



The CLAVES Curriculum

Unit 3: Race, Language, and Identity Cycle 2: Crown: Ode to the Fresh Cut Lesson 1

Unit Question	How do language, race, and identity impact people's daily lives?	
Cycle DR Question	How would you persuade lawmakers to support the Crown Act in order to protect people's right to express their identity through their hair?	
Cycle Language Targets	Vocabulary: Flawless, Masterful, Visible, Bias, Discriminate, Policy	Morphology: -less/-ful; ible/-able
		Syntax: complex sentences and subordinating conjunctions
Lesson Objectives	<p>Discuss the words flawless, masterful, and visible.</p> <p>Read and discuss <i>Crown: Ode to the Fresh Cut</i> to think about how personal style, such as hairstyles, impacts the way we see ourselves.</p>	
Materials	Teacher	Students
	<input type="checkbox"/> Crown Powerpoint <input type="checkbox"/> Crown text	<input type="checkbox"/> Student Workbook, p. 2

Block #1 Introduce Cycle and Lesson	<p>Introduce cycle: Say:</p> <ul style="list-style-type: none"> • <i>Today is a new cycle, where we'll read Crown: An ode to the fresh cut. During this cycle, we will talk about how our hair, its texture and the styles we wear, can reflect and celebrate our cultures and identities.</i> • <i>To do this, we'll learn about afro-texture hair and people within the Black community. We'll also learn about how uniform policies can have an effect on how people are can cut and style their hair.</i> • <i>As we learn about these things, we'll also be thinking about an important question: "Should there be a law that makes it illegal for schools or workplaces to suspend or expel people because of the way they wear their hair?"</i> <p>Have students turn to the Unit 3, Cycle 2 Graphic Organizer found on p. 2 in the Student Workbook. Say:</p> <ul style="list-style-type: none"> • <i>We will use this graphic organizer to take notes throughout the cycle. As you take notes, think about this question: What do the texts and the video tell you about the relationship between hair styles and identity?</i> <p>Introduce lesson: Say:</p> <ul style="list-style-type: none"> • Do you think your hair is connected to your identity? If so, how? • What else about you connects to your identity?
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Block #2	<p>1. Activate and build background knowledge: Open Crown Powerpoint</p>
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The CLAVES Curriculum

Reading & Embedded Language

- Slide 1: Today we're reading *Crown: An ode to the fresh cut*
- Slide 2: This time we have six words, which is more than usual, but you'll see they are closely related sometimes. The words are **flawless, masterful, visible, bias, discriminate, and policy**
- Slide 3: For today we'll be working with the first three words: **flawless, masterful, and visible**. Let's start with **flawless** and **masterful** together, because they are related.
- SLIDES 4-12: **flawless & masterful**
 - Work through slides using the language in the powerpoint as a guide
 - Ask at the end:
- SLIDES 13-20: **visible**
 - Work through slides using the language in the powerpoint as a guide

SAY:

*Now we're going to start reading *Crown*. Let's open our books.*

2. Guide reading or watching and notice language:

*Now let's read *Crown: Ode to the Fresh Cut**

Have students read the entire book in one sitting.

For silent reading: Once students have finished reading, return to the text and choose one or more of the questions below.

For guided reading: Use the guidance below as comprehension check points.

- **Read the title, author, and illustrator:** What do you notice about the title, cover, author, or illustrator of this book?
- **After the page pictured below:** How is the boy feeling before he gets his hair/barber appointment? How does he expect to feel after his appointment?



- **After the page pictured below:** What do you think the boy means by “rows and rows of ripples” and “more waves than the Atlantic Ocean”?



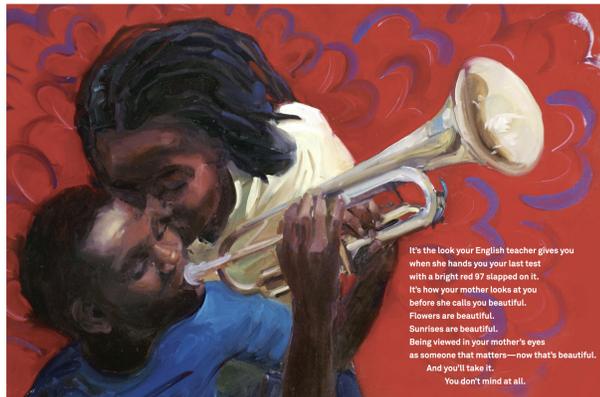


The CLAVES Curriculum

- **After the page pictured below:** What are some hairstyles that you are learning about? How does the boy feel about himself and others getting their hair masterfully styled?



- **After the page pictured below:** How does the boy and others around him react to his haircut? Why is hair an important visible feature for the boy?



Discuss and/or write after reading:

- How do you think the boy's haircut impacts his identity? What are some words that he uses to describe how he feels? What do you think he means by the word flawless and why do you think he uses that word in particular?
- *Write some notes on your graphic organizer that will help you as we build up to answering the question, "Should there be a law against policies that limit people's expression of their ethnic and cultural identity through hair and other visible characteristics?"*

Wrap Up
(1 min)

Close lesson: Nice job everyone! Next time we will watch a video on the history of Black hair, and keep looking at our vocabulary words.



The CLAVES Curriculum

For teacher reference

Target Word	Definition	Spanish Translation	Mandarin Translations	Context
Flawless (adjective)	Flawless means to describe something as without a mistake	Perfecto Perfecta	完美 无瑕的 án měi wú xiá de	On the first day of school the boy had a magnificent and flawless hair cut.
Masterful (adjective)	Masterful means something that is full of excellence	Maestra Maestro	高超 的 gāo chāo de	In a barbershop, the man loves the masterful design crafted on the side of his head.
Visible (adjective)	Visible means something is able to be seen.	Visible	可见 的 kě jiàn de	Many people believe that hair is an important visible feature of their identity.
Bias (noun)	Bias means when a person or policy favors certain ideas or people over others in an unjust or unfair way.	Parcialidad	偏 见 piān jiàn	A Malden Charter School in MA banned hair extensions in classroom. This rule was biased , because black students were more likely to wear extensions than their peers.
Discriminate (verb)	Discriminate means when people or organizations treat people unjustly because of who they are or what they believe.	Discriminar	歧 视 qí shì	On March 8, 2017, many business closed for the event “A Day Without a Woman” to protest discrimination on the basis of gender.
Policy (noun)	A policy is a contract or law made by an institution (like schools or governments)	Política	政 策 zhèng cè	Wearing school uniforms is a policy at many schools.



The CLAVES Curriculum

Unit 3: Race, Language, and Identity Cycle 2: Crown: Ode to the Fresh Cut Lesson 2

Unit Question	How do language, race, and identity impact people's daily lives?	
Cycle DR Question	How would you persuade lawmakers to support the Crown Act in order to protect people's right to express their identity through their hair?	
Cycle Language Targets	Vocabulary: Flawless, Masterful, Visible, Bias, Discriminate, Policy	Morphology: -less/-ful; ible/-able
		Syntax: complex sentences and subordinating conjunctions
Lesson Objective	Watch <i>The Story of Black and Afro-Texture Hair</i> and identify how hair is a cultural experience and part of people's identity. Discuss the words bias, discriminate, and policy.	
Materials	Teacher	Students
	<input type="checkbox"/> The Story of Black and Afro-Texture Hair video <input type="checkbox"/> Crown powerpoint	<input type="checkbox"/> Student Workbook, p. 2

Introduce Lesson	<i>Introduce lesson: Last time, we read Crown: An ode to the fresh cut to understand how someone's hair and other visible characteristics can be part of their identity. Today we'll learn about why hair can be so important by watching The Story of Black and AfroTexture Hair.</i>
Block #1 Reading & Embedded Language	<p>1. Activate and build background knowledge: Say:</p> <ul style="list-style-type: none"> • From the book yesterday, why do you think the boy in the book loved getting his hair cut so much? <ul style="list-style-type: none"> ◦ Notice and encourage when students use key vocabulary in their responses (<i>flawless, masterful, and visible</i>). <p>2. Guided watching and discussion Open The Story of Black and Afro-Texture Hair video Say: <i>Now we will watch "The Story of Black and Afro-Texture Hair" for more examples of how hair impacts identity and the history of Afro-Texture Hair in the United States. Write down your ideas on page 2 of your work book.</i></p> <p>3. Discuss and/or write after reading: Discussion questions (or ask some of your own)</p> <ul style="list-style-type: none"> • What was the most interesting part of the video to you? Why? • How is hair connected to identity? • Why has it been challenging for people with Black/afrotexture hair? • How does hair impact the ways people see themselves and their identity?"



The CLAVES Curriculum

	<p>SAY:</p> <ul style="list-style-type: none">• Write some notes on your graphic organizer found on pg. 2 of your Student Workbook that will help you as we build up to answering the question, What do the texts and the video tell you about the relationship between hair styles and identity?
<p>Block #2</p> <p>Extended Language Work</p>	<p>1. Activate and build background knowledge:</p> <p>Open Crown Powerpoint</p> <p>Say:</p> <ul style="list-style-type: none">• SLIDE 21: Today, we are going to talk about the words Bias, Discriminate, and Policy.• SLIDES 22-29: Bias & Discriminate<ul style="list-style-type: none">◦ Work through slides using the language in the powerpoint as a guide• SLIDES 30-36: Policy<ul style="list-style-type: none">◦ Work through slides using the language in the powerpoint as a guide
<p>Wrap Up</p>	<p>Close lesson: Nice job everyone! Next time we will play a prediction game called "Our Hair"</p>



The CLAVES Curriculum

For teacher reference

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Policy (noun)	A policy is a contract or law made by an institution (like schools or governments)	Política	政 策 zhèng cè	Wearing school uniforms is a policy at many schools.



The CLAVES Curriculum

Unit 3: Race, Language, and Identity Cycle 2: Crown: Ode to the Fresh Cut Lesson 3

Unit Questions	How do language, race, and identity impact people's daily lives?	
Cycle DR Question	How would you persuade lawmakers to support the Crown Act in order to protect people's right to express their identity through their hair?	
Cycle Language Targets	Vocabulary: Flawless, Masterful, Visible, Bias, Discriminate, Policy	Morphology: -less/-ful; ible/-able
		Syntax: complex sentences and subordinating conjunctions
Lesson Objective	Identify different ways that hair can connect to one's identity and culture.	
	Discuss some of the ways that we personally connect to the conversation about hair and identity.	
Materials	Teacher	Students
	<input type="checkbox"/> Virtual card reading - Our Hair!	<input type="checkbox"/> Student Workbook, p. 3

Introduce Lesson	Introduce Lesson: <i>Today we will look at different ways that hair connects to culture, identity, and traditions. We will analyze different photographs of people and their hair and think about different ways that hair is tied to identity.</i>
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Block #1 Reading & Embedded Language (30 min)	<p>1. Click on Our Hair link and then click "Start"</p> <p>Say: <i>These photographs represent people from all over the world with different hair textures and styles. We're going to explore the different ways that hair matters to these people.</i></p> <p>Directions:</p> <ul style="list-style-type: none"> From the main screen of the game, have a student click the "random spinner" box. This will select one of the 4 pictures arrayed on the screen Once the picture has been selected, have students MAKE A PREDICTION about why hair might be important for the person based on the picture Then, click "Flip" and read with the group the description on the back of the card. Have students reflect on the description as compared to the prediction they made. Repeat for all 4 pictures
	<p>Discuss and/or write closing activity</p> <p>Say: <i>Okay, now that we've talked about each picture, turn to page 3 in your workbooks. Let's think about the people we just learned about, and how their hair forms part of their identity. Then think about it from your own perspective. First, let's think about "What are some things you learned about the different ways that hair connects to culture, identity and traditions?". Then, let's try to answer "What personal connections do you make between your hair and your identity?".</i></p>



The CLAVES Curriculum

Have students work as a teacher-guided whole group, in pairs, or individually to respond to the two questions on the organizer. If you are doing pairs or individual work, have students share responses after writing.

Wrap Up

Close lesson: *Nice work everyone! Next time we will begin to read about a policy called the Crown Act and discuss why it is important to protect cultural and ethnic hair expression.*



The CLAVES Curriculum

Unit 1: Race, Language, and Identity Cycle 2: Crown: Ode to the Fresh Cut Lesson 4

Unit Questions	How do language, race, and identity impact people's daily lives?	
Cycle DR Question	How would you persuade lawmakers to support the Crown Act in order to protect people's right to express their identity through their hair?	
Cycle Language Targets	Vocabulary: Flawless, Masterful, Visible, Bias, Discriminate, Policy	Morphology: -less/-ful; ible/-able
		Syntax: complex sentences and subordinating conjunctions (because, although, even though)
Lesson Objective	<p>Understand the history of hair discrimination and a new law that may protect people's right to express their identity through hair.</p> <p>Complete complex sentences using subordinating conjunctions.</p>	
Materials	Teacher	Students
	<ul style="list-style-type: none"> ❑ Text: The Crown Act: Protecting Cultural and Ethnic Hair Identity (Workbook pp 4 - 5) ❑ Playing with Syntax word wall 	<ul style="list-style-type: none"> ❑ Student Workbook, pp. 4-5

Introduce Lesson	<p>Introduce lesson: <i>So far in this cycle, we have looked at two texts together: 1) Crown: Ode to the Fresh Cut, and 2) The Story of Black and AfroTexture Hair.</i></p> <p><i>Today we are going to read another text, The Crown Act: Protecting Ethnic Hair Identity, in order to find evidence in support of laws that protect cultural and ethnic hair expression from discrimination.</i></p>
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Block #1 Reading & Embedded Language	<p>1. Activate and build background Knowledge: Say:</p> <ul style="list-style-type: none"> ● <i>We've talked a lot about hair and identity. Now we're going to look at an article that describes a law that was written to protect our rights to wear our hair however we want.</i> <p>2. Guide reading and notice language Say:</p> <ul style="list-style-type: none"> ● <i>Turn to pg. 4 of the Student Workbook to read the article. Let's read page 4 and 5.</i> <p>For silent reading: <i>Once students have finished reading, return to the text and choose one or more of the questions below.</i></p> <p>For guided reading: <i>Use the guidance below as comprehension check points.</i></p> <p>Options for discussion</p> <ul style="list-style-type: none"> ● After page 4 (choose one from below or ask your own question) <ul style="list-style-type: none"> ○ What did president Obama do in the Oval Office?
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	<ul style="list-style-type: none">○ How was the photo of President Obama a “powerful message” about ethnic hair identity?● After page 5 (choose one from below or ask your own question):<ul style="list-style-type: none">○ What is New York City’s Commission on Human Rights doing to protect people? How is the existing law imperfect?○ What does the Crown Act protect and why do Black people need protection for their hair?○ Why do you think The U.S. Department of Defense started a ban on Afros, braids and twists? Why do you think they ended this ban?○ How is hair an important part of Black people’s cultural and ethnic identity?
<p>Block #2</p> <p>Extended Language Work</p>	<p>1. Introduce language targets</p> <p>Say:</p> <ul style="list-style-type: none">● <i>Now we are going to zoom in and talk about a few important words in this text. We are going to think about how the words because, although, and rather than help us link two ideas together, and build strong arguments.</i>● Review p. 8 of student workbook to review the functions of because, although, and rather than in complex sentences. <p>2. Subordinating conjunctions game</p> <p>Say:</p> <ul style="list-style-type: none">● <i>Let’s practice with the words we just reviewed</i> <p>Game Directions:</p> <ul style="list-style-type: none">● Go to Playing with subordinating conjunctions game● As a whole group, work through all 7 pages, with the teacher dragging and dropping the appropriate word into the sentence based on group discussion. Discuss with the group which they think is the correct answer and why.
<p>Wrap Up</p>	<p>Close lesson: <i>Nice job! Next time, we’ll finish the Crown Act text and play a vocabulary game with the spinner.</i></p>



Unit 3: Language, Race, & Identity
Cycle 2: Crown: An Ode to the Fresh Cut
Lesson 5

Unit Questions	How do language, race, and identity impact people's daily lives?	
Cycle DR Question	How would you persuade lawmakers to support the Crown Act in order to protect people's right to express their identity through their hair?	
Cycle Language Targets	Vocabulary: Flawless, Masterful, Visible, Bias, Discriminate, Policy	Morphology: -less/-ful; ible/-able
		Syntax: complex sentences and subordinating conjunctions (because, although, even though)
Lesson Objective	<p>Understand why the Crown Act is needed to protect identity expression</p> <p>Deepen awareness that hair can be an aspect of people's cultural identity</p> <p>Review cycle vocabulary</p>	
Materials	Teacher	Students
	<input type="checkbox"/> Crown Act text, Student workbook pp. 6-7 <input type="checkbox"/> CLAVES Definition Wheel	<input type="checkbox"/> Crown Act text, Student Workbook pp 6-7

Introduce Lesson	<p>Introduce lesson: <i>Last time we started a new expository text called "The Crown Act: Protecting Ethnic Hair Identity", in order to find evidence for why cities are making laws to protect cultural and ethnic hair expression from discrimination.</i></p> <p>Today we will finish reading the text and</p>
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Block #1 Reading & Discussion	<p>1. Activate and build background Knowledge: Say:</p> <p>2. Guide reading or watching and notice language Say:</p> <ul style="list-style-type: none"> Now let's finish reading this article. Turn to pg. 6 of the Student Workbook. Read pgs. 6-7 and discuss the questions below. <p>For silent reading: <i>Once students have finished reading, return to the text and choose one or more of the questions below.</i></p> <p>For guided reading: <i>Use the guidance below as comprehension check points.</i></p> <p>Options for discussion</p> <ul style="list-style-type: none"> After page 6 (choose from below or choose your own): <ul style="list-style-type: none"> How do the photos represent hair expression as masterful or visible? How do you think Andrew Johnson and Nichole Pyles felt after the way they were treated?
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	<ul style="list-style-type: none">○ How do you think it impacted their identity? How do you think these experiences impacted their professional and academic life?● After page 7 (choose from below or choose your own):<ul style="list-style-type: none">○ How can hair expression be connected to a person's civil rights?○ Do you agree that hairstyling can be a form of protest?○ How did this lesson change your understanding of afro textured hair, hair styling, and hair expression?○ What do you think the Crown Act can do about policies that limit people's expression of their ethnic and cultural identity through hair and clothing?
<p>Block #2</p> <p>Extended Language Work</p>	<p>1. Play CLAVES Definition Wheel</p> <p>Say: <i>Okay, let's play one last game. We are going to review our main vocabulary words with a spinner game. Each of you will take a turn clicking the spinner. When it lands on a word, you say something that you learned about the word during this cycle.</i></p> <p><i>You could give a definition of the word, or say where you saw or heard the word used. You could say something about the parts of the word (like that it has -ible or -less), give us a translation into another language, or you could just use it in a sentence. Whatever comes to mind about the word, tell us about it!</i></p> <ul style="list-style-type: none">● Open CLAVES Definition Wheel● Have the student who did the spinning answer the prompt: <i>Share with the group something you have learned about this word</i>● Play until time is up or interest has waned
<p>Wrap Up</p>	<p>Close lesson: <i>Nice job everyone! Next time we will have our discussion to end this cycle.</i></p>



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Unit 3: Language, Race, & Identity Cycle 2: Crown: An Ode to the Fresh Cut Lesson 6

Unit Questions	How do language, race, and identity impact people's daily lives?	
Cycle DR Question	How would you persuade lawmakers to support the Crown Act in order to protect people's right to express their identity through their hair?	
Cycle Language Targets	Vocabulary: Flawless, Masterful, Bias, Discriminate, Imperfect, Undeniable, Visible	Morphology: -less/-ful; ible/-able
		Syntax: complex sentences and subordinating conjunctions (because, although, even though)
Lesson Objective	Students will engage in collaborative discussion on how to persuade lawmakers to support the Crown Act in order to protect people's right to express their identity through their hair	
Materials	Teacher	Students
	<input type="checkbox"/> Facilitate discussion	<input type="checkbox"/> Student Workbook with notes from the cycle

Introduce Lesson (5 min)	<p>SAY: <i>Today we will have a discussion among ourselves to discuss how you could convince someone that people can keep a connection to their culture even if they don't speak all the languages of that culture.</i></p> <p>NOTE: Give students an opportunity to prepare for the discussion independently by looking at their materials they prepared.</p>
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Dialogic Reasoning (20 min)	<p>Review norms (if necessary)</p> <ol style="list-style-type: none"> 1. I am respectful of my classmates. 2. I listen carefully to the ideas my classmates are presenting. 3. I stick to the topic. 4. I can talk without raising my hand. <p>Initiate and facilitate discussion:</p> <ul style="list-style-type: none"> • Allow students to begin discussing, taking opportunities when needed to model, prompt, clarify, summarize, encourage, repeat central question/present follow-up questions, intervene if discussion goes astray, model metacognition to stimulate/guide the discussion, if needed. • See facilitation guide table below for ideas on how to extend the conversation. • Close discussion by taking a poll on what students believe now that they have discussed the question together.
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Wrap Up of Cycle (4 min)	Close lesson: <i>SAY: Nice job everyone. Next we'll be moving on to our writing cycle, where we will write a "testimonio" about our languages and identities!</i>
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For teacher reference. Possible arguments for and against a law banning hair discrimination

Possible arguments to support Yes , there should be a law against policies that determine how people can express their identity, such as through hair, clothing, or other physical characteristics	Possible arguments against No , there should not be a law against policies that determine how people can express their identity, such as through hair, clothing, or other physical characteristics
<ul style="list-style-type: none">• People have been fired from their jobs and suspended from school• People have lost many academic and professional opportunities because of discriminatory policies• These rules especially impact Black girls and women• It would eliminate policies that promote racial and ethnic bias• Hairstyle can be part of someone's racial, ethnic and religious identity• Discriminatory policies can be harmful to people's identity, social status and self esteem• Discriminatory policies target Black hair traditions• Biased policies also discriminate against other racial and ethnic hair traditions	<ul style="list-style-type: none">• There are already policies against discrimination• Many banned hairstyles are not exclusively worn by Black people• Some hairstyles are too unprofessional for school and work places• People should wear their hair in similar ways to help maintain standards and consistency• Hairstyle is a choice• Hairstyle is just about what is stylish• These policies don't affect most people