



Honoring the Spirit of America

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“Ei Pluribus Unum”

Many Patches...One Quilt

Grades: 6 - 8
All Subjects

Objective

- Describe the history and significance of their names.
- Explain the significance of our county’s name.
- Detail some of events that are associated with the naming of our nation.
- Analyze the importance of the many countries and traditions in our great nation.

Character Education Words

- Citizenship
- Loyalty
- Patriotism

Teacher’s Overview

- The students will research; prepare an essay and personal patchwork quilt piece that will be a part of the class quilt.
- The students will gain a greater appreciation for their county and family’s history as they learn more about their heritage and their country’s history.

Materials

- Interview cards
- Poster board cut in four pieces
- Markers,
- Construction paper
- Art supplies
- Glue stick
- Notebook and pencil for taking notes

- Several sheets of large white drawing paper
- Fabric scissors or rotary cutter and small mat
- Ruler and/or other tool to be used for measuring and cutting fabric
- A wide range of fabrics

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Introduction

- Have students divide in groups of two and interview each other while standing. Have them introduce each other shaking hands. (Discuss the protocol of a good handshake. Have them practice giving a good handshake.) Tell them that the student who is taller is A and the other is B. Give B the interview card with these questions:
 1. How did you get your name?
 2. Is there any family history associated with your name?
 3. Do you remember anything about your name relating to other relatives?
 4. Do you like your name?
 5. What would you like to be named if you had a choice to change it?
 6. Do you have a nickname? Who gave you the name? Why?
 7. What do you know about your last name?
 8. Do you know any countries other than America where you have had or still have relative?
- Have A repeat the answers that B reported one question at a time. Then have B take the card and interview A with the same questions. Have B repeat the answers to A's interview.

Activities

- Explain how America got her name. According to the age level of the students, give an overview or detailed explanation of the history and significance of the name "America." (See handout.)
- In groups of four, have the students design a piece of patchwork quilt that illustrates the history and significance of the name, America. The students can display their product and the class can vote on the one they want to use for the class quilt.

- Have students research the history of their name using the questions above or additional questions that the class generates in the discussion. Have students to design a piece of patchwork quilt that illustrates their names.
- On a large bulletin board, combine the pieces of the quilt using one or all of the group's designs of the name, America, as the centerpieces. Invite other classes, parents, and administrators to come and ask questions about the different patchwork pieces.

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Individual Practice/Reflection

- Continue to research your family tree. Use the Internet to discover your family heritage. Interview your oldest relatives and discover stories and events that make your family unique.
- Create a family tree on poster board.
- Write a fictional short story about an event in your family history.
- Trace the movement of your family from its origins on a timeline or a map. Add dates, pictures, and reasons for the times you're your family moved locations.

Assessment

- Teacher can grade the individual pieces of patchwork and/or design a rubric that will assess the significance of the symbols and pictures in the piece.

Enrichment

- Create a family tree on poster board.
- Write a fictional short story about an event in your family history.
- Trace the movement of your family from its origins on a timeline or a map. Add dates, pictures, and reasons for the times you're your family moved locations.

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Rubric

Name: _____

Date: _____

Class: _____

	Exceptional	Admirable	Acceptable	Amateur
Group Participation	All students enthusiastically participate	At least 3/4 of students actively participate	At least half the students confer or present ideas	Only one or two persons actively participate
Shared Responsibility	Responsibility for task is shared evenly	Responsibility is shared by most group members	Responsibility is shared by 1/2 the group members	Exclusive reliance on one person
Quality of Interaction	Excellent listening and leadership skills exhibited; students reflect awareness of others' views and opinions in their discussions	Students show adeptness in interacting; lively discussion centers on the task	Some ability to interact; attentive listening; some evidence of discussion or alternatives	Little interaction; very brief conversations; some students were disinterested or distracted
Roles Within Group	Each student assigned a			

	clearly defined role; group members perform roles effectively			
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The Naming of America

Now that you have discovered more about your name, where did America get her name?

Can you imagine living in the 15th century? Most people did not know how to read or write. Most people did not even know how their bodies worked, why they breathed, felt hungry or sick, or had a temperature. They knew nothing about geography and believed that there was no world beyond their horizon. Even kings were illiterate. Coats of arms and other symbols and colors identified trades and status. People lived cold and hungry. No wonder there was some curious people who wanted to find another world out there?

Some believe the name of America came from Amerigo Vespucci, a Florentine transatlantic explorer who was a navigator with Christopher Columbus in 1499, and the first geographer to discover that the two Americas were actually separate continents. There is much evidence now to dispel that theory. Why? Where did he get the name America from to begin with?

Here is another theory from a new book by Bristol author Rodney Broome makes a compelling case for a West Country connection to the name of America. He has studied various myths, legends, half truths and theories surrounding the story and states in the book 'Terra Incognita - The True Story of How America Got Its Name' that America was named after wealthy Bristol merchant Richard Amerike, who was an overseas trader living just outside the city in Long Ashton. This author believes that Vespucci played an important role in the naming of America, but that he never took credit for the name for himself.

In 1507, a mapmaker named Martin Waldseemuller made a world map almost entirely from Vespucci's maps. In this map, the word 'America' is written across South America. In later editions of the map, Waldseemuller tried to change the name to 'Terra Incognita' or 'Unknown Land.' This would support the theory that Vespucci never claimed that he had named this land America.

The author, Broome, says that an English fisherman who visited Newfoundland long before Christopher Columbus or John Cabot crossed the Atlantic, bought salt cod in Iceland until the King of Denmark stopped the trade in 1475. He then believes that four Bristol merchants received a royal charter to find another source of fish and trade.

It was not until 1960 when someone found bills of trading records that it was discovered that Richard Amerike was involved in this business.

Broome believes that it was the Bristol sailors who named the area after the Bristol merchant and their boss, Richard Amerike.

History also tells us that Amerike directly financed Cabot's famous voyage to the New World on the Matthew. Many believe that Cabot who was thankful for the attention he received in England on completion of the voyage, named an island or territory after his sponsor, Amerike.

It is interesting to have different theories because it brings mystery and imagination to the background. Whatever happened, whether Vespucci named him or whether Cabot used the name America for his map and Vespucci found the copy and named it according to its title we may never know. What we do know is that our names are our heritage and when we learn more about where we have come from, we will have a clearer picture of where we are to go.