

**Overview**

# Identity and Storytelling Text Set

**Essential Question: What makes me, me? What story do I want to tell about who I am and what matters to me?**

| Lessons  | Guiding Questions  | Texts and Materials  |
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| <p><b>Authoring My Identity (2 days)</b></p> <p>Students explore the costs and benefits that come with sharing aspects of their identities. Then they discuss an informational text that introduces the concept of “narrative identity,” and they apply these concepts to their own original poem.</p>               | <ul style="list-style-type: none"> <li>• Who am I? What are the many factors that make me, me?</li> <li>• What stories about myself do I choose to share with others, and what do I keep private?</li> </ul> | <p><b>Video:</b> My Honest Poem</p> <p><b>Reading:</b> My Honest Poem</p> <p><b>Reading:</b> Authoring Identity</p> <p><b>Reading:</b> Authoring Identity (Adapted Version)</p> <p><b>Handout:</b> Text-to-Text, Text-to-Self, Text-to-World</p> <p><b>Handout:</b> My Honest Poem Sentence Starters</p>                                   |
| <p><b>Why Identity Matters (2 days)</b></p> <p>Students reflect on how aspects of their identities are more visible or felt in certain situations and then consider how their membership in certain social groups can influence their sense of self, how they perceive others, and how others may perceive them.</p> | <ul style="list-style-type: none"> <li>• What are we talking about when we talk about identity?</li> <li>• What dilemmas arise when others view us differently from how we view ourselves?</li> </ul>        | <p><b>Image:</b> Untitled: Four Etchings [A]</p> <p><b>Image:</b> Untitled: Four Etchings [B]</p> <p><b>Reading:</b> Exploring the Concept of Identity</p> <p><b>Reading:</b> Exploring the Concept of Identity (Adapted Version)</p> <p><b>Handout:</b> Social Identity Wheel</p> <p><b>Handout:</b> Complexity of Identity Exit Card</p> |

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| <p><b>Stories of Identity and Belonging (2 days)</b></p> <p>Students apply the concepts of narrative, personal, and social identity to their reading of four personal narrative essays. Then they synthesize key learning from this text set in order to consider what factors can make it challenging for young people to be who they really want to be in the world.</p>                  | <ul style="list-style-type: none"> <li>• Which aspects of my identity, if any, are fixed, and which ones are more fluid?</li> <li>• What can make it challenging to be who I really want to be in the world? How can I navigate or rise above these challenges?</li> </ul>                                     | <p><b>Handout:</b> Storytelling Sketch to Stretch</p> <p><b>Reading:</b> AJ from Washington, DC</p> <p><b>Reading:</b> Lauren from Providence, RI</p> <p><b>Reading:</b> My Dell Hid My Privilege and My Mac Hid My Financial Need</p> <p><b>Reading:</b> I'm a Teen of Mixed Race: Here's What It's Like to Grow Up Biracial in America Today</p> <p><b>Handout:</b> Personal Narrative Connection Questions</p> |
| <p><b>Cultivating Identity Literacy (1 day)</b></p> <p>Students reflect on the assumptions people make about them and then learn about a project created by two young women engaged in conversations across the country about identity, race, and culture. Students discuss the challenges of sharing identity stories and consider with their peers ways to overcome these challenges.</p> | <ul style="list-style-type: none"> <li>• How can we talk with each other across our differences?</li> <li>• What would need to happen in your classroom for students to feel like they could share personal stories about who they are and what they believe with their friends, peers, and adults?</li> </ul> | <p><b>Video:</b> Lessons of Cultural Intimacy</p> <p><b>Handout:</b> The Challenge of Sharing Soul Stories Discussion</p>   |