**Language and Identity**

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5th grade

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| **Unit Name:** *Language and Identity***Length:** 3 weeks | **Unit Description:** This unit will be taught as a part of a larger, quarter-long unit on identidad y cultura. In this unit, students will explore how language impacts their identity. Students will reflect on their own experiences as English language learners and the impact that those experiences have on their identity. Students will also listen to other bilingual Americans’ experiences (through oral histories) to broaden their perspectives. In addition to a contemporary lens, students will explore the narrative of Malinalli (“La Malinche”) to understand the complexity of the bilingual identity, past and present. |
| **Essential Questions**  | * How does language shape identity and culture?
* How does bilingualism impact identity?
* What are the advantages and challenges of being bilingual?
* How can language be used to maintain one’s culture?
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| **Enduring Understandings** | * Language is an important component of culture and identity.
* Speaking a language allows a person to participate in a cultural community and express his/her identity.
* Maintaining a person’s first language is an important way to remember a person’s cultural roots.
* Learning a second language is an important way to participate in a society in which a person lives.
* Speaking a language in a community is an important way to pass down a culture from generation to generation.
* Speaking two languages allows people to participate in two cultures.
* Speaking two languages and participating in two cultures can be challenging.
* Malinalli is a complex individual whose actions must be evaluated within the context of the situation and the time.
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| **Common Core Standards**  | ***Primary Standard Assessed***[**CCSS.ELA-LITERACY.SL.5.1**](http://www.corestandards.org/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.***Secondary Standards Assessed***[**CCSS.ELA-LITERACY.SL.5.4**](http://www.corestandards.org/ELA-Literacy/SL/5/4/) Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.[**CCSS.ELA-LITERACY.RL.5.2**](http://www.corestandards.org/ELA-Literacy/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.[**CCSS.ELA-LITERACY.RI.5.6**](http://www.corestandards.org/ELA-Literacy/RI/5/6/) Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. |
| **Skills** | **Students will be able to...*** Share and discuss their experiences with language.
* Respond to other students experiences with questions and comments.
* Share agreements and disagreements in respectful way.
* Recognize the complexity of Malinalli’s identity, role, and actions.
* Identify different perspectives on Malinalli’s actions (in texts and artwork), and develop their own interpretation.
* Develop and share a personal narrative about a moment that has shaped their identity.
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| **Content** | **Students will know...*** *Language-* system of words (written, spoken, signed) that people use to express thoughts and feelings to each other
* *Identity-* the qualities that make a person unique
* *Culture-* the way of life, beliefs, and customs of a group of people.
* *Bilingual-* a person fluent in two languages
* *Multilingual-* a person fluent in multiple languages
* *Bi/multicultural*- a person having or combining the cultural attitudes and customs of two nations or ethnic groups.
* Narrative of Malinalli, interpreter for Hernán Cortés.
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| **Assessments** | **Formative Assessments** * Participation in class discussions
* Quick write reflections
* Reflection: Identifying with Malinalli

**Performance Assessment**Students will write a narrative about a moment in their lives that reflects their identity as connected to language. Then, students will create a podcast recording of their narrative to share their story with others. Together, these podcasts will form a collection of oral histories about language and identity. The class will share these podcasts with other bilingual classes, inviting them to reflect on their own identities and to share their own stories. |
| **Texts/Resources** | **Texts***Readings** *La Historia Verdadera de una Princesa*, Ines Arredondo, CIDCLI or Reloj de Cuentos
* *La princesa que ayudo a conquistar un imperio: Historia de la Malinche,* Luis Barbeytia (Coleccion La Saltapared)
* *La Mariposa,* Francisco Jimenez
* *A Day’s Work,* Eve Bunting
* *Tomás and the Library Lady,* Pat Mora
* “Gonzalo,” *Seedfolks,* Paul Fleischmann (R)
* Excerpt from *El Ojo del Lago,* Shep Lenchek

 <http://chnm.gmu.edu/wwh/modules/lesson6/pdfs/excerpt2.pdf>* Excerpt from “A Historic Figure is Still Hated by Many in Mexico,” *New York Times,*

 <http://chnm.gmu.edu/wwh/modules/lesson6/pdfs/excerpt1.pdf>* Deciphering Maya Glyphs Exercise, S. Wod (adapted from M. Zender)

 <http://whp.uoregon.edu/uploads/2010/mesofiles/DecipheringMayaGlyphs.pdf>*Videos** “Facundo the Great,” Storycorps,

 <https://www.youtube.com/watch?v=s8FheuSE7w4>*Audio- Oral Histories** Bilingual Job

 <http://storycorps.org/listen/claritza-abreu-and-gerardo-villacres/>* Deaf child

 <http://storycorps.org/listen/debbie-watterson-and-her-son-mitchel/>* Misunderstanding (“San Giving”)

 <http://storycorps.org/listen/jose-and-teresita-fernandez/>* Embarrassed of Spanish-speaking parent

 <http://storycorps.org/listen/raul-grijalva-and-his-daughter-marisa/>*Articles** LA Mayor speaks Spanish poorly (4th grade level, main idea quiz)

<https://www.newsela.com/articles/mayors-spanish/id/2980/>* Last of Navajo Code Talkers, (4th and 5th grade level, no quiz) <https://www.newsela.com/articles/Last-navajocodetalker/id/4260/>
* Technology gives autistic children a voice <https://www.newsela.com/articles/autism-ipads/id/4111/>

**References for Teachers:*** “Dona Maria, Cortes’ Translator,” *Women in World History*

 <http://chnm.gmu.edu/wwh/modules/lesson6/lesson6.php?s=0>* *Malintzin’s Choices: An Indian Woman in the Conquest of Mexico*, Camila Townsend
* “Making Herself Indispensable,” *Indian Women of Early Mexico*, chapter by Frances Karttunen
* “Contextualizing Malinche,” Stephanie Wood,

 <http://www.ncsu.edu/project/acontracorriente/spring_07/Wood.pdf>* Endangered Language Alliance

 <http://elalliance.org/> |
| **Interdisciplinary Connections** | *Morning Meeting*Students will engage in activities that explore language diversity, such as adivinanzas (English, Spanish, Mixtec).*Reading*Students will be engaged in a character unit through the novel *Becoming Naomi Leon,* in which students will explore how family, culture, and language shape the identity of a Mexican-American girl.*Shared Reading*Students will read, discuss, and recite one piece of bilingual poetry per week, such as “Where you From?” by Gina Valdes.*Writing*Students will be engaged in a personal narrative writing unit, in which students will choose a small moment in their lives that they feel has impacted or shaped their identity in some way. Students will be encouraged to choose a moment relating to one of the themes of the identity unit (family culture, place, or language). |
| **Differentiation** | * Emphasize complex relationship between language and culture (to Include monolingual students in bilingual families)
* Emphasize broad understanding of language (to include student with two deaf parents)
* Provide articles at appropriate differentiated reading levels.
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| **Learning Activities** | **Week 1:** How does language reflect and shape culture and identity?**Week 2:** A Historical Perspective: Malinalli**Week 3:** Telling stories to maintain culture and identity |