



# The CLAVES Curriculum

## Unit 3: Language, Race, and Identity

### **Cycle 0: Introduction to Unit 3**

#### Lesson 1

|                                   |  |   |
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| <b>Unit 3 Questions</b>           | How do language, race, and identity impact people's daily lives?   |   |
| <b>Cycle Discussion Questions</b> | <ul style="list-style-type: none"> <li>How could you convince someone that people can keep a connection to a culture when they don't speak all the languages of that culture?</li> <li>How would you persuade lawmakers to support the Crown Act in order to protect people's right to express their identity through their hair?</li> </ul> |   |
| <b>Unit 3 Writing Prompt</b>      | Write a testimonio about your identity and why it is important in your life.   |   |
| <b>Cycle Language Targets</b>     | <b>Vocabulary:</b><br>Identity, Race, Language   | <b>Morphology:</b> n/a                          |
|                                   |  | <b>Syntax:</b> n/a                              |
| <b>Lesson 1 Objectives</b>        | <ul style="list-style-type: none"> <li>Become familiar with the three unit vocabulary words: <b>identity</b>, <b>race</b>, and <b>language</b>.</li> <li>identify and discuss dimensions of their own identities.</li> </ul>   |   |
| <b>Materials</b>                  | <b>Teacher</b>   | <b>Students</b>                                 |
|                                   | <input type="checkbox"/> Intro Powerpoint deck<br><input type="checkbox"/> Identity Wheel handout  | <input type="checkbox"/> Identity Wheel handout |

**NOTE:** Italicized texts can be used as guidelines for language that you can SAY to your students.

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| <b>Introduce Unit and Lesson (5 min)</b> | <p><b><u>Introduce Lesson</u></b><br/>Open Unit 3 Intro Lesson Powerpoint.</p> <ul style="list-style-type: none"> <li><b>SLIDE 1:</b> <i>Today we are starting our final CLAVES unit on Language, Race, and Identity.</i></li> <li><b>SLIDE 2:</b> <i>Here are the questions we will be thinking about throughout the unit (Read through each question).</i></li> <li><b>SLIDE 3:</b> <i>Now let's take a closer look at the unit vocabulary: <b>identity</b>, <b>race</b>, and <b>culture</b>.</i></li> </ul> |
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| <b>Reading and Embedded Language (25 min)</b> | <p><b><u>Introduce Key Vocabulary</u></b></p> <p><b>NOTE TO TEACHERS:</b> The topics here are very sensitive, and students may have a lot to say. The definitions are deliberately simple, but address complex concepts. Allow students time to genuinely consider the "stop, think, and share" questions.</p> <ul style="list-style-type: none"> <li><b>SLIDES 4 - 7: <u>Identity</u></b> <ul style="list-style-type: none"> <li>Work through slides using the language in the Powerpoint as a guide.</li> </ul> </li> <li><b>SLIDES 8 - 11: <u>Race</u></b> <ul style="list-style-type: none"> <li>Work through slides using the language in the Powerpoint as a guide.</li> </ul> </li> <li><b>SLIDES 12 - 15: <u>Culture</u></b> <ul style="list-style-type: none"> <li>Work through slides using the language in the Powerpoint as a guide.</li> </ul> </li> </ul> |
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### **Identity Wheel Activity**

*Now we're going to think about our own identities. Here is a diagram to fill out where you will describe parts of your identity.*

Distribute Identity Wheel activity worksheet to each student.

*Here's what we'll do:*

- 1. Write your name in the middle of the circle.*
- 2. In the rectangles, write something that is important to your identity. This can be about race, language and culture, things you like to do, or anything else that is important to who you are as a person*
- 3. If you want to add more than four parts to your identity wheel, go ahead!*

After students have taken some time to individually fill out the identity wheel, bring them back together to share about what they wrote and why. Try to make connections when relevant to identity dimensions that link with language, race, and culture.

**Wrap Up  
(1 min)**

### **Close Lesson**

*Good work everyone. Next time, we'll start thinking about language, culture, and identity, and how a boy and his grandfather figured out how to talk to each other even though they spoke different languages.*



## For Teacher Reference

| Target Word               | Definition   |
|---------------------------|--|
| <b>Identity</b><br>(noun) | The traits or characteristics that make you who you are as a person. Your identity can be made up of the languages you speak, the sports you play, the music you like, and lots of other things. |
| <b>Race</b><br>(noun)     | Race is an idea that was invented to be able to put people into categories based on their skin color.  |
| <b>Culture</b><br>(noun)  | Culture refers to the traditions and beliefs that groups of people practice in their daily lives. Your cultural background can be a big part of your identity.                                   |