Joanne Clyde

Course / Grade: ESL Reading - 8th grade

Unit Title: American Names Supplement

Theme: Identity and Culture

Global Competencies:

1. Investigate the world beyond their immediate environment, framing significant problems and conducting well-crafted and age-appropriate research.

2. Recognize perspectives, others' and their own, articulating and explaining such perspectives thoughtfully and respectfully.

3. Communicate ideas effectively with diverse audiences, bridging geographic, linguistic, ideological, and cultural barriers.

Unit Overview: This mini-unit is a companion to the first Reading Selection of 8th grade ESL Reading: "American Names" by Tony Johnston. The lessons included in this unit are supplemental to the lessons typically taught with this reading selection. The goal of this unit is to not only help the students understand the theme of "Identity," but get to know each other at the beginning of the year and to introduce a year-long global partnership with a classroom in another country. As such, there are some "open ends" to this unit.

Stage 1 Desired Results	
ESTABLISHED GOALS -	*Transfer*
Goal 1: Language Arts 8th grade: Reading Literature	*Students will be able to independently use their learning to…* T1. Recognize how culture shapes identity and how identity shapes culture.
RL8.2 *Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting and plot; provide an objective summary of the text.* **RL8.5**	T2. Respect and value others' identities and cultures as well as their own. T3. Effectively communicate information about their identity and culture to people of diverse backgrounds and experiences.

	Meaning	
Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style. **RL.8.6** *Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.*	UNDERSTANDINGS *Students will understand that…* U1. Names are an important aspect of a persons' identity. U2. Names have power to not only affect one's life, but how people think of a person. U3. Culture and family have a big influence on a person's name and identity U4. Different cultures approach names and identities in different ways. U5. How a person acts and presents themselves affects how other people view them and their culture.	ESSENTIAL QUESTIONS E1. How does culture affect your identity? E2. Does it matter what your name is? Why? E3. How do people around the world chose names for their children or for themselves? E4. How could your name affect your life? E5. How does how you act and how you present yourself affect how other people view your culture and identity?
Goal 2: Language Arts 8th grade: Reading Informational Texts		
RI.8.2 *Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.* **RI.8.10** *By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently*		
	Acquisition	
	Students will know… K1. The definitions of (unit vocabulary): culture, identity, family history, surname. K2. The definitions of (academic vocabulary): identify, affect, research, present K3. How to interview someone and record their responses. K4. How to summarize and explain information found from research in an Oral Presentation format.	*Students will be skilled at…* S1. Participating in classroom discussions. S2. Citing specific sources to defend their perspective on an issue or their responses to questions. S3. Researching information from a variety of sources and including appropriate source citations. S4. Developing a well-organized, interesting presentation with clear focus and logical
Goal 3: Language Arts 8th grade: Writing		
W.8.2 *Write informative/ explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.* **W.8.4** *Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.* **W.8.6** *Use technology, including the Internet, to*		

produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. **W.8.7** *Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.* **W.8.9** *Draw evidence from literary or informational texts to support analysis, reflection, and research.*	K5. Draw conclusions about names, identity and culture. K6. Participate in class discussion respectfully and share relevant information in such a discussion. K7. Create a forum posting in the ePals class project forums and respond to other participant's forum postings in a respectful manner.	sequence. S5. Using technology as a means of communicating their ideas with multiple audiences. S6. Interviewing people effectively, including developing questions, interviewing, recording responses, and sharing the results of the interview. S7. Connecting literature, non-fiction sources, and personal experiences to express understanding of the unit theme.
Goal 3: Language Arts 8th grade - Speaking & Listening		
SL.8.1 *Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.* **SL.8.4** *Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.* **SL.8.6** *Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.*		
Goal 4: Language Arts 8th grade - Language		

L.8.4 *Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.* **L.8.6** *Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.*	
Goal 5: WIDA English Language Proficiency Standards - Grades 6-8	
ELP Standard 1: *English language learners communicate for **Social** and **Instructional** purposes within the school setting.* **ELP Standard 2:** *English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Language Arts**.*	

Stage 2 - Evidence

Evaluative Criteria	Assessment Evidence
EC 1. Makes detailed comparisons, displays higher level thinking, provides textual evidence to back their claims EC 2. Interprets data, text and experiences effectively and applies that information to their own experience. EC 3. Demonstrates understanding of the academic and content area specific vocabulary	TRANSFER TASK(S): 1. **Anticipatory Guide -** Students will complete an anticipatory chart about their names, answering 3 questions. They will then watch a video about names around the world, create a mind map about their name, and discuss their family names. 2. **Key Vocabulary -** Students will create a word map for each of the vocabulary words (academic and unit) showing the word, definitions, characteristics of the word, an example of the word and a non-example of the words. Students will then compare their maps with those of other students.

and uses the vocabulary in their own work correctly. EC 4. Demonstrates respect for diverse cultures and naming practices through insightful commentary and comparisons. EC 5. Creates an effective Interview that effectively gathers information about their own name and the meanings of it. EC 6. Creates a well-researched oral presentation that effectively shows knowledge, practice and respect for diverse cultures. EC 7. Creates a well-written forum posting on ePals and responds to others' postings with respect and insightful commentary.	3. **Family Name Interview -** As a class, students will develop a questionnaire about their names and interview members of their family with the questions developed in class. The next day, they will report to the class, chart out the classes responses and reflect on their discoveries. 4. **Read multi-cultural children's books about names -** Students will be divided into groups to read one or two children's books about names from different cultures. They will answer the questionnaire about names developed previously using information from the books they read. 5. **Mini Research Project about Naming Practices and Ceremonies -** Students will Brainstorm how people get their names and whether all cultures name their children the same way. Students will select their topic from a pre-determined list of cultures not represented in the classroom. They will then use pre-determined books and online sources to research that culture's naming practices. 6. **Oral Presentation** - Students will develop an oral presentation summarizing and citing their research which they will present to the class. The presentation will be in a logical order, use content and academic vocabulary correctly, and include at least one visual aide. 7. **Written Essay -** Students will develop and write a 1 to 3 paragraph essay (depending on their language proficiency) about their name, its family background, cultural background, how they got their name, and whether they have a nickname. They will cite their interview correctly in their paper. 8. **ePals Forum Posting** - Students will modify their written essay in order to make their first forum posting in the ePals classroom project space as a way to introduce themselves to their international partners for a yearlong project. They will then respond respectfully to three forum posts from other students; one from our class and two from the international partner class.
Demonstrates good use of time, understanding of concepts, recognizes perspectives and point of view, participates in class discussions effectively.	OTHER EVIDENCE: 9. Observation of groups and individuals during research time. 10. Informal assessments of students writing and speaking fluency. 11. Homework assignments. 12. Informal assessments of in class discussions.

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

1. **Build Background / Unit Introduction -** *See Transfer Task 1*. After completing an anticipatory questionnaire, students will watch a brief 3 minute video "New American Names." They will respond to the video in their Practice Book on page 4. After discussing their questionnaire and the video, students will complete Language Frames (as shown on page T6 of teacher's manual) in their notebooks and reflect on their name. Goals: W.8.4, SL.8.1, ELP 1, ELP 2   Resources Needed: INSIDE level E book, INSIDE level E workbook, INSIDE level E Digital Library - Unit 1 Selection 1. Time Needed: 1 period

2. **Key Vocabulary** - *See Transfer Task 2.* Goals: L.8.4, L.8.6, ELP 1, ELP 2 Vocabulary: See K1 and K2. Resources: INSIDE level E book Glossary, Dictionary, Large Paper, Markers. Time Needed: 1 period

3. **Culture / Family Influences on Names** - *See Transfer Task 3.* After reviewing the definitions of culture, surnames, and family history, students will brainstorm the origins of their own names. As a class, students will develop a questionnaire to ask parents or relatives about their names. Some example questions are: "Why did you pick my name? What does my name mean? How did you pick my name? Was there another name that you almost picked? Was there any ceremony attached to my name?" Students will then make predictions in their notebook about what they think the answers will be. For homework, students will interview their parents or other relatives, then report back to the class. The class will make a chart with each of the questions, and how different students' families responded. They will then evaluate the similarities and differences between families. Goals: W.8.2, W.8.4, W.8.7, SL.8.1, SL.8.4, SL.8.6, ELP 1, ELP 2   Resources Needed: Notebooks, large chart paper, "American Names" Reading Selection - INSIDE level E p.14 - 24 Time Needed: 1-1/2 or 2 periods

4. **Multi-cultural Children's Books -** *See Transfer Task 4.* Goals: RL.8.2, RL.8.5, RL.8.6, RI.8.2, ELP 1, ELP 2   Resources Needed: Books: *My Name is Yoon*, by Helen Recorvits; *The Name Jar* by Yangsook Choi; *Rene has Two Last Names* by Rene Colato Lainez; *The Change Your Name Store* by Leanne Shirtliffe; Interview questionnaire previously developed in Transfer Task 3 Time Needed: 1/2 or 1 full period.

5. **Naming Practices Around the World Research** - *See Transfer Task 5*. As a class, discuss whether other cultures name their children the same way they were named as discovered in the family interviews. Define the following vocabulary: Research, Topic, and Focus. Using a pre-determined list of countries and cultures not represented by the students in class, have students pick one topic to research. Go over "Research and Speaking: Narrowing a topic" on page 28 of text book as a class and have students focus their topic. Teach students how to cite their sources using the "Research Source Note Pages" developed for the yearly major research paper. Students will use the pre-determined sources to research their topic. Goals: W.8.2, W.8.4, W.8.6, W.8.7, W.8.9, ELP 1, ELP 2   Vocabulary: Research, Topic, Focus Resources: INSIDE level E textbook page 28; Research Project Source and Note pages; Chromebooks, List of suggested websites for Students to Use, Focus Triangles developed from page 28 WEBSITES: http://www.babycenter.in/a568884/baby-naming-practices-from-around-the-world http://pocketcultures.com/2011/04/13/children-naming-traditions/

http://www.babyzone.com/baby-names/baby-naming-traditions_71141
http://mountainrecce.com/INT%20NAMING%20PRACTICES%20guide2006.pdf
http://www.progenealogists.com/namingpatterns.htm
 Time Needed: 2 periods

6. **Oral Presentation -** *See Transfer Task 6.*Goals: W.8.2, W.8.4, W.8.6, W.8.7, W.8.9, SL.8.1, SL.8.4, SL.8.6, ELP 1, ELP 2   Resources: Research notes, visual aide Time: 1 period

7. **Written Essay** - *See Transfer Task 7.* Goals: W.8.2, W.8.4, W.8.6, W.8.7, W.8.9, ELP 1, ELP 2   Resources: Research Notes, Family Interview Responses, "American Names" Reading Selection - INSIDE level E p.14 - 24, INSIDE level E p. 29, Chromebooks, Language Frames as needed. Time Needed: 1 period

8. **ePals Introduction** - *See Transfer Task 8.* As a class, review all that we've learned about culture, names and identity. Introduce ePals and the idea behind partnering with a class in another country. Pass out log-in information to students and instruct how to navigate the ePals site. Students will take their written essay and adapt it into a Forum post as in introduction to both classes. Students will then respond to other students' postings. Goals: W.8.6, SL.8.1, SL.8.6, ELP 1, ELP 2 Resources: Written Essay, Chromebooks, ePals log-in information Time Needed: 1 period