



# LESSON 9

THEME

# MAKING A HOME

FAMILY FOCUS **THE WONGS** im/migration year: 1965

IMPORTANT INFORMATION

Neighborhoods with many immigrants and their children develop because they provide work, support, access to culture, less racism and discrimination, and friendship. While adult immigrants often spend time with people who speak their home language, children often make friends across difference.

ESSENTIAL QUESTION

How do people create a sense of belonging in a new place?

AIM

*What does an oral history teach us about identity?*

CONNECTION QUESTION

*Has anyone ever said your name wrong? How did you feel? How did you respond?*

STANDARDS

**NEW YORK STATE SOCIAL STUDIES FRAMEWORK PRACTICES**

**A.3 A.6 C.2**

**NEW YORK STATE NEXT GENERATION ELA LEARNING STANDARDS**

**4R9 4W4  
4W5 4SL1**

**COMMON CORE LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS & LITERACY**

**RI.4.6 RI.4.7  
SL.4.1 SL.4.1.C  
SL.4.1.D SL.4.2  
SL.4.3**

**NOTE** *The Wong family story and Lesson 8 address the theme of “Working Together.” Lesson 9 addresses the theme of “Making a Home.”*



## PROCEDURE

### 1 Think About Our Identities

- Let students know that we are going to brainstorm all of the parts of our identities that we can think of that are important to us. Ask, *What are some of the ways we could answer the question, Who Am I?*
- Have children share some ideas – *I am...*
- Show an example of an identity chart. You can use the [Facing History and Ourselves Identity Chart](#) resource as an example. Send students off with a blank piece of paper to create their own, using as many criteria as they want to. Let them know that we are going to share them with each other.

### 2 Gallery Walk

- When students have finished creating their identity charts, place them face up on the desks or tables. Have students do a gallery walk. Give each student a clipboard with 4 blank sticky notes on it. Instruct students to walk around the room silently, reading their classmates' identity charts and choosing 4 of them to study in greater depth. Make sure each chart has at least one person studying it. Have students write thoughts on each sticky note, but don't place them on the charts until the end of the gallery walk. When they are finished, instruct students to place the notes they have written on the charts.
- Have students return to their identity charts to read others' notes.
- Gather the group in the meeting area and post the charts on a whiteboard. *What did we notice about the identity charts? Were there certain aspects of our identities that many people named? Which ones were they? Why do you think these particular aspects were listed on so many of our charts? Why are they so important to us?* Students might say: *Names, family members, where we're from, maybe our race or heritage. They are important to us because they are who we are, your name is what your parent calls you, what you've been called all of your life.*

### 3 Listen to an Oral History: Kevin Discusses his Name

- Tell the students: *We are going to listen to an oral history from a man named Kevin Wong. His older sisters, Yat Ping and Yat Fong, later called Alison, were born in China and immigrated with his mother to the U.S. to join his father. He was born in the U.S.*
- Play Oral History: Kevin Discusses his Name.
- Discuss: *What do you think it was like for Yat Chung to be asked to change his name to Kevin? What might he have felt?*

### 4 Closing Question

*What does Kevin's oral history teach us about his identity? What does that teach us about the importance of creating a sense of belonging?*

**NOTE** Use the "The Wong Family Story" and its accompanying activities and sources in the way that works best with your teaching schedule and class. We recommend doing lesson 8 before reading *The Wong Family Story* and following the story with Lesson 9.