



Culture and Identity: Intertwined and Influential

by Sarah Hunter, 2013 CTI Fellow
Vance High School

This curriculum unit is recommended for:
English IV /12th grade

Keywords: Culture and Identity, Social Communities, Group Identity, Self-identity, Self-discovery

Teaching Standards: See [Appendix 1](#) for teaching standards addressed in this unit.

Synopsis: This unit focuses on how culture and identity are linked, developed, and manifest in the individual, groups, and communities. Students question their own identity, how it is formed, and how they contribute to the identity of the very culture that simultaneously influences them. Students consider media influences, family units, chosen social groups, school, community, and country. Diverse cultures are examined to observe how identity formation is a universal process and evaluate the significance of societal (“local”) values in this process. This is a lengthy unit (spanning a quarter) as the overriding idea (the interconnectedness of culture and identity) is present throughout the course material. Each unit in the English IV literary canon questions how the values, beliefs, and historical happenings influence the authors of the time. Each unit is considered in its time period as students explore how the works are reflective of the current ideals, how they challenge thought and customs, how they express identity for the authors and the culture represented, how they are influenced by previous works, and how they influence later works. The cumulative project is a memoir in which the student explores significant factors that influence his/her identity and how identity in turn influences life decisions.

I plan to teach this unit during the coming year in to 80 students in 12th grade English IV.

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Culture and Identity: Intertwined and Influential

Sarah Hunter

Introduction

This unit will focus on how culture and identity are linked, developed, and manifest in individuals, groups, and communities. By studying culture and identity, students will question their own identity, how it is formed, and how they contribute to the identity of the very culture that simultaneously influences them. In their chapter, “A Sociological Approach to Self and Identity,” Stets and Burke note the following:

“The self influences society through the actions of individuals thereby creating groups, organizations, networks, and institutions. And reciprocally, society influences the self through its shared language and meanings that enable a person to take the role of the other, engage in social interaction, and reflect upon oneself as an object. ...Because the self emerges in and is reflective of society, the sociological approach to understanding the self and its parts (identities) means that we must also understand the society in which the self is acting and keep in mind that the self is always acting in a social context in which other selves exist.”¹

Students will consider media influences, family units, chosen social groups (friends), school, community, and country. According to Kay Deaux in her work on social identity, “The cognitive aspects of a social identity can be extensive and varied, including personality traits, social and political attitudes, and memories for identity-related event.”² Diverse cultures will be examined to observe how identity formation is a universal process and evaluate the significance of societal (“local”) values in this process.

Students will have a large voice in parts of the curriculum to encourage them to invest in the process of meaningful discovery and discourse. While multiple texts will be provided throughout the unit, students will also contribute texts for independent readings, group sharing, and possible class presentations. The texts they supply might be images, songs, poems, articles, etc. The district text book will provide many resources for in-class study and common skill assessment while other materials might require more out-of-class initial reading and independent response with in-class small and whole group reflection and analysis.

For the purpose of this course, culture and identity will be viewed with Browne’s definitions in his chapter, “Culture and Identity.” He determines the following:

‘Culture’ refers to the language, beliefs, values, and norms, customs, dress, diet, roles, knowledge and skills, and all the other things that people learn that make up the ‘way of life’ of any society. Culture is passed on from one generation to the next through the process of socialization. Although there are many aspects of everyday life which are shared by most members of society, there are different conceptions and definitions of culture within this general approach.³

Identity is about how individuals or groups see and define themselves, and how other individuals or groups see and define them. Identity is formed through the socialization process and the influences of social institutions like the family, the education system and the mass media.⁴

Identity will be a cornerstone of each unit as students study texts in their historical and cultural contexts. They will notice how culture and identity are intertwined and influence literature, which reflects and often influences society. Some texts purposefully seek to influence their audiences while other texts are personal reflections revealing the author’s perceived identity. It is important for students to note identity’s dynamic nature, as Dana Mrkich does in her essay, “Do You Choose Your Identity Or Is It Chosen for You?”:

“The issue of identity is a complex one. More fluid than fixed our identity is comprised of a myriad of inner qualities and outer representations of self. It consists of innumerable defining characteristics that make up the whole of who we are in any given moment. These fragments of self include our sexuality, gender, and sense of belonging to a particular culture, nation, religion, family, or some other group. Our identity includes our looks, personality, beliefs and fears...”

“Identity can both be influenced by, and influence, the work we do, our education, financial and class status, the car we drive, the home we live in and the clothes we wear. Identity is also determined by perspective.”

“Today more than ever we are being increasingly conditioned, influenced and bombarded by a multitude of messages and experiences about who to be and how to be. Current forms of social communication processes, particularly mainstream media, advertising, television and film, along with family, friends, teachers, political agendas, religion, society’s rules, our perceptions, perspectives, interpretations and assumptions, and those of others, all play a part in creating our identity.”⁵

Rationale

This will be a lengthy unit (spanning the course) as the overriding idea (the interconnectedness of culture and identity) is present throughout the course material. Each unit in the English IV literary canon questions how the values, beliefs, and historical happenings influence the authors of the time. The units are broken into time

periods (Anglo-Saxon Era, Medieval Period, The English Renaissance, The Restoration and the 18th Century, The Flowering of Romanticism, The Victorian Period, and Modern and Contemporary Literature), and each contains multiple genres. Each unit is considered in its time period as students explore how the works are reflective of the current ideals, how they challenge thought and customs, how they express identity for the authors and the culture represented, how they are influenced by previous works, and how they influence later works.

Content Objectives

By exploring literature, art, and music spanning centuries and development, students will trace how social communities play critical roles in their present time, in their legacy, and in the influence they have on the next time period. Students will look closely at British Literature and supplemental texts to see how author's style, craft, and purpose reflect the communities, values, and ideals they live among. They will analyze these focusing on how identity is formed, enforced, and recognized within various, time-altering cultures. Students will partake in discourse concerning the intertwined and influential nature of culture and identity.

Course Introduction

To gather samples of student writing, begin analyzing texts for author's purpose and insight, and introduce the idea of a universal truth, students will first read a brief memoir and another collection of short autobiographical writings to determine how author's use personal experiences to share lessons they have learned. Each lesson shows insight into the writer's recognized identity and results from life experiences partly influenced by culture. Students will identify the universal truths in each shared event/lesson and then reflect on their own experiences to write their own universal truth in the form of a "scrap" of advice. In addition, they will share the stories behind how this truth was acquired.

Unit 1-A: Anglo-Saxons

The first unit in the text book dates back to the Anglo-Saxons. A time-sensitive, brief introduction will cover historical highlights emphasizing cultural ideals, lifestyles, and values that influence literature and admirable human characteristics. The Anglo-Saxons prized the athletic, strong, loyal, adventuresome, warrior who could help protect his village from invasion. They dwelt in small communities with a central gathering place that was protected by their leader, who ideally had sworn allegiance and loyalty from the people. Poets were historians and entertainers who had the power to immortalize their subjects. In this context, Beowulf develops as the larger-than-life, archetypal hero whose mortality is revealed simultaneously as his warrior's fallible nature when they abandon their king in time of need. Beowulf's true character remains intact; however, as he looks on the treasure he has secured and dies in peace, knowing he has lived life without regret.

His memorial represents his legacy and represents his identity among the Anglo-Saxon culture.

When the epic was first transcribed by monks, hundreds of years after its inception, religious elements are added introducing additional moral lessons to the story. These reflect a changing culture, moving from Pagan to Christian beliefs and celebrating the individual who finds his identity in Christ.

Unit 1-B: Middle Ages

Historically, students will trace the changing characteristics of daily life, values, and beliefs while noting the influence of the Anglo-Saxons and increased following of Christianity. The unit will highlight Geoffrey Chaucer and his contributions to vernacular English, how greater access to literature affected culture, and Chaucer's portrayal of "everyman" in his work, *The Canterbury Tales*. Students will analyze how authors purposefully use direct and indirect characterization to develop characters and share the character's perceived and self-acclaimed identities. Students will evaluate the characters as they are representative of the culture in which they live. They will question and hypothesize the extent to which the characters are results of and contributors to the environments in which they live (belief systems, ideals, values, hardships, etc.).

Unit 2: Renaissance

As we leave the Middle Ages and enter the excitement and hope of the Renaissance, students will discover whether or not chivalry remains. What are mankind's new ideals, and from where did they emerge? Various forms of poetry, prose, and drama will be examined as the ideal country life, the role of Christianity, and increased world exposure and awareness are considered in terms of their influence on identity and culture. Students will annotate texts to note specific elements of author's craft and what they reveal about the author's values, identity of the author or subject, influence of the contemporary society, significance of allusions, and intended audience appeal. Several of the selected works question the individual's role in choice and the interconnectedness of humanity, especially as it concerns religious viewpoints. Students may question if identities are formed by one's own accord or inescapable traits garnered through shared experiences and unavoidable occurrences (not by choice).

Unit 3: The Restoration and the 18th Century

Politics began to take a significant role, and as individuals felt the liberty of their rights, they found a voice to express concerns, promote change, and find identity within political parties. Students will look closely at satirical works to examine how writers question their society and argue for a change. As people began to rely on reason more than faith to make sense of the world, the way people developed identities and culture's progression also transformed. With increased literacy and a larger middle class, ideas increasingly

spread, intermingled, and affected culture and identity. Students will also observe the restricted, yet increasing role of women and their determination to claim an identity in a society that imposed limitations on gender.

Unit 4: Romanticism

As writers turned to nature for truth and beauty, ideals shifted. With widespread poverty and work force oppression, people reacted and looked for peace outside society's harsh realities. Students will consider essays, poetry, and artwork as they determine how industrialization contributed to Romanticism and the need for individuals to find beauty. Emotion took over reason, nature competed for industry, and the individual strived to stand out over society in works that challenged circumstances, acknowledged the disparity between the social classes, questioned progress, and found simplistic beauty in nature while wondering about its practicality. They will also critically analyze texts that question how the mind can entrap a person and warp one's identity in the midst of a sometimes unforgiving world.

Unit 5: Modern World

Students will read a variety of poetry, short stories, and essays to examine the how humanity responds to increased industrialization and modernism. They will consider how communication plays a role in social change and what motivates or empowers people to either conform to or break away from stereotypes. Students will judge identity's role in a shifting society to analyze what characteristics of a person lead one to be a voice for many, a leader, a rebel, a pacifist, or a follower. Within the various texts, students will read closely to identify elements of tone, mood, realism, and style as texts are considered in historical and social context.

Unit 6: Modern and Contemporary Literature

As things culminate in this unit, students will continue to examine literature and evidence from history concerning the interconnectedness of identity and culture. In addition, they will reflect and introspect to trace their own development and identity formation. They will compare how they view themselves to how others view them, noting influential people, events, places, and values. As they consider inherent traits versus those of the culture and accompanying social groups in their lives, they will weigh the significance of each and simultaneously record ways in which they have contributed to the culture and social groups. Texts in this unit will include essays, articles, non-fiction books, poetry, and media.

Supplemental Texts

The supplemental texts will be used both as in-class activities and instruction as well as out-of-school independent reading. Some of the digital literacy will be used for activating strategies to introduce a longer text or concept. Since many of the textbook

pieces are “old,” contemporary supplemental texts can be used to emphasize the universality and timeless relevance of their themes and the dateless significance of culture and identity.

Teaching Strategies

Creating a Definition (R.12.4, L.12.5)

In order to build a base of understanding and common language for the unit, students will first define social communities. They will build their definition on prior knowledge, personal experience, provided texts, and historical information. This will be a working definition that may be added to and modified as the unit progresses. Probing brainstorming questions to begin the definition include the following: What does it mean to be social? What is a community? What are different types of communities? How do people interact within communities? What leads to this interaction? When considered together, what might be a way to describe the characteristics of a social community? These questions can be accompanied by pictures provided on PowerPoint.

Interactive Reading (R.12.1, R.12.6, W.12.2, W.12.4)

Use scaffolding to model strong, interactive reading strategies by annotating text, stopping to question what is read and question understanding (monitor comprehension), and making connections. Students will also write and answer their own questions, focusing on ones that force reading between the lines, making inferences, analyzing, synthesizing, and comparing/contrasting various texts. Modeling this will ensure more rigorous results and some students may need extra support provided through question stems. This will be used with in-class texts and articles so students strengthen their reading skills and can apply them to independent reading tasks. Throughout the unit, students will be reading various texts placed in historical contexts relying heavily on understanding of cultural influences and how authors’ identities and contemporary social issues affect their style, topics, and purpose.

Write to Learn and Write to Prove (W.12.2, L.12.1, R.12.1)

As texts and unit concepts are introduced and examined, students will write on a regular basis. They will write to activate prior knowledge, reflect, respond, question, and analyze. Writing will take various forms and lengths. Some will be formal and other writings will be informal; likewise, some will be shared and other personal. Formal writing will include adherence to conventions. Essay writing will use SEE+C Method (Statement, Evidence, Elaboration, and Clincher) for organizing body paragraphs and will often require text support as part of the elaboration.

Foldable (content will demonstrate standards)

Make a paper manipulative to help organize information and written response. This will be used for reading response work accompanying unit texts.

Phone a Friend (SL.12.1)

Students get to ask a classmate for help during a discussion or on an informal assignment when they feel stuck. This strategy will be employed during class activities when students are sharing information with the class. It can be used during any unit.

Check Point (SL.12.1, R.12.1)

Students respond with one thing they learned, one question they have, and one thing they need to do/know for the next class. This technique can be used during class and at the end of class as an immediate informal assessment. It compliments texts, discussions, new information, and cumulative work.

Steal that Style (R.12.5, W.12.3, L.12.3)

After examining an author's style, students will create their own text modeling the author's technique. While the technique will be borrowed, students will show their true skills in their original response. For example, after reading Beowulf's boast, students write their own boast after his style, but using all their own characteristics and to their own identified audience. Similarly, after reading Chaucer's Prologue in "The Canterbury Tales," students will write a character introduction about themselves. They will replicate his style by using iambic pentameter, specific rhyme scheme, and incorporating purposeful direct and indirect characterization to shed light on their perceived identities.

Classroom Activities

Think Pair Share (R.12.1, SL.12.1)

Students have time to think and respond individually to a prompt (question, photo, song, quote, excerpt, etc.). Next, they discuss it with a partner before sharing with a larger group or the whole class. This activity will be used on a regular basis throughout the units.

Quick Writes (W.12.4, R.12.4)

Students provide a timed response by writing their immediate thoughts and reactions to a question, photo, prompt, etc. These are informal responses that do not get graded, but they can be checked informally for completion. These are typically used to preview a topic, activate prior knowledge, and promote discussion. This activity will be used to encourage writing for a variety of purposes. Some Quick Writes will be used to promote discussion and activate prior knowledge. They may be referred to after the initial response and used to build a longer, more formal writing assignment.

Whole Class Discussion (SL.12.1, R.12.1)

This activity allows the teacher to facilitate a discussion. Students can volunteer, they can have time to prepare for an assigned topic to share with the class, names can be drawn for reactions (use popsicle sticks), and students can choose how they respond (can require a response per discussion topic, but response can vary in format---a question, a comment, a reaction to someone else's comment, or a text reference). This activity will be used throughout course.

Small Groups (SL.12.1)

Depending on the assignment's complexity, purpose, and duration, students may be placed in groups based on ability or interest; other times, students may be allowed to choose their own groups. Expectations for group outcomes and member participation will always need to be clearly explained and purposeful. These will be used when they best lend themselves to an activity for any unit. Groups can be used to mimic mini-social groups within the class and students can analyze how they interact within their groups.

Independent Response (W.12.2, R.12.1, L.12.3)

Students will respond independently to texts by answering provided questions as well as writing their own, emphasis on higher level thinking questions (Levels II-III). Students' responses vary including journal entries, summaries, text annotations, formal writing with text evidence, creative responses, drawings, paraphrases, noting literary elements and their significance, and identifying parts of a text that shows the author's style, the author's tone, the mood, and the purpose. Independent response will be used in conjunction with the other activities for each unit.

Cumulative Project (W.12.3, L.12.1, L.12.3, L.12.5)

As a final project, students will create memoirs exploring their own identities. There will be creative license with this project. Some students may opt to present their work in a traditional essay format while others might chose to create a book, a short video essay, etc. The project's objectives may be met through various means as long as purposeful reflection and analysis show self-perception of identity as it develops through multiple social contexts and life experiences. Students will reflect with the understanding that developing an identity is a journey, not a destination. Jodi Davis stresses this in her work on identity, "The formation of your identity is an evolutionary process that balances the internal and external sources of that which defines who you are. Embracing both parts of your identity allows you to associate with others *and* to be uniquely individual. You are the totality of your cultural and societal classifications *together with* your distinctive physical, emotional, intellectual and spiritual characteristics." Students will consider their personal identities in the scope of their social experiences. They will begin to

question how social communities and identity influence their values, goals, perceptions, and attitudes.

Students will initially create an “I Am...” inventory, consisting of twenty descriptors. Upon completing this list, students will categorize their responses using the following (SimplyPsychology):

- 1) Physical Description (I’m 5’4”, I have green eyes, etc.)
- 2) Social Roles (I am a student, I am a sales associate, I am a cousin, etc.)
- 3) Personal Traits (I am generous, I am stressed easily, etc.)
- 4) Existential Statements (I am a Christian, I am part of the universe, etc.)⁶

After categorizing their lists, students may be grouped according to which traits are prevalent in their lists. Next, students participate in a guided discussion about how these traits are evident, influence actions, behaviors, and values. Their most relevant traits will be used as part of their brainstorm for the cumulative project. They will question when and how these traits developed and the role they play in their lives.

Dr. Seuss’ book *Oh the Places You’ll Go* will be used to introduce the final project and provide brainstorming opportunities. Dr. Seuss poses many applicable life scenarios in his story prompting readers to reflect on life’s highlights, lowlights, and plateaus. As seniors, students are at a relevant crossroad and may be wondering what path to take. Undoubtedly, they are about to embark on a great life journey that will heavily impact of their future. While some students feel certain what college they want to attend and what major they will pursue, others are still debating between college, military, or work options. Some know they want to go to college but haven’t reached a final decision point about where, and choosing one major for a potential career is terrifying. They will be able to relate to Dr. Seuss’ lively relatable depiction of life’s many decisions points, celebratory times, and troublesome moments. It is often in these situations that identities are transformed, strengthened, and challenged. Social groups may change, or they may be influential in one’s ultimate choice.

In addition, *The New Yorker* article, “Who Am I?” will be used as a stylistic example students may mimic to introduce facets of their identity prior to focusing on primary traits they will further explore. The introduction of *The New Yorker* article will be annotated for its style and author’s use of categorical traits and how they are juxtaposed. Martin begins his article as follows:

“Who am I? That is a simple question, yet it is one without a simple answer. I am many things---and I am one thing. But I am not a thing that is just lying around somewhere, like a pen, or a toaster, or a housewife. That is for sure. I am much more than that. I am a living, breathing thing, a thing that can draw with a pen and toast with a toaster and chat with a housewife, who is sitting on a couch eating toast. And still, I am much more.”⁷

Appendices

[Appendix 1: Implementing District Standards](#)

[Appendix 2: Unit-Specific Questions](#)

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[Appendix 4: Canterbury Tales Writing Project \(focus on characterization\)](#)

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Appendix 1

Implementing District Standards

This unit implements the following Common Core State Standards in Reading, Writing, Speaking and Listening, and Language:

R.12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

R.12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.

R.12.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

R.12.6 Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant.

W.12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

SL.12.1 Initiate and participate effectively in a range of collaborative discussions.

L.12.1 Demonstrate command of the conventions of standard English grammar and usage when writing

L.12.3 Apply knowledge of language to understand how language functions in different contexts.

L.12.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Appendix 2

Unit-Specific Questions

In order to meet course guidelines, Common Core State Standards, and district graduation requirements, this curriculum unit spans the course as an overriding theme. While the included literature supports the designated curriculum unit's topic and goals, it is not restricted to them. In order to clarify the connection and establish how the topic, Culture and Identity: Intertwined and Influential, better develops by understanding each text's support, the following unit essential questions are provided.

Unit 1-A: Anglo-Saxons

How do cultural ideals influence how identity develops and is honored within the community?

Unit 1-B: Middle Ages

How can identity be revealed to reflect a type of person within a society? (i.e. How do Chaucer's characters come to represent "everyman"?)

Unit 2: Renaissance

How do authors purposefully use their craft and chosen genre to express their identity?

Unit 3: The Restoration and the 18th Century

How do historical events and ideological shifts affect people's values and identify formation?

Unit 4: Romanticism

How do industry, economy, politics, and personal satisfaction or dissatisfaction influence how people identify with their society (its struggle and its achievements) and the environment?

Unit 5: Modern World

In what ways do increased communication, travel, and cultural awareness impact identity? Reversely, how does identity impact society?

Unit 6: Modern and Contemporary Literature

What role do values (consider personal, community, and family values) play in identity formation?

Supplemental Questions:

How might identity be attributed to both intrinsic and extrinsic sources?

Is identity better supported as being static or dynamic over time? Provide support for claim.

How do individuals contribute to how cultures and communities value characteristics of identity?

How do identity and culture influence each other simultaneously? Does one outweigh the other in influential power?

Appendix 3

PowerPoint Presentation (each slide has a question accompanied by relevant ClipArt image):

Slide 1: Respond to the following QuickWrite questions with any thoughts that come to your mind.

Slide 2: What does it mean to be social?

Slide 3: What is a community?

Slide 4: What are different types of communities?

Slide 5: How do people interact within communities? What leads to this interaction?

Slide 6: When considered together, what might be a way to describe the characteristics of a social community?

Appendix 4

English IV: Canterbury Tales Writing Project

Directions:

Okay now to the meat of the assignment. You are to write thirty rhyming lines. Much like the prologue to *The Canterbury Tales*, you will pick a job that you wish to have at some point in the future and write about it. You might choose to just give a simple description of yourself. You might choose to tell something funny about yourself or your job. You might make up something interesting or otherwise entertaining about your future self in the process. Keep the class selected destination in mind as well. Of course, you are more than welcome to write more than thirty rhyming lines. All work must be turned in on time in order to receive full credit.

- You must include a mix of direct and indirect characterization (plus what the ind. ch. SHOWS)**
- Write about yourself in the 3rd person**
- # lines to ensure you have 30 lines**
- Include 5 strong uses of figurative language and IDENTIFY each by labeling type (i.e.: alliteration, metaphor, simile, imagery, strong diction---connotation, etc.)**
- Punctuation counts!**
- Lines should be written in iambic pentameter (10 syllables per line) ---COUNT THEM!**
- Copy Chaucer's rhyme scheme
aabbccdd... (every two lines rhyme together)**

Rubric

• Rhyme Scheme	= 10 pts
• Punctuation	= 5 pts
• Spelling/Grammar	= 5 pts
• 10 Syllables/Line	= 10 pts
• 5 ex. of indirect ch.(min.)	=10 pts (include what it SHOWS)
• 5 ex. of direct ch.(min.)	= 10 pts
• 30 lines(min.)	= 30 pts
• Numbered lines	= 5 pts
• Written in 3 rd person	= 5 pts
• 5 Ex. of Fig. Lang.	= 10 pts (each should be labeled)

Appendix 5

Oh, the Places You'll Go!

By Dr. Suess

As high school seniors, you have been many places, experienced many adventures, and have much to anticipate on the road ahead. Now is a good time to reflect on the last 17-18 years and how they have influenced WHO YOU ARE. With this in mind, you will look ahead to the next several decades awaiting you. Follow the steps below as you reminisce and dream.

1. Read Dr. Suess's book Oh, the Places You'll Go!
2. Make connections between Dr. Suess's insight, your own life, and how experiences have shaped your identity.
3. Consider the following points:
 - a. The average person changes careers six to seven times during his/her life.
 - b. You will leave high school with a high school diploma plus a career passport (your resume, employability skills, social skills, etc.)
 - c. The average person works about 37 years. It is important that you seriously think about what kind of work you have a passion to do and then learn the skills to obtain a job and work toward your career goals.
 - d. Most people have to overcome obstacles on the road to success. Obstacles do not stop you. They challenge you; they make you stronger and wiser.
4. Respond to the following questions/reflection points:
 - a. What are some places you have chosen not to go (things you have decided against in life...could be literal places, or actions, etc.)
 - b. What were some "not-so-good streets" you have avoided?
 - c. Describe some times you have felt frustrated or lost...difficult decisions that didn't seem to have clear answers.
 - d. Think about proud moments in your life. What defined them?
 - e. What is a decision you are glad you made in life (one that has proven beneficial to you or a good learning experience)?
 - f. What is something you excel in/something others admire you for (what do you do better than other people)?
 - g. When is a time you have felt left-behind? Maybe things went wrong and you didn't succeed at something.
 - h. How did you overcome a trying time? How did you get out of your "slump"?
 - i. What is a time in your life that you felt unsure and had to make a decision that you weren't confident about (maybe you were at a crossroad where the "streets are not marked")?
 - j. What is an important time in your life when you have felt you were "waiting" for something or someone (an answer, guidance, etc.)?

- k. Is there a time you have been “playing against you”?
- l. Describe a time you have felt alone.
- m. What is a problem you have faced and overcome? How did it make you stronger?
- n. What mountain is waiting for you? (What are your goals?)
- o. How will you climb it to the top? (What is your game plan?)
- 5. Now, considering your reflections, pick 1-3 defining moments and put it/them into narrative form. You will need to elaborate on your event(s) in detail.
- 6. **Write a 5-6 page memoir (format may vary, but use this as an equivalent length guide)** in which you discuss your life.
 - a. Your writing needs to be typed (unless in an alternate, approved format)
 - b. Work should address the following questions:
 - i. Who are you?
 - ii. What has had the greatest influence on your identity?
 - iii. What has made you this way?
 - iv. What do you plan to be? How has society affected this decision?
 - v. Where will you go? How are your future plans a result of your identity?
 - c. **Include at least three illustrations**
 - i. May be photos of you at different ages, places, etc.; can also be drawings
 - ii. Photos/illustrations must be labeled and neat (i.e. do not simply staple pictures to the back of your writing)
 - iii. Illustrations must be relevant

****Rather than chronologically listing all events in your life, select a couple DEFINING moments that have helped make YOU who you are. Discuss these in detail.

***** “Show me, don’t tell me!”

Appendix 6

Rubric for Eng. IV: Memoir – *Oh the Places You'll Go!*

Name: _____

Length (5-6 pages, or equivalent): 0.....5.....10

Includes at least 3, labeled illustrations: 0.....5.....10

Includes the following:

- Details of events: 0.....5.....10.....15
- Significance of event(s): 0.....5.....10.....15
- Connections to present self: 0.....5.....10.....15
- Consideration of societal influence: 0.....5.....10.....15
- Conventions: 0.....5.....10
- Typed: 0.....10

Total: /100

Comments:

Appendix 7

Reader Response Options

Response Criteria for A Long Way Gone

You will need to respond to each of the following criteria on your own paper. Your notes should be taken **as you read** using the Cornell format. Be SURE to include the following information:

Information to provide **once**:

1. Title, author, and date of publication
2. Biographical information about the author (at least one full paragraph)
3. Genre (style/type)
4. Setting and historical information
5. Conflict (may be more than one)
6. Author's purpose – why is the information in this section shared?
7. Character descriptions (give physical and/or personality traits and identify the protagonist and antagonist—not always people). Leave room to add to this as you read.

Information to provide for **each section (9 total)**; be sure to label each section:

1. Brief summary/plot (what has happened/changed?)---this can be bulleted like events on a timeline
2. Discussion question (at least one Level II question per **section**)
3. Connection (what connection can you make to yourself, to another text, or to the world? or just tell how the author's story makes you feel at this point)
4. Author's style – copy a unique phrase or significant line (include page number and speaker/situation)
5. Author's tone – copy a line that shows how the author feels

Items to Note:

- For each section, the required work will be checked for a grade.
- There will be a short quiz over each section.
- Additional points will be earned for participating in class discussion and using provided class time to read.
- Books will be assigned; it is each student's responsibility to have the book IN CLASS to read during any down time and to reference during discussion.

Section	Page Numbers	Tentative Due Date
1	5-26	
2	26-49	
3	49-69	
4	69-89	
5	89-114	
6	114-138	
7	138-167	
8	167-193	
9	193-218	

Canterbury Tales: Pilgrim Chart

Pilgrim	Examples of <u>Direct Characterization</u>	Examples of <u>Indirect Characterization</u> and what they reveal	Summary of Character	Example of poetic structure, author's style, or figurative language

Beowulf Response Criteria

Character/Setting	Description	How plot is affected	Anglo-Saxon Ideal
Beowulf			
Hrothgar			
Grendel			
Grendel's Mom			
Wiglaf			
Herot			
Grendel's Lair			
Cave			

Reader Response Sheet

Chapter Title(s):	
Page Numbers:	
Summary:	
Level 2-3 Question:	
Answer:	
Connection:	
Quote & pg. #:	
Significance:	
Prediction:	

The Color of Water

James McBride	James' Mother
<p>Pgs:</p> <p>Text says:</p> <p>What it reveals about the author's identity:</p>	<p>Pgs:</p> <p>Text says:</p> <p>What it reveals about the author's identity:</p>
<p>What I learn about the author's journey to discover himself while uncovering his mother's history:</p> <p>Connections I can make to my own perceived identity:</p>	

Resources

Bibliography for Teachers

Bean, Thomas W., and Karen Moni. "Developing Students' Critical Literacy: Exploring Identity Construction in Young Adult Fiction." *Journal of Adolescent & Adult Literacy* 46, no. 8 (May 2003): 638-48. Accessed October 18, 2013. oncourse.iu.edu/.../Identity_and_Critical_Literacy_in_YA_lit.pdf.

This work discusses critically analyzing literature for identity construction as it is revealed through themes.

Brown. "Culture and Identity." 29-39.

This chapter examines different types of culture and their influence on identity, which is defined as the way individuals and groups see and define themselves and others.

Davis, Jodi. "Identity." In *The Promise of Potential*, 7-13. Accessed October 18, 2013. http://www.jodidavis.com/pdfs/excerpt_identity.pdf.

This chapter considers how identity emerges and evolves to form the unique individual. Strong consideration is given to self-awareness of identity.

Deaux, Kay. "Social Identity." *Encyclopedia of Women and Gender* 1-2 (2001): 1-9. Accessed October 18, 2013. http://www.utexas.edu/courses/stross/ant393b_files/ARTICLES/identity.pdf.

This work defines social identity, examines its types, and explores how it develops and changes

Gudykunst, William B., and Tskukasa Nishida. "The Influence of Culture and Strength of Cultural Identity on Individual Values in Japan and the United States." *Intercultural Communications Studies* IX, no. 1 (1999): 1-7. Accessed October 18, 2013. <http://www.uri.edu/iaics/content/1999v9n1/03%20William%20B.%20Gudykunst%20%26%20Tsukasa%20Nishida.pdf>.

In this article, the authors share their findings from studies examining the influence of the interaction between culture and strength of cultural identity on values.

McLeod, Saul. "Self Concept." *SimplyPsychology*. 2008. Accessed October 18, 2013.

www.simplypsychology.org > Social Psychology.

This work looks at the different forms of self, defines self-concept, and examines self-image.

McLeod, Saul. "Social Identity Theory." SimplyPsychology. 2008. Accessed September 23, 2013. www.simplypsychology.org > Social Psychology.

This work considers the role social groups play on identity formation through social identification and comparison.

Mrkich, Dana. "Do You Choose Your Identity or Is It Chosen for You?" Accessed October 18, 2013. <http://www.danamrkich.com/writings/essays/06/dycyi.html>.

This article questions the role personal choice plays in their own identity development.

Stets, Jan E. and Peter J.Burke. "A Sociological Approach to Self and Identity." 1-47. Accessed October 18, 2013. wat2146.ucr.edu/Papers/02a.pdf.

This article examines the sociological aspects of identity with consideration of social structure and identity theory.

Bibliography for Students

Beah, Ishmael. *A Long Way Gone: Memoirs of a Boy Soldier*. New York: Farrar, Straus & Giroux, 2008.

This autobiographical account of the author's life as a boy soldier provides a graphic report of one boy's struggle to find identity in response to social conflict.

Black, Nathan. "Yes, I'm in a Clique." *The New York Times*, 1999. Accessed October 18, 2013. <http://www.nytimes.com/ref/opinion/12columbineclassic.html>.

This article from a student at Columbine during the shooting briefly examines clique membership and meaning.

"Identity." PBS. Accessed November 25, 2013. <http://www.pbs.org/art21/films/identity>.

This website provides various genres showing identity in contemporary art.

Koppel, Niko. "Are Your Jeans Sagging? Go Directly to Jail." *The New York Times*,

August 30, 2007. Accessed October 18, 2013.
http://www.nytimes.com/2007/08/30/fashion/30baggy.html?_r=0.

This article questions the justification for banning a common style, sagging pants. It provides a historical explanation for the style and poses the question if banning the style attempts to solve the underlying issues behind the style.

"Langston Hughes: Theme for English B." Langston Hughes: Theme for English B.
Accessed November 25, 2013.
http://www.eecs.harvard.edu/~keith/poems/English_B.html.

This poem examines the idea of "Influencing those who influence us."

"Lemon Andersen Performs "Please Don't Take My Air Jordans"" YouTube. December 07, 2012. Accessed November 25, 2013.
<http://www.youtube.com/watch?v=WT7VMrxTPPA>.

This TED talk explores media and social acceptance.

Literature Grade 12 British Literature. Holt McDougal, 2011.

"Macklemore X Ryan Lewis "WINGS" Official Music Video." YouTube. July 20, 2011.
Accessed November 25, 2013.
<http://www.youtube.com/watch?v=gAg3uMINyHA>.

This song exposes the power of consumerism and being "what you wear."

McBride, James. *The Color of Water: A Black Man's Tribute to His White Mother*. New York: Riverhead Books, 2006.

This is a nonfiction work by James McBride that shares his personal journey and challenge to discover identity. The chapters alternate between his mother's story (collected through interview) and his own.

Seuss. *Oh, the Places You'll Go!* New York: Random House, 1990.

This book encourages readers to reflect on the past, find hope in the present, and anticipate the future's possibilities.

"Slip of the Tongue." YouTube. June 09, 2008. Accessed November 25, 2013.
<http://www.youtube.com/watch?v=5386dnAAHdY>.

This piece deals with the danger of stereotypes.

Soto, Gary. "Who Will Know Us." October 1987 :. 2013. Accessed October 18, 2013.
<http://www.poetryfoundation.org/poetrymagazine/browse/151/1>.

This poem acknowledges life's inevitable immortality, and our ancestor's legacy through us while asking what we will be remembered for.

Notes

1. Stets, Jan E. and Peter J. Burke. "A Sociological Approach to Self and Identity." 1-47. Accessed October 18, 2013. wat2146.ucr.edu/Papers/02a.pdf, 1.

2. Deaux, Kay. "Social Identity." *Encyclopedia of Women and Gender* 1-2 (2001): 1-9. Accessed October 18, 2013. http://www.utexas.edu/courses/stross/ant393b_files/ARTICLES/identity.pdf, 4.

3. Brown. "Culture and Identity," 31.

4. Brown. "Culture and Identity," 38.

5. Mrkich, Dana. "Do You Choose Your Identity or Is It Chosen for You?" Accessed October 18, 2013. <http://www.danamrkich.com/writings/essays/06/dycyi.html>.

6. McLeod, Saul. "Self Concept." *SimplyPsychology*. 2008. Accessed October 18, 2013. www.simplypsychology.org > Social Psychology.

7. Martin, Demetri. "Who Am I." *The New Yorker*, February 28, 2011.