



A Lesson on Wh o Am I? I am two cultures. by Tracey Bardak

Grade Level: Grade 5

Subject Area: English Language Arts

Lesson Length: 45 minutes

Lesson Keywords: Two cultures

Lesson Description: Compare and contrast what it would be like to live in another country.

Common Core Standards Covered with This Lesson

CCSS.ELA-Literacy.RL.5.3: Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

CCSS.ELA-Literacy.RL.5.4: Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

CCSS.ELA-Literacy.W.5.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

CCSS.ELA-Literacy.L.5.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-Literacy.L.5.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

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: mass **WordPhraseTier:** 3

Question: "There was a small church where we would go to hear mass on Sundays." In this sentence, what does the word "mass" mean?

- A:** a large quantity of people in a group
- B:** a large quantity, amount, or number
- C:** a Catholic religious service
- D:** a large quantity of matter

Question: Which sentence uses the correct definition of "mass" as it was used in the story?

- A:** It takes a mass amount of water to form an iceberg.
- B:** To make a pizza, you will need a mass of dough.
- C:** A mass of troupes will deploy from Fort Stewart.
- D:** Communion was observed during mass Sunday.

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

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

- A:** sign
- B:** right
- C:** expression
- D:** duty

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

- A:** Shivering is an indication of being cold.
- B:** Going to school is an indication for all students.
- C:** The girl shouted with indication for the dog to go away.
- D:** Teaching students is the indication for teachers.

Q: 3 WordPhrase: symbol of triumph **WordPhraseTier:** 2

Question: "Speaking English is a symbol of my triumph and the struggles that I have as an immigrant in this country." In this sentence, what does the phrase "symbol of my triumph" mean?

- A:** a drawing representation
- B:** conflict
- C:** defeat
- D:** a victory over an event or action

Question: In which sentence is the phrase "symbol of triumph" used correctly?

- A:** There is a symbol of triumph as I continue to struggle with learning math.
- B:** My high school diploma is a symbol of triumph over school.
- C:** The symbol of triumph is the shape of a trumpet.
- D:** The mouse's symbol of triumph was getting caught in the mouse trap.

Q: 4 WordPhrase: immigrant **WordPhraseTier:** 3

Question: "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 in this sentence?

- A:** US citizen by birth
- B:** native
- C:** a person from another country
- D:** moving to another state within the US

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

- A:** I am an immigrant from the southern state of Georgia.
- B:** Most immigrants within the US are born in Mexico.
- C:** Immigrants are born within the US.
- D:** When I go on vacation, I am an immigrant.

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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 two peer responses for each topic.

1 - "I am proud to be a member of two cultures."

Name an advantage and disadvantage of being a member of two cultures.

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

I urge those who come from Mexico and other countries to learn English and to continue speaking their native language, too.? Why do you think the author urges other immigrants to continue speaking thier native language?
?

3 - I have lived in two countries and in two cultures.

Compare and contrast what you think the author's life might have been like before and after moving to the United States.

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Task 3: Writing Activity

Instructions: Imagine your family moves to a new country to live.? Initially, you do not know anyone, people speak a different language and the culture is vastly different from yours.? In 4-5 paragraphs, explain the following:

How do you feel initially being in the different county?? Compare and contrast what you think may be similar and what would be different.

Do you feel it is important to keep your culture and native language?? Why or why not?? What part of your culture would you keep?? What would you like to change?

After you have adjusted to living in another country, what do you think your symbol of triumph would be and why?

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