Family Project Resources

Project Based Learning - What is my family story?

The following resources can be used to help guide the discovery of your family story.

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<td>• Interview tips video: <a href="https://youtu.be/HYS88NOVW10">https://youtu.be/HYS88NOVW10</a></td>
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Family Project Resources

Project Based Learning- What is my family story?

Online Reading Resource Sites

- Education.com: Educational site that includes reading, math, and writing activities (PK-5)
  - [https://www.education.com/](https://www.education.com/)
- History Classroom: Guides and classroom materials for History Channel's programming (4-12)
  - [https://www.history.com/classroom](https://www.history.com/classroom)
- ReadWorks: Select from a variety of topics for reading passages with questions (K-12)
  - [https://www.readworks.org/](https://www.readworks.org/)
- ReadWriteThink: Practice and resources in reading and language arts instruction (K-8)
  - [http://www.readwritethink.org/](http://www.readwritethink.org/)
- Scholastic: Day by day reading activities for kids (K-8)
  - [https://classroommagazines.scholastic.com/support/learnathome.htm](https://classroommagazines.scholastic.com/support/learnathome.htm)

Printed Leveled Readings

- 3rd and 4th grade:
  - “Deep Roots”- Narrative
  - ReadWorks: Immigrant Stories
  - “What’s in a Name” Non-Fiction
  - Scholastic: “I Was Adopted”
  - Scholastic: “Where I am From” Poem
  - Primary vs. Secondary sources

- 1st and 2nd grade:
  - “Families” Level 1 book
  - ReadWorks: Family History
  - ReadWorks: Family Stories

Articles For Parents and Caregivers

- Education World: Welcoming Family Diversity in the Classroom:

- Edutopia: How Teachers Can Support PBL at Home:
  - [https://www.edutopia.org/article/how-teachers-can-support-pbl-home](https://www.edutopia.org/article/how-teachers-can-support-pbl-home)

- Edutopia: Strategies for Differentiated Instruction in Project Based Learning:
  - [https://www.edutopia.org/blog/differentiated-instruction-strategies-pbl-andrew-miller](https://www.edutopia.org/blog/differentiated-instruction-strategies-pbl-andrew-miller)
Printed Leveled Readings

3rd and 4th grade
Deep Roots
by ReadWorks

Variety is the spice of life, they say.

I'm not actually sure who "they" are, but they're right. I go to a mundane school in a mundane suburb; I grew up with a lot of sameness. You don't even notice it—the fact that everything is pretty much the same—until you meet someone or something different, and then you want to know more. Or at least, I did.

My parents are both from America. Their parents are both from America, too. We don't have any interesting traditions or unusual customs; we don't even really go to church that often. My lunches are cold pizza or pasta salad. I wear jeans and t-shirts to school, except when it's cold, when I wear jeans and sweaters.

My best friend, though? She's different. I met Adrienne when we were in sixth grade. Until then, I'd never heard of Sukkot, or Friday sundown dinners, or bat mitzvahs. I'd heard of Hannukah, of course, but Adrienne was the first person I ever really knew who was Jewish.

She and her family were new in town that year, and when she showed up to class one day, I immediately liked her: she was wearing brown boots and a flower-printed skirt, and she participated in the class discussion of the book Watership Down without acting the tiniest bit nervous or shy. I asked her if she wanted to sit next to me at lunch, and we were friends basically from that moment forward.

The first time I asked her if she wanted to come over for dinner at my house was a Friday, a few weeks after we met, and she turned me down.

"I have dinner with my family that night," she explained. "It's a tradition—we're Jewish, so we have a special dinner on Friday nights to celebrate the Sabbath."

"What's a Sabbath?" I remember asking.

"It's a special day of rest for us," Adrienne explained. "It's a time to pay respect and reflect. It's supposed to be a holy day."

And then, she asked me to join her at her house for their Shabbat dinner. So I went, and I got to light candles and listen to prayers, and I tried not to blush as I asked questions about why Adrienne's family didn't eat pork and what they called their place of worship (I guessed wrong..."
when I said *church*). When I went home that night, I stayed up thinking about traditions, and I wished my family had some that weren't just putting up a Christmas tree once a year.

As Adrienne and I became better friends, I learned a lot more about what it's like to be Jewish. I even got to go to her sister's bat mitzvah in the spring, which is a special ceremony for twelve-year-old girls. That night, after the ceremony, I went home and asked my mom outright:

"Mom, what are we?"

"What?" she asked, kind of surprised. "What do you mean?"

"I mean, do we have a background, besides just American? Do we have any customs or ceremonies or anything? Anything that makes us...I don't know...stand out? Do we have a culture?"

It was a mouthful.

"Well, Sarah..." Mom began. "Is this all coming from learning about Adrienne's family?"

"Yeah, kind of. We just seem so...modern. And kind of bland."

"Hey, we're not bland!" Mom had been sneaking ice cream from the freezer when I walked in, and she flipped a chocolate chip at me.

"We don't have the same kinds of traditions as Adrienne, though," I said, picking the chocolate off of my shirt.

"No, but we have other things. They might not seem too obvious to you, because you grew up with them-but that's probably how Adrienne feels about her family's traditions, too," Mom said. "Think about it. Both of my parents-your grandparents-come from Polish families. We might not speak Polish, but your great-grandmother did. She moved here when she was nineteen."

Mom sat down, and kept talking.

"My grandmother was an incredible cook, for starters. And if you're looking for culture in our family, I'll point out to you that the horseradish spread and sauerkraut I make from time to time come from things I grew up with, in a Polish household."

"I hate horseradish," I said.
"Okay, fine-but you don't hate chrusiki or kolaczki, do you? Those cookies are both Polish, and we have those every year for Easter and Christmas."

"Yeah, but that's all food, Mom."

"Well, we're not very active in the church, but your grandparents and great-grandparents had a lot of traditions around Christian holidays like Easter and Christmas," Mom said. "When Grandma and Grandpa got married, for example, they had to share a slice of bread with salt on it, and a glass of wine. Those items were symbols meant to wish them a life free from famine or thirst, although sometimes things got...well, salty!"

I started to laugh.

"Also, you grumble when you get too many jelly beans and not enough 'stuff' in your Easter basket, but Easter baskets used to be all food, no toys," Mom continued. "Nowadays it's just more common to put candy and little gifts in there. But when I was a kid, my mother tucked a butter lamb in with my basket every year."

"Like the one we have on our Easter table!" I said. "I love those! I didn't know those were Polish."

"Yes! And you know what else you've inherited from your family?" Mom put her hand on my head and yanked my ponytail. "Your name."

"My name?"

"Yes-your namesake is your great-grandmother. Her name was Salomeja, and the American version of that is Sarah."

"Why didn't you just name me Salomeja?" I asked.

"We wanted to give you a modern twist," Mom said, smiling.

"Sarah" isn't all that interesting a name, I thought, as I went upstairs that night. But it somehow made a difference that I knew that I was named for an ancestor. Mom had pointed out all of the little, interesting things about our family, the things that kept us tied to a culture. My family might not have a special dinner every week, but I went to bed that night feeling a lot more connected to my roots.
ReadWorks®

Deep Roots - Comprehension Questions

Name: ___________________________ Date: ______________

1. What does Sarah think her family doesn't have at the beginning of the story?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

2. Sarah learns about Jewish traditions and customs from her best friend, Adrienne. What does Sarah start to wonder about as a result of this?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

3. Read the following sentence from the text.

"Mom had pointed out all of the little, interesting things about our family, the things that kept us tied to a culture."

What can be concluded about Sarah's conversation with her mom based on this information?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
4. What is one reason why Sarah initially feels that her family doesn't have a culture?

5. What is the main idea of this story?

6. Read the sentences and answer the question.

"I have dinner with my family that night," she explained. 'It's a tradition—we're Jewish, so we have a special dinner on Friday nights to celebrate the Sabbath.'

"What's a Sabbath?" I remember asking.

"It's a special day of rest for us," Adrienne explained. 'It's a time to pay respect and reflect. It's supposed to be a holy day.'

What does the word "tradition" mean as used in the text?
7. What word or phrase best completes the sentence?

Sarah asks her mom whether her family has a background and a culture. _____, Sarah's mom tells Sarah about her family's past and their different traditions.

8. Who is Sarah named after?

9. Identify two Polish customs that Sarah did not know her family had.
10. Why does Sarah feel a lot more connected to her roots at the end of the story? Use information from the text to support your answer.
Lost on Ellis Island

by W.M. Akers

To get to Ellis Island, you have to take a boat. From 1892 to 1954, many people came here from across the ocean. Millions of immigrants from Europe and beyond came to America through this tiny little island, where they were processed, checked for disease, and sometimes given a new, more American-sounding name. Stepping onto Ellis Island was the end of a long journey, and the beginning of a new life.

But for Emily Dalton, it was just another day on a family vacation. Emily, her parents, and little brother, Max, had been to New York City before, but they had never visited the museum on Ellis Island. They took a boat there, too—coming not from Europe, but in a little ferry from the southern tip of Manhattan. Emily had wanted to see the Statue of Liberty, but the family outvoted her.

"Think of it this way, Em," said her father. "You can look at the Statue of Liberty on the boat ride over!"

Emily stared at the big green statue as their ferry docked at Ellis Island. More than anything else, she wanted to climb to the top of Lady Liberty and look at New York harbor from high up there. Instead, it was time to visit another museum.

"See you later," she said to the statue as they disembarked. "Maybe next summer."

Emily and her family had been in New York for four days. In that time, they'd done nothing but walk, walk, walk, and visit more museums than she could count. They saw art museums, science museums and history museums. There was even one boring museum all about pieces of paper. Between all the museums and crushing July heat, Emily was nearly asleep on her feet as they walked onto Ellis Island.

The main building on Ellis Island has four big turrets, and looks a little bit like a castle. Inside is a huge main room, the Registry Room, where immigrants once waited in line for permission to enter the country. To the sides are lots of smaller rooms, which hold different exhibits about the island's history.
"Oh wow," Emily said. "Exhibits."

"Emily, if you're going to grump your whole way through this museum," said her mother, before pausing for a few moments. "Well...just don't!"

"Oh my gosh, Dad!" squealed Max. "They have an exhibit all about maps!"

Max loved maps. Emily did not. The thought of spending two hours watching Max coo over 100-year-old maps made Emily fear she would actually fall asleep where she stood.

"You guys go on ahead," she said. "I'm going to poke around in the gift shop."

"Okay," said her dad. "We'll meet you back here at four to take the last ferry back."

"Sounds great."

As Emily's family walked excitedly toward the map room, Emily felt her chest loosen slightly. She loved her parents and brother, but there was such a thing as too much family vacation. Now that she was by herself, Ellis Island didn't feel so bad. She was walking toward the gift shop, thinking about purchasing a new mug, when a machine caught her eye. The sign said "Family Records," and it made something stir inside Emily's brain.

She remembered two Thanksgivings ago, when her grandfather told the story about how he immigrated to the United States as a child. He was only seven years old, but he remembered standing in line in a long room in a building that reminded him of a castle—he said Zamek-back in Poland.

"I wonder if this is the same room!" said Emily, as she began navigating the computer screen on the records machine. Without her family there, she was allowed to feel excited. She typed in her grandfather's name, last name first: Dalton, Stanley.

"No records in the archive match your search," said the machine.

"Darn!" said Emily. She was sure her grandfather had described Ellis Island. "Wait a minute..."

She remembered what her dad had told her about people's names being changed when they got to the island. The American government forced people to take new names, as a way of making them fit in better in their new country. Stanley Dalton wasn't a very Polish-sounding name. That Thanksgiving, her grandfather had told them his given name. Emily bit her knuckle as she tried to remember.

"Stan... Stanislaus... Stanislaus Dombrowski!" A name like that, Emily thought, you don't forget. She typed it in, and there he was! A picture of an old piece of paper came up covered in squiggly handwriting from January 12, 1930. On line 12, Emily found her grandfather: Stanislaus Dombrowski, whose name was changed to Stanley Dalton. He was from Warsaw, it said, and had never been to the United States before. He was seven years old, and in good health. There was information about his parents, too, and his younger sister. Emily read everything she could about the Dombrowski family, and then started searching for other people. She searched for her friends' families, for famous people, and any random name that
came into her head. And many of them had come through this hall.

She was so engrossed that she forgot the time, and was shocked to hear the announcement: "It is four o'clock. The last boat leaves in five minutes."

Emily looked up, and saw that the hall was nearly empty. Her family was nowhere to be seen. She ran down the hall, peering into the exhibit rooms, bathrooms and the coat check.


When she realized she was the last person in the hall, she panicked. She ran out of the main entrance and up the ramp to the ferry, getting there just fifteen seconds before it left the island. She found her parents sitting in the front of the boat.

"Hey, Emily," said her mom.

"You left me behind!"

"Oh, baby, I'm so sorry. We thought you were on the upper deck with your brother."

"We were supposed to meet in the great hall at four."

"I think we said we would meet in the boat, dear."

Emily knew her mother was wrong, but she was too tired to argue. Her vacation stress had returned. She slumped into her seat, watching the castle of Ellis Island grow smaller behind her. As Stanislaus Dombrowski had learned nearly 100 years earlier, she realized then that as nice as it is to get to Ellis Island, it's even better to catch the boat to Manhattan.
During the 1800s and 1900s, immigrants from all over the world began moving to New York City in large numbers. They were coming to seek a better life for their families. Often, immigrants of a certain ethnicity lived in the same neighborhood. In New York, many Italians lived in neighborhoods like Little Italy, in Manhattan. Many of the families lived in cramped apartment buildings, called "tenements." Because the tenements were so small, people spent a lot of time outside. Some ethnic groups formed organizations called social clubs. These social clubs were housed in small clubhouses where people, particularly men, could hang out and talk.

The social clubs became the centers of many neighborhoods. They were places where men could gather after work and where families could gather on special occasions. During holidays, many of the social clubs threw parties. If a family in the neighborhood needed help, the social club might get together to help them. Membership in these clubs was a privilege. A member was required to pay dues to the club. When a neighborhood boy was allowed to join his local social club, it was like a rite of passage for him. It meant that he was one step closer to becoming a man.
Perhaps the group of people with more social clubs than anyone was the Italians. Italians had social clubs not just in Little Italy, but in many other neighborhoods, like Bensonhurst and Carroll Gardens, in Brooklyn. The Italians saw these clubs as an important way of maintaining their native heritage. Sometimes, members of some of the clubs would be from the same region of Italy. While the members of the clubs were all Americans, they still celebrated certain Italian holidays. Many of the clubs would play Italian music and cook Italian food. Local politicians would often drop by the clubs at election time, to try and get votes.

However, as New York has changed, many of these Italian clubs have disappeared. Italians have moved out of Manhattan and Brooklyn to other areas, such as the borough of Staten Island and the state of New Jersey. As other groups have moved into these ethnic neighborhoods, the membership of many of the clubs has declined. As members have gotten older or died, fewer younger Italians have taken their place. This has led to many of the social clubs closing. While New York used to have dozens of Italian social clubs, only a handful are now left.

Today, however, some of these social clubs are still going strong. For example, the Van Westerhout Cittadini Molesi, in Brooklyn's Carroll Gardens neighborhood, still has several hundred members. The club was founded by men who had emigrated from a small town in Italy, Mola di Bari. Now, most of the members are from other places, but they are still of Italian descent. While many of them still live in Carroll Gardens, some live in other neighborhoods but still drop by the club to see their old friends and neighbors.

The clubs that remain continue to be important parts of the neighborhoods. Every July 4, one of the clubs in Carroll Gardens holds a party to which everyone in the neighborhood, Italians and non-Italians alike, is invited. The social club fills a pool in the parking lot and serves pasta and cannoli, an Italian dessert. This is a nice way for people in the neighborhood to get to know each other more over Italian food.

The neighborhoods around the remaining Italian social clubs are more diverse now. You can find people not just from Italy, but also from dozens of countries, each with different ideas and rituals. These clubs have evolved to help unite people from many different cultures, but they continue to preserve a specific ethnic tradition.
Use the article "Lost on Ellis Island" to answer questions 1 to 2.

1. What was Stanislaus Dombrowski's name changed to on Ellis Island?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

2. Why did the American government force people like Stanislaus Dombrowski to change their names?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Use the article "The Twilight of the Italian Social Club" to answer questions 3 to 4.

3. Some ethnic groups formed organizations in New York City during the 1800s and 1900s. What were these organizations called?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
4. Read these sentences from the article: "Perhaps the group of people with more social clubs than anyone was the Italians. Italians had social clubs not just in Little Italy, but in many other neighborhoods, like Bensonhurst and Carroll Gardens, in Brooklyn. The Italians saw these clubs as an important way of maintaining their native heritage."

How might social clubs have helped Italians maintain their native heritage? Support your answer with at least two details from the article.

________________________________________

________________________________________

________________________________________

Use the articles "The Twilight of the Italian Social Club" and "Lost on Ellis Island" to answer question 5.

5. Imagine a man who moved from Italy to New York City in the 1900s and had his name changed on Ellis Island. Would having his name changed make him more likely to join a social club afterward? Support your answer with evidence from one or both texts.

________________________________________

________________________________________

________________________________________
What's in a Name?

Written by Francis Morgan
Illustrated by Nora Voutas

www.readinga-z.com

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*What's in a Name? • Level S*
Introduction

In this book, we are going to study names. We will use the names of a third grade class to find out where names come from.

Your last name is your family name. Your first name is your given name. It's called "given name" because your parents give it to you. Often your parents will pick two names for you, a first name and a middle name.

You have your name all your life. However, many women change their family name when they marry. They take the family name of their husband. Their children have this family name as their last name.

This is Tommy Tomkins. There are twenty-four other children in Tommy's class. Twelve are boys and twelve are girls.

Every morning, at school, Mrs. Zimmerman, the teacher, calls out the names of the children. The children shout "present" after they hear their names.

She starts with the boys' names, then she continues with the girls' names:
Family Names

Your family name has probably been in your family for hundreds of years. At one time many years ago, people had only one name, a given name. At that time, there were very few names for parents to choose from.

People lived in small villages where everyone knew each other. Over the years, the population increased. Villages grew larger. Towns were formed. In the towns and villages many people had the same name, and it started to get confusing. In one village there may have been eight men called John.
The villagers had to add words to the different Johns' names to understand which John they were talking about. Some of the Johns were known by adding their father's name. (For example, John, David's son; or John, Jack's son.) Others were known by where they lived. (For example, John from the hill, or John from the lake.) Others were known by the job they did. (For example, John the carpenter or John the gardener.) Still others were known by some personal feature. (For example, John the short, or John with white hair.)

In the Middle Ages, the rulers of many countries wanted to know who everyone was in their country. They wanted to make sure everyone was paying taxes, so they needed to count everyone. These rulers didn't want to get mixed up with eight different Johns, nine different Henrys, and ten different Williams in one village. So they passed laws that said everyone had to have a last name.

Everyone must have a last name.
Our last names are usually based on one of the four groups:
1. father’s name
2. place where they lived
3. job or trade
4. person’s appearance

Let’s look at all the children in Tommy’s class from page 7 and divide their names into the four groups.

1. Names from a Father
- Fitz means “son of” and came from France. Fitzgerald meant “son of Gerald.”
- Johnson started off as “John’s son,” and Jackson as “Jack’s son.”
- Mac and Mc mean “son of” and occur in Scottish and Irish names. MacDonald meant “son of Donald.”
- O’ means “son of” and is used in Irish names. O’Brian meant “son of Brian.”
- -kins at the end of a name formed a nickname meaning “little.” Tomkins meant “little Tom,” or “Tom’s little one.”
- -ez at the end of a name meant “son of” in Spanish. Rodriguez meant “son of Roderick.”

In our example village, with the eight Johns, John, David’s son became John Davidson. John, Jack’s son became John Jackson; John from the lake became John Lake; John from the hill became John Hill; John the carpenter became John Carpenter, and John the gardener became John Gardener. John the short became John Short. John with white hair became John White.
### Common Names from Father’s First Name

<table>
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<th>Last Name</th>
<th>Son of . . .</th>
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<tbody>
<tr>
<td>Williams</td>
<td>William</td>
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<td>Williamson</td>
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<td>Will</td>
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<td>Watkins</td>
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<td>Jones</td>
<td>John</td>
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<tr>
<td>Harrison</td>
<td>Harry</td>
</tr>
<tr>
<td>Harris</td>
<td></td>
</tr>
<tr>
<td>Parry</td>
<td></td>
</tr>
<tr>
<td>Robinson</td>
<td>Robin</td>
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<td>Robbins</td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Last Name</th>
<th>Son of . . .</th>
</tr>
</thead>
<tbody>
<tr>
<td>Richards</td>
<td>Richard</td>
</tr>
<tr>
<td>Richardson</td>
<td></td>
</tr>
<tr>
<td>Prichard</td>
<td></td>
</tr>
<tr>
<td>Robertson</td>
<td>Robert</td>
</tr>
<tr>
<td>Roberts</td>
<td></td>
</tr>
<tr>
<td>Probert</td>
<td></td>
</tr>
<tr>
<td>Ericson</td>
<td>Eric</td>
</tr>
<tr>
<td>Adams</td>
<td>Adam</td>
</tr>
<tr>
<td>McAdam</td>
<td></td>
</tr>
<tr>
<td>Peterson</td>
<td>Peter</td>
</tr>
<tr>
<td>Peters</td>
<td></td>
</tr>
<tr>
<td>Evans</td>
<td>Evan</td>
</tr>
<tr>
<td>Bevan</td>
<td></td>
</tr>
<tr>
<td>Evanson</td>
<td></td>
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</table>

### Common Names from Places

<table>
<thead>
<tr>
<th>Last Name</th>
<th>Place</th>
</tr>
</thead>
<tbody>
<tr>
<td>Moore</td>
<td>from a moor</td>
</tr>
<tr>
<td>Hall</td>
<td>from near a hall</td>
</tr>
<tr>
<td>Green</td>
<td>from near a village green</td>
</tr>
<tr>
<td>Mills</td>
<td>from near a mill</td>
</tr>
<tr>
<td>Barnes</td>
<td>from near a barn</td>
</tr>
<tr>
<td>Ford</td>
<td>from near a ford (river crossing)</td>
</tr>
<tr>
<td>Lake</td>
<td>from near a lake</td>
</tr>
<tr>
<td>Brooks</td>
<td>from near a brook</td>
</tr>
<tr>
<td>Marsh</td>
<td>from near a marsh</td>
</tr>
<tr>
<td>Lane</td>
<td>from near a lane</td>
</tr>
<tr>
<td>Holland</td>
<td>from the country of Holland</td>
</tr>
</tbody>
</table>

### 3. Names from a Job

The ancestors of the children in the class with “job” names were bakers, clerks, fishermen, gardeners, goldsmiths, and tailors. Schumacher means “shoemaker” in German, so Brittany had an ancestor who made shoes. Jason Freeman’s ancestors were slaves. They were captured in Africa and brought, against their will, to America to work in the fields. When slavery was abolished, they were able to choose their own names. As most didn’t know what their African names were, they
chose American names. Many picked the names of their former masters. Some, like Jason’s ancestors, wanted to show they had become free so they chose the name Freeman.

Some of the jobs that people did in the Middle Ages, when last names first started, no longer exist. The names, however, still live on. Some of these are:
Cooper: A cooper made wooden barrels.
Hooper: A hooper made hoops for barrels.
Archer and Bowman: Archers and bowmen were soldiers who used a bow and arrows.
Fletcher: A fletcher made arrows.
Carter: A carter made or drove carts.
Wheeler: A wheeler made wheels for the carts.
Tanner: A tanner worked with leather.

4. Names from a Description

The first ancestor of Daniel Armstrong with a last name was known as a strong man.
Chan is Chinese and means “old,” so the first person to have a last name in Kim’s family was old.
Some people have animal names as last names. This usually means that their ancestor acted like the animal in some way. Joshua Fox’s ancestor was probably cunning, like a fox.
Longfellow was a tall person and White had white hair.

<p>| Common Names from Jobs          |
|-------------------------------|----------------|</p>
<table>
<thead>
<tr>
<th>Last Name</th>
<th>Job or Trade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Smith</td>
<td>blacksmith</td>
</tr>
<tr>
<td>Farmer</td>
<td>farmworker</td>
</tr>
<tr>
<td>Miller</td>
<td>worked in a flour mill</td>
</tr>
<tr>
<td>Shepherd</td>
<td>took care of sheep</td>
</tr>
<tr>
<td>Cook</td>
<td>cooked food</td>
</tr>
<tr>
<td>Potter</td>
<td>made pots</td>
</tr>
</tbody>
</table>

<p>| Common Names from Descriptions |
|-------------------------------|----------------|</p>
<table>
<thead>
<tr>
<th>Last Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brown</td>
<td>brown skin or hair</td>
</tr>
<tr>
<td>Young</td>
<td>young person</td>
</tr>
<tr>
<td>Gray</td>
<td>gray hair</td>
</tr>
<tr>
<td>Bird</td>
<td>timid, like a bird</td>
</tr>
<tr>
<td>Long</td>
<td>tall person</td>
</tr>
<tr>
<td>Peacock</td>
<td>proud or showy, like a peacock</td>
</tr>
<tr>
<td>Lamb</td>
<td>meek, like a lamb</td>
</tr>
<tr>
<td>Whitehead</td>
<td>with white hair</td>
</tr>
<tr>
<td>Bull</td>
<td>wild and dangerous, like a bull</td>
</tr>
<tr>
<td>Short</td>
<td>a short person</td>
</tr>
</tbody>
</table>
Types of Names in Tommy's Grade 3 Class

<table>
<thead>
<tr>
<th>Father</th>
<th>Place</th>
<th>Job</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fitzgerald</td>
<td>Figueroa</td>
<td>Baker</td>
<td>Armstrong</td>
</tr>
<tr>
<td>Johnson</td>
<td>Garcia</td>
<td>Clark</td>
<td>Chan</td>
</tr>
<tr>
<td>Jackson</td>
<td>Hill</td>
<td>Fisher</td>
<td>Fox</td>
</tr>
<tr>
<td>Macdonald</td>
<td>Wood</td>
<td>Freeman</td>
<td>Longfellow</td>
</tr>
<tr>
<td>O'Brian</td>
<td>Yamamura</td>
<td>Gardener</td>
<td>White</td>
</tr>
<tr>
<td>Tomkins</td>
<td></td>
<td>Goldschmitt</td>
<td></td>
</tr>
<tr>
<td>Rodriguez</td>
<td></td>
<td>Schumacher</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Taylor</td>
<td></td>
</tr>
</tbody>
</table>

Changing Names

Sometimes family names were changed for different reasons. Many of the people going to America from Europe had difficult names to pronounce and spell. To make things less difficult, they changed their names.

Sometimes people arrived in the country and an official would change their name for them. This was because the official couldn't understand them when he asked them their name, or he couldn't spell it properly.

Someone called Jan Micsza would have become John McShea. Someone with the last name of Mlynar would become Miller. Hildergart Zimmerman (German for "carpenter") would become Hilda Carpenter.

Caryn Johnson changed her name to Whoopi Goldberg.
First Names

Now that you know about family names, let's look at given names or first names. There are many different reasons why parents choose a particular name for their child. Maybe they name a son after his grandfather. They could name a daughter after someone they admire, like a writer, actor, or athlete. Or they could just choose a name they like the sound of.

Most first names have meanings, which are very old. Most of these meanings are now forgotten, although some parents will look up the meanings of first names in a book or on the Internet.

<table>
<thead>
<tr>
<th>Name</th>
<th>Meaning</th>
<th>Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ashley</td>
<td>from the ash tree</td>
<td>Old English</td>
</tr>
<tr>
<td>Britanny</td>
<td>a woman from Britain</td>
<td>Irish</td>
</tr>
<tr>
<td>Stephanie</td>
<td>crown</td>
<td>Greek</td>
</tr>
<tr>
<td>Amanda</td>
<td>lovable</td>
<td>Latin</td>
</tr>
<tr>
<td>Michael</td>
<td>who is like God</td>
<td>Hebrew</td>
</tr>
<tr>
<td>Andrew</td>
<td>courageous</td>
<td>Greek</td>
</tr>
<tr>
<td>Robert</td>
<td>bright fame</td>
<td>English</td>
</tr>
<tr>
<td>David</td>
<td>friend</td>
<td>Hebrew</td>
</tr>
</tbody>
</table>

Sometimes actors and singers change their names so that people will remember them more easily. Here are some examples:

- Babyface Singer
- Jackie Chan Actor
- Kenneth Brian Edmonds
- Kong-Sang Chan
- Cherilyn Sarkisian
- Thomas Cruise Mapother IV
- Marshall Mathers III
- Gloria Maria Fajardo
- Coy Johnson
- Terry Jean Bollea
- O'Shea Jackson
- Tracey Marrow
- Reginald Kenneth Dwight
- Love Michelle Harrison
- Madonna Louise Ciccone
- Prince Rogers Nelson
- Sean Combs
- Richard Starkey
- Gordon Matthew Sumner
- Robert James Ritchie
- Eldick Woods
- Tiger Woods Golfer
- Kid Rock Rapper
- Sting Singer
- Ringo Starr Drummer
- P. Diddy Singer
- Prince Rock star
- Elton John Singer
- Ice-T Rap singer
- Ice Cube Rap singer
- Whoopi Goldberg Actor
- Hulk Hogan Wrestler
- Ewan McGregor Actor
Family Names as First Names

In the past few years, it has become popular to use family names as first names. Some examples are: Tyler (originally a family name from someone who put tiles on roofs), Hunter (English, a hunter), Logan (Irish, from a cove), Mason (a stone mason), Blake (Old English, white), Tanner (English, leather-worker), Morgan (Welsh, sea dweller), Haley (English, hay meadow), and Brooke (lived near a brook).

Nicknames

Very often, first names are shortened or changed. These names are called nicknames. Let’s look at Tommy’s class and see how many nicknames there are.

Daniel Armstrong is called Danny.
Robert Figueroa is called Bobby.
Andrew Fitzgerald is called Andy.
Joshua Fox is called Josh.
Jason Freeman is called Flash, but that’s not because of his name. It’s because he runs fast.
José Garcia doesn’t have a nickname.
William Gardener is called Billy.
Kareem Johnson is called KJ.
Matthew Longfellow is called Matt.
Michael O’Brien is called Mike.
Thomas Tomkins is called Tommy.
Christopher Wood is called Chris.
David Yamamura is called Dave.
Girls also have nicknames.
Samantha Baker is called Sam.
Kim Chan doesn't have a nickname.
Jennifer Clark is called Jenny.
Emily Fisher is called Em.
Rebecca Goldschmitt is called Becky.
Amanda Hill is called Mandy.
Stephanie Jackson is called Stephie.
Kawanna Macdonald is called Mac.
Isabelle Rodriguez is called Bella.
Brittany Schumacher is called Britt.
Ashley Taylor is called Spud because she eats a lot of potatoes.
Sarah White doesn't have a nickname.
"I WAS ADOPTED"

Is Marcus, 15, curious about his biological parents? Sure. But that doesn’t mean he would trade the family he has now for anything else.

BY MARCUS ANTON GORDON, AS TOLD TO JESSICA PRESS

My older brother and I love to watch funny movies, like Step Brothers and Dumb and Dumber.

My dad and I cheer on the same sports teams—especially the Green Bay Packers.

And my mom and I cook together. She and I can talk for hours.

We are family, in every way that matters. We have common interests, and we help each other through tough times.

The only difference? I was adopted.

A Better Life

For my whole life, I have known the story of my adoption. I was born at a hospital in Texas, and my parents brought me home to Wisconsin. That’s where I’ve lived ever since.

Some people think that if you’re adopted, you must be mad at your biological parents. After all, they “gave you up.” But I don’t see it that way. My biological parents made a big sacrifice. They wanted me to have a better life than they could give me.

Before I was born, my mom met with my biological mother and heard her story. Both of my biological parents had had really hard lives. They didn’t have the support or money to raise me. They wanted me to have a stable, loving family. And that’s what I have now.

I think adoption is really special. My parents do too. It’s never been a secret.
Marcus's mom was also adopted. "She understands what it's like," he says. "We share a special bond."
**Different Families**

To be honest, it would be hard to hide the fact that I’m adopted. I don’t look like my parents. They’re both white. My biological mom was white too. But my biological father was black. That makes me biracial.

Sometimes this confuses people. They see me with one of my parents and assume I’m with a stepparent. I just say, “Nope—this is my dad,” or “This is my mom.” I know they don’t mean any harm, so it doesn’t bother me.

Plus, I’m lucky to live in a diverse community.

---

My friends are all different races. And these days, families are formed in many different ways. Some kids are raised by single parents or grandparents. Others have two moms or two dads.

I’m proud to say that my family was created by adoption.

---

**Tracing Roots**

I’ve never really thought about what my life would be like if I weren’t adopted. Still, there are times when I think about my biological parents. I wonder what they’re like and if I’m like them. Are they athletic? Are their appetites as big as mine?

We’ve never heard from my biological parents. But something exciting did happen recently. I found out that I have an older half sister! She lives in Seattle, Washington. She and I have the same biological father.

Once we found her online, my mom reached out to her mom. They were glad to hear from us. We started texting right away. Now, my mom and I are flying out to see them in a few weeks.

I feel nervous but excited. I finally get to meet someone who shares my biological roots. I already know my half sister likes sports and listens to rap—just like I do. I can’t wait to find out what else we might have in common.

---

**“Real” Parents**

Sure, I’m curious about where I came from. But I always think of my mom, dad, and brother as my family.

Sometimes, people ask me about my “real parents.” I tell them that my real parents are the ones who have raised me.

They’re the ones I live with. They’re the ones I love. To me, that’s what makes a group of people a family.
Where I'm From
by George Ella Lyon

I am from clothespins,
from Clorox and carbon tetrachloride.
I am from the dirt under the back porch.
(Black, glistening
it tasted like beets.)
I am from the forsythia bush,
the Dutch elm
whose long gone limbs I remember
as if they were my own.

I'm from fudge and eyeglasses,
from Imogene and Alafair.
I'm from the know-its alls and the pass-it-ons,
from perk up and pipe down.
I'm from He restoreth my soul with a cottonball lamb
and ten verses I can say myself.

I'm from Artemus and Billie's Branch,
fried corn and strong coffee.
From the finger my grandfather lost to the auger
the eye my father shut to keep his sight.
Under my bed was a dress box
spilling old pictures,
a sift of lost faces
to drift beneath my dreams.

I am from those moments—
snapped before I budded—
leaf-fall from the family tree
Comparing Primary vs. secondary Sources:

**PRIMARY SOURCE**: Is a document or object made by a person who was present during the time period or historical event being studied.

**SECONDARY SOURCE**: Information gathered by someone who was not present at the historical event that is being studied.

**Directions**: List the source of information in the correct category.

<table>
<thead>
<tr>
<th><em>Encyclopedia</em></th>
<th><em>Diary</em></th>
<th><em>photograph</em></th>
<th><em>biography</em></th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Autobiography</em></td>
<td><em>newspaper article</em></td>
<td><em>speech</em></td>
<td><em>movie</em></td>
</tr>
<tr>
<td><em>paintings</em></td>
<td><em>Artifact</em></td>
<td><em>Letters</em></td>
<td><em>interviews</em></td>
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<tr>
<td></td>
<td><em>text book</em></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Primary sources:</th>
<th>Secondary Sources:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Comparing Primary vs. secondary Sources:

Answer sheet

**Primary source**: Is a document or object made by a person who was present during the time period or historical event being studied.

**Secondary source**: Information gathered by someone who was not present at the historical event that is being studied.

**Directions**: List the source of information in the correct category.

*Encyclopedia* *Diary* *photograph* *biography*
*Autobiography* *newspaper article* *speech* *movie*
*paintings* *Artifact* *Letters* *interviews*
*text book*

<table>
<thead>
<tr>
<th>Primary sources:</th>
<th>Secondary Sources:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Autobiography</td>
<td>• Encyclopedia</td>
</tr>
<tr>
<td>• Diary</td>
<td>• Biography</td>
</tr>
<tr>
<td>• Photograph</td>
<td>• Newspaper article</td>
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<tr>
<td>• Speech</td>
<td>• Text book</td>
</tr>
<tr>
<td>• Artifact</td>
<td>• Painting</td>
</tr>
<tr>
<td>• Letters</td>
<td>• Movie</td>
</tr>
<tr>
<td>• Interview</td>
<td></td>
</tr>
</tbody>
</table>
Printed Leveled Readings

1st and 2nd grade
Families
A Reading A-Z Level I Leveled Book
Word Count: 260

Connections

Writing
Write a letter to Mark telling him what you learned about his family.

Math
Make a graph showing how many boys, girls, men, and women from Mark’s family will be at the lake.
How many are in each group?
Discuss your findings with a partner.

Reading A-Z
Visit www.readinga-z.com for thousands of books and materials.
Families

Written by Keith and Sarah Kortemartin
www.readinga-z.com

Focus Question
Who is in Mark’s family?

Words to Know
half sister  son-in-law
members  stepchildren
siblings  stepfather

Photo Credits:

Correlation
LEVEL I
Fountas & Pinnell 1
Reaching Recovery 15-16
DRA 16

Families
Level 1 Leveled Book
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Written by Keith and Sarah Kortemartin
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www.readinga-z.com
This is Mark.
Every summer, he spends a week at the lake with his family.
Let's meet some of his family members.

Mark always goes to the lake with his mom and dad and his sister, Anna. Mark is his parents' son, and Anna is their daughter.
At the lake, Mark will also see his mom's parents. They are his grandparents. He calls them Grandma and Grandpa.

Mark’s mom is their daughter, and his father is their son-in-law. Mark is their grandson, and Anna is their granddaughter.
Mark's grandparents had parents, too. They are his great-grandparents. Mark only met one of them. The others passed away before he was born.

Mark's mom has two siblings who will be there. Her brother is Mark's uncle. Her sister is Mark's aunt. That makes Mark their nephew and Anna their niece.
Mark's other uncle will be there, too. He is Mark's dad's brother. He married a few years ago, and his wife is Mark's aunt.

Mark's aunt has been married more than once. She is also a mom. She has three kids from her first marriage.
They are her new husband’s stepchildren.
He is their stepfather.

He and his new wife had a baby this year.
She is a half sister to the other children.
Mark and his family had a great time at the lake. They can’t wait to go back next year. What types of things do you do with your family?

All of Mark’s aunts’ and uncles’ children are his cousins. Anna and Mark are their cousins, too.
Different Kinds of Families

Families can range from very big to very small. Some people live in the same house with their parents and grandparents, or with their aunts, uncles, and cousins. Some children live with only one parent, or with no parents at all. Children can live with their grandparents or other relatives, too. Other families don’t have any children. What kinds of families do you know?

Glossary

half sister (n.) a sister who is related through only one parent instead of two (p. 12)

members (n.) those who belong to a group (p. 3)

siblings (n.) brothers or sisters (p. 8)

son-in-law (n.) a man who is married to one’s daughter or son (p. 6)

stepchildren (n.) children of one’s husband or wife from a previous marriage or relationship (p. 11)

stepfather (n.) a man who has married a child’s mother but who is not the child’s birth father (p. 11)
Many people have moved to America over the centuries. Some people have ancestors who moved to America long ago. Others have relatives who moved to America more recently.

Maybe someone related to you moved to America long ago. That person might have arrived at Ellis Island. It is an island in New York City's harbor. Long ago, Ellis Island was the first stop in the United States for many newcomers.

These newcomers were called immigrants. From 1892 to 1924, more than twelve million immigrants came through Ellis Island. Nearly all immigrants came to America by ship. They were examined at Ellis Island before they were allowed to enter the United States.

Many people who entered the United States through Ellis Island nicknamed it "The Island of Hope." But not everyone was allowed into the United States. Some people were turned away. They gave Ellis Island another,
sadder nickname: "The Island of Tears."

Today, millions of people come to the United States on airplanes. Ellis Island stopped accepting immigrants many years ago. The island is now home to a museum. It has a collection that tells the story of immigration.

The museum shows immigrants' photographs, letters, documents, clothing, and much more. At the museum's American Family Immigration History Center, you can use a computer to see if anyone in your family came through Ellis Island.
The Old Picture
by Kate Paixão

Jayden found an old picture in his attic. It was a photo of a man wearing a uniform.

Jayden brought the picture downstairs. He showed it to his mom. "Who is this?" Jayden asked.

"That is your great-great-grandfather," said Mom. "His name was William."

"Is he still alive?" asked Jayden.
"No, this picture comes from about one hundred years ago," replied Mom. "He was an American soldier in World War One. That is why he is wearing a uniform in the picture."

"This picture is cool. May I bring it to school?" asked Jayden. "I want to show my friends."

"This picture is old. We do not want it to get lost or ruined. It is part of our family history," said Mom. "We will make a copy of it. You can bring that copy to school."
Use the article "The Island of Hope and Tears" to answer questions 1 to 2.

1. Describe what the museum on Ellis Island shows. Use details from the text to support your answer.

2. How might people in America today be connected to the people who moved to America and went through Ellis Island in the past?

Use the article "The Old Picture" to answer questions 3 to 4.

3. Describe the person in the picture that Jayden finds.

4. The picture is important to Mom because it is part of her and Jayden's family history.

What evidence from the text supports this conclusion?

Use the articles "The Old Picture" and "The Island of Hope and Tears" to answer question 5.

5. Could the things in the museum on Ellis Island be parts of family histories? Support your answer with information from both texts.
Yesterday, my second-grade class read *Grandpa's Tractor*. It is a children's book by Michael Garland. In the book, a boy named Timmy spends the day with his grandfather, Grandpa Joe. The story takes place in the present and the past.

Timmy and his grandfather visit an old farm where Grandpa Joe grew up. Timmy sees the old farmhouse, barn, and tractor. For Grandpa Joe, seeing the tractor brings back special memories. He tells Timmy all about his life on the farm.

After I read *Grandpa's Tractor* yesterday, I wondered about my grandpa Cesar's memories. I called him on the phone.

"What were things like for you growing up, Grandpa?" I asked. "Did you live on a farm?"
"No," he said. "I grew up in a small village in Mexico." Mexico is a country south of the United States. "My parents worked on a farm where they picked vegetables," Grandpa told me. "But I went to school in the village. When I was seven years old, my family moved to the United States."

My grandfather's life as a boy was different from the grandpa's in the book. It was also very different from my life now.
1. What does Timmy do in the book *Grandpa's Tractor*?
   A. Timmy calls his grandpa Cesar on the phone.
   B. Timmy spends the day with his grandfather.
   C. Timmy picks vegetables on a farm in Mexico.

2. One of the settings of *Grandpa's Tractor* is the present. What is another setting of *Grandpa's Tractor*?
   A. Mexico
   B. the past
   C. the future

3. Read this sentence from the story.

"Grandpa Cesar's life as a boy was different from Grandpa Joe's."

What evidence in the story supports this idea?
   A. Grandpa Joe grew up on a farm, and Grandpa Cesar grew up in a small village.
   B. Grandpa Joe tells Timmy about his memories of growing up, and Grandpa Cesar shares his memories of growing up.
   C. Grandpa Joe grew up on a farm, and Grandpa Cesar's parents picked vegetables on a farm.

4. What effect does the book *Grandpa's Tractor* seem to have on the second-grader who reads it?
   A. It makes the second-grader wonder what riding a tractor would be like.
   B. It makes the second-grader wonder what the life of his or her own grandpa was like.
   C. It makes the second-grader wonder what living in Mexico would be like.

5. What is the theme of this story?
   A. learning about the past
   B. learning about the future
   C. learning about the present
6. Read this paragraph from the story.

"Timmy and his grandfather visit an old farm where Grandpa Joe grew up. Timmy sees the old farmhouse, barn, and tractor. For Grandpa Joe, seeing the tractor brings back special memories. He tells Timmy all about his life on the farm."

What does the author mean by writing, "seeing the tractor brings back special memories for Grandpa Joe?"

A. Grandpa Joe can only drive the tractor backward, not forward.
B. Grandpa Joe can still remember how to drive the tractor.
C. The tractor makes Grandpa Joe think of special memories.

7. Choose the answer that best completes this sentence.

Grandpa Cesar grew up in Mexico, _______ his family later moved to the United States.

A. so
B. because
C. but

8. What does Grandpa Joe tell Timmy all about?
9. What does Grandpa Cesar tell the narrator about? (The narrator is the person telling the story.)

10. Compare and contrast the narrator with Timmy. Support your answer with information from the text.