

When Two Cultures Meet

A Lesson Cycle for an English Plus Classroom

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Title III READ WELL scholar, Round II

Methods and Materials for Teaching
Bilingual Students
(CIL #506)
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Narrative

Population

This lesson cycle is designed to complement the fifth grade social studies curriculum in Schaumburg School District 54. The classroom it is designed for is an English Plus classroom. District 54's bilingual program has designated an English Plus classroom as an appropriate setting for Level III bilingual students who almost ready to be transitioned out of the bilingual program. The majority of instruction is given in English, although lesson previews and reviews may be done in the students' native language. The teacher must be fluent in the students' native language. For this particular classroom, the first language of five identified bilingual students is Spanish. Two other students, already transitioned out of the bilingual program, are also fluent in Spanish, with another student fluent in Urdu. Because of the students' second language proficiency, there is a difference between a beginning student in an English Plus classroom compared to a beginning student in the bilingual resource room. For the purpose of this lesson cycle, a beginning student is able to read and write in English although their performance is at a third grade level. They can work with simple text, with appropriate vocabulary, and write simple sentences. A middle student is able to read and write in English at a fourth grade level. They are able to read text that is a bit more complex and write simple sentences. A high student is able to read and write in English at a fourth grade level. They can read text with fewer visuals and harder vocabulary and can write complex sentences.

There are twenty-four students in the classroom. Four students have Individualized Education Plans (IEPs) and receive push-in support during Math and Writing. Three of those four students get pulled to receive reading instruction. One of the four IEP students is also bilingual. Seven students receive 30 minutes of Social Work each week. Three students receive an hour of Speech and Language support each week as well. Four students qualify for free and reduced lunches. 50% of the students are Caucasian, 29% of the students

are Hispanic, 17% of the students are Asian/Pacific Islands and 4% of the students are Native American.

Rationale

The fifth grade social studies curriculum for School District 54 concentrates on the history of North, Central, and South America. The textbook focuses primarily on the North American history and teachers supplement the materials for Central and South America. The expected span of history taught during the school year is from the Native Americans through the American Revolutionary War. The state standards covered during our studies of Native Americans are State Goal 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations and State Goal 17: Understand world geography and the effects of geography on society, with an emphasis on the United States.

This particular lesson cycle incorporates state standards for language arts. The state goals covered by the lesson cycle are State Goal 1: Read with understanding and fluency, State Goal 3: Write to communicate for a variety of purposes, and State Goal 5: Use language arts to acquire, assess, and communicate information.

Affective Issues

As noted in the Population section, there are a variety of cultural backgrounds in the classroom. The big idea of the lesson cycle is that when two cultures meet, the cultures will change. The changes can be both positive and negative, depending on the culture, the individuals, and the circumstances. The students have experienced this big idea in their own lives as their families' cultures interact with the American culture.

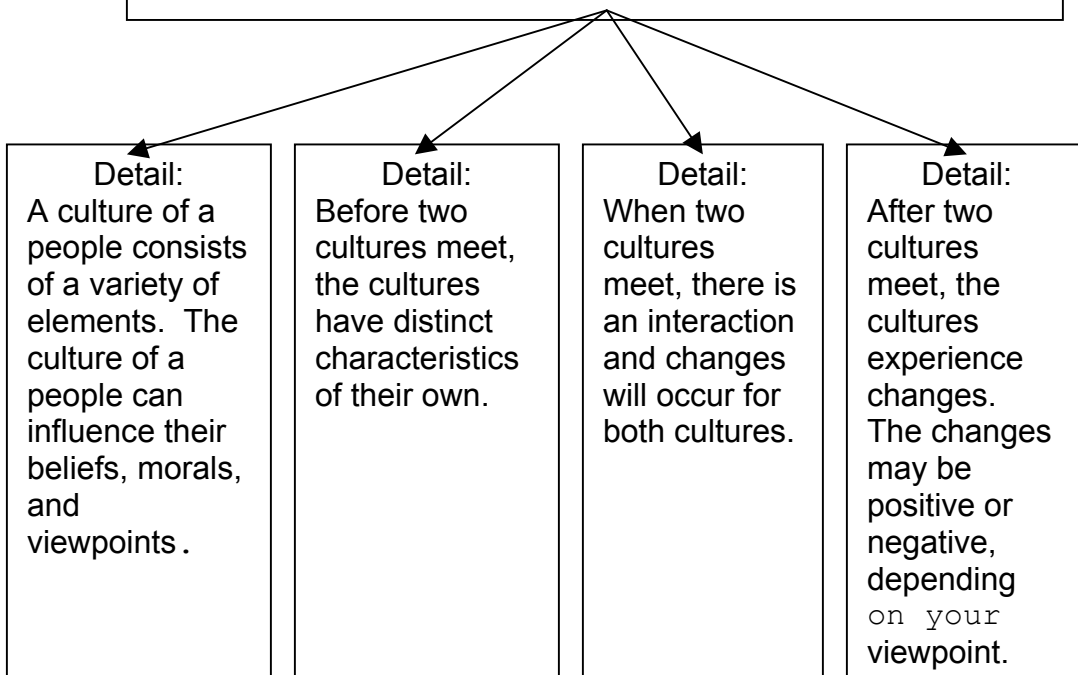
The students' age also puts them in the situation of two cultures meeting and changing. Developmentally, students are entering into adolescence and beginning to value peer acceptance and approval more so than their family

acceptance and approval. The cultures of adolescences and adults are constantly interacting with one another, producing positive and negative results.

Conceptual Focus Guide

Theme:
Native Americans

Big Idea:
When two cultures meet, the two cultures change.



Lesson Cycle

Lesson One

(Taught in students' native language)

Supporting Principles/Details: *A culture of a people consists of a variety of elements. The culture of a people can influence their beliefs, morals, and viewpoints.*

Preparation Stage:

Activities: The teacher will ask students to list words they think of or qualities that make up a person's culture. Students will work individually, then with a partner, and finally with a small group. Answers will be written on post-it notes. After the group has come up with a list of items, they will sort the post-it notes into categories of their choice. Students are expected to give each category its own name. Finally, students share their items and categories with the whole class.

Strategies: Affinity Diagram and Open Word Sort

Grouping: Think-Pair-Share and whole group

Direct Instruction Stage:

Activities: The teacher will lead a discussion of the different elements of culture, using the students' responses as a guide. Responses will be recorded on chart paper with a T-diagram drawn on it. One side will be the responses in Spanish, the other side will be the English translation. Students, in groups, will be asked to identify their top five elements of culture they think are critical when learning about a new group of people. Through a class discussion, students will select the five critical elements of a culture. These five will become the basis for our study of Native Americans.

Strategies: Talk to Your Table

Grouping: Small and whole group

Application Stage:

Activities: The teacher will model how to create the culture graphic organizer. Once the organization is completed, the teacher will model how to fill in the organizer using his/her own culture. The students will then complete the organizer about their own culture. Their graphic organizer will become the basis for comparing and contrasting later on in the lesson cycle.

Strategies: Modeling and graphic organizer

Grouping: Whole group

Homework Assignment:

Students are to interview family members to gather information about their family's traditions. Students are to record their family member's childhood memories and traditions in order to piece together their family's past culture. Students may conduct this interview in either Spanish or English. Information can be recorded in English or Spanish as well. The interviews must be completed for Lesson Three's Preparation Stage activities.

Assessment:

As students are working in small groups, the teacher will be observing their responses and collecting data for anecdotal records. The students' understanding of the components of culture will be informally assessed with their completed graphic organizer.

Lesson Two

(taught in the students' second language)

Supporting Principles/Details: Before two cultures meet, the cultures have distinct characteristics of their own.

Preparation Stage:

Activities: Students are given an anticipation guide with several statements about different Native American tribes' cultures before the Europeans entry into their lives. Students determine whether or not the statements are true with a partner.

Strategies: Anticipation Guide

Grouping: Partners

Direct Instruction Stage:

Activities: Teacher leads a discussion about the different statements on the anticipation guide. The statements all are centered around the cultures of the different tribes and touch upon the five critical elements of culture identified in Lesson One. The teacher then models how to use an encyclopedia, nonfiction text, and the Internet to find information about the statements for one particular tribe. Once information is found, the answers are recorded on a blank culture graphic organizer used in Lesson One as well.

Strategies: Graphic Organizer and Modeling

Grouping: Whole group

Application Stage:

Activities: Once students are familiar with and able to use nonfiction text to find information, they will be placed into heterogeneous groups of three. Each group will be assigned a Native American tribe that they must research and complete their graphic organizer about. The expectations for the students will depend on their second language proficiency. The beginning students will use simple trade books and appropriate web pages to research about their tribe. They will also be given a word bank with appropriate phrases to support them while completing their graphic organizer. For the middle students, they will use the simple trade books that are available for the beginning students, but they will

also use texts that are a bit more complex. These students will also be expected to complete the graphic organizer without a word bank. The high students will use a variety of texts as well, including the textbook. The high students will also complete the graphic organizer without a word bank.

Assessment:

Students' understanding and background knowledge will be assessed informally through their completion of the anticipation guide. The anticipation guide will allow the teacher to observe how much background knowledge the students have about Native American tribes. During the Direct Instruction Stage, student understanding will be assessed through observation. A more formal assessment can be done using the students' graphic organizer they complete in their small groups.

Lesson Three

(Taught in students' first and second language)

Supporting Principles/Details: When two cultures meet, there is an interaction and changes will occur for both cultures.

Preparation Stage (in first language):

Activities: Students will participate in a Quick Write about their current traditions and their childhood memories. Students may write in either their first or second language. After the Quick Write, the teacher will model how to complete a comparison map, using details from his/her own life. Students will then complete a comparison map using the information from their interviews with family members and the information recorded in the Quick Write. Once again, students may choose what language they complete the graphic organizer in.

Strategies: Quick Write, modeling, and graphic organizer

Grouping: Individuals and whole group

Direct Instruction (in second language):

Activities: The teacher will model how to locate information about the meeting of the Native American and European cultures. There are sections detailing the encounters for the different tribes in the students' social studies textbook. Teacher models with a Think-Aloud how to find and record information on a comparison map.

Strategies: Modeling, Think-Aloud, and graphic organizer

Grouping: Whole Group

Application Stage (in second language):

Activities: Students, in their groups from the previous lesson, complete a comparison map about their Native American tribe. The language objectives for the various levels of proficiency involve the completion of the graphic organizer. The beginning students will be given a word bank as well as a partially completed comparison map to support their needs. The middle students will receive a comparison map and a word bank. The high students will be given a blank graphic organizer to complete.

Strategies: Graphic organizer

Grouping: Small groups

Lesson Four

(Taught in students' first and second languages)

Supporting Principles/Details: After the two cultures meet, the cultures will experience changes. The changes may be positive or negative, depending on your viewpoint.

Preparation Stage (in students' first language):

Activities: Teacher models how to find changes on his/her comparison map and placing the changes on a continuum from positive to negative changes. Students identify changes in their families' cultures using their completed comparison maps. Students then place the changes on a continuum from positive to negative changes.

Strategies: Modeling, Creative Rankings, and graphic organizer

Grouping: Whole group and individual

Direct Instruction Stage (in students' first and second language):

Activities: Teacher displays his/her completed comparison map and value continuum. The teacher then asks the students how the continuum would have changed if his/her grandmother (or other family member) had completed it. Students discuss at their table before sharing their response with the whole group. The discussion will be guided to illustrate that a person's viewpoint can alter the placement of changes on the value continuum. The teacher then models how to complete a value continuum for the class Native American tribe.

Strategies: Modeling and Talk to your Table

Grouping: Whole and small groups

Application Stage (in students' first or second language):

Activities: Students, in their groups, will identify changes in their Native American tribe after the European encounter. They will also complete a value continuum for their tribe.

Strategies: Graphic organizer

Grouping: Small groups

Assessment:

Students' understanding will be assessed throughout the different activities through teacher observation and anecdotal records. Any students experiencing difficulties may be pulled to receive small group instruction.

Culminating Activity/Evaluation:

In order to evaluate student understanding of the big idea that when two cultures meet, they change, the students will be completing a project that demonstrates what they have learned. The manner in which students convey this knowledge depends on what the students choose. They may work individually or with a partner. Students can write a diary entry chronicling the changes they have gone through from the viewpoint of a Native American or a European. They can also create a brochure about their Native American tribe's or their family's changes. Students can design a PowerPoint presentation or a scrapbook that details the changes the Native American tribe or their family went through. Finally students can create a poem or song about the changes either the Native American tribe or their family has experienced. Students can complete this final evaluation in either their first or second language. The project will be evaluated using a rubric which will be shared with the students prior to the completion of the project.

Assessment Narrative

Throughout the four lessons, teacher observation plays a critical role in assessing students' progress and understanding. Observation will not only give the teacher insight into the students' performance but insight into the effectiveness of the teaching methods used in the lesson. The teacher will be able to identify if a small group needs re-teaching or perhaps the whole class.

The completion of several graphic organizers will also provide the teacher with an opportunity to see how the students are progressing and learning through the lesson cycle. Because the use of the different graphic organizers will be modeled before students complete them on the own, the teacher will be able to assess how effective the modeling strategy is for the students as well as how well the students understand the concept behind each of the organizers.

Finally, the culminating activity will also serve as an evaluation of the students' understanding of the big idea. Students have the choice of projects in order to meet their different styles of learning. Students also have the choice of which language they will use to complete the project in, allowing students to show what they have learned without language getting in the way. The rubric that will be used to assess student learning will be shared with the students at the same time the final project is introduced. The rubric will be available in Spanish and English so all students can understand what is expected of them. The rubric can serve as a guide while students are completing their projects since they will already have it when they are in the process of creating the project.

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