Culturally Authentic and Responsive Texts

A Collection Curated by Dr. Sharroky Hollie

Lessons and Activities

Grade 6

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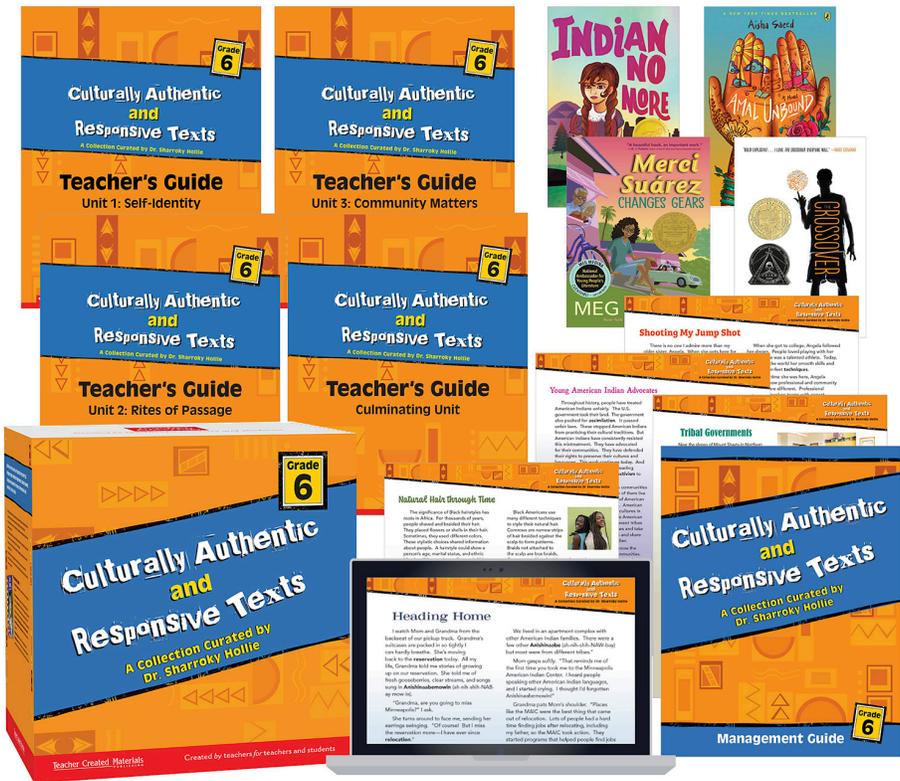
Culturally Authentic and Responsive Texts

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Management Guide

Grade 6

TCM | Teacher Created Materials

Table of Contents

Collection Components

The following components are included in this collection:

Thematic Units

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

Interactive Read-Aloud Texts

One copy of each culturally authentic title. Each title belongs to one of the thematic units.
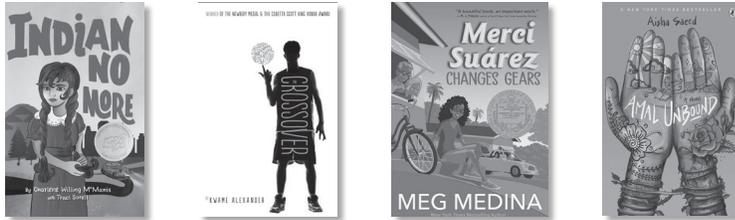
Shared Reading Texts Cards

Six copies of each text card. Each set of three cards belongs to one of the thematic units.

Teacher's Guides

One Teacher's Guide for each thematic unit. Each Teacher's Guide contains lessons to teach the interactive read-aloud texts as well as the Shared Reading Text Cards.

Management Guide

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.
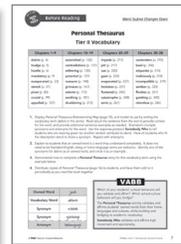
During Reading

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.
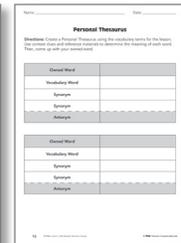
Student Activity Sheets

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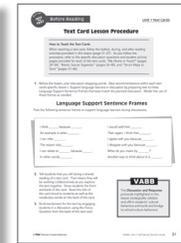
Assessment

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.
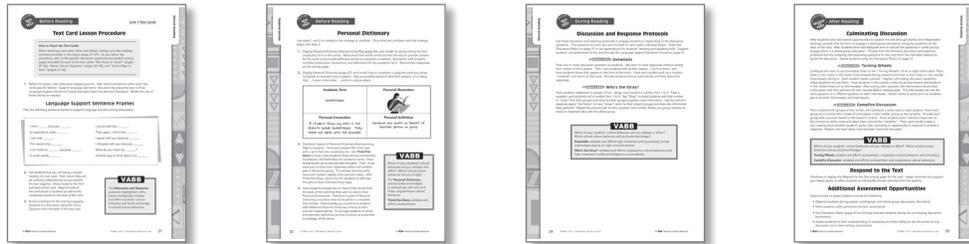
Text Card Lessons

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.
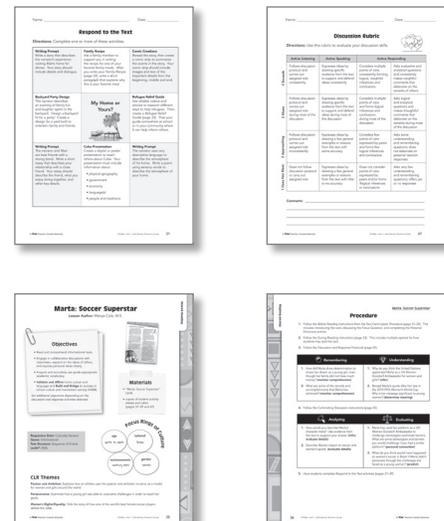
Student Activity Sheets

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

Natural Hair through Time

The significance of Black hairstyles has roots in Africa. For thousands of years, people shaved and braided their hair. They placed flowers or shells in their hair. Sometimes, they used different colors. These stylistic choices shared information about people. A hairstyle could show a person's age, marital status, or ethnic identity. When enslavers first took Africans to North America, they shaved their heads. Enslavers did not allow Africans to bring their traditional hairstyling tools. And Africans no longer had the time or freedom to continue their traditions of intricate hairstyling.

Throughout history, some people have viewed the coarse and coily texture of Black hair negatively. This is because it was contrary to the Western beauty standards of long, straight hair. Hair texture has been tied to **colorism**. Darker skin color, as well as hair texture, became a source of discrimination or racism. But in the mid-1960s, a movement started. Many Black Americans began to wear **natural hair** to express their pride. The **Afro** was as much a statement as it was a hairstyle. Movie stars and athletes began wearing Afros. But many people considered the style unprofessional. Some people thought it looked too different from straight hair or loose curls.

Today, a curl pattern is used to classify hair types. A scale ranging from 1a to 4c is used to determine the shapes and sizes of curls. Straight hair is considered 1a, and dense, coiled hair is 4c. Hair products and styles work differently on each type of hair. The **porosity** of hair is important to consider, too. Certain chemicals can be used on 4c hair that cannot be used on 1a hair.

Black Americans use many different techniques to style their natural hair. Cornrows are narrow strips of hair braided against the scalp to form patterns. Braids not attached to the scalp are box braids. Cornrows and box braids continue to be staples of natural hairstyling. Braids are considered to be a protective style. They protect the ends of the hair from being tangled or handled too much. Locs are another hairstyle. They were originally associated with the **Rastafari** movement. They became more mainstream as reggae and hip-hop music became popular. Wash-and-go styles allow the hair to dry into its natural state. Double-strand twists are created by twisting two sections of hair together. This style allows coily hair to be stretched while using little to no heat. This style can be worn with the hair kept in twists or unraveled.

Embracing natural hair is significant in the Black community. Social media influencers are focusing on coily hair textures. They are showing the versatility and beauty of natural hair. Some laws, such as The CROWN Act in California, are working to eliminate discrimination against people who choose natural hairstyles. Today, companies are focused on making products for all hair types. There is also a growing number of stylists specializing in natural hair. Because of this rising awareness, natural hair is becoming more accepted and appreciated.

—*Danielle Battle*

Natural Hair through Time

ESSENTIAL QUESTION

What traditions, events, or customs signify that I am growing up?

Defining

- **Afro**—a hairstyle of coily hair specifically styled to stand out all around the head
- **colorism**—prejudice or discrimination against individuals with a dark skin tone
- **natural hair**—hair that has not been processed with chemicals to loosen or straighten the curl pattern
- **porosity**—ability to keep moisture
- **Rastafari**—religious movement among Black Jamaicans that teaches the eventual redemption of Black people and their return to Africa

Discussing

1. What are some different natural hairstyles, and what do they look like?
2. Why is it important for people to understand the traditions of natural hair and hairstyles?
3. How can hair be a part of a person's identity?
4. How have beauty standards influenced your life or actions?

FOCUS QUESTION

Why is it important to accept and appreciate our unique features?

Writing

In California, a law called The CROWN Act was passed in 2019. Its goal is to **C**reate a **R**espectful and **O**pen **W**orld for **N**atural Hair. It ensures protection for people against discrimination based on their hairstyles at work and at school. Why are laws like this one important?

Creating

Create a pamphlet or video about a natural hairstyle. List traditional ways to care for the hair in that style, and include pictures to show different versions of the style. If you wear your hair in a natural style, you can create it about yourself!

Set It Off

INTO THE TEXT **Before Reading**

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 24–27). As you follow the procedure, refer to the specific discussion questions and student activity pages provided for each of the text cards: "Shooting My Jump Shot" (pages 29–34), "Natural Hair through Time" (pages 35–40), and "The Roots of Spoken Word Poetry" (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 _____.	I would add that _____.
An example is when _____.	Then again, I think that _____.
I can infer _____.	I agree with you because _____.
The reason why _____.	I disagree with you because _____.
I can relate to _____ because _____.	What do you mean by _____?
In other words, _____.	Another way to think about it is _____.

2. Tell students that you will doing 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.

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 the *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 the *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….*

Academic Term	Personal Illustration
techniques	
Personal Connection I have to practice <u>techniques</u> when I am learning a new swimming stroke.	**Personal Definition** specific methods you can use to complete something

3. Distribute copies of the *Personal Dictionary Brainstorming Map* to students. Have each student fill in the map with a different term from the vocabulary list. Use a **Whip Around** to have a few students share various connections, illustrations, and definitions for the academic terms. Beginning on one side of the room, each student takes a turn sharing their term, moving quickly around the room in an orderly fashion until each student has responded.

3. 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 the *Personal Dictionary* and allow 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.

Whip Around builds and bridges to turn-taking, preciseness, and accountability.

During Reading

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 Focus Question as you read, or pose the questions provided in each card's lesson.

VA Validate & Affirm ▶ Echo Reading

Read aloud one section of the text and then stop. Have students read by echoing the same section of text in the same way.

VA Validate & Affirm ▶ Buddy Reading

Pair proficient readers with less proficient readers to read the text together as buddies.

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?

Echo Reading validates and affirms musicality and cooperative cultural behaviors.

Buddy Reading validates and affirms cooperative cultural behaviors.

AUTHENTIC 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 in the individual lesson on each card. 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.

VA Validate & Affirm ▶ Roll 'Em

Place students in small groups. Assign each group a number and each student in the group a number. Using two number cubes, one representing the table number and the other representing the student number, "roll 'em" and call on the corresponding table and student (e.g., group 3, student 2) to respond to a question.

VA Validate & Affirm ▶ Silent Conversation

Write different questions in the centers of eight sheets of chart paper. Place students in groups of four to five, and provide each group with one prepared chart paper. Instruct group members to silently read the questions and find spots on the chart papers to write or draw responses. Then, have the groups rotate their papers so they can read, comment, or question one another's responses. Once they are back to their original comments or questions, have each group share and discuss their ideas. Select one group member to share an important idea with the whole group.

VA Validate & Affirm ▶ Find Someone Who...

Provide each student with a sheet of paper including questions and space to record responses. Invite students to find partners. Have pairs take turns asking and answering one question on the sheet. Both partners write their responses and check and initial their partner's responses. Then, pairs express appreciation (e.g., high five, handshake) and move on to different partners. Repeat these steps until all questions are answered. **Note:** Have students raise their hands when they are looking for partners and lower their hands when they find partners.

VABB

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

Roll 'Em validates and affirms spontaneity; builds and bridges turn-taking and cooperation.

Silent Conversation validates and affirms relational, nonverbal language and high movement.

Find Someone Who... validates and affirms high movement, cooperative behaviors, and relational cultural behaviors.

The After Party
BEYOND THE TEXT
After Reading

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 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 ▶ Six-Color Thinking

Place students in groups of six, and distribute a different color card (orange, red, green, yellow, purple, and blue) to each student. Assign them a role based on their card color. Ask students to assume the assigned role during discussion.

Neutrality (orange): Questioner—Seeks to affirm or gather new information.
Feeling (red): Feeler—Provides instinctive reactions or emotional feelings without justification.
Negative Judgment (green): Logician—Seeks discrepancies in the discussion and applies logic to uncover inconsistencies or errors.
Positive Judgment (yellow): Harmonizer—Seeks cohesion in the discussion using logic.
Creative Thinking (purple): Motivator—Keeps the conversation moving with thought-provoking statements or questions of investigation.
The Big Picture (blue): Facilitator—Sets the objectives for the discussion, keeps the group on task.

VA Validate & Affirm ▶ Give One, Get One

Display a question, and have students silently read and reflect on it. Then, ask students to stand up and move around the room, stopping to talk to three different classmates. Have students "give" a response and "get" a response, spending no more than one minute exchanging responses with each person. Repeat the exercise with a different question.

VABB

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

Six-Color Thinking builds and bridges to staying on topic and preciseness.
Give One, Get One validates and affirms high movement, sociocentrism, and proximity.

Respond to the Text

Distribute or display the *Respond to the Text* activity 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 ability to use the words during discussion and in their writing. (summative)

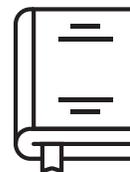# Personal Dictionary Brainstorming Map

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 Connections

Personal Illustrations

Academic Term
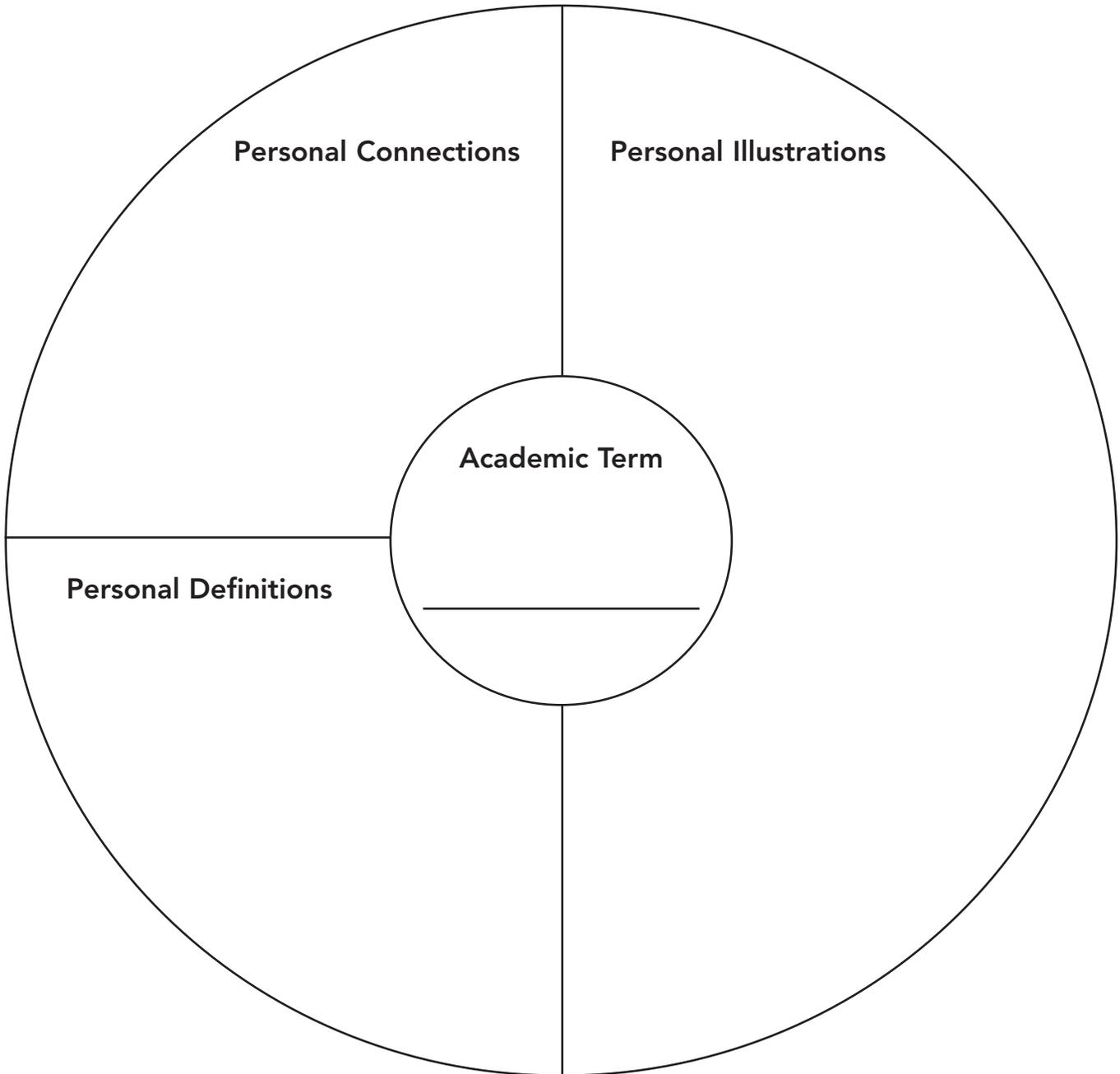
Personal Definitions

Personal Dictionary

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

Academic Term	Personal Illustration
Personal Connection	**Personal Definition**

Academic Term	Personal Illustration
Personal Connection	**Personal Definition**

Natural Hair through Time

Lesson Author: Menya Cole, M.S.

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

- "Natural Hair through Time" cards

- copies of student activity sheets and rubric (pages 37–39 and 47)

Responsive Dots: Culturally Authentic
Genre: Informational
Text Structure: Description
Lexile®: 850L

Focus Rings of Culture

ethnic

Black

nationality

United States, African diaspora
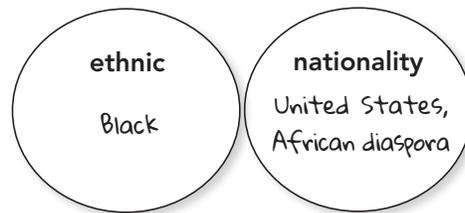
CLR Themes

Prejudice/Bias: Explores the prejudice against the natural hair texture of Black hair and what has been done to combat that prejudice over the years.

Creativity: Shows the creative ways in which Black Americans style their natural hair.

Identity: Helps to discover the connection that one's identity has to their hair.

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 procedure (page 23). This includes multiple options for how students may read the text.

3. Follow the Discussion and Response Protocols (page 24).

Remembering	Understanding
1. Why do some people have a negative view of the natural texture of Black hair? (**monitor comprehension**)	1. Why would wearing an Afro in the mid-1960s be considered a statement and a hairstyle? (**infer**)
2. Why are braids considered a "protective style"? (**monitor comprehension**)	2. Describe some of the different techniques that Black Americans can use to style their natural hair. (**monitor comprehension**)

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

Analyzing	Evaluating
1. Why do you think enslavers shaved the Africans' heads when they arrived in North America? (**infer**)	1. In the mid-1960s, wearing an Afro was considered a bold choice. What is a current hairstyle or fashion trend that may be considered bold? Why? (**personal connection**)
2. How might hair texture be tied to colorism (discrimination against individuals with dark skin)? (**infer**)	2. Why do you think that California adopted the CROWN Act? How do you think this act affects Black Californians? (**infer, synthesize**)

5. Have students complete *Respond to the Text* activities (pages 37–39).

Respond to the Text

Directions: Complete one or more of these activities.

Writing Prompt Hair can be very special and a representation of your identity and style. Write an ode to your hair that answers the following questions: • How would you describe your hair? • How do you wear your hair? • What do you love most about your hair?	**A Hair Journey** What has been the journey of your hair or the hair of someone close to you? Look through pictures to see how your hair or their hair has changed over the years. Write a short narrative that explains the hair journey or draw a series of pictures to show this journey over time.	**Boxes and Bullets: Hair Traditions** Different hair traditions are practiced in different cultures around the world. Research various traditions and select a tradition that you find very interesting. Then, find an article from a reliable source about this tradition and complete *Boxes and Bullets* (page 38).
Writing Prompt There has been some debate about whether the natural hairstyles mentioned in the text should be regularly worn by non-Black people who have different hair textures. What are your thoughts on this debate? Write a short opinion essay that explains your thoughts in detail.	**Natural Hair though Time**	**The CROWN Act** In 2019, California became the first state to sign the CROWN Act into law. Since then, several other states have also signed this act into law. Imagine you could travel back to the 1960s and 1970s to share information about this act with others. Research the CROWN Act and create an informative brochure or booklet.
Natural Hair Image Gallery The text mentions some of the different natural hairstyles worn by Black Americans. Look up images of each of the hairstyles, select the images you find especially beautiful, and create a slideshow. Your slideshow should contain the names of the hairstyles and at least two examples of each hairstyle.	**Hair Songs** Numerous songs about hair have been recorded over the decades. Listen to different songs about hair, and select a song that you believe most closely aligns with the pride and joy of wearing one's natural hair. Play this song for a peer and explain why you think this song is the perfect fit.	**Hairstyle Guide** There was a time when many barber shops and beauty salons hung posters of hairstyles so the customers could choose which style they wanted. You are now the owner of a new shop! Create your own *Hairstyle Guide* (page 39) with images of hairstyles for your customers.

Boxes and Bullets

Directions: Read a reliable article about a unique hair tradition practiced by a group of people. Then, complete this chart. Write a main idea from the article in each box. Write details that support this main idea next to each bullet beneath it.

Main Idea
Supporting Details
•
•
•

Main Idea
Supporting Details
•
•
•

Main Idea
Supporting Details
•
•
•

Hairstyle Guide

Directions: Imagine that you own a new barber shop or beauty salon. Create your own hairstyle guide with images of different hairstyles your customers can choose from.

Answer Key

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

Remembering Questions (page 36)

1. Some people have a negative view of Black hair texture because it doesn't look like the Western beauty standard of long, straight hair.

2. Braids are considered a protective style because "They protect the ends of the hair from being tangled or handled too much."

Understanding Questions (page 36)

1. Wearing an Afro in the mid-1960s would be a statement and hairstyle because there was a lot of discrimination against natural hair, so wearing the Afro was a statement of pride. Many people, including celebrities, wore their hair in Afros because it was stylish, and it was connected to their pride and identity.

2. Black Americans style their natural hair in many ways. Some of these techniques include cornrows, braids, locs, and double strand twists.

Analyzing Questions (page 36)

1. Responses should allude to the idea that shaving the heads of enslaved people may have been a way to strip them of their cultural identity.

2. Hair texture can be tied to colorism because some people favor the features of non-Black people, such as lighter skin and looser hair texture.

Evaluating Questions (page 36)

1. Sample responses may include: Having brightly colored hair is considered bold because it is very different from how hair normally looks. People with hair colors such as hot pink and electric blue may get a lot of stares from others.

2. Sample responses may include: California adopted the CROWN Act so that Black people and others with similar hair textures can no longer be discriminated against because of their natural hair. This means that Black Californians will not have to worry about being denied a job or another privilege because of their natural hair.

Boxes and Bullets: Hair Traditions (page 38)

Ensure that students properly identify main ideas and key details from selected article.

Hairsyle Guide (page 39)

Each box should include an image of a different hairstyle that students plan to offer at their barber shop or salon.