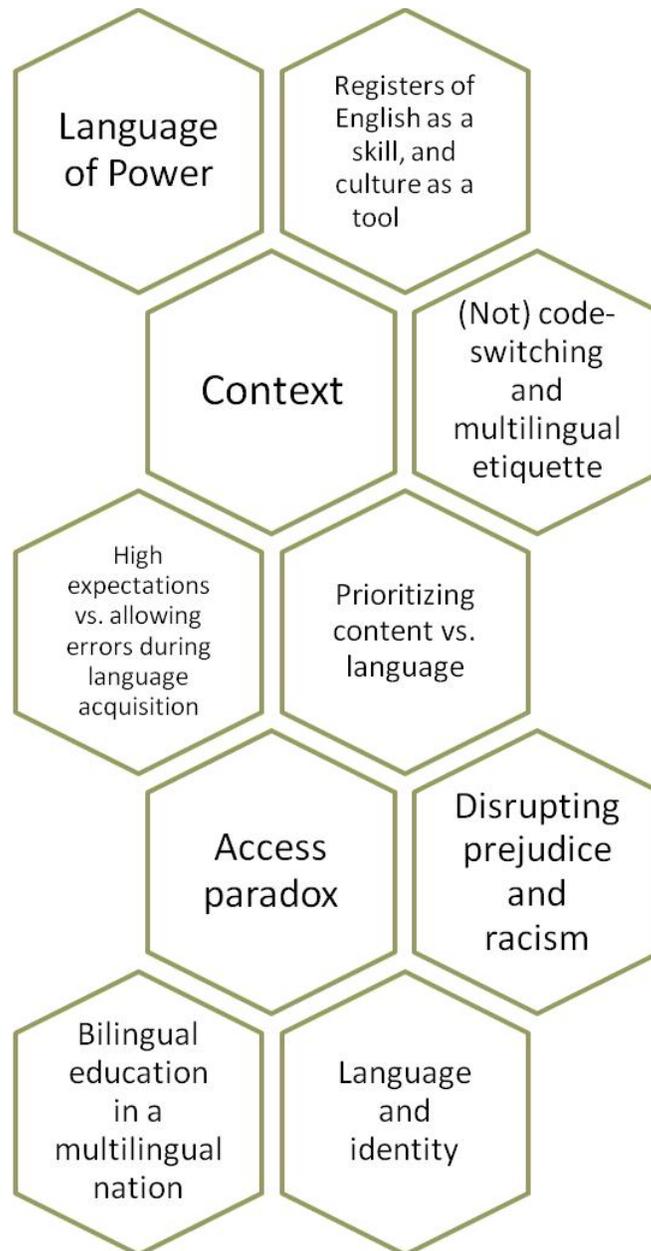


Tools for the Linguistically Diverse Classroom



**Compiled by the Linguistic Bias Against Students of Color
Inquiry to Action Group
Spring 2013**

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About the cover image: The Linguistic Bias Against Students of Color Inquiry to Action Group (ItAG) met from February through April 2013. Ours was one of many ItAGs supported by Teacher Action Group during the 2nd year of this model in Philadelphia. We started out with the understanding that society promotes prejudice against certain ways of speaking, and unavoidably against people who speak in those ways. Since we are all products of society, we all harbor some of these prejudices, whether consciously or unconsciously so. Recognizing these biases and their consequences is the first step to mitigating and counteracting the deleterious effects on students. The interconnected themes identified on the cover are those that ItAG participants identified as most salient during our meetings.

Resource Lists

Teacher Online Resources List

T Teacher Resource	E Elementary K-6	S Secondary 7-12
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E Arthur's Communication World: a guide for talking about ways children who are blind or deaf communicate, finding similarities with hearing and sighted children

<http://www.pbs.org/parents/arthur/lesson/communication/index.html>

T Seven Forms of Linguistic Bias in Instructional Materials

<http://www.sadker.org/curricularbias.html>

T Mechanisms of Linguistic Bias

<http://www.sydneyposium.unsw.edu.au/2012/chapters/BeukeboomEASP2012.pdf>

T Linguistic Prejudice and Prestige (Do You Speak American?): Click on "Educator's Tab in Navigation Bar for more resources

<http://www.pbs.org/speak/speech/prestige/articles/>

T Project Implicit: Harvard University project to assess implicit and explicit bias, including race and gender

<https://implicit.harvard.edu/implicit/research/>

T Teacher Perception Tool: test yourself for hidden bias based on clothing, race, gender, etc.

<http://www.tolerance.org/supplement/teacher-perception-tool>

T An Overview of the Language of Prejudice

<http://voiceseducation.org/content/overview-language-prejudic>

T Social Identity and Ethnic Prejudice in Children

<http://www.vtput.org.au/docs/crc/drewnesdale.pdf>

T Ten Quick Ways to Analyze Children's Books for Sexism and Racism

http://www.teachingforchange.org/wp-content/uploads/2012/08/ec_tenquickways_english.pdf

T Primary source sets from the Library of Congress on themes including immigration, Jim Crow, Native American assimilation, and the NAACP.

<http://www.loc.gov/teachers/classroommaterials/primarysourcesets/>

ES Enhancing Learning of Children From Diverse Language Backgrounds:

<http://unesdoc.unesco.org/images/0021/002122/212270e.pdf>

ES ESL Classroom and Cultural Sensitivity

http://esl.yourdictionary.com/lesson-plans/esl_classroom-and-cultural_sensitivity.html

E Help! They Don't Speak English!-A Starter Kit for Primary Teachers

http://esl.ebrschools.org/eduWEB1/1000123/docs/help_kit_primary.pdf

ES Myths and Misconceptions About Second Language Learning:

What Every Teacher Needs to Unlearn

<http://www.usc.edu/dept/education/CMMR/FullText/McLaughlinMyths.pdf>

T Linguistic Human Rights and Education By Alma Flor Ada

http://www.teachingforchange.org/wp-content/uploads/2012/08/ec_linguistichumanrights_english.pdf

T Why Are Language Issues Important?

http://www.teachingforchange.org/wp-content/uploads/2012/08/ec_langissuesimportant_english.pdf

E Anti-bias Education: A Selection of Children's Books for Each Topic

<http://www.childpeacebooks.org/cpb/Protect/antiBias.php>

TS "Five Reasons Why People Code Switch"

<http://www.npr.org/blogs/codeswitch/2013/04/13/177126294/five-reasons-why-people-code-switch>

T Rethinking Schools Issue: "The Real Ebonics Debate"

http://www.rethinkingschools.org/publication/ebonics/ebonics_intro.shtml

TS DocsTeach: An interactive exploration of primary resources looking at historical periods such as Westward Expansion, Reconstruction, and the Civil Rights movement

<http://docsteach.org/>

Articles

ES "What Teachers Need to Know About Language" , by Lily Wong Fillmore, University of California at Berkeley, Catherine E. Snow, Harvard Graduate School of Education, August 23, 2000

http://www.utpa.edu/dept/curr_ins/faculty_folders/guerrero_m/docs/links/FillmoreSnow20

[00.pdf](#)

- T “Changing Misconceptions About Dialect Diversity: The Role of Public Education”, by Walt Wolfram, North Carolina State University, March 2011
<http://www.cal.org/resources/digest/changing-misconceptions-about-dialect-diversity.htm>
|
Wolfram, W. (2013, Spring). Sound Effects. *Teaching Tolerance Magazine*. pp. 29-31

Books

- T *Reading, Writing and Rising up: Teaching About Social Justice and the Power of the Written Word* by Linda Christensen
- T Duranti, A. (Ed.). (2009). *Linguistic Anthropology: A Reader* (2nd ed.). West Sussex: Wiley-Blackwell.

Parent/Community Resources

Guide to raising a bilingual child:

http://ethnicstudies.ucsd.edu/_files/Bilingual%20Manual%20on%20How%20to%20raise%20a%20bilingual%20child.pdf

Kendall King and Alison Mackey, *The Bilingual Edge: Why, When, and How to Teach Your Child a Second Language*

Ana L. Flores and Roxana A. Soto, *Bilingual is Better: Two Latina Moms on How the Bilingual Parenting Revolution is Changing the Face of America*

Multicultural Literature

The Cooperative Children's Book Center

The Cooperative Children's Book Center (A Library at the School of Education at University of Wisconsin) is an excellent source for teachers to find current multicultural literature for grades K-12. The CCBC has created very comprehensive book lists covering various themes and genres, including a list of multicultural literature for children and teens. Additionally, since 1984 they have gathered statistics about the number of published children's books by and about people of color. Below you will find further information about book lists and multicultural literature statistics.

CCBC Multicultural Book Lists

The books lists that the CCBC has compiled include books that are "by and about people of color". These books are by and about African and African Americans, American Indians, Asian/Pacific and Asian Pacific Americans, and Latinos. The CCBC categorizes the books by age appropriateness, provides information about author and publisher for each book, and also includes a short synopsis.

50 Multicultural Books Every Child Should Know:

<http://www.education.wisc.edu/ccbc/books/detailListBooks.asp?idBookLists=42>

30 Multicultural Books Every Teen Should Know:

<http://www.education.wisc.edu/ccbc/books/detailListBooks.asp?idBookLists=253>
[education/books-to-match-diverse-young-readers.html?ref=education&_r=0#index](http://www.education.wisc.edu/books-to-match-diverse-young-readers.html?ref=education&_r=0#index)

Statistics about Multicultural Literature

The number of published multicultural books is increasing every year, yet not all of these are written by authors of color. A large number of books with African American characters are actually written by white authors. The table below shows the number of multicultural books that have been sent to CCBC since 2002.

Children's Books By and About People of Color Published in the U.S. 2002

Year	Total Number of Books Published (Est.)	Number of Books Received at CCBC	African / African Americans		American Indians		Asian Pacifics/ Asian Pacific Americans		Latinos	
			By	About	By	About	By	About	By	About
2012	5,000	3,600	68	119	6	22	83	76	59	54
2011	5,000	3,400	79	123	12	28	76	91	52	58
2010	5,000	3,400	102	156	9	22	60	64	55	66
2009	5,000	3,000	83	157	12	33	67	80	60	61
2008	5,000	3,000	83	172	9	40	77	98	48	79
2007	5,000	3,000	77	150	6	44	56	68	42	59
2006	5,000	3,000	87	153	14	41	72	74	42	63
2005	5,000	2,800	75	149	4	34	60	64	50	76
2004	5,000	2,800	99	143	7	33	61	65	37	61
2003	5,000	3,200	79	171	11	95	43	78	41	63
2002	5,000	3,150	69	166	6	64	46	91	48	94

Criteria for Selecting “Quality Multicultural Literature”

Adapted from Ten Quick Ways to Analyze Children’s Books for Sexism and Racism by Louise Derman-Sparks and Creating and Applying an Evaluation Tool in Response to the Needs of Urban Educators by Jennifer Johnson Higgins

Criteria for Selecting “Quality Multicultural Literature”

___ 1. Check the Illustrations- Do the illustrations portray the characters as individuals and avoid perpetuating stereotypes?

___ 2. Check the Storyline- Are cultural and ethnic groups portrayed in a nuanced fashion?

___ 3. Look at the Lifestyles- Are the lifestyles of the characters complex and not oversimplified or general?

___ 4. Weigh the relationship between people - Traditional minorities are leaders and play key roles in the story.

___ 5. Note the Heroes- Heroes are represented accurately and according to the concepts of struggles for justice appropriate to their cultural group.

___ 6. Consider the effects on a child’s self-image- A good rule of thumb: would you be willing to share this book with a mixed-race group of children?

___ 7. Consider the Author’s or Illustrator’s Background- The author and/or illustrator have the qualifications needed to deal with the cultural group accurately and respectfully, and are most likely a member of the cultural group being portrayed in the story.

___ 8. Check out the Author’s Perspective- Does the direction of the author’s perspective strengthen or weaken the value of their written work?

___ 9. Watch for Loaded Words- There are no derogatory overtones to the words used to describe the characters and culture, such as "savage," primitive," "lazy," and "backward."

___ 10. Look for the Copyright Date- Be careful with books published before 1970 that often reflect the views and biases of white authors. The copyright date of a book may be one clue as to the possible biases to be found within it (Day, 1994).

Additional Resources for Multicultural Literature

Books to Match Diverse Young Readers

<http://www.nytimes.com/interactive/2012/12/04/>

E Anti-bias Education: A Selection of Children's Books for Each Topic

<http://www.childpeacebooks.org/cpb/Protect/antiBias.php>

How to Choose the Best Multicultural Books

<http://www.scholastic.com/teachers/article/how-choose-best-multicultural-books>

Evaluating Cultural & Linguistic Bias in Curriculum & the Classroom

(adapted from pp. 80-86, "Detecting Bias")

Tileston, D., & Darling, S. (2008). *Why culture counts: Teaching children of poverty*.
Bloomington: Solution Tree Press.

Mark Yes or No.

The Curriculum

___ Content materials reflect cultures other than Euro-American culture

___ Content materials portray people of non-dominant cultures/ethnicities who are in positions of authority and leadership

___ Local assessments include a variety of learning styles; analyzed and designed to recognize and/or accommodate students' cultural and linguistic backgrounds

The Classroom

___ The classroom library offers content of interest to students of various ethnicities

___ Visual materials (pictures, graphics, and so on) reflect the ethnicity of the classroom, as well as other non-dominant cultures/ethnicities

___ The teacher includes the contributions of minorities and women when/where appropriate

___ The teacher provides a wide variety of content—not just textbook learning

___ The learning styles of other cultures are taken into consideration when materials are selected/created for instruction

___ Students have opportunities to learn for themselves, to explore, to fail and then try another approach

___ Student have opportunities to collaborate and learn with each other

8 - 10 Yes = Your curriculum & classroom are very culturally & linguistically UN-biased

7 - 5 Yes = Your curriculum & classroom are somewhat culturally & linguistically biased

4 or less = Your curriculum & classroom ARE culturally & linguistically biased

Language Beliefs Survey

Discuss the following statements. Rate on a scale from 1 to 5, where 1 is “strongly disagree” and 5 is “strongly agree”. Take notes on your responses, and be prepared to explain your responses to the class. (Note that the answers to these questions and the discussions around these topics are much more complex than can be fully explained here. Feel free to do your own research to supplement these answers for your discussions with your students).

1. English is the official language of the U.S. (1 2 3 4 5)

A: English is not the official language of the U.S. There is no official language in the U.S.

2. A native speaker of a language knows everything there is to know about that language. (1 2 3 4 5)

A: What does it mean to know a language? No one knows everything there is to know about any language.

3. Learning grammar is the most important aspect of learning a second language. (1 2 3 4 5)

A: According to Chomsky (1965), there is a difference between competence (a speaker’s knowledge of the language) and performance (actual use of language in concrete situations). According to Hymes (1972), the rules of grammar are useless without the rules of use (p. 278). Speakers need social and cultural knowledge in order to understand and use linguistic forms in communication. Just because one has a lot of knowledge about a language, such as its grammar and structure, does not mean they know how to actually use it in concrete situations and just because someone knows how to use a language in concrete situations does not mean that they know the specific rules of grammar or have in depth knowledge of its structure.

4. British English is more correct than American English. (1 2 3 4 5)

A: British and American English are two different varieties of English. Neither is more correct than the other.

5. “I don’t know who he gave the book to” is not grammatically correct because you should never end a sentence with a preposition. Thus, you should avoid using it. (1 2 3 4 5)

A: -Grammar is a description of how language behaves. An ungrammatical sentence is a sentence that a native speaker would not say or write.

-Prescriptive rules say how people “should” talk.

-There is no linguistic justification for claiming that there is one right way to speak a language.

-As it is generally pretty unnatural for people to rearrange their sentences so that they do not end with prepositions while they are speaking, it is not grammatically incorrect to end a sentence with a preposition. For a more complete discussion of this, you can read what Grammar Girl has to say about the topic: <http://grammar.quickanddirtytips.com/ending-prepositions.aspx>

6. Young people can't speak or write properly these days. (1 2 3 4 5)

A: -Some people believe that language began in a pristine state but has been polluted by "impurities." Linguists see no problem with these "impurities."

-People also have different views on why languages are different and why they change. Linguists see both the number of languages and language changes as being natural results of changing communicative needs and contact between peoples.

7. Children can learn languages more easily than adults. (1 2 3 4 5)

A: Adults and children learn language in different ways because of the brain development of children in their early years. The learning of an L1 and an L2 tend to be very different processes (unless a child is learning one or more languages simultaneously with their L1 when they are young). Specific cases have shown that if children are not exposed to and do not learn a first language by a certain age, they will never be able to fully acquire any language. This is a complex topic that does not have straightforward answers. Additionally it depends on if one is talking about first or second language acquisition. For second language acquisition, comparing whether children or adults learn the language more easily depends on many factors, such as what counts as having learned the language - how natural or fluent the speaker may be, the breadth of their vocabulary and kinds of settings they can communicate in, their motivation and how they were taught the language. For more information on this topic you can go to: <http://www.cal.org/resources/digest/myths.html>.

8. Some languages are more complex and/or more logical than others. Conversely, some languages are simpler and more primitive than others. (1 2 3 4 5)

A: "Language cannot possess good or bad qualities: no language system can ever be shown to be clearer or more logical (or more beautiful or more ugly) than any other language system. Where differences of clarity and logic are to be found is not in the language itself but in the abilities of different users of the language to handle it effectively" ((Bauer & Trudgill, 1998, pp.28-29).

"Simplicity in one part of [a] language may be balanced by complexity in another.(Ibid, p. 56).

"When considered in their entirety, all languages are about equally easy (or equally challenging) for a child to learn" (Finegan, 2012, p. 503).

9. Immigrant parents should stop speaking to their children in their L1; otherwise their children cannot learn English (or any other L2) well. (1 2 3 4 5)

A: This is not true. Having full access to an L1 supports the acquisition of an L2 - it does not hinder it.

10. Women talk more than men. (1 2 3 4 5)

A: "[T]he question 'Do women talk more than men?' can't be answered with a straight 'yes' or 'no'. The answer is rather, 'It all depends.' It depends on many different factors, including the

social context in which the talk is taking place, the kind of talk involved and the relative social confidence of the speakers, which is affected by such things as their social roles (e.g. teacher, host, interviewee, wife) and their familiarity with the topic” (Bauer & Trudgill, 1998, pp.48-49).

This survey was adapted by Dr. Yuko Goto Butler (University of Pennsylvania) from material from the book by Bauer & Trudgill (1998) called *Language Myths* and adapted to its current form by Dr. Santoi Wagner (University of Pennsylvania). The unless otherwise noted, answers for this survey are taken from Summer 2012 Educational Linguistics powerpoints and lectures created by Dr. Santoi Wagner.

Reference List

Bauer, L. & Trudgill, P. (Eds.). (1998). *Language Myths*. New York, NY: Penguin Putnam Group.
Finegan, E. (2012). *Language: Its Structure and Use (6th ed.)*. Boston, MA: Wadsworth.

Lesson Plans & Activities

First Week Introductory Activities: Establishing a Culturally & Linguistically Responsive Classroom

Harry Wong (2010, addressing new teacher Inductees at the School District of Philadelphia) said that the most important thing students want to know on the first day of school is who you are and what you expect of them. Here are two projects that I have used in my classroom on the first day to show my students that I care about the cultural and linguistic diversity they bring to my classroom.

All About Me Board

(activity designed by S. Myers after hearing Harry Wong address Philadelphia Promise Academy Inductees, Sept. 2010)

Summary – Create a poster board scrapbook of who you are as a person and as a teacher. Use small artifacts: memorabilia, stickers, photographs, magazine cut-outs, flags, paint, etc. to make a colorful display that tells your story as a teacher.

Objective – The teacher will create a project that synthesizes biographical information and pedagogical preferences to present to students during the first week of school.

Purpose – Introducing students to who you are as a person and what you expect as a teacher is critical to setting the tone of a culturally & linguistically responsive classroom. Showing your cultural background establishes that culture is important to you and paves the way for an environment that is culturally and linguistically inclusive

Suggested Materials:

- Tri-fold poster board or regular stiff poster board
- Glue, a strong spreadable adhesive that lasts long
- Paint, markers, colored pencils etc. (optional)
- Scrapbook artifacts of the most important things that “define” you as a person and as a teacher

What to include on your All About Me Board:

- A title that includes what you want your students to call you
 - o All About Me: Ms. Myers
- Section 1: The Beginning of Me
 - o Photographs or drawings of you as a baby, you as a student or young child, of your family
 - o A description of what you were like (at the age you teach)
 - o A notecard that lists facts about when/where you were born
- Section 2: The Most of Me

- o Photographs, drawings or small artifacts of hobbies and activities that define you
- o Pictures or lists of your favorites: books, foods, things you like to do, hobbies, etc.
- Section 3: The Teacher in Me
 - o Photographs of you teaching, of previous students
 - o Your philosophy or goal as a teacher
 - o List of classroom behaviors you like and classroom behaviors that annoy you
- Optional Sections:
 - o Make up your own
 - o Leave space to add artifacts from this current year

Follow-Up Activities for your Students:

1. Have students take turns presenting theirs to the class. Keep a running list of new, student-generated vocabulary terms to use in writing assignments later.
2. Have students compare and contrast their All About Me boards using T-charts and/or Venn Diagrams
3. Use the graphic organizers to write Informative Essays (compare & contrast)

How to assess Student Projects:

Create a rubric that grade accuracy, neatness, creativity etc. Be specific about what you want the students to include on their Me Board. (See also, sample rubric)

Sample Rubric: All About Me Project

***adjust this rubric to be more specific**

Criteria	3	2	1
Accuracy	The student included all 9 of the necessary criteria	The student is missing 1-3 of the criteria	The student is missing 4 or more of the criteria
Creativity & Effort	The student's work shows he/she took his time and made a lot of effort The project demonstrates adequate creative thought	The student's work shows he/she took some time and made some effort The project shows a little creative thought	The student's work shows he/she took very little time and very little effort The project shows little to no creative thought
Neatness	The project is very neat and colorful	The project is a little messy and/or	The project is sloppy and/or has

		has little color	no color
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PA Common Core Standards:

CC1.4 Writing: Informational/Explanatory

CC.1.4.6.D Organize ideas, concepts, and information using strategies such as definition, classification, **comparison/contrast**, and cause/effect; use appropriate transitions to clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension. (Grade 6)

Also CC1.5 Speaking & Listening

My Culture Bag Project

(activity adapted from <http://www.greatestplaces.org/gpli/plans/bag.html>
& by grad class @ Millersville University, PA)

Summary – Create a scrapbook bag of who you are as a person and a teacher. Use small artifacts: stickers, photographs, magazine cut-outs, small objects, paint, etc. to make a colorful display that tells your story as a teacher.

Objective- The teacher will collect 5-8 artifacts to show the students the first week of school. He/she will identify each object and explain its significance. He/she will also explain how certain artifacts work together to define him/her as a person and as a teacher

Purpose- introducing students to who you are as a person and what you expect as a teacher is critical to setting the tone of a culturally & linguistically responsive classroom. Showing your cultural background establishes that culture is important to you and paves the way for an environment that is culturally and linguistically inclusive

Suggested Materials:

- 1 bag (can be large plain, brown or meaningful)
- 5 – 8 artifacts (depending on the age of participants & time available)
- crayons, pencils, paint, glue etc. (if using a plain bag)

What to include in your Culture Bag:

- o decorate the front with images that define you
- o place 5-8 personal artifacts inside:
- o photographs, diary, memorabilia, keepsakes, flags, stuffed animal, cultural items
- o nothing too personal!
- o do not put your name on the bag, but make it yours (unique)

Follow-Up Activities for your Students:

1. have each student create his/her own culture bag, without labeling it with names. Play “Guess Whose Bag?” (best if played after you’ve listed of ‘prohibited artifacts’ and/or after you’ve seen the contents so there are no surprises).
2. Students can present their bags (after discussing elements of good presentation, evaluate with a presentation rubric) independently or with a partner. Keep a running list of new, student-generated vocabulary terms to use in writing assignments later.
3. Have students compare & contrast bags using Venn Diagrams
4. Students can categorize what everyone has brought and graph the data; then report their findings.
5. Have students journal about what they learned about their peers (before & after).
6. Have students write auto-biographies about the artifacts in their bags or biographies about a peer’s bag.

How to assess Student Projects:

create a rubric that grade accuracy, creativity/effort, presentation etc. Be specific about what you want the students to include on their Culture Bag. (See also, sample rubric)

Sample Rubric: My Culture Bag Project

***adjust this rubric to be more specific**

Criteria	3	2	1
Accuracy	The student included 7-8 personal artifacts and described them all very well.	The student included 5-6 personal artifacts and described some of them and/or the descriptions were not very understandable	The student included 4 or less artifacts and/or did not describe any of them very well; The student used an inappropriate artifact
Creativity & Effort	The student's project shows he/she took his time and made a lot of effort The project demonstrates adequate creative, introspective thought	The student's project shows he/she took some time and made some effort The project shows a little creative, introspective thought	The student's project shows he/she took very little time and very little effort The project shows little to no creative thought, as if random objects were tossed in without thought
Presentation	The presentation was well-rehearsed and the student was confident in explaining each artifact; made eye contact with audience; spoke in a clear, understandable voice	The presentation was some-what rehearsed; the students was mostly confident in explaining most of the artifacts; relied on notes; was difficult to hear sometimes	The presentation was very choppy; the student could not read his/her notes OR there were no notes; student had difficulty explaining artifacts; made no eye-contact; could not be heard; seemed to be winging it

PA Common Core Standards:

CC 2.4 Mathematics: A. Measurement & Data

CC1.5 Speaking & Listening

CC1.4 Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content;

Informational/Explanatory; genre: autobiography

Also PA Academic Standards for Geography 7.4: Interactions between People & the Environment

A Short Lesson in English Language Variety

Note: This is a lesson to just get started; topics in this lesson should be modified reinforced and practiced throughout the year

Summary - Explicitly teach students about language variety in spoken English and discuss how the situation can determine use. Complete a sentence sorting activity and a code-switching game to practice identifying different varieties of English

Objective - Students will identify 3 different varieties of spoken English that are used in different situations and give at least 2 reasons why there is a need to code-switch.

Purpose – To develop an understanding that language is situational; that the linguistic choices they make matter; that the home-language they bring to the classroom is validated and not in danger of being replaced

Materials Needed:

- 3 sentence strips (w/sentences pre-written) or 3 sections of a chalkboard
- 3 column chart
- labels: social, academic, professional
- sample statements

What to Teach:

1. Explain to students that Language is NOT static, its ever changing, it's used in many different ways, in may different situations
2. Define "Language" as a class or using a dictionary
3. Discuss the different ways students change the ways talk to different people (ie. Mom, friends, teacher, principal, Jay-Z etc.) and the reasons why
4. Explain that for purpose of this discussion (and general classroom language from here on out), the class will categorize 3 different sentences
5. Introduce the 3 sentences & discuss similarities & differences; ask students with whom, when and/or where they might use each statement; ask them to explain why

Social	Academic	Professional
"He don't got no gloves"	"He doesn't have any gloves"	"He doesn't have surgical gloves."

1. Introduce the category headings: social, academic, professional
 - a. Social – used with close friends & family, familiar/informal
 - b. Academic – used in formal or academic situations, less familiar

- c. Professional – use among professionals, very specific vocabulary
1. Explain that changing your language, or the manner in which you speak, to someone because of who that person is or where the conversation takes place is called **code-switching**; discuss why it is important to be able to identify the situation/person and code-switch (Answer: it is a critical skill for universal communication)
2. Have students practice identifying the variety and code-switching with the following activity and game

Language Variety Sentence Sort Activity

1. Enlarge and print these sentences, and then cut them into strips;
2. Copy as many as you need for students to work in pairs or small groups.
3. Place all the sentence strips into an envelope and attach the envelope to the blank 3-column chart
4. You can add the category headings (social, academic, professional) to save time; Have students place the sentences under the appropriate headings.

Objective – Students will correctly categorize at least 6 statements to demonstrate their understanding of the three different varieties of spoken English.

Sentence	Variety
You have an upper respiratory infection	P
You have a terrible cold.	A
You walking down the street so slow.	S
He be talkin' to his girlfriend erry nite.	S
Ain't you got a meetin' wit the lawyer today?	S
We had a great time at the park.	A
Don't nobody wanna hear that.	S
The man walked slowly down the street.	A
She done her homework.	S
The teachers used differentiated instruction to meet the needs of every student.	P
They was dancing at the club all night.	S
She been read that book.	S
The woman sued them for defamation of character.	P
What time is it?	A
Ms. Jones said can she have a tissue.	S
You aren't going to win that way.	A
Young bull don't know nothing 'bout nothin	S
You're driving me crazy.	A
What time it is?	S
Ms. Jones asked if she could have a tissue.	A

Guess Who's Code-Switching Game

Print these code-switching situations out and cut them into strips. Place all the strips in a bag, box, or hat. Take turns drawing a question...determine which varieties are being used.

If two doctors are operating on a patient, what variety would they use?

If you are talking to your mother, what variety would you use?

If your sister is talking to her teacher in the classroom, what variety would she use?

If two teachers are talking at a faculty meeting, what variety would they use?

If three doctors are sitting in a restaurant, what variety would they use?

If the President of the United States is talking to his wife what variety would he use?

If the President of the US was talking to the Prime Minister of England what variety would he use?

What variety does Fifty-Cent use to write his raps? What variety would he use to give an interview? What is that called?

I Am From Poem

<http://teacher.scholastic.com>

Summary – I Am From poems are a common format used to teach poetry while using personal narratives. This format can be modified to include focus on language.

Lesson plan:

<http://teacher.scholastic.com/writeit/poetry/brainstorm/lessonplan.htm>

Variations:

Instead of using the ‘Sensory Detail Brainstorm reproducible’ supplied in the lesson plan, create a template with various prompts such as

- I am from (thing or place in your neighborhood)
- I am from (something you smell at home)
- I am from (important item in your home)
- I am from (type of food found at family gathering including who makes it)
- I am from (a hope for your future)
- I am from (memory from childhood)
- I am from (something my family says/ a common phrase at home)
- I am from (describe the language you use without using its name)

For each prompt above, have students list add specificity as needed (for example, “3 things or places in your neighborhood using at least 2 adjectives for each)

Code Switching Lesson Plans

Code-switching: Language use in context

Essential Question –

What is code-switching?

How does code-switching connect with academic and professional success?

Summary –

The teacher will lead direct instruction, previewing vocabulary related to language and code-switching. Next, the teacher will guide students through a translation activity where students will translate phrases from academic language to non-academic language and vice-versa. As a formative assessment, the teacher will provide students with scenarios to create two parallel skits: one using academic language and the other using non-academic language.

Objective –

Students will be able to apply code-switching skills to academic and social contexts by creating parallel skits.

Related Common Core State Standards -

CCSS.ELA-Literacy.SL.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

CCSS.ELA-Literacy.L.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Warm-up Question -

How does the way you speak differ between your family and your friends? Explain.

Vocabulary list

Code-switching

Colloquial language

Formal language

Academic language

Professional language

Translation Activity

Students take fifteen minutes to work in pairs to complete the handout below.

Name _____

Date _____

Language Translation Activity

Activity 1 Directions – Read the phrases below. Translate them from colloquial language to academic language or academic language to colloquial language depending on what is given.

1. LMAO

2. "I heard you told Jay he had bad breath in front of the whole class."
"Yeah, I put him on blast."

3. I plan on meeting with my friends tomorrow night.

4. When are we going to eat? I'm really hungry!

5. That jawn was poppin.

Activity 2 Directions – Write two of your own phrases in colloquial language, then provide the academic language translation.

1. Colloquial _____

Academic _____

2. Colloquial _____

Academic _____

Formative Assessment Activity

The teacher will cut out the scenarios below as students draw them from a hat. Students will work in two- to three-person groups creating two skits of the same scenario: one using colloquial language and one using academic language. Students can be assessed using the attached rubric.

Friends argue about their favorite books	Siblings are conspiring to trick another sibling	A business executive is hiring a new assistant	A teacher is returning an assignment to students
A chef is teaching his kitchen about a new dish to make	An engineers is drawing up a plan with his co-workers for a bridge	A veterinarian is telling someone about his/her cat's illness	A mother and daughter have a heart-to-heart talk about dating
A basketball player is trying to fire his incompetent agent	A married couple is deciding what movie to watch on a Saturday night	An actress receives good news that she received a part in a blockbuster movie	A nurse helps a patient manage his/her cold and flu symptoms

Parallel Skits Rubric

	4	3	2	1
Content	Students created two skits based on the scenario provided.	Students created two skits that were generally based on the scenario provided.	Students created two skits that were loosely based on the scenario provided.	Students created two skits that were unrelated to the scenario provided.
Language use	Students show distinct vocabulary and grammar patterns in both skits.	Students show different vocabulary and grammar patterns in both skits with some ambiguity and mixing.	Students mix some vocabulary and grammar patterns in both skits.	Students use the same or similar grammar patterns and vocabulary in both skits.
Professionalism	Students are focused and in character while performing.	Students are mostly focused and in character while performing.	Students struggled to remain focused and in character while performing.	Students were mostly unfocused and not in character while performing.

What's the Sitch': Words in Context (classroom warm-up/activity)

Goal: To get students discussing code-switching in a practical way as well as to think about how the concept applies to their own world view.

Summary: This is a classroom activity that can be used as a warm-up or medium length exercise. Essentially, the teacher puts a table up on the board, with columns for several different situations or places and rows with different words. The class goes through each word and votes on whether or not it is appropriate for the situation. The teacher discusses the why's along the way and debriefs at the end. This activity can be part of a broader lesson plan/conversation about linguistic bias or simply code switching.

Materials: Board or laptop/projector. Table should appear as follows:

	Facebook	Twitter	Job interview	Classroom	Parents/home
Jawn					
Collaboration					
Thank you					