The Connecticut State Gear Up Project
Affective Component Curriculum

Maximizing Adolescent Academic eXcellence (MAAX)

Nadia L. Ward, Ph.D.
Principal Investigator

The Consultation Center
a cooperative endeavor of
The Connecticut Mental Health Center
Department of Psychiatry
Yale University School of Medicine, and
The Community Consultation Board, Inc.
SEQUENCE OF CURRICULUM SESSIONS for 7th GRADERS
The CONNECTICUT STATE GEAR UP PROJECT
Maximizing Adolescent Academic Excellence (MAAX)

New Haven 7th Graders
2003-04

The curriculum sessions should be presented in the following order:

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<td>2. Forging a Group Identity</td>
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<td>2. Exploring College Options</td>
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<td>2. Valuing Cultural Differences</td>
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<td>3. Resolving Conflict</td>
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Unit Selection

1. Title: Establishing a Positive [Cultural] Identity

2. Grade Level: 7 Social Studies

3. Target Group: Mainstream class with integrated ELL students

4. Source of written reading materials: The text materials are a collection of readings provided in the curriculum. Written materials were reprinted in the curriculum with permission from the authors or are public domain. However, citations of those reprints are as follows:

   Angelou, Maya. Complete Collected Poems of Maya Angelou, “My Guilt;” p. 45
   Morales, Rosaria. “The Dinner,” Puerto Rican Writers at Home and in the USA.
   Nava, Yolanda. It’s All in the Frijoles, 2000, pp. 22-23.

   Daily Proverbs come from a variety of sources.

   The M.A.A.X. Curriculum Written by Nadia Ward, Ph.D.

6. Learning Goals: I want my students to know...

   ... how family/culture affect our academic identity and, consequently, achievement.

   ... how to overcome negative stereotypes associated with their culture and to avoid embracing stereotypes about other cultures.

   ... a repertoire of academic role models who share their cultural background.

   ... the importance of family background with respect to culture and to identify their own family’s culture, traits, strengths and successes.

All curriculum activities are the ideas of curriculum author, Dr. Nadia Ward. The language development modification and sheltered strategies added to these lesson activities were created and submitted by Devra Doolin.
# FISHER FRAMEWORK MODEL

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<th>KNOWLEDGE</th>
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<th>CONTENT OBJECTIVES</th>
<th>LEARNING STRATEGIES</th>
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<tr>
<td>ESL LANGUAGE</td>
<td>What language do I want students to know?</td>
<td>What unit content do I want students to know?</td>
<td></td>
</tr>
<tr>
<td>See Functional / Notional Chart</td>
<td>Unit Vocabulary:</td>
<td>1. Definitions of “culture” and “stereotypes.” 2. The functions of culture and stereotypes in American society. 3. The various messages about education relative to the Sphere of Influence. 4. The members of their family tree. 5. Their family's strengths and attributes. 6. The names and academic successes of at least 3 adults who share their cultural background.</td>
<td>1. Identifying unfamiliar terms in reading text (scanning for vocabulary). 2. Using new vocabulary outside of school (expanding your learning).</td>
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<tr>
<td></td>
<td>Culture Stereotype Identity</td>
<td></td>
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<td></td>
<td>Academic Sphere of Influence</td>
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<td></td>
<td>Students’ personally identified terms</td>
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<tr>
<td>SKILLS</td>
<td>What activity will they do to demonstrate that they know?</td>
<td>What will students be required to do in order to demonstrate what they know?</td>
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</tr>
<tr>
<td>See Functional / Notional Chart</td>
<td>1. Verbally answer questions about personal interests, dislikes, and culture. 2. Conduct an interview with parents as a method of researching information about family background and history. 3. Read poetry and published articles about others’ family and culture. 4. Interpret meanings from various excerpts of poetry and published text. 5. Orally report a family story which demonstrates strength, achievement, or overcoming an obstacle, etc.</td>
<td>1. Discriminate definitions of “culture” and “stereotype”. 2. Analyze the negative effects of stereotyping. 3. Chart their perceived messages about education on the Sphere of Influence. 4. Classify family members on family tree. 5. Translate knowledge of family strengths into a personal obligation to contribute to the family in the form of academic achievement. 6. Name and describe academic qualities of at least 3 adults who share their cultural background.</td>
<td>1. Collective sharing of approaches to completing and submitting homework. 2. Informal variation of Instructional Conversations at home (extending your learning).</td>
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<tr>
<td>DISPOSITION</td>
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<td></td>
<td>Verbalize a sense of appreciation and respect for people who belong to other cultures.</td>
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<td></td>
<td></td>
<td>1. Create a personal comfort zone and pride about embracing their own cultural practices. 2. Increase motivation to strive for higher academic achievement.</td>
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Lesson 1
Lesson Summary (p. 1 of 2)

Lesson Title: 1) Celebrating Culture

Lesson Content Objectives:

After the lesson, students will...  
→ Recite and interpret the meaning of the proverb, “A tree cannot stand without its roots.”  
→ Give a definition of culture.  
→ Identify the name(s) of his/her own culture group.  
→ Name the cultural groups represented in the poems, “Still I Rise” and “The Dinner.”  
→ Begin a list of names and successes of people who share his/her cultural affiliation.  
→ Name a positive attribute known in their own culture and one from a different culture.  
→ Explain the functions of culture in American society.

Lesson Language Objectives:

After the lesson, students will demonstrate knowledge and achievement of language skills by...  
essel 
→ Verbally answering questions about personal interests, dislikes, and culture.  
→ Orally reading an excerpt of poetry from “Still I Rise,” or “The Dinner.”

Lesson Presentation Outline:

Activity 1 – Intro to unit and lesson topic ( 2 min.)
Activity 2 – Today’s Proverb ( 3 min.)
Activity 3 – Group Icebreaker - conversation (10 min.)
Activity 4 – Read and discuss poem, “Still I Rise” (10 min.)
Activity 5 – Read and discuss poem, “The Dinner” (10 min.)
Activity 6 – Define the term “culture” and its elements ( 5 min.)
Activity 7 – Discuss the functions of culture in this society ( 5 min.)

Summary of Sheltered Strategies (used in lesson #1):

Pace teacher speech (TAT 3.3)  
Adapted Text (SS 5.2; 7.2B) (TAT 2.3)  
Graphic Organizer for Worksheet (SS 3.1;) (TAT 2.1)  
Group Activity (SS 6.2; TAT 4.2)  
Gesturing (TAT 1.1)  
Modeling (instructions) (SS 7.1B; TAT 1.2)
Lesson Summary (p. 2 of 2)

Materials/Worksheet Titles Needed:

- Plant or plastic tree model
- Red & Blue Tape
- Picture of food pyramid - HO 3
- Xerox copies of Poems, "Still I Rise" and "The Dinner" – HO 4
- Modified Ice-breaker for Pre- Production and Early Production Language Learners - HO 1
- Adapted Poetry Excerpts for Speech Emergent and Intermediate Language Learners - HO 4A
- Thinking about me. . . - HO 2
<table>
<thead>
<tr>
<th>Level</th>
<th>FUNCTION</th>
<th>(goal) SITUATION</th>
<th>FORMULA</th>
<th>GRAMMAR STRUCTURE</th>
<th>VOCABULARY NOTIONS</th>
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<td>Beginners</td>
<td>Describe orally</td>
<td>personal likes,</td>
<td>I like _______</td>
<td>action verbs</td>
<td>culture</td>
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<tr>
<td></td>
<td></td>
<td>dislikes, and/or</td>
<td>I dislike __________</td>
<td>nouns</td>
<td>like</td>
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<td></td>
<td></td>
<td>culture.</td>
<td>The name of my culture group is ________</td>
<td>declarative sentences</td>
<td>dislike</td>
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<td></td>
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<td></td>
<td>because I am from ________</td>
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<td>grapes</td>
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<tr>
<td></td>
<td>Describe orally</td>
<td>personal likes,</td>
<td>I like _______ I dislike __________</td>
<td>action verbs</td>
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<td></td>
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<td>dislikes, and/or</td>
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<td></td>
<td></td>
<td>culture.</td>
<td>The name of my culture group is ________</td>
<td>declarative sentences</td>
<td>dislike</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>because I am from ________</td>
<td></td>
<td>cake</td>
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<tr>
<td></td>
<td>Explain/Interpret</td>
<td>the poem</td>
<td>The poem, &quot;Still I Rise&quot; means I will ______ even when others want to _______ me or ______ me from succeeding.</td>
<td>synonymns</td>
<td>stand</td>
</tr>
<tr>
<td>Early Intermediate</td>
<td></td>
<td>&quot;Still I Rise&quot;</td>
<td></td>
<td></td>
<td>hurt</td>
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<tr>
<td></td>
<td>Define</td>
<td>the term</td>
<td>Culture describes the _______ of a group of people.</td>
<td>vocabulary</td>
<td>destroy</td>
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<tr>
<td></td>
<td></td>
<td>&quot;culture&quot;</td>
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<td></td>
<td>keep</td>
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</table>
Unit Title: Developing a Positive [Cultural] Identity
Lesson Title: Celebrating Culture
Target Audience: Grade 7, Social Studies, Mainstream with integrated ELLs

I. Lesson Objectives
   A. Content Objectives
      After the lesson, the student will...
      ... recite and interpret the meaning of the proverb, "A tree cannot stand without it's roots."
      ... give a definition of culture.
      ... identify the name(s) of his/her own culture group.
      ... name the cultural groups represented in the poems, "Still I Rise" and "The Dinner."
      ... begin a list of names and successes of people who share his/her cultural affiliation.
      ... name a positive attribute known in their own culture and one from a different culture.
      ... explain the functions of culture in American Society.

   B. Language Objectives
      Students will demonstrate knowledge and achievement of language skills by
      ... verbally answering questions about personal interests, dislikes, and culture,
      ... orally reading an excerpt of poetry from "Still I Rise," or "The Dinner."

II. Presentation Outline (time allotment included)
   A. Intro to unit and lesson topic, (2 min.)
   B. Discuss meaning of Today's proverb (3 min.)
   C. Group Icebreaker - conversation (10 min.)
   D. Read and discuss poem, "Still I Rise" (10 min.)
   E. Read and discuss poem, "The Dinner" (10 min.)
   F. Define the term, "culture" and its elements (5 min.)
   G. Discuss the functions of culture in this society (5 min.)

III. Materials Needed / Preparation
   Plant or plastic tree model      Red & Blue Tape      Picture of food pyramid
   Xerox copies of Poems, "Still I Rise" and "The Dinner"
   Modified Ice-breaker for Pre- Production and Early Production Language Learners
   Adapted Poetry Excerpts for Speech Emergent and Intermediate Language Learners
   Admirable People of my Culture List

IV. Activity Details and Modifications
   A. Intro to unit and title. We are starting a new unit called Establishing a Positive Identity. Even
      though it's still connected to college [pause], we're now focusing on you [pause, gesturing to
      individual students] knowing yourself [again gestures to individual students] as a person and
      potential college student. Today we are going to Celebrate Culture.
IV. **Activity Details and Modifications (cont.)**

B. Today's proverb is, "A tree cannot stand without its roots." [Have a plastic model of a tree and demonstrate how these roots are needed for the tree to stay in place.] By the end of the period, you will understand how this connects with the word, "Culture." The teacher requests, "Think out loud and try to explain the meaning of this proverb to your nearest classmate." One minute later, the teacher invites one or two students to share their thoughts with the rest of the class then accepts and affirms all answers. Teacher may probe only with, "Tell us why you think so." (3 minutes)

C. If there are any pre-production ELLs, a picture chart has been provided to provide a small degree of access into the subject matter (see HO 1). These students may choose to work alone or to point instead of answering orally. Early intermediate students were given the questions the night before in preparation for the ice breaker (see HO 2 “Thinking About Me...”) Teacher must remember to speak slowly to accommodate early intermediate ELLs. Now, we're going to discuss opinions that reflect the culture(s) we're a part of. Take 60 seconds to re-read the questions and answers on your homework. Now, find a partner and stand facing each other (one person on the red line, the other on the blue) Teacher models this instruction. When I ask a question, the red line will answer it to their partners. Let's try it. What's your favorite music artist? What kind of music is that? Redline answers. What do you like about this artist? The redline answers their partners again. Now, the blue line will answer the next questions I ask. Teacher will use the food pyramid (see HO 3) and gesture to it as she asks the next question. What's your favorite food? Blue line answers. How do you prepare it? Blue line answers again. Now, people on the Red line move one person to the right. People on the blue line move two people to the right. Teacher motions and demonstrates for each line. Redline will answer the next questions. Name a place you want to visit outside of CT? Teacher points to wall map while asking question. Redline answers. What's there? Redline answers again. Now, the Blue line answers the next question. What is the name of your culture group? Blue line answers. Redline, please answer the same question to your partner. What is the name of your culture group? Teacher should not spend more than 10 minutes on this activity, even if only a few questions are covered.

D. Choose student volunteers to orally read each stanza of the poem (see HO 4; HO 4A), "Still I Rise." The teacher slowly instructs the class to scan the poem and circle all of the "Still I rise" or "I rise" phrases in the poem (there are 9 total). The teacher instructs all students to read out loud each time the phrase, "Still I rise" or "I rise" appears in the poem. The teacher should demonstrate the arm raising gesture and lead students through a practice. ELLs have been given an excerpt with the phrase highlighted. ELLs also were given the excerpt to practice recognizing the phrase, "Still I rise," and "I rise," at home. The teacher models a practice of
the first stanza being sure all students recite and do the gesture when the phrase appears. At the conclusion of this poem, students are encouraged to express their feelings, interpretations of meaning, and/or it’s application to their lives. The teacher is limited to slowly asking, “What is the name of the culture represented in this poem?” “What parts of the poem make you think it’s _______ culture?” and “Tell me more about why you think so.” (10 minutes)

Option: Adapted Text for “Still I Rise” can be substituted the text excerpt used (see HO 5).

IV. Activity Details and Modifications (cont.)

E. “The Dinner” is a poem which represents a different culture. Please scan the poem for any unfamiliar words or terms. Circle them. ELLs may circle terms that stand out to them (whether familiar or unfamiliar). The teacher should circulate to make sure students understand the task. Teacher chooses a different set of students to read each stanza of the poem. ELLs were given an excerpt to take home the previous day. Pictures also serve as a type of listening guide as the whole poem is read. After the reading and discussion, The teacher slowly asks, “What is the name of the culture represented in this poem?” “What parts of the poem make you think it’s _______ culture?” The teacher may also probe by saying, “Tell me more about why you think so.” (10 minutes)

F. Let’s talk about what ideas or concepts make up a culture group. [pause] What is the definition of culture? What makes individual people belong to a culture group? Early intermediate ELLs should be encouraged to contribute by describing what events are celebrated in their families. The teacher should be careful to listen patiently and silently until the student is finished. If the student is struggling for vocabulary, the teacher may offer a suggestion after a period of time has elapsed. (5 minutes)

G. What purpose does it serve to belong to a cultural group? Accept all answers. Add that it also ensures the physical survival of a group of people. (5 minutes)

Ask students if they have a different understanding of how tree roots relate to culture. Students should delineate their understanding if it is different.

Review what has been learned today (including the proverb) and close.
1. I like or I dislike music.
   😊 ☹️

2. I like or I dislike dancing.
   😊 ☹️

3. I like or I dislike these foods:
   😊 ☹️

4. I like or I dislike these foods:
   😊 ☹️

I like or dislike these foods:
   😊 ☹️
6. I want to travel to visit.

7. My family celebrates these special days:

- [ ] [ ] [ ] [ ] [ ]

The name of the culture I represent is _____________________________.

9. Another important person in my culture is _________________________.

[Image]
Thinking about me...

Please answer the following questions about yourself.

1. Who is your favorite music artist? ____________________________
   
   What kind of music is it? ____________________________
   
   What do you like about this artist? Lyrics Rhythm/Beat Character/Style

2. What’s your favorite food? ____________________________
   
   How do you prepare it? ____________________________

3. Name a place outside of Connecticut State you’d like to visit. ____________________________
   
   What’s there? ____________________________

4. What is the name of your culture group? ____________________________
   
   Name one thing you admire about your culture. ____________________________

5. Name one thing you admire about a different culture. ____________________________

6. Name an important person you admire from your culture. Describe why you admire that person.
   ____________________________
   ____________________________

7. Name one thing other people mistake about your culture. What is the truth you want people to understand?
   ____________________________
   ____________________________
Latin American Diet Food

Meat, Sweets, Eggs: Beef, Lamb, Eggs, Puddings, Cookies, Creams  
Plant Oils, Milk Products: Plant Oils (Soy, Corn, Olive), Milk, Cheese  
Fish, Shellfish: Shrimp, Salmon, Snapper, Mussels  
Poultry: Fowl, Turkey, Chicken, Pork  
Beans, Grains, Tubers, Nuts: Maize, Potato, Rice, Bread, Taro, Tortilla, Arepas, Beans, Seeds, Quinoa, Malanga, Peanuts, Amaranth, Arracacha, Hichinta, Legumes, Cassava, Pecans, Sweet Potato, Pumpkin, Plantain, Yuca  
Fruits: Lime, Banana, Avocado, Breadfruit, Plums, Apple, Berries, Papaya, Mango, Cherimoya, Guanabana, Pineapple, Melon, Tamarind, Quince, Grapes, Guava, Orange, Kiwi  
Vegetables: Kale, Cactus, Eggplant, Turnip, Chard, Squash, Zucchini, Onion, Broccoli, Okra, Spinach, Lettuce, Tomato, Tomatillo, Sweet Pepper, Chiles
The Dinner
Rosario Morales

Perhaps you have seen the Dinner Party, table set with linens and fine tableware. Dinner in the dining room, decorous.

I didn’t go. My folks didn’t either, not my womenfolk’s. They don’t go to things like that, weren’t invited, wouldn’t know what to say or do, how to eat. Besides, the food is boring.

My womenfolk’s are giving their own party. In the kitchen. First names only, or m’hija, negra, ne, honey, sugah, dear. The table is scrubbed and each plate and bowl is different, wood, clay, papier mache, metal, basketry, a leaf, a coconut shell. Each is painted, carved by a women.

The table has a cloth woven by one, dyed by another, embroidered by another still. It’s too small for the table but is put there in the center every year in memory of our mothers. We prepared the meal with our own particular tools. Squatting by the door still, she pounds garlic and herbs. And she chops with a cleaver--garlic, ginger scallions, peppers--parts a small piece of beef into a thousand slices. Someone toasts coffee, someone else grinds bananas for banana beer. Two are washing rice. One is cleaning a fish, frying pork fat, peeling plantains, scrubbing yarns, chopping hot peppers. The air is rich with smells and sounds.

Each wears her colors for feasting: red, orange, green, turquoise, blue, yellow, gold flashes as she moves, stoop, reaches, twist, stirs, turns, opens, close. We will eat where we can sit, on stools, on the floor, lean against the wall, squat, stand, with what we have, with sticks, fingers, a shared spoon, a piece of shell.

This is the Dinner. We don’t know our forbears’ names with a certainty. They aren’t written anywhere. We honor them because they have kept it all going, all the civilizations erected on their backs, all the dinner parties given with their labor. And they gave us life, kept us going, brought us to where we are.

Come! Lay that dishcloth down. Eat dear, eat. There will be time later, and hands enough, for the cleaning.

--From Puerto Rican writers at home and in the USA
"Still I Rise"
by Maya Angelou

3 Just like moons and like suns
With certainty of tides
Just like hopes springing high
Still I rise.

You may shoot me with your words
You may cut me with your eyes
You may kill me with your hatefulness
But still, like air, I rise.

Out of the huts of history's shame
I rise
Up from a past that's rooted in pain
I rise
Leaving behind nights of terror and fear
I rise
Into a daybreak that's wondrously clear
I rise
Bringing the gifts that my ancestors gave,
I am the dream and the hope of the slave
I rise
I rise
I rise

The name of the culture represented by the author of this poem is

"The Dinner"
by Rosario Morales

Perhaps you have seen the Dinner Party, table set with linen and fine tableware. Dinner in the dining room, decorous.

I didn't go. My folks didn't either.... They don't go to things like that, weren't invited, wouldn't know what to say or do, how to eat. Besides the food is boring.

My womanfolk's are giving their own party. In the kitchen. First name or or m'hija, negra, ne, honey, sugah dear.

This is the Dinner.

We don't know our forbears' names with a certainty. They aren't written anywhere. We honor them because they have kept it all going, all the civilizations erected on their backs. All the dinner parties given with their labor. And they gave us life, kept us going, brought us to where we are.

Come! Lay that dishcloth down. Eat dear, eat. There will be time later, anc hands enough for cleaning.

The name of the culture represented by the author in this poem is
Still I Rise
By Maya Angelou

You may write me down in history
With your bitter lies
You may trod me in the very dirt
But still, like dust, I rise.

History may tell lies about me

But I act proud

Like the sun and moon,
I rise

Just like moons and like suns,
With certainty of tides,
Just like hopes springing high,
Still I rise.

Did you want to see me broken?
Bowed head and lowered eyes?
Shoulders falling down like tear drops,
Weakened by my soulful cries?

You may want to see me broken

But I act proud
My pride angers you

Does my haughtiness offend you?
Don’t you take it awful hard
‘Cause I laugh like I got gold mines
Diggin’ in my own backyard.

But I act proud
You may hate me.
But I rise

You may shoot me with your words
You may cut me with your eyes
You may kill me with your hatefulness,
But still, like air, I rise.

You may hate me.
But I rise

I am proud and sexy.

From History, I rise.

Out of the huts of history’s shame
I rise

I am proud and sexy.

Up from a past that’s rooted in pain
I rise

I’m a black ocean.

I’m a black ocean.

I have nights of terror.
I rise into daybreak

Leaving behind nights of terror and fear
I rise

I am the dream and the hope of the slave.
I rise I rise I rise.

Bringing the gifts that my ancestors gave,
I am the dream and the hope of the slave.
I rise I rise I rise.

Adapted by Dr. Lorrie Verplaeste
Lesson 2
Lesson Summary (p. 1 of 2)

Lesson: 2) Valuing Cultural Differences

Lesson Content Objectives:

After the lesson, students will . . .
- Remember their individual responses to people vary according to the role assigned to the person.
- Summarize the sequential thinking progression when you know what label a person has.
- Define the word “stereotype.”
- Identify common themes among cultural stereotypes.
- Construct hypotheses about the origin of specific stereotypes.
- Explain the function of stereotypes in American society.
- Assign an origin to stereotypes.
- Classify all stereotypes (both positive and negative) as limiting to individual people.

Lesson Language Objectives:

After the lesson, students will demonstrate knowledge and achievement of language skills by . . .

- Use English to engage in social interaction.
- Use English to greet the person wearing a label.
- Use English words to explain the effect of negative stereotypes on people.
- Use English words to describe physical features and behavior.
- Use appropriate learning strategies to construct and apply academic knowledge.

Lesson Presentation Outline:

Activity 1 – Sensitivity to Stereotyping (15 min.)
Activity 2 – Learning about Stereotypes (10 min.)
Activity 3 – Discussing the function of Stereotypes (10 min.)
Activity 4 – Homework: Parent Interview Instruction (10 min.)

Summary of Sheltered Strategies (used in lesson #2):
- Model a practice run of the activity (TAT 1.2)
- Pace instructions (TAT 3.3)
- Advance vocabulary list of roles with a picture guide of roles (SS 5.4 & 7.1A)
- Visual of Cultural/Geographical locations (TAT 1.1)
- Actively involve learners (SS 8.8)
- Focus stereotypes list on TV messages and images (SS 8.10)
- Teacher question & response strategies - Instructional Conversations (SS 6.1; TAT 4.1)
- Listening Guide for discussion also to be used as an assessment (TAT 3.1)
- Pace teacher speech (TAT3.3)
- Reduce linguistic load to teacher speech (SS 5.5)
- Be responsive to cultural and personal diversity (SS 8.10)
Lesson Summary (p. 2 of 2)

Materials/Worksheet Titles Needed:

- Labels Picture Guide    HO 1
- Stereotypes Listening Guide    HO 3
- TV messages list    HO 2
- Parent Interview Homework    HO 8
<table>
<thead>
<tr>
<th>Level</th>
<th>FUNCTION</th>
<th>(goal) SITUATION</th>
<th>FORMULA</th>
<th>GRAMMAR STRUCTURE</th>
<th>VOCABULARY NOTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginners</td>
<td>Describe orally and in written form</td>
<td>behaviors</td>
<td>Barbara _________</td>
<td>action verbs</td>
<td>smiled  yelled</td>
</tr>
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<td></td>
<td></td>
<td></td>
<td>The name of my culture group is</td>
<td>past tense</td>
<td>worked disobeyed</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>___________________________________________</td>
<td>listened</td>
<td>danced</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>from ______________ because I am</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Early Intermediate</td>
<td>Define stereotype</td>
<td>stereotype</td>
<td>A stereotype is a ______ of behaviors</td>
<td>vocabulary pattern</td>
<td>label behavior</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>given to a group of people or culture.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>State</td>
<td>an opinion about the effect of stereotypes</td>
<td>Stereotypes _________ a person's uniqueness.</td>
<td>limit uniqueness</td>
<td>perceive</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Stereotypes can__________ a person's feelings</td>
<td>vocabulary hurt</td>
<td>damage</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>character</td>
<td></td>
</tr>
</tbody>
</table>
Lesson 2
Valuing Cultural Differences

Activity 1 - Sensitivity to Stereotyping (10 min.)

Objectives:
1. After the lesson, students will . . .
   - Remember their individual responses to people vary according to the role assigned to the person.
   - Summarize the sequential thinking progression when you know what label a person has.
   - to individual people.

Language Objectives:
1. After the lesson, students will demonstrate knowledge and achievement of language skills by . . .
   - Use English to engage in social interaction.
   - Use English to greet the person wearing a label.

Sheltered Strategies
1. Model a practice run of the activity (TAT 1.2)
2. Pace instructions (TAT 3.3)
3. Advance vocabulary list of roles with a picture guide of roles (SS 5.4 & 7.1A)

Materials/Worksheet Titles Needed: Listening Guide - HO 1

Teacher: Let's review some of the main points in the previous lesson. Would someone volunteer to summarize what we learned the last GEAR UP lesson, please. Affirm all answers. Ask, is there anyone else who would like to contribute? Say, Thank you to everyone who helped remind us of what we learned. Since we learned about culture yesterday, today, our learning will be on sensitivity to stereotyping. I will need 5 volunteers to help get us started. At this time, the teacher casually distributes the picture guide (see HO 1) to ELLs in the classroom.

Here are your instructions: [pause] Each person [teacher gestures by physically touching each of the children on both shoulders] will be assigned a label with a job or role on it. [Teacher holds up a sample label and gestures a placement on each students' forehead] Don't tell anyone what's on the label. You must keep it a secret. [Teacher puts a finger to her lips] But, I do want you to say, hello [pause], greet them the way you would anyone who had the same job. Let me demonstrate with Morris. Teacher walks to Morris, shakes his hand, smiles, and says, Good Day, Mr. Morris. How are you? Teacher ends the role play and affixes a label to the forehead of each volunteer, then sends them to greet people around the room. Remember to treat each person as you would any individual in that job or role. Students walk around the room for about 3 minutes. Long enough for people to react to the label they have on.
Thank you to each of the volunteers. Please come back to the front of the room. While they still have the labels and the jobs are unknown to the volunteers, ask each of them to share their experience with the class. Please speak slowly and loudly.

Allow volunteers to respond.

What did it feel like not to know what role you had? Allow for response. How were you treated by the other students? Allow for a response.

Teacher asks the class to discuss how they interacted with each of the volunteers answering the question, “What first went through your mind when you saw the label?” This is the teacher’s first attempt at an instructional conversation. Teacher should only repeat or rephrase student answers slowly. There are no “right” answers to this discussion.

Ask students to remove their labels to look at them. Have students comment now that they know what their role/job was.

Thank the volunteers again and have them return to their seats. Recap some of the thoughts that were expressed to connect to the next activity. Say, stereotypes cause people to react a certain way, just like the labels caused you to react in a certain way. In the next activity, we will generate a list of known stereotypes for different cultures. Please take out your TV homework from last night (see HO 2).
Activity 2 - Learning about stereotypes (10 min.)

Objectives:
After the lesson, students will...
- Define the word "stereotype."
- Identify common themes among cultural stereotypes.
- Construct hypotheses about the origin of specific stereotypes.

Language Objectives:
After the lesson, students will demonstrate knowledge and achievement of language skills by...
- Use English words to explain the effect of negative stereotypes on people.
- Use English words to describe physical features and behavior.

Sheltered Strategies:
Visual of Cultural/Geographical locations (TAT 1.1)
Actively involve learners (SS 8.8)
Focus stereotypes list on TV messages and images (SS 8.10)
Teacher question & response strategies - Instructional Conversations (SS 6.1; TAT 4.1)

Materials/Worksheet Titles Needed: TV messages list - HO 2 Overhead projector

Please take out your homework on TV messages (see HO 2). Students offer descriptions of the images they saw on TV while the teacher records what student report on the overhead projector. Once all the contributions have been offered, the teacher asks students to respond to the following questions:

Are all of these behaviors stereotypes? What is the definition of a stereotype?

What does it feel like to list Stereotypes of your own racial group?

What do you notice about the stereotypes for Americans whose race is black? Americans whose race is white?

What do you notice about the stereotypes for Latinos? Asians?

Who or what do you think is responsible for these views?

Allow students to generate responses.

*Teacher should thank students for their responses. Recap with the definition of stereotype.*
Media Messages

Watch a maximum of 30 minutes of TV programming (cartoons, videos, news, commercials, etc.)

When you watch TV, what behaviors do you see people in the following groups doing?

<table>
<thead>
<tr>
<th>Americans (black race)</th>
<th>Hispanic / Latino</th>
<th>Asian</th>
<th>Americans (white race)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>
Activity 3 – Discussing the function of Stereotypes  (10 min.)

Objectives:
After the lesson, students will . . .
→ Explain the function of stereotypes in American society.
→ Assign an origin to stereotypes.
→ Classify all stereotypes (both positive and negative) as limiting to individual people.

Language Objectives:
After the lesson, students will demonstrate knowledge and achievement of language skills by . . .
☐ Use appropriate learning strategies to construct and apply academic knowledge.

Sheltered Strategies:
Teacher question & response strategies - Instructional Conversations (SS 6.1; TAT 4.1)
Listening Guide for discussion also to be used as an assessment (TAT 3.1)
Pace teacher speech (TAT 3.3)
Be responsive to cultural and personal diversity (SS 8.10)

Materials/Worksheet Titles Needed: Listening Guide HO 3 (distributed previously as homework)
Parent Interview Homework HO 8

Teacher asks students to get into groups of four. Ask students to list all of the problems with stereotyping people groups and cultures. Allow 3 minutes. Ask the group to share their ideas with one another. Teacher should emphasize that students listen to one another and practice acknowledging an answer by repeating it. Teacher models an example. So you think it's a problem because it hurts people's feelings. Our group had that too. We also had ___ as a problem. Teacher should monitor student discourse, but correct them as little as possible. ELL's should have the listening guide (see HO 3) to give them access to the discussion.

Teacher should close discussion by recapping the main points brought out by the students. Teacher should be sure to speak slowly, pause, and repeat key terms and phrases. The teacher should also include stereotypes help us to categorize when there is missing information. [pause] Stereotypes are based on part of a true experience. [pause] All stereotypes are limiting to individual people. [pause] Everyone is unique. [pause] If we accept stereotypes as true for all people belonging to a particular group, we would lose the opportunity to value their character and uniqueness.
Definition of stereotype

**Stereotype** is a pattern of behavior (a label) given to a people group or culture.

Facts about stereotypes

**Stereotypes** are not true for all individual members of the people group or culture.

**Stereotypes** are believed by many non-group members because of ignorance.

**Stereotypes** can hurt people’s feelings.

**Stereotypes** start from a small part of something perceived as true.

**Stereotypes** also start from wrong information based on a limited experience.

**Stereotypes** limit us from getting to know the character of an individual person.

**Stereotypes** limit us from getting to know the uniqueness of an individual person.
**Activity 4** – Homework: Parent Interview Instruction (10 min.)

In preparation for the next class, this homework assignment should be explained. Ideas of how to remember that homework must be completed can be discussed. Students can assist each other with this by Instructional Conversation about its completion. Distribute the "Family Heritage Questionnaire Parent Interview" (see HO 8). Teacher should demonstrate asking the questions to students and allowing students to practice asking questions and writing the response.

Students must ask parents for this information in order to be ready for the next lesson. ELLs should be allowed to use their L1 language to facilitate the gathering of family information.
### FAMILY HERITAGE QUESTIONNAIRE

<table>
<thead>
<tr>
<th>Family Title</th>
<th>Name (first last)</th>
<th>Where do they live? or Reason for moving to New Haven or to Connecticut in general?</th>
<th>What country or region of the U.S. did they come from?</th>
<th>Job(s) Names</th>
<th>How did the person earn a living?</th>
<th>Attended College? Yes/No? If yes, College Name?</th>
<th>Area of study?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mother</strong></td>
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<tr>
<td>Maternal</td>
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</tr>
<tr>
<td>Grandmother</td>
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<td>Maternal</td>
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<tr>
<td>Grandfather</td>
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<tr>
<td><strong>Father</strong></td>
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<td>Paternal</td>
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<td>Grandmother</td>
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<td>Paternal</td>
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<tr>
<td>Grandfather</td>
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</tr>
</tbody>
</table>

**Possible topics** may include civil rights participation, political involvement, government office held, awards or honors, religious or church involvement, school achievements, languages spoken, travels and vacations, health issues, etc.

What are the special occasions your family celebrates? How do you celebrate them?

__________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________

How do you contribute to your family's pride and progress?

__________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________

Who in your family inspires you to do well? What behavior have you seen in them that you want to imitate?

__________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________

![Image of a questionaire form](image-url)
Lesson 3
Lesson Summary (p. 1 of 2)

Lesson: 3) Understanding My Family History and Cultural Heritage (2 periods)

Lesson Content Objectives:

After the lesson, students will...

- Identify 3 or more elements which help define who they are.
- Translate the elements that comprise definition into a personal statement of who they are.
- Recognize and classify main points in the text which help them define the culture described in the text.
- Identify the culture name of the family described in all of the excerpts (texts).
- Identify at least 5 traditions, customs, or rituals assigned to the culture described in the Roots text.
- Identify at least 3 traditions, customs, or rituals assigned to the culture described in Rosario’s text.
- Identify at least 5 traditions, customs, or rituals assigned to the culture described in Gates’ text.
- Contrast the two family groups which comprised how Gates defined himself and the culture.
- Identify members of the two family groups they come from.
- Students will be able to discuss details about some of the family’s history and cultural heritage.

Lesson Language Objectives:

After the lesson, students will demonstrate knowledge and achievement of language skills by...

- Interpret meanings from the excerpts by Haley, Rosario, and Gates.
- Use adjectives to describe their opinions about the culture based on each of the texts.
- Rephrase a custom or tradition described in each of the text to verify comprehension.
- Draw conclusions from information read orally in the classroom.
- Conduct an interview with parents or guardians to obtain family information.
- Report a family quality they are proud of.
- Write a definition of who they are by including the elements discussed from the texts.
- Write a description of traditions and customs practiced by their family groups.

Lesson Presentation Outline: (2 class periods)

Ways that we define ourselves
Activity 1 – and how understand who we are (15 min.)
Activity 2 – Reading & Understanding Excerpt from Roots (15 min.)
Activity 3 – Reading & Understanding Excerpt from It’s All in the Frijoles (15 min.)
Activity 4 – Reading & Understanding Excerpt from Colored People (15 min.)
Activity 5 – Family Tree / Family History (25 min.)

Summary of Sheltered Strategies (used in lesson #3):

Teacher question & response strategies - Instructional Conversations (SS 6.1; TAT 4.1)
Listening Guide for discussion also to be used as an assessment (TAT 3.1)
Pace teacher speech (TAT3.3)
Adapted Text (SS 5.2; 7.2B) (TAT 2.3)
Graphic Organizer for Worksheet (SS 3.1; ) (TAT 2.1)
Modeling (how students should complete the “Defining Who I Am” chart) (SS 7.1B; TAT 1.2)
Group Activity / Instructional Conversation (SS 6.2; TAT 4.2)
Lesson Summary (p. 2 of 2)

Allow use of L1 for planning & conceptualizing (TAT 6.1)
Adjusted Student Discourse (SS 6.1; TAT 4.1)
Be responsive to cultural and personal diversity (SS 8.10)
Activate background knowledge (TAT 1.3)
Develop vocabulary (TAT 2.2)
Small group work (TAT 4.2)

Materials/Worksheet Titles Needed:

Defining Who I Am – HO 1
Roots – HO 2
Roots (adapted text) – HO 3

It’s All in the Frijoles – HO 4
It’s All in the Frijoles (adapted text) – HO 5

Colored People – HO 6
Colored People (listening guide) – HO 7

Family Heritage Questionnaire – HO 8
Family Tree Chart – HO 9
# Functional Notional Chart

<table>
<thead>
<tr>
<th>Level</th>
<th>Function</th>
<th>(Goal)</th>
<th>Formula</th>
<th>Grammar Structure</th>
<th>Vocabulary Notions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginners</td>
<td>Name</td>
<td>cultures</td>
<td>Mandinkas are from ________ culture.</td>
<td>Capitalizing names of countries.</td>
<td>African, American</td>
</tr>
<tr>
<td></td>
<td>Name</td>
<td>family members</td>
<td>My _______ 's name is ________</td>
<td>possessive pronouns</td>
<td>mother, father, sister, brother</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>sibling, grandmother, great grandfather</td>
</tr>
<tr>
<td></td>
<td>Describe orally and in written form</td>
<td>family customs and traditions</td>
<td>My family celebrates ________ holidays.</td>
<td>action verbs</td>
<td>like, celebrates, culture</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>banana, dancing</td>
</tr>
<tr>
<td></td>
<td>Describe how events are celebrated.</td>
<td></td>
<td>My family ________ when we celebrate.</td>
<td>vocabulary</td>
<td>cooks, cleans</td>
</tr>
<tr>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>ritual, picnics, sings</td>
</tr>
<tr>
<td></td>
<td>Conduct an interview with parents.</td>
<td>Who is your ________?</td>
<td></td>
<td>Interrogative sentences</td>
<td>mother, sibling, father, sister, brother</td>
</tr>
<tr>
<td></td>
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<td></td>
<td></td>
<td>grandmother, great grandmother, great grandfather</td>
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<tr>
<td>Early Intermediate</td>
<td>Conduct an interview with parents.</td>
<td>Why did we move to ________?</td>
<td></td>
<td>vocabulary</td>
<td>Africa, America</td>
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<tr>
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<td></td>
<td></td>
<td></td>
<td>Europe, Asia</td>
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<td></td>
<td>politics, health, vacations, awards</td>
</tr>
</tbody>
</table>
Lesson 3
Understanding My Cultural History and Family Heritage

Activity 1 - Ways that we define ourselves and how understand who we are (15 min.)

Objectives:
After the lesson, students will . . .
→ Identify 3 or more elements which help define who they are.
→ Translate the elements that comprise definition into a personal statement of who they are.

Language Objectives:
After the lesson, students will demonstrate knowledge and achievement of language skills by . . .
● Write a definition of who they are by including the elements discussed from the texts.

Sheltered Strategies:
Graphic Organizer for Worksheet (SS 3.1;) (TAT 2.1)

Materials/Worksheet Titles Needed: Defining Who I Am – HO 1

The teacher will distribute the worksheet, “Defining Who I AM” as an introduction to the lesson. The teacher asks, How do you define yourself? Students will offer various responses. Engage students in an Instructional Conversation by probing for thoughtful details. Tell me more about defining yourself that way, Morris. The teacher should write the ways on the board. I’ll add to this list as we read the biographies today. Teacher must wait for students to finish their complete thought before speaking again or moving on. It would create a safe speaking environment for ELLs if the teacher demonstrated patience by smiling and affirming the students’ willingness to share information.

Let’s begin by completing Roots, by Alex Haley. Once we complete this activity together, you’ll break into groups and complete the next one with them.
# Defining Who I Am

<table>
<thead>
<tr>
<th>Excerpt from:</th>
<th>Culture Name</th>
<th>What elements defined who they were?</th>
<th>What traditions, customs, and rituals are identified?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Roots</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>by Alex Haley</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1974, pp. 12-13</td>
<td></td>
<td></td>
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<tr>
<td>It's All in the Frijoles</td>
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<td></td>
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</tr>
<tr>
<td>by Yolanda Nava</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2000, pp. 22-23</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Colored People</td>
<td></td>
<td></td>
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<tr>
<td>Henry Louis Gates, Jr.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1994, pp. 67-69</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Me:</td>
<td>My Culture Name</td>
<td>Use the elements above to write a description of who you are.</td>
<td>Identify the traditions, customs and rituals exercised in your families.</td>
</tr>
</tbody>
</table>
Activity 2 - Reading & Understanding Excerpt from Roots (15 min.)

Objectives:
After the lesson, students will . .
- Recognize and classify main points in the text which help them define the culture described in the text.
- Identify the culture name of the family described in all of the excerpts (texts).
- Identify at least 5 traditions, customs, or rituals assigned to the culture described in the Roots text.

Language Objectives:
After the lesson, students will demonstrate knowledge and achievement of language skills by . .
- Interpret meanings from the excerpts by Haley, Rosario, and Gates.
- Use adjectives to describe their opinions about the culture based on each of the texts.
- Rephrase a custom or tradition described in each of the text to verify comprehension.

Sheltered Strategies:
Adapted Text (SS 5.2; 7.2B) (TAT 2.3)
Graphic Organizer for Worksheet (SS 3.1; ) (TAT 2.1)
Modeling (how students should complete the “Defining Who I Am” chart) (SS 7.1B; TAT 1.2)

Materials/Worksheet Titles Needed:
Defining Who I Am – HO 1
Roots – HO 2
Roots (adapted text) – HO 3

Let’s start with Roots, by Alex Haley (see HO 2 and HO 3). Have any of you heard of or seen this story? Allow students to respond. There are some things to keep in mind as you read. Teacher walks to board, speaks slowly and points to each question as it’s spoken. What’s the culture name? [pause] What’s your impression of the culture in the reading? [pause] Why? [pause] Find the place in the story that makes you think this. These questions are written on another board so students can refer to it if necessary.

Text is read and discussed. Now teacher models how to complete the “Defining Who I Am” graphic organizer (see HO 2 / HO 3). by asking the questions on the board. The questions prompt students to think of what helped to define the family and culture described in the Roots excerpts. Students are asked to circle the text that supports the students’ opinion.
Roots
Alex Haley

By ancient custom, for the next seven days, there was but a single task with which Omoro would seriously occupy himself: the selection of a name for his firstborn son. It would have to be a name rich with history and with promise, for the people of his tribe—the Mandinkas—believed that a child will develop seven of the characteristics of whomever or whatever he was named for.

On behalf of himself and Binta, during this week of thinking, Omoro visited every household in Juffure, and invited each family to the naming ceremony of the newborn child, traditionally on the eighth day of his life. On that day, like his father and his father’s father, this new son will become a member of the tribe.

When the eighth day arrived, the villagers gathered in the early morning before the hut of Omoro and Binta. On their heads, the women of both families brought calabash containers of ceremonial sour milk and sweet munko cakes of pounded rice and honey. Karamo Silla, the jaliba of the village, was there with his tan-tang drums; and the alimamo, and the arafang, Brima Cesay, who would some day be the child’s teacher; and also Omoro’s two brothers, Janneh and Saloum, who had journeyed from far away to attend the ceremony when the drumtalk news of their nephew’s birth had reached them.

As Binta proudly held her new infant, a small patch of his first hair was shaved off, as was always done on this day, and all of the women exclaimed at how well formed the baby was. Then they quieted as the jaliba began to beat his drums. The alimamo said a prayer over the calabashes of sour milk and munko cakes, and as he prayed, each guest touched a calabash brim with his or her right hand, as a gesture of respect for the food. Then the alimamo turned to pray over the infant, entreatimg Allah to grant him long life, success in bringing credit and pride and many children to his family, to his village, to his tribe— and, finally, the strength and the spirit to deserve to bring honor to the name he was about to receive.

Omoro then walked out before all the assembled people of the village. Moving to his wife’s side, he lifted up the infant and, as all watched, whispered three times into his son’s ear the name he had chosen for him. It was the first time the name had ever been spoken as this child’s name, for Omoro’s people felt that each human being should be the first to know who he was.

The tan-tang drum resounded again; and now Omoro whispered the name into the ear of Binta, and Binta smiled with pride and pleasure. Then Omoro whispered the name to the arafang, who stood before the villagers.

“The first child of Omoro and Binta Kinte is named Kunta!” cried Brima Cesay.

As everyone knew, it was the middle name of the child’s late grandfather, Kairaba Kunta Kinte, who had come from his native Mauretanian into The Gambia, where he had saved the people of Juffure from a famine, married Grandma Yaisa, and then served Juffure honorably till his death as the village’s holy man.

One by one, the arafang recited the names of the Mauretanian forefathers of whom the baby’s grandfather, old Kairaba Kinte, had often told. The names which were great and many, went back more than two hundred rains. Then the jaliba pounded on his tan-tang and all of the people exclaimed their admiration and respect at such a distinguished lineage.

Out under the moon and the stars, alone with his son that eighth night, Omoro completed the naming ritual. Carrying little Kunta in his strong arms, he walked to the edge of the village, lifted his baby up with his face to the heavens, and said softly, “Fend killing dorong leh warrata ka iteh tee.” (Behold— the only thing greater than yourself.)

Source: Alex Haley, Roots, 1974, p. 12-13
Excerpt from: 
*Roots*, by Alex Haley, 1974, pp.12-13

"ancient custom, for the next 7 days, there was but a single task with which
Omoro would seriously occupy himself: the selection of a name for his first
born son. It would have to be a name rich with history and with promise, for
the people of his tribe - the Mandinkas - believed that a child will develop
seven of the characteristics of whomever or whatever he was named for.

On behalf off himself and Binta (his wife), during this week of thinking Omoro
visited every household in Juffure, and invited each family to the naming
 ceremony of the newborn child, traditionally on the eighth day of his life...

As Binta proudly held her new infant, a small patch of his first hair was shaved
off, as was always done on this day, and all the women exclaimed how well
formed the baby was. Then they quieted as the jaliba began to beat his drums.
The alimamo said a prayer over the calabash of sour milk and munko cakes,
as he prayed, each guest touched a calabash brom with his/her right hand, as
a gesture of respect for the food. Then the alimamo turned to pray over the
infant, entreating Allah to grant him long life, success in bringing credit and
pride and many children to his family, to his village, to his tribe- and finally,
the strength and the spirit to deserve and bring honor to the name he was
about to receive...

[Omoro] whispered three times into his son's ear the name he had
chosen for him. It was the first time the name had ever been spoken as the
child's name, for Omoro's people felt that each human being should be the first
to know who he was.

The tan-tang drum resounded again; and now Omoro whispered the name into
the ear of Binta, and Binta smiled with pleasure. Then Omoro whispered the
name to the arafang, who stood before the villagers. [The name was
announced to the villagers] As everyone knew, it was the middle name of the
child's late grandfather, Kairaba Kunta Kinte, who had come from his native
Mauretanian into The Gambia where he had saved the people of Juffure from a
famine, married grandma Yaisa, and then served Juffure honorably till his
death as the village's holy man.

One by one, the arafang recited the names of the Mauretanian forefathers of
whom the baby's grandfather, old Kairaba Kinte, had often told. The names
were great and many, and went back more than two hundred rains. The the
jaliba pounded on his tan-tang [drum] and all the people exclaimed their
admiration and respect at such a distinguished lineage.

under the moon and the stars, alone with his son that eighth night, Omoro
completed the naming ritual...lifted his baby up with his face to the
heavens, and said softly,... (Behold - the only thing greater than yourself).

Omor must think of an appropriate
name for his son during the next 7
days. The name must represent the
family's history and future because
they were Mandinkas. Mandinkas
believe that a child will develop 7
qualities of the person or thing s/he is
named after.

Omor, representing himself and
Binta (his wife), invited each family in
the village to the naming ceremony.

As always on the eighth day, the
naming ceremony involved a patch of
the baby's hair being shaved off while
the villagers watched. The drummer
began, everyone quieted, and a prayer
was spoken over the buttermilk and
munko cakes. Then the minister prayed
over the infant asking Allah to grant
the baby long life, success in bringing
credit, pride, and many children to his
family, village and tribe. He also prayed
for the baby to have the strength and
spirit to deserve and bring honor to the
name he was about to receive.

Omor whispered the name into baby's
ear 3 times. Omor tells the baby his
name first because Omoro's family
believed a human being should be the first
to know who he is.

Omor then whispers the name into
Binta's ear and she smiles happily.
Omor then whispers the name to the
minister who announces it to the
villagers. The baby's name was Kunta
Kinte. Everyone knew it was the middle
name of Omoro's father who came to
The Gambia (Juffure) from Mauretanian.
Omor's father had saved the people
from famine, married Yaisha, and served
the village honorably as a holy man
until he died.

Each minister recited the names of
Omor's ancestry which went back
more than 30 years and many names.

That night, Omor finished the naming
ritual by going outdoors, holding the
baby face up toward the sky, and
telling Kunta to look at and recognize
the only thing greater than himself.
**Activity 3** – Reading & Understanding Excerpt from *It’s All in the Frijoles* (15 min.)

Objectives:
- After the lesson, students will . . .
  - Identify at least 3 traditions, customs, or rituals assigned to the culture described in Rosario’s text.
  - Recognize and classify main points in the text which help them define the culture described in the text.
  - Identify the culture name of the family described in all of the excerpts (texts).

Language Objectives:
- After the lesson, students will demonstrate knowledge and achievement of language skills by . . .
  - Interpret meanings from the excerpts by Haley, Rosario, and Gates.
  - Use adjectives to describe their opinions about the culture based on each of the texts.
  - Rephrase a custom or tradition described in each of the text to verify comprehension.

Sheltered Strategies:
- Group Activity / Instructional Conversation (SS 6.2; TAT 4.2)
- Adapted Text (SS 5.2; 7.2B) (TAT 2.3)
- Adjusted Student Discourse (SS 6.1; TAT 4.1)
- Teacher question & response strategies - Instructional Conversations (SS 6.1; TAT 4.1)

**Materials/Worksheet Titles Needed:**

Defining Who I Am – HO 1  
*It’s All in the Frijoles* – HO 4

*It’s All in the Frijoles* (adapted text) – HO 5

Now that you see how this assignment is completed, please break into groups and read “*It’s All in the Frijoles*” (see HO.4 / HO 5). I’ll walk around the class to offer assistance wherever it may be needed. You have 7 minutes. Teacher walks around the room to listen.

The teacher might probe with comments such as, **Tell me more about your thinking on that**, or s/he points to the board and asks, **Find the place in the story that makes you think this**. Teacher should encourage students to ask these questions also. Students should be engaging each other as well.

After 8 minutes, have the groups share ideas with each of the other groups as well.
It's All in the Frijoles
Yolanda Nava

The virtue responsabilidad y obligación – responsibility and obligation – acts as the keystone that holds the expansive arch of our culture together. Obligation encompasses one’s duty to others, beginning with the responsibility of each parent to provide children with the necessities of life – food, clothing, shelter, and, of course, love, as well as taking care of one’s elderly family members. From these primary duties, responsibility spreads out in ever larger concentric rings to embrace the wider community, of which family is a part. In one direction it leads to the ideas of respect and loyalty, in another to courage, humility, and hard work.

Mamá taught this important virtue in the same way in which she learned it in her youth. Hispanic culture teaches that one’s behavior is guided by its effect or impact on others, rather than by its sole effect on the individual. By thinking this way, we see our every action is considered a reflection on our parents, our good family name, our community, and our raza. As family members we are bound by our obligations, our duty to one another. Often the agreement is an unwritten one, reinforced by the deep intimacy within Latino families where grandparents, aunts, uncles, compadres and a host of other familiares form a network of responsible, caring adults that guide the young members of the household. Whether by words or actions, we learn very early on that we will be cared for, taught what behavior is expected of us, taught what roles we are to play in our family, and shown that we must care for those who are older, younger, or weaker than ourselves.

Responsibility, obligation, and duty are synonyms that seemed almost anachronistic in these self-indulgent times in which commitments are often ignored but are, in reality, vital to human relationships. How can one person rely on another if we are not bound by our word, or if we have no sense of obligation to one another beyond what might be upheld in a court of law?

Just as Mamá’s duty to me was the driving force in her life, she let me know it was my responsibility to work hard at my studies, to be well behaved, and to obey her. Boundaries were clearly defined. So were right and wrong. She wisely allowed me to learn the consequences of my actions in both obvious and subtle ways, after setting out the guidelines of appropriate and expected behavior. You knew that if you violated the rules, or stepped out of bounds after initial warnings, you will be punished. Wack! No questions asked.

Source: Yolanda Nava, It’s All in the Frijoles, 2000, p. 22-23

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Responsibility is the piece that locks all of the pieces of our culture together. Obligation means that every person has a duty to another person. It starts with parents’ responsibility to provide the necessities of life (clothing, food, shelter, love, etc.) to their children. Responsibility also means taking care of elderly family members. On one hand, it leads to qualities such as respect and loyalty while on the other it leads to courage, humility and hard work.

Mamá taught these qualities to us the way she learned them when she was a child. Hispanic culture teaches that a person’s behavior is guided by its effect on others, rather than by its sole effect on the individual. By thinking this way, we see our every action is considered a reflection on our parents, our good family name, our community and our raza. As family members, we are bound by our obligations, our duty to one another. . . .

Responsibility, obligation and duty are synonyms that seem almost anachronistic in these self-indulgent times in which commitments are often ignored but are, in reality, vital to human relationships. How can one person rely on another if we were not bound by our word, or if we have no sense of obligation to one another beyond what might be upheld in a court of law?

Mamá’s duty to me is what motivated her to be responsible and fulfill her obligation to me. Mamá let me know that my responsibility and obligation was to work hard at my studies, behave well, and obey her. Boundaries and right and wrong were clearly defined and set. You knew that if you violated the rules, stepped out of bounds after initial warnings, you will be punished. Wack! No questions asked.

Just as Mamá’s duty to me was the driving force in her life, she let me know it was my responsibility to work hard at my studies, to be well-behaved, and to obey her. Boundaries were clearly defined. So were right and wrong. . . . You knew that if you violated the rules, stepped out of bounds after initial warnings, you will be punished. Wack! No questions asked.

Excerpt from: *It’s All in the Frijoles*, by Yolanda Nava, 2000, pp.22-23
Activity 4 – Reading & Understanding Excerpt from Colored People (15 min.)

Objectives:
After the lesson, students will...
- Identify at least 5 traditions, customs, or rituals assigned to the culture described in Gates' text.
- Contrast the two family groups which comprised how Gates defined himself and the culture.
- Identify members of the two family groups they come from.

Language Objectives:
After the lesson, students will demonstrate knowledge and achievement of language skills by...
- Interpret meanings from the excerpts by Haley, Rosario, and Gates.
- Use adjectives to describe their opinions about the culture based on each of the texts.
- Rephrase a custom or tradition described in each of the text to verify comprehension.
- Draw conclusions from information read orally in the classroom.

Sheltered Strategies:
Listening Guide for discussion also to be used as an assessment (TAT 3.1)
Pace teacher speech (TAT 3.3)

Materials/Worksheet Titles Needed:
Defining Who I Am – HO 1 Colored People – HO 6 Colored People (listening guide) – HO 7

Teacher says, Let's do this last story as a listening exercise. The teacher distributes both Colored People handouts (HO 6 / HO 7). Please look at the Summary of Colored People by Henry Louis Gates, Jr. (see HO 7). [pause] This will help us move into the next exercise. [pause] Look at the Summary and see if you can come up with a few questions. Teacher allows student responses. While I read, see if you can check off the events that I'm reading about while you're listening. It's alright if everything isn't checked at the end.

Teacher purposely paces her speech slowly remembering to pause longer at periods and after something on the Summary has been read from the story. When the story is finished, the teacher asks if there are additional questions.

The teacher walks to the board where the questions are located. What's your impression of the Henry Louis Gates Jr.'s family? Some students may make a distinction between the Gates' and the Colemans. This is perfect for the teacher to reply with, Henry is part of both families because of his parents. He cannot be one or the other; he's part of both of them. What are the parts Henry uses to define himself? Teacher waits for responses. She writes these answers on the board under the category of Elements Defining Who They Were. Does anyone see any others parts of the story which define who Henry, Jr. is? Teacher waits for other contributions, then adds those to the list. What are the traditions and customs his family practices? Teacher waits for responses and adds them to the corresponding column on the board.
Colored People
Henry Louis Gates, Jr.

Because I lived in Piedmont, surrounded by my mother’s brothers and sisters and dozens of their children, the Coleman family was familiar to me – all too familiar sometimes. And a contemptuous familiarity obtained between a few of Mama’s brothers and me. The Gateses, on the other hand, lived in the mysterious world of Cumberland, Maryland, twenty-five miles, half a dozen shades of brown complexion, and as many grades of hair away. The rooms of their house had a certain worn and aging depth and the sort of dust covered charm that suggested tradition. They drank beer and Scotch, played cards, read detective novels and traded them with each other, did crossword puzzles, and loved puns. Their favorite term of endearment was “Dummy.”

The Coleman’s, by contrast, were the force of self-righteousness, teetotalers, non-smoking, non-gambling souls, who seemed to equate close-cropped, well-oiled hair and well-washed automobiles with the very purpose of life itself. One quickly realized that what one could or could not do “in front of Big Mom” was the ultimate mechanism for controlling the independent and the unruly.

Though I’d see my Coleman uncles, aunts, and cousins all together at our annual family reunions and Up the Hill at Big Mom’s House on Christmas, I saw the Gateses all together on only two occasions in my childhood, and those were my grandparents’ funerals. I used to get old photographs and paste them into albums. It was my first hobby; taking pictures was my second. I learned much of my family history, and especially the history of the Gateses, from old photographs. Daddy loved telling stories about his family, and I loved listening to them, mostly because they were so funny. The day that the photographs first came to life was the day of my grandfather’s funeral.

Gateses never had family reunions and seemed to pride themselves on that fact. But funerals served the same function... Pop Gates’ funeral was the occasion at which I met my great-aunts, Pop’s three sisters, Pansy, Leettitia, and Maude, their husbands- a dentist, a pharmacist, and a painter- and some of their children...

That day was a revelation. Doctors and dentists, lawyers and pharmacists; Howard and Talladega, Harvard and Radcliffe- all of these careers and all these schools were in my grandparents’ living room that day, and each has a Gates face attached to it. It came as a shock to realize that these mythic characters in daddy’s tales were actually brown and tan and beige people. And refined. And well spoken. Obviously comfortable in the world. And they seemed to love my father’s boys and seemed eager to hear tales of conquests ending with “straight A’s.” Yes, ma’am, a doctor, I said a hundred times. Maybe a brain surgeon. I’d seen that on Ben Casey.

Source: Henry Louis Gates, Jr., Colored People, 1994, p. 67-69
Henry Louis Gates, Jr.

**Summary of:**

**Colored People**  

---

Colemans  
(Henry’s mother’s family name)

Gates’  
(Henry’s father’s family name)

Piedmont, West Virginia  
25 miles apart  
Cumberland, Maryland

Henry lived in Piedmont, close to Coleman’s, so he knew them very well. The aunts, uncles and cousins were all quite familiar to him.  

Henry lived far away from the other Gates’ family members, so he wasn’t as familiar with them as he was with the Colemans.

The shades of brown complexions were very different among the two family groups.

The hair texture and grade was also very different when compared with each family group.

<table>
<thead>
<tr>
<th>The Colemans</th>
<th>The Gates’</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Self righteous</td>
<td>☐ The home interiors were decorated with tradition.</td>
</tr>
<tr>
<td>☐ Teetotalers</td>
<td>☐ Drank beer and Scotch</td>
</tr>
<tr>
<td>☐ Non-smokers</td>
<td>☐ Played cards</td>
</tr>
<tr>
<td>☐ Non-drinkers</td>
<td>☐ Affectionately called everyone “Dummy”</td>
</tr>
<tr>
<td>☐ Equated good grooming and clean cars with life’s purpose</td>
<td>☐ Family reunions only at funerals</td>
</tr>
<tr>
<td>☐ Reunions at Big Mom’s house every Christmas</td>
<td>☐ Dad told stories about Gates’ family heroes &amp; triumphs</td>
</tr>
<tr>
<td></td>
<td>☐ Read &amp; traded detective novels</td>
</tr>
<tr>
<td></td>
<td>☐ Henry discovered some of the Gates’ were professionals like a dentist, pharmacist, and painter</td>
</tr>
<tr>
<td></td>
<td>☐ People in the Gates’ family had been college-educated at Howard, Talladega, Harvard and Radcliffe</td>
</tr>
</tbody>
</table>

Henry told stories to the Gates’ family about earning straight “A’s” and expressed a desire to be a doctor, possibly a brain surgeon he’d seen on Ben Casey.
Activity 5 – Family Tree / Family History  (25 min.)

Objectives:
After the lesson, students will . . .
→ Students will be able to discuss details about some of the family's history and cultural heritage.

Language Objectives:
After the lesson, students will demonstrate knowledge and achievement of language skills by . . .
→ Conduct an interview with parents or guardians to obtain family information.
→ Report a family quality they are proud of.
→ Write a description of traditions and customs practiced by their family

Sheltered Strategies:
Allow use of L1 for planning & conceptualizing (TAT 6.1)
Be responsive to cultural and personal diversity (SS 8.10)
Activate background knowledge (TAT 1.3)
Develop vocabulary (TAT 2.2)
Small group work (TAT 4.2)

Materials/Worksheet Titles Needed:
Family Heritage Questionnaire – HO 8
Family Tree Chart – HO 9

Please take out your completed homework (see HO 8). Teacher distributes Family Tree Chart (see HO 9). ELLs were given a chart several days before, but the teacher still demonstrates how to complete the chart using his/her own family. I’ll write my name on the line where it says “My Name.” Now I’m writing the names of the brothers and sisters who live in the house with me. Once students begin, there will be questions about unique circumstances. The first rule before answering any questions is that students be left with their dignity if a potentially embarrassing situation exists. The other rule of thumb which has helped is to define “family” as the adults in the home who take care of them. This usually covers divorce or significant other situations. First, fold the paper in half horizontally like this: Teacher demonstrates. I’ll do my mother’s family first. Then I began with my mother’s first and last name. Teacher writes the name on the line. Please write in your mother’s first and last name on the line. Teacher waits for students to follow. Next, I write the name of her mother and father (which are my grandparents). Teacher writes those names in. If you know the names of both of your great-grandparents, you can complete this side of the chart. If not, take it home to see if your parents are able to fill in the information for you.

Now we finished with the mother’s side of the family teacher gestures with one side of the folded paper. Now let’s do the father’s side. Teacher writes down her father’s name then asks students to do the same. I’ll write in the name of my father’s mother. And his father. Now you do it. Teacher walks around to answer questions and check things out. Teacher returns to her chart to complete what’s left. Remember to get the missing information from your parents.
Please go back to your homework and your "Defining Who I am" worksheet. Please write the name of your culture (s). Write some specific descriptions of who you are based on the answers from your homework.

Then write down traditions and customs practiced in your family.

I would like everyone to make one statement to people in your group about who you are and the contribution you are going to make to your family. Teacher walks around while students engage one another.

Teacher closes with an affirmation for the fine job the students have done.
**FAMILY HERITAGE QUESTIONNAIRE**

<table>
<thead>
<tr>
<th>Family Title</th>
<th>Name (first last)</th>
<th>Where do they live?</th>
<th>What country or region of the U.S. did they come from?</th>
<th>Job(s) Names</th>
<th>How did the person earn a living?</th>
<th>Attended College? Yes/No? If yes, College Name? Area of study?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mother</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maternal Grandmother</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Maternal Grandfather</td>
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<td></td>
</tr>
<tr>
<td>Father</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Paternal Grandmother</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Paternal Grandfather</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

**Possible topics** may include civil rights participation, political involvement, government office held, awards or honors, religious or church involvement, school achievements, languages spoken, travels and vacations, health issues, etc.

---

What are the special occasions your family celebrates? How do you celebrate them?

---

How do you contribute to your family's pride and progress?

---

Who in your family inspires you to do well? What behavior have you seen in them that you want to imitate?
MY FAMILY TREE

MOTHER

His Father's Name
(My Great Grandfather)

His Mother's Name
(My Great Grandmother)

Her Father's Name
(My Great Grandfather)

Her Mother's Name
(My Great Grandmother)

Father

Her Father's Name
(My Great Grandfather)

Her Mother's Name
(My Great Grandmother)

His Father's Name
(My Great Grandfather)

His Mother's Name
(My Great Grandmother)

My Father's Name

My Mother's Name

My siblings names are:

My Name:

Maximizing Adolescent Academic Excellence
Lesson 4
Lesson Summary (p. 1 of 1)

Lesson Title: 4) The Significance of Culture in Education

Lesson Content Objectives:

After the lesson, students will . . .

→ Interpret the daily proverb and construct an application to their own life and/or behavior.
→ Recall several descriptions of themselves that were defined in the previous class lesson.
→ Compare messages about education from various aspects of American culture.
→ Research names of people of their culture who are academically successful.

Lesson Language Objectives:

After the lesson, students will demonstrate knowledge and achievement of language skills by . . .

❶ Use English to communicate what messages are perceived about education.
❷ Use superlatives to express the impact of education messages from the various aspects of society.

Lesson Presentation Outline:

Activity 1 – Review Session 3 / Introduction to Session 4 (15 min.)
Activity 2 – Messages about education (15 min.)
Homework: Extending learning outside the classroom (15 min.)

Summary of Sheltered Strategies (used in lesson #4):

Teacher question & response strategies - Instructional Conversations (SS 6.1; TAT 4.1)
Pace teacher speech (TAT 3.3)
Small Group Activity / Instructional Conversation (SS 6.2; TAT 4.2)
Use of L1 language for planning and conceptualizing (TAT 6.1)

Materials/Worksheet Titles Needed:

Spheres of Influence - HO 1
Admirable People in My Culture - HO 12
## Functional Notional Chart

<table>
<thead>
<tr>
<th>Level</th>
<th>FUNCTION</th>
<th>(goal) SITUATION</th>
<th>FORMULA</th>
<th>GRAMMAR STRUCTURE</th>
<th>VOCABULARY NOTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginners</td>
<td>Choose</td>
<td>an opinion about education</td>
<td>School is isn't important.</td>
<td>contractions</td>
<td>is</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Learning is isn't important.</td>
<td></td>
<td>isn't</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>My parents think school is isn't important.</td>
<td></td>
<td>is not</td>
</tr>
<tr>
<td>Early Intermediate</td>
<td>Describe</td>
<td>messages about school and education</td>
<td>School is ___________.</td>
<td>adjectives</td>
<td>fun</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>self</td>
<td>community</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>parents</td>
<td>school</td>
</tr>
<tr>
<td></td>
<td></td>
<td>A good student ___________.</td>
<td>present tense</td>
<td></td>
<td>boring</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>studies</td>
<td>society</td>
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<td>School success means ___________.</td>
<td>present progressive tense</td>
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Lesson 4
The Significance of Culture In Education

Activity 1 - Review Session 3 / Introduction to Session 4 (15 min.)

Objectives:
After the lesson, students will...
- Interpret the daily proverb and construct an application to their own lives and/or behavior.
- Recall several descriptions of themselves that were defined in the previous class lesson.

Language Objectives:
After the lesson, students will demonstrate knowledge and achievement of language skills by...
- Interpreting meaning from the proverb.

Sheltered Strategies:
- Teacher question & response strategies - Instructional Conversations (SS 6.1; TAT 4.1)
- Pace teacher speech (TAT 3.3)
- Use of L1 language for planning and conceptualizing (TAT 6.1)

Materials/Worksheet Titles Needed: None

Today's proverb written on chalk board: "In order to move forward, one must reclaim the past."
Haille Gerima

Ask students to recall important points in the last lesson. Accept all responses, but probe for thought process and meaning. Would someone read today's proverb, please? Teacher waits for student to read. May I also have 3 students interpret what is meant, please? Teacher listens to students' explanations. Are there other comments about possible meanings? Teacher waits for any responses. Well, knowing your family history [paced speech] and culture, is one way of reclaiming the past[teacher gestures at the words on the board]. We are ready to move forward, [teacher gestures forward with her hands], but we need to explore more of our cultures first.
Activity 2 - Messages about education (30 min.)

Objectives:
After the lesson, students will . . .
- Compare messages about education from various aspects of American culture.
- Research names of people of their culture who are academically successful.

Language Objectives:
After the lesson, students will demonstrate knowledge and achievement of language skills by . . .
- Use English to communicate what messages are perceived about education.
- Use superlatives to express the impact of education messages from the various aspects of society.

Sheltered Strategies:
- Small Group Activity / Instructional Conversation (SS 6.2; TAT 4.2)

Materials/Worksheet Titles Needed:
- Spheres of Influence - HO 1
- Admirable People in My Culture - HO 12

Ask, Does anyone remember the definition of culture? Wait for a response. Now ask, What were some of the elements of culture? Teacher waits for a response. Does culture influence our thoughts about education? Wait for a response from students and say, That’s what we are going to explore during this lesson.

I’m going to pass out some circles called, “Spheres of Influence.” (see HO 1) These will help us compare the various messages about education.

I’ll ask a question, write your short answer in the circle we’re discussing. Let’s practice with the first one.

Start in the center where the word “self” is. That’s where you’ll write your first answer. It’s not much space.

Q. What do you tell yourself about school and your education? Teacher waits for students to finish.

Please turn to your neighbor to listen and discuss your answer and your neighbor’s answer. Teacher waits for students to finish. The next question is about family [teacher emphasizes the word “family” and gestures to it on the chart]. Put your short answer in the FAMILY space.

What do your parents tell you about school and education? Teacher waits for students to finish.
Please turn to the same neighbor to listen and discuss your answer and your neighbor’s answer. Teacher waits for students to finish. The next question is about schools [teacher emphasizes the word “schools” and gestures to it on the chart]. Put your short answer in the SCHOOLS space.

Q. What do your friends say about school and education? Teacher waits for students to finish.

Please turn to a different neighbor to listen and discuss your answer and your neighbor’s answer. Teacher waits for students to finish. The next question is about jobs [teacher emphasizes the word “jobs” and gestures to it on the chart]. Put your short answer in the JOBS space.

Q. What do the people at area jobs say about school and education? Teacher waits for students to finish.

Please include 3 other neighbors to listen and discuss your answer and your neighbors’ answers. Teacher waits for students to finish. The next question is about neighborhood and society [teacher emphasizes the words “neighborhood and society” and gestures to it on the chart]. Put your short answer in the NEIGHBORHOOD and SOCIETY space.

¿ What do the neighborhood citizens and other New Haven community members think about school and education? Teacher waits for students to finish.

Please include 3 more neighbors to listen and discuss your answer and your neighbors’ answers. Teacher waits for students to finish.

I’d like you to examine your short answers and think of your discussions. How are culture and education related? Teacher accepts all responses.

Your homework for the next session is to look up two people in your culture who are successful academically. Their names should be written on the “Admirable People of My Culture” chart (see HO 12). Teacher asks, Have an Instructional Conversation as a class. Your goal is to find ways for students to remember to take the assignment home, remember to do the assignment, and how to find people who are academically successful [Teacher has written this information on the board and gestures to it as she speaks]. Teacher attends to the discussion being sure students problem-solve all three goals.

To close, the teacher reminds students they have done a good job.
Spheres of Influence

Neighborhood and Society

Jobs

Peers

Schools

Family

Self
Admirable People of My Culture

The name of my culture is ________________________________

<table>
<thead>
<tr>
<th>Name of Person</th>
<th>What successes did this person accomplish?</th>
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<tbody>
<tr>
<td></td>
<td>Why do you admire this person?</td>
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Date ____________________________
Checklists
FLA 518: TAT Sheltered ELL Strategies Checklist

Write the PAGE NUMBERS and any other identifying features to identify those parts of your lessons that employ the following strategies.

<table>
<thead>
<tr>
<th>I. Contextualize Lesson</th>
<th>Lesson 1</th>
<th>Lesson 2</th>
<th>Lesson 3</th>
<th>Lesson 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1a Visuals (Realia, Manipulatives, Gestures)</td>
<td>p. 2</td>
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<tr>
<td>1.1b Model (Instructions, Processes)</td>
<td>pp. 2-3</td>
<td>pp. 2-3</td>
<td>p. 2</td>
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<tr>
<td>1.2 Activate Background Knowledge</td>
<td>pp. 2-3</td>
<td>pp. 2-3</td>
<td>p. 3</td>
<td>p. 5</td>
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<thead>
<tr>
<th>II. Make Text Comprehensible</th>
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<tbody>
<tr>
<td>2.1 Graphic Organizers</td>
<td>pp. 1-2</td>
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<tr>
<td>2.2 Develop Vocabulary</td>
<td>pp. 1-2</td>
<td>p. 5</td>
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<tr>
<td>2.3 Simplify Written Text</td>
<td>pp. 3</td>
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<tr>
<th>III. Make Talk Comprehensible</th>
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<tbody>
<tr>
<td>Graphic Organizers; Listening Guides</td>
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<tr>
<td>3.1 (checklists etc.)</td>
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<td>3.2 Frame Main Ideas</td>
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<tr>
<td>3.3 Pace Teacher’s Speech</td>
<td>p. 1, 3</td>
<td>pp. 1-2</td>
<td>p. 4</td>
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<tr>
<td>IV. Engage: Opportunities for Output</td>
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<tr>
<td>Teacher Questioning and Response Strategies;</td>
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<tr>
<td>4.1 Instructional Conversations</td>
<td>pp. 3-4</td>
<td>p. 3</td>
<td>p. 1</td>
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<tr>
<td>Small Group Work</td>
<td></td>
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<tr>
<td>4.2 (including Information Gap activities)</td>
<td>p. 2</td>
<td>pp. 3, 5-6</td>
<td>pp. 2-3</td>
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<tr>
<td>Meaningful, real-life activities;</td>
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<td>4.3 Students as researchers</td>
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<th>V. Proficiency Levels</th>
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<tbody>
<tr>
<td>5.1 Use questions appropriate for language levels</td>
<td>p. 2</td>
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<td>5.2 Assign appropriate tasks for varying levels</td>
<td>p. 2</td>
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<th>VI. Literacy/Academic Development</th>
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<tbody>
<tr>
<td>6.1 Allow use of L1 for planning and conceptualizing</td>
<td>pp. 2-3</td>
<td>p. 5</td>
<td>p. 5</td>
<td>p. 1</td>
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<tr>
<td>6.2 Lots of real oral and written language</td>
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**FUNCTION CHECKLIST**

<table>
<thead>
<tr>
<th>Function</th>
<th>Lesson</th>
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<tbody>
<tr>
<td>Describe orally</td>
<td>1, 2, 3, 4</td>
</tr>
<tr>
<td>Explain/Interpret</td>
<td>1, 4</td>
</tr>
<tr>
<td>Define</td>
<td>1, 2</td>
</tr>
<tr>
<td>Describe in writing</td>
<td>1, 2, 3, 4</td>
</tr>
<tr>
<td>State</td>
<td>1</td>
</tr>
<tr>
<td>Name</td>
<td>3</td>
</tr>
<tr>
<td>Describe how</td>
<td>3</td>
</tr>
<tr>
<td>Conduct</td>
<td>3</td>
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<tr>
<td>Choose</td>
<td>4</td>
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**GRAMMAR CHECKLIST**

<table>
<thead>
<tr>
<th>Grammar</th>
<th>Lesson</th>
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<tbody>
<tr>
<td>Action verbs</td>
<td>1, 2, 3</td>
</tr>
<tr>
<td>Nouns</td>
<td>1, 3</td>
</tr>
<tr>
<td>Declarative sentences</td>
<td>1, 2</td>
</tr>
<tr>
<td>Synonyms</td>
<td>1</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>1, 2, 3</td>
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<tr>
<td>Past tense</td>
<td>2</td>
</tr>
<tr>
<td>Capitalizing names of countries</td>
<td>3</td>
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<tr>
<td>Possessive pronouns</td>
<td>3</td>
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<tr>
<td>Interrogative sentences</td>
<td>3</td>
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<tr>
<td>Contractions</td>
<td>4</td>
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<tr>
<td>Adjectives</td>
<td>4</td>
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<tr>
<td>Present tense</td>
<td>4</td>
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<tr>
<td>Present progressive tense</td>
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