



A Lesson on Who Am I? I am two cultures. by Louise Chapell

Grade Level: Grade 5

Subject Area: English Language Arts

Lesson Length: 2 hours

Lesson Keywords: Reading, Writing, Vocabulary, Who am I: I am two cultures, Diversity

Lesson Description: This lesson's goal is to practice critical thinking by reading, "Who Am I: I am two Cultures." Students are given the chance to expand their vocabulary through the use of both tier II and tier III words. The given reading material gives students the opportunities to think critically about the author and what his writing means. They will start to look at the author's experiences through his perspective and will discuss how their perspectives differ from one another or how they think the author must have felt by coming to the United States. After writing about immigration, students will come to know more about the passage itself, the author, and gain more insight on this one perspective of immigration to the United States.

Common Core Standards Covered with This Lesson

CCSS.ELA-Literacy.W.5.2d: Use precise language and domain-specific vocabulary to inform about or explain the topic.

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.SL.5.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

CCSS.ELA-Literacy.SL.5.1c: Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

CCSS.ELA-Literacy.SL.5.3: Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

CCSS.ELA-Literacy.L.5.4b: Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).

CCSS.ELA-Literacy.L.5.4c: Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

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: Triumph **WordPhraseTier:** 2

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

- A: His achievement; victory
- B: His fear
- C: His courage
- D: His sadness

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

- A: Cheryl was the worst at playing triumph.
- B: Dylan has always had a triumph of spiders.
- C: Learning to step-dance was a personal triumph for Eileen.
- D: When asked why she was sad, Madison said her triumph broke.

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

Question: The author says, "Spanish is an indication of my Mexican heritage." What is meant by the word "indication" in this sentence?

- A: A language; dialect
- B: A sign; points out
- C: A fear; worry
- D: A code; formula

Question: Which sentence listed below phrases the word "indication" correctly?

- A: She decided not to watch the scary movie because of her indication.
- B: The french man's indication was thick.
- C: The mathematician could not figure out the indication.
- D: The man's slicked back hair and formal attire is an indication that he is going out.

Q: 3 WordPhrase: corral **WordPhraseTier:** 3

Question: In the text, the author mentions, "There was a corral where we would go and watch rodeos." What does the word "corral" mean?

- A: A piece of stony material consisting of the skeletons of corals.
- B: A pen for livestock, especially cattle or horses, on a farm or ranch.
- C: A sports arena with rows of seats for viewers.
- D: A musical performance given in public, typically by several performers or of several separate compositions.

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

- A: The kids went snorkeling above the corral reefs in Florida.
- B: The Superbowl took place in the corral, where all the sports fans sat.
- C: They all listened to beautiful corral.
- D: They rounded all the sheep and goats into the corral.

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

Question: In the text, the author says, "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: A person who is able to speak or write a particular foreign language easily and accurately.
- B: A person who is studying at a school or college; student.
- C: A person who comes to live permanently in a foreign country.
- D: A person who is traveling or visiting a place for pleasure.

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

- A: Each year, thousands of immigrants visit Orlando to see Disney and other tourist attractions.
- B: I am immigrant because I recently became fluent in French.
- C: Since my grandfather was an immigrant from Sweden, he brought his Swedish culture and traditions to the United States with him.
- D: I want to be the top immigrant in my class, so I study hard.

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Task 2: Forum Discussion

Instructions: This discussion forum will have questions for students to respond. Have students get into groups to discuss each discussion prompt.?

1 - Why does the author say, "Speaking in English is a symbol of my triumph and the struggles that I have as an immigrant in this country."

The author says, Speaking in English is a symbol of my triumph and the struggles that I have as an immigrant in this country. What do you think he means by this and why does he say have instead of had?

2 - Two Cultures

The author says that he has two cultures. Have you ever experienced another culture? What did you like about it??

3 - Summarize

The author points out some interesting perspectives. Summarize the story, and name your favorite topics or points that are mentioned. Explain them by drawing from the text.

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Task 3: Writing Activity

Instructions: The author of the text is a Mexican American Immigrant. In 200 words, formulate your own definition of immigration and then use a dictionary's definition. How is your definition similar to the dictionary definition? How is it different??

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