



## **Identities: Who Am I? Who Could I Be?**

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This curriculum unit is recommended for:  
Elementary School Classrooms

**Keywords:** Identity, Social Emotional Learning, SEL

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

**Synopsis:** In this unit, students will explore the identity of self and others within the class. Our focus questions in this unit are ‘Who am I?’ and ‘Who could I become?’ This exploration will be done through books, informational slides, and self-reflection activities during the social-emotional learning block built into the class schedule. Each ethnicity being discussed is a mirror of the students in the classroom and provides a window into other cultures for their classmates. Students will explore cultures from Africa, America, Asia, and Central and South America. This unit aligns with subjects and standards across the North Carolina State expectations in literacy, social studies, and social-emotional learning needs. This curriculum will provide students with the opportunity to explore global citizenship using real-world examples and experiences. At the end of this unit, students will create a vision board for themselves focusing on all the things they are and could be.

*I plan to teach this unit during the coming year to seventeen students during the Social Emotional Learning session in 3rd grade.*

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## **Introduction**

My curriculum unit will introduce and discuss a variety of professionals who ethnically and racially mirror my students. The title for my curriculum will be Identities: Who am I? Who could I be?

### **Demographics**

I teach 3rd grade at Mint Hill Elementary School this year. The demographics of the school are currently 30% black, 30% white, 30% Hispanic, and 10% Asian. I have a class of 17 students, my class makeup is; 35% black, 35% white, 24% Hispanic, and 5% Asian.

### **Rationale**

I chose this topic for various reasons. First, and primarily, not all students see themselves or their families represented in a classroom. In their study of education, researcher Shannon Wanless and associate professor Patricia Crawford state that “Showing children that we see and value all aspects of them - including attributes related to race and culture - is a critical step in helping them feel welcome and connected to their teachers and peers.” (Wanless and Crawford 2016) Students are more likely to engage in learning whether that is content or social-emotionally about others when they feel seen. As we open a new elementary school this year, it is important for me to create a safe and welcoming place for all learners. Mint Hill Elementary will be pulling students from 4 very different elementary schools in the area, it will take some time to build a cohesive school (this includes the staff, students, and their families.) I want to focus my curriculum on integrating a variety of people into my classroom so students feel seen in not only their racial or ethnic identity but also their gender identity and interests that help create their identities.

In their study of identity, writer and lecturer Andrew Solomon states that “Because of the transmission of identity from one generation to the next, most children share at least some traits with their parents. These are vertical identities.” (Solomon 2017) These vertical identities are a part of them that they learn about from a very young age, typically at home, and include; skin pigmentation, language, cultural norms, and even religion to an extent. It may be difficult however for children to learn about different vertical identities than their own if their household does not contain different ethnicities or they remain within their home environment until going off to kindergarten. This gives us the opportunity to teach and explore a variety of cultures with students that they may never have experienced before. This in turn takes us to learning about horizontal identities in the classroom. Horizontal identities are formed by the actions and behaviors of peers and cultures outside of the home. The lessons in this curriculum will connect with students' lives because it will give them the opportunity to reflect on the identities that they possess, and actively think about how we can find others like us interested in the same things.

## **Unit Goals**

There are two goals of this curriculum unit, the first is to ensure that all students feel represented within the classroom or school building that utilizes it. They are able to see people that look like them or that are from the same countries as their families being able to achieve their goals without boundaries. The second goal is for all students to learn about a wider variety of professionals from different areas of the world than what is currently presented to them within Charlotte-Mecklenburg Schools mandated curriculums. Giving students windows to worlds unknown to them expands their knowledge, curiosity, and acceptance of those around them and other communities outside their own.

## **Content Research**

In the article “Chronically Absent: The Exclusion of People of Color from NYC Elementary School Curricula,” a report from the NYC Coalition for Educational Justice, mentions the phrase culturally responsive education. This is the idea that there is a “cultural view of learning and human development in which multiple forms of diversity are recognized as indispensable sources of knowledge for teaching and learning, and assets that contribute to positive academic outcomes.” Every racial or ethnic background has a wealth of information that we could teach from to better engage and highlight the students that are in classrooms. According to *USnews.com* whose data comes from government sources in Charlotte-Mecklenburg Schools the enrollment is 80% minority students. This includes the following breakdown: 25.5% White, 36.6% Black, 7.5% Asian or Asian/Pacific Islander, 27.4% Hispanic/Latino, 0.2% American Indian or Alaska Native, and 0.1% Native Hawaiian or other Pacific Islander (“Overview of Charlotte-Mecklenburg Schools,” n.d.) As we look through what communities make up the CMS district and how often they are portrayed in the curriculum that we use to educate students we will see how many windows and mirrors we are providing to students to expand their knowledge (Yon 2022).

## **Primary Research/Information on Selected Inspirational People**

Students always want to know how they are going to use a skill or knowledge “in real life.” My goal is to show them people like them, using the skills we learn and practice every day to live out their lives. Doctors, athletes, teachers, scientists, and gamers they all use skills that we foundationally set at an early age, showing children can make all the difference.

Starting with my Asian students, I will be focusing on our inspirational people in Malaysia as that is where my student is from, and expanding from there as needed. We will

start with Dr. Sheikh Muszaphar Shukor, an orthopedic surgeon who became an astronaut. After earning his medical degree in India, he returned to Malaysia to study specifically to become an orthopedic surgeon. After beginning his work at University Kebangsaan Malaysia Hospital, he applied to the Malaysian spaceflight program, Angkasawan. He was chosen out of a group of over 11,000 applicants for this 10-day journey! Once on his mission, he worked on scientific experiments, recorded videos for children and, he was the first person to observe Ramadan in space.

Sheila Majid is a famous musician who is the youngest of 8, born and raised in Malaysia. She began playing piano when she was 4 years old, and as a teenager, she was signed by a producer as a singer. In her first 6 years of being an artist, she won multiple awards and began a nationwide tour. She has produced 6 albums, been on multiple tours, and has done many live performances including festivals and television appearances.

Next let's look at some professional athletes such as badminton player Datuk Wira Lee Chong Wei, who was discovered for his talents at a young age and landed himself on the national team by the age of 17. He went to the Olympics for the first time in 1996, where he became the first ever Malaysian to reach the finals for the men's singles. This athlete has had an outstanding career, he has earned himself 69 career titles, along with multiple trips to the Olympics resulting in 3 silver medals. Now he spends his time doing meet and greets, as well as giving talks and guiding the young badminton players for the future.

Another incredible athlete out of Malaysia is Nicol David, a famous squash player. She began playing squash when she was 5 years old and made it to her first quarterfinals of the World Junior Squash Championship at the age of 13. She then went on to win 10 championships by the age of 22. She was ranked the number 1 female player in the world in 2006, which had never been done by an Asian woman before. She continued to play for years earning over 20 more titles and retired from the sport in 2019.

For our next ethnicity, we will be headed to central and south America; Mexico, and Venezuela. Frida Kahlo is an artist from Mexico who is famous for her portrait, self-portrait, and nature work. She faced many challenges in her childhood such as having polio and being involved in a bus accident where she had multiple injuries and could have died. While she was recovering from this accident she began to focus on painting, she had 30 operations in her lifetime and completed over 200 works of art. She has painted over 50 self-portraits and keeps the theme of her country in her art by using red, green, and white, as well as influences from other Mexican portrait painters.

A different form of art that we do not talk about as much is producing and directing television shows or movies, Guillermo del Toro is a famous Mexican producer and director.

He was born in 1964 in Guadalajara, Jalisco, Mexico, and raised by his grandmother. Once he became interested in film he learned about make-up and effects and then started to produce his own short films. While working to produce these films and his own feature film he worked as a makeup supervisor on sets, produced and directed TV shows, and taught film! He won 9 awards for his movie Cronos in 1993, and then went on to produce his first Hollywood film in 1997. He typically makes movies about dark fantasy or horror.

First, in Venezuela, we will highlight Hugo Chavez who was a Venezuelan politician who became president from 1999 - 2013. He was born 1 of 6 boys, Hugo, and his oldest brother were sent to live with their grandmother early in their life which is where he learned about history and politics. There was a local historian in their town who introduced him to the teachings and workings of many politicians and philosophers in his teenage years. He then joined the Venezuelan Military Academy, you may think it is because he wanted to be a soldier or go into politics but it was actually because he wanted to play baseball, and they had great coaches there! He finished his schooling there and went on to the army, after some time he was voted to be the President of Venezuela and was liked by many in the beginning. After a few years, people started to see his choices as President and wanted to remove him from the position, there was a lot of fighting, and him trying to go back and do the right thing to win people over. Chavez did get sick with cancer and after trying medicines and surgeries could not get better, he chose someone else to become president until his term was up.

Then, there is Carolina Herrera, a famous fashion designer who was born in Caracas, Venezuela. She had 3 sisters and her father was a governor and minister. She was interested in horses and tennis as a child but, her grandmother took her to a runway show as a teenager and by the next year, she had designed and made her first dress inspired by movie stars. She traveled quite a bit and enjoyed spending her time in New York, where she eventually opened her first fashion company. She is known for the style of fitted white tops paired with big ball gown skirts.

Now we will head to Africa to explore Trevor Noah, a man who was born in South Africa and who by now has hosted multiple TV shows, music and awards shows, written books, and has his own comedy show. During his time growing up in Africa, he lived through some very difficult times, there were lots of judgment on people's race and it caused a lot of tension and fighting. Eventually came freedom from this but that did not automatically fix everything. When he got older he wrote a book on these tough times to share real-life experiences with others. Now Trevor is a comedian who focuses on political situations and has his own TV show called "The Daily Show", he also has multiple comedy specials that have been produced, some of which you can find on Netflix.

Getting into the field of technology we also have Elon Musk who was born in South Africa, and quickly became interested in computers and entrepreneurship and by the age of 12 had already created a video game which he sold to a large company. When he was able to get a passport he left the country also due to the apartheid and his unwillingness to join the army. He then lived in Canada and the United States where he went to school to learn about physics and economics (science and business.) He created Paypal, and has done work with SpaceX, he is also an owner of Tesla.

Nadine Gordimer was a famous author from South Africa, she was born in Springs and stayed in Africa her entire life, ending up in Johannesburg. She began writing stories at 9 years old and at the age of 15 her first book was published! She also did not agree with the apartheid and her books were actually banned by those who were in charge. She continued to write for years and earned The Nobel Prize for Literature in 1991.

Then we have Doctor Bosede Afolabi, who specializes in working with women. She was born and raised in Nigeria where she started her college career. She then moved to the United Kingdom to go back to school and begin practicing medicine. She specifically studies sickle cell anemia, a disease that is hereditary and affects 1 in 4 women in Africa. Now she continues to work in medicine and do research, she works out of a teaching hospital which means she can help teach other doctors and nurses while she continues with her passion.

In this research, I wanted to be sure I specified African professionals separately from African American professionals. One, because they are in fact not the same and it is sometimes not clear to students that these are 2 different categories, and two, because we do have both a student whose family is from Africa as well as African American students. I also wanted to make sure that African American role models that were researched were not typical names that are often found in black history month lessons. I wanted the opportunity to introduce people who they may not have heard of before to expand their knowledge. First starting with scientist Annie Easley, who is known for her complex math calculations when she worked for NASA as a “human computer”. When humans were replaced with computers and programs to do the math she learned new skills and technologies to keep up. She began coding and programming which led her from working on space projects to creating some of the earlier work for hybrid vehicles. She paved the way for young black women in the STEM world.

Jane Bolin paved the way in the judicial system as the first black female judge in 1939, as well as the first black female, to graduate from Yale Law School. Not only did she make these huge strides and become a role model for so many, she was also memorable for her dress. She made sure that she stayed in the media with her fashion choices of fancy hats, and

jewelry. This was also a choice she made to keep the families and specifically children that came into her courtroom comfortable in what can be a difficult time.

Alice Allison Dunnigan is another woman to pave the way in the political realm. Born in 1906, her grandparents were slaves and her parents had laboring jobs but Alice loved to write. She started writing early in life and ended up publishing her work in a local black newspaper in Kentucky. She went to college and became a teacher, but her passion was always writing so she continued to also write for newspapers until she moved to Washington D.C. There she had even more opportunities and became a reporter, she was head of the Associated Negro Press, during this time she covered the presidential campaign of President Truman as well as wrote 2 books. There is now a statue of her in the Newseum in Washington D.C. dedicated to the press and the first amendment.

And then there was Gordon Parks, an incredible photographer that focused on social justice including race, poverty, and civil rights. Outside of his photography he also was a composer, author, and filmmaker who got to work with many famous people of his time. He bought himself his first camera at a pawn shop and taught himself how to use it. Even with his limited knowledge and experience, he was able to get positions with multiple agencies where he then created his own style which made him into the famous photographer he is today. He worked on documenting life and then went on to freelance for magazines such as Glamour. After all of this, he was hired as the first African American photographer for LIFE. He went on to create some films and now has permanent collections in multiple museums.

Our final group to learn about will be Americans starting with Henry Ford. Ford was born in Michigan and was interested in mechanics. Around the age of 12 Henry was spending a lot of his free time in garages and at 15 built his first steam engine! After becoming an apprentice and working on engines for a few years he ventured off on his own to build automobiles. The first Ford engine started up right on his kitchen table and it was another version of this motor that started his first original automobile in 1896. He went on to create the Ford Motor Company which still exists and produces cars today.

Amelia Earhart was born in Kansas and was adventurous and independent from the start. She and her family moved around a bit when she was younger and finally settled down which allowed her to go to school and college. In college, she discovered that she wanted to help soldiers in the war and left to become a nurses aide. She went on her first airplane ride in 1920, which she loved so much that she began taking flying lessons, she earned her pilot's license 2 years later. She was selected to make a long flight from Canada to Wales and did so successfully, she became famous immediately. She wrote about her flights and continued to make history until her last flight in 1937 when she was set to fly around the world. During this flight, her plane ran out of fuel and she and her plane were never found.

Howard Zinn was born in Brooklyn, NY where he grew up and got his first job as a shipyard worker. He then began his work with the Air Force where he flew bombing planes during World War II. After his time at war, he realized how much he disagreed with it and how important it was to learn about history. After coming back from the war he went to college for many years, and then taught at colleges while supporting the civil rights and antiwar movements. He wrote dozens of influential books about people and history, there was even a time when he couldn't find a textbook he liked for a history class he was teaching so he wrote his own! Activism and fighting for others were a large part of this historian's life and were something he continued to take part in up until his death.

Many times we believe that people with a special title make them important such as the President, but what about the other people behind the scenes who do good things like The First Lady? Jackie Kennedy was married to senator John F. Kennedy when he started running for president. As she was pregnant with their son at the time she had to stay home while he traveled but, that did not stop her support. From their home, she wrote articles in new papers, recorded commercials, and answered mail to help her husband. After JFK became the president Jackie worked very hard on the White House and made it feel like the important piece of history that it is. First, she started by making sure all the furniture in the rooms was from other presidents' time there. She then created a guidebook for visitors of the white house to use to learn the layout and history. Any money made from visitors buying this book went to making sure that the older furniture was found, restored, or taken care of. Once she has finished putting together all the rooms, the television station CBS came and filmed her while she gave a tour of every room. She also worked on the space outside of the white house by redesigning the gardens and restoring other houses and buildings. Jackie also believed in celebrating arts and intellect, she met with many artists, scientists, politicians, and musicians to put on performances and share that with others. Many people remember First Lady Kennedy's contributions to the White House and society as much as they remember her husband President John F. Kennedy.

### **Instructional Implementation**

At the beginning of the school year, we talk about where we are from, if we speak different languages at home, and our family dynamic such as which grown-ups we live with and if we have siblings. These are very common pieces of information that most classes take the time to learn to lay the foundation for relationship building. To begin this curriculum I plan to use activities that encourage self-reflection and expression, then lead into the exploration of other cultures before finally reflecting on their current and possible future identities.



Teaching Strategies: turn and talk, create anchor charts, label a map, read-alouds, and whole group discussions.

Videos: The following videos can be used to supplement the conversations surrounding identity.

- Wellbeing For Children: Identity And Values

Anchor Charts: Producing anchor charts and building on them as the unit progresses creates a sense of community and allows students to see their input valued as part of class discussions. They also provide a reference point throughout the unit.

Read Alouds: The following books highlight identity for children as well as highlight role models from a variety of cultures

- Eyes That Kiss in the Corners by Joanna Ho
- My Name is Yoon by Helen Recorvits
- The Name Jar by Yangsook Choi
- Hair Love by Matthew A. Cherry
- The Story of You by Lisa Ann Scott
- Sulwe by Lupita Nyong'o (Kirsten 2022)
- Legendary Princesses of Malaysia by Raman and Emila Yusof
- Selena: Queen of Tejano Music by Silvia Lopez and Paola Escobar
- I am Frida Kahlo by Brad Meltzer and Chris Eliopoulos ("Children's Picture Books: Stories Set in Central America" n.d.)
- Blue Sky White Stars by Sarvinder Naberhaus, illustrated by Kadir Nelson (Crystal 2019)

Lessons:

### Who am I? What is Identity? (Day 1)

Objective: Define the word identity based on the class' current understanding of the word.

Introduce the topic of identity. Reflect on personal identity and share with others.

Introduction: Start an anchor chart titled Identity. Pose the question "What does the word identity mean?" Be the scribe as students work to put their ideas into words or phrases. As this open-ended question may be difficult to answer for some students after a lull in ideas ask "What makes you who you are?" (Appendix 2)

Connection: Read The Story of You by Lisa Ann Scott aloud. Then reflect on the story with students. They are always writing their story, and this unit will be an opportunity to share that

with the class, we will discuss where our families are from, learn about new role models from a variety of cultures and show that you can be anything and anyone while writing your story.

Activity: Introduce students to the “About Me Bag” activity by providing a brown paper bag with the All About Me Bag tag attached. Students will place 3 items that they feel describe them into the bag to bring back and share with the class at the end of the week. All items will be returned but students are encouraged to not bring any fragile or hard-to-replace items, pictures of these things are great alternatives! Present your about me bag to students so they have an exemplar to reflect on as they fill their bags.(Kiser n.d.) (Appendix 3)

### Where are you from? (Day 2)

Objective: Label a map with all the areas that students' families are from. Show how large the world is and that we are all connected by being in this class.

Introduction: Start with a world map and push pins and stripes of paper and/or labeling flags. It is important for students to see you engage with the topic of identity, it helps build community, and connection and opens the conversation. Begin by telling students where your family is from, you can choose to do this by labeling a state that you grew up in or identifying the countries of your nationality.

Connection and Activity: Have students come to the map one by one and tell where their family is from, and label these places with their names. Highlight how far everyone has come to be a part of your class. Ask students if they remember their time in these places or if they have ever been able to visit and what it is like, is it any different from their neighborhood here in Charlotte? Hang a picture of your family near the map, and ask students to bring in a picture of their family to be hung in your room. (Appendix 4)

Coming Together (Day 3) \*This lesson is highlighting the challenge of combining multiple schools in creating a relief school that may be skipped\*

Objective: Bring students together to focus on building a new community within our school by reflecting on their previous school communities.

Introduction: “In our last lesson we talked about where we are from around the world. Today we are going to talk about where we are from most recently by discussing our previous schools.” Ask students what school they attended last year. Highlight that just as people have come from all over the world to create our class, we are combining many communities to build our new school. How can we use the positives from our previous schools to help us create a new identity as Mint Hill Manatees?

Connection/Activity: Give students a slip of paper. Ask them to reflect on their previous school and write down one highlight of their previous school. Share your own reflection as an exemplar, for example, “At Piney Grove, something I really enjoyed about our school community was that we liked to celebrate each other's accomplishments by having assemblies and a wow work wall.” Then have students share their highlights. Then discuss how as a class you can use these highlights to build on the community they have worked to create.

#### Around the World- Asia (Day 4)

Objective: Highlight areas in Asia that students in the class are from. Learn about famous people from a variety of professions in Asia.

Introduction: “We are going to start learning about people from around the world. Before we get started I want to teach the class a little bit more about you!” Set up a turn and talk with your class based on the question “What do you want to be when you get older?” have students talk in their partners/groups and then share out what they heard with the class. Teachers should keep note of these professions on the board or an anchor chart to reference after learning about different cultures to highlight that every culture has people in these professions and students can do anything.

Connection/Activity: “Today we are going to learn about people from Asia, is anyone in our class or their family from Asia?” “Where is Asia?” Show slides highlighting famous people from Asia. Have students take turns reading sections. Offer students a link to revisit the slides and access to an Epic! collection of informational text to learn more about famous people from Asia. (Appendix 5)

#### Around the World- Africa (Day 5)

Objective: Highlight areas in Africa that students in the class are from. Learn about famous people from a variety of professions in Africa.

Introduction: “Today we are going to learn about people from Africa, is anyone in our class or their family from Africa?” “Where is Africa?”

Connection/Activity: Show slides highlighting famous people from Africa. Have students take turns reading sections. Offer students a link to revisit the slides and access to an Epic! collection of informational text to learn more about famous people from Africa. (Appendix 6)

#### Around the World- Central and South America (Day 6)

Objective: Highlight areas in Central and South America that students in the class are from. Learn about famous people from a variety of professions in these areas.

Introduction: “Today we are going to learn about people from Central America and South America, does anyone know of a country in Central or South America? Is anyone in our class or their family from Central America? What about South America?”

Connection/Activity: Show slides highlighting famous people from Central and South America. Have students take turns reading sections. Offer students a link to revisit the slides and access to an Epic! collection of informational text to learn more about famous people from these continents. (Appendix 7)

#### Around the World- North America (Day 7)

Objective: Highlight areas in North America where students in the class are from. Learn about famous people from a variety of professions in the United States.

Introduction: “Today we are going to learn about people from America, what continent is America on?” We will spend two days learning about people from America, we will spend today focusing on famous African American people that we can relate to.

Connection/Activity: Show slides highlighting famous African American people. Have students take turns reading sections. Offer students a link to revisit the slides and access to an Epic! collection of informational text to learn more about famous African American people. (Appendix 8)

#### Around the World- North America (Day 8)

Objective: Highlight areas in North America that students in the class are from. Learn about famous people from a variety of professions in the United States.

Introduction: “Yesterday we learned about famous African American people and their work in the United States. Today we will learn about a few more American role models to finish our exploration.

Connection/Activity: Show slides highlighting famous American people. Have students take turns reading sections. Offer students a link to revisit the slides and access to an Epic! collection of informational text to learn more about famous American people. (Appendix 9)

#### Vision Board- Self Reflection (Day 9)

Objective: Students reflect on their experiences over the past 8 days. Students create a vision board reflecting who they are and who they hope to become.

Introduction: “It has been great to learn more about each other these past 2 weeks. Today we are going to create a vision board, does anyone know what that is?” Leave time for students to input

ideas. “Today we are going to create a vision board showing us who you are and who or what you hope to become.”

Connection/Activity: This activity can be completed on paper or poster board using magazines and newspapers or can be completed digitally on a blank Google Slide using images and phrases found online. Students will take time to think of a few things that make them who they are and who they hope to become, then they will look for and cut and paste images, words, and phrases that show these ideas. Encourage students to use images of people that they have learned about in this unit that they feel connected to. The goal of the vision board is for students to share their take on their identity.

#### Who Am I? Who Can I Be?- I Am Poem (Day 10)

Objective: Students will complete an “I Am” poem reflecting on their current and future identity.

Introduction: “Today for the final piece of our identity study we are going to write I Am poems. I will provide you with a template of sentence starters. We will use these to practice our fluency and then share them with the class.”

Connection/Activity: the template provided includes statements that are current and then those that look to the future. This helps bring the experience of current identity being connected to who they hope to become. Though the attached template is a PDF, placing this in a Google Document would be a great way to differentiate by allowing students to use the Read Write tool. (Appendix 10)

#### Supplemental Activities:

The books provided in the Epic! Collections are a combination of literature and informational text. During the independent reading time, students can be encouraged to make a selection from the collection and then complete a reading log and journal entry about their point of view or the connection of people and places to further connect to the literacy standard outlined in Appendix 1.

## **Appendix 1: Teaching Standards**

This curriculum unit will connect to subjects and standards across the North Carolina State expectations in literacy, social studies, and social-emotional learning needs. In literacy, there are standards for each grade level discussing distinguishing students' own point of view from others, and describing relationships between events and ideas. Within the social studies curriculum, there is a focus on understanding how diverse cultures are visible in our communities and how citizens connect within them.

This would connect to standards across the literacy curriculum by targeting standards:

1. RL.3.6 - Distinguish their own point of view from that of the narrator or those of the characters.
2. RI.3.3 - Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
3. RI.3.6 - Distinguish their own point of view from that of the author of a text.

This would then connect to standards across the social studies curriculum

1. 3.C.1 - Understand how diverse cultures are visible in local and regional communities.
2. 3.C&G.2 - Understand how citizens participate in their communities.
3. 3.H.1 - Understand how events, individuals, and ideas have influenced the history of local and regional communities.

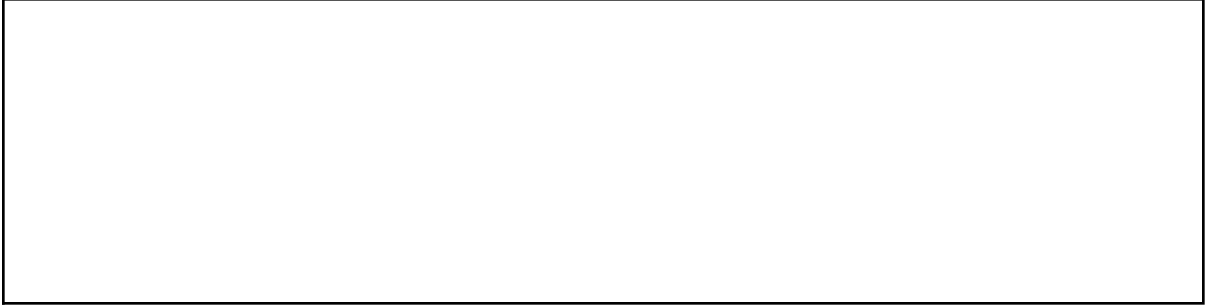
We analyze social-emotional learning with Panorama data in Charlotte Mecklenburg Schools. Students take the Panorama Survey twice a year. I would take a look at the data from the fall survey and analyze how I can target areas of need within this CU, some of these topics may include:

1. Social Awareness

2. Self-Management
3. Self-Efficacy

## Appendix 2: Anchor Chart

**What is Identity?**



### **Appendix 3: All About Me Bag**



# All About Me Bag

## First Week of School Activity

### All About Me Bag Teacher Instructions

Print these tags and write a date on the cards for the students to return the bag.

Staple the tags on the paper bags.

Have the students take them home and follow the directions on the card.



### All About Me Bag

Please place 3 items in this bag that tell me something special about you. We will share these with our classmates on \_\_\_\_\_.

Ideas:

- something in your favorite color
- a picture from home
- your favorite snack
- a souvenir from a trip

All items will be returned but please do not bring fragile or hard to replace items.



### All About Me Bag

Please place 3 items in this bag that tell me something special about you. We will share these with our classmates on \_\_\_\_\_.

Ideas:

- something in your favorite color
- a picture from home
- your favorite snack
- a souvenir from a trip

All items will be returned but please do not bring fragile or hard to replace items.



*Created By: Hillary Kiser*

(Kiser n.d.)



**Appendix 5: Asia Slides**

### Dr. Sheikh Muszaphar Shukor



**Birth Country:** Malaysia

**Born:** July 27, 1972

**Occupation:** Doctor

**Known for:** Becoming an orthopedic doctor then becoming the first Malaysian person to go to space! He became an astronaut in 2006. He was also the first person to celebrate Ramadan in space.

### Sheila Majid



**Birth Country:** Malaysia

**Born:** January 3, 1965

**Occupation:** Musician

**Known for:** Her 1986 song "Sinaran". She produced 6 albums of music, went on multiple concert tours and earned many awards. Some call her Malaysia's "Queen of Jazz."



## Datuk Wira Lee Chong Wei



**Birth Country:** Malaysia

**Born:** October 21, 1982

**Occupation:** Athlete

**Known for:** Playing badminton and becoming part of the national team at 17 years old. Earning 3 silver olympic medals.



## Nicol David



**Birth Country:** Malaysia

**Born:** August 26, 1983

**Occupation:** Athlete

**Known for:** Beginning to play squash at the age of 5 and winning 10 championships by the age of 22. She was ranked the number 1 female player in the world in 2006, which had never been done by an Asian woman before



## Appendix 6: Africa Slides

**Trevor Noah**



**Birth Country:** South Africa

**Born:** February 20, 1984

**Occupation:** Comedian, author, TV host

**Known for:** Writing a book on the difficulties of growing up in South Africa. Also, having multiple comedy shows.



**Elon Musk**



**Birth Country:** South Africa

**Born:** June 28, 1971

**Occupation:** CEO of multiple companies

**Known for:** Creating a video game system at the age of 12. Helped to create Paypal and is an owner of Tesla.



## Nadine Gordimer



**Birth Country:** South Africa

**Born:** November 20, 1923

**Passed:** July 13, 2014

**Occupation:** Author

**Known for:** Began writing at 9 years old and had her first book published at 15. Earned a Nobel Peace Prize for Literature in 1991.

## Doctor Bosede Afolabi



**Birth Country:** Nigeria

**Occupation:** Doctor

**Known for:** Specializing in women's medicine and studying sickle cell. She now works at a teaching hospital where she can teach new doctors and nurses while still doing what she loves,

## Appendix 7: Central and South America Slides

### Frida Kahlo



**Birth Country:** Mexico

**Born:** July 6, 1907

**Passed:** July 13, 1954

**Occupation:** Artist

**Known for:** Completing over 200 works of art in her lifetime including 50 self portraits. She uses Mexico to influence her work by including green, red and white, the colors of the flag.



### Guillermo del Toro



**Birth Country:** Mexico

**Born:** October 9, 1964

**Occupation:** Movie Producer and director

**Known for:** Creating movies about dark fantasy or horror. He started working in makeup and effects before moving into producing his own movies. He produced his first Hollywood film in 1997.





## Hugo Chavez



**Birth Country:** Venezuela

**Born:** July 28, 1954

**Passed:** March 5, 2013

**Occupation:** Politician

**Known for:** Being the President of Venezuela from 1999- 2013. He loved history and politics, he spent a lot of time learning about it until he went into the Military Academy even though he wanted to play baseball.

## Carolina Herrera



**Birth Country:** Venezuela

**Born:** January 8, 1939

**Occupation:** Fashion Designer

**Known for:** Spending time in New York and opening her own fashion company. She is also known for the style of fitted white tops and big ball gown skirts. She has designed dresses for First Ladies.



## Appendix 8: North America Slides Day 1

**Annie Easley**



**Birth Country:** America

**Born:** April 23, 1933

**Passed:** June 25, 2011

**Occupation:** Scientist

**Known for:** Working for NASA as a "Human Computer" doing math calculations. When computer programs were created to do the calculations she learned new skills to be able to stay in the STEM field.

**Jane Bolin**



**Birth Country:** America

**Born:** April 11, 1908

**Passed:** January 8, 2007

**Occupation:** Judge

**Known for:** Bring the first black female to graduate from Yale Law School. She also always kept up with fancy hats and jewelry to be remembered in the media.

## Alice Allison Dunnigan



**Birth Country:** America

**Born:** April 27, 1906

**Passed:** May 6, 1983

**Occupation:** Journalist

**Known for:** Having a passion for writing that allowed her to publish her work in news papers even when she was going to school and became a teacher. She became a leader in her field, worked during President Truman's campaign and wrote 2 books.

## Gordon Parks



**Birth Country:** America

**Born:** November 30, 1912

**Passed:** March 7, 2006

**Occupation:** Photographer

**Known for:** Buying his first camera second hand and teaching himself how to use it. He focused on social justice including race, poverty and civil rights. He was hired as the first African American photographer for LIFE, and has multiple permanent collections in museums.

## Appendix 9: North America Slides Day 2

**Henry Ford**



**Birth Country:** America

**Born:** July 30, 1863

**Passed:** April 7, 1947

**Occupation:** Mechanic

**Known for:** Spending his time as a child in garages and building his first steam engine by age 15. Founder of the Ford Motor Company after building the first Ford engine to place in his own automobile.

**Amelia Earhart**



**Birth Country:** America

**Born:** July 24, 1897

**Passed:** January 5, 1939

**Occupation:** Pilot

**Known for:** Going to college to become a nurse for soldiers but after taking her first plane ride worked toward her pilot's license. She became famous for making the first long flight from Canada to Wales. On her last flight her plane ran out of fuel and was never found.

## Howard Zinn



**Birth Country:** America

**Born:** August 24, 1922

**Passed:** January 27, 2010

**Occupation:** Historian and Author

**Known for:** Beginning his career working with the Air Force, then realizing the importance of history and began studying, then teaching. He wrote many books on history including a textbook for a class he was teaching when he couldn't find one he liked!

## Jackie Kennedy



**Birth Country:** America

**Born:** July 28, 1929

**Passed:** May 19, 1994

**Occupation:** First Lady

**Known for:** Supporting President Kennedy from their home when she could not travel for his campaign. She then turned the White House into what we know it as today filled with furniture of presidents past and a guidebook for visitors.



## Appendix 10: I Am Poem Template

### Your Turn: Write an "I Am" Poem

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An "I Am" poem is a way to study the subject of a self-portrait by putting yourself in the artist's head. Or write one about your self-portrait by completing the poem below:

I am...(your name) \_\_\_\_\_

I am...(two special traits or physical characteristics) \_\_\_\_\_

I wonder...(something to be curious about) \_\_\_\_\_

I hear...(an imaginary sound) \_\_\_\_\_

I see... (an imaginary sight) \_\_\_\_\_

I want...(an actual desire) \_\_\_\_\_

I am...(the first line of the poem repeated) \_\_\_\_\_

I pretend...(something to imagine) \_\_\_\_\_

I feel...(a feeling about something imaginary) \_\_\_\_\_

I touch...(an imaginary touch) \_\_\_\_\_

I worry...(something that is bothersome) \_\_\_\_\_

I cry...(something that is very sad) \_\_\_\_\_

I am... the first line of the poem repeated) \_\_\_\_\_

I understand...(something that is positively true) \_\_\_\_\_

I say...(something to believe in) \_\_\_\_\_

I dream...(something to dream about) \_\_\_\_\_

I try... (something to make an effort about) \_\_\_\_\_

I hope...(something to hope for) \_\_\_\_\_

I am...(the first line of the poem repeated) \_\_\_\_\_

**Materials List**

Chart Paper

Markers

Slips of paper

Projector, SmartBoard or Promethean

Posterboard

Magazines and newspapers

Scissors

Glue

Technology devices to access Google Slides

**Teacher and Student Resources**

Asia Epic! Collection:

[https://www.getepic.com/collection/32171344/asia?utm\\_source=t2t&utm\\_medium=link&utm\\_campaign=collection&share=27227042581](https://www.getepic.com/collection/32171344/asia?utm_source=t2t&utm_medium=link&utm_campaign=collection&share=27227042581)

Africa Epic! Collection:

[https://www.getepic.com/collection/32172175/africa?utm\\_source=t2t&utm\\_medium=link&utm\\_campaign=collection&share=27227042581](https://www.getepic.com/collection/32172175/africa?utm_source=t2t&utm_medium=link&utm_campaign=collection&share=27227042581)

Central and South America Epic! Collection:

[https://www.getepic.com/collection/32172187/central-and-south-america?utm\\_source=t2t&utm\\_medium=link&utm\\_campaign=collection&share=27227042581](https://www.getepic.com/collection/32172187/central-and-south-america?utm_source=t2t&utm_medium=link&utm_campaign=collection&share=27227042581)

America Epic! Collection:

[https://www.getepic.com/collection/32172202/america?utm\\_source=t2t&utm\\_medium=link&utm\\_campaign=collection&share=27227042581](https://www.getepic.com/collection/32172202/america?utm_source=t2t&utm_medium=link&utm_campaign=collection&share=27227042581)

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