



BUNDLE OF MEMORIES

In this activity students think about the *things* that are important in their lives and about what it means to lose some of these things. As they assemble and tell their classmates about their “bundles of memories” they may get to know themselves and each other a little better.

This activity follows your reading and discussion of the Changing Worlds story of the Hassan Family. (download the Sample Family Story from web-site)

Materials

- Shoeboxes, paper or plastic bags, (1 for each student)
 - Crayons or markers
 - Index cards (at least 5 for each student)
 - Changing Worlds story of the Hassan family
1. Discuss with students how people needing to leave home in a hurry may be limited in what they can bring with them. Ask students to think of situations in which people would not be able to bring many of their possessions. Have them consider situations they saw on television news, read about (fiction and non-fiction), experienced in their own lives or learned about from elder family members.
 2. Have students review Mulki Hassan's story. Ask them what Mulki brought when she left Somalia and why. Ask if students in the class have similar experiences they would like to tell about.
 3. Give each student a shoebox or a paper or plastic bag that can hold the student's “bundle.” Then distribute index cards and crayons or markers. Ask students to think of 3 to 5 important things they would bring with them if they had to move away. Have them use the blank side of each card to draw a picture that represents each item and use the reverse (lined) side to write a description of that item and the reason(s) it is important. Have them put their cards in their bags or boxes.

Below are suggestions to help students think of what they would like to bring:

- something to remind them of home and family left behind
 - something to help them continue a tradition or custom
 - something to enjoy or play with on the trip
 - something to be used in their new home
4. Have students show the contents of their bundles, describe the items they selected and tell why they are important to them.



WE'RE ALL PART OF HISTORY

Through this activity students learn and share background about themselves and their families. They view their own stories and history in the larger context of history or "history-in-the-making." These activities can be simplified or embellished depending on grade and ability level and of course depending on how much time you have available for them.

Materials:

- World and U.S. maps
- Paper roll or construction paper taped together for timeline
- Sticker dots, labels (optional)
- Paper, crayons or markers, glue sticks

Preparation:

Find a vertical or horizontal space on your wall where you can mount the timeline. Make the timeline to fit that space. Divide the paper into sections and label them to represent different time periods. It should go back far enough to accommodate histories of all students in the class.

1. Have each student bring in information (or best guesses) about when his or her family (or ancestors) came to Chicago and/or to the US and from where.
2. Map: Mark these places on a world map or U.S. map. Use sticker dots with yarn connecting to the timeline.
3. Timeline:
 - Have each student insert a label on the appropriate date with the student's name and, if known, the name of the person(s) who first came to the U.S. or to Chicago.
 - Attach pictures to illustrate the timeline. Students can draw and cut out a picture of the person, the journey, the place left behind or the new life in Chicago.
 - Insert on the timeline written labels and/or pictures representing local, national or international events the students study in school or learn about from their families.

4. Migration or Immigration Stories:

Have students write a story (real or imagined) about the first person(s) in their family who came to Chicago, or to the United States. Immigrant or refugee students could write their own stories. Others could interview elders in the family. Some might do research about the particular period and the place where the family lived. They could make up stories about what the experience might have been like.

Place the stories on the wall around the timeline and map. You might use yarn to connect the stories to the pictures on the timeline and/or the dots on the maps.