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## **Culturally Authentic and Responsive Texts Grade 8**

**This sample includes the following:**

**Management Guide** (5 pages)

**Text Card** (2 pages)

**Lesson Plan** (13 pages)

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# Culturally Authentic and Responsive Texts

A Collection Curated by  
Dr. Sharroky Hollie

## Management Guide

Grade  
**8**

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# Collection Components

The following components are included in this collection:

## Thematic Units

There are four thematic units: Self-Identity, Rites of Passage, Community Matters, and a Culminating Unit.

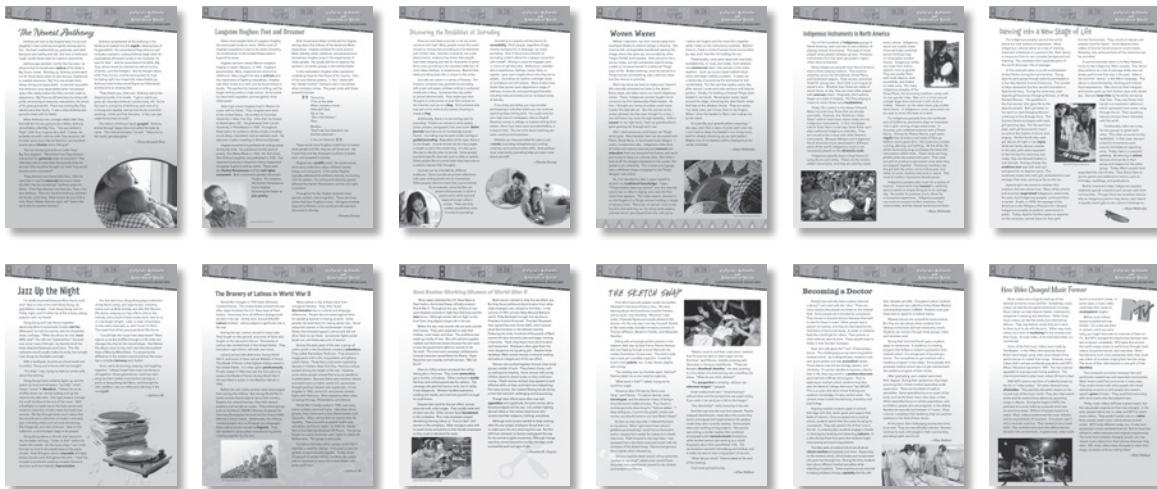
## Interactive Read-Aloud Texts

Each thematic unit includes one culturally authentic title.



## Shared Reading Texts Cards

Each thematic unit includes three text cards. There are six copies of each card.



## Teacher's Guides

Each thematic unit includes a Teacher's Guide with lessons to teach each of the interactive read-aloud texts as well as the Shared Reading Text Cards.

## Management Guide

This easy-to-use teacher resource supports best practices in culturally and linguistically responsive instruction and literacy instruction.

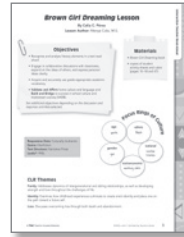
## Professional Development Resource

*Culturally and Linguistically Responsive Teaching and Learning, Second Edition* is included to provide a complete introduction to CLR.

# Teaching Interactive Read-Aloud Lessons

## Overview

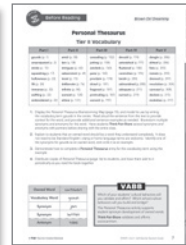
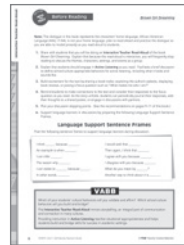
The overview page includes learning objectives, a completed Rings of Culture diagram, and a list of CLR themes addressed in the text. **(Note:** Only the Rings of Culture of focus are identified in the lesson.)



## Before Reading



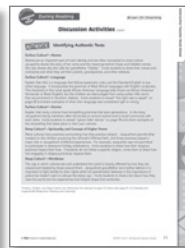
Students are engaged in activities to access prior knowledge and build excitement for the book. Vocabulary activities focus on Tier II vocabulary terms.



## During Reading



Teachers implement literacy and discussion protocols that focus on validating and affirming cultural behaviors and building and bridging toward school-culture norms.



## After Reading

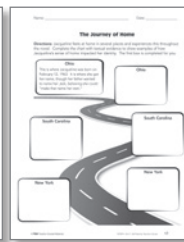
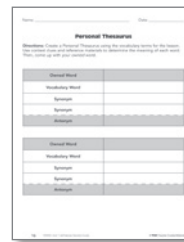


Students are able to synthesize their learning through a culminating discussion and multiple options for responding to the text, including writing prompts and comprehension activities.



## Student Activity Sheets

Literacy and VABB objectives are supported with vocabulary activities, comprehension activities, and Culture Connections.



## Assessment

Suggestions for informal assessment as well as a discussion rubric are provided for assessing student progress toward lesson objectives.

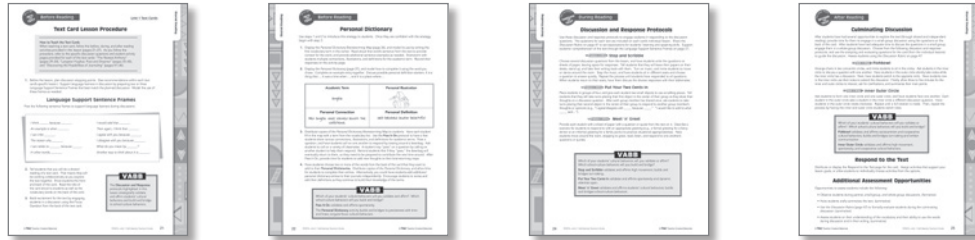


# Teaching Shared Reading Lessons

Each Teacher’s Guide contains one Text Card Lesson Procedure and three Text Card Lessons.

## Text Card Lesson Procedure

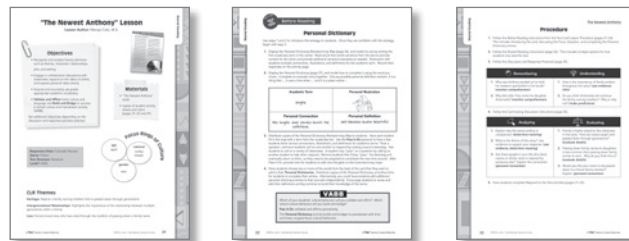
This lesson explains the procedure for teaching all three text cards. It is used in conjunction with each Text Card Lesson.



## Text Card Lessons

Each teacher’s guide includes three Text Card Lessons. Each lesson contains:

- an overview page that includes learning objectives, a completed Rings of Culture diagram, and a list of CLR themes addressed in the text card
- activities to engage students in accessing prior knowledge and building excitement for the text
- specific questions for students to discuss during and after they read the text card



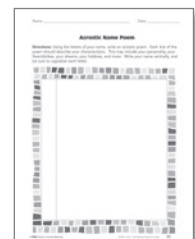
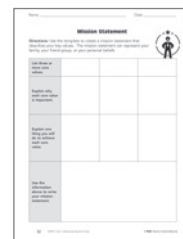
## Assessment

A variety of informal assessments as well as a discussion rubric are provided for assessing student progress toward lesson objectives. Assign activities that support your lesson goals, or have students individually choose activities from the options provided.



## Student Activity Sheets

Literacy and VABB objectives are supported with vocabulary activities, comprehension activities, and Culture Connections.



## The Bravery of Latinos in World War II

World War II began in 1939 when Germany invaded Poland. The United States entered the war after Japan bombed the U.S. Navy base at Pearl Harbor. Americans from all different backgrounds served in the war. At the start, around 500,000 **Latinos** enlisted. Latinos played a significant role in the war.

During the war, Latinos served in many roles. They fought on the ground, and some of them also fought on the sea and in the air. Thousands of Latinos also worked back in the United States. They had jobs in agriculture, railroads, and mines.

Latinos served with distinction during World War II, and some of them earned Medals of Honor. The Medal of Honor is the highest military award in the United States. It is often given **posthumously**. Private Joseph P. Martinez was the first Latino to receive the Medal of Honor during World War II. He was killed in action in the Aleutian Islands in 1943.

Before the war, Latina women were discouraged from joining the military. But during World War II, Latina women found ways to serve their country. Despite the cultural barriers, they held clerical positions and served as nurses. They joined groups such as the Navy's WAVES (Women Accepted for Voluntary Emergency Service) and the Army's WAC (Women's Army Corps). Additionally, the military needed people who could speak two languages. Many Latina women served as **linguists**. They also worked in ammunition manufacturing plants, creating supplies for the war.



Getty Images/Bettmann/Contributor

Many Latinos in the military were from immigrant families. They often faced **discrimination** due to cultural and language differences. People discriminated against them for speaking Spanish or having accents. Some people ridiculed them for having darker skin. Some restaurant owners in the southwestern United States discriminated against Latinos and did not allow them to eat there. Sometimes fights would break out, and there was a lot of tension.

During the early years of the war, a group of Latino youth in the Southwest created a **subculture**. They called themselves *Pachucos*. They dressed in baggy pants with cuffs, long jackets, and glittery watch chains. These fancy suits were inspired by dancers in Harlem, New York City. Pachuco culture peaked during the height of the war. However, some white people viewed Pachucos as rebellious troublemakers. Because there were wartime rations and restrictions on fabric, some U.S. servicemen thought pachuco fashion was unpatriotic. In Los Angeles in 1943, some U.S. servicemen started fights with Pachucos. Riots spread to other cities, including Chicago, Philadelphia, and Detroit.

World War II finally ended in 1945, and many Latino soldiers returned home. Like other ethnic groups, they continued to face discrimination and inequality. Many Latinos did not receive their GI benefits. These benefits provided health care, education, and burial rights. In 1948, Dr. Hector Garcia founded the American GI Forum. This group fought for Latino American vets' rights to obtain GI Bill benefits. This group is still active.

For Latinos and other ethnic groups, World War II signified a need for change. It showed a need for greater acceptance and equality. Today, about 17 percent of active military members are Latino. Latinos continue to serve the United States with pride and honor.

—Selina Li Bi

# The Bravery of Latinos in World War II

## ESSENTIAL QUESTION

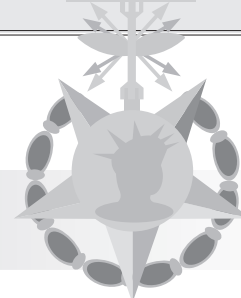
What can I do to improve/change my community, or how would I like to see my community change?

### Defining

- **discrimination**—unjust treatment of another category of people, especially concerning race, sex, gender, or disability
- **Latinos**—people of Latin American origin, often living in the United States
- **linguists**—people who speak several languages
- **posthumously**—after the death of a person
- **subculture**—a group of people who share a way of life, clothing style, behavior, special interests, or beliefs that are different from a larger culture or society

### Discussing

1. In what ways did Latinos contribute toward the war effort?
2. What might pachuco subculture have represented to the Latino youth?
3. How does discrimination and prejudice affect people in a community?
4. What is the importance of organizations such as the American GI Forum?



## FOCUS QUESTION

How can a variety of cultures affect a community?

### Writing

Write about a time when you or someone you know faced inequality. Describe the event by answering these questions: What did it feel like? What helped you or that person through that time? What did you learn from that experience?

### Creating

Think about a type of subculture you would like to create, and design a collage that represents your subculture. Make sure to include images or words that show what it would look like, how members would dress and speak, and what music you would listen to. Make sure to mention anything that inspired the subculture, too.



## Text Card Lesson Procedure

### How to Teach the Text Cards

When teaching a text card, follow the before, during, and after reading activities provided in this lesson (pages 21–27). As you follow the procedure, refer to the specific discussion questions and student activity pages provided for each of the text cards: “Jazz Up the Night” (pages 29–34), “Real Rosies: Working Women of World War II” (pages 35–40), and “The Bravery of Latinos in World War II” (pages 41–46).

1. Before the lesson, plan discussion stopping points. (See recommendations within each text card’s specific lesson.) Support language learners in discussion by preparing two to three Language Support Sentence Frames that best match the planned discussion. Model the use of these frames as needed.

## Language Support Sentence Frames

Post the following sentence frames to support language learners during discussions.

*I think \_\_\_\_\_ because \_\_\_\_\_.*

*An example is when \_\_\_\_\_.*

*I can infer \_\_\_\_\_.*

*The reason why \_\_\_\_\_.*

*I can relate to \_\_\_\_\_ because \_\_\_\_\_.*

*In other words, \_\_\_\_\_.*

*I would add that \_\_\_\_\_.*

*Then again, I think that \_\_\_\_\_.*

*I agree with you because \_\_\_\_\_.*

*I disagree with you because \_\_\_\_\_.*

*What do you mean by \_\_\_\_\_?*

*Another way to think about it is \_\_\_\_\_.*

2. Tell students that you will do a shared reading of a text card. That means they will be working collaboratively as you explore the text together. Show students the front and back of the card. Read the title of the card aloud to students as well as the vocabulary words on the back of the card.
3. Build excitement for the text by engaging students in a discussion using the Focus Question from the back of the text card.

### **VABB**

The **Discussion and Response** protocols highlighted in this lesson strategically validate and affirm students’ cultural behaviors and build and bridge to school-culture behaviors.

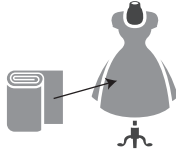


## Before Reading

# Personal Dictionary

Use steps 1 and 2 to introduce this strategy to students. Once they are confident with the strategy, begin with step 3.

1. Display *Personal Dictionary Brainstorming Map* (page 26), and model its use by writing the first vocabulary term in the center. Read aloud that word's sentence from the text to provide context for the word, and provide additional sentence examples as needed. Brainstorm with students multiple connections, illustrations, and definitions for the academic term. Record their responses on the activity page.
2. Display *Personal Dictionary* (page 27), and model how to complete it using the word you chose. Complete an example entry together. Discuss possible personal definition starters: *It is a thing that...*, *It was a time when...*, and *It is a place where...*

<p style="text-align: center;"><b>Academic Term</b></p> <p style="text-align: center;">textile</p>	<p style="text-align: center;"><b>Personal Illustration</b></p> 
<p style="text-align: center;"><b>Personal Connection</b></p> <p style="text-align: center;">There are many different textiles that my grandmother uses in her sewing.</p>	<p style="text-align: center;"><b>Personal Definition</b></p> <p style="text-align: center;">cloth or fabric</p>

3. Distribute copies of *Personal Dictionary Brainstorming Map* to students. Have each student fill in the map with a different term from the vocabulary list. Ask students to share various connections, illustrations, and definitions of the academic term for the word they selected using the **Pick a Stick** protocol. Write each student's name or number on a craft stick. Randomly pick a stick, and have the selected student answer the question. After the activity, provide time for students to add new information to their brainstorming maps.
4. Have students choose two or more of the words from the back of the card that they want to add to their **Personal Dictionaries**. Distribute copies of *Personal Dictionary*, and provide time for students to complete their entries. Alternatively, you could have students add additional *Personal Dictionary* entries to their journals independently. Encourage students to revise and edit their definitions as they continue to build their knowledge of the terms.

## VABB

Which of your students' cultural behaviors will you validate and affirm? Which school-culture behaviors will you build and bridge?

The **Personal Dictionary** activity builds and bridges to preciseness with time and linear, singular-focus cultural behaviors.

**Pick a Stick** builds and bridges to turn-taking and accountability.



## Shared Reading

Plan to conduct multiple readings of the text over a few days. Choose from the protocols summarized here to engage students in shared reading. Remember to have students discuss the Essential and Focus Questions as you read, or pose the questions provided in each card's lesson.

### VA Validate & Affirm Choral Reading

Lead students to read in unison. Point out where students will begin reading, and cue students to read. Encourage all students to read chorally.

### VA Validate & Affirm Jump-In Reading

Begin reading aloud as students follow along. Students choose when they would like to "jump in" and take a turn reading aloud. Students can take turns jumping in throughout the reading.

### BB Build & Bridge Independent Reading

Provide students the opportunity to reread the text independently or with partners.

## VABB

Which of your students' cultural behaviors will you validate and affirm? Which school-culture behaviors will you build and bridge?

**Choral Reading** validates and affirms cooperative cultural behaviors.

**Jump-In Reading** validates and affirms cooperative cultural behaviors and language variety.



## Analyzing Cultural Responsiveness

When reading texts, it is important for students to analyze for cultural bias. Have students explore the following questions:

- Can we find out more about the author? Do they have any connection to the cultures disclosed in the book?
- Are any cultures represented negatively or inaccurately? Are any cultures underrepresented or omitted?
- Are the facts accurate? Do they match up with your knowledge and other sources of information?
- Is the information current? Has anything changed since the text was published?
- What could be added to this text to increase its cultural authenticity?



## Discussion and Response Protocols

Use these discussion and response protocols to engage students in responding to the discussion questions. The questions for each text are included on each card's individual lesson. Share the *Discussion Rubric* on page 47 to set expectations for students' listening and speaking skills. Support students' comprehension of the text through the Language Support Sentence Frames on page 21.

### BB Build & Bridge Merry-Go-Round

Place students in groups of three or four. Then, have students take turns responding to a discussion question. Limit responses to one to five words, keeping the rotation quick and thoughts concise. After all group members have shared once, they can "merry-go-round" again by responding to answers from the previous round.

### VA Validate & Affirm Pass It On

Pose a question, and have students call on one another to respond by tossing around a beanbag. Ask students to call on a variety of classmates. A student may "pass" on a question by calling on another student to help them respond. Remind students that if they "pass," the beanbag will eventually return to them, so they need to be prepared to contribute the next time around.

### BB Build & Bridge Snowballs

Pose one or more discussion questions to students. Ask them to write responses without writing their names on their papers. Then, have students ball up their papers. Count to three, and have students throw their papers to the front of the room. Have each student pick up a random "snowball" and return to their seat. Provide students time to read silently and think about the responses.

## VABB

Which of your students' cultural behaviors will you validate and affirm?  
Which school-culture behaviors will you build and bridge?

**Merry-Go-Round** validates and affirms students' cultural behaviors; builds and bridges to school-culture behaviors.

**Pass It On** validates and affirms spontaneity.

**Snowballs** validates and affirms high movement and spontaneity; builds and bridges to staying on topic and preciseness.

## Culminating Discussion

After students have had several opportunities to explore the text (through shared and independent reading), provide time for them to engage in small-group discussions using the questions on the back of the card. After students have had adequate time to discuss the questions in small groups, engage them in a whole-group discussion. Choose from the following discussion and response protocols, and use the analyzing and evaluating questions for the card (from the individual lessons) to guide the discussion. Assess students using the *Discussion Rubric* on page 47.

### **BB Build & Bridge** Post Your Thoughts

Pose a question or topic to student pairs or small groups. Give students two minutes to write as many responses as they can on sticky notes. Have each student spread their sticky notes out on a sheet of paper. Tell them that the goal is to try to cover the space in a single layer of responses. Students should then review the ideas on the sticky notes. Invite each student pair or group to share the most important ideas they recorded on their sticky notes.

### **VA Validate & Affirm** Chalk Talk

Place students in groups of four. Distribute a sheet of chart paper with a discussion question to each group. Instruct group members to silently read the question and find space on the chart paper to write or draw their responses. After a few minutes, have groups rotate papers to read and respond to one another. Then, have groups discuss their ideas.

## VABB

Which of your students' cultural behaviors will you validate and affirm? Which school-culture behaviors will you build and bridge?

**Post Your Thoughts** builds and bridges to taking turns, preciseness, and accountability.

**Chalk Talk** validates and affirms high movement, sociocentrism, and proximity.

## Respond to the Text

Distribute or display the *Respond to the Text* page for the card. Assign activities that support your lesson goals, or allow students to individually choose activities from the options.

## Additional Assessment Opportunities

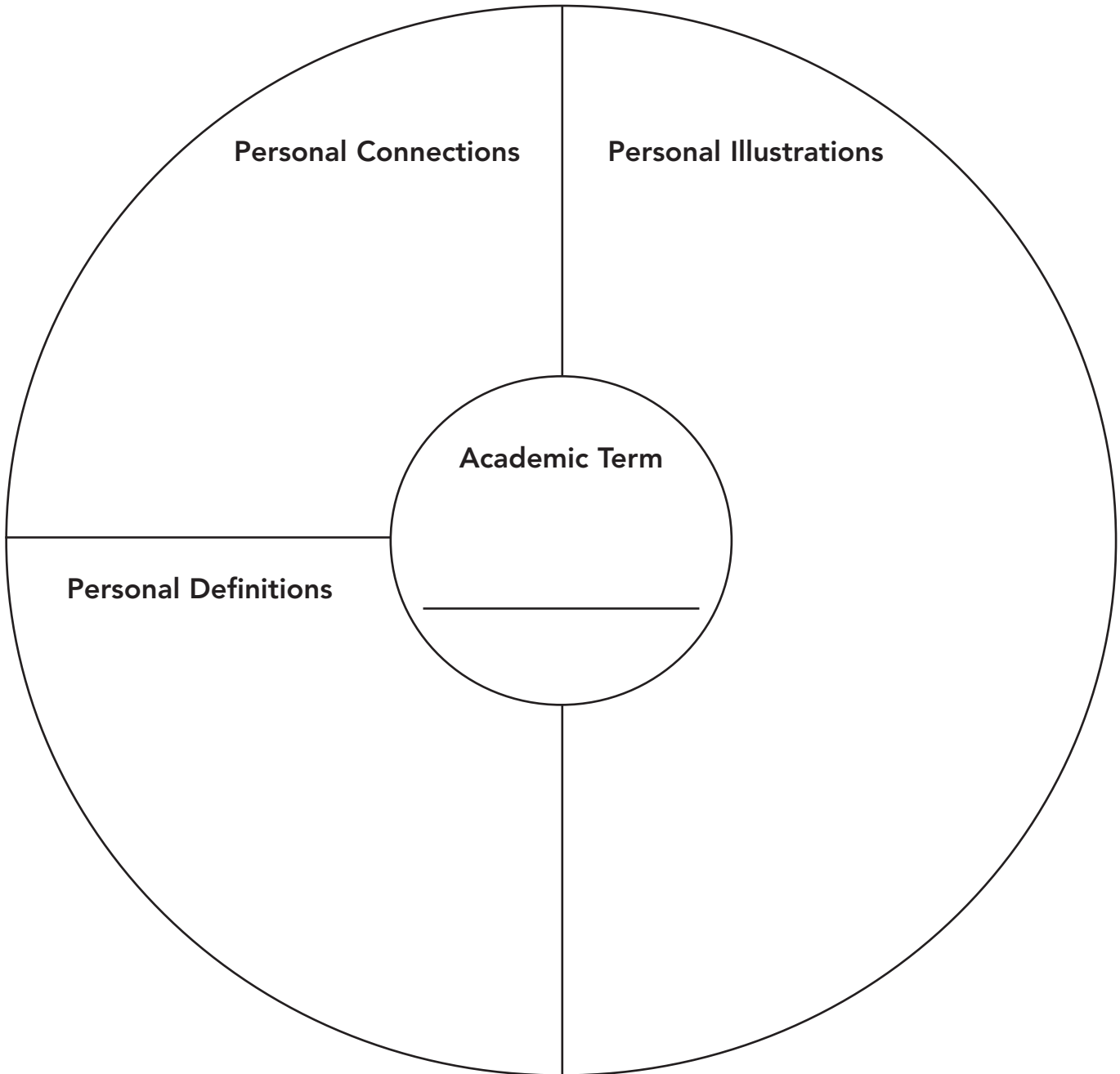
Opportunities to assess students include the following:

- Observe students during partner, small-group, and whole-group discussions. (formative)
- Have students orally summarize the text. (summative)
- Use the *Discussion Rubric* (page 47) to formally evaluate students during the culminating discussion. (summative)
- Assess students on their understanding of the vocabulary and their abilities to use the words during discussion and in their writing. (summative)

# Personal Dictionary Brainstorming Map



**Directions:** Brainstorm personal connections, illustrations, and definitions for the academic term. Circle your best connection, illustration, and definition to record in your Personal Dictionary.



# Personal Dictionary



**Directions:** Create a Personal Dictionary using the vocabulary terms for the lesson.

<b>Academic Term</b>	<b>Personal Illustration</b>
<b>Personal Connection</b>	<b>Personal Definition</b>

<b>Academic Term</b>	<b>Personal Illustration</b>
<b>Personal Connection</b>	<b>Personal Definition</b>

# “The Bravery of Latinos in World War II” Lesson

Lesson Author: Carrie Eicher, M.A.Ed.

## Objectives

- Read and comprehend informational texts.
- Engage in collaborative discussions with classmates, expand on the ideas of others, and express personal ideas clearly.
- Acquire and accurately use grade-appropriate academic vocabulary.
- **Validate and Affirm** home culture and language and **Build and Bridge** to success in school culture and mainstream society (VABB).

*Set additional objectives depending on the discussion and response activities selected.*

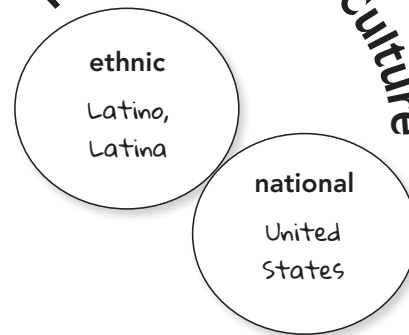


## Materials

- “The Bravery of Latinos in World War II” cards
- copies of student activity sheets and rubric (pages 43–45 and 47)

**Responsive Dots:** Culturally Generic  
**Genre:** Nonfiction  
**Text Structure:** Informational  
**Lexile®:** 900L

## Focus Rings of Culture



## CLR Themes

**Prejudice/Bias:** Highlights issues of prejudice and bias as it relates to race, ethnic culture, and national culture.



**Rights & Activism:** Shows the importance of standing up for equal rights and the importance of resistance in shaping our history.

**Patriotism:** Explores the many ways Latinos served their country and showed patriotism during and after World War II.





## Procedure

1. Follow the Before Reading instructions from the Text Card Lesson Procedure (pages 21–22). This includes introducing the card, discussing the Focus Question, and completing the Personal Dictionary entries.
2. Follow the Shared Reading instructions (page 23). This includes multiple options for how students may read the text.
3. Follow the Discussion and Response Protocols (page 24).

 Remembering	 Understanding
<ol style="list-style-type: none"> <li>1. In what ways did Latinos serve their country in WWII? (<b>use details; monitor comprehension</b>)</li> <li>2. Who were the pachucos? (<b>recall details; monitor comprehension</b>)</li> </ol>	<ol style="list-style-type: none"> <li>1. In what ways did Latinos demonstrate bravery in World War II? (<b>monitor comprehension</b>)</li> <li>2. What change did World War II signify for Latinos and other ethnic groups? (<b>use details; monitor comprehension</b>)</li> </ol>

4. Follow the Culminating Discussion instructions (page 25).

 Analyzing	 Evaluating
<ol style="list-style-type: none"> <li>1. Why do you think Latinos were discouraged from joining the military prior to World War II? (<b>infer</b>)</li> <li>2. How does the information in this text compare to real-world issues today? (<b>synthesize; evaluate details</b>)</li> </ol>	<ol style="list-style-type: none"> <li>1. Have you ever been viewed a certain way because of how you dressed? How did you handle it? (<b>personal connection</b>)</li> <li>2. What makes someone brave? When have you shown bravery in your life? (<b>synthesize; personal connection</b>)</li> </ol>

5. Have students complete *Respond to the Text* activities (pages 43–45).

## Respond to the Text

**Directions:** Complete one or more of these activities.

<p><b>Pachuco Style</b> Pachuco was a subculture created by Latino youth in the 1930s and 1940s. Pachuco style was all about embracing both their Mexican and their American identities. Research pachuco subculture or other subcultures that have originated since then, and create a presentation that teaches others about the subculture.</p>	<p><b>Interview</b> Many Latinos served their country, either in the military or on the home front. Interview someone you know who either has served in the military or knows someone who has. Create a list of interview questions to ask them about their experience. If possible, conduct the interview. Then, share the responses with a partner.</p>	<p><b>Read All about It!</b> Dr. Hector Garcia founded the American G.I. Forum, which fought for Latino American veterans' rights to obtain G.I. Bill benefits. The organization still exists today. Research them, and then record a commercial to teach others about who they are and what they fight for. Write the script for the commercial and record it.</p>
<p><b>Standing Up</b> Dr. Garcia and the American G.I. Forum stood up for what was right. What is something you stand for? Design a collage that represents what you stand for and why it matters to you. Use <i>Standing Up</i> (page 45) to create your collage.</p>	<p><b>“The Bravery of Latinos in World War II”</b></p> 	<p><b>Museum Exhibition</b> Gather images and documents that indicate the barriers faced by Latinos in acquiring rights and opportunities in the U.S. during and immediately after World War II. Make a similar exhibition for Black Americans. Compare and contrast the struggles of the two groups in a digital presentation.</p>
<p><b>Military Heroes</b> Many Latinos were celebrated as heroes for their service during World War II and after. Identify one of these heroes, and create a life map using <i>Military Heroes</i> (page 44). Be sure to include at least five important details about their life and accomplishments.</p>	<p><b>Writing Prompt</b> Pachucos experienced discrimination and unjust treatment based on how they dressed and the unfair view that they were unpatriotic. Write an opinion newspaper article from the perspective of a pachuco, conveying your pride in your identity and your feelings about how others are viewing and treating you.</p>	<p><b>Breaking Barriers</b> While Latinos faced barriers to equality and full citizenship during World War II, they also made gains in civil rights during this time. Research this issue, and write a brief essay describing how Latinos successfully challenged racism and segregation.</p>

## Military Heroes

**Directions:** Identify a Latino military hero, and create a life map that shows important events and accomplishments throughout their life.

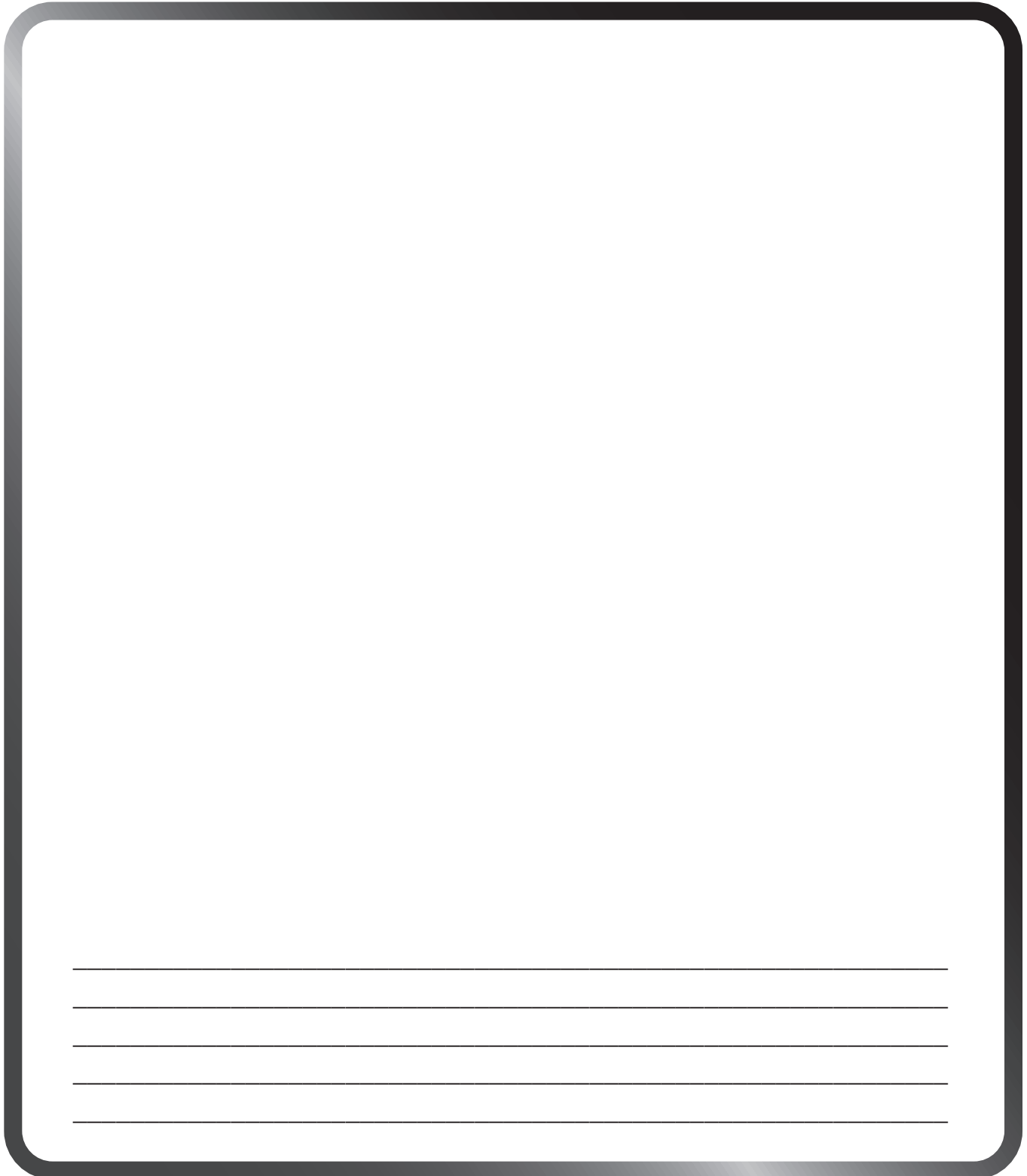
The form features a winding road graphic with a dashed center line. Seven signposts are placed along the road, each consisting of a directional arrow sign on top and a rectangular text box on the bottom. The first signpost on the left has the text "Hero Name" written on its arrow. The other six signposts are blank, intended for students to write the names of events and accomplishments. The signposts are arranged as follows: 1. Top left, arrow pointing right. 2. Top center, arrow pointing right. 3. Middle left, arrow pointing left. 4. Middle right, arrow pointing left. 5. Bottom left, arrow pointing right. 6. Bottom right, arrow pointing right. 7. Far bottom right, arrow pointing right.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Standing Up

**Directions:** Create a collage that shows what you stand for and why it matters to you. Then, explain the images you included in your collage.



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Answer Key

These answers are examples of how students may respond. Other student responses may also be accurate and acceptable.

### Remembering Questions (page 42)

1. Responses should cite information from the text and may include that men fought on the ground, sea, and air. They also worked jobs at home in agriculture, railroads, and mines. Women served as nurses, worked in manufacturing plants, and worked as linguists.
2. Pachucos were a subculture of Latino youth who dressed in baggy pants with cuffs, long jackets, and glittery watch chains.

### Understanding Questions (page 42)

1. Latinos demonstrated bravery in World War II in many ways, including serving their country in the military, fighting for the rights of veterans, and facing discrimination and racism.
2. The change World War II signified for Latinos and other ethnic groups was greater acceptance and equality.

### Analyzing Questions (page 42)

1. Latinos were discouraged from joining the military because of racism and prejudice, they spoke a language other than English, or they were expected to run the household.
2. Responses should include a comparison to real-world issues today, including racism, political tension, or international conflict.

### Evaluating Questions (page 42)

1. Yes, sometimes other students make fun of me because I don't have the popular brand of shoes. I handle it by sticking up for myself and reminding them that there is more to me than the shoes I wear.
2. The quality that makes someone brave is doing the right thing even when no one else does and even when it might be scary. A time I showed bravery is when I had to be calm after our apartment flooded so that I wouldn't scare my younger siblings. It was scary for me too, but I had to remain calm so I could help my mom and make sure that the little ones didn't freak out.

### Military Heroes (page 44)

Responses should outline the important events in each student's chosen hero's life, including specific accomplishments, challenges they faced, and other specific details.

### Standing Up (page 45)

Collages should include images that represent what students stand for. Students should include a brief explanation of the images they chose.