



Identity Crisis: Who Am I?

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Wilson Stem Academy

This curriculum unit is recommended for: 7th-8th grade AVID Students

Keywords: Identity, Self-Awareness, Self-Validation, Self-identity vs. Social Identity, Cultural Awareness

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

Synopsis: Identity is defined as the fact of being who or what a person or thing is. Based on an article from, “Acts For youth”, Identity refers to our sense of who we are as individuals and as members of social groups. Our identities are not simply our own creation: identities grow in response to both internal and external factors. To some extent, each of us chooses an identity, but identities are also formed by environmental forces out of our control. Society, Educators, Parents, and other Adolescents may feel that our youth may be going through some type of Identity Crisis being that some youth have decided not to identify with a certain race, gender, and or religion. I plan to have my students to explore what Identity is, what helps shapes their identity, does their identify or school have an affect on one another, and why is self-identity vital with self-development. I want to get their viewpoints on if they feel that society or their environment plays more of a role in determining their identity or if they feel they that they develop who they are.

I plan to teach this unit during the upcoming school year to my 6th, 7th, and 8th grade AVID students.

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Introduction:

Rationale

As an educator for more than 20 years, I have witnessed here lately my students struggling with who they are and where they belong. Students have been encouraged through society and various platforms to “Be You” however I am unsure that they fully understand who they really are. I do have a few students that are strong in the belief of who they identify with and then there are others who are either confused or are careless in who or what to identify with. Another factor that has me interested in this topic is watching my own son go through different phases of identity changes from elementary, middle school, and now high school. I feel that I have lived with three different people over the years. I can honestly say that this research may be more for me rather than my students of wanting to know the driving force of what helps shape identity in their opinion. I want to provide my students with resources and tools to help guide them with knowing exactly who they are and where they belong. I want them to know that self-identity is a continuous process and that as we evolve in life our identity and things, we identify with may evolve as well. I want to focus on articles, texts, and short novels that pertain to identity development and things that influence or shape our identity.

Students focus will be on:

- What is Identity?
- What and who shapes our identity?
- Why is identity important in self-development?
- Why is identity important in terms of mental health?

We will focus on various activities such as:

- Socratic Seminars
- Philosophical Chairs
- Reflections/Journal writing
- Bio Poems
- Coat of Arms
- Identity Circles
- Jigsaw Puzzles

I will utilize three novels in my curriculum unit as well to help scholars take a deeper look at identity from various characters. Through these characters and their stories scholars will identify the different identity conflicts these characters are dealing with and how outside forces/circumstances and situations have helped shape or change the identity or bring self-awareness to these characters.

The first book that I will be using in my 6th grade AVID class and is titled, “New Kid” by Jerry Craft. This story is about 12-year-old African American living in Washington Heights. Jordan, which is the main character, has dreams to attend a prestigious art school, but his mother enrolls him to Riverdale Academy Day. Riverdale is a local prestigious school. Jordan is one of the very few African Americans attending the school. In the story Jordan develops a friendship with a student named Liam Landers and they become very close.

In the story Jordan has a hard time adjusting to his new environment and begins suffering from an identity crisis over where he belongs. The school has a white-majority student population, and his friend Liam is Caucasian which causes him to have issues with the few African Americans in the school. Jordan is caught up between two worlds which causes him to become over overwhelmed. Jordan along with the other African American students have to deal with racist sentiments from fellow students and the faculty

Jordan gets used to his circumstances and eventually joins the school soccer team. He quickly becomes very popular after joining the soccer team. Throughout the story Jordan brings all of his friends together through video games and he becomes more comfortable with his circumstances.

With my 7th grade students, I plan to use, “The Skin I’m in” by Sharon Flake which is about a 7th grade student named Maleeka who is also a new student at her school. Maleeka struggles with her body image due to both society and her classmates' colorist bullying. In the story, Maleeka grows up without her father being present and she experiences bullying every day from her peers. Maleeka deals with the issue of self-worth because she is often bullied because of her dark skin tone. She is used by her friends and is betrayed by them and a boy who she really likes. Throughout the novel, Maleeka struggles and ultimately succeeds in standing up for herself and coming to love the skin she's in due to the support and encouragement from one of her teachers, Miss Saunders who also experiences taunting because of a scar on her face. Maleeka looks up to Miss Saunders because of the way she handles herself when students are not always nice to her.

With my 8th graders, I will use the book “Monster” by Walter Dean Myers. In this story Sixteen-year-old Steve Harmon recounts his and James King's trial for the killing of Mr. Nesbitt, a drugstore owner, in a botched robbery in Harlem six months prior. Through personal notes and a screenplay, he writes in his notebook, Steve recounts the 11 days between the start of the case and the jury's verdict. He names the screenplay “Monster” after what the state prosecutor Sandra Petrocelli called him in court. This story discusses issues such as how race and cultural identity affects how characters are viewed, how character's view others, and how characters view themselves. This novel will depict the importance of race and cultural identity.

I am a third-year AVID (Advancement Via Individual Determination) elective teacher which is a class based off college and career readiness. Our standards are based on various WICOR strategies. Scholars will express their feelings, emotions, and ideas in various activities implemented through WICOR Standards (writing, inquiry, collaboration, organization and reading) which is an AVID strategy used school wide. WICOR strategies are not content based and look different from content area standards. Scholars read and analyze various short stories, and articles where they are expected to make real life connections as it relates to identity and self-validation.

Demographics: This 2021-2022 academic year, Wilson STEM Academy entered its fourth year as one of Charlotte Mecklenburg Schools' newest technology schools. We reside on the west side of Charlotte and our affiliation is with the Northwest Learning Community. We continue as a fully inclusive computer science/engineering "partial magnet" immersion middle school. Computer Sciences/ Project Lead the Way (PLTW) courses offered include Computer Science for Innovators and Makers (required for 6th grade and offered to 7th)), Flight and Space - 6th, 7th, and 8th grades, Science of Technology – 6th grade, App Creator and Automation and Robotics - 7th, 8th grades, and Design and Modeling – 8th only. Currently, we have 57 students identified as part of our Computer Science magnet. In 6th grade, we have 25, 7th grade has 28, and 8th grade has 4 seats. Overall, enrollment sits at 509 scholars with 173 6th graders (34%), 163 7th graders (32%), and 173 8th graders (34%). Gender representation comprises 262 boys (51%) and 247 girls (49%). Our population is 74% African American, 17% Hispanics, 4% Asian, 2% Caucasian and less than 1% Native American. We have 2% Academically Intellectually Gifted (AIG), 9% English as Second Learners (ESL) and 11% Students with Disabilities (SWD)/Exceptional Children (EC). Last of all, 3% of our scholars are McKinney-Vento and 100% receive free breakfast and lunch. I teach AVID (Advancement Via Individual Determination), which is a College and Career Readiness Course. I teach 6th, 7th and 8th grade. This is our second year offering AVID as an Elective Class at Wilson Stem Academy. Students were placed in AVID based on teacher recommendations. Students are expected to maintain an overall 2.0 GPA and encouraged to take rigorous courses as they progress in the AVID Program. I have a total of (30) 6th graders, (29) 7th graders, and (30) 8th graders.

Objectives:

The objective of this curriculum unit to help scholars develop a self-conceptual understanding of who they are through various text and activities, to understand why identity development is important, and to identify factors that contributes to shaping their identity. It is important for my students to develop a sense of self-pride and a sense of belonging without having to alter their true authentic identity. We will discuss appropriate course of actions using a novel study, videos, excerpts from text, Philosophical Chairs, Socratic Seminars, and short writing assignments. Scholars will utilize inquiry and writing skills to express themselves as they make connections as they interpret and recognize their own beliefs, values, and opinions and those of others.

Content Research:

What is Identity?

What is identity? Identity refers to one's sense of as an individual and how they define themselves in terms of values, beliefs, and role in the world (Watson, 2019). According to Webster, identity is a set of qualities and beliefs that make one person or a group different from others. Identity includes physical and behavior traits that helps make up who we are as individuals. Identity is an overall representation of our culture, interest, relationships, and efficacy of doing things that we deem important.

Why is Identity Development in Teens Important

Self-identity **refers to stable and prominent aspects of one's self-perception**, according to Webster Dictionary. A **positive sense of identity or self-identity** is crucial to the development of self-esteem and confidence. A healthy sense of identity can help children to be more open to people from other backgrounds because they are less likely to fear differences or put other children down to feel better about themselves. Children develop self-identity, **who they believe themselves to be**, and begin to form relationships through play and peer relations which contribute to their emotional, social and cognitive development. When children feel a sense of belonging and sense of pride in their families, their peers, and their communities, they can be **emotionally strong, self-assured**, and able to deal with challenges and difficulties. This also creates an important foundation for their learning and development. Having a positive self-identity helps shapes a child's perception of belonging not just for their childhood years, but for most of their adult life (Watson, 2019). Psychologist Erik Erikson once stated that identity development is key process for teens and that a failure to establish identity leads to a role of confusion and a weak sense of self later in life.

Self-Identity and African American Children

Self-Identity and African American Children Self-identity refers to stable and prominent aspects of one's self-perception (Webster). A positive sense of identity or self-identity is crucial to the development of self-esteem and confidence. A healthy sense of identity can help children to be more open to people from other backgrounds because they are less likely to fear differences or put other children down to feel better about themselves. Children develop self-identity, who they believe themselves to be, and begin to form relationships through play and peer relations which contribute to their emotional, social and cognitive development. When children feel a sense of belonging and sense of pride in their families, their peers, and their communities, they can be emotionally strong, self-assured, and able to deal with challenges and difficulties. This also creates an important foundation for their learning and development (Raburu, 95-96). Self-identity can be a key instrument in addressing obstacles that create barriers that hinders the success of African American children. When black students strongly identify with their cultural heritage, there is an increase in their self-esteem, self-efficacy, and academic motivation (Ross et al.) As we know some African American children that attend Title 1 schools, lack the basic characteristics of having a positive self-identity. These students are faced with poverty, a lack of religious structure, one parent homes, drug addicted parents, a lack of positive role models. These barriers can hinder the success of African American Children if they are not properly addressed. This means that our children must first know who they are and what they can become even through adversity.

Self-Identity vs. Social Identity

Self-identity refers to how we define ourselves. Self-identity forms the basis of our self-esteem. In adolescence, the way we see ourselves changes in response to peers, family, and school, among other social environments. Our self-identities shape our perceptions of belonging. **Social identity** is constructed by others and may differ from self-identity. Typically, people categorize individuals according to broad, socially defined labels. For example, if you have dark skin, you may be labelled "black" by others even though you may not have adopted that identity for yourself (Frideres, 2002)

Factors that Influence/Affect Teens Identity

Personality is a dynamic component of our psyche. It takes different shapes and undergoes various changes as we grow and evolve through life. A teenager's personality gets shaped by a wide variety of factors. Most of the time, these factors do not act individually, but rather have a collective impact on the teenager's mind. That is to say; these factors act in conjunction with one another ([Ananya Surana, 2022](#)). Here is a list of a few other factors that can affect or influence teens and their identity:

- **Heredity-** this includes the characteristics passed down from your parents. It can affect the mental and physical make-up of a person. Physical features largely affect our concept of self-image. Self-image is extremely important as it determines how teenagers perceive themselves and their self-confidence level.
- **Body's Biochemistry-** Hormones has a big influence in shaping and developing a teens personality. Hormones that regulate our moods and behaviors include the pituitary gland, the thyroid gland, the pancreas, and the adrenal glands. Emotions ranging from happiness, anger, sadness, or even disgust are caused from our hormones. Eating a healthy nutritious meal, balancing our diets, and exercising, can help balance our hormones.
- **Family-** this is one of the most influential factors that influences the personality of an individual. Some of the most impactful elements include the structure of the family, socio-economic status, emotional environment, cultural influences, academic priorities, interactions between family members, and child-rearing practices. Dr. Sigmund Freud, believed that childhood experiences play the most prominent role in shaping a person's personality. He believed that familial background could influence an individual's unconscious motives and continue to influence their personality well into their adult life as well (Frideres, 2002).
- **Peer Group/Friends-** Peer groups can have a positive or negative impact on a teen's personality. Peers can be persuasive and influential. A good group of friends and healthy relationships can help individuals grow and develop in a positive way. An unhealthy group of peers can negatively influence even the best-behaved child.
- **School-** Because teens spend most of their day in school, school has a major influence on teens just as much as family. This is the environment in which teens spend time with their peer groups and friends. The quality and approach of a school can shape a teenager's personality to a great extent. The elements related to school like the teaching strategies applied, learning process, academic activities and co-curricular facilities provided by the school, teachers' rapport with the students, school discipline, and policies have a significant impact on the personality of the student.
- **Mass Media-** The majority of adolescents spent a majority of their time on some type of mass media platform. Mass media is a source of entertainment and can have positive and negative affects on teens. Social media can keep the younger generation up on the latest fashions, Tic Tock challenges, news on their favorite artist, and can be an educational tool, it also can bring attention to some of the flaws that teens identify when comparing themselves to others and that can have a very negative impact on them.
- **Culture-** Cultural factors also play an influential role in shaping the personality of an individual. Every culture has its own set of values, beliefs, and norms that influence the personality of those within the cultural setting (Frideres, 2002). Culture can shape an individual's thoughts, feelings and behavior pattern. Different personality traits are brought out in different cultures based on their value system. People who share the same culture can still have different personality traits depending upon

outside factors and their influences on an individual. With the influence of cultural mingling, global cultures are a much more substantial influence on teenagers in current times.

Identity and personalities can be very dynamic. As teens grow and evolve, they both can change depending upon the factors and influences mentioned above. Having a deeper understanding of these factors can help teens develop a stronger and more positive identity and produce high self-esteem.

Being Transparent

As I thought about my students at Wilson Stem Academy, I pondered upon the questions of how our students really view themselves. My questions I thought about were: What race do you identify with? What gender do you identify with? (Optional) What parts of your identity do you choose for yourself? What parts of your identity do you feel are determined by others, by society, or by chance? Who are people you look up to and why? Who are you as a citizen of America? Do you feel it is important to have positive influences in your life why or why not? Identify one character from a book that you've recently read that you can identify with or have a personal connection with? These are questions I would like my students to answer with clear and concrete answers by the end of this curriculum unit.

Instructional Implementation

Teaching Strategies

Introduction

Words to Know

The purpose of this activity is for scholars to be familiar with words that will be used during the duration of this unit. Scholars will use the "Four Square" Vocabulary graphic organizer to capture the meaning of the following words: Self-Awareness, Self-Identity, Self-Validation, Cultural Awareness, Morals, and Social Purpose. These words will be reflected upon throughout our entire curriculum unit during various activities and our novel study.

Identity Short Film

Students will watch the following short film: https://youtu.be/ZXnnbYsT_hI

After watching the film, students should turn and talk and collaborate to complete the following questions.

- What do you think the "mask" symbolizes in this short film?
- Why do you think some of the characters have on more than one mask?
- Towards the end of the short film, the female character took her mask off? Why was she able to now remove her mask? What did the removal of the mask represent?

Students will be given a color page with various mask and asked to complete the following activity:

<https://kennedypsychology12.files.wordpress.com/2012/10/masks-introductory-activity.pdf>

Who are We: Teen Identity

Students will watch the following video, https://youtu.be/ZXnnbYsT_hI and complete the following questions: Quick Write

- What is the main problem or conflict presented in the video?
- What was the responses from some of the teens/adults in this video?
- Do you agree with the adult's perspective in the video or the teens? Explain your reasons.

Who Am I?

Writing Activity

Students will write a 1–2-page essay that describes how they view themselves at this moment in their lives. The essay should include some of the following questions: How is our identity formed? How do we label ourselves and how are we labeled by others? How are our identities influenced by how we think others see us? How do our identities inform our values, ideas, and actions? How would I describe myself? What am I really struggling with now? What am I really interested in? Interested enough to invest more time and effort into it? What do I do outside of my school? What is the quality of my relationships with people? What kind of people do I want to be with/around and why? What are you inspired by? What do I want to be remembered for? How do I want to contribute to the people around me? What makes you unique? How do you define yourself? And how do you react when others misunderstand or pigeonhole you? Students will share out their essays at the end of the assignment. This assignment can create crucial dialogue within the classroom.

Coat of Arms/Family Crest

A *coat of arms* is the arrangement of symbols, colors, and shapes on a shield, and it is used to identify families or individuals.

Independent assignment-Students will complete a personal coat of arms about their family. Students will share any of the following things on their coat of arms.

Group Assignment- Students will work in a group to complete a family coat of arms using, selected novels. Groups will complete assignment using butcher paper. Students will discuss the similarities and differences

- One word, emoji, or symbol that describes or represents their family
- Use a symbol, image or word to tell where their family is from
- Use a symbol, image or word to represent something their family does for fun
- Use a word, image or symbol that describes a family tradition
- Use a word, image or symbol that represents a food that everyone in your family enjoys
- What is one saying or rule that their family stands by? For example, "a family that prays together stays together".

"I am", "I am Not"

Students will watch the following video: <https://youtu.be/lpO27mNYMIc>

In this video, various students present "I am", "I am Not" statement describing who they believe themselves to be and who they know they are not. My students will complete three "I am, I am not" statements after watching the video and present them to the classmates. (This assignment can be a written assignment or students can present a Flipgrid).

Ex. I am a Woman, But I am not Weak

I am Tired, But I am not Defeated

Critical Thinking Questions-Guided questions

Students will answer questions after each chapter of their novel. The purpose of this activity is to ensure that students are fully engaged with the text and understand the main idea of each chapter. It also ensures that students provide personal and textual evidence to support their answer.

Character/Self Analysis

Self-awareness questions on personality using self/connection and character connection The purpose of this assignment is for students to be in tune with themselves by evaluating themselves through a self-awareness tool. Self-awareness is often defined as the ability to engage in reflective awareness. Students will complete the short self-awareness assessment on themselves and then complete one on any character from the novel. Students can provide real life connections and textual evidence to support their answers. Students can use this activity to begin to connect with their own unique identity.

- Describe yourself in three words.
- Describe your personality and has it changed from when you were younger?
 - Is your personality like either of your parents?
 - What qualities do you most admire in yourself?
 - What is your biggest weakness?
 - What is your biggest strength?
 - What things scare you?
 - Do you make decisions logically or intuitively?
- How would you complete the question: “What if?”

Postmortem of a Character

Students will select one a character from the text and create a visual autopsy of that character using butcher paper. Students will create a visual representation of a character, identify traits of that character and provide textual evidence to support their analysis of the character they selected. Students can select 10 body parts to complete. Students need to make sure they provide chapter and page number in parentheses after each quotation or passage. Teachers can modify the descriptions of each body part if need be.

BODY PARTS:

- Head- Intellectual side of the character-what are his/her dreams? Visions? Philosophies he/she keeps inside? What is your character’s mindset/thoughts?
- Eyes- Seeing through the characters Eyes-What memorable sights affect him/her? How?
- Ears- Hearing through the characters Ears-What does he/she notice and remember others saying to him/her? How is he/she affected?
- Nose- Smelling through the characters Nose-What smells affect him? How?
- Mouth- The character’s communication- What philosophy does the character share/espouse? What arguments/debates? What song would symbolize the character’s philosophy of life? What specific lyrics/images from the song would symbolize his or her philosophy?
- Arms- Working- What is the character’s relationship to work in general? To specific work?

- Hands- The practical side of the Character-What conflicts does he or she deal with? How?
- Heart- The emotional side of the character what does he/she love? Whom? How?
- Torso- The instinctive side of the character- What doesn't him or her like about himself or herself? What does he or she hide? What brings the character pain? What does he or she fear? Describe his or her "dark" side.
- Legs- The playful side of the Character-What does he or she do for fun? What are his or her avocations?
- Feet- The character's mobility- Where has he or she been (literally/figuratively)? How has he or she been affected by travel or setting?
- Wings- The character's future-Where is he or she going? (Students can make an inference or prediction based on the text)

Socratic Seminar-

The purpose of this activity is to allow students to have a formal discussion based on the text. Students will listen closely to the comments of others, thinking critically for themselves, and to articulate their own thoughts and opinions and their responses to the thoughts of others. All questions do not have to be used.

"The Skin I'm In"

- Why does Maleeka consider herself a "freak" and a "loser"? In what way does she identify with Miss Saunders?
- Maleeka describes herself as "the kind of person folks can't help but tease." Do you think her negative attitude toward herself influences the way others treat her?
- In what ways do we all internalize judgments about our appearance? How do these feelings affect our self-esteem and identity?
- What do you think Maleeka was thinking and feeling when John-John said, "She ain't nobody worth knowing"? How do others' comments impact our feelings about ourselves?
- Why do people often focus on weaknesses and negative qualities instead of the positive attributes that we all possess?
- Why did Maleeka automatically assume that Caleb saw the worst in her? What does it say about Caleb that he was able to see beyond the negativity of his peers?
- Why do you think Maleeka is ridiculed for being dark-skinned in a school that is predominantly African American? Where do you think such attitudes about skin tone come from?
- Why does Maleeka feel that Malcolm is lucky he looks more like his white father than black mother? Do lighter skinned black people enjoy certain advantages within their own communities and/or the larger society?
- What do you think your face says to the world? What qualities do you think you project and how do you think others perceive you?
- Is the face you project consistent with your own feelings about yourself?

- How do our own self-perceptions often differ from what others see in us? What lesson does Maleeka eventually learn about the importance of external appearances?
- What does it take for us to look beyond our external appearances and really get to know and appreciate ourselves? How can we strive in this direction?

“Monster”

- Steve writes that this is “the incredible story of how one guy’s life was turned around by a few events.” When does Steve lose control of his own fate? What could he have done differently to avoid the situation he finds himself in
- In the opening credits to his movie, Steve writes that this is “the incredible story of how one guy’s life was turned around by a few events.” When does Steve lose control of his own fate? What could he have done differently to avoid the situation he finds himself in
- Steve’s defense attorney, O’Brien, tells him, “half of those jurors, no matter what they said when we questioned them when we picked the jury, believed you were guilty the moment they laid eyes on you. You’re young, you’re Black, and you’re on trial. What else do they need to know?” What does this statement imply about the American justice system? Does it treat everyone fairly? Do you agree with O’Brien’s assessment? Was race a major factor in
- Steve imagines the defense attorney is looking at him and wondering “who the real Steve Harmon was.” Who is the real Steve Harmon? Is he a “monster,” as the prosecutor calls him? Why is it so important to Steve to have a better understanding of who he is
- Does a person become a “monster” by choice or are they forced into becoming a “monster”? What impact do the judgements of others have on self-esteem and self efficacy?
- Race and youth are complex issues that are examined in this book. On page 90, Kathy O’Brien, Steve’s defense attorney, says half of the jurors automatically believe Steve is guilty because he is young and black. During the trial, how does Miss O’Brien combat this prejudice and force jurors to look past the color of Steve’s skin? Are African American males still facing this same stereotype today? Give examples to support your answer.

“New Kid”

- Why does the title *New Kid* fit the plot of the story? Explain how the title’s meaning changes by the end of the story.
- Identity is a large theme of *New Kid*. What does identity mean to you? How does Jordan’s identity change throughout the novel?
- What is Jordan’s conflict with his parents? How do his mother’s and father’s parenting styles, and their views of Jordan’s education, differ? Who do you feel has Jordan’s best interest in mind?
- Describe how Jordan changes his attire and behavior to fit in both Washington Heights and Riverdale. What does this say about how society expects African Americans to act in different settings?

Classroom Lessons/Activities and Assessments Lesson

Lesson1/ Unit Standard: 8-WRI, 8- INQ, 8-COLL 8-ORG, 8-REA

Words to Know The purpose of this activity is for students to be familiar with words that we will be referencing throughout our novel study/curriculum unit. Students will use the Frayer Model to become more familiarized with the following vocabulary terms: Self-Awareness, Self-Validation, Cultural Awareness, Morals, Social Purpose, Identity.

Who Am I? Students will write a 1-2-page essay that describes how they view themselves as young and black in America. The purpose of this assignment to analyze how student view themselves and others, how they think others see them. This assignment will also examine things students deem important in relationship with others, things that inspire them, and how they would like to be remembered. This will connect to our text as we explore how each character in the individual novels struggles with some type of identity crisis/conflict.

Lesson2/Unit Standard: 8-WRI, 8- INQ, 8-COLL 8-ORG, 8-REA

Identity Short Film: Students will watch a short film video where the characters are all wearing mask. The purpose of this activity is to allow students to have open dialogue about what the mask in the video symbolizes and to discuss the various mask that they may wear daily.

Video: Who are We: Teen Identity: The purpose of this activity is for students to view teens and adults views about teen identity and to give their opinions about which perspective they agree with and provide evidence as to why.

Lesson3 Unit Standard: 8-WRI, 8- INQ, 8-COLL 8-ORG, 8-REA

Coat of Arms/Family Crest Students will complete a personal coat of arms about their family. Students will use images, symbols, and words to describe their family. The purpose of this assignment is to allow students to share family traditions and culture about their family prior to beginning the novel. Students can compare with their peers to see what similarities and differences they share. **Post Activity-** - Students will work in a group to complete a family coat of arms using their novel. Students will discuss the similarities and differences between their family dynamics and the family in the novel.

Character text to Self-Connection: Quick Write The purpose of this activity is to have students to identify with any character from a book, television show, or movie that they recently read or watched to see what kind of person they feel more connected to. Do these characters display positive or negative behavior? What do they have in common with these characters or lack thereof. How do they see themselves being viewed in these various roles?

Lesson 4/ Unit Standards: 8-WRI, 8- INQ, 8-COLL 8-ORG, 8-REA

“I am”, “I am Not” The purpose of this activity if for students to write positive affirmations about themselves using the sentence starters, I am, I am not. Students will share out this activity with their peers.

Lesson 4/Unit Standards: 8-WRI, 8- INQ, 8-COLL 8-ORG, 8-REA

Lesson 5/Unit Standards: 8-WRI, 8- INQ, 8-COLL 8-ORG, 8-REA

Postmortem of a Character-Final Assignment/project. The purpose of this assignment is for students to select one a character from the text and create a visual autopsy of that character using butcher paper. Students will create a visual representation of a character, identify traits of that character and provide textual evidence to support their analysis of the character they selected. Students can select 10 body parts to complete. Students need to make sure they provide chapter and page number in parentheses after each quotation or passage. Teachers can modify the descriptions of each body part if need be. This activity allows students to demonstrate their understanding of their selected character and how different factors affect their identity.

These activities can be done throughout the CU.

Critical Thinking Questions:

The purpose of this lesson is to ensure students are fully engaged with the text and understand the main idea of each chapter. Students are to provide personal and textual evidence to support their answers. (Questions will be provided after every 3 chapters) of the novel study. Quizzes will be given throughout novel study as well.

Socratic Seminar:

The purpose of this activity is to allow students to have a formal discussion based on the text. Students will listen closely to the comments of others, thinking critically for themselves, and to articulate their own thoughts and opinions and their responses to the thoughts of others. All questions do not have to be used.

AVID WRITING 8-WRI

The Writing Process

- Use varied strategies to prepare for and plan writing assignments Writing Applications
- Write to a prompt under timed circumstances and Writing to Learn
- Compose well-written summaries adhering to the five criteria of good summaries
- Refine usage of weekly learning logs, which include thoughts, reactions and responses to class content, and focus on applying concepts learned to one's life and future
- Write detailed self-reflections on experiences, presentations, speeches and field trips

AVID INQUIRY 8-INQ

Socratic Seminar and Philosophical Chairs

- Actively participate in and evaluate the process of Philosophical Chairs and/or Socratic Seminar, focusing on strategies for continuous improvement
- Reference text, citing location to support claims and questions
- Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation in a Socratic Seminar or Philosophical Chairs discussion
- Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea in a Socratic Seminar or Philosophical Chairs discussion

AVID COLLABORATION 8-COLL

- Scholars will refine inquiry, listening, and oral communication skills through a variety of activities, including tutorials, presentations, Socratic Seminars, and Philosophical Chairs
- Scholars will continue to foster trust building skills by working with classmates
- scholars will interact in a formal discussion, based on a text in which the leader asks open-ended questions. Within the context of the discussion, scholars will listen closely to the comments of others, thinking critically for themselves, and articulate their own thoughts and their responses to the thoughts of others.
- Scholars will Enhance understanding of collaboration and develop leadership skills by working in groups during team building and motivational activities or problem solving
- Scholars Identify roles within a team/study group to complete a task

AVID ORGANIZATION 8-ORG

Research Technology

- Use technology in assignments and presentations, particularly in response to a writing assignment
- Use the Internet to conduct research in preparation for speeches and essays Note-taking
- Mark, highlight and underline key concepts in notes to show key information

AVID READING 8-REA Vocabulary

- Understand how to use context clues in interpreting new vocabulary Textual Analysis
- Compare and contrast the structure of two or more texts and analyze how the structure of each text contributes to its meaning and style
- Read and discuss various examples of text, including, but not limited to, articles from fiction and non-fiction
- Use multiple reading strategies, including, but not limited to, Marking the Text and annotating text
- Understand and use pre-reading strategies to build background knowledge of unfamiliar texts
- Utilize strategies to identify an author's purpose and reading for a specific purpose
- Practice rereading to deepen understanding of a text
- Identify and discuss traits of voice found in literature
- Build understanding of drawing inferences from texts
- Determine the main idea of grade-appropriate text

Appendix 1

6,7,8 WRI

6,7,8 INQ

6,7,8 COL

6,7,8 ORG

6,7,8 REA

I teach AVID and our standards are associated with WICOR strategies which includes, writing, inquiry, collaboration, organization, and reading. The lessons in this curriculum unit include activities where students are doing quick writes, and reflections pertaining to identity. Students will also write a short autobiography about themselves and complete an "I am, I am not" writing activity pertaining to identity. They are reading various novels which involve Costa's Level of thinking and questioning(inquiry) during our Socratic Seminars and comprehension questions pertaining to the text that deal with characters who are dealing with their own identity. They will also read different literary works about factors that shape individuals' identity. They are working collaboratively in groups to complete mini projects pertaining to the novels that they are reading.

Materials for Students and Teacher

- Chromebooks
- Novels- “The New Kid” by Jerry Craft, “The Skin I’m In” by Sharon Flake, and “Monster” by Walter Dean Myers.
- Butch Paper
- Makers/Coloring Pencils
- Looseleaf Paper/or Google Docs
- Construction or Colored Computer Paper

Resources for Students and Teachers Assignments, projects, and reading materials

Words to know

The purpose of this activity is for scholars to be familiar with words that will be used during the duration of this unit. Scholars will use the Frayer Model to become more familiarized with the following vocabulary terms: Identity, Self-Awareness, Self-Validation, Self- identity vs. Social Identity, Cultural Awareness

<https://docs.google.com/presentation/d/1ccInO6FoC77FxBv5Fo6scBHg33ZDyglKCz280PW7Yo/edit?usp=sharing>

Coat of Arms Family Crest

Students can use template to create their family crest.

<https://freeology.com/wp-content/files/coatofarms.pdf>

https://wtw.wednet.edu/uploads/2/3/1/2/23124964/coat_of_arms_2.pdf

Character Analysis Graphic Organizer/Story Map

Students will use these organizers to track each character in the story and to track details about events that take place in the story.

https://www.readingrockets.org/pdfs/storymap_complex3.pdf

https://dpi.wi.gov/sites/default/files/imce/ela/bank/RL.KID_Character_Map.pdf

<https://freeology.com/wp-content/files/analyzingcharacters.pdf>

Postmortem of a Character

Students will select one a character from the text and create a visual autopsy of that character using butcher paper. Students will create a visual representation of a character, identify traits of that character and provide textual evidence to support their analysis of the character they selected. Students can select 10 body parts to complete. Students need to make sure they provide chapter and page number in parentheses after each

quotation or passage. Teachers can modify the descriptions of each body part if need be. Students will trace each other to create their character using markers and butcher paper.

Self-Awareness “The One Important Thing”

Quick write 3-5 sentences Students will watch the following video on Self-Awareness <https://youtu.be/TfzOVQwLxLY> Students will identify a quote from the video, or the “One Important Things” shown in the video and explain why that statement/quote resonated with them about self-awareness. Students can share out their “One Important Thing” with their peers. Students will indicate why self-awareness is important and beneficial.

“I am”, “I am Not”

Students will watch the following video: <https://youtu.be/lpO27mNYMIc>
In this video, various students present “I am”, “I am Not” statement describing who they believe themselves to be and who they know they are not. My students will complete three “I am, I am not” statements after watching the video and present them to the classmates. (This assignment can be a written assignment or students can present a Flipgrid).

Ex. I am a Woman, But I am not Weak
I am Tired, But I am not Defeated

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