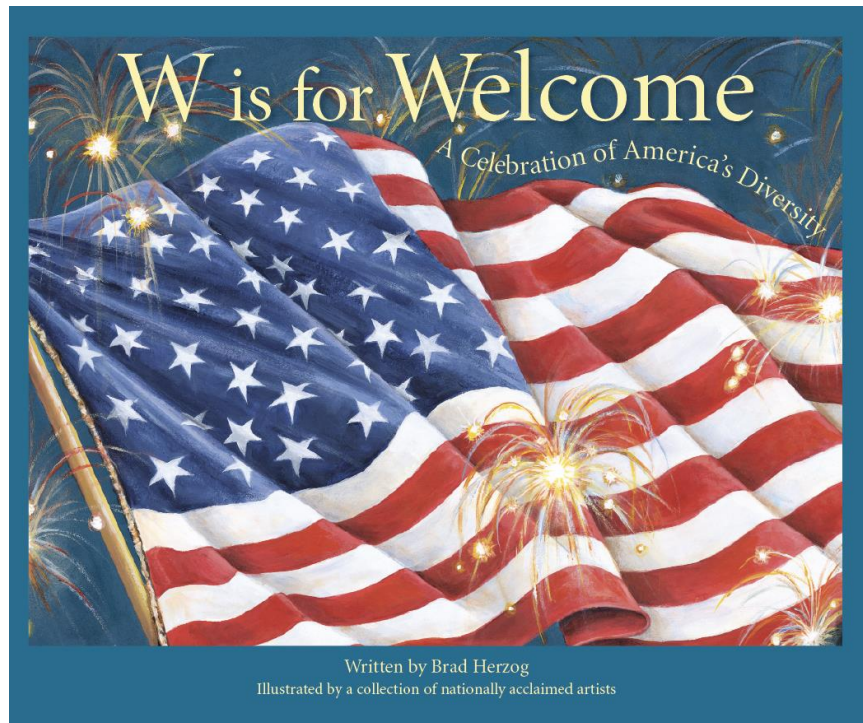


# W IS FOR WELCOME

## Teacher's Guide



### ***W is for Welcome: A Celebration of America's Diversity***

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# W IS FOR WELCOME

The United States of America is a country made up of many individuals. Some of America's people were born here and others came from another country. Immigrants are people who move to a new country in order to live there permanently. Immigrants are part of the history and fabric of America! *W is for Welcome* is a book that helps children to recognize, respect, and appreciate the many ways immigrants have helped to build our country and enhance our culture!

In this teacher's guide you will find activities that celebrate the diversity and unique individuals who make up your class community and our country. The goal of the activities is to celebrate the contributions of many and promote the unity of all. Some of the activities are directly related to the text. Other activities use the text, *W is for Welcome*, as a springboard to celebrate the beauty and diversity that is America!

## **W is for WELCOME** (Start the School Year)

Activity #1: WELCOME WITH A "W"

Activity #2: DELIGHTING IN OUR DIVERSITY COLLAGE

Activity #3: MAKING MY MARK

Activity # 4: WORLD MAP

## **A is for AMERICA** (Celebrate Culture and Build Community)

Activity #5: CLASS QUILT

## **Q is for QUEST** (Highlight the Accomplishments of Immigrants in America)

Activity #6: CONTRIBUTIONS OF MANY

Activity #7: MATCHING IMMIGRANTS AND THEIR ACCOMPLISHMENTS

Activity #8: VOICES

## **Z is for ZEAL** (American Pride)

LADY LIBERTY

PLEDGE OF ALLEGIANCE

# W IS FOR WELCOME

**Materials:** poster board, colored markers

**Procedure:**

Cut 4 large strips of poster board (dimensions can vary to accommodate display space). If you would prefer smaller groups, use 8 strips of paper.

Invite students in each group to get to know each other by talking about their backgrounds, places they visited over the summer, and their favorite things.

Teachers, classroom assistants, and aides are also invited to be part of the group discussion.

Instruct members of the class community to choose a marker in their favorite color and to write their name on the strip of paper (or poster board). Class community members may also draw a picture which represents their background and/or personality. Everyone who is part of the class community participates.

### **Define community (*noun*)**

- a. the people living in an area; also: the area itself (our classroom!)*
- b. a group of people with common interests, especially when living together*  
*(we have the common goal of making this new year the BEST it can be for all participants)*
- c. shared ownership or participation (we ALL take ownership in our classroom)*

Lead a discussion on the importance of community and the vital role each participant will have in building a positive class environment this new school year. Highlight the similarities and differences that make us all unique members of the class community. Highlight the special gifts and talents each and every member of the class community possesses. Emphasize the strength that comes from our collective gifts and talents.

Take the colorful strips of paper (or poster board) and build a W. Explain that the “W is for WELCOME.” Post the W in a prominent place in the classroom or hallway as a daily reminder that all are welcome and appreciated!



# DELIGHTING IN OUR DIVERSITY

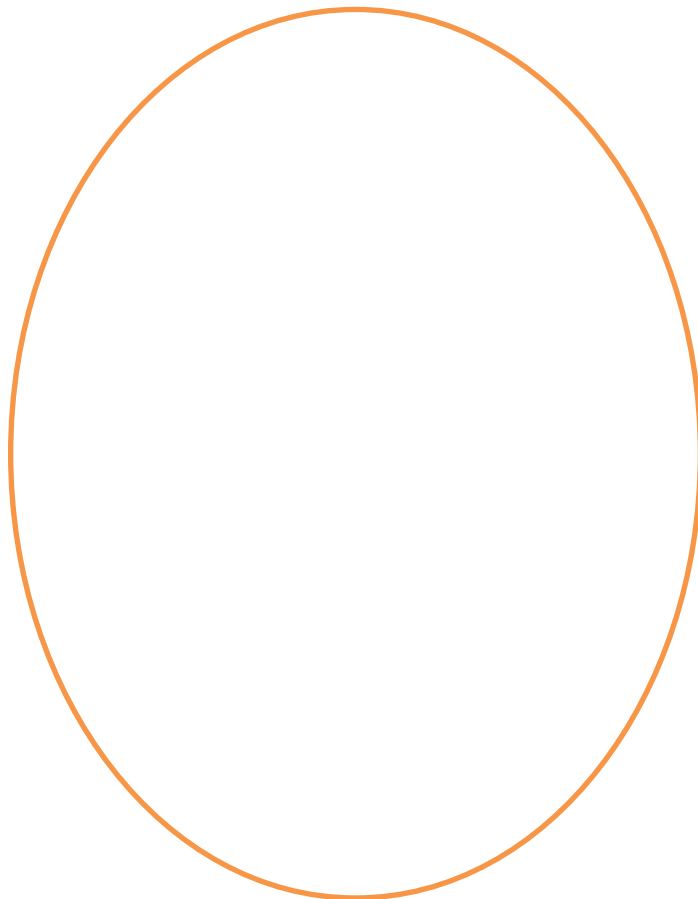
*D is for Diversity: People from every land . . . all religions and all races . . . form a picture showing so many different faces*

**Materials:** Mirror, box, paper ovals, multicultural crayons, markers, yarn

**Preparation:** Place the mirror in the bottom of the box. Explain to the class that inside the box they will find a vital ingredient to the success of our class community. Pass the box around and have students discover the face that is so important to this year's class community. All are welcome and all are important!

Instruct each student to draw the face of a classmate on an oval. Use the art materials to color and decorate the face.

Assemble the ovals in a collage to post on a bulletin board or use the face to decorate the outside of the box as a daily reminder that each and every class member is priceless!



# MAKING MY MARK

My name is \_\_\_\_\_.

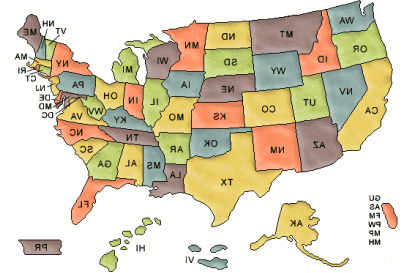
I live with \_\_\_\_\_ and my

address is \_\_\_\_\_.



My home is in the community called \_\_\_\_\_.  
(city, town, county)

My community is in \_\_\_\_\_ (state).



My state is part of my  
country, \_\_\_\_\_.

My country is located on the continent of  
\_\_\_\_\_.



My continent is one of the seven continents that make up  
our WORLD.



My name is \_\_\_\_\_, and I am a member of  
the human race!



# WORLD MAP: 7 CONTINENTS AND 5 OCEANS

OPEN UP A MAP, WHAT DO YOU SEE? SEVEN CHUNKS OF LAND . . . WHAT CAN THEY BE?

FIVE OCEANS IN BRILLIANT BLUE . . . DREAMER'S DESTINATIONS . . . WAITING FOR YOU!



CUT OUT THE LABELS BELOW.

MATCH EACH CONTINENT AND OCEAN TO THE CORRECT LOCATION ON THE WORLD MAP.

**AFRICA    ASIA    ANTARCTICA    AUSTRALIA**

**EUROPE    NORTH AMERICA    SOUTH AMERICA**

**ATLANTIC OCEAN    PACIFIC OCEAN    INDIAN OCEAN**

**ARCTIC OCEAN    SOUTHERN OCEAN**



# WORLD MAP: 7 CONTINENTS AND 5 OCEANS

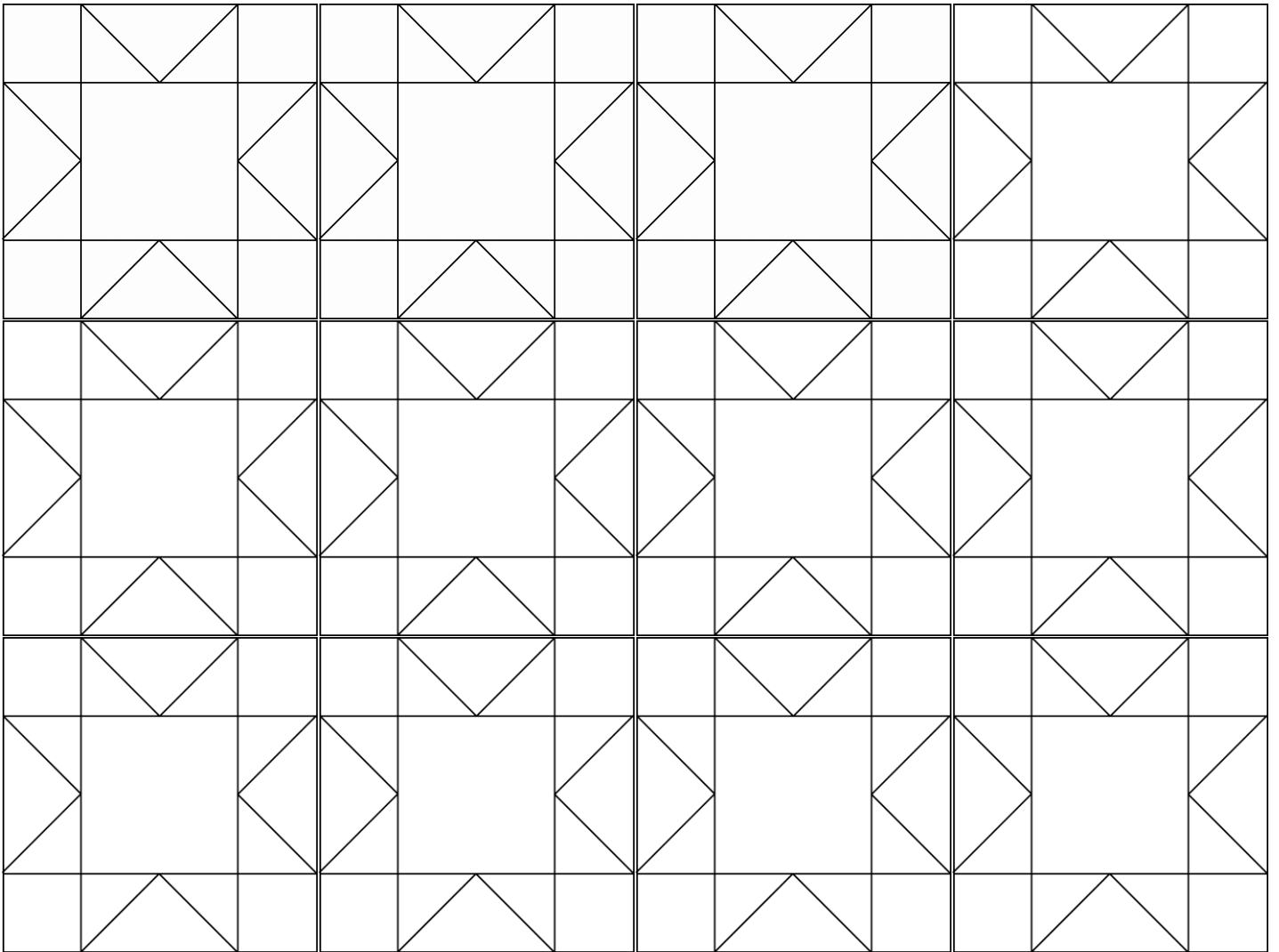
## ANSWER KEY



# CLASS QUILT: CULTURES AND COMMUNITY

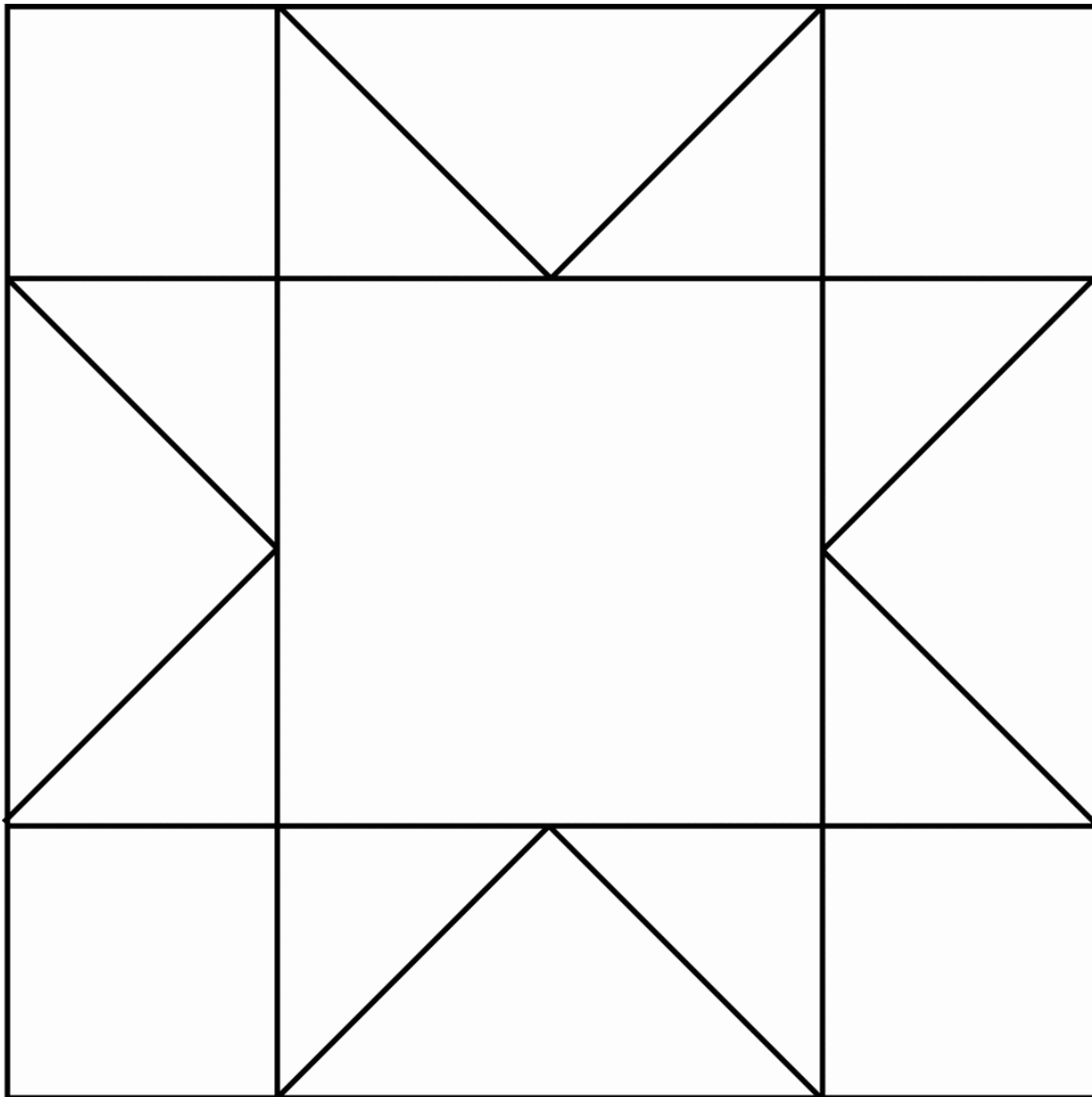
*C is for Cultures . . . a multicolored quilt . . .*

*a marvelous mix of everything*





# CLASS QUILT: CULTURES AND COMMUNITY



Duplicate a quilt block for each member of your class community. In the center, students print or write their name. In the four corners, students draw a picture symbolizing the gifts and talents they bring to the class community. In the triangles, students draw symbols that reflect their background, heritage, culture, and family.

# CLASS QUILT: CULTURES AND COMMUNITY

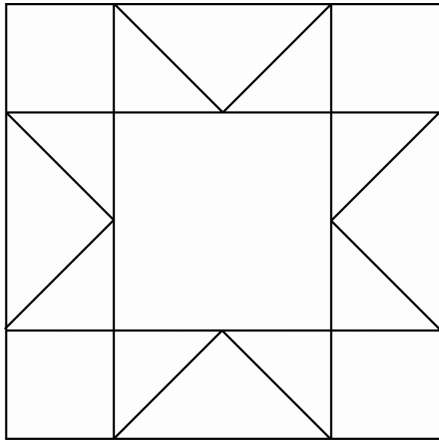
## **Background Information:** Autograph Quilts

Single block autograph quilts were often called friendship quilts.

Friendship quilts served as a precious memory of family and friends.

Signatures on the quilts made each quilt unique and extremely special.

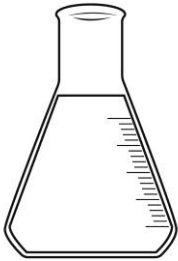
**Option:** Construct using muslin fabric. Create a template and use fabric marker for signatures, drawings, and symbols.



# CONTRIBUTIONS OF MANY

**MUSIC . . . SPORTS . . . SCIENCE . . . ART . . . CUISINE . . . MORE**

LOCATE THE NAMES OF THE IMMIGRANTS IN THE BOOK ***W IS FOR WELCOME***  
AND WRITE NAMES OF IMMIGRANTS NEXT TO THE CORRECT SYMBOL.



# CONTRIBUTIONS OF IMMIGRANTS

Draw a line to match the name of the person in the left column with the description of their contribution to America in the right column.

Irving Berlin from **Russia**

U.S. astronaut

Lopez Lomong from **Sudan**

First female U.S. Secretary of State

Gustave Eiffel from **France**

One of the creators of YouTube

Nicolas Tesla from what is now  
**Croatia**

U.S. track star

Albert Einstein from **Germany**

Writer of song "God Bless America"

Kerron Clement from **Trinidad and  
Tobago**

Inventor

Steve Chen, who grew up in **Taiwan**

Built Liberty Island

Jose Hernandez from **Mexico**

Scientist

Madeleine Albright born in  
**Czechoslovakia**

Gold Olympic Medal winner

BONUS ACTIVITY: Find the location of the homeland of each person on a world map.

# CONTRIBUTIONS OF IMMIGRANTS

Draw a line to match the name of the person in the left column with the description of their contribution to America in the right column.

Danell Leyva from **Cuba**

Scientist

Dagmara Wozniak from **Poland**

Father of the National Parks

Chien-Shiung Wu from **China**

Bronze Olympic Medal winner

Andrew Carnegie from **Scotland**

Architect of the White House

Frédéric Auguste Bartholdi from  
**France**

Wealthy man who created libraries

Founding Father

John Muir from **Scotland**

Invented first home video game

Alexander Hamilton from the  
**Caribbean**

Sculptor

James Hoban from **Ireland**

Silver Olympic Medal winner

Ralph Baer, who emigrated from  
**Germany**

BONUS ACTIVITY: Find the location of the homeland of each person on a world map.

# CONTRIBUTIONS OF IMMIGRANTS

## ANSWER KEY

Irving Berlin from **Russia**: Wrote the song "God Bless America"

Lopez Lomong from **Sudan**: U.S. track star

Kerron Clement from **Trinidad and Tobago**: Gold Olympic Medal winner

Danell Leyva from **Cuba**: Silver Olympic Medal winner

Dagmara Wozniak from **Poland**: Bronze Olympic Medal winner

Nikolas Tesla from what is now **Croatia**: Inventor

Albert Einstein from **Germany**: Scientist

Chien-Shiung Wu from **China**: Scientist

Andrew Carnegie from **Scotland**: Wealthy man who created libraries

José Hernández from **Mexico**: U.S. astronaut

Gustave Eiffel from **France**: Built Liberty Island

Frédéric Auguste Bartholdi from **France**: Sculptor

John Muir from **Scotland**: Father of the National Parks

Madeleine Albright, born in **Czechoslovakia**: First female U.S. Secretary of State

Barack Obama, whose father was from **Kenya**: President of the United States

Alexander Hamilton from the **Caribbean**: Founding Father

James Hoban from **Ireland**: Architect of the White House

Jawed Karim, whose father emigrated from **Bangladesh** and whose mother was from **Germany**:  
One of the creators of YouTube

Steve Chen, who grew up in **Taiwan**: Another of the creators of YouTube

Ralph Baer, who emigrated from **Germany**: Invented the first home video game

# V IS FOR VOICE

We ALL have a voice, and we ALL deserve to be heard! Promote unity in your classroom with this simple activity that celebrates the diversity and “voice” of each and every member of your class community.

This can be done as part of a morning meeting. Use this activity throughout the year to promote the expression of feelings and the development of reflective listening skills.

**Materials:** Strips of poster board in equal rectangular shapes, colorful markers, list of adjectives.

Display the list of adjectives. Explain that today each member of our class community will choose one adjective to describe his or her current mood or feeling. Adjective may be from the list or another adjective. In small groups, students write their adjective on the poster board. They do not write their name. Students then take turns sharing their feelings. Students listening echo a response, building empathy and sharing an affirming comment.

## **EXAMPLE:**

I feel \_\_\_\_\_ because \_\_\_\_\_.

## **RESPONSE:**

I understand that you feel \_\_\_\_\_ because \_\_\_\_\_  
and I wish \_\_\_\_\_.

## **REAL-LIFE STUDENTS' CONVERSATIONS**

Invite volunteers to share their thoughts about the V is for VOICE activity.

Assemble the poster board strips to form a huge V.

Remind students that in our class community our feelings are real, our feelings are valued, and everyone has a voice. We respect, listen, and respond because we are a community that cares!





# V IS FOR VOICE

**Extend the Conversation . . . collect family histories by interviewing your family members.**

*Record the answers to the following questions:*

Who are your parents and grandparents?

Where were your parents/grandparents from?

Who is the oldest relative you remember and what do you remember about him or her?

What family traditions do you remember from when you were a child?

What was the hardest thing you ever did?

What special skills and talents did your ancestors possess?

What is a favorite memory?

# LADY LIBERTY: “A WELCOME TO THE WORLD”



## ***E is for Ellis Island . . . L is for Lady Liberty . . . P is for Poem***

Where is Ellis Island located? \_\_\_\_\_

Who was the very first immigrant to pass through the inspection station at Ellis Island? \_\_\_\_\_

Between 1892 and 1954, how many immigrants passed through Ellis Island?  
\_\_\_\_\_

What famous statue stands near Ellis Island? \_\_\_\_\_

How tall is the Statue of Liberty? \_\_\_\_\_

Who designed the Statue of Liberty? \_\_\_\_\_

Who built the Lady Liberty? \_\_\_\_\_

What is the name of the poem written by Emma Lazarus that speaks of “a mighty woman with a torch” offering freedom and comfort to immigrants?  
\_\_\_\_\_

# LADY LIBERTY: “A WELCOME TO THE WORLD”

*E is for Ellis Island . . . L is for Lady Liberty . . . P is for Poem*

## **ANSWER KEY**

Where is Ellis Island located? **Upper New York Bay near the Statue of Liberty**

Who was the very first immigrant to pass through the inspection station at Ellis Island? **17-year-old Annie Moore from Ireland**

Between 1892 and 1954, how many immigrants passed through Ellis Island?  
**nearly 12 million immigrants**

What famous statue stands near Ellis Island? **the Statue of Liberty**

How tall is the Statue of Liberty? **151 feet tall**

Who designed the Statue of Liberty? **French sculptor Frédéric Auguste Bartholdi**

Who built the Lady Liberty? **Engineer Gustave Eiffel**

What is the name of the poem written by Emma Lazarus that speaks of “a mighty woman with a torch” offering freedom and comfort to immigrants? **“The New Colossus”**

# THE PLEDGE OF ALLEGIANCE

*O is for Oath* . . . citizens pledge to accept an important obligation  
. . . to support and defend the laws of their nation



Fill in the boxes with the missing words

I pledge allegiance to the   
of the   of America,  
and to the  for which it stands,  
one  under God,  
indivisible, with  and justice  
for .

## THE PLEDGE OF ALLEGIANCE

**I pledge allegiance to the flag  
of the United States of America,  
and to the Republic for which it stands,  
one nation under God,  
indivisible, with liberty and justice  
for all.**

## THE PLEDGE OF ALLEGIANCE

What do the words in the Pledge of Allegiance really mean??

A **pledge** is a *promise*

**Allegiance** means *to remain loyal*

A **Republic** is a *country with elected leaders*

A **nation** is a *country*

**Indivisible** means *the nation cannot be divided*

**Liberty** is *freedom*

**Justice** means *fairness*

**All** includes *citizens born here and citizens who immigrated to the USA*

# THE PLEDGE OF ALLEGIANCE

I **promise** **to be loyal** to the flag  
of the United States of America,  
and to the **country with  
elected leaders** for which it  
stands, one **country** under God,  
**cannot be  
divided**, with **freedom** and  
**fairness**  
for **citizens born in the  
USA and citizens who  
came as immigrants** .