



A Lesson on Wh o Am I? I am two cultures. by Jessica Jensen

Grade Level: Grade 5

Subject Area: English Language Arts

Lesson Length: 45 minutes

Lesson Keywords: culture learning immigration language

Lesson Description: The passage refers to a student that has lived in to different cultures. The students should reflect throughout the reading and be able to compare and contrast their experiences with the example in the reading. They should also identify new words and learn the meanings.

Common Core Standards Covered with This Lesson

CCSS.ELA-Literacy.RL.5.10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.

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

CCSS.ELA-Literacy.RF.5.3: Know and apply grade-level phonics and word analysis skills in decoding words.

CCSS.ELA-Literacy.RF.5.4a: Read grade-level text with purpose and understanding.

CCSS.ELA-Literacy.W.5.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

CCSS.ELA-Literacy.W.5.2a: Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

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.)

CCSS.ELA-Literacy.W.5.8: Recall relevant information from experiences or gather relevant information from print and

digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

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CCSS.ELA-Literacy.W.5.9a: Apply grade 5 Reading standards to literature (e.g., ?Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]?).

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CCSS.ELA-Literacy.L.5.2e: Spell grade-appropriate words correctly, consulting references as needed.

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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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CCSS.ELA-Literacy.L.5.5c: Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

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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: I urge those who come from Mexico and other countries to learn English and to continue speaking their native language, too. **WordPhraseTier:** 2

Question: "I urge those who come from Mexico and other countries to learn English..." From this quote, do you know what "urge" means?

- A: Indifference
- B: Encourage
- C: Prevent
- D: Inspire

Question: Which sentence uses the word "urge" correctly?

- A: Artwork urges me to paint as well.
- B: My cat urges my dog from getting to the water bowl.
- C: I am urged to elections.
- D: My teachers urge me to study to make good grades.

Q: 2 WordPhrase: Indication **WordPhraseTier:** 3

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

- A: Idea
- B: Sign
- C: Misinformation
- D: Ignorance

Question: Which sentence below uses the word "indication" correctly?

- A: I have an indication to try something new.
- B: The people do not have the right indication from newspapers.
- C: The green light is an indication to go.
- D: Those that do not study are examples of indication.

Q: 3 WordPhrase: Speaking English is a symbol of my triumph and the struggles that I have as an immigrant in this country. **WordPhraseTier:** 2

Question: The passage states "Speaking English is a symbol of my triumph and the struggles that I have as an immigrant in this country." What does the word "immigrant" mean?

- A: Native
- B: Culturally Different
- C: Resident
- D: New Comer

Question: Which sentence is the best example of "immigrant"?

- A: I am an immigrant from Germany.
- B: Immigrants were born in this country.
- C: Immigrants are native in California.
- D: The immigrants are residents of the US.

Q: 4 WordPhrase: I found care and company at the school, among Hispanic people, my friends, and my teacher. **WordPhraseTier:** 2

Question: What is the word "Hispanic" referring to?

- A: Anyone that can speak Spanish.
- B: Americans from other countries.
- C: Those descending from Spanish speaking countries.
- D: Natives of the US.

Question: Which sentence uses the word "Hispanic" correctly?

- A: All Hispanics are American.
- B: Italian people are Hispanic.
- C: Hispanic people are from Canada.
- D: A common Hispanic trait is their native Spanish speaking language.

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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 and two peer responses for each topic.

1 - Cultures in your family

What culture is indicated at home with your family?

2 - Immigrants and Natives

Do you have to be an immigrant to identify with different cultures? Why?

3 - Second Languages

Have you ever learned a second language? Please explain.?

If not would you like to?

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Task 3: Writing Activity

Instructions: Please share an example of when you have experienced multiple cultures. It can be when you visited another place, if you've lived in another country or if you have been raised in a culturally different setting.?

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