

## **America's Melting Pot**

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### *Author's Forward*

*In the Pittsburgh Public School System, proof of academic achievement, is based on the formal assessment of Math and Reading. Our system is driven by either teaching to, testing for, or prospering because of, Math and Reading test scores. Mastery of these skills is important because our children must become competitive in the global work place, and these skills will enable them to do so. However, before there were written languages, city states, number systems or study of the stars, there were Homo sapiens living together in groups. The study of us, our evolutions, progressions, and accomplishments as a species are the Social Sciences, and these sciences should also be deemed necessary, regularly taught, and formally assessed.*

*We are all aware of the many studies showing the large amount of violence that our children are exposed to via television, movies and contemporary music. My belief is that this constant bombardment is desensitizing our children to their social responsibilities. Yes, it is important that children can read, write and factor. It is paramount! But it is also paramount that they embrace difference. It is important that they shed biases and bigotry. It is important that they provide support to their community by becoming "citizens in good standing" within that community, and it is important that we, as educators, help them.*

*Although the Social Sciences are not yet formally assessed, they have their place in our schools. This project is designed for those teachers who understand the need for a more holistic approach to education, an approach that includes not only academic excellence, but social consciousness as well.*

## **Overview**

If I were asked what the most profound lesson is that I have learned as an educator, I would respond that children are no more interested in education than those who send them to school. The proof that I provide is evident everyday, especially at the elementary school level. The children of parents who are obviously interested and involved, tend to fare better, both socially and academically than the children of parents who do the opposite. The children of the former are sent to school clean, well rested, and fed. They are prepared with materials, homework, and responses from home. They are usually emotionally prepared to withstand the rigors of their day, and they feel comforted by the fact that a parental system of support awaits them, if and when problems arise. Children of parents, who seem distant and unconnected with the educational facility and process, often feel disenfranchised and helpless to change their condition. These feelings color all that they do.

Knowing that children fare better when their parents are involved in the educational process, it becomes incumbent upon educators to embrace parental involvement in our schools. For teachers of the Social Sciences, it becomes imperative!

Schools, churches and activity centers are the backbones of our neighborhoods, and educators must work harder to help those parents who are not involved in either. The adage, "It takes an entire village to raise a child", is truer now than at any other time in history. This unit is written to provide activities and lessons that are designed to bring the family, the crux of any village, into the schools, either at the self contained classroom or school wide level. Lessons will be provided that encourage not only ethnic and cultural inquiry, but geographical and historical awareness as well. Families will bond, communities will meld, and the village will prosper.

## **Rationale**

CEIP is an acronym that stands for Comprehensive Educational Instruction Plan, and every Pittsburgh Public school must have a plan in place. In writing our CEIP, our committee realized the importance of involving all stakeholders in the day to day workings of our academic environment. Therefore, my position as a third, fourth and fifth grade Social Studies teacher mandates that I create projects and activities that stimulate and motivate my students, as well as entice parents and other community members into our school. This is my job. The fact that it is also my passion is fortuitous.

Grandview Elementary School is a neighborhood school located in the Allentown section of Pittsburgh, Pennsylvania. Allentown is an old community that was once a haven for German immigrants. Over the years however, the ethnic make-up of the community has changed. Our current student population consists of 345 students, grades K-5. Forty percent of our children are of African descent. Sixty percent of our population is descended from a variety of old world cultures. This variety of transplanted cultures makes good fodder for my students as they examine the history of self and others.

The Social Studies consists of seven disciplines. Of these, four will figure prominently: Sociology addresses **who** we are, and how we function, particularly in groups. History shares **what** was done and **when**. Geography speaks to spatial relationships, and all of the Earth's barriers and resources. Psychology helps us to understand **why** people engage in certain behaviors. Participants will engage in inquiry that helps to connect community, family history, food, and culture by examining who the immigrants in their own families were, from where did they come, when, and hopefully, why. Children, parents and other community members will work together to complete activities that examine their common past.

### **Changing Neighborhoods**

I was born and raised in Pittsburgh, and I had many uncles, aunts, cousins, and siblings. I grew up in the Hill District, an all black neighborhood that was the model for the hit television series, "Hill Street Blues". The television series, written by Carnegie Mellon University graduate, Steven Bochco, ran from 1981-1987. When interviewed about where the idea for the show originated, Bochco stated that as a student at CMU, he had been warned not to go into the Hill, if it could possibly be avoided. My "Hill" of the 1950's was not the "Hill" of the 1970's that served as Bochco's inspiration.

My neighborhood of the 1950's was a close knit community. Everyone knew who you were, and where you belonged. You were "Sophie's" granddaughter, or "Albert's" niece. The smell of food cooking was similar from house to house, and you knew that you were welcome to either follow your nose, or you could follow your playmates when they went in for dinner. We took turns hosting "sleep outs" on our porches on very hot nights, and our parents were assured that we would wake up safely where we belonged. We were safe. There were vegetable trucks and fruit hucksters that came into the neighborhood on a regular basis. There were fish mongers, and carts pulled by men with strange accents, who offered to repair your umbrellas or sharpen your knives. There were carts of fresh roasted peanuts and snow cones. There was diaper service, milkmen and coal delivered to those who still used it. Because of the absence of electronic

toys, children were skilled in the art of playing together, taking turns, first playing your game, and then mine. Our childish disputes were settled with the help of our parents, one of whom was always at home. The “latch key” child was rare.

Every year, my family would fill three to five cars with children, adults, food, and beverages. We would travel to Alabama where we would visit the farm, a property that was, as we were told, our family home prior to the family’s move to Pittsburgh in 1937. When we returned from our vacation, we children would talk about nothing but our many adventures, until our friends would become tired of hearing our stories, and then we would file them away as memories. Many families from my neighborhood made these yearly treks southward. These families were from Georgia, North and South Carolina, Virginia, Mississippi, and all points south. Our parents were the children of The Great Migration, and our yearly treks helped to connect us to our past.

The above described neighborhood is no more. Most of America’s inner cities have become multi-ethnic in nature, and neighborhood leaders fight battles not seen in the neighborhood of my youth. Sex, drugs, guns, brutal assaults, domestic violence and more, all permeate the inner cities. What happened? When did our neighborhoods change? When did our children begin to war amongst themselves, and against us? To whom, or to what, are our children connected? Some members of my generation believe that taking prayer out of the schools was the beginning of this phenomenon. Others attribute our changing neighborhoods to younger, immature parents, the rise of single parent households, a more permissive society, etc.

The focus of this unit is not to investigate the sociological ills of inner city neighborhoods. Rather, it is offered as a tool that will help to reconnect generations to their pasts, parents to their children, and both groups to their community.

## **Finding Common Bonds**

### **Food**

From the beginning of time, food has been the driving force of people the world over. People have based their very presence, in any area or region, as well as the driving need to move, solely on the availability of a reliable food source. Because of this driving force, people have emigrated out of blight stricken parts of the world, and immigrated into areas which were more suitable for providing a constant source of food. Millions have left their homes, with all of the positive connotations that apply, to a place new and unfamiliar; and since we are all

hopelessly bound to our need for, and love of food, it becomes obvious that food in all of its glorious variety, can become the catalyst needed to drive this unit.

The very idea of enjoying a variety of ethnic foods, as a culminating activity helps to motivate most adults. It works extremely well with children. It follows that any inquiry that helps to connect community, family, and history, must include food. Students and parents will examine who the immigrants in their own families were, from where they came and, most importantly, what they ate?

### **Artifacts**

The dictionary defines an artifact as “anything made by human skill or work, especially a tool or weapon.” Needless to say, weapons will not be a part of what we hope to discover about ourselves and others. Families will however, search for artifacts that are hiding in their basements, attics and old trunks. Participants will be encouraged to search for old photographs, buttons, articles of clothing, or other artifacts that represent the homes or communities abandoned by their ancestors. Participants can create hand sewn articles of clothing; recreate dances that were performed in their native land, or share information about little known customs and holidays from their pasts.

These family “treasure hunts” and similar activities help families to revisit their past, much like I did as a small child visiting the farm. In 1890, 1,500,000 Germans immigrated to the United States and many of their numbers settled in the Allentown section of Pittsburgh (*Norton, Katzman, Escott, Chudacoff, Paterson, Tuttle A-18*). Names such as Freund, Schmidt, and Rheinhart are common in my classroom. This once predominantly German neighborhood is now home to others, those of African, Irish, and Italian descent. For the most part, there is harmony between the residents, but racially or ethnically motivated ugliness sometimes rears its head. There is a need to be proactive by helping the community to enrich itself. By first teaching my students that we all, at one time, were new to this country and are all therefore, entitled to “just be”, and secondly, that even though our pasts are varied, we are all now connected in that we have a new, common bond; we all call ourselves and are proud to be Americans. America is great, and it is her variety that makes her so. Through these lessons, children will learn about their families who emigrated out of other places throughout the world, and immigrated into America. Parents will become involved in projects and lessons with their children that will bring them into the schools, thereby raising the level of participation and perhaps test scores. The neighborhood will “celebrate” itself, by recognizing the positive effects of community involvement. The village will prosper.

These lessons are written for grades 3-5, but can easily be adapted to meet the needs of K-12.

This unit will help to facilitate the Geography / History curriculum of the Pittsburgh Public Schools, and will address:

Third Grade Citizenship Standards 1, 5, 6, and 9

Fourth Grade Citizenship Standards 7, 8, 9, and 10

Fifth Grade Citizenship Standards 5, 7, 9, and 10

Third, Fourth, and fifth Grade Communication Standards: 1, 3, 4, 5, 6, 7, and 9

Both the third and fifth grade curricula address immigration. These units, however, dedicate only a page or two to the subject. This unit would allow the teacher to take a more in depth look at the phenomenon of people moving worldwide emphasizing history, food, and culture.

### **Objectives**

This unit has three primary objectives:

First, to involve students in lessons and activities that lead to a more thorough understanding of the peopling of America, (immigration, emigration, both voluntary and forced), and more importantly, where and how they fit. These lessons are academic in nature and growth can be assessed and measured.

Secondly, this unit will provide the opportunity for cultural / social activities that will draw the families of our students into our school, and into the academic process and lives of their children. This cannot help but to raise scores, lower absenteeism, discourage misbehavior, and generate self esteem. Records of parent participation are kept, and therefore, growth is measurable.

The third objective is to bring community members into the school. The community, from senior citizens to teenagers, to commerce, can all be brought into the school where my nine, ten and eleven year olds can do their "thing." Children will take pride in showing off their building, their talents, and their efforts. Allowing children to host affairs and activities in their building creates a sense of ownership and pride in their school. Parents will become involved in the process and come to think of our building as theirs. Through their efforts and behavior, they will impart the message that school, a place of growth and learning is important. Records of participation are kept and growth can be measured.

## Strategies

The objectives will be achieved through the following strategies. These strategies include, but are not limited to:

- Write a letter to the parents at the beginning of the year to introduce yourself, and to enlist the aid of a parent “army.” Parents who are willing and able to come into your classroom or assist with field trips, cooking experiences, classroom hands on activities, etc., are invaluable.
- Engage students in brainstorming and letter writing activities that will: 1) enlist the assistance of community businesses, citizens, and service organizations, 2) introduce themselves as a class, 3) announce upcoming events, and to extend invitations to those events.
- Establish a partnership with the local Senior Citizen high-rise or center. This cross generational interaction will serve two basic purposes: First, to help close the generational “gap” between the community’s oldest citizens and its youngest, and second to take advantage of the primary sources directly under our noses. Some of these seniors were a part of the Great Migrations of the very periods in history that will be discussed in the classroom.
- Engage students in personal narratives about children who immigrated to America at various times in history.
- Students work in groups to brainstorm questions for a questionnaire that they in turn will complete with a family member and/or with an “adoptive” parent.
- Assign “family” homework, where in the family will create an ethnic artifact such as a flag, hat, relief map, ethnic food, etc.
- Preparing and eating a variety of cultural foods. Just knowing that “food day” is coming can capture and hold the attention of the most disinterested student.

- Walking “field trips” to visit local merchants. These trips are designed as proactive measures against vandalism, petty theft and other “childish” acts often committed against local commerce.
- A field trip to Heinz History Center to view a variety of elements of Pittsburgh’s past, followed by an extended writing activity.

### **Cooking as a Classroom Activity**

Sixteen years ago, as a first year teacher, I brought dried figs into the classroom so that my children could experience them for the first time. I discovered then that food in the classroom under the teacher’s discretion is a powerful management tool. I promised the figs early in the week and scheduled them for Friday. Every time a discipline issue with my “not so nice” students would arise, a mere mention of our figs was sufficient to have them see things my way. Since that first time, the promise of cooking and eating food has become not only a management tool, it also serves as a heavy duty incentive.

To keep my students enthused and interested, not going mundanely from one region of the world to another answering work sheet questions, I teach with lots of games, prizes, contests, and enthusiasm! I want my classroom filled with students who are on one knee, waving their hand wildly, saying “ooh, ooh, I know!” I want my children to have fun while they are learning. The classroom activities that I rotate accomplish this goal, and I vary these activities. The one activity that is a constant, however, is that we always say farewell to a region or people by sampling the food. Always.

Admittedly, in the past I found it easier to buy whatever we were going to eat. I had no cooking surface at school, and needed to borrow crock pots, electric frying pans and electric griddles from my fellow teachers. I had one hot plate with a bad cord that the custodian was constantly rewiring. It was a mess, but I managed.

In the fall of 2002, I wrote for and received a \$500.00 grant from the McDonald’s Corporation. With that money, I bought 2 hot plates, 4 woks, 4 each stainless steel cake pans, and mixing bowls, 5 dozen skewers, 4 wooden mixing spoons, 4 sets each of measuring spoons and cups and one very large stock pot. The hot plates provide 4 cooking surfaces, and the school ovens serve when we need to bake. I have a cart/dolly, an elevator, and running water from the cafeteria. When at all possible, our cooking is done in

the cafeteria. When the cafeteria is in use however, I am able to roll all that is needed right into the classroom!

### Cooking Made Simple

Contrary to popular belief, I do provide activities in my classroom other than cooking. I have, however, two third, two fourth, and two fifth grade classes. Each of these classes has 3-4 food experiences per school year. That's 18 to 24 times per year! Some of these experiences are as simple as having my third graders bring in baby food jars. After teaching about pioneer life, I buy "heavy" or "whipping" cream, and allow each third grader to make butter. The butter is then placed in the cooler. The next day, the fourth grade makes "blue cornbread, (a double recipe), which they share with the third grade who in turn is sharing their butter. We eat during lunch so no special arrangements must be made in order to put the two grades together. Simple.

### Cooking Not So Simple

Other experiences such as fajitas and Shish Kabobs are more difficult because of all of the cutting and prep work that must be done. Because I have woks and hot plates I am able to chop vegetables, beef or chicken the night before, load up my cart, and wheel everything right into the classroom for cooking the next day. For me, the inconvenience is worth the work. Because of my efforts, my children have greater recall, retain a greater percentage of information, develop special interests in course content material, voluntarily take subject related books from the library, bring in articles that they have found on the internet, and last but most importantly, enjoy learning.

### **My Personal Favorite**

Simultaneously, the fourth and fifth graders study the people, history and culture of the Sahara Desert, and the Middle East. A letter is sent home telling parents what we are studying, and when our culminating activity day will be. The parents are then invited to come to school and "pack a kabob" with us. I buy 15 - 20 pounds of sirloin beef, (using my teacher's discount card), cube it myself, being sure that I have at least 3-4 cubes of beef for each participant. Each child brings her/his vegetables, or whatever they want to put onto their skewer from home. Note\* Always remember to bring extra vegetables for the few children who will have none. Give each child a piece of heavy duty aluminum foil approximately 12"x 12", a skewer, and 3-4 beef cubes. Some children will substitute chicken or shrimp.

After all kabobs are packed and wrapped, children use indelible markers to write their name on the foil. They are placed in “throw away” pans and put into the cafeteria oven one hour before lunch. The aroma is indescribable. At lunch, my students enjoy their meals either in the cafeteria, or in my classroom, while we play a “Jeopardy” type comprehension game. Other teachers insist upon knowing when we will prepare Shish k bob so that they can participate. Clean up is minimal.

Not only is this activity my personal favorite, it has become a school favorite as well. Surveying the room, one will see teachers chatting with parents, each working hard to create the most colorful or unusual k bob. You can witness children sharing vegetables with each other and giving tips on how best to load their k bob, and you’ll hear conversations about nomadic lifestyles. The total cost for me, \$50.00...The aura of camaraderie... priceless. This activity can stem from many lessons such as studying nomads, deserts, hemispheres, cultures, religions, wars in the Middle East, etc.

### **Classroom Activities**

*Either a school wide “cultural bazaar” or classroom “heritage day”, wherein ethnic dishes were shared would be an excellent culminating activity to the following lessons*

#### Lesson One

#### Emigration and Immigration:

#### Objectives:

- Students will define the terms emigrate, immigrate and migrate
- Students will examine the number of immigrants entering Ellis Island from the late 1800’s to the early 1930’s.
- Students will be able to work in groups to brainstorm a list of questions to be used for a questionnaire
- Students will gather information about their family’s arrival in America.
- Students will listen to a story about a child immigrant and reflect verbally and in journals on that story

\*Note: I teach the entire third, fourth and fifth grade Social Studies at Grandview, (150 children). I am fortunate in that I see each of my classes for one double period, and several single periods each week. The double periods will allow for extended lessons such as those that follow.

Materials: Pencils, journals, dictionaries, chalkboard, Making a New Home In America

Time: 80 minutes

Group: 25 students -Grade 3

Procedures:

Prior Preparation: Send a letter home to parents announcing your intentions and enlisting their support. Tell them that you are going to have your class research their “roots” by creating and conducting an interview with the oldest person in their family. Most children will have a grandparent or great grandparent available. Have the parents agree to be available so that their child can conduct his/her interview. Those children who fail to return the letter can be paired with senior citizen volunteers later.

Beginning:

Teacher begins by saying, “How many of you are Native American?” At this age, many hands will go up. Lead the children to understand that even though they may have a small amount of Native American ancestry, they are not considered to be Native American children. Native Americans are described as “one of the people who lived in America from long before the time of the first European settlers.” America is not the native land of our ancestors, those people in our family who lived long before us. This means that all of us originally came from somewhere other than America. The teacher will lead a discussion by asking students the following questions:

1. “At one time, the Native Americans were the only people that lived in America. Have you ever wondered how many different ‘kinds’ of people are now called Americans?” Guide their responses if necessary, to include responses such as Italian American, African American, Irish American etc. Find the locations on the map, and list responses on the board.
2. Where did your family live before they arrived in America?” (Some children will not know, and their assignment is to make inquiries by next class). List responses on the board.

3. What are some of reasons that would cause people to leave one country to live in another? (Elicit wars, famine, political unrest etc.)
4. When coming to America, what do you think were some advantages of living close together, much like the immigrants from Germany did when they first came to this neighborhood? (Elicit language, safety, religion, etc.)
5. Do you think that people had to be rich to move to another country, or did they come because they were poor? And, if they were poor, how could they afford to come? Allow for a free flow of ideas.

Middle:

Write the words: emigration, immigration and migration on the chalkboard.

Help students thoroughly understand these terms by finding them in the dictionary, and then writing a satisfactory definition that has been brainstormed and paraphrased by the class, into their journals. You can also add a small mnemonic tool. The first letter of emigrate is the same as in the word “exit,” a word they all recognize. “This helps us to understand that people who emigrate are leaving a place, as in exit. The first letter in the word immigrate is the same as in the word “into,” helping us to understand that people who immigrate are coming into a place. Definitions that “we all understand” work well with children of this age. By using definitions that they create as a tool, children develop a greater degree of understanding of concepts, as well as vocabulary recognition and usage.

Ending:

Tell students that they will hear a story of four children who emigrated out of one country and immigrated into another. Instruct them to listen carefully and to write one question and one or two intriguing observations about each story into their journals. Tell them that these questions and observations will be used to begin the next class. Read Making a New Home In America. Monitor children taking notes. Collect journals.

Emigration and Immigration – Lessons 2

Materials: pencils, journals, chalkboard, Making a New Home In America

Time: 80 minutes {double period}

Group: 25

Beginning

Teacher begins by asking the children who could not, in the last lesson, correctly identify the country of their forefathers. List all new responses on the board.

The teacher will then reintroduce the book Making a New Home In America by asking several comprehension questions.

Questions:

Who were the main characters?

Where did these children live before immigrating to America?

What were some of the feelings that they had in common?

Why did their families come to America?

Allow children to read and discuss a few of their observations that were recorded from the last class.

Tell children that now that we have read and discussed how and why these four children came to America, we are going work together to design a questionnaire that will answer many of the questions that we all have about our own beginnings in America. Allowing children to be the architects of their education, lends ownership, and therefore enthusiasm to any project.

Middle:

Divide children into four groups.

\*Note: It is imperative that groups be academically and ethnically diverse. Teachers who do not enjoy ethnic diversity in their classrooms can adapt this lesson by having the children “adopt” a particular race or culture from the ethnic diversity of the teaching staff, or a senior citizen’s center, or the business community. There is an available pool. The teacher must find it.

Explain that each group is going to generate a list of questions that we will use in a questionnaire that will answer questions about our ancestors and our past.

Explain to students that each group will be a group that will focus on a specific type of question only.

Explain that each group will write four questions that begin with different words. Write examples on the board for each group. Examples:

**Group 1: Who** is the oldest family member or who knows the family history?

**Group 2: When** did (family member) come to America / Pittsburgh?

**Group 3: What** are some of our family recipes or what part of (country/region) are we from?

**Group 4: Why** did (family member) come to America or Pittsburgh?

Teacher can adapt any and all questions for whatever the region of study or focus.

Allow 20 minutes. Spend @ 5 minutes with each group to keep their questions focused, (these are 8 -9 year olds and conversations can quickly turn to Nintendo).

End

List questions on the board as groups report. Help children to revise, edit, and categorize questions. If you have a computer lab, students can copy all questions into their journals for word processing activities in the lab, or the teacher can copy the questionnaire and distribute it to the children during the next class.

Lesson 3

Emigration and Immigration

Materials: 2 typed copies of questionnaire per student

Time: 40 minutes

Group: 25 – Grade 3

Beginning:

Remind children that they are going to conduct an interview, and that letters have gone home to their parents asking for their help. They are to remind their parents of their assignment so that they, the parent, can begin to help facilitate its completion. Tell them that they should begin to think about who, in their families, they are going to interview. Some children may have to mail their questionnaire to relatives in other parts of the country, and will need time to do so. Other children, whose parents have not responded, will need to be connected to the adult who has volunteered to be their adoptive family member.

Middle:

Reconnect with students by revisiting lessons one and two. Check for understanding of vocabulary words immigration, emigration, and migration. Discuss forces that cause people to move.

Distribute two copies of the typed questionnaire to each student. Read it aloud as children follow along. Be sure to discuss each group of questions with the class. You may also allow a representative from each group to explain how they decided on their particular group of questions.

Explain that one copy will be their “sloppy” copy, and that one copy is to be returned to school neatly completed.

Assign a return date for completed questionnaires. Allow 1-2 weeks for completion.

### **Lesson Extensions and Variations**

The lessons listed above are beginnings to what can be an on going project. It is important to have enlisted the assistance of parents beforehand. Extensions include but are not limited to:

Extensions:

- \*Have students graph various components of returned questionnaires
- \*Have students use the information from the questionnaire to create a biography of the person they interviewed.
- \*Create another questionnaire designed for the business community that can be either mailed or hand delivered and collected during a walking field trip.
- \*Collect, process, and publish a variety of family recipes, stories or pictures.
- \*Compile all interviews into one classroom book, or a book for each student. Permission to publish forms can be included with each interview.
- \*Study the enslavement of Africans in North America. This will help to explain The Great Migration of African Americans from America’s southern farmlands, into our northern cities.
- \*Ask each family to create a hand made flag that represents their “homeland”

- \*Survey local businesses about ethnic origins, and use results to create neighborhood demographics
- \*Create a “Grandview Cultural Exchange Day”. Invite the community to bring authentic foods, hand crafted artifacts, old photographs, and/or wear ethnic clothing that identifies such as Lederhosen, Kilts, and Dashikis.
- \*Invite speakers into the classroom. The local universities can often provide the names of foreign students who would be willing to speak to young children.

Variations:

- \*If all students are from one ethnic group, the teacher can place the names of the groups to be studied into a bowl, and have children “pick a people”.
- \* Students can use existing technology to investigate the ethnic and racial changes that has taken place in the neighborhood over the past fifty to one hundred years.
- \* High school children are better able to move about the community in the evening. Because of this, the teacher can consider creating study groups that can meet and produce sophisticated artifacts, food dishes or reports.
- \* Young children can work at home to create a symbol that represents their family. Family symbols can then be brought into the classroom and placed on a large bulletin board sized map to represent family origins.
- \* Pen pals from other regions of the United States or from other nations make good sources for ongoing lessons.
- \* Write to The United Nations for whatever materials may be available for classroom usage.
- \* Study the neighborhoods of Pittsburgh by formulating and sending questionnaires to other classrooms across the city.

## **Annotated Bibliography/Resources**

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## **Content Standards**

### Third Grade

#### Citizenship Standard #1

All students demonstrate an understanding of major events, cultures, groups and individuals in the historical development of Pittsburgh and Pennsylvania

#### Citizenship Standard #5

All students develop and defend a position on current issues confronting citizens in Pittsburgh and Pennsylvania by conducting research, analyzing alternatives, organizing evidence and arguments, and making oral presentations.

#### Citizenship Standard #6

All students explain basic economic concepts and the development and operation of economic systems in Pittsburgh and Pennsylvania, and make informed decisions about economic issues.

#### Citizenship Standard #9

All students demonstrate an understanding of the history and nature of prejudice and relate their knowledge of prejudice to current issues facing citizens in Pittsburgh and Pennsylvania.

## **Fourth Grade**

#### Citizenship Standard # 7

All students demonstrate their skills of communicating, negotiating, and cooperating with others.

#### Citizenship Standard #8

All students demonstrate the ability to work effectively with others.

#### Citizenship Standard #9

All students demonstrate an understanding of the history and nature of prejudice and relate their knowledge to current issues facing Africans and people from one other region of the world.

#### Citizenship Standard #10

All students demonstrate an understanding of the various roles they can play as citizens through participation in a community service project.

### **Fifth Grade**

#### Citizenship Standard #5

All students develop and defend a position on current issues confronting citizens of the United States by conducting research, analyzing alternatives, organizing evidence and arguments, and making oral presentations.

#### Citizenship Standard #7

All students develop and defend a position on current issues confronting citizens of the United States by conducting research, analyzing alternatives, organizing evidence and arguments, and making oral presentations.

#### Citizenship Standard #9

All students demonstrate an understanding of the history and nature of prejudice and relate their knowledge to current issues facing the United States.

#### Citizenship Standard #10

All students demonstrate an understanding of the various roles they can play as citizens through participation in a community service project.

### **Communications Standards**

#### Communications Standard #1

All students use effective research and information management skills, including locating primary and secondary sources of information with traditional and emerging library technologies.

#### Communications Standard #3

All students respond orally and in writing to information and ideas gained by reading narrative and informational texts and use the information and ideas to make decisions and solve problems.

#### Communications Standard #4

All students write for a variety of purposes, including to narrate, inform, and persuade, in all subject areas.

#### Communications Standard #5

All students analyze and make critical judgments about all forms of communication, separating fact from opinion, recognizing propaganda, stereotypes and statements of bias, recognizing inconsistencies and judging the validity of evidence.

#### Communications Standard #6

All students exchange information orally, including understanding and giving spoken instructions, asking and answering questions appropriately, and promoting effective group communications.

#### Communications Standard #7

All students listen to and understand complex oral messages and identify the purpose, structure, and use.

#### Communications Standard #9

All students communicate appropriately in business, work, and other applied situations.