

# LIBERATED ETHNIC STUDIES

MODEL CURRICULUM COALITION

## WHAT'S IN A NAME?

Days or Hours (2 weeks, 10 hrs)

Grade Level: 3rd-6th grade

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

Students will celebrate their identities by examining their own birth names and find appreciation in the pronunciations of and cultural meanings behind their names. Students will also discuss what identity means and identify the factors that help shape who they are.

### **Unit Enduring Understanding Alignment:**

- Names are an important part of identity
- Names say a story
- Names are interconnected to a family's/ caregiver's story that must be celebrated

### **Lesson Guiding Questions:**

- What is identity? What factors help shape who we are?
- How do our names relate to our identities?
- What does our names reveal about our cultural identity?

### **Essential Skills:**

- Students will be able to identify factors that make up a person's identity.
- Students will be able to define identity.
- Students will be able to research the cultural meaning and legacy of their name.
- Students will be able to explain the importance of pronunciation of their name.

### **Cultural Wealth (Yosso, p. 78):**

- Linguistic capital

- Cultural capital
- Social capital
- Familial capital

**Ethnic Studies Principles Alignment:**

- 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.
- 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.
- Center and place high value on pre-colonial, ancestral, indigenous, diasporic, familial, and marginalized knowledge.
- Challenge imperialist/colonial hegemonic beliefs and practices on the ideological, institutional, interpersonal, and internalized levels

**Common Core Standards Alignment:**

	<b>CCSS- ELA</b>	<b>Social Studies</b>
<b>3rd</b>	RL 3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events RL 3.6 Distinguish their own point of view from that of the narrator or those of the characters. SL 3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i> , building on others' ideas and expressing their own clearly.	3.3 Students draw from historical and community resources to organize the sequence of local historical events and describe how each period of settlement left its mark on the land.
<b>4th</b>	RL 4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. RL 4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text. RL 4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or	4.4 . Describe rapid American immigration, internal migration, settlement, and the growth of towns and cities (e.g., Los Angeles).

	<p>actions).</p> <p>SL 4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others' ideas and expressing their own clearly.</p>	
<b>5th</b>	<p>RL 5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RL 5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p> <p>RL 5.6 Describe how a narrator's or speaker's point of view influences how events are described.</p> <p>SL 5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly.</p>	<p>5.8 Students trace the colonization, immigration, and settlement patterns of the American people from 1789 to the mid-1800s, with emphasis on the role of economic incentives, effects of the physical and political geography, and transportation systems.</p>
<b>6th</b>	<p>RL 6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL 6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>RL 6.9 Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.</p> <p>SL 6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics,</p>	

	texts, and issues, building on others' ideas and expressing their own clearly.	
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**English Language Development Standards:**

PART 1: Interacting in Meaningful Ways	Section A Collaborative	Section B Interpretive	Section C Productive
	1. Exchanging information and ideas 3. Offering opinions	5. Listening actively 7. Evaluating language choices 8. Analyzing language choices	9. Presenting 11. Supporting opinions 12. Selecting language resources

**Materials:**

<u>Two Names, Two Worlds</u> Johnathan Rodriguez <u>Names Nombres</u> Julia Alvarez Venn- Diagram/Compare and Contrast Organizer Name Study Questions	Card stock Markers/crayons/pens Wi Fi access
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**Modifications, Accommodations, Resources for Multilingual Students :**

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 <a href="#">Text can be displayed on YouTube in Spanish</a>	
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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.
<b>Identity</b>	<b>*Identidad</b>	the distinguishing character or personality of an individual	Students will compose an identity chart.
<b>Culture</b>	<b>*cultura</b>	Beliefs, practices, and experiences of self, family and/or the community	

<b>Legacy</b>	<b>legado</b>	Something transmitted by or received from an ancestor or predecessor or from the past.	Students will dialogue about something that has been in their family for generations, whether it is a material object or a family practice.
<b>Duality</b>	<b>dualidad</b>	Having two aspects of something	
<b>Immigration</b>	<b>*inmigración</b>	The process of moving from one country to another	

## 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
<b>Step 1</b>	<b>Land Acknowledgement</b>	<b>2 mins</b>
<b>Step 2</b>	Students and teachers stand up to recite, together, the poem <i>In Lak'ech</i> .  <i>Tú eres mi otro yo.</i>  You are my other me.  <i>Si te hago daño a ti,</i>  If I do harm to you,  <i>Me hago daño a mi mismo.</i>  I do harm to myself.	<b>5 mins</b>

Step 3	<p><i>Si te amo y respeto,</i></p> <p>If I love and respect you,</p> <p><i>Me amo y respeto yo.</i></p> <p>I love and respect myself.</p>	
	<p>Teacher explains to students that reciting <i>In Lak' ech</i> is a reminder that we are all connected with each other and with the world. Teacher emphasizes that we must take care of each other and help each other grow because of how connected we are.</p>	<b>1 min</b>
	<p><b><u><a href="#">Nepantleros Here and There Chant</a></u></b></p> <p><b>Instructions:</b></p> <ol style="list-style-type: none"> <li>1. Teacher chants once and does total-physical-response (TPR) for the various parts.</li> <li>2. Teacher chants a second time and invites students to join in.</li> <li>3. Teacher asks students what words are new or unfamiliar to them.</li> <li>4. Teacher circles/ highlights the words and includes images that go with the words and provides an explanation.</li> <li>5. Teacher highlights adjectives and reminds students that adjectives are words that describe a noun.</li> <li>6. Teacher signals that the circle adjectives help us better understand what a Nepantlera is.</li> <li>7. This chant should be repeated at the beginning of each lesson.</li> </ol>	<b>30 mins on day 1 5 mins on other days</b>

## C2: Critical Concepts

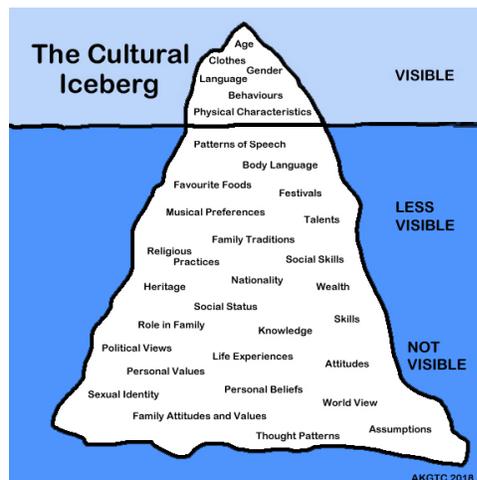
	DESCRIPTION	TIME
Step 1	<a href="#">Video: Identity Explained</a>	<b>3 mins</b>
Step 2	The teacher draws an iceberg on a poster paper and/or displays on a projector. Teacher adds labels of visible identity on top and invisible identity at the bottom. (See image below for example). Teachers can use this model to brainstorm a list of things that make up a person's identity.	<b>20 mins</b>

Examples:

invisible: cultural practices, ethnicity, nationality, languages spoken, names, birthday, personality, interests, age, job, family, schooling experience, religion, socioeconomic status, sex, names

visible: skin color, hair color, eye color, height, physical dis/ability, clothing style, gender\*, race\*,

Teachers 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. It is also important for the teacher to highlight how false assumptions are made about people based on “visible” identity characteristics. Teachers can foster a conversation about stereotypes and the danger of making assumptions based on a [“A Single Story”](#).

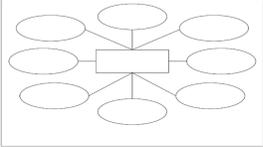


**Step 3**

Teachers explain that names are an important part of our identity. Names are assigned to us when we are born. Teachers highlight that some people may decide to switch their names. For instance:

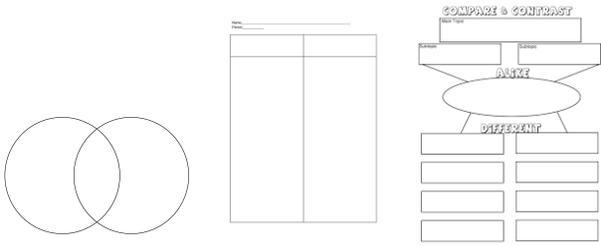
- at marriage some people decide to change their names
- people take on nicknames sometimes by choice and sometimes by force
- people can decide to take on a different name
- sometimes when people migrate government officials will change their name so that they can more easily pronounce it
- people can decide to identify with a different gender

**5 mins**

<b>Step 4</b>	<p>than they were ascribed at birth and sometimes switch their names</p> <ul style="list-style-type: none"> <li>• Women have changed their names to get their work published or recognized (i.e. J.K Rowling)</li> </ul>	
	<div style="text-align: center;">  </div> <p>Students create an Identity Map using words, pictures or symbols.</p>	<b>40 mins</b>

### C3: Community Collaboration and/or Critical Cultural Production

STEP	DESCRIPTION	TIME
<b>Step 1</b>	Teacher gives each student a copy of the short story <a href="#">Names</a> <a href="#">Nombres</a> Julia Alvarez and students read text independently.	<b>15-20 mins</b>
<b>Step 2</b>	<p>Teacher reads text while students follow</p> <p>Discussion questions during reading:</p> <ol style="list-style-type: none"> <li>1. In paragraph 1 the family’s name is mispronounced by the Immigration officer. Describe the author’s reactions to the mispronunciation.</li> <li>2. Describe the author’s attitude toward her American “new names” in high school.</li> <li>3. Why did Julia’s mother quote Shakespeare, “a rose by any other name would smell as sweet”?</li> <li>4. Alvarez states “Ironically, although she had the most foreign sounding name, she and I were the Americans in the family”. Explain what the author meant by this statement.</li> <li>5. How did Julia’s older sister get her name? Why did the older sister have the hardest time getting an American name? What happened with Mami and the other new mothers after the sister was born?</li> <li>6. Why did the author state that her younger sister, Ana, “had the easiest time of all”? How did the pronunciation of Ana’s name change over time?</li> <li>7. What does Alvarez mean by “ethnicity was not yet “in”?</li> <li>8. How does the description of Julia’s extended family further reveal her need to fit in?</li> <li>9. How does Alvarez’s attitude about her and her family</li> </ol>	<b>30 mins</b>

	being different change during the story?	
<b>Step 3</b>	Teacher gives each student a copy of the short story <u>Two Names, Two Worlds</u> by Johnathan Rodriguez and students read the text independently.	<b>10-15 mins</b>
<b>Step 4</b>	Teacher reads text while students follow Discussion questions during reading: <ol style="list-style-type: none"> <li>1. What does Rodríguez mean when he uses the phrase “two names, two worlds”?</li> <li>2. What two worlds does his name represent?</li> <li>3. What assumptions does Rodríguez think others might make about his identity because of his name?</li> <li>4. Which of those assumptions are true? Which are false?</li> </ol>	<b>20 mins</b>
<b>Step 5</b>	Using a compare and contrast organizer have students complete organizer, comparing/contrasting both texts <div style="text-align: center;">  <p>The image shows three graphic organizers. On the left is a Venn diagram with two overlapping circles. In the middle is a side-by-side table with two columns and two rows. On the right is a funnel-shaped organizer titled 'COMPARE &amp; CONTRAST'. The top of the funnel is labeled 'SIMILAR' and the bottom is labeled 'DIFFERENT'. The funnel narrows from top to bottom, with a central oval labeled 'NAME' at its base. Below the funnel are two columns of empty boxes for notes.</p> </div>	<b>20 mins</b>
<b>Step 6</b>	Students will research their own name and do a NAME STUDY by answering the following questions. <ol style="list-style-type: none"> <li>1. Who named you and why were you given your name?</li> <li>2. What meanings does your name have for you?</li> <li>3. What hopes and dreams does your name hold for the people who gave you your name?</li> <li>4. Is your name easy for other people at school to pronounce? Do other students in your school have the same name?</li> <li>5. Is your name difficult for people at school to pronounce? Are you the only one in your school with this name? How does this make you feel?</li> <li>6. What can you do if a classmate has a name that is difficult for you to pronounce?</li> <li>7. If you have a name that is challenging for other students to pronounce, what can you do to help them learn your name?</li> <li>8. What does your name suggest about your identity?</li> <li>9. To what extent does it influence how others think about you?</li> <li>10. How does it affect how you think about yourself?</li> </ol>	<b>30-40 mins</b>
<b>Step 7</b>	Give students an opportunity to share with classmates what they learned from their NAME STUDY.	<b>25 mins (5 mins each,</b>

		small groups of 5)
<b>Step 8</b>	Teacher shows students examples of various “Google Doodle Designs” and students identify images/words/symbols on the logo and determine what they think the theme is for each logo.	10 mins
<b>Step 9</b>	Students will create a “Name Logo” similar to the “ <a href="#">Google Doodle Designs.</a> ” Using their own name. Teacher then gives students time to think about what parts of their identity will be represented on their name logo.	10-20 mins
<b>Step 10</b>	Students write their name using Bubble letters on cardstock, then draw and color words/symbols, images directly on the letters or around. Final name logos will be displayed.	45 mins-1 hour (or homework)
	Students will participate in a Gallery walk of the Name logos displayed and leave comments on a comment page for the artist.	30 mins
<b>Step 11</b>	Teacher shows the cartoon <a href="#">Facundo The Great</a> after discussion around, ‘Why was Facundo considered a hero to his classmates?’ Students reflect on the questions: What does your name suggest about your identity? To what extent does it influence how others think about you? How does it affect how you think about yourself?	20 mins

## C4: Conclusive Dialogue/Critical Circular Exchange

<b>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?</b>	After they complete the NAME STUDY, students will orally share their findings with classmates. After they complete their NAME LOGO, students will participate in a gallery walk, where they will see other students’ name logos and will leave comments for the artist.
<b>Assessment: How will the students be assessed?</b>	Students will write a reflection to turn into the teacher. <u>Reflection Prompt:</u> What does your name suggest about your invisible and visible identity? How does your name connect to your family’s legacy and story? To what extent does it influence how others think about you? How does it affect how you think about yourself?
<b>Evaluation: How will the effectiveness of this lesson plan be</b>	Teachers will reflect by asking themselves: Were students engaged in discussion of the comparison of the two texts? Did students complete the Name Study and could they

evaluated?

articulate the meaning of their own names to a peer? Did the gallery display name tags that symbolized the student's identity?

#### RESOURCES AND NOTES

- Resources  
Julia Alvarez: [Interview](#), [About the Author](#)  
Jonathan Rodriguez: [EX: of Identity Map](#)  
Google Doodle: [Info](#), [Examples](#)
- Notes
- Worksheets and Handouts: Include links here.  
[Two Names, Two Worlds](#) Johnathan Rodriguez  
[Names Nombres](#) Julia Alvarez

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