

A Culturally Responsive Classroom Looks Like...

MATSOL Conference May 2019

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Hello!

We are...

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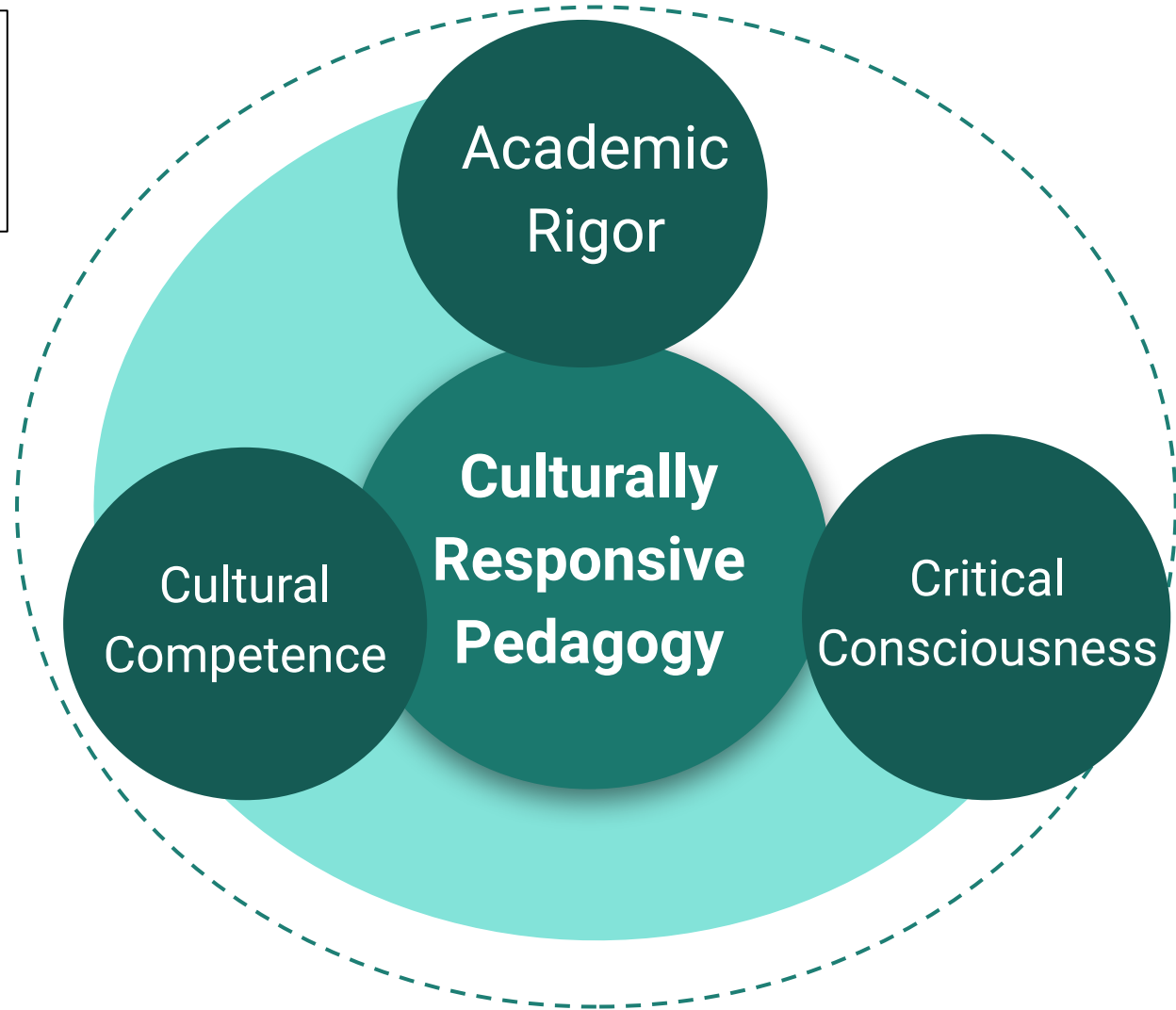
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Making Connections



MA
Beth
Cam

Source: *Creating a Climate for Linguistically Responsive*

Instruction By: Arthi B. Rao & P. Zitali Morales

1.

**Moving beyond
Cultural
Competence**

Cultural Competence...
*just the tip of the
iceberg*

Use literature
that includes
diverse
characters and
themes

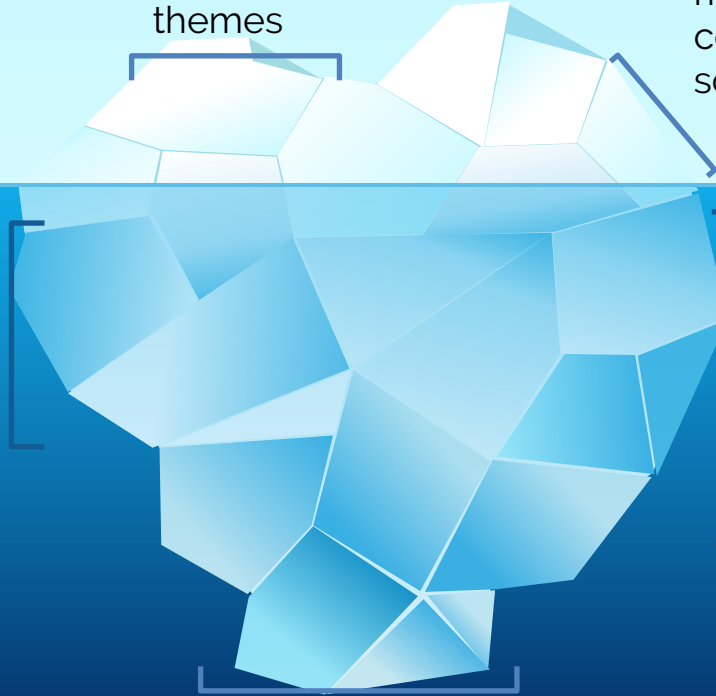
Focuses on
“surface”
culture, like
multicultural
celebrations in
schools

Focuses on
building
cognitive
capacity in
students from
diverse
backgrounds

Uses
students’
cultural
learning
styles and
tools in daily
lessons

Goes beyond surface-level changes in
schools to a shift in instructional practices

**Culturally
Responsive
Teaching**



“

Simply adding surface-level cultural details to low-level decontextualized activities doesn't offer any cognitive challenge and won't build intellectual capacity.

-Zaretta Hammond

2.

**Academic Rigor:
Academic
Language for ELs**

Lesson Plan

Grades: Upper Elementary & Middle School, ELP 2-3

Key Academic Practice:

Compare and Contrast

Unit Focus Language Goal:

Explain by comparing and contrasting _____
(people, events, ideas, etc.) in two texts.

Content Objective:

Students will be able to compare and contrast the most dangerous ways to get to school and support it with reasoning and evidence.

Language Objective:

I can create **complex sentences that compare and contrast** events using signal words.

Compare

How is it the same?

Contrast

How is it different?

Comparing Words:

like In common
same
similar
both
as well as
just like
comparable
Identically
equivalent



VS



Contrasting Words:

but
yet
differ
while
unlike
unless
instead
however
dissimilar

Concept and Vocabulary

Key: difference;

similarity; signal word

Learning from the Great Chicago Fire

The Great Chicago Fire of 1871 is as well known now as it was then. The fire spread over three miles and kept going for days. Most fires are not nearly as destructive. There were several reasons the Great Chicago fire caused so much damage. In those days, many people lived close together in buildings made of wood. These buildings burned easily. That year, Chicago had a very dry summer. Firefighters in the city were exhausted from putting out many other fires. When the new fire started, firefighters could not control it.

Could big cities in the United States still face such a widespread and damaging fire? As in the past, many people live in crowded areas today. Yet buildings are now safer. Many buildings are made of materials that slow down the spread of a fire. Most have fire alarms. Firefighters in 1871 and today have battled fires bravely, but modern firefighters have an advantage. Now firefighters have better equipment and training. Fires will continue to happen, but the Great Chicago Fire taught us to be better prepared to prevent and fight fires.

Analyze Text Structure

Choose the best word: In common, like, unlike

One thing that falcons and eagles have _____ is that both

_____.

_____ the eagle, the falcon builds its nest high places.

_____ the falcon, the eagles eats mostly fish.

Practice with Oral Academic Language

3 TIPS TO MAKE ANY LESSON MORE CULTURALLY RESPONSIVE

Culturally responsive teaching is less about using racial pride as a motivator and more about mimicking students' cultural learning styles and tools.

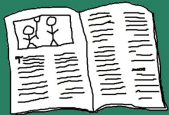
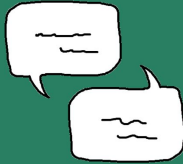


1. Gamify it.

Most games employ a lot of the cultural tools you'd find in oral traditions - repetition, solving a puzzle, making connections between things that don't seem to be related.

2. Make it social.

Organizing learning so that students rely on each other will build on diverse students' communal orientation.



3. Storify It.

Diverse students (and all students) learn content more effectively if they can create a coherent narrative about the topic or process presented.

Zaretta Hammond, author of *Culturally Responsive Teaching and the Brain*, offers 3 ways to increase academic rigor within Culturally Responsive Teaching framework:

1. **Gamify It**
2. **Make It Social**
3. **Storify It**

Make It Social

- For English Learners, “talking to learn” is critical to acquiring academic language
- Intentionally structured peer to peer oral interaction during every lesson will increase higher level thinking

- Some structures for Academic Oral Language Practice with peers in an ESL class:
 - ◆ Pairs Compare
 - ◆ Talking Chips
 - ◆ Give 1, Get 1
 - ◆ List-Group-Label
 - ◆ Mix-Freeze-Match



Make It Social: Give 1, Get 1

Directions:

- Fold your paper in 6 boxes.
- Watch the 2 video clips.
- In one box, write down **1 similarity** between the two video clips.
- Get up and find a partner. Give your partner 1 of your ideas and get 1 idea from your partner
- Switch partners.
- Sit down when you've filled in all 6 boxes

WHEN FANS



Justin Bieber

Does this singer need a break from his fans?

Justin Bieber has something to say to his enthusiastic fans. "I just need a little privacy," he tweeted recently. It's not that the 17-year-old singer doesn't love the millions of young people—mainly

that turns perfectly intelligent girls into irrepressible, blubbering babies. The media even have a name for this hysteria: Bieber Fever.

Bieber wanted to be a singing star since he was a little boy growing up in the gritty Canadian town of Stratford, Ontario. But his young single mom, Patricia, was no money for music!

But Bieber taught himself to play trumpet, drums, and guitar. Before he was writing his own songs and performing the sidewalks of his town and in talent shows, his mother videotaped his performances and posted them on YouTube to share with an extended family.

This is how he was first discovered by Scooter Braun, a young music executive who became Bieber's manager. Bieber was young to perform in nightclubs and on radio stations wouldn't play his music. Bieber used YouTube and iTunes to build a following. The strategy worked. Fans

GO WILD!

EXCITEMENT in these two articles. As a bonus, find one word that means the opposite!



The Beatles

In the 1960s, teens went crazy for this British band

happen when the Beatles first arrived in the U.S. They were an instant sensation.

Ten girls were elated. They loved the Beatles' songs and their unique "mop-top" haircuts.

The band couldn't go anywhere in the U.S. without police protection. At their concerts, it was hard to hear the music over the sound of screaming girls.

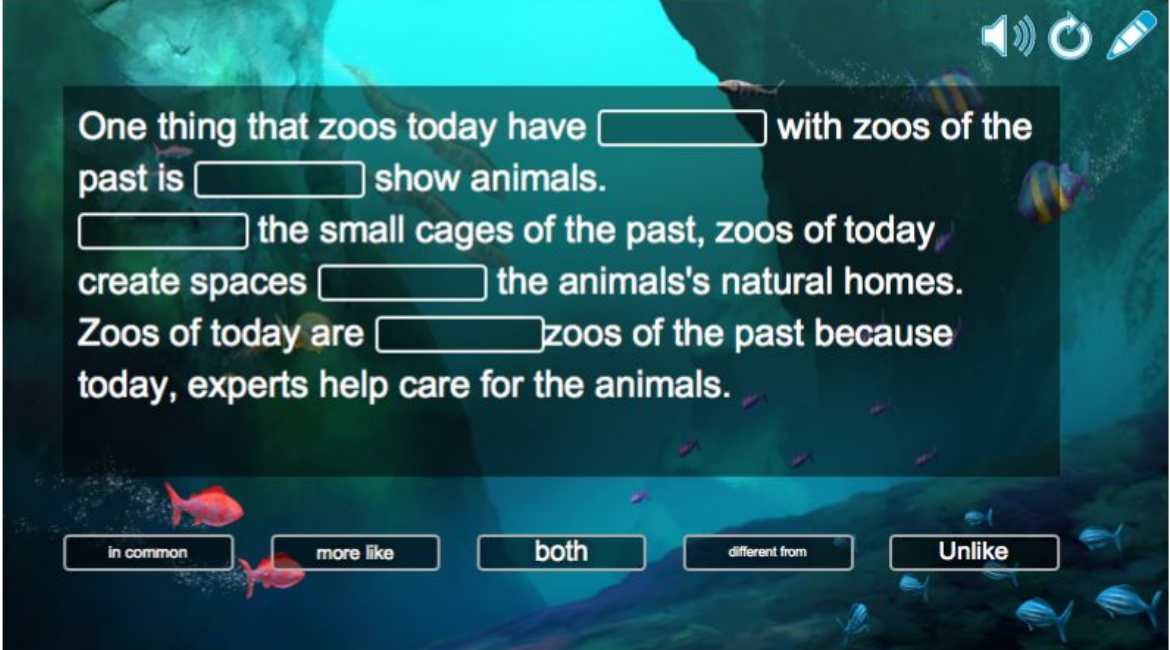
But the band accepted the throngs of jubilant admirers as a small price to pay for its enormous success. The

The Beatles (left to right): Paul McCartney, George Harrison, Ringo Starr, and John Lennon



Matching Game with SmartBoard

**Gamify
It**



The image shows a SmartBoard interface for a matching game. The background is an underwater scene with various fish. At the top right, there are icons for a speaker, a refresh button, and a pencil. The main text area contains a paragraph with five blank boxes for matching. Below the text are five buttons: 'in common', 'more like', 'both', 'different from', and 'Unlike'.

One thing that zoos today have with zoos of the past is show animals.

the small cages of the past, zoos of today create spaces the animals's natural homes. Zoos of today are zoos of the past because today, experts help care for the animals.



Storify It

Unit Progression:

- 1. Conceptualize**
- 2. Learn the vocabulary**
- 3. Analyze text structure of compare and contrast**
- 4. Oral academic language practice**
- 5. Put it all together**

To “Storify It”:

- Students created a “coherent narrative” about comparing and contrasting


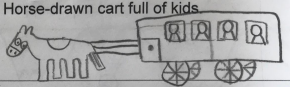
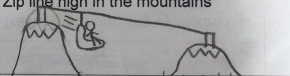
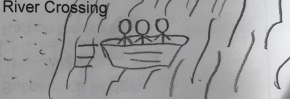
Storify It: Journey to School

Step 1: Build Background Knowledge

Students compared how they got to school in their countries and how they get to school here in the US.

Step 2: Frontload Vocabulary & Context

Students filled out a graphic organizer prior to watching the video.

South Africa	Hot Desert Walk 
Deli, India	Horse-drawn cart full of kids 
Colombia	Zip line high in the mountains 
Vietnam	River Crossing 

Storify It: Journey to School

Step 3: Students watched a video of students risking their lives to get to school each day.



Student Examples

- At the end of the Compare and Contrast unit, students were asked to independently write a response where they applied all of the skills they had practiced.
- Using a Google Form, students responded to the prompts independently.

Criteria for Success

How do we know if the students are successful?

Criteria for Success:

Linguistic Complexity (Discourse):

1. I can support my evidence with reasoning and examples.

Language Control (Sentence):

2. My sentences let the reader know who or what is being compared.
3. My sentences use signal words such as same, alike, similar, both, unlike, but, while, and different.

Vocabulary (Word):

4. I can use specific vocabulary, such as tight rope, suspension bridge, trekking, zip line, to describe how students get to school in other countries.

Name some of the ways different students get to school.

My opinion is that walking through a hot desert and a suspension bridge, i think so because in the hot desert you never know if a wild animal is gonna attack you and it's very hot. the zip line is because i you lose your balance once you can fall off and you might die.

**Compare and contrast how children from around the world get to school.
Hint: you can compare the Himalayan Trek vs. the Colombian Zip Line.**

I will be comparing how the children in the Himalayas and the ones from Colombia get to school. In the Himalayas the children have to walk for a very long time and they go to school on the other hand, in Colombia the kids don't walk for that long instead most of the children use a zip line to go over a 0.5 mile lake and they reach the speed of 40 mp/h.

now i will be comparing how the people in Indonesia get to school, there are a lot of ways two of them are the suspension bridge and the tight rope. On the the tight rope they have to have a lot of balance, have to be very careful and hold on tight, it's almost like the suspension bridge because most of the suspension bridges are broken that's why in Indonesia they are building new ones so it won't be that dangerous to get to school.

Name some of the ways different students get to school.

In some countries children only get to school by completely different ways as in America. For example in Colombia some students only get to school by using a Zip line high in the mountains unlike as in America where the students come save to their school.

**Compare and contrast how children from around the world get to school.
Hint: you can compare the Himalayan Trek vs. the Colombian Zip Line.**

The students in Colombia who use a Zip line have to cross the mountains as well as the students in Himalaya but while the students in the Himalaya only have to walk the students in Colombia have to cross also a river with a Zip line and there get really fast and there are not really protect.

Compare and contrast how you get school in Cambridge versus how got to school in your home country.

In Berlin I get to school by ride a bus instead here in Cambridge I have to walk 20 minutes.

Student Example #1 , ELP 3 (Independent Writing)

Name some of the ways different students get to school.

Kids go to school by zip line , suspension bridge, rafting, trekking through mountains and going on a hot walk through the desert.

Compare and contrast how children from around the world get to school.

Hint: you can compare the Himalayan Trek vs. the Colombian Zip Line.

The trek in the Himalayas is dangerous as you can slip on the ice and fall into a area where people might not be able to take you out of. The Colombian zip line is also dangerous as there is a chance you might fall into the river below which is 1300 feet below and if the wire snaps , the person waiting to go might not be able to go there as the wire snapped the people will be stuck there until the government installs new wires. Going on a trek in the Himalayas may be safer then going on a zip line.

Compare and contrast how you get school in Cambridge versus how got to school in your home country.

In Cambridge I just cross the street just before school starts and in India I went to school using car. In India I used a car as it was the most way to get to school



**Make It
Social:
Pairs
Compare**

Prompt: *Why would parents let their children take such dangerous journeys to school?*

1. In partners, you will pass 1 piece of paper back and forth to brainstorm ideas about the prompt. [3-5 minutes]
2. Pair up with another set of partners.
3. Compare your list with the other pair. You will read your ideas out loud to the other pair, using sentence provided frames:
 - a. From my point of view, ____
 - b. In my opinion, _____
 - c. I think _____ because _____.

Make It Social: Pairs Compare

(continued)

Prompt: *Why would parents let their children take such dangerous journeys to school?*

1. If you have the **same** idea, **put a check next to it.**
2. If the other pair has a **different** idea, **add it to your list.**
3. At the end, both pairs should have the same list.
4. Choose 1 idea to share with the whole group that you think others might not have.

Make It Social: Talking Chips



Directions:

1. You will each get 2 chips.
2. During the discussion, place 1 chip in the middle when you have a turn.
3. Repeat Step #2 until all chips have been used.
4. Provide sentence frames for ELD 1-3.

Prompt:

1. What actions could you take to make these students' journeys to school safer?

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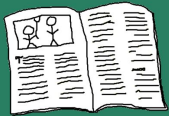
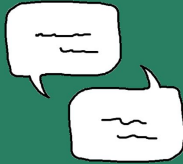


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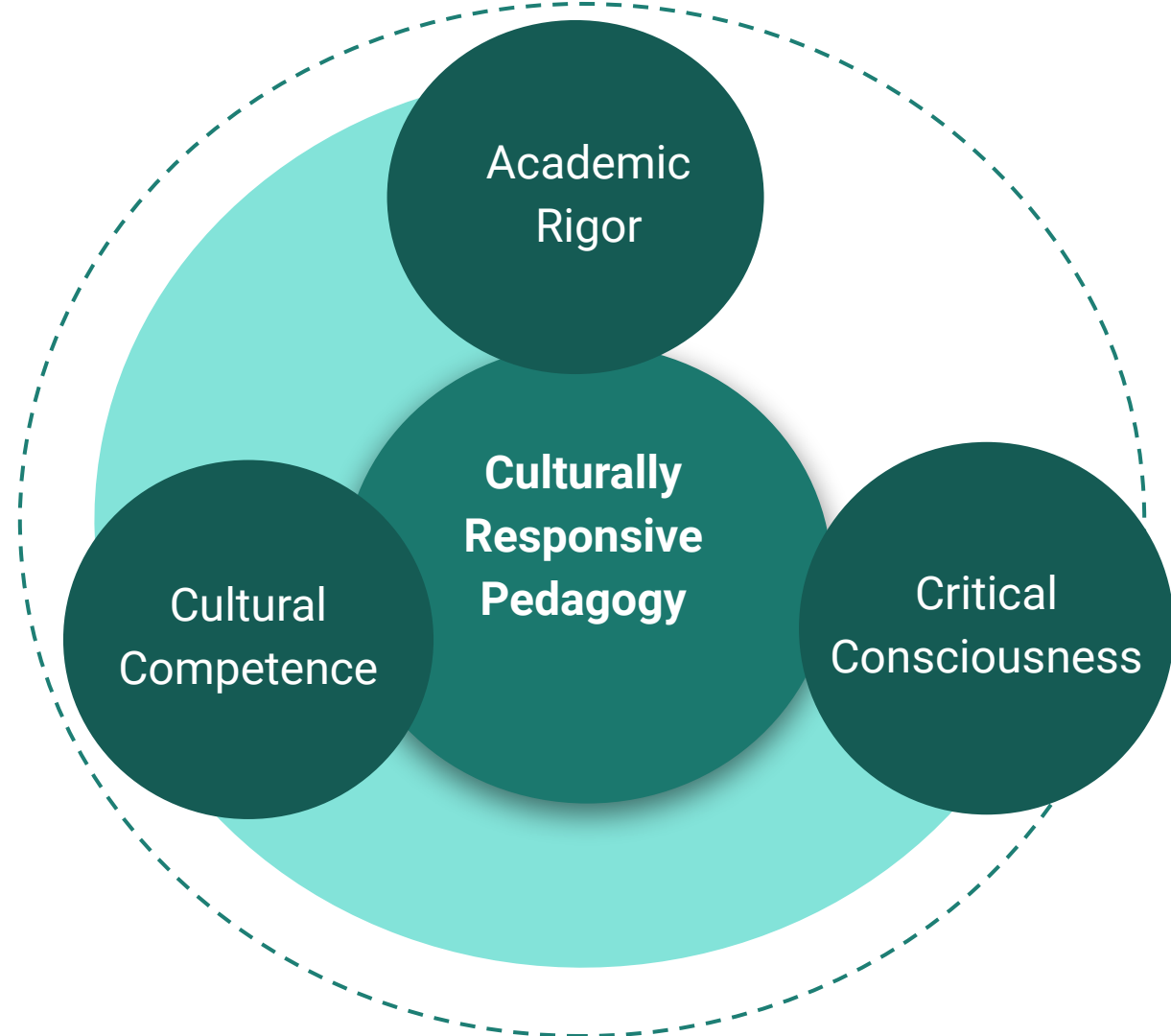
1. **Gamify It**
2. **Make It Social**
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3.

Critical

Consciousness

Making Connections



Source: *Creating a Climate for
Linguistically Responsive*

Instruction By: Arthi B. Rao & P.
Zitali Morales

Definition of Critical Consciousness

Critical consciousness has two parts... 'It's both awareness of oppressive external forces and feeling a sense of efficacy about how to navigate and challenge those forces.'

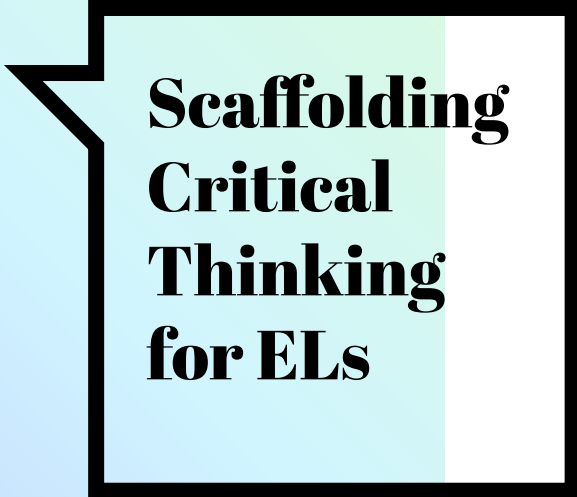
Source: <http://www.bu.edu/research/articles/critical-consciousness/>

KEEP IN MIND

Critical Consciousness

IS NOT ABOUT: overhauling curriculum or “indoctrinating” students.

IS ABOUT: developing skills to analyze the world to make it more just.



Scaffolding Critical Thinking for ELs

In this compare and contrast lesson, asked students to think critically about:

1. Why would parents allow their children to get to school in such a dangerous manner?
2. Would what you do to make these journeys to school safer?

STAY STRONG



YOU CAN DO IT!

Thanks!

Any questions?

You can find us at:

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Resources & Credits

- https://modules.sanfordinspire.org/wp-content/uploads/2016/10/Using_Critical_Consciousness_to_Challenge_Inequity_Resource-1.pdf
- [*Culturally Responsive Teaching: A Guide to Evidence-Based Practices for Teaching All Students Equitably*](#)
- <https://www.cultofpedagogy.com/culturally-responsive-teaching-strategies/>
- Hammond, Zaretta. *Culturally Responsive Teaching and the Brain*. California: Corwin, 2015.
- Presentation template by [SlidesCarnival](#)
- Iceberg Slide template from <http://slidehunter.com/>