



# The Journey

## Background Information for Teachers

“The Journey” focuses on the experiences different groups of people have had and continue to have as they travel to a new country and settle into a new life. Like Program 4, “Growing New Roots,” this program also looks at how these experiences may have affected the cultural identities of new arrivals.

People’s journeys to North America have been, and continue to be, quite different. Among these travelers are immigrants, who chose to leave their homeland and make a new life in a new place, as well as refugees, who are escaping war or natural disasters.

Other travelers include migrants, those who spend part of each year working in a country other than their homeland, and exiles, who leave their homeland due to political or other turmoil and cannot return. You may wish to point out to students that, unless they are of certain Native American ancestry, their families at one time experienced a journey to this continent.



## Synopsis

After one of the children in the learning center shares a dance from her grandparents' native India, Mr. Steliga and Mrs. Ellis encourage the children to focus on the journeys that different groups of people have made to new homes and new lives.

First, the children meet a family of Russian immigrants who chose to move to the United States. They next meet Max, who visits the Milwaukee Public Museum with his family to learn about their African heritage. Max and his family also reflect on stories about their ancestors, wondering what it was like to be taken forcibly from West Africa to work as slaves in the United States. Finally, they meet Besart and his family, who talk about coming to the United States to seek refuge from war in Kosovo.

Between these visits, the children in the learning center create family trees and make a quilt that depicts the many types of journeys people have made to North America.

## Program Goals

*Correlations with [National Council for the Social Studies \(NCSS\)](#) curriculum standards appear in italics following each goal.*

After viewing Program 8 and engaging in supportive classroom activities, students will

- understand that people have had, and continue to have, many different reasons for leaving their original homes and coming to North America.  
*Early Grades: 2c*  
*Middle Grades: 2c*
- consider the diverse experiences people have had on their journey to North America.  
*Early Grades: 1a, 1b, 1d, 2a, 2c, 2e, 4g*  
*Middle Grades: 1a, 1b, 1d*
- explore what different groups of people, arriving under very different circumstances, have in common.  
*Early Grades: 1a*  
*Middle Grades: 1a*

## Vocabulary

*Words preceded by an asterisk (\*) were introduced earlier in the series and are included here for review.*

**Albanian** — Of or from the country of Albania in eastern Europe.

**Big Mama** — An African-American term for grandmother.

\***culture** — A way of life; something everyone has. It includes the behavior patterns, arts, beliefs, institutions, and all other products of human work and thought. Culture is complex and ever-evolving.

**cultural survival** — Keeping one's culture alive, even under difficult circumstances such as slavery.

\***exiles** — People who have left their homeland due to political turmoil or other trouble and cannot return.

**family tree** — A chart showing how members of a family are related across many generations.

\***immigrant** — Someone who leaves one country and settles permanently in a new country.

**Kosovo** — A province in eastern Europe, once part of the former Yugoslavia.

**Macedonia** — A province in eastern Europe, once part of the former Yugoslavia.

\***migrant** — Someone who moves in order to find seasonal work, such as picking vegetables or working in a canning factory.

**Moscow** — The capital city of Russia.

\***refugees** — People who are forced to leave their homes due to war, persecution, or disaster.

**slave** — Someone who is owned by another person and thought of as property, rather than as an individual.

**slavery** — The practice of owning a person and viewing that person as property, rather than as an individual.

\***stereotype** — An overly simple idea, opinion, or image of a person or a group of people; a generalization applied to all people of one group; a judgment based on incomplete or biased information.

## Before-Viewing Activities

*To meet the needs of diverse learning styles, be flexible in using these activities. In addition to writing, offer other options for expression.*



### Focus Questions for Class Discussion

- What factors have caused different groups of people to come to North America throughout history?
- What have their journey experiences been like?
- What was different about their experiences? What was the same?

### Focus Questions for Students' Culture Journals

- How would I feel if I had to leave my home to go on a long trip?
- How would I feel if I didn't know when or if I could return to my home?
- How would I feel if I had to leave behind some family members or a family pet?

*Teaching note:* These questions are referenced in the student assessment activity on page 16 of the [Teacher Summary](#).

## Viewing Activities

### Russian Immigrant Family Segment

For generations, many different groups of people came to live in the United States or Canada for a variety of reasons. Immigrants who chose to leave their homeland often had more control over the quality of their journeys than those who were forced to leave as refugees, slaves, or exiles. For example, they likely had time to pack belongings, say their farewells, and prepare themselves for their journey.

In this segment, viewers meet Anna and Josif and their parents, all of whom recently left their home in Moscow, Russia, to make a new home in North America. Anna and Josif's parents decided to move because they felt that the United States offered their family more opportunities. As they settle into their new lives and study to become citizens, Anna, Josif, and their parents spend their time together much as they did back in Russia. While they are happy to make new acquaintances and learn English, they miss the friends and places they left behind.

#### *Viewing/Observation Points*

Pause the videotape before this segment begins and ask students to keep the following questions in mind as they watch. At the end of the segment, pause the video again and repeat the questions to assess students' observations.

- Why did Anna and Josif’s parents move their family to the United States? (Responses might include providing more opportunities for the children, to become citizens of the United States.)
- What feelings did they experience during their journey from Russia to their new home? (Responses might include sadness, excitement, homesickness, happiness, curiosity, and hopefulness.)

### **African-American Slave Family Segment**

Between the early 1500s and 1865, ships brought millions of Africans to the United States to be sold into slavery. The ocean voyage of three to four months from western Africa to the Americas, called the Middle Passage, was a horrible experience. Many Africans died due to the inhumane conditions. Those who survived didn’t know where they were going or what would happen to them when they arrived. They heard people speaking a language they didn’t understand. They were given new names and sold into slavery. Their owners wanted to strip them of their individual and cultural identities. For some, dying in an effort to be free was better than being a slave.

In this segment, Max visits the [Milwaukee Public Museum](#) in Wisconsin with his brothers and mother to learn more about their African heritage. Africa is a continent with great cultural diversity, but Max’s family may never know from which African kingdoms they are descended. Max and his brothers have heard family stories. They know that their great-great grandmother was a slave as a child, but Max’s grandmother in Arkansas finds the subject too painful to discuss. Today, storytelling, learning about Africa, strong family ties, and pride in their roots help the family keep its culture alive.

#### *Viewing/Observation Points*

Pause the videotape before this segment begins and ask students to keep the following questions in mind as they watch. At the end of the segment, pause the video again and repeat the questions to assess students’ observations.

- How do Max and his family keep their cultural heritage alive? (Responses may include through storytelling, by visiting museums, through oral interviews, by spending time together, by traveling to Arkansas.)
- What things might a slave’s journey and an immigrant’s journey, such as Anna and Josif’s, have in common? (Responses may include the travelers’ feeling sad about leaving, feeling anxious about where they are going, hearing a language they do not understand.)
- How might these two journeys have been different? (Responses may include Anna and Josif’s family traveled by choice and the slaves did

not, slaves traveled to North America a long time ago while Anna and Josif's journey was recent, slaves may have traveled without their families while Anna and Josif traveled with their parents.)

### **Kosovar Refugee Family Segment**

Many extended families from Kosovo have traveled to North America since 1991, seeking refuge from war and civil unrest in the Balkans of eastern Europe. One family that arrived recently includes Besart, his three sisters, and their parents. Their journey by rail and by air was long and, at times, dangerous. They left everything behind. When they finally arrived in the United States, no one in Besart's family spoke English. Although they now feel safe here and have a nice home, they miss their family and friends in Kosovo. Besart wants to return some day.

*Teaching note:* This segment includes images of armed troops, tanks, and an explosion, depicting the dangerous conditions that caused the refugees to leave. These scenes may present challenges for students from Serbia or others with knowledge of the war in the Balkans.

Remind students that people involved in any war have very different perspectives and experiences, and a government's ideas and actions do not necessarily represent the opinions and feelings of every individual. In any class discussion about political upheaval, it is important to consider multiple perspectives. Ask your LMC coordinator for assistance in locating helpful and timely support materials and resources.

#### *Viewing/Observation Points*

Pause the videotape before this segment begins and ask students to keep the following questions in mind as they watch. At the end of the segment, pause the video again and repeat the questions to assess students' observations.

- How do Besart and his family feel about leaving Kosovo and moving to the United States? (Responses may include safe, happy, homesick, lonesome, worried about friends and relatives living in Kosovo.)
- What challenges do refugees such as Besart face as they settle into a new home? (Responses may include making new friends, learning a new language, worrying about friends and family who were left behind, starting over with few belongings, bad memories of war.)

### **After-Viewing Activities**



#### **Questions for Class Discussion**

- What did students learn in Program 8, "The Journey," regarding the reasons why people have come to live in North America? Why do people continue to come?

- What did students observe in Program 8 about cultural survival?
- How are the three families featured in Program 8 the same?  
How are they different?
- How were their journeys the same? How were they different?

### **Class Activities**

- If any students in your school have moved to your community from another state, province, or country, invite them to tell the class about their journey. Be sensitive to students who moved due to traumatic circumstances and may not wish to share. Or, invite an adult in the community who has made a journey to share his or her experiences with the class.
- Have students form groups to write a play about a journey to your state or province. This play may be based on a real or imaginary journey, and it may take place in the past or in the present. The play's characters should express the reasons for their journey, how they prepared for their trip, and how they felt before, during, and after the journey. Direct students to perform and critique their plays for one another.
- Ask students to plan for and organize a “Welcome to Our School” celebration for the next new classmate to arrive at their school. To get started, ask students what things they might want to know about their new classmate and what they might want the new classmate to know about them. Using knowledge gained from previous *Cultural Horizons* programs, have students design games or activities that will help them get to know each other, as well as include elements that will help the classmate feel welcome.
- Engage students in using their interviewing, writing, and interpretive skills to create individual quilt blocks that illustrate a journey to a new home, either their own or someone else's. As an example, [images of two individual quilt blocks](#) made by the children in the learning center are provided on page 21.

The following steps will be helpful in working through this process:

1. Begin by reviewing with students the interviewing skills presented in Programs 2 and 4. Then, have students develop good questions to ask their families about how they came to live in their current community. The interview should reveal the family's reasons for coming, details about the journey, and the feelings of family members before, during, and after the journey.

*Teaching note:* It is important to remind students that there are many kinds of families. If some students choose not to interview

their own families, suggest that they work with the family of a friend or neighbor, or research historical journeys.

2. When students have completed their interviews, guide them in a writing activity that summarizes the information they have gathered. Then, have each student translate his or her written summary into a drawing that depicts the unique journey experience.

3. Have students re-create their drawings using markers, fabric, or paint on 12-inch-square pieces of fabric (called “blocks” in quilting terminology). You may wish to ask the school’s art teacher for other suggestions or assistance. This part of the activity may be done at home as a family project.

4. Gather together the completed quilt blocks. To refine students’ leadership and collaborative skills, allow them, as a group, to arrange the quilt into any pattern they choose. You may wish to ask a parent or other school volunteer to sew the blocks into a quilt.

### **Students’ Culture Journals**

Ask students to re-read their responses in their Culture Journals to the **Before-Viewing focus questions** (page 4). Ask them to update their journals with this question in mind:

- How would I feel if I had to leave my home to go on a long trip, knowing I might never return?

### **Technology Link**

Guide students through an exploration of Web sites that can help them learn more about people who have journeyed to make a new home in North America. Such Web sites include the following:

[Passages to Canada](#), a feature of The Memory Project, contains narratives from a variety of people who moved to Canada. It also offers free teacher materials.

Part of the larger Scholastic Web site, [An Interactive Tour of Ellis Island](#) includes historical photographs as well as audio and video clips.

The [Immigration](#) section of the Library of Congress’s “American Memory” collection contains general information about immigrants from all over the world, as well as narratives, recipes, photographs, an immigration time line, and other resource materials.

### **Student Activity for Assessment**

Drawing on written and oral accounts, students explore the diverse experiences people have encountered on their journey to a new home.

Students then will compare and contrast these journeys in a writing exercise. Details about the activity are provided in the **Teacher Summary** on pages 15 through 17.

## Extension Activities

*These activities correlate to the video segments cited in **Viewing Activities** (pp. 4-6) and allow for follow-up on particular themes.*

### **Russian Immigrant Family Segment**

To learn how an immigrant can become a naturalized citizen of the United States, visit the Web site of U.S. Citizenship and Immigration Services (USCIS) at <http://uscis.gov/>. The **Naturalization Self-Test** is an interactive study guide for people preparing to take the actual test, which is administered orally by an USCIS officer. The site's **Eligibility and Testing** page links to a PDF of "100 Sample U.S. History Questions with Answers." This quiz can be downloaded, printed, and shared with the class. Both tests may be used to launch a discussion of what it means to be a citizen of the United States.

*Teaching note:* The "Good Moral Character" section of the **General Naturalization Requirements** page on the USCIS Web site contains material that may be inappropriate for students.

To learn how an immigrant can become a naturalized citizen of Canada, visit the Citizenship and Immigration Canada Web site at [www.cic.gc.ca/english/index.html](http://www.cic.gc.ca/english/index.html) (English) or [www.cic.gc.ca/francais/index.html](http://www.cic.gc.ca/francais/index.html) (French). Click on "Citizenship" and then "Education and Activities" to reach a variety of information about citizenship requirements, activities for welcoming new citizens, and related topics.

### **African-American Slave Family Segment**

- Remind students that the historic journey made by slaves from western Africa to the southern colonies or states is only one part of the journey families like Max's have made. Read the following explanation, provided by Max's mother:

"My husband's family came to Milwaukee from Mississippi as part of the 1940s immigration of a great number of African Americans, leaving the agricultural society in the south and moving to factories to work in the north.

"I came for different reasons. As a child in Arkansas, I picked cotton. My older sister worked helping a family that retired in Wisconsin, and she asked my mother if I could come live with her when I was ten. Every year after that I spent the summer at home in Arkansas,

then returned to Wisconsin in the fall to go to school. I made that decision every year because I thought I would get a better education in Wisconsin. Now I work as a teacher, and one of the things that I teach is to learn to love who you are.”

Have students map the journey Max’s family and ancestors have taken, from western Africa to Mississippi and Arkansas, and on to Wisconsin.

- Max’s mother also said, “Language is very important. It is so powerful that it is really one of the reasons that the slaves were left out of main society. They were not allowed to speak their own languages. They were not allowed to write, they were not allowed to be taught. I think that meant many years of isolation from their own culture.”

Discuss the importance of language. How does the slaves’ experience compare to those of other new arrivals? After their language was lost, how did the slaves’ descendants manage to re-create their cultural heritage? Invite students who have observed Kwanzaa, attended festivals celebrating African culture, visited an African country, or taken relevant music or dance lessons to share their experiences with the class.

### **Kosovar Refugee Family Segment**

Ask students to imagine that they fled from a nation torn by war, as Besart and his sisters did. Have them write a letter to a friend or relative back home describing their journey, including what they like and don’t like about their new home, and what their hopes and fears are. As refugees who could take from their homes only what they could carry, what items would they bring? What would they leave behind?

## **Guide Resources**

- [Individual Quilt Blocks](#) (p. 21)

## **References and Resources**

### **For Teachers**

*Been Here So Long: Selections from the Works Progress Administration American Slave Narratives.* Gleaned from interviews conducted by WPA staff from 1936 to 1938, this work contains 17 accounts of ex-slaves. Useful background for educators. The Web site at [www.newdeal.feri.org/asn/index.htm](http://www.newdeal.feri.org/asn/index.htm) includes links to related online resources.

*Dreamseekers: Creative Approaches to the African American Heritage,* edited by Anita Manley and Cecily O’Neill. Heinemann, 1997, ISBN 0435070452 (paperback). A range of ideas for exploring slavery, hardship, injustice, courage, and resistance through drama and role-playing.

*Ellis Island and the Peopling of America: The Official Guide*, by Virginia Yans-McLaughlin and Marjorie Lightman. New Press, 1997, ISBN 10565843649 (paperback). Photographs, charts, activities, and a bibliography for studying both immigration and migration in the United States.

*Families and Freedom: A Documentary History of African American Kinship in the Civil War Era*, edited by Ira Berlin and Leslie S. Rowland. New Press, 1998, ISBN 1565844408 (paperback). Letters and personal testimony by African Americans describe the roles they played in ending slavery, how freedom changed their lives, and how the heritage of emancipation remains unresolved.

*Family Tree Maker*, a software program from Genealogy.com, is a useful research tool with a host of features, including heirloom-quality printouts and an easy wizard for creating an online family home page. Genealogy.com, P.O. Box 22295, Denver, CO, 80222; telephone: 800/548-1806; fax: 877/849-9541; Web site: [www.genealogy.com](http://www.genealogy.com).

*Flight to Freedom*, by Patrick Rael. Bowdoin College's Educational Technology Center, 2001. This interactive simulation (<http://ssad.bowdoin.edu:9780/projects/flighttofreedom/intro.shtml>) is based on autobiographies and personal narratives of enslaved African Americans who fled bondage and traveled North to freedom. A player chooses a persona and experiences events while escaping from the master's plantation in the South and finding the way to freedom with as many family members as possible. Includes links to related Web sites.

*The New Press Guide to Multicultural Resources for Young Readers*, edited by Daphne Muse. New Press, 1997, ISBN 1565843398 (hardcover). Valuable reviews of books and related materials organized by theme and reading level, including essays on key issues in multicultural education.

*Remembering Slavery: African Americans Talk about Their Personal Experiences of Slavery and Emancipation*, edited by Ira Berlin, et al. New Press, 1998, ISBN 1565844254 (hardcover plus two audio-cassettes). This book-and-tape package of interviews and transcripts features more than a dozen of the only known original recordings of people who actually experienced enslavement.

*Storytelling Discoveries: Favorite Activities for Young Tellers*, by Vivian Dubrovin. Storycraft Publishing, 2002, ISBN 0963833952 (paperback). Includes activities from the quarterly activity guide "Junior Storyteller" and [The Kids' Storytelling Club Web site](#).

*Tales as Tools: The Power of Story in the Classroom*, by Sheila Dailey. National Storytelling Press, 1994, ISBN 1879991152 (paperback). A valuable teaching tool to enhance reading and writing activities, as well as to improve listening skills.

*Unpuzzling Your Past: The Best Selling Basic Guide to Genealogy*, by Emily Anne Croom. 4th ed. Betterway Publications, 2001, ISBN 1558705562 (paperback). This new and expanded edition gives readers the tools and information they need to research their genealogy. It focuses on fundamental strategies for success — including how to interview sources and explore public records — and provides interesting examples of each step along the way.

### **For Students**

*Amistad: A Long Road to Freedom*, by Walter Dean Myers. Viking Penguin, 2001, ISBN 0141300043 (paperback). Triumph over indignity and injustice is chronicled in this true story of a rebellion by African captives aboard the slave ship *Amistad* in 1839.

*Come Home with Me: A Multicultural Treasure Hunt*, by Aylette Jenness. New Press, 1993, ISBN 156584064x (hardcover), 1565841182 (Spanish edition titled *Ven a Mi Casa*). This interactive book is about four immigrant children living in the United States who take readers on tours of their homes and neighborhoods. Age 9 and up.

*Cry Baby*, by Lynn Kramer. Macmillan Education Ltd., 1999, United Nations High Commissioner for Refugees (UNHCR). This book tells the story of a young refugee girl named Zion who finds herself in a new home after fleeing from war. Zion has difficulty making friends because the other children see her as different. Through a heroic act, Zion shows that she is no different from the other children. To obtain *Cry Baby*, contact the UNHCR by telephone (41 22 739-8502), by e-mail (hqpi00@unhcr.ch); or in writing (UNHCR, CP 2500, 1211 Geneva 2 Depot, Switzerland).

*Do People Grow on Family Trees? Genealogy for Kids and Other Beginners*, by Ira Wolfman. Workman Publishing, 1989, ISBN 0894803484 (paperback). This guide shows children how to trace their past and share their discoveries with others. Ages 4 to 8.

*Freedom Train North: Stories of the Underground Railroad in Wisconsin*, by Julia Pferdehirt. Living History Press, 1997, ISBN 0966492501 (paperback). These true stories of fugitive slaves and abolitionists alike are told in a nonfiction text with a strong narrative voice.

- From Slave Ship to Freedom Road*, by Julius Lester. Penguin Putnam Books for Young Readers, 1999, ISBN 0140566694 (paperback). An intense, personal journey through the slave experience, as well as an examination of the true meaning of freedom. Age 9 and up.
- Grandfather's Journey*, by Allen Say. Houghton Mifflin, 1993, ISBN 0395570352 (hardcover). The richness and sadness of living and belonging to two countries are told through the eyes of a Japanese-American family.
- Home at Last*, by Susan Middleton Elya. Lee & Low, 2002, ISBN 1584300205 (library binding). This book illustrates multiple perspectives on the immigration experience. When Ana's family moves to the United States from Mexico, she practices English at school. Ana's mother, however, stays home with the younger children and struggles to adapt.
- The Invisible Thread: An Autobiography*, by Yoshiko Uchida. Beech Tree Books, 1995, ISBN 0688137032 (paperback). Faced with the humiliation of prejudice and internment in a concentration camp during World War II, the author found an "invisible thread that linked her to her Japanese heritage" and gave her courage and patience.
- Journey to Ellis Island: How My Father Came to America*, by Carol Bierman. Hyperion Press, 1998, ISBN 0786803770 (hardcover). The true story of a Jewish family's immigration experience from Russia to Ellis Island and a new life in America.
- A Kurdish Family (Journey Between Two Worlds)*, by Karen O'Connor. Lerner Publications, 1996, ISBN 0822597438 (paperback). A Kurdish family driven from its home in northern Iraq starts a new life in southern California.
- Letters to Grandma Grace*, by Victoria Francis. Macmillan Education Ltd., 1999. The children of a refugee family describe in letters to their grandmother the difficulties and hardships the family faces in adapting to its new home. To obtain *Letters to Grandma Grace*, contact the UNHCR by e-mail (hqpi00@unhcr.ch); by telephone (41 22 739-8502), or in writing (UNHCR, CP 2500, 1211 Geneva 2 Depot, Switzerland).
- On the Other Side of the Hill*, by Sibylla Martin. Macmillan Education Ltd., 1999. A boy living in a refugee camp has trouble making friends with the local children until a football game brings the two groups of children together. To obtain *On the Other Side of the Hill*, contact the UNHCR using the information directly above.

*The Orphan of Ellis Island: A Time-Travel Adventure*, by Elvira Woodruff. Scholastic, 1997, ISBN 0590482459 (hardcover). On a trip to Ellis Island, an orphan boy discovers the key to his past and what it feels like to belong to his “own” family.

*Remix: Conversations with Immigrant Teenagers*, by Marina Tamar Budhos. Henry Holt, 1999, ISBN 0805051139 (hardcover). Twenty young people who recently came to live in the United States — including Hmong boys in Wisconsin — talk about what they like and dislike about leaving their homeland and making a new home.

*Tell All the Children Our Story: Memories and Mementos of Being Young and Black in America*, by Tonya Bolden. Harry N. Abrams, Inc., 2001, ISBN 0810944960 (hardcover). The first book to trace growing up black in America, from the first recorded birth of a black child in Jamestown to the present day. This generously illustrated work includes interviews, diaries, news articles, and historical documents to bring to light how black children have worked, played, suffered, and rejoiced. Age 9 and up.

*Under the Quilt of Night*, by Deborah Hopkinson. Atheneum, 2001, ISBN 0689822278 (library binding). Dramatic illustrations and verse-like prose chronicle the suspenseful story of a young slave girl traveling the Underground Railroad to freedom. Ages 5 to 11.

*When Jessie Came Across the Sea*, by Amy Hest. Candlewick, 1998, ISBN 076361274X (paperback), 0763600946 (library binding). Beautiful illustrations help relate the story of an immigrant girl’s journey from a poor village in Europe to New York City.

*When the Soldiers Were Gone*, by Vera W. Propp. Penguin Putnam Books for Young Readers, 2001, ISBN 0698118812. In 1945, a young boy’s life changes when he leaves the family that protected him during World War II and moves with his birth parents from the Netherlands to Germany.

*When This World Was New*, by D.H. Figuerdo. Lee and Low Books, 1999, ISBN 1880000865 (hardcover). This picture book tells the story of Danilito, a young boy who moves with his parents from his homeland in the Caribbean to live in the United States. Ages 4 to 8.

## The Journey assessment activity

### Learning Goal

Students will consider the diverse experiences people have had on their journeys to North America.

### Correlations with NCSS Curriculum Standards

#### Culture

- *Early Grades:* 1b — give examples of how experiences may be interpreted differently by people from diverse cultural perspectives and frames of reference.
- *Middle Grades:* 1b — explain how information and experiences may be interpreted by people from diverse cultural perspectives and frames of reference.

### Activity Overview

Students explore the diverse experiences people have had on their journeys to North America. They will examine written and oral sources to understand peoples' lives in time and context, as well as in relationship to important historical events. They begin by reading about newcomers' journeys to North America. A set of focus questions guides students' comprehension of the readings. These questions also help students compare, in writing, the journey described in their reading with a journey featured in Program 8.

### Materials Needed

- Students' Culture Journals
- Student copies of **The Journey assessment rubric** (page 18)
- Novels, nonfiction narratives, or online accounts of journeys to a new home in North America. See the **Technology Link** (page 8) and **References and Resources** (pages 10-14) for suggestions. Consult your library media specialist for additional resource ideas.
- Student copies of **The Journey Focus Questions activity** sheet (pages 19-20)

### Teacher Instructions

#### The Assessment Rubric

At the beginning of the assessment activity, distribute the rubric to students and explain how you will use it to measure their achievement. Since there are two components to this assessment, it's best to review pertinent sections of the rubric with students as you move through the activity. Be sure that they understand the relevance of the criteria before proceeding with each part of the assessment.

### 1. Review

Ask students to re-read the responses they wrote in their Culture Journals to these Before-Viewing focus questions:

- How would I feel if I had to leave my home to go on a long trip?
- How would I feel if I didn't know when or if I could return to my home?
- How would I feel if I had to leave behind some family members or a family pet?

When they finish their review, invite several students to share their journal writings with the class. Lead a discussion that helps students identify the similarities and differences between these shared responses. Afterward, explain to students that they will shift their thoughts away from their own journeys to focus on the journeys of others who have come to North America.

### 2. The Journey Focus Questions activity sheet

Explain to students that they are going to read stories about journeys to North America and answer questions, in writing, about what they have read. Distribute **The Journey Focus Questions** activity sheet and go over the questions with the class. Inform students that they may answer these questions as they read or after they finish reading. As a class, read through the part of the rubric relevant to this activity, making sure that students understand the way in which their performance is being measured.

### 3. Student reading

Provide students with stories of one or more travelers' journeys. Or, guide students through an exploration of print and online accounts, as time and resources permit. You may wish to have different groups of students read about different types of travelers (immigrants, refugees, exiles, slaves, or migrants). You also can choose to have students focus only on historical accounts, only on present-day accounts, or both.

### 4. Journeys to North America writing activity

Begin this activity after the class completes the **The Journey Focus Questions** activity sheet. Explain to students that they are going to write four paragraphs comparing the journey they read about with one of the journeys described in Program 8. This program features the stories of a Russian immigrant family, an African-American slave family, and a Kosovar refugee family. Let students choose the video story they will compare with their reading, or assign the video-reading pairings.

View Program 8 again as a class or make it available for students to watch on their own. Advise students to take notes about the journey described in their selected video story. Tell them to keep in mind that they will be writing about **how it is similar to** and **how it is different from** the journey described in the story they read.

You may wish to have students do the writing for this activity in their Culture Journals. Also, go over with the class the section of the rubric corresponding with this activity.

**Quick Version**

In lieu of steps 2 through 4, select one reading from **References and Resources** (pages 10-14) and engage the class in a shared reading activity. Then, lead students in a discussion about the things they learned about the journey experience.

# The Journey assessment rubric

Explore the different experiences people have had on their journeys to North America.

Name \_\_\_\_\_

Date \_\_\_\_\_ ID# \_\_\_\_\_

ACTIVITY	RESULTS			
	Just Beginning 1 point	On My Way 2 points	Almost There 3 points	Well Done 4 points
The Journey Focus Questions	Answered 2 questions. Answers were unclear. Answers showed that I understood little of the reading.	Answered 3 questions. Answers were vague. Answers showed that I understood some of the reading.	Answered 4 questions. Answers were understandable. Answers showed that I understood most of the reading.	Answered 5 questions. My answers were well stated. Answers showed that I understood all of the reading.
Journeys to North America Writing	Wrote 1 paragraph. Gave 1 example of alike and different. Example was unclear.	Wrote 2 paragraphs. Gave 2 examples of alike and different. Examples were vague.	Wrote 3 paragraphs. Gave 3 examples of alike and different. Examples were understandable.	Wrote 4 paragraphs. Gave 4 examples of alike and different. Examples were well stated.

Correlations with NCSS Curriculum Standards — Culture

- Early Grades: 1b — give examples of how experiences may be interpreted differently by people from diverse cultural perspectives and frames of reference.
- Middle Grades: 1b — explain how information and experiences may be interpreted by people from diverse cultural perspectives and frames of reference.

Name \_\_\_\_\_

Date \_\_\_\_\_ ID# \_\_\_\_\_

## *The Journey Focus Questions*

**Directions:** Write down the title of the story you read and then answer the focus questions.

I read \_\_\_\_\_

**Focus Question 1:** What is the name of the story's main character?  
Describe the journey this person made.

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**Focus Question 2:** How does the main character tell her or his story?  
*Mark an "X" next to the correct answer.*

- \_\_\_\_\_ It is written by the main character in a letter or memoir.
- \_\_\_\_\_ It is told by the main character to someone who then writes down the story.
- \_\_\_\_\_ It is a fictional account.
- \_\_\_\_\_ It is not clear how the main character tells her or his story.



## Individual Quilt Blocks

