

My brother/sister's name

My name

My brother/sister's name

My father's name

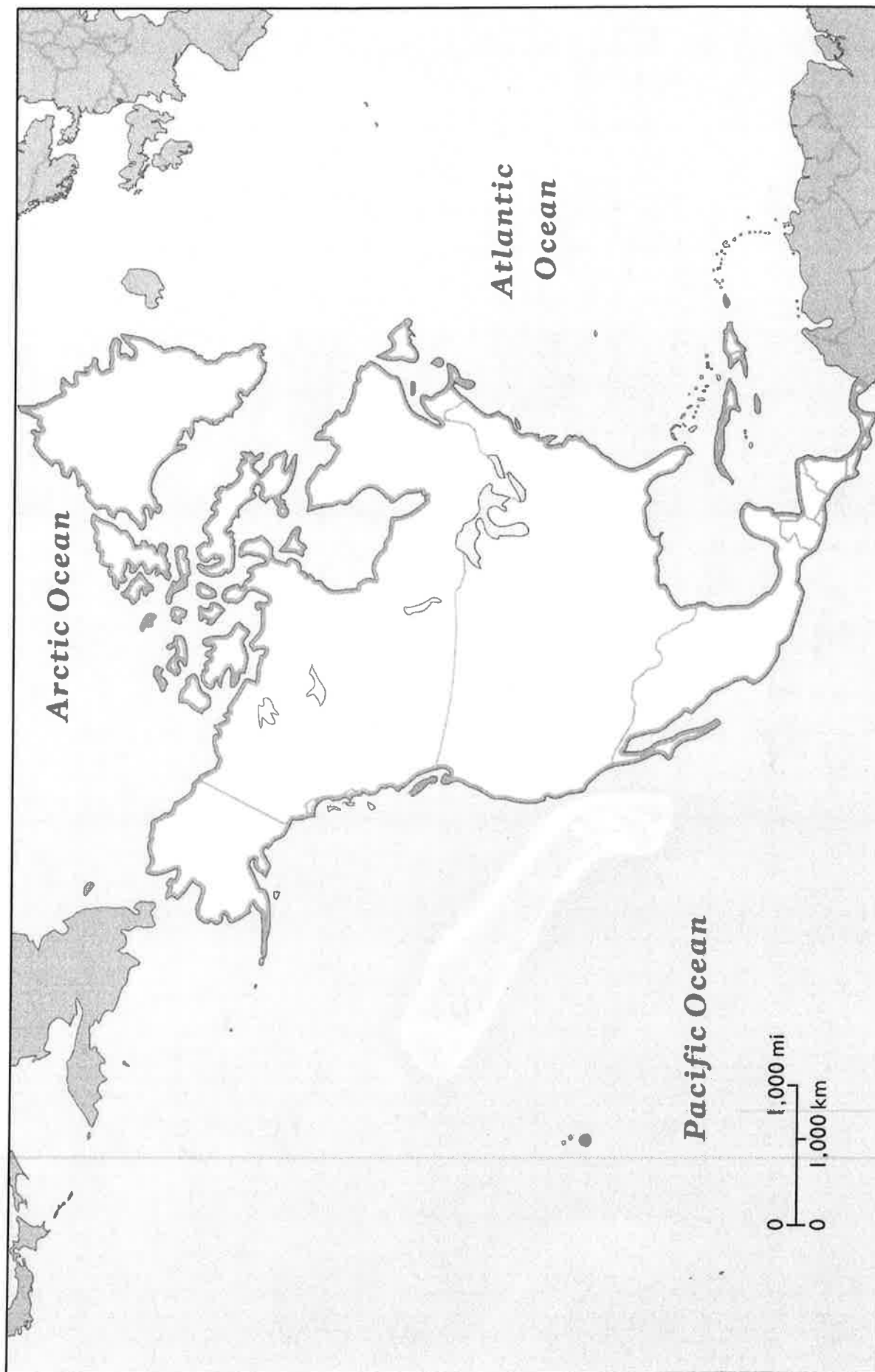
My mother's name

My father's father's name

My father's Mother's name

My mother's father's name

My mother's mother's name

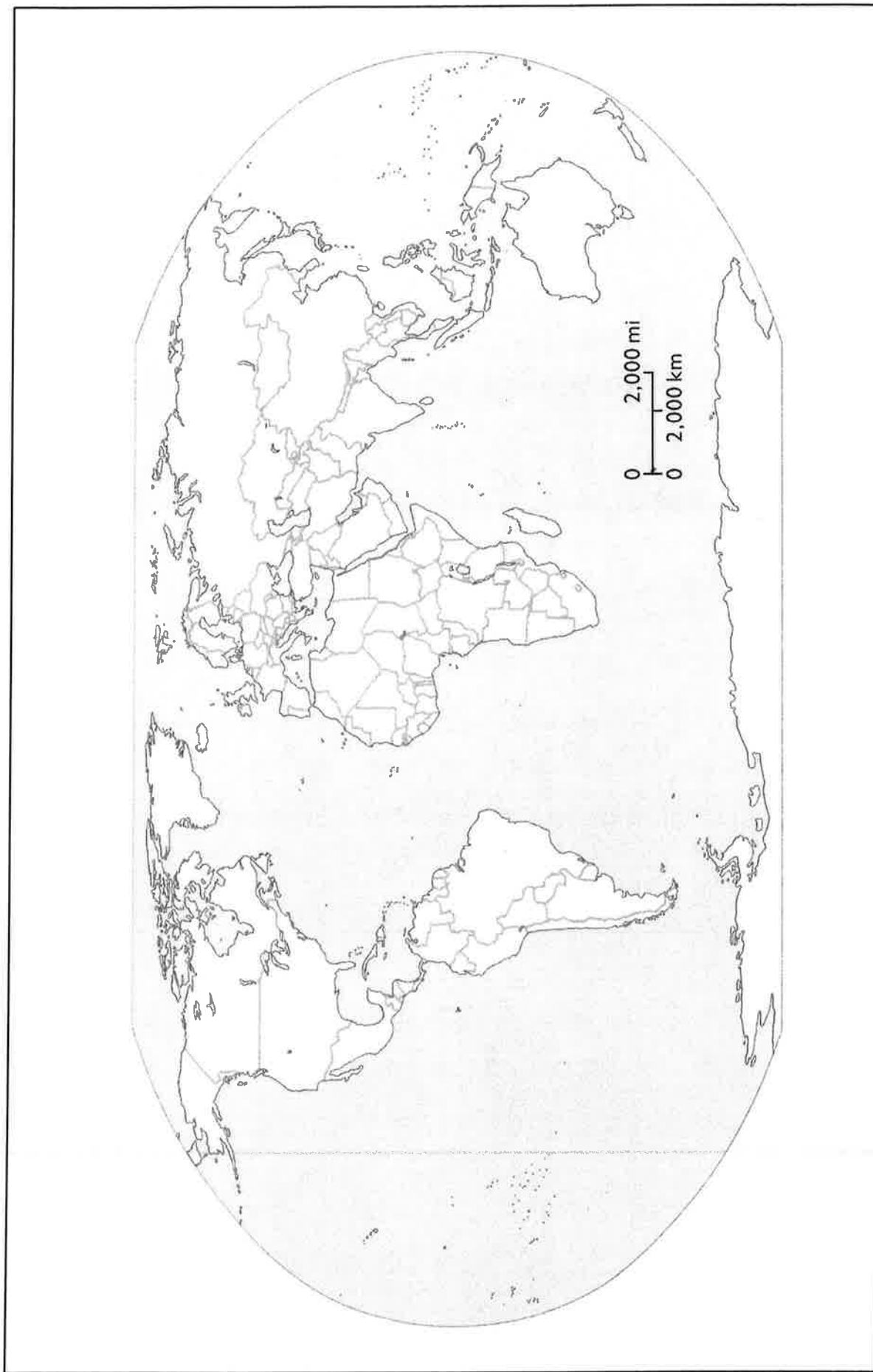


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NORTH AMERICA



education



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THE WORLD

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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.) _____

(name a member of your family) picked out some _____
(agricultural product) and paid _____ (number and currency, like 550 pesos) for it. The farmer said " _____ " ("thank you" in the native language of the country you visited) and handed me the bag with a smile. Later that day we also bought _____ (souvenirs that come from your country of study, like Belgian lace, Nigerian pottery or Irish crystal). I could hardly wait to get them home.

I'm so thrilled I had the opportunity to visit _____ (country). As I said _____ ("good-bye" in native language) to _____ (country) and headed for home, I kept thinking about _____
_____ (Write how you feel about having this country as part of your heritage.) I'm hoping someday I can learn more about _____
_____ (name the other countries in your heritage.) I am also proud, however, to be an American living in The United States, the land of diversity.



cut along dotted lines

Passport to My Heritage

Name _____

Date of Birth _____

Country I Visited _____

The person in my family who originally came
from this country was:

I chose this country to research because:

The most important
thing I have learned
about my heritage is:



Place
photo
here

I am proud to be an American because:

Family Interview

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.

Personal Coat of Arms Activity

Rationale:

This lesson will give students an opportunity to express themselves and what they enjoy, value, and stand for. They will also further build community by learning more about their peers.

Objectives:

The students will be able to choose symbols that represent themselves and their families.

The students will be able to create their own personal coat of arms and share what they have done with others.

Materials:

- coat of arms template
- markers/crayons/colored pencils
- scissors
- glue

Set or beginning the lesson:

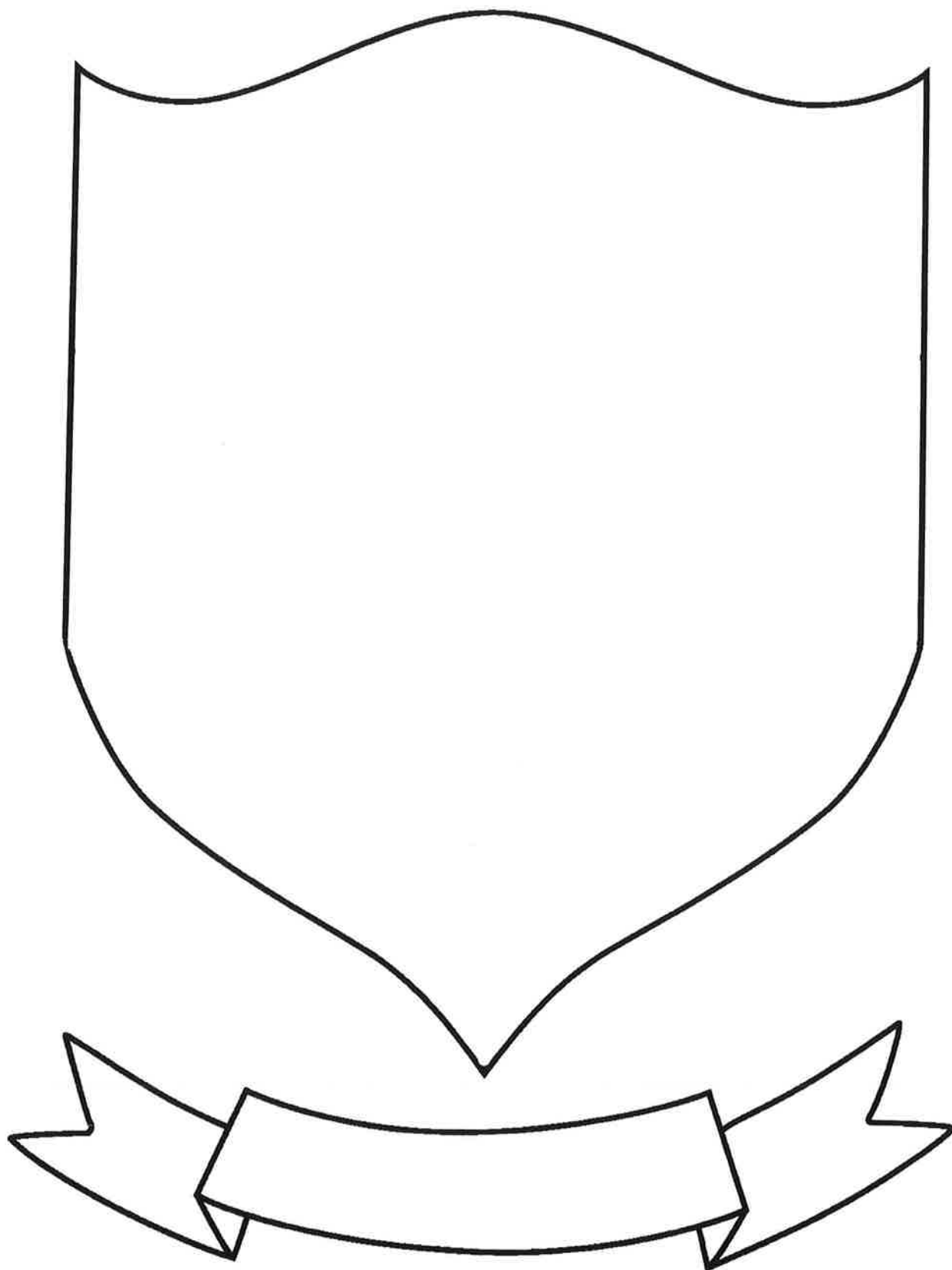
Connection to prior knowledge: Does anyone know what knights usually carried? The shields that the knights and explorers carried were often decorated with symbols that described who they were. A lot of the designs on their coat of arms were passed down from generation to generation through their families.

Objective:

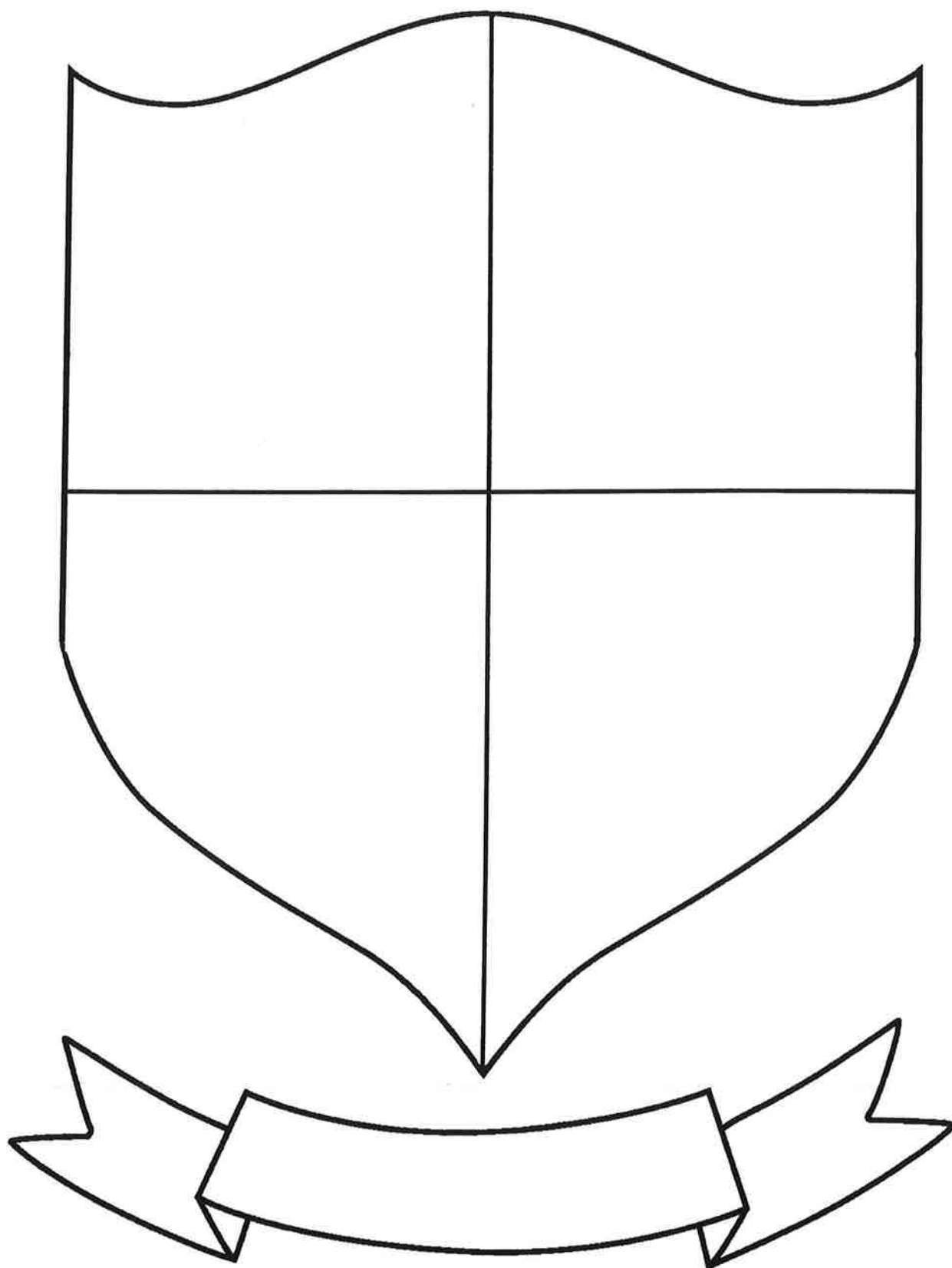
We will each make a coat of arms that will describe us as individuals. Your coat of arms will have symbols of things you enjoy doing, your favorites, or maybe what you value.

- Show examples of what a coat of arms looks like. Make an example for yourself
- Demonstrate how the symbols were chosen and what they stand for.
- The shields can be divided into one or four sections (see handouts).

☐ Design Your Own Coat of Arms



☐ Design Your Own Coat of Arms (with quadrants)



Family Heritage Cookbook

Dear Parents/Guardians,

As we continue to study families and communities, we understand that food plays a major role in every culture. To celebrate the diversity we find in our classroom and our community, we will be putting together a Family Heritage Cookbook.

We have discussed many family traditions and traditional foods we may eat at different times. Each class member has been asked to bring in a recipe.

- The recipe should be derived from your child's heritage, perhaps something made for special occasions, holidays or just family dinners.

Remember to include a name on the recipe. If you like, feel free to add a few lines about the food, such as its origin, when your family eats it, or why it is a favorite.

Thank you for your help,

Sincerely,

A Favorite Family Recipe

Materials:

- Recipe page example
- Large index card (optional)
- Pencil or pen
- Old family recipe book or cards

Procedure:

- Research favorite foods that are or have been enjoyed by one's family.
 - Recipes for cookies, cakes, side dishes, main dishes, etc.
 - These recipes do not need to be complex.
- Create the recipe ingredient list and directions on the print out included, or create your own design
- Make your own family cookbook
- Or, make a cookbook with all the recipes from the group

NAME OF RECIPE**INGREDIENTS****DIRECTIONS**

1. _____

2. _____

3. _____

4. _____

**INGREDIENTS****DIRECTIONS**

A Page from History

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.

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.



Family Time Capsule



Grades 4th-8th

Duration: 30-45 minutes

Objective: Students will learn of some important events, famous people, T.V. shows, popular toys, and top books that their parents and grandparents were able to enjoy.

Directions: Students will choose a person in their family like a grandparent, parent or guardian, and find out what was going on in history on the day the person was born.

Step 1: Students will go online to <http://dmarie.com/timecap/step1.asp>.

Step 2: Students type in the date of birth in the given box by following the given directions (MM/DD/YYYY).

Step 3: Click on the "Quick Page" button. This button will automatically generate a Time Capsule page

Step 4: A "On This Day In History." page will be created. Depending upon the date entered, it will provide students with top news headlines, Top Songs, Prices of items, Best picture, actor, actress, other famous people born on that date, TV shows, toys, books, etc.

Step 5: Have students review the information, and copy it down on paper.

Step 6: Have students go back and put their birthdate in and find out what the information regarding the day they were born. They can also copy their information down, and then compare it to their parent or grandparent.

Step 7: Students can take turns sharing out their information. They can also include this information in a creative way in their Family Book.

Other Related Thematic Activities

3rd-5th

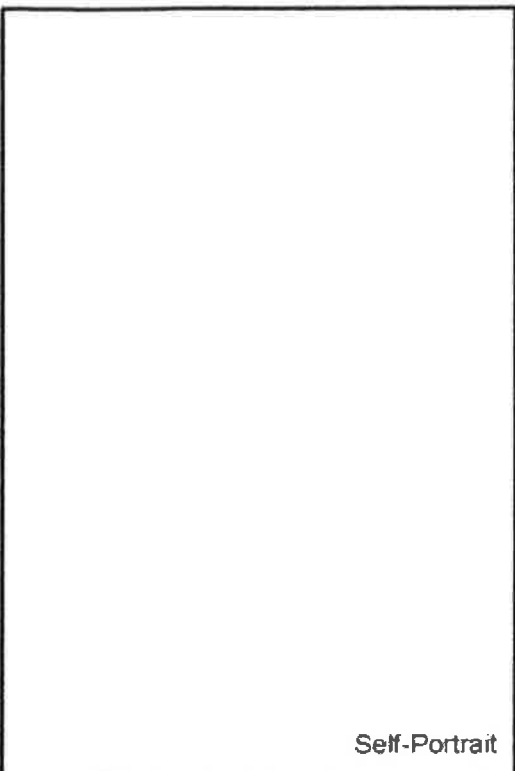
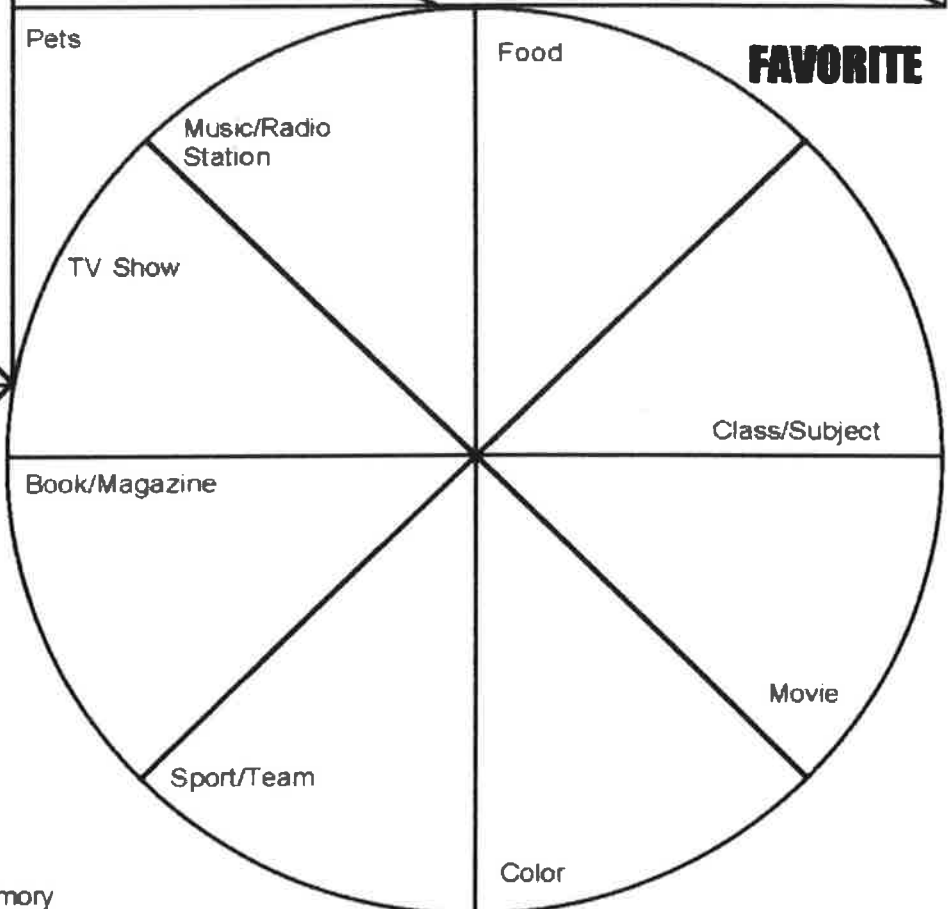
- *KidzLit- Celebrate your Heritage*

6th-8th

- *Kidzlit- Who Am I /Graphic Time line*

Art- A Forest of Family Trees

WHO I AM

 Self-Portrait	Full Name		My ethnicity/race/culture	
	My hobbies/extra-curricular activities		Graduating Class	
			My Family	
			Birthday	
An accomplishment I am proud of		Places I Have Lived		 FAVORITE
I have never Where I spend my free time		Person I look up to		
		Pets		
Most memorable recent event		Food		
Quizzes of a good teacher		Class/Subject		
Favorite childhood memory		Movie		
		Color		
		Sport/Team		
		Book/Magazine		
		TV Show		
		Music/Radio Station		

All About Me

My Full Name _____

Birth Date _____ Place _____

Age _____ Eye Color _____ Hair Color _____

My Favorite Things

Color _____

Food _____

Things to Do _____

Other Things I Like

Things About School

Name of School _____

Grade _____

Favorite Teacher(s) _____

Favorite Thing About School _____

My Typical Day

My Friends (Who They Are, Why They're Great, What We Do Together)

My Heroes (People Who Have Set Good Examples for Me)

My Future (What Kind of a Person Would I Like to Be When I Grow Up?)

When I'm grown up, I would like to be (Career/Job)

What Makes Me Special?
