

## Interdisciplinary Ideas

### LANGUAGE ARTS

1. Read the book *Molly's Pilgrim* by Barbara Cohen (Lothrop, Lee & Shepard, 1983).
2. The family gave thanks for being free and safe. Write a paragraph about what the words freedom and safety mean in your life.

\* Visit [www.heartwoodethics.org](http://www.heartwoodethics.org) and choose Teaching Heartwood, Intermediate Activities, for the Immigrant Interview page. Culture Keys offer cultural information.

### SOCIAL STUDIES

1. In pairs, investigate how immigrants become citizens of the United States. Visit <http://bensguide.gpo.gov> and choose 3-5, citizenship, Becoming a U.S. Citizen. Find out about a citizen's rights and responsibilities. Take notes and share information with the class. Together make three lists: Becoming a U.S. citizen, Rights of U.S. citizens, Responsibilities of U.S. citizens. Post for all to see.
2. Research today's immigrant population. (Keyword: faces of America, immigration) Find out how many people immigrate to the U.S. each year, from which countries, and for what reasons. Make a chart of the information and present to the class.

### ART

1. Draw the refugee boat on the ocean with the clothing sail. Use black pencil to draw your illustration and color with pastels or watercolors.
2. Paint a mural of the Thanksgiving Feast with foods from the Caribbean. (Keyword: Caribbean foods)

## How Many Days to America?

*Eve Bunting*  
1988  
New York: Clarion Books

**HOPE**  
Caribbean  
Historical Fiction  
Reading Time: 8 minutes

### CONCEPTS

Hope  
Courage  
Love

### SUMMARY

**This is a gentle story, simply told, of a family's flight to freedom and the tension and hardships encountered journeying to the land of promise and hope—America. With soft watercolors and black line illustrations, artist Beth Peck captures the emotions of this intrepid family.**

### OBJECTIVES

The student will be able to identify, define, and discuss hope, courage, and love as they relate to this story, and will gain awareness of and appreciation for the difficulties refugees face.

# After the Story

## How Many Days to America?

### DISCUSSION

1. Who is telling this story? Why does this family have to flee their country and leave all their possessions behind? What do they hope for?
2. What difficulties do the people face? How does father comfort the children? Have you ever been comforted by a song or a story? Explain.
3. What signs of courage do you see in the story? What signs of love are portrayed?
4. How are the Caribbean refugees of this story like the Pilgrims? Compare their hopes for political and religious freedom.
5. How does hope help the family survive? How does hope help you in difficult situations?
6. Do people still leave their homes hoping for a better life in America? Discuss.
7. Why do you think the author adds the words, "A Thanksgiving Story" to the title? How does thankfulness relate to hope?

### ACTIVITIES

1. Locate the Caribbean Sea and islands on a world map and identify the countries and territories. (Keyword: Caribbean countries territories)
2. In small groups, brainstorm and list hopes that refugees might bring with them to a new land. Make another list of hopes you have for your own lives. Compare the lists and discuss what kinds of hopes are universal.
3. In pairs, find stories of people who immigrated to the United States and choose one to role play as an interview for the class. (Keyword: Coming to America, in search of the American dream) Use a copy of the "Immigrant Interview"\* to record information from the person's online story. Choose parts of interviewer and interviewee, practice the interview, and present to the class.

### EXTENSION

1. Talk with your family about hopes for the future and actions you can take together to realize your hopes. With permission, share with the class.
2. Retell the story at home. Plan ways you and your family could welcome new neighbors.

### WRAP-UP

1. In *My Heartwood Journal* write about a time you were especially thankful when your hopes for yourself or someone else were realized.
2. Ask parents, grandparents, teachers, or students who have moved here from other countries (or states) to visit the classroom and share their hopes and experiences.

### VOCABULARY

peered  
quay  
surf

huddle  
barnacles  
papayas

garnets  
anxious