Louis Fantini

English 1, 9th Grade. 47 Minutes

“Story Scrambles and Understanding Conflict Through Identity”

Overview:

This is the second lesson in the unit on identity and perspective. In this lesson, students gain comfort with discussing identity by sharing in pairs, expanding their understanding of the range of components that constitute identity by hearing each other’s identifiers and stories.

After hearing a range of stories from several partners, we will transition back to large group and use identity webs to examine interpersonal and intrapersonal conflicts from *The Absolutely True Diary of a Part Time Indian*.

Enduring Understandings:

* Students will be able to respectfully explore similarities and differences within the class community.
* Students will understand that components of identity contribute to different experiences, understandings, values, etc.
* Students will be able to explore conflict through the lens of identity.

Goals/Objectives:

* Students will understand identity as complex and multifaceted.
* Students will discuss issues of identity similarity and difference with several classmates.
* Students will recall instances of conflict from the text, search for these moments, and provide evidence for their interpretation from the text.
* Students will create identity webs and analyze these conflicts through the lens of identity.

Materials:

* Students must have completed the previous night’s assignment in their journals and have brought their journals to class.
* Students will have been reminded to bring their copy of *The Absolutely True Diary of a Part Time Indian*. Students will still be able to participate if they forget or no longer have their copy.
* I will prepare an activity guide for the scramble activity, including criteria to match up students at random and questions to guide conversations within these pairs.
* I will prepare examples for inter and intrapersonal conflicts from the text.

Procedures:

Opener (0-25)-

* Pose the “Big Question” of the day: “Can identities conflict with one another? How? How does identity help us understand the source of conflict?” This will be written on the board for the duration of the lesson.
* Students will be asked to take out their journal entries (personal identity webs and short reflections on a few of these identities) from the night before and stand up. Using the activity guide below, I will explain the activity to students.
* I will announce a criterion students will use to find a partner at random from the class. I will then give a discussion question, and the pair will discuss the question using experiences related to their identities.
* After 2-3 minutes, I’ll ask for 1-3 groups who are comfortable sharing back a similarity or difference they encountered in their discussion.
* Using a new scramble criterion and discussion question, we will repeat this activity 4-5 times.

Body of Lesson (25-42)-

* We will return to large group and take out copies of *The Absolutely True Diary of a Part Time Indian* to discuss conflict and identity. A volunteer from the class will read a passage I have selected that features interpersonal conflict.
* We will then break down this conflict by collaboratively building identity webs for each character involved. We will reframe the conflict with the identity web, and discuss how each character’s identity contributes to a conflict. Students will qualify their explanations, hopefully citing the text for evidence. For greater detail on this part of the activity, see the discussion guide below.
* Depending on where we are on time, we can repeat this exercise as a class with a conflict a student chooses from the book.
* We will then bridge interpersonal conflict to intrapersonal conflict. Depending on how discussion has gone thus far, I will either provide an example like before or allow students to select an internal conflict to discuss.
* We will mirror the previous activity, creating an identity web and exploring how clashing facets of identity lead to internal conflict.

Closure (42-47)-

* Each student will have received a notecard during the scramble activity. Now we will explicitly return to the Big Question (which had been guiding discussion). Students will write out a 1-2 sentence response to the Big Question and return the cards on the way out of the room, as an exit ticket.
* Before they are dismissed they will receive the homework assignment: a journal entry that describes 2 examples of internal conflict of identity from the text, a movie/a different book/a TV show/a song, or their own lives. What aspects of identity conflicted? Why did these identities conflict? How did the person handle this conflict?

Accommodations-

* For the scramble activity, the activity will be prefaced with a reminder that the discussion questions are just suggestions, and no one should feel obligated to share anything they’re uncomfortable with. If anyone feels overwhelmed they can feel free to step outside for a few minutes or partner with me for that rotation and discuss why they’re feeling that way (or discuss other things, if that’s more helpful).
* The body of the lesson is discussion based, but students will reflect on the same material in the exit ticket and in their journals, so if students have a strong aversion to discussion or writing, they will have the opportunity to express understanding using the other medium.

Assessment/Evaluation:

As mentioned above, the class discussion and journals provide two media for students to demonstrate understanding. Additionally, I will circulate during the scramble activity to get a feel for the class’s level of understanding at the start of class, and I will read through the exit tickets at the end of class to see how understanding has grown.