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| **Overview** | |
| **Unit Name:\_Exploring our Identities\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Teacher: \_\_Louis Fantini\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Subject: \_\_\_\_English I\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade: \_\_\_\_9th­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Briefly give a narrative overview of the learning unit:**  In this unit, we will examine what we mean when we talk about “identity.” Students will explore what factors comprise their identities and practice discussing their own identities and the identities of others in a mutually supportive environment. Students will adapt their exploration of their own identities to examine identity of characters within text, and critically examine the role identity plays in conflict and perspective in the text. | |
| **Desired Results** | |
| Established Goals:  Establish class norms and build class community.  Explore and share our own identities.  Connect with one another using our similarities and differences.  Use these connections to explore the importance of perspective in understanding text. | |
| Understandings:  Students will understand the types of factors that comprise their own identities.  Students will understand that components of identity contribute to different experiences, understandings, values, etc.  Students will be able to respectfully explore similarities and differences within the class community.  Students will be able to apply these understandings to questions of perspective in the text. | Essential Questions:  1) What is identity? What different details about me make up my identity?  2) What is the relationship between identity and setting? When do I not notice my identity? When do I especially notice my identity?  3) Can parts of identity conflict with one another?  4) How can our identities change our experiences and how we act in different situations?  5) How can understanding identity help us understand conflict? |

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| **Assessment Evidence** | |
| Performance Tasks:  Students will define identity and create identity webs for themselves and for characters in the text.  Students will keep a series of journal entries concerning identity, difference, conflict, and perspective within the text and within their lives.  The week will culminate in a “Story Slam” where students present stories relating to their identities (eg. “a story about a time you were especially proud of a part of your identity,” “a story about a time your identity was misinterpreted,” “a story about a time you were surprised about someone else’s identity,” etc.) to the class, using good public speaking conventions.  Students will debrief the “Story Slam” through sharing connections and exploring differences. | Other Evidence:  Students can supplement and adapt their story presentation using other creative media. Students can perform a poem, can use visual aids, etc. Students will have a range of comfort with presentation, and can use presentation aids such as note cards, but no matter the form the presentation takes, students will be challenged to demonstrate good public speaking behaviors. |

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| **Learning Plan** | | | | | |
| **Day** | **Essential Question(s)** | **Standard(s)** | **Content** | **Resources/ Materials** | **Learning Activities** |
| **1** | **1, 2** |  | **- Discussing class goals and respect. Collaboratively establishing norms according to our goals.**  **- Discuss identity, come up with an agreed upon definition.**  **- Introduce the “identity web.” In small groups students will create identity webs for characters from *The Absolutely True Diary of a Part Time Indian*.** | **- Student journals to distribute.**  **- Poster paper + markers.** | **- Establish class norms and expectations**  **- Create collaborative rules**  **- Discuss and define identity**  **- Create an identity web for a character from the text.**  **HW: Create an identity web for yourself. Reflect, for 3 of these identities, on a time you were proud of or made uncomfortable by that identity.** |
| **2** | **2, 3, 4** |  | **- Practice discussing personal topics using class norms of respect.**  **- Examine an interpersonal conflict from the text through the lens of identity.**  **- Examine an intrapersonal conflict from the text through the lens of identity.** | **- Students will use the previous night’s homework in their journals to guide discussion.**  **- Students will refer to the novel to examine examples of conflict in the text.** | **- At start of class, students will pair and share stories they wrote about in their journal. They will reflect on similar and different identities and experiences before reshuffling and finding new partners.**  **- With the large group, class will examine an interpersonal conflict from the book. We will create identity webs for each character involved and examine what differences of identity may have contributed to that conflict.**  **- We will continue the activity by examining an intrapersonal conflict and discuss how identities can conflict.**  **HW: Think of an example from the text, and from music/a movie/tv where someone was in conflict because of an internal conflict of identity.** |
| **3** | **3, 4, 5** |  | **- Review internal/external conflict and identity.**  **- Good conventions of presentation.** | **- I must prepare a “Story Slam” story to model the assignment for students.**  **- Must prepare a sign up for students to pick Thursday or Friday to present (as an incentive, students presenting on Thursday will receive a few bonus points for having less prep time)** | **- As a large group, we will overview some of the examples students came up with for homework.**  **- “Story Slam” is announced/explained. As a model, I will perform my story twice: once with awful public speaking, once with good public speaking. After each go, students will list everything I did right/wrong.**  **- Remainder of the class will be given to students to prepare and practice their stories.** |
| **4 / 5** | **1, 2, 3, 4, 5** |  | **- “Story Slam” performances on Thursday and Friday.**  **- Students will assess classmates based on a rubric.**  **- Students will reflect on similarities and differences demonstrated in the stories** | **- Must prepare a grade/reflection sheet for each student to fill out.** | **- “Story Slam” performances on Thursday and Friday.**  **- Students will grade their classmates on conventions and reflect on each story (1-2 sentences). Following each story, one student will share something they related to, and another will share something they learned or were surprised by.** |