



FAMILY HISTORY SCRAPBOOK



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博物
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**CHINESE
AMERICAN
MUSEUM**

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Los Angeles, CA 90012

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INTRODUCTION

Thank you for your interest in the Family History Scrapbook project created by the Chinese American Museum. The Museum is proud to provide students, parents/guardians, and teachers with this fun and valuable resource to help promote cultural harmony, understanding, and appreciation. It is the mission of our Museum to foster a deeper understanding of America's diverse heritage by researching, preserving, and sharing the history, rich cultural legacy, and continuing contributions of Chinese Americans. We hope that through the Family History Scrapbook activities you will learn about the importance of preserving family history.

CHILDREN & FAMILIES

The Family History Scrapbook program is designed to help children and families explore and share your heritage through activities about your family tree, heirlooms, and favorite family recipes and music. By exploring, recording, and interpreting your own family history, you can learn more about your family's personal history and be an active participant in discovering and sharing California's multicultural heritage. The activities in the Family History Scrapbook are intended for you and your family to complete together.

We hope you'll enjoy this Family History Scrapbook activity book and the time you spend discovering with your family!

TEACHERS & EDUCATORS

We hope that educators will take advantage of the Family History Scrapbook program as a supplement to your visit to the Chinese American Museum, and as a teaching toolbox to enhance your classroom lessons on California history, United States history, immigration, writing, and visual art. We encourage teachers to prepare and assist students with the *Family History Scrapbook* activities.

CURRICULUM STANDARDS

California Content Standards for History-Social Science

Grade 4

4.3.4 The immigration and migration to California between 1850 and 1900; its diverse composition, the countries of origin and their relative locations, and the conflicts and accords among diverse groups (e.g. the 1882 Exclusion Act).

4.4.3 The rapid American immigration, migration, settlement and growth of towns and cities (e.g. Los Angeles).

Grade 5

5.8.1 The waves of immigration from Europe between 1789 and 1850.

5.8.5 The continued migration of Mexican settlers into Mexican territories of the West and Southwest.

Grade 8

8.6.3 The reasons for the wave of immigration from Northern Europe to the United States, and the growth in number, size, and spatial arrangements of cities.

8.6.4 The lives of black Americans who gained freedom in the North and founded schools and churches to advance black rights and communities.

8.12.5 The location and effects of urbanization, renewed immigration, and industrialization (e.g. effects on social fabric of cities, wealth and economic opportunity, and the conservation movement).

8.12.6 The new sources of large-scale immigration and the contribution of immigrants to the building of cities and the economy; the ways in which new social and economic patterns encouraged assimilation of newcomers into the mainstream amidst growing cultural diversity; and the new wave of nativism.

The activities in this book are suggested for grades 4 to 8.

ACTIVITY 1 MAKING A FAMILY TREE

Every family has a significant history that is connected to the larger history of the city, state, and country that they live in. One of the best ways to learn more about your family history is to make a family tree. A family tree is a visual record of your family history and can include information like names, birthdays, and personal notes for each of your family members. You can design your family tree beginning with grandparents, parents, aunts, uncles, brothers and sisters, and even pets!



OBJECTIVES

- ♦ To engage in intergenerational exchange.
- ♦ To make a family tree.

MATERIALS

Pictures (or photocopies of pictures), markers or crayons, pen or pencil, glue or tape, construction paper.

PROCESS

STEP 1

Look at the example of a family tree in Appendix C. A family tree shows how the different people in your family are related, and includes information like birthdays, places of births, jobs, etc. Every family tree looks different because every family is different.

STEP 2

Before you make your family tree, complete Worksheet 1A and Worksheet 1B. Ask your mother, father, or other family members for help if you do not know the information.

STEP 3

Make a practice draft of your family tree that includes your grandparents, parents, aunts, uncles, cousins, and brothers and sisters. Go as far back as you can. Write down the names of all the family members that you know. Ask a family member to help you with people in your family that you have never met or do not know well. Draw lines to show relationships between family members.

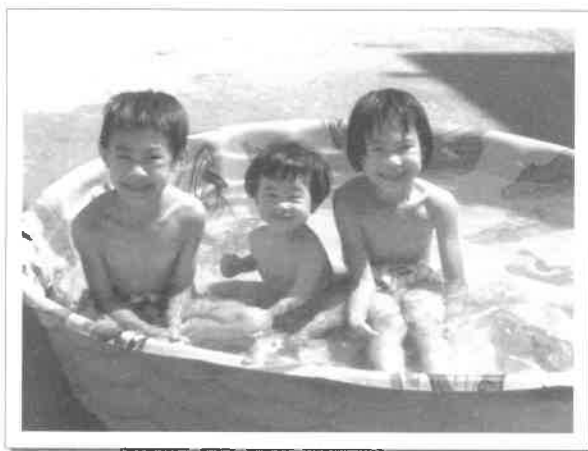
STEP 4

Include as much information as you know in your family tree.

Information such as birthdays, places of births, years of marriage, or any other personal information can be added to your family tree. You can ask a family member to help you with getting more information about each family member.

STEP 5

Collect pictures of family members to include in your family tree. You can also make photocopies of pictures. If there are no pictures of certain family members, you can draw something that reminds you of that person.



STEP 6

After you finish the practice draft of your family tree, copy it onto Worksheet 1C. You can glue photos, draw pictures, and personalize your family tree with stickers, construction paper, glitter, and anything else you can think of to make your family tree unique. 📌

WORKSHEET 1A ALL ABOUT MY MOM

My mom's full name is _____.

She was born in _____
city/town state country

My mom speaks _____
list language(s)

She grew up in _____
name of city/town country

If she was born outside the United States, she came to the United States in _____
year

My mom's parents:

My mom's father's name is _____.

He was born in _____
country

My mom's mother's name is _____.

She was born in _____
country

My mom's family has been in Los Angeles for _____ years.

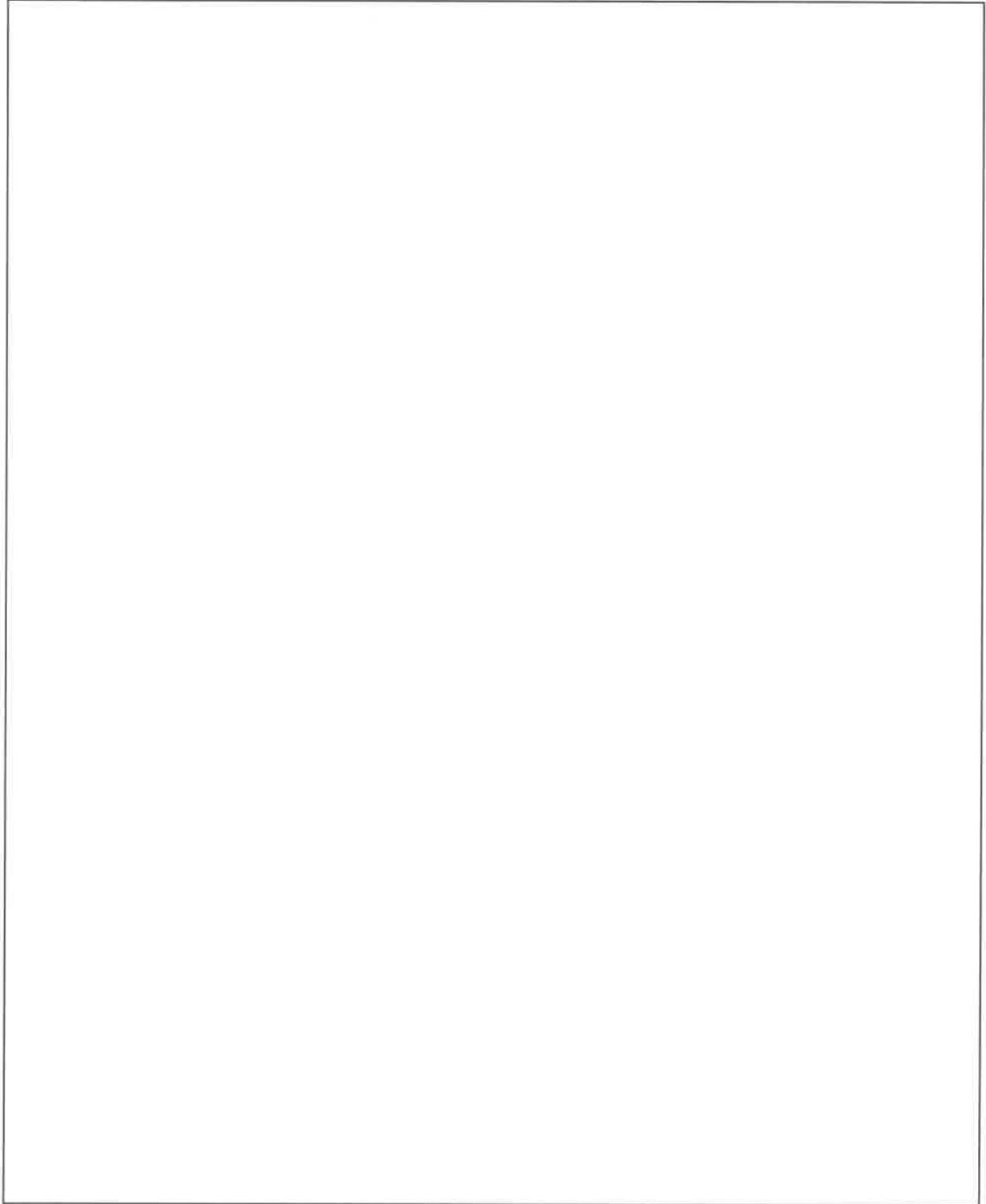
My mom has _____ brothers and _____ sisters.

As a young girl, my mom liked to _____

_____.
list hobbies, sports, or favorite activities

A PORTRAIT OF MY MOM

Paste or draw a picture of your mother here.



WORKSHEET 1B ALL ABOUT MY DAD

My dad's full name is _____.

He was born in _____
city/town state country

My dad speaks _____
list language(s)

He grew up in _____
name of city/town country

If he was born outside the United States, he came to the United States in _____
year

My dad's parents:

My dad's father's name is _____.

He was born in _____
country

My dad's mother's name is _____.

She was born in _____
country

My dad's family has been in Los Angeles for _____ years.

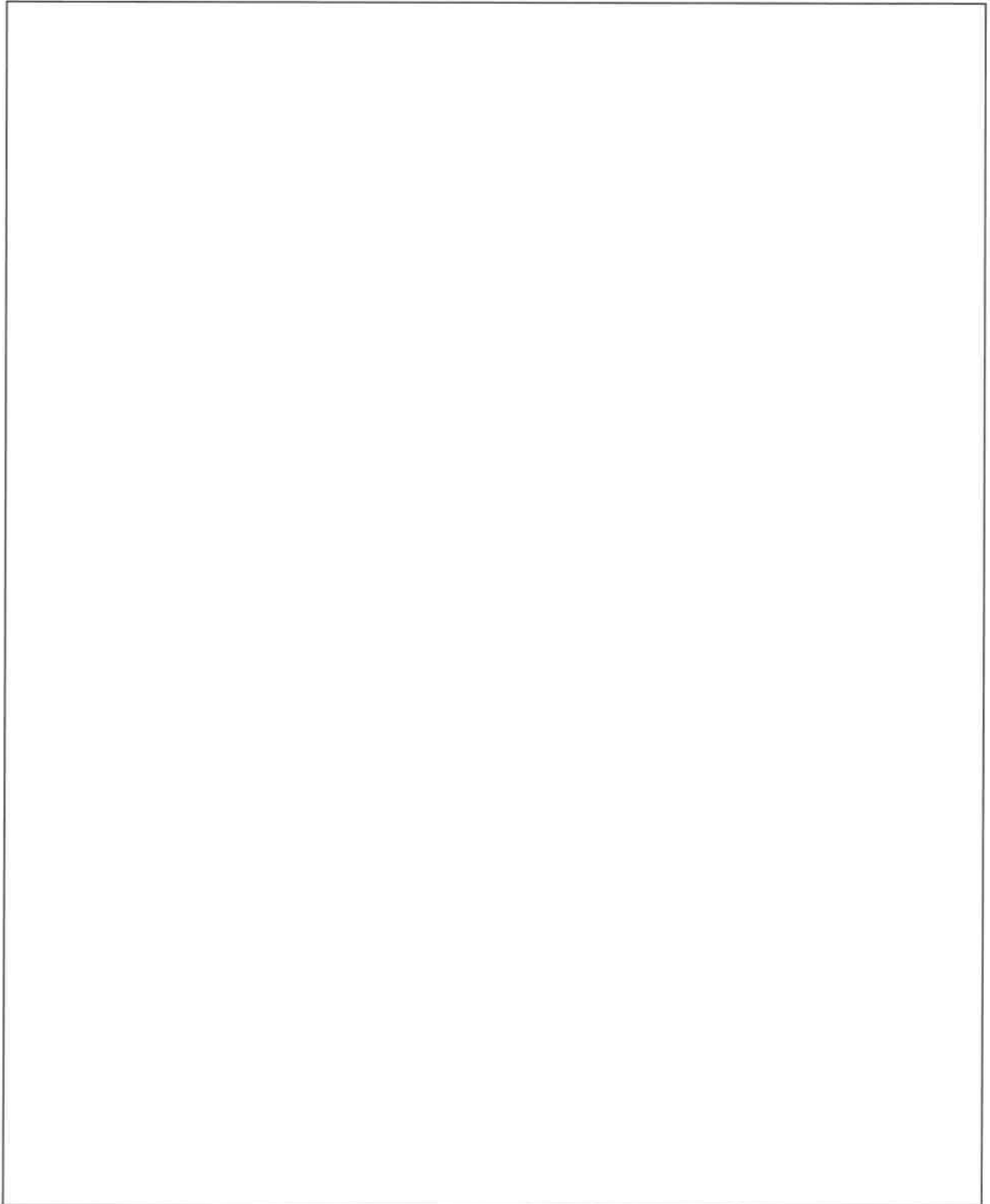
My dad has _____ brothers and _____ sisters.

As a young boy, my dad liked to _____

hobbies, sports, or favorite activity

A PORTRAIT OF MY DAD

Paste or draw a picture of your father here.



WORKSHEET 1C MAKING A FAMILY TREE

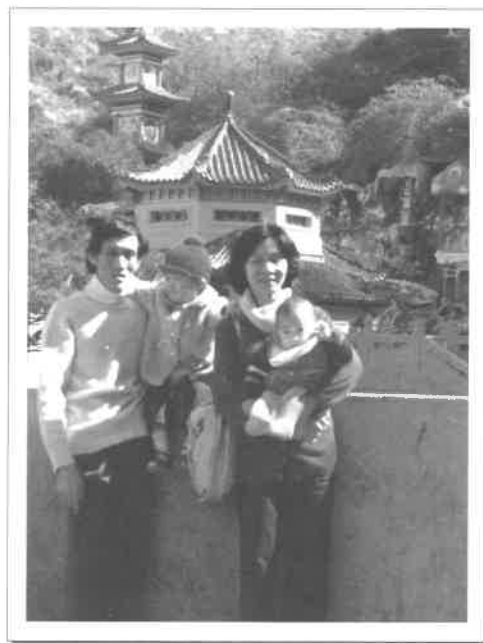
Use these two pages to make your family tree. You can draw pictures, paste photos, and write down personal information.

ACTIVITY 2 CHARTING MY FAMILY'S IMMIGRATION

Who was the first person in your family to come to live in the United States? From which part of the world did your family come or immigrate? From which country did your family come or immigrate? Why did you/they leave your/their home country? Families immigrate for many different reasons and it's important to understand these reasons. In this activity, you will find out more about your family's immigration history and be able to locate countries on a world map.

OBJECTIVES

- ♦ To chart your family's immigration on a world map.
- ♦ To identify countries on a world map.



MATERIALS

Markers or crayons, pen or pencil, an atlas.

PROCESS

STEP 1

An immigrant is someone who chooses, or is forced, to leave one country to live in another country. People leave their home countries to live in another country for many reasons: to find work, to go to school, to start a business, to have more freedom, to have more opportunities, to join family, etc. Think about why you or your family came to the United States.

STEP 2

Ask a family member to help you answer the questions about your family's immigration history in Worksheet 2A.



STEP 3

Look at the world map in Worksheet 2B. Find the country (or countries) where you/your family immigrated from and draw a star on the country (or countries). If your family has only lived in the United States, draw a star on the United States.

STEP 4

Find the country (or countries) where you have family members living and draw a triangle on the country (or countries).

STEP 5

Find the countries you have visited. Color these countries in red. Find the countries you would like to visit some day. Color these countries in blue. 🌍

WORKSHEET 2A QUESTIONS AND ANSWERS

The first person/people in my family to come to live in the United States was/were:

My family came to live in the United States because:

The year my family immigrated to the United States was:

WORKSHEET 2A *continued*

I have family members living in (list the countries here):

I would like to visit these countries someday:

I want to visit these countries because:

WORKSHEET 2B CHARTING MY FAMILY'S IMMIGRATION ON A WORLD MAP





Look at the world map and follow the instructions:

1. With the help of an atlas, find the country/countries where you/your family is originally from.
2. Draw a star on the country/countries that people in your family are from.
3. Find the country/countries where you have family members living. Draw a triangle on them.
4. Find the country/countries where you have visited. Color them red.
5. Find the country/countries where you would like to visit someday. Color them blue.

ACTIVITY 3 THE FAMILY SUITCASE

Imagine you are going to leave your home country to travel to another place to live. Where would you go? Who would you go with? What would you bring? Many families that immigrate to another country have to make difficult decisions about what to bring with them. There are families that could bring many things and other families that could only bring a few things with them. What would you bring if you were to travel to another place to start a new life? What did your family bring with them when they first came to the United States?

OBJECTIVE To find out what a member of your family brought when he/she came to the United States.

MATERIALS Markers or crayons, pen or pencil, magazines or newspapers (optional).

PROCESS

STEP 1

Imagine that you are going to take a trip. What would you pack in your suitcases? Who would go with you? Where would you go? Why would you go there? How long would you like to stay?

STEP 2

Now, imagine that you are leaving your home and moving to a new country to live. You may have many questions: Why am I leaving? Where am I going? Who will be going with me? What should I bring with me to the new country? Will I ever come back to my home country?

STEP 3

Ask a family member (parent, grandparent, aunt, uncle, etc.) about what he/she brought when he/she came to the United States. Ask him/her each question in Worksheet 3A.

STEP 4

You are going to draw in Worksheet 3B six items that your family member brought to the United States. Draw and name each item. You can also cut pictures from magazines and newspapers instead of drawing the items. Make sure that you label each item that you cut from magazines and newspapers. 🖍

WORKSHEET 3A QUESTIONS AND ANSWERS

Ask a family member about the things they brought in their suitcase:

What are two things that you brought that you cannot find or buy in the United States:

Do you still have some of the things in your home now? If no, what happened to these things?

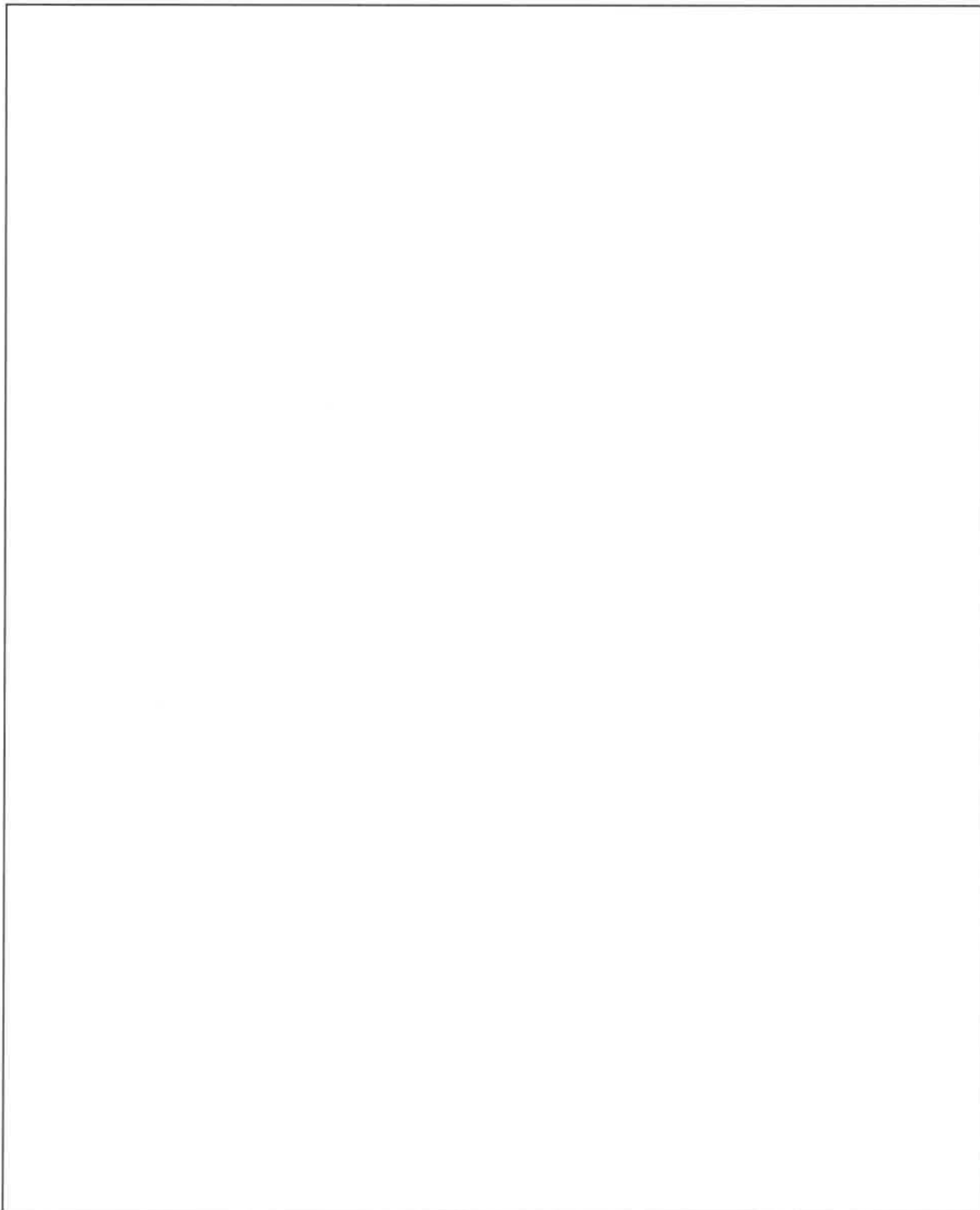
What were two problems that you had when you first arrived in the United States? How did you solve these problems?

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Who are two people who helped you when you first arrived in the United States? What did they do to help you?

WORKSHEET 3B DRAW MY FAMILY SUITCASE

Draw and label six things that your family brought with them when they came to the United States.

A large, empty rectangular box with a thin black border, intended for a student to draw and label six items brought by their family to the United States.

ACTIVITY 4 THE LEFT-BEHIND SUITCASE

Many families that immigrate to another country are not able to bring many things in their suitcases. For many reasons, some families bring nothing with them at all. There are usually many things and people that are left behind when families move to another country to live. In this activity, you will learn about what your parents, grandparents, or other family members left behind when they came to live in the United States.

OBJECTIVE Find out what a family member left behind when he/she came to the United States.

MATERIALS Markers or crayons, pen or pencil, magazines or newspapers (optional).

PROCESS

STEP 1

Imagine that you are leaving your home and moving to a new country to live. You may have many questions: What would make me leave my homeland? Where should I go? Who will be going with me? What should I bring with me to the new country?

STEP 2

Ask a family member (parent, grandparent, aunt, uncle, etc.) about what he/she left behind when he/she came to the United States. Ask your family member the questions in Worksheet 4A.

STEP 3

You are going to draw in Worksheet 4B six items that your family member had to leave behind when he/she came to the United States. Draw and name each item. You can also cut out pictures from magazines and newspapers of the items instead of drawing them. Make sure that you label each item that you cut from magazines and newspapers.

WORKSHEET 4A QUESTIONS AND ANSWERS

Ask a family member about the things in the left-behind suitcase:

Describe two things that you left behind when you came to the United States:

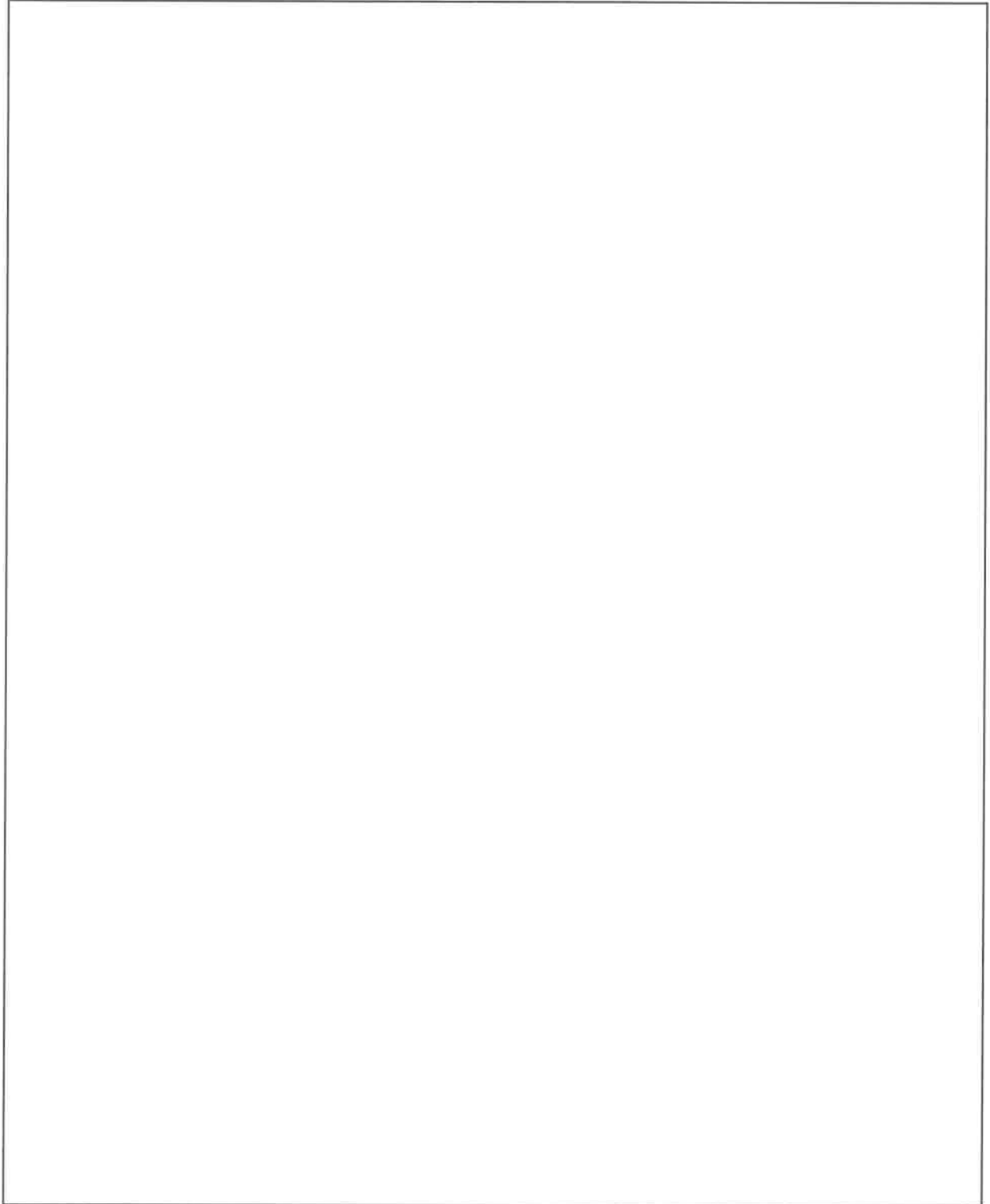
What happened to the things you left behind?

What are two things you wish you could have brought with you to the United States?

Why couldn't you bring these two things with you to the United States?

WORKSHEET 4B DRAW MY LEFT-BEHIND SUITCASE

Draw and label six things your family was not able to bring to the United States.

A large, empty rectangular box with a thin black border, intended for a student to draw six items their family could not bring to the United States. The box occupies the majority of the lower half of the page.

ACTIVITY 5 ORAL HISTORY

Everyone in a family has stories to tell. Who in your family likes to tell stories? What are these stories about? You may have heard many of these family stories, but if you do not write them down, you may forget them. Family stories are important because you can learn more about yourself and your family history. In this activity, you are going to interview an older family member, like a grandmother or grandfather, about his/her memories, experiences, and special occasions.



OBJECTIVES

- ♦ To interview a family member about his or her life.
- ♦ To learn more about doing oral family history.
- ♦ To engage in intergenerational exchange.

MATERIALS

Markers or crayons, pen or pencil, tape recorder, audio cassette tape, photograph of person to be interviewed (optional).

PROCESS

STEP 1

Ask a member of your family, like your grandfather or grandmother, if you can interview him or her.

STEP 2

An oral history interview is when you ask someone about their memories, experiences, and special occasions in their lives. Look at "Tips For Doing Oral History" in Appendix B at the end of the book for tips on how to do a good oral history interview.

STEP 3

Prepare for your interview. Look at the questions in Worksheet 5A. Write down some more questions of your own. Try to get a tape recorder and a blank audio tape so you can record the interview. If you cannot get a tape recorder, write down all the answers to the questions during the interview.

STEP 4

Schedule a day and time for the interview with your family member. Find a quiet place on the day of the interview so you will not be disturbed. Turn on the tape recorder and press record. Start asking your questions. Make sure you give enough time for your family member to answer the questions.

STEP 5

After the interview, ask your family member for a photograph of him or herself. Glue or tape the picture onto Worksheet 5A. If you cannot get a photograph, draw a picture.

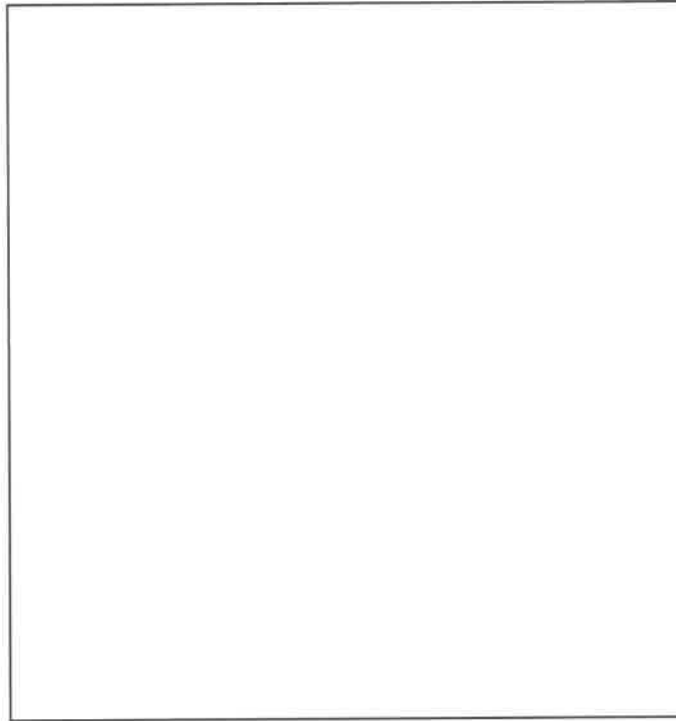
STEP 6

Now that you know more about your family member's life, write a story about it. Write a short story about something in his/her life in Worksheet 5B. You can draw a picture about a special event or experience in his/her life in Worksheet 5C. 🍷



WORKSHEET 5A ORAL HISTORY INTERVIEW

Draw a portrait or paste a picture of the family member you interviewed in the box.



Name of family member interviewed: _____.

He/She is my _____.

Interview a person in your family by asking these questions:

What was your first home like? What did it look like?

WORKSHEET 5A *continued*

What did you like to do when you were young? How often would you do this activity?

What is your favorite memory about going to school?

Who was your favorite teacher and why?

Describe the neighborhood where you grew up. (What did it look like? Who were your neighbors? What kinds of stores were there?)

If the family member you interviewed was the first person in your family to come to the United States, ask these questions:

How and when did you come to the United States?

What were some reasons why you came to the United States? How did you feel about leaving your home country?

Before you came to the United States, what did you imagine your life would be like here?

What did you think of the United States when you first arrived?

WORKSHEET 5A *continued*

Now, make up your own interview questions to ask:

Question: _____?

Answer:

Question: _____?

Answer:

Question: _____?

Answer:

Question: _____?

Answer:

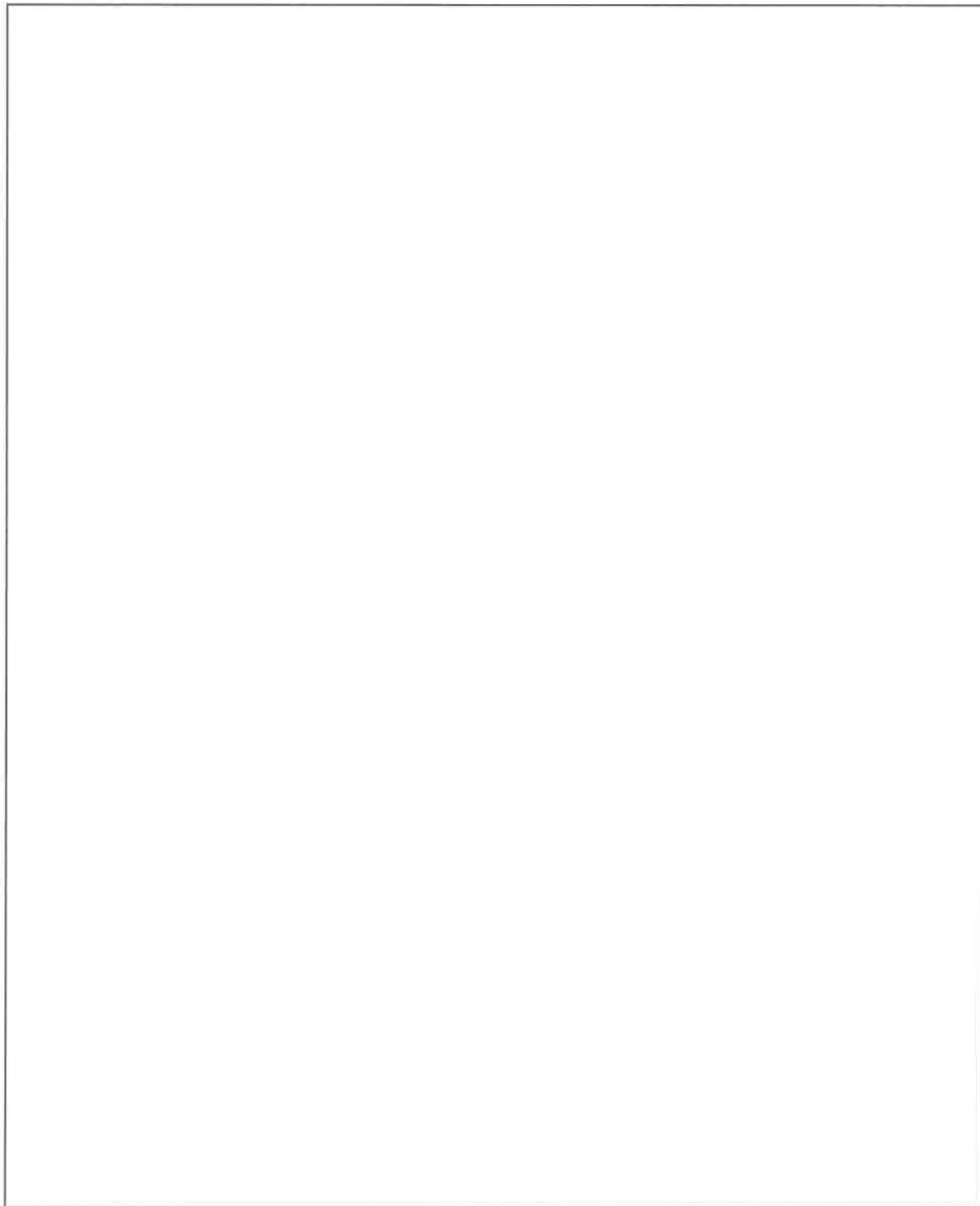
WORKSHEET 5B WRITE A SHORT STORY

Write a short story about the life of the family member you interviewed.

[illegible]

WORKSHEET 5C PICTURE OF A LIFE

Draw a picture about the life of the family member you interviewed.

A large, empty rectangular box with a thin black border, intended for a student to draw a picture about the life of a family member they interviewed.

ACTIVITY 6 TASTES LIKE HOME

PART I: FAMILY RECIPES

Every family cooks! Every family has a special or favorite dish they like to make and eat. Food is an important part of family life. What a family eats says a lot about the family's culture, traditions, and history. Think about a favorite dish or food in your family. This family dish or food can be something you eat often, or only on special days and holidays. You will interview a family member that knows how to make the food or dish, and you will draw and write down the recipe.

OBJECTIVES

- ♦ To interview a family member about a favorite family recipe.
- ♦ To record the favorite recipe through words and pictures.

MATERIALS

Markers or crayons, pen or pencil.



PROCESS

STEP 1

Think about your favorite foods at home. Again, these could be foods you eat often or only on special days or holidays. Make a short list of your favorite family recipes. Think about why you like these recipes.

STEP 2

Choose one favorite recipe from your list that you would like to learn more about.



STEP 3

Interview a family member who knows how to make the recipe. Ask this person about the history of the recipe and how to make and serve it. Look at the “Tips for Doing an Oral History Interview” in Appendix B for more information.

STEP 4

You will draw and write the family recipe you just learned about onto Worksheet 6A. You can either draw or write the ingredients and the steps to the recipe. It is recommended that you do a practice draft on a separate piece of paper before drawing and writing onto Worksheet 6A.

STEP 5

After you finish Worksheet 6A, answer the following questions in Worksheet 6B. Ask a family member to help you answer the questions. 🗣️

WORKSHEET 6A A FAMILY RECIPE

By _____ and _____ (chef)

Date: _____

Name of the food/dish: _____

Draw or list ingredients:

Describe how to make it (continue on the next page if necessary):

WORKSHEET 6A *continued*

WORKSHEET 6B QUESTIONS AND ANSWERS

Answer the following questions about the dish or food in Worksheet 6A:

Why do you like this dish?

When do you eat this dish?

What does it taste like?

What does it look like?

How do you serve it?

Why is this dish important in your family?

ACTIVITY 7 TASTES LIKE HOME

PART II: FOOD IN MY FAMILY KITCHEN

Many families have packaged foods in their kitchens. These packaged foods can be in cans, jars, bags, boxes, etc. Do you have canned foods in your family kitchen? What can you make with these canned foods? The kinds of canned foods you have in your family kitchen can say a lot about what your family enjoys eating. These canned foods also say something about your family's cooking traditions, culture, and heritage.



OBJECTIVE

To interview a family member about the food in your kitchen.

MATERIALS

Markers or crayons, pen or pencil, canned food label.

PROCESS

STEP 1

Look at the canned foods in your family kitchen. Canned foods come in containers of all shapes and sizes. They are round, rectangular, oval, etc. There are also different kinds of foods that can be found in cans: meat, vegetables, fruits, sauces, etc. Is there a special place where all the canned foods are stored in your kitchen?

STEP 2

Choose one canned food from your kitchen. It is especially fun and interesting to choose a canned food that has a label written in both English and another language.

STEP 3

Look carefully at the label of the canned food. If the canned food is in a language you cannot understand, look at the pictures.

STEP 4

You will copy and draw the label of your can of food onto Worksheet 7A. When you draw the label, make sure you copy the pictures and the words. You do not have to copy the nutritional information.

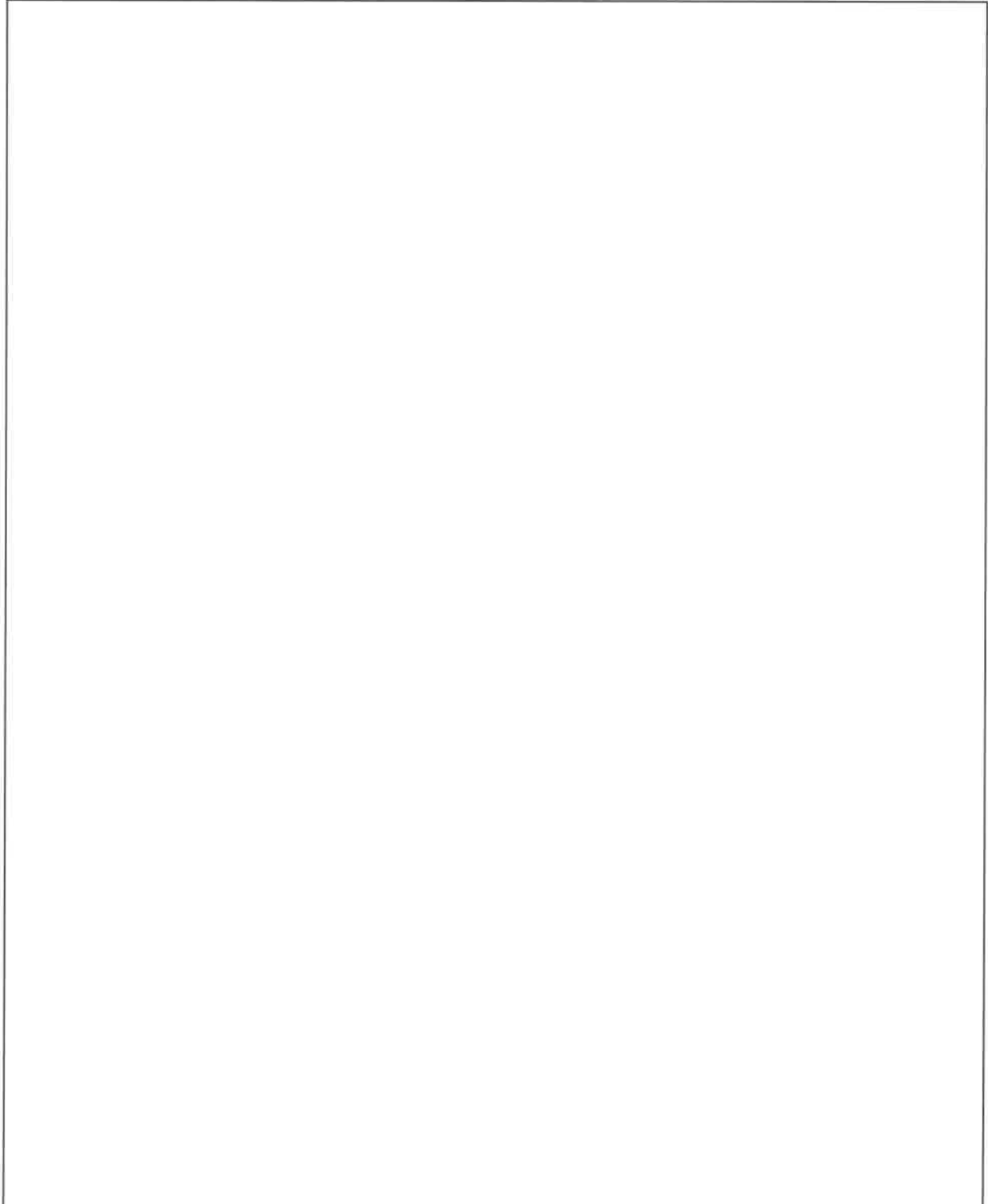
STEP 5

Ask a family member questions about the canned food in Worksheet 7B. 🍷



WORKSHEET 7A MY KITCHEN CUPBOARD

Draw a canned food label that you found in your family's kitchen.

A large, empty rectangular box with a thin black border, intended for a student to draw a canned food label. The box occupies most of the lower half of the page.

WORKSHEET 7B QUESTIONS AND ANSWERS

What kind of food is in the can?

What does it look like?

What does it taste like?

What does it smell like?

Where was the canned food bought?

What country is the canned food from?

What kinds of dishes can you make with this canned food?

ACTIVITY 8 FAMILY CELEBRATIONS

What does the word *celebration* mean to you? Families celebrate holidays and special events in different ways. How do you celebrate holidays and special events in your family like births, growing up ceremonies, birthdays, and weddings? Do you decorate the house, give gifts, or eat special foods? You will find out more about your family's cultural traditions during holidays and special celebrations.



OBJECTIVES

- ♦ To define the word *celebration* in your own words.
- ♦ To discover how your family celebrates holidays and special events.

MATERIALS

Markers or crayons, pen or pencil, magazines and newspapers (optional).

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PROCESS

STEP 1

What does the word *celebration* mean to you? Write down some words that help you describe the word *celebration* in Worksheet 8A. For example, you can use words like *happy*, *balloons*, or *family*.

STEP 2

Now look at the chart in Worksheet 8B. What are some of the holidays and special events that your family celebrates? What kinds of activities or games does your family do during celebrations? What kinds of foods do you eat? How do you decorate your house during these special holidays and events? Fill in the chart with information about your family celebrations. Ask a family member to help you.

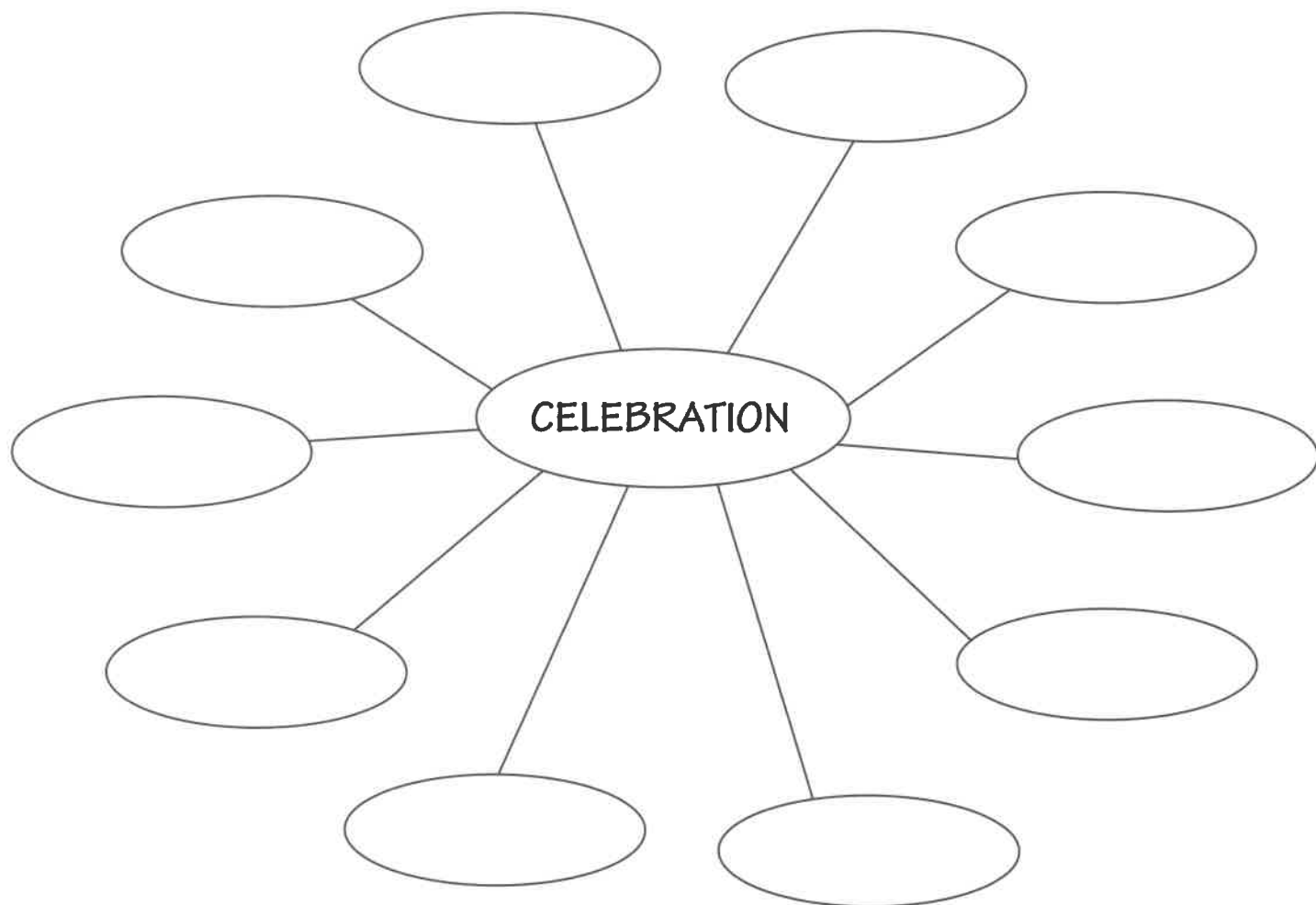
STEP 3

Now draw a family celebration — a holiday and/or a special event — on Worksheet 8C. Make sure to answer the questions at the bottom of the drawing. 🖍



WORKSHEET 8A WHAT'S IN A WORD?

Fill out the word cluster below. Write down words that help you define the word *celebration*.



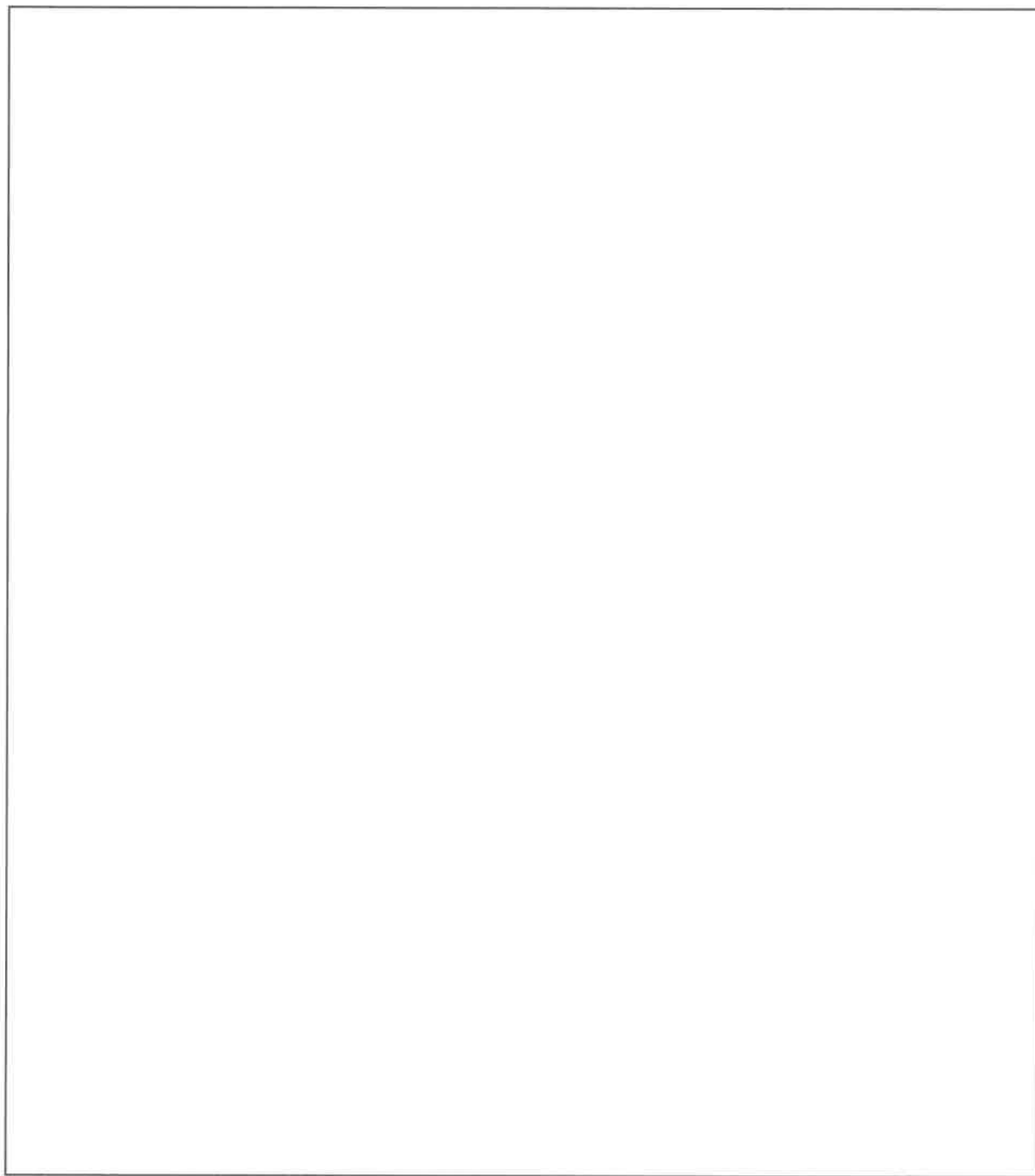
WORKSHEET 8B FAMILY CELEBRATION CHART

Fill this chart with information about your family celebrations.

EXAMPLE

| Name of Holiday or Special Celebration | Games & Activities | Foods & Drinks | Decorations |
|--|---|---|--|
| Chinese New Year | Older family members give red envelopes filled with money or candy to younger family members. | Families eat <i>tang yuan</i> (sweet rice ball soup), whole fish, noodles, roast pig, and other dishes. | Families clean the house and decorate with dishes of fresh fruit and candy, paper lanterns, etc. |
| | | | |
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| | | | |
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WORKSHEET 8C DRAW A FAMILY CELEBRATION



What is your family *celebration*? _____

Who is in your family *celebration*? _____

What are they doing? _____

ACTIVITY 9 A FAMILY TREASURE

Does your family have a special object that they keep at home, in a bank, or in their hearts and minds? Is this object something that they have kept for a long time? Is it something you can touch and see, like jewelry or a book? Or is it something that you cannot touch and see, like a memory or a song? An object that you can touch and see is a *tangible object*. An object that you cannot touch and see is an *intangible object*. You will ask a family member about a family treasure and discover the history behind this special object.



OBJECTIVES

- ♦ To find out about a family treasure or special object.
- ♦ To learn the difference between tangible and intangible objects.

MATERIALS

Markers or crayons, pen or pencil.

PROCESS

STEP 1

What is the difference between a tangible and intangible object? *Tangible* means something is physical and you can see and touch it. *Intangible* means ideas, stories, or memories that you cannot see or touch them. Look at the list below with examples of things that are tangible and intangible. Can you think of other tangible and intangible things?

Tangible

photographs, jewelry, medals, furniture, passports, birth certificates, cards, letters, diaries and journals, drawings, paintings, trophies

Intangible

stories, ideas, advice, jokes, songs and lullabies, recipes, memories

ACTIVITY 9 PROCESS *continued*

STEP 2

Does your family have a special object, either tangible or intangible? What is this object? Ask your mother, father, or another family member about a special family object. Tell them that this special object can either be tangible or intangible.

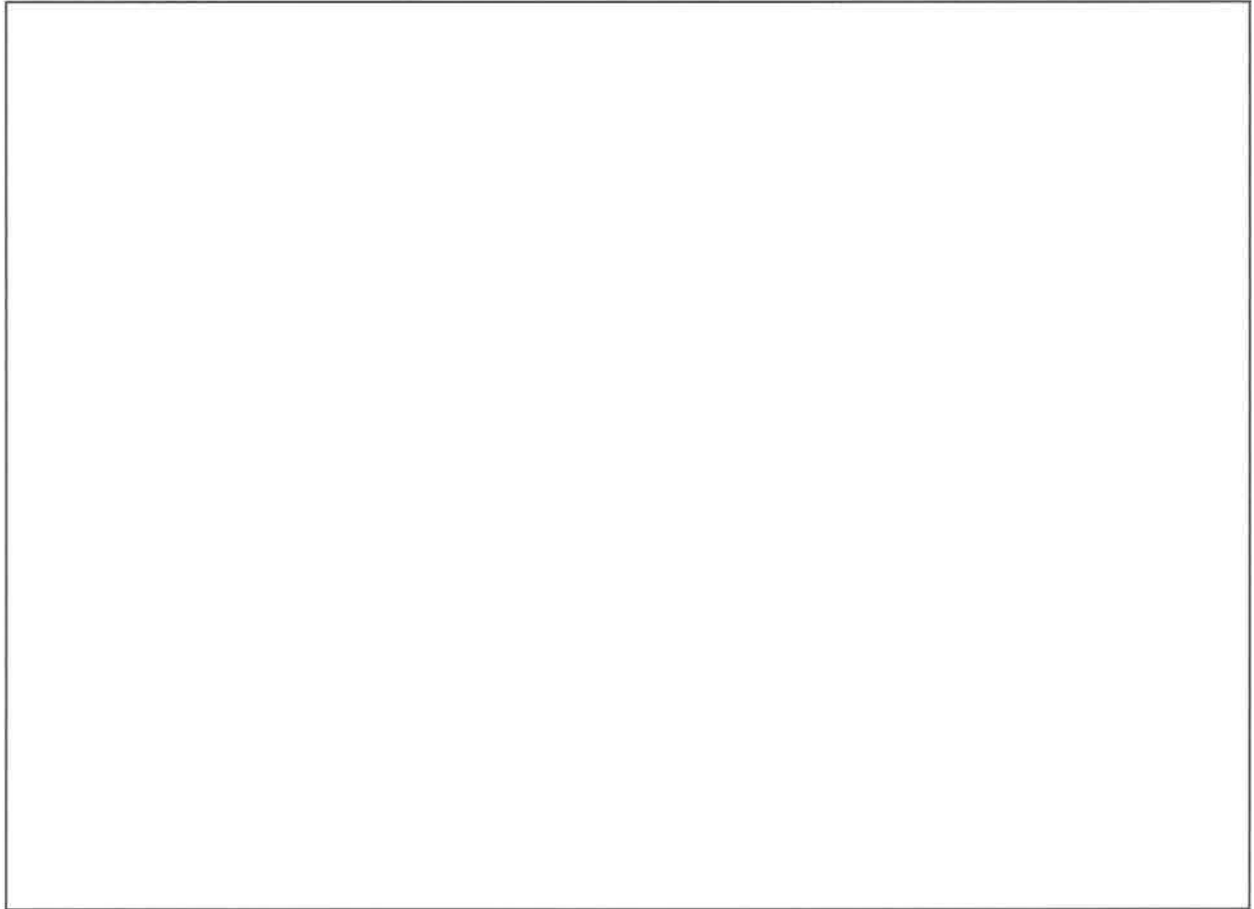
STEP 3

Draw the special family object in Worksheet 9. 



WORKSHEET 9 DRAW MY FAMILY TREASURE

Draw a picture of an object special to your family.



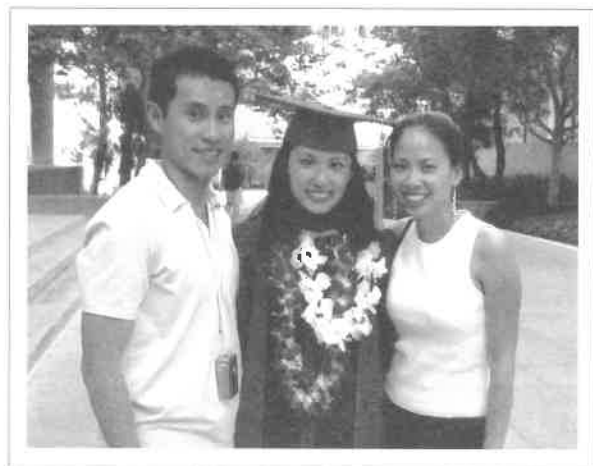
What is the name of your special family object?

Why is this object special in your family?

Write a few sentences about this special family object:

ACTIVITY 10 FAMILY HISTORY TIMELINE

What are some important events in your family's history? Have you been to a family wedding, graduation, or the birth of a new family member? Can you think of other important family events? In this activity, you can discover more about the different events in your family's history. You will make a timeline with the important events in your family.



OBJECTIVES

- ♦ To find out about the important events in your family's history.
- ♦ To learn how to make a timeline.

MATERIALS

Markers or crayons, pen or pencil, pictures (or photocopies of pictures).

PROCESS

STEP 1

Look at the two examples of a Family History Timeline in Appendix D. A timeline shows the major events over a period of many years. It can begin and end at any year you want. Think about some important events in your family's history.

STEP 2

Ask a family member to help you make a list of major family events. Put the events in chronological order, starting from the past to the present. Look at the samples of Family History Timeline for ideas. When you make the list of family events, try also to add the year or the decade for each event.

STEP 3

Write the events onto the timeline in Worksheet 10. Try to get a photograph of the event, or you can draw a picture. Make sure to label each event. 📷

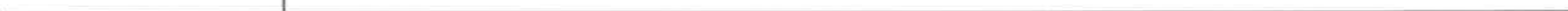
WORKSHEET 10 DRAW MY FAMILY TIMELINE

Record important events on the timeline by writing in descriptions of the events, drawing pictures, and/or pasting photos of the events. Remember to write in the year or date of the event.



event: _____

date: _____



event: _____
date: _____

ACTIVITY 11 FAMILY JOBS

What kinds of jobs do members of your family have? Do you know the different kinds of jobs your grandparents, aunts, and uncles have had? You will make a collage that shows the different jobs your family members have held. A collage is a paste-up image that is made by sticking together different pieces of paper, photographs, and cutouts from newspapers and magazines.



OBJECTIVES

- ♦ To find out about the different jobs in your family.
- ♦ To learn how to make a collage.

MATERIALS

Pictures (or photocopies of pictures), markers or crayons, pen or pencil, newspapers or magazines, glue or tape.

PROCESS

STEP 1

What kinds of jobs have your family members had? What kind of work do your parents do? What kind of work do/did your grandparents do? Did your family first come to the United States because of job opportunities? Think about all the different jobs and careers in your family.

STEP 2

Look at the example of a collage of family jobs in Appendix E. Remember that a collage is a paste-up image made by sticking together different pieces of paper, cutouts, photographs, and cut-outs from newspapers and magazines. Can you name the different kinds of jobs in the sample collage? How can you tell?

STEP 3

Ask a family member to help you make a short list of jobs that your family members have held. Ask your family member to explain a job if you are not sure what it is. Make a list of about four jobs from different family members.

STEP 4

Look at your list of four family jobs. Think about all the things that are related to the job. For example, if your mom is a nurse, you can think of things like a hospital, thermometer, or a white uniform. If your brother is a teacher, you can think of things like a desk, whiteboard, books, or a school. If your uncle is a car mechanic, you can think of things like a garage, cars, or tools. For each of your family jobs, list three to four things related to the job.


STEP 5

Now you are going to make your collage of family jobs on Worksheet 11A. You can draw your family jobs or you can also paste or tape photographs of your family jobs onto the worksheet. Look at all the things on your list that are related to each job. Go through old newspapers and magazines to find pictures of these things. If you find images of some of your family jobs in newspapers or magazines, cut those out and paste them onto your collage. Write labels or descriptions of each family job.

STEP 6

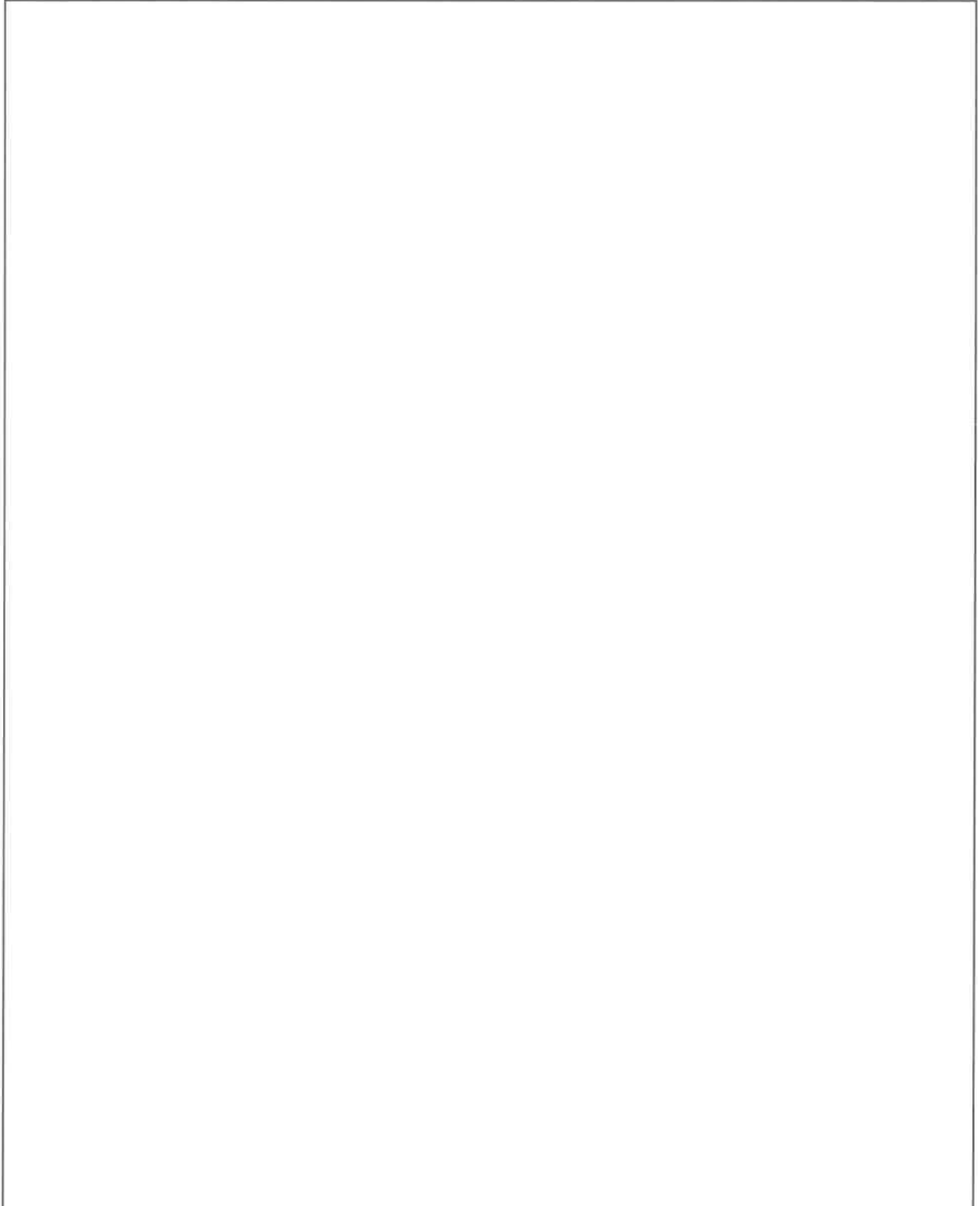
Remember, a collage is a paste-up image, so be creative with how you stick your photos and cutouts on Worksheet 11A. You are creating a miniature exhibition showing the different kinds of jobs your family has held.

STEP 7

After you finish the collage, answer the questions in Worksheet 11B. You can ask a family member to help you answer these questions. 

WORKSHEET 11A MAKE A COLLAGE OF FAMILY JOBS

Make a collage of jobs your family members have had.

A large, empty rectangular box with a thin black border, intended for students to create a collage of family jobs. The box occupies most of the page below the instructions.

WORKSHEET 11B QUESTIONS AND ANSWERS

Answer the following questions:

What are the family jobs in your collage? And who has that job in your family?

| Job Title | Family Member |
|-----------|---------------|
| | |
| | |
| | |
| | |

Has anyone in your family worked outside of the United States? If so, what job(s) did he/she have?

What kind of job would you like to one day have?

ACTIVITY 12 MUSIC AND MY FAMILY

What kinds of music does your family like? Does your family only listen to American songs or music? Does your family listen to music and songs in another language other than English? The kinds of music and songs your family listens to can say many things about your family's culture and traditions. You will find out some of your favorite family music and songs and discover how music is connected to culture, heritage, and memories.



OBJECTIVES

- To find out about the different music your family enjoys.
- To discover the culture behind music and songs.

MATERIALS

Markers or crayons, pen or pencil.

PROCESS

STEP 1

What kinds of music do you enjoy? Is music very important in your life? Do you listen to music on the radio or from tapes and compact discs (CDs)? How do you feel when you listen to your favorite music?



STEP 2

What kinds of music does your family like? Do all of your family members like the same kind of music? Do any of your family members listen to songs that are not in English?

STEP 3

Ask a family member about his/her favorite music or song. Have him/her show you the record, tape, or CD of his/her favorite music or song.

STEP 4

Draw the cover of the record, tape, or CD of your family member's favorite music or song on Worksheet 12A. Make sure to write down on the worksheet the title of the album or any other words from the cover.

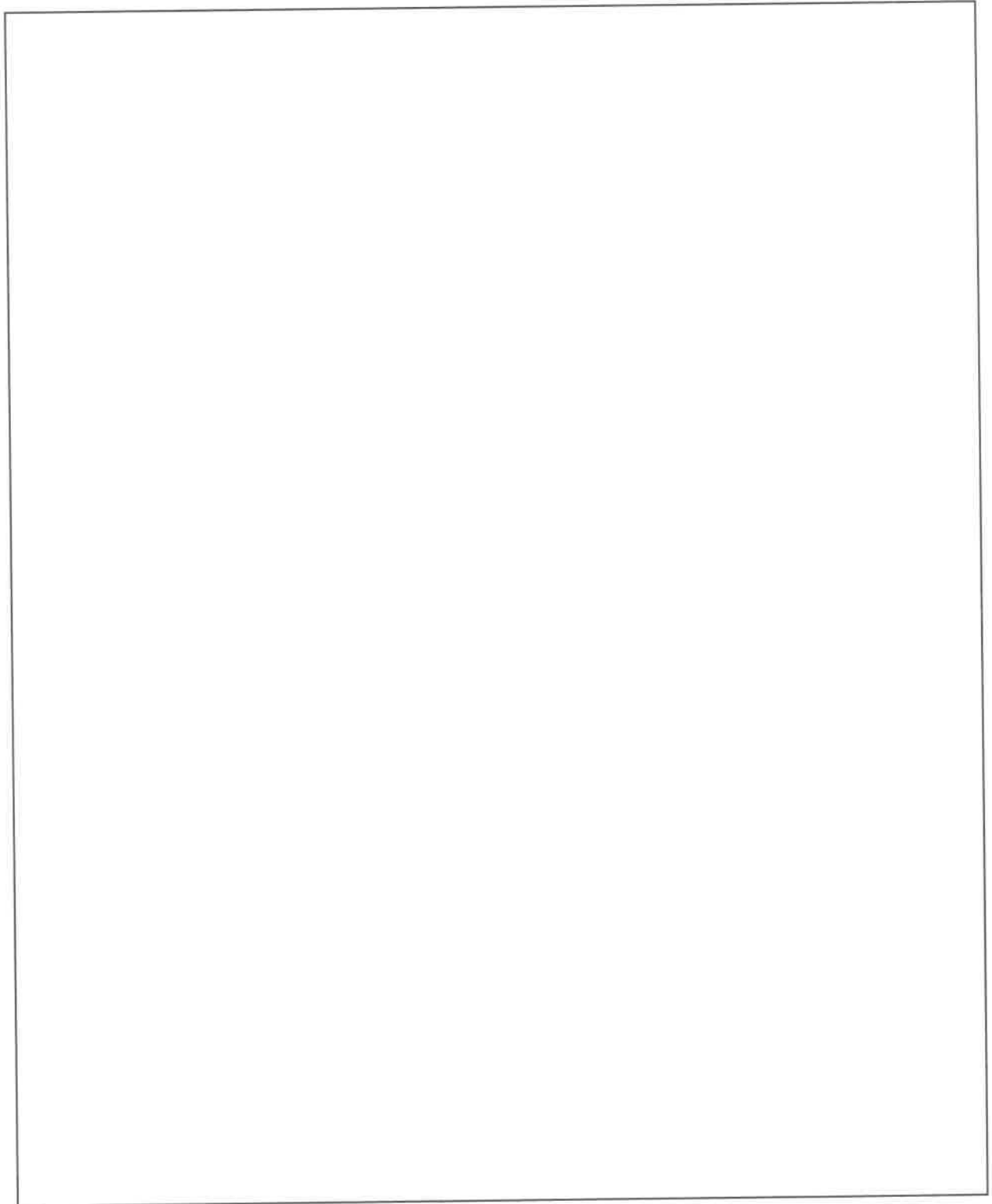
STEP 5

Write down the lyrics or words of your family member's favorite song on Worksheet 12B. 🎧



WORKSHEET 12A MY FAMILY'S FAVORITE MUSIC

Draw the record, tape, or CD cover of a family member's favorite music or song.

A large, empty rectangular box with a thin black border, intended for a student to draw a record, tape, or CD cover. The box occupies most of the lower half of the page.

WORKSHEET 12B WORDS TO A FAVORITE FAMILY SONG

Write down the lyrics or words to your family member's favorite song, then answer the questions at the bottom.

What is this song about? _____

Why is this song a family favorite? _____

When you listen to this song, what does it remind you/your family of? _____

APPENDIX A GLOSSARY

celebration *n.* A joyful occasion to honor a person or event (*e.g.* holidays).

chronological *adj.* Arranged in order by time and date.

collage *n.* A paste-up made by sticking together pieces of paper or photographic images to make an artistic image.

culture *n.* The characteristics of a society (*e.g.* art, beliefs, material goods).

family tree *n.* A drawing that shows the relationships between the different members of a family, especially over a long period of time.

heritage *n.* Characteristics such as culture or property handed down from preceding generations; tradition.

history *n.* Written accounts of the past (*e.g.* books, newspapers). See *oral history*.

immigrant *n.* A person who leaves one country to live in another.

immigrate *v.* To enter a foreign country for settlement.

immigration *n.* The movement of people from one place to another.

ingredients *n.* Materials used to create something.

intangible *adj.* Something that cannot be physically seen or touched. See *tangible*.

intergenerational *adj.* Between groups of different ages.

interview *n.* A question-and-answer conversation to gather information; *v.* to ask questions for information.

journey *n.* A trip from one place to another; *v.* to travel from one place to another.

memory *n.* Storage of information.

oral history *n.* Accounts of the past that are not written down (*e.g.* information from interviews or storytellers). See *history*.

portrait *n.* A representation of a person through art or photography.

recipe *n.* Instructions or directions for making something, usually food.

tangible *adj.* Something that can be touched. See *intangible*.

timeline *n.* A list of events, usually in chronological order.

tradition *n.* The customs and beliefs of a society; the passing down of a culture from generation to generation.

traditional *adj.* Following the accepted customs and beliefs of a society.

treasure *n.* A valuable, cherished object; *v.* to cherish an object.

APPENDIX B TIPS FOR DOING AN ORAL HISTORY INTERVIEW

Oral history interviews allow us to gather and preserve people's stories about their life experiences. These personal accounts told by the people who lived these events can offer future generations important lessons in history, tradition, culture, etc. When we do oral histories, we help to create a shared living history.

Here are tips for doing a successful oral history interview. Have fun and good luck!

ASKING QUESTIONS

There are two kinds of interview questions:

- ♦ **Yes/No questions:** These questions usually lead to a *yes*, *no*, or short response.
Example: Did you like wearing a uniform at school?
- ♦ **Open-ended questions:** These questions offer your interviewee (the person you are interviewing) a chance to talk more about a topic.
Example: Tell me about your first day of school.

Spend more time asking open-ended questions. Ask yes/no questions only to get basic information or to confirm an answer. Open-ended questions will give you a more comprehensive response, filled with detail and information. Here are some ways of asking open-ended questions:

- ♦ **Why** did you leave school at age 15?
- ♦ **Tell me** something about your childhood neighborhood.
- ♦ **Describe** the kinds of food you eat during holidays.
- ♦ **What** was the best part of going on family vacations?
- ♦ **How** did you feel when you graduated from high school?

Ask follow-up questions. Sometimes even if you ask open-ended questions, your interviewee may give just a short response. This may mean that you have to ask your question again in another way. Here is an example of asking a follow-up question:

Question *What was it like to be the only girl on the baseball team?*

Answer *It was really hard to be alone!*

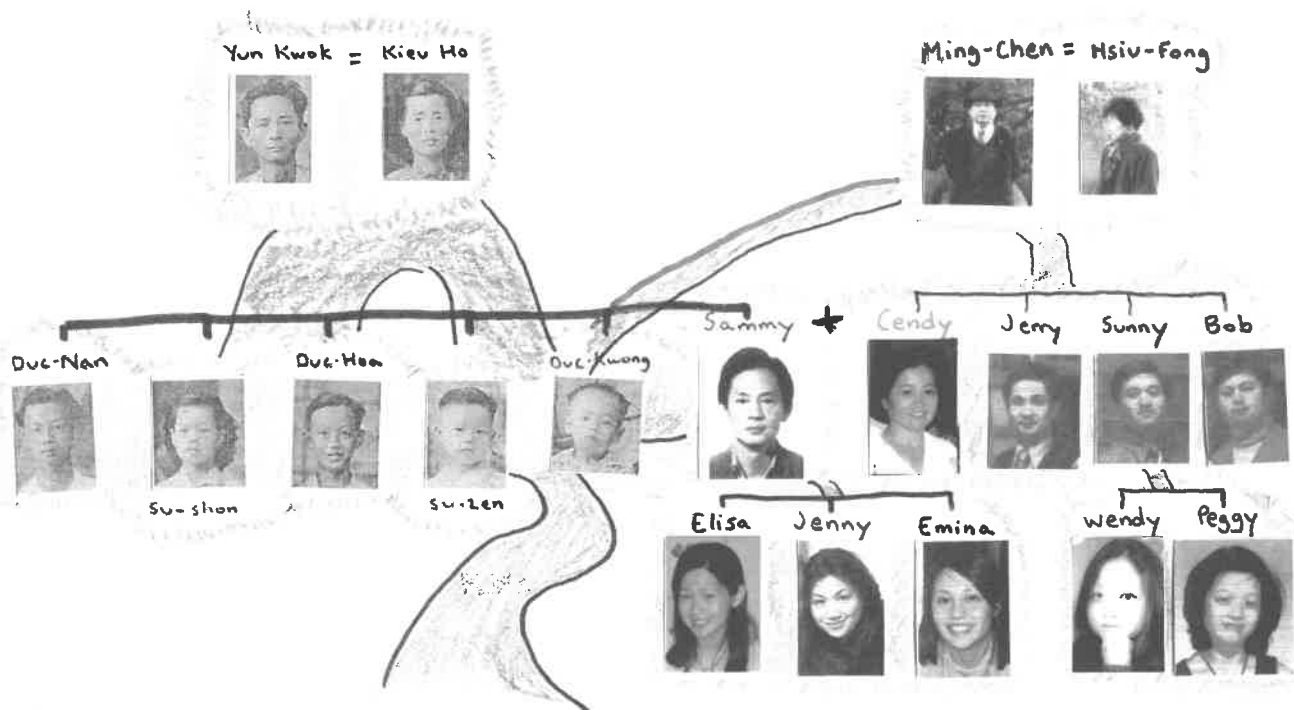
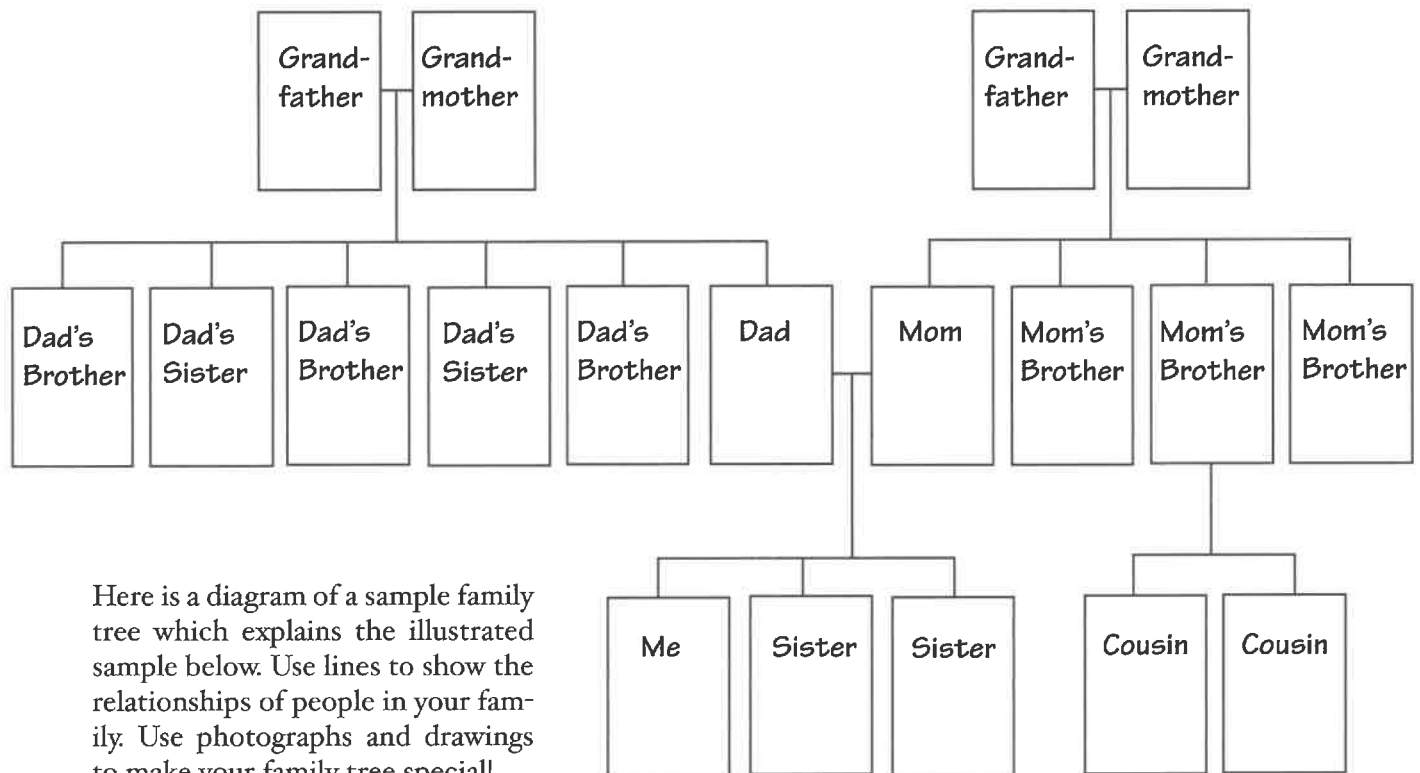
Follow-up Question *Why was it hard playing with only boys in a sports team?*

OTHER INTERVIEWING TIPS

- ♦ Prepare your questions before the interview. It helps to think about some topics you would like your interviewee to talk about. Also think about what you want to know about that person or his/her life.
- ♦ You do not have to stick to your list of questions. Remember to ask follow-up questions if you get short responses.
- ♦ Listen carefully and look at your interviewee while he/she is talking.
- ♦ Give time for your interviewee to answer the questions.
- ♦ If you can, it is always a good idea to prepare a tape recorder to record the interview. If the interview is recorded, you or someone else can listen to it again.
- ♦ If you cannot record the interview, taking short notes while your interviewee is talking is a way of helping you remember his/her answers. Remember it is not necessary to write the answers word-for-word.
- ♦ After the interview, you can write stories, ideas, and timelines taken from either the taped interview or your notes.
- ♦ Remember to thank your interviewee!

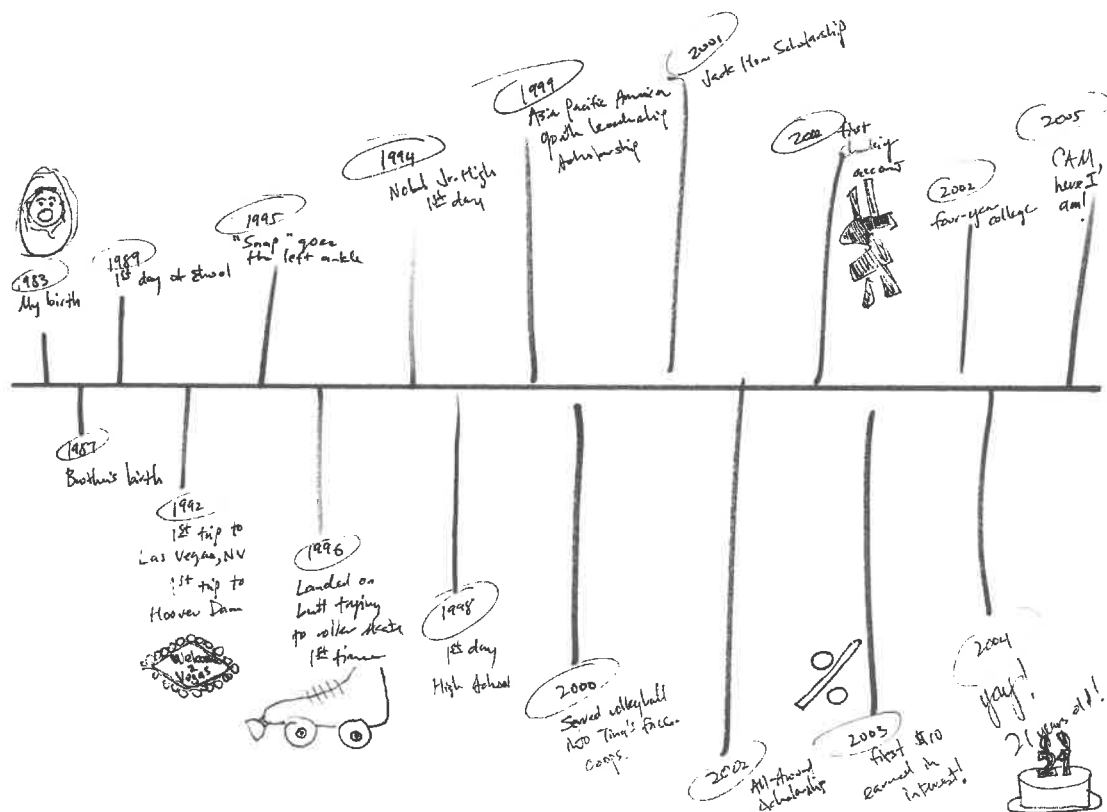
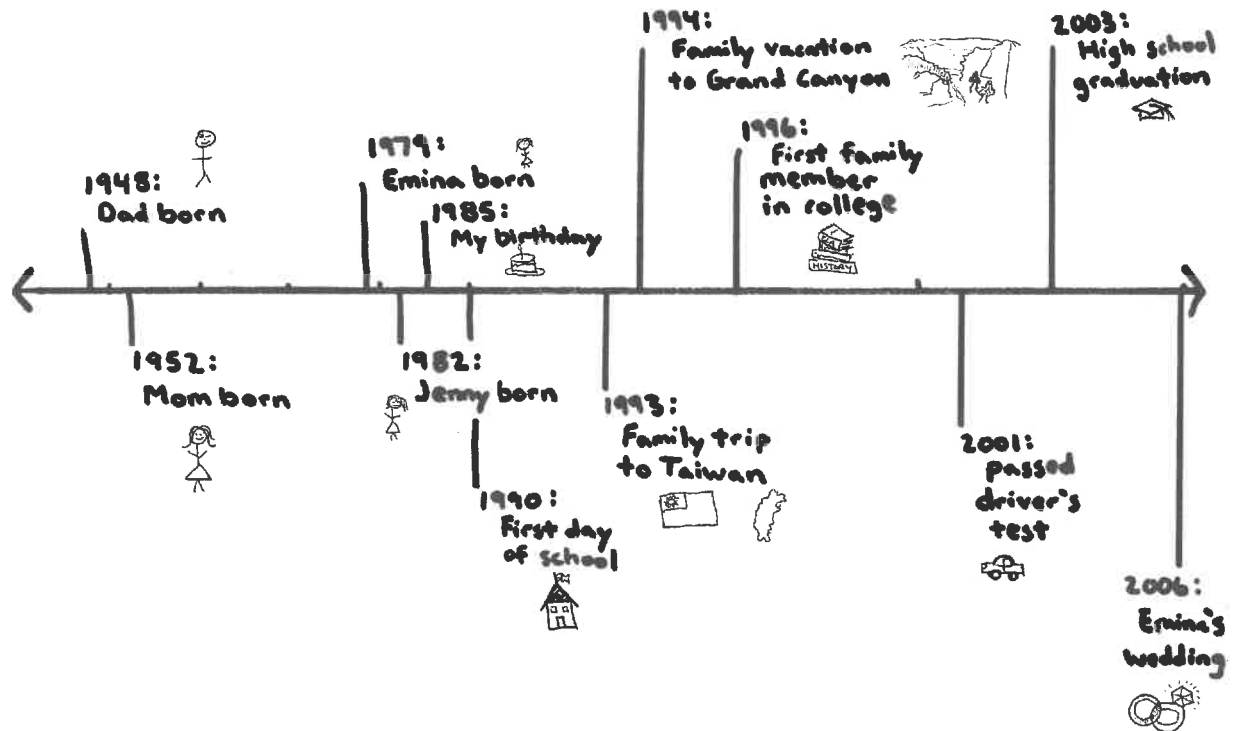
(These tips were derived from “Interviewing Tips for Students” of the *Boyle Heights: The Power of Place* teacher guide developed by the Japanese American National Museum.)

APPENDIX C SAMPLE FAMILY TREE



APPENDIX D SAMPLE FAMILY TIMELINE

Here are two samples of a Family History Timeline:



APPENDIX E SAMPLE COLLAGE OF FAMILY JOBS

Here is an example of a family jobs collage:



APPENDIX F SUGGESTED READING FOR GRADES 4 - 8

The following are selected books for grades 4–8 teachers and students. Many of these books are available in the bookstore at the Chinese American Museum or at your local school or public library.

Dresser, Norine. *I Felt Like I Was From Another Planet: Writing From Personal Experience.* Menlo Park, CA: Addison-Wesley Publishing Co. Inc., 1994. A resource book that teaches process writing and contains 15 multicultural stories written by students that involve experiences of cultural adjustment.

Freedman, Russell. *Immigrant Kids.* New York: Puffin Books, 1995. A nonfiction book that uses text and pictures to chronicle the life of immigrant children at home, school, work, and play during the late 1800's and early 1900's in New York.

Hoyt-Goldsmith, Diane. *Celebrating Chinese New Year.* New York: Holiday House, 1998. Beginning with pre-New Year preparations, readers follow Ryan Leong and his family as they celebrate Chinese New Year in San Francisco.

Kindersley, Anabel and Barnabas Kindersley. *Children Just Like Me: Celebrations!* New York: DK Publishing, Inc., 1997. A rich, multicultural look at how children celebrate holidays and events from all over the world.

Simonds, Nina and Leslie Swartz. *Moonbeams, Dumplings, & Dragon Boats: A Treasury of Chinese Holiday Tales, Activities, and Recipes;* illustrated by Meilo So. San Diego: Harcourt, Inc., 2002. This book features five major Chinese American holidays and each chapter includes the history of the holiday, step-by-step recipes, and arts and crafts activities.

Stepanchuk, Carol. *Exploring Chinatown: A Children's Guide to Chinese Culture.* Berkeley, CA: Pacific View Press, 2002. This book explains various aspects of Chinese culture such as food, education, family, and the arts. It also includes directions for making Chinese arts and crafts.

Stepanchuk, Carol. *Red Eggs and Dragon Boats: Celebrating Chinese Festivals.* Berkeley, CA: Pacific View Press, 1994. Featuring major Chinese American festivals, this book includes an introduction to the festivals, recipes, and explanation of traditional practices.

Taylor, Maureen Alice. *Through the Eyes of Your Ancestors.* Boston: Houghton Mifflin, 1999. This book is a resource for discovering family roots and explains how to access vital records, cemetery records, land records, citizenship papers, church records, newspapers, and websites.

Wolfman, Ira. *Climbing Your Family Tree: Online and Offline Genealogy For Kids.* New York: Workman Publishing, 2002. This revised book covers all aspects of genealogy from interviews, heirlooms, forms, documents, and Internet resources.

Wu, Dan Ying-Hui and Jeffrey Dao-Sheng Tung. *Coming to America: The Chinese American Experience.* Brookfield, Conn: Millbrook Press, 1993.

Yin. *Coolies;* illustrated by Chris Soentpiet. New York: Philomel Books, 2001. A touching story about two brothers who travel from China to the United States to earn money as workers on the transcontinental railroad.

APPENDIX G RESOURCE LIST OF SELECTED ART AND CULTURAL INSTITUTIONS IN LOS ANGELES

African American Cultural Center

3018 W. 48th St.
Los Angeles, CA 90043
Telephone: (323) 299-6124

Asian American Studies Center at UCLA

3230 Campbell Hall
405 Hilgard Avenue
Los Angeles, CA 90095-1546
Telephone: (310) 825-2974
www.sscnet.ucla.edu/aasc

Bowers Museum of Cultural Art

2002 N. Main St.
Santa Ana, CA 92706
Telephone: (714) 567-3600
www.bowers.org

California African American Museum

600 State Dr.
Los Angeles, CA 90037
Telephone: (213) 744-7432
www.caamuseum.org

Chicano Studies Research Center at UCLA

193 Haines Hall, Box 951544
Los Angeles, CA 90095
Telephone: (310) 825-2363
www.chicano.ucla.edu

Chinese Historical Society of Southern California

411 Bernard Street
Los Angeles, CA 90012
Telephone: (323) 222-0856
www.chssc.org

Chinese American Museum

425 N. Los Angeles St.
Los Angeles, CA 90012.
Telephone: (213) 485-8567
www.camla.org

Filipino American Library

c/o FASGI
135 N. Park View Street
Los Angeles, CA 90026
Telephone: (213) 382-0488
www.filipinoamericanlibrary.org

Instituto Italiano di Cultura

1023 Hilgard Ave.
Los Angeles, CA 90024
Telephone: (310) 443-3250
www.iicusa.org

Japanese American Cultural and Community Center

244 S. San Pedro St.
Los Angeles, CA 90012
Telephone: (213) 628-2725
www.jaccc.org

Japanese American National Museum

369 E. First St.
Los Angeles, CA 90012
Telephone: (213) 625-0414
www.janm.org

Korean American Museum

3727 W. 6th St., Suite 400
Los Angeles, CA 90020
Telephone: (213) 388-4229
www.kamuseum.org

Korean Cultural Center, L.A.

5505 Wilshire Blvd.
Los Angeles, CA 90036
Telephone: (323) 936-7141
www.kccla.org

La Plaza de Cultura y Artes

624 North Main Street
Los Angeles, CA 90012
Telephone: (213) 620-8033

**Mexican Cultural Institute
of Los Angeles**

125 Paseo de la Plaza, Suite 300
Los Angeles, CA 90012
Telephone: (213) 624-3660
www.mexicanculturalinstitute.org

Museum of Latin American Art

628 Alamitos Ave.
Long Beach, CA 90802
Telephone: (562) 437-1689
www.molaa.org

Museum of Tolerance

9786 West Pico Blvd.
Los Angeles, CA 90035
Telephone: (310) 553-8403
www.museumoftolerance.com

**Natural History Museum
of Los Angeles County**

900 Exposition Blvd.
Los Angeles, CA 90007
Telephone: (213) 763-3466
www.nhm.org

Pacific Asia Museum

46 N. Los Robles Ave.
Pasadena, CA 91101
Telephone: (626) 449-2742
www.pacificasiamuseum.org

**Plaza de la Raza Cultural Center
For the Arts & Education**

3540 N. Mission Road
Los Angeles, CA 90031
Telephone: (323) 223-2475
www.plazadelaraza.org

Self-Help Graphics & Art

3802 E. Cesar E. Chavez Ave.
Los Angeles, CA 90063
Telephone: (323) 881-6444
www.selfhelpgraphics.com

Skirball Cultural Center

2701 North Sepulveda Blvd.
Los Angeles, CA 90049
Telephone: (310) 440-4500
www.skirball.org

**Southwest Museum of
the American Indian**

234 Museum Dr.
Los Angeles, CA 90065
Telephone: (323) 667-2000 ext. 327
www.autrynationalcenter.org

**The Social and Public Art
Resource Center (SPARC)**

685 Venice Blvd.
Venice, CA 90291
Telephone: (310) 822-9560
www.SPARCMurals.com

**UCLA Fowler Museum of
Cultural History**

On the UCLA campus,
at Hilgard and Strathmore Ave.
Los Angeles, CA 90095
Telephone: (310) 206-5663
www.fowler.ucla.edu

**Ukrainian Culture
Center of Los Angeles**

4315 Melrose Ave.
Los Angeles, CA 90029
Telephone: (323) 665-3703
www.yklo-la.com

Watts Towers Art Center

1765 E. 107th Street
Los Angeles, CA 90002
Telephone: (213) 847-4646
www.wattstowers.net

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