



Who am I? –Identity

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This unit curriculum is recommended for:
Middle Grade English Learners 6th, 7th, and 8th.

Keywords: (Memories, memoirs, monuments, identity, who am I, self identity, immigrants, dual identity)

Teaching Standards: See [Appendix 1](#) for teaching standards addressed in this unit.

Synopsis: In this unit, students will be introduced to the idea of identity. Students will compose a student definition of identity and read and annotate the stories of immigrants. Once the students have examined the journey of others, they will investigate and reflect on their own journey by first: interviewing their parents to understand their parent’s perspectives and second: creating a culminating project on Adobe Spark Video or Google slides that introduces their home country and builds the background knowledge of their journey toward an American self –identity or duality of both ethnicities, and lastly: identify an object that was brought from their home country that will be memorialized online with an explanation of why it is important to their American self-identity or duality of ethnicities that will be shared with students, teachers, parents and stakeholders during our international night at Coulwood STEM Academy.

I plan to teach this curriculum in the beginning of the school year to forty English Learner middle school students in grades 6th, 7th and 8th during their ELA pullout classes with me.

I give permission to Charlotte Teacher Institute to publish in print and post online my curriculum unit. I understand that I will be credited as the author of my work.

Introduction

Rationale

The rationale for this unit is that many English learner's identities begin to change once they arrive in the United States. As a Bilingual ESL teacher I have seen many students, mannerisms, clothing, speech and types of foods that they eat alter. As I recognized all these changes I wanted to provide a way that students could acknowledge and document their journey toward American identity or duality of ethnicities and help students see their progress by creating their who am I project and sharing what they have created during our international night.

Objective

The unit objective is to respectfully journey with the student as they work toward defining their American Identity or Dual American Identity and create a classroom environment and school that respects diverse populations. As students complete their Who am I? curriculum unit it is a step toward the student realizing their American Identity or Dual American Identity. There are three parts to the project: First, the student will interview the parent to tap into their memories of their journey to United States and compare them to their own recollection so that information that has been gathered will be combined and documented in their presentation; Next, the student will research their home country that will serve as a foundation to assist the student with clarifying their American or Dual American identity; Lastly, they will identify an object that was brought from their home country that can be recognized as part of their identity that will be memorialized in an on-line app with a written description as to why it was selected. They will then have the opportunity to share their work celebrating who they are during our international night in November. During the international night they will have a table set up with artifacts of their country, a 360 degrees walking tour of their home country and possibly participate in their traditional dance or play music from their country. Coulwood STEM'S student body, families and community stakeholders will be invited to attend our international night. The students in the classes as well as the greater student body will be exposed to the rich diversity of cultures. The deepened understanding of the backgrounds of the students will contribute to increased respect for diversity.

Student and School Background

Coulwood STEM Academy is located in the West Learning Community of Charlotte Mecklenburg School District in Charlotte, North Carolina's Coulwood North West community and was built in 1962. Coulwood is a Title 1 school that serves over 600 students and 99.6 % of the school receives a free breakfast and lunch. Demographically the students identify as: 69.3% African American, 15% Hispanic, 8.9% White, 3% two races, 2.7% Asian, and 1% American Indian. Our gender distribution is 52% males and 48% females.¹

My focus is on forty-one Coulwood STEM Academy English Learners in grades 6-8. These students represent the following twelve different countries: United States, Mexico, Honduras, Kenya, Moldova, Afghanistan, Dominican Republic, Congo (formerly known as Zaire), and Senegal. I have eleven 6th graders, thirteen 7th graders and seventeen 8th graders.

Their English proficiency levels are as follows: twelve are novice learners, eighteen are intermediate, and ten are advanced. Out of the forty ELs there are eight that have a dual identification as an exceptional student and an English learner.

I am currently certified as Bilingual English as a Second Language Teacher. This year I am teaching English as a second language, Spanish I, Exploratory Spanish and I have two learning labs. I'm teaching six classes a day that rotate, but I see the students everyday for an hour. In my classroom, we utilize the Promethean Board, thirty chrome books, ten iPads, and age appropriate books, magazines and articles. We also utilize various tools and software packages to create projects to present.

Content Research

Since the beginning of time people have journeyed and sought to understand their own identity. Identity is term that scholars have tried to define and that have been interpreted in many different ways. *Merriam Webster's Dictionary*² simply defines identity as a distinguishing character or personality of a person. However, I sought a definition of identity that encompassed ethnicity, particularly regarding the immigrant population in the United States, and what I found was a number of scholars who struggled with the terms of race and ethnicity. I agree with Hazel Markus who argued:

The social distinction of race and ethnicity are inventions—race and ethnicity are alike in many respects. Both race and ethnicity are dynamic sets of ideas (e.g., meanings, values, goals, images, associations) and practices (e.g., meaningful actions, both formal and routine) that people create to distinguish groups and organize their own communities.³

According to Implications for Psychosocial, Academic and Health Outcomes as an increased group consciousness perspective of ERI marks adolescence that underlies implications for adjustment, as youth make meaning of their ethnic or racial experiences relative to those of other individuals.⁴

This study found that adolescent's beliefs about how others may feel about their ethnic-racial group is an important part of their ethnic racial identity or ERI. For instance, if an adolescent concludes that others are thinking positively about their racial group then that would have a positive impact on their self-confidence, academic motivation and grades. If an adolescent concludes that others perceive their racial group negatively then those thoughts have been negatively linked to depression and somatic symptoms, which are physical symptoms like pain or fatigue to the point that it causes major emotional distress and problems functioning.

The ERI study has identified a process that adolescents experience on their journey toward racial identity. One is called exploration and other is called resolution. Exploration is when adolescents do research on their ethnic background and resolution is when the adolescents produce a sense of clarity about their personal ERI. The final two statuses are foreclosed and moratorium. Foreclosed is when the adolescent has started the process of exploration and resolution but hasn't completed it so they have a limited level of ethnic racial identity or ERI.

These adolescents have a high level of ERI but a low level of clarity. Moratorium is the adolescent that has a high level of ERI but a low level of clarity. These individuals have done the research about ERI but haven't concluded as to the level of clarity it has on their ERI. The study determined that African American, Latino, and White adolescents that have a secured sense of self (i.e., a more advanced ego identity) are reliant of internal perceptions rather than on receiving their sense of self through external factors.⁵ The adolescents that receive their sense of self internally as opposed to externally benefit by creating some protection against association with external factors one of which may be discrimination because they have done their exploration and resolution and have a higher sense of ERI.

The results have shown that white adolescent reported a higher exploration and resolution than Latino and African American adolescents therefore defining their ethnic racial identity and finding clarity leads to self-confidence. There are three things that the study highlighted that would need further attention. First, how peer's thoughts and feelings influence the adolescent's ethnic racial identity; second, how stressors on life affect their own thoughts and feelings about their ERI; and lastly, to include other ethnic groups in the study because the focus was on African American, Latino and White adolescents.

Another perspective is that of Deaux (2006)⁶, Looking beyond the commitment to a single ethnic, national and dual identities. This article has concluded that minority groups have a variety of options to self-identify as ethnic, national or dual identities. Ethnic identities are considered to be minorities that commit to their specific ethnic group, national identities are minorities that have focused in on their nation and dual identities are minorities that have done both. The minorities that consider themselves as having dual identities are mostly second-generation minorities that have often negotiated their ethnic and national dual identities. In this article there is a little evidence that minority ethnic groups that have sensed the majority groups devaluing their groups that has led them to be disengaged in school and in turn their grades have lowered. There have also been minority groups that don't respond to discrimination and persist despite the school environment. Students that persist have a higher sense of ethnic and national identity. Although the results have shown this to be true I feel that it would be necessary to have the study done over and have a concentrated effort on why some minority students allow the devaluing of others to affect them while other minority students don't respond to the affects of others devaluing them.

This study also focuses on the minority group of Turkish immigrants in Belgium although the same results were found in Chinese American and African American students in the United States the study clearly lacks including other minority groups to gain perspective.

In the third part of this unit, students are asked to go to The Tenement Museum in New York City that has an on line app where immigrants can identify an object that can tell their story. The student will click on the education tab and from there they can become a historian by clicking on Your Story and adding an artifact and description. The student may also add an audio file if they so choose. The on line app is free so students will be able to identify an object that was brought with them during their journey that can be memorialized and will serve to represent their self identity and document their journey for this project.

What I have found for my English Learners is that I would like for them to use this process of exploration of their ethnic racial identity and resolution of clarity of the information to bring them to a higher place internally and lastly achieve self-confidence. The increase in self-confidence will help them for the duration of their life. The students during their exploration process will interview the parents and do research on their country and lastly identify an object that will be used as a part of their identity, which will increase the resolution, or clarity of who they are. This new confidence will assist them as they discover from the time they have or their families have arrived to the United States or as they have grown up in a dual language household. The students will also express how what they brought or what their parents brought with them created lasting memories and helped shape their thoughts about their home country that can be eventually passed down as a tradition or transform their ethnic American identity. During our international night students will experience an intercultural exchange while students present their projects that will educate them on many ethnicities that will help to create an atmosphere that is respectful and increase the appreciation of other cultures. According to Smith and Silva, a recent meta-analysis suggests that an achieved, positive ethnic identity is favorably associated with self-esteem and negatively associated with depressive symptoms among ethnic minority individuals.⁷ These students will have gained perspective about themselves and increased self-confidence therefore they will ward off the negatively associated depressive symptoms.

Instructional Implementation

Our English learners at Coulwood STEM Academy have begun this curriculum unit, who am I project this school year. The students have completed Part I and II of the, who am I curriculum unit. We are currently working toward completing Part III where they will have to identify the object they will use as an identity artifact that will memorialize who they are on an on line app. When implementing this curriculum unit, teachers should consider providing English learners with time at school to work on this curriculum unit who am I project due to the lack of Internet access at home.

I also suggest that teachers don't require their students to ask during the parent interview whether the parents are United States Citizens or when they will become eligible to become a citizen because many immigrant families find that offensive to ask. This information is considered personal and should remain private.

Teaching Strategies

I will be using the following 12 teaching strategies to help English Learners in my classroom and the majority of them are SIOP Components or features⁸:

- 1) Visuals- I will associate a visual with a word to help build reading comprehension;
- 2) Pre- teach Vocabulary - I will pre-teach vocabulary using the ExC-ELL⁹ model and use videos in some cases to demonstrate culturally specific ideas;
- 3) Model- I will show students how to do each step so the student will be able to eventually do it on his or her own;
- 4) Graphic Organizers- I will use an appropriate graphic organizer with the topic to help students organize what they have learned;
- 5) Scaffolding - I will use temporary scaffolds depending on the students need;
- 6) Sentence Frames- I will use different sentence frames depending on the students needs;
- 7) Cornell Notes¹⁰ - I will show them how to take notes the Cornell way to help them organize what they have learned so that they can return to it for review if they have to;
- 8) Silent Phase¹¹- I will be sensitive to the need of the student's English proficiency level and encourage them to practice English in different ways and respect where they are in the natural process of the language process;
- 9) Collaborative Groups- I will assign students to groups so they will be able to have a student led group and lower their affective filter to help increase their level of comfort speaking English which will then in turn help increase their proficiency;
- 10) Summarize - Students will have an opportunity in each class to summarize what they have learned in their Cornell Notes;
- 11) Build Background - I want to fill in the gap to help students understand what other non-ELs may already know;
- 12) Think Aloud - As I model each step I will think aloud for students to listen to the thinking process behind each step.

Unit Objectives

- Reading: I will select numerous immigrant stories from My Immigrant Story (<https://myimmigrationstory.com/>)¹² so the students can compare what is the same or different from their personal stories and what they have read.
- Listening and Speaking: Students will listen and share their personal stories during international night.
- Grammar: Students will learn how to identify and use be + adjective + infinitive.
- Writing: Students will learn how to write a first person non-fiction story.

Lesson Plans

Day 1

Students will have to answer the essential question: How can I identify who I am? Why should I know who am I?

What do students need to know in order to answer the essential question?

I will use the teaching strategy to build background knowledge. Building background knowledge is important for ELs because it connects the topic to their personal and academic experiences or fills in the gaps if they are lacking information.¹³ Once we have completed this discussion I will ask students, what is identity? I will wait for a response from the students and I will ask the students to find the dictionary definition and then come up with their own student definition that will be written in their personal Google drive document Electronic Cornell Notes notebook. Next, I will pass out the word splash worksheet and model by adding a word and a drawing that relate to the word identity.

Once the students have filled in their word splash worksheet and filled it in with their words and drawings I will stop and provide the students with a moment to academically discuss their student word splash. Next, I will number each student from one through six in their collaborative groups and call a random number by rolling a dye and the number that comes up once I have rolled the dye then those students that were assigned that number in each collaborative group will have to stand and share their student definition. When the academic discussion is over the students will add this information to their Cornell Notes and share it with me.

Lastly, the student definition and notes will be added to their electronic Cornell Notes notebook online that will be shared with me and I will use that as an exit ticket of the day or a informal check of student understanding for day.

Day 2

During our warm up I will ask the students to share their student definitions of identity by numbering them off again and calling a different random number that students will have to stand and share their student definition of the word identity.

Then the students will go on an individual virtual interactive tour of the statue of liberty and take notes to share in their collaborative groups. Each student will use the Venn Diagram to compare the immigrant experience of those that arrived on Ellis Island to their personal experience and share their Venn Diagram with the collaborative group. Once they are done with their interactive virtual tour they will share their notes and I will number the students and select one randomly to share their notes with entire the class.

Lastly, the students will share what they have shared in their collaborative groups when I select a random number with a dice and those students that are assigned that number will stand and share it with the class. After, each student share notes with me as an exit ticket and I will use that to informally assess their understanding.

Day 3

Our warm up will be to number the students and randomly select students that will share their word splash with the entire class.

I will then use the strategy to model what my expectations are during our pre-selected story from my immigrant story. Prior to our reading I will preselect words that I know ELs will have a difficult time comprehending and the students will add those words to their vocabulary list of words in their electronic Cornell notes notebook using ExC-ELL strategy. The ExC-ELL strategy is used to build vocabulary. There are seven steps to this process that help to build ELs vocabulary. They must first find the dictionary definition, then provide a student definition with a visual, use the word in a sentence, provide an antonym, say the word aloud in a unique way (e.g. whisper, fast or slow) and then count the syllables. After we have done this the student will add those words to their vocabulary list in their electronic Cornell Notes notebook.

Once we have completed adding our additional vocabulary words and pre-read our immigrant story I will continue to model and think aloud by showing the students how to annotate the pre-selected immigrant stories first paragraph and the rest of the annotations will be done individually by the each student that will be shared with their collaborative groups.

Lastly, the students will share what they have shared in their collaborative groups when I select a random number with a dice and those students that are assigned that number will stand and share it with the class. After, each student share notes with me as an exit ticket and I will use that to informally assess their understanding.

Day 4

Our warm up will be to number the students and randomly select students that will share their word splash with the entire class.

I will then use the strategy to model what my expectations are during our second pre-selected story from my immigrant story. Prior to our reading I will preselect words that I know ELs will have a difficult time comprehending and the students will add those words to their vocabulary list of words in their electronic Cornell notes notebook using ExC-ELL strategy. The ExC-ELL strategy is used to build vocabulary. There are seven steps to this process that help to build ELs vocabulary. They must first find the dictionary definition, then provide a student definition with a visual, use the word in a sentence, provide an antonym, say the word aloud in a unique way (e.g. whisper, fast or slow) and then count the syllables. After we have done this the student will add those words to their vocabulary list in their electronic Cornell Notes notebook.

Once we have completed adding our additional vocabulary words and pre-read our immigrant story I will continue to model and think aloud by showing the students how to annotate the pre-selected immigrant stories first paragraph and the rest of the annotations will be done individually by each student that will be shared with their collaborative groups. Upon the completion of the second pre-selected text chosen by the teacher each student will use the Venn Diagram to compare their personal immigrant story with that of the person in our story.

Lastly, the students will share what they have written in their Venn Diagram with their collaborative groups when I select a random number with a die and those students that are assigned that number will stand and share it with the class. After, each student shares their diagram they will share what they done with me as an exit ticket and I will use to informally assess their understanding.

Day 5

Our warm up will be to number the students and randomly select students that will share their Venn Diagram with the entire class.

Once we are done sharing I will review the curriculum unit project who am I with the students. I will read aloud each part of the project and review the rubric with the students. Then I will ask if anyone has questions and I will allow time to answer any questions they may have and set due dates. I will then model using each app and part of the project.

Lastly, students will be given time to work on their projects and I will allow time to answer any questions and to guide students using the different apps.

Students will summarize what they have learned in their electronic Cornell notebook and share it what they worked on with me so that I may informally assess their comprehension.

Appendix 1 – Teaching Standards

WIDA Standard: The English Learners communicate for social and instructional purposes within the school setting.

North Carolina Standard: Teachers will establish a respectful learning environment for diverse populations at school.

This unit curriculum will help to create a respectful learning environment for diverse populations because the English Learners will create a project that will enlighten them to their parent's personal memories of their journey to the United States by having the students interview them; second, students will then celebrate who they are by researching their home country and build background knowledge to work toward American identity; lastly, they will identify an object that was brought from their home country that can be recognized as part of their identity that will be memorialized on-line in an app with a written description as to why it was selected. The students will then share their project with the student body and their families, staff, administration, and stakeholders during our international night. That night knowledge will increase about different cultures and identities and that knowledge will contribute to respect for diverse backgrounds and themselves.¹⁴

Appendix 2 - Classroom Activities:

The classroom activities will be modified depending on the English Learners proficiency level.

Unit 1 Identity- Who am I? - Cornell Notes

Name _____ Date _____

Class _____ Period _____

Topic:

Essential Question:

Term

Notes (Use this side to write notes)

Example:

Example: Context Clues

What you know + what you have learned

Dictionary Definition of Identity

Student Definition of Identity

Self Identity

Who am I?

Summarize

Reflection:

Unit 1 Identity- Who am I? Word Splash

Name _____ Date _____

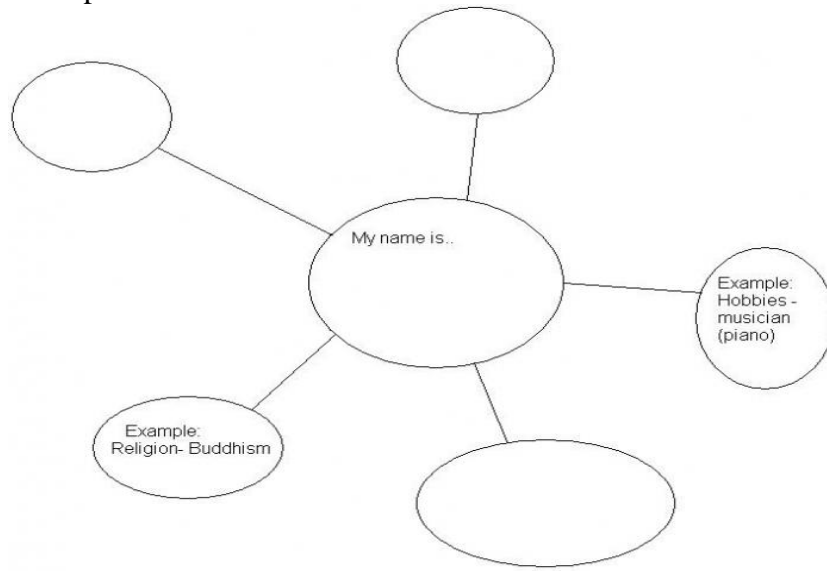
Write relational words or draw around the word that is centered in bold (Identity). Be ready to

<p>Unit 1 - Identity- Who am I? Picture Diagram</p> <p>Name _____ Date _____</p> <p>Complete the diagram below by filling in the empty circles with what you think identifies you.</p>
--

Share what you have written or drawn and how it relates to the word written in bold.

<p><u>Example- What I think of myself?</u></p> <p style="text-align: center;">Identity</p>
<p>Compose a paragraph below to use the words you have written in your word splash above. Identity is</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>

Example:



Write complete sentences using the information that you have written above.

Classroom Assessments

The assessment will be the curriculum unit who am I project that will be presented during our international night.

Unit 1 Pre and Post Assessment - American Identity- Who am I?

Name _____ Date _____

Due Dates

First 2 weeks- Collect Data - Due _____

Third Week- Organize and Edit Information - Due _____

Fourth Week- Finalize Project and Present - Due _____

Project Description

We are going to begin working on a project that celebrates who you are. We will be creating an Adobe Spark App or Google Slide presentation that will provide information to viewers about who you are and the countries that you represent at our school. In addition to the Adobe Spark App you will use iPads used during your presentation to view the 360 degrees' video of your home country. You will complete this project individually (each person will work alone). You MUST create a project about YOUR OWN native country.

This project will be worth 100 points. You will have two months to work on it. When you have completed the project, you will share it with me. Students who agree will have their presentations played in a loop on International Night (without your name or any identifying information).

Web Links

Virtual Reality Apps

-360 Degrees- <https://www.youtube.com/channel/UCzuqhhs6NWbgTzMuM09WKDQ>¹⁵

-Street View- <https://developers.google.com/streetview/ready/>¹⁶

-RYOT- <https://www.ryot.org/category/videos/360>¹⁷

[Geography](#)¹⁸

[Lonely Planet](#)¹⁹

Questions from the Organizer to a Parent or Caregiver

Part I

Interview a relative about the home country and ask the following questions:

1. What was it like living there?
2. Why did you decide to come to the United States?

3. At what age did you come?
4. Who came with you?
5. Why did they come with you?
6. What did you bring and why?
7. When you came to the United States what do you remember seeing and feeling?
8. Do you feel the same now as you did when you first arrived? How has it changed or not changed?
9. Do you feel that you are American or hyphenated- American?

Part II:

Use geography.about.com, and/or Lonely Planet to answer the following questions about your country.

1. Name of country:
2. Continent: Draw a picture or find one.
3. Language(s) spoken:
4. Geography: (Are there mountains, volcanoes, oceans, lakes, etc? Does the land touch any oceans, seas, rivers? What are the names of the geographic features? *Example-name of the volcano or name of the river.*)
5. Climate: (What is the weather like? Do they describe it as tropical? Rainy? When? What are the seasons?)
6. Currency: Write the name of the currency (money) used:
7. Cities: What are some major cities/towns in the country? What is the name of the town you are from?
8. Flag: What does the flag look like? What colors? What does the flag mean? (For example, in the U.S., we have 50 stars for the 50 states and 13 stripes for the 13 original colonies.)
9. Recreation / Culture: Name 5 recreation/outdoor activities (volcanoes, forests, beaches, parks, sports, water activities): Name 3 cultural places to visit (museums, theatres, etc.) and/or historical places (places that are important in the destination's history). What can you see there? Why are they important? Go to Lonely Planet, type in the name of your country. Click on *Things to Do*.
10. Food: What is some food that is popular in the country? Choose one food. Write the recipe for this food. Explain when it is eaten (holidays, every day, dinner, breakfast, etc.). List 2 restaurants that someone should eat at if he/she goes to the country. (You can find this on Lonely Planet.)
11. Music / Popular Culture: What type of music is popular in the country? Who are some celebrities who are popular? (musicians, actors, athletes, etc.) Why would it be fun to visit this place?
12. Video: Find a street view and video to share with your audience.

Part III:

Identity- Students will identify an artifact that will be photographed that was brought from their home country that will serve to memorialize their identity in an online app called Your Story our Story found at this address <http://yourstory.tenement.org/>²⁰

Please answer the following questions that will be added to your artifact description online

1. What is the artifact called?
2. Describe the artifact and explain why is it important to you?
3. Does this artifact represent your home country or United States or both?
4. What memories do you think of when you look at it? Ask your parent the same question and compare your memories to parent's memories and use the Venn diagram to explain how your memories are the same or different then your parents?
5. How does the artifact help you tell your story as to who you are?

Rubric

Name _____ Date _____

Project Items	4 Points	3 Points	2 Point(s)	0 /Points	Points Earned
Interview Relative	All questions are answered.	The majority questions are answered.	Some questions are answered.	Forgot to interview relative.	
1.Name of Country	Name of country is visible and written correctly	Name of County is visible but was misspelled	Country name isn't visible and was misspelled	Country name was forgotten.	
2. Continent	Draw a picture or include a picture of the continent your country is in.	Picture is included but it's the wrong continent.	Picture is not included but the continent is correct.	Picture and continent information is forgotten.	
3. Language(s)	All spoken languages are included.	Some spoken languages are included.	Major of languages are missing from the information.	Spoken languages are missing.	
4. Geography	Draw or include a picture of important landmarks in your country.	Some important landmarks are included.	The majority of the landmarks are missing.	Forgot to include this information.	
5. Climate	Weather and seasons are included.	Some information is included.	The majority of the information is missing.	Forgot this information.	

6. Currency	Name of currency and what it looks like is included.	Some currency information is included.	Major information is missing from this part.	Forgot this information.	
7. Cities	Name(s) of major cities in the country.	Some cities are included.	Major cities are missing.	Forgot this information.	
8. City you are from	Name of the city you're from.	N/A	N/A	Forgot this information.	
9. Flag	Picture of the flag and Explanation of the flags meaning.	N/A	N/A	Forgot this information.	
10. Go to Lonely Planet	Include all 5 things in this part. (Review #9 in the description).	Include 4 of the 5 things in this part.	Include 3 of the 5 things in this part.	Forgot this information.	
11. Food	Include all 4 things in this part. (Review #10 in the description).	Include 3 of the 4 things in this part.	Include 2 of the 4 things.	Forgot this information.	
12. Music	Include all 3 things. (Review part #11 in this description).	Include 2 of the 3 things.	Include 1 of the 3 things in this part.	Forgot this information.	
13. Video	Include the video.	N/A	N/A	Forgot this information.	
14. Identity	Clearly explain in written and	Somewhat explains in written and spoken word what	Attempts to explain in written and	Forgot this information.	

	spoken word as to what identity means to you.	identity means to you.	spoken word what identity means to you.		
15. Presentation	Spoke and had great eye contact	Spoke but had poor eye contact	Didn't make eye contact.	Forgot this information.	

Total Points Earned _____

Grade _____

Reflection

Classroom Resources

Calderon, Margarita. "Expediting Comprehension for English Language Learners." ExC-ELL Center for Schools and Communities. 2008. Accessed December 3, 2017.

doi:<http://www.center-school.org/esl/documents/teachingreadingell-presentationslides-calderon.pdf>.

This resource is for teachers to expedite comprehension for English Learners by building vocabulary.

Madison, James. "The Learning Toolbox-Cornell Notes." Cornell Notes. Accessed December 03, 2017. doi:<http://coe.jmu.edu/learningtoolbox/cornellnotes.html>.

Cornell Notes are used by teachers to assist students with organizing what they have learned in the class and to help students locate and recall information they have learned.

Ramos, Raul. "My Immigration Story." My Immigrant Story. Accessed December 03, 2017.

doi:<https://myimmigrationstory.com/>.

My Immigrant story is a resource for teachers and students to learn about other immigrant stories in the United States.

"What Is a Venn Diagram." Lucidchart. October 05, 2017. Accessed December 03, 2017.

doi:<https://www.lucidchart.com/pages/venn-diagram>.

The Venn diagram to used to help students organize what they have learned in class by using a graphic organizer to compare what is the same or different.

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- Calederon, Margarita. "Expediting Comprehension for English Language Learners." ExC-ELL Center for Schools and Communities. 208. Accessed December 3, 2017. doi: <http://www.center-school.org/esl/documents/teachingreadingell-presentationslides-calderon.pdf>
This resource is for teachers to expedite comprehension for English Learners by building vocabulary.
- Doss, Emily. *Memorial Mania*. Chicago: University of Chicago Press, 2010.
This book ties emotions to memorials and describes historical context with each memorial that is highlighted.
- Echevarria (Author), MaryEllen J. Vogt (Author),, Jana J. "Making Content Comprehensible for English Learners: The SIOP Model (4th Edition) 4th Edition." Making Content Comprehensible for English Learners: The SIOP Model (4th Edition): Jana J. Echevarria, MaryEllen J. Vogt, Deborah J. Short: 9780132689724: Amazon.com: Books. 2000. Accessed December 03, 2017. <https://www.amazon.com/Making-Content-Comprehensible-English-Learners/dp/0132689723>.
The SIOP components and features are used as best practices for teachers to use with all students.
- Hughes, Diane, Niobe Way, and Deborah Rivas-Drake. "Stability and Change in Private and Public Ethnic Regard Among African American, Puerto Rican, Dominican, and Chinese American Early Adolescents." *Journal of Research on Adolescence*. May 18, 2011. Accessed December 03, 2017. doi:10.1111/j.1532-7795.2011.00744.x. <http://onlinelibrary.wiley.com/doi/10.1111/j.1532-7795.2011.00744.x/abstract> The study found that African American, Puerto Rican, Dominican and Chinese early adolescents were affected by others public regard for their groups and that helped or hindered their self identity.
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Notes

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 - 2 Dictionary Definition <http://www.dictionary.com/browse/definition>
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 - 4 Rivas-Drake, Deborah, Eleanor K. Seaton, Carol Markstrom, Stephen Quintana, Moin Syed, Richard M. Lee, Seth J. Schwartz, Adriana J. Umaña-Taylor, Sabine French, and Tiffany Yip. "Ethnic and Racial Identity in Adolescence: Implications for Psychosocial, Academic, and Health Outcomes." *Child Development* 85, no. 1 (2014): 40-57. <https://asu.pure.elsevier.com/en/publications/ethnic-and-racial-identity-in-adolescence-implications-for-psycho>
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 - 6 Baysu, Gülseli, Karen Phalet, and Rupert Brown. "Dual Identity as a Two-Edged Sword." *Social Psychology Quarterly* 74, no. 2 (2011).
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<https://scholarsarchive.byu.edu/cgi/viewcontent.cgi?article=1087&context=facpub>
 - 8 Sheltered Instruction Observation Protocol or SIOP components and features <http://www.cal.org/siop/>
 - 9 Expediting Comprehension for English Language Learners <http://www.center-school.org/esl/documents.org/documents/teachigreadingell-presentationslidescalederon.pdf>.
 - 10 Cornell Notes <http://coe.jmu.edu/learningtoolbox/cornellnotes.html>
 - 11 Silent Phase
https://www.google.com/search?q=silent+phase+language+learning&rlz=1C1GGRV_enUS758US758oq=Silent+phase&aqs=chrome.2.0j69i57j0l4.8132j0j4&sourceid=chrome&ie=UTF-8
 - 12 My Immigrant Story <https://myimmigrationstory.com/>
 - 13 Robertson, Kristina. “Connect Students’ Background Knowledge to Content in the ELL Classroom,” Colorin Colorado <http://www.colorincolorado.org/article/connect-students-background-knowledge-content-ell-classroom>
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 - 15 360 Degrees Videos <https://www.youtube.com/channel/UCzuqhhs6NWbgTzMuM09WKDQ>
 - 16 Streetview <https://developers.google.com/streetview/ready/>
 - 17 RYOT <https://www.ryot.org/category/videos/360>
 - 18 Geography <https://www.thoughtco.com/geography-4133035>
 - 19 Lonely Planet <https://www.lonelyplanet.com/>
 - 20 “Your Story, Our Story,” The Tenement Museum, <http://yourstory.tenement.org/>