



***Celebrating and Embracing
World Wide Cultures and Traditions
In Our Schools***

by Mariella Fernandes, 2018 CTI Fellow
Whitewater Middle School

This curriculum unit is recommended for
English Language Learners Teachers of all levels school wide

Keywords: Cultures, communities, communication, connections, identities, immigrants, newcomers, acculturation, diversity.

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

Synopsis: This curriculum unit seeks to give students, parents, teachers and administrators in our school and community the opportunity to embrace, celebrate, and learn the complex concept of culture. Everyone is associated with some culture. For some it could be with the country or region of their ancestors because they are first of second generation in the new country. For others it may encompass areas like family, religion, roots, values, identity and community. Everyone involved in the celebration of the international festival will learn that culture gives people a sense of identity, a sense of belonging, a sense of representing a place that is very important to them. As students, families and teachers examine their own cultural backgrounds, they will embrace, value and celebrate together all the other cultures, both inside and outside our schools and community.

I plan to teach this unit around May each school year. All students, teachers, administrator and families will participate.

I Mariella Fernandes give permission for Charlotte Teachers Institute to publish my curriculum unit in print and online. I understand that I will be credit as the author of my work.

For my immigrant students at Whitewater Middle, because as an immigrant too, I feel obligated to celebrate and teach others whom we are and what amazing things we bring to this nation that has given us the opportunity to reach our dreams.

Introduction

As an experienced teacher and an immigrant working closely with English Language Learners and their families in a CMS school district, I believe in the importance of developing school activities that help students, teachers and families to learn about other cultures. The CMS district has students from different countries and various cultural and ethnic backgrounds who contribute to the diversity in the district.

It is not hard to imagine that many diverse cultures exist in this big country mostly form by immigrants, and it is imperative to shape and embrace all those cultures in our society and especially in our classrooms. Every CMS school is serving students from different cultures, background and communities, but not all of them celebrate those differences. CMS is proud of its diverse mix of students representing 160 different countries and various cultural and ethnic backgrounds.ⁱ As such, a multicultural festival celebration is appropriate within this unit.

Like many others, I came to this country as an immigrant, in my case in my late 30s'. While adapting with most cultural norms here in the U.S. and keeping a few from my home country, I felt that as an adult and knowing English, the United States let me keep my distinct identity. However, this is not the case for many immigrants I have interacted with in the past seven years. To me, cultural diversity means merging in different cultures, especially does around our schools and community; introducing good aspects of your culture to others, but also accepting the positives and negatives aspects of a new culture. However, to my students and especially the ones who are first of second generation born in this country, I believe it is somehow different.

Appalachian State University Multicultural Program defines identity as "Identity is (who we are) and influences our behaviors (how we react to everyday situations), our personalities and our future"ⁱⁱ. The definition also states that "Cultural diversity makes us accept, tolerate and even to some extent, integrate and assimilate others in our daily lives."ⁱⁱⁱ Cultural diversity has become extremely important in today's world. Whether we work, study or even stay at home socializing only with our neighbors. Our chances of interacting every single day with people from various races, ethnic groups and cultures at school, work, supermarkets, parks, and sport games, to name a few, is greater now than it has been ever before. This phenomenon is not unique to the United States; people are migrating to developed nations across the developed world as they seek better opportunities. As an educator I believe we have the power to improve the quality of those interactions and make a difference by working together. By integrating families, school and community in educative activities and cultural celebrations, where others can learn about who we are and how immigrants enrich this country with their presence.

School and Students Setting and Demographics

Whitewater Middle is in West Charlotte, almost outside the city limit. Whitewater Middle is a 54-classroom prototype school, which opened in 2009. The school was opened to alleviate overcrowding at Coulwood and Wilson Middle School, it has two Elementary feeders. Tuckasegee and Whitewater Academy. It is also a late school with hours of operation from 9:15 am to 4:15 pm.

The population of the school is approximately 751 students divided as 57.3% African-American, 29.0% Hispanic, 8.5% Asian 0.8 American Indians and 4.2% White students. Almost 95% of the students at Whitewater Middle receive free and reduced lunch services. 11.8% of all students at Whitewater Middle are considered to have limited English proficiency, which is much higher than the median across all reported middle schools in North Carolina (3%). Males outnumber females at Whitewater Middle, where the student body is 55% male and 45% female. The socio-economical level of most of our school is low, but that has not been an impediment for Whitewater Middle to become:

- 1 of 7 schools in CMS that exceeded growth the last four consecutive school years
(#1 highest growth index for CMS Title I Middle School)
- Growth by Subject

Math EOG – Exceeded Growth (#1 highest growth index for CMS Title I Middle Schools)

Reading EOG – Met Growth (#7 highest growth index for CMS Title I Middle Schools)

- EL Progress Long Term Goal Met 1 out of 1 (100%)
- Math Long Term Subgroup Goals Met 6 out of 7 (86%)
- Reading Long Term Subgroup Goals Met 2 out of 7 (29%)
- Total Long Term Subgroup Goals Met 9 out of 15 (60%)

Only 52 schools, out of 169 CMS schools, exceeded growth and Whitewater Middle was one of them. This past year, Whitewater Middle had been awarded a Verizon innovative Learning School (VIILS) grant. We are one of 5 schools in the district and one of 48 in the country with this opportunity where each student at Whitewater in grades 6, 7, and 8 received an Apple iPad Air 2 with a free wireless 5GB monthly data plan for use at school and home.

Our school also became a STEM magnet school in the past year. The teachers actively develop and engage students in lessons that involve real-life situations, social problems, and STEM related lessons. Based on the current emphasis on connecting the content to real-life, this curriculum unit will focus on the core idea of engaging the students in diversity within the community where the students will learn how to embrace, celebrate and respect other cultures.

Content Research

Developing notions of diversity are very important for students in schools as educators in the post-civil rights era seek to create the equitable and democratic society we seek to become.^{iv} Besides the goal for a just and democratic society, there are more immediate gains for nurturing a diverse perspective in the students. Research shows that prejudice and discrimination adversely affect the cognitive development of students and lead to disengagement and dropping out of school or college.^v Students need to feel a sense of belonging within their environment to persist in their learning. This is especially true for minority and underrepresented students. Guring et al (2002) found that the informal interactions between peers from different backgrounds in college is central to learning and personal development. From my perspective of an ESL teacher, personal interactions between ELs and the other students and educators are vital as the students develop their English proficiency and identities. EL students who are not comfortable in the classroom or who are picked on and laughed at, are unlikely to participate in discussions, leading to them not learning the language nor the content. These students may never get out of their silent phase, causing them to fall behind in their learning^{vi}. I in college in the society in which we live, more than ever before, we can hear about the importance of celebrating diversity. To honor and embrace others cultures should be the main reason to be seen in every single classroom across our district, all classrooms have a diverse population across Charlotte Mecklenburg Schools.

According to the University of Appalachian State in North Carolina they celebrate diversity in their University because “As human beings, we are revealed and make ourselves known to one another by infinite varieties of intelligence, language, race, values, politics, religion, national service, gender presentation, philosophy and a host of other elements common to humankind. The recognition of a common humanity is the first step in the celebration of our differences - differences that inform our cultures, our values, our minds, and all our ways of being in the world. Diversity is the chief informant of the creative life force and the central reality in our understanding and stewardship of it.”^{vii}

As an immigrant, Charlotte Mecklenburg School teacher and English Language Learners Chair, I truly believe that we urgently need to celebrate diversity and other cultures to educate people and avoid major social problems and racism in the country.

The motivational writer Paulo Coelho asserts that, “Culture makes people understand each other better, and if they understand each other better in their soul, it is easier to overcome the economic and political barriers. But first they must understand that their neighbor is, in the end, just like them, with the same problems, and the same questions.”^{viii}

I believe the best place after home to learn and understand other cultures is in the classroom. There are many teaching moments where we can apply diverse topics that include cultural diversity in our communities and understand the purpose and reason to them to migrate to another country or place.

Based on my experience as an educator and having the opportunity to work in both scenarios; one with only immigrant students and the second one with natives and immigrants students in the classroom, I have observed the value of a diverse classroom in where students share different experiences, help and support others growth, become better citizens who understand differences and not only tolerate them but also respect and value their classmates.

In the article four reasons why classroom need diversity educations, Matthew Lynch, asserts that “School climate and school culture directly impact student success. As a result, it is particularly important for the school culture (and the classroom culture) to reflect, acknowledge, and celebrate diversity.”^{ix}

Curriculum Unit Goals

This unit will address different goals stipulated in each lesson that build upon content and English proficiency and cultural awareness skills.

Main Objective

Students, teachers and parents will be able to get conscious of other cultures around them and celebrate their differences.

Specific goals

Students, teachers and parents will be able to respect and appreciate cultural diversity in their classroom, school and community.

Students, teachers, and parents will be able to promote the understanding of unique cultural and ethnic heritage.

Students, teachers and parents will be able to promote the development of culturally responsible and responsive curricula.

Students, teachers and parents will be able to facilitate acquisition of the attitudes, skills, and knowledge to function in various cultures.

Students, teachers and parents will be able to eliminate racism and discrimination in society.

Students, teachers and parents will be able to achieve social, political, economic, and educational equity.

Teaching Strategies

Teaching strategies in this curriculum unit will include a variety of activities in and outside the classrooms, those activities will include the use of technology and highlight different topics that can be useful in content area classes as Math, Social Studies, Science and Language Arts.

Academic Vocabulary

Academic vocabulary is a key area in ESL (English as a Second Language) instruction. ELs (English Language Learners) can be challenged with the use of the academic vocabulary in the content areas and struggle with academic vocabulary. Unlike native English speakers, ELs need more time and practice with key vocabulary to get a better understanding of the lesson. In the first part of this teaching unit the main goal is to teach ELs the specific vocabulary related to the topic divided by tiers 1, 2 and 3 that goes from the simple words to complex. Students will learn and apply specific vocabulary based on their English language proficiency. Tiers refers to vocabulary that goes from basic words to content area cognates.

Reading

Students will engage in short readings, using articles based on their Lexile levels to introduce content, reinforce concepts, analyze outcomes and predict future applications of concepts.

Writing

Students will complete small writing activities placing importance on English writing skills that will be useful for English Language Learners in a variety of situations and will help them develop well-rounded communication breakdowns in different forms. Good writing skills allow ELs to communicate with clarity and ease to different audiences.

Listening

Developing Listening skills seems like it should be simple, or secondary to other more active language skills, but listening to a foreign language is difficult. The strategy of playing short with information related to the topic will help students to develop this skill.

Speaking

One of the most challenging skills to develop in the acquisition of a second language is speaking. So it is imperative to provide several opportunities during each lesson where students can interact with others, especially native speakers. In this unit students will have small discussions in class about the topic.

Use of technology

Preparing 21st century students has brought to the education table the importance of incorporating technology in our classes every day. That is why it is essential to apply the use of different technological resources in this curriculum unit. As mentioned before our students have an iPad that can be used with data inside and outside the school and this facilitates the process of the activities planned for this unit.

Curriculum Unit Lessons

Lesson 1: Where in the world is your country?

English Language Learners will use a QR code generator and add facts about countries, especially those countries represented in our school. The QR codes will be printed, laminated and posted in every classroom door around the school building. Students will have time during their elective classes to go and scan them. The students will find information like:

- a. Country location (Continent)
- b. Neighboring countries
- c. People's population
- d. Capital name
- e. Flags of the world

All iPads at our school have the QR code reader app installed. When students complete the activity and read all the facts about the country, teachers will have a world map image displayed on the promethium board and students will answer specific questions about the countries like: where is the country located? What are the neighboring countries? What is the population of the country? What is the name of the capital? Describe the flag and the origin of the country flag. What are some facts about the country that you think are interesting? I have observed that my students are motivated when there is a level of competition. So, I will set up a competition and have some prizes for the winners.

Lesson 2: Recognizing the Essential of Humanity and each other's Values

Story Corps is a website where the goal of the founders was to preserve and share humanity's stories in order to build connections between people and create a more just and compassionate world. Students at my school will recorded their migration stories using Story Corps. Every morning in our closed TV circuit, we will present two short stories (depending on time) to the whole school. The goal is that others get to know immigrants better, and their reasons why they came to the United States and the struggles they had to face to be here. Teachers also will better understand their needs and support them more efficiently.

All stories will be uploaded in the site as a contribution to their humanitarian work from our school. I have observed that the students will pay attention to the announcements that are made on the PR system at the school.

Lesson 3: Around the World Holidays and Traditions Contest

Together students and teachers will decorate their classroom door. Each class will choose a country and represent that country decorating the door with information about holidays and most important traditions.

The ELs Chair will select a jury that will go around each classroom to check their team work. The jury will later determine who are the winners, and make an afternoon announcement to reward the winners.

Lesson 4: Let's talk about World's Delicious food

Planet Food is a two-part interactive game that introduces the concepts of interdependence and globalization through the geography of food. In the first part, students can see the ways in which the food they put on their plate creates a map crisscrossed with food traveling the world. The students earn badges to discover surprising relationships that food creates between countries all over the globe. The second part calls on their critical thinking and geographic decision-making skills in an adventurous investigative journey. Students will consider different values and points of view while making bar of chocolate to earn badges reflecting those choices. Where will you go?

Students will go to <https://www.nationalgeographic.org/media/planet-food/> to prepare an interactive meal. They will learn about the ingredients in each dish.

Some of those dishes will be represent at the International Festival, where students and families will be able to taste some of them, and understand the diversity of food and flavors around the world.

Lesson 5: We are famous for...Trivia games

Fun facts about countries is a trivia game that students will play using their iPad. Students will enjoy the range of fun facts for kids from countries all around the world. Travel the globe learning interesting trivia and information related to countries found on continents such as Europe, Asia and North America.

Embracing the achievement of other countries and their peoples. To complete the activity students will elaborate digital poster about the most important facts they learned during the game and will share a 3 minutes presentation in class.

Closing activity: International Festival

Together administrators, teachers, parents and students will organize an international festival in our school, to bring our diverse community together, to have fun and experience the music, performances, and delicious dishes from different countries of the world. It also will be a great way to promote the communication within school and parents.

The festival will be on a Saturday morning, so all parents can attend and represent their countries with their children.

The celebration will include:

- Welcome Power Point Presentation with recording of the English Language Learners representing their countries with flags and a short sentences telling others, why are they proud of their country.
- Music: Different music from all the countries represented in our school will be playing during the activity.
- Booths: Each family will have a booth with object from their country, posters, and a especial dish that not only represent the country but also them as a family.
- Traditional clothes: Families will be invite to wear traditional clothes or gears that represent their country of origin or a country that they like or had visited before.
- Passport: Each family will receive a passport at the entrance and they will have to travel to all boots to get a stamp from each country represented at the festival.
- Games: Different games will take place during the festival, some are lottery, sing a song, pie a teacher, how to say hello in other languages, how do you write your name in Hindi, match the flag with the country, etc.
- Performances: Students will represent their countries with dances, poems, songs, etc.

Final Unit Assessment

Summative assessments will be use during the Curriculum Unit.

Summative Assessment: Students will be informally assessed in their classrooms by content area teachers at the end of each daily activity. Students will be assess through oral responses to practice developing their speaking and listening skills, and to highlight the strengths of our struggling readers and writers, who can better articulate words by speaking rather than writing, especially those learning English as a second language.

Teachers will use the following questions, based on each day's activity.

Day 1:

- a. Point on the map the following continent.
- b. What are the countries boarding _____ (name of country?)
- c. What is the population in _____ (name of country?)
- d. What is the capital of _____ (name the country?)
- e. What country is this flag from _____ (show flag?)

Day 2:

- a. Where is the students from?
- b. What were his or his family reasons to migrate to the United States?
- c. What was his harder struggle?
- d. How does he feel now in our country?
- e. What can you do to support an immigrant?

Day 3:

- a. What country are you representing?
- b. What fun fact do you know about his country?
- c. Mention one food from this country?
- d. What are the colors of their flag?
- e. Mention a famous person from this country?

Day 4:

- a. Mention one food ingredients you never heard before?
- b. What is your favorite dish from another country?
- c. What do they usually eat in _____ (name of country)
- d. Why did you choose that dish to prepare?
- e. How is our food different or similar from other countries?

Day: 5

- a. Fun fact about _____ (name of country)
- b. Exciting fact about _____ (name of country)
- c. Sad fact about _____ (name of country)
- d. Interesting fact about _____ (name of country)
- e. Useful fact about _____ (name of country)

Appendix 1: [Implementing Teaching Standards](#)

English Language Proficiency Standards

The WIDA English Language Development (ELD) Standards represent the social, instructional, and academic language that students need to engage with peers, educators, and the curriculum in schools.

Standard 1: English language learners communicate for Social and Instructional purposes within the school setting.

Standard 2: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.

Standard 3: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.

Standard 4: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science.

Standard 5: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

The Performance Definitions for North Carolina's levels of English language proficiency follow WIDA's Performance Definitions. These can be downloaded.

- [WIDA's Performance Definitions - Listening and Reading Grades K-12](#)
- [WIDA's Performance Definitions - Speaking and Writing Grades K-12](#)
- [WIDA 2012 Amplified English Language Development Standards](#)

Goals and Objectives

- Students, teachers and parents will be able to respect and appreciate cultural diversity in their classroom, school and community.
- Students, teachers, and parents will be able to promote the understanding of unique cultural and ethnic heritage.
- Students, teachers and parents will be able to promote the development of culturally responsible and responsive curricula.
- Students, teachers and parents will be able to facilitate acquisition of the attitudes, skills, and knowledge to function in various cultures.
- Students, teachers and parents will be able to eliminate racism and discrimination in society.
- Students, teachers and parents will be able to achieve social, political, economic, and educational equity.

Appendix 2: Academic Vocabulary

Culture: The Webster dictionary defines culture as “the integrated pattern of human knowledge, belief, and behavior that depends upon the capacity for learning and transmitting knowledge to succeeding generations”.

I understand culture as the characteristics and beliefs of a group of people, encompassing language, religion, region, cuisine, social habits, music, traditions, ideas and expressions.

Cultural Heritage: “Something possessed as a result of one's natural situation or birth”.

Based on a study from the University of Massachusetts, “Heritage is the full range of our inherited traditions, monuments, objects, and culture. Most important, it is the range of contemporary activities, meanings, and behaviors that we draw from them”.

Cultural Identity: The Oxford dictionary defines cultural identity as “The definition of groups or individuals (by themselves or others) in terms of cultural or subcultural categories (including ethnicity, nationality, language, religion, and gender). In stereotyping, this is framed in terms of difference or otherness”. Cultural identity is the union of an individual's life experiences, race, nationality, heritage, beliefs, language, customs and worldview.

Immigrants: “A person who comes to live permanently in a foreign country”.

Emigrant: “A person who leaves their own country in order to settle permanently in another”.

Migrant: “Any person who is moving or has moved across an international border or within a State away from his/her habitual place of residence, regardless of (1) the person’s legal status; (2) whether the movement is voluntary or involuntary; what the causes for the movement are; or (4) what the length of the stay is”.

Newcomers: “A newcomer is a person who has recently arrived in a place, joined an organization, or started a new activity”.

Acculturation: “Is the process of social, psychological, and cultural change that stems from blending between cultures. The effects of acculturation can be seen at multiple levels in both the original (native) and newly adopted (host) cultures.

Cultural Assimilation: “Cultural assimilation is the process in which a minority group or culture comes to resemble those of a dominant group. The term is used to refer to both individuals and groups; the latter case can refer to a range of social groups, including ethnic minorities, immigrants, indigenous peoples, and other marginalized groups such as sexual minorities who adapt to being culturally dominated by another societal group.

Cultural Integration: “Cultural integration is a form of cultural exchange in which one group assumes the beliefs, practices and rituals of another group without sacrificing the characteristics of its own culture.”

Multiculturalism: “A system of beliefs and behaviors that recognizes and respects the presence of all diverse groups in an organization or society, acknowledges and values their socio-cultural differences, and encourages and enables their continued contribution within an inclusive cultural context which empowers all within the organization or society.

Appendix 3: Teacher Resources & Classroom Materials (see next page)

Lesson documents may begin on this document OR be saved separately. Make sure your naming of your lessons and documents is clear and numeric. (Example: Unit 1 Lesson 3—Inferring Character Motivation).

Lesson Plan

Teacher Name: Mariella Fernandes

Subject/Grade: English as a Second Language

Date: May 2018

Whitewater Middle School ELA Lesson Plan Template 2018-2019

<p>Objective & Standard</p> <p><i>List out your objective in student-friendly language. Put the standard in parenthesis following the objective.</i></p>	<p><i>Main Objective</i> Students, teachers and parents will be able to get conscious of other cultures around them and celebrate their differences.</p> <p><i>Specific Objectives</i> Students, teachers and parents will be able to respect and appreciate cultural diversity in their classroom, school and community. Students, teachers, and parents will be able to promote the understanding of unique cultural and ethnic heritage. Students, teachers and parents will be able to promote the development of culturally responsible and responsive curricula. Students, teachers and parents will be able to facilitate acquisition of the attitudes, skills, and knowledge to function in various cultures. Students, teachers and parents will be able to eliminate racism and discrimination in society. Students, teachers and parents will be able to achieve social, political, economic, and educational equity.</p>
<p>Lesson Prep/Materials</p>	<p>Invitations to teachers and admins to collaborate Invitation to parents to collaborate Invitations to families to attend Boots instructions Decorations International Flags (request at ESL Department) Request of tables for boots (custodians) Preparations and materials for games Etc.</p>
<p>Exit Ticket</p>	<p>Teachers will use the following questions, based on each day's activity. Day 1: a. Point on the map the following continent.</p>

Based on your objective for the day and the long-term assessment (benchmark, released form of the EOG), write out one to two text dependent questions to test mastery of your objective taught for the day.

- b. What are the countries boarding _____ (name of country?)
- c. What is the population in _____ (name of country?)
- d. What is the capital of _____ (name the country?)
- e. What country is this flag from _____ (show flag?)

Day 2:

- a. Where is the students from?
- b. What were his or his family reasons to migrate to the United States?
- c. What was his harder struggle?
- d. How does he feel now in our country?
- e. What can you do to support an immigrant?

Day 3:

- a. What country are you representing?
- b. What fun fact do you know about his country?
- c. Mention one food from this country?
- d. What are the colors of their flag?
- e. Mention a famous person from this country?

Day 4:

- a. Mention one food ingredients you never heard before?
- b. What is your favorite dish from another country?
- c. What do they usually eat in _____ (name of country)
- d. Why did you choose that dish to prepare?
- e. How is our food different of similar from other countries?

Day: 5

- a. Fun fact about _____ (name of country)
- b. Exciting fact about _____ (name of country)
- c. Sad fact about _____ (name of country)
- d. Interesting fact about _____ (name of country)
- e. Useful fact about _____ (name of country)

Differentiation Based on Data

When scripting your differentiation begin by **addressing possible misconceptions** that students may have. Use this to influence the ways in which you will differentiate for **content, process and/or product**.

-Differentiation for **content**:

- Tiered lessons

Each activity will have embedded images, academic vocabulary and simple steps to follow in English and Spanish.

<ul style="list-style-type: none"> ● <i>Word banks/sentence stems</i> ● <i>Graphic organizers</i> <p><i>-Differentiation for process</i></p> <ul style="list-style-type: none"> ● <i>Pairing visual and verbal cues with instruction</i> ● <i>Flexible groupings</i> ● <i>Vary pacing</i> ● <i>Vary level of questioning</i> <p><i>-Differentiation for product:</i></p> <ul style="list-style-type: none"> ● <i>Providing scaffolded support to complete the same product</i> ● <i>Tiered independent practice</i> ● <i>Add rubric criteria for mastery</i> 	
<p>Read Aloud/Warm Up</p>	<p><i>Each activity will be develop during the regular warm up time in each classroom.</i></p> <p>Lesson 1: Where in the world is your country?</p> <p>English Language Learners will use a QR code generator and add facts about countries, especially those countries represented in our school. The QR codes will be printed, laminated and posted in every classroom door around the school building. Students will have time during their elective classes to go and scan them. The students will find information like:</p> <ol style="list-style-type: none"> a. Country location (Continent) b. Neighboring countries c. People’s population d. Capital name e. Flags of the world <p>All iPads at our school have the QR code reader app installed. When students complete the activity and read all the facts about the country, teachers will have a world map image displayed on the promethium board and students will answer specific questions about the countries like: where is the country located? What are the neighboring countries? What is the population of the country? What is the name of the capital? Describe the flag and the origin of the country flag. What are some facts about the country that you think are interesting? I have observed that my students are motivated when there is a level of competition. So, I will set up a competition and have some prizes for the winners.</p>



Lesson 2: Recognizing the Essential of Humanity and each other's Values

Story Corps is a website where the goal of the founders was to preserve and share humanity's stories in order to build connections between people and create a more just and compassionate world. Students at my school will recorded their migration stories using Story Corps. Every morning in our closed TV circuit, we will present two short stories (depending on time) to the whole school. The goal is that others get to know immigrants better, and their reasons why they came to the United States and the struggles they had to face to be here. Teachers also will better understand their needs and support them more efficiently.

All stories will be uploaded in the site as a contribution to their humanitarian work from our school. I have observed that the students will pay attention to the announcements that are made on the PR system at the school.



Lesson 3: Around the World Holidays and Traditions Contest

Together students and teachers will decorate their classroom door. Each class will choose a country and represent that country decorating the door with information about holidays and most important traditions.

The ELs Chair will select a jury that will go around each classroom to check their team work. The jury will later determine who are the winners, and make an afternoon announcement to reward the winners.



Lesson 4: Let's talk about World's Delicious food

Planet Food is a two-part interactive game that introduces the concepts of interdependence and globalization through the geography of food. In the first part, students can see the ways in which the food they put on their plate creates a map crisscrossed with food traveling the world. The students earn badges to discover surprising relationships that food creates between countries all over the globe. The second part calls on their critical thinking and geographic decision-making skills in an adventurous investigative journey. Students will consider different values and points of view while making bar of chocolate to earn badges reflecting those choices. Where will you go?


Students will go to <https://www.nationalgeographic.org/media/planet-food/> to prepare an interactive meal. They will learn about the ingredients in each dish.

Some of those dishes will be represent at the International Festival, where students and families will be able to taste some of them, and understand the diversity of food and flavors around the world.



Lesson 5: We are famous for...Trivia games

Fun facts about countries is a trivia game that students will play using their iPad. Students will enjoy the range of fun facts for kids from

	<p>countries all around the world. Travel the globe learning interesting trivia and information related to countries found on continents such as Europe, Asia and North America.</p> <p>Embracing the achievement of other countries and their peoples. To complete the activity students will elaborate digital poster about the most important facts they learned during the game and will share a 3 minutes presentation in class.</p> 
<p>Introduction & Lesson Hook</p> <p><i>Plan out the concise language you will use to set the purpose for the lesson. If you are using a “hook” to engage students, list out the key details of this active engagement.</i></p>	<p><i>There will not be detail introductions to the activities due to the short lent of each activity per day.</i></p>
<p>Reading/Writing Cycle One</p> <p>[insert pages, or section of text to be read]</p> <p><i>List out the information and teaching points you will cover during your direct instruction. Also indicate success point questions and what/how you will be aggressively monitoring. Include exemplar responses to all questions and tasks.</i></p>	<p><i>None</i></p>

<p>Reading/Writing Cycle Two</p> <p>[insert pages, or section of text to be read]</p> <p><i>Plan out the questions (written and verbal) and/or activities you will use to support students in mastering the daily objective. Also indicate success point questions and what/how you will be aggressively monitoring. Include exemplar responses to all questions and tasks.</i></p>	<p><i>None</i></p>
<p>Reading/Writing Cycle Three: Accountable Independent Reading</p> <p>[insert pages, or section of text to be read]</p> <p><i>List the questions and tasks students will complete independently to master the day's objective. If your documents are attached or submitted separately, bullet points of the topics or skills practiced with reference to the documents are acceptable. Also indicate success point questions and what/how you will be aggressively monitoring. Include exemplar responses to all questions and tasks.</i></p>	<p><i>Students will read the instructions and information in each independent activity.</i></p>
<p>Closing</p> <p><i>Summarize the day's points, sharing out the things students understood that day</i></p>	<p>Closing activity: International Festival</p> <p>Together administrators, teachers, parents and students will organize an international festival in our school, to bring our diverse community together, to have fun and experience the music, performances, and</p>

<p><i>and highlighting misconceptions that still need to be corrected. Reinforce the key idea you want students to leave with. (Exit ticket passed out for completion AFTER Closing.)</i></p>	<p>delicious dishes from different countries of the world. It also will be a great way to promote the communication within school and parents.</p> <p>The festival will be on a Saturday morning, so all parents can attend and represent their countries with their children.</p> <p>The celebration will include:</p> <ul style="list-style-type: none"> • Welcome Power Point Presentation with recording of the English Language Learners representing their countries with flags and a short sentences telling others, why are they proud of their country. • Music: Different music from all the countries represented in our school will be playing during the activity. • Booths: Each family will have a booth with object from their country, posters, and a especial dish that not only represent the country but also them as a family. • Traditional clothes: Families will be invite to wear traditional clothes or gears that represent their country of origin or a country that they like or had visited before. • Passport: Each family will receive a passport at the entrance and they will have to travel to all boots to get a stamp from each country represented at the festival. • Games: Different games will take place during the festival, some are lottery, sing a song, pie a teacher, how to say hello in other languages, how do you write your name in Hindi, match the flag with the country, etc. • Performances: Students will represent their countries with dances, poems, songs, etc.
<p>Homework</p> <p><i>List out topics to be covered in homework for the day. If course is on an A/B schedule, make sure the homework extends the learning for TWO days and not just one.</i></p>	<p>Students will bring their passports with stamps to get extra credits from their teachers in each class.</p>

Appendix 4: Resources

1. QR Codes
<https://blog.hubspot.com/blog/tabid/6307/bid/29449/how-to-create-a-qr-code-in-4-quick-steps.aspx>
2. Story Corps
<https://storycorps.org/>
3. Classroom doors decoration contest
<https://www.pinterest.com/pin/195695546286351355/?lp=true>
4. Planet food (preparing your digital meal)
<https://www.nationalgeographic.org/media/planet-food/>
5. Special facts about our countries (did you know?)
<http://www.sciencekids.co.nz/sciencefacts/countries.html>

Appendix 5: Annotated Bibliography

Heath, Alan. *Windows on the world : multicultural festivals for schools and libraries* Metuchen, N.J.: Scarecrow Press, 1995. This site contains a variety of resources and ideas to celebrate cultural activities.

Robles de Melendez, Wilma J. *Teaching young children in multicultural classrooms : issues, concepts, and strategies* Albany N.Y.: Delmar Publishers, 1997. This book is a comprehensive study of the historical, theoretical, and practical aspects of multicultural education as it relates to young children.

Cohen, *Multicultural classrooms: perspectives for teachers* London: Croom Helm, 1983. This book provides examples of multicultural classrooms in London and shows examples of how teachers addressed their needs.

Gurin, Patricia, Eric Dey, Sylvia Hurtado, and Gerald Gurin. "Diversity and Higher Education: Theory and Impact of Educational Outcomes." *Harvard educational review* 72, no. 3 (2002): 330–366.

Arias, J. "Multilingual Students and Language Acquisition: Engaging Activities for Diversity Training." *English Journal* 97, no. 3 (January 2008): 38–45.

Roksa, Josipa, Kilgo, Cindy Ann, Trolan, Teniell L., Pascarella, Ernest T., Blaich, Charles, and Wise, Kathleen S. "Engaging with Diversity: How Positive and Negative Diversity Interactions Influence Students' Cognitive Outcomes." *The Journal of Higher Education* 88, no. 3 (May 4, 2017): 297–322.

Elamé, Esogh. *Discriminatory Bullying a New Intercultural Challenge* Milano: Springer Milan, 2013. This book is devoted to the relation between bullying at school and ethnicity, gender, sexual orientation, and disability.

Appendix 6: Websites

“What is heritage”. UMASS Amherst Center for Heritage & society. Accessed September 15, 2018.

<https://www.umass.edu/chs/about/whatisheritage.html>

“Cultural Identity”. CLASSROOM. Accessed September 15, 2018.

<https://classroom.synonym.com/what-is-culture-identity-12082328.html>

“Migration”. IOM International Organization of Migration. Accessed September 16, 2018.

<https://www.iom.int/who-is-a-migrant>

“Cultural Assimilation”. WIKIPEDIA. Accessed Sep 18, 2018.

https://en.wikipedia.org/wiki/Cultural_assimilation

“Cultural Integration”. GUGIN. Accessed Sep 18, 2018.

<https://gugin.com/cultural-integration-facilitation/>

“Culture Quotes”. Brainy Quote. Accessed October 29, 2019.

<https://www.brainyquote.com/topics/culture>

Notes

ⁱ Charlotte Mecklenburg Schools

http://www.cms.k12.nc.us/cmsdepartments/ci/els/SiteAssets/EL_Fast%20Facts_2017.pdf

ⁱⁱ Appalachian state University cultural Celebrations

<https://diversity.appstate.edu/celebration/>

ⁱⁱⁱ Appalachian state University cultural Celebrations

<https://diversity.appstate.edu/celebration/>

^{iv} Education for Social Change

<https://louisville.edu/journal/workplace/issue5p2/singerpezzone.html>

^v Social emotional Factors

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3523355/>

^{vi} Culture and Language

<https://eclkc.ohs.acf.hhs.gov/culture-language/article/dual-language-learners-challenging-behaviors>

^{vii} Why celebrate diversity

<https://diversity.appstate.edu/celebration/why/>

^{viii} Intercultural dialogue

<http://paulocoelhoblog.com/2015/03/13/intercultural-dialogue/>

^{ix} Four reasons why classroom need diversity integration

<https://www.theedadvocate.org/4-reasons-classrooms-need-diversity-education/>