

# IDENTITY UNIT

## STAGE 1 DESIRED RESULTS

ESTABLISHED GOALS	TRANSFER	
<p><u>CCSS.ELA-LITERACY.W.3.3</u></p> <p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>	Students will understand that identity impacts every facet of their lives and the lives of their peers.	
<p><u>CCSS.ELA-LITERACY.W.3.3.A</u></p> <p>Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p>	<b>MEANING</b>	
<p><u>CCSS.ELA-LITERACY.W.3.3.B</u></p> <p>Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p>	<b>UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTION</b>
<p><u>CCSS.ELA-LITERACY.W.3.3.C</u></p> <p>Use temporal words and phrases to signal event order.</p>	There are lots of things that make me who I am. Some of these things will change, and some of them will stay the same—but they are all important to who I am.	What makes you who you are?
<p><u>CCSS.ELA-LITERACY.W.3.3.D</u></p> <p>Provide a sense of closure.</p>	<b>ACQUISITION</b>	
<p><u>CCSS.ELA-LITERACY.L.3.2</u></p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<b>KNOWLEDGE</b>	<b>SKILL</b>
<p><u>Teaching for Justice (ID.3-5.1)</u></p> <p>I know and like who I am and can talk about my family and myself and describe our various group identities.</p>	<p>Key Vocabulary:</p> <ul style="list-style-type: none"> <li>• Identity</li> <li>• Group identity</li> <li>• Role</li> <li>• Race/ethnicity</li> <li>• Religion</li> <li>• LGBTQ+</li> <li>• Socio-economic status</li> <li>• Sexual orientation</li> <li>• Gender</li> <li>• Language</li> <li>• Spiritual affiliation</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• write personal narrative stories that have a beginning, middle, and end and share about what makes them who they are.</li> <li>• edit and revise stories to clarify their message.</li> <li>• compare and contrast identities to identify similarities and differences</li> <li>• share positive qualities about their and others' identities.</li> <li>• share parts of their family histories that they are comfortable bringing into the class.</li> <li>• ask questions about peers to get to know them better</li> <li>• reflect on "oops" moments and repair relationships when they make a mistake talking about identity</li> </ul>
<p><u>Teaching for Justice (ID.3-5.2)</u></p> <p>I know about my family history and culture and about current and past contributions of people in my main identity groups.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Identify parts of their own identities</li> <li>• Explain the difference between group identities, roles, small moments, family history, and traits</li> </ul>	
<p><u>Teaching for Justice (ID.3-5.3)</u></p> <p>I know that all my group identities are part of who I am, but none of them fully describes me and this is true for other people too.</p>		
<p><u>Teaching for Justice (ID.3-5.4)</u></p> <p>I can feel good about my identity without making someone else feel badly about who they are.</p>		
<p><u>Teaching for Justice (ID.3-5.5)</u></p> <p>I know my family and I do things the same as and different from other people and groups, and I know how to use what I learn from home, school and other places that matter to me.</p>		
<p><u>Teaching for Justice (DI.3-5.7)</u></p> <p>I have accurate, respectful words to describe how I am similar to and different from people who share my identities and those who have other identities.</p>		

<p><u>Teaching for Justice (DL.3-5.8)</u>  I want to know more about other people’s lives and experiences, and I know how to ask questions respectfully and listen carefully and non-judgmentally.</p>		
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<b>STAGE 2 COLLECTING EVIDENCE</b>	
<b>EVALUATIVE CRITERIA</b>	<b>PERFORMANCE TASKS</b>
<ul style="list-style-type: none"> <li>• Narrative Writing Checklist, incorporating success criteria</li> <li>• Single Point Rubric, related to writing checklist items</li> <li>• Checklist for “I Am...” Poems</li> </ul>	<ul style="list-style-type: none"> <li>• Personal Narrative Stories</li> <li>• “I Am...” Poems</li> <li>• Identity Murals</li> </ul>
	<th data-bbox="699 1203 1528 1268"><b>OTHER EVIDENCE</b></th>
	<ul style="list-style-type: none"> <li>• Weekly writing samples, submitted in Seesaw each Friday to gauge pace and progress</li> <li>• Anecdotal notes from writing conferences</li> <li>• Thinking Journal Responses</li> <li>• Post-It Notes and Anchor Charts from class discussions</li> </ul>

# STAGE 3 AVAILABLE IN THE FULL VERSION LEARNING PLAN AVAILABLE IN THE FULL VERSION

## Summary of Key Learning Events

DATES	ACTIVITIES				
Arc 1	<p>In social studies, students will identify key vocabulary for talking about identity. In literacy, students will draw upon identity work to learn about themselves as readers and writers.</p> <p>Learning Activities:</p> <table border="1"> <thead> <tr> <th data-bbox="261 485 824 548">LITERACY</th> <th data-bbox="824 485 1498 548">SOCIAL STUDIES</th> </tr> </thead> <tbody> <tr> <td data-bbox="261 548 824 999"> <ul style="list-style-type: none"> <li>Model and write “I Am…” poem (pre-assessment)</li> <li>Write initial personal narrative story (pre-assessment).</li> <li>Unpack Narrative Writing Checklist, identifying strengths and goals for personal narrative writing.</li> <li>Begin revising personal narratives by discussing beginning, middle, and end.</li> </ul> </td> <td data-bbox="824 548 1498 999"> <ul style="list-style-type: none"> <li>Pose initial question: <i>What makes you who you are?</i> Students share thoughts on post-it notes to support co-construction of identity vocabulary. (<a href="#">Lesson Plan</a>)</li> <li>Read <i>All Are Welcome</i> by Alexandra Penfold (2019) and create Circle Map (Hyerle, 2015) to Brainstorm Identity Words (<a href="#">Lesson Plan</a>)</li> <li>Introduce Thinking Journals                             <ul style="list-style-type: none"> <li>See-Think-Wonder (Ritchhart, et al., 2011)</li> <li>I used to... Now I... (Ritchhart, et al., 2011)</li> </ul> </li> <li>Sort identity words from Circle Map to identify categories for identity (i.e., gender, sexual orientation, race/ethnicity, etc.) using iCardSort. Create a list of “group identities.”</li> <li>Goal-Setting Activity: What are your personal goals this year?</li> </ul> </td> </tr> </tbody> </table>	LITERACY	SOCIAL STUDIES	<ul style="list-style-type: none"> <li>Model and write “I Am…” poem (pre-assessment)</li> <li>Write initial personal narrative story (pre-assessment).</li> <li>Unpack Narrative Writing Checklist, identifying strengths and goals for personal narrative writing.</li> <li>Begin revising personal narratives by discussing beginning, middle, and end.</li> </ul>	<ul style="list-style-type: none"> <li>Pose initial question: <i>What makes you who you are?</i> Students share thoughts on post-it notes to support co-construction of identity vocabulary. (<a href="#">Lesson Plan</a>)</li> <li>Read <i>All Are Welcome</i> by Alexandra Penfold (2019) and create Circle Map (Hyerle, 2015) to Brainstorm Identity Words (<a href="#">Lesson Plan</a>)</li> <li>Introduce Thinking Journals                             <ul style="list-style-type: none"> <li>See-Think-Wonder (Ritchhart, et al., 2011)</li> <li>I used to... Now I... (Ritchhart, et al., 2011)</li> </ul> </li> <li>Sort identity words from Circle Map to identify categories for identity (i.e., gender, sexual orientation, race/ethnicity, etc.) using iCardSort. Create a list of “group identities.”</li> <li>Goal-Setting Activity: What are your personal goals this year?</li> </ul>
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Arc 2	<p>Students will unpack their identities, using key vocabulary from Week 1, resulting in additions to Identity Maps. In literacy, they will explore their lives as readers and continue writing personal narratives, learning how to edit and revise through peer feedback.</p> <p>Learning Activities:</p> <table border="1"> <thead> <tr> <th data-bbox="261 1142 824 1205">LITERACY</th> <th data-bbox="824 1142 1498 1205">SOCIAL STUDIES</th> </tr> </thead> <tbody> <tr> <td data-bbox="261 1205 824 1824"> <ul style="list-style-type: none"> <li>Revise personal narratives by modeling how to add dialogue and sensory details.</li> <li>Model peer conferencing for student-to-student feedback on personal narratives.</li> <li>Edit personal narratives for paragraphing and indentation; introduce editing checklist.</li> <li>Collect work samples of personal narratives for self-assessment with checklists.</li> <li>Begin “My Reading Timeline” project, where students create a timeline of their reading life, sharing favorite books and important moments in their history as readers.</li> </ul> </td> <td data-bbox="824 1205 1498 1824"> <ul style="list-style-type: none"> <li>Scaffold identifying parts of identities (group identities, roles, family culture, important stories, etc.) and add to Identity Popplets (Ahmed, 2018), spread across multiple lessons.                             <ul style="list-style-type: none"> <li>Lesson 1: Traits vs. Roles</li> <li>Lesson 2: Group Identities</li> <li>Lesson 3: Important Moments and Family History/Culture</li> </ul> </li> <li>Send Home Family Culture Survey (Home Connection) where students choose questions to interview family members; bring notes back to school to include in Identity Popplets.</li> <li>Read alouds to continue to support discussions about identity, including:                             <ul style="list-style-type: none"> <li><i>Fly Away Home</i></li> <li><i>King and King</i></li> <li><i>The Lotus Seed</i></li> <li><i>Hidden Figures</i></li> </ul> </li> <li>Thinking Journals:                             <ul style="list-style-type: none"> <li>How has your thinking about identity changed?</li> <li>What makes you who you are?</li> </ul> </li> </ul> </td> </tr> </tbody> </table>	LITERACY	SOCIAL STUDIES	<ul style="list-style-type: none"> <li>Revise personal narratives by modeling how to add dialogue and sensory details.</li> <li>Model peer conferencing for student-to-student feedback on personal narratives.</li> <li>Edit personal narratives for paragraphing and indentation; introduce editing checklist.</li> <li>Collect work samples of personal narratives for self-assessment with checklists.</li> <li>Begin “My Reading Timeline” project, where students create a timeline of their reading life, sharing favorite books and important moments in their history as readers.</li> </ul>	<ul style="list-style-type: none"> <li>Scaffold identifying parts of identities (group identities, roles, family culture, important stories, etc.) and add to Identity Popplets (Ahmed, 2018), spread across multiple lessons.                             <ul style="list-style-type: none"> <li>Lesson 1: Traits vs. Roles</li> <li>Lesson 2: Group Identities</li> <li>Lesson 3: Important Moments and Family History/Culture</li> </ul> </li> <li>Send Home Family Culture Survey (Home Connection) where students choose questions to interview family members; bring notes back to school to include in Identity Popplets.</li> <li>Read alouds to continue to support discussions about identity, including:                             <ul style="list-style-type: none"> <li><i>Fly Away Home</i></li> <li><i>King and King</i></li> <li><i>The Lotus Seed</i></li> <li><i>Hidden Figures</i></li> </ul> </li> <li>Thinking Journals:                             <ul style="list-style-type: none"> <li>How has your thinking about identity changed?</li> <li>What makes you who you are?</li> </ul> </li> </ul>
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Arc 3	<p>Students will compare and contrast identities with classmates, developing an appreciation for similarities and differences between identities. In literacy, students will begin to reflect on their first personal narrative so they can articulate their strengths and challenges as writers.</p>				

	Learning Activities:	
	<b>LITERACY</b>	<b>SOCIAL STUDIES</b>
	<ul style="list-style-type: none"> <li>• What do strong readers and writers do? Create a circle map to be added to as the year progresses.</li> <li>• Reflect on first personal narrative and set goals for a new narrative using self-reflection and Narrative Writing Checklist.</li> <li>• Model starting a second personal narrative using reflection and Narrative Writing Checklist.</li> <li>• Model “revising as you go,” using Lift a Line strategy (Buckner, 2005).</li> <li>• Share reading timelines with small groups; record a retelling of the reading timeline on Seesaw.</li> </ul>	<ul style="list-style-type: none"> <li>• Create double-bubble maps, scaffolded and supported across multiple days.</li> <li>• Create an “identity mural” that illustrates important pieces of identity both symbolically and literally, to hand with final “I Am...” Poem.</li> <li>• Thinking Journals: <ul style="list-style-type: none"> <li>○ How has your thinking about identity changed?</li> <li>○ What makes you who you are?</li> </ul> </li> </ul>
Arc 4	Students will demonstrate how their understanding of identity has changed over the course of the unit. Students will use the Reading Timeline project and Personal Narratives to discuss how they want to grow as readers and writers.	
	Learning Activities:	
	<b>LITERACY</b>	<b>SOCIAL STUDIES</b>
	<ul style="list-style-type: none"> <li>• Finish editing and revising personal narratives to prepare for publishing party.</li> <li>• Celebrate writing progress with publishing party, using Narrative Writing Checklist and reflection activity to compare initial narrative to new narrative.</li> <li>• Goal-Setting Activity: What are your strengths and challenges as a reader and writer? Use personal narratives and reading timeline as a provocation for future goals.</li> </ul>	<ul style="list-style-type: none"> <li>• Complete identity murals and back them for hanging.</li> <li>• Complete Final “I Am...” poems.</li> <li>• Put finishing touches on Bubble Maps and Double Bubble Maps.</li> <li>• Compare “I Am...” poems to analyze how thinking about identity has changed.</li> <li>• Final Thinking Journal Entry: <i>How has your thinking changed about identity?</i> (I used to think... Now I think...)</li> </ul>