
> > > LESSONS AND ACTIVITIES

PROJECT OVERVIEW:

The Family Culture Project is composed of six activities; Family Tree Activity, Oral History Activity, Family Role Model Activity, Artifact Research Activity, Cultural Research Activity, and Family Quilt Activity. All of the final drafts in these activities will be placed on small sheets of paper (for example, 3” x 3” boxes, lined and unlined paper) that will be used as “quilt pieces” and incorporated into the Family Quilt. These activities can also be used as separate entities if time does not permit the completion of a full project. The activities are an excellent connection to the *Finding Our Families, Finding Ourselves* exhibit, and can also be used on their own.

LESSON PLAN SUMMARIES:

- Family Tree Activity:** *Pre-visit Activity*
Students will learn about different family compositions, interview family members, and create a family tree.
- Cultural Research Activity:** *Pre-visit Activity*
Students will listen to multiple stories about families of different cultural/ethnic backgrounds. Students will also personally evaluate how culture affects their own lives and complete written/artistic representations on “quilt pieces.”
- Oral History Activity:** *Post-visit Activity*
Students will discuss ways to collect information about family history, interview family members, and write all interviews in paragraph form with an accompanying picture on “quilt pieces.”
- Family Role Model Activity:** *Post-visit Activity*
Students will write a narrative about a family role model.
- Artifact Research Activity:** *Post-visit Activity*
Students will discuss the importance of artifacts and the stories they contain. Students will also bring in personal artifacts and share with their classmates. Finally, students will interview a family member about an artifact and create a written/artistic representation on a “quilt piece.”
- Quilt Activity:** *Post-visit Activity*
As a culminating activity, students will take all “quilt pieces” and assemble them on to posters to display their family histories. The quilt is a recurring theme used throughout the *Finding Our Families, Finding Ourselves* exhibit, therefore, this activity would be excellent as a post-visit activity after visiting the museum.



SUBJECT: ENGLISH/LANGUAGE ARTS
HISTORY/SOCIAL SCIENCE
GRADE LEVEL: 3-6
TYPE: PRE-VISIT
PRIMARY THEME: FAMILY HERITAGE
TITLE: FAMILY TREE ACTIVITY

> > > LESSONS AND ACTIVITIES

LESSON OVERVIEW:

Students will learn about different family compositions, interview family members, and create a family tree. This pre-visit activity is a part of the Family Culture Project.

STANDARDS:

- Students draw upon a variety of comprehension strategies such as generating and responding to essential questions, making predictions, and comparing information from several sources.
(*California Content Standards for English-Language Arts, Grades 3-4, Reading Standard 2.0*)
- Students describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose.
(*California Content Standards for English-Language Arts, Grades 5-6, Reading Standard 2.0*)
- Students listen critically and respond appropriately to oral communication.
(*California Content Standards for English-Language Arts, Grades 3-4, Listening and Speaking Standard 1.0*)

ASSESSMENT:

- Students make conclusions about different family compositions.
- Students interview family members about the composition of their own family.
- Students create a family tree.

INSTRUCTIONAL ACTIVITIES AND STRATEGIES:

1. Read a book about families to the students
2. Ask students to define what “family” means. Have the students brainstorm a list of who makes up a family. Pay particular attention to exceptions to the “nuclear family” so that all students feel represented and validated. Show that differences are okay.
3. Show the students an example of a completed family tree.
4. Show the students multiple templates for creating a family tree. Students may use one of these templates or create their own representation of a family tree.
5. Give the *Family Tree handout* to the students, read through the activity, and assign a deadline. Either the students will have to collect information about their family to bring to school or this project will have to be done at home with a family member.
6. Distribute supplies.
7. Give 3-4 days to complete.
8. Students can share family trees with classmates or in small groups
9. In small groups, have students make a tally of where all of their relatives were born (city and country) Keep this information for a graphing and geography activity.

FAMILY CULTURE PROJECT

EXTENSIONS:

- Create a family tree collage with photographs

TIME ELEMENT:

Students should have 3-4 days to complete their family tree

MATERIALS/RESOURCES:

- Book about different family compositions. Here are a few recommended titles or you may use one that is your personal favorite:
 - Greenberg, Keith Elliot. *Zack's Story: Growing Up with Same-Sex Parents*. Minneapolis, MN: Lerner Publications Co., 1996
 - Lindsay, Jeanne Warren. *Do I Have a Daddy?: a story about a single-parent child with a special section for single mothers and fathers*. Buena Park, CA: Morning Glory Press, 1991
 - Pellegrini, Nina. *Families are Different*. New York: Holiday House, 1991
 - Schreck, Karen Halvorsen. *Lucy's Family Tree*. Gardiner, ME: Tilbury House, 2001.
- *Family Tree* handout
- Artistic representation of teacher's family tree to use as an example
- Family Tree templates from <http://www.workman.com/familytree/download/>
- Supplies for the family tree (construction paper, etc) Paper should be no bigger than 8 ½" x 11" because this will need to be the center of the Family Quilt



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FAMILY TREE

Directions

Your job is to research your family members. For each person you research, you need to include his/her name, how he/she is related to you, when he/she was born (if you know), and where he/she was born (if you know).

People you are to include on your family tree:

_____ Yourself

_____ Your mom/step-mom/adoptive mom

_____ Your dad/step-dad/adoptive dad

_____ Your sisters or brothers/step sisters or brothers/half sisters or brothers

_____ Mom's sisters and brothers

_____ Dad's sisters and brothers

_____ Mom's mom and dad (your grandparents)

_____ Dad's mom and dad (your grandparents)

_____ Any other relatives you would like to include

Once you finish your research, you need to create a family tree with all of this information. Your family tree should be drawn on nice construction paper, written neatly, with all names spelled correctly.



SUBJECT: ENGLISH/LANGUAGE ARTS
HISTORY/SOCIAL SCIENCE
GRADE LEVEL: 3-6
TYPE: PRE-VISIT
PRIMARY THEME: CULTURAL DIVERSITY
TITLE: CULTURAL RESEARCH ACTIVITY

> > > LESSONS AND ACTIVITIES

LESSON OVERVIEW:

Students will listen to multiple stories about families of different cultural/ethnic backgrounds. Students will also personally evaluate how culture affects their own lives and complete written/artistic representations on “quilt pieces.” This pre-visit activity is a part of the Family Culture Project.

STANDARDS:

- Students write clear and coherent sentences and paragraphs that develop a central idea.
(*California Content Standards for English-Language Arts, Grades 3-4, Writing Standard 1.0*)
- Students write clear, coherent, and focused essays. Essays contain formal introductions, supporting evidence, and conclusions.
(*California Content Standards for English-Language Arts, Grades 5-6, Writing Standard 1.0*)
- Students write compositions that describe and explain familiar objects, events, and experiences.
(*California Content Standards for English-Language Arts, Grades 3-4, Writing Standard 2.0*)
- Students listen critically and respond appropriately to oral communication.
(*California Content Standards for English-Language Arts, Grades 3-4, Listening and Speaking Standard 1.0*)
- Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience.
(*California Content Standards for English-Language Arts, Grades 5-6, Listening and Speaking Standard 1.0*)
- Students draw from historical and community resources to organize the sequence of local historical events and describe how each period of settlement left its mark on the land.
(*California Content Standards for History-Social Science, Grade 3, Standard 3.3*)
- Students describe the continued immigration, migration, settlement, and growth of California and the United States.
(*California Content Standards for History-Social Science, Grades 4-5, Standards 4.3, 4.4, 5.4, 5.8*)

ASSESSMENT:

- Students listen to multiple stories about families of different cultural/ethnic backgrounds.
- Students discuss components of culture and investigate how their culture is represented in their daily lives and family activities.
- Students complete written/artistic representations on “quilt pieces.”

FAMILY CULTURE PROJECT

INSTRUCTIONAL ACTIVITIES AND STRATEGIES:

1. Read several Family and Culture picture books to students that cover an array of cultures/ethnicities
2. Brainstorm in small groups what makes cultures similar and different from one another. Give examples from books heard this past week or from personal knowledge. Afterward, discuss as a class and make a group list on the board.
3. Give *Cultural Research worksheet* to students. Discuss instructions and assign. Tonight students should research all three topics, but they do not have to write in full paragraphs; notes will be fine.
4. In class, students write all of their cultural research in paragraph form on a “quilt piece.”

EXTENSIONS:

- Place students in groups and create displays/posters of each cultural topic, representing all students’ cultural backgrounds.
- Have students complete research on an ethnicity different than their own focusing on traditions and cultural backgrounds.

TIME ELEMENT:

1-3 days to read different Family and Culture books

1 day for class brainstorm

1 day to complete written/artistic representations

MATERIALS/RESOURCES:

- Four or more picture books about different families and cultures
- *Cultural Research worksheet*
- 3 “quilt pieces”



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CULTURAL RESEARCH

Directions

Your job is to research important aspects of your family's traditions and cultures. You must choose 3 of the following ways that your family's traditions and cultures are represented and research what these customs are and how they are passed down through the generations.

Use these questions as a guide. If you have better questions, then please use them. You should learn enough information to write at least a paragraph about each topic.

Choices:

1. Language (What languages do people in your family speak and how do they represent your cultures and family?)
2. Religion and rituals (How does your family participate in religious rituals and what rituals have been passed down from older generations?)
3. Holidays and celebrations (What holidays does your family celebrate, what traditions are used during these holidays, what traditions have been passed down from older generations?)
4. Food (What food does your family make that represents family traditions and cultures, how is this passed down from older generations?)
5. Family traditions (What family traditions has your family made up and how are they passed down from older generations?)
6. Music and songs (What music or songs represent your culture or family, how have you learned them?)
7. Dances (What dances represent your culture or family, how have you learned them?)
8. Art (What art represents your culture or family, how have you learned about it?)

Three topics I want to research:



SUBJECT: ENGLISH/LANGUAGE ARTS
HISTORY/SOCIAL SCIENCE
GRADE LEVEL: 3-6
TYPE: POST-VISIT
PRIMARY THEME: FAMILY HERITAGE
TITLE: ORAL HISTORY ACTIVITY

> > > LESSONS AND ACTIVITIES

LESSON OVERVIEW:

Students will discuss ways to collect information about family history, interview family members, and write all interviews in paragraph form with an accompanying picture on “quilt pieces.” This post-visit activity is a part of the Family Culture Project.

STANDARDS:

- Students write clear and coherent sentences and paragraphs that develop a central idea.
(California Content Standards for English-Language Arts, Grades 3-4, Writing Standard 1.0)
- Students write clear, coherent, and focused essays. Essays contain formal introductions, supporting evidence, and conclusions.
(California Content Standards for English-Language Arts, Grades 5-6, Writing Standard 1.0)
- Students write compositions that describe and explain familiar objects, events, and experiences.
(California Content Standards for English-Language Arts, Grades 3-4, Writing Standard 2.0)
- Students write narrative, expository, persuasive, and descriptive texts of at least 500 to 700 words in each genre.
(California Content Standards for English-Language Arts, Grades 5-6, Writing Standard 2.0)
- Students listen critically and respond appropriately to oral communication.
(California Content Standards for English-Language Arts, Grades 3-4, Listening and Speaking Standard 1.0)
- Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience.
(California Content Standards for English-Language Arts, Grades 5-6, Listening and Speaking Standard 1.0)
- Students draw from historical and community resources to organize the sequence of local historical events and describe how each period of settlement left its mark on the land.
(California Content Standards for History-Social Science, Grade 3, Standard 3.3)
- Students describe the continued immigration, migration, settlement, and growth of California and the United States.
(California Content Standards for History-Social Science, Grades 4-5, Standards 4.3, 4.4, 5.4, 5.8)

ASSESSMENT:

- Students discuss ways to collect information about family history.
- Students interview family members about important events in their lives.
- Students write all interviews in paragraph form with an accompanying picture on “quilt pieces.”

FAMILY CULTURE PROJECT

INSTRUCTIONAL ACTIVITIES AND STRATEGIES:

1. Discuss with students the different ways in which to collect information about history (artifacts, reading history books, museums, oral histories, etc.)
2. Discuss the different types of information that can be collected through oral histories.
3. Give *Interviews with Family Members – 1 worksheet* to students. Go through the directions, since they are a little complicated. This worksheet must be completed before moving on to the actual research, so assign this for homework.
4. Give *Interviews with Family Members – 2 worksheet* to students. Go through the directions.
5. Have the students pair up with a partner and brainstorm questions they might want to ask during their interviews (on a separate piece of paper). Have each pair choose their favorite question and share with the class. Write questions on the board and have students write their favorites on their handout to be asked in their interview.
6. Give the students 2 – 3 days to collect the information.
7. Check that students have completed the *Interviews with Family Members – 2 worksheet*
8. Write all interviews in paragraph form on a “quilt piece.” If there is extra time, draw an accompanying picture on a “quilt piece.”

TIME ELEMENT:

1 night to complete *Interviews with Family Members – 1 worksheet*.

3 days to complete *Interviews with Family Members – 2 worksheet*.

1 day to complete the paragraphs and “quilt pieces”

MATERIALS/RESOURCES:

- *Interviews with Family Members – 1 worksheet*
- *Interviews with Family Members – 2 worksheet*
- 4 “quilt pieces” on which to write paragraphs.
- 4 “quilt pieces” on which to draw accompanying pictures.



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INTERVIEWS WITH FAMILY MEMBERS - 1

Directions:

Ask your parents/guardians to help you come up with a list of people you can call or speak to in person for an interview. Each interview must be done with a separate person, so you need to find at least 4 different people to interview.

For each interview, please write down the name of the family member whom you will talk to and his/her phone number:

These three interviews are required as part of the project:

1. A family member who could tell me a family history story about a female:

Name: _____ Phone number: _____

2. A family member who could tell me a family history story about a male:

Name: _____ Phone number: _____

3. A family member that could tell me a great story about what life was like when they were ten years old (must be at least 30 years old now):

Name: _____ Phone number: _____

Choose 1 or more of the following interviews to complete:

1. A family member that could tell me a great story about when I was younger:

Name: _____ Phone number: _____

2. A family member that could tell me a story about when he/she first moved to California:

Name: _____ Phone number: _____

3. A family member that could tell me a story about when he/she first moved to the United States:

Name: _____ Phone number: _____

4. A family member who could tell me about a special place in his/her life that holds a fond memory:

Name: _____ Phone number: _____

INTERVIEWS WITH FAMILY MEMBERS - 2

Directions:

You must complete at least 4 interviews, each with a separate family member. The final draft of your interview must be written in complete sentences. (You will have time to write your sentences in class).

These are the interviews you must complete:

Interview a family member to find out a family history story about a female.

Who is the female: _____

What is the story about: _____

Where did it happen: _____

When did it happen: _____

Interview a family member to find out a family history story about a male.

Who is the male: _____

What is the story about: _____

INTERVIEWS WITH FAMILY MEMBERS - 2, CONTINUED

Where did it happen: _____

When did it happen: _____

Interview a family member about what life was like when they were 10 years old. (Think about asking if he/she went to school, where he/she lived, what he/she did for fun, and other things you are interested in learning about.)

You get to pick your own questions!

Write your questions and answers here:

1. Question: _____

Answer: _____

2. Question: _____

Answer: _____

INTERVIEWS WITH FAMILY MEMBERS - 2, CONTINUED

3. Question: _____

Answer: _____

4. Question: _____

Answer: _____

5. Question: _____

Answer: _____

Everyone must choose to complete at least one of the following interviews:

1. Interview a family member about a time when you were younger.
2. Interview a family member about when he/she first moved to California
3. Interview a family member about when he/she first moved to the United States.
4. Interview a family member about a special place in his/her life that holds a fond memory.

Write your questions and answers here.

Interview you will complete: _____

1. Question: _____

Answer: _____

INTERVIEWS WITH FAMILY MEMBERS - 2, CONTINUED

2. Question: _____

Answer: _____

3. Question: _____

Answer: _____

4. Question: _____

Answer: _____

5. Question: _____

Answer: _____



SUBJECT: ENGLISH/LANGUAGE ARTS
HISTORY/SOCIAL SCIENCE
GRADE LEVEL: 3-5
TYPE: POST-VISIT
PRIMARY THEME: CULTURAL DIVERSITY
TITLE: FAMILY ROLE MODEL ACTIVITY

> > > LESSONS AND ACTIVITIES

LESSON OVERVIEW:

Students will write a narrative about a family role model. This post-visit activity is a part of the Family Culture Project.

STANDARDS:

- Students write clear and coherent sentences and paragraphs that develop a central idea.
(California Content Standards for English-Language Arts, Grades 3-4, Writing Standard 1.0)
- Students write clear, coherent, and focused essays. Essays contain formal introductions, supporting evidence, and conclusions.
(California Content Standards for English-Language Arts, Grades 5-6, Writing Standard 1.0)
- Students write compositions that describe and explain familiar objects, events, and experiences.
(California Content Standards for English-Language Arts, Grades 3-4, Writing Standard 2.0)
- Students write narrative, expository, persuasive, and descriptive texts of at least 500 to 700 words in each genre.
(California Content Standards for English-Language Arts, Grades 5-6, Writing Standard 2.0)

ASSESSMENT:

- Students write a narrative about a family member that they consider a role model.

INSTRUCTIONAL ACTIVITIES AND STRATEGIES:

1. Read the students a picture book about a child who looks up to an elder member of the family.
2. Ask students to define what “family” means. Have the students brainstorm a list of who makes up a family. Pay particular attention to exceptions to the “nuclear family” so that all students feel represented and validated. Show that differences are okay.
3. Have each student choose a family member that they look up to and admire. If necessary, guide students in making a web (using the character web transparency) – place the family member’s name in the center circle and draw lines from the circle to add reasons for admiration. Students will use this web to assist in writing either a paragraph or multi-paragraph narrative about the admired family member.
4. Create a rubric with the students based on the grading criteria.
5. Students go through the writing process (i.e., brainstorm, draft, revise, edit, publish)

EXTENSIONS:

- Students can create a photo collage of the admired family member
- Students can present their narrative orally
- Students can create a drawing of the admired family member
- Teacher can design a program where all admired family members come to the classroom to be recognized and receive a “Role Model Award.”

TIME ELEMENT:

1 day for preparation and character web
1 day for creating the rubric
3-5 days to complete the writing process

MATERIALS/RESOURCES:

- Books about family culture where a child looks up to an elder. A few examples:
 - *Tio Armando* by Florence Parry Heide
 - *Heroes* by Ken Mochizuki
 - *Halmoni's Day* by Edna Coe Bercaw
 - *Dara's Cambodian New Year* by Susan Chiemruon
 - *Patchwork Quilt* by Valerie Flourney
- Transparency of a character web (if necessary)



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SUBJECT: ENGLISH/LANGUAGE ARTS
 HISTORY/SOCIAL SCIENCE
 GRADE LEVEL: 3-5
 TYPE: POST-VISIT
 PRIMARY THEME: CULTURAL DIVERSITY
 TITLE: ARTIFACT RESEARCH ACTIVITY

> > > LESSONS AND ACTIVITIES

LESSON OVERVIEW:

Students will discuss the importance of artifacts and the stories they contain. Students will also bring in personal artifacts and share with their classmates. Finally, students will interview a family member about an artifact and create a written/artistic representation on a “quilt piece.” This post-visit activity is a part of the Family Culture Project.

STANDARDS:

- Students write clear and coherent sentences and paragraphs that develop a central idea.
(California Content Standards for English-Language Arts, Grades 3-4, Writing Standard 1.0)
- Students write clear, coherent, and focused essays. Essays contain formal introductions, supporting evidence, and conclusions.
(California Content Standards for English-Language Arts, Grades 5-6, Writing Standard 1.0)
- Students write compositions that describe and explain familiar objects, events, and experiences.
(California Content Standards for English-Language Arts, Grades 3-4, Writing Standard 2.0)
- Students write narrative, expository, persuasive, and descriptive texts of at least 500 to 700 words in each genre.
(California Content Standards for English-Language Arts, Grades 5-6, Writing Standard 2.0)
- Students listen critically and respond appropriately to oral communication.
(California Content Standards for English-Language Arts, Grades 3-4, Listening and Speaking Standard 1.0)
- Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience.
(California Content Standards for English-Language Arts, Grades 5-6, Listening and Speaking Standard 1.0)
- Students draw from historical and community resources to organize the sequence of local historical events and describe how each period of settlement left its mark on the land.
(California Content Standards for History-Social Science, Grade 3, Standard 3.3)

ASSESSMENT:

- Students discuss the importance of artifacts and the stories they contain.
- Students bring in personal artifacts and share with their classmates.
- Students interview a family member about an artifact and create a written/artistic representation on a “quilt piece.”

INSTRUCTIONAL ACTIVITIES AND STRATEGIES:

1. Read a book that discusses artifacts and memories/stories that the artifact holds within.
2. Discuss the importance of artifacts and what they can teach someone about a time period, religion, family belief, and/or history.
3. Show examples of artifacts, either connected to a history lesson or a personal item brought in by the teacher. Discuss what we learn from the artifact and the story that it carries.
4. Have students brainstorm, in groups, what types of artifacts they personally have that represent who they are or tell a story about them.
5. Assign the students to bring in a personal artifact to share with the class tomorrow.
6. As preparation for sharing the students' artifacts, have each student answer the following questions on a separate sheet of paper: Who gave them the artifact, What is it, Where did they receive it, When did they get it, Why is it important to them?
7. Sit in a circle and using the previous prompts, have the students share their artifacts with the whole class.
8. After everyone has shared his/her artifact, give each student an "Artifact Research" handout. Explain the procedures and assign.
9. The following day, check that all students have brought in the *Artifact Research worksheet*.
10. Students will write a paragraph about and create an artistic representation of the artifact, each on a separate "quilt piece"

TIME ELEMENT:

One day for story and brainstorm
One day for sharing artifacts with classmates
One day for written/artistic representation

MATERIALS/RESOURCES:

- Book about artifacts holding meaning. A few example:
 - *Aunt Flossie's Hats (and Crab Cakes Later)* by James Ransome
 - *Wilfrid Gordon McDonald Partridge* by Mem Fox
- *Artifact Research worksheet*
- Teacher's artifact
- 2 "quilt pieces"



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ARTIFACT RESEARCH

Directions

An artifact is a man-made object that is old (historical) and represents a family, culture, or tradition. Your job is to find an artifact that has been passed down from an older generation or something that represents your culture and family.

Ask a relative to show you an artifact that they own. Find out the answers to the following questions:

1. What is the artifact? _____

2. Where does it come from? _____

3. Where did your relative get it? _____

4. Why is it special to your relative? _____

5. What is the story behind the artifact? _____

6. How does the artifact represent your family? _____

Now draw a quick sketch of the artifact on the back of this worksheet, so that you will remember what it looks like.

In class, you will write a paragraph about the artifact and draw a detailed picture of it.



SUBJECT: ENGLISH/LANGUAGE ARTS
HISTORY/SOCIAL SCIENCE
GRADE LEVEL: 3-5
TYPE: POST-VISIT
PRIMARY THEME: CULTURAL DIVERSITY
TITLE: QUILT ACTIVITY

> > > LESSONS AND ACTIVITIES

LESSON OVERVIEW:

As a culminating activity, students will take all “quilt pieces” and assemble them on to posters to display their family histories. The quilt is a recurring theme used throughout the *Finding Our Families, Finding Ourselves* exhibit, therefore, this activity would be excellent as a post-visit activity after visiting the museum. This post-visit activity is a part of the Family Culture Project.

STANDARDS:

- Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.
(*California Content Standards for Visual and Performing Arts, Grades 3-6, Standard 2.0*)

ASSESSMENT:

- Students take all completed “quilt pieces” and assemble them on a poster to display their family histories.
- Students complete a reflection about the Family Culture Project

INSTRUCTIONAL ACTIVITIES AND STRATEGIES:

1. Students will take all “quilt pieces” and glue them onto construction paper pieces, to act as a border around the quilt pieces.
2. Students can place the Family Tree in the center of the poster.
3. Students will place all of the construction pieces around the Family Tree in the form of a patchwork quilt.
4. Place the posters around the room or the school to showcase the family research the students completed.
5. Students fill out the *Family Culture Project Reflection worksheet* as a self-evaluation/reflection.

EXTENSIONS:

- Students can decorate extra “quilt pieces” with designs and patterns to represent actual patchwork quilt pieces. These can be placed sporadically between the written “quilt pieces.”
- Include a presentation component where students can share their family quilts with other classmates.
- Instead of creating a quilt, students can create a scrapbook that can be bound and placed in the classroom library.
- Have a Family Culture Night where parents are invited to view the quilts on display. Encourage family members to bring food that represents their culture and celebrate the diversity of your classroom.

TIME ELEMENT:

Multiple days to complete “quilt pieces” from other Family Culture lesson plans
1 day to assemble “quilt” and complete reflection

MATERIALS/RESOURCES:

- Construction paper (about ½ inch wider than the quilt pieces) on which to mount each quilt piece.
- Poster board to mount each construction paper piece
- Glue
- Markers
- *Family Culture Project Reflection worksheet*

Example of Patchwork Quilt Piece Poster

Each quilt piece would be mounted on colorful construction paper and then glued onto the poster itself.

Quilt Piece	Quilt Piece	Quilt Piece
Quilt Piece	Patterned Patchwork Quilt Piece	Quilt Piece
Quilt Piece	Family Tree	Patterned Patchwork Quilt Piece
Quilt Piece	Quilt Piece	Quilt Piece
Patterned Patchwork Quilt Piece	Quilt Piece	Quilt Piece



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FAMILY CULTURE PROJECT REFLECTION WORKSHEET

Directions

For each activity, I would like you to think about how well you followed all of the directions, if the activity was done completely, and how neat your turned-in copy was. Please rate each activity on a scale of 1 – 10. 1 is the least amount of points you can get, 10 is the most points you can get. Then I will give you a final score for each of the activities. Be honest and rate your self as fairly as possible. Finally, please fill out the reflection questions.

ACTIVITY	YOUR SCORE	FINAL SCORE
Family Tree		
Four Family Interviews		
Family Role Model		
Cultural Research		
Artifact Research		
Family Quilt		

TOTAL SCORE _____

What was your favorite bit of information you learned during this project?

Why do you think it is important to learn about your family’s history and culture?

What more would you like to learn about?

> > > LESSONS AND ACTIVITIES

LESSON OVERVIEW:

In preparation for the **Finding Our Families, Finding Ourselves** exhibit, students will discuss personal immigration stories. Reading a book about immigration could preface this lesson (*please see the bibliography on the Museum of Tolerance Teachers' Guide web site*). In this lesson, students will collect information about where their families originated, how they traveled to and/or through America, and the states/cities they first settled. Once this information is compiled, students will apply this information to a graphing and map activity.

STANDARDS:

- Students draw from historical and community resources to organize the sequence of local historical events and describe how each period of settlement left its mark on the land.
(*California Content Standards for History-Social Science, Grade 3, Standard 3.3*)
- Students describe the continued immigration, migration, settlement, and growth of California and the United States.
(*California Content Standards for History-Social Science, Grades 4-5, Standards 4.3, 4.4, 5.4, 5.8*)
- Students know the location of the current 50 states and the names of their capitals.
(*California Content Standards for History-Social Science, Grade 5, Standard 5.9*)
- Students organize, represent, and interpret numerical and categorical data and clearly communicate their findings with graphs, tables, and charts.
(*California Content Standards for Mathematics, Grades 4-5, Standard 1.0*)

ASSESSMENT:

- Students interview family members to find out from where their family originated, how they traveled to and/or through America, and in which states/cities they first settled.
- Students mark the origination country/state and destination state/city on a class map and attach the two places with a piece of string (which represents the way in which they traveled to or within America)
- Students create a bar graph based on a class compilation of origination countries/states and destination states.

INSTRUCTIONAL ACTIVITIES AND STRATEGIES:

1. Have a discussion about immigration to the United States. This can either be accomplished by reading stories about immigration or bringing up key issues about immigration in a conversation. Key facts to establish:
 - Native Americans have lived in this country for thousands of years and were often forced to migrate by immigrants invading / buying their land.
 - People of African descent often do not know where their families originated from or where they lived in America, due to lack of sympathy and documentation during the slave trading years.
 - Immigration was not always a choice, but often times a forced decision.

WHERE DO OUR FAMILIES COME FROM?

2. Write the following list of questions on the board or hand out copies to students:
 - What country (and city, if possible) does your family come from?
 - How did your family journey to or through America?
 - Which state (and city, if possible) did your family first settle in?
 - If your family immigrated to America, how did they get here?
 - Some students may have family members that emigrated from different countries, so have the students pick one family member to answer these questions about. Instruct students to interview a family member to find out the answers to these questions.
3. Once students have interviewed a family member, each student will use an 8 1/2 x 11" world map to locate the country that the family member came from and the city he/she settled in or around in America. Then, the students will trace the route that family member took.
4. Students will also mark on a large world map, with a small sticker, what country their family originated from and their final destination in America. Then, the students will attach the two points with a piece of string to show the route of that family member.
5. Compile a list on the board, and keep a tally, of countries the students' families originated and the states that were their final destinations.
6. Students create a bar graph based on the compiled list on the board.

TIME ELEMENT:

One day to collect information

One day to complete map and graph activity

MATERIALS/RESOURCES:

- Large world map
- Class set of 8 x 11" world map
- Small stickers
- Yarn/string
- Graph paper



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> > > LESSONS AND ACTIVITIES

LESSON OVERVIEW:

The **Finding Our Families, Finding Ourselves** exhibit has a running theme of how music connects us to and reminds us of our past and people in our family.

STANDARDS:

- Students write clear and coherent sentences and paragraphs that develop a central idea.
(California Content Standards for English-Language Arts, Grades 3-4, Writing Standard 1.0)
- Students write clear, coherent, and focused essays. Essays contain formal introductions, supporting evidence, and conclusions.
(California Content Standards for English-Language Arts, Grades 5-6, Writing Standard 1.0)
- Students write compositions that describe and explain familiar objects, events, and experiences.
(California Content Standards for English-Language Arts, Grades 3-4, Writing Standard 2.0)
- Students write narrative, expository, persuasive, and descriptive texts of at least 500 to 700 words in each genre.
(California Content Standards for English-Language Arts, Grades 5-6, Writing Standard 2.0)
- Students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations.
(California Content Standards for Visual and Performing Arts, Grades 3-6, Standard 1.0)
- Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.
(California Content Standards for Visual and Performing Arts, Grades 3-6, Standard 2.0)
- Students distinguish and describe representational, abstract, and nonrepresentational works of art.
(California Content Standards for Visual and Performing Arts, Grade 3, Standard 3.3)
- Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, the principles of design, and aesthetic qualities.
(California Content Standards for Visual and Performing Arts, Grade 4, Standard 4.0)
- Students write a poem or story inspired by their own works of art.
(California Content Standards for Visual and Performing Arts, Grade 3, Standard 5.2)

ASSESSMENT:

- Students experiment with colors and define which colors represent certain emotions.
- Students listen to a teacher-chosen piece of music, draw a representation of what they heard, and then write a reflection.
- Students choose a piece of music, or a particular style of music, that evokes a memory about a member of their family.
- Students write a paragraph or essay about that memory and reflect on why the music evokes this memory.

INSTRUCTIONAL ACTIVITIES AND STRATEGIES:

1. Give each student a color wheel and a box of crayons with primary and secondary colors.
2. Demonstrate to students how the color wheel goes in the following order: red, orange, yellow, green, blue, and purple. Have the students color in their color wheel. Explain that red, yellow, and blue are primary colors and that when you combine them they create secondary colors (orange, green, and purple). This can also be demonstrated by watercolors or paint.
3. Brainstorm (either as a class or in small groups) what emotions are evoked by or associated with each of the six colors. (Ex. Red = anger, frustration, etc) Have the students create their own list of what each of the six colors represent to them.
4. Choose a piece of classical music to play for the students. Give each student an 11 x 14 piece of paper and a choice of artistic materials. Each student should have materials at his/her desk before the music begins to play.
5. Set up a tranquil atmosphere in the classroom. Turn off the lights. No one should talk during the rest of the activity, except for the teacher, who will give short directions. Try to minimize outside interruptions.
6. Have the students close their eyes or put their head down while listening to the music. Play the piece of music, for the first time, without the students doing anything but listening.
7. After the piece ends, instruct the students that the next time they listen to the piece, they should draw or paint a representation of emotions that are evoked while listening to the piece. Explain that they should use lines, shapes, and textures rather than drawing/painting a scene. Also, briefly remind the students how colors represent certain emotions.
8. Play the piece for a second time and have the students create an artistic representation. After the piece ends, give the students about 10 more minutes to complete their art. After 10 minutes, instruct the students to turn over their 11 x 14 paper and for the third playing of the piece the students will write a reflection. The reflection can be a memory evoked, a poem about emotions evoked, etc.
9. Play the piece for a third time and the students will write a reflection. Allow the students extra time after the third playing to complete their reflection, if necessary.
10. As a debriefing activity, have the students sit in a group and share their art and poetry/reflections with the rest of the class.
11. For homework, ask the students to choose a piece of music, or a style of music, that evokes a memory about someone in their family. Then, have them write a paragraph or essay about that memory and why the music reminds them of this person.

EXTENSIONS:

- Students can research music from different cultures around the world, discuss their elements, and create artistic representations of a musical piece.
- Students can discuss components of music (i.e. minor/major scales, instruments, etc) and the ways in which they evoke certain emotions when listened to.

TIME ELEMENT:

One day for art activity
One day to one week for paragraph or essay, depending on the writing process used in class.

MATERIALS/RESOURCES:

- 1 Blank Color Wheel for each student
- Crayons, markers, paint, chalk pastels
- CD of classical music
- 11 x 14 paper



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SUBJECT: ENGLISH/LANGUAGE ARTS
HISTORY/SOCIAL SCIENCE
GRADE LEVEL: 3-5
TYPE: PRE-VISIT/POST-VISIT
PRIMARY THEME: IMMIGRATION
TITLE: IMMIGRATION JOURNEYS

> > > LESSONS AND ACTIVITIES

LESSON OVERVIEW:

In this multi-activity lesson, students will listen to several stories about immigrants from different countries and compare their journeys and reasons for immigration. If this activity is used in conjunction with a field trip to the **Finding Our Families, Finding Ourselves** Exhibit, then it is recommended that Days 1-4 are done as a **pre-visit activity** and Day 5 is done as a **post-visit activity**.

STANDARDS:

- Students draw upon a variety of comprehension strategies such as generating and responding to essential questions, making predictions, and comparing information from several sources.
(California Content Standards for English-Language Arts, Grades 3-4, Reading Standard 2.0)
- Students describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose.
(California Content Standards for English-Language Arts, Grades 5-6, Reading Standard 2.0)
- Students read and respond to a wide variety of significant works of children's literature. They distinguish between the structural features of the text and literary terms or elements such as theme, plot, setting, and characters.
(California Content Standards for English-Language Arts, Grades 3-4, Reading Standard 3.0)
- Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They clarify the ideas and connect them to other literary works.
(California Content Standards for English-Language Arts, Grades 5-6, Reading Standard 3.0)
- Students write clear and coherent sentences and paragraphs that develop a central idea.
(California Content Standards for English-Language Arts, Grades 3-4, Writing Standard 1.0)
- Students write clear, coherent, and focused essays. Essays contain formal introductions, supporting evidence, and conclusions.
(California Content Standards for English-Language Arts, Grades 5-6, Writing Standard 1.0)
- Students write compositions that describe and explain familiar objects, events, and experiences.
(California Content Standards for English-Language Arts, Grades 3-4, Writing Standard 2.0)
- Students write narrative, expository, persuasive, and descriptive texts of at least 500 to 700 words in each genre.
(California Content Standards for English-Language Arts, Grades 5-6, Writing Standard 2.0)
- Students listen critically and respond appropriately to oral communication.
(California Content Standards for English-Language Arts, Grades 3-4, Listening and Speaking Standard 1.0)
- Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience.
(California Content Standards for English-Language Arts, Grades 5-6, Listening and Speaking Standard 1.0)
- Students draw from historical and community resources to organize the sequence of local historical events and describe how each period of settlement left its mark on the land.
(California Content Standards for History-Social Science, Grade 3, Standard 3.3)
- Students describe the continued immigration, migration, settlement, and growth of California and the United States.
(California Content Standards for History-Social Science, Grades 4-5, Standards 4.3, 4.4, 5.4, 5.8)

IMMIGRATION JOURNEYS

ASSESSMENT:

- Students analyze the literary components of four immigration stories.
- Students produce a graphic organizer to document and compare the literary components of each story. (Teachers may choose not to complete the graphic organizer, therefore they should verbally discuss these questions in class)
- Students work together in groups to create an artistic representation of these literary components.
- Students write paragraphs in response to discussion questions presented after each story.
- Students write letters or essays (type will depend on grade level) in response to the literature.

INSTRUCTIONAL ACTIVITIES AND STRATEGIES:

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- Day 1:**
1. Read Book #1 aloud to the students
 2. Fill in the first column of the graphic organizer or answer the questions verbally.
 3. Literature response question: How would you feel if you had to move to another country that didn't speak your native language? What struggles would you have to overcome? How can you help people in your neighborhood or community who do not speak English?
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- Day 2:**
1. Read Book #2 aloud to the students
 2. Fill in the second column of the graphic organizer
 3. Literature response question: *If you had to leave your country and could only take a few items with you, what would you take and why?*
 4. Begin Where Do Our Families Come From? Lesson plan. Complete through procedure #2.
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- Day 3:**
1. Read Book #3 aloud to the students
 2. Fill in third column of the graphic organizer
 3. Complete Where Do Our Families Come From? Mapping/graphing lesson. If not using this activity, a literature response would be appropriate here.
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- Day 4:**
1. Read Book #4 aloud to the students
 2. Fill in fourth column of the graphic organizer
 3. Students will now complete the artistic representation portion of the lesson. The students should be broken up into four groups. Each group will get 5 pieces of plain paper, art materials, and one of the immigration books read in class this week. (This activity can also be done with immigration books that are unfamiliar to the students; therefore they would look for the answers to the graphic organizer questions before they completed the artistic representation.) The students' assignment is to draw one of the answers to each of the questions asked on the graphic organizer on each piece of paper. The students should also write the answer on the sheet of paper, large enough to be seen across the room. After the students complete this assignment, the pictures can be placed on a classroom bulletin board to demonstrate literary components.
 4. Reflection Questions: What can we learn from people who have immigrated to the United States? How did the characters in the books overcome the hardships and traumas of moving to another country and feeling like they don't belong? How can we help make life easier for new immigrants?
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- Day 5:** Writing component:
- For third and fourth grade:* Have each student write a letter to a family member as if this family member were leaving his/her native country to move to America. Have the students offer advice to that family member; what he/she should bring to America, what struggles he/she might face in America, how he/she can overcome these obstacles once in America, etc.
- For fifth and sixth grade:* Have students write a persuasive essay or letter in favor or against current immigration to the United States. Some extra research will have to be completed.
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IMMIGRATION JOURNEYS

EXTENSIONS:

- In addition to listening to picture books, the students can read chapter books and further compare the journeys of immigrants to America.
- Research immigration trends in United States history.
- Research treatment/discrimination towards new immigrants in the United States

TIME ELEMENT:

Four days to complete story analyses

One day to two weeks for final letter or essay, depending on the individual and writing process procedures.

MATERIALS/RESOURCES:

- MOT Bibliography, Topic: Immigration and Forced Immigration – Choose 4 books that discuss immigration from different countries. It is recommended that at least one book be about immigration from a neighboring country, so that movement across land is discussed.
- *Graphic Organizer #1* (Use for 3rd Grade) – 1 per student
- *Graphic Organizer #2* (use for 4th, 5th, and 6th grade) – 1 per student
- Lined paper for written responses
- Where Do Our Families Come From? Lesson plan
- Plain paper for artistic representation of literary components
- Crayons, markers, and other artistic materials.

VOCABULARY:

Immigration
Forced Immigration
Emigration
Migration
Refugee
Continent
Country
State
Struggles
Hardships
Conflict
Resolution



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GRAPHIC ORGANIZER #1, Page 1

BOOK TITLE	BOOK #1	BOOK #2	BOOK #3	BOOK #4
Setting				
Characters				
Why did the characters leave their home country?				
How did the characters immigrate?				

GRAPHIC ORGANIZER #1, Page 2

BOOK TITLE	BOOK #1	BOOK #2	BOOK #3	BOOK #4
How were the characters treated when they moved to America?				
What was one conflict in the story?				
How was the conflict resolved?				
How would you have resolved the conflict if you were the main character?				

GRAPHIC ORGANIZER #2, Page 1

BOOK TITLE	BOOK #1	BOOK #2	BOOK #3	BOOK #4
Setting				
Main Characters				
Description of Main Characters				

GRAPHIC ORGANIZER #2, Page 2

BOOK TITLE	BOOK #1	BOOK #2	BOOK #3	BOOK #4
Main Events in the Story				
Story conclusion				