

# Cultural Advisory

DC-21

# DC-21

This document is the curriculum framework put in place for the integration of culturally responsive teaching into the DC-21 advisory curriculum. The curriculum was designed to support our students at all levels, and integrates best practices from multiple independent sources.

DC-21  
Advisory  
Curriculum

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## Cultural Advisory

*If one reads enough books, one has a fighting chance. Or better, one's chances of survival increase with each book one reads.*

*~Sherman Alexie*

### *Introduction:*

Students at DC-21 come from a diverse set of backgrounds. By embracing the cultures that our students bring, we can strengthen our school culture and promote positive behavior and academic achievement. The Cultural Advisory Curriculum is intended to purposefully create strong relationships between students and members of the faculty while supporting a variety of cultural beliefs. As the curriculum progresses, the relationships formed at the beginning of the curriculum will be pivotal in providing the foundation for addressing cultural dialogue and facilitate effective cultural instruction.

### *Rationale:*

This curriculum was entirely designed with DC-21 students in mind (50% African American, 45% Hispanic, 3% Caucasian, 2% Native American, with a 30% Special Education population). At DC-21 our students suffer significantly because of strife in their community and their personal lives. Our teachers have seen students who have spent the past few years living on the street because they are homeless, or are being abused, both physically and emotionally, when they return home.

The biggest equalizing force we have at DC-21 is the similarities between the upbringing and experiences of all of our students.

To add another layer of complication in the process of integrating our students, DC-21 has a greater than 80% free and reduced lunch. Our students are both ethnically and socio-economically diverse.

Our culture inspired us to create this curriculum that specifically teaches tolerance and the respect for all people, regardless of race, sex, or nationality.

Unfortunately, as we were exploring the curriculums that are commercially available, we found no curricula that would reach our specific population. Instead of purchasing a curriculum and trying to make it fit, we designed our own curriculum to tie together best practice instruction from multiple sources (including: ID, Tolerance, and the Anti-Bullying Framework).

This curriculum is designed to support our efforts to culturally integrate our students, while developing their reading and writing abilities (with the focus of increasing our MAP scores from their current 5<sup>th</sup> grade level).

### *Overview:*

Each lesson is designed to take experienced teachers 1 to 2 advisory periods (approximately 25 minutes each). This can easily be adjusted to include additional curriculum material as the semester progresses based upon student need. The first two weeks start with an introduction to

the materials and methods taught throughout the course, as well as setting a common framework upon which the class to grow. These first two weeks will be the most difficult to teach, and a firm foundation of mutual respect and tolerance is fundamental to the success of this unit.

Immediately following the first two weeks of instruction, your class will begin to explore culturally relevant writing. Students will be asked to draw parallels between influential works, as well as explore the history of our country and the diverse cultures that exist within it. This curriculum is designed as 45 distinct lessons (approximately 9 weeks of direct instruction) with additional supplemental lessons that provide additional emphasis in reading, writing, and cross discipline instruction (in music and art specifically). As we progress through the first year of teaching this curriculum as an entire school, we will overhaul the lessons to make them more appropriate to our culture and climate.

*Resources:*

This curriculum was designed using several sources. Those sources are:

1. The Anti-Defamation League Anti-Bias Workbook
2. The Scholastic ID Curriculum
3. Alfred Tatum's: Teaching Reading to Black Adolescent Males
4. Alfred Tatum's: Reading for their Life
5. The Lessons provided by Tolerance.org
6. The 4Aspects Workbook
7. The Anti-Bullying Framework

*Further Directions:*

As this curriculum was being designed, we wanted to ensure that every student at DC-21 has exposure to this material and that it is engaging for our entire population. As such, we will be giving this framework as a whole school initiative during the second semester of the 2011-2012 school-year. As we progress, our school will need additional curricula that are designed to reinforce these themes and ideas.

The current long-term plan is to offer this curriculum (expanded to be one year long) to our incoming Freshmen every year. Our Sophomores and Juniors will take a second Leadership Advisory course, where they build upon the strategies from this curriculum to specifically examine the actions, qualities, and characteristics of great leaders.

Our Seniors class will be placed in a Professionalism Institute. In this institute, students will read books regarding professionalism, and will focus on post-secondary readiness from a foundation in analyzing culturally stereotypes regarding being professional.

## Instructions

### How to use the Advisory Curriculum

#### *Framework:*

This curriculum was designed to supplement materials that are freely available to all educators at DC-21. Each lesson has the following key points that will help you to guide your instruction:

Introductory Quote: Chosen to reinforce the material covered in the lesson

CDE Standard: The referenced CDE Reading standard (including graduate readiness)

Objectives: What the students will learn in each lesson

Materials: Outlines the materials which need to be prepared for the lesson

Procedure: Outlines the procedure for facilitating the lesson including materials if needed

Before you begin teaching this curriculum, take a moment to reflect on the fact that it is specifically designed to address the issues of race and equality in schools and the larger community. As such, you may discuss sensitive issues. Make sure to preview the lessons prior to giving them so you can expect reactions from students.

#### *Notes:*

As educators, it is important that we take the time to reflect on our practice (both the good and the bad), and provide notes on how to improve those lessons. At the end of each lesson, a Cornell note framework is provided as a space where you can write notes specific to each lesson. **It is expected that you fill out the reflection/notes sheet when the lesson is completed and submit it to the lead teacher in your department.**

Since this curriculum was designed in-house, we will use the feedback from the Cornell notes you complete to redesign the material over the following summer.

#### *Timing:*

The timing of the lessons is approximate. This curriculum is designed to be taught working with a buddy class. If you follow a team teaching model, you will need to extend the time it takes for each lesson. Don't feel that you need to follow the timing exactly. Instead, work at the pace of the students. Each unit has a section titled, Further Directions, where you can go to extend the lessons you are teaching in the framework.

This curriculum was designed to take place over nine school weeks, but it is possible to shorten that to four weeks, or extend the timetable to eighteen weeks.

#### *Further Directions of Study:*

If you would like to further your Professional Development knowledge, there are several books that would be beneficial for you to study. Take a look at the resources below for more information.

1. *Teaching Reading to Black Adolescent Males: Closing the Achievement Gap* by Alfted Tatum
2. *Reading for Their Life: (Re)Building the Textual Lineages of African American Adolescent Males* by Alfted Tatum
3. *Teaching to Transgress* by Bell Hooks

## Setting the Stage (Unit 1)

### Weeks 1-2

#### *Introduction:*

Before we can successfully integrate culturally relevant teaching as a school wide initiative, we must first ensure that each student is engaged and using a common scaffold. The first unit, or first two weeks of instruction focus primarily on team building and creating a respectful classroom culture and climate. It is our intention to provide as much support as possible to ensure that the classroom climate is conducive to culturally responsive instruction and is framed in a manner that appeals to our students.

#### *Overview:*

This Unit begins with an interactive lesson which focuses on providing common language instruction to develop a professional code of conduct. DC-21 integrates a culture of Professionalism, but we seldom show students concrete examples of how language and actions can be viewed as unprofessional. This approach confuses students because they only hear how they should act, instead of being taught how those actions affect others.

The first lesson in this Unit places students in a vulnerable position, and takes an extended amount of time to complete (between three and four lessons). Immediately following this activity, students will develop a set of norms regarding the advisory curriculum and how it connects to our school culture and climate.

The Unit will conclude with a lesson about character and building culture which will extend into the second Unit: Define Self.

#### *Further Directions:*

Once this Unit is complete, your students will have a basic understanding of how to discuss culturally relevant material in a classroom/professional setting. They will also have several short experiences with integrating culturally relevant material into the classroom. If you would like to continue to engage your students past the initial two week time frame, you can begin a book focus (see appendix for more information). This unit focuses on tying together lessons on professional conduct and identity. We recommend using:

1. *Sunrise over Fallujah* by Walter Dean Myers
2. *Monster* by Walter Dean Myers
3. *Accidental Love* by Gary Soto

## **Lessons 1.1-1.4: Common Language**

CA1.1-CA1.4

*A strong command of the language arts is vital for being a successful student and ultimately a productive member of the 21<sup>st</sup> century workforce. Language skills have always been fundamental for academic and professional success.*

*~CDE 2010 Reading Standards (Pg 9)*

### **Rationale:**

The ability to communicate effectively is critical to creating a safe and welcoming environment in any situation. Students, in general, have not had the opportunity to examine the language they use on a continual basis to determine and self-evaluate their own professionalism. This unit forces students to examine the language they use to create a common understanding of professional language.

### **CDE Prepared Graduate Competencies:**

Prepared Graduates – Use language appropriate for purpose and audience.

Reading Standard 1.1.E: Oral Expression and Listening – Identify, explain, and use content-specific vocabulary, terminology, dialect, or jargon unique to particular groups, perspectives or contexts (such as social, professional, political, cultural, historical or geographical).

### **Objectives:**

- Students will self-identify the key words they use on a daily basis (all language is appropriate in this activity)
- Students will determine the rationale for judging the professionalism of social interaction
- Students will practice using effective language, as well as using ineffective language.

### **Requirements:**

This activity will require approximately two hours to complete, and can be done in four advisory periods if necessary, or on one extended period which would cut into Foundations (which can be made up the following day if necessary).

You will need posters or white boards for all of your groups (students will work in teams of 4)

### **Techniques and Skills:**

Large group discussion, inside/outside circles, team roles, team building, reaching consensus, self-evaluation

### **Procedure:**

1. Group students in teams of four (does not need to be based upon academic merit).
2. Take a moment to explain to students that what is said today stays within the four walls of the classroom. Some words will be used that are offensive, but students need to trust that there is a reason to hear these words.
3. Pass out the posters/whiteboards to each group.
4. On approximately one half of the paper/whiteboard area, ask the students to identify words of hate. Have the students identify both words they have used against others, and words that have been used against them. (End of Day 1)

*\*\* Disclaimer \*\*:* this can be a very vulnerable experience for the students. They are being explicitly asked to write words which normally would have resulted in suspensions or other disciplinary action. Remind them that they are safe in your room. As they identify words that have been used against them, they will identify with moments of vulnerability and pain, be considerate of their feelings.

5. Ask the students to identify with the words they identified. Use the attached sheet as a class to define the following terms: Bystander, Perpetrator, Victim, and Ally. Encourage the students to take the time to remember a time in their life when they can identify with one of those labels. In order to effectively facilitate this, you must be willing to share stories of when you have experienced each role. Ask students to volunteer to tell their stories. (Day 2)

6. Once they have had the time to identify with a role, briefly discuss how the words that they identified can be used to promote bigotry and resentment. In the discussion, have the students who identified originally as a victim tell a story about being a perpetrator (everyone has been a victim and a perpetrator at some point in their life). This can be powerful for students. Ask them to identify how the feelings caused by each activity reinforce hatred and bigotry. (Day 3)

7. Now that students have identified how words can be used for hate, ask them to identify the words on that they wrote down at the beginning of the lesson that they feel are appropriate in a school environment. Make sure to stress the importance of professional language. (Day 4)

8. Hold a class vote and discussion on the entire set of words student identified as being professional. During this process, you are norming the language used in your classroom. It is your discretion what is or is not professional, and how you handle infractions (which should both be covered during this lesson). At the end of the vote, say “All of the words you identified as words of hate have no place in a professional environment.”

9. At the end of the vote thank the students, and tell them that was the last time those words can be used in your classroom. Impress on the students that your classroom will be a safe environment, free of racism, bullying, and bigotry.

Ally:

Victim:

Def:

Def:

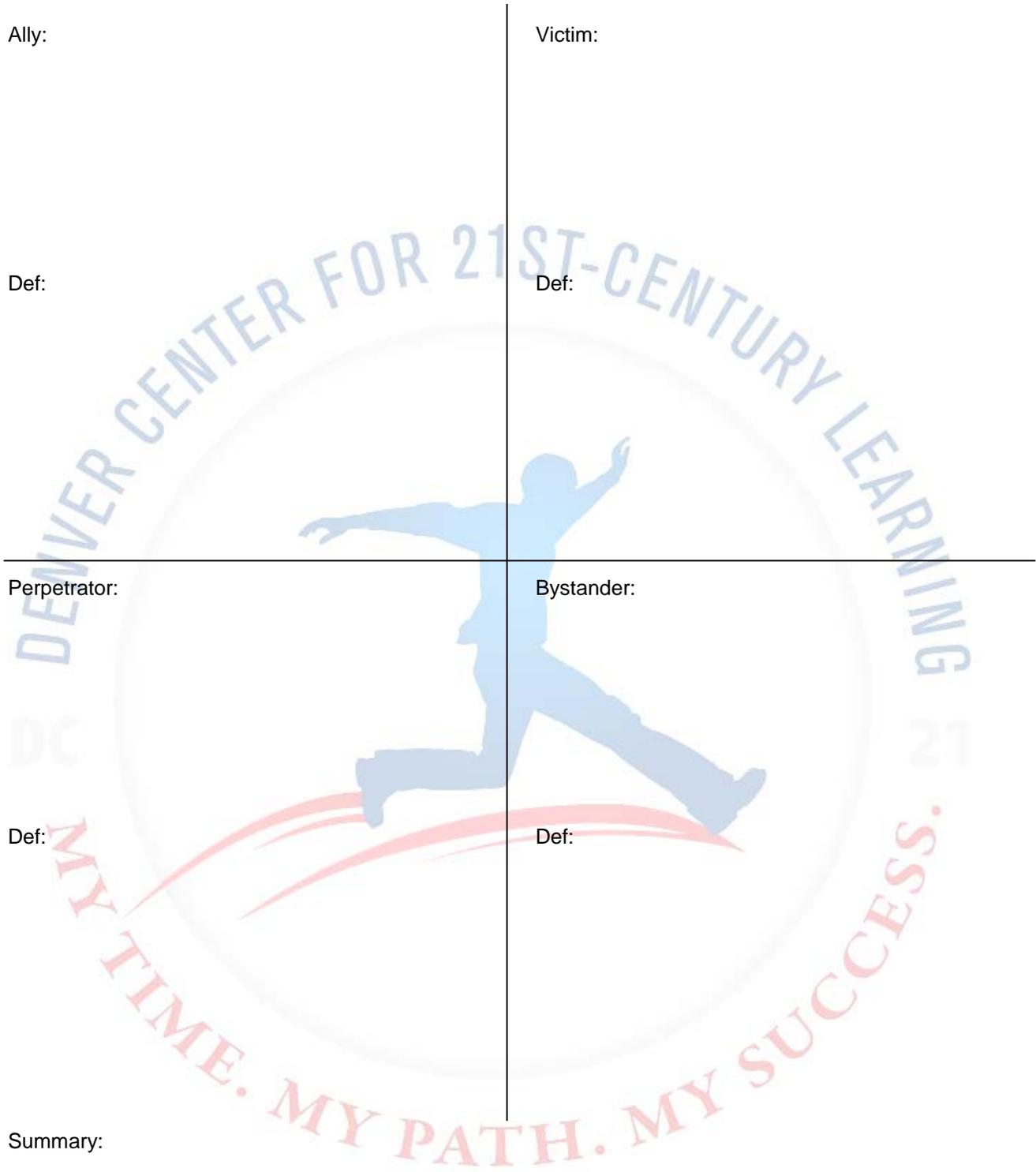
Perpetrator:

Bystander:

Def:

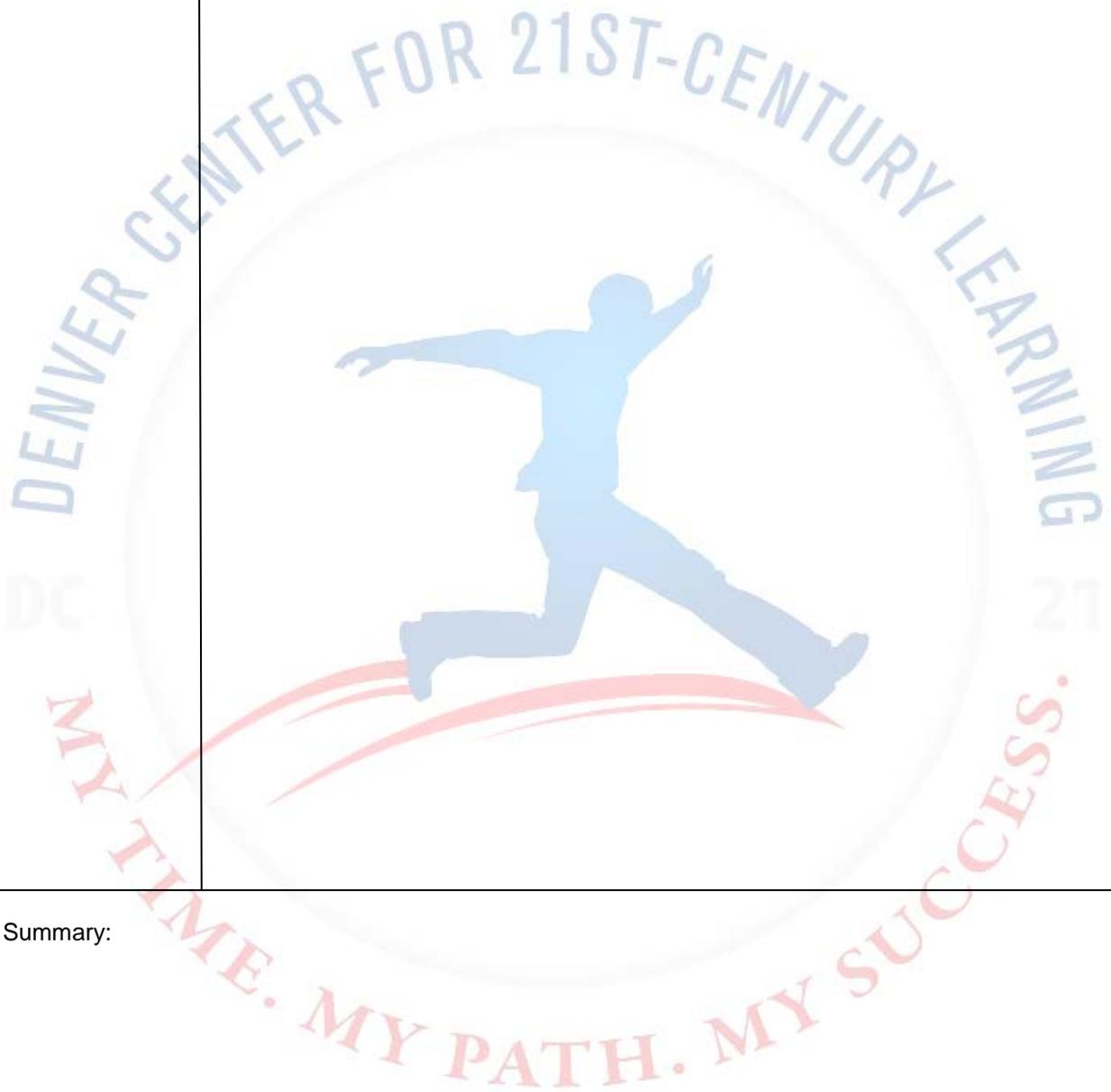
Def:

Summary:



Questions:

Notes:



Summary:

## **Lesson 1.5: Ground Rules**

*CA1.5 (Adapted from ADL Lesson)*

*Coming together is a beginning. Keeping together is progress. Working together is success.  
~Henry Ford*

### **Rationale:**

This lesson gives students an opportunity to work collaboratively to develop ground rules for class discussions. Students will examine the values behind the ground rules and discuss how establishing ground rules can minimize conflict and create an atmosphere where differing points of view can be considered.

### **CDE Prepared Graduate Competencies:**

*Prepared Graduates* – Collaborate effectively as group members or leaders who listen actively and respectfully pose thoughtful questions, acknowledge the ideas of others, and contribute ideas to further the group's attainment of an objective.

*Reading Standard 1.2.A:* Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. (CCSS: SL.11-12.1b)

### **Objectives:**

- Students will establish ground rules that provide a climate where it feels safe to discuss various topics.
- Students will examine the value behind each of the identified ground rules.
- Students will understand how ground rules can be used to minimize conflict.

### **Requirements:**

Materials: Chart paper, markers, sticky notes.

Time: One advisory period.

You will need posters or white boards for all of your groups (students will work in teams of 4)

### **Techniques and Skills:**

Large-group discussion, reaching consensus, small-group work, team building, webbing

### **Keywords:**

Ground rule, value, conflict, modified, abide

### **Procedure:**

1. Explain to students that ground rules are essential for creating a positive and respectful environment where discussions about difficult or emotional topics can take place.
2. Write GROUND RULES on the top of the poster or white board you are using.
3. Give the students four sticky notes, tell them that they need to write down four words (one on each) that they think of when they think about ground rules.
4. When the students are done have them put them on the board.
5. Appoint a student leader to help the class organize the words into categories.

6. Write We agree to... because... on the board.
7. Separate the students into groups of 4 and have them each come up with a ground rule using that framework (i.e. We agree to speak one person at a time because it is important that each of us has an opportunity to hear what other people are saying).
8. Have a student recorder write down all of the ground rules that your class created.

*Exit Ticket:*

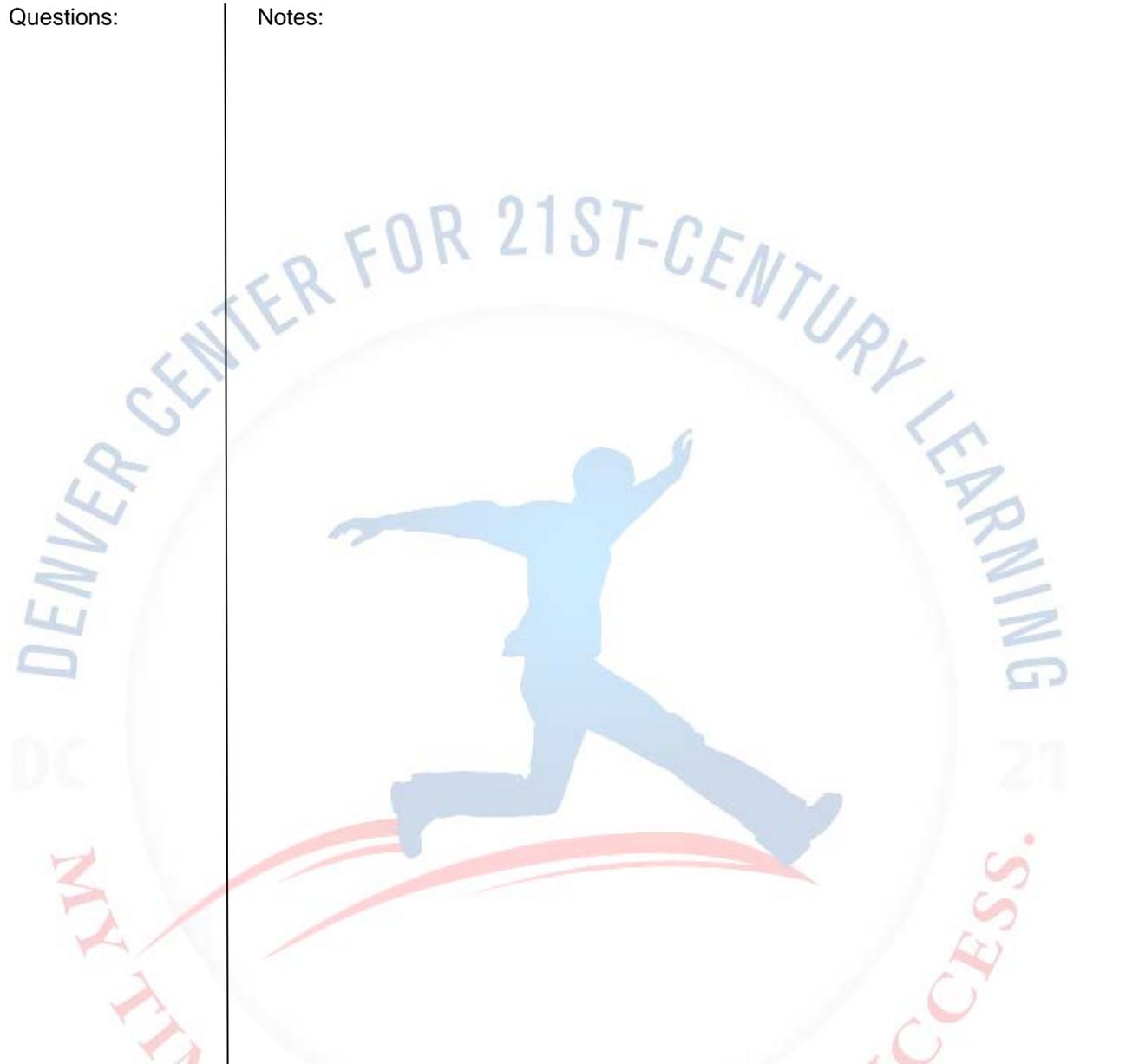
On a notecard, ask the students to identify the harshest punishment they have ever received.

*The exit ticket will serve as foreshadowing for the next lesson.*



Questions:

Notes:



Summary:

## **Lesson 1.6: Consequences**

*CA1.6 (Adapted from ADL Lesson)*

*Life is a series of experiences, each of which makes us bigger, even though it is hard to realize this. For the world was built to develop character, and we must learn that the setbacks and grieves which we endure help us in our march onward.*

*~Henry Ford*

### **Rationale:**

Up to this point, we have spent considerable time working to create a group culture and climate that helps to strengthen culturally responsive teaching. This lesson is intended to give the students the ability to create a set of consequences for breaking the ground rules established in lesson 5. At the end of the lesson, students will ratify the consequences by signing a copy of them.

### **CDE Prepared Graduate Competencies:**

*Prepared Graduates* – Collaborate effectively as group members or leaders who listen actively and respectfully pose thoughtful questions, acknowledge the ideas of others, and contribute ideas to further the group’s attainment of an objective.

*Reading Standard 1.2.A:* Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. (CCSS: SL.11-12.1b)

### **Objectives:**

- Students will establish ground rules that provide a climate where it feels safe to discuss various topics.
- Students will examine the value behind each of the identified ground rules.
- Students will understand how ground rules can be used to minimize conflict.
- Students will assign a consequence ladder to each ground rule to establish a method of ensuring that the rules are followed.

### **Requirements:**

Materials: Chart paper or white boards and markers.

Time: One advisory period.

You will need posters or white boards for all of your groups (students will work in teams of 4)

### **Techniques and Skills:**

Large-group discussion, reaching consensus, small-group work, team building, webbing

### **Keywords:**

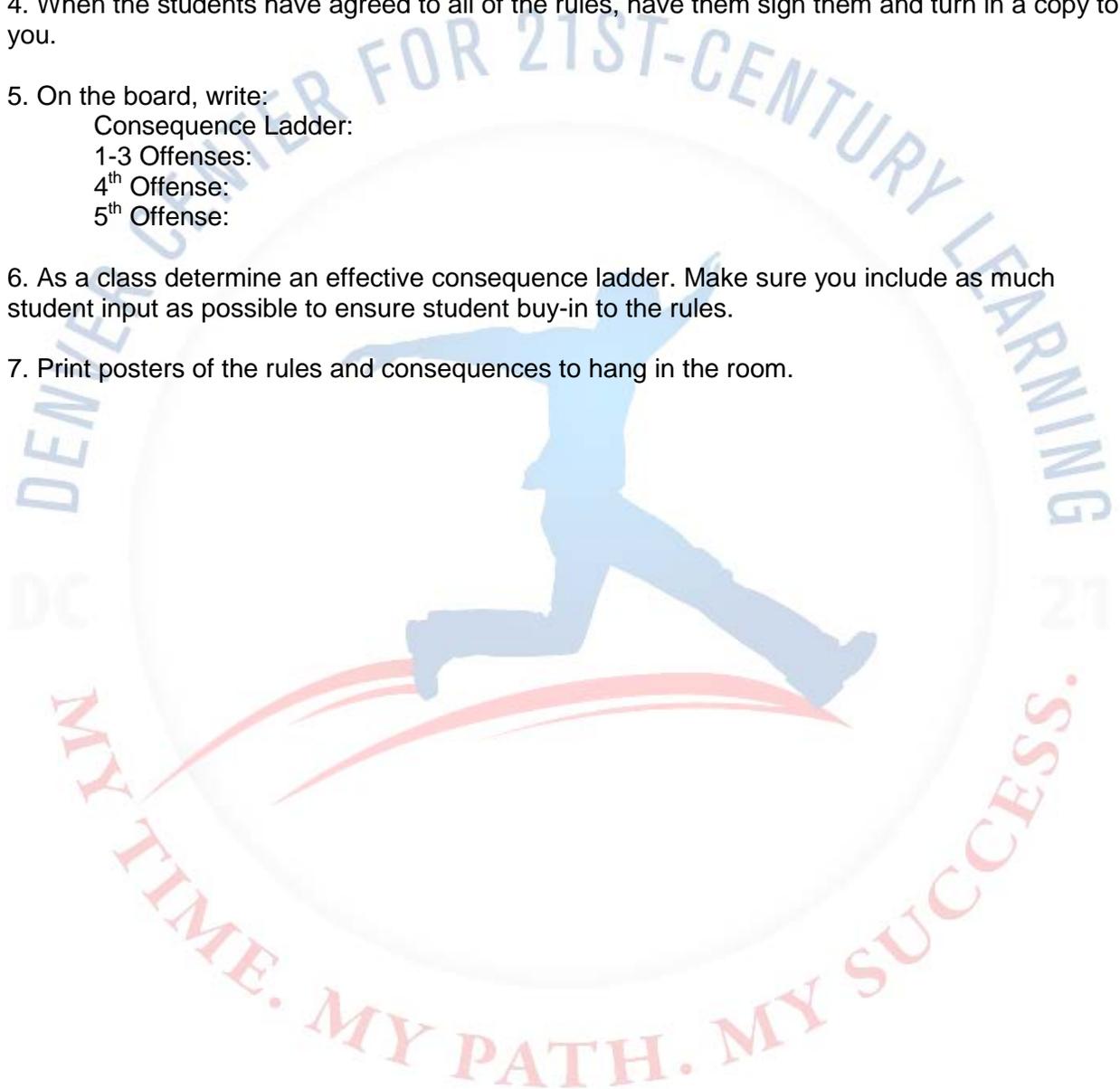
Ground rule, value, conflict, modified, abide

### **Procedure:**

*The night before: Look at the punishments that the students gave for breaking the rules so that you have an understanding of what the possible consequences can be. It is also beneficial to type up and print copies of the ground rules that were created in the previous lesson.*

1. Review the ground rules that students created the previous day.

2. Allow the students some time (approximately 10 minutes) to edit and modify the ground rules that were written out the day before.
3. After the students have taken the time to edit their work, hold a general discussion on all of the rules (5 minutes max). Ask the students to critique each one, and vote to determine if each one is acceptable.
4. When the students have agreed to all of the rules, have them sign them and turn in a copy to you.
5. On the board, write:  
Consequence Ladder:  
1-3 Offenses:  
4<sup>th</sup> Offense:  
5<sup>th</sup> Offense:
6. As a class determine an effective consequence ladder. Make sure you include as much student input as possible to ensure student buy-in to the rules.
7. Print posters of the rules and consequences to hang in the room.



Questions:

Notes:



Summary:

## **Lesson 1.7: Identify Self**

*CA1.7 (Adapted from ID Curriculum)*

*A racial community provides not only a sense of identity, that luxury of looking into another's face and seeing yourself reflected back, but a sense of security and support.*  
~Wentworth Miller

### **Rationale:**

Up to this point, we have spent considerable time working to create a group culture and climate that helps to strengthen culturally responsive teaching. This is the first lesson that starts to integrate those models previously developed to help teach reading fluency.

### **CDE Prepared Graduate Competencies:**

*Prepared Graduates* – Demonstrate skill in inferential and evaluative listening.

*Reading Standard 2.2.A:* Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (CCSS: SL.11-12.1)

### **Objectives:**

- Students will use their background and experience to determine if they can be defined by a stereotype, and if they can define themselves through their actions.
- Students will understand how stereotyping people can increase negative stereotypes.

### **Requirements:**

Materials: Projector, computer, ID PowerPoint "First-Person", and cornell note paper.

Time: One advisory period.

Make sure you room is arranged so that students can view and read a quick powerpoint. Make sure you have a printed copy of the powerpoint in advance, as it has a wealth of additional material.

### **Techniques and Skills:**

Reading, public speaking, discussion, self-reflection, expression

### **Keywords:**

First-person, complacency

### **Procedure:**

*The night before: Take a quick look at the extensions provided in the ID:First-Person powerpoint. It is important that you know where the authors of each excerpt are coming from, and how to tie that to the reading that your students will be doing.*

1. Present the powerpoint to your students with the following framework:

1. Tell the students that they need to write down a quick 2 sentences about each passage that is being read.
2. As you progress, spend about two minutes on each slide giving the students time to read. Then ask for a volunteer to read the passage aloud. Discuss what they author was trying to get across at the end.

3. Briefly give the students time to write a quick conclusion for each passage.

2. Once you have progressed through the entire PPT, the final page will end with a writing prompt (termed a raw-write in the ID curriculum). Give the students 5 minutes to answer the prompt and turn it in. The last slide gives a list of sources and information that the students can use to guide their writing.

*Conclusion:*

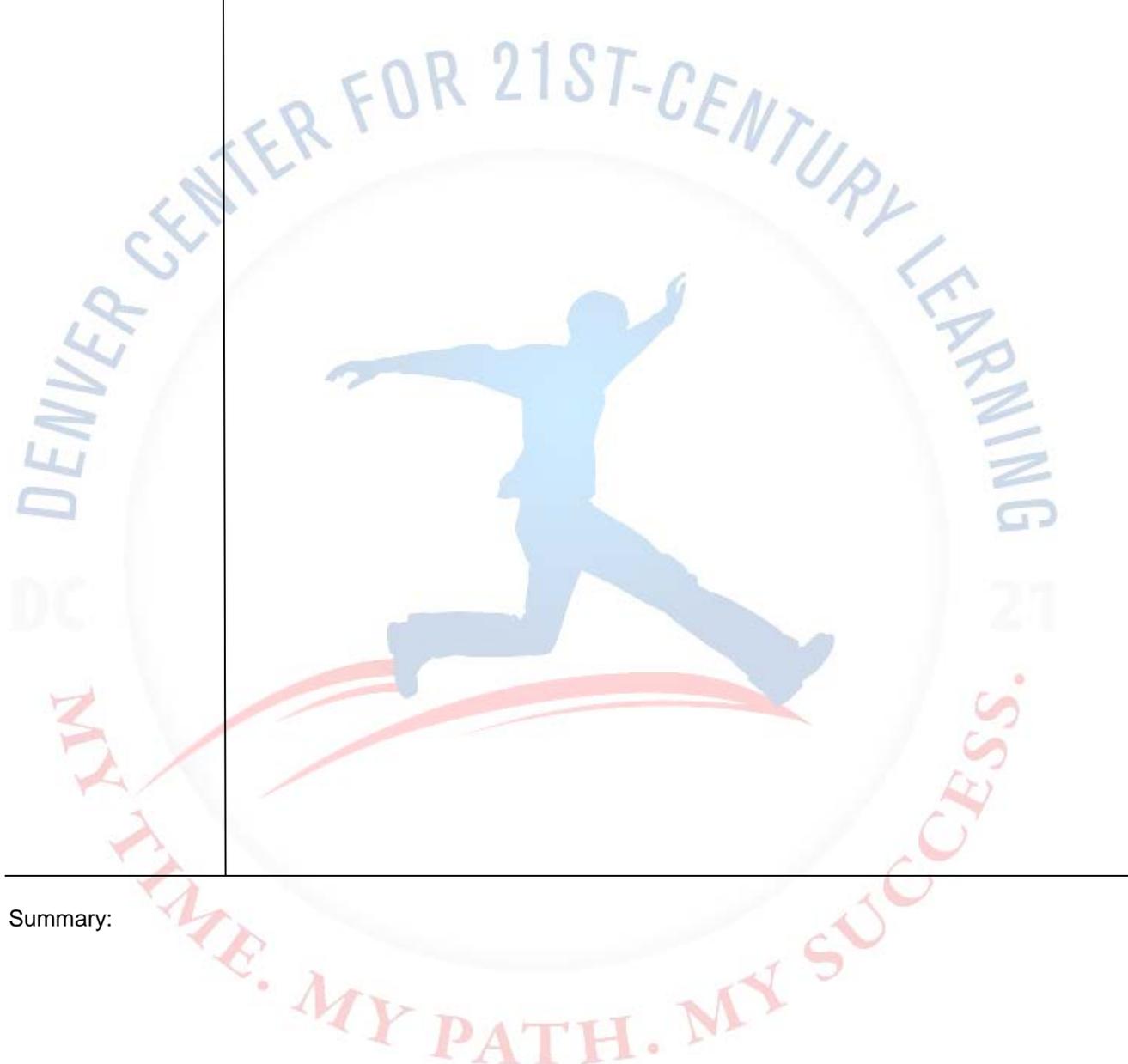
This is an important lesson, because it sets the stage of how we are going to present materials and resources to the students in the future.

This is also a great lesson to spend more time on if you would like. The ID powerpoint gives you the list of resources and materials to supplement the lesson about identity, which is one of the most important lessons in the curriculum.



Questions:

Notes:



Summary:

## **Lesson 1.8: Cultural Baggage**

*CA1.8 (adapted from ADL Lesson)*

*No culture can live if it attempts to be exclusive.  
~Mohandas Ghandi*

### **Rationale:**

Students have identified the key pieces of professional and culturally responsive language, while grounding everything in a set of personal experiences. This lesson identifies the baggage that each culture and each student brings to the classroom every day.

### **CDE Prepared Graduate Competencies:**

*Prepared Graduates* – Demonstrate skill in inferential and evaluative listening.

*Reading Standard 2.2.A:* Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (CCSS: SL.11-12.1)

### **Objectives:**

- Students will use their background and experience to determine if they can be defined by a stereotype, and if they can define themselves through their actions.
- Students will understand how stereotyping people can increase negative stereotypes.

### **Requirements:**

Materials: Baggage worksheet.

Time: One advisory period.

### **Techniques and Skills:**

Reading, public speaking, discussion, self-reflection, expression, modeling,

### **Keywords:**

baggage

### **Procedure:**

*This is a very interesting lesson to teach. It focuses on having students identify the defining characteristics of their culture, as well as the culture that they come from.*

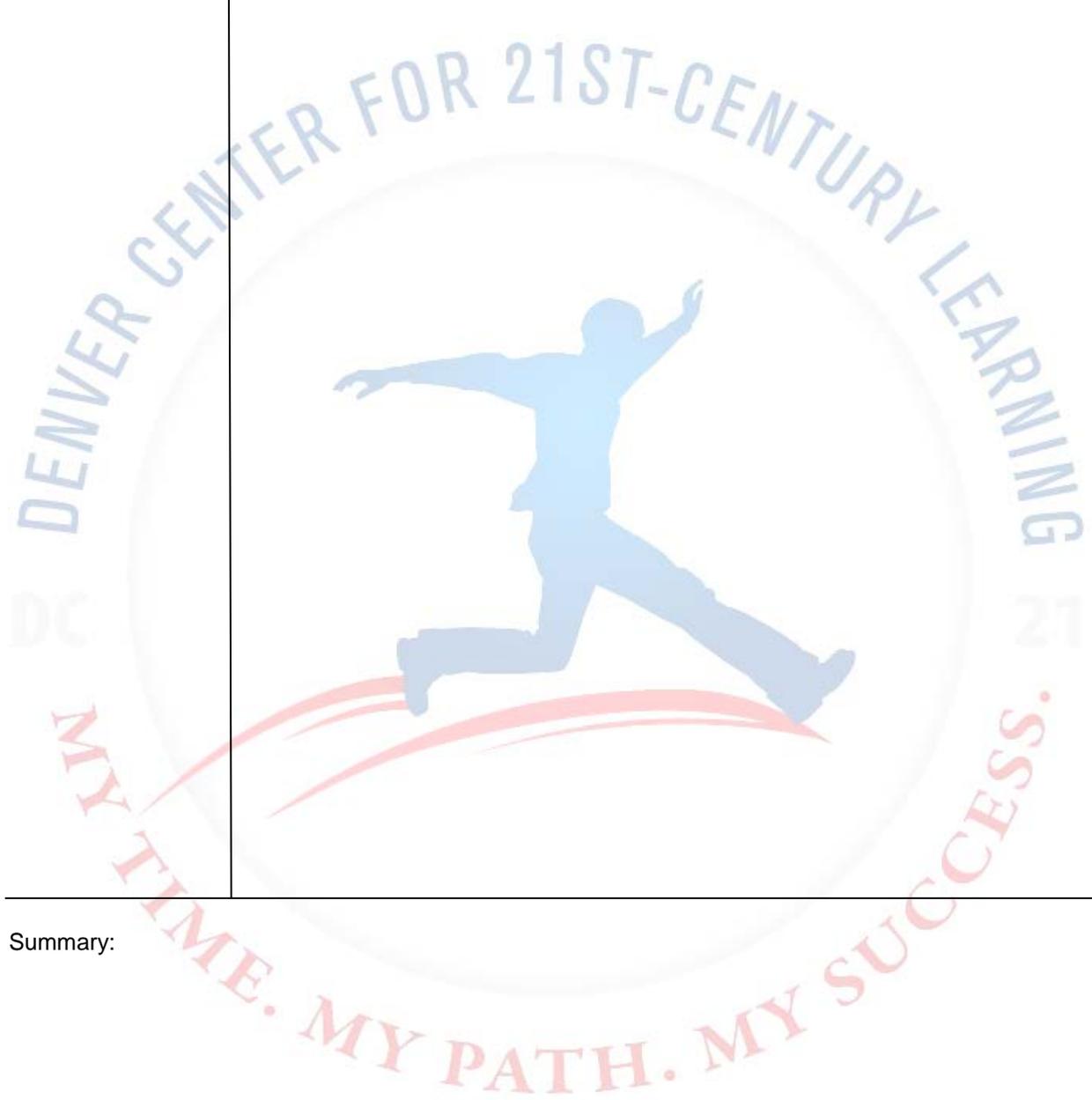
1. This lesson starts with passing out one copy of the baggage worksheet to each student.
2. Tell the students to identify (and draw pictures of) the top 10 most important items in their life.
3. On the back, ask them to identify the top 10 most important things for their parents/guardians.
4. Hang these pieces of baggage in a designated place on the wall.
5. Discuss how a person's culture governs how that person looks at the world and the people around them.
6. Have the student's quick-write three sentences explaining this.

Baggage WS Here



Questions:

Notes:



Summary:

## Define Self (Unit 2)

Weeks 3-4

### *Introduction:*

In the introductory Unit: Setting the Stage, you set the stage for the successful integration of Culturally Responsive teaching in your classroom. In Unit 2: Define Self, you will guide your students to explore their own identities and how those identities have similar characteristics across all cultures. It is important to include yourself (as the teacher) in those definitions. Through entering the writing with your students, you can begin to cultivate more in-depth relationships with all of your students, and help them to understand different cultures.

### *Overview:*

This unit begins by examining some of the important writings from American History (including the Willie Lynch Letter, and the Declaration of Independence). At the same time, it stitches together the materials and resources relevant to our students (Tupac, Leaving the Ghetto etc.). Our goal is to start to rebuild the textual lineages of our students. It is important, as Tatum implies to start integrating reading and writing into the everyday lives of our most struggling students. This unit starts with activities that focus on identifying when it is appropriate to surrender yourself and the dangers that can be associated with that. Each lesson builds upon the identities that students show and engage with in the first few lessons and culminates in highlighting the dangers of blind submission.

The Unit will conclude with a powerful video that showcases how our school system can cause problems if it focuses on the differences between people.

### *Further Directions:*

This Unit can be extended by looking at the following books and films:

1. *The Wave*: Documentary (can be found on Netflix)
2. *Accidental Love*: By Gary Soto

## **Lesson 2.1: Relationships vs. Self**

CA2.1

*Almost all of our relationships begin and most of them continue as forms of mutual exploitation, a mental or physical barter, to be terminated when one or both parties run out of goods.*

*~W. H. Auden*

### **Rationale:**

Who we are is controlled by our relationships and interactions with others. Our culture, to some extent, is the summation of our relationships and the pressures they pose on all of us. This lesson is intended to get students thinking about the relationships they have every day, and the pressures that those relationships cause.

### **CDE Prepared Graduate Competencies:**

*Prepared Graduates* – Demonstrate skill in inferential and evaluative listening.

*Reading Standard 2.2.A:* Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (CCSS: SL.11-12.1)

### **Objectives:**

- Students will self-identify behaviors involved in relationships.
- Students will determine if it is preferable to surrender who you are for who someone wants you to be.
- Students will practice using effective language and express their feelings through verbal and written practice.

### **Requirements:**

This is an introductory activity that is focused on providing information to all students regarding the effect of brutalization on teenagers. You will need class copies of the WorkSheet: Relationships Vs. Self (or WS2.1).

It is also most likely that you will need dictionaries for this activity, or be able to guide your students to resources to look up and define words.

### **Techniques and Skills:**

Large group discussion, self-evaluation, guided reading, elements of poetry, determining voice

### **Procedure:**

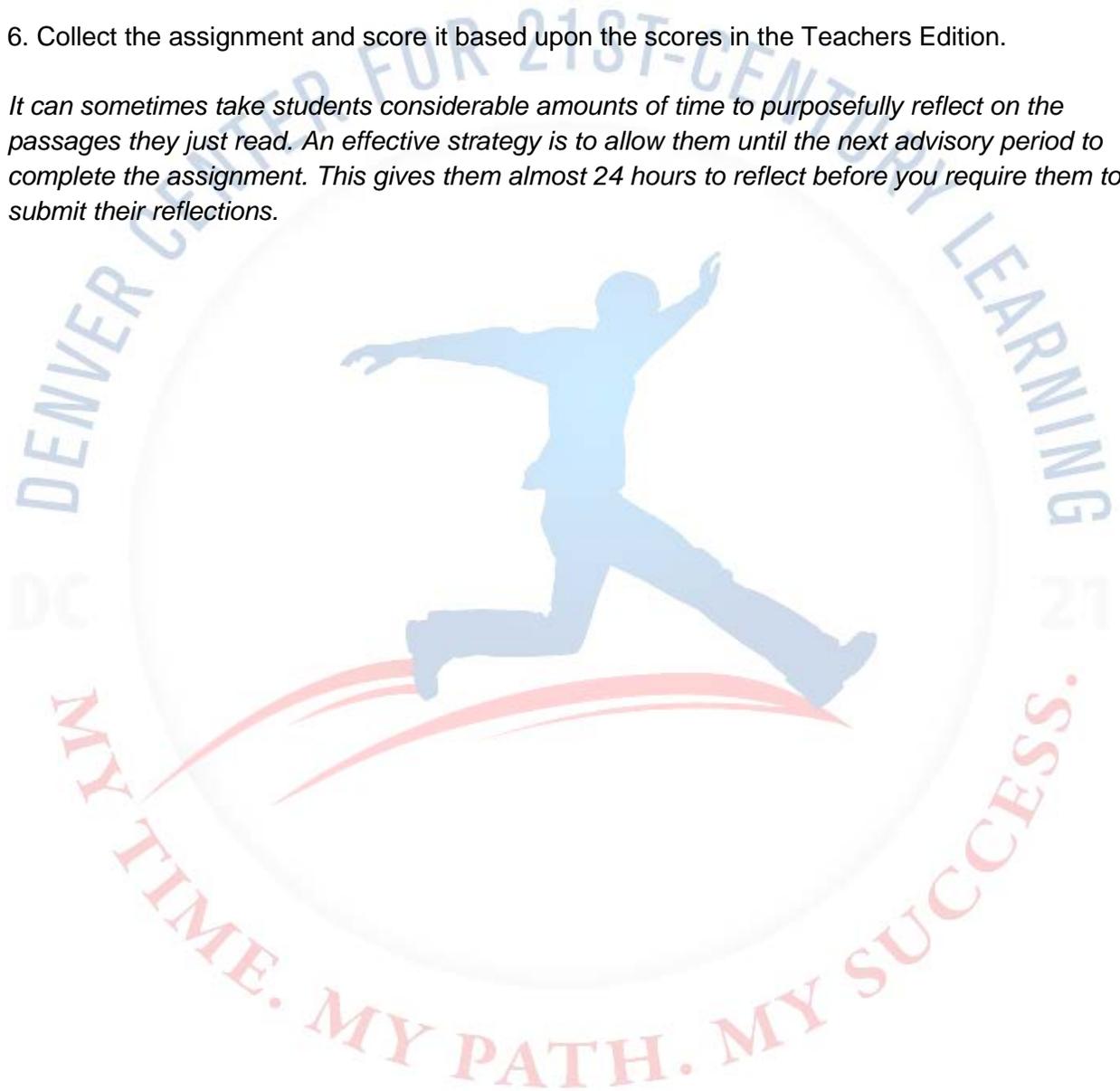
*It is important that you read the excerpts the night before, so that you are mentally prepared to facilitate the discussion on these readings. They can be very personal for the students, and you need to present them in a way that focuses on making sure that the classroom environment is safe for self-expression. It is also important that you have a copy of the Teacher Edition of the WS to help guide discussion.*

1. Give each student a copy of the WorkSheet and quickly walk them through the instructions. Be sure to stress the substitution, which is an effective reading strategy.

2. Briefly take a moment to refresh the rules you developed in the previous weeks. (2 minutes)

3. Give the students a few minutes to read and mark up the pages. (10 minutes)
4. Guide the students through the answers. They will be impressed, and more than likely be more focused, when they learn that the poems are from Tupac. (10 minutes)
5. Give the students the remainder of the time to complete the Raw Write assignment.
6. Collect the assignment and score it based upon the scores in the Teachers Edition.

*It can sometimes take students considerable amounts of time to purposefully reflect on the passages they just read. An effective strategy is to allow them until the next advisory period to complete the assignment. This gives them almost 24 hours to reflect before you require them to submit their reflections.*



## Relationships Vs. Self

### Selected Excerpts (WS2.1)

**Instructions:** This reading is a set of poems about interacting with the world around us. Every reading is important because it can be used to help increase our knowledge and appreciation of the written and spoken word.

Read the passages below quickly. After you have completed your first reading go back and circle words you do not know. In the margin, write the word you would substitute for the word you circled...

#### ***The Rose That Grew from Concrete Autobiographical***

Did u hear about the rose that grew from a crack  
 in the concrete  
 Proving nature's laws wrong it learned 2 walk  
 without having feet  
 Funny it seems but by keeping its dreams  
 it learned 2 breathe fresh air  
 Long live the rose that grew from concrete  
 when no one else even cared!

#### ***In the Depths of Solitude Dedicated 2 Me***

I exist in the depths of solitude  
 pondering my true goal  
 Trying 2 find peace of mind  
 and still preserve my soul  
 CONSTANTLY yearning 2 be accepted  
 and from all receive respect  
 Never compromising but sometimes risky  
 and that is my only regret  
 A young heart with an old soul  
 how can there be peace  
 How can I be in the depths of solitude  
 when there R 2 inside of me  
 This Duo within me causes  
 the perfect opportunity  
 2 learn and live twice as fast  
 as those who accept simplicity

#### ***Sometimes I Cry***

Sometimes when I'm alone  
 I cry because I'm on my own  
 The tears I cry R bitter and warm  
 They flow with life but take no form  
 I cry because my heart is torn  
 and I find it difficult 2 carry on  
 If I had an ear 2 confide in  
 I would cry among my treasured friends  
 But who do u know that stops that long  
 to help another carry on



## Relationships Vs. Self

### Selected Excerpts (WS2.1)

**(30 Point Assignment) Instructions:** This reading is a set of poems about interacting with the world around us. Every reading is important because it can be used to help increase our knowledge and appreciation of the written and spoken word.

Read the passages below quickly. After you have completed your first reading go back and circle words you do not know. In the margin, write the word you would substitute for the word you circled... **(worth 10 points)**

#### *The Rose That Grew from Concrete Autobiographical*

Did u hear about the rose that grew from a crack  
 in the concrete  
 Proving nature's laws wrong it learned 2 walk  
 without having feet  
 Funny it seems but by keeping its dreams  
 it learned 2 breathe fresh air  
 Long live the rose that grew from concrete  
 when no one else even cared!

#### *In the Depths of Solitude Dedicated 2 Me*

I exist in the depths of solitude  
 pondering my true goal  
 Trying 2 find peace of mind  
 and still preserve my soul  
 CONSTANTLY yearning 2 be accepted  
 and from all receive respect  
 Never compromising but sometimes risky  
 and that is my only regret  
 A young heart with an old soul  
 how can there be peace  
 How can I be in the depths of solitude  
 when there R 2 inside of me  
 This Duo within me causes  
 the perfect opportunity  
 2 learn and live twice as fast  
 as those who accept simplicity

#### *Sometimes I Cry*

Sometimes when I'm alone  
 I cry because I'm on my own  
 The tears I cry R bitter and warm  
 They flow with life but take no form  
 I cry because my heart is torn  
 and I find it difficult 2 carry on

If I had an ear 2 confide in  
I would cry among my treasured friends  
But who do u know that stops that long  
to help another carry on  
The world moves fast and it would rather pass u by  
than 2 stop and c what makes u cry  
It's painful and sad and sometimes I cry  
and no one cares about why.

Who wrote this? **Tupac Shakur (2 points)**

Why was this written? **These poems were recorded as part of his estate after his death.**

**Tupac is best known as a rapper who focused on decreasing violence. Unfortunately he was killed. Ask your students to explain his death, and explain his life. These were poems that he wrote throughout his career that could be turned into raps at a later date. They are all excerpts from *The Rose that Grew From Concrete* (2 points)**

What voice is being used? **In this section we are looking for writing knowledge. Was this first or third person? Did he write these expecting to be published? Who was his audience? Where these private reflections? (4 points)**

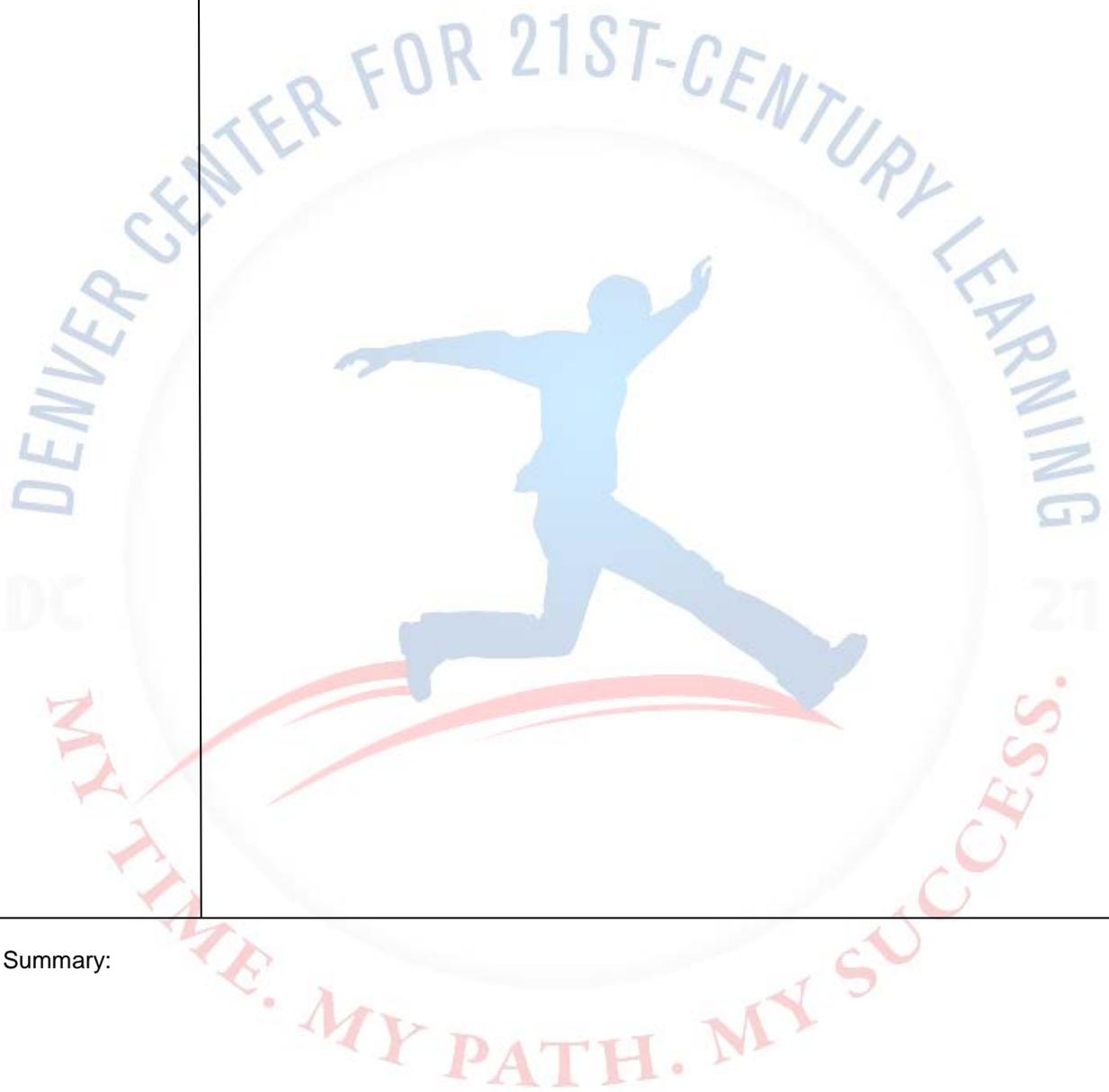
How do these excerpts make you feel? **Here we want feelings tied to these poems. (2 points)**

RAW WRITE: What is it that these poems have in common? Did anything resonate with you? Please explain.

**The purpose of the Raw Write section is to give the students a chance to go through and reflect on the passages they were introduced to and tie in their feelings. Must be in paragraph form, at least 3 sentences. (10 points)**

Questions:

Notes:



Summary:

## **Lesson 2.2-2.3: Surrender Yourself**

CA2.2 (adapted from ID Lesson)

*All Compromise is based on give and take, but there can be no give and take on fundamentals.  
Any compromise on mere fundamentals is a surrender. For it is all give and no take.  
~Mohandas Gandhi*

### **Rationale:**

Students need to know who they are; it is not enough that we teach them who they are without explaining the problems of surrendering who they are. As students grow into the roles and adults that we are educating, they will all be presented with a choice to surrender who they are to a relative, cultural leader, or loved one. This lesson highlights some of the dangers of surrendering yourself expressed through the lens of Abusive Relationships.

### **CDE Prepared Graduate Competencies:**

*Prepared Graduates* – Demonstrate skill in inferential and evaluative listening.

*Reading Standard 2.2.A:* Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (CCSS: SL.11-12.1)

### **Objectives:**

- Students will use their background to highlight the dangers of surrendering themselves to the will of another person, group, and stereotype.

### **Requirements:**

Materials: Projector, computer, ID PowerPoint "Bruised", and cornell note paper.

Time: One advisory period.

Make sure your room is arranged so that students can view and read a quick powerpoint. Make sure you have a printed copy of the powerpoint in advance, as it has a wealth of additional material.

### **Techniques and Skills:**

Reading, public speaking, discussion, self-reflection, expression

### **Keywords:**

Suspicion, abuse, brainwash, regret

### **Procedure:**

*The night before: Take a quick look at the extensions provided in the ID:Bruised powerpoint. It is important that you know where the authors of each excerpt are coming from, and how to tie that to the reading that your students will be doing.*

*Prior to class: Write the following poem on the board:*

Love Is Just Complicated  
You ask me 2 communicate  
What it is I feel within  
I search 4 words 2 assist  
But I find none 2 help me begin

I guess love is just complicated  
 Love  
 Is  
 Just  
 Complicated.

I thought I knew my heart's desire  
 I thought I quenched my burning fire  
 I thought I wanted "A"  
 But "A" was 2 mixed up with "B"  
 So "A" turned off me and "B" feels  
 Better. "C" is upset and lonely  
 And me, I think love is complicated.  
 Love  
 Is  
 Just  
 Complicated

*The poem above was written by Tupac Shakur. It was one of the directly tied poems to the lesson you are about to teach regarding surrendering yourself.*

1. Present the powerpoint to your students with the following framework:
  1. Tell the students that they need to write a brief 1 sentence reflection to each slide.
  2. As you progress, spend about two minutes on each slide giving the student's time to read. Then ask for a volunteer to read the passage aloud. Discuss what they author was trying to get across at the end.
  3. Briefly give the students time to write a quick conclusion for each passage.

*\*\* If Running out of time \*\* This is a great point to pause the lesson to continue the following day.*

2. Once you have progressed through the entire PPT, the final page will end with a writing prompt (termed a raw-write in the ID curriculum).
3. When the students are ready to begin writing, turn their attention to the poem on the board. Ask someone to read it aloud. Tell the students that a completed writing assignment will include a reference to the work we have done previously, the poem on the board, and their own reflections from the powerpoint.

**Conclusion:**

This is another great lesson to spend more time on if you would like. The ID powerpoint gives you the list of resources and materials to supplement the lesson regarding the statistics presented.

It is also a great idea to focus some of your student's attention on tying together where we have been and how we got here. This will give them more of a context to tie together the materials presented.

*Extensions:*

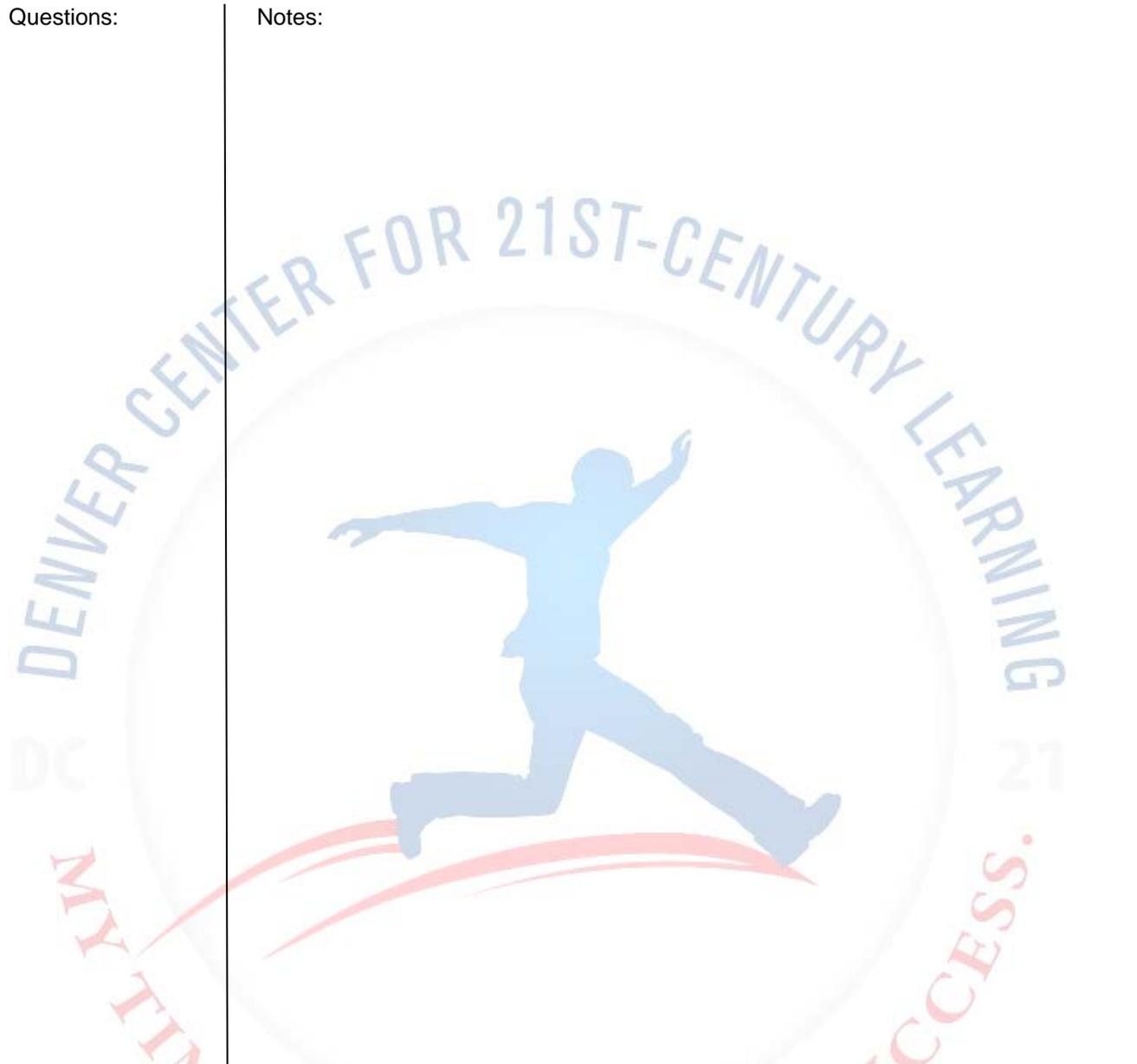
This lesson can be extended by including the following resources:

1. Short Story: *So I aint no good girl* by Sharon Flake
2. Book: *Accidental Love* by Gary Soto
3. Drama: *Romeo and Juliet* by William Shakespear
4. Movie: "O" released 2001 also titled "The One"



Questions:

Notes:



Summary:

## **Lesson 2.4: Give yourself to a people...**

CA2.4

*A good sacrifice is one that is not necessarily sound but leaves your opponent dazed and confused.*

*~Nigel Short*

*Believe me, everything looks like a noose if you stare at it long enough.*

*~Sherman Alexie*

### **Rationale:**

Giving yourself to a person can be dangerous, but sacrifice to a people, or for a cause, is often respected. Where do you draw the line? This lesson guides students to making that distinction by encouraging them to reflect upon the message found in the Declaration of Independence and how that same language was used to further the cause of emancipation.

### **CDE Prepared Graduate Competencies:**

*Prepared Graduates* – Collaborate effectively as group members or leaders who listen actively and respectfully pose thoughtful questions, acknowledge the ideas of others, and contribute ideas to further the group's attainment of an objective.

*Reading Standard 1.2.A:* Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. (CCSS: SL.11-12.1b)

### **Objectives:**

- Identify the parts of language that can be used to empower people.
- Students will examine how the language and imagery can be used in multiple contexts.

### **Requirements:**

Materials: One copy of the WorkSheet: Give Yourself to a People (WS2.4) and one copy of the Teacher Edition of the same worksheet.

Time: One advisory period.

### **Techniques and Skills:**

Large group discussion, self-evaluation, guided reading, elements of poetry, determining voice

### **Procedure:**

*It is important that you read the excerpts the night before, so that you are mentally prepared to facilitate the discussion on these readings. They can be very personal for the students, and you need to present them in a way that focuses on making sure that the classroom environment is safe for self-expression. It is also important that you have a copy of the Teacher Edition of the WS to help guide discussion.*

1. Give each student a copy of the WorkSheet and quickly walk them through the instructions. Be sure to stress the substitution, which is an effective reading strategy.
2. Give the students a few minutes to read and mark up the pages. (10 minutes)
3. Re-read the passages with the students. Substitute words that the students may not know as you go. (10 minutes)

4. Guide the students through the answers. (10 minutes)
5. Give the written summary to the students as an assignment which is due the following day.

*It can sometimes take students considerable amounts of time to purposefully reflect on the passages they just read. An effective strategy is to allow them until the next advisory period to complete the assignment. This gives them almost 24 hours to reflect before you require them to submit their reflections.*



## Give yourself to a people... (WS 2.4)

**Instructions:** Read each excerpt. We will go over them one at a time, feel free to read ahead as long as you follow the discussion. As you read, circle words that you do not yet know. We are going to use several of these texts as our “Language Coaches.” You will be graded both on your reading of the excerpts, and your participation in the discussion around each one.

Excerpt 1:

We hold these truths to be self-evident that all Men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty, and the Pursuit of Happiness.

Who wrote this? \_\_\_\_\_ When? \_\_\_\_\_

Why was it written? \_\_\_\_\_

\_\_\_\_\_

Excerpt 2:

[It is] an unshaken and forever immovable fact, that your full glory and happiness, as well as all other coloured people under Heaven, shall never be fully consummated, [without] the entire emancipation of your enslaved brethren all over the world.

Who wrote this? \_\_\_\_\_ When? \_\_\_\_\_

Why was it written? \_\_\_\_\_

\_\_\_\_\_

Excerpt 3:

I will stand my ground. Somebody must die in this cause. I may be doomed to the stake and the fire, or to scaffold tree, but it is not in me to falter if I can promote the work of emancipation.

Who wrote this? \_\_\_\_\_ When? \_\_\_\_\_

Why was it written? \_\_\_\_\_

\_\_\_\_\_

Excerpt 4:

Let no man of us budge one step....America is more our country than it is the whites'....The greatest riches in all America have arisen from our blood and tears: and will they drive us from our property and homes?....They must look sharp or this very thing will bring swift destruction upon them. Americans have got so fat on our blood and groans, that they have almost forgotten the God of armies....They want us for their slaves, and think nothing of murdering us...therefore, if there is an attempt made by us, kill or be killed...and believe this, that it is no

more harm for you to kill a man who is trying to kill you, than it is for you to take a drink of water when thirsty.

Who wrote this? \_\_\_\_\_ When? \_\_\_\_\_

Why was it written? \_\_\_\_\_

\_\_\_\_\_

How do these excerpts make you feel? \_\_\_\_\_

Why do you think that these four passages have been placed together? Is there a theme, or strand that unites them?

\_\_\_\_\_

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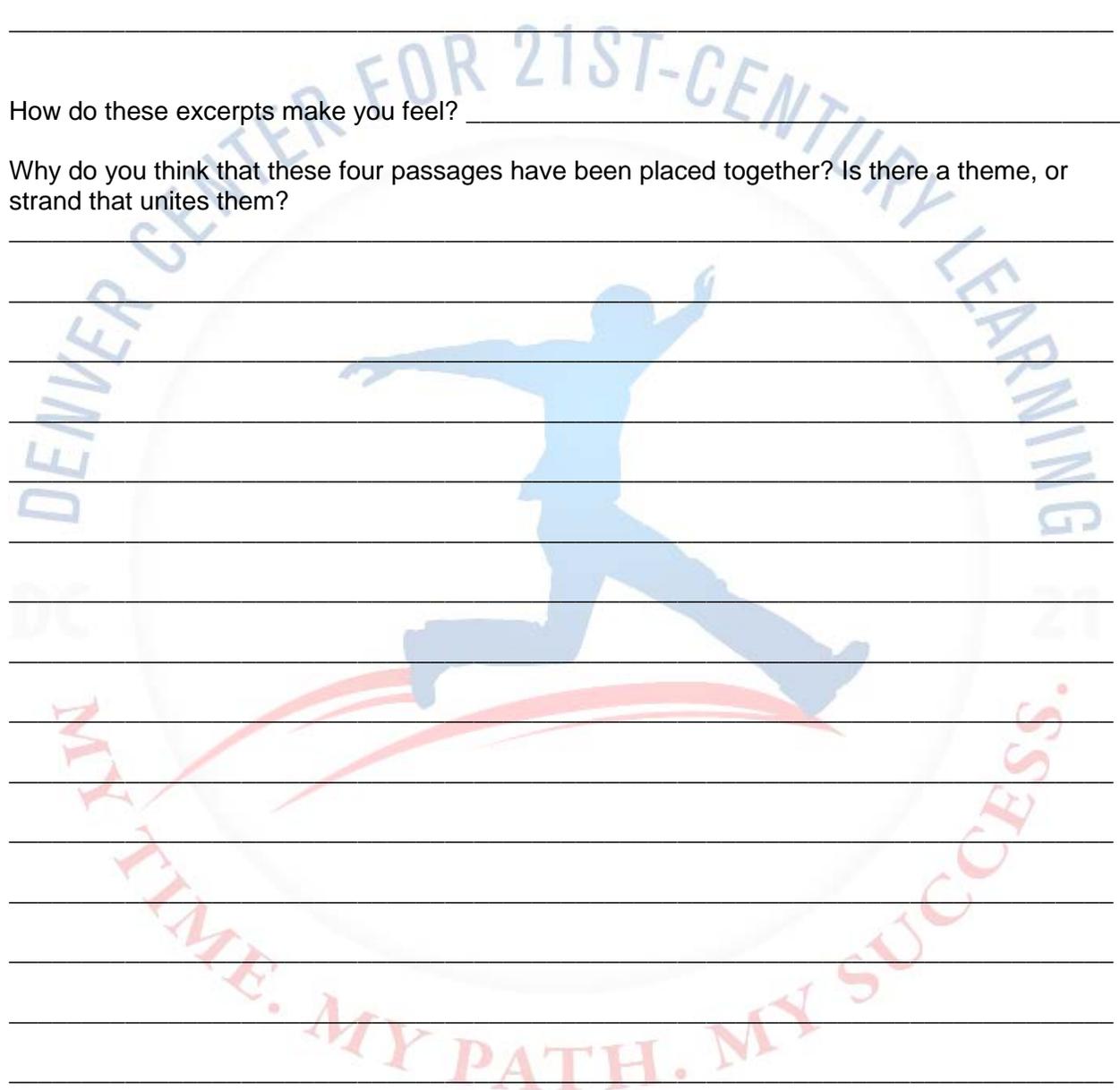
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## Give yourself to a people...

Teacher Edition

**Instructions:** Read each excerpt. We will go over them one at a time, feel free to read ahead as long as you follow the discussion. As you read, circle words that you do not yet know. We are going to use several of these texts as our “Language Coaches.” You will be graded both on your reading of the excerpts, and your participation in the discussion around each one.

### Excerpt 1: (3 points)

We hold these truths to be self-evident that all Men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty, and the Pursuit of Happiness.

Who wrote this? **The Founding Fathers**

When? **Late 1700’s**

Why was it written? **To declare the freedom of the American colonies from the Tyranny of British Rule. One of the only successful examples of terrorism and revolt.**

### Excerpt 2: (3 points)

[It is] an unshaken and forever immovable fact, that your full glory and happiness, as well as all other coloured people under Heaven, shall never be fully consummated, [without] the entire emancipation of your enslaved brethren all over the world.

Who wrote this? **David Walker an Abolitionist**

When? **Early 1800’s**

Why was it written? **To persuade other African American men and women to join the cause of emancipation.**

### Excerpt 3: (3 points)

I will stand my ground. Somebody must die in this cause. I may be doomed to the stake and the fire, or to scaffold tree, but it is not in me to falter if I can promote the work of emancipation.

Who wrote this? **David Walker**

When? **Several Years Later**

Why was it written? **Walker was encouraged to flee to Canada so that he could survive after he became the target of racial violence from white men in Georgia. This is an excerpt from his reply.**

### Excerpt 4: (3 points)

Let no man of us budge one step....America is more our country than it is the whites’....The greatest riches in all America have arisen from our blood and tears: and will they drive us from our property and homes?....They must look sharp or this very thing will bring swift destruction upon them. Americans have got so fat on our blood and groans, that they have almost forgotten the God of armies....They want us for their slaves, and think nothing of murdering us...therefore, if there is an attempt made by us, kill or be killed...and believe this, that it is no more harm for you to kill a man who is trying to kill you, than it is for you to take a drink of water when thirsty.

Who wrote this? **David Walker**

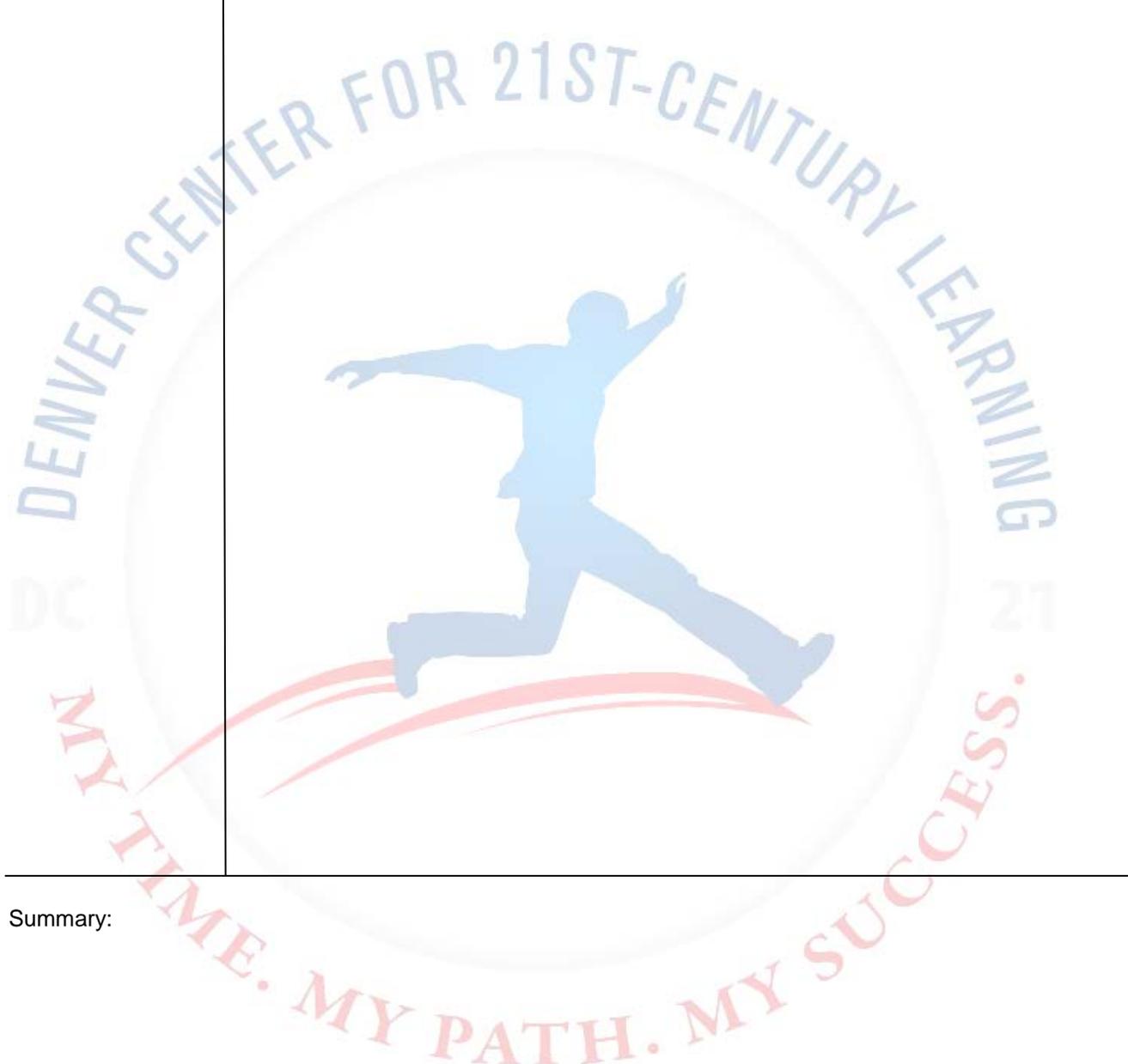
When? **Late 1820’s**

Why was it written? **At this point in time, the United States was contemplating removing all Black Americans from US soil, and deporting them to Sierra Leone. This was Walkers reply... from Georgia.**



Questions:

Notes:



Summary:

**Lesson 2.5: We are diverse...**  
*CA1.7 (Adapted from ID Curriculum)*

*A racial community provides not only a sense of identity, that luxury of looking into another's face and seeing yourself reflected back, but a sense of security and support.*  
~Wentworth Miller

**Rationale:**

Up to this point, we have spent considerable time working to create a group culture and climate that helps to strengthen culturally responsive teaching. This lesson identifies the major populations in the United States and how those cultures interact.

**CDE Prepared Graduate Competencies:**

*Prepared Graduates* – Demonstrate skill in inferential and evaluative listening.

*Reading Standard 2.2.A:* Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (CCSS: SL.11-12.1)

**Objectives:**

- Students will identify the culture they come from, and how the United States is a diverse country which contains many cultures.

**Requirements:**

Materials: Projector, computer, ID PowerPoint "Uprooted", and cornell note paper.

Time: One advisory period.

Make sure your room is arranged so that students can view and read a quick powerpoint. Make sure you have a printed copy of the powerpoint in advance, as it has a wealth of additional material.

**Techniques and Skills:**

Reading, public speaking, discussion, self-reflection, expression

**Procedure:**

*The night before: Take a quick look at the extensions provided in the ID:First-Person powerpoint. It is important that you know where the authors of each excerpt are coming from, and how to tie that to the reading that your students will be doing.*

1. Present the powerpoint to your students with the following framework:
  1. Tell the students that they need to write down a quick 2 sentences about each passage that is being read.
  2. As you progress, spend about two minutes on each slide giving the students time to read. Then ask for a volunteer to read the passage aloud. Discuss what they author was trying to get across at the end.
  3. Briefly give the students time to write a quick conclusion for each passage.
2. Once you have progressed through the entire PPT, the final page will end with a writing prompt (termed a raw-write in the ID curriculum). Give the students 5 minutes to answer the prompt and turn it in. The last slide gives a list of sources and information that the students can use to guide their writing.

*Conclusion:*

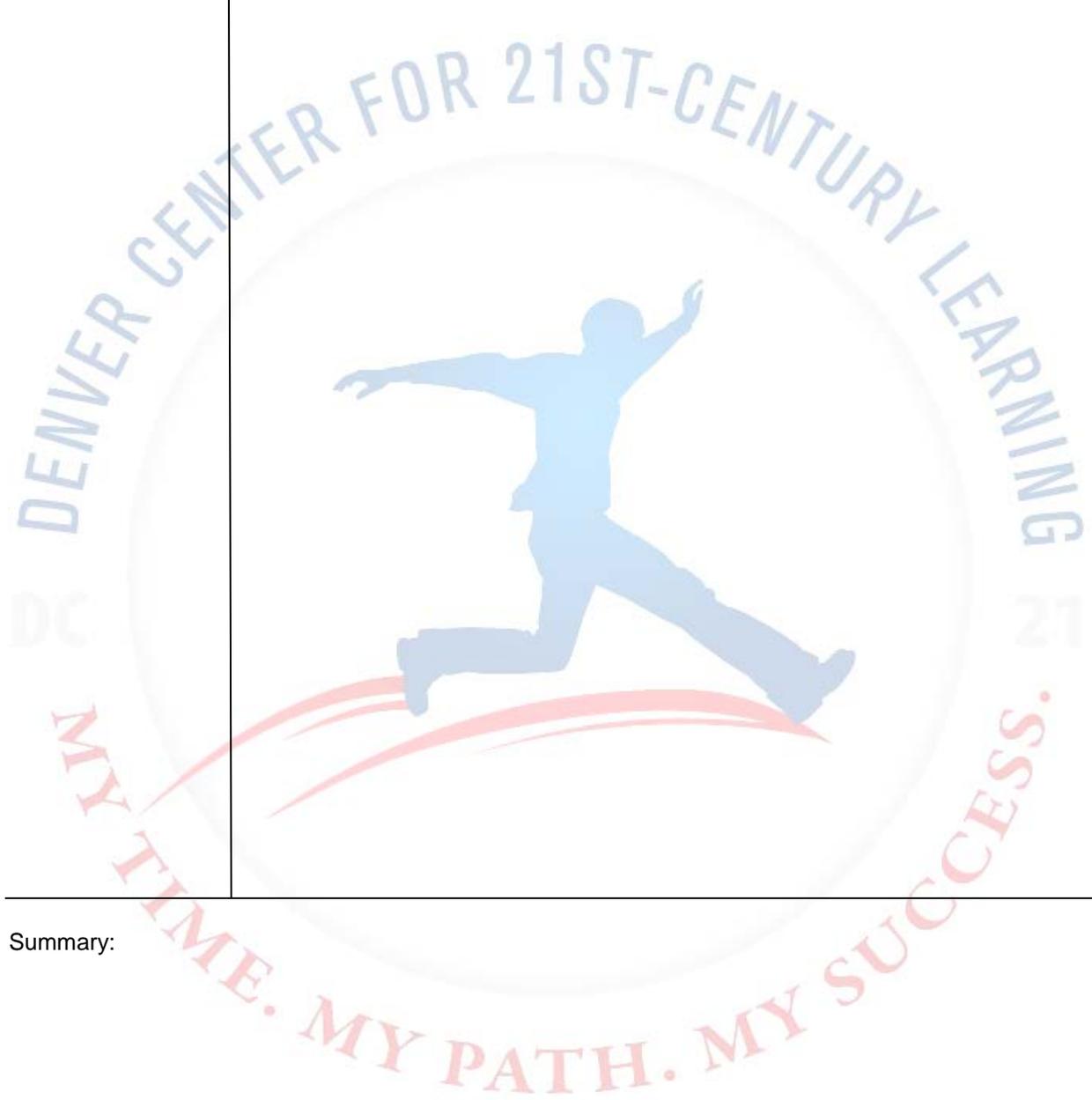
This is an important lesson, because it sets the stage of how we are going to present materials and resources to the students in the future.

This is also a great lesson to spend more time on if you would like. The ID powerpoint gives you the list of resources and materials to supplement the lesson about identity, which is one of the most important lessons in the curriculum.



Questions:

Notes:



Summary:

## **Lesson 2.6: The Little Things**

CA2.6

*No culture can live if it attempts to be exclusive.  
~Mohandas Ghandi*

### **Rationale:**

What is the significance of the little differences between people? This lesson is purposefully identifying how we, as a human race, look at the subtle differences between people in order to classify them. In diverse populations, differences between people can be accentuated so that we focus on our differences instead of our similarities.

### **CDE Prepared Graduate Competencies:**

*Prepared Graduates* – Demonstrate skill in inferential and evaluative listening.

*Reading Standard 2.2.A:* Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (CCSS: SL.11-12.1)

### **Objectives:**

- Students identify how they use subtle differences between people in every day conversations and interactions.

### **Requirements:**

Materials: Class copies of "The Little Things" Worksheet

Time: One advisory period.

### **Techniques and Skills:**

Reading, public speaking, discussion, self-reflection, expression, modeling,

### **Keywords:**

Overseer, perpetually, adulation

### **Procedure:**

1. This lesson starts with passing out one copy of the little things worksheet to each student.
2. Ask the students to read and reflect on the reading. (This should take an entire period to decode)

## The Little Things

Cultural Advisory WS 2.6

**Instructions:** Read each excerpt. We will go over them one at a time, feel free to read ahead as long as you follow the discussion. As you read, circle words that you do not yet know. We are going to use several of these texts as our “Language Coaches.” You will be graded both on your reading of the excerpts, and your participation in the discussion around each one.

This speech was delivered by Willie Lynch on the bank of the James River in the colony of Virginia in 1712. Lynch was a British slave owner in the West Indies. He was invited to the colony of Virginia in 1712 to teach his methods to slave owners there. The term “lynching” is derived from his last name.

*[beginning of the Willie Lynch Letter]*

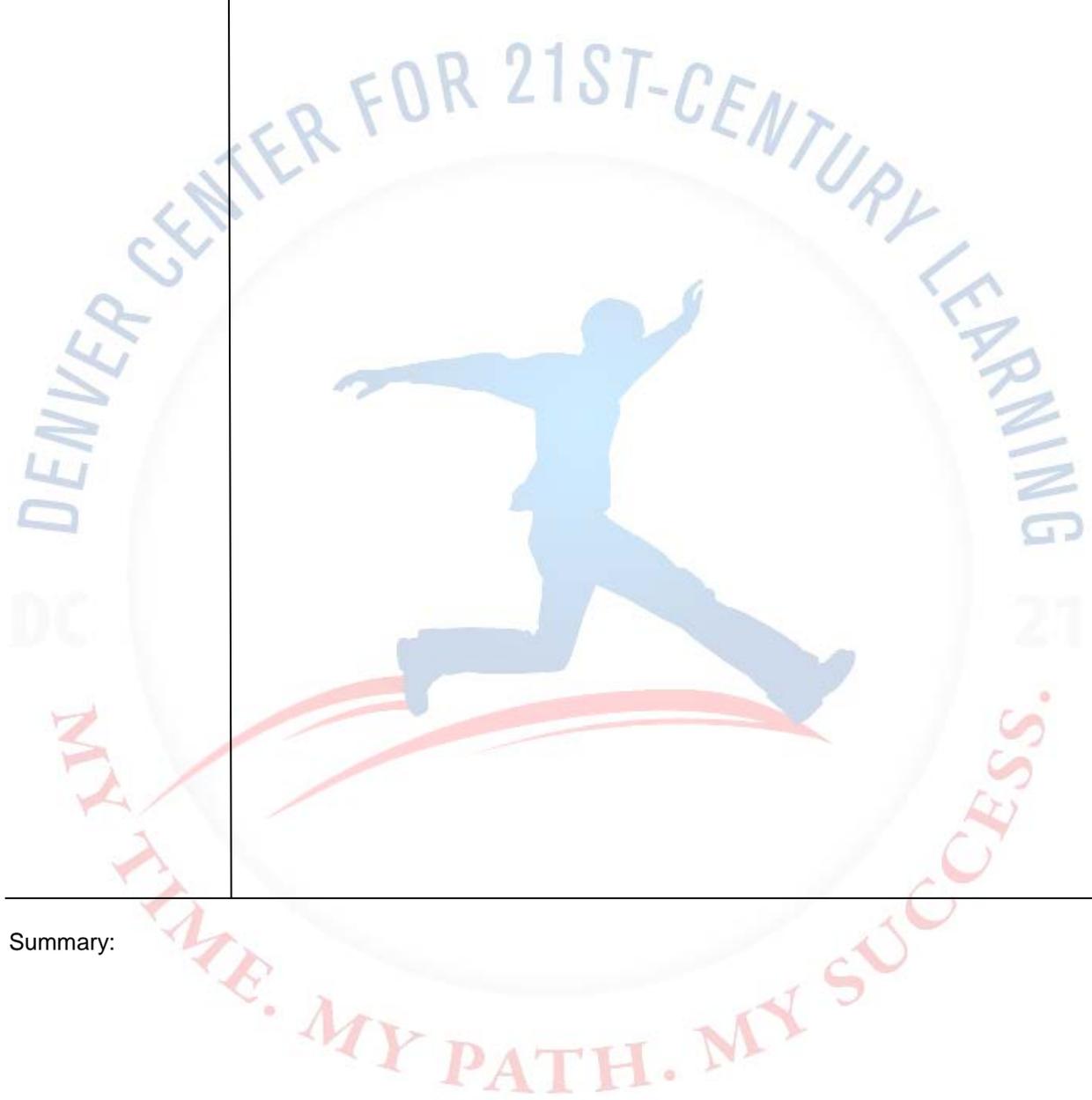
Greetings,

Gentlemen. I greet you here on the bank of the James River in the year of our Lord one thousand seven hundred and twelve. First, I shall thank you, the gentlemen of the Colony of Virginia, for bringing me here. I am here to help you solve some of your problems with slaves. Your invitation reached me on my modest plantation in the West Indies, where I have experimented with some of the newest, and still the oldest, methods for control of slaves. Ancient Rome would envy us if my program is implemented. As our boat sailed south on the James River, named for our illustrious King, whose version of the Bible we cherish, I saw enough to know that your problem is not unique. While Rome used cords of wood as crosses for standing human bodies along its highways in great numbers, you are here using the tree and the rope on occasions. I caught the whiff of a dead slave hanging from a tree, a couple miles back. You are not only losing valuable stock by hangings, you are having uprisings, slaves are running away, your crops are sometimes left in the fields too long for maximum profit, you suffer occasional fires, your animals are killed. Gentlemen, you know what your problems are; I do not need to elaborate. I am not here to enumerate your problems, I am here to introduce you to a method of solving them. In my bag here, I HAVE A FULL PROOF METHOD FOR CONTROLLING YOUR BLACK SLAVES. I guarantee every one of you that, if installed correctly, IT WILL CONTROL THE SLAVES FOR AT LEAST 300 HUNDREDS YEARS. My method is simple. Any member of your family or your overseer can use it. I HAVE OUTLINED A NUMBER OF DIFFERENCES AMONG THE SLAVES; AND I TAKE THESE DIFFERENCES AND MAKE THEM BIGGER. I USE FEAR, DISTRUST AND ENVY FOR CONTROL PURPOSES. These methods have worked on my modest plantation in the West Indies and it will work throughout the South. Take this simple little list of differences and think about them. On top of my list is “AGE,” but it’s there only because it starts with an “a.” The second is “COLOR” or shade. There is INTELLIGENCE, SIZE, SEX, SIZES OF PLANTATIONS, STATUS on plantations, ATTITUDE of owners, whether the slaves live in the valley, on a hill, East, West, North, South, have fine hair, course hair, or is tall or short. Now that you have a list of differences, I shall give you an outline of action, but before that, I shall assure you that DISTRUST IS STRONGER THAN TRUST AND ENVY STRONGER THAN ADULATION, RESPECT OR ADMIRATION. The Black slaves after receiving this indoctrination shall carry on and will become self-refueling and self-generating for HUNDREDS of years, maybe THOUSANDS. Don’t forget, you must pitch the OLD black male vs. the YOUNG black



Questions:

Notes:



Summary:

## **Lesson 2.7: Difference is Power**

CA1.8

*No culture can live if it attempts to be exclusive.  
~Mohandas Ghandi*

### **Rationale:**

This lesson ties together the materials covered in this unit: the dangers of surrendering yourself and how stressing the differences between people can be disastrous. This lesson is a video of an experiment conducted several years ago which uses students to show the psychology of hate.

### **CDE Prepared Graduate Competencies:**

*Prepared Graduates* – Demonstrate skill in inferential and evaluative listening.

*Reading Standard 2.2.A:* Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (CCSS: SL.11-12.1)

### **Objectives:**

- Students will identify how the surrendering of oneself to the mob, and focusing on the differences, can pose a danger to society.

### **Requirements:**

Materials: Projector and copy of the resource CD (or you can access the video's here:

<http://www.pbs.org/wgbh/pages/frontline/shows/divided/>)

Time: One advisory period.

### **Techniques and Skills:**

Cornell notes

### **Procedure:**

1. Ask the students to take cornell notes focusing on the prompt: "How can focusing on the differences between people be dangerous?" ask them to provide specific evidence from the films.

2. The films on the CD are low quality I would recommend you stream from the website if possible. The Movie is in three parts.

## Express Yourself (Unit 3)

### Weeks 5-6

#### *Introduction:*

Before we can successfully integrate culturally relevant teaching as a school wide initiative, we must first ensure that each student is engaged and using a common scaffold. The first unit, or first two weeks of instruction focus primarily on team building and creating a respectful classroom culture and climate. It is our intention to provide as much support as possible to ensure that the classroom climate is conducive to culturally responsive instruction and is framed in a manner that appeals to our students.

#### *Overview:*

This Unit begins with an interactive lesson which focuses on providing common language instruction to develop a professional code of conduct. DC-21 integrates a culture of Professionalism, but we seldom show students concrete examples of how language and actions can be viewed as unprofessional. This approach confuses students because they only hear how they should act, instead of being taught how those actions affect others.

The first lesson in this Unit places students in a vulnerable position, and takes an extended amount of time to complete (between three and four lessons). Immediately following this activity, students will develop a set of norms regarding the advisory curriculum and how it connects to our school culture and climate.

The Unit will conclude with a lesson about character and building culture which will extend into the second Unit: Define Self.

#### *Further Directions:*

Once this Unit is complete, your students will have a basic understanding of how to discuss culturally relevant material in a classroom/professional setting. They will also have several short experiences with integrating culturally relevant material into the classroom. If you would like to continue to engage your students past the initial two week time frame, you can begin a book focus (see appendix for more information). This unit focuses on tying together lessons on professional conduct and identity. We recommend using:

4. *Sunrise over Fallujah* by Walter Dean Myers
5. *Monster* by Walter Dean Myers
6. *Accidental Love* by Gary Soto

### **Lesson 3.1: Express Yourself**

CA3.1 (Adapted from ID Curriculum)

*Always be yourself, express yourself, have faith in yourself, do not go out and look for a successful personality and duplicate it.*  
~Bruce Lee

#### **Rationale:**

This Unit: Express Yourself, begins to examine how we teach students from all backgrounds to express themselves through a variety of means. The first lesson from this unit focuses on examining the roles of self-expression that are in ample supply from Tupac in his book “A Rose that Grew from Concrete.” Students will analyze one poem using Tatum’s analysis rubric, and focus on how expressing your voice is important.

#### **CDE Prepared Graduate Competencies:**

**Prepared Graduates** – Demonstrate skill in inferential and evaluative listening.  
**Reading Standard 2.2.A:** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. (CCSS: SL.11-12.1)

#### **Objectives:**

- Students will examine and critique the written word.
- Students will brainstorm modes of expression, and their relative value in society.

#### **Requirements:**

Materials: Print out copies of the Assessment Rubric from the attached CD. You will also need copies of the worksheet “Express yourself with Tupac” (attached).

#### **Techniques and Skills:**

Self-reflection, Self-expression, analysis, critique

#### **Procedure:**

*The night before: Review the attached materials and create something for your students to show how you express yourself. It is better for the students if they can see that the teacher does the work as well, and is well versed in the material being taught.*

1. Present the powerpoint to your students with the following framework:
  1. Tell the students that they need to write down a quick 2 sentences about each passage that is being read.
  2. As you progress, spend about two minutes on each slide giving the students time to read. Then ask for a volunteer to read the passage aloud. Discuss what they author was trying to get across at the end.
  3. Briefly give the students time to write a quick conclusion for each passage.
2. Once you have progressed through the entire PPT, the final page will end with a writing prompt (termed a raw-write in the ID curriculum). Give the students 5 minutes to answer the prompt and turn it in. The last slide gives a list of sources and information that the students can use to guide their writing.

#### **Conclusion:**

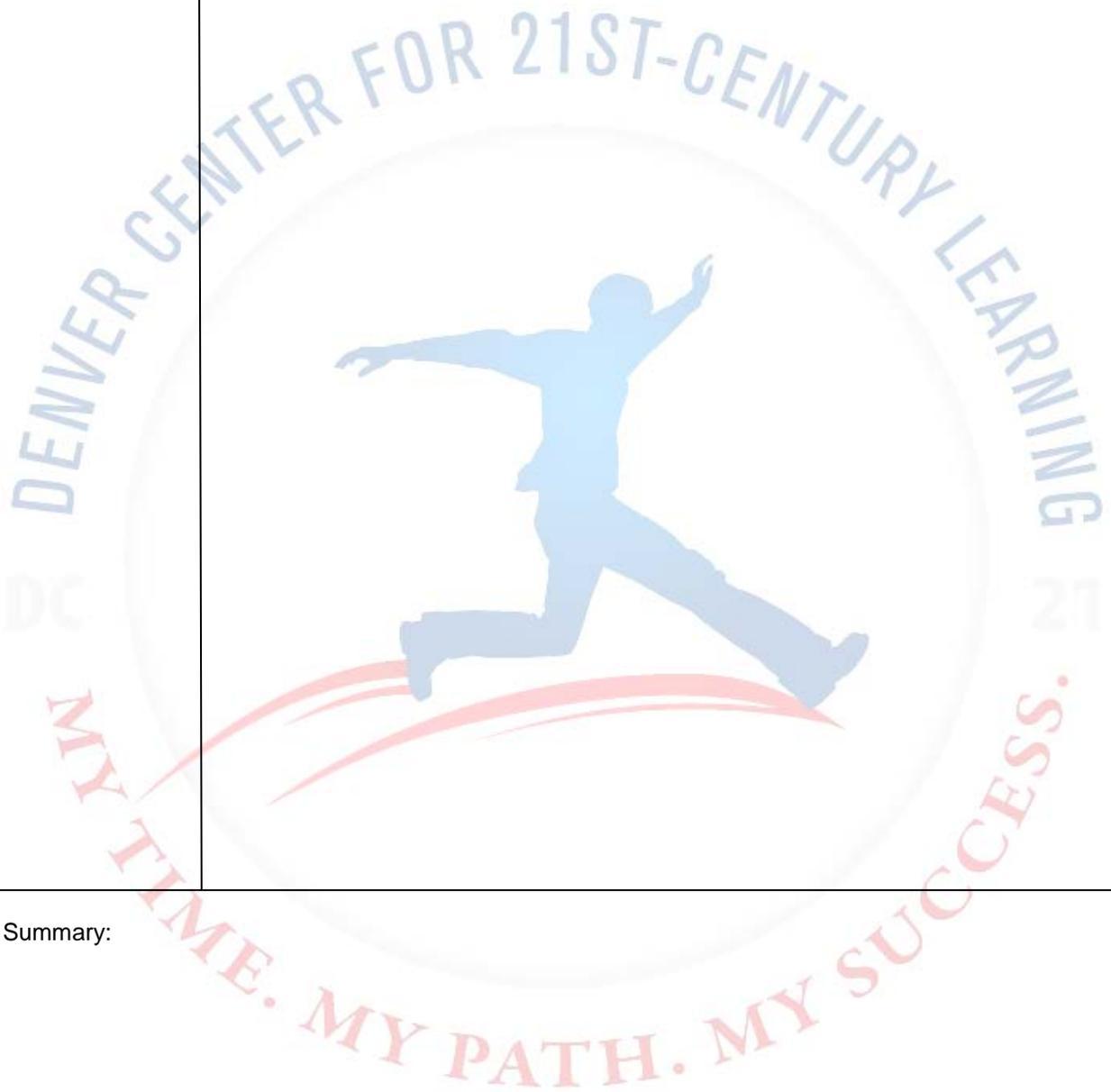
This is an important lesson, because it sets the stage of how we are going to present materials and resources to the students in the future.

This is also a great lesson to spend more time on if you would like. The ID powerpoint gives you the list of resources and materials to supplement the lesson about identity, which is one of the most important lessons in the curriculum.



Questions:

Notes:



Summary:

**Lesson 3.2: It's Personal**  
CA3.2 (Adapted from ID Curriculum)

*Always be yourself, express yourself, have faith in yourself, do not go out and look for a successful personality and duplicate it.*  
~Bruce Lee

Always be yourself, express yourself, have faith in yourself, do not go out and look for a successful personality and duplicate it.

Read more: [http://www.brainyquote.com/quotes/keywords/express\\_yourself.html#ixzz1kUg4j9iv](http://www.brainyquote.com/quotes/keywords/express_yourself.html#ixzz1kUg4j9iv)

**Rationale:**

This Unit: Express Yourself, begins to examine how we teach students from all backgrounds to express themselves through a variety of means. The first lesson from this unit focuses on examining the roles of self-expression that are in ample supply from Tupac in his book "A Rose that Grew from Concrete." Students will analyze one poem using Tatum's analysis rubric, and focus on how expressing your voice is important.

**CDE Prepared Graduate Competencies:**

*Prepared Graduates* – Demonstrate skill in inferential and evaluative listening.

*Reading Standard 2.2.A:* Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (CCSS: SL.11-12.1)

**Objectives:**

- Students will identify the culture they come from, and how the United States is a diverse country which contains many cultures.

**Requirements:**

Materials: Projector, computer, ID PowerPoint "Uprooted", and cornell note paper.

Time: One advisory period.

Make sure your room is arranged so that students can view and read a quick powerpoint. Make sure you have a printed copy of the powerpoint in advance, as it has a wealth of additional material.

**Techniques and Skills:**

Reading, public speaking, discussion, self-reflection, expression

**Procedure:**

*The night before: Take a quick look at the extensions provided in the ID:First-Person powerpoint. It is important that you know where the authors of each excerpt are coming from, and how to tie that to the reading that your students will be doing.*

1. Present the powerpoint to your students with the following framework:

1. Tell the students that they need to write down a quick 2 sentences about each passage that is being read.

2. As you progress, spend about two minutes on each slide giving the students time to read. Then ask for a volunteer to read the passage aloud. Discuss what the author was trying to get across at the end.

3. Briefly give the students time to write a quick conclusion for each passage.  
2. Once you have progressed through the entire PPT, the final page will end with a writing prompt (termed a raw-write in the ID curriculum). Give the students 5 minutes to answer the prompt and turn it in. The last slide gives a list of sources and information that the students can use to guide their writing.

*Conclusion:*

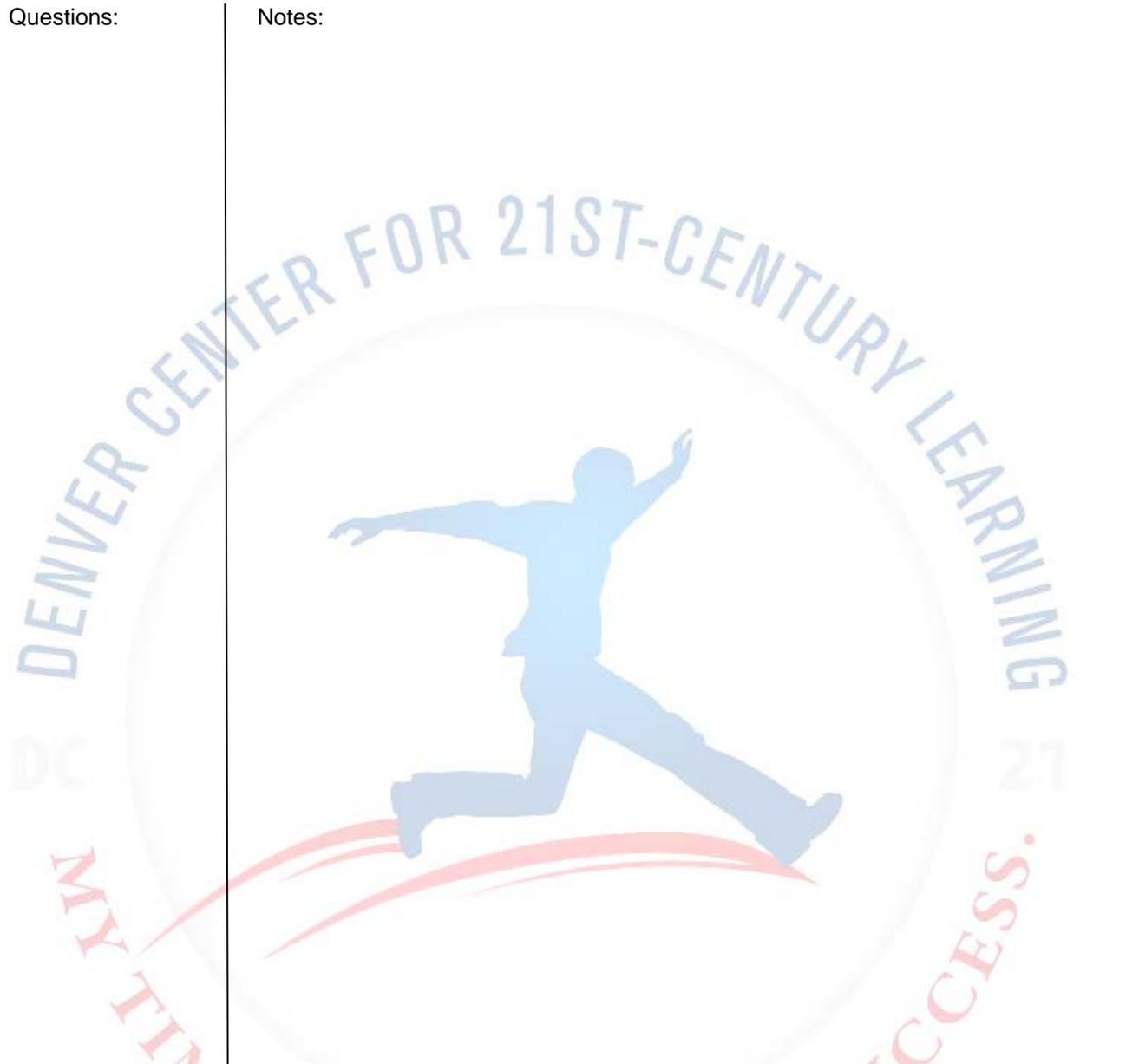
This is an important lesson, because it sets the stage of how we are going to present materials and resources to the students in the future.

This is also a great lesson to spend more time on if you would like. The ID powerpoint gives you the list of resources and materials to supplement the lesson about identity, which is one of the most important lessons in the curriculum.



Questions:

Notes:



Summary:

## **Lesson 1.6: Consequences**

*CA1.6 (Adapted from ADL Lesson)*

*Life is a series of experiences, each of which makes us bigger, even though it is hard to realize this. For the world was built to develop character, and we must learn that the setbacks and grieves which we endure help us in our march onward.*

*~Henry Ford*

### **Rationale:**

Up to this point, we have spent considerable time working to create a group culture and climate that helps to strengthen culturally responsive teaching. This lesson is intended to give the students the ability to create a set of consequences for breaking the ground rules established in lesson 5. At the end of the lesson, students will ratify the consequences by signing a copy of them.

### **CDE Prepared Graduate Competencies:**

*Prepared Graduates* – Collaborate effectively as group members or leaders who listen actively and respectfully pose thoughtful questions, acknowledge the ideas of others, and contribute ideas to further the group’s attainment of an objective.

*Reading Standard 1.2.A:* Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. (CCSS: SL.11-12.1b)

### **Objectives:**

- Students will establish ground rules that provide a climate where it feels safe to discuss various topics.
- Students will examine the value behind each of the identified ground rules.
- Students will understand how ground rules can be used to minimize conflict.
- Students will assign a consequence ladder to each ground rule to establish a method of ensuring that the rules are followed.

### **Requirements:**

Materials: Chart paper or white boards and markers.

Time: One advisory period.

You will need posters or white boards for all of your groups (students will work in teams of 4)

### **Techniques and Skills:**

Large-group discussion, reaching consensus, small-group work, team building, webbing

### **Keywords:**

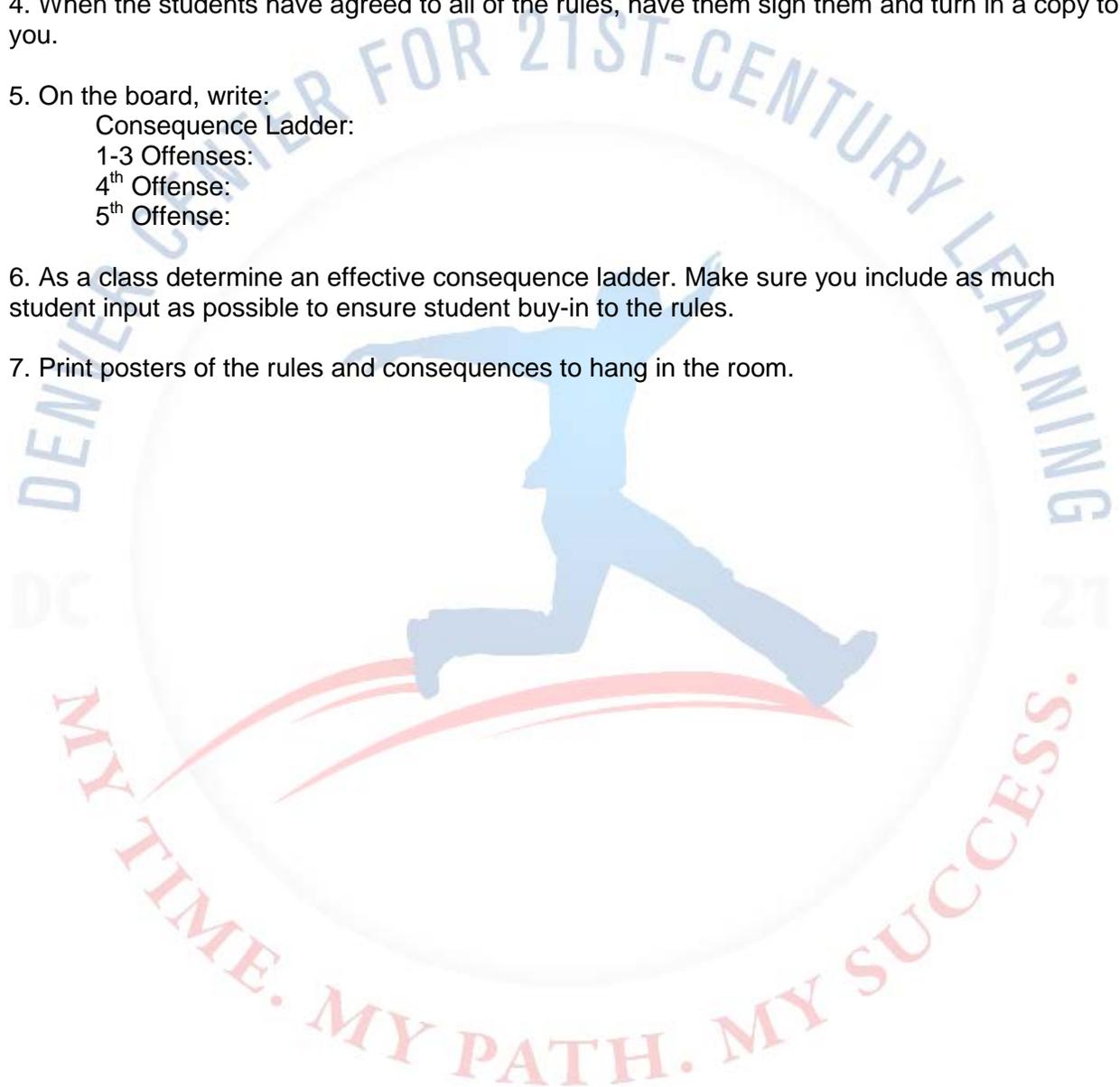
Ground rule, value, conflict, modified, abide

### **Procedure:**

*The night before: Look at the punishments that the students gave for breaking the rules so that you have an understanding of what the possible consequences can be. It is also beneficial to type up and print copies of the ground rules that were created in the previous lesson.*

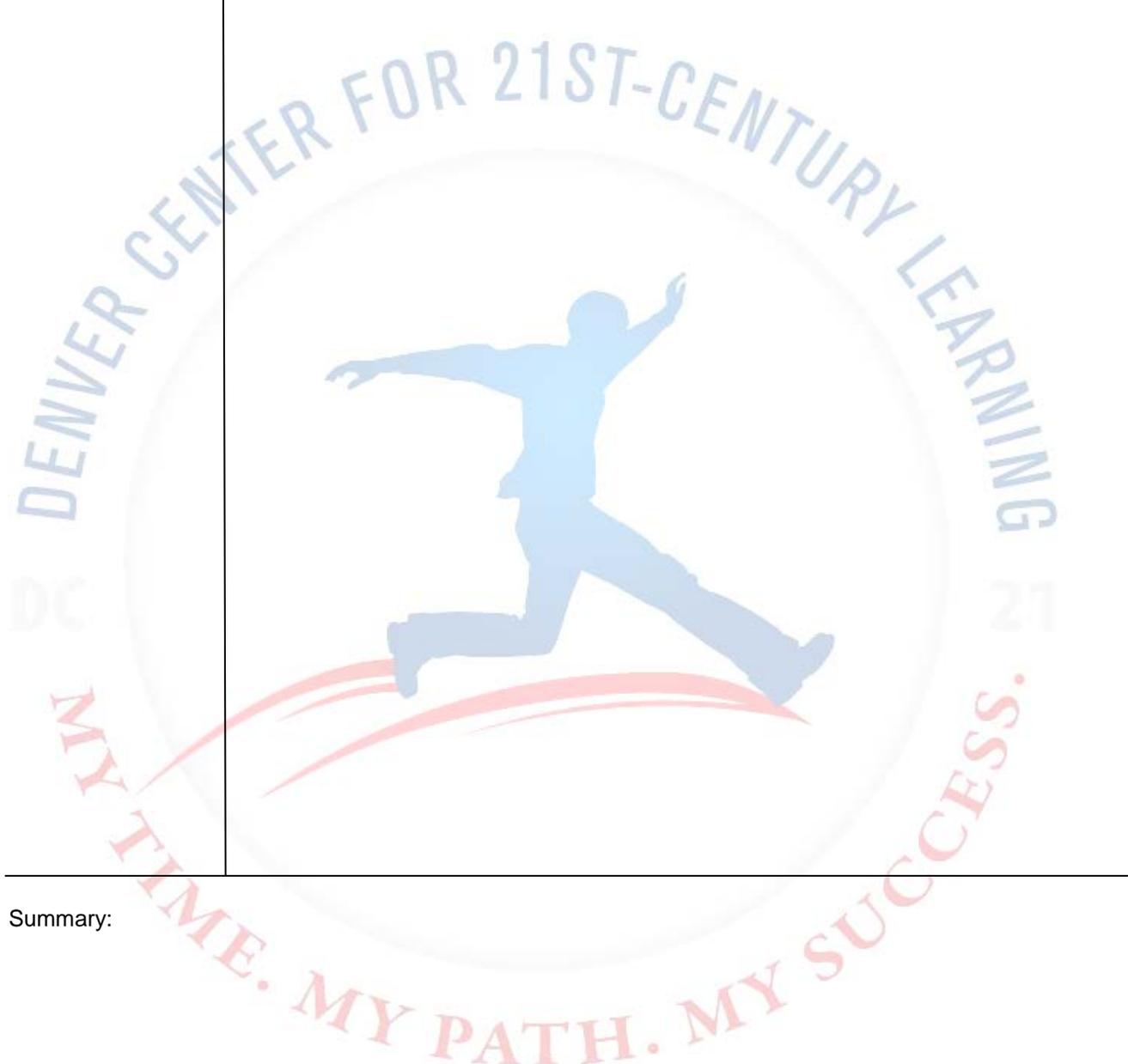
1. Review the ground rules that students created the previous day.

2. Allow the students some time (approximately 10 minutes) to edit and modify the ground rules that were written out the day before.
3. After the students have taken the time to edit their work, hold a general discussion on all of the rules (5 minutes max). Ask the students to critique each one, and vote to determine if each one is acceptable.
4. When the students have agreed to all of the rules, have them sign them and turn in a copy to you.
5. On the board, write:  
Consequence Ladder:  
1-3 Offenses:  
4<sup>th</sup> Offense:  
5<sup>th</sup> Offense:
6. As a class determine an effective consequence ladder. Make sure you include as much student input as possible to ensure student buy-in to the rules.
7. Print posters of the rules and consequences to hang in the room.



Questions:

Notes:



Summary:

## **Lesson 1.7: Identify Self**

*CA1.7 (Adapted from ID Curriculum)*

*A racial community provides not only a sense of identity, that luxury of looking into another's face and seeing yourself reflected back, but a sense of security and support.*  
~Wentworth Miller

### **Rationale:**

Up to this point, we have spent considerable time working to create a group culture and climate that helps to strengthen culturally responsive teaching. This is the first lesson that starts to integrate those models previously developed to help teach reading fluency.

### **CDE Prepared Graduate Competencies:**

*Prepared Graduates* – Demonstrate skill in inferential and evaluative listening.

*Reading Standard 2.2.A:* Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (CCSS: SL.11-12.1)

### **Objectives:**

- Students will use their background and experience to determine if they can be defined by a stereotype, and if they can define themselves through their actions.
- Students will understand how stereotyping people can increase negative stereotypes.

### **Requirements:**

Materials: Projector, computer, ID PowerPoint "First-Person", and cornell note paper.

Time: One advisory period.

Make sure you room is arranged so that students can view and read a quick powerpoint. Make sure you have a printed copy of the powerpoint in advance, as it has a wealth of additional material.

### **Techniques and Skills:**

Reading, public speaking, discussion, self-reflection, expression

### **Keywords:**

First-person, complacency

### **Procedure:**

*The night before: Take a quick look at the extensions provided in the ID:First-Person powerpoint. It is important that you know where the authors of each excerpt are coming from, and how to tie that to the reading that your students will be doing.*

1. Present the powerpoint to your students with the following framework:

1. Tell the students that they need to write down a quick 2 sentences about each passage that is being read.
2. As you progress, spend about two minutes on each slide giving the students time to read. Then ask for a volunteer to read the passage aloud. Discuss what they author was trying to get across at the end.

3. Briefly give the students time to write a quick conclusion for each passage.

2. Once you have progressed through the entire PPT, the final page will end with a writing prompt (termed a raw-write in the ID curriculum). Give the students 5 minutes to answer the prompt and turn it in. The last slide gives a list of sources and information that the students can use to guide their writing.

*Conclusion:*

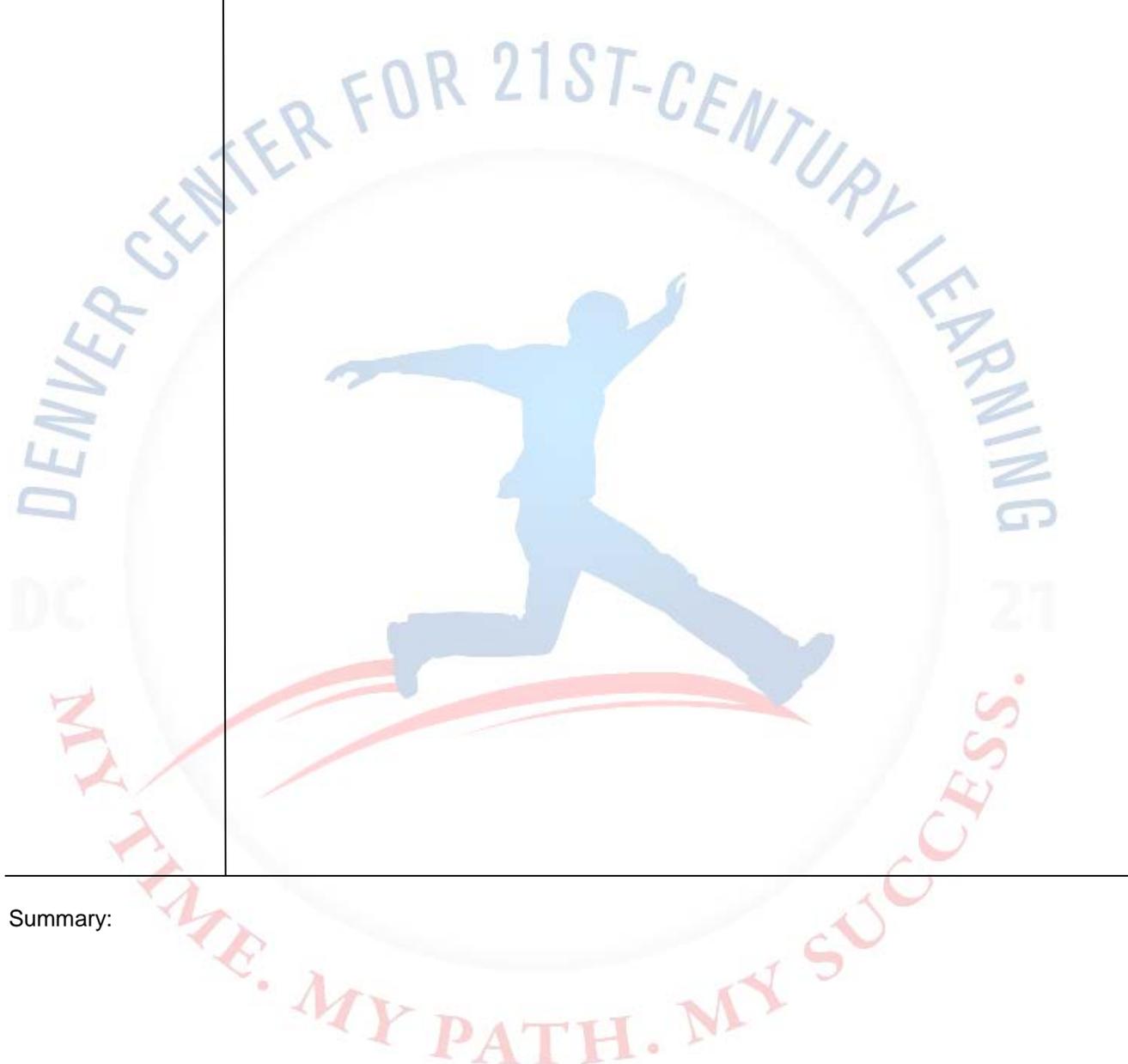
This is an important lesson, because it sets the stage of how we are going to present materials and resources to the students in the future.

This is also a great lesson to spend more time on if you would like. The ID powerpoint gives you the list of resources and materials to supplement the lesson about identity, which is one of the most important lessons in the curriculum.



Questions:

Notes:



Summary:

## **Lesson 1.8: Cultural Baggage**

*CA1.8 (adapted from ADL Lesson)*

*No culture can live if it attempts to be exclusive.  
~Mohandas Ghandi*

### **Rationale:**

Students have identified the key pieces of professional and culturally responsive language, while grounding everything in a set of personal experiences. This lesson identifies the baggage that each culture and each student brings to the classroom every day.

### **CDE Prepared Graduate Competencies:**

*Prepared Graduates* – Demonstrate skill in inferential and evaluative listening.

*Reading Standard 2.2.A:* Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (CCSS: SL.11-12.1)

### **Objectives:**

- Students will use their background and experience to determine if they can be defined by a stereotype, and if they can define themselves through their actions.
- Students will understand how stereotyping people can increase negative stereotypes.

### **Requirements:**

Materials: Baggage worksheet.

Time: One advisory period.

### **Techniques and Skills:**

Reading, public speaking, discussion, self-reflection, expression, modeling,

### **Keywords:**

baggage

### **Procedure:**

*This is a very interesting lesson to teach. It focuses on having students identify the defining characteristics of their culture, as well as the culture that they come from.*

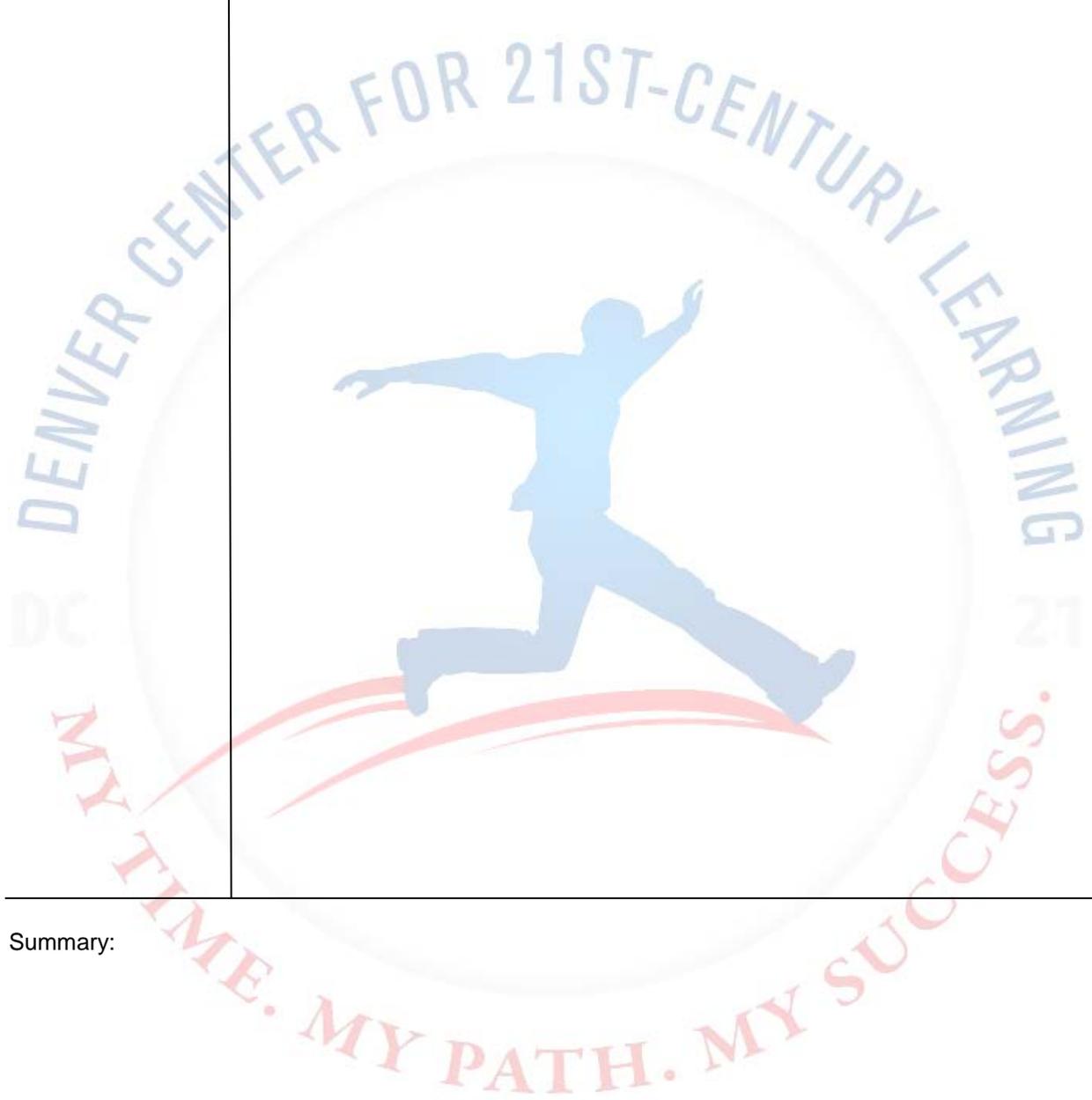
1. This lesson starts with passing out one copy of the baggage worksheet to each student.
2. Tell the students to identify (and draw pictures of) the top 10 most important items in their life.
3. On the back, ask them to identify the top 10 most important things for their parents/guardians.
4. Hang these pieces of baggage in a designated place on the wall.
5. Discuss how a person's culture governs how that person looks at the world and the people around them.
6. Have the student's quick-write three sentences explaining this.

Baggage WS Here



Questions:

Notes:



Summary:

## Setting the Stage (Unit 1)

### Weeks 1-2

#### *Introduction:*

Before we can successfully integrate culturally relevant teaching as a school wide initiative, we must first ensure that each student is engaged and using a common scaffold. The first unit, or first two weeks of instruction focus primarily on team building and creating a respectful classroom culture and climate. It is our intention to provide as much support as possible to ensure that the classroom climate is conducive to culturally responsive instruction and is framed in a manner that appeals to our students.

#### *Overview:*

This Unit begins with an interactive lesson which focuses on providing common language instruction to develop a professional code of conduct. DC-21 integrates a culture of Professionalism, but we seldom show students concrete examples of how language and actions can be viewed as unprofessional. This approach confuses students because they only hear how they should act, instead of being taught how those actions affect others.

The first lesson in this Unit places students in a vulnerable position, and takes an extended amount of time to complete (between three and four lessons). Immediately following this activity, students will develop a set of norms regarding the advisory curriculum and how it connects to our school culture and climate.

The Unit will conclude with a lesson about character and building culture which will extend into the second Unit: Define Self.

#### *Further Directions:*

Once this Unit is complete, your students will have a basic understanding of how to discuss culturally relevant material in a classroom/professional setting. They will also have several short experiences with integrating culturally relevant material into the classroom. If you would like to continue to engage your students past the initial two week time frame, you can begin a book focus (see appendix for more information). This unit focuses on tying together lessons on professional conduct and identity. We recommend using:

7. *Sunrise over Fallujah* by Walter Dean Myers
8. *Monster* by Walter Dean Myers
9. *Accidental Love* by Gary Soto

## **Lessons 1.1-1.4: Common Language**

CA1.1-CA1.4

*A strong command of the language arts is vital for being a successful student and ultimately a productive member of the 21<sup>st</sup> century workforce. Language skills have always been fundamental for academic and professional success.*

*~CDE 2010 Reading Standards (Pg 9)*

### **Rationale:**

The ability to communicate effectively is critical to creating a safe and welcoming environment in any situation. Students, in general, have not had the opportunity to examine the language they use on a continual basis to determine and self-evaluate their own professionalism. This unit forces students to examine the language they use to create a common understanding of professional language.

### **CDE Prepared Graduate Competencies:**

Prepared Graduates – Use language appropriate for purpose and audience.

Reading Standard 1.1.E: Oral Expression and Listening – Identify, explain, and use content-specific vocabulary, terminology, dialect, or jargon unique to particular groups, perspectives or contexts (such as social, professional, political, cultural, historical or geographical).

### **Objectives:**

- Students will self-identify the key words they use on a daily basis (all language is appropriate in this activity)
- Students will determine the rationale for judging the professionalism of social interaction
- Students will practice using effective language, as well as using ineffective language.

### **Requirements:**

This activity will require approximately two hours to complete, and can be done in four advisory periods if necessary, or on one extended period which would cut into Foundations (which can be made up the following day if necessary).

You will need posters or white boards for all of your groups (students will work in teams of 4)

### **Techniques and Skills:**

Large group discussion, inside/outside circles, team roles, team building, reaching consensus, self-evaluation

### **Procedure:**

1. Group students in teams of four (does not need to be based upon academic merit).
2. Take a moment to explain to students that what is said today stays within the four walls of the classroom. Some words will be used that are offensive, but students need to trust that there is a reason to hear these words.
3. Pass out the posters/whiteboards to each group.
4. On approximately one half of the paper/whiteboard area, ask the students to identify words of hate. Have the students identify both words they have used against others, and words that have been used against them. (End of Day 1)

*\*\* Disclaimer \*\*:* this can be a very vulnerable experience for the students. They are being explicitly asked to write words which normally would have resulted in suspensions or other disciplinary action. Remind them that they are safe in your room. As they identify words that have been used against them, they will identify with moments of vulnerability and pain, be considerate of their feelings.

5. Ask the students to identify with the words they identified. Use the attached sheet as a class to define the following terms: Bystander, Perpetrator, Victim, and Ally. Encourage the students to take the time to remember a time in their life when they can identify with one of those labels. In order to effectively facilitate this, you must be willing to share stories of when you have experienced each role. Ask students to volunteer to tell their stories. (Day 2)

6. Once they have had the time to identify with a role, briefly discuss how the words that they identified can be used to promote bigotry and resentment. In the discussion, have the students who identified originally as a victim tell a story about being a perpetrator (everyone has been a victim and a perpetrator at some point in their life). This can be powerful for students. Ask them to identify how the feelings caused by each activity reinforce hatred and bigotry. (Day 3)

7. Now that students have identified how words can be used for hate, ask them to identify the words on that they wrote down at the beginning of the lesson that they feel are appropriate in a school environment. Make sure to stress the importance of professional language. (Day 4)

8. Hold a class vote and discussion on the entire set of words student identified as being professional. During this process, you are norming the language used in your classroom. It is your discretion what is or is not professional, and how you handle infractions (which should both be covered during this lesson). At the end of the vote, say “All of the words you identified as words of hate have no place in a professional environment.”

9. At the end of the vote thank the students, and tell them that was the last time those words can be used in your classroom. Impress on the students that your classroom will be a safe environment, free of racism, bullying, and bigotry.

Ally:

Victim:

Def:

Def:

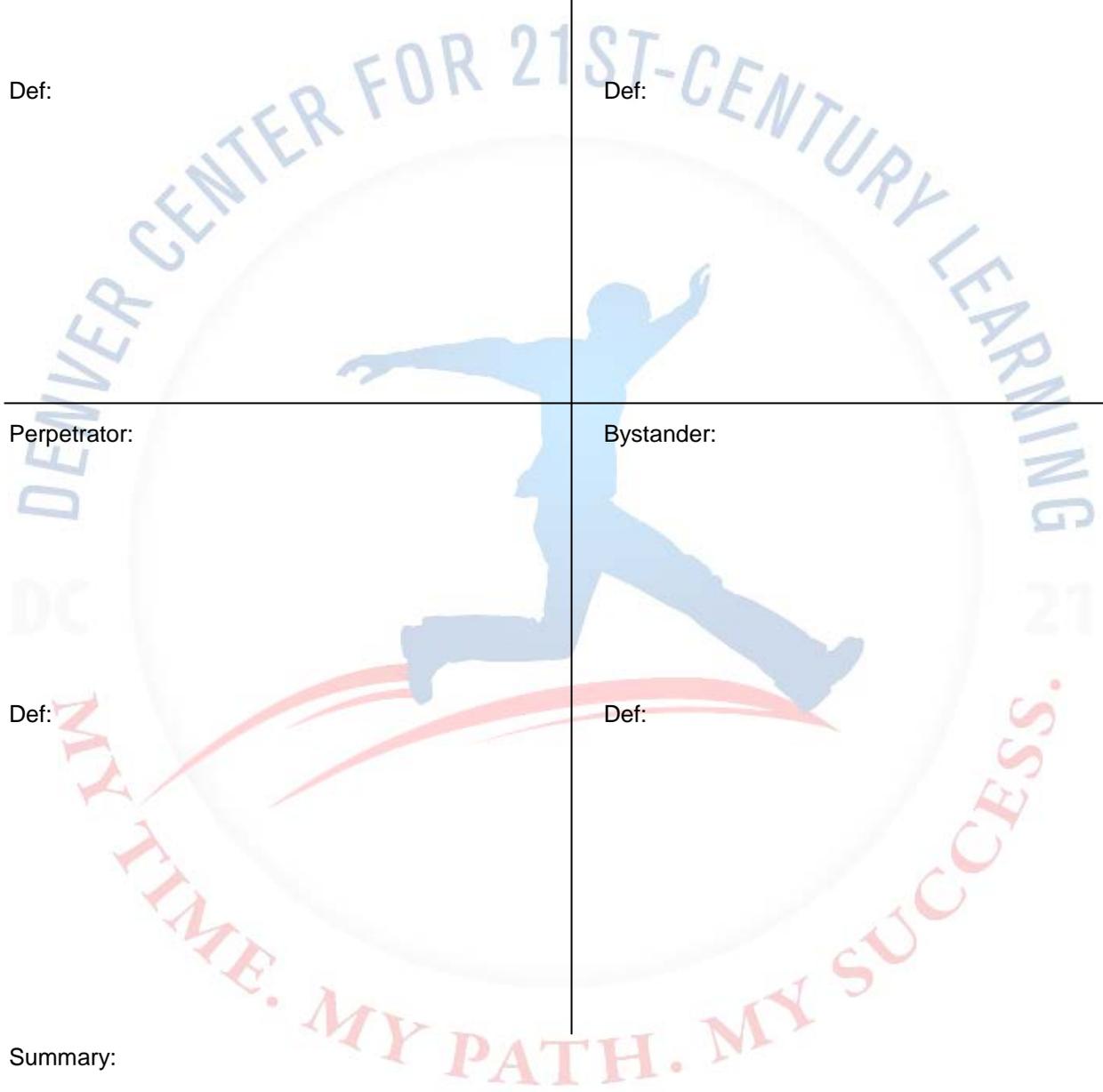
Perpetrator:

Bystander:

Def:

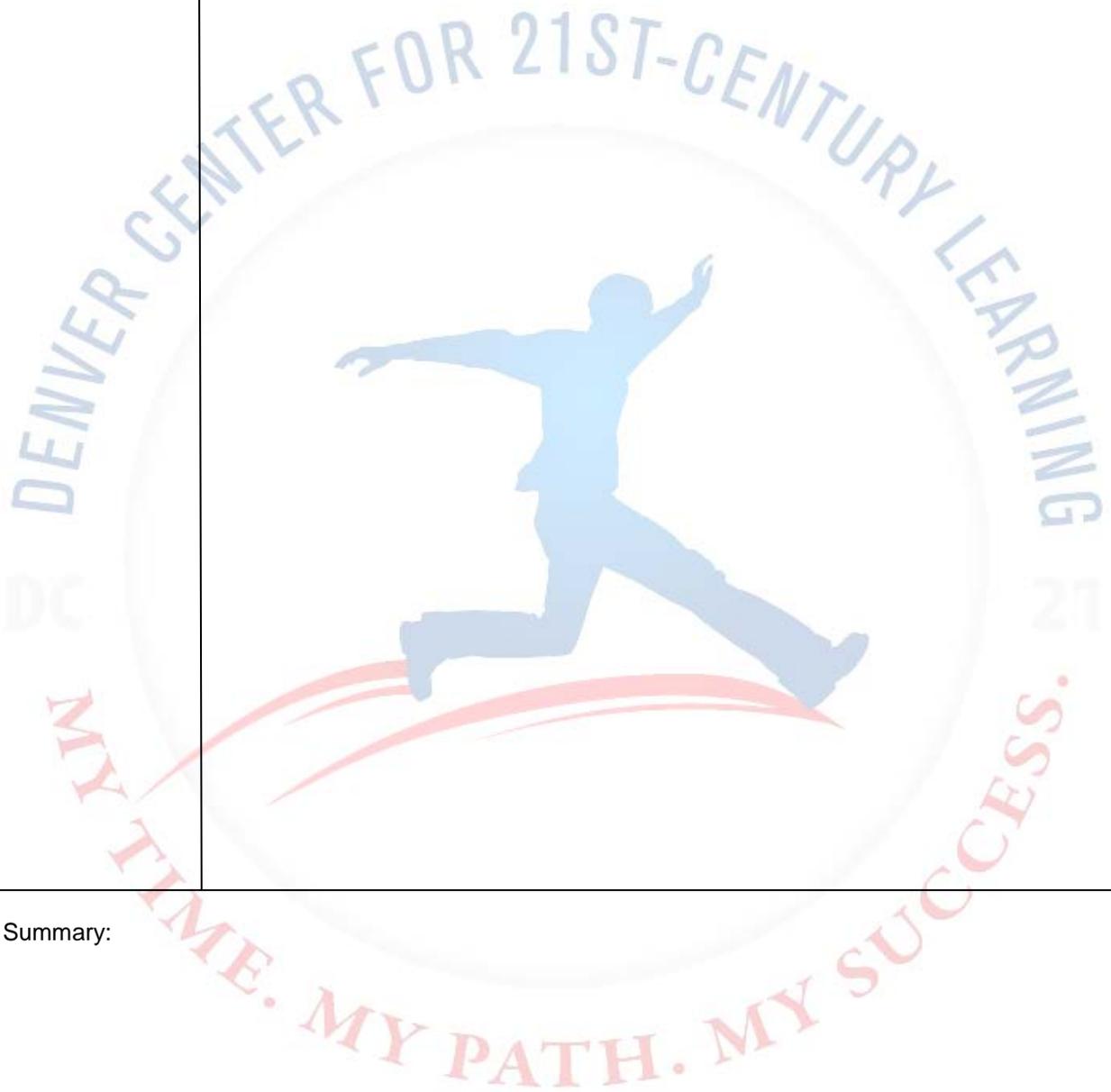
Def:

Summary:



Questions:

Notes:



Summary:

## **Lesson 1.5: Ground Rules**

*CA1.5 (Adapted from ADL Lesson)*

*Coming together is a beginning. Keeping together is progress. Working together is success.  
~Henry Ford*

### **Rationale:**

This lesson gives students an opportunity to work collaboratively to develop ground rules for class discussions. Students will examine the values behind the ground rules and discuss how establishing ground rules can minimize conflict and create an atmosphere where differing points of view can be considered.

### **CDE Prepared Graduate Competencies:**

*Prepared Graduates* – Collaborate effectively as group members or leaders who listen actively and respectfully pose thoughtful questions, acknowledge the ideas of others, and contribute ideas to further the group's attainment of an objective.

*Reading Standard 1.2.A:* Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. (CCSS: SL.11-12.1b)

### **Objectives:**

- Students will establish ground rules that provide a climate where it feels safe to discuss various topics.
- Students will examine the value behind each of the identified ground rules.
- Students will understand how ground rules can be used to minimize conflict.

### **Requirements:**

Materials: Chart paper, markers, sticky notes.

Time: One advisory period.

You will need posters or white boards for all of your groups (students will work in teams of 4)

### **Techniques and Skills:**

Large-group discussion, reaching consensus, small-group work, team building, webbing

### **Keywords:**

Ground rule, value, conflict, modified, abide

### **Procedure:**

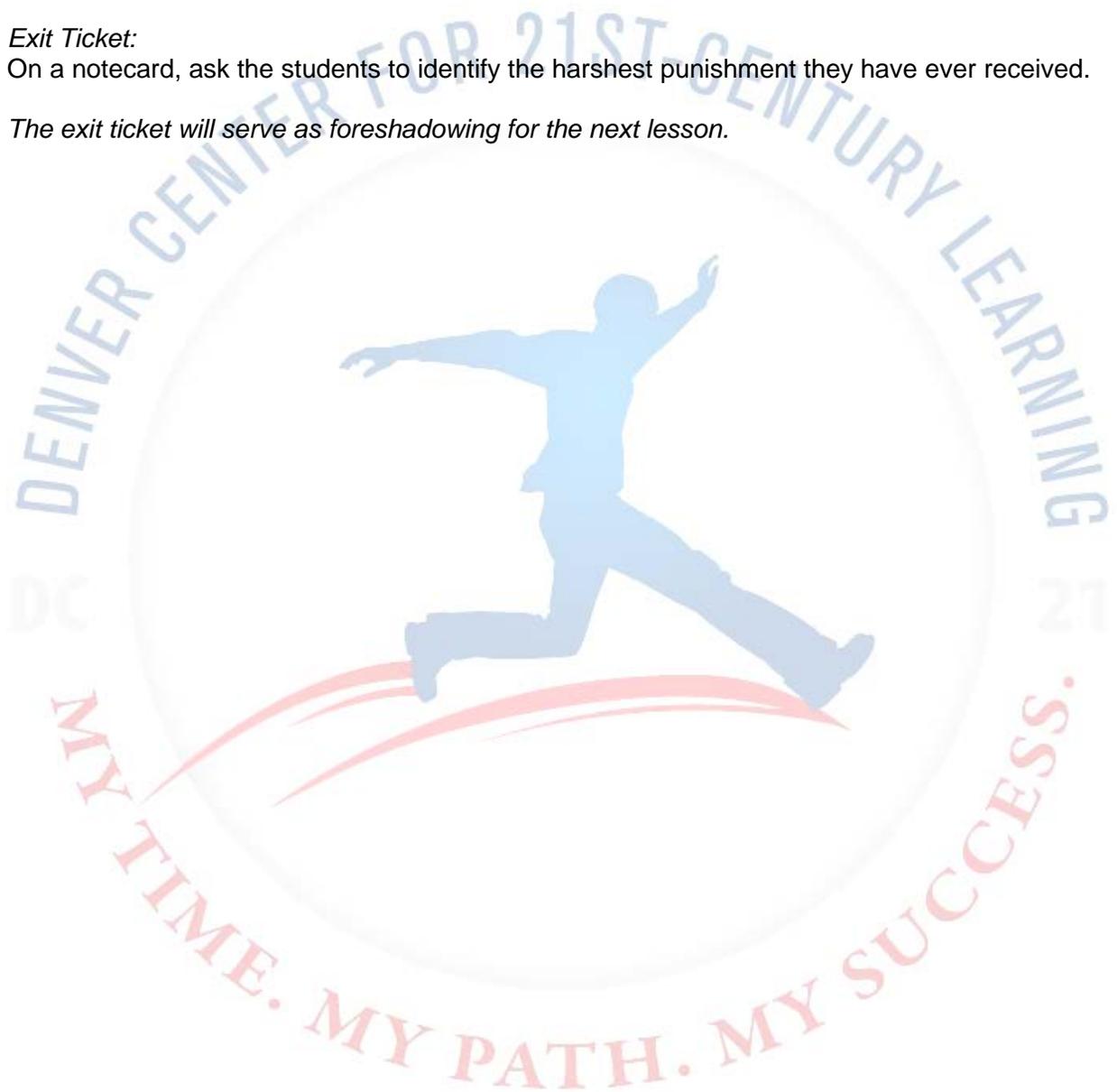
1. Explain to students that ground rules are essential for creating a positive and respectful environment where discussions about difficult or emotional topics can take place.
2. Write GROUND RULES on the top of the poster or white board you are using.
3. Give the students four sticky notes, tell them that they need to write down four words (one on each) that they think of when they think about ground rules.
4. When the students are done have them put them on the board.
5. Appoint a student leader to help the class organize the words into categories.

6. Write We agree to... because... on the board.
7. Separate the students into groups of 4 and have them each come up with a ground rule using that framework (i.e. We agree to speak one person at a time because it is important that each of us has an opportunity to hear what other people are saying).
8. Have a student recorder write down all of the ground rules that your class created.

*Exit Ticket:*

On a notecard, ask the students to identify the harshest punishment they have ever received.

*The exit ticket will serve as foreshadowing for the next lesson.*



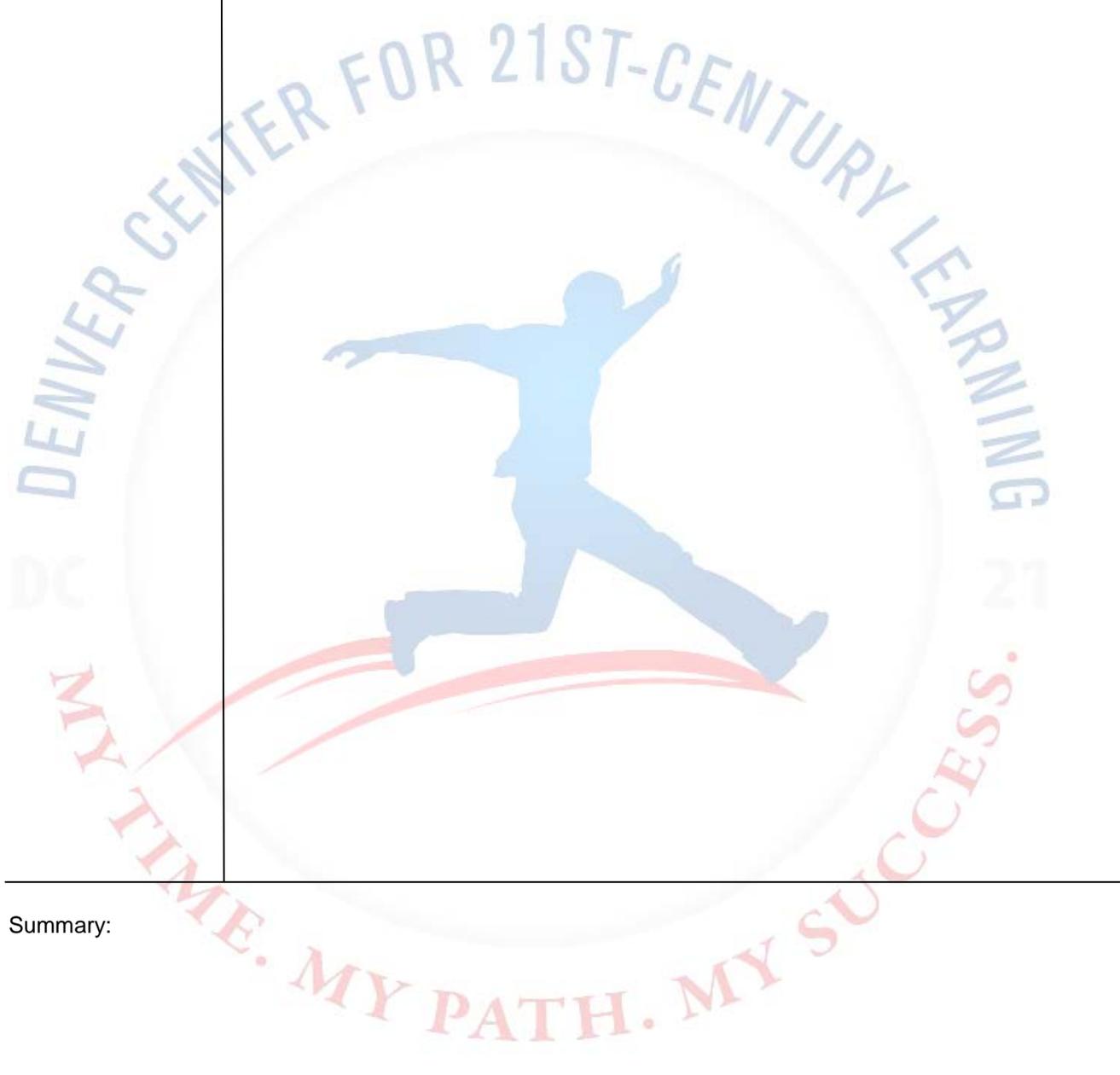
Questions:

Notes:

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Summary:

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## **Lesson 1.6: Consequences**

*CA1.6 (Adapted from ADL Lesson)*

*Life is a series of experiences, each of which makes us bigger, even though it is hard to realize this. For the world was built to develop character, and we must learn that the setbacks and grieves which we endure help us in our march onward.*

*~Henry Ford*

### **Rationale:**

Up to this point, we have spent considerable time working to create a group culture and climate that helps to strengthen culturally responsive teaching. This lesson is intended to give the students the ability to create a set of consequences for breaking the ground rules established in lesson 5. At the end of the lesson, students will ratify the consequences by signing a copy of them.

### **CDE Prepared Graduate Competencies:**

*Prepared Graduates* – Collaborate effectively as group members or leaders who listen actively and respectfully pose thoughtful questions, acknowledge the ideas of others, and contribute ideas to further the group’s attainment of an objective.

*Reading Standard 1.2.A:* Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. (CCSS: SL.11-12.1b)

### **Objectives:**

- Students will establish ground rules that provide a climate where it feels safe to discuss various topics.
- Students will examine the value behind each of the identified ground rules.
- Students will understand how ground rules can be used to minimize conflict.
- Students will assign a consequence ladder to each ground rule to establish a method of ensuring that the rules are followed.

### **Requirements:**

Materials: Chart paper or white boards and markers.

Time: One advisory period.

You will need posters or white boards for all of your groups (students will work in teams of 4)

### **Techniques and Skills:**

Large-group discussion, reaching consensus, small-group work, team building, webbing

### **Keywords:**

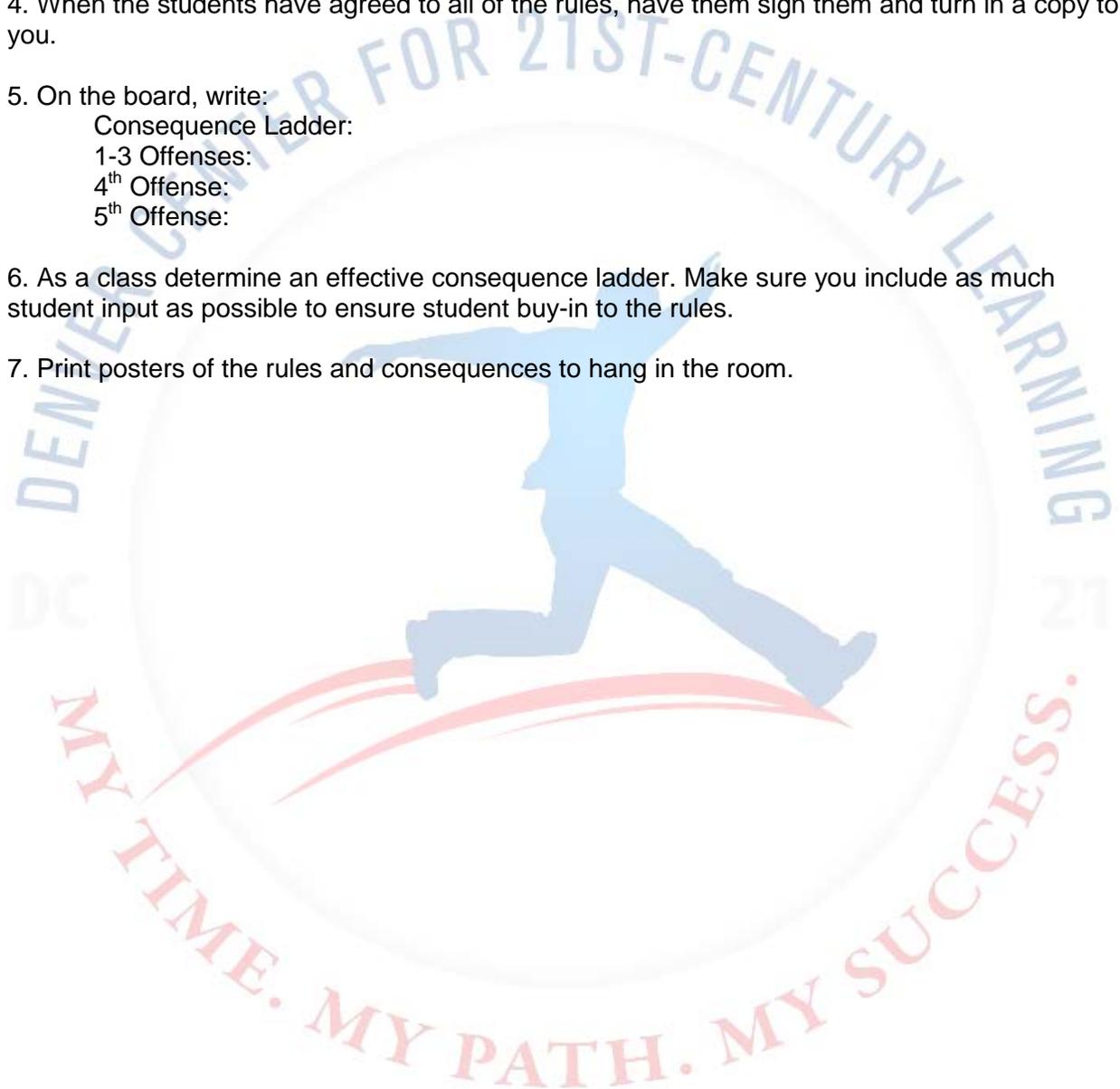
Ground rule, value, conflict, modified, abide

### **Procedure:**

*The night before: Look at the punishments that the students gave for breaking the rules so that you have an understanding of what the possible consequences can be. It is also beneficial to type up and print copies of the ground rules that were created in the previous lesson.*

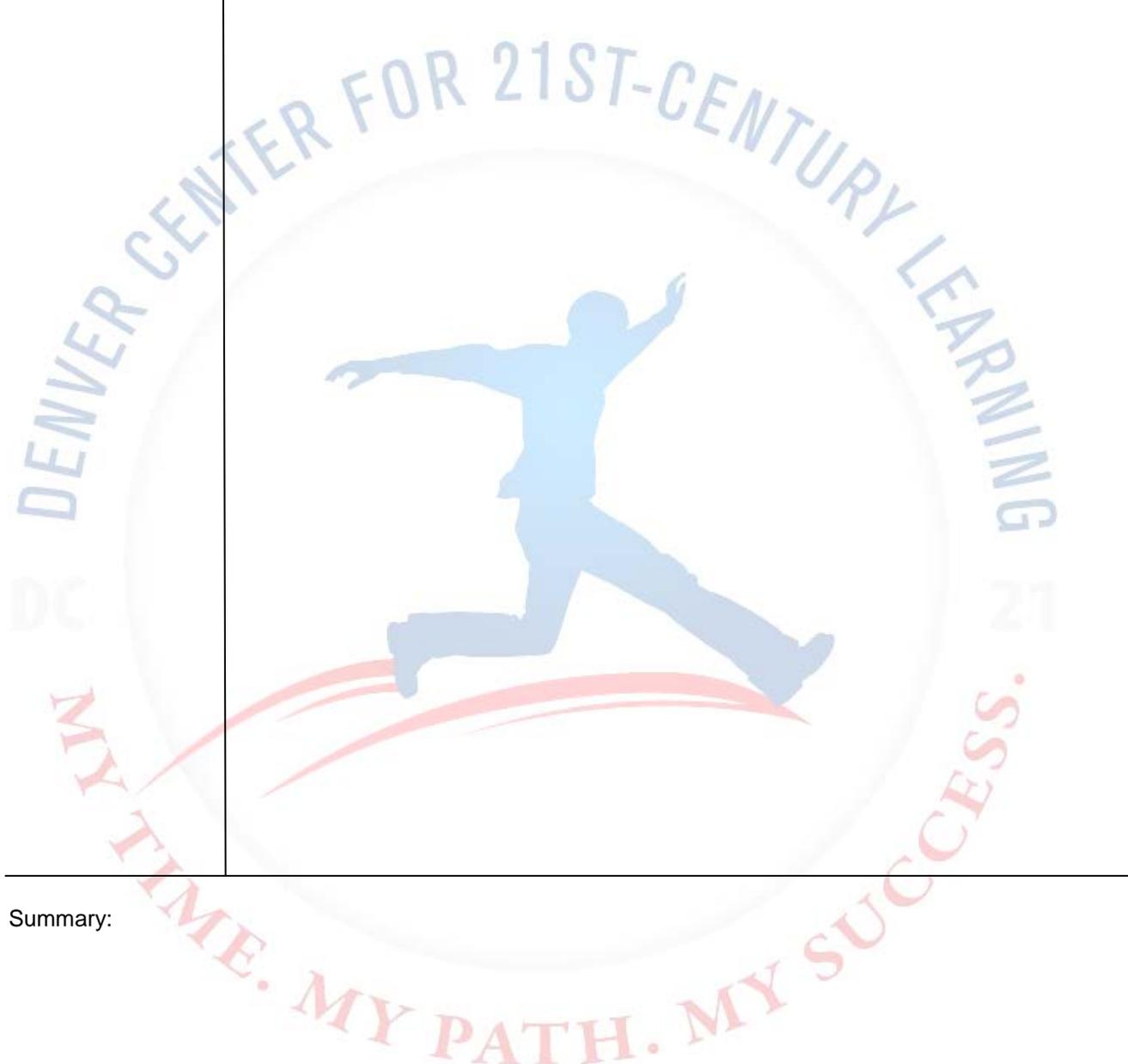
1. Review the ground rules that students created the previous day.

2. Allow the students some time (approximately 10 minutes) to edit and modify the ground rules that were written out the day before.
3. After the students have taken the time to edit their work, hold a general discussion on all of the rules (5 minutes max). Ask the students to critique each one, and vote to determine if each one is acceptable.
4. When the students have agreed to all of the rules, have them sign them and turn in a copy to you.
5. On the board, write:  
Consequence Ladder:  
1-3 Offenses:  
4<sup>th</sup> Offense:  
5<sup>th</sup> Offense:
6. As a class determine an effective consequence ladder. Make sure you include as much student input as possible to ensure student buy-in to the rules.
7. Print posters of the rules and consequences to hang in the room.



Questions:

Notes:



Summary:

## **Lesson 1.7: Identify Self**

*CA1.7 (Adapted from ID Curriculum)*

*A racial community provides not only a sense of identity, that luxury of looking into another's face and seeing yourself reflected back, but a sense of security and support.*  
~Wentworth Miller

### **Rationale:**

Up to this point, we have spent considerable time working to create a group culture and climate that helps to strengthen culturally responsive teaching. This is the first lesson that starts to integrate those models previously developed to help teach reading fluency.

### **CDE Prepared Graduate Competencies:**

*Prepared Graduates* – Demonstrate skill in inferential and evaluative listening.

*Reading Standard 2.2.A:* Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (CCSS: SL.11-12.1)

### **Objectives:**

- Students will use their background and experience to determine if they can be defined by a stereotype, and if they can define themselves through their actions.
- Students will understand how stereotyping people can increase negative stereotypes.

### **Requirements:**

Materials: Projector, computer, ID PowerPoint "First-Person", and cornell note paper.

Time: One advisory period.

Make sure you room is arranged so that students can view and read a quick powerpoint. Make sure you have a printed copy of the powerpoint in advance, as it has a wealth of additional material.

### **Techniques and Skills:**

Reading, public speaking, discussion, self-reflection, expression

### **Keywords:**

First-person, complacency

### **Procedure:**

*The night before: Take a quick look at the extensions provided in the ID:First-Person powerpoint. It is important that you know where the authors of each excerpt are coming from, and how to tie that to the reading that your students will be doing.*

1. Present the powerpoint to your students with the following framework:

1. Tell the students that they need to write down a quick 2 sentences about each passage that is being read.
2. As you progress, spend about two minutes on each slide giving the students time to read. Then ask for a volunteer to read the passage aloud. Discuss what they author was trying to get across at the end.

3. Briefly give the students time to write a quick conclusion for each passage.

2. Once you have progressed through the entire PPT, the final page will end with a writing prompt (termed a raw-write in the ID curriculum). Give the students 5 minutes to answer the prompt and turn it in. The last slide gives a list of sources and information that the students can use to guide their writing.

*Conclusion:*

This is an important lesson, because it sets the stage of how we are going to present materials and resources to the students in the future.

This is also a great lesson to spend more time on if you would like. The ID powerpoint gives you the list of resources and materials to supplement the lesson about identity, which is one of the most important lessons in the curriculum.



Questions:

Notes:



Summary:

## **Lesson 1.8: Cultural Baggage**

*CA1.8 (adapted from ADL Lesson)*

*No culture can live if it attempts to be exclusive.  
~Mohandas Ghandi*

### **Rationale:**

Students have identified the key pieces of professional and culturally responsive language, while grounding everything in a set of personal experiences. This lesson identifies the baggage that each culture and each student brings to the classroom every day.

### **CDE Prepared Graduate Competencies:**

*Prepared Graduates* – Demonstrate skill in inferential and evaluative listening.

*Reading Standard 2.2.A:* Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (CCSS: SL.11-12.1)

### **Objectives:**

- Students will use their background and experience to determine if they can be defined by a stereotype, and if they can define themselves through their actions.
- Students will understand how stereotyping people can increase negative stereotypes.

### **Requirements:**

Materials: Baggage worksheet.

Time: One advisory period.

### **Techniques and Skills:**

Reading, public speaking, discussion, self-reflection, expression, modeling,

### **Keywords:**

baggage

### **Procedure:**

*This is a very interesting lesson to teach. It focuses on having students identify the defining characteristics of their culture, as well as the culture that they come from.*

1. This lesson starts with passing out one copy of the baggage worksheet to each student.
2. Tell the students to identify (and draw pictures of) the top 10 most important items in their life.
3. On the back, ask them to identify the top 10 most important things for their parents/guardians.
4. Hang these pieces of baggage in a designated place on the wall.
5. Discuss how a person's culture governs how that person looks at the world and the people around them.
6. Have the student's quick-write three sentences explaining this.

Baggage WS Here



Questions:

Notes:



Summary:

## Setting the Stage (Unit 1)

### Weeks 1-2

#### *Introduction:*

Before we can successfully integrate culturally relevant teaching as a school wide initiative, we must first ensure that each student is engaged and using a common scaffold. The first unit, or first two weeks of instruction focus primarily on team building and creating a respectful classroom culture and climate. It is our intention to provide as much support as possible to ensure that the classroom climate is conducive to culturally responsive instruction and is framed in a manner that appeals to our students.

#### *Overview:*

This Unit begins with an interactive lesson which focuses on providing common language instruction to develop a professional code of conduct. DC-21 integrates a culture of Professionalism, but we seldom show students concrete examples of how language and actions can be viewed as unprofessional. This approach confuses students because they only hear how they should act, instead of being taught how those actions affect others.

The first lesson in this Unit places students in a vulnerable position, and takes an extended amount of time to complete (between three and four lessons). Immediately following this activity, students will develop a set of norms regarding the advisory curriculum and how it connects to our school culture and climate.

The Unit will conclude with a lesson about character and building culture which will extend into the second Unit: Define Self.

#### *Further Directions:*

Once this Unit is complete, your students will have a basic understanding of how to discuss culturally relevant material in a classroom/professional setting. They will also have several short experiences with integrating culturally relevant material into the classroom. If you would like to continue to engage your students past the initial two week time frame, you can begin a book focus (see appendix for more information). This unit focuses on tying together lessons on professional conduct and identity. We recommend using:

10. *Sunrise over Fallujah* by Walter Dean Myers
11. *Monster* by Walter Dean Myers
12. *Accidental Love* by Gary Soto

## **Lessons 1.1-1.4: Common Language**

CA1.1-CA1.4

*A strong command of the language arts is vital for being a successful student and ultimately a productive member of the 21<sup>st</sup> century workforce. Language skills have always been fundamental for academic and professional success.*

*~CDE 2010 Reading Standards (Pg 9)*

### **Rationale:**

The ability to communicate effectively is critical to creating a safe and welcoming environment in any situation. Students, in general, have not had the opportunity to examine the language they use on a continual basis to determine and self-evaluate their own professionalism. This unit forces students to examine the language they use to create a common understanding of professional language.

### **CDE Prepared Graduate Competencies:**

Prepared Graduates – Use language appropriate for purpose and audience.

Reading Standard 1.1.E: Oral Expression and Listening – Identify, explain, and use content-specific vocabulary, terminology, dialect, or jargon unique to particular groups, perspectives or contexts (such as social, professional, political, cultural, historical or geographical).

### **Objectives:**

- Students will self-identify the key words they use on a daily basis (all language is appropriate in this activity)
- Students will determine the rationale for judging the professionalism of social interaction
- Students will practice using effective language, as well as using ineffective language.

### **Requirements:**

This activity will require approximately two hours to complete, and can be done in four advisory periods if necessary, or on one extended period which would cut into Foundations (which can be made up the following day if necessary).

You will need posters or white boards for all of your groups (students will work in teams of 4)

### **Techniques and Skills:**

Large group discussion, inside/outside circles, team roles, team building, reaching consensus, self-evaluation

### **Procedure:**

1. Group students in teams of four (does not need to be based upon academic merit).
2. Take a moment to explain to students that what is said today stays within the four walls of the classroom. Some words will be used that are offensive, but students need to trust that there is a reason to hear these words.
3. Pass out the posters/whiteboards to each group.
4. On approximately one half of the paper/whiteboard area, ask the students to identify words of hate. Have the students identify both words they have used against others, and words that have been used against them. (End of Day 1)

*\*\* Disclaimer \*\*:* this can be a very vulnerable experience for the students. They are being explicitly asked to write words which normally would have resulted in suspensions or other disciplinary action. Remind them that they are safe in your room. As they identify words that have been used against them, they will identify with moments of vulnerability and pain, be considerate of their feelings.

5. Ask the students to identify with the words they identified. Use the attached sheet as a class to define the following terms: Bystander, Perpetrator, Victim, and Ally. Encourage the students to take the time to remember a time in their life when they can identify with one of those labels. In order to effectively facilitate this, you must be willing to share stories of when you have experienced each role. Ask students to volunteer to tell their stories. (Day 2)

6. Once they have had the time to identify with a role, briefly discuss how the words that they identified can be used to promote bigotry and resentment. In the discussion, have the students who identified originally as a victim tell a story about being a perpetrator (everyone has been a victim and a perpetrator at some point in their life). This can be powerful for students. Ask them to identify how the feelings caused by each activity reinforce hatred and bigotry. (Day 3)

7. Now that students have identified how words can be used for hate, ask them to identify the words on that they wrote down at the beginning of the lesson that they feel are appropriate in a school environment. Make sure to stress the importance of professional language. (Day 4)

8. Hold a class vote and discussion on the entire set of words student identified as being professional. During this process, you are norming the language used in your classroom. It is your discretion what is or is not professional, and how you handle infractions (which should both be covered during this lesson). At the end of the vote, say "All of the words you identified as words of hate have no place in a professional environment."

9. At the end of the vote thank the students, and tell them that was the last time those words can be used in your classroom. Impress on the students that your classroom will be a safe environment, free of racism, bullying, and bigotry.

Ally:

Victim:

Def:

Def:

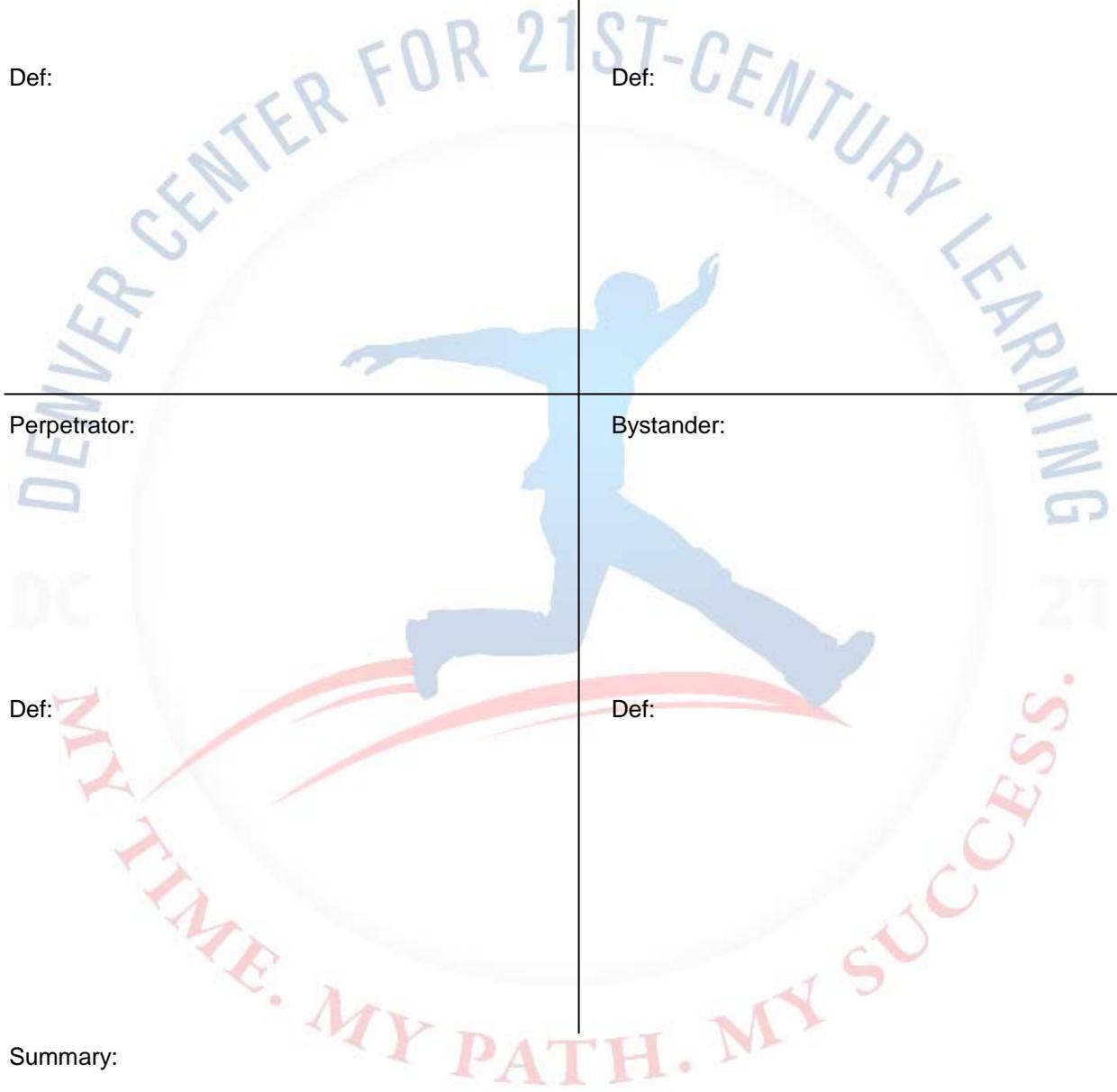
Perpetrator:

Bystander:

Def:

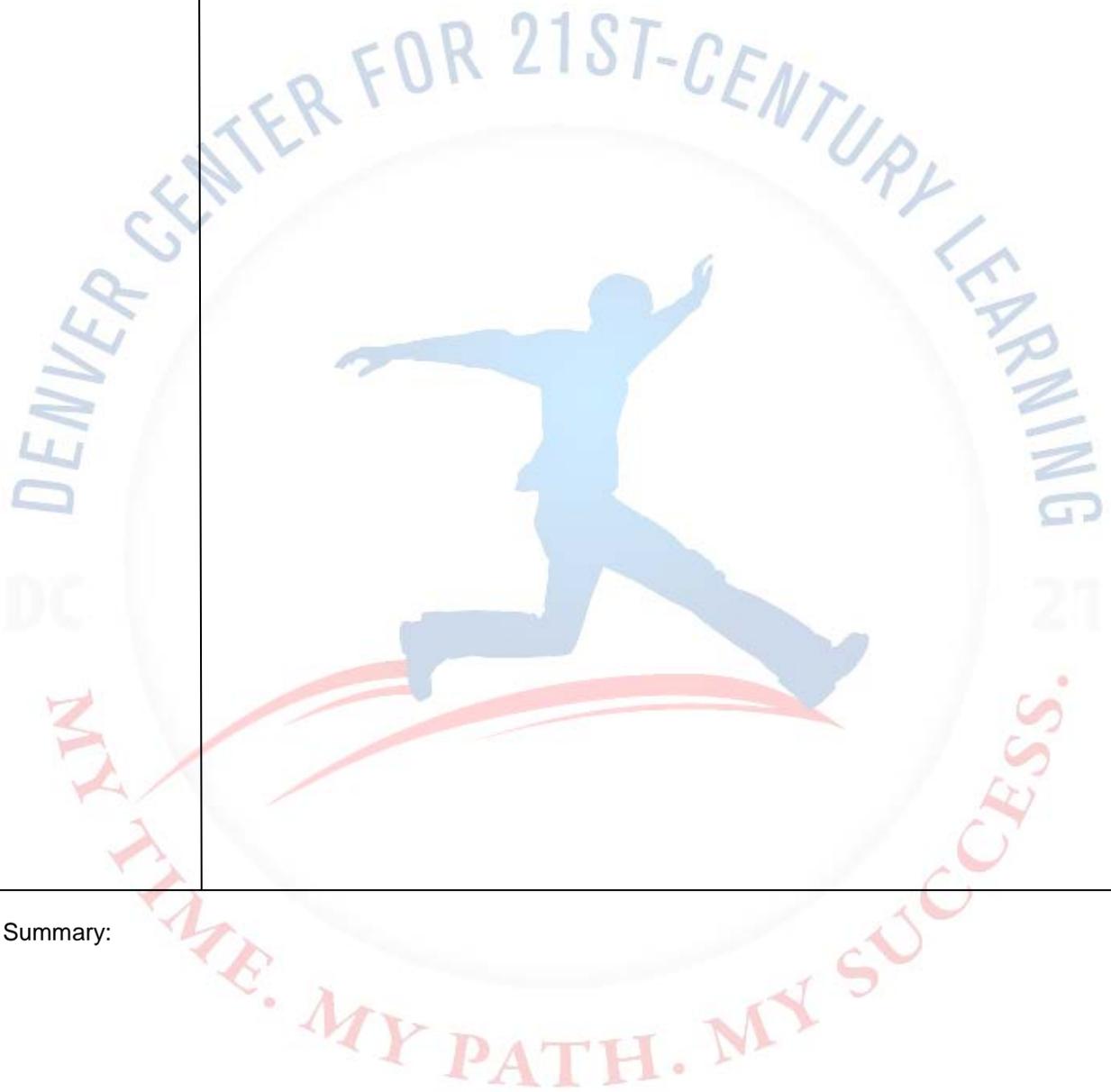
Def:

Summary:



Questions:

Notes:



Summary:

## **Lesson 1.5: Ground Rules**

*CA1.5 (Adapted from ADL Lesson)*

*Coming together is a beginning. Keeping together is progress. Working together is success.  
~Henry Ford*

### **Rationale:**

This lesson gives students an opportunity to work collaboratively to develop ground rules for class discussions. Students will examine the values behind the ground rules and discuss how establishing ground rules can minimize conflict and create an atmosphere where differing points of view can be considered.

### **CDE Prepared Graduate Competencies:**

*Prepared Graduates* – Collaborate effectively as group members or leaders who listen actively and respectfully pose thoughtful questions, acknowledge the ideas of others, and contribute ideas to further the group's attainment of an objective.

*Reading Standard 1.2.A:* Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. (CCSS: SL.11-12.1b)

### **Objectives:**

- Students will establish ground rules that provide a climate where it feels safe to discuss various topics.
- Students will examine the value behind each of the identified ground rules.
- Students will understand how ground rules can be used to minimize conflict.

### **Requirements:**

Materials: Chart paper, markers, sticky notes.

Time: One advisory period.

You will need posters or white boards for all of your groups (students will work in teams of 4)

### **Techniques and Skills:**

Large-group discussion, reaching consensus, small-group work, team building, webbing

### **Keywords:**

Ground rule, value, conflict, modified, abide

### **Procedure:**

1. Explain to students that ground rules are essential for creating a positive and respectful environment where discussions about difficult or emotional topics can take place.
2. Write GROUND RULES on the top of the poster or white board you are using.
3. Give the students four sticky notes, tell them that they need to write down four words (one on each) that they think of when they think about ground rules.
4. When the students are done have them put them on the board.
5. Appoint a student leader to help the class organize the words into categories.

6. Write We agree to... because... on the board.
7. Separate the students into groups of 4 and have them each come up with a ground rule using that framework (i.e. We agree to speak one person at a time because it is important that each of us has an opportunity to hear what other people are saying).
8. Have a student recorder write down all of the ground rules that your class created.

*Exit Ticket:*

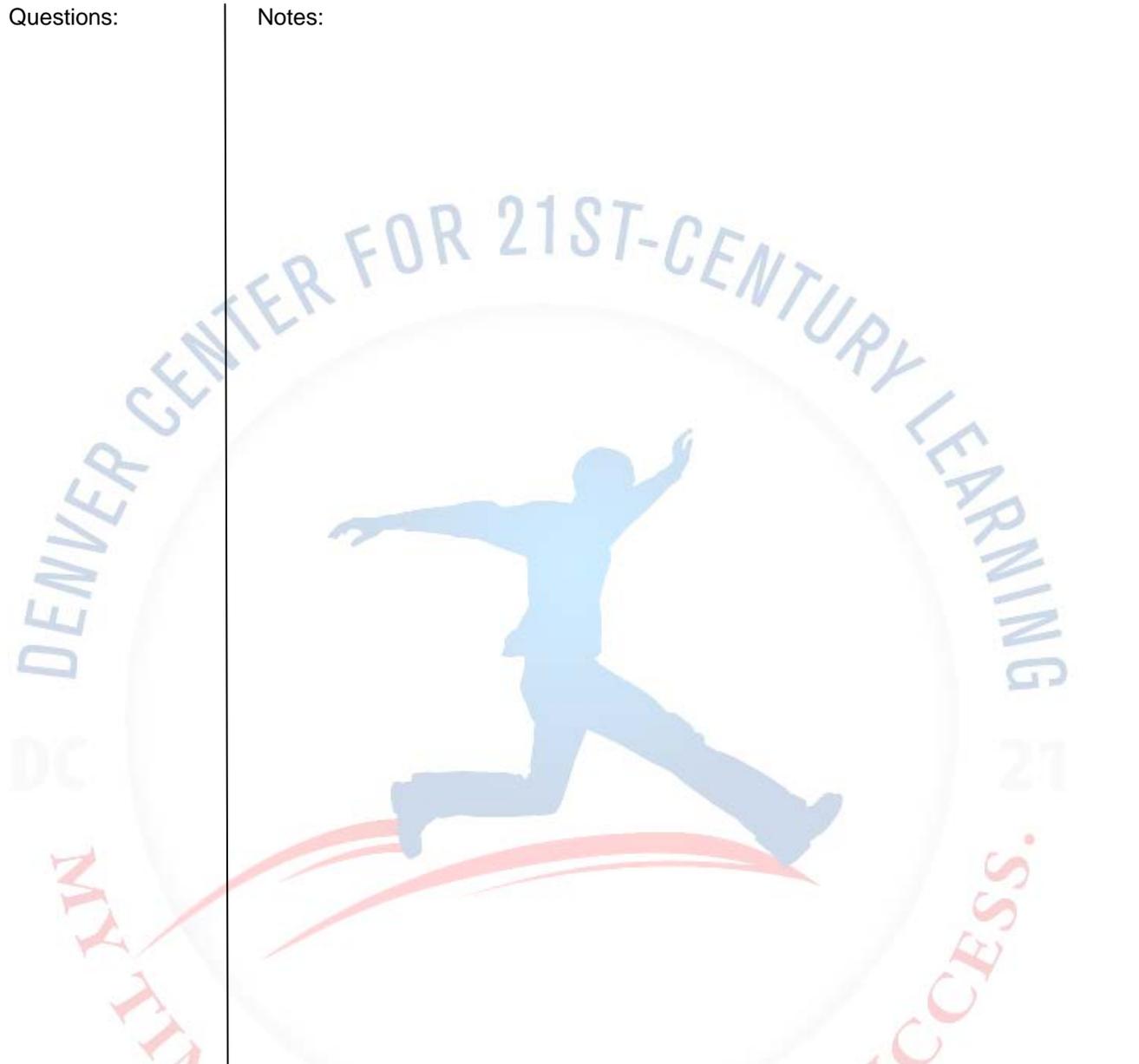
On a notecard, ask the students to identify the harshest punishment they have ever received.

*The exit ticket will serve as foreshadowing for the next lesson.*



Questions:

Notes:



Summary:

## **Lesson 1.6: Consequences**

*CA1.6 (Adapted from ADL Lesson)*

*Life is a series of experiences, each of which makes us bigger, even though it is hard to realize this. For the world was built to develop character, and we must learn that the setbacks and grieves which we endure help us in our march onward.*

*~Henry Ford*

### **Rationale:**

Up to this point, we have spent considerable time working to create a group culture and climate that helps to strengthen culturally responsive teaching. This lesson is intended to give the students the ability to create a set of consequences for breaking the ground rules established in lesson 5. At the end of the lesson, students will ratify the consequences by signing a copy of them.

### **CDE Prepared Graduate Competencies:**

*Prepared Graduates* – Collaborate effectively as group members or leaders who listen actively and respectfully pose thoughtful questions, acknowledge the ideas of others, and contribute ideas to further the group’s attainment of an objective.

*Reading Standard 1.2.A:* Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. (CCSS: SL.11-12.1b)

### **Objectives:**

- Students will establish ground rules that provide a climate where it feels safe to discuss various topics.
- Students will examine the value behind each of the identified ground rules.
- Students will understand how ground rules can be used to minimize conflict.
- Students will assign a consequence ladder to each ground rule to establish a method of ensuring that the rules are followed.

### **Requirements:**

Materials: Chart paper or white boards and markers.

Time: One advisory period.

You will need posters or white boards for all of your groups (students will work in teams of 4)

### **Techniques and Skills:**

Large-group discussion, reaching consensus, small-group work, team building, webbing

### **Keywords:**

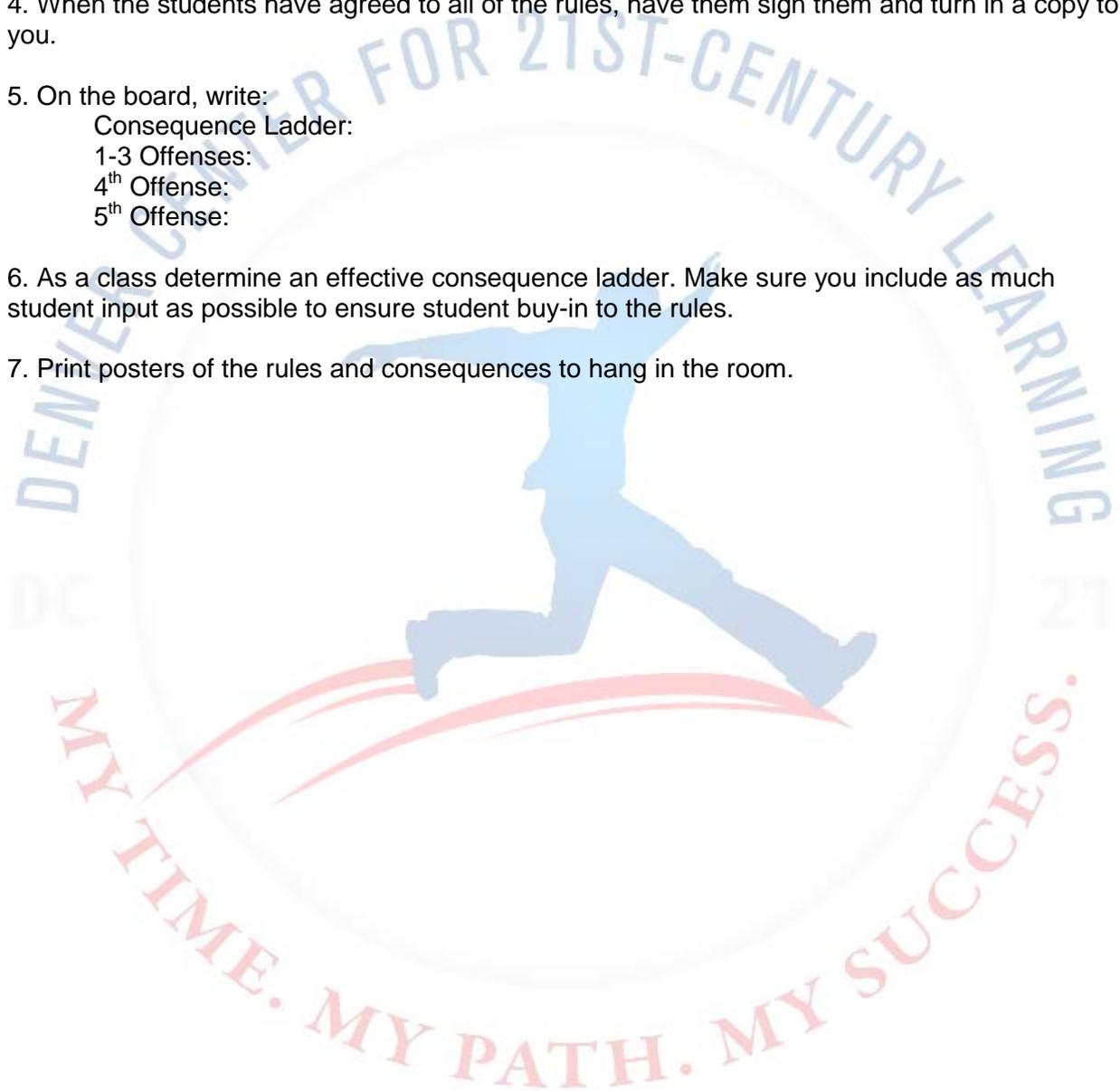
Ground rule, value, conflict, modified, abide

### **Procedure:**

*The night before: Look at the punishments that the students gave for breaking the rules so that you have an understanding of what the possible consequences can be. It is also beneficial to type up and print copies of the ground rules that were created in the previous lesson.*

1. Review the ground rules that students created the previous day.

2. Allow the students some time (approximately 10 minutes) to edit and modify the ground rules that were written out the day before.
3. After the students have taken the time to edit their work, hold a general discussion on all of the rules (5 minutes max). Ask the students to critique each one, and vote to determine if each one is acceptable.
4. When the students have agreed to all of the rules, have them sign them and turn in a copy to you.
5. On the board, write:  
Consequence Ladder:  
1-3 Offenses:  
4<sup>th</sup> Offense:  
5<sup>th</sup> Offense:
6. As a class determine an effective consequence ladder. Make sure you include as much student input as possible to ensure student buy-in to the rules.
7. Print posters of the rules and consequences to hang in the room.



Questions:

Notes:



Summary:

## **Lesson 1.7: Identify Self**

*CA1.7 (Adapted from ID Curriculum)*

*A racial community provides not only a sense of identity, that luxury of looking into another's face and seeing yourself reflected back, but a sense of security and support.*  
~Wentworth Miller

### **Rationale:**

Up to this point, we have spent considerable time working to create a group culture and climate that helps to strengthen culturally responsive teaching. This is the first lesson that starts to integrate those models previously developed to help teach reading fluency.

### **CDE Prepared Graduate Competencies:**

*Prepared Graduates* – Demonstrate skill in inferential and evaluative listening.

*Reading Standard 2.2.A:* Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (CCSS: SL.11-12.1)

### **Objectives:**

- Students will use their background and experience to determine if they can be defined by a stereotype, and if they can define themselves through their actions.
- Students will understand how stereotyping people can increase negative stereotypes.

### **Requirements:**

Materials: Projector, computer, ID PowerPoint "First-Person", and cornell note paper.

Time: One advisory period.

Make sure your room is arranged so that students can view and read a quick powerpoint. Make sure you have a printed copy of the powerpoint in advance, as it has a wealth of additional material.

### **Techniques and Skills:**

Reading, public speaking, discussion, self-reflection, expression

### **Keywords:**

First-person, complacency

### **Procedure:**

*The night before: Take a quick look at the extensions provided in the ID:First-Person powerpoint. It is important that you know where the authors of each excerpt are coming from, and how to tie that to the reading that your students will be doing.*

1. Present the powerpoint to your students with the following framework:

1. Tell the students that they need to write down a quick 2 sentences about each passage that is being read.
2. As you progress, spend about two minutes on each slide giving the students time to read. Then ask for a volunteer to read the passage aloud. Discuss what the author was trying to get across at the end.

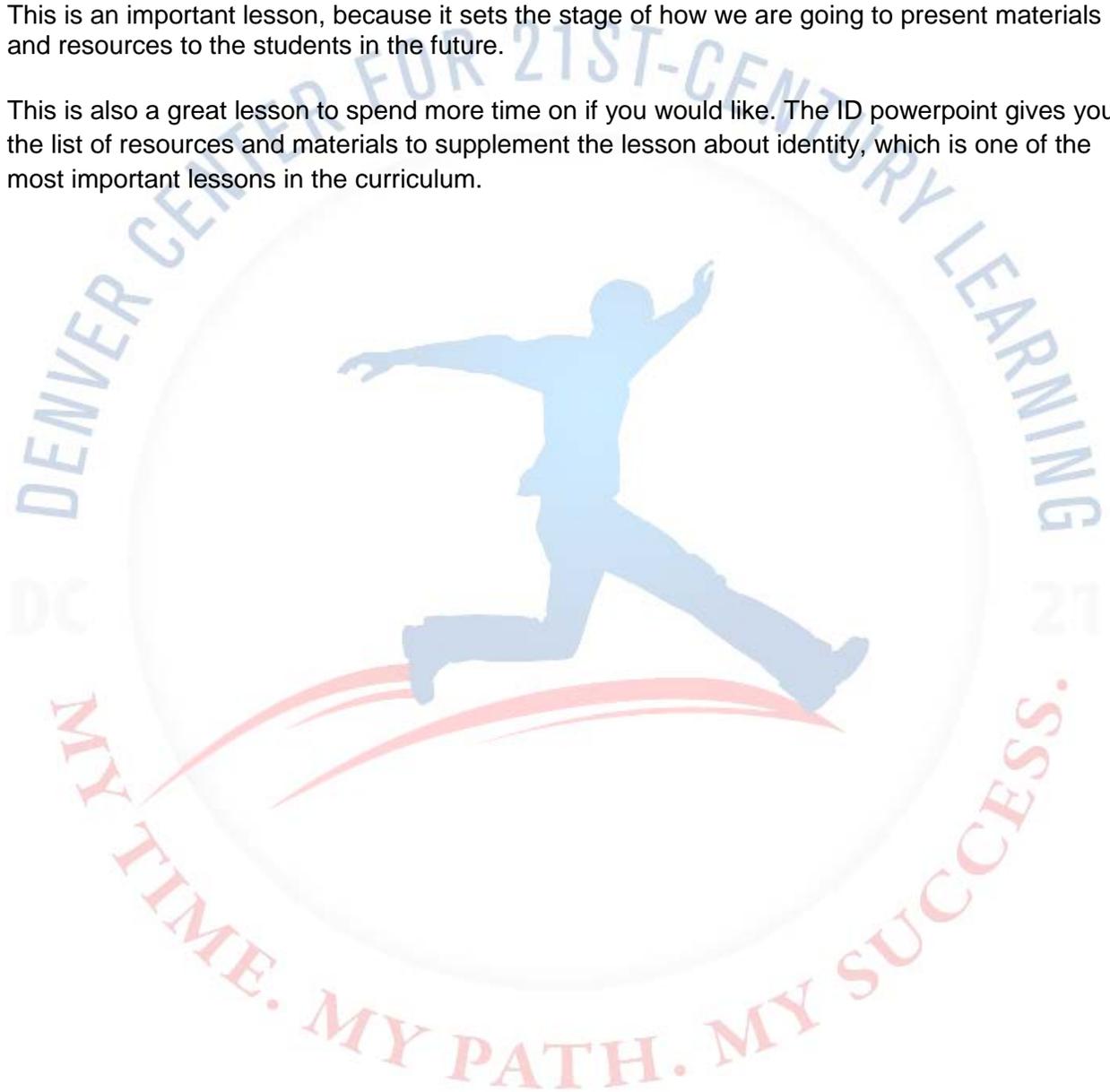
3. Briefly give the students time to write a quick conclusion for each passage.

2. Once you have progressed through the entire PPT, the final page will end with a writing prompt (termed a raw-write in the ID curriculum). Give the students 5 minutes to answer the prompt and turn it in. The last slide gives a list of sources and information that the students can use to guide their writing.

*Conclusion:*

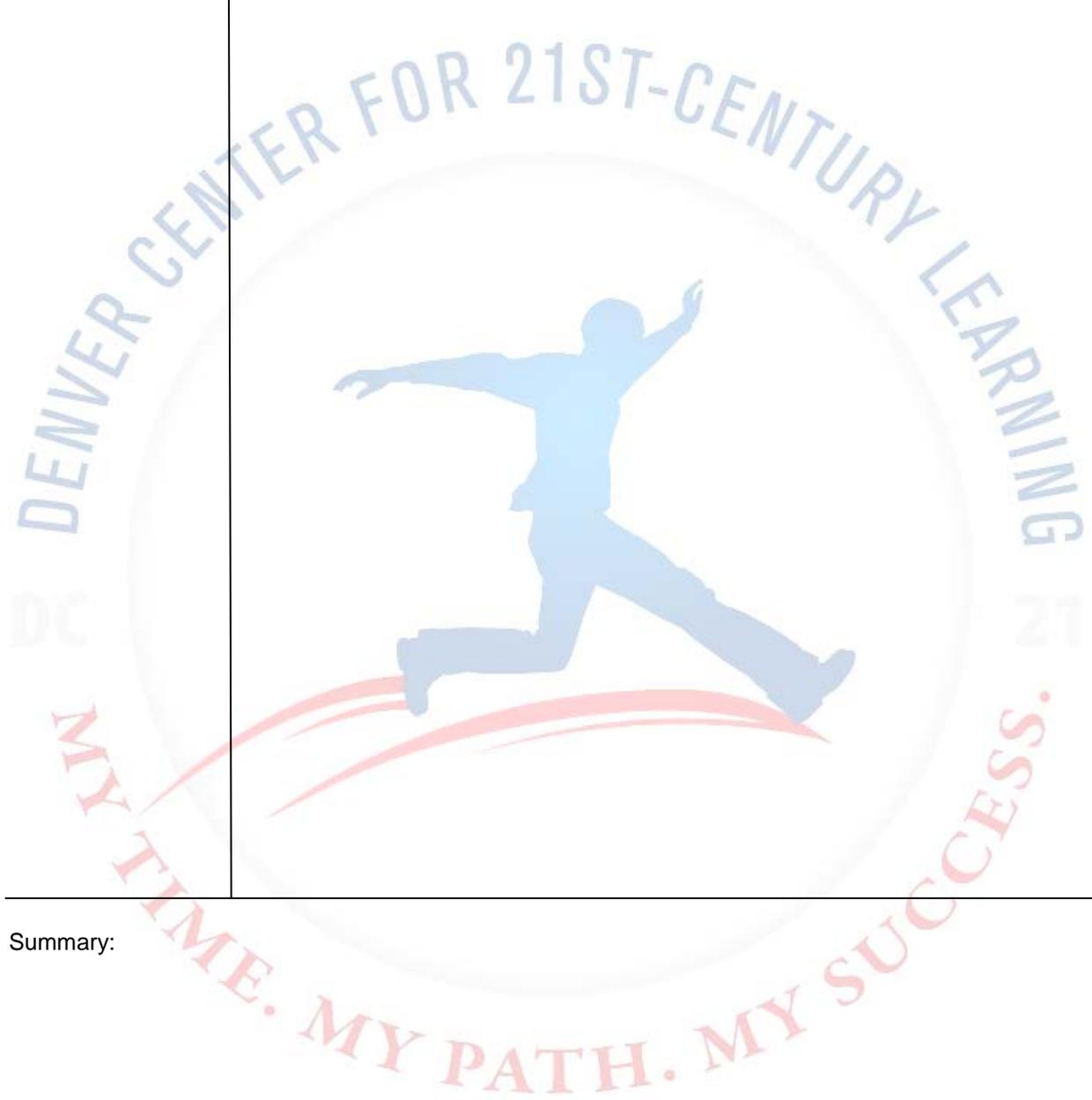
This is an important lesson, because it sets the stage of how we are going to present materials and resources to the students in the future.

This is also a great lesson to spend more time on if you would like. The ID powerpoint gives you the list of resources and materials to supplement the lesson about identity, which is one of the most important lessons in the curriculum.



Questions:

Notes:



Summary:

## **Lesson 1.8: Cultural Baggage**

*CA1.8 (adapted from ADL Lesson)*

*No culture can live if it attempts to be exclusive.  
~Mohandas Ghandi*

### **Rationale:**

Students have identified the key pieces of professional and culturally responsive language, while grounding everything in a set of personal experiences. This lesson identifies the baggage that each culture and each student brings to the classroom every day.

### **CDE Prepared Graduate Competencies:**

*Prepared Graduates* – Demonstrate skill in inferential and evaluative listening.

*Reading Standard 2.2.A:* Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (CCSS: SL.11-12.1)

### **Objectives:**

- Students will use their background and experience to determine if they can be defined by a stereotype, and if they can define themselves through their actions.
- Students will understand how stereotyping people can increase negative stereotypes.

### **Requirements:**

Materials: Baggage worksheet.

Time: One advisory period.

### **Techniques and Skills:**

Reading, public speaking, discussion, self-reflection, expression, modeling,

### **Keywords:**

baggage

### **Procedure:**

*This is a very interesting lesson to teach. It focuses on having students identify the defining characteristics of their culture, as well as the culture that they come from.*

1. This lesson starts with passing out one copy of the baggage worksheet to each student.
2. Tell the students to identify (and draw pictures of) the top 10 most important items in their life.
3. On the back, ask them to identify the top 10 most important things for their parents/guardians.
4. Hang these pieces of baggage in a designated place on the wall.
5. Discuss how a person's culture governs how that person looks at the world and the people around them.
6. Have the student's quick-write three sentences explaining this.

Baggage WS Here



Questions:

Notes:



Summary:

