

LA 3.3: Mr. Chacon's Story

Concept Application of Cultural Capital and Deficit Theory



Learning Outcome	Pedagogical Intent	Student Position
Understand and apply knowledge of how cultural identities impact language learning and school success by creating an environment that is inclusive of all students.	Teachers can identify and recognize social theories of Cultural Capital and Deficit Theory and discuss how these orientations can affect their pedagogy.	Students have learned about the socioeconomic level, immigrant status, and language factors that affect the culture of English learners and their families. They have watched a video explaining social theories and have heard Mr. Chacon's story. They are now prepared to learn about how deficit orientations affect their participation in schools.
Assessment: 25 pts.		
TA: 30 Minutes		

Instructions

1. As a class you will watch a video on resistance. Your facilitator will share the video, but you can access it independently at this [link](#). You will scroll down to Session 3 on the left side of the screen and then select Segment 2. Then move back to the top and click on the small video screen to watch. You can access the [viewing guide](#) from this link.
2. Working with a partner, read ["Mr. Chacon's Story,"](#) underlining and labeling the evidence of deficit theory and cultural capital you see in the story. These terms are defined in a graphic organizer found at the end of the viewing guide you accessed earlier in this activity.
3. After you have read the story, record your thinking in the chart following Mr. Chacon's Story. Be sure to record the evidence as well as think about why the evidence you selected falls under the definition of deficit theory or cultural capital.
4. Participate in a whole class discussion about deficit theory, cultural capital, and this story and share your ideas.



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