

Naming Traditions and *Brown Girl Dreaming*

1. Question & Research Task

What's in a name? In *Brown Girl Dreaming*, author Jacqueline Woodson explains how she was almost named Jack, a traditionally masculine name (read the poem [here](#)). Do you think Woodson's life would have been different if she'd been named Jack? If so, how?

Think about the [popularity](#) of your own name in this country. What are some of the benefits of having an unusual name? What are some of the challenges?

Do you know the origin and meaning of your own name? There are many different traditions associated with naming around the world. In this Slam Dunk, you will be researching naming practices and traditions from different [cultures](#).



As you watch, consider: what are the benefits and disadvantages of having an unusual name?

Image Source: [NBC Access](#)

In this Slam Dunk, you will conduct brief, focused research to respond to the inquiry question:

How do names and naming traditions reflect cultural values?

2. Information Sources

Read about how names originate around the world!

When required, see your teacher/librarian for login information.

You will use [CultureGrams](#) to explore the naming practices and [traditions](#) of several cultures and complete the Student Activity on Slide 3.

DIRECTIONS:

- Once you access CultureGrams through BCPS Digital Content found in the [Apps Portal](#), choose the World Edition. Click on the continent and then the country that you want to examine.
- Choose “Life Cycle” from the navigation bar on the left to find the birth and naming traditions for the country.
- After you have read about the country’s naming practices, use the navigation bar to read more about the country’s culture(s) and traditions. Consider investigating General Attitudes and Family as a starting point. Don’t forget to check out the Interviews section on the right side of the screen to hear the perspectives of people in that country.

THINK ABOUT: *What is the relationship between each country’s cultural values and their naming practices?*

SLIDE NAVIGATION

[1](#)

[2](#)

[3](#)

[4](#)

[5](#)

[6](#)

[Next](#)

The World

Select a Region or Country



Follow directions to explore naming traditions around the world.

3. Student Activity

Use the information sources on Slide 2 to analyze how cultural beliefs and values influence a country's naming traditions.

Choose at least three countries to investigate. You may look at more if you have time. Record your information on this [chart](#).

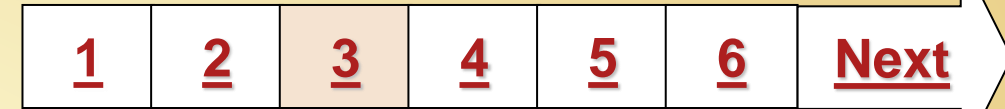
For each country you choose, explore:

1. Naming practices and traditions
2. Cultural values and beliefs
3. The link between the two

When you are finished, answer the two follow-up questions on your worksheet.

1. Which country has naming practices most like either your family's traditions or other traditions you have seen in the United States? Why do you think that is?
2. Overall, what is the relationship between cultural values and naming practices?

SLIDE NAVIGATION



A lot of thought and tradition goes into many baby names. Hopefully, this baby will be happy with his name when he grows up!

Image Source: [Pixabay](#)

4. Assessment Activity

How do names and naming traditions reflect cultural values?

For this assessment, you have a choice.

Option 1: Think about (or find out!) the story of your own name. How were you named? Why was your name chosen? What traditions did your family follow? How did this reflect what is important to your family?

Option 2: Create a naming tradition to reflect your own values and beliefs. Think about what is important to you and how you would show that. You may use aspects of existing traditions and/or create totally new ones! How does this reflect what is important to you?

Use the [brainstorming sheet](#) to organize your ideas. Then, write a well-organized paragraph about your naming tradition. Include at least three specific details to analyze. Explain how the tradition reflects beliefs that are important to you. Your teacher may assess your paragraph according to the PARCC Rubric. Be prepared to share with the class.



Image Source: [Pixabay](#)

5. Enrichment Activities

A	American Abigail, American name
B	Baptized in Jesus' name
I	It means "father's joy" but I am everyone's joy
G	Grimace if you call me Abby
A	Always answer to Abbers, Abs
I	If you ask my Chinese name, I will tell you, but
L	Listen to you mispronounce it. Ma says you mean well.
T	Tan is short and sweet, like me
A	Answering to my father's name again
N	Names have baggage. They aren't just our own.

Read the acrostic poem about Abigail Tan. You may write about your name in the acrostic form if you want.

Many poets have written poems about their names!

Read a few examples:

a girl named jack by Jacqueline Woodson

My name came from... by Emmett Tenorio Melendez

Choosing My Name by Puanani Burgess

Now write a poem about your name!

Consider:

- Where your name came from
- What your name means
- How other people respond to your name
- How you feel about your name

Use strong images and figurative language to help your reader relate to your poem. You may model your poem off one of the examples above or make it entirely original. You may also use an acrostic if your name is long enough.

6. Teacher Resources

SLIDE NAVIGATION

<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>
----------	----------	----------	----------	----------	----------

English Grade 6 , Unit 3, Lesson 2

Objective: Students will analyze information from multiple sources in order to determine the relationship between cultural values and naming practices.

Time Frame: two to three 45-minute class periods

Differentiation strategies for this lesson:

- Have students use learning supports provided in BCPS Digital Content found in the [Apps Portal](#). Refer to [Digital Content Snapshot/Support pages](#) as needed.

Notes to the teacher:

- Collaborate with your school library media specialist to plan and implement this lesson.
- Provide students with login information as needed to authenticate BCPS Digital Content. Login information is available on the **BCPS Digital Content** page found via the [Apps Portal](#)
- Students may need some scaffolding or modeling to determine the link between cultural values and naming practices. A definition of culture can be found on the opening page of the World Edition of CultureGrams.

Learning Standards Alignment

Common Core State Standards for English Language Arts & Literacy

Reading: 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Writing: 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

CCSS.ELA-LITERACY.RI.6

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

CCSS.ELA-LITERACY.W.6.7

Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

AASL Standards Framework for Learners

Inquire: Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.

Think: Learners display curiosity and initiative by:

I.A.2 Recalling prior and background knowledge as context for new meaning.

Create: Learners engage with new knowledge by following a process that includes:

I.B.1 Using evidence to investigate questions. I.B.3 Generating products that illustrate learning.

Share: Learners adapt, communicate, and exchange learning products with others in a cycle that includes:

I.C.1 Interacting with content presented by others.

Grow: Learners participate in an ongoing inquiry-based process by:

I.D.2 Engaging in sustained inquiry. I.D.3 Enacting new understanding through real-world connections.

Last updated: July 2022 Use this form to [Report Broken Links](#).

BCPS Slam Dunk Research Model, Copyright 2019, [Baltimore County Public Schools](#), MD, all rights reserved. This lesson may be used for educational, non-profit school use only. All other uses, transmissions, and duplications are prohibited unless permission is granted expressly. This lesson is based on [Dr. Jamie McKenzie's Slam Dunk Digital Lesson](#) model.