LIVING TOGETHER

QUEENS

AN INTERNATIONAL BOROUGH
MAKING A GLOBE

Color the cover of this pamphlet according to the steps on pages 2–3. You will need a pair of scissors and clear adhesive tape to make your globe.

1. Remove the cover and carefully cut out the diagrams along the perforations. Each diagram shows one hemisphere, a half of the earth. Be careful to cut around the tabs on each hemisphere.

2. Cut carefully along the dotted lines of all the tabs. Then carefully insert the two tabs labelled A into each other so that the two tabs cross and stay behind the diagrams.

3. Make sure that the two sections with A tabs are lined up exactly, and tape them together on the back side. The line where the two sections meet is the line between the two hemispheres—the equator.

4. Put a second piece of tape underneath the equator so that it sticks out to one side.
WHERE DO WE COME FROM?

Look around your classroom. Your classmates may come from different nations; they might speak Spanish at home, Korean or Russian. Find out what countries they come from.

The entire borough of Queens is like your classroom. People come to it from many countries: the Dominican Republic, China, Greece, Jamaica, Colombia, Haiti, Italy and many others. Because it is the home of people from all over the world, immigrants and their children, Queens is an international borough.

People in Queens speak different languages and have different customs. But they all live together in the same place and need to try to understand each other. As Mayor Robert F. Wagner said thirty years ago, "we in New York know and hear many languages."

In this booklet, you will learn about the people who have lived in Queens at different times, 1950, 1980 and more recently. You will use two kinds of maps of the world to find out where people lived before they came to live in Queens. You will use graphs to learn about the different races and national backgrounds of people living in Queens. Then you will cut out drawings of buildings and shops and use them to make your own city block.
You will make a globe from the diagram on the cover of this booklet. First, color it according to steps 1–6 below.

1. Find the United States. Color it green. (Find all of the United States, even though it has been sliced to fit on the diagram.)
2. Find the city where we live now. Circle it.
3. If you know the country where your family came from before being in the United States, color it red. If you do not know a particular country, color instead a continent or part of a continent your ancestors came from outside the United States. Your teacher may help you decide what to color. (For help finding countries, use the map on pages 4 and 5.)
4. There may be a second country or region you know is in your family’s ethnic background. If so, color it yellow.
5. Do any members of your family live in other countries? If so, mark the countries with a small star or your own special symbol.
6. Find cities or countries you have travelled to and circle them. Now you can make your globe according to the directions inside the cover of this booklet.

7. Look at the finished globe. Is the original home of your relatives north of New York City or south of it? Is it east or west of New York City? ____________________________________________

8. Which continent did your relatives come from? ____________________________________________

9. Which ocean did your family cross to come to New York? ____________________________________________

10. On your globe draw the route (or routes) that your family took to travel from its original country (or countries) to New York City.

Extra Credit
How many miles did they travel? (You will need a piece of string and a ruler. Use the mileage scale for your globe in the Pacific Ocean.) ____________________________________________
Flat maps show the world differently than globes do. To fit the round earth on a flat surface, map makers stretch some parts of it. Places close to the north and south poles look larger than they really are. For example, Iceland appears here three times larger than it does on your globe. Most questions here are about distances. Use a ruler and the mileage scale in the lower left corner of the map.
1. Name four continents shown on this map. ________________________________________

2. Draw a route from your family's country of origin to New York. Estimate how long it is. ____________

3. How far must an immigrant from Turkey travel to get to New York? ____________
   An immigrant from the Philippines? ____________

4. From 1619 to 1860, Africans were taken by force from the west coast of Africa to North America to be enslaved. Estimate the distance they had to travel. ____________

5. Globes show the world more correctly than flat maps do, but flat maps are used more often. What are some reasons why flat maps might be more popular? ____________
WHO LIVED IN QUEENS IN 1950?

Like your family, people from all over the world have come to Queens to live. The map above shows the borough of Queens. Put a star where your neighborhood is. The map of this international borough has remained about the same since 1898. However, Queens' population changes constantly. In 1950, many people had arrived from European countries such as Ireland, Germany, and Italy. Your classmates and neighbors today may be from other countries.

The two graphs on these pages tell about Queens in 1950. The pie graph shows the races of people in the borough at that time. The bar graph shows the birthplace of Queens residents in 1950 who had come from other countries.

1. Look at the pie graph. What percentage of Queens was Asian or Native American in 1950? ______  
What percentage African American? ______. What percentage was white? ________________

2. The total population of Queens in 1950 was 1,550,849. Figure out how many of these people were white by subtracting the number of people who were African American and the number who were Asian or Native American from the total. __________________
Look at the bar graph for 1950. Places outside the United States are written on the left side. The numbers written across the bottom tell how many thousands of people were born abroad and then came to Queens. For example, Sweden is the birthplace for about 4,000 people living in Queens in 1950. The bar graph lets us estimate, without having to find exact numbers.

3. Look at the countries listed in the bar graph. If you know anyone from these countries, name the country and the person. _____________________

4. Estimate how many 1950 Queens residents had been born in Greece. Estimate how many immigrated from Ireland. _____________________

5. Did more people come from Poland than Yugoslavia? _____________________

6. Estimate how many people came from Germany. _____________________ How many came from Hungary? _____________________ About how many more people came from Germany than from Hungary? _____________________

7. Which two places shown on the graph are not countries? _____________________

8. Name the three countries that the largest number of immigrants to Queens by 1950 came from. _____________________ Find them on the flat map (pages 4 and 5). If they are all on the same continent, name it. _____________________

9. Using both the pie graph and the bar graph describe who lived in Queens in 1950. _____________________
WHO LIVED IN QUEENS IN 1980?

RACIAL COMPOSITION OF QUEENS POPULATION, 1980

- White: 75%
- African American: 20%
- Asian: 5%

PEOPLE OF SPANISH ORIGIN IN QUEENS, 1980

- Puerto Rican: 32%
- Cuban: 8%
- Mexican: 2%
- Other Spanish Origin: 58%

Thousands of people made this international borough their home since 1950. People came from different regions of America and different continents in growing numbers. By 1980 there were more Latino people, more African American people, more Greek people and more Filipino people living in Queens than in 1950.

By 1980, people talked about themselves differently than in 1950. Instead of their birthplace, they talked about their race and their ethnicity. A person’s ethnicity reflects the customs and family ties that connect them to another country or place. For example, Joe was born here, but his grandmother was born in Italy. Sometimes he calls himself Italian. “Italian” is Joe’s ethnicity.

1. Look at the pie graph for the racial composition of Queens in 1980. What percentage of people were African American? _________. How did the African American population change between 1950 and 1980? (Use the graph on page 8 for help.) _______

2. How did the percentage of Asians and Native Americans change between 1950 and 1980? _______

3. The second pie graph shows the ethnicity of Spanish-speaking people in Queens, 1980. What percentage came from Puerto Rico? _______. Most Spanish speaking people had other ethnic backgrounds than those given in the graph. What could their ethnicities have been? _______
Example: In 1980 English was the national origin of about 25,000 Queens residents.

4. The bar graph shows the ethnicity of people living in Queens in 1980. How many Queens residents called themselves Russian then?

5. Among Queens residents in 1980, which three ethnicities were most popular? Did these ethnicities follow the same order in 1980 as their countries ranked as birthplaces in 1950? What is different?

6. Compare the number of Greeks in 1980 and 1950. What observations can you make about the Greek population in Queens?

7. The bar labeled “other” includes all ethnicities which are not listed here by name. Is your ethnicity listed here? If not, what is it? Almost half of Queens claimed a different ethnicity than those on the graph. Name three other possible ethnicities for these people.

8. How would you describe the changes in Queens' population between 1950 and 1980?

Extra Credit

Name the ethnicity which was large enough to appear on the graph for 1980 but did not have its country listed among the foreign birthplaces for 1950 Queens residents (page 7). 


IMMIGRANTS’ ORIGINS 1981–1990

- Asia 37%
- Mexico 23%
- South America 6%
- Central America 6%
- Caribbean 12%
- Africa 3%
- Europe 10%
- Other 3%

The pie graph on this page shows where people moving to the United States since 1980 have been coming from. Besides four continents and a country, the slices show two regions which are neither continents nor countries.

1. Which place are more immigrants to the United States coming from than any other? ______________
   Find this continent on the flat map. Name two countries on this continent: ______________________

2. Name the one country which is named by itself on the graph because so many people have left it to live in the United States. ______________________

3. Where did more people come from, the Caribbean or South America? ______________
   Turn back to the flat map (pages 4–5) and find the Caribbean region, which is north of South America. Which area is bigger? ______________
   How is it possible for more people to immigrate from a small place than from a larger place? ______________________

4. Compare the percentage of Asian people in Queens in 1980 (page 8) with the percentage of arrivals from Asia to the United States since 1980. Do you think a graph for the races of people in Queens’ in 1990 would show more Asians than it did in 1980? ______________ Why? (Use the graph here.) ______________________
ETHNICITY BAR GRAPH—YOUR CLASS

Your ethnicity reflects your family's country of origin or the customs and values you share with people in a different continent. Even if your family has been in the United States for hundreds of years, you can probably determine your ethnicity with your teacher's help. If you have more than one ethnicity, pick one for this exercise. What is it?

List all the ethnicities in your class on the chalkboard. Find out how many people in the class have each one. Which is the most common kind of ethnicity for your class? This will be the top line of your bar graph. Looking at the other places listed, how many people in your class have ethnic ties to Asia? How many to the Caribbean? To Africa? To South America? To Central America? To Europe? To the Middle East? Each of the areas where someone in your class is from should appear on your graph. Write each place name on the lines on the left side of the graph. As a class decide the scale of your graph: how many people each dashed vertical line should stand for. Write the numbers at the bottom of the graph, under the lines.

Now you can make the bars of your graph. For each place draw a straight line as far as the number of people in your class who have that origin. You can use a different color for each bar.
A STREET WHERE YOU WOULD LIKE TO LIVE

Here are eighteen drawings of homes, shops, schools, playgrounds, and other places in Queens. You can use these drawings to make a block where you would like to live.

Pick the drawings that you like the most and color them. Cut them out. Then make your block by taping your favorite drawings together.

Why did you pick the drawings that you did? Write it in your own words.
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5. Carefully bend the next section of one hemisphere toward the piece of tape you just attached. Bend the section so that it matches with the side of the section you already taped and continues the equator as a straight line. Stick this next piece of the globe to the tape.

6. Bend the matching section from the other hemisphere toward the one you just attached. Make them meet at the equator and attach this last piece to the tape.

7. It is tricky, but try to keep the equator a straight line from one part of the globe to the next. If you need to, make adjustments by unsticking a section and retaping it.

8. Continue taping each section one at a time to the sections you have already taped.

9. Save the sections marked with the letters B, C and D for last. Intersect the two B tabs so that the tabs are on the inside of the globe. Line up the equator between the two sections and tape them together on the front of the globe.

10. Repeat step 9 with tabs C and D.

Congratulations! You have now made a globe. Your globe shows the continents and many different countries. Use your globe to answer the questions on page three.