Plan on a Page | Lesson 2: Why Identity Matters

Guiding Questions:
- What are we talking about when we talk about identity?
- What dilemmas arise when others view us differently from how we view ourselves?

Activities:
1. **Consider How Identity Can Be Felt in Certain Situations**
   - Share the image *Untitled: Four Etchings [A]* and lead the class through a quick *See, Think, Wonder* activity. Repeat the process with the image *Untitled: Four Etchings [B]*. Then discuss the following questions:
     - What did you notice about how Ligon incorporated Hurston’s quotation in the two etchings?
     - What circumstances can cause parts of a person’s identity to stand out or to be more intensely felt?
     - The etchings, which Glenn Ligon created in 1992, use quotations from writer Zora Neale Hurston’s famous essay *“How It Feels to Be Colored Me,”* published in 1928. How do you think these works of art are still relevant today?
   - Have students write their own “I do not always feel . . .” and “I feel most ____ when . . .” reflections in their journals. These should be private responses.

2. **Explore the Complexity of Identity**
   - Review the concept of “narrative identity.” Then choose a *Read Aloud* strategy to read *Exploring the Concept of Identity* or *Exploring the Concept of Identity (Adapted Version)* as a class. Divide students into small groups to discuss the connection questions on the handout. Debrief as a class. Groups can share their Tweets to help get the discussion started.

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3. **Create Social Identity Wheels**
   Distribute the *Social Identity Wheel* handout and clarify terms as needed. Model the activity with a *Think Aloud* if you feel comfortable doing so. Have students complete their graphic organizers and then respond to the reflection questions on the handout in their journals. *These should be private responses.*

4. **Complete an Exit Card**
   Have students reflect on the lesson using the *Complexity of Identity Exit Card* handout.