



FOR YOUTH DEVELOPMENT™
FOR HEALTHY LIVING
FOR SOCIAL RESPONSIBILITY



ABC Year 2 LESSON #7

René Has Two Last Names

By René Colato Laínez

Social and Emotional Learning (Social Awareness)

The focus of this book is to help students learn to respect different cultural customs and traditions, understand the importance of maintaining customs, and have an inclusive mindset. Culture is a shared system of meanings, beliefs, values, and behaviors through which we interpret our experiences. It is learned, collective, and changes over time. Each of us has a cultural identity. This makes us unique and contributes to diversity in our communities.

This book provides discussion on the significance of our names and identities, the process of adapting to a new culture and language, and the challenges of making new friends. Names serve several purposes. Most importantly they help distinguish us from one another and provide us with our personal identity. Some names carry information about our roots, such as family or clan names. Many countries have different cultural traditions or practices around names. When people immigrate to the United States, they might have to choose a new or shortened name which results in losing part of who they are. Their identity becomes incomplete. René, the main character, illustrates why it is important to continue cultural traditions and how we can accept the differences of others and create an inclusive community that celebrates differences.

While it is important to embrace different names, as they are often a crucial part of one's personal and cultural identity, some students do choose to change their names mid-year. It is important to respect the name someone chooses *especially* if that person has been called a different name before. If a student in your class asks to be called a new name, it is even **more** important that we respect that classmate's name change because it is who they say they are, and that is reason enough.

Asset Information:

This book builds assets from 6 of the 8 categories:

- **Positive Identity** - #37 Personal Power, #38 Self-Esteem, #41 Positive Cultural Identity
- **Social Competencies** - #33 Interpersonal Competence, #34 Cultural Competence
- Empowerment - #7 Community Values Youth, #8 Youth as Resources
- Support - #1 Family Support, #2 Positive Family Communication, #5 Caring School Climate
- Commitment to Learning - #22 School Engagement, #23 Homework
- Positive Values - #28 Integrity, #30 Responsibility

In our lesson today, our goal is to:

- **Understand and learn about different cultures and how diversity makes us stronger.**
- **Identify and celebrate individuals' personal identities.**

- Use positive personal power to *stand up* for traditions and beliefs.
- Be inclusive and accepting of differences.
- Learn and pronounce names correctly.

Types of Bullying Addressed:

René Colato Laínez, the main character, is teased because he wants to be called by both his last names. This makes him different from the other students. They insult and tease him with name-calling. René is also often known as a “girl” name in the United States. Remind students that names, colors, games, and clothing don’t have genders. He chooses to *react* to their *bucket dipping* by *using his lid*. He ignores the teasing and uses the family tree assignment to educate his new teacher and classmates. The homework assignment provides René with a way to build a reputation of who he is and why it is important to honor family and culture. He is proud of his culture and *stands tall* by embracing his difference. *Standing tall* provides him with a shield that makes him feel good about himself. It gives him the confidence needed to be an *UPstander* to tell others about his family’s customs and culture.

LESSON

Conversation Starter:

Option One for All Grades:

Sing a name game with the students.

K/1 students can sing a simple name song.

Willabee Wallabee - Here’s a good chant for rhyming. Substitute the first sound in each child’s name with a /w/.

Willabee wallabee Wohn.
An elephant sat on John.
Willabee wallabee Wue.
An elephant sat on Sue.

2nd grade to 6th grade:

Here is one that was written by Shirley Ellis in 1964; it is fun to do. Take each student’s name and change it like this:

Using the name *Katie* as an example, the song follows this pattern:
Katie, Katie, bo-batie,
Banana-fana fo-fatie
Fee-fy-mo-matie
Katie!

You can listen to the song on YouTube here: <http://www.kidsongs.com/lyrics/the-name-game.html>

Option Two for All Grades:

- *Difference* -something that is not the same about two or more people.
- *Diversity*- having a lot of variety; being made up of many different kinds of people.

Ask students in grades K-1:

1. What do you think of when you hear the word different? On chart paper, make a word web of ways people or things might feel or seem different from each other. (See questions 3 and 4 in discussion.)

Ask students in grades 2-6:

1. What do you think of when you hear the words difference and diversity? On chart paper, make a word web of ways people or things might feel or seem different from each other.
2. Have students think of ways they have felt different in school in the past. Turn and talk to your neighbor about one way you feel different, special or unique in your classroom community. (See puzzle activity under Group Activities after reading and discussing the book.)

Read the Book:

Read the title and show the cover of the book. Ask students to think about the title. Start by asking students a few questions.

- How does it feel when someone knows your name?
- How does it feel when someone doesn't know your name?
- How does it feel when someone mispronounces your name?
- How does it feel when someone makes fun of your name?

Explain to the students:

The story I will be sharing with you today is drawn from the author's, René Colato Laínez, own personal immigrant experience. This is why the boy's name in the story is the same as the author's name. The author tells the story of a boy from El Salvador who has two last names, unlike his classmates who only have one last name. In many Latin American countries, it is a cultural tradition and a common practice for people to have two last names and sometimes even two first names. The first last name usually comes from the dad and the second last name from the mom.

- Does anyone in this class have more than one last name?
- Do you know anyone who does have more than one last name? Or two first names?

Extend the conversation with Upper Graders:

Having two last names is significant in Latin America because it represents a person's identity. It is also a form of showing respect to both sides of the family. However, here, in the United States, only one last name is used. When people move from Latin America and other countries to the United States they may have to choose only one of their last names, resulting in losing part of who they are. Their identity becomes incomplete. This is exactly what happened to René in the story.

- In addition to cultural reasons, why might someone have two last names? (Less than half of children under 18 live in a home with married parents in a first-time marriage. More than half of children have other family circumstances! Be aware that students in your class may be from non-traditional families.)
- Do adopted children take new names or keep the names on their birth certificates?
- If a family has two moms or two dads, how do they decide on names? It makes sense for families choose to give two last names to their children to represent everyone.

Discussion:

It is recommended you take your time with the discussion. Please adapt the length of the discussion to the needs of your students.

1. René is bothered that his name changes when he comes to the US. What other things might have changed for René?
2. How does he *use his lid* when he is teased?
3. Has anyone ever made fun of you because you were different? (name, cultural tradition, or physical attribute) How did that make you feel?
4. What will you think about or do next time you feel different?
5. What advice would you give to another student who was feeling this way? Have you ever helped a new student feel more comfortable? What did you do?
6. Do you think difference and diversity are important in a community? Explain why or why not.
7. How would you feel if someone else decided to change your name?
8. Would you ever want to change your name? What new name would you choose?
9. Have you ever moved to a new school? Was it easy or difficult to make new friends? What did you miss about your old home/school?
10. What other cultural references are in the story? (René had pupusas and horchata for dinner? What are pupusas? What is horchata?)
11. What foods are from your culture? Do you eat foods from other cultures?

GROUP ACTIVITIES

Choose one activity that you feel will work best with the students in your class.

*Activities marked with an * may be especially suitable for students in grades 1-3.

***I Am Different** **Grades K-3**

Materials: chart created in conversation starter, drawing paper or "I am Proud" handout, drawing materials

Look at the chart paper. Ask students to think about how they are different from one another. Kindergartners may only notice physical characteristics. Encourage second to third graders to go deeper. Pass out the drawing paper. Have students draw a picture that shows what they are proud of. Encourage them to draw speech bubbles. In their speech bubble, have them write what makes them proud to be different. You can have younger students dictate to you their thoughts. Another option is to have students fill out the "I Am Proud" handout.

Puzzle Project **Grades 2 to 6**

Materials: a puzzle piece for each student that will work to make one big puzzle, markers or pens,

- On a puzzle piece write your name and what you said made you different. You can decorate your puzzle piece with drawings as well.
- Work as a whole class to assemble the puzzle. Use what you know about working as a community to put the puzzle together.
- Admire the finished product. It represents the diversity of your classroom community! Tape it together and hang it in the classroom so you can remember the strengths of your class community's diversity.

*** The Crayon Box** **Grades K-3**

Materials: crayons, 2 sheets of drawing paper for each child, crayon box for each child

Pass out one sheet of drawing paper. Tell students they can only select one color from the big box of crayons to draw with. Have them draw a picture using just the one crayon. After about 5
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minutes, pass out a second sheet. Have the students take out their box of crayons and draw a picture. They can use as many crayons as they wish. When done ask students:

- Which picture do you like best?
- Why?
- Which paper would you like to display in the classroom?

End with saying that the world would be boring if we were all alike. The diversity in the world makes it as beautiful as a colorful box of crayons.

Special note: You may have one student who answers that they prefer the solid color drawing. Respond with asking why. Comment that this is great as some days I prefer one color depending on how I am feeling.

Adapted from Teaching Tolerance- <http://www.tolerance.org/exchange/what-can-we-learn-box-crayons>

Name Art **Grades K-2**

Material: white construction paper, chalk

Fold a piece of white construction paper in half the long way. On the top half have the children write their name with a piece of chalk. Fold the paper carefully in half with the chalk name inside. Rub it carefully so the name is imprinted on the opposite side. The name will be a mirror image on each side of the page. Next, decorate the images. Ask students to name one thing important about themselves. Write this on their name poster. These artful reflections can be hung around the room.

- Debrief about the importance of names. What do they say about a person? Why are they important?

How to Say My Name **All Grades**

Examine with students the idea that each of us is unique and so is our name. As René demonstrated, our name is tied to our identity. We would not wish to have our names changed or mispronounced. When our name is changed or unintentionally mispronounced, it is a misrepresentation of who we are -- because our name represents our identity. So how can we learn to pronounce other's names correctly and show respect to each other?*

- Have older students develop ideas on how they can pronounce other's names. Encourage them to use social media, video, or name pronunciation websites such as:
 - [Pronounce by VOA News](#)
 - [Pronounce Names](#)
 - [NameCoach](#)
- Teach students their PEGS. Write the word on the board. Ask students if they know what this means? Each letter stands for another word, can they guess what it is? (Posture, Eye Contact, Gestures, and Smile.) Model with a partner the following:
 - Face each other.
 - Smile.
 - Make eye contact.
 - First partner extends hand and says, "Hi, my name is _____."
 - Second partner says, "Hi, my name is _____."
 - Shake hands. For non-contact, do elbow bumps or virtual high fives.
 - Check in with each other that you have the correct pronunciation of each other's name. If you are not sure, say, "I'm sorry, can you help me pronounce your name?" Repeat their name a couple of times.

- Have students form into pairs and do this with their partner. Take your time. Students can move to different partners if time.
- Upper grade students may want to create plans for the My Name, My Identity Campaign with measurable outcomes for their class, grade level, or school. See the website for more ideas and information.

*The Santa Clara Office of Education supports the My Name, My Identity movement. More information can be found at their website: <https://www.mynamemyidentity.org/>

My Identity Bubble **Grades 3 to 8**

Materials: Multicultural Self Handout for each student, pencils or crayons

The following exercise explores the roots of cultural learning by naming aspects of identity important to each individual. It highlights the multiple aspects of our identities.

Complete a handout for yourself and show on the white board to illustrate how the handout could be filled out. Share how each of the identity bubbles is a lens through which you see the world. Have the students complete their own handout by writing their name in the center. Then write aspects of who you are in the bubbles. These aspects should reflect who you are and who you wish the world to see.

Have students form pairs and share what they have written. If there is time to share with the class, ask students to reflect on how each individual identity colors and shapes the way they view and interact with the world. We have many identities in our multicultural selves. Not being aware of our own or other identities causes miscommunication. Our identities are not static. We are shaped and reshaped by what goes on around us and our identities constantly change. How might our identity change in middle school? Will the bubbles change? Why? How?

Adapted from Teaching Tolerance- <http://www.tolerance.org/lesson/my-multicultural-self>



Diversegories

Upper Grades (4th-8th)

Materials: Copies of Diversegories Game Cards (one per group 4-6), pencils

Have participants form groups of 4-6 players. Give each group 20 minutes to fill in information in each of the categories on their game card. Explore the diversity within groups using the reflection questions:

- How do you define diversity? (The presence of differences that make each person unique and that can be used to differentiate groups from one another.)
- What did you learn about others that you did not know before playing the game?
- In what ways is your group diverse?
- How can you celebrate individual diversity and that of your group?

From Great Group Games by Susan Ragsdale and Anne Saylor

***Non-Traditional Family Tree:**

Materials: white board or chart papers, drawing paper, crayons or markers

René's classmates made fun of him for having a long name. However, René was not embarrassed of having two last names. He used the opportunity of a family-tree assignment to

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educate everyone, including the teacher, about why both names together represent his full Italian and Spanish heritage.

Tell students they are each going to make a project that represents their family. Ask students to think about who cares for them and raises them. Then on the chart paper make a list of the many ways families care for each other. On a second list, have students name all the adults who might be in a family. (Let students identify for themselves who is in their family.)

Pass out drawing paper to each student. Have them write their name in the middle. Draw a circle around their name. Then draw straight lines from your circle and write the names of family members who care for them. Draw a circle around each name. Students can draw a picture of each person. Have kindergartners draw a family picture.

Adapted from Welcoming Schools: http://hrc-assets.s3-website-us-east-1.amazonaws.com//welcoming-schools/documents/WS_Lesson_Trees_of_Caring_and_Circles_of_Caring_Community_Family_Trees.pdf

***Classroom Family Tree:**

Materials: Poster board with large tree, 2 construction paper leaves for each student, glue

Tell students they are each going to make a project that represents their caring community. Make a list of names of adults at school who are kind, caring and helpful to the students. Pass out two leaves. With the first leaf, students write their name on it and glue on the tree. On the second leaf have students write the name of a caring adult at school. This should be someone they feel comfortable with. Students may ask for another leaf if they have more than one caring adult.



Digital Citizenship for Upper Grades

EXPLAIN René was an *UPstander* for himself. He explained everyone the importance of calling him using his whole name because it was part of his identity. In a way René was like a superhero. He influenced others in a safe and respectful way. He had a positive impact in his community. Just like we need *UPstanders* in real life, we need them in the digital world.

TELL students that they are going to watch a video about a character who finds he has some “super” powers in everyday life. Show students “Super Digital Citizen.”

ASK

- What were the three good choices that Arms helped Guts make in the video?
- What are your superpowers?

DEFINE

- Digital Citizen is more than just an Internet user. It’s someone who chooses to **act in safe, responsible, and respectful ways online.**

EXPLAIN to students that they will be creating digital citizen superheroes that use their great powers to help people act safely, responsibly, and respectfully online. Remind them of Spider-man and his “*With great power comes great responsibility*” saying.

CREATE a three-column chart with the terms safe, responsible, and respectful written at the top of each column. Invite students to suggest words or phrases that describe how people can act these ways online or have students write their suggestions on sticky notes and post them on the chart.

DISTRIBUTE the Super Digital Citizen student handout to each student. (Found in materials section).

Optional: Students can also create superheroes online using Marvel's Create Your Own Superhero at: <https://www.marvelhq.com/create-your-own-super-hero>

TELL students to complete Step 1. Encourage them to ask themselves:

- What special abilities or qualities does your superhero have that helps her or him be an *UPstander*?
- How do these special powers help your superhero?
- Why does he or she care about being an *UPstander*?

INVITE students to introduce their superheroes to one another.

This lesson comes from Common Sense Media. It can be found at:

<https://www.commonsense.org/education/digital-citizenship/lesson/be-a-super-digital-citizen>

CLOSING

Three Minute Huddle (Led by ABC Volunteer):

At the end of the lesson, ask the students to close their eyes and think of one action they could *do* if they hear a *put-down*. How could they *use their lid*? Have them close their eyes and imagine their invisible bucket with a lid. Then have them think of how they would respond to the *put-down*. They could be an *UPstander* by teaching about a family custom, ignoring the tease and *swimming free*, or using *positive self-talk* to *stand tall*. Have them turn to a partner and share their idea for taking action.

OR

Family is important to us. Our names express our personal identity. This includes our culture, our personality, and our family. Have each child think of 1 attribute they would like to link to their name. Have students stand up and say:

"My name is _____ and I am proud (*This should be one thing they want other students to know about themselves.*) Examples are:

- I can dance.
- to know all my classmates names.
- to speak Spanish.

SCHOOL WIDE EXTENSIONS

Multi-Cultural Banquet

Materials: Large area with tables and chairs, PA system, stage, flyers to invite families

Organize a school wide International Festival. For the banquet, ask families to bring in foods from their culture or culture of origin to share. Ask students to give a 1 or 2 minute presentation about their food and culture. Have different groups perform for entertainment. Invite families to dress in ethnic clothing. This provides a great opportunity to promote diversity and inclusion. Learning

about different customs and traditions provides understanding of differences and encourages empathy, ultimately promoting cohesion and growth among peers.

Name Identity - Taking the Pledge*

Build positive school culture and promote respect to students and families by signing up to take the pledge found in the *My Name, My Identity* website. The objectives of the campaign are:

1. Bring awareness to the importance of respecting one's name and identity in schools.
2. Build a respectful and caring culture in school communities that values diversity.
3. See the pledge here: <https://www.mynamemyidentity.org/campaign/pledge>

*The Santa Clara Office of Education supports the My Name, My Identity movement. More information can be found at their website: <https://www.mynamemyidentity.org/>

EXTENSIONS FOR TEACHERS

Three Minute Huddle (Led by Teacher)

Researchers have found that the best way to eliminate bias is by having students of different races, ethnicities, abilities, and socioeconomic backgrounds work together on successful projects. Teachers can create a school environment that is safe and welcoming for all students. They can:

- Help students build meaningful relationships within the classroom.
- Develop ground rules for communication with student input.
- Discuss ways that words can hurt.
- Have students practice saying a phrase to themselves that gives them the power to stand up. It should be in words they are comfortable saying.
 - I am an *UPstander*.
 - I will *say or do something* when I hear *put-downs*.
 - I am a person who will speak up against bigotry.
- Brainstorm with students to create a list of responses students can use to stand up when they hear *put-downs*.
 - I'm surprised to hear you say that.
 - I don't find that funny.
- Lastly, questions are a good way to understand what is being said:
 - What do you mean by that?
 - Why are you saying something like that?
 - Did you mean to say something hurtful when you said that?

When we allow our children to understand the perspective of others, they will be compassionate and welcoming towards newcomers who might first appear "different." Learning to understand our similarities and differences will allow students to put themselves in the shoes of others. This develops empathy. Empathy is a crucial ingredient to promote inclusion.*

*Adapted from the guide, *Speak Up at School, How to Respond to Everyday Prejudice, Bias and Stereotypes*. A publication of Teaching Tolerance.

CLASSROOM ENRICHMENT

Name Acrostic Poem - 20 minutes

Materials: paper, art supplies

René's full name proudly reminds him that he is a product of both his father and mother's family histories, both rich in talent and hard work. He further explains why each last name is important, and how he would be denying half of his family if he had to erase one of his last names.

For today's activity, we will be writing an *Acrostic Poem*. This type of poem means we will write our name vertically (coming down) on a piece of paper. You will write your full name, whether that means your first, middle, and last name or first, middle, and two last names. Whatever name describes your identity best, write it down vertically on the paper. If you have one first name and one last name then that means that you will have two vertical lines coming down your paper. If you have one first name and two last names, then that means you will have three vertical lines coming down your paper and so on so forth. Then for each one of your name letters, think of a word that describes who you are. Write that word next to that letter. When you are done with all the letters, you will have a poem about you! You can use more than one sheet of paper and be as creative as you want. Decorate your paper with images that represent your cultural heritage. Share your poem with someone sitting next to you.

Team Banners Grades 2-6

Materials: Poster board or butcher paper, markers

Divide the students into teams of four. Ask each group to create a banner on poster board, highlighting with words and images information about the following topics:

- Names
- Something all four players have in common
- A group name that describes them
- Something unique about each individual

Have each group share their banner and tell what they learned about each other. This activity helps groups recognize the positive attributes of their wider community.

From *Great Group Games* by Susan Ragsdale and Anne Saylor

HOMEWORK

Investigating My Name

Materials: 1 worksheet for each child with name websites on back

Give each child a copy of the Investigating My Name worksheet. Have the children take it home, interview their parent(s), fill it out and then write a paragraph about how and why they were given their name. Be sensitive to foster/adopted children that are in the classroom.

RESOURCES

Books:

Books that compliment this lesson are:

- *My Name is Sangoel* by Karen Lynn Williams
- *My Name is Yoon* by Helen Recorvits
- *The Name Jar* by Yangsook Choi
- *One Green Apple* by Eve Bunting
- *Yoko Writes her Name* by Rosemary Wells
- *The Family Book* by Todd Parr
- *Families* by Susan Kuklin
- *Red A Crayon's Story* by Michael Hall
- *It's Okay to Be Different* by Todd Parr
- *The Crayon Box that Talked* by Shane Derolf and Michael Letzig

Resources:





- *Great Group Games* by Susan Ragsdale and Anne Saylor
- [Names Do Matter](#), by Sara Wicht - Another perspective on names of individuals, schools, monuments and a perspective on naming them.
- [10 Tips to Promote Global Citizenship in the Classroom](#), Suggestions for assemblies, activities and goals to stimulate global citizens.

Websites:

- www.teachingtolerance.org
- www.welcomingschools.org
- www.common sensemedia.org/educators
- www.mynamemyidentity.org/
- www.pewresearch.org/fact-tank/2014/12/22/less-than-half-of-u-s-kids-today-live-in-a-traditional-family/

21st Century Skills:

Here is a key to the 21st Century skills used in this lesson:

21st Century Learning Skills	
	Collaboration
	Critical Thinking
	Communication
	Creativity