

Unit Title: Identity Unit

Grade Level: 10

Subject Area: English/Language Arts

Duration/Length/Number of class periods: About 2 weeks

Description:

Students will read class mentor texts (e.g. short stories, poetry, and excerpts from novels) to better understand different cultures, then demonstrate their knowledge of differing cultural experiences by writing in role (piece of writing that creates a character based on set guidelines--in this case, randomly assigned gender, age, location, and culture).

Established Goals (National, State, Local):

- 9.4.3.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
- 9.4.6.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
- 9.7.3.3 Write narratives and other creative texts develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
 - a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
 - b. Use literary and narrative techniques, such as dialogue, pacing, rhythm, repetition, rhyme, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
 - c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
 - d. Use precise words and phrases, telling details, figurative and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
 - e. Provide a conclusion (when appropriate to the genre) that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative or creative text.

What Enduring Understandings are desired?

- Background knowledge (cultural and prior experiences) affects how a particular person reacts to different situations and circumstances.

What Essential Questions will be considered?

- How does a person's prior experiences affect the decisions he/she makes?
- How do individuals identify culture?
- How do we make connections with people we don't culturally associate with?

Students will know / be able to:

- Students will be able to analyze character and point of view.
- Students will be able to write a narrative text.
- Students will know the following terms/concepts: plot, theme, point of view, culture, empathy, narrative

Description	Formative	Summative	Introductory Activity	Learning Activity	Student Technology Used	Teacher Technology Used	ISTE Standards

Identity Unit Packet (student resource/unit document)							
Name Research (pg. 3)			x				
16 Personalities Test (pg. 3-4)			x		x		
Identity Map (pg. 5-6)	x		x				
<i>House on Mango Street</i> by Sandra Cisneros excerpt (“My Name”) (pg. 12)				x			
Identity Map (revisited) (pg. 5, #2)	x			x			
“Hello, my name is Marijuana Pepsi” podcast				x	x		
“The Hidden Brain” podcast				x	x		
“How social media shapes our identity” by Nausicaa Renner (NYT)				x			
<i>Absolutely True Diary of a Part-Time Indian</i> by Sherman Alexie excerpts (pg. 15-31)				x			
“Girl” by Jamaica Kincaid				x			
Socratic Seminar: How do we define ‘individual identity’? How do we create it? How does it define us?	x						
<i>Everyday</i> by David Levithan excerpt (“Day 5994”) (pg. 33-57)				x			
<i>Big</i> (1988) or <i>Freaky Friday</i> (2003) or <i>13 Going on 30</i> (2004)				x		x	
Badging Additional cultural texts (optional)				x	x		
Fictional Narrative (pg. 32)		x					
Partner Feedback Form	x				x		

Materials, tools and resources:

[10-day Unit Agendas](#)

[Identity Unit Path of Learning \(UbD + Agendas\)](#)

Unit Plan Author (name, school and optional email address or hyperlink to teacher’s web page):

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Additional credit given to: Buffalo High School English 10 PLC members