

IDENTITY: HOW WE SEE OURSELVES AND OTHERS

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RATIONALE FOR *IDENTITY* UNIT

High school is a crucial time for young people. They are in the process of forming their identities amidst a barrage of influences. These influences range from familial to societal. Growing up in a culturally diverse nation, today's youth is constantly interacting with people of different backgrounds. Combined with a wide exposure to different mediums of information, students deal with multiple factors that influence the development of their identity. I believe that when one recognizes his/her own identity, he/she is able to acknowledge and learn about others. I have constructed a unit that deals with the formation of identity. My unit will tackle these important questions: What is identity? What defines me? How do I define others? How do others define me? At this critical stage of adolescence, I also believe that students must be aware of who they are, what they value and how they see others. By examining issues concerning gender, race, class and religion and how they define a person, the student will be able to understand more fully how their own concept of self influences the way they view the world.

A student develops his/her identity throughout the years of secondary education.

Anita Woolfolk says that

Children's understandings of themselves are concrete at first, and then become more abstract. In time, children are able to think abstractly about internal processes—beliefs, intentions, values, motivations. With these developments, knowledge of self, others and situations can incorporate more abstract qualities. (Woolfolk, 73)

Early childhood identity focuses on the obvious appearances that make us unique from one another. However, as students get older and enter high school, the differences are

much more complicated. Two African American students may look similar, but they may be from two completely different backgrounds. Their differences are not clear cut. At this stage of education, students are learning more about themselves and how that makes them different from others. Penelope Eckert says, “The function of adolescent society in moving the individual’s identity into the societal sphere is enhanced by the extent to which the individual can perceive himself or herself in relation to those values.” (74) The concept of self constantly changes depending on the situation. It “evolves through constant self-evaluation in different situations.” (Woolfolk, 75) A Language Arts classroom provides a great opportunity for students to define themselves by examining literature and evaluating themselves in response.

An important aspect of identity development is perspective taking. In high school, students are extremely concerned with what others think about them. At times, they are “morbidly preoccupied with what they appear to be in the eyes of others as compared with what they feel they are.” (Erickson, 128) This unit on identity provides the opportunity to deal with this issue by allowing the student to understand his/her own perspective and as well as those around them. As children mature, “they develop the ability to analyze the perspectives of several people involved in a situation from the viewpoint of an objective bystander, and they can even imagine how different cultural or social values would influence the perceptions of the bystander.” (Woolfolk, 80) This is my main focus of the unit—for the student to not only recognize his/her own uniqueness, but also see the factors that influence it. I want the students to take the perspective of the characters they encounter in the literature as a means of understanding themselves. My goal is not to persuade the students to one particular conclusion, but acknowledge

differences among cultures, genders, religions, etc. My desire is for them to see that there is no correct way to view a situation. However, I want them to see that our identity and what we hold true influences how we read, how we think and how we interpret a situation.

Some might say that helping a student find his/her identity is a form of values clarification. I am not advocating teaching a student a set of values to live by. I would not presume to tell another person what they should or should not believe in. Rather, I seek to encourage students to think about their own values and how it influences their developing identity. My goal is to help students “clarify their own values, learn higher levels of moral reasoning, and learn the skills of value analysis.” (Woolfolk, 87) I will employ an inquiry based approach to instruction as a means for students to critically think about the literature and how it relates to their own lives. Marsha Pincus says that high school students “often explain their lack of interest or engagement in school by saying what is happening in their classrooms has little relevance to their lives.” (Hull, 162) Richard Beach and Jamie Myers further this claim when they say that, “Students are more engaged with English when they connect it to their own lives.” (4) These statements drive the concept of my unit plan. I believe that literature can function as a mirror for self-reflection and a window into the world of others. The students can take away so much more from the unit if they connect it to their own lives.

My culminating text will be a personal anthology where the student will compile different activities into a larger portfolio. The student will describe an autobiographical incident, which will help him/her explore their past experiences and how they contribute to the present. This autobiographical incident will be presented to the class at the end of

the unit in a format such as artwork, poetry, video presentation, etc. I will leave this up to the student to decide. However, regardless of which form of presentation the student chooses, I will also expect the student to write a personal narrative explaining who they are and where they came from. This anthology will also contain a song, a piece of artwork and a poem that represents the student in some way. The student will also select a novel by an author with a background different from him/her and write a biography of the author and a critical essay about the literature that relates it to in class texts and/or personal experiences. The critical essay will involve the student taking the perspective of a character in the novel and examining the story from his/her point of view. My goal for the culminating text is that the students examine not only their own lives and values, but also look at situations through someone else's. The student will also complete activities that contribute to the anthology and they will add them to the finished product.

I will use various forms of literature in this unit on identity. I will ask the students to look at poetry, short stories and a novel and examine the themes of identity in each. The novel that I will use is The House on Mango Street by Sandra Cisneros. In this novel, the reader follows the main character, Esperanza through a coming of age period that results in her strengthened identity and self-empowerment. At the beginning of the novel, Esperanza despises her home and how it reflects her identity. However, by the end of the novel, she realizes that this home is a part of who she is and how she came to be. I want the students to recognize that even though we sometimes don't want to acknowledge where we came from and we may wish for bigger and better things, how we grew up is a major factor in who we are today. There should be no feelings of shame but rather I want the students to embrace their background and how it makes them unique. This is

universal for all races, religions, and class systems. By examining the House on Mango Street, the students can identify with Esperanza and see how through her coming of age, she can appreciate where she came from.

WORKS CITED

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Eckert, Penelope. Jocks and Burnouts: Social Categories and Identity in the High School. New York: Teachers College Press, 1989.

Erikson, Erik. Identity: Youth and Crisis. New York: W.W. Norton & Company, 1968.

Hull, Glenda and Katherine Schultz, eds. School's Out!: Bridging Out-of-School Literacies with Classroom Practices. New York: Teachers College Press, 2002.

Woolfolk, Anita. Education Psychology. 7th ed. Boston, MA: Allyn and Bacon, 1998.

UNIT GOALS/RUBRICS FOR *IDENTITY* UNIT

OBJECTIVE #1: Student will maintain a response journal throughout the unit where he/she will comment on literature read in class. This journal will have a double entry format with one column for specifically chosen passages and another for student response. The logs will be checked weekly and the students must have three entries per piece of literature. The students may respond in the following ways: asking questions, giving personal responses or evaluations, and/or offering interpretations.

A Response Log receiving an A will include the following:

- Turned in on time each week.
- Contains a minimum of three entries per literature.
- Meet minimum guidelines set forth by the teacher.
- Demonstrate thoughtful insight using one or more of the four approaches mentioned above.
- Demonstrate reading of the designated literature for each entry.

A Response Log receiving a B will include the following:

- Turned in on time each week.
- Contains a minimum of three entries per literature.
- Meets minimum guidelines set forth by the teacher.

- Demonstrates thoughtful insight using one or more of the four approaches mentioned above.
- Demonstrates some reading of the designated literature for each entry.

A Response Log receiving a C will include the following:

- Turned in on time each week.
- Contains minimum of three entries per literature.
- Meets some of the guidelines set forth by the teacher.
- Does not clearly demonstrate thoughtful insight using the approaches mentioned above.
- Demonstrates some reading of the designated literature for each entry.

A Response Log receiving a D will include the following:

- Turned in on time each week.
- Does not contain the minimum of three entries per literature.
- Meets some of the guidelines set forth by the teacher.
- Does not clearly demonstrate thoughtful insight using the approaches mentioned above.
- Demonstrates very little reading of the designated literature for each entry.

A Response Log receiving an F will include the following:

- Turned in late more than once throughout the unit.

- Turned in on time but does not meet the minimum requirements nor demonstrate reading of the designated literature for each entry.

OBJECTIVE #2

The student will write a personal narrative describing an autobiographical incident that was significant in the formation of their personal identity. The student will give background information about him/herself prior to the incident, describe the incident and explain clearly how the event shaped who he/she is today. The student will also describe the influential factors involved in the incident (i.e. societal, familial, geographical, etc.) and how this impacted the student's life afterward. The personal narrative should be two-three pages long.

A Personal Narrative receiving an A will include the following:

- Turned in on time.
- Meets the minimum requirements set forth by the teacher.
- Focuses on one clear event that the student experienced.
- Is clearly organized.
- Contains some grammatical and spelling errors that do not interfere with the reading of the narrative.
- Demonstrates student's awareness of identity and how it is influenced.
- Clearly describes personal significance to the student.

- Demonstrates identity shaping as a result of the incident.

A Personal Narrative receiving a B will include the following:

- Turned in on time.
- Meets the minimum requirements set forth by the teacher.
- Focus on one clear event that the student experienced.
- Is clearly organized.
- Contains some grammatical and spelling errors that do not interfere with the reading of the narrative.
- Demonstrates student's awareness of identity and how it is influenced.
- Does not clearly describe personal significance to the student as an A paper.
- Does not clearly demonstrate the identity shaping as well as an A paper.

A Personal Narrative receiving a C will include the following:

- Turned in on time.
- Meets the minimum requirements set forth by the teacher.
- Focuses on more than one event that the student experienced.
- Is not as clearly organized as A or B paper.
- Contains some grammatical and spelling error that somewhat interfere with the reading of the narrative.
- Demonstrates student's awareness of identity and how it is influenced.
- Does not clearly describe personal significance.
- Does not clearly demonstrate the identity shaping as a result of the incident.

A Personal Narrative receiving a D will include the following:

- Turned in on time.
- Meets some of the requirements set forth by the teacher.
- Focuses on more the one event that the student experienced.
- Is unorganized in its structure.
- Does not demonstrate student's awareness of identity and how it is influenced.
- Does not clearly describe personal significance or how his/her identity was shaped as a result of the incident.

A Personal Narrative receiving an F will include the following:

- Turned in late.
- Turned in on time but does not meet the minimum requirements set forth by the teacher.

OBJECTIVE #3:

The student will write an analytical essay based on the theme of identity. The student will chose a text from a list given by the teacher and they will compare and contrast this piece of literature with one from the in class reading. The student will be required to compare the processes of identity formation in each text while citing examples to explain the similarities and differences between the characters in each text. The student will also

have the option of relating the book he/she chose to his/her own personal experience as a basis of comparison.

An Analytical Essay receiving an A will include the following:

- Turned in on time.
- Is clearly organized.
- Contains minimum requirements set forth by the teacher.
- Contains some grammatical and spelling errors that do not interfere with reading of the text.
- Gives examples from the chosen text and either in class text or personal experience.
- Demonstrates contrast between chosen text and either in class text or personal experience.
- Demonstrates clear understanding of the theme of identity and its place in the literature.

An Analytical Essay receiving a B will include the following:

- Turned in on time.
- Is clearly organized.
- Contains minimum requirements set forth by the teacher.
- Contains some grammatical and spelling errors that do not interfere with reading of the text.

- Gives examples from the chosen text and either in class text or personal experience.
- Does not demonstrate the contrasts between the texts as clearly as an A paper.
- Does not demonstrate as clear an understanding of the theme of identity and its place in the literature as an A paper.

An Analytical Essay receiving a C will include the following:

- Turned in on time.
- Is clearly organized.
- Contains minimum requirements set forth by the teacher.
- Contains some grammatical and spelling that somewhat interfere with reading of the text.
- Gives very few examples from the chosen texts and either in class text or personal experience.
- Does not demonstrate the contrasts between the texts clearly.
- Does not demonstrate a clear understanding of the theme of identity and its place in the literature.

An Analytical Essay receiving a D will include the following:

- Turned in on time.
- Is not clearly organized.
- Contains some of the minimum requirements set forth by the teacher.

- Contains some grammatical and spelling that somewhat interfere with reading of the text.
- Gives very few examples from the chosen texts and either in class text or personal experience.
- Does not demonstrate the contrasts between the texts clearly.
- Does not demonstrate a clear understanding of the theme of identity and its place in the literature.

An Analytical Essay receiving an F will include the following:

- Turned in late.
- Turned in on time but does not meet minimum requirements set forth by the teacher.

OBJECTIVE #4

The student will assemble a portfolio which will track their perceptions of identity throughout the unit. The portfolio will function as an anthology with reflection on the student's changing perception of others and as a forum for the student to demonstrate his/her own identity. The portfolio will include the autobiographical incident paper and analytical essay that were written early in the unit. The portfolio will also include other exhibits chosen by the student from in class activities. The student will revisit the autobiographical incident and present it to the class in the format of his/her choice (i.e.

artwork, poetry, multimedia, etc.) The student will select a song, piece of artwork and poem that represents the student in some way. Finally, the student will compose a synthesis paper evaluating each component and how it reveals their own identity and way of viewing others.

A Portfolio receiving an A will include the following:

- Turned in on time.
- Meets the minimum requirements set forth by the teacher.
- Meets the minimum requirements for each component of the portfolio.
- Represents the autobiographical incident in one of the above mentioned formats and presents it to the class.
- Clearly explains in the synthesis paper how each component demonstrates the theme of identity.
- Clearly explains in the synthesis paper how the individual exhibits contribute to the overall learning experience about identity formation.

A Portfolio receiving a B will include the following:

- Turned in on time.
- Meets the minimum requirements set forth by the teacher.
- Meets the minimum requirements for each component of the portfolio.
- Represents the autobiographical incident in one of the above mentioned formats and presents it to the class.

- Clearly explains in the synthesis paper how each component demonstrates the theme of identity.
- Does not clearly explain in the synthesis paper how the individual exhibits contribute to the overall learning experience about identity formation.

A Portfolio receiving a C will include the following:

- Turned in on time.
- Meets the minimum requirements set forth by the teacher.
- Meets the minimum requirements for each component of the portfolio.
- Represents the autobiographical incident in one of the above mentioned formats, but does not present it to the class.
- Does not clearly explain in the synthesis paper how each component demonstrates the theme of identity.
- Does not clearly explain in the synthesis paper how the individual exhibits contribute to the overall learning experience about identity formation.

A Portfolio receiving a D will include the following:

- Turned in on time.
- Meets the minimum requirements set forth by the teacher.
- Does not meet the minimum requirements for each component of the portfolio.
- Does not represent the autobiographical incident or present it to the class.
- Does not clearly explain in the synthesis paper how each component demonstrates the theme of identity.

- Does not clearly explain in the synthesis paper how the individual exhibits contribute to the overall learning experience about identity formation.

A Portfolio receiving an F will include the following:

- Turned in late.
- Turned in on time but does not include the minimum requirements for the individual exhibits and entire portfolio set forth by the teacher.

IDENTITY: HOW WE SEE OURSELVES AND OTHERS

MATERIALS:

Emerson quotes

“Identity” by Julio Noboa Polanco

“Fishcheeks” by Amy Tan

“Everyday Use” by Alice Walker

NY Times Article (“Rascal or Rascist: Censoring a Rabbit?”)

“Video” song by India Arie

“Prologue of Invisible Man” by Ralph Ellison

The House on Mango Street by Sandra Cisneros

For my introductory activity, I will ask the students to create a collage that represents who they are and where they came from. I will supply magazines (from my own collection), construction paper, glue, markers and other materials to use for their creations. My goal in this intro activity is to get the students thinking about what represents them. I want them to recognize that the things they choose are open to interpretation, much like people are in everyday life. I will also have the students write a 1-2 page explanation of their collage—why they chose the objects to represent themselves and how it explains who they are. I will also handout a questionnaire for the students to answer in short responses. This will be used in the small and larger group discussions. Following the collage making, we will have a small group discussion that leads into a large group discussion where the class can talk about the collages (i.e.

experience in creating it, perception of others, etc.) I will further introduce the unit concept by addressing the various interpretations of the collages which represent the students' identities. Lastly, I will hang the collages on the wall to serve as a reminder of the experience throughout the unit. This activity will take the first three days of the unit and will be constructed as follows:

DAY 1

3 min. Housekeeping (attendance, etc.)

10 min. Grammar exercise (Introduce prepositional phrases)

5 min. Collection of materials for collage making

30 min. Collage Making

2 min. Putting away of materials, straightening of desks

DAY 2

3 min. Housekeeping (attendance, announcements, etc.)

5 min. Grammar Exercise (Review Prepositional Phrases)

10 min. Response Writing to Collage Making—Students will explain in a 1-2 page essay why they chose the items to represent them and explain how they represent their individual identity.

10 min. Identity Questionnaire—Students will answer the following questions:

- What three words would you choose to best describe yourself?
- What three words would your family and friends use to describe you?
- How accurate are other's descriptions of you?
- What three words do you want to describe yourself as 10 years from now?

20 min. Small Group Discussion about Project—Students will form groups of 4 or 5 and share their collages. They will use their essay to explain the significance of the different items and how they represent their identity. They will also share their answers to the questionnaire.

5 min. Reorganize desks before class leaves

DAY 3

3 min. Housekeeping (attendance, announcements, etc.)

10 min. Grammar (Introduce infinitive phrases)

30 min. Large Group Discussion about Collage Making—Teacher will ask for volunteers to share their collages and their experience in sharing them in the small groups. They will also be asked to share what may have surprised them about another classmate's collage.

The teacher will also ask for responses to the questionnaire.

*Teacher will then introduce concepts about identity unit: Who am I? What defines me? How do I define others? How am I open to interpretation? How does the way I define myself affect how I see others? Teacher will write these questions on the board and ask the students to respond to them.

10 min. Introduction of Unit—literature, projects, etc. Teacher will introduce the unit and inform the students about what is expected of them.

DAY 4

3 min. Housekeeping (attendance, etc.)

10 min. Grammar (review infinitive phrases)

5 min. Read aloud following quotes from Ralph Waldo Emerson:

“To believe your own thought, to believe that what is true for you in your private heart is true for all men, --that is genius”

“Trust thyself: every heart vibrates to that iron string”

10 min. Have students do a freewrite response to the quotes, answering the following prompt—Give an example in your life where you either followed or did not follow Emerson’s advice. I will explain to students that they are not to worry about spelling, grammar or form, but to write about whatever comes to them in response to the prompt.

10 min. Follow-up to the freewrite. Ask students to share their stories and discuss the idea of when one should or should not trust their own instincts in life.

15 min. Pass out the Portfolio Assignment handout. Read through the assignment with the students. I will let the students know that this portfolio will function as a Personal Anthology where they will examine their own identity and views of others. I will stress that the anthology will only cover the individual unit and that I will select one of the components (the autobiographical incident paper) and they will choose the other components (a minimum of four). They will also choose a song, poem or piece of artwork that represents their identities. I will explain to them that importance of the portfolio is the reflection on the theme of identity and what they have learned about themselves and others and that this will be the basis for the overall grade.

3 min. Assign Homework—List five major events that have had an affect on who you are today.

DAY 5

3 min. Housekeeping (Attendance, etc.)

10 min. Grammar—Quiz on Prepositional and Infinitive Phrases

20 min. Students will choose one of the events from their homework and expand on it in a formal essay. The student will write a first draft of a personal narrative describing how this autobiographical incident was significant in the formation of their personal identity. The student will give background information about him/herself prior to the incident, describe the incident and explain clearly how the event shaped who he/she is today. The student will also describe the influential factors involved in the incident (i.e. societal, familial, geographical, etc.) and how this impacted the student's life afterward. This narrative should be 2-3 pages long. I will inform the students that these narratives will be shared with the class afterward.

20 min. Students will form small groups of 3-4 and discuss the narratives. They will each share their story and discuss

2 min. Collect personal narratives. Assign homework—In anticipation of poem on Monday, students will review concepts of metaphor, imagery, symbolism, speaker, tone, mood, etc..

DAY 6

3 min. Housekeeping (attendance, etc.)

10 min. Grammar (Introduce gerunds)

2 min. Distribute copy of "Identity" by Julio Noboa Polanco.

5 min. Teacher reads aloud, then students read silently to themselves.

15 min. In small groups, students will answer questions provided in a handout. (see below) I will first define "extended metaphor" and explain the poem is an example of one.

Identity
by Julio Noboa Polanco

*Let them be as flowers
always watered, fed, guarded, admired,
but harnessed to a pot of dirt.*

*I'd rather be a tall, ugly weed,
clinging on cliffs, like an eagle
wind-wavering above high, jagged rocks.*

*To have broken through the surface
of stone,
to live, to feel exposed to the madness
of the vast, eternal sky.
To be swayed by the breezes of an
ancient sea,
carrying my soul, my seed, beyond
the mountains of time
or into the abyss of the bizarre.*

*I'd rather be unseen, and if
then shunned by everyone,
than to be a pleasant-smelling flower,
growing in clusters in the fertile valley,
where they're praised, handled, and
plucked
by greedy human hands.*

*I'd rather smell of musty, green stench
than of sweet, fragrant lilac.
If I could stand alone, strong and free,
I'd rather be a tall, ugly weed.*

“Identity”
Julio Noboa Polanco

Answer the following questions in your small group. You may discuss the questions and answers together; however, each individual in the group must have his/her own copy of the responses.

1. Who is the *speaker* of the poem? Explain your answer.
2. What is the *tone* of the poem? Give a specific example from the poem to support your answer.
3. What is the *mood* of the poem? Explain your answer.
4. Are *alliteration* and/or *onomatopoeia* present in the poem? If so, give specific examples from the poem of each device.
5. Are *similes*, *metaphor*, and/or *personification* present in the poem? If so, give specific examples from the poem of each device.
6. Is *imagery* present in the poem? If so, give specific examples from the poem to support each sense present.
7. What is the *theme (s)* of the poem? Explain your answer.
8. What is the *extended metaphor*? Give three specific examples from the poem that are components or extensions of this metaphor.
9. Explain how the *extended metaphor* supports the *theme (s)*.

15 min. Large Group Discussion—Each group will answer at least one of the questions on the handout and give at least one example of a literary device in the poem. I will collect the responses after the end of the discussion.

3 min. Assign homework—Students will be asked to write their own extended metaphor. They will choose an object to represent their identity and describes themselves as this object throughout the poem. Students must continue the metaphor throughout the duration of the poem. They must also employ at least two of the following poetic devices: tone, mood, imagery, alliteration, or personification. Finally, they should give their poem a creative title that reveals the theme of the metaphor.

2 min. Handout list of novel choices for analytical essay. The student will write an analytical essay based on the theme of identity. He/she will choose a novel from the provided list (see below) and they will compare and contrast this piece of literature with one from the in class readings. The student will be required to compare the processes of identity formation in each text, giving examples to explain the similarities and differences between the characters. I will also let them know that they have the option of comparing the chosen text with their own personal experience. The essay should be 3-4 pages in length.

NOVEL CHOICES FOR ANALYTICAL ESSAY ASSIGNMENT

Angelou, Maya I Know Why the Caged Bird Sings

Dickens, Charles Great Expectations

Ellison, Ralph Invisible Man

Gardner, John Grendel

Gibbon, Kaye Ellen Foster

Gordon, Mary Final Payments

Guest, Judith Ordinary People

Hamilton, Virginia Bluish

Hebert, Ernest The Dogs of March
Hemingway, Ernest A Farewell to Arms
Hesse, Karen Phoenix Rising
Hoffman, Eva Lost in Translation
Hurston, Zora Neale Their Eyes Were Watching God
Kincaid, Jamaica Lucy
Kingston, Maxine Hong No Name Woman
Knowles, John A Separate Peace
Malamud, Bernard The Tenants
Mason, Bobbie Ann In Country
Morrison, Toni The Bluest Eye
Mukherjee, Bharati Jasmine
Potok, Chaim My Name is Asher Smith
Santiago, Esmerelda Almost a Woman
Shaw, George Bernard Pygmalion
Silko, Leslie Marmon Ceremony
Tan, Amy The Joy Luck Club

Each student will sign up for one novel. If you would like to choose your own novel, you must get approval from me.

DAY 7

3 min. Housekeeping, (attendance, etc.)

20 min. Each student will read his/her poem aloud. I will also ask the students to discuss the various personalities that were revealed in the poems.

10 min. Distribute “Everyone Has a Culture—Everyone is Different” handout (see below) Students will answer questionnaire individually.

Worksheet #2: Everyone Has a Culture--Everyone is Different

Directions: Please respond to each question.

1. What languages do you speak?
5. What do you wear on special occasions?
How important is your extended family
(e.g., grandparents, aunts, uncles, cousins)?

2. What music do you listen to? What dances do you know?

6. What holidays and ceremonies are important in your family?

3. What foods do you eat at home?

7. What things are most important to you?

In your family, what is considered polite and what is considered rude? What manners have you been taught?

8. Based on what you've written, how would you describe the characteristics of the culture you're a part of?

<http://www.peacecorps.gov/www/guides/insights/culture/module1/lesson2/wksheet2.html>

10 min. Small Group Discussion—Students will compare their answers to the worksheet, addressing similarities and differences. I will explain to the students that their answers are shaped by cultural influences and how they were raised.

10 min. Large Group Discussion—I will ask the students to share their thoughts on the questionnaire and ask them the following questions—What is culture? How does it influence the way we see ourselves and others?

2 min. Assign Homework—Distribute copies of Amy Tan's "Fishcheeks." Students will read the short story before the next class period. I will also introduce the reading log assignment:

Keep a reading log in response to the literature we are studying throughout the unit. To keep your log: divide each page with a vertical line down the center. On the left side, reference significant passages or lines from the text. On the right side, share your thoughts by asking questions, giving your personal response or evaluation, or interpreting the passage. Choose three lines or passage per response. I will not mark off for grammar, form or spelling. I will collect the response log every Friday and respond to the comments.

I will review the assignment with the students the next day and give examples of how to do it.

DAY 8

3 min. Housekeeping (attendance, announcements, etc.)

10 min. Grammar—introduce appositives (definition of, usage, punctuation), review gerunds

10 min. Review Reading Log Assignment, distribute handout of example (see attached) Give examples of open-ended questions, personal response, interpretation, and personal evaluation using “Fish Cheeks”

15 min. Have students get into small groups and collaborate on a reading log response.

They will follow the guidelines that I modeled for them.

15 min. Large group discussion using the following questions about “Fish Cheeks”:

“What is the narrator ashamed of? What is she proud of? I will chose a student to create two columns on the board with one column titled “pride” and the other column titled “shame.” Throughout the discussion the note taker will list responses to the questions given by the class. I will ask the class to consider how one’s culture can be at times be a

source of shame and a source of pride. Regardless of how it makes us feel, it influences who we are and how we act.

2 min. Students separate from groups and move desks to original seating chart. Assign homework—read novel for analytical essay and respond to it in response journal.

DAY 9

3 min. Housekeeping (attendance, announcements, etc.)

10 min. Grammar—Review appositives.

10 min. Free write—I will ask students to describe a time when they were embarrassed by their family, much like the narrator in the story. They should describe the incident and what specifically caused them to be ashamed.

2 min. Collect free write essays.

20 min. Large Group Discussion—I will facilitate the large group discussion by asking the groups from yesterday to share the passages that they chose and how they responded to them. I will prompt the students to respond to the questions and thoughts posed by all the groups, keeping myself out of the discussion.

10 min. Give back rough drafts of personal narrative. Allow students to edit their work until the end of class. Final draft will be due on Monday.

DAY 10

3 min. Housekeeping (Attendance, announcements, etc.) Collect personal narratives.

10 min. Grammar Quiz (Gerunds and appositives)

15 min. Distribute copies of Alice Walker’s “Everyday Use”, have students read aloud in a popcorn method.

15 min. Large Group Discussion—I will facilitate the discussion by posing the following questions: What is the major conflict of the story? Who is it between? What different values influence the characters? What does the quilt represent for each character?

10 min. Students can begin working on their reading log or reading their novel for the analytical essay, which they can finish up for homework.

2 min. Collect reading logs.

DAY 11

3 min. Housekeeping (attendance, announcement, etc.)

10 min. Grammar (Introduce direct objects)

10 min. Return reading logs—discuss strengths and weaknesses, give examples of exemplary entries. Remind students of expectations for the reading logs.

20 min. Students will revisit their cultural questionnaire in light of the two short stories we have read. I will lead them in a large group discussion, guiding them with the following questions—After looking at your answers to the questionnaire, can you identify more with the narrators in each story? What are some of your experiences where your background conflicted with someone else's? What was the result?

12 min. Revisit the analytical essay assignment. Have students discuss their choices and offer the opportunity to ask questions about the assignment.

DAY 12

3 min. Housekeeping (attendance, announcements, etc.)

10 min. Grammar (Review direct object, introduce indirect objects)

10 min. Free write—I will ask the students to write about the television shows that they watched when they were younger and how it helped them to conceptualize other cultures or races.

2 min. Pass out copies of the NY Times article (“Rascal or Racist? Censoring a Rabbit?”- see http://www.nytimes.com/learning/teachers/featured_articles/20010604monday.html).

8 min. Have students read article in popcorn fashion.

15 min. Fishbowl discussion-I will ask students to move desks into one outer circle and an inner group of four. I will select four students to begin the discussion with the following questions: What do you define as “objectionable material” in television, movies, etc.? How are racial and cultural groups portrayed on television, in the past and today? Do you think television should be censored if it could potentially offend a cultural group? Why or Why not? Students will tap a member of the inner group and join the discussion. The students in the outer circle cannot comment unless they tap into the inner group.

2 min. Assign homework—Brainstorm and write down categories that are used to define people at school. Think of 4-5 different categories of stereotypes.

DAY 13

3 min. Housekeeping (attendance, announcements, etc.)

10 min. Grammar (Review indirect objects, introduce simple subjects)

15 min. Small group activity—Have students form groups of 3-4 to share their list of social groups. Students will brainstorm characteristics of each group and consider the following questions-How are people affected by being in a social or cultural group? What are the benefits? What are the drawbacks?

10 min. Large Group Discussion—Have each group share their social groups and characteristics (I will write them on the board). Also, have them share the answers to the prompted questions (I will also write on the board). Ask students to further consider how these stereotypes can be hurtful and how cultural/racial factors influence social group membership. I will ask them to consider the different characteristics of the social groups and ask them how stereotypes might cause someone to act unfairly towards another person.

15 min. Free Write—Students will write about their own experience with social group while considering the small and large groups discussions. They also have the option of writing about a literary character’s experience with social groups.

2 min. Assign homework—Reading Log response to chosen novel.

DAY 14

3 min. Housekeeping (attendance, announcements, etc.)

10 min. Grammar (review all grammar from the week)

5 min. Pass out copies of lyrics of “Video” by India Arie. Play song for class. (see attached)

Video by India Arie

[Verse 1]
Sometimes I shave my legs and sometimes I don’t
Sometimes I comb my hair and sometimes I won’t
Depend of how the wind blows I might even paint my toes
It really just depends on whatever feels good in my soul

[Chorus]
I’m not the average girl from your video
And I ain’t built like a supermodel
But I learned to love myself unconditionally,
Because I am a queen

I not the average girl from your video
My worth is not determined by the price of my clothes

No matter what I'm wearing I will always be
India.Arie

[Verse 2]

When I look in the mirror and the only one there is me
Every freckle on my face is where it's suppose to be
And I know my creator didn't make no mistakes on me
My feet, my thighs, my Lips, my eyes, I'm loving what I see

[Chorus]

[Verse 3]

Am I less of a lady if I don't where panty hose
My momma said a lady ain't what she wears but what she knows? But I've drawn the conclusion, it's all an
illusion
Confusion's the name of the game
A misconception, a vast deception,
Something got to change

Now don't be offended this is all my opinion
Ain't nothing that I'm saying law
This is a true confession
Of a life learned lesson
I was sent here to share with y'all
So get in when you fit in
Go on and shine
Clear your mind
Now's the time
Put your salt on the shelf
Go on and love yourself
'Cause everything's gonna be alright

[Chorus]

[Out]

Keep your fancy drink, and your expensive minks
I don't need that to have a good time
Keep your expensive cars and your caviar
All's I need is my guitar

Keep your crystal and your pistol
I'd rather have a pretty piece of crystal
Don't need you silicone, I prefer my own
What god gave me is just fine?

[Chorus]

15 min. Small Group Discussion—Have students read over song lyrics and list the various stereotypes that the songwriter acknowledges in the song. Also, consider the following question—what is the singer advocating? How does she deal with the stereotypes?

20 min. Have students read the prologue of Invisible Man by Ralph Ellison and do a reading log entry.

2 min. Reassemble desks, assign homework—first draft of Analytical Essay due on Monday.

DAY 15

3 min. Housekeeping (attendance, announcements, etc.)

10 min. Grammar Quiz (direct and indirect objects, simple subjects)

10 min. Have students get into small groups to discuss their reading log entries. Each group should pose one question for the large group discussion.

20 min. Large Group Discussion—Each group will pose their question to the class. I will facilitate the discussion by prompting student responses to the question and directing them to the text for examples.

10 min. Students can use this time to work on their analytical essay (writing, editing, proofreading, etc.) They can work in pairs to peer edit if they choose.

2 min. Collect reading logs, assign homework—remind students that their first draft of their essay is due on Monday.

DAY 16

3 min. Housekeeping (attendance, announcements, etc), Return reading logs.

8 min. Grammar (introduce participles)

2 min. Have students organize desks into groups of 3-4.

5 min. Distribute handout with proofreading instructions.

5 min. Demonstrate for the class how to conduct the peer editing session. They will pass the papers to the left after they are done with the first person using #1 approach, the second person using #2 and so on.

30 min. Have students get into small groups to peer edit their analytical essays. I will instruct them to do the following:

-Read the entire paper carefully, focusing on 1. The writer's clear description of the identity formation of the character and the comparison to another literary character or his/her own life. Make sure the writer gives examples from the text and/or personal experience. Write your comments in the margin clearly and write a brief summary at the end of the paper. 2. Pay attention to paragraph divisions, structure, grammar, usage and punctuation, also write suggestions in the margin. 3. Check to make sure the writer has addressed the theme of identity and gives multiple examples from the texts to support the unit theme in his/her evaluation.

2 min. Rearrange desks, collect papers, Assign Homework—read first four chapters on The House on Mango Street by Sandra Cisneros. Do reading log response.

DAY 17

3 min. Housekeeping (attendance, announcements, etc.)

10 min. Grammar (review participles, introduce sound alike words—accept/except, affect/effect, its/it's, etc.)

30 min. Small and Large Group Discussion—Students will follow same format for prologue of Invisible Man.

10 min. Revisit Portfolio Assignment. Ask students to start selecting their entries and remind them that they have to evaluate each component chosen for the synthesis paper. I

will also remind them that each piece is to demonstrate learning about identity, not to provide exemplary works throughout the unit. They can use their freewrites as part of their reflection on the unit. They can also use exhibits from either individual or group activities. Also, remind the students that they must reinterpret their personal narrative as either a poem, piece of artwork, multimedia project, etc. The choice of format is theirs and they must present it to the class in a 5-10 min. presentation with the portfolio.

2 min. Assign homework—Students will interview their parents to find out where their name comes from. They also have the option to research it on the internet to find an official meaning. They will also write a short reflection on their name—do they like it? What does it mean to them?

DAY 18

3 min. Housekeeping (attendance, announcement, etc.)

10 min. Grammar (review words that sound alike, introduce suffixes)

20 min. Students will design a cover page for their anthology with their own rendering of their name. I will provide them with the materials to create their cover. They will write the meanings that they discovered from their parents and/or the internet. They can also write some of the attributes that they listed earlier in the unit.

15 min. Students will read aloud Mango Street Chapters 5-11 in a popcorn fashion.

5 min. Students can begin their reading log.

2 min. Assign homework—Read Chapters 12-17 and do reading log entries for in class and homework reading.

DAY 19

3 min. Housekeeping (attendance, announcements, etc.)

10 min. Grammar (review suffixes, introduce prefixes)

15 min. Small Group Discussion—Student will compare their reading log entries and come up with one question per group for discussion.

20 min. Large Group Discussion—Students will give me their questions and organize into a Fishbowl discussion format. I will use the questions to prompt the students' discussion.

5 min. Rearrange desks back into regular seating arrangement. Assign Homework—Read Chapters 18-26 of Mango Street, do reading log response.

DAY 20

3 min. Housekeeping (attendance, announcements, etc.)

10 min. Grammar Quiz (participles, sound alike words, prefixes and suffixes)

20 min. Students will read aloud Chapters 27-33 in a popcorn fashion.

15 min. Free Write—How is Esperanza's family and/or neighborhood like yours? How are they different? How does your family and/or neighborhood reflect your identity?

5 min. Collect free write responses and reading logs. Assign homework—students will finish the novel over the weekend.

DAY 21

3 min. Housekeeping (attendance, announcements, etc.)

2 min. Return reading logs

8 min. Grammar (Review grammar throughout the unit)

10 min. Discuss format of test on The House on Mango Street. There will be some true/false, short answer and one short essay.

10 min. Large Group Discussion-Ask students to share their free write responses. Discuss similarities and differences in families and neighborhoods. How do they contribute the students' individual identities.

20 min. Large Group Discussion—Analysis of the Novel. I will facilitate a discussion of the novel, prompting them with the following questions: How does Esperanza feel about herself? Her family? Why does she want to leave Mango Street? What does the house represent? Why is it different from the other places Esperanza has lived? What is the significance of the conversation with the three sister? What are the major conflicts in the novel (i.e. race, gender, family) Why does Esperanza want a house of her own? Where does she go after the novel ends? How is Esperanza's identity connected to the House on Mango Street? What are the main external influences on Esperanza's identity formation?

2 min. Remind students to review for test, they will not be able to use their books or notes. Also, have students do reading log response for reading over the weekend.

DAY 22

3 min. Housekeeping (attendance, announcements, etc)

45 min. House on Mango Street test

2 min. Collect tests

5 min. Return analytical essay. Also, have students sign up for time slots for personal narrative and portfolio presentation beginning tomorrow. Remind students that their complete portfolio with synthesis paper is due by Friday.

DAY 23

3 min. Housekeeping (attendance, announcements, etc)

52 min. 10-12 students will present their personal narrative and portfolio. Guidelines were mentioned earlier in the unit.

DAY 24

3 min. Housekeeping (attendance, announcements, etc.)

52 min. The second group of 10-12 students will present their personal narrative and portfolio.

DAY 25

3 min. Housekeeping (attendance, announcements, etc.)

10 min. Grammar Quiz (grammar throughout the unit)

5 min. Collect Reading Logs

20 min. Last group of students to present their personal narrative and portfolio.

10 min. Free write—What did you like about our unit on identity? What did you dislike? What did you learn about yourself?

7 min. Collect portfolios and reading logs.

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