**Language and Identity Unit**

**Learning Plan**

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| **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **GQ:** How does language shape identity?  **Intro:**  -Tell your partner your name.  -Now say your name to your partner like your family pronounces it.  -Raise your hand if your family pronounces your name in a different way than how you pronounce it.  **Activity:**  Watch Storycorps:  “Facundo the Great”  **Discussion:**  Why was it important that the teachers were not able to change Facundo’s name?  **Quick Write** (respond to GQ) | **GQ:** How does language reflect culture?  **Intro:**  Listen to Storycorps:  Raul Grijalva  **Discussion:**  “No te olvides que naciste con el nopal en la frente.”  **Quick Write** (respond to GQ) | **GQ:** How can language help maintain a person’s culture?  **Intro:** Read article about [L.A. mayor’s Spanish](https://www.newsela.com/articles/mayors-spanish/id/2980/)  **Discussion:**  Is it important to speak Spanish in the United States? Why?  **Quick Write** (respond to GQ) | **GQ:** How is language important for survival?  **Intro:**  Listen to Storycorps: Claritza Abreu  **Discussion:**  Is it important to speak English in the United States? Why?  **Quick Write** (respond to GQ) | **GQ:** How does language give access?  **Intro:**  Read “Gonzalo” excerpt (see document)  **Discussion:**  “The older you are, the younger you get when you move to the United States.”  **Quick Write** (respond to GQ) |
| **GQ:** What languages were spoken in Mesoamerica before the Spanish arrived?  **Intro:**  Anchor chart: What do we know about languages in Mesoamerica (focus: Mexico)?  **Activity:**  Introduce statistics about number of languages and indigenous groups.  Maya glyph exercise (two-element glyphs, extension: three-element glyphs)  Project key: check answers  **Quick Write** (respond to GQ) | **GQ:** What happened to indigenous languages when the Spanish arrived?  **Intro:**  Loan words exercise (see doc)  **Activity:**  Introduce statistics about number of languages and indigenous groups now.  **Quick Write** (respond to GQ)  **HW:** Ask your family members if they (or anyone else in the family) speaks a language other than Spanish or English. | **GQ:** How did being bilingual affect Malinalli?  **Intro:**  Read *Historia Verdadera de una Princesa*  **Discussion:** How did being bilingual affect Malinalli?  **Quick Write** (respond to GQ) | **GQ:** What are the advantages and disadvantages of being bilingual?  **Intro:**  How did being bilingual benefit Malinalli?  How did being bilingual hurt Malinalli?  [Model with T-chart]  **Activity:**  Students will work on T-chart with partners (see worksheet)  **Share:**  Discussion  Add to T-chart  **Quick Write** (respond to GQ) | **GQ:** Was Malinalli a survivor or a traitor?  **Intro:**  Was Malinalli a survivor or a traitor?  **Activity:**  Small groups: Support claim with evidence  **Quick Write** (respond to GQ)  **HW:** Ask your family members what they know about Malinalli. Do they think that she was a survivor or a traitor? |
| **GQ:** How has language shaped your identity?  **Introduce Performance Task:**  We have learned a lot about how language can impact our identities by listening to other peoples’ stories. Now we are going to be sharing own stories about how language impacts our identities. We are going to create podcasts to share with our community (our families and other students at Prieto) to get them talking about their own experiences with language.  **Teaching Point:** Think of a small moment in your life that reflects your identity as connected to language.  **Model:**  -When I got made fun of in a different language and didn’t understand what they were saying  -When I said “embarrassed” for pregnant  -When I talked to my friend in Spanish and didn’t realize I wasn’t speaking English  **Activity:**  -List small moments  -Choose one and tell story to writing partner  -Write story down  **Share:**  Share story with writing partner | **GQ:** How can storytelling help to maintain one’s own culture?  **Teaching Point:**  Storytellers tell stories that are meaningful, and that bring about strong feelings.  **Activity:** Choose one of your drafted stories that is meaningful to you, and use what you know about writing personal narratives to make it stronger. | **GQ:** How can storytelling help to maintain one’s own culture?  **Teaching Point:** Storytellers think, “What is my story *really* about?”, and they revise their stories to bring their message about.  **Activity:**  Revise stories to bring about important message.  **Share**  Share what you revised in your story with your partner. | **GQ:** How can storytelling help to maintain one’s own culture?  **Intro:** Now that we’ve written our stories, we need to practice telling them orally.  **Activity:** Work with fluency partner to receive feedback on storytelling(pacing, phrasing, expression).  Once you have received feedback from your partner, and read your story aloud *five* times, you may record on the iPad (podcast on iTunes). | **GQ:** How can storytelling help to maintain one’s own culture?  **Activity:** Record story *three* times on the iPad (podcast on iTunes). Choose strongest version of story to publish.  **Plan/Invite to Celebration**  Invite families for a storytelling celebration. Students will decide whether they want to tell their stories live, or allow families to circulate among centers to listen to students’ stories on computers/iPads. |