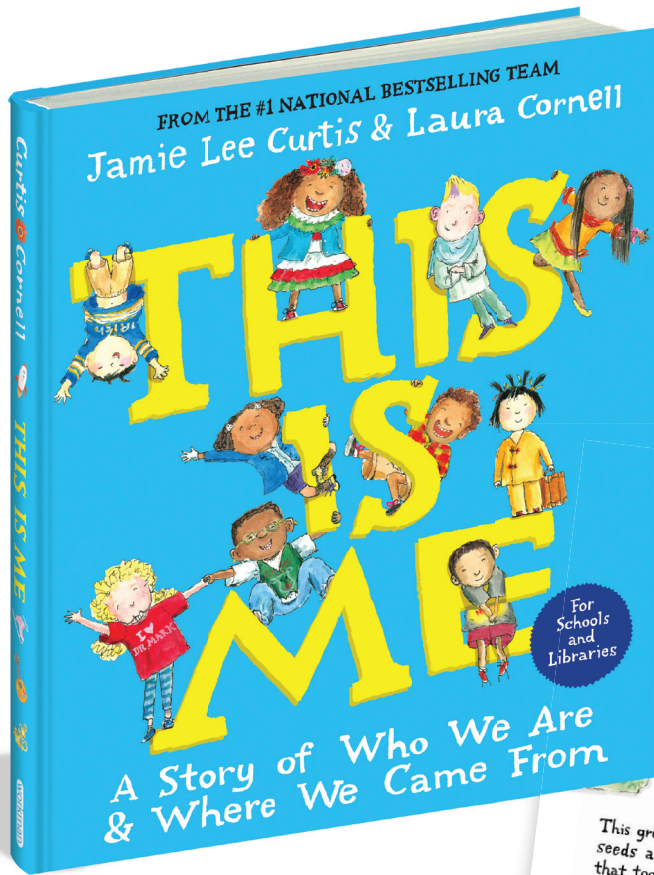
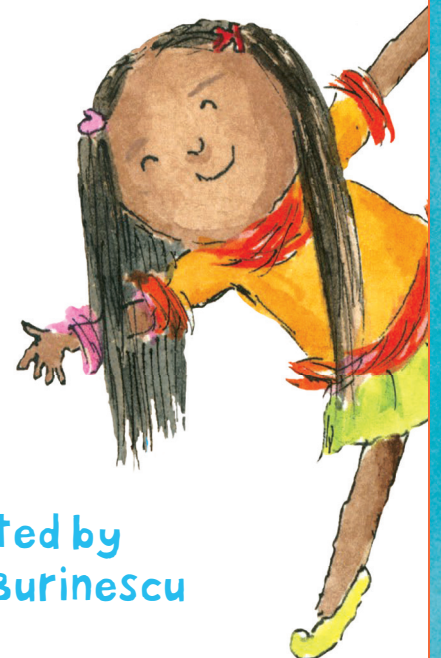


A new book from *New York Times* bestselling author

# JAMIE LEE CURTIS!



This great tide that brought you,  
seeds ancestors sowed,  
that took root inside you  
and helped you to grow.



ISBN: 978-1-5235-0005-5

\*This book has been officially leveled by using the F&P Text Level Gradient™ Leveling System

created by  
**Andrea Burinescu**

# 1) LESSON TITLE: INTRODUCTION TO IMMIGRATION

1 Hour • Grade Level 3/4

## Lesson Objectives

Students will learn the definition and concept of immigration and explore background information, including a brief history of Ellis Island. After they have completed the lesson, students will have: (1) Compared immigration in the past to immigration today; (2) Used technology to explore a historical immigration experience; (3) Informally discussed the meaning of immigration and its importance in American history.

## Common Core Standards Addressed

### CCSS.ELA-LITERACY.RI.3.3

Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

### CCSS.ELA-LITERACY.RI.3.7

Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

## Suggested Materials, Technology, and Resources

(Other materials may be substituted as desired/needed. Use whatever materials are handy.)

- ★ KWL chart <http://teacher.scholastic.com/lessonplans/graphicorg/pdfs/kwl.pdf>
- ★ A definition of *immigration*, *immigrant*, and *ancestor*
- ★ Access to <http://teacher.scholastic.com/activities/immigration/>
- ★ Information can be accessed individually, as a whole class (on an interactive white board), or with printed materials from the website
- ★ A world map
- ★ Venn diagram drawn on the board
- ★ Three sticky notes for each student

## Key Vocabulary

- ★ Immigration
- ★ Immigrant
- ★ Ancestor

## Lesson Procedures

**Launch (10 minutes):** Begin the lesson by asking students what they know and want to learn about immigration and record their responses on a KWL chart. Provide students with definitions of immigration, immigrant, and ancestor that can be displayed in front of the class. It may be helpful to keep these definitions on display for the duration of the unit. Tell students that they will be learning about the history of immigration to the United States, including a famous landmark called Ellis Island, where many of our ancestors entered the country. They will compare the experiences of these immigrants to the immigrants of today.

**Interactive Tour of Ellis Island (30 minutes):** Teachers will guide students through the texts and photographs presented in the interactive tour of Ellis Island. Students will learn about the hardships that many immigrants faced on their journey to the United States. <http://teacher.scholastic.com/activities/immigration/tour/>

**Immigration Today: A Multicultural America (10 minutes):** <http://teacher.scholastic.com/activities/immigration/webcast.htm#event31>

Students will read about immigration today and use a world map to locate the countries from which people are immigrating today.

## Student Summative Assessment

**Venn Diagram and KWL Chart (20 minutes):** Create a large Venn diagram on the board. Provide students with sticky notes. Ask students to write down statements comparing and contrasting immigration today with immigration in the past. Students will present and post their statements on the board. At the end of the lesson ask students to complete the KWL chart with the new information they learned.

## Homework/Extensions/Technology

Ask students to discuss their family history with relatives to learn about their heritage and the places from which their ancestors immigrated to the United States. As an extension to the lesson, students can also visit the interactive tour of Ellis Island on the Scholastic website.

## 2) LESSON TITLE: INTERACTIVE READ ALOUD OF THIS IS ME 45 Minutes • Grade Level 3/4

### Lesson Objectives

Now that students have activated their prior knowledge and gained a deeper understanding of immigration, students will engage in an interactive read aloud of *This Is Me: A Story of Who We Are & Where We Came From*. After they have completed the lesson, students will have answered: (1) literal questions about the text; (2) inferential questions about the text.

### Common Core Standards Addressed

#### CCSS.ELA-LITERACY.RL.3.1

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

#### CCSS.ELA-LITERACY.RL.3.2

Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

#### CCSS.ELA-LITERACY.RL.3.3

Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

#### CCSS.ELA-LITERACY.RL.3.4

Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.

#### CCSS.ELA-LITERACY.RL.3.7

Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

### Suggested Materials, Technology, and Resources

(Other materials may be substituted as desired/needed. Use whatever materials are handy.)

- ★ About the Author and Illustrator notes
- ★ A copy of *This Is Me: A Story of Who We Are and Where We Came From* marked with questions posted on sticky notes throughout the story

## Lesson Procedures

**Launch (10 minutes):** Tell students they will be reading a book written by award-winning actress and best-selling children's author, Jamie Lee Curtis, and illustrated by Laura Cornell. In addition to starring in several well-known movies, Jamie Lee Curtis has written many children's books that were inspired by the children in her life. In each book, she addresses different subjects to help children learn important lessons in a fun, playful way. Her latest book, *This Is Me: A Story of Who We Are & Where We Came From*, was written to help us learn more about immigration and the experiences of our ancestors. Show students the book cover. Ask them to comment on what they notice about the children in the illustration. Tell students: "Yesterday, we learned about immigration and the ways in which many of our ancestors came to the United States. As this story begins, children are in a classroom are listening to their teacher discuss her great-grandmother's immigration."

**Preview Story Vocabulary:** *ancestor, abuelo, tide, sowed, took root*

### Interactive Read Aloud Questions (25 minutes):

- ★ Page 3: How did the teacher's great-grandmother travel to this country? Discuss the illustration of the bulletin board. What were some other ways people traveled?
- ★ Page 4–5: How do you think the little girl is feeling about leaving her country? What difficult thing does she have to do?
- ★ Page 8–9: What homework does the teacher assign to her students?
- ★ Prediction: What types of items do you think the children will pack?
- ★ "Let's keep reading to find out what difficult decisions the children face in packing their case."
- ★ Stop on the following pages and discuss the text and illustrations of the students' bedrooms. What do they tell us about each child and who they are?
- ★ In the story, the teacher tells her students, "Who you become starts with your past." Explain what she means by this.
- ★ What is the "great tide" that brought you?
- ★ Who is the author talking to on the final page? What challenge does she pose?

## Student Summative Assessment

**Pair/share (10 minutes):** With a partner, students will summarize the story and discuss an important lesson they learned from the book.

## Homework/Extensions/Technology

Instruct each student to compile a list of his or her ancestors and countries of origin dating back at least two generations.

# 3) LESSON TITLE: FAMILY TREE

50 Minutes • Grade Level 3/4

## Lesson Objectives

Students will research their ancestors and the countries from which they immigrated. After they have completed this lesson students will have: (1) located their ancestors' countries of origin on a map; (2) developed individual family trees that date back to at least two generations.

## common core Standards Addressed

### CCSS.ELA-LITERACY.RI.3.5

Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

### CCSS.ELA-LITERACY.RI.3.7

Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

## Suggested Materials, Technology, and Resources

(Other materials may be substituted as desired/needed. Use whatever materials are handy.)

- ★ Each student will need a list of his or her ancestors' names and countries of origin dating back at least two generations.
- ★ A world map—one for each student
- ★ Access to <http://mapmaker.nationalgeographic.org/?ls=000000000000>
- ★ A family tree template OR access to <http://kids.familytreemagazine.com/kids/FamilyTreeForm.asp>
- ★ A blue and a red marker or crayon for each student
- ★ A definition of *heritage* and *country of origin*

## Key Vocabulary

- ★ Heritage
- ★ Country of Origin

## Lesson Procedures

**Launch (5 minutes):** Heritage is another word we use to describe what we've acquired from our ancestors. In *This Is Me: A Story of Who We Are & Where We Came From* you learned that heritage is a very big and important part of who you are today. In this lesson, you will learn more about your heritage so you can better understand what makes you you! To do this, you will look at maps to find out where your ancestors came from and then you will record their names and countries of origin on a family tree.

**Locating Countries of Origin (20 minutes):** Hand out a world map to each student. As a class, locate the United States on the map. Then locate the specific state and town or city in which the students live. Color that town or city blue.

Next, demonstrate how to use the mapmachine technology on the *National Geographic* website by displaying the site for the class to see. The teacher will use his or her own family history to model how to locate a country. He or she will color that country red on the classroom display world map.

On classroom computers, students the mapmachine website to locate their ancestors country or countries of origin. They will use a red crayon or marker to mark these countries in red on their world map handouts.

**Family Tree (25 minutes):** Using their homework notes and the "Family Tree Kids!" PDF, students will create individual family trees. The teacher will begin by modeling how to label a family tree using his or her own ancestors and their countries of origin. Students will then type in their own family tree information and print it so it can be displayed in the classroom.

(If technology is not available, provide students with copies of <http://www.scholastic.com/teachers/sites/default/files/asset/file/tree.pdf>)

## Student Summative Assessment

**Small Group Discussion (10 minutes):** In groups of 4, students will share their maps and family trees with peers.

### Discussion Questions:

- Compare and contrast your heritage with your peers.
- Do any of your ancestors come from the same countries?
- Based on the location of the countries where your ancestors came from, how might they have traveled to the United States?
- What would have been difficult about their journeys?

## 4) LESSON TITLE: THE PATH TO CITIZENSHIP

55 Minutes • Grade Level 3/4

### Lesson Objectives

Students will learn about today's immigrants and their path to becoming naturalized United States citizens. After completing this lesson, students will be able to list the six steps required to become a naturalized citizen of the United States.

### common core standards Addressed

#### CCSS.ELA-LITERACY.RI.3.5

Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate efficiently information relevant to a given topic.

#### CCSS.ELA-LITERACY.RI.3.7

Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

### Suggested Materials, Technology, and Resources

(Other materials may be substituted as desired/needed. Use whatever materials are handy.)

- ★ Image of a Green Card via Google images
- ★ Image of N-400 card via Google images
- ★ [https://www.teachervision.com/tv/printables/TCR/1557342344\\_63\\_key.pdf](https://www.teachervision.com/tv/printables/TCR/1557342344_63_key.pdf)
- ★ A world map
- ★ Chart paper and a marker to record the six steps to becoming a US citizen as they are discussed.
- ★ A definition of *biometrics* and *naturalization*
- ★ Tape, pencils, and white paper for fingerprinting extension

### Key Vocabulary

- ★ Naturalization
- ★ Biometrics

### Lesson Procedures

**Launch (5 minutes):** People from all over the world still immigrate to the United States today. Some come for better financial opportunities for their family, some travel for religious freedom or to connect with relatives. Most of today's immigrants come from Asia and the Americas (show on a map) and immigration is at an all-time high. Today we will talk about the six steps someone must take to become a naturalized American citizen.

### **Becoming a Naturalized United States Citizen (record on chart paper) (40 minutes):**

- 1.) Green Card: Once people move to the United States they must apply for a Green Card. This card gives them the right to live and work in the United States. They must live here with a Green Card for five years. Show students a sample Green Card.
- 2.) Maintaining Residence: People must be physically present in the United States for thirty months out of the five years they have a Green Card.
- 3.) Apply for Citizenship: People seeking citizenship will fill out background information on a form called N-400. It is expensive to apply. The form costs almost \$600 to submit.
- 4.) Fingerprinting and Biometric Analysis: Once the application is accepted, applicants pay \$85 to have their fingerprints and other biometrics taken. Biometric technology is used to collect information about individual physical characteristics so the FBI can do a background check for security.
- 5.) Interview and Naturalization Test: Applicants get two chances to pass a test which is given in English and tests the applicants' knowledge of US history and government. Fill out the sample citizenship test as a class. [https://www.teachervision.com/tv/printables/TCR/1557342344\\_63\\_key.pdf](https://www.teachervision.com/tv/printables/TCR/1557342344_63_key.pdf)
- 6.) Oath Ceremony: During this ceremony, citizens will swear an oath of loyalty to the United States and receive a certificate documenting their naturalization.

### **Student Summative Assessment**

**Review (10 minutes):** Ask students to list sequentially the six steps to becoming citizens.

### **Homework/Extensions/Technology**

**Extension (20 minutes): Fingerprinting activity:** Each of us has a unique set of fingerprints, so government and law enforcement use fingerprinting for identification of its citizens. As you learned today, fingerprinting is a requirement for becoming a naturalized citizen of the United States. Students may enjoy capturing their own fingerprints to see that each of us has a unique set of prints. Provide students with tape, white paper and soft lead pencils. Have students rub the pencil onto the paper and then rub their finger into the smudge. They can roll a piece of tape over their finger to capture the print and tape it onto white paper. Repeat with each finger.

## **5) LESSON TITLE: PACK YOUR BAGS!**

**1 Hour • Grade Level 3/4**

### **Lesson Objectives**

After listening to the story read aloud again, students will brainstorm items that represent who they are. At home they will collect these items in a "suitcase" made in class. At the end of this lesson students will have self-reflected by: (1) decorating a "suitcase" with clippings and images that also represent who they are; (2) brainstorming a list of possessions that represent who they are.

### **Common Core Standards Addressed**

#### **CCSS.ELA-LITERACY.RL.3.1**

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

### CCSS.ELA-LITERACY.RL.3.3

Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

## Suggested Materials, Technology, and Resources

(Other materials may be substituted as desired/needed. Use whatever materials are handy.)

- ★ Brown paper grocery bags
- ★ Markers, crayons, magazines, newspapers

## Lesson Procedures

**Launch (5 minutes):** Tell students: Each of us is different with unique interests and personalities. That's what makes us special. Today we will be designing suitcases that you will bring home to collect the possessions that best reflect who you are. You will be given time to brainstorm the items you want to bring from home. You will also be given time to decorate your suitcase with drawings, clippings, and images from newspapers and magazines that reflect your unique qualities.

**Rereading and Brainstorming (15 minutes):** Show students the pages in *This Is Me: A Story of Who We & Where We Came From* in which students are collecting items from home. What do their decisions tell us about their personalities and what they value?

Ask each student to brainstorm a list of items from home they'd like to bring to school in their "suitcase" that best represent who they are. What items would they have to leave behind?

**Decorating Suitcases (30 minutes):** Provide each student with a brown paper grocery bag labeled with their name. This bag will be their suitcase. All the important items collected from home must fit inside. Students will be given 30 minutes to decorate the suitcase, using markers, crayons, and any words or images from magazines or newspapers that represent who they are. The teacher may want to provide a sample suitcase to help facilitate the lesson.

## Student Summative Assessment

**Pair Share (10 minutes):** Ask students to share their decorated suitcases with a peer. They should explain how the words, images, and drawings tell more about their unique qualities.

## Homework/Extensions/Technology

Students will take home the decorated suitcase and list of items they brainstormed and collect possessions that represent who they are and what they would value enough to bring on a journey to a new country. They should also make a list of any items they wanted to bring but could not fit in their suitcase.

## 6) LESSON TITLE: A VERSE ABOUT ME

1 Hour • Grade Level 3/4

### Lesson Objectives

Students will learn about rhyme scheme. At the end of this lesson, students will have: (1) written at least one verse in ABCB rhyme scheme to describe the items in their suitcases; (2) labeled rhyme schemes in various poems.



## common core Standards Addressed

### CCSS.ELA-LITERACY.W.3.3

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

### CCSS.ELA-LITERACY.W.3.5

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

## Suggested Materials, Technology, and Resources

(Other materials may be substituted as desired/needed. Use whatever materials are handy.)

- ★ Copy the following excerpts of text from the book on the board or chart paper:

“I’d take LOTS of photos (A)	:	“My punk-rocker Barbie, (D)	:	“Abuelo’s beret, (G)
and the doll my gram sewed, (B)	:	cause my mom was one, too. (E)	:	my ukelele, (H)
and my first-in-line ticket (C)	:	My barely stuffed bear, (F)	:	My St. Christopher medal (I)
to Katy’s first show.” (B)	:	Old Winnie-the-Pooh.” (E)	:	to look out for me.” (H)

- ★ Provide students with lined paper for drafting their verses. Teachers may wish to write ABCB rhyme scheme in the top margin and mark or underline groups of four lines to scaffold the lesson.
- ★ A sample verse, written by the teacher about items he or she brought from home
- ★ Note cards for each student
- ★ A definition of *rhyme scheme*
- ★ <http://www.poetry4kids.com/download/RhymeSchemes.pdf>

## Key Vocabulary

- ★ Rhyme scheme

## Lesson Procedures

**Launch (5 minutes):** Now that you have collected special things from home in your suitcases, we will write about them so you are prepared to present them to the class. To do this, we are going to look at the style of writing Jamie Lee Curtis used in the story. Read the lines of text copied above. Ask students what they notice about the way the text sounds when read aloud. Explain that this story is written in verses, like poetry. Today you will make verses of your own to describe the items in your bags.

**Learning about rhyme scheme (10 minutes):** Not all poetry rhymes, but when it does it often follows a rhyme scheme. This is a pattern of rhymes at the end of each line in a verse or poem. The story *This is Me: A Story About Who We Are and Where We Came From* is written in a pattern of rhymes. This pattern can be labeled using letters of the alphabet. Let me show you. Show students how to label the rhyme scheme of the first verse above by circling words that rhyme at the end of the second and fourth line and assigning them the same letter. Ask for students to help label the rhyme scheme of the second and third verse, until the teachers feels confident students understand the pattern.

**Writing their own verses (35 minutes):** Provide each student with paper for drafting their verses. Remind students that these verses should follow an ABCB rhyme scheme. Teachers will read aloud the above sample verses, pointing out the rhyme scheme as an example. Ask students to create a verse or verses that describe at least three items in their suitcases. Teachers should circulate throughout the classroom providing students with assistance and guidance. Students will revise and edit verses and publish them on note cards to be used during their presentation to the class.

## Student Summative Assessment

**Extra Practice (10 minutes):** Ask students to label the rhyme scheme of the poem on the following worksheet: <http://www.poetry4kids.com/download/RhymeSchemes.pdf>

## Homework/Extensions/Technology

**Extension:** Challenge students to complete the following rhyme scheme practice sheet: <https://schoonschool.files.wordpress.com/2014/05/rhyme-scheme-2-worksheet.pdf>

# 7) LESSON TITLE: SUITCASE PRESENTATIONS

2 Class Periods • Grade Level 3/4

## Lesson Objectives

Students will present the items in their suitcases to the class. At the end of this lesson students will have: (1) recited the verse or verses they wrote about these items as part of the presentation; (2) responded to follow-up questions.

## Common Core Standards Addressed

### CCSS.ELA-LITERACY.SL.3.3

Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

### CCSS.ELA-LITERACY.SL.3.4

Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

## Suggested Materials, Technology, and Resources

(Other materials may be substituted as desired/needed. Use whatever materials are handy.)

- ★ A “suitcase” (paper bag) for each student packed with important items from home
- ★ A note card with the final copy of the verse(s) written in lesson 6 by each student
- ★ A rubric for evaluating student presentations
- ★ Here is a suggested one from “Read Write Think”: [http://www.readwritethink.org/files/resources/printouts/30700\\_rubric.pdf](http://www.readwritethink.org/files/resources/printouts/30700_rubric.pdf)

## Lesson Procedures

**Launch (5 minutes):** Today you will present your suitcases to your peers. You will begin by reciting the verse you drafted to explain three of the items you brought with you. Then you can tell us about the other items you packed along with any special drawing or clipping you included on the outside of your suitcase. What do all these items say about you? When you are finished, your classmates may ask you follow-up questions or may comment on what you presented.

Show students the rubric from “Read Write Think” and explain to them what you are looking for in their presentation. [http://www.readwritethink.org/files/resources/printouts/30700\\_rubric.pdf](http://www.readwritethink.org/files/resources/printouts/30700_rubric.pdf)

**Suitcase Presentations (2 class periods):** Students will take turns presenting their suitcases to the class. Ask peers to comment on what these items tell us about the presenter. What are his or her likes or dislikes? What does this person value? Do you have any follow-up questions for the presenter?

## Student Summative Assessment

As students present, evaluate their listening and speaking skills using a rubric.

## Homework

Students should interview a relative or caregiver about one or two ancestors (perhaps one from their maternal side and one from their paternal side) who immigrated to the United States. What country did they come from and when? How did their journey lead them to where we live today? What other information can you tell me about their immigration to the United States?

Students should draw a picture or bring in a photograph of their ancestor(s) and a photograph of themselves. This information will be used in lesson 8.

# 8) MAP MY HERITAGE

## 1 Hour • Grade Level 3/4

## Lesson Objectives

Students will use a map to chart the journey their ancestors took to travel to the United States. By the end of the lesson they will have: (1) located their ancestors' countries of origin on a map; (2) identified their heritage (Asian-American, African-American etc); (3) provided an oral history of their ancestor(s).

## Common Core Standards Addressed

### CCSS.ELA-LITERACY.RI.3.7

Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

### CCSS.ELA-LITERACY.SL.3.4

Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

## Suggested Materials, Technology, and Resources

(Other materials may be substituted as desired/needed. Use whatever materials are handy.)

- ★ A large laminated world map, displayed in front of the class
- ★ A dry-erase marker
- ★ Completed interview questions from Lesson 8's homework assignment
- ★ Tape or push pins
- ★ Yarn or string
- ★ A brightly colored star cutout
- ★ A small photograph or drawing of each student
- ★ A small photograph or drawing of each student's ancestor(s)

## Lesson Procedures

**Launch (5 minutes):** During this unit, you have been learning about your heritage from relatives or caregivers. Today you will chart the journey of your ancestors on a world map. (Students may choose one paternal and one maternal relative.) We will also include the date your ancestors immigrated, if available.

**Mapping it Out (45 minutes):** Display the world map for all students to see. Begin by marking and labeling the students' hometown or city on the map by taping a brightly colored star. Students will take turns coming up to the map with images and information about their ancestors. Students will tell the class the information they've gathered about their ancestor. Then the teacher will help the students locate countries of origin. Using tape or a pushpin, students will adhere the images of their ancestors to their country of origin on the map. Use a dry-erase marker to note the year they immigrated, if the information is known. The teacher will use yarn or string to chart ancestors' journey to United States by connecting their country of origin to the town or city to which they immigrated and then ultimately to the class' hometown. Each student's self-portrait or photograph will be posted around the border of the world map. The teacher will use yarn to link these student images with the images of their ancestors.

**Reviewing the Map (10 minutes):** Once the map is complete, teacher and students will be able to view the journeys of their ancestors. Who traveled the farthest? Who immigrated most recently? Who was the earliest to journey to the United States? What areas of the world did most of your ancestors come from? What modes of transportation did they use to immigrate? What is your heritage?

## 9) LESSON TITLE: HERITAGE QUILT

### Grade Level 3/4

### Lesson Objectives

By the end of this lesson, students will have: (1) designed a heritage square representing their family history; (2) assembled the squares to form a classroom quilt. The quilt will represent diversity and preservation of cultural backgrounds.

### Common Core Standards Addressed

#### CCSS.ELA-LITERACY.W.3.3

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

#### CCSS.ELA-LITERACY.W.3.5

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

### Suggested Materials, Technology, and Resources

(Other materials may be substituted as desired/needed. Use whatever materials are handy.)

- ★ Draft pieces of square-cut paper
- ★ Markers, crayons, pictures, magazines
- ★ Brainstorming list on chart paper or the white board
- ★ Final draft pieces of cardstock
- ★ A large, sturdy piece of cardboard big enough to mount each square quilt piece

### Lesson Procedures

**Launch (5 minutes):** In this unit, you have learned a lot about your family history, culture, and background and how they have contributed to who you are today. Each of you is unique, with distinct personalities, values, and family traditions. Though we are diverse in our history, together we make up a unified classroom community in which we can share and appreciate each other's special qualities.

**Brainstorming (10 minutes):** Today we will create a heritage quilt to represent the way all of our differences come together as one. Quilts are made from different scraps of fabric that are stitched together to form one blanket. Historically, quilts have been used in many cultures to pass down traditions. How is this similar to our class?

You will be given a square piece of paper. You can put anything you want on the square that you feel best represents your family's legacy. Let's brainstorm some possible ways to decorate your quilt piece (*photograph, words, recipes, story, images, drawing, songs lyrics, emblems, flags, book title, sports, animals etc.*).

**Decorating the quilt (30 minutes):** Give each student a draft quilt square to decorate. When students are satisfied with their drafts and have shown them to the teacher, they may get a final piece of square card stock to decorate. Once all students have completed their squares, mount them on a large piece of cardboard to form a classroom quilt. The quilt can be displayed for the school as a culminating project for the unit. The bulletin board can be labeled, "This Is We: A Story About Who We Are & Where We Came From".

## Homework/Extensions/Technology

Writing Reflection (in class (45 minutes) or as a homework assignment):

**Journal Entry:** Envision you are your ancestor making the journey from your home country to the United States. Write a journal entry from the person's perspective. Why are you leaving? What is it like leaving friends and family behind? What have you brought with you? What are the travel conditions like? What makes you anxious about immigrating? What are you excited for? What do you hope to do when you arrive?

Upon completion, students can share journal entries with a partner or in small groups.

### CCSS.ELA-LITERACY.W.3.3

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

### CCSS.ELA-LITERACY.W.3.3.B

Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.



# BOOK TALK

From the #1 *New York Times* bestselling creative team of Jamie Lee Curtis and Laura Cornell comes a timely picture book about immigration. Raising important identity issues like “Where did we come from?” and “Who are we?” *This Is Me* is as delightful as it is important, sure to stimulate dinner table conversation.

In *This Is Me* a teacher tells her class about her great-grandmother’s dislocating journey from home to a new country with nothing but a small suitcase to bring along. And she asks: “What would you pack?” “What are the things you love best?” What says “This is me!” With its lively, rhyming language and endearing illustrations, it’s a book to read again and again, imagining the lives of the different characters, finding new details in the art, thinking about what it would be like to move someplace completely different.

## About the Author and Illustrator

Jamie Lee Curtis is the author of bestselling children’s books, including *Tell Me Again About the Night I Was Born*, *It’s Hard to Be Five*, *I’m Gonna Like Me*, and *Today I Feel Silly: And Other Moods That Make My Day*. She is also an actress known for her roles in *Freaky Friday*, *True Lies*, *Trading Places*, *A Fish Called Wanda*, and the television series *Scream Queens*. She and her husband, the actor Christopher Guest, live in Los Angeles with their two children.

Laura Cornell has illustrated all of Jamie Lee Curtis’s bestselling books. She lives in New York City.



Lined writing area with 20 horizontal lines.

