


## Notable Trade Book Lesson Plan:

### *Hannah is My Name* by Belle Yang

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 *Hannah is My Name* by Belle Yang. (2004). Cambridge, MA: Candlewick Press.

#### *Abstract*

*This lesson plan can be used with lower-level elementary students to discuss immigration to the US in the 20<sup>th</sup> century and related issues. It uses a trade book written by Belle Yang, entitled *Hannah is My Name*, to foster students' consideration of individual development and identity through a cultural lens.*

## NCSS Notable Trade Book Lesson Plan

### *Hannah is My Name* by Belle Yang

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<b>NCSS Notable Trade Book Title:</b>	<i>Hannah is My Name</i> by Belle Yang (2004). Cambridge, MA: Candlewick Press.
<b>Book Summary:</b>	Author/illustrator Yang draws upon her own experiences to tell an upbeat story of immigration. Highlights include Yang's (Hannah's) coming to America at age 7 from Taiwan in the late 1960s with her parents, getting a new name, learning a new language, adjusting to a new way of life with its concomitant problems as undocumented immigrants, and waiting for a green card.
<b>NCSS Standards and Rationale:</b>	Culture Individual Development and Identity  As part of their study of neighborhood or community, second- and third-grade students learn about immigration and related concepts of ethnic diversity and interdependence.
<b>Materials:</b>	Copies of <i>Hannah is My Name</i> pencils and paper world map chart paper with markers or crayons, props for dramatic play
<b>Objectives:</b>	Students in grades 2-3 will ... <ul style="list-style-type: none"> <li>➤ describe how their name communicates information about themselves to others.</li> <li>➤ illustrate two ways Hannah's family depended on others in their neighborhood and how these persons assisted one or more family members.</li> <li>➤ list in chart format or communicate through role play two similarities between Hannah's life and their own lives.</li> <li>➤</li> </ul>




<b>Development:</b> (cont.)	VII. Pass out drawing or chart paper and markers or crayons. Have students fold their paper in half. On one half of the paper, ask students to illustrate one circumstance when someone in the neighborhood helped Hannah or her family, and on the other half illustrate a second circumstance of helping from the story. Permit time for sharing.
<b>Expansion:</b>	<p>Invite students to consider similarities between their own lives and Hannah’s life by asking:</p> <ul style="list-style-type: none"> <li>• How is Hannah’s life like your life?</li> <li>• What does Hannah do that you also do?</li> <li>• What does she have that you also have?</li> <li>• What does she like that you also like? <ul style="list-style-type: none"> <li>➤ You may either make a chart with Hannah’s list on one side and your list on the other, or you may work with someone else to show us in a skit.</li> <li>➤ Allow each individual student (with a chart) or group of students (through role play) time to share their findings with the rest of the class.</li> </ul> </li> </ul>
<b>Assessment:</b>	<p>Are students able to ...</p> <ul style="list-style-type: none"> <li>❖ describe how names communicate unique information about individuals.</li> <li>❖ illustrate circumstances of interdependence in Hannah’s story.</li> <li>❖ communicate two similarities between their own lives and Hannah's life.</li> </ul> <p>(Teacher observation and student work products document individual student progress.)</p>
<b>Suggested Extension Activities:</b>	<p>Students may create a “name poem” using the letters in their first name or nickname to write phrases or words that describe them and their interests.</p> <p>To expand students' thinking about immigration from various countries, show the animated movie <i>Fievel: An American Tail</i>. Discuss the way immigration from Russia to New York is portrayed in the movie and how that portrayal is similar to and different from Hannah's family's experiences.</p>


**Additional  
References and Web links:****Books for Children**

 Harvey, Miles. (1999). *Look What Came from China*. New York: Franklin Watts.


Inventions, sports, food, holidays, and customs brought to the US by Chinese immigrants are explored. Pronunciation guide and list of related web sites provide helpful information. Grades 2-5.

 Hoffman, Mary. (2002). *The Color of Home*. Illustrated by Karin Littlewood. New York: Fogelman.

This is the story of Hassan, a recent immigrant from Somalia, who is having trouble adjusting to a new culture, especially a different language. Grades K-2.

 Levine, Ellen. (1995). *I Hate English*. New York: Scholastic.


Mei Mei and her family move to New York from Hong Kong, where she struggles to learn a new language and adjust to a new school. Grades K-2.

 Maestro, Betsy. (1996). *Coming to America: The Story of Immigration*. Illustrated by Susannah Ryan. New York: Scholastic.

Watercolor paintings help illustrate the story of immigration in this book that describes America as a nation of immigrants from earliest times to modern day. It is a good factual account of immigration for a young audience. Grades 1-3.

 Tran, Troung. (2003). *Going Home, Coming Home*. Illustrated by Ann Phong. San Francisco: Children's Book Press.

This bilingual picture book, written by an author and illustrated by an artist who are both Vietnamese-American, tells the story of eight-year-old Ami Chi who is a child of refugees visiting, for the first time, the country her parents still call home. Grades 1-3.

<p><b>Additional References and Web links: (cont.)</b></p>	<p><b><u>Books for Children</u></b></p> <p> Yin. (2001). <i>Coolies</i>. New York: Philomel.</p> <p>Yin relates the story of a Chinese laborer who worked on the Transcontinental Railroad. Grades 1-4.</p> <hr/> <p><b><u>Video/DVD</u></b></p> <p>➤ <i>Island of Secret Memories</i>. KQED Instructional Television. (415) 553-2140.</p> <p>Tells the story of a Chinese-American boy who visits the Angel Island Immigration Station and learns about his own grandfather's detention there. Appropriate for younger children. 20 minute documentary.</p>
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