



**Identity: “Connecting with the Women in my Family”**

by Elsy Reyes, 2020 CTI Fellow  
Albemarle Road Middle School, CMS

This curriculum unit is recommended for:  
Middle School, English Language Development for newcomers.

**Keywords:** Identity, family history and stories, women and family identity, second language acquisition.

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

**Synopsis:** In this unit students will explore and learn more about their identity. Students conduct research about themselves starting with the meaning of their names and the origin of their last names. They develop a connection to themselves, their families, and heritage through short researcher and family talking. Through this research students can talk about their identity and make a connection to the women of their families. This unit will help them analyze the importance of women in the history of their families and how those women have been essential for their family development. This is a short journey to learn about family, women, and their impact in our lives, personality, and identity. The purpose behind this unit is that students feel their magic and how the magic of the women in their family have empowered their lives. Having this in mind students will create personal eBooks to show their identity, heritage and highlight the role and magic of women in their families.

I plan to teach this year to 20 English Language Learners newcomers at Albemarle Road Middle School.

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

**Identity: Connecting with the Women in my Family”**

## Introduction

To start with, I want to say why I decided to register for the *Black Girl Magic (BGM)* seminar. I have always considered myself a strong and independent woman. This is something that I learned from my family. My father, mother, and two brothers. It has been a supportive family who encouraged me to speak my mind, work hard to reach my goals, dream big and go straight for my dreams. Although my father and brothers have done a great job in helping me to build the woman I am, the strongest influence on being a woman came from my dear mom Elena Romero. That woman has taught me about the blessing of being a magic girl. She has always talked honestly about life. She taught me how to love and respect my body, my ideas, feelings, and thoughts. She encouraged me to study, be independent, and trust myself. Thus, when I read 'Black Girl Magic' I knew that was the place for me.

## Connection and rationale

Being part of the seminar has helped me to see both sides of the coin, the wonderful and difficult part of being a woman. Sharing with this group of black magic girls helps me to analyze those cultural differences and commonalities among women. We belong to different ethnic groups, some are called black, Africanamerican, yellow or Asians, Latin, Hispanic, Afro-Latinas, but in the end, all of us are *Magic Girls*. Through the BGM seminar's readings, videos and discussions I started exploring, learning, and reflecting on the struggles black women face. I also started thinking about the Latin Girl Magic; I thought about my mother, my grandmother, my women relatives and friends, my students (boys and girls) and their magic women ancestors, and that was the way to settle myself (being a Latin American girl) in this magic group. All of our seminar meetings and reflections guided my ideas to family history, heritage and identity.

I am a Colombian English teacher who came to the USA to fulfill one of her dreams. To have a cultural exchange to enrich her professional and personal life. I came to Charlotte three years ago to start working for the CMS. I work at Albemarle Road Middle School. I am an ESL teacher in the school, as part of a 4 ESL teachers team.

## School/Student Demographics:

Albemarle Road Middle School is a Title-1, International Baccalaureate Magnet school, serving middle level students in grades 6 - 8. Our daily academic attendance is from 8:30 a.m. to 3:30 p.m. Albemarle Road Middle School & IB academy (ARMS) is located in Southeast Charlotte, North Carolina. ARMS mission is to empower students by providing a nurturing, educational environment which fosters real-world critical analysis, promotes positive social involvement, and enables students to reach their maximum potential as contributing members of our global community. This title 1 school holds the majority of Hispanic population in the CMS with about 750 Hispanic students.

The majority of my students are Central America, who have just joined the USA educational system or have been enrolled in the CMS for less than 2 years. These newcomers are labeled as English learners (EL students). They are between 11 to 13 years old and most of them come from Honduras, EL Salvador, and Mexico. I teach 6 and 7 grade in a mixed population from newcomers to intermediate students. This Curriculum Unit (CU) will be planned and applied with my English Learners (ELs) 6th and 7th graders.

### Unit Goals

This curricular unit will be applied with 6th and 7th ESL students. They are taking a language elective class called English Language Development ELD for newcomers, both novice and intermediate. According to the WIDA (World- Class Instructional Design and Assessment) my students are level 1, 2, or 3, entering, emerging, or developing respectively. ESL students at these levels are able to understand and write multiple related simple sentences and an idea with details. About vocabulary usage students can understand and use general content words and expressions, including cognates, along with social and instructional words and expressions across content areas.

Throughout the unit I will guide my students to research about the role of women in their cultures and how women have contributed to society's development. This unit goal is to help and invite my ESL students to reflect on their own history and family history to recognize the power of women in their lives and the history of their families.

It will be connected to my students' identity. From my point of view, it is important to explore and reinforce your own identity while learning other languages. When someone respects his or her culture they will have a sense of equality between the two cultures. Knowing who I am and where I come from will give me a strong sense of cultural identity. The first step to learn about yourself is to know about your family. The idea of this unit is to explore the history of women in one's family. How have women contributed to your family development? What is the role of women in your family? How do women support or have supported their family?

### **Students goals**

Students are doing personal research about themselves, their families, and the women of their families with the purpose of exploring their identity and defining who they are. Students will talk about their personality, personal values, and their families in order to connect their personality and identity with their female ancestors. Throughout the unit students will create an eBook about their culture and Hispanic heritage. Each class they will focus on a task that will be a section in their eBooks.

Sharing their ideas and experiences they will analyze the similarities and differences in their stories, lives, and cultures. **"Identity: Connecting with the Women in my Family"** will be connected to Social Studies class in the sense of cultural analysis and the meaning of the Spanish arrival to our Spanish Language, traditions, religion, food, and the mix of the two cultures.

### **Content Research**

This curricular unit is related to identity and heritage. Some of the topics will be Identity definition and examples; who am I?; what makes me the person I am?; women in my family; my ancestors; women before my mother or grandmother; and the influence of women in my life.

Identity exploration could start with the question who am I? At first sight, this could be considered a simple question but in deep, it is a complicated question to answer because it is beyond the boundaries of name, nationality and genre. According to the online psychology journal *Psychology Today* the definition of identity “encompasses the memories, experiences, relationships, and values that create one’s sense of self”. On the other hand, in the youtube video Wellbeing For Children: Identity And Values, identity is defined as the whole range of different things such as your homeland, ethnicity, religion, language, hobbies and personality among others, that make you the person you are. These are key aspects when learning a language because students can create a friendly relationship between their culture, traditions, self-perception to the world. Knowing about their identity and being connected to their family roots will help them to understand that they are important for the society's development and to analyse how they contribute to that society.

A more philosophical aspect related to identity talks about the paradox of persistence of identity. Plutar used the ship of Theseus to explain this concept. “How can every single part of something be replaced, yet still remains the same thing?”<sup>1</sup> Even though a person is a unit and must be considered as a whole and this whole is made of several parts that embrace each other to create the person you are. This is similar to doctor Caldera’s concepts of multiple identities and fragmentation of identity<sup>2</sup>. Actually, I do not think that students have multiple identities, what I believe is that they are learning or have learned how to act or behave in different contexts. This is something that you gain through life experiences and communicating with others. On the other hand, the concept of identity fragmentation while exploring identity is not “fragmented”. As mentioned above defining who you are is a complicated process that starts with the philosophical questions who am I? Thus, the “easiest” way to explore the self and try to answer that question is to recognize, explore, and accept all those aspects that create you as the person you are. As stated by doctor Caldera, during our seminar on October 15 2020, teachers must allow students to unpack the self.

On the other hand. We can say that our identity is not rigid and can be modified throughout one’s life. A person can add or subtract aspects related to their identity such as nationality, religion, emotions, circumstances. and values among others, and still remain the same person. This makes the question “who am I?” a complex to answer. However, once one starts to understand about his or her identity and identify the aspects that make them the person they are, it would be useful to have a strong sense of identity through their lives. This aspect is also related to the concept of dynamic identities. This concept states that identity cannot be considered as a static toll that you acquire for life, but something that changes and can be adapted or reconstructed as the sociocultural environments change.<sup>3</sup>

Some of my students have come to the USA to start a new life because the life conditions in their homelands are difficult. Some of my students’ families are running away from war or poverty. When the students arrive in the USA, they have to deal with several personal and cultural situations that shock their lives.

---

<sup>1</sup> Who am I? A philosophical inquiry - Amy Adkins. Aug 11, 2015

<sup>2</sup> Caldera, A. (2020). Toward Wholeness. Chapter2 Anzaldúan Theorizing Used to Imagine Culturally Accepting Educative Spaces for Black Girls. Teaching Gloria E. Anzaldúa: Pedagogy and practice for our classrooms and communities.

<sup>3</sup> All Answers Ltd. (November 2018). Impact of L2 Learners’ Negotiation of Identity on L2 Learning. Retrieved from <https://ukdiss.com/examples/identity-second-language-acquisition-2283.php?vref=1>

Some students used to live with their grandparents or relatives, in their home countries, because parents came to work, looking for better life opportunities, leaving their children with relatives. Some of them have come to meet their parents for “the first time”, because they were left when they were babies. Most of the time, they arrive to live with step-parents and/or step-siblings. On one hand, they have to face all their family situations. On the other hand, they have to deal with the language barrier, school system, lack of friends, and homesickness among others. They are learning English and trying to settle themselves in a new country with their hearts and minds in their homeland, their culture, relatives, traditions, language, music, food and friends. Generally, they hear from many people that it is better not to speak their own language because they have to learn and practice English. They know where they are from. I mean, they know the name of their country. Unfortunately, they do not know where they are from culturally, they do not know about their family history, and how their traditions and family shape their personalities and identity. Thus, I consider, newcomers start struggling with their sense of identity.

As human beings we acquire a first language or mother tongue during our first life stage. This process starts as we are born and develop during our childhood. According to Klein (1986) most people learn two or more languages as their mother tongue. In this case, those languages are not considered second languages. We refer to second language acquisition (SLA) to the process of learning a language “when the acquisition of the first is over, as is typically the case after puberty”. Klein (1986) states that during first language acquisition a person also develops cognitive, social, linguistics aspects that in the future will be available to SLA. Some of the cognitive aspects are related to the notion of tense, grammar structure, context, and categories. The social aspect starts being part of a social group and society. Within that social group, language allows children to express their emotions and ideas.

An important aspect while talking about identity is the relationship between language and identity. “L2 learners often struggled to claim their right to speak due to the unequally distributed power dynamic as an illegitimate speaker of the language in different communities of practice.”<sup>4</sup> This difficulty is faced not only by language learners, but also by foreigners who manage the English language at an educational or business level. People can find it difficult to speak in English and struggle with the sense of power because their voice is not heard or they can express themselves. Personally, I have been part of that situation in different social contexts. When I started working in the school I found, on several occasions, asking myself if my voice was so soft that people could barely hear me. Something with a simple interaction such as saying hello without a reply. So, I felt ignored. Another typical situation was when I was talking to a colleague and ended up talking to myself because that person left or started talking to another person. Being in a coffee shop and repeat 3 or 4 times your order because people seem not to understand you at all. Or do not let you express yourself in English, as a means of practicing your L2, and send a Spanish speaker to talk to you because some people do not have the patience to try to understand English learners’ or foreigners’ English. On the other hand, as an English learner you are involved in a conversation among native English speakers and you understand what they are talking about. It means you are following the conversation. However, you can participate as an active speaker because you do not have the cultural background or cultural knowledge to be that active participant that you would like to be.

This is a situation that the majority of ELs face when they arrive in a new country and have to deal with this uncomfortable situation of being “ignored” or mistreated. In my context, my EL students struggle with the sense of feeling part of the school community or feeling accepted in

---

<sup>4</sup> All Answers Ltd. (November 2018). Impact of L2 Learners’ Negotiation of Identity on L2 Learning. Retrieved from <https://ukdiss.com/examples/identity-second-language-acquisition-2283.php?vref=1>

the community. In Albemarle Road Middle School students culture EL learners are label as “stupid” becasue they are taking ESL classes, basically a class with me. The sad part is that newcomers are treated that way by other ESL advanced students, who have already left the ESL label or are about to leave it. , treat newcomers or students taking ESL classes as stupid or not intelligent enough for being part of a regular ELA class.

According to Smith (2008) women have historically been marginalized to be responsible for domestic and family care, which could be still a matter in the Latin American culture. Most of the time, women’s work at home is not recognized as important and kids are thought to appreciate and put in a higher status men’s work because men “bring money” at home. This has been a big problem for Latin American women because they also deal with the “race, class and gender” issues that black women face in the education system, work and society in general. Nowadays, more and more women are working in companies or have their own business, at home or outside. However, they have to keep caring about the domestic work and their kids, contributing both economically and culturally. According to Parker (2015) mothers were much more likely than fathers to report significant career interruptions in order to attend to their families’ needs. They still devote more time than men on average to housework and child care and fewer hours to paid work. In her article, Germano (2019) also mentioned the unequite among men and women related to work, household, and children take care. “However, while women are more educated and more employed than ever, they are still taking on most of the household and familial duties. And it’s not just about chores and childcare; women are also much more likely to be the ones who care for sick or elderly family members.”

As a language teacher I know that historically women have had a strong influence on children’s language development and communication skills. Taking into consideration the previous information, we can infer that because women spend more time not only at home but taking care of children, they play an important role in language acquisition. As reported by the Society for Research in Child Development (2000) “Interactions between children and caregivers have been linked conceptually and empirically to cognitive and language development.” (p. 960). Mostly women have been the caretakers who shared, with their children, family traditions, rituals, and roots through daily interactions, oral stories, pictures, recipes, and traditional clothes among others. Thus, I consider that women connect their kids with ancestors through family histories and stories.

That is why I consider it imperative to recognize women’s role within a family and the society. I want my students, as well as me, to connect our closest Latin American women’s realities and experiences to reflect on our own identity and to see how that strong women influence affect our lives and shape our personality, our identity. I want to build a bridge to connect and understand the women in our families and their impact in our lives. As Smith (2008) explains “...understanding family history allows family members to better understand themselves” (Smith, 2008) (pag. 16).

Unfortunately, we cannot learn about our family history and our ancestors reading a book. That would be fantastic. If every family has to write their memories and create a family book that kids could read any time they want. However, reality is completely different and we learn about our families thanks to family storytelling. According to Smith (2008) “Family story not only comprises a large part of communication within the family, but it also tells the history of a particular family. {...}The stories and memories shared by family members tell others where the family has been, from whom the family came, and how it is that the family constructs its own reality”.

This unit will help my students create a connection with their parents and their family ancestors, a strong sense of identity and connection with their culture. As Shellenbarger (2019) states in her article *The Secret Benefits of Retelling Family Stories* that “Intergenerational stories anchor youngsters as part of a larger group, helping them develop a sense of identity”.

## Instructional Implementation

### General Teaching Strategies


- **Formative Assessment:** Assessment will occur through the un implementation to cover each step related to students’ identity study. What I like about this strategy is that I can monitor students’ process of learning and give students the opportunity to check and correct their learning. Formative assessments will also allow checking students’ understanding.
- **eBooks:** Incorporating the use of eBooks in an ESL class will bring several benefits for EL students. First of all they will be using the English language to write their books. This will be motivated for students because they will see that they are learning and writing in English. So, students will see their progress as English learners. Another important aspect is that students will be authors and book creators by writing their story, analysing the self and exploring who they are.
- **Project-Based Learning:** I will use the project-based learning teaching strategy because this is a student centered learning strategy. While including a project based learning strategy students take an active role in their own learning. In this curricular unit students will work on their identity project over an academic year quarter. Students will answer the complex question “who am I?” in order to explore, discover and/or reinforce their identity. By the end of the unit students will demonstrate their knowledge by creating and sharing their personal eBooks about their identity.

### Classroom lessons/activities

First of all, we will study and understand the concept of identity and the aspects involved when exploring someone’s identity. We will search for the definition and watch videos about the meaning of identity.

*Introduction: what is identity?*

*Lesson 1:* The purpose of this lesson is to make inferences about the topic of this unit.

<i>Learning target: I can use evidence to infer the topic of this unit from the resources.</i>		
<b>Do Now</b>	<p><b>Imagen</b></p> 	<p>What can you infer from this image? What do you see? What do you think?</p> <p>Students type their answers.</p>

<b>Quotations Poll</b>	“Nothing on me is original. I am the combined effort of everyone I’ve ever known.” By Chuck Palahniuk	Students vote if they Agree or Disagree with the quote.
	Life isn’t about finding yourself. Life is about creating yourself? Unknown	Students vote if they think life is Finding yourself Creating yourself
<b>Video</b>	Who am I? A philosophical inquiry By Amy Adkins <a href="https://youtu.be/UHwVypIU3Pg">https://youtu.be/UHwVypIU3Pg</a>	After watching the video we play a <b>kahoot</b> to check video comprehension and clarify some concepts. <a href="https://play.kahoot.it/v2/?quizId=e9debf6b-c04b-4226-aeb7-bfe6a5429c4c">https://play.kahoot.it/v2/?quizId=e9debf6b-c04b-4226-aeb7-bfe6a5429c4c</a>
<b>What is your inference?</b>	Based on the images, quotations, and the video, what do you think this unit is going to be about?	Students will type their answers. I think this unit is about _____

*Lesson 2:* The purpose of this lesson is to start defining who they are.

<i>Learning target: I can say who I am.</i>		
<b>Do Now</b>	<b>Entry box</b> In a sentence say who you are!	Students type their answers. Answers will vary. Ex: I am Elsy I am a student.
<b>Poll</b>	What is something that makes you the person you are.	Students vote My favorite music. Your name Your country Your family
<b>Video</b>	WHY PEOPLES NAMES ARE IMPORTANT <a href="https://youtu.be/UHwVypIU3Pg">https://youtu.be/UHwVypIU3Pg</a>	While watching the video students will pay attention to the reasons why names are important. Collaborative board after the video.
<b>Exit Ticket</b>	Find someone famous with the same name as yours. What is that person’s name, last	Students will do a short research and share their findings in a collaborative board.



	name, nationality, and profession.	
<b>Homework</b>	What about your name? Ask your parents why and how did they come up with your name.	Students will do an oral presentation.  The story behind my name

*Lesson 3:* The purpose of this lesson is to explore names, last names, and identity.

<i>Learning target: I can recognize the importance of having a name.</i>		
<b>Do Now</b>	<b>Entry box</b> If you could change your name, what name would you like to have? Why?	Students type their answers in an entry box. Answers will vary.
<b>Reading</b>	<a href="#">Why is a name so important?</a>	Students must identify the reasons to name a child mentioned in the text.
<b>Making Assumptions Poll</b>	I will show a name and countries options to vote. Akira, Asad, Vandyke, Banji, Makaio, Nika.	Students will vote where they think a name is from.
<b>Presentation</b>	<a href="#">The story behind your name.</a>	Students will present their stories
<b>Homework</b>	What is the meaning of your name? Where is the origin of your name?	Students will do research about their name's origin and meaning.

*Lesson 4:* The purpose of this lesson is to connect with the identity of your family.

<i>Learning target: I can talk about my name and last name.</i>		
<b>Do Now</b>	What is the meaning of your name?	Box Entry. Students will type their answers.
<b>Reading</b>	<a href="#">The history behind a last name.</a> Last names origin and meaning.	Reading comprehension. What does having a certain last name mean?
<b>Homework</b>	What's your Last Name? What can your last name say about the history of your family?	Look for your last name history and be prepared to share the information with the class.

We close the introduction and start the second phase with individual oral presentations about our last names origin and meaning. With this short research and presentation students explore the history behind their names, their names' meaning, where their last names come from and what their meanings are.

*Lesson 5:* The purpose of this lesson is to start defining who they are.

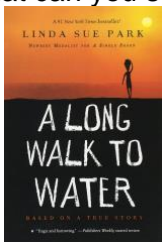

<i>Learning target: I can explore my IDENTITY.</i>		
<b>Do Now</b>	What is identity? Students will complete a vocabulary form to define these words Identity, Ethnicity, and Values.	They must look for the meaning and a related image. This vocabulary is key for the unit and this lesson.
<b>Video</b>	Wellbeing For Children: Identity And Values. <a href="https://youtu.be/om3INBWfoxY">https://youtu.be/om3INBWfoxY</a>	We watch the first part of the video "What makes you, the person that you are?" While watching the video Students? copy the questions in the video.
<b>Note Catcher</b>	<a href="#">My Identity</a> note catcher.	Students answer the questions they get from the video: home country, language, ethnicity, religion, likes and hobbies.

*Lesson 6:* The purpose of this lesson is to start defining who they are.

<i>Learning target: I can identify my core values.</i>		
<b>Do Now</b>	My identity	Students share the information in their note catchers " <a href="#">My Identity</a> "
<b>Video</b>	Wellbeing For Children: Identity And Values. <a href="https://youtu.be/om3INBWfoxY">https://youtu.be/om3INBWfoxY</a>	In this lesson, we watch the second part of the video "What are your values?"
<b>Hobbies &amp; Values</b>	Students will talk about their hobbies to analyze what values are connected to those activities. <a href="#">Hobbies and Values</a>	I will help the students to identify their values, where those values come from, and why they are important for their lives.

eBook: At this point, we have some information about our identities. Thus, we will start working on our eBooks. The first thing we will do is to create our eBook cover.

Lesson 7: The purpose of this lesson is to start designing personal eBooks.

<i>Learning target: I can identify my core values.</i>		
<b>Do Now</b>	<p>What can you see?</p>  <p>I decided to work with the book students are reading in their ELA class.</p>	<p>Students analyze the information that is included in the cover of a book.</p> <p>Title Author's name Related image</p>
<b>Book Creator</b>	<p>We work with the App book creator (CLEVER).</p> 	<p>Students register in my book creator class through Clever. Students explore the App and create their <a href="#"><u>eBook's cover</u></a>.</p>
<b>This is me</b>	<p>eBook first page. Students introduce themselves.</p>	<p>Using the information in "My Identity" note catcher students will create the first page of their eBooks. <a href="#"><u>This is me!</u></a></p>

Lesson 8: The purpose of this lesson is to introduce our families

<i>Learning target: I can talk about my family.</i>		
<b>Do Now</b>	<p>Who do you live with?</p>	<p>Students answer this question into an entry box.</p>
<b>Oral presentation</b>	<p>Students introduce their family.</p>	<p>Students create google slides presentations to talk about their families.</p>
<b>eBook Page 2</b>	<p><a href="#"><u>This is my family!</u></a></p>	<p>We will work on our eBooks' second page to introduce our families.</p>
<b>Homework</b>	<p>Students include their hobbies in their eBooks.</p>	<p>We will design page 3 of our eBooks. Taking into account the hobbies and values activity in lesson 6.</p>

After defining their “identities” we will move on the study of the women from our families, who have impacted our lives. As in the previous phases, I will model what students have to do. I will do a presentation about the women of my family. I will present a family tree and tell them how the women of my family have impacted my life. After that, students will start their own research about the role of women in their lives. They will talk to their parents in order to know more about their ancestors. This will help my students understand and connect to their roots and develop a strong sense of identity. I hope that my students connect not only to their families and heritage but also to the importance of women in their life and identity.

*Lesson 9:* The purpose of this lesson is to search about the women of our families.

<i>Learning target: I can talk about the women of my family</i>		
<b>Do Now</b>	Watch a video called “The power of a mother’s love” <a href="https://youtu.be/_yXtzMJgKnI">https://youtu.be/_yXtzMJgKnI</a>	Doble Vision Video <b>No sound</b> - students answer two questions in a Jamboard. <ul style="list-style-type: none"> <li>What is it mentioned in the letter?</li> <li>How do you know it is from the kid’s school?</li> </ul> <b>Sound</b> - students check their answers.
<b>Think about it!</b>	Why is your mom important in your life?	<a href="#"><u>Jamboard 1</u></a> - students will post a sticky note to share their ideas.
<b>Exit Ticket</b>	In a presentation about your mom what information would you include?	<a href="#"><u>Jamboard 2</u></a> - students will post a sticky note to share their ideas.
<b>Homework</b>	Introduce your mother.	We will create a Google slides presentation, including the items mentioned in the Jamboard 2.

I have already applied these lessons in my classes. We have explored our identity, core values, and family. We also have designed the cover and the first three pages of our eBooks. The samples in the appendix include the activities that I have designed and applied so far, the presentations, and eBook pages that I have created as a model for my students.

*Lesson 10:* The purpose of this lesson is to share the information we gather about our mothers.

<i>Learning target: I can talk about my mom</i>		
<b>Do Now</b>	What is your mother’s name and what is a trait that you love about her.	Text entry Students will answer the two questions and share them with the class.

<b>Oral presentation</b>	Everybody is introducing their mothers to the class.	I will start the round of oral presentations introducing my mother and modeling the way they are going to lead their presentations.
<b>Exit Ticket</b>	Why is your mother important for your family?	Text entry. We will think about those aspects that make our mothers significant to our families.
<b>Homework</b>	What other woman in your family do you want to talk about?	Students will create a similar presentation about their sisters, aunts, or cousins.

We will continue working on our eBooks including pages according to the tasks we complete as part of the class. Thus, our next page(s) will include information about our mothers. We will also have a set of lessons similar to lesson 10 described above. Lesson 11 will be about sisters, aunts, and/or cousins. Then, we will include that information in our eBooks. After that, students will talk to their parents and relatives about their grandmothers and great-grandmothers. They will ask for their names, professions, and how they built a family. They will also ask about tough situations and how they overcome those difficulties. Finally, they are going to ask what are the aspects their parents admire from their grandmothers and great-grandmothers, and what they have learned from them. We will continue sharing this information through oral presentation and adding to our eBooks.

To close the oral presentations phase, students will analyze how they are connected to the women of their families. They will mention the characteristics that they have similar with their female relatives and how those characteristics help them to build their personalities and identity. They will say what are the roles of their female relatives in their families and how their work is important to construct their families.

The third and last stage of this curricular unit will focus on the women in our culture. I will introduce this part with a presentation about a Colombian woman (I have not decided yet who I am going to talk about) and how that woman has played an important role in Colombian history. How that woman has contributed to our society. Students' task will be to research about a woman who has impacted their culture or society. The objective of this phase is that the students reflect on women's roles and how their work is important to construct an equity society.

By the end of the unit students will be able to talk about their identities and how the women of their families have impacted their lives. They will be able to recognize and celebrate the significance of their mothers, sisters, female grands, aunts and cousins. Moreover, they will be able to see themselves as valuable girls who have a role in society and recognize themselves as magic ladies who have the power to change their lives, their families, and their communities. My males students will be able to recognize and celebrate their female relatives' lives and how they have contributed to their personal, psychological and physical development. By the end of the unit students will have explored and strengthened our identity. Thus, students will be able to say who they are. Last but not least, at the end of this unit students will have created an eBook about themselves and will be recognized themselves, and by others, as eBook's authors.

## ***Appendix 1 implementing Teaching Standards***

### **ELA Standards:**

Through this unit students will create an eBook to talk about their identity and family. Thus, students will work mainly on writing standards while studying this unit

#### **CCSS.ELA-LITERACY.WHST.6-8.2**

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. *Students will create eBooks, where they talk about their lives and heritage.*

#### **CCSS.ELA-LITERACY.WHST.6-8.2.A**

Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. *Students will organize the information in “chapters” to introduce themselves, their families, and the impact of the women in their family development.*

#### **CCSS.ELA-LITERACY.WHST.6-8.6**

Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. *Students will be able to use this standard to create their eBook. They will work with an application called Book-Creator.*

#### **CCSS.ELA-LITERACY.WHST.6-8.7**

Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for

multiple avenues of exploration. *Students will start their short research with the question “who am I”. After that they will keep researching about their family and the women in their families.*

WIDA (World- Class Instructional Design and Assessment) also has standards for the four domains (listening, speaking, reading, and writing).

Students can do the following in each domain.

- Listening students categorize information on components from videos, interactive presentations, and guest speakers using graphic organizers.
- Speaking, they can produce simple statements about a given topic using oral sentence starters and models.
- Reading, Find examples of different from a variety of informational texts and models using L1 or L2.
- Writing, they can compose bulleted text for slides or handouts for multimedia presentations.

*These standards will be addressed throughout this curricular unit while students explore and reinforce their identity.*

## **Appendix 2 Teacher’s models samples**

### **The story behind my name**







### *My Identity teacher's model*



Albemarle Road Middle School  
ELD Novice 6th-Grade  
Ms. Reyes  
Identity: "Connecting with the Women in my Family"



My identity	
Question	My Answers
Who am I?	I am Elsy Reyes. I am an English teacher. I am a beautiful woman.
Where are you from?	I am from Bogota, Colombia.
What is my ethnicity?	I am Latin American I am Hispanic I am Colombian



What is my language?	My language is Spanish. I speak Spanish
What is your personality?	I am a happy person. I am cheerful. I am friendly. I am patient and kind. I am hardworking.
What are your hobbies?	I ride my bike. I go hiking. I practice yoga.
What do you like?	I like reading. I like teaching. I like hanging out with my friends. I like learning languages.

### ***Hobbies and Values***

This is the presentation I created as a model to guide my students.





### **eBook's cover**

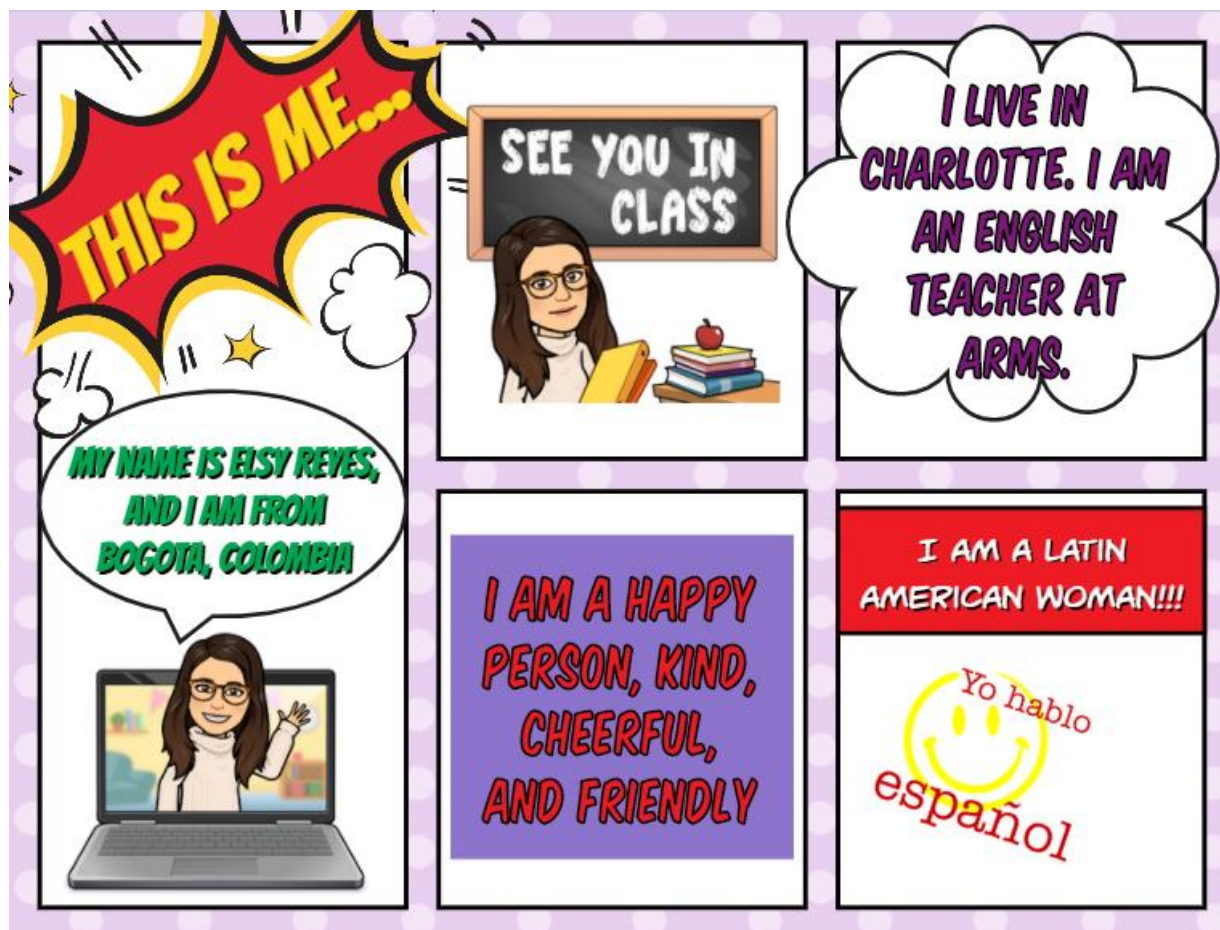
This is the cover of my eBook. This is the model I created to guide my students and it included a title, the author's name and images related to my culture such as my home country's flag. I also decided to play with the colors of my country's flag.



***This is me!***

This is the first page of my eBook. This is the model I created to guide my students.





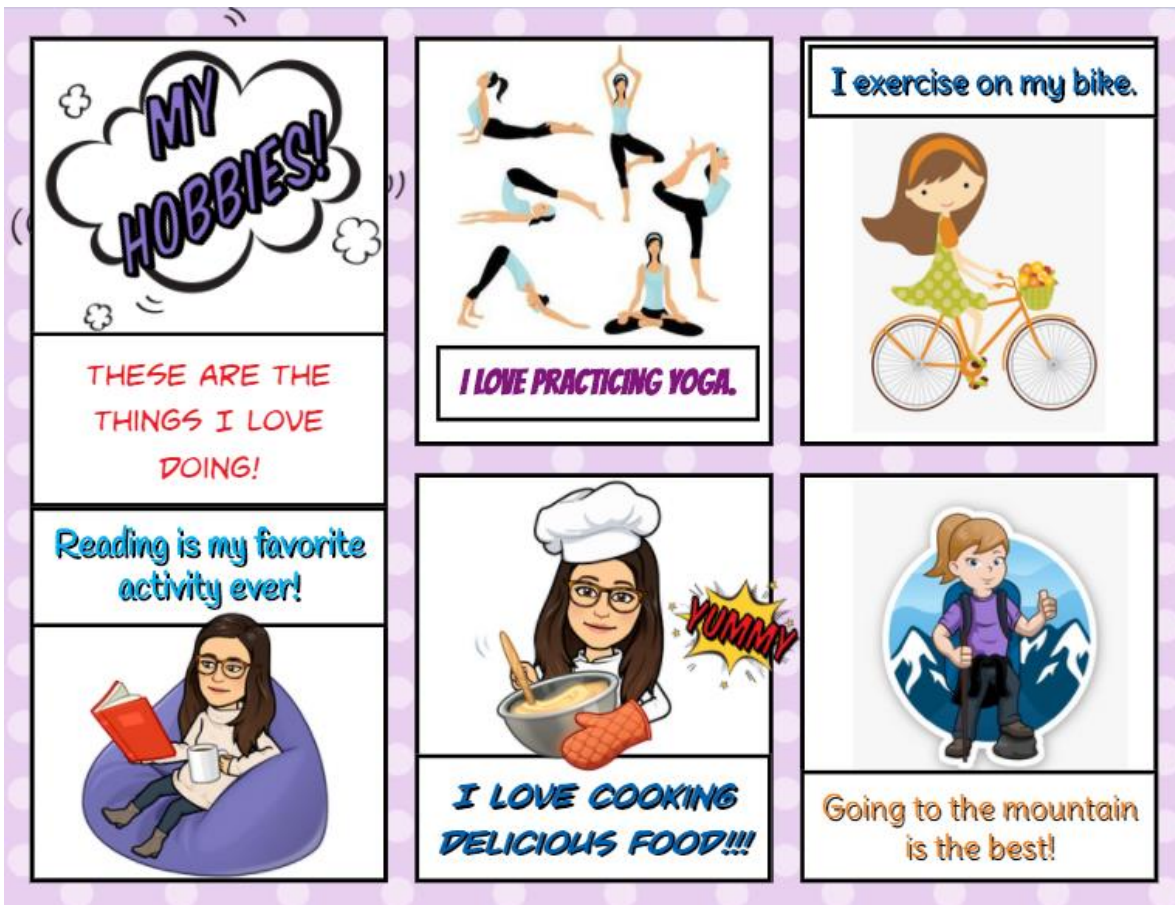
***This is my family!***

This is the second page of my eBook. This is the model I created to guide my students.



### ***My Hobbies***

This is the third page of my eBook. This is the model I created to guide my students.

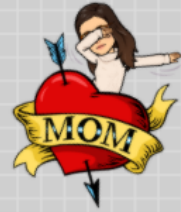


# Why is your mom important in your life?

my mom is important because she was the women that gift me a life and she always support me in all things ,Jennifer

my mom is important in my life because everyday she cook food for me and she want me to have a good life..Judion

My mom is important because she protects me and takes care of me.daniela



Because mother will be always to you and she will teach you good things about how to be a good kid :Joselyn

My mother is important because she taught me, she took care of me, she helped me in everything I had doubts, and she always gave me her company.Evelyn

Because she listens to me and gives great advice. Ms. Reyes

My mother is important in my life because she is very supportive. Ms. Reyes.

## Jamboard 2

### In a presentation about your mom what information would you include?

How did she meet my father? Ms. Reyes.

I would tell you where she studied.

I would include her family, her favorite things-Evelyn

I would include her name. Ms. Reyes

I would include  
Ms. Reyes

I would include things that are important to her. Jennifer

I would include her DOB. Ms. Reyes.

where she born.daniela

what is her age..Judion

In what country did she was born.daniela

I would include her life-joselyn

I would include about her pass . JENNIFER

I would talk about her profession. Ms. Reyes.

## Appendix 3 Teacher's Resources

### Why is a name so important?





**Albamarle Road Middle School**  
**English Language Development**  
**Ms. Reyes - Names**

**Identity: "Connecting with the Women in my Family"**

Text taken from: Quora <https://www.quora.com/Why-are-names-so-important>

**Tim Lockwood**, fan of Obama from the beginning.

Answered August 15, 2014.

Originally Answered: **Why is a name so important?**

People give certain names to their children for various [reasons](#) - to honor someone, like a favored relative or famous person (like your uncle Michael, or John F. Kennedy); because the name itself translates to something special (like my name, Timothy, translates to "serving God"), to provide a sense of uniqueness in the world (like the name of someone I knew in college gave to her daughter - Tanji), or to be [frivolous](#) (as in the case of parents who might name their child "Lucifer" or "Messiah" or "23"). In some cultures which use descriptive phrases or nouns for names, as in some Native American tribes, it is seen as bestowing the gifts **or** [talents](#) described in the phrase, such as Running Rabbit or Flying Arrow.

In any case, the name a person bears through life is something he or she must carry, and it is sometimes the only thing others have to judge you by before they meet you. Your name travels ahead of you like a portent of things to come, a thing from which others make [assumptions](#) about people.

For instance, because of trends in naming children, you expect people (in the US, anyway) named Caden and Olivia to be children, Travis and Zoey to be in their 20s or 30s, Mark and Michelle to be in their 40s, etc. **Surnames** also say something about a person's [heritage](#). O'Donnelly would be an Irish name, Bellini would be Italian, Hernandez would be Spanish, etc. And by knowing a person's heritage, one makes certain assumptions about the values they

**Reason: Justification for an action or event.**



**Frivolous: not having any serious purpose or value.**



**Talents: natural aptitude or skill**

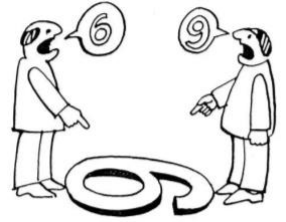


**Assumptions: a thing accepted as true, without proof.**



hold or do not hold, about the foods they prefer, and about how they raise their children.

Are these assumptions always fair or accurate? Of course not, but people continue to make assumptions, regardless. That is why, when naming a child, one must take things like this into consideration.



**Heritage: related to culture and traditions**



**a. What are the reasons to name a child, mentioned in the text?**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_



***The history behind a last name.***

Albemarle Road Middle School  
English Language Development  
Ms. Reyes - Last names

Identity: "Connecting with the Women in my Family"

Text taken from: Traveller elementary. Students book. MMpublications.

**The History Behind a Last name!**

### ***Do you know what your last name means?***

Last names tell us about the history of a family.

Some last names describe a **man's job**, like Carpenter, Taylor or Fisher.

Others are names of **place**, like Hill, Brook, or Forest, and they describe the family's first home.

Other last names describe **people**. For example, Kennedy means 'ugly head' in Gaelic.

Armstrong means 'a person with strong arms, and Gotobed means 'lazy'.

In English-Speaking countries, many last names have the same **beginning or ending**. So last names with the ending 'son' mean 'the son of'. Davidson and Robertson (the son of David and Robert) are very common. In the USA, different versions are more common for these last names. Like Davis instead of Davidson or Roberts instead of Robertson. In Ireland and Scotland, last names with the beginning "Mac' or 'Mc' mean 'the son of', too. For example, MacDonald is the son of Donald. In Ireland, they also have 'O' before names. 'O' means 'of', so O'Brien is the son of Brien.

1. If a person's last name is **Fisher**, what did his/her ancestors do  
**Your answer:**
2. What is the meaning of **Roberts**?  
**Your answer:**
3. If someone's last name is **Kennedy**, that means that his/her grandfather...  
**Your answer:**
4. If grandfather was **a lazy person**. Then, my last name must be...  
**Your answer:**
5. What does the last name **McDonald** mean?  
**Your answer:**

***What's your Last Name?***

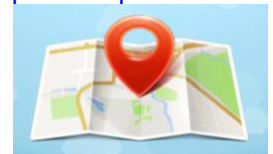
***What can your last name say about the history of your family.***

***Look for your last name history and be prepared to share the information with the class.***

Man's jobs: work, occupation, or profession.



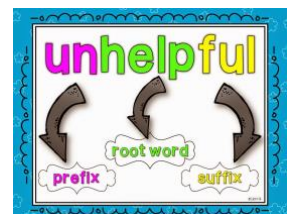
Place: Position, location, or point in space.



People: physical characteristics.



beginning or ending: Prefix and Suffix have meaning.



### ***My Identity***



Albemarle Road Middle School  
ELD Novice 6th-Grade  
Ms. Reyes  
Identity: "Connecting with the Women in my Family"



My identity	
Question	My Answers
Who am I?	
Where are you from?	
What is my ethnicity?	
What is my language?	
What is your personality?	
What are your hobbies?	
What do you like?	

### Bibliography

All Answers Ltd. (November 2018). *Impact of L2 Learners' Negotiation of Identity on L2*

Learning. Retrieved from <https://ukdiss.com/examples/identity-second-language-acquisition-2283.php?vref=1>

Caldera, A. (2020). *Toward Wholeness. Chapter2 Anzaldúan Theorizing Used to Imagine Culturally Accepting Educative Spaces for Black Girls*. Teaching Gloria E. Anzaldúa: Pedagogy and practice for our classrooms and communities.

Germano, M. (Mar 27, 2019,12:20pm EDT). *Women Are Working More Than Ever, But They Still Take On Most Household Responsibilities*. Fobes. 2020 Forbes Media LLC.

Klein W. (1986). *Second Language Acquisition*. Cambridge Textbooks in Linguistics. Cambridge University Press.

National Institute of Child Health and Human Development Early Child Care Research Network. *The Relation of Child Care to Cognitive and Language Development*. Child Development, July/August 2000, Volume 71, Number 4, Pages 960–980. © 2000 by the Society for Research in Child Development, Inc. All rights reserved.

Parker, K (Oct. 1, 2015). *Women more than men adjust their careers for family life*. Pew Research Center. Copyright 2020 Pew Research Center

Psychology Today © 2020 Sussex Publishers, LLCv

Shellenbarger, S. (Nov. 11, 2019 5:30 am ET). *The Secret Benefits of Retelling Family Stories*. Children learn about family history and identity through stories told by older generations. The Street Journal. Copyright ©2020 Dow Jones & Company, Inc. All Rights Reserved.

Smith, M.(2008). *Family Webs: The Impact of Women's Genealogy Research on Family Communication*. A Dissertation Submitted to the Graduate College of Bowling Green State University in partial fulfillment of the requirements for the degree of DOCTOR OF PHILOSOPHY.

Wellbeing For Children: Identity And Values, Aug 9, 2018. <https://youtu.be/om3INBWfoxY>.

*Who am I? A philosophical inquiry* - Amy Adkins. Aug 11, (2015). Lesson by Amy Adkins, animation by Stretch Films, Inc. TED Ed. Lesson Worth Sharing. © TED Conferences, LLC. All rights reserved. <https://youtu.be/UHwVypIU3Pg>