

# **Celebrating our Differences through a Naming Ceremony**

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## **Overview**

How many times do you think your name was said or used today? This week? This month? Although it's not thought of very much there is great importance in a name. What if Martin Luther King Jr's mother had chosen a different name? I'm sure when his mother named him she had no idea of the magnitude of importance that her son's name would hold. Your name stays with you for a life time unless you choose to change it. Which is why parents should and do take great care in selecting just the right name. We don't always understand everyone's reason for giving a child a certain name that is why it is important to understand customs of different people. For Example my father had been in war and named me Kim Lynn after a little girl he met. Many of the details he did not want to talk about but my name held a great deal of significance to him.

Everyday about 200,000 babies are born all over the world. Each of them is born into a culture with different rituals, especially when it comes to naming and raising their children. Obviously, all parents put a great deal of thought into what they are going to name their baby. Even within American culture parents take different routes naming their child. Some choose to name the baby after someone while others choose a name based on the meaning. So it can be imagined how great the differences are from culture to culture. Chinese, Jewish, Native American, Muslim and African families all have different ways of coming to the same conclusion, finding a name for their child. Each will be explored one by one.

Many families name their children before they are born. In fact some women have names picked out from when they were little girls dreaming of one day growing up and having a family. This is something that people from the Chinese culture would never do. They believe that they cannot name the baby until it is born so that the name can reflect the child, something that can not be done if the child has not been seen yet. In fact, they are even given false names, or milk names, to scare away evil spirits. Ancient wisdom dictates parents refer to their baby as an animal or as ugly to trick the spirits into thinking the baby is not worthy of a kidnapping. Once the child is older, he/she then is named. The Chinese sometimes have four or five names for a person -- one for childhood, one for school, one for after graduation, and even one after death. And, the Chinese often honor family ties by using generational names. To announce the baby's birth, a new father sends money and wine to his in-laws. Special ribbons fastened to a wine jar signify if the baby is a boy or a girl. Parents send red eggs to close family and friends, an even number for a girl, odd for a boy. Or they may send out boxes of fruit. Return gifts might include two kinds of cake, brown sugar, millet, eggs, and walnut meats.

After delivery, Chinese women "sit the month." The first month is considered an intense healing time for the new mother. She is freed from household duties and sits in her bed alone to look after her new infant. In strict households, even the husband stays away. Chinese mothers may fill a baby's pillow with rice or beans to give the baby's head a proper shape. And to encourage a strong step, Chinese mothers once bound their child's ankles loosely with a wide ribbon to keep the feet in an upright position. Ancient Chinese once believed demons used small children to reinforce the foundations of bridges. As an antidote, mothers and fathers made arrows from the wood of a peach tree to place near the cradle. Parents also tied golden bells tied on the child's wrists and ankles to keep away the bad spirits. In Southern China, a charm is pinned onto a pair of the father's trousers and placed near the child's bed in hopes that the spirits will be attracted to the charm and miss the child. It was also believed that nervous children could see the evil spirits unseen by everyone else. To protect these children, Chinese mothers placed small amounts of vermilion in red pouches and pinned them to the child's clothing. For a rich, healthy life, the Chinese will also tie coins together with a red strings for their children to wear. When a baby is born frail, the parents may ask friends for bits of cloth to sew into a patchwork coat to disguise the child as a poor beggar and trick the spirits. During times of epidemic or contagious illness, mothers protected their children by stitching red cloth in their clothing. And since tigers are considered the protector against demons, many Chinese boys will have embroidered tigers on their shoes.

In the first 100 days of a child's life there are at least five events celebrating her life. On the morning of the third day, a Chinese baby gets her first bath. The ceremony is officiated by the midwife and is attended by female friends and relatives. The midwife sits with the mother on her bed surrounded by a straw sieve, a mirror, a padlock, an onion, a comb and a weight. An offering of incense to the god and goddess of the bed burns nearby. The baby is bathed in hot water boiled with locust branches and artemis plants. There is red silk and a string of cash fastened around the tub. Guests place a piece of fruit or colored egg into the water. Each guest places a spoonful of cool water in the basin and gives a small gift of silver to the baby. The baby's biggest celebration is at one

month when the mother's allowed out of her room. Family and friends dine and celebrate all night. Money is given in bright red envelopes and the baby wears a silver or gold padlock around his neck locking the child to this world. On the hundredth day some Chinese families host another celebration. Friends and family bring fish and chicken to the child's home. When the chicken is cooked, the tongue is rubbed on the baby's lips to make the child a good talker. And the baby's paternal grandfather may present the baby with a rocking chair. Traditionally, the child's first birthday is also celebrated with a large feast and offerings to the gods and goddesses. Parents also place a variety of objects in a basket -- a pen, silver, official seal, needlework and some toys -- and offer the basket to the child. The object the baby grabs signifies the child's future. The traditional first-birthday gift is a gold ring meant to protect the baby during harsh times. A long bread, *yu char kuei*, is given to the child for the first time. It is believed it will help him learn how to walk. The day he walks, a relative walks behind him with a knife drawing three lines on the ground. The Chinese believe there are invisible bindings around a child's ankles binding him to a previous life. With the bindings cut, the child walks freely forever.

Jewish traditions for naming their children are similar to the Chinese based on carrying out the family name. They believe that the name given to the child at birth will shape who the child becomes in the future. Often parents choose Hebrew names that start with the same letter as the secular name. For instance, Blake's Hebrew name might be Boaz and Lindsey's might be Leah. Sometimes the secular name is an interpretation of the Hebrew name, like Jonah for Yonah and Eva for Chava. Similarly, the names might share meaning, like Justin and Daniel. And sometimes the English and Hebrew names are not connected in any way. Lisa's Hebrew name might be Sara. The two main sources for Hebrew names for today's Jewish babies are older Biblical names and modern Israeli names. Baby names and their meanings play an important role in Jewish tradition. While specific traditions vary among Jews, the idea that a name should be meaningful has always been central. Jewish names often are given to honor family members. Ashkenazi Jews (Jews of Eastern European and German descent) traditionally name children after deceased relatives, while Sephardi Jews (Jews descended from the Iberian Peninsula) traditionally name children after their grandparents or other relatives, whether they are living or dead.

In modern days, Jews often are creative and liberal in how they name a child after a relative, often using just the first initial of a relative's name in the name of their child. For example, a child named Sophia might be named after her grandmother Sharon. Sometimes names are chosen because they have similar meanings to a relative's name. A child might be named Aleezah, which means "gift of joy," to honor her grandfather Isaac, which means "gift of laughter." Other traditions are popular as well. In modern days, many Jewish children have both a given name in the language of the country where they live and a Hebrew name, which is used in Jewish ceremonies like weddings and Bar and Bat Mitzvahs. The Hebrew and given names often correspond with similar meanings or sounds. Sometimes parents use the Hebrew name to honor a relative and a non-corresponding given name that simply reflects their tastes. In other cases, parents give a child a middle name that honors a relative while using a first name with no particular significance. When looking for names, Jews draw upon various sources. Biblical names

have always been popular among Jews. In Israel, Jewish children are often given Hebrew language names of non-Biblical origin, and these names have become popular elsewhere as well. Because the Jewish Diaspora has brought Jews to many places, Jewish names often reflect a variety of cultures. Modern Jews of Ashkenazi descent sometimes draw upon Yiddish language names, as that was the language spoken among Eastern European Jews up until the Holocaust.

To Muslims the creation of a baby is an act of God; therefore they take it very seriously. When naming the child they take this into consideration as well. Many of the names have special meaning from the Koran. When the baby is born Aqiqah is performed. This ceremony is when an animal is slaughtered while the hair of the newborn baby is shaved. It is done by the parents of the child, and begins when the baby is born. Usually on the seventh day after the baby is born. There are many reasons the Aqiqah is performed. Firstly to praise Allah with the birth of the newborn baby, this ties into the Muslim belief that the child is a blessing from God. Aqiqah is also used to let everyone that there has been a birth in the family. Lastly, Aqiqah is also another reason for the family to gather together and continue to keep the family bond strong. During the seventh day is also when the baby's name will be announced. After the baby's name is announced and its head shaved the hair is weighed and that amount of gold will be donated to the poor. Only certain types of animals can be slaughtered for Aqiqah. Usually it is two goats for a boy and one goat for a girl. The goat cannot have any type of handicap or be sick to be sacrificed. Circumcision is also a common practice for boys and girls; it is referred to as Khitan.

Many African tribes have traditions similar to the previous cultures spoken of. However there are so many different tribes in Africa all of their beliefs on naming their child can not be spoken about. Therefore the Yoruba tribe will be focused on. Unlike other cultures who believe that the child should be named seven or more days after birth, they believe that if the child is not named within seven to nine days after it is born that the child will not outlive the parent. Some chosen names directly describe when the child was born or how it was born. For example the name Ojo means that the child was born with the umbilical cord around his neck. Ajayi means that the child was born face down and they believe the child was praying. Like many cultures the Yoruba have a big celebration for the naming of the child. Traditionally the ceremony takes place outdoors. They even place the babies barefoot on the ground giving him his first steps in the right direction. During the ceremony there are candles lit and singing by the members of the community, poets recite Ewi poetry.

Native Americans strongly believe in spirits in their culture, therefore they play an important role in naming a child. However like Africans there are many different tribes and they all have different ways of naming their children. The Navajo tribe believes that names are so sacred that they are not used in everyday conversation only in ceremonies. During the day for example they refer to each other as Mother or Friend. With many of the tribes at birth legal names are given, however the names that most Native Americans pride themselves on are the ones that they earned during their lifetime. Whether it is because they got sick or became a vicious warrior if their birth name no

longer fits them then it is changed. Many times names are passed down from generation to generation. But native Americans believe that the name you are given you do not have to keep. Taking some of the importance from the name given at birth, they more firmly believe that your actions throughout your life should be reflected in your name. So that when you tell someone your name they will know whether you are a great warrior or a scholar. But many times birth names are given to reflect nature and animals which play a central role in Native American culture.

Everyday when a child is given a name its what will identify them to the rest of the world. This is why parents put so much effort into choosing the right name. Whether it is to protect them from evil spirit or give them strength many cultures do this through the name they give their child. Where did your name come from? Have you ever asked your parents? You may be surprised to find out your parents thinking behind your name. Remember that the next time someone tells you their name and you give them yours everything that is said in a name.

### **Rationale**

Why use this curriculum in an Emotional Support Classroom? Why other cultures? What is the connection? Why a naming ceremony?

In the world today many people have a very small-minded view concerning the dynamics of other cultures around the world. Curriculum units such as, “Celebrate Our Differences through a Naming Ceremony”, will help expand students way of thinking in regard to other people around the world. Through researching different cultures, mini-lessons, writing a paragraph about a part of each child’s heritage and the creation of a “Naming Ceremony”. This is done to help build an individual’s self esteem by learning and sharing their heritage. I created this unit for a group of children that have difficulty socially, problems processing information and don’t know much about where they come from.

This curriculum guides you through mini lessons and reinforces the current school curriculum that is used by the Pittsburgh School System. In an Emotional Support classroom in which first, second and third graders are in the same classroom and third graders move on to a completely new school. Many times behaviors that have required these children to be in this classroom continue to hamper their academic progression. These behaviors can be being easily frustrated, anger management problems, physical aggression towards themselves and others just to name a few. As with the students, teaching the same thing the same way loses its appeal. This curriculum is designed to teach in a way that creates a connection between the children and their past. Very often organizing things can be of great difficulty to these young people. Through the mechanics of grammar mini-lessons and activities a review is provided for difficult concepts. Something that seems to have no connection to the lesson being taught such as writing a “hamburger paragraph” activity can be a reference point that the students remember. “Remember the main idea is the top of the bun?” Every child can picture a hamburger and all the parts to it. So when the top of the bun is the main idea, the cheese

a supporting idea, the lettuce is a supporting idea, the hamburger is a supporting idea and the bottom of the bun is the conclusion a connection is made. In our class writing a paragraph can ruin a child's day. A paragraph is something that will be used for the rest of the student's life. When the concepts of writing the paragraph are achieved the students can then apply it to the next lesson of this unit. The next component is researching and writing about the student's heritage.

The assignment of filling out a family tree and researching a part of the student's heritage gives concentrating on something difficult a purpose in the student's life. There is a greater chance of retaining information that one can connect to one's life. So finding out that part of your heritage is that you have ancestors that are Cherokee Indians gives the student a reason to learn more. Thus is the basis for wanting to do research on a topic. This also gives another opportunity within the curriculum to write yet another paragraph to make an assessment of the progress of the student. This also inspires the student to want to finish the activity to share it with others and builds self esteem.

Many times inner city children can be restricted to only the experiences that are within the boundaries of the community they live in. In all honesty the majority inhabitants are of the same culture. If there are groups of other cultures in that community they stay with the people that share their language and cultural beliefs. This leads to lack of understanding different cultures. This many times can lead to prejudice and hatred. Now that the faces are starting to change within our school system some type understanding needs to come about. Learning about other cultures may give common ground and understanding that we are all different but have similarities. There is also a chance that some student may find that they have parts of their heritage in common with people that may not have the same skin color as them.

A "Naming Ceremony" is a way for children to learn and be proud of their ancestors. In this assignment it is combined with a "Rite of Passage". For the student of this classroom moving on to the next grade is a milestone in their young life. Everyone is moving on to the next grade, but the third graders move on to a new school. This can be difficult and bring about acting out behaviors in order not to move on. Some of these children have been in this classroom for three years. Everything that is done in an Emotional Support Classroom is a lesson to be learned by all. So these children have to be taught that it is a good thing to move and not to be afraid. Social skills are a big part of teaching children that have emotional issues. It is a part of each and every day. Reminding them to say please or thank you, treating others the way they want to be treated, personal space etc. A Rite of Passage is a transition to the next stage of one's life. There are many examples: birth of a child, going to school, graduating from school, going to college and getting a job. A "Naming Ceremony is a "Rite of Passage", that in many cultures is done to show that a child is very special. It means that great care and time is being spent on that child to pick the perfect name. Allowing each child to pick their own special name to signify the transition to the next grade or school gives the student some control of how they are feeling and the expression of that feeling. That there will be transitions in our lives but we can get through it. A ceremony also a means

bring to together family and friends to share in a proud moment. By the children reading their paragraph and explaining the reason they have picked their name shows the student there are those that care and stand behind them. Also it sets the precedence for appropriate social interaction. This curriculum unit brings together academics; self-esteem building, cultural awareness and something to carry on with the students that will remind them they are special.

### **Objectives**

Children with emotional issues sometimes have other accompanying problems that can hamper their recall and retention of information. Disabilities can include Attention Deficit Disorder (ADD), Attention Deficit Disorder with Hyperactivity (ADHD) and more. By using classroom activities to reinforce information given and by making activities fun, the students will want to learn. For example when they can't remember what nouns are they can go to the "Interactive Word Tree" bulletin board and practice. The Interactive "Word Tree" tells about each of the parts of speech and has examples of each. The children can practice separating the words in to categories, or creating sentences depending on the level of understanding the child has. For example one of the younger children is having trouble with nouns. There is a card stating what a noun is and the nouns within the classroom are on individual cards. The student or students are given cards and the put the ones that are nouns on the bulletin board. Practice can be done by themselves or with a classmate. The idea of this curriculum is to make relearning a concept fun and less stressful these children many times forget things. Through this curriculum unit the Pennsylvania Academic Standard will be met. That is done by teaching the students to read independently, understand the content, writing an informational paper, improve the quality of their work through the mini lessons.

Students will increase background knowledge.

Students will successfully complete the reading material provided.

Students will increase knowledge of the parts of speech through mini-lessons.

Students will be exposed to multicultural experiences through reading books.

Students will use activities to reinforce the lessons provided.

Students will build self-esteem through completion of all aspects of the project.

Students will show appropriate peer interaction.

Students will learn presentation skills.

### **Strategies**

The plan of this curriculum is to teach special needs children how to acquire paragraph writing skills, cultural awareness and build self-esteem. At the same time by using this curriculum it will also support the Pennsylvania Academic Standards. This increases the possibility of success in mainstream classrooms. Success builds self-esteem. The following are general strategies and interventions that can help the teacher work effectively with children who have Learning Disabilities.

Provide clear instructions. Mini lessons are provided for the children on the level that the information can be understood. The main objective of this project is to have the information understood and create a successful writing experience.

Adapt the writing instructions to meet the needs of the student. In the Emotional Support Classroom where I currently work we have grades one, two, and three in the same classroom. Some students only leave the classroom for Special Subjects (Art, Music, Library, Computer and Physical Education). Other students are mainstreamed one or more of the following; Math, Science and Language Arts. Even the students that are mainstreamed for certain classes still need a support system that enables them to maintain success.

Further adaptations are to give students more time to complete assignments, or to break down subject area into smaller pieces that are easier to learn. For example, for students who have difficulty copying from the board make a hand-out that corresponds with the overhead projector. Give highlighters to make corrections. This enables the student to follow along instead trying to keep up. Nonreaders can have pictures to follow along with as their lesson. Also, partnering the children with other students that can follow the lesson is helpful. It is even possible to partner with mainstream classroom and have students come and visit as helpers.

Plan ahead and be ready to deal with issues that may arise: attention difficulties, coordination problems, maturity and the subject matter. Make sure the lessons are interesting. If you want to maintain children's attention do not make all lessons teacher-guided. For example encourage the students to come up to the projector and take their turn being the teacher for that moment.

Have high expectations for the children to learn how to write. Children are willing assume the role you want them to. If you label them troublemakers they are more than happy to step up to that role. If instead you expect them to become strong writers they will reach up to that goal.

Combine with other academic areas such as: Library, Language Arts, Computer and Math. Give children a concrete reason why they are learning specific things. If the book they are using comes from School Library it gives a connection as to why we are using the library.

Make connections with common real life experiences. Researching your own ethnic background not only provides background knowledge. It can give a student a sense of pride. This cannot only build self esteem. It can build cultural awareness and sensitivity.

Display the student's work. Let the students know you are proud of their work. Reinforce that the students should also be proud of themselves. Sometimes as Educators we spend a large chunk of the day with our students become an adult they want positive reinforcement from.

There are also specific strategies useful for teaching writing in a special needs classroom. The teacher will organize the room to include a writing area. The day's objectives will be posted. How that objective will be met and how it ties into the next lesson. The reinforcement activity and homework will be made available. The teacher will provide multicultural books and if possible library field trips. In Pittsburgh, PA the library has a Bookmobile (a library on wheels) that comes to different sites. So, the library can come to the students.

In terms of technology, the teacher will use an overhead projector or computer and allow the students to take part in presentations and will use larger print which is helpful as it appears to be less written work.

To provide an encouraging atmosphere, the teacher will have high expectations for the children to learn how to write, will make connections between the writing and real life experiences. If what a child is learning or writing about connects to his/her life there is a better chance of retaining that information. The teacher will display work including the drafts. Every task completed and displayed as an affirmation to the child that I have done something and done it well. This in turn builds self-esteem.

### **Classroom Activities**

Classroom activities are divided into parts instead of days or weeks. In a special education classroom is we may need to revisit a lesson. In our room we have several levels and age group in one classroom.

#### **Lesson 1**

Students will take home a family a family tree to investigate the family background. This is the beginning or doing research on the heritage, reinforcing their paragraph writing skills and creating a part for their naming ceremony. The teacher will provide reading material for the students.

Children that can work independently will be able to read their own books. Students with difficulties the teacher can adapt D.E.A.R. time to read the books as a class activity.

Adaptation: The literature the students will read should be on their understanding level. Before the children begin they are given words that may present a problem to familiarize themselves with as they do with their spelling words. These words can also be incorporated into their spelling list. The vocabulary component can be shared with the entire class. Even if the students cannot write the words in a sentence they can use the word in a sentence verbally or draw a picture of what the sentence would show.

#### **Lesson 2**

Mini Lesson-Parts of Speech (Teacher Directed, Peer Directed)

This section cannot be done in one week. Each part should be given at least 2-3 days and enrichment activities utilized.

Supplies: Students receive a journal to have as a reference point for their words and notes.

Adaptation: Copies of the information should be distributed to the students in case they don't finish. Extra time will be given for the student to complete the assignment.

A mini-lesson will be taught by the teacher. Each part of speech will be added to the word wall with a definition and examples. This mini-lesson should be broken up and adjusted to the speed of the learners. Parts of speech to be taught: Nouns (proper and general), verbs (linking and action), adjectives and transition words. After working on the parts of speech then writing of the paper itself will be addressed.

Example:

Noun- A person, place or thing.

A proper noun is a specific noun. George is in second grade

A general noun is as such: The boy ran home from school.

Verbs- Show action or are linking verbs.

Enrichment: Let the children show action. Present cards with action verbs and let each child spell, say and act out the word. Use the word tree to address linking verbs.

Adjectives- Modifies a noun or makes it stronger.

Give the example: The car drove down the street.

The noun is car. What word or words will make the car more specific or more interesting?

The red car drove down the street.

Transition words for writing

Explain that the transition words introduce each part of the paragraph.

Examples of transitions

For sentence

First of all..., First..., At the beginning...

For sentence

Also..., In addition to..., Then..., Second..., Next...

For sentence

Following this..., Third..., After that...

Sentence

In the end..., Finally...

Conclusion

Clearly..., All in all..., In conclusion..., Obviously..., To sum up...

These transition words will give the students organization or hints of what is to come next.

Adaptation: The overhead can be used at this time to have the students follow along identifying the parts of speech. (Make a chart of transition words to be posted in the classroom so the student can refresh their memory when needed.)

Enrichment: Use interactive "Word Tree" to practice the lessons.

### **Lesson 3**

Prewriting is done first. This is writing down the student's thoughts as they come to them. Next, writing a draft in a more organized fashion. I have the students copy from the corrected draft.

Student can do the Hamburger Activity. This can be used as a reference point for the students to use writing the assignment paper for the lesson. It is a way of color coating the parts of a paragraph. At this time the students may need a break from the routine in a structured way.

### **Activity-Hamburger Paragraph**

Supplies needed:

Teacher will make patterns for the students to use.

Scissors

Construction paper (2 slices of bread (brown paper), a piece of meat (tan paper), a tomato (red paper) and lettuce (green paper)

Glue sticks

An overhead with lines.

Discuss what makes a good sandwich. Discuss that a sandwich isn't a sandwich if an ingredient is missing. This is the same when making a paragraph. Connect each piece of the sandwich with a part of the paragraph. The top of the bun is the Main Idea or opening sentence. The lettuce, meat and tomato are the supporting ideas. The bottom of the bread is the conclusion.

Glue all the pieces together and the sandwich paragraph is complete.

### **Lesson 4**

It is now a good time to review any mini-lessons that the students had difficulty with.

### **Lesson 5**

**Send home a copy of a family tree and have the students return it.** Have the students decide a part of their heritage that they would like learn more about. Provide books for the public library the school library may not have a large enough selection.

## **Lesson 6**

Teacher-Directed Brainstorm the questions to begin the writing.

Questions

1. What part of your background are you researching?
2. Where did your relative come from?
3. What did they look like?
4. What did they eat?
5. Where did they live?
6. Did they work?

Students can also generate further questions to include and answer.

The first draft is now complete if the student answered these questions and more. This draft can be posted in the classroom to show this step is completed

## **Lesson 7**

Mini lesson on revising (4a).

The part of the writing is done individually and then as a group. We will do this as a group using the overhead. Making transparencies of the papers and using the overhead.

Proofreading (4b)

Supplies: pencil, red pencil, or marker, copy of paper used on the overhead projector for students to follow along and a children's Thesaurus (for older students).

Read the writing again. Exchange it with classmates. Check for final errors.

Adaptation: Put a transparency of the student's work on the overhead projector. Let the student know that this is part of the learning process and we will make the corrections together. Do not take it personally, as if you are being picked on. We will do everyone's paper.

Be proactive in problems that may occur and head them off.

Have the students follow along with the same work at their seats. Allow the student to use a color pencil to make corrections. The student will keep his copy of the corrected paper and rewrite it.

## **Lesson 8 (Teacher-directed)**

Mini Lesson Computer Literacy

Now it is time to type. Final copies in hand it is time to head to the computer lab. Since, you are now out of the classroom restate the rules and expected behavior you require in the computer lab. Teach students the computer terms such as logging on and off, user name and password.

Adaptation: Create a chart to show the procedures needed in the computer lab so the students can always use it as a reference. This is to teach the students to be able to log on independently. Save the work on a floppy disc. The teacher will approve each student's work individually.

### **Lesson 9**

Make the corrections on the disc and print out the completed paper.

### **Lesson 10**

The completed work can now go into an individual binder for each student and a copy into their portfolio

### **Lesson 11**

Computer Activity

Using the family tree that was taken home the student is to now look up names and the meanings from the culture they researched. Once the name is picked the student will write the name on a folder and decorate it according to the meaning. . Allow the students during down time to compile a cover for their binder. Let them use their imagination to create a special binder that represents them. At the end of the year the students will be able to take all their completed work home.

### **Lesson 12**

#### **The Naming Ceremony**

Students will refer back to the family tree that had been taken home and filled-in with a family member using the part of their heritage they picked. The student will refer back to the paragraph they wrote about their culture. At this time they will look up names and meanings of that culture. After they have picked a name they will write the name on a piece of construction paper and make a drawing that describes the name. They will then write down in their own words what that names means to them and why the picked it.

#### **Preparation for the Naming Ceremony**

Teacher directed (Brainstorm questions)

The following questions will be generated:

Who do we want it invite?

How will we invite them?

Create invitations?

After the plan is agreed upon the list of what everyone's duties are is compiled. Usually everyone wants to make their own invitations with a reminder of what information is needed. Each family can contribute whether it is food of paper products. The food can go from cookies and punch to as extravagant as a whole meal.

## The Naming Ceremony (Sample)

Each student will not only read their paragraph, but will have a part in either speaking or helping in some way. Other jobs are greeting the visitors, helping arrange the room, setting up the eating area etc.

Student 1: Welcome Elders, special guests and fellow students

Student 2: Today we are celebrating our many accomplishments.

Student 3: We have learned not only about our own culture but also other cultures.

Student 4: Today we will share our heritage and celebrate going to our next grade. Let us now begin. We now start with \_\_\_\_\_ (student's name).

Student says their name. States the part of their heritage they researched. Reads the paragraph about their heritage they have written. States the name from their heritage they have chosen and its meaning.

I \_\_\_\_\_ (student's name) have taken the name **Olayinka** (from the Yoruba culture) It means **My wealth surrounds me**

All say welcome (**Olayinka**)

Each student takes a turn until all the students have given their presentation.

Elder 1: Thank you all for coming today. We celebrate several things today. We celebrate our rich cultures and moving on to the next grade. Congratulations on the milestone in your life. Do well next year and the following years. I will call each of you up to receive your gift to help you in prepare for your next grade.

Call each child shake their. Children line up in the front of the circle.

Elder 2: Let us take this time now to have a feast of sharing. Please feel free to enjoy the food

The ceremony can meet the specific needs of the class and teacher.

## **Classroom Reinforcement Activities**

Interactive Word Tree (This is used create repetition in a fun way.)

This is an interactive bulletin board. The definitions of the parts of speech are posted near the bulletin board for reference purposes. Examples of each part of speech are provided such as nouns: house, car, then specific nouns: Kennywood Park, Sandcastle etc. They are written on index cards. The flowers have adjectives such as color and shape. The students can take a noun from the tree, get a linking or action word from the list and create sentences. They can also leave the words in their categories and practice all nouns or all verbs etc. There are time tests to put them in categories and free time to just practice. This can be done alone or with a group.

Label Game

Have the students go around the room with index cards and label the nouns.

Action Verb Charades

Have the action verbs written on cards. Give each student a chance to pick a card and act it out. Let the students raise their hands to guess the answer.

### Word Searches

These will have vocabulary words from the stories that the children can use to familiarize themselves with the spelling of the words. This is done while having fun during free time.

### Vocabulary Match Game

Index cards are created with vocabulary words and definitions.

### Puzzles

Using thick paper make have the parts of speech, the meaning and examples on them. Then cut the finished product into puzzle pieces. This is a form of flash cards with more steps. This can be used with one child or several.

### Student Assessment

The assessment of each child is done individually in accordance with the student's IEP goals. The completion of this unit that reinforces the school curriculum will build self esteem and understanding of other cultures.

## Annotated Bibliography and Resources

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Bradby, Marie. *Momma, Where Are You From?* New York: Scholastic, 2000. A parent tells the story of her history at the request of her daughter.

Bruchac, Joseph and Jonathan London. *Thirteen Moons on Turtle's Back: A Native American Year of Moons*. New York: Scholastic, 1992.

Dooley, Norah. *Everybody Cooks Rice*. New York: 1991. Carrie goes to look for her brother who is out in the neighborhood investigating how many families eat rice.

Ford, Juwanda K. *Together for Kwanzaa*. New York: Scholastic, 2000. A book explaining the holiday of Kwanzaa.

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Guthrie, Donna W. *Nobiah's*. New York: Scholastic, 1993. An African folktale about a little boy that did not listen to his mother.

Havill, Juanita. *Jamaica's Find*. New York: Scholastic, 1986. A little girl finds a stuffed animal and takes it home. Jamaica doesn't turn it into the lost and found. She then meets the owner.

Nelisi, Lino. *Sione's Talo*. New York: Scholastic, 1992. A story from Hawaii about the talo plant.

Ross, Mandy. *Naming Ceremonies*. Heinemann, 2004.

Soto, Gary. *Too Many Tamales*. New York: Scholastic, 1993. Maria and her mom made tamales together for a family gathering. Maria thinks she lost her mother's ring in the tamales.

Surat, Michele Maria. *Angel Child, Dragon Child*. New York: Scholastic, 1983. A story of a Vietnamese girl that misses her mother that is still in Vietnam. She is teased for being different but then starts to make friends.

Zamorano, Ana. *Let's Eat*. New York: Scholastic, New York: Scholastic, 1996. The story of a family centered around meals at their home.

## Resources

Temple, Charles and Miriam Martinez and Junko Yokota and Alice Naylor. Children's Books in Children's Hands: An Introduction to their Literature. Massachusetts: Allyn & Bacon, 1998.

Hallahan, Daniel P. and James M. Kauffman. Exceptional Learners: Introduction to Special education. Massachusetts: Allyn & Bacon, 1977.

Parker, Harvey C. The ADD Hyperactivity Handbook for Schools. Florida: Specialty Press, 1992.

Hergenhahn, B. R. and Matthew H. Olson. New Jersey: Prentice, 1999.

Slavan, Robert E. Educational Psychology. Massachusetts: Allyn & Bacon, 1977.

## Websites

<http://www.multiculturalchildrenslit.com/>

[eric.ed.gov/ERICWebPortal/recordDetail?accno=EJ487177](http://eric.ed.gov/ERICWebPortal/recordDetail?accno=EJ487177)

[www.everythingsl.net/in-services/multicultural\\_curr.php](http://www.everythingsl.net/in-services/multicultural_curr.php)

[www.associatedcontent.com/article/38897/multiculturalism\\_curriculum\\_helps\\_expand.html](http://www.associatedcontent.com/article/38897/multiculturalism_curriculum_helps_expand.html)

## Naming Ceremonies

[http://www.babynology.com/articles/baby\\_naming\\_ceremony\\_traditions\\_across\\_the\\_globe.html](http://www.babynology.com/articles/baby_naming_ceremony_traditions_across_the_globe.html)

<http://understandingoccults.com/category/naming-rituals-rites/>

<http://www.starchild.co.za/naming.html>

<http://www.amazon.com/Welcome-Dede-African-Naming-Ceremony/dp/1845073118>

<http://www.religionfacts.com/judaism/cycle/naming.htm>

[http://en.wikipedia.org/wiki/Zeved\\_habat](http://en.wikipedia.org/wiki/Zeved_habat)

<http://www.csuchico.edu/~cheinz/syllabi/asst001/spring99/wong/wong1.html>

## Pennsylvania Academic Standards

### 1.1 Learning to Read Independently

D. Read text using self-monitoring comprehension strategies (e.g. predict, revise predictions, reread, use text organization including headings, graphics, and charts, and adjust reading rate).

E. Acquire a reading vocabulary by identifying and correctly using words (e.g., antonyms, synonyms, categories of words). Use the dictionary when appropriate.

H. Demonstrate fluency and comprehension in reading.

- \* Read familiar materials aloud with accuracy.
- \* Self-correct mistakes.
- \* Demonstrate comprehension.

### 1.2. Reading Critically in all content areas

A. Read and understand essential content of information texts and documents.

- \* Differentiate fact from opinion within text.

C. Produce work in at least one literary genre that follows the convention of genre.

### 1.4 Types of Writing

B. Write informational pieces (e.g., descriptions, letters, reports, instructions when relevant).

### 1.5 Quality of Writing

B. Write using well-developed content appropriate for the topic.

- \* Gather and organize information.
- \* Write a series of related sentences or paragraphs with one central idea.
- \* Incorporate details relevant to the topic.

C. Write with controlled and/or subtle organization.

- \* Sustain a logical order.
- \* Include a recognizable beginning, middle, and end.

E. Revise writing to improve detail and order by identifying missing information and determining whether ideas follow logically.

F. Edit writing using the conventions of language.

- \* Spell common, frequently used words correctly.
- \* Use capital letters correctly (first word in sentences, proper nouns, pronoun "I").
- \* Punctuate correctly (periods, exclamation points, question marks, commas in a series).
- \* Use nouns, pronouns, verbs, adjectives, adverbs and conjunctions properly.
- \* Use complete sentences (simple, compound, declarative, interrogative, exclamatory and imperative).

