or outside the school community to support students experiencing trauma.

Teachers embarking on this project should support students in sharing only what they want to share. Teachers should decide with each student whether to publish the student's story on the website or to keep it private. It is also important to assure students that the online component of this project can be anonymous; they are not required to share their name when submitting a story.

For further resources on supporting immigrant students and their families, see page 16.



## Classroom Considerations

*These considerations can help teachers foster more inclusive Your Story, Our Story participation.*

### Contracting

If your classroom currently uses a contract or set of guidelines to hold each other to respectful sharing and learning, you might consider revisiting the agreements before starting on this project. If your classroom doesn't currently use a contract, you could consider developing one with your students for this project.

*For more on contracting, see [this resource](#) from Facing History and Ourselves.*

### Reading “against the grain”:

Your Story, Our Story offers teachers and students the opportunity to bring experiences of less-represented individuals and groups into their studies; students can write stories that offer different perspectives on their identity or neighborhood, and can also analyze what Your Story, Our Story entries say about both dominant and non-dominant cultures.

### Accessibility:

Students can be encouraged to contribute a story in ways that highlight diverse intelligences and abilities. They can draw a picture, write a poem, or record an audio story to share on Your Story, Our Story. Images should have descriptive captions and bi-lingual story translations could be submitted as images.

### Counteracting stereotypes and bias:

Your Story, Our Story invites participants to address myths or stereotypes about their identity through their story. Each story is a personal experience and has the potential to deepen understanding about unfamiliar groups and identities, and to combat racism, prejudice, and bullying.

### Shared Inquiry and Dialogue:

Your Story, Our Story offers opportunities to explore the multiple perspectives and identities that teachers and students bring to the classroom community; this sharing of ideas and perspectives on history, society, and power can be deepened by dialogue practices like generous listening, shared authority, trust, and respect.

*These suggestions credited to the Teaching Tolerance Critical Practices in Anti-Bias Education. For more information, visit the Teaching Tolerance resource [here](#).*



## Language Guide

*Your Story, Our Story* participation involves discussion of migration, family, identity, and culture. These are words you can invite students to define and unpack together, with our suggested definitions for fostering open, inclusive language throughout the project. Please email [yourstory@tenement.org](mailto:yourstory@tenement.org) with your suggestions to add to this list!

**Culture:** the way of life, characteristics and knowledge of a particular group of people, including language, religious practices, food, dress, music, and other traditions.

**Family:** *Your Story, Our Story* defines family openly; families may or may not be biologically related, share a household, or be legally recognized, and are defined by the people involved!

**Identity:** we recommend inviting students to co-define the idea of identity.

**Immigration:** immigration refers to the movement of people between countries and is often interpreted as a choice that someone makes. Immigration should not be used to refer to the experiences of people who were brought against their will and enslaved from Africa, or to refer to internal migrants, such as from Puerto Rico.

**Wave of immigration:** *Your Story, Our Story* is built on the idea that personal experiences help us understand the complexities of the past. The phrase “wave of immigration” can oversimplify the patterns of our country’s immigration history and contribute to stereotyping and dehumanizing of immigrants today. Instead, consider using a phrase like “periods of immigration” or “patterns of immigration.”

**Migration:** migration refers to any movement of people, including those who experience internal migration and forced migration.

**Refugee:** a refugee is someone who has been forced to leave their country because of persecution, war, or violence. Often, people with refugee status must apply for asylum in another country and be recognized as a refugee in that country.

**Citizen:** this term has a legal definition and a social definition. A citizen, legally, is a native or naturalized person of a state or country. We recommend unpacking this idea with students to expand the ideas of being a citizen and citizenship.

**Undocumented:** *Your Story, Our Story* participation may involve stories about immigration status, and we use the term “undocumented” instead of “illegal.” If students use a phrase like “illegal immigrant,” offer a teachable moment to explain that this term is hurtful. The term “undocumented” can refer to someone’s immigration status, not to them as individuals.

**Assimilation and Acculturation:** These two terms label processes of cultural exchange.

**Assimilation** might be thought of as adding salt to a dish, where the ingredient cannot be identified yet changes the taste of a dish; **acculturation** could be compared to adding basil leaves, where the ingredient becomes part of the dish but can still be identified.

# **TEACHER GUIDES**



## Starting A Group Gallery

*A group gallery on Your Story, Our Story allows teachers and group leaders to create a Your Story, Our Story webpage for their participants to exhibit their stories and share with others. Group leaders edit and approve their group stories and decide whether to make them public on the larger Your Story, Our Story website.*

To start a group page, go to: [yourstory.tenement.org/groups/new](http://yourstory.tenement.org/groups/new)  
**OR** go to your partner institutions' page and click 'Add a Group'

**Multiple classes from one school should create separate group galleries.**

Before starting a group, you will need:

1. A group name (your school or organization)
2. A group tag (we recommend SchoolName\_TeacherYear)
3. A group image (logo or other representative image)

After your group is approved:

1. **Bookmark** the “secret” gallery link to access editing and approval (only you or a trusted colleague should access this link)
2. **Read** incoming stories for content and editing
3. **Decide** whether to approve your stories for publishing on the website (published stories are visible and searchable for all website visitors)
4. **Share** your group gallery with students, parents, and others to spread the word!

Helpful Hints for Editing Stories:

1. **Use** the “secret” link to access story editing functions.
2. **Review** all stories for spelling and grammar.
3. **Encourage** students to review a peer’s story or their own for editing.
4. **Require** students to meet story guidelines and encourage students to rewrite until their story can be approved.

# TEACHER'S GUIDE: INTRODUCING THE PROJECT

*There are many ways to introduce Your Story, Our Story to your students. Here are some suggestions from other teachers who have participated.*

## **Share your own story**

We highly recommend that teachers and group leaders submit their own story before asking students to submit theirs. Participation will help you identify potential questions and barriers for your students and provide a chance to reflect on and share part of your identity with students.

## **Back-to-School Community-Building**

Teachers have used Your Story, Our Story as an activity to get to know their students at the start of the year. Teachers can model participation and guide the class through building a class exhibit to hang in their classroom or other location in the school.

## **Museum of Me**

Invite students to consider the question:

If a museum were making an exhibit about you and your family, what would you choose to display in that exhibit? Students make a list of what 3-5 items they would choose to have in a museum that tell us about who they are. Be open to how their chosen objects connect to history, and their lists become a brainstorm for Your Story, Our Story participation.

*Variation: **Museum of our School/Neighborhood/Town***

If a museum were making an exhibit about your school or neighborhood, what would you choose to display in that exhibit?

## **Historian of the Future**

Invite students to consider the question:

In 150 years from now, if someone wanted to tell your story, what sources could they use to learn about your life?

## **What is identity?**

Begin the project with an exploration on the meaning of identity. Have students free write or verbally respond to the question "What makes up our identity?" This exercise could lead to a co-constructed definition of personal, group, or national identity, and can be revisited throughout the project.

# TEACHER'S GUIDE: EXPLORING THE EXHIBIT

*Your Story, Our Story* entries can be used as primary sources in the classroom. Students explore these personal stories, compare with other types of primary source material, and weigh the strengths and weaknesses of each type of source.

1. Have students free write on the questions “What types of objects are shown in museums? Why do you think those objects are chosen?” Discuss. Amongst other ideas, lead the students to understand that objects tell stories. Museum tell certain stories, but not always all stories.
2. Introduce that many museums want to include the objects of everyday people in their collections, and that many museums want people to write their **own** stories about those objects and their importance.
3. Have students think more about how objects tell stories by sharing one of the following Your Story Our Story entries. See “Interpreting a Collection” on the next page for more sample stories.

<https://yourstory.tenement.org/stories/comal-griddle>

<https://yourstory.tenement.org/stories/photo-frame>

<https://yourstory.tenement.org/stories/brigid-s-cross>

4. Consider how the object tells multiple stories:
  - a. First have students look at just the image of the object and consider:
    - Does the object speak for itself where no background information is needed to understand its basic significance?
    - Do you connect to this object? What types of connections might someone have with this object?
    - What does it seem this object is made of? Why is that significant?
  - b. After reading the story consider:
    - How does your understanding of the object change?
    - What personal stories does this object help to tell?  
For example: the storyteller’s connection or disconnection with a person or place; the storyteller’s experience being new somewhere.
5. Invite students to explore the connections between the story to the larger context:
  - a. What does this story teach you about the person’s life? About their family, community, or history?
  - b. What does the story teach you about an event, time period, or theme in American history? How does it compare to other sources on that topic?

# TEACHER'S GUIDE: INTERPRETING A COLLECTION

These curated collections will help your students explore the exhibit around a theme using **Explore the Exhibit worksheet** or **Gallery Walk activity**.

1. Print out the stories you want to share, or follow the links to the online collections.
2. Introduce to students that they will be looking at stories from Your Story, Our Story, to explore how they tell a bigger story.
3. Using either the Explore the Exhibit worksheet or the Gallery Walk activity, invite students to read the stories, analyze the images, and respond to the questions.
4. Bring students together for a class conversation:

*What can you learn from these stories? What can't you learn*

*What personal connections did you make to the stories?*

*If you were curating this collection, what title would you give the exhibit?*

## Language

American Dream (in progress)

The Immigration Process (in progress)

Citizenship (in progress)

Push and Pull Factors (in progress)

Identity (in progress)

**Try these sample search terms to explore time periods and events:**

Great Depression

Great Migration

WWI

Holocaust

WWII

[Citizenship Gallery Walk](#): Stories that feature different takes on citizenship

[Cultural Exchange Gallery Walk](#): Stories that highlight the unexpected ways cultural traditions survive.

[Home Gallery Walk](#): Stories that consider the meaning of a home.

# TEACHER'S GUIDE: BRAINSTORMING A STORY

**Overview:** This activity allows students to think about how their own objects tell stories, and can be used together with the “Exploring the Exhibit” activity. Students first analyze an example of an object-based story. Then, they take stock of their own objects and consider which ones might reveal connections and tell stories to eventually develop into their YSOS entry.

## Procedure:

1. Have students free write on the questions **“What are the types of objects shown in museums? Why do you think those objects are chosen?”** Discuss. Amongst other ideas, lead the students to understand that objects tell stories and that museums tell certain stories, but not always all stories. We are going to work on creating our own museums with our own objects that tell our stories.
  - What more general stories about larger groups of people does this object help to tell? For example: the barriers present when one is an undocumented immigrant or the passing down of culture, religion and history.
  - \*Students can organize their thoughts on a t-chart.
2. To have students think about their own objects, let them know that they don't have to think too hard about the story at first. **Instead, imagine that you are creating a museum about your life, make a list of all the objects you can think of that you would like to include.** They don't necessarily have to be objects students own.
  - For example, they could choose a food item, something they've encountered, or something that's been broken or lost.
3. When choosing an object to represent a story keep the following in mind. There doesn't need to be an answer to every question, but at least 3 or 4 should apply.
  - Does the object tell a personal story?
  - Does the object allude to a larger story that many people could relate to?
  - Has the object been passed down?
  - Has the object been brought from somewhere?
  - Do the materials that make the object tell us a story?
  - Does the object relate to your immigration or migration experience or family history?
  - Does the object relate to your cultural identity? For example, is it present during any holiday celebrations?

**Note:** Your Story, Our Story was born from the idea that everyday objects tell important stories, and that through objects we can connect to other people. While not every student will have an object, we find that students might gravitate towards objects that represent national identity like flags or currency, and we hope that teachers encourage students to think about items and habits in their daily lives, too.

# TEACHER'S GUIDE: CONDUCTING AN ORAL HISTORY INTERVIEW

*Your Story, Our Story* creates space for students to learn more about people in their lives: their families, caregivers, neighbors, or community members could all be potential interview subjects for their story contribution to the digital exhibit.

## Part 1: Introduction

- Tell students that as part of their Your Story, Our Story project, they will be interviewing a community or family member about their cultural heritage. Interviews and oral histories help us understand the past from the perspective of one person.
- Students will be interviewing to find out more about their family/community and the objects and traditions that are important to their stories.

## Part 2: What makes a good interview?

- As practice for conducting an interview, they will first be interviewing each other.
- Guide students to brainstorm interview questions. What questions do they think would lead to detailed stories?
- Discuss the difference between open-ended and closed questions.
  - Example of close-ended question: Do you celebrate any holidays?
  - Example of an open-ended question: How does your family celebrate important days or holidays?
- Record students' suggestions and create a list from which students can choose questions.

## Part 3: Interviewing a partner (10 minutes)

- Tell students they will each have a chance to be interviewer and interviewee.
- Assign partners and distribute interview worksheet to pairs of students and ask them to begin the interviewing process.

## Part 4: Wrap-Up

- Bring students back together for a wrap-up discussion. Guiding questions might include:
  - Did they learn anything new about their interview partner?
  - How did the interview process help them understand an event or experience?
  - What was challenging about the interviewing process?
  - What questions lead to more interesting stories?
  - What else would they want to ask that wasn't listed?

## Part 5: Connection to Your Story, Our Story Interview

- Share that students will use the interview guide for their Your Story, Our Story project.
- Distribute interview guide and "Tips for Effective Interviews" resource with students.
- Invite students to brainstorm in pairs who they will interview and what other questions they want to ask.



# TEACHER'S GUIDE: OPTIONAL EXTENSION ACTIVITIES

## Gallery Walk

This activity can be done at the beginning or the process for writing their own stories or as a lesson in connection with another unit of study. Choose 8-10 YSOS stories for students to read and comment on. Affix your selected 8-10 printed YSOS stories to chart paper and hang or place them around the learning space in places that allow students to read and write on them.

Explain to students that they will be spending some time learning about different perspectives on a topic by reading some personal stories centered on objects. Have a series of prompts posted easily visible for students to respond to.

### Prompt Suggestions

*What connections am I making?*

*How does this story make me feel?*

*What is this storyteller telling me about <insert theme>?*

*What questions do I have?*

*Feel free to respond to each other's comments!*

## Be the Curator

Students select 8-10 stories from Your Story, Our Story that represent a selected theme, question, or time period. Students write an introduction for their collection and a short description about how each story supports the theme or question.

## Exhibit Opening Party

Invite students, families, and school administration to celebrate the student's work during a culminating event. Print the students' stories and hang them in a classroom or communal space, ask for volunteers to read or share their stories during the event, and invite families and guardians to give their perspective on the stories and the project.



## FREQUENTLY ASKED QUESTIONS

We love to hear from you! Please write [yourstory@tenement.org](mailto:yourstory@tenement.org) with other questions or ideas.

### Where will the stories be posted?

If you publish student stories, they will be published live on the Your Story, Our Story website. This is a national website promoted to museums and the public, so your students should consider themselves published authors online!

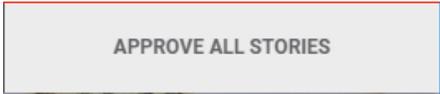
### How do I edit my students' stories?

Once your group submission form is approved, you will receive an email with a "secret link" to the editing mode.

- Click the link to access your administrative page
- Click on the story you would like to edit
- Click  in the bottom right corner of the story pop-up.

### How do I publish my students' stories?

After all the stories are edited, and you would like to publish them live on the Your Story, Our Story main website, go to your "secret link" for admin mode.

- Click  on the right side of the page.

### How do I find my group page on the main website?

- Search for your group tag in "Explore"
- Click on a story from the group
- Click on the link next to "Group" underneath the story title.

**LUCKY CHARM**

In Religion Relationship: Group: **CPC Pike Street**

## What can Your Story, Our Story offer students, teachers, and schools?

### Students can:

Better understand their family's cultural identity.

Preserve their work in a digital museum exhibit.

Deepen relationships with teachers and classmates.

Connect their personal history to larger historical trends.

Develop interest in and respect of other identities and groups.

Build resiliency through better understanding of family stories and their complexities.



### Teachers can:

Create opportunities to learn about students' identities and their families/guardians.

Build classroom community by exploring similarities and honoring difference of experience.

Offer students and their families an opportunity to share their cultural identity and traditions.

Display commitment to avoiding and counteracting stereotypes and bias.

### Families and school communities can:

Connect to and learn about the range of experiences in a school community.

Highlight diversity of a school community, and respect for differences within that community.

Increase connections among families with culminating events.

Connect school community to its surrounding neighborhood.





## Further Resources from Other Institutions

### **Resources on supporting immigrant students and their families:**

[Support Resources Compiled by Teaching Tolerance](#)

[Informed Immigrant Guide for Educators](#)

[American Federation of Teachers Guide for Educators and Support Staff](#)

### **Resources on trauma-responsive teaching:**

[Free Downloadable Resources from National Child Traumatic Stress Network](#)

[Free Downloadable Resources from Trauma and Learning Policy Initiative](#)

[Information on Workshops and Educator Training from Starr Commonwealth](#)

# **STUDENT-FACING WORKSHEETS AND RESOURCES**



# EXPLORING THE EXHIBIT

Name \_\_\_\_\_

Date \_\_\_\_\_

Select and read two stories from the *Your Story, Our Story* website and answer the following questions:

Story titles: \_\_\_\_\_ + \_\_\_\_\_

1. Compare and contrast the stories. In what ways are they similar and/or different from each other?

Similarities	Differences

2. In what ways do the objects connect to your own life?

3. How do these object stories help you understand the story authors?

4. What do these stories teach you about American history?



# BRAINSTORMING YOUR STORY

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Once you've had a chance to explore the exhibit, complete the statements below to begin brainstorming your own object story:**

1. List any physical objects you can think of that:

A. Are important to your identity/culture:

B. Were passed down or given to you by relatives:

C. Are important on holidays or special occasions:

2. Use the space in the frame to brainstorm words or draw pictures that describe the object(s); what they look/feel like, why they're important to you, etc.

A large empty rectangular box with a black border, intended for brainstorming words or drawing pictures related to the object story.

Everyone has a story. In fact, everyone has an interesting story! Here are some tips for helping your interview subject tell their best story. Remember, if you are recording someone, you must ask for permission first.

### Ask Open Ended Questions

Give your interviewee space to surprise you and give you new information by asking questions that require more than a yes, no, or numerical answer.

*Examples to try:*

“Tell me about your favorite memory of \_\_\_\_.”

“Tell me why your family decided to move to America.”

### Give Your Interview Subjects Space

Don't be afraid of silence. Tell your interview subject you are going to give them time and space to share their thoughts. A rushed interview will lack information.

*Examples to try:*

Tell your interviewee in advance, “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.”

### Encourage Your Interview Subject to Keep Talking

Ask follow up questions to their shorter answers. Ask about **feelings, smells, and sensations**. Ask for context. All of these questions will help build your story.

*Examples to try:*

“When you imagine her, what do you notice? What is she wearing, where is she?”

“You mentioned that you went to her house. Can you tell me more about your trip to that house?”

### Look for the More Personal Story

The best object stories contain significant personal experiences. They are often represented by something used in everyday life. Work with your subject to **find the object that tells the best story**, not that which has monetary value or is the most recognizable.

*Examples to try:*

Ask a person to share a memory of home. Start with the moment and move to smells, sights, sounds that are connected. Use those clues to decide what object story should be told.

## **Interview Prompts and Questions to Try**

Decide which questions will help give more detail and context to the story!

### **If your story is about food:**

- How do you make this food?
- Tell me about a memorable time you ate this dish.
- Why is this food important to you?

### **If your story is about work or education:**

- How did you decide what you wanted to do for work?
- Describe your first day of work (or school).
- How did your work change from when you were younger to now?

### **If your story is about religion:**

- 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?

### **If you don't know much about your family or the object:**

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

### **Other suggestions:**

Describe the neighborhood you grew up in. How has it changed since then?

What did your parents do for a living? Did they like their work?

Do you have any photographs from your childhood that I could see?

Who cooked meals when you were growing up? What did they prepare for meals?

**YOUR  
STORY  
OUR  
STORY**



## **ORAL HISTORY INTERVIEW PRACTICE QUESTIONS**

Interview the subject of your story using this as a guide. You can ask some or all of these questions. Remember, as a historian, it is your responsibility to not make judgments about your subject's answers.

1. May I ask, what is your full name? Do you know why your parents chose this name?
2. Tell me about your first memory of going to school.
3. Do you have a favorite food? If so, what is it?
4. How does your family celebrate important holidays or traditions?
5. Do you know where any of your ancestors were from? Do you feel connected to your ancestor's history or cultural heritage?
6. Choose an important cultural or historical event that happened in your lifetime: Where were you when you heard about this event? How did it make you feel? Did it affect your life in any specific way?

# WHAT MAKES A GOOD STORY?

Name: \_\_\_\_\_ Date: \_\_\_\_\_

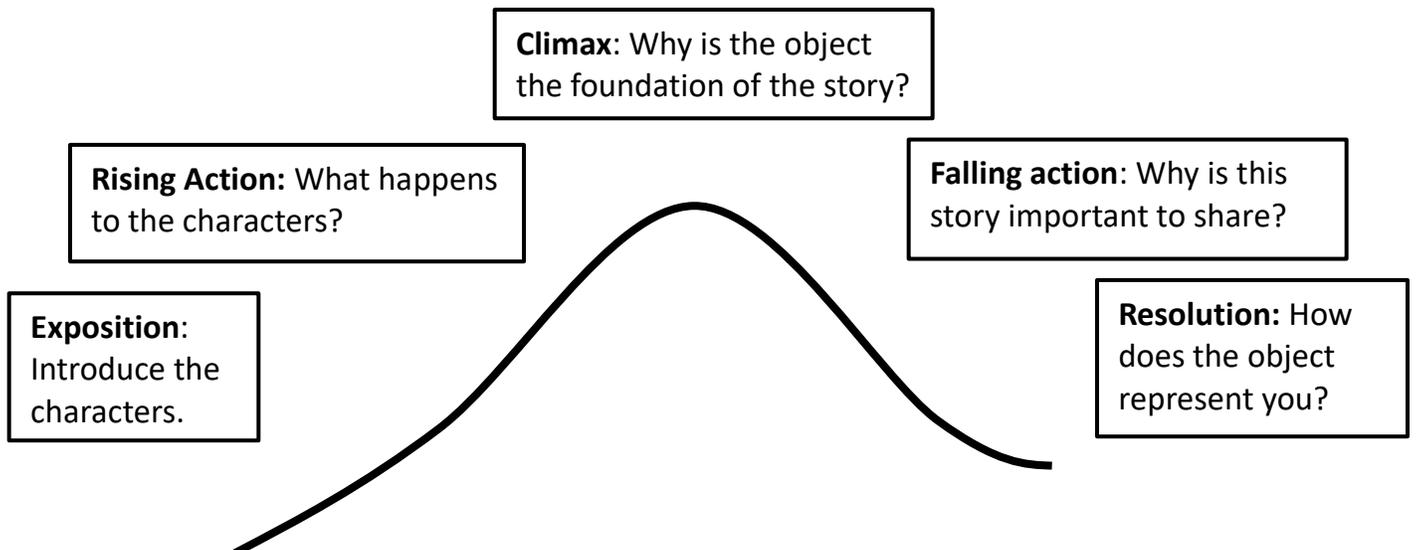
**Review this *Your Story, Our Story* submission written by a high school student, which uses a narrative story arc. Identify the parts of the story that create the arc.**

My mother gave up a big dream in order for her children to explore theirs in the land of opportunity. She was fortunate because children in Benin are either in fields working, or selling the goods in a big supermarket called Tokpa in Cotonou. After failing an exam, she was forced to seek an alternative interest to secure a good future. She loved cultural



dresses and had pleasure learning to sew. With financial aid from her parents, she frequented an institution for seven years before receiving the diploma of clothing artisanship. Her love for that occupation grew as she bought her own shop and started training four apprentices. While in a relationship with my father, she was asked to reside in the United States. Days after landing in the United States, she looked for jobs based on her knowledge. Endeavoring her goal while not knowing English, she enrolled in night school. At her children's arrival, she

realized that her night school wouldn't benefit them. Her presence at night was valuable to their strength of succeeding in school. She then focused on taking care of the family by cooking, doing the laundry, cleaning the house, learning English by reading books and being our therapist. She recently said "This cotton gin reminds me of the seven years of hard work." One part of her life that hasn't changed is her diligence in using that old sewing machine. My mother closed a massive door from her life and because of that my little door keeps getting bigger.





# PREPARING YOUR STORY

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Once you have something to write about, begin the story writing process by answering these questions.**

1. What is your object/tradition called?

2. Which category does the object fit into (circle one)

Attire

Foodways

Fun

Miscellaneous

Religion

Work/Education

3. Describe the object. What is it made from? How is it used?

4. Where in the world did this object come from?

5. Who in your life gave you or told you about this object?

6. What special occasions, celebrations or holidays do you connect to this object?

7. How does this object connect you to your identity/culture?

8. Why is this object important to you?

9. Write a list of the tags (topics) that are related to this object story:





## STORY CHECKLIST

When you're ready to add your story to the collection, review this checklist!

- You have the link provided by your teacher to submit your story.
- Your story is based on a physical object or creative representation of object (a tradition, recipe, name, or other interpretation).
- Your story has a title that relates to the object.
- Your story fits into one of these categories: Attire, Foodways, Fun, Miscellaneous, Religion, Work/Education.
- You know the year your story takes place—guessing is okay.
- You have a photo of your object, or you have drawn a picture of your object.
- OPTIONAL: you have a photo of the family member(s) the object reminds you of, and/or a photo of yourself.
- Your story is based on immigration to the United States, migration within the United States and/or American identity.
- Your story is no more than 240 words.
- You have chosen tags (topics) related to your story.

Once you have met all of these requirements, you are ready to submit your object story. Thank you for your contribution to this important project!



# INSTRUCTIONS FOR UPLOADING

To begin uploading, go to the link provided by your teacher.

Select this link to begin

**YOUR STORY, OUR STORY**  
features objects that tell personal stories of American immigration and migration

[READ MORE +](#)

TENEMENT MUSEUM Humanities MUSEUM OF THE CITY OF NEW YORK LIBRARY

**TENEMENT**

**HI THERE NYC SCHOOL!**  
10002  
Manhattan, NYC. As part of our school's social studies curriculum, students submit stories to Your Story, Our Story.

**YOUR STORY**  
Help us tell a more complete story of American immigration and migration by contributing a family object story to the collection.

[ADD YOUR STORY +](#)

# ADD YOUR STORY TO NYC SCHOOL

1 Object name (required, max 30 characters)

2 Category (required)

What is your object called?  
This will be your story title.

Select the closest match from six categories: Attire, Education/Work, Foodways, Fun, Religion, Miscellaneous

**TIP:** Your object doesn't need to be something in your possession, or something that's valuable! You can draw the object or think creatively to represent your story through an object.

3 Image of your object (max. 4). Author must have rights to all photos.

The screenshot shows two side-by-side upload boxes. The left box is for the object photo, with the text 'Select a photo of object (required)' and 'DRAG + DROP YOUR IMAGE TO THIS AREA'. Below this is a red 'BROWSE' button and a text field labeled 'Describe photo, max 40 characters'. The right box is for the author photo, with the text 'Select a photo of author (optional)' and 'DRAG + DROP YOUR IMAGE TO THIS AREA'. Below this is a red 'BROWSE' button and a text field labeled 'Describe photo, max 40 characters'. The word 'or' is centered between the two boxes.

Please include the following images, in this order:

- Photo or illustration of your object (required, this will be the main image for your story)
- Photo of someone central to your story (*optional*)
- Photo of you (*optional*)



5 Your Story (required)

**B** *I* ☰

Include people, places, and events to bring your story to life.

**Your story must be less than 1500 characters, including spaces (about 240 words).**

**Your story should include details related to the following questions (but is not limited to!):**

How does your object represent your family's cultural identity?  
 Why is your family's story unique?  
 How does your family's story connect to other family stories you're familiar with?

**If you don't know details about your family's history, that's important too!  
 We want stories with questions and unknowns, too.**

6 Tags (e.g. holiday, cooking, Italy) ▼

7 Places important to story (e.g. China, New York)

8 Year of immigration/migration

9 Relationship to im/migrant (required) ▼

Use your best guess if you don't know for sure.

**Search tag words and select the closest match.**

**Popular tags include:**

- Subjects/themes ("homesick", "language")
- Objects ("hijab")
- Places ("China")
- People ("grandfather")
- Eras ("1920s")
- Culture ("Catholic"), etc.

\*also check that your story includes the tag assigned by your teacher.

10

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13  Accept Terms of Use

CANCEL

SUBMIT

After you submit, your entry is sent for approval; once it's approved, you'll receive a confirmation email. **After that, it's officially part of our digital exhibit!**

**Thank you for sharing your story!**

Please write to [yourstory@tenement.org](mailto:yourstory@tenement.org) with any questions.

