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A Lesson on Who Am I? I am two cultures. by Juliette Villeme

Grade Level: Grade 5

Subject Area: English Language Arts

Lesson Length: 2 hours

Lesson Keywords: Who Am I? I am Two Cultures, Culture, Grade 5, Reading, Writing

Lesson Description: The goal of this lesson is to give students the opportunity to apply the reading and writing knowledge they have developed to a story about multiculturalism. After reading and rereading the text, students should be able to answer vocabulary-specific questions using context clues, use evidence from the text to make inferences and answer text-specific questions, and compare and contrast their own culture to the Narrator's. By the end of this lesson, students should have a better understanding of culture through reading, writing, and answering questions related to the text about it.

Common Core Standards Covered with This Lesson

CCSS.ELA-Literacy.RL.5.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

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CCSS.ELA-Literacy.RI.5.8: Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

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CCSS.ELA-Literacy.W.5.1b: Provide logically ordered reasons that are supported by facts and details.

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CCSS.ELA-Literacy.W.5.2c: Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).

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CCSS.ELA-Literacy.W.5.3d: Use concrete words and phrases and sensory details to convey experiences and events precisely.

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CCSS.ELA-Literacy.W.5.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

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CCSS.ELA-Literacy.L.5.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

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CCSS.ELA-Literacy.L.5.4a: Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

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Lesson Content: Book/Story/Reading Passage

Instructions: Please read the following reading passage as many times as needed (aloud and silent) before starting to go through other lesson pages. Understanding the content of this passage is very important since the lesson activities will be all about this content. Feel free to print the passage if needed.

Who Am I? I am two cultures.

by

Content: I am proud to be a member of two cultures. Even though I am only ten years old, I have lived in two countries and in two cultures. I have lived in both Mexico and the United States.

I was born in the state of Michoacán. I was born in a small town called Quinceo. Life there was simple and peaceful. There was a small church where we would go to hear mass on Sundays. There was a corral where we would go and watch rodeos. After school, my friends and I would go for a swim in a creek. My mom did not work; she stayed at home taking care of our family. Life in Quinceo was nice, but money was sometimes not enough to support us.

In 1996, the day came when my dad decided to bring us to the United States. Leaving my town was hard, but it was important that my family stay together. When I left Mexico, I had a lot of special friends and nice teachers.

When I first came to the United States, I started at a new school in Chicago. I found care and company at the school, among Hispanic people, my friends, and my teacher. She helped me all the time.

My education now is different from the one in Mexico. Here, I am studying in two languages. I feel very happy because I am able to communicate in two languages. In my case, speaking Spanish is an indication of my Mexican heritage. Speaking English is a symbol of my triumph and the struggles that I have as an immigrant in this country. Now that I have been here three years, I am proud to offer my help and support to people who need it.

I urge those who come from Mexico and other countries to learn English and to continue speaking their native language, too. It will help them reach out to others.

Task 1: Vocabulary

Instructions: Please complete the following vocabulary activity by choosing the correct meaning of each word selected from the passage and use of each word correctly in a sentence.

Q: 1 WordPhrase: Corral **WordPhraseTier:** 3

Question: "There was a corral where we would go and watch rodeos." What does the word "corral" mean in this sentence?

- A: A marine animal
- B: A stadium
- C: A pen for livestock
- D: A restaurant

Question: Which one of the sentences below uses the word "corral" correctly?

- A: The newborn Pony stumbled around the tiny corral.
- B: The singers' corral sounded beautiful.
- C: We met my cousins at the corral for lunch.
- D: The corral at the museum was bright orange.

Q: 2 WordPhrase: Heritage **WordPhraseTier:** 2

Question: "In my case, speaking Spanish is an indication of my Mexican heritage." What does the word "heritage" mean in this sentence?

- A: Family food
- B: Identity or property that may be inherited
- C: Genetics from your Mother and Father
- D: Hometown

Question: Which one of the sentences below uses the word "heritage" correctly?

- A: My heritage survey told me I am fluent in Spanish.
- B: Folk songs are part of our common heritage.
- C: Everyone has the same heritage.
- D: Answers A and C.

Q: 3 WordPhrase: Triumph **WordPhraseTier:** 2

Question: "Speaking English is a symbol of my triumph..." What does the word "triumph" mean in this sentence?

- A: An award
- B: Hard work
- C: Studying
- D: An achievement

Question: Which one of the sentences below uses the word "triumph" correctly?

- A: The homework triumphed the student.
- B: A ceremony was held to celebrate the teacher's many triumphs.
- C: I watched the dog triumph the cat.
- D: They laughed at my triumph over the rock.

Q: 4 WordPhrase: Immigrant **WordPhraseTier:** 3

Question: "... my triumph and the struggles that I have as an immigrant in this country." What does the word "immigrant" mean in this sentence?

- A: A person who is from the United States
- B: A person who moves around a lot
- C: A person living permanently in a foreign country
- D: A person who is from Mexico

Question: Which one of the sentences below uses the word "immigrant" correctly?

- A: I am an immigrant from Italy and I now live in the United States.
- B: I lost my immigrant.
- C: I heard that immigrants live in the country they were born.
- D: Answers B and C.

Task 2: Forum Discussion

Instructions: This discussion forum will have questions for students to respond. Read the posted questions, and respond to each. Students are responsible for posting one initial and two peer responses for each topic.

1 - Why did the Narrator's family move from Quinceo to Chicago if they had a good life there?

Why did the Narrator's family move from Quinceo to Chicago if they had a good life there? Include evidence from the text to support your answer.

2 - The Narrator claims that they are a part of two cultures.

The Narrator claims that they are a part of two cultures. What two cultures are they a part of? Explain how and why.

3 - In the last paragraph of the text...

In the last paragraph of the text, the author includes this sentence:

I urge those who come from Mexico and other countries to learn English and to continue speaking their native language, too. It will help them reach out to others.

Why would the author end the text with this sentence?

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Task 3: Writing Activity

Instructions: For your writing assignment, analyze your own culture(s) and how they have helped you communicate or learn better with others. Explain how your culture may be similar to or different from the Narrator's.?

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