

OUR FAMILY QUILT

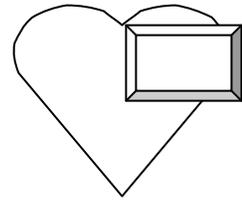
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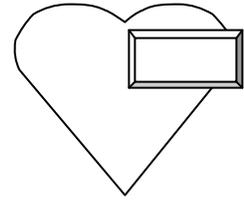
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Program Outline

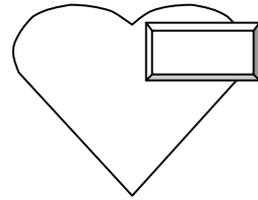
Grade Level: 4-8

Students: This unit is appropriate for most students and has been successfully implemented with children with a variety of academic levels and technical experience on the computer and scanner. Although the initial research on their ancestors needs to be completed at home, the writing component and the completion of the quilt is usually completed in the classroom. The children work both individually and cooperatively in small groups and help each other with any problems they encounter. This is a daily endeavor completed over a period of a few months, depending on the level and speed of the class. The program can easily be adapted to other ages and achievement levels.

Major Goals

This program covers an interdisciplinary unit study of immigration. The students see how their own oral history needs to be preserved. By interviewing their living relatives, they are documenting their family history. The students then use the computer as a tool to preserve their history by using a student writing program and a scanner to connect the past--their family stories--with the present-day technology of the computer. The family quilt further incorporates their family histories

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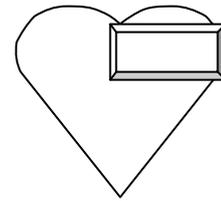


with the technology needed to preserve it by using the scanner to recreate their ancestor pictures. The students give an oral presentation about their piece. They have a visual representation of each of their families as well as a representation of what it means to be an American. They gain a greater appreciation of what their ancestors had to endure and the common experiences shared with their classmates and their families. The students develop a sense of pride in their own culture while developing an understanding of other cultures. The children see how their own oral histories need to be preserved incorporating the technology of today. They feel a sense of individual accomplishment when they produce their reports and quilts. They also work in cooperative groups to complete the quilt. They move close to meeting the Standards in both English Language Arts and Mathematics. The completed family quilt becomes a beautiful representation of their ancestral history interwoven with the histories of their classmates.

Timeline

This project is an interdisciplinary unit study of immigration. The students are given a research report to complete on their ancestors in September. The report is based on oral histories they obtain from their living relatives. Information about what countries their ancestors came from, what jobs and hobbies they had, their family traditions, favorite

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holidays and cultural celebrations they participated in are all included in the report. Each child uses a student writing program on the computer to create his report. The scanner is used to reproduce any ancestor pictures to be included in their report. Each student gives an oral presentation based on his/her research report. A Class Ancestor book is produced. As part of that study, a book on immigration, such as Russell Freedman's Immigrant Kids, should be read. During the month of November, the students study the Native Americans of our region and read Native American folk tales. During December, they create a multicultural class recipe book and share the food during a class celebration. The class is now ready to create a family quilt. Each child decorates a felt piece (9"X12") with his family name, ancestor and family pictures, country of origin flags, and representations (that can be made with material) of family hobbies or celebrations. The pieces are sewn together to create the quilt. Sometime around March, the students present a multicultural assembly based on the things they have learned about each culture. There is dancing and singing. If you are anywhere near New York, a trip to Ellis Island can be an excellent culminating activity for this unit. A recommended monthly timeline is included, but since your students may take different amounts of time for the different stages of the unit, adjustments may need to be made.

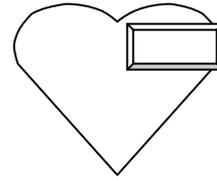
MONTH

IMPLEMENTATION OBJECTIVE

September

Students research their ancestors' coming to America. They use a writing program to

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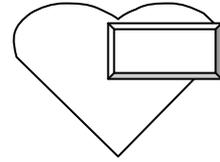
	recreate their reports using scanned pictures.
October	Students assemble <u>Coming to America</u> book.
November	Students learn about Native Americans.
December	Students share traditional dessert recipes and create a multicultural dessert cookbook.
January	Students begin creating their family quilt piece. Each student gives an oral report.
February	Students assemble the family quilt, which will be displayed in the school lunchroom.
March	Multicultural dance practice and performance.
April	Class trip to Ellis Island.

Types of Assessments Used

Most of the assessments used in this unit are performance-based assessment standards in which the students' work is judged against a list of criteria for that type of work. English Language Arts and Mathematics Standards are addressed within this unit. For example, ELA standard E1C (read and comprehend informational material) will be assessed based on reading assignments from Immigrant Kids. ELA standard E1d (read aloud fluently) will also be addressed while each student reads his or her report to the class. Standard E2a (produce a report of information) and standard E3c (prepare and deliver an individual presentation) are accomplished to different degrees with the ancestor written report and the oral report on the student family quilt piece. Students will be engaged in standard E3a (one to one conferences with the teacher) and standard E3b (participating in group meetings) while they

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complete their written reports and their quilt piece. Standard E4a (demonstrating a basic understanding of the rules of the English language in written and oral work) and standard E4b (analyzing and revising work) are accomplished during the writing and rewriting of the ancestor reports. The Mathematics Standards M2f, M2g and M2i of creating geometric patterns using concrete models, estimating, measuring and selecting and using units for estimating and measuring are also being met in the creation of the family quilt. The teacher will decide the degree to which the students are meeting the standards.

Lesson Plans

The lesson plans are divided into three sections: ancestor reports, Immigrant Kids, and the making of the individual family quilt piece.

Ancestor Lesson:

Objectives: Students will identify their country (countries) of origin. Students will understand that the Native Americans are the people who are originally from North America.

Time: approximately 5-10 class periods (according to class size)

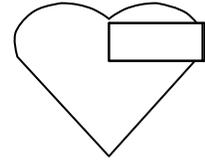
Resources needed: world map, map of America, books on Native Americans, chart paper, student writing program, and scanner

Activities:

1. Students are asked to identify where they were born. Have them find location on the map. Collect data, create a table, and discuss.

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2. Investigate where student's ancestors were born. Collect data, create a table, and discuss.
3. Elicit information about the people already living here when the first immigrants came to this country.
4. Challenge the students to recognize why their ancestors came to America.
5. Elicit from the students how they know what they do about their ancestors.
6. Appoint the students the official historians of their families.

Homework:

The students interview relatives about their families coming to this country. Their report needs to include why they came here, what jobs they had, what holidays they celebrated, what a typical day was like in their old country, their favorite foods, etc. The report should also include what traditions they still follow today. As some children have more than one country of origin for their family, allow them to choose which country to research or let them research both for extra credit. If a child is from Native American descent, they should research everything except why their ancestors came to this country, as they were already here.

Follow-up:

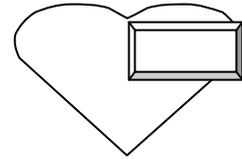
The students give oral presentations of their ancestor reports. They will identify their country (countries) of origin on the map. A Class Country of Origin Table will be created and graphed.

Extended Activity:

The students will type their reports using a Student Writing Center program in the computer center. They incorporate their ancestor pictures into their reports using a scanner. The reports will be assembled to

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create a class Coming to America book.

Follow-up Activities:

“Where in the world is...?” is a research game based on the Carmen San Diego game on TV. The students pick a country to research. They give ten facts about the country without mentioning the name of the mystery country. The facts may include which continent it is on, exports, famous sites or people, popular foods, longitude or latitude lines, bordering countries, etc. The students draw an outline of the country on a piece of paper and have a second sheet of paper with the facts listed. They then read their clues to the class, which has three chances to identify the country. If someone guesses correctly, that child earns a homework pass. If the author stumps the class, he/she earns the pass. This game may also be done using “Where in the U.S. is...?” using one of the states. The students learn about the world and develop map skills at the same time they are having fun!

Immigrant Kids Lesson Plan

Objectives: Students will identify the immigrants of the 1900s.
Students will compare and contrast the immigrant children of the 1900s with the children of today.

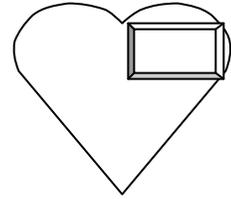
Time: 5-10 class periods (depending on class level)

Resources: Immigrant Kids by Russell Freedman

1. Read Immigrant Kids aloud. Alternate between teacher reading and student reading.

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2. Immigrant Kids contains many primary source materials. It documents the immigrant experience from the child's point of view and contains many pictures from Jacob Riis. Review primary source materials.
3. Elicit how immigrant children from the 1900s played, went to school, and worked.
4. Challenge students to compare and contrast the immigrant children of the 1900s with the children of today. Have the students answer in essays.
5. Encourage students to share their essays with the class.

Evaluation/Assessment:

You may want to use the essays to evaluate your students' writing skills, as well as their comprehension of the book.

Our Family Quilt Lesson

Objectives: Students will create and design a family quilt piece using various materials to enhance their creation. Students estimate, design, and measure using various tools.

Time: 5-10 class periods (depending on class size)

Resources needed:

9" X 12" felt pieces – (other similar material may be used)

puffy paint

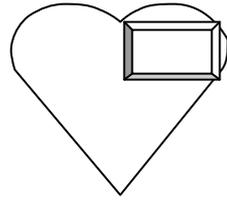
lettering – pre-cut or cut out from material/paper

additional felt or other material to decorate quilt piece

glue and glitter

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scissors
rulers
needles
camera (if child has no pictures, take one of him/his family)
film
variety of markers
color scanner – scan ancestor pictures

Activities:

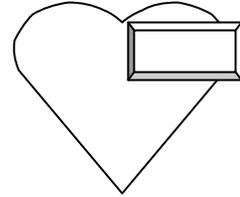
1. Allow students to choose background piece of felt and additional different colored felt/material for decorating.
2. Instruct students to use the 12” side for the width (hold the felt piece with the 12” as the horizontal part).
3. Encourage students to work individually and in small groups to design their pieces using different materials, with a pictorial representation of their family. They should include their ancestor pictures, name, flag of country of origin(s), and pictures or material representations of favorite hobbies, foods, etc.
4. Challenge students to explore organizing their chosen pieces and mapping those materials on their felt piece before gluing on different materials.
5. Encourage students who are finished to offer aid to students who have not finished.
6. Allow ample time and space for felt pieces to dry.

Follow –up Activities:

Encourage each child to give an oral presentation on his/her quilt piece.

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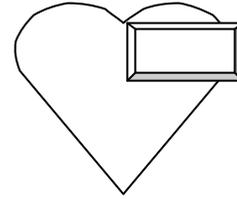
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Working in small groups, allow students to sew together two pieces of the quilt, attaching the quilt on the vertical sides. Depending on how well your children sew, attach the vertical strips of felt pieces on the horizontal sides to form the family quilt. You, or a parent volunteer, may need to sew the quilt together if your students are not able to do this. If you have 25 students, you will have a quilt that has five pieces across with five rows down. The quilt may be a square or a rectangle, but if you end up with an uneven number, you may decorate a felt piece with the name of your class and year. If you need two pieces, add your principal's name or maybe "your" ancestor piece. Be creative!

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Examples of Student Work

The following are examples of the ancestor reports.

Sample #1

I was born on October 13, 1991. My parents are Irish, Italian, and Egyptian. My ancestors were born in Ireland, and then immigrated to Scotland because of religious persecution. My great-grandparents were born in Scotland and came to America for economic reasons. They wanted to have a better life here.

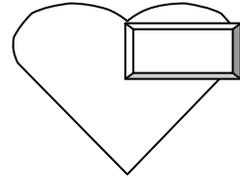
My great-grandparents instilled in my grandma a deep love of God and country. Holidays were quietly spent with their families. They observed St. Patrick's Day by wearing something green and eating corned beef and cabbage. They believed in family ties and education.

Grandma loves to read and do crossword puzzles. Although she is not Italian, she makes the best meatballs and sauce. My grandfather's family was born in Italy. They share large fish dinners on Christmas Eve. They named their children after their parents, which is a family custom.

My ancestors from Italy believed in a strong work ethic with strong family ties. They planted tomatoes and vegetables and fruit together. They made wine from the grapes they grew. They did this together with everyone helping.

My father's family was born in Egypt. Grandma--we call her Tata--was born in Alexandria. Tata went to school for sewing. She made all kinds of clothing for her children and still decorates clothing for me. My grandpa Gitdo was born in Luxor and then moved to Cairo, Egypt. My grandpa Gitdo was the first to be born. He went to school and worked to help his family. They lived on a farm and raised animals. They deeply

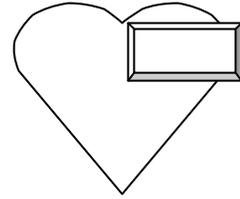
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believe in God. Their special holidays are New Year's and Easter. On Easter, there was always a big parade and they would visit their families to share a feast. The special foods they would eat are duck, rice, meat pie and mokola, and sardine fish marinated with salt. We still make some of these recipes today.

Although I have ancestors of different denominations, I am a true American and I know the benefits of my many different backgrounds.

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Sample #2

My ancestors came to the United States of America from Calabria, Italy, in the late 1890s. They came here for a better life. They lived in Brooklyn, New York. My great-grandfather, Frank, was a shoemaker and my great-grandmother, Jenny, was a homemaker. They had six children. One of them was my grandpa, Joey.

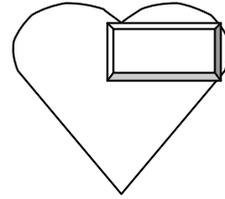
My great-grandpa loved birds, especially canaries. He had at least twenty of them at a time. My great-grandma loved her vegetable garden. She grew tomatoes, squash, cucumbers and all kinds of seasonings.

One of the special traditions that we still follow is we always spend Christmas together. My mom's whole family gets together the Sunday before Christmas and we rent a hall every year. My mom has four sisters and they have a lot of children. One of my aunts is a grandma six times! So, that's why we can't spend it at someone's house. There's too many of us! Someone dresses up as Santa Claus and hands out all the presents! We have the best time. We eat, dance and get presents! On Christmas Eve, we always eat a fish dinner with my mom's sister. On Christmas Day, we go to my Grandma's house (my dad's mom) and eat meat, pasta, and eat, eat, eat! We exchange more presents with our cousins.

Every summer, my mom's family has a beach party. We call it our "Everything Party" because we celebrate all the occasions that happen in the summer on that day with the whole family. We have so much fun.

I hope to keep these traditions for my family.

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Sample #3

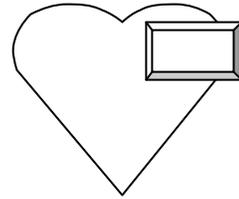
My mom and dad's family came from Italy. My mom's family came from Sicily, Italy. Sicily is in the south of Italy. My dad's family came from the island of Ischica and the mountains of Avooino in Naples. Naples is in the north of Italy. My ancestors came to the United States about one hundred years ago. They came here to find a better life.

Mom's family worked in the garment district in New York City. Popi was a cutter. His brother worked there too. His sisters were seamstresses. Grandma's family was in the rag business. My mom's grandpa loved to grow vegetables. Mom says he had a big garden, as big as our living room, dining room and kitchen put together! He grew tomatoes, lettuce, and other kinds of vegetables. Mom's grandma liked to bake grain pies and meat pies for Easter.

My dad's grandpa was a barber and his other grandpa was a long shoreman. He worked on the docks loading and unloading cargo from ships. Grandpa liked to go to Little Italy and play cards. That was his big day. My dad's grandma used to crochet. She also sewed, gardened, and cooked. She always made beef soup.

A family tradition of ours is we spend Good Friday with my dad's family. We go to St. Stephen's church and we see the procession. My mom and dad were married in that church, and we were born there, too! We spend Christmas Eve with dad's family and Christmas Day with mom's family. We still eat some of the foods my ancestors ate like the grain pies and meat pies for Easter.

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Sample #4

My family came from the Dominican Republic in the 1990s. They came to the United States for better jobs. Our most important traditions in the Dominican Republic are related to our religious feasts, like St. Mary Days and other Catholic celebrations.

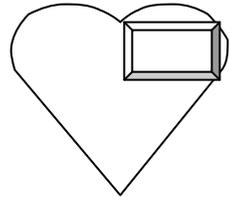
My mom's mom, Virginia, came to the United States in 1997. My grandfather died. My grandma doesn't speak English; she only speaks Spanish. When I stay at her house, I help her shop and translate for her.

My father's father, my grandpa, died in Santo Domingo. He was very sick and the doctors couldn't help him. My father prayed a lot for him and he died. My father studied in the Dominican Republic. He graduated from law school from the University of Santo Domingo. Here in New York he is working as an Individual Tax Professional and General Coordinator of the Electronic Filing Program for a company. My father's hobby is baseball because he is great at it.

My mom is working making parts for helicopters and planes. She has to work standing and using materials. She has lots of friends in her job. My mom's hobby is cooking because she makes great food. My family participates in the American holidays, and on those days my mom cooks our favorite plates, like rice and beans, potato salad, eggplant, baked pig legs, fried green or yellow plantains, and delicious desserts called flan and dulce.

My family and I belong to the Christian Pentecostal Church and we celebrate our most important celebrations in church with our family and friends.

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Sample #5

My ancestors came from Italy. My father's family is from Calabria and my mother's family comes from Ishia, an island near Naples.

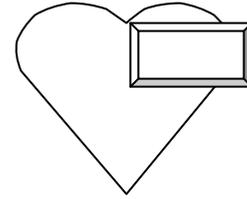
One of my great grandfathers was a potter. He made water pitchers and dishes. My other great grandfather came to America right after he got married. He left his wife in Italy while he worked at the docks with the ships. He would send money back to Italy to my great grandma. When my grandma was nineteen years old, she came to America to live with her father. That was in the 1900s.

My dad's dad worked in a jewelry manufacturer. My grandfather loved to make his own wine. My mom's dad worked in a furniture factory. He was a manager in the company. He made bedroom and dining room furniture. He also loved to make his own wine and go to the park and play a game called bocci. It's like bowling but it doesn't have any pins to knock down.

One of the traditions that my family still follows today is eating fish on Christmas Eve. Another tradition that I like is making Easter bread. My grandma taught my mom how to make them and now my mom makes them every year. Also on the last day of Carnival (Fat Tuesday), my grandma bakes a spaghetti pie. It is sweet and has a lot of cinnamon in it. She told me that her mother and grandmother made it every year and now my mom makes it too!

My family spends Christmas Eve together at my grandma's house every year because she likes to cook a lot of different types of fish. After dinner, when it's 12:00 PM, one of my uncles or my brother would get dressed up as Santa Claus and give out the gifts. It is fun to see my little cousins cry because they are afraid of him.

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Sample #6

My name is Kenneth. I have one brother, Gianpaolo, and one sister named Gabriella. I am of Italian and Irish descent. My father is Irish/American and my mother is Italian.

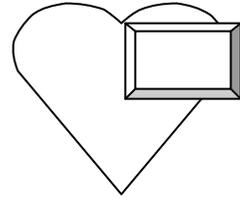
My mother was born in Gioiosa Jonica, Reggio Calabria, Italy. My grandparents (nonni) have six children: five boys and one girl. They lived in the town of Gioiasa, which is different from Brooklyn. It's smaller and their streets are very narrow, some go straight up like their streets of San Francisco. In the center of town there is a piazza (square). Here everyone gathers at night to meet friends. The children ride their bikes or just run around and play there. The town is surrounded by mountains and is about a ten-minute drive to Gioioas Marina, where the beach is located.

My mom's mother and father are Caterina and Nicola. They moved back to Italy, but they do visit. My great grandparents are Nunziata and Giuseppe. Their work was to go to the mountains and chop wood. Then they would drive to different towns to sell the wood for cooking and heating up homes. Giuseppe was a basket weaver. He made baskets of all different sizes and shapes and sold that at the market.

Before my mother and her family moved to America, they lived for a few years in Turin, which is located in the northern part of Italy. There it was where she saw her first snowfall. They moved to America on June 23, 1973.

My father's name is Kenneth. He was born in Brooklyn. He went to Catholic school. Now he works in a brokerage company in New York City where he is a manager. His parents' names are Donald Sr. and Audrey. Both were born in Brooklyn. They have five children: three boys and two girls. Pop Pop had the same job as his father. Pop Pop passed away on December 19, 1994.

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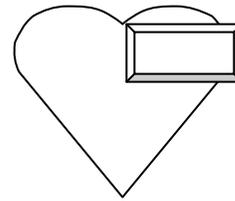


My great grandparents are Daniel and Elizabeth. Both were born in Brooklyn. They had ten children. Elizabeth passed away and Daniel remarried Glades, who had four children of her own.

My great grandparents James and Helen Smith were born in Ireland. They had three children. My great grandfather worked in a factory that produced paper.

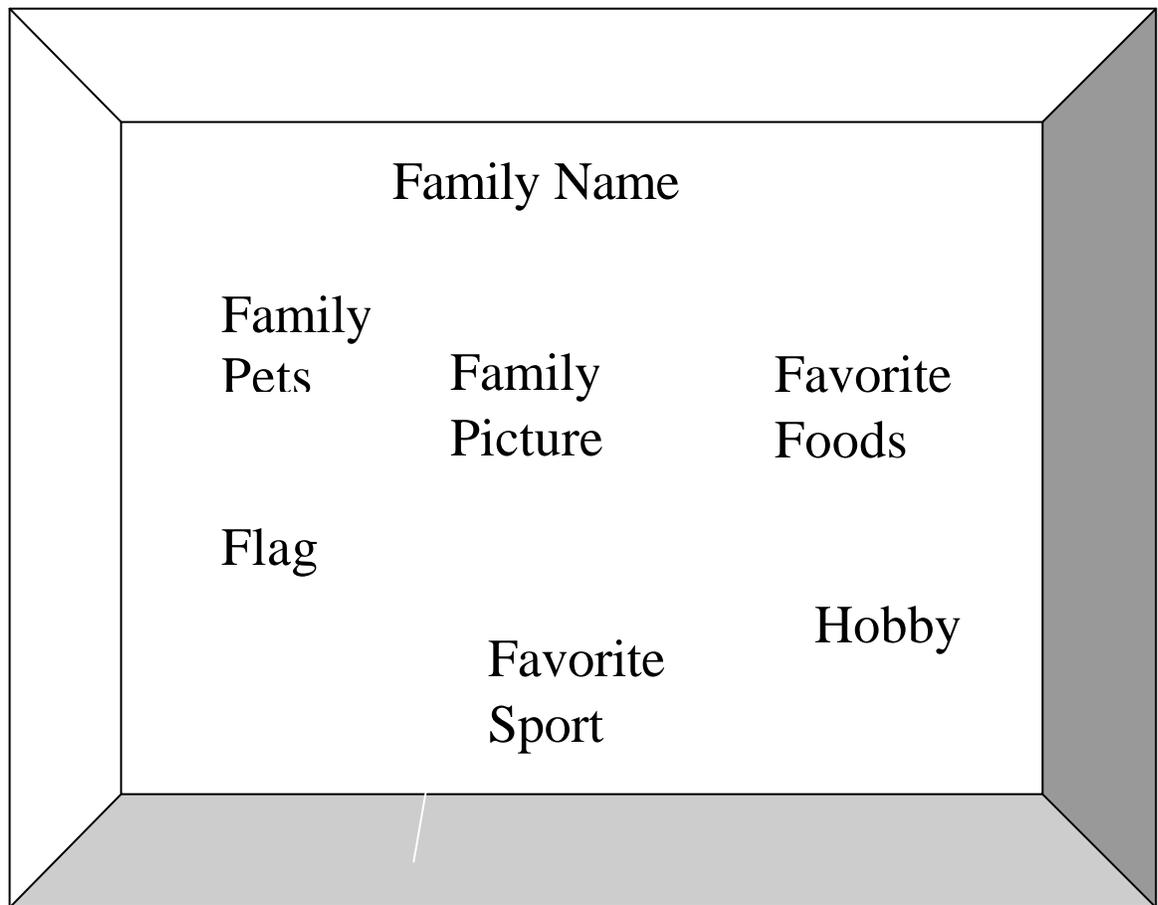
Some of our traditions are eating corned beef and cabbage and Irish soda bread, lasagna, stuffed eggplant, lamb, and homemade bread. But the best tradition is learning to speak Italian and going to Italy for the summer. Ciao!

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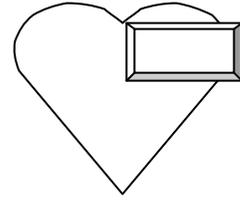
Sample Family Quilt Piece

Because photographs of the family quilt will not photocopy clearly, I thought I would give a diagram of what an individual piece would look like. The placement of the pictures and materials is entirely up to you. Remind the students to decorate their piece with the horizontal side being the long side.

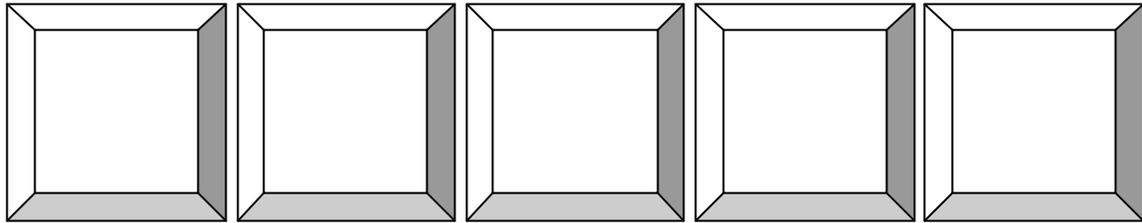


Try to use colors and borders that allow the pictures to stand out. All of the representations may be made with cut out pictures or material.

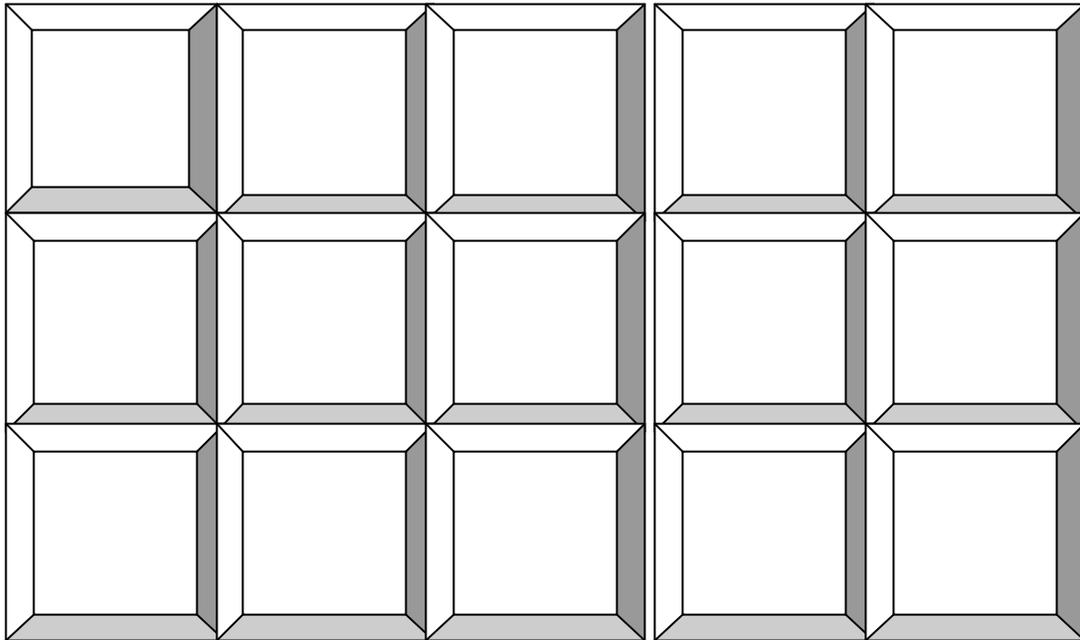
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Attach the individual felt pieces across first.

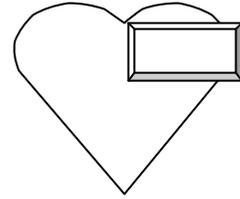


Depending on the number of students in your class, arrange and attach the rows of pieces to form a Class Family Quilt.



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Resources

Every Teacher I have ever spoken with has shared ideas with me, and for this I am very blessed.

CD-ROM

If Your Name Was Changed at Ellis Island by Ellen Levine

Web sites

www.ellislandrecords.org –excellent multimedia resource, copies of ship’s manifests from the 1900s, dated listings of immigrants with place of departure, etc.

www.wcom.com/marcopolo – excellent search engine for classroom activities.

Field Trips

Ellis Island

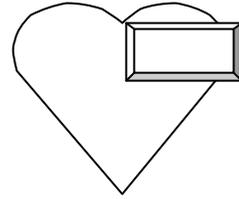
Statue of Liberty

Holocaust Museum

Museum of Modern Art

Metropolitan Museum of Art

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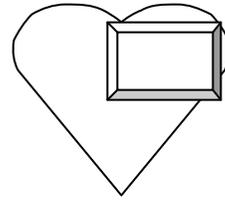
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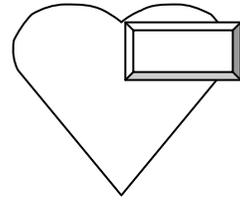
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