



LIBERATED ETHNIC STUDIES

MODEL CURRICULUM COALITION

What is in a name?

Time: 1 to 2 weeks (Varies)

Grade Level: PK- 2

Purpose (What will students learn from this lesson?):

In this lesson, students will analyze their invisible and visible identities through teacher modeling, self engagement, and a character analysis in a read aloud. This will provide an opportunity for students to reflect on how their names are part of their identity as well as their family's identity. Students will also have the opportunity to engage in an exploration of their families cultural practices and ways of being. Students celebrate themselves and their family's by exploring their identities in relation to their names and family story.

Unit Enduring Understanding alignment:

- Names are an important part of identity
- Names say a story
- People have visible and invisible identities
- Names are interconnected to a family's/ caregiver's story that must be celebrated

Lesson Guiding Questions:

- What makes up your identity?
- What are some visible and invisible parts of your identity?
- What do our names reveal about our identities? What do they hide?
- What do our names reveal about our family's/ caregiver's cultural knowledge and legacies?

Essential Skills:

- Students will identify the invisible and visible parts of their identities.
- Students will analyze the importance of their names in relation to their identity.

- Students will reflect on the story of their family’s/ caregiver’s names
- Students will explain some of their family’s/ caregiver’s cultural practices

Cultural Wealth (Yosso, p. 78):

- Linguistic capital
- Familial capital
- Social capital

Ethnic Studies Principles Alignment:

1. Cultivate empathy, community actualization, cultural perpetuity, self-worth, self-determination, and the holistic well-being of all participants, especially Native peoples and people of color.
2. Celebrate and honor Native peoples of the land and communities of color by providing a space to share their stories of struggle and resistance, along with their cultural wealth.
3. Center and place high value on pre-colonial, ancestral, indigenous, diasporic, familial, and marginalized knowledge.

Standards Alignment:

	CCSS- ELA	Social Studies
TK/ Kinder	<p>CCSS.ELA-Literacy.RL.K.3 With prompting and support, identify characters, settings, and major events in a story.</p> <p>CCSS.ELA-Literacy.W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<p>K.6 Students understand that history relates to events, people, and places of other times.</p> <p>3. Understand how people lived in earlier times and how their lives would be different today</p>
First	<p>CCSS.ELA-Literacy.RL.1.3 Describe characters, settings, and major events in a story, using key details.</p> <p>CCSS.ELA-Literacy.W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a</p>	<p>1.5 Students describe the human characteristics of familiar places and the varied backgrounds of American citizens and residents in those places.</p> <p>1. Recognize the ways in which they are all part of the same community, sharing principles, goals, and traditions despite their varied</p>

	question.	ancestry; the forms of diversity in their school and community; and the benefits and challenges of a diverse population.
Second	<p>CCSS.ELA-Literacy.RL.2.3 Describe how characters in a story respond to major events and challenges.</p> <p>CCSS.ELA-Literacy.W.2.8 Recall information from experiences or gather information from provided sources to answer a question.</p>	<p>2.1 Students differentiate between things that happened long ago and things that happened yesterday. 1. Trace the history of a family through the use of primary and secondary sources, including artifacts, photographs, interviews, and documents. 2. Compare and contrast their daily lives with those of their parents, grandparents, and/or guardians. 3. Place important events in their lives in the order in which they occurred (e.g., on a timeline or storyboard).</p>

ELD Standards:

PART 1: Interacting in Meaningful Ways	Section A Collaborative	Section B Interpretive	Section C Productive
	<p>1. Exchanging information and ideas</p> <p>2. Interacting with others in written English in various communicative forms (print, communicative technology, and multimedia)</p> <p>3. Offering opinions and negotiating with others in communicative exchanges</p>	<p>5. Listening actively to spoken English in a range of social and academic contexts</p> <p>6. Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language</p>	<p>9. Expressing information and ideas in formal oral presentations on academic topics</p> <p>11. Supporting own opinions and evaluating others' opinions in speaking and writing</p> <p>12. Selecting and applying varied and precise vocabulary and language structures to effectively convey</p>

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Materials:

Additional Resources for Teachers:

<p>Book <u>René Colato Laínez Has Two Last Names</u> by René Colato Laínez</p> <p>Silhouette handout with invisible and visible identity as title</p> <p>Writing paper and utensils</p> <p>Poster board and images that relate to the family/ caregivers</p>	
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Modifications, Accommodations, Resources for Multilingual Students :

<p>In relation to Spanish-speaking students, Bilingual Spanish-English text can be read to students prior to whole-class discussion or sent home to be read by a parent</p> <p>Text can be displayed on YouTube in Spanish</p> <p>Use of cognates</p>	<p>Diverse families Cautionary Notes</p> <p>It is important to be aware of your students' family dynamics when delivering a lesson about names and families/ caregivers. (i.e. a student that has a father's last name yet isn't in the picture, students that are foster children, students with deceased parents etc.) It is also important to acknowledge how previous cultural context can influence how names are written in the US context (i.e. some people have mothers maiden name as a middle name, mothers maiden name not being part of the students' last name in the US context etc.). Some modifying questions could be:</p> <p>If you could add a second last name what would it be?</p>
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Critical Vocabulary:

CRITICAL VOCABULARY	Spanish translation (*cognates)	Definition and Rationale for choosing this word, phrase, or concept	Idea for pre-teaching or front-loading the concept.
		Identity is a word that describes	See critical

Identity	*Identidad	different parts of us. Our identity can be invisible meaning that you need to get to know a person to know parts of their invisible identity. Identity can also be somewhat visible meaning that we “think” we can know a person by looking at them. For instance, skin color and hair color are visible parts of someone's identity. An invisible part of your identity is your family, interests, your birthdate.	concepts section
culture	*cultura	Beliefs, practices and experiences of self, family and the community	Poster project
biculturalism	*biculturalismo	A combination/hybrid of practices and experiences between heritage and local culture (i.e. Spanglish)	Describe in context of lesson.
family	*familia	This definition can vary by individual. Family/ familia can include blood relatives, people that you live with, and/or people you select to surround yourself with	Describe in context of lesson.

C1: Cultural Ritual and/or Energizer

Title of Cultural Ritual/Energizer: In Lak’ech

Description: Students and teacher will recite the poem In Lak’ech and acknowledge our ancestors and the indigenous land in which we reside. This practice is done to begin class everyday. By reciting this poem every time class begins, students and teachers set the tone of a democratic education practice that supports students and teachers as the creators of knowledge.

STEP	DESCRIPTION	TIME
Step 1	Land Acknowledgement	2 mins
Step 2	Students and teachers stand up to recite, together, the poem In Lak’ech while engaging in total physical response (TPR)	5 mins

	<p>Suggested TPR <i>Tú eres mi otro yo.</i> (Point to a peer and to self)</p> <p>You are my other me. (Point to another peer and to self)</p> <p><i>Si te hago daño a ti,</i> (sobbing hand gesture and sad face and point to peer)</p> <p>If I do harm to you, (sobbing hand gesture and sad face and point to another peer)</p> <p><i>Me hago daño a mi mismo.</i> (students have hands in heart figure and quickly break heart apart and point to self)</p> <p>I do harm to myself. (students have hands in heart figure and quickly break heart apart and point to self)</p> <p><i>Si te amo y respeto,</i> (right hand to heart and point to peer)</p> <p>If I love and respect you, (right hand to heart and point to another peer)</p> <p><i>Me amo y respeto yo.</i> (<i>hug to self</i>)</p> <p>I love and respect myself (tighter hug to self)</p> <p>Teacher explains to students that reciting in Lak' ech is a reminder that we are all connected with each other, our ancestors, the land, and the world. Teacher emphasizes that we must take care of each other and help each other grow because of how connected we are.</p>	
<p>Step 3</p>	<p><u>Nepantleros Here and There Chant</u></p> <p>Instructions:</p> <ol style="list-style-type: none"> 1. Teacher chants once and does total-physical-response (TPR) for the various parts 2. Teacher chants a second time and invites students to join in. 3. Teacher asks students what words are new or unfamiliar to them. 4. Teacher circles/ highlights the words and includes images that go with the words and provides an explanation. 5. Teacher highlights adjectives and reminds students that adjectives are words that describe a noun. 6. Teacher signals that the circle adjectives help us better understand what a Nepantlera is. 	<p>30 mins on day 1 5 mins on other days</p>

	7. This chant should be repeated at the beginning of each lesson.	
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C2: Critical Concepts

Title of Lecture, Slidedeck/Presentation, and/or Activity: What are the visible and invisible parts of my identity?

Description: Teacher will explain the critical concepts of identity and culture through an interactive lecture that models thinking about the different parts of your invisible and visible identities. Teacher will begin this process by inquiring about students' names and highlighting how names are an important part of our identities.

STEP	DESCRIPTION	TIME
Slide/ Step 1	Teacher dialogues with students using the following questions? Do you know why we have names? Do you know why we have the names that we do? Where does your name come from? How would you feel if someone changed your name or mispronounced it?	5 mins
Slide/ Step 2	Teacher explains that names are an important part of our identity. Names are assigned to us when we are born.	1 min
Slide/ Step 3	Teacher has students repeat the word identity and clap out the syllables. Students are asked if they know how to say identity in other languages.	1 min
Slide/ Step 4	Teacher explains that identity is a word that describes different parts of us. Our identity can be invisible meaning that you need to get to know a person to know parts of their invisible identity. Identity can also be somewhat visible meaning that we “think” we can know a person by looking at them. For instance, skin color and hair color are visible parts of someone's identity. An invisible part of your identity is your family, interests, your birthdate.	1 min
Slide/ Step 5	Teacher writes identity on a poster with a silhouette on it. Inside the poster teacher writes invisible and outside the poster the teacher writes visible. Teacher asks students to raise their hand if they have one last	5 mins

	<p>name and to raise their hand if they have two last names. Teacher models writing their first name and two last names inside the silhouette and explains to students that in some cultures people are given two last names at birth, usually to represent their two main caregivers.</p> <p>Teacher explains that your name is an invisible part of your identity until someone gets to know you. Teacher models adding additional examples to the “invisible” section.</p> <p>Teachers can have students' support with this process.</p> <p>(e.g. invisible: cultural practices, ethnicity, nationality, languages spoken, names, birthday, personality, interests, age, job, family, schooling experience, religion, socioeconomic status, sex)</p> <p>Teacher can highlight how gender and race could go in either category. Gender is ascribed at birth but people decide to enact their gender in different ways. Race is oftentimes associated with skin color.</p>	
Slide/ Step 6	Students think-pair-share some invisible parts of their identities	5 mins
Slide/ Step 7	Students complete the inside “invisible” identity part of their silhouette handout .	10-15 mins
Slide/ Step 8	Teacher models identifying the visible parts of one's identity through their visible identity (e.g. visible: skin color, hair color, eye color, height, physical dis/ability, clothing style)	5 mins
Slide/ Step 9	Students think-pair-share some visible parts of their identities. Teacher calls on some students to share out.	5 mins
Slide/ Step 10	Students complete the inside “visible” identity part of their silhouette handout. Teacher calls on some students to share out.	10-15 mins
Slide/ Step 10	Video: identity explained Teacher highlights how identity changes and how it also includes values	5 mins

C3: Community Collaboration

and/or Critical Cultural Production

Title of Main Activity(ies):

- Read aloud: René Colato Laínes Has Two Last Names by Rene Colató Laínez
- René Colato Laínez's visible and invisible identity
- "All about my Family" Poster

STEP	DESCRIPTION	TIME
Step 1	<p>Teacher explains to students that they will be reading a book about a boy named René Colato Laínes who immigrated from El Salvador to the United States. Using Google Maps, the teacher can show the location of El Salvador in relation to the United States.</p> <p>Questions for discussion: Have any of you heard of El Salvador? What do you know about El Salvador? Why do you think René Colato Laínez and his family immigrated to the United States?</p> <p>Teacher shows the cover of the book and highlights the author, written by Rene Colató Laínez. Teacher emphasizes that this book is a memoir or an autobiography because the author wrote about his own life.</p>	10 mins
Step 2	<p>Teacher reads the book <u>René Colato Laínez has Two Last names</u> and emphasizes that as they read they will be thinking about important parts of René Colato Laínez's identity. (This reading should take multiple days depending of your program structure)</p> <p>Potential Questions for discussion: How does René feel about only one last name being included on his name tag? Why does he feel this way? What evidence from the text makes you think this? Why are both of his last names important to René Colato Laínez? What does his last name Colato remind him of? What does his last name Laínez remind him of? Why do kids make fun of René for his long name? What would you have said to the kids that are making fun of René? How does René feel at the end of the story? Why does he feel like this?</p>	<p>TK and Kinder 3 to 4 days 10-15 mins each day</p> <p>1st and 2nd 3 days 20- 25 mins each day</p>
Step 3	After reading the text, teacher leads the whole class in identifying the visible and invisible parts of René Colató Lainéz's identity	10-15 mins

	<p>What do we know about René visible identity? visible: boy, brown hair, brown eyes, brown skin</p> <p>What do we know about René's invisible identity after getting to know him? invisible: René Colato Laínez, Salvadoran American, Latino, bilingual (Spanish and English), Colato family does pottery and farming, Laínez family enjoys dancing and reading stories, likes to take care of planet earth, never gives up, likes to dance, likes to read and tell stories.</p>	
Step 4	<p>With the support of their families, students create an “All about my Family” poster where they illustrate at least two of their last names (encourage students and families to put several of their last names together). An “All about my Family” poster is done instead of a family tree to be more inclusive of diverse families. This “All About my Family Project” is meant to be a collage of family photos, magazine images, student drawings that represent their family/ caregivers cultural practices and story. Some questions for students and families to reflect on as they create this project are:</p> <ol style="list-style-type: none"> 1. Who are you? What makes up your identity? 2. What does your family enjoy doing? 3. What does your family enjoy eating? 4. What music does your family enjoy? 5. What languages do you speak? 6. Who is part of your family? 7. If your family lived in a different city/ state/country than where you live now, where did they live? 8. What are your family's dreams? 9. What community do you live in? 	1-2 hours/ homework
Step 5	Community Circle presentation of “All about my Family” project (depending on grade-level students can share out throughout the week)	10 mins
Step 6	<p>Older students can write a few sentences about what they depicted on their poster.</p> <p>Sentence Frame suggestion:</p> <p>My name is _____.</p> <p>My visible identity shows that I am _____</p> <p>My invisible Identity shows that I am _____</p> <p>My family is _____.</p> <p>My community is _____.</p>	15-20 mins

Step 7	Teacher has students meet René Colato Laínez through this video and enjoy listening to him narrate his own story. Discussion Question Why did René Colato Laínez write an biography?	10-15 mins

C4: Conclusive Dialogue/Critical Circular Exchange

Connection: How is this relevant to students? How is it relevant to the unit? How do you bring back to the PURPOSE of the unit?	This lesson is relevant to students because 1) they reflect on the invisible and visible parts of their identity, 2) they analyze the importance of their full name in relation to their identity and their family story. In relation to the unit, through an analysis of identity, their name, and their family students reflect on self.
Assessment: How will the students be assessed?	Students can be assessed through their oral presentation of their “All about my Family” projects and/or through their written piece.
Evaluation: How will the effectiveness of this lesson plan be evaluated?	The effectiveness of this lesson will be measured by how students express the importance of their full names in relation to their family legacies.

RESOURCES AND NOTES

<ul style="list-style-type: none"> ● Resources Alma and How she Got her Name? Read Aloud Interview with Juana Martinez-Neal creator of Alma and How She Got Her Name https://youtu.be/xvuuoGzrR0s ● Notes ● Worksheets and Handouts: Include links here.

Include Links to Background Information, Project Instructions, Tests, Handouts, Worksheets, and Images.

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