



A Guide for *Dumpy La Rue* K-3rd Set 4

At a Glance

Below are activities we strongly suggest you use in implementing the *Who Am I* unit. For additional activities, please refer to the actual KidzLit guide book.

What kids will learn:

Youth will learn that people can express themselves in different ways and through the art of dance is one way.

Materials:

- Kidzlit: *Dumpy La Rue*. If needed, materials will be found below each activity title

Before You Get Started

- Read *Dumpy La Rue*

1. Suggested Activities:

- **Introduction: *Dance, Dance, Dance* (10-15 minutes)**
 - **Discuss:** Show the book cover to the kids and tell them that this story is about a dancing pig.
Ask:
 - What is dancing?
 - Why do you suppose a pig might dance?
 - What are some styles of dance? How are they alike and how are they different?
 - **Move:** Invite the kids to take turns demonstrating and teaching any specific dance steps they know. After they've shared, play some music selections and encourage kids to dance in whatever way feels comfortable.

2. Read The Story (10-15 minutes)

- Read the book aloud to your group, pausing occasionally for the kids' comments and questions about the story, its illustrations, or any words they don't know.
- Read only as long as the kids are engaged.

3. Discuss (10-15 minutes)

Give the kids a chance to react to the reading and then ask some of the questions suggested below. As needed, follow up with "Why do you think that?" or "Tell us more."

- **Open Question:**
 - What are you thinking?
- Why do you think Dumpy's parents and sister didn't want him to dance?
- Why do you think Dumpy ignored his family's comments and danced anyway?
 - What would you have done if you were Dumpy? Why?
 - How do you think his family felt when he started dancing after watching Dumpy?
- Why did the other barnyard animals start dancing after watching Dumpy?
 - Why do you think they danced in different ways?
 - What do you think they learned from Dumpy?



4. Cool Words

- Grovel (p.1) crawl
- Snuffle (p. 1) sniff
- Truffles (p.1) mushroomlike food that grows underground
- Bellow (p.2) shout in a deep voice
- Wallow (p. 2) roll around in the mud
- Cavort (p.3) dance about and have fun
- Snout (p. 5) pig's nose
- Sty (p. 5) pig's home
- Slop (p. 11) pig's food
- Reticent (p. 12) quiet
- Rhumba (p. 19) Cuban dance
- Shimmied (p.21) did a dance popular in the 1920s
- Tango (p. 27) Latin American ballroom dance

5. Connections: *Dance to your Inner Music* (10-15 minutes)

- **Listen and Move:** Discuss what Dumpy meant when he encouraged the other animals to close their eyes and listen to the music in their heads in order to get an idea of how they should move. Invite the kids to try this themselves. Have them form a large circle and stand silently with their eyes closed. To get them to listening to music that is only in their heads, ask them if they can hear certain instruments in their heads. Ask:
 - Which instruments do you like to hear?
 - Is the rhythm or beat you hear in your head fast, slow, in-between, or constantly changing?
 - How does the music make you want to move? Do you feel like moving smoothly, quickly, with steps or moves that repeat, or in some other way?

Allow time for the kids to listen to their inner music. Then invite them to open their eyes and start dancing without making a sound. After they dance for a minute, ask them to share something about the music that inspired their dancing.

6. Wrap It Up: *Calling Dumpy* (10-15 minutes)

- **Role Play:** Ask the kids to imagine that Dumpy has a radio show. People call him for advice, and he listens to their problems and offers suggestions. In this activity, the kids will take turns role playing both Dumpy and the people who call him. Each caller will share a problem like the one Dumpy faced. They will describe something they really want to do and explain how other people are trying to discourage or prevent them from doing it. Each child playing Dumpy will imagine how Dumpy would view the problem and give some advice on what to do. Allow a few minutes for kids to imagine their problems. Then have them pair up and take turns playing the two roles_ the caller Dumpy, the advice giver.
- **Option:** if the kids wish, they can perform their dialogues for the group.

Other Related Thematic Activities

Getting to Know You

- "Who Am I" poem
 - Personal Coat of Arms
- ##### ***Art***
- Illuminate A Letter



A Guide for *The JoJo's Flying Side Kick* K-3rd At a Glance

Below are activities we strongly suggest you use in implementing the *Who Am I* unit. For additional activities, please refer to the actual KidzLit guide book.

What kids will learn:

Youth will learn how to discover inner strengths to become self-confident and with self-confidence, youth can accomplish tasks and master skills.

Materials:

- Kidzlit: *JoJo's Flying Side Kick*. If needed, materials will be found below each activity title

Before You Get Started

- Read *JoJo's Flying Side Kick*

1. Suggested Activities:

- **Materials:** Chart paper or chalkboard, markers, paper, 2 containers

- **Introduction:** *The Jitters* (15-20minutes)

- **Discuss:** Ask the kids to think about a time when they got "the jitters" or felt nervous before an upcoming task or event. Briefly discuss some of the feeling they had. Then ask them to tell about a time when they went into a similar situation feeling confident. (if they don't have a confidence story, offer an appropriate one of your own).

- **Make a word chart.** Draw three columns on a sheet of chart paper or easel. Label the first two columns "Nervous" and "Confident". Ask the children to think of words that describe the opposite ways a person might feel before taking a test, going somewhere new. Or facing a challenge. List their words in the proper columns. You may need to help them come up with word pairs such as "worried/bold", "timid/strong," "sweaty/ready", and "jumpy/solid." Define each word as you add it to the list.

Write the words from the chart on slips of paper and separate them into "nervous" and "confident" container (or hats).

Option: To save time, you can make the lists and word slips ahead of time and ask the kids to write a few additional ideas during your session.

- **Brainstorm activities:** Next have the kids suggest activities they do often or like to do. Try to limit their suggestions to activities they can easily act out. Such as skateboarding, meeting anew person, climbing a tree, jumping off a diving board into a pool, crossing a wide stream, or taking a test. Write them on the chart in the third column.
- **Act it out.** Explain that partners will together choose one of the listed activities. Then one partner will choose a feeling from the "nervous" container and the other will choose one from the "confident" container. They will each mime their activity as if they are feeling the feeling they chose. For instance, one partner may mime a "strong" swimmer approaching the water while the other acts like a "timid" swimmer.

Once the kids have chosen, give them a minute to practice. Then have them sit in a half-circle facing a staging area and ask the pairs to take turns presenting their actions.



2. Read The Story (5-10 minutes)

- Read the book aloud to your group, pausing occasionally for the kids' comments and questions about the story, its illustrations, or any words they don't know.

3. Discuss (10-15 minutes)

Give the kids a chance to react to the reading and then ask some of the questions suggested below. As needed, follow up with "Why do you think that?" or "Tell us more."

- What are you thinking?
- What do you think was Jojo's biggest problem before the test?
 - What makes you say that?
- Why do you think Jojo was able to break the board?
- Do you think her family helped her or didn't help her reach her goal? Why?
- Why do you think Jojo was able to enjoy the swing at the end of the story?
 - When have you overcome a fear?
 - What helped you overcome that fear?

4. Cool Words (10-15 minutes)

- Tae Kwon Do (p.4) a martial art form from Korea that emphasizes kicking techniques
- Promotion (p.4) advancement to a higher level
- Creepy (p.6) scary
- Bandit (p.6) robber who is usually part of a gang
- Nervous (p.6) fearful about an upcoming event
- "in my prime" (p.9) young and healthy
- Jitters (p.9) shaking that results from anxiety
- Shuffle (p.9) take small steps without lifting our feet
- Fluttered (p.9) flapped quickly
- Ducked (p.15) bent to avoid something
- Visualize (p.17) picture something in your mind

5. Connections: *Friendly Trees?* (15-20 minutes)

Materials: Drawing paper, crayons or colored pencils

Draw. Show the illustration on pages 14-15 and ask the children how the author/illustrator made the tree look creepy and scary. If necessary, point out that he drew the tree bending and gave it a scary face and grasping hands. Ask them to imagine a friendly tree, one that would provide comforting shade, climbing opportunities, or a great place to curl up with a good book. What would their friendly tree look like? If possible, take a quick group walk to give the kids a chance to look at some trees and pick out some "friendly characteristics".

Distribute paper and drawing materials and ask the kids to draw their trees. Also ask them to write a sentence or two describing one feature of their tree, e.g. "My tree has branches like steps going up the trunk that I can climb like a ladder to reach a platform."

Share. Invite the kids to share their drawings with a partner, in small groups, or with the whole group.



6. Wrap It Up: *The Secret to Success* (5 minutes)

Materials: Half sheets of paper, pencils or pens

Discuss: Ask the children what they think was the key to JoJo's success. What general advice do they think JoJo would give to someone who was trying to overcome fears or worries in order to accomplish a challenging task? Distribute half sheets of paper and ask each child to write JoJo's advice, and then share their writing with the whole group.

Other Related Thematic Activities

Social Studies

- ***Personal Coat of Arms***
- ***Creating a Positive Classroom***

Getting to Know Me

- ***"I Am" Project***



A Guide for *Ruby the Copycat* K-3rd Set 2 At a Glance

Below are activities we strongly suggest you use in implementing the *Who Am I* unit. For additional activities, please refer to the actual KidzLit guide book.

What kids will learn:

Youth will learn to identify who they are and the importance of acting like themselves rather than copying others

Materials:

- Kidzlit: *Ruby the Copycat*. If needed, materials will be found below each activity title

Before You Get Started

- Read *Ruby the Copycat*

1. Suggested Activities:

- **Introduction: *The New Kid* (15-20minutes)**
 - **Leader Share:** Tell the group about a time when you were the “new kid:” or new adult at a school, in a neighborhood, at a job, or in any other situation. What was it like to be new? What did you like it? What was hard about it? Did you know anybody, or did you have to make new friends?
 - **Partner Discussion:** Have partners tell each other about a time when they were each “the new kid” in a new situation. What did they like? What was hard? What did they do to make friends?
 - **Group Discussion:** Once the whole group is back together, lead a discussion about the new kids. Ask questions such as:
 - How does it feel to be a new kid somewhere?
 - What can be good about it?
 - What can be hard about it?
 - What can a new kid do to make friends?
 - What can other kids do to help new person feel welcomes
 - What can teachers, group leaders, and other adults do to help a new person feel welcome?

2. Read The Story (30 minutes)

- Read the book aloud to your group, pausing occasionally for the kids’ comments and questions about the story, its illustrations, or any words they don’t know.
- Read only as long as the kids are engaged.

3. Discuss (10-15 minutes)

Give the kids a chance to react to the reading and then ask some of the questions suggested below. As needed, follow up with “Why do you think that?” or “Tell us more.”

- Why do you think Ruby started copying Angela?
 - How would you feel if someone copied you all the time?
- Why did Ruby finally hop for her classmates?



- Was she bothered when they copied her hopping? Why or why not?
- What did you think of Miss Hart?
- Does this story remind you of anything from your own lives?

4. Cool Words

- Tiptoed (p.1) walked quietly on the tips of one's toes
- Pleasant (p.2) nice
- Flower girl (p.2) young girl who carries flowers in a wedding
- Coincidence (p.3) two things accidentally occurring at the same time
- Daises (p.6) white flowers with yellow centers
- Loyal (p.13) loyal, faithful
- Recited (p. 14) said aloud in front of an audience
- Buried her chin (p.17) wrote quickly
- Serious (p.21) thoughtful
- Cheered (p. 26) shouted with happiness

5. Connections: *Tell Me a Story (20-30 minutes)*

- **Partner Storytelling:** Write the following characters' names on the board: Ruby, Angela, Miss Hart, and another Student. Have the kids think about the events of the story from each character's point of view. Ask:
 - How are they similar?
 - How are they different?

Partner up the kids, and then have them choose a character and take turns telling their partner the story of Ruby as if they were that character speaking. Ask the kids if they learned something new about the story by hearing it retold in a new way.

6. Wrap It Up: *Coincidence Game (15 minutes)*

- **Play:** Remind the kids that Ruby finally felt comfortable with the class and herself when she was able to share her hopping skill. Have the kids sit in a circle for this game. Explain that the first player will start by naming something that she can do well (such as "I can play the piano") and demonstrating that activity with a movement. The next player says, "What a coincidence! I can play the piano, too, and I can ..." and add something he can do, such as "read a chapter book.". The player mimes each activity when referring to it. The next player continues the pattern, adding a new activity and related movement. Begin playing and continue until everyone has had a turn. Kids may give one another hints if they're stuck.

Other Related Thematic Activities

Getting to Know You

- "Who Am I" Poem

Science

- investigating fingerprints

Social Studies

- Personal coat of arms



A Guide for *The Story of Ferdinand* K-3rd Set 1

At a Glance

Below are activities we strongly suggest you use in implementing the *Who Am I* unit. For additional activities, please refer to the actual KidzLit guide book.

What kids will learn:

Youth will learn to respect others who handle people, animals, and situations in a peaceful and nonviolent way. Handling things differently makes the world more interesting.

Materials:

- Kidzlit: *The Story of Ferdinand*. If needed, materials will be found below each activity title

Before You Get Started

- Read *The Story of Ferdinand*

1. Suggested Activities:

- **Introduction: Time to Yourself (15-20minutes)**
 - **Group Discussion:** Ask the kids to think about times when they prefer to be alone, perhaps in a particular place. Write "When", "Where", "Why" and "Pass" on a large sheet of paper, leaving space beneath each heading to write the kids' responses. Have them take turns sharing when they like to be alone, where they like to be at those times, and why they like to be alone. Kids who don't choose to be alone may pass. Record their responses and review them as a group. Are there similarities in their responses? Do all kids like to be alone at some time? Do they like to be active or quiet when they're alone? Use the sharing time to remind the kids that people need and like different things.

2. Read The Story (30-40 minutes)

- Read the book aloud to your group, pausing occasionally for the kids' comments and questions about the story, its illustrations, or any words they don't know.

3. Discuss (10-15 minutes)

Give the kids a chance to react to the reading and then ask some of the questions suggested below. As needed, follow up with "Why do you think that?" or "Tell us more."

- How would describe Ferdinand?
 - How was he different from the other young bulls?
 - How do you think he felt about being different?
 - Why didn't Ferdinand fight when he was in the arena?
- How would you describe Ferdinand's mother?
 - Why did she think he might be lonely?
 - How did she show her understanding?
- How do you think the author and illustrator of this story feel about bullfights? What makes you think that?



4. Cool Words

- Pasture (p.10) large area of land where animals eat grass
- Cork (p. 10) bark used to make stoppers for bottles
- Lonesome (p.14) feeling sad because you are alone
- Skip (p.16) move by hopping from one foot to the other
- Fierce (p.28) violent, frightening
- Pawing (p.36) hitting the ground with his foot
- Parade (p.46) march in line
- Banderilleros (p.48)
- Picadors (p.50) horsemen who use long spears to stick the bull during a bull fight
- Matador (p.52) bull fighter
- Cape (p.52) clothe used to cover the shoulders, also used in a bull fight

5. Try This!: City and Country (10-15 minutes)

Ask the kids to think about the two places featured in the story- the countryside and Madrid. Show them the illustrations and ask them to use their imaginations to think of words to describe each. Encourage them to think about sounds, sights, smells, textures, and tastes that might have been part of each place. Help them write their words. Take a few minutes to share the words as a group

6. Connections: *What's so Funny?* (20-30 minutes)

Discussion: Show the kids the drawings in the book and ask them to look for evidence of the illustrator's humor. What's funny about his drawings? Invite the kids to make their own comical drawings to illustrate favorite lines or scenes from the book. Brainstorm a list of possible scenes and/or copy lines from the book on paper and post them where the kids can see them.

Draw: The book's illustrations are all done in black and white. Ask the kids to use pencil or black markers to make their drawings.

7. Wrap It Up: *Coincidence Game* (15 minutes)

Group Discussion: Discuss momentss in the story when Ferdinand chose to do something different from the other bulls or acted in a way that was unexpected. Ask each kid to briefly share a personal story about doing something different or unexpcted. Discuss whether the action was something they thought a lot about beforehand or just decided to do in the moment. Encourage the kids to share how it felt to do something different.

Other Related Thematic Activities

Kidzlit

- *Ruby the Copycat*

Getting to Know You

- *Creating a Positive Classroom*

Readers Theater

- *Many Helping Hands*



Tracing Our Ancestors

A Guide for *Three Cheers for Catherine the Great* 3rd-5th - Set 6

A Guide for *Grandfather Counts*- 3rd-5th - Set 6

Grades: K-3rd

Overall Unit duration: 6.5 hours (up to 2 weeks)

Students track their ancestors' voyages to America in this lesson plan that celebrates diverse cultural heritages.

Overview

This unit introduces the ways our ancestors emigrated to America, the diversity of our origins and how to locate them on a map, and helps students gain historical empathy.

The students will:

1. Interview their families
2. Locate, with assistance, the country of their ancestors on a map
3. Color and cut out a paper suitcase
4. Compare and contrast distances and amounts

Materials

- *KidzLit set 6- Three Cheers for Catherine the Great!*
- *KidzLit set 6- Grandfather Counts*
- Large world map
- Tracing Our Ancestors Family Interview Questionnaire (handout attached)
- Staff leader's paper suitcase (handout attached)
- Chart paper
- Marker
- Suitcase (student copies)
- White card stock
- Small photos of each student (if possible)
- Red and yellow yarn
- Colored push pins
- Store advertisements, fliers, or catalogs
- Pencils
- Crayons
- Glue
- Teacher & student scissors
- Stapler

Set Up and Prepare

1. Attach the world map to a bulletin board or wall where you can use push pins. Allow room for a border around the map to post student work.
2. Copy Suitcase (handout) for yourself to complete.
3. Make a copy of the Suitcase and Family Interview (handout) for each student.
4. Before Day 3, make a chart of the countries from where students' families emigrated. Put corresponding push pins on the map. Use red yarn to connect all the countries to your city. Use yellow yarn to stretch from the country of origin to the outside border of the map. Post your family emigration chart, allowing enough room to later post student suitcases.
5. Set out pencils, crayons, glue and scissors.



Tracing Our Ancestors

A Guide for *Three Cheers for Catherine the Great* 3rd-5th - Set 6

A Guide for *Grandfather Counts*- 3rd-5th - Set 6

6. Set out store advertisements, fliers, or catalogs.

Directions

Day 1

Step 1: Gather students for a whole group discussion and ask them if they notice something different on the wall. Tell students it's a world map that shows our planet's land and water. Introduce map vocabulary like cities, countries, continents, rivers, lakes, and oceans. Write these words on the chart paper. Ask students the name of the city where you live and ask a volunteer to find it on the map. Put a colored pushpin there. Using colored pushpins, indicate on the map: The U.S., the Pacific and Atlantic oceans, and the North American continent.

Step 2: Remind students that when the first settlers came to our country; the only people here when they arrived were the Native Americans. Tell children that most of us came from someplace else. That means we emigrated here. Write the words "emigrate" and "immigrant" on the chart and define them. Discuss the different ways immigrants may have emigrated: plane, boat, car, foot, or by train. Write the word "ancestor" and describe what it means.

Refer to Kidzlit- *Three Cheers for Catherine the Great* and perform suggested activities.

Before You Get Started

- Read *Three Cheers for Catherine the Great!* KidzLit set 2

1. Introduction: Family Birthdays (15-20 minutes)

- **Share birthday experiences:** Tell the kids that they are going to hear a story about a grandmother who is having her seventy-eighth birthday party. First in pairs and then as a whole group, discuss the following questions about how the kids celebrate family birthdays.

Step 3: Tell students that over the next few days they're going to act like newspaper reporters and interview their family to find out from where their family emigrated. Then, the class is going to locate the countries on the map and compare them. Distribute the Family Interview printable and review the questions with the "reporters."

Day 2 (activities can be done during both academic hour and enrichment)

2. Read *Three Cheers for Catherine The Great* (15-20 minutes, plus 15-20 minutes for discussion)

Read the book aloud to your group, pausing occasionally for the kids' comments and questions about the story, its illustrations, or any words they don't know.

3. Discuss: (10-15 minutes)

- If you were to give someone special, like a grandparent or other older family member, a "no present," what would it be?
 - Describe what you would do?
- Sara and her grandmother do many fun activities, like playing dress-up, listening to poems, and cooking. What kind of activities do you do with your family members
- Why do you think that Sara calls her grandmother "Catherine the Great"?
 - What kind of person is Catherine
 - Who do you think is great and why?
- Catherine writes, reads, and speaks Russian. Does anyone in your family speak a language other than English?
 - If so, what is it and when is it used?



Tracing Our Ancestors

A Guide for *Three Cheers for Catherine the Great* 3rd-5th - Set 6

A Guide for *Grandfather Counts*- 3rd-5th - Set 6

- What words do you know?

4. Cool Words

- Passport (p.5) official booklet that shows a person belongs to a certain country and allows her to travel to other countries
- Opera (p.5) play in which all or most of the words are sung
- Muffle (p.5) make a sound quieter or duller
- Borscht (p.7) (Russian) soup made with beets, cabbage, potatoes, or other vegetables
- Blintzes (p.7) (Russian) thin pancakes rolled around cheese or fruit that are fried or baked
- Gin rummy (p.9) card game
- Empress (p.20) female ruler of a kingdom
- Waltz (p.21) smooth, gliding ballroom dance with a regular 1-2-3 beat

Day 3

Try This Activity! *Tracing My Ancestors Family Interview* (30-45 minutes)

Step 1: Collect the Family Interview sheets and gather the children together to share. As you call out their names, ask students to share their family origins and what means of transportation their ancestors used. If they don't remember, read the information to the class.

Step 2: Distribute the Suitcase printable to students. Ask them to write their name on the Suitcase handles. Tell students that when their families came to the U.S., they probably brought things in a suitcase. Ask them to name some things they think their families might have brought and accept all reasonable answers. They don't need to be historically accurate, but they should describe the kinds of things one might bring, like clothing, toys, food, books, photos, or money. Introduce the store advertisements, fliers, or catalogs, and invite students to cut those things out and glue them to their suitcase. Distribute the small student photos so that they can glue them on the suitcases. When they're finished, have them cut out the suitcases. As they work, circulate around the room and assist them in completing their sentence, "My family emigrated from _____." Some families may have written a continent or even a city. Accept all reasonable answers. If children want to make more than one suitcase for different countries of emigration, allow them to do so.

Step 3: Gather the children back together and have them present the suitcases to the class. Collect them for the next day's activity.

Day 4

Before You Get Started

Read *Grandfather Counts!* KidzLit Set 2

1. Introduction: *Something New and Different* (10-15 minutes)

- **Partner Share:** Tell the children that the story they'll hear is about a grandfather from one country who moves to another to live with his family. Ask them to recall a time when they entered a new situation, such as when they started at a new school, moved to a new neighborhood or country, or did something with a group of kids they'd never met before. Pose the following questions to the whole group and ask the kids to share their responses with a partner:



Tracing Our Ancestors

A Guide for *Three Cheers for Catherine the Great* 3rd-5th - Set 6

A Guide for *Grandfather Counts*- 3rd-5th - Set 6

- How did you feel when you were the new person in a situation?
- What can be hard about being the new person in a situation?
- What can be fun about being new or starting something new?
- What made you feel more comfortable?

2. Read Grandfather Counts (10-15 minutes)

Read the book aloud to your group, pausing occasionally for the kids' comments and questions about the story, its illustrations, or any words they don't know.

3. Discuss: (10-15 minutes)

- Why do you think it was hard for Helen to give up her room?
 - How do you think she felt when she had to move of your room?
 - What would you miss most if you had to move out of your room?
- What do you think Gong Gong was feeling when he was first settling in?
 - What makes you say that?
 - What would be hardest for you about moving to a new place?
- How did the train bring Gong Gong and Helen together?
 - Do you think they would have started communicating if they hadn't discovered their interest in the train? What makes you think that?
- How do you think this family might be different in the future?

4. Cool Words

- Terminal (p.5) area of an airport
- Characters (p.6) written symbols
- Chinese (p.6) language spoken in China
- Rumbling(p.11) deep, loud sound
- Concrete (p.19) made of cement
- Engineer (p. 19) person who drives a train
- Squeeze (p.20) press affectionately
- Copy (p.22) make something that is exactly like something else
- Tracing (p.22) drawing lines over
- Generation (p.27) all the people born around the same time
- Motioned (p.28) signaled with a hand movement
- Strokes (p.28) lines drawn with a pen
- Ben bao (p.28) very good (Chinese)

5. Try This Activity! What would you Do? (10-15 minutes)

Role Play: Ask the kids to imagine that a new child has just joined your program. This child has recently moved here from another country and speaks little or no English. What could they do to help this child feel comfortable and welcome? Tell them that you will role-play the newcomer and they will take turns demonstrating their ideas.

Encourage them to use words, gestures, or larger actions to communicate with you. For example, if it's time to go outside to play, someone might gently take your hand and guide you toward the door or point outside and imitate a person swinging on the swings.

After each demonstration, briefly discuss whether or not you understood the communication.



Tracing Our Ancestors

A Guide for *Three Cheers for Catherine the Great* 3rd-5th - Set 6

A Guide for *Grandfather Counts*- 3rd-5th - Set 6

6. Wrap It Up: *Where Did Your Family Emigrate from?* (30-45 minutes)

Step 1: Before the children arrive, make a chart of the locations from where their families emigrated, grouping similar student names and geographical origin together. Put a push pin on the map to indicate the origin. Use red yarn to connect all the countries of origin to your city. Use yellow yarn to stretch from the country of origin to the outside border of the map. Post your family emigration chart, allowing enough room to also post the student suitcases.

Step 2: Gather students in front of the world map and indicate the countries that have pushpins in them. Tell them that the red yarn shows how far their families traveled to this country. Compare and contrast the distances by asking the children which families traveled the shortest and longest distance.

Step 3: Tell them that many years ago, immigrants from all over the world came to the U.S. by boat and first landed on Ellis Island. One of the first things they saw was the Statue of Liberty. On Ellis Island, they were all mixed together in a great hall. Show them the list of immigrants on the family emigration chart. Distribute each child's own suitcase back to them. Ask students to find the other families that emigrated from the same country as they did. Allow them to refer to the family emigration chart and encourage them to mingle in order to find classmates whose families emigrated from the same place. Assist children getting into groups.

Step 4: When students are grouped together, show them your suitcase and staple it to the outside border of the world map at the end of the yellow colored yarn. Ask each group of emigrants to come forward and find their country of origin together on the map. Staple their suitcases around the border of the world map at the end of the yellow yarn from their country of origin.

Step 5: When all groups have finished, count the number of suitcases from each geographical location and compare which group of immigrants is the largest, smallest, and the same.

Supporting All Learners

Be sensitive to those families that may not be legal immigrants. The family interviews are not about legal status. Some families may want to indicate that their ancestors came from a city within the United States, rather than another country. Others may list more than one place to reflect their ancestry. Honor their replies. Also, if children do not know their family background or history because they were adopted or raised by other family members, allow them to create their information.

Other Related Thematic Activities

KidzLit

- *Celebrate Your Heritage*

Art

- *A Forest of Family Trees*
- *A Movie of My Life*

Social Studies

- *Family book activities*



Tracing Our Ancestors

A Guide for *Three Cheers for Catherine the Great* 3rd-5th - Set 6

A Guide for *Grandfather Counts*- 3rd-5th - Set 6

Family Interview Questionnaire

Dear Families,

We're learning about ourselves and our family history. Most of our families, except for the Native Americans, are immigrants in this country. For some families, one may need to look at ancestors from a long time ago.

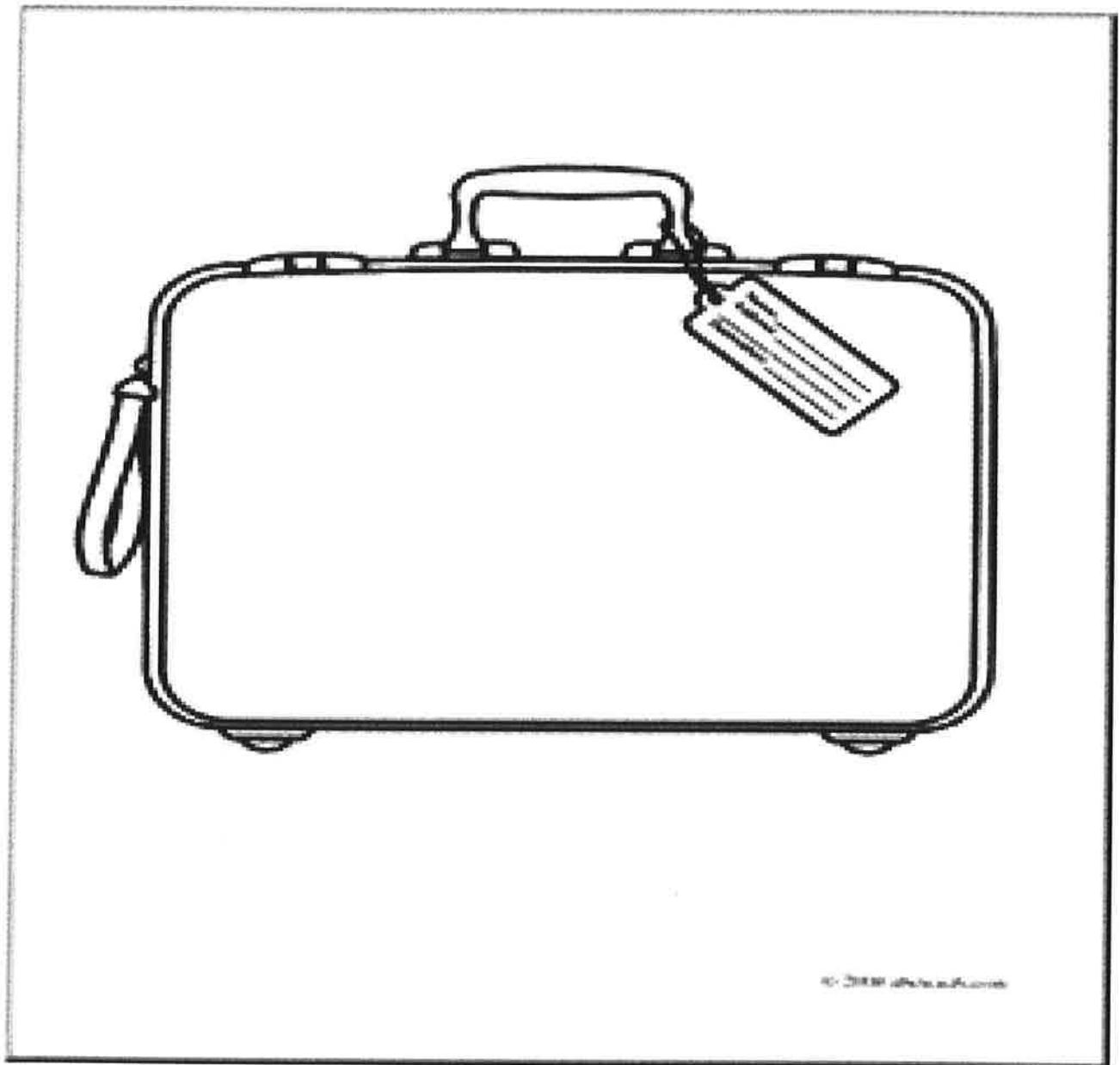
Please help your child to interview you about your family history.

Name of Student _____

Which country or countries did my family/ancestors emigrate from?

How did they come to the United States? (Boat, train, car, walking, plane)

Thank you,



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Celebrate Your Heritage

How My Family Lives in America 3rd-5th set 2*

Family Pictures/Cuadros de Familia K-3rd set 6

Students interview relatives about their heritage, make a family tree, and map their ancestors' migration.



Grades: 3rd-5th

Unit Duration: 6-8 weeks

Students will:

1. Learn which countries their ancestors originally came from and locate them on a world map.
2. Listen to an oral story about their family history, and then retell it in writing.
3. Label their names and those of at least two more generations on a family tree.
4. Use a map to plot the ancestral path that has led to their hometown.
5. Read various expository texts to research and take notes on a country from their heritage.
6. Use research to complete a travel log.
7. Create a display that showcases all they have learned.

Lesson Plans for this Unit

Lesson 1: Discovering Your Heritage

Lesson 2: A Trip to the Homeland

Lesson 3: Heritage Project Guidelines

Reproducibles

Family Tree

Heritage/Country Research

Travel Log

Passport

World Map

United States Map

Culminating Activity

"Diversity Day" is the culminating activity for this unit. Share information about family cultures from around the world. They speak about the country, share artifacts or cultural icons, or do a multicultural art project with the class.

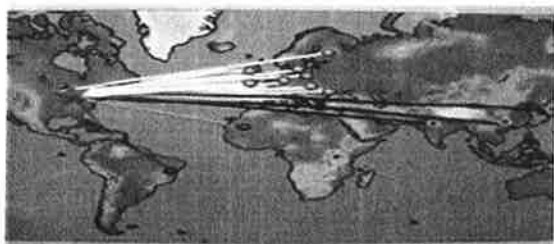
Celebrate Your Heritage

How My Family Lives in America 3rd-5th set 2*

Family Pictures/Cuadros de Familia K-3rd set 6

Discovering Your Heritage

Students are asked to interview their families about their cultural heritage, create a family tree, and map their journeys to America



Overview

This lesson will give students a better understanding of why America is thought of as a mosaic of cultures and the role they play in the picture. We will discuss why immigrants have come to the United States from all over the world and what makes America's diversity special. Students will interview a family member to learn more about their heritage and what brought their family to the United States. They will build a family tree and record a part of their family's oral history to preserve it for generations to come.

Objective

Students will:

- Write at least three interview questions that help them gain important information about their family background.
- Interview a family member about their heritage.
- Listen to and record part of their family's oral history.
- Correctly create and label a family tree going back a minimum of two generations.
- Compare and contrast cultural traditions and influences among class members.
- Use a map to chart the path their parents, grandparents, or other ancestors took from another country to the United States, leading to the student's current hometown.

Materials

1. Kidz Lit.-*Family Pictures/Cuadros de Familia 3rd-5th set 2*
2. KidzLit- *How My Family Lives in America K-3rd set 6*
3. Family Interview (handout- See Part 1, Step 8)
4. Family Tree (handout- See Part 2)
5. Large World Map
6. World Map reproducible (handout)
7. Multi-colored adhesive circles or small stickers



Celebrate Your Heritage

How My Family Lives in America 3rd-5th set 2*

Family Pictures/Cuadros de Familia K-3rd set 6

8. Chart paper
9. Yarn or ribbon (optional)
10. Dry-erase or chalkboard
11. Pencils/paper
12. Computer/printer

Set Up and Prepare

1. Check your school calendar and decide on a date that you would like to hold the culminating event, Diversity Day. Plan to begin your unit approximately five weeks beforehand.
2. Read through all of Lesson One's four parts thoroughly before you begin. Set up a time line for each activity's due date. I recommend approximately two days be given for the interview, one week for the Family Tree (handout), and one week for the Page From History.
3. Prepare the Family Interview questions and Page from History assignment for your class. (See the sample texts for both of these below.) Cut and paste the text into word processing documents, then personalize it with your own formatting or clip art. Print and make a copy of each for all your students.
4. Print and make enough copies of the Family Tree (handout) reproducible for your students. Make a transparency if you plan to use this with an overhead for modeling.
5. Using geography resources you have or one from my booklist, make each class member a copy of a reproducible world map that outlines countries and continents clearly.
6. Display a clean sheet of chart paper you will use to list names of countries.
7. Cut several pieces of yarn students can use to link their hometown with their countries origin. Coordinate the yarn lengths with the size of the world map you will be using in Part Four and the distance of the country.
8. Gather colored adhesive dots or star stickers for the students to use on the maps. Use one color for every continent you have represented in your classroom.

Directions

The directions for Lesson One are divided into teaching days, not consecutive calendar days. For example, Part One: Discovering Your Heritage is taught in two days, but the duration will be longer because there is a homework assignment involved that requires a few extra days for completion. You may also choose to overlap some of the parts in Lesson One.

Discovering Your Heritage

Part One:

Duration: (6-8) 30 minutes or (3-4) 1 hour time slots

Step 1: Read and discuss the book *How My Family Lives in America*.

a) Suggested Activities:

- **Introduction: *Where Did You Get Your Manners?* (20-25 minutes)**

Materials: Chart paper or whiteboard and, markers



Celebrate Your Heritage

How My Family Lives in America 3rd-5th set 2*

Family Pictures/Cuadros de Familia K-3rd set 6

Talk about manners: Explain that one of the kids in the book learns manners from her grandmother.

Ask the kids:

What are manners?

What are the manners or norms of behavior in our after-school program?

Why do you think manners are important?

List the manners the kids know. Ask the kids to think about the manners they have been taught. Ask the kids to think of some examples, like saying "Please" and "Thank you" or "Excuse me." Have the kids-first in pairs and then as a group-share the manners they know and from whom they learned them. Make a list of all the manners mentioned.

Pass on manners: Ask the kids to think about what kind of manners they will teach their children and grandchildren, and why. Have volunteers share their ideas. If any ideas are different from the list above, add them to the list.

b) Reading (20 minutes plus 15-20 minutes for discussion)

- Read the book aloud to your group, pausing occasionally for the kids' comments and questions about the story, its illustrations, or words they don't know.

c) Cool Words (15-20 minutes)

- Heritage (p.4) valuable or important traditions passed on through generations
- Traditions (p.4) customs, ideas, beliefs that are handed down through generations
- Warrior (p. 6) someone experienced in fighting battles
- Custom (p.12) something done regularly out of the tradition in a family or culture
- Chores (p.16) jobs that have been done regularly, usually around the home
- Orchid (p.22) plant with colorful and unusually shaped flowers
- Calligraphy (p.25) art of handwriting
- Tangram (p. 28) Chinese puzzle made from a square cut into seven specific geometric shapes that you can put together to make different patterns

d) Discuss (10-15 minutes)

- Both Sanu and Eric go to visit their parent's homeland. Where were your parents born?
 - Have you ever visited the place where your parents were born? What was it like? How is it different or similar to where you live?
 - If you have not visited your parent's birthplace, did they ever tell you about it? What did they say?
- The kids in the story talk about special foods they eat. Are there any special foods that your family eats? Describe the foods?
- In the book, the kids do special activities with their families. What are some special things you do with your family? Describe them.



Celebrate Your Heritage

How My Family Lives in America 3rd-5th set 2*
Family Pictures/Cuadros de Familia K-3rd set 6

e) **Connections: About Your Name (25-30 minutes)**

Materials: Paper, at least 1 sheet per kid and markers, pens, or pencils

Consider names in the book: Sanu, and Chin Lan talk about meanings of their names. People often have special stories behind their name they were given. Reread the first paragraph on pages 6 & 22.

Share name stories: Ask the kids to share, first in pairs, and then as a group, anything they know about their name. Ask the kids:

- How did you get your name?
- Do you have any nicknames?
- Do you like your name? Why or Why not?
- If you could change your name, what would it be? Why?

Autograph pages: distribute the paper and pens or pencils. Have each kid sign his or her name at the top of the sheet of paper and then have all other kids in the group autograph the page.

Option: Follow up: If some kids want to ask their parents about their name, schedule a follow-up session to share the information.

f) **Wrap It Up: Cool-word Bingo! (20-25 minutes)**

Materials: Blank paper, at least 1 sheet per kid, pencils and pens.

Make bingo cards: Distribute paper and have the kids fold their paper so that they end up with nine squares. Next have the kids write cool words in squares. They may arrange the words however they choose.

Play "Cool-word Bingo". Review the cool words and make sure everyone understands their meanings. Randomly choose different cool words and call out the definitions. You can also say the word in a sentence to help the kids catch the meaning. (For younger kids, also call out the word). The rest of the game is played like regular bingo. When someone hears the definition of a word they have on their paper, they call out "Bingo"! Play until everyone has had a bingo or until kids are ready to move on.

Step 2: Tell your students that for many years America has been called a melting pot. Discuss the possible meanings of that term with your class. Revisit the book you read in Step 1 to discuss the differences and similarities in the vast number of immigrants who have come to America.

Step 3: Introduce and read this famous quote from Jimmy Carter: "We have become not a melting pot but a beautiful mosaic. Different people, different beliefs, different, earnings, different hopes, different dreams." Introduce the definition of a mosaic.

Step 4: Discuss the differences between a "melting pot" and a "mosaic." Ask students why they believe the term "mosaic" may or may not be more accurate than "melting pot" when describing Americans. Inform students that they are an important part of the American mosaic. See the optional Mosaic Americans activity in the Extensions section below. Choosing to do this activity may add one extra day to your timeframe.

Step 5: Ask students to share the country their ancestors originally came from. Record answers on chart paper. From my experience, those in the lower grades will often give you the name of a state or the name of any country they have heard of regardless of their heritage. Redirect students who do not name countries, but record names of all countries given. Save this chart.



Celebrate Your Heritage

How My Family Lives in America 3rd-5th set 2*

Family Pictures/Cuadros de Familia K-3rd set 6

Step 6: Tell students that in order to find out more about their heritage they will need to conduct an interview with an expert source, and the most informed expert would be a member of their very own family. Brainstorm different questions students could ask their parents or another family member in order to gather facts about their family background. Explain to students that they will gain the greatest information from open-ended questions.

Step 7: Distribute copies of the Family Interview to all students you created. Provide time for students to write three to five more questions they want to ask a family member.

Step 8: Have students share their interview findings with the class after they're completed.

Family Interview Sample Text (Handout attached)

Students,

Pick an adult in your family to interview. Tell that person the purpose of the interview is to gather information about your heritage and ancestors. Ask your questions and write down their responses. If the person you are interviewing is unable to answer the questions, try to find another family member who may have the information you need.

Name of person being interviewed:

Relationship (mother, grandfather, etc.):

1. Tell me about my relatives/ancestors. What country/ countries did they come from and when?
2. What is my heritage? (Example: African-American, Italian-American, Chinese-American, etc.)
3. Tell me about the path one of our relatives took from another country or another part of the United States. How did that lead to us living in our hometown?

Make up at least three more of your own questions to ask. Each question should help you gain more information about your family's cultural background. Make sure you do not ask questions with yes/no answers.

Part Two: Your Family Tree (Handout attached)

Duration: (2) 30 minutes or (1) 1 hour time slot

Step 1: Draw a large picture of a tree on the board. Include roots and branches that extend outward.

Step 2: Ask students if they have ever heard of a family tree. Discuss what a family tree is and why the name is fitting. Make reference to the concepts of family roots and branches. Model the creation of a family tree by writing your name near the bottom of the tree trunk. Above your name write the names of your mother and father, explaining what you're doing. Continue labeling your tree back another generation or two in order to illustrate how these trees "branch out" with each prior generation.



Celebrate Your Heritage

How My Family Lives in America 3rd-5th set 2*

Family Pictures/Cuadros de Familia K-3rd set 6

Step 3: Distribute copies of the Family Tree (handout) reproducible. Together, have students fill their names in the very bottom blank at the base of the tree. Students can then fill in names of their brothers and sisters. Next, tell the class to fill in the first and last name of their father and mother on the appropriate blank line. Students may provide maiden names if possible. Stop students at this point.

Step 4: Establish a due date and have students complete the tree at home with the assistance of a family member. The expectation is that it will be carefully filled in to the best of their ability and neatly colored. I always keep extra copies of the Family Tree (handout) on hand and give students the option of using the first one as a rough draft and the second as their final copy. If you have students whose family situation leaves them unable to fill in a name at any level, modify the assessment of this activity to allow for only one side of the tree to be completed or for some blank lines to be acceptable.

Part Three: Your Family's Oral History

Duration: (6-8) 30-40 minute time slots

Step 1: Introduce the book *Family Pictures/Cuadros de Familia* or another book of your choice that depicts distinct family traditions. Activate prior knowledge and ask for volunteers to define the word "tradition." Discuss the author's childhood traditions in her rural Hispanic-American community as described in the story written in both English and Spanish. Point out that in writing this book, the author was recording her family's history.

Kidzlit Suggested Activities: *Family Pictures/Cuadros de Familia*

a) Introduction: *Families in Action (20-30 minutes)*

Sharing: Tell the kids that the book they'll hear is like a picture album showing scenes of the author's family doing different things together. Have them think about something they do regularly or only on special occasions with some or all members of their family. Have each child turn to a partner and briefly describe what they do.

Drawing: Ask each child to make a color drawing of the activity they shared with a partner and give it a title. Post the completed pictures on the wall.

b) Reading 1 (30-40 minutes)

Read paged 3-15 aloud to your group, pausing occasionally for the kids' comments and questions about the story, its illustrations, or words they don't know

c) Discuss (10-15 minutes)

- What is most interesting to you about Carmen's childhood? Why?
- Why do you think Carmen Lomas Garza decided to make a book of paintings about her family?
- What was important to Carmen as a child? How do her pictures show this?
- How is Carmen's childhood like yours? How is it different?

d) Cool Words (People Words)

- Family/familia (p.1)

(Food Words)

Oranges/naranjas (p.6)



Celebrate Your Heritage

How My Family Lives in America 3rd-5th set 2*

Family Pictures/Cuadros de Familia K-3rd set 6

- Friends/*amigos* (p.4)
- Grandparents/*abuelos* (p.6)
- Brother/*hermano* (p. 6)
- Cousins/*primos* (p.10)
- Father/*padre*
- Chicken/*pollo* (p.8)
- Party/*fiesta* (p.10)
- Candy/*caramelos* (p.10)
- cake/*pastel* (p.12)
- eggs/*huevos* (p.12)

e) Try This! *And The Rabbit Said* (15-20 minutes)

Show the kids one family picture and ask them to imagine what each character (including animals or even objects) might be saying or thinking. For practice, brainstorm ideas for one picture as a group, then use another for the activity. Have kids record their ideas on pre-cut paper thought and speech bubbles. Mount these around the pictures using pieces of string or yarn so that one end touches the speaker and other is attached to the written thought/word bubble.

f) Reading 2 (30-40 minutes)

Read pages 16-31 aloud to your group, pausing occasionally for the children's comments and questions about the story, its illustrations, or any words they don't know

g) Discuss (10- 15 minutes)

What can we add to our ideas about Carmen's childhood?

What place did animals have in Carmen's life?

a. How are animals part of your life?

What do you think Carmen meant when she said about her mother, "She made up our beds to sleep in and have regular dreams, but she also laid out the bed for our dreams of the future."

b. Who or what is helping you to achieve your dreams?

h) Cool Words:

- Sister/*Hermana* (p.18)
- Little girl/*ninita* (p.20)
- Little boy/*ninito* (p.20)
- Neighbor/*vecina* (p.28)
- Rabbit/*conejo* (p.18)
- Kitchen/*cocina* (p.18)
- Watermelon/*sandia* (p.24)

Invite the kids to share observations about the words.

i) Connections: *Family Food Fantasy* (20-40 minutes)

Art: Ask the kids to identify special foods that the author depicted in her paintings. Have them draw or paint (on paper circles or plates) a selection of foods their family might serve on a special occasion (don't forget the drinks and dessert). For fun, set a table with the children's family food plates and have the kids make labels for the different dish.



Celebrate Your Heritage

How My Family Lives in America 3rd-5th set 2*

Family Pictures/Cuadros de Familia K-3rd set 6

Art Option: Have the kids use colored modeling clay to create a miniature (about 2" in diameter) plate piled with favorite foods.

j) Wrap It Up: Papel Picado (30-60 minutes)

Art: Show the kids the cut-paper images on the upper left corner of the text pages. Read about the traditional Mexican folk-art form *papel picado*, on the last text page. Have the kid make papeles picados using scissors. First have them fold a sheet of paper into eighths. Then have them cut out designs along the four sides and folded corner. Unfold the papers to see the resulting designs. Let them use colorful tissue paper for their final designs.

Step 2: Ask students to share any of their family traditions with the class. Compare and contrast cultural influences in holiday traditions, the area in which most students are likely to have customs and traditions.

Step 3: Tell students that as they grow older it can be important to pass along family stories and traditions. Let them know that their own family has many valuable memories and stories that should be preserved for future generations.

Step 4: Inform students that they are about to become family historians. They will be listening to a story about their family and transcribing it for posterity. Hand out the assignment, *A Page from History*. Go over the directions with the class. The assignment can be completed at home and returned in a timely manner, or parents can sit down and answer the questions with the student after school.

Step 5: Allow students to share their stories with their classmates when they are completed and returned to school.

A Page from History Sample Text (Handout attached)

In many families stories are handed down from generation to generation by word of mouth. Ask someone in your family -- a parent, grandparent, aunt or uncle, etc., to tell you a story about a relative or ancestor who came to America. Listen closely to the story.

The story should be of importance to your family and be related to your being here today. Examples include: how your grandparents met, why your family settled in your hometown, or why someone came to the United States in the first place.

Rewrite the story in your own words. Try to remember as much as you can about what you heard. You are recording your family's oral history. You may publish your story using the computer or in your neatest handwriting.



Celebrate Your Heritage

How My Family Lives in America 3rd-5th set 2*

Family Pictures/Cuadros de Familia K-3rd set 6

Part Four: Charting Their Course

Duration: (5) 30 minute time slots

Step 1: After the interviews and Page from History stories have been returned, discuss with your class what they have learned about their family's heritage. Revisit the country list that was created on chart paper in Part One, Step 5. Ask the class to once again share the countries in their cultural background. Add or cross off countries on the original list as needed.

Step 2: Using a large world map, work with students in small groups, having each child put one adhesive sticker on every country listed in their interview as part of their heritage. You may choose to color code the dots, one color for each continent. For an even stronger visual impact, have students attach yarn or ribbon to one end of their dot and secure the other end of yarn to your current hometown with a second sticker.

Step 3: Compare and contrast where the stickers have been placed. Which countries and continents have the most stickers? Do members of your classroom seem to have similar or different backgrounds? Discuss how the map may look if this activity had been done in classrooms in other parts of the world or even in other parts of the country or your state.

Step 4: Using a transparency of a world map, or a large write-on wall map (without stickers on it!) model how they are going to chart the path that a member(s) of one side of their family took from a foreign country to their hometown. For example, I would make a dot in Krakow, Poland where my grandfather was born, because he was the nearest family member born outside of the U.S. I would explain that he immigrated to New York, so I would put a second dot there. Next, he moved to northern Michigan where my father was born, so I would plot a point there. My next dot would be in Detroit where my father moved to from northern Michigan and met my mother. I grew up in Romeo, Michigan so I would put a dot there. I currently live in Rochester Hills, Michigan, so my final "hometown" dot would be placed there. Finally, I would take a ruler and "connect the dots" in order to show the class how my ancestry has led me from another country to where I live today. While you're modeling, remind students not to include every city where their family has lived, only those of significance.

Step 5: Hand out the world map copies and ask students to use the information they've learned to mark their plot points on the map, and then connect them with a ruler. When completed, these lines should lead from a foreign country to the child's hometown. Some students in your classroom may have very few dots to plot on their maps if they immigrated recently. Because those children will be complete their maps quickly, have them act as peer coaches.

Supporting All Learners

While teaching the different parts of this lesson, please be sensitive and accommodating toward varying family structures in your classroom. When the unit begins, I let my students know that heritage is defined as the customs and traditions that are passed on from generation to generation. Never allow children who are adopted or from a non-traditional family setting to think for one moment that they do not know their true heritage. Make it clear to all students that your heritage comes not from your bloodlines, but from the cultural traditions you are brought up with.



Celebrate Your Heritage

How My Family Lives in America 3rd-5th set 2*

Family Pictures/Cuadros de Familia K-3rd set 6

Home Connection

You will need more than usual parental support for this lesson. Students must be able to find a reliable family member/adult who can give them accurate information about their ancestors. With each piece of homework that goes home with your students during this lesson, provide a note for the parents explaining exactly what their child is expected to do and how they can help. You may want to ask parent volunteers to come in to help students during Part Four while the students plot their ancestors' path to America. Many students may have geographical questions and parent volunteers will allow more students to be assisted in a timely manner.

Mosaic Americans: During this project, students create one "American" made up of several different people the students find in magazines. In the top half of a sheet of construction paper, have students draw a large oval that will be the head of their "Mosaic American." On the bottom half of the paper students draw an outline of their person's body, including arms, legs, hands and feet. Going through magazines, students tear out several pictures of people. Tell your students to search for as many different skin tones as they can find. Have students cut out the prominent facial features they will need for their person such as two eyes, a nose, mouth, and ears. Instruct the students that no two features should come from the same person's picture. Next, have students cut the skin colored pieces they have found into small squares (anywhere from between one half to one inch wide.) Working with one small part of their person at a time, students should spread liquid glue over a small area then over it with the cut pieces of varying skin tones. The facial features should be glued on top of the skin that has been laid down. Once the face is completed, students can use other colors from the magazine to design an outfit, shoes and/or hairstyle for their person. After their Mr. or Mrs. Mosaic American is finished, have students cut them out and name them. Before displaying these multicultural people, I have students write a brief personal narrative explaining what it means to them to live in country that is like a "beautiful mosaic."



Celebrate Your Heritage

How My Family Lives in America 3rd-5th set 2*

Family Pictures/Cuadros de Familia K-3rd set 6

A Trip to the Homeland

Overview

After discovering where their ancestors and cultural traditions have come from, students will use resource books and the Internet to research a country from their heritage. After all of their research is complete, they will take an imaginary trip to that country, using what they have learned to write a travel log (handout). Students will also create passports.

Objective

Students will:

1. Gain geographical and cultural knowledge of a country of the world.
2. Skim reference books and Internet articles to find important information about their country.
3. Understand that cultural differences exist between the country they study and America.
4. Gain real life experience as they plan their trip using actual airline and hotel information.

Materials

1. 8.5 x 11 inch white paper
2. Color printer paper
3. Heritage/ Country Research (handout)
4. Travel Log (handout)
5. Passport (handout)
6. One small photo of each student for passport
7. Lined paper and pencils
8. Library books on countries of the world, Computer lab
9. Paper cutter
10. Computer and color printer

Set Up and Prepare

1. Make enough copies of the Research Organizer (handout) and Travel Log (handout) for your students.
2. Make enough copies of the Passport (handout) for your students. Using a paper cutter, trim the edges around each passport.
3. Using a favorite publishing program, find a graphic of a passport cover. Size it to approximately the same width and height as the Passport. Print enough color copies for each member of your class.
4. Visit your school or public library and gather a large collection of expository material that your class can use to research countries of the world.
5. Preview Internet sites you may want your students to use for research. Preview the Research Organizer (handout) to ensure that the sites will provide the most comprehensive information. You may also want to find a site that will calculate time zone differences around the world and sites that will translate English to other languages. Bookmark a limited number of appropriate sites you want the class to use when doing research.



Celebrate Your Heritage

How My Family Lives in America 3rd-5th set 2*

Family Pictures/Cuadros de Familia K-3^d set 6

6. Preview your favorite Internet travel sites. You will be helping the students find airfare to and a hotel in the capital city of the country they visit. You may use direct links to airlines or hotel chains but I find multi-service Internet companies provide one stop shopping.
7. Procure one small ID-style photo for each student in your class, or take a small headshot photo of each student to use.
8. Prepare the booklets students will use to publish their Travel Log (handout). Students will create a cover and staple that on later in the lesson.

Directions

Part One: Researching the Country

Introduction: This lesson is a continuation of Lesson One. If you are not planning to do Lesson One, simply adjust the directions accordingly.

Duration: (3) 30 minute time slots

Step 1: Tell students they will have the opportunity to learn more about one country that plays a role in their family background. Discuss what criteria they should think of when choosing a country. Questions to bring up include: Is this a country that influences some of their family traditions? Will they be able to find up to date resources on this country? Is this a country currently in existence? Are any other people studying this country in the class? Weigh the pros and cons of choosing a "popular" country. The advantage would be having a partner or small group to work with, but the disadvantage is scarcer resources when they are spread out among many. Can they plan an imaginary trip to this country from the United States or do travel restrictions exist?

Step 2: Allow students to spend some time looking through resources on countries in order to help them narrow in on their research topic. This may be done in your classroom or your school's media center. At this point you may want to send home a note with students asking for parental approval of the country their child plans to study.

Duration (8) 30-40 minute time slots

Step 1: When all students have picked a country, distribute copies of the Research Organizer (handout) to each student. Review your expectations. For each section, discuss and help students decide the best resource to use for each area. Model how students can skim books, articles, and other reference information to look up important facts.

Step 2: Provide two to three class periods for your students to research and fill out their organizer. At least one of those class periods should be spent using the computer for research. Monitor students work to ensure they stay focused and on track with their research.

Step 3: While students are researching, work with small groups of 2-4 kids to help them find flight and hotel information for the capital or largest city in the country they are studying. Use a travel site you're familiar with for this. Type in the name of the capital city when asked for "destination." Follow the links to find flight information on a flight from your nearest major airport to the foreign capital. Non-stop flights work best for



Celebrate Your Heritage

How My Family Lives in America 3rd-5th set 2*

Family Pictures/Cuadros de Familia K-3rd set 6

this. For those unfamiliar with booking travel online, you will only be viewing a schedule and you will not need to purchase anything. Print the flight itinerary using the "current page" command so you do not receive several pages of airline information. After you have found flight information, search for hotels in that same city. Explain to children what the stars mean and how many people pick their hotels based on amenities and star rankings. After each student has chosen a hotel, then print this information. In the younger grades, it would be appropriate for the teacher to "man" computer while students provide you with pertinent information. In the upper elementary grades, you will probably only need to supervise while students follow your directions to find the information they need.

Part Two: Travel Log

Days (10-14) 30 minute time slots

Step 1: After they've completed the research, tell students that they have worked so hard that they deserve a vacation! Provide one copy of the Travel Log (handout) to each student. Explain how they will take the information they've learned to write about an imaginary trip to their country.

Step 2: Work as a whole group to complete the first page of the Travel Log (handout), modeling how students will need to go to their completed Research Organizer to find the information they need for the blanks. Allow students approximately two class periods to complete the fill-in-the-blank travel log.

Step 3: Once students have finished their Travel Log (handout), they're ready to publish it. Give each student a blank lined booklet you have prepared. See Set Up and Prepare above. Students should neatly transcribe what is in the fill-in-the-blank travel log to their own booklet. I always tell students to personalize the book by changing the wording, adding pictures to border the sides, etc.

Step 4: Complete the Travel Log (handout) by asking students to create a cover and staple it on top of the booklet. The cover should include the student's name, country name, and a picture related to their country.

Step 5: Allow students to share their Travel Logs (handout) with the class when they're finished

Part Three: Creating a Passport to Learning

Duration: (2) 30 minute time slots

Step 1: Explain that when you travel to most foreign countries, passports are required. Provide details on their purpose, who looks at them, and when. Distribute the inside of the Passport (handout) to students. The covers will be added later.

Step 2: Direct students to fill out the inside of the Passport (handout) in their neatest handwriting. Students should use a glue stick to adhere their picture in the square. The last step is for students to glue the inside to the cover so that it looks more like a real passport. The last step is to laminate the passports so they don't come apart. Use students' answers to the question to help you gauge their feeling about the project and what they learned from a cultural standpoint.



Celebrate Your Heritage

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Heritage Project Guidelines

You have been learning about your family's heritage and researching a country over the past few weeks. Now it is time to put everything together into an attractive display so you can share what you have learned with your classmates and others. Follow the guidelines below.

Your display should include the following:

- An eye-catching title that includes your name
- Family tree
- World map showing your ancestor's/family's path of immigration and settlement leading to Stockton.
- Flag/Flags: Your display should include the American flag and smaller flags representing other areas of your heritage.
- Page from History: Your written account of family history taken from an oral story.
- Maps: Include a map of your country. Put a star or dot the city or cities you visit during your imaginary trip there.
- Passport
- Travel Log
- A coat of arms

Remember appearance and neatness count! It is okay if parts of your display neatly extend over the edges of your poster board.

Optional Ideas: Include anything else you like related to your family or heritage. Some ideas include:

- Copies of photographs of relatives/ancestors
- Samples of traditional arts/crafts/clothing
- Common phrases in your country's language with translations

Heritage/Country Research

Below is a list of the information you need to find during your research:

Country you're studying _____

Basic Facts

Capital _____

Population (latest figure) _____

Type of government _____

Economy

Type of currency (money) _____

Major Industries: What do they make?

1.

2.

Natural Resources: What natural-made products does your country sell?

1.

2.

Geography

What continent is this country located on? _____

What countries border this nation?

What bodies of water border this nation?

What is the weather and climate like over time?

What is the shape of the land in your country?

Customs and Culture

Can you name three types of traditional/popular food:

What are the important holidays or celebrations there?

What would be considered traditional clothing in your country?

What are the major religions in your country:

What is your country's favorite sport or pastime?

Language

English	Language:
Hello	
Good-bye	
Yes	
Thank you	
How are you?	
My name is _____	

Other interesting facts

The two famous landmarks I would go to see in my country are:

The major airport in a large city there is:

The name of hotel in this large city is:

The time difference between my home and this country is: _____

*Interesting Facts: Write down other interesting information that you find
– at least three interesting facts:

1.

2.

3.

4.

5.

Travel Log

You have finished all of your research. As a reward, you're going on a trip! You'll be traveling direct from your closest airport to a major airport in the country you just researched. In journal form, you will present much of what you learned about your country (all the information on your research notes.)

MY TRAVEL LOG

I am so excited about my trip to _____ (name of the country you studied) which is located on the continent of _____. After my long research project, I deserve a break! My family and I packed up our luggage and headed for _____ Airport (name of your nearest major airport). We took a _____ am/pm (departure time) flight on _____ Airlines (name of airline). The flight lasted about _____ hours. We arrived in _____ (major city) at _____ am/pm. We had to change our watches because we discovered there was a _____ -hour time difference between _____ (name of the country you studied) and our home in the United States. As we stepped off the plane, our passports were checked and we were greeted with a friendly _____ (hello in the native language of your country).

I could hardly wait to see some of the places I had researched. We took a taxi to our hotel. It was called the _____ (name of the hotel you selected). We unpacked our suitcases, which included _____, and _____ (types of clothing and accessories you brought to match the climate), because I learned that _____ (name of the country you studied) had a climate that was _____ (temperate/continental/tropical/arid/polar).

Finally it was time to hit the streets and see the sights. We hopped aboard a tour bus and our tour guide showed us _____ (name a landmark a tourist might see) and told us about _____ (another landmark). The ride was wonderful. From my window I could see _____ (name of the country you studied) had _____ and _____ (types of landforms found in your country).

As we were driving along, the tour guide asked me if I knew anything about _____ (name of the country you studied.) Did I ever! I told him I knew that the capital was _____, and other major cities included _____ (city) and _____ (city). I told him the country was bordered by _____
 _____ (name all countries and bodies of water that border your country) and the latest population figure was _____.

I also mentioned that I knew _____

_____(3 interesting facts).

I think he was very impressed with all my knowledge!

As we drove along we went through an industrial area. I saw factories where they made _____, _____, and _____ I wondered if my family ever bought any _____ (name of culture such as Mexican, Italian, Polish) -made products back home in the United States.

After seeing so much I was starving. We stopped for lunch at a local restaurant. I ordered _____, _____, and _____ (list at least 3 native dishes). I thought the meal tasted _____ (your opinion on how you imagine the meal tasted.)

Right outside the restaurant window we could see a celebration going on. It was _____ (name of celebration or festival). People were dressed in traditional clothes _____ (type of clothing worn). It was very exciting to watch.

Before we headed back to the hotel, my family wanted to visit the local farmers market. Area farmers had displays of _____, _____, and _____ (name products grown in your country.) _____