THE EDUCATION FUND
FOR EXCELLENCE IN MIAMI-DADE PUBLIC SCHOOLS

2019-2020

Ideas with IMPACT

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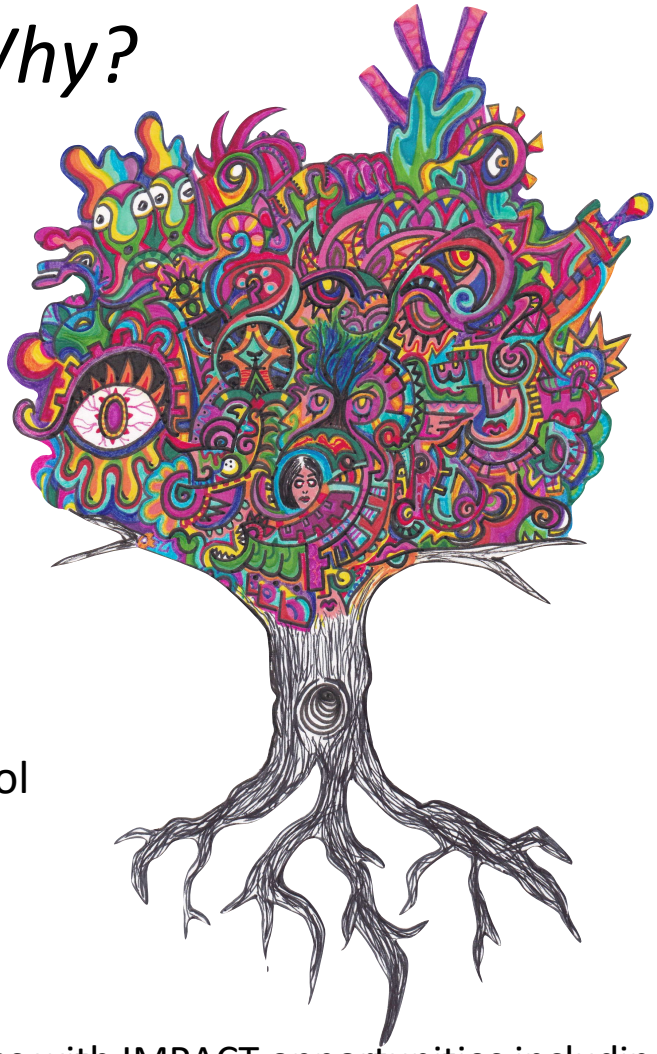
What's in a Name?

What's in a Name? Who Named You What and Why?



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Sample Common Core Standards:

- LAFS.1112. W.2.4 Produce Clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- LAFS.1112. W.3.7 Conduct short research projects to answer a question.
- LAFS.1112. SL.2.6 Adapt speech to a variety of contexts and tasks.
- LAFS.1112. L.1.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
- LAFS.1112.L.2.3 Apply Knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style.

The above standards only specify 11th and 12th grade English, but this project meets standards for all grade levels (K-12) in reading/language arts, social studies, visual arts, and theater. A multitude of Common Core standards are easily met across the curriculum with this ice breaker and beyond.

Goals and Objectives:

I created this project and adapted it for middle and high school based on an ice breaker that my sister created for her kindergarten students in Georgia. Not only does it help me learn their names and how to pronounce them correctly, but it helps the students learn their classmates' names. It welcomes them to my classroom in a way that shows them immediately that they matter.

This project helps students to see that everyone has a story. It is our heritage that gives us a base and our first sense of belonging, but all cultures have qualities in common that bring us together as a community. In sharing the history of their names even shy students are immediately given something to talk about with confidence that other students automatically find interesting. It paves the way for small group cooperation and support. The most popular students bond with students whom they would have never "seen" before. It helps students to see that their ideas and questions matter. Not only have I seen a door opened into group engagement, but there is a newfound confidence to speak out in whole class discussions and to approach the teacher to ask for help.

Students begin to develop an understanding that life is a work in progress. We are all on a journey. This assignment underscores for students that we all started in the same place and that along the way we all make mistakes and learn. The students discover, through this project, a tolerance and patience for the learning process of those around them. They develop an empathy that they did not have before.

Project Overview:

Recent research by Stanford psychologists states that even small exercises that target students' thoughts, feelings, and beliefs about heritage and fitting in can sharply reduce achievement gaps. (DS Yeager, GM Walton. "Social-Psychological Interventions in Education: They're Not Magic." Review of educational Research June 2011.) "Among students, a sense of belonging to peers and teachers can positively affect academic performance and motivation." (Pogosyan, Marianna, Ph.D. "What is behind our psychological need to belong?" Psychology Today Digital, 11 Apr, 2017.)

Knowing that they belong and are valued in school inspires students to attend regularly and to challenge themselves to reach their own potential. Not only is it is vital to build a cooperative and cohesive environment at the start of each new school year, but students deserve the chance to be creative. This project is an innovative way to get students on board early by allowing them to get to know their classmates through sharing the story of how they got their name and introducing themselves in a nonthreatening way.

I have had success with this project with multiple numbers of students (up to 200 students in varied grade levels and with as few as 12 students in a summer school setting). I have assigned this project to a wide range of populations (gifted 5 -10th grade language arts, theater arts 6-8th grades, creative writing 9-12th grades, and ESOL 9-12th grades).

The time allotment for completion depends on the age and level of performance of the students. It works well as a homework assignment for older and advanced students. Some steps can be accomplished in class, but allowances for students to communicate with family members would have to be made. One night at home, or text/calling from class would allow families to advise the students on the story surrounding their name choice. This project can be easily adapted for younger children and for smaller and larger groups.

Step-by-step/How to Guide:

(For teachers)

This is the first assignment I give my students every year. I start by handing out unlined computer paper and colored construction or printer paper. I also hand out sample borders, but I encourage students to create their own for more credit. I direct my students to Edmodo so that they can follow along with the directions for the assignment as I explain how to complete the work. I demonstrate for the class how they will cut the final writing if necessary so that the colored paper forms a frame behind the name story.

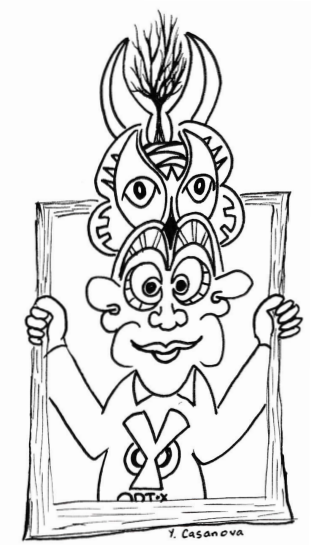
I am very strict about the size of the projects. They must measure 8 ½ x 11. I allow time that day for students to begin researching borders online and the origins of their names. I also allow students who need to take home crayons and other materials.

In situations that the work will be completed in class I allow students to call home and ask parents how they came up with their names. If the assignment is given for homework, I give one week to bring in the completed project. If it is to be completed in class then students have the second half of day one and the first half of day two to complete the work.

The project must be presented in order for credit to be assigned. I am very flexible in what this means though. Students get the most credit, and even an extra credit, for presenting their project to the class. This is usually done with a partner. I also allow students to present to me in their small group settings of four to five students. When students are still very nervous or shy I allow them to present to me alone (or at my desk with a partner).

Sometimes students are in a situation that they cannot ask their parents how they got their name. In this case I allow them to only use the name research. But there are times when students' names are made up by their parents or are modern and haven't been documented for meaning yet. In these cases, I allow students to talk about whether or not they like their names and what name they might give a future child or animal.

In the case of ESOL students I also have them add a paragraph that includes 1) how long they have lived in our country, 2) where they lived before, 3) who they live with here, 4) who they left behind, and 5) how often they get to see, or at least communicate, with them.



Name Project Directions
For students

**** This is for a grade. Your name, period, and grade level should be added on the back.

Answer the following questions in complete sentences that work together to make cohesive paragraphs. Do NOT copy the questions.

1. Who named you?

2. What did they name you? Give all of your names.

Example: Prince William Arthur Philip Louis Windsor, Duke of Cambridge.

3. Why did they name you that? Tell the story of how you got your name.

4. Google the meaning of all of your names.

Examples:

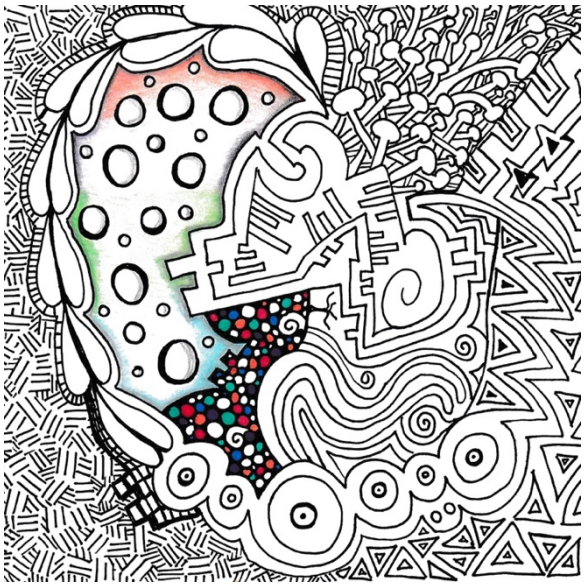
•“When my dad was a teenager, there was a famous actress named Sofia. He thought that she was beautiful. When my mom found out that this was the reason he chose that name for me she got very mad at him. It was too late though. I was already three years old by that point.”

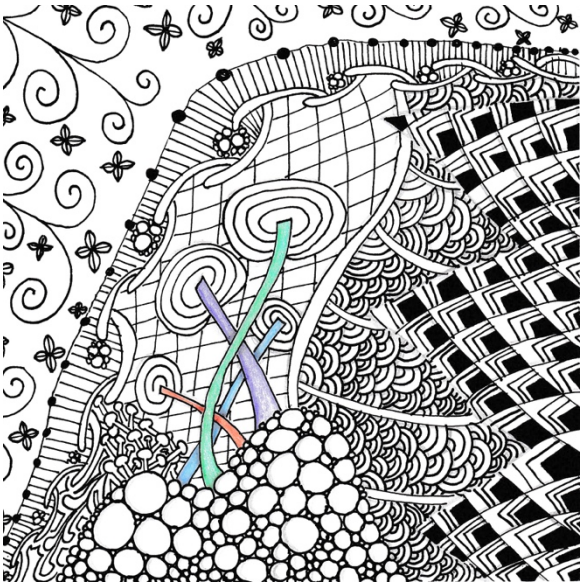
•“All of the children in my family have one name from each of my parents’ families. Elijah was my father’s great-great-grandfather who fought in the Civil War. Peyton was my grandfather’s, my mother’s father’s, name. When I’m in trouble my mom uses both names: “Elijah Peyton!” But most of time people just call me Eli. My last name, Arnett, is the same as my dad’s.”

Example:

•"My first name, Ella, means beautiful fairy, or deer. It originated in England. My middle name is Rae. It is a form of the Greek name Rhea and of the Danish name Ria. It means flowing, inspired by summer, or baby lamb. My last name is Joiner. The English and the French histories of that name both mean a maker of wooden furniture. There were many generations of Irish carpenters in my family. We still have a bed, dresser, and night table that were built by my great-great-great-grandfather in our house."

***This project must be done on unlined paper then glued to construction paper to look framed. Design a border that will be beautifully decorated with feathers, ribbons, buttons, and colored with crayons, colored pencils, or markers and any other items or creations you come up with to make it incredible. Be creative. It should be breathtakingly gorgeous. ***





Resources:

Campbell, Mike. “Behind the Name” 1996, June 13, 2019. https://www.behindthename.com/. Accessed 13 June 2019.

Casanova, Yovany. @bozobrain24, “GeoMeTry”, July 2019 yovany.casanova@gmail.com

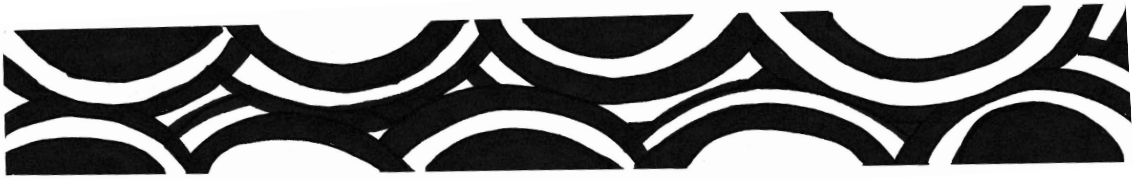
Pogosyan, Marianna, Ph.D. “What is behind Our Psychological Need to Belong?” Psychology Today Digital, 11 Apr, 2017.

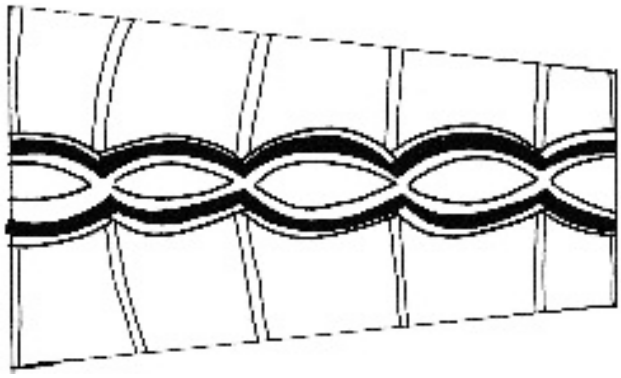
Schulze, Shawn. “2019 Names.org” July 18, 2019. https://www.names.org/

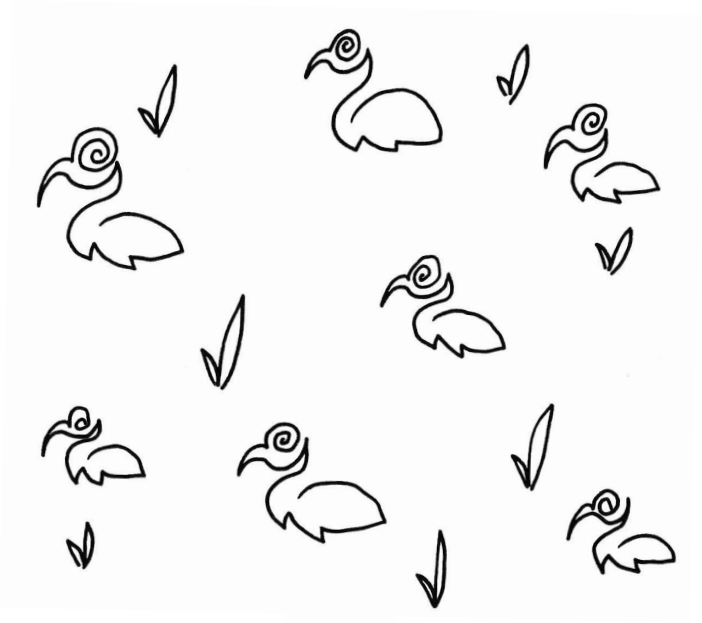
DS Yeager, GM Walton. “Social-Psychological Interventions in Education: They’re Not Magic.” Review of educational Research, June 2011.

Yovany Casanova is a graduate of Miami-Dade County Public Schools, Homestead Senior High School. He is now a professional artist. Yovany is credited with the original art included within this packet. He has graciously granted permission for the art samples below to be copied and used in your classrooms for the purpose of assisting students with framing their name stories and any future projects in which borders would assist you and your students in furthering their creativity, education, and interests in art. For full size versions of these drawings or to commission future projects for personal or classroom needs please contact Yovany on

Instagram(@bozobrain24) or via email(yovany.casanova@gmail.com)







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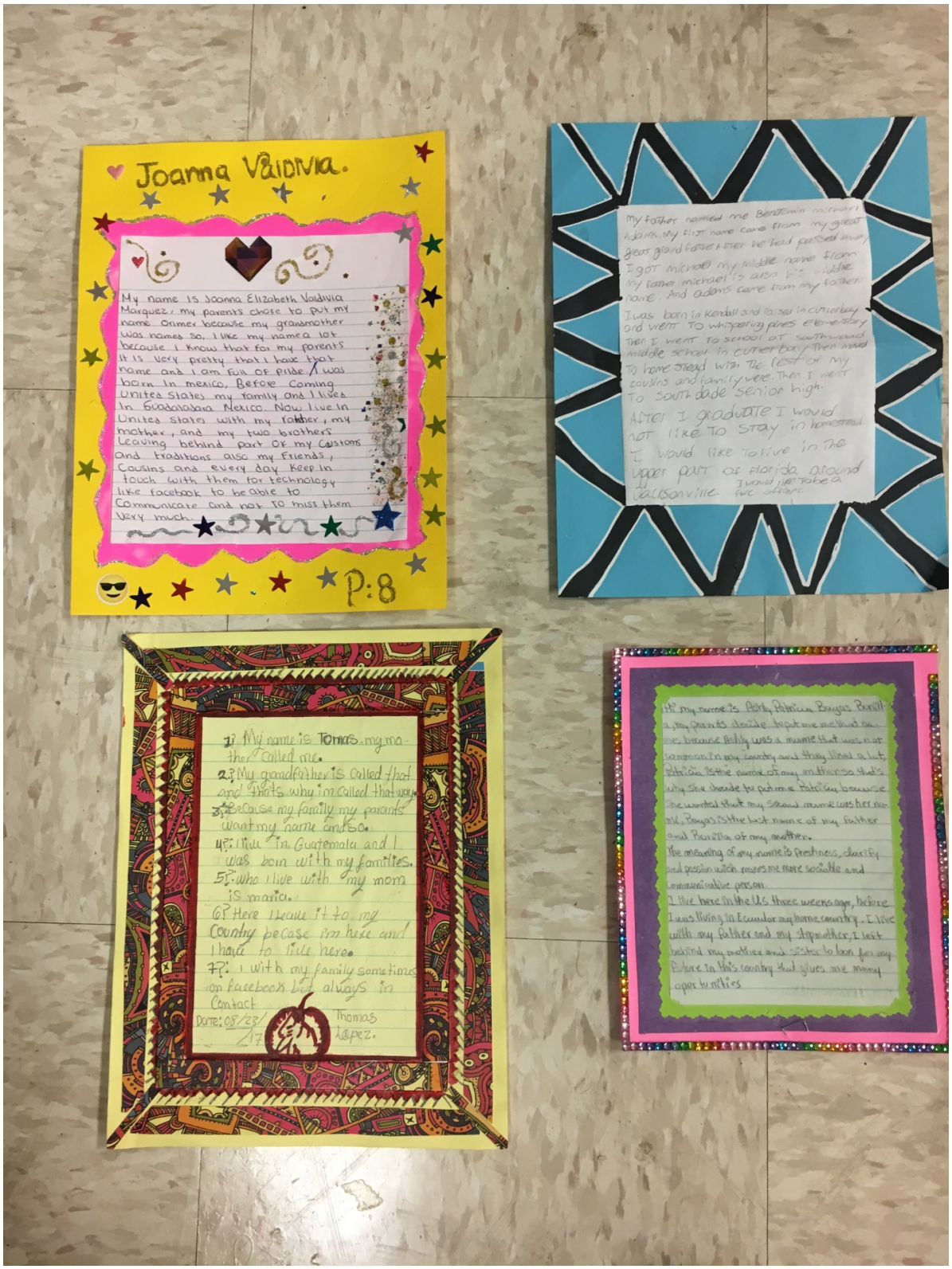
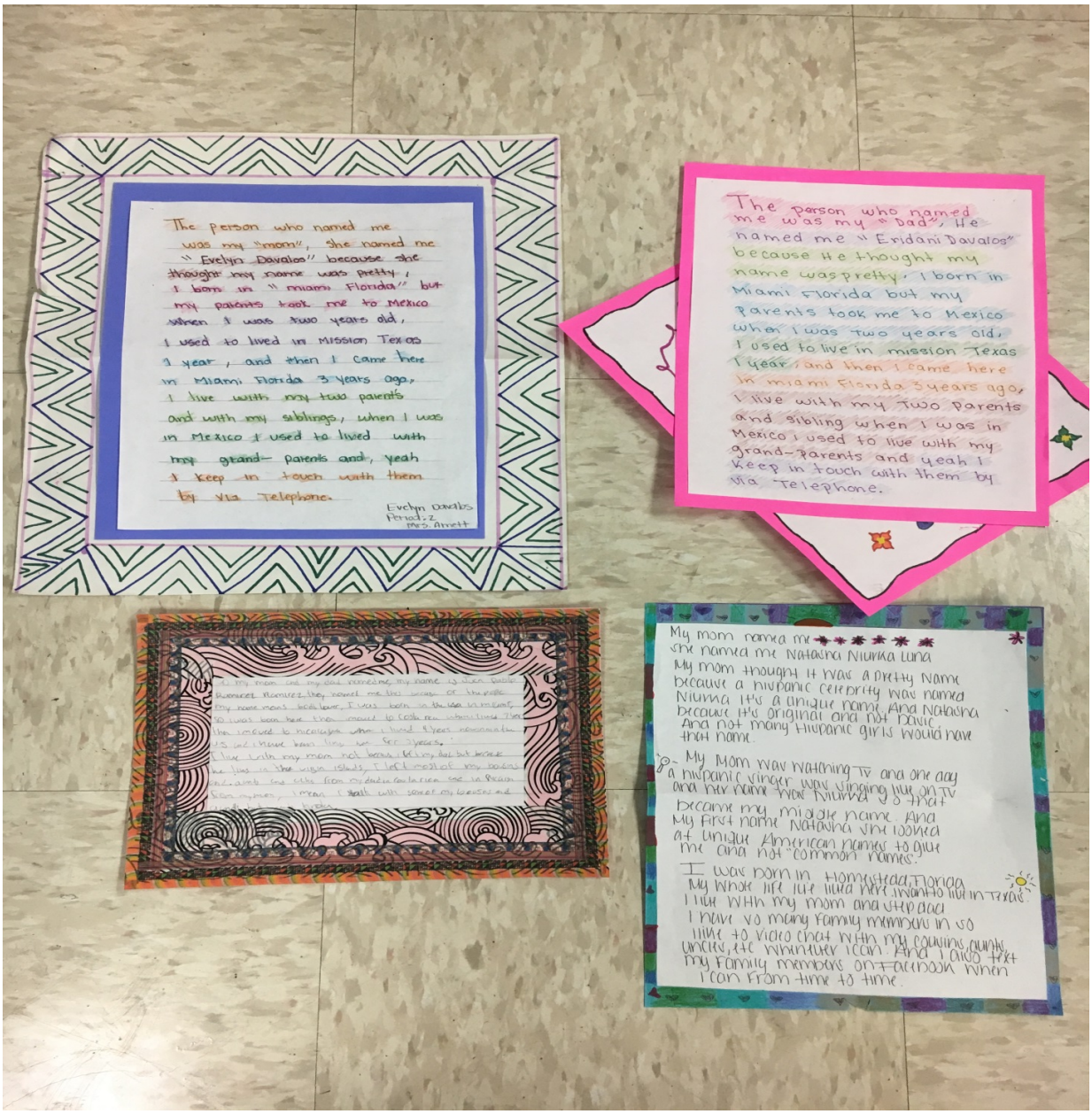

Joanna Valdivia.
My name is Joanna Elizabeth Valdivia Marquez, my parents chose to put my name Primer because my grandmother was names so, I like my name a lot because I know that for my parents it is very pretty that I have that name and I am full of pride. I was born in mexico, Before coming United States my family and I lives in Guadalajara Mexico. Now live in United states with my father, my mother, and my two brothers Leaving behind part of my customs and traditions also my friends, Cousins and every day keep in touch with them for technology like facebook to be able to Communicate and not to miss them very much.
P:8
My father named me Benjamin Michael Adams. My first name came from my great great grandfather. He had passed away. I got Michael my middle name from my father. Michael is also his middle name. And Adams came from my father.
I was born in Kendall and raised in cutler bay and went to whispering pines elementary. Then I went to school at southwood middle school in cutler bay. Then moved to homestead with the rest of my cousins and family here. Then I went to south dade senior high.
After I graduate I would not like to stay in homestead I would like to live in the upper part of florida around jacksonville. I would like to be a fire officer.
1? My name is Tomas. my mother called me.
2? My grand father is called that and that's why i'm called that way.
3? Because my family my parents want my name and so.
4? I live in Guatemala and I was born with my families.
5? who I live with my mom is maria.
6? Here I leave it to my country becase im here and I have to live here.
7? I with my family sometimes on facebook but always in Contact
Date: 05/23/17
Thomas Lopez.
Hi! my name is Ashly Patricia Bayas Bonilla, my parents decide to put me me that name, because Ashly was a name that was not common in my country and they liked a lot, Patricia is the name of my mother so that's why she decide to put me Patricia because she wanted that my second name was her name, Bayas is the last name of my father and Bonilla of my mother.
The meaning of my name is freshness, clarify and passion which makes me more sociable and communicative person.
I live here in the U.S three weeks ago, before I was living in Ecuador my home country. I live with my father and my stepmother, I left behind my mother and sister to born for my future in this country that gives me many opportunities



The person who named me was my "mom", she named me "Evelyn Davalos" because she thought my name was pretty, I born in "miami Florida" but my parents took me to Mexico when I was two years old, I used to lived in Mission Texas 1 year, and then I came here in Miami Florida 3 years ago, I live with my two parents and with my siblings, when I was in Mexico I used to lived with my grand-parents and, yeah I keep in touch with them by via Telephone.

Evelyn Davalos
Period: 2
Mrs. Amett

The person who named me was my "Dad", He named me "Eridani Davalos" because He thought my name was pretty, I born in Miami Florida but my Parents took me to Mexico when I was two years old, I used to live in mission Texas 1 year, and then I came here in miami Florida 3 years ago, I live with my two parents and sibling when I was in Mexico I used to live with my grand-parents and yeah I keep in touch with them by via Telephone.

My mom named me
She named me Natasha Niurka Luna
My mom thought it was a pretty name because a hispanic celebrity was named Niurka. It's a unique name. And Natasha because it's original and not basic. And not many hispanic girls would have that name.

My Mom was watching TV and one day a hispanic singer was singing up on TV and her name was Niurka so that became my middle name. And My first name Natasha she looked at unique American names to give me and not "common names."

I was born in Homestead, Florida
My whole life I've lived here. I want to live in Texas.
I live with my mom and step dad
I have so many family members in so
I like to video chat with my cousins, aunts, uncles, etc whenever I can. And I also text my family members on Facebook when I can from time to time.