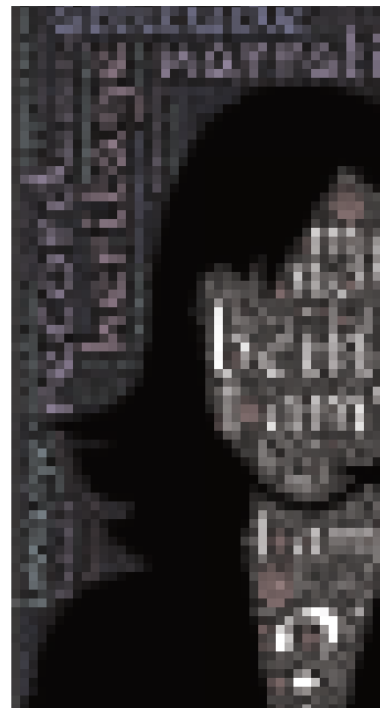
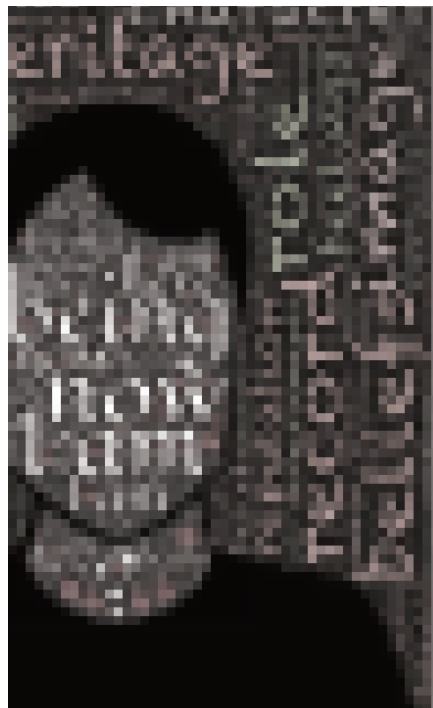




DIGITALLY WRITING NEW HISTORIES

What Is Identity And How Is It Formed?



1. What are the anchors of identity?
2. How much autonomy do we have over our identities?
3. How do we respond when we don't see ourselves reflected or respected in the world?

Me vs. The World: Identities in Times of Change

Designed by:	Frances Moore
Unit Overview:	Students will be exploring how identities are created, represented, as well as influenced by periods of great social change or upheaval. Link to Google Slides located here: https://docs.google.com/presentation/d/1TARFAyfM7H90DW9J04eRXBiNoIU8VCRYQ8C8Th2P9yg/edit?usp=sharing
Grade Level(s):	5th - 8th grade
Connection to Primary Source Materials	<ul style="list-style-type: none"> • PBS News hour journalism inaction.org • Kindercare Transport • Arab Museum website • Humanity in Crisis: Ethical Responsibilities for People Displaced by War video 15:07-30:00 https://www.loc.gov/item/webcast-7360/ • Safe Guarding Our Freedoms /Danziger https://www.loc.gov/item/2002716841/
Michigan Social Studies Standards Addressed:	<p>G5 ENVIRONMENT AND SOCIETY</p> <p>6 – G5.1.1 Describe how humans use and modify the environment.</p> <p>G6 GLOBAL ISSUES</p> <p>A global issue is one that has an impact affecting many regions of the world. 1.1-1.3</p> <p>C6 PURPOSES OF GOVERNMENT</p> <p>6 – C3.6.2 Compare and contrast various forms of government around the world.</p> <p>C4.3 Conflict and Cooperation Between and Among Nations 3.1-3.3</p> <p>E6 THE MARKET ECONOMY</p> <p>E3.1 Economic Systems Describe how societies organize to allocate resources to produce and distribute goods and services.</p> <p>PUBLIC DISCOURSE, DECISION MAKING, AND CIVIC PARTICIPATION (P3, P4)</p> <p>P3.1 Identifying and Analyzing Issues, Decision Making, Persuasive Communication About a Global Issue, and Civic Participation</p> <p>H7 THE WORLD IN TEMPORAL TERMS: HISTORICAL HABITS OF MIND</p> <p>H1.2.1-2.6 Historical Inquiry and Analysis Use historical inquiry and analysis to study the past</p> <p>W3.1 Classical Traditions Analyze classical civilizations and empires and their lasting impact.</p> <p>G1 THE WORLD IN SPATIAL TERMS</p> <p>G1.2 Geographical Inquiry and Analysis Use geographical inquiry and analysis to answer questions about relationships between peoples, cultures, and their environment</p>



C3 Indicators	<ul style="list-style-type: none"> • Developing questions and planning inquiries • Applying disciplinary tools and concepts: geography, history, civics • Evaluating sources and using evidence • Communicating conclusions and taking informed action
Disciplinary Literacy Essential Practices:	<ul style="list-style-type: none"> • Guided reading • Text sets at varying levels on the same topic (NewsELA, Scholastic, MyOn) • Vocabulary Wall • KWL, Exit tickets, compare contrast, summary, sequence of events
Digital Literacy Elements / ISTE Student Standards	<ul style="list-style-type: none"> • Portfolio curation • Category collection • Digital scavenger hunt • Digital self-portrait, or newspaper article (if applicable)
Other Relevant Standards, Connections to the CCSS, or the Context for the Unit	<p>CCSS.ELA-LITERACY.RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p>CCSS.ELA-LITERACY.WHST.6-8.1.C Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>CCSS.ELA-LITERACY.WHST.6-8.2.A Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>CCSS.ELA-LITERACY.WHST.6-8.2.B Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>CCSS.ELA-LITERACY.WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.</p> <p>CCSS.ELA-LITERACY.WHST.6-8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>CCSS.ELA-LITERACY.WHST.6-8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</p>

Compelling Question: What is identity and how is it formed?

Supporting Question 1	Supporting Question 2	Supporting Question 3
What are the anchors of identity?	How much autonomy do we have over our identities?	How do we respond when we don't see ourselves reflected or respected in the world?

Lesson 1: Do I See (Me) in the Media

Supporting Question 1:	What anchors of identity can we find in the media? (Examining events in current or past history that establish identity)
Step 1 (30 Min) Introduction	<p>PBS Newshour site www.journalisminaction.org scavenger hunt.</p> <p>Find images in three different locations from this website that stand out to you and reflect on what they convey. How are these images similar to what we might see in social media or other news outlets? Compare and contrast or then/now photo find Then/ Now example</p> <p>Example:</p> <p>Use the educator resource for an organized layout of topics covered on the site here: https://www.journalisminaction.org/sites/default/files/media/jia-educator-guides.pdf</p>
Step 2 (10 Min) Investigation	<p>Identifying anchors of identity through media. An anchor is something that holds in place, so consider elements of identity that are impossible to erase or ignore while exploring the images each person found. Perhaps do a chalk talk activity, where students explore each other's findings and use post-its to write what anchors they can identify.</p> <p>Some may include:</p> <p>Gender, age, country of origin, roles/jobs, fashion/culture, political posture/ beliefs, religion/spirituality, historical events, memories, geography</p>
Step 3 (30 Min) Internalization	<p>Defining anchors of identity, text to self, text to world connections. Consider definitions students generate personally, examine definitions provided globally/culturally. Add them to an Anchors of Identity anchor chart.</p> <p>Review Immigration Case Study https://www.journalisminaction.org/case/immigration</p>
Formative Assessment Task	<p>Create a collage or mixed media self-portrait of how you self-identify. What images, textures, symbols will you choose to create your self-portrait? Collage within and throughout the bust template is provided in the slides here. Allow students to incorporate mixed media options as well as the option to do any sized self-portrait template.</p> <p>Students may revisit their collages at the end of their unit to add or edit their mixed media. Have them discuss any changes with a partner or group.</p>

Lesson 2: On the Job

Supporting Question 2:	What parts of our identity are assigned to us? How do people change or adapt to that assignment? To what extent is individual identity supported or challenged by state structures and 'higher authority'?
Step 1 (15 Min) Introduction	<p>Examine the three forms of identification: Hans Weinman school id, Szymon Charlupski work document, Steve Lewkowicz prison camp uniform</p> <p>Have students identify any anchors of identity (reviewed in Lesson 1) they can find, noticing any foreign symbols or languages and inferring what these forms of identity could have been used for. What were these IDs used for? How do we use ids currently? What functions do they serve?</p>
Step 2 ((30 min, 2 sessions) Investigation	<p>Corroborate each of the primary sources to find similarities and establish a timeline. Launch an investigation of the major events in history that occurred in that time period and country by hosting stations to corroborate the events during this time period. Use the observations stems here at the stations to help guide investigations.</p> <p>Station 1: Holocaust interactive timeline here.</p> <p>Station 2: The Kindertransport: Contesting memory Dr Jennifer Craig-Norton — Refugee Studies Centre podcast.</p> <p>Station 3: Kindertransport: How Jewish parents sent children away to save their lives</p> <p>Invite students to ask questions regarding vocabulary or people while discussing the timeline with their teams using Padlet, Jamboard, or SmartSuite collaboration page</p> <p>Define terms that arrive in the conversation to an Exploring Global Identity anchor chart: Holocaust, genocide, concentration camps, swastika, Germany, war crimes, antisemitism, Judaism/ Jewish, refugee</p> <p>Observation Stems</p> <p>What type of document is this?</p> <p>What might it tell us about the person in the photograph?</p> <p>Why would someone need a document like this?</p> <p>How can we tell where this document was created?</p> <p>What language is this written in?</p> <p>What information is provided on the document?</p> <p>When was this created?</p> <p>How do people use identification now? What might it be used for?</p> <p>Why do we use symbols for or on identification?</p> <p>What power do symbols have?</p> <p>What role did the photographs play in their identification?</p> <p>What parts of our identity feel safer to share than others? Why?</p>

<p>Step 3 (30 min, 2 sessions) Internalization</p>	<p>Review and discuss the history of Kindertransport and explore how children's identities were shaped, morphed, destroyed during the survival of the Holocaust era. As a whole class, ask how this time period was portrayed in the media and identify anomalies or inconsistencies through think aloud: A great adventure: the story of the refugee children's movement / by John Presland</p> <p>[-Misconceptions: rescue narratives may absolve full accountability of the history of the Kindertransport; the transport excluded children with disabilities or physical afflictions, many fosters fetishized the children, many transports and children went missing or were never returned home.]</p>
<p>Formative Assessment Task</p>	<p>Advocate Poster or Political Cartoon:</p> <p>Students are invited to internalize the events of the Kindertransport by considering the impact of treating citizens of a different religious group differently.</p> <p>Extension Questions:</p> <p>Who's voices or identities needed to be amplified in this era of history? What media choices can we make to ensure people know who was impacted by the Kindertransport and the ramifications on their culture?</p> <p>Political Cartoon support:</p> <p>https://creativeeducator.tech4learning.com/2014/lessons/Political-Cartoons</p> <p>https://www.loc.gov/classroom-materials/</p> <p>https://www.liveabout.com/political-humor-cartoons-4687971</p> <p>Advocate Poster support:</p> <p>https://www.learningtogive.org/resources/advocacy-posters</p> <p>https://www.learningtogive.org/system/tdf/handouts/Characteristics_Advocates.pdf?file=1&type=node&id=12268&force=0</p> <p>D2.Civ.12.6-8. Assess specific rules and laws (both actual and proposed) as means of addressing public problems.</p> <p>D2.Civ.13.6-8. Analyze the purposes, implementation, and consequences of public policies in multiple settings.</p>

Lesson 3: Backpacking in Our Backyard

Supporting Questions	<p>Which parts of our identities are safer to share than others? Why?</p> <p>How do changes in our geography alter our overall cultural identity?</p>
Step 1 (30 Min) Introduction	<p>Exhibit study of Plan of the City for Washington, D.C. document located here: https://www.loc.gov/resource/g3850.ct002167b/?r=-0.222,0.018,1.517,0.719,0</p> <p>And discuss the language used in the document, location, purposes, and potential uses among other identity inquiry tools.</p>
Step 2 (2, 60 Min Sessions) Investigation	<p>Set students up into three different groups to analyze three different poems by Native American Poet Laureate from Living Nations, Living Words. They may use three basic questions to help extract information. Who is speaking? What anchors of identity are they using? What changes in their lives or land may have altered their sense of identity or culture?</p> <p>Michigan-” River People- The Lost Watch” https://tile.loc.gov/storage-services/service/afc/afc2020004/afc2020004_15/afc2020004_15_ms01.pdf</p> <p>Washington, D.C.- “Welcoming Home Living Beings”</p> <p>https://tile.loc.gov/storage-services/service/afc/afc2020004/afc2020004_44/afc2020004_44_ms01.pdf</p> <p>New Mexico- “Within Dinetah, The Peoples Spirit Remains Strong” https://tile.loc.gov/storage-services/service/afc/afc2020004/afc2020004_28/afc2020004_28_ms01.pdf</p>
Step 3 (30 Min) Internalization	<p>Conduct research on the history of European colonization in the area of the poem each group was selected to analyze.</p> <p>What information is easily accessible? What is missing or still unknown? What points of view can we have on immigration based on these poems and research?</p> <p>Suggested research sites:</p> <p>https://native-land.ca/.</p> <p>Modern map from the Bureau of Indian Affairs: https://www.bia.gov/sites/bia.gov/files/assets/public/webteam/pdf/idc1-028635.pdf</p> <p>https://www.loc.gov/classroom-materials/immigration/native-american/</p> <p>https://www.nationalgeographic.org/encyclopedia/native-americans-colonial-america/</p> <p>https://www.britannica.com/topic/Native-American/Native-Americans-and-colonization-the-16th-and-17th-centuries</p>

**Formative
Assessment Task**

Geography Self Portrait

Create a long-form poem about the places you've called home.

What events or people have altered them? How has that changed your identity or your culture? Use any of the poems in the previous session as a model text if necessary.

Summative Assessment

Option 1: Partner write a newspaper article, including a headline that describes a time in history or current day. What happened? Who was involved, who wasn't, and who was affected? What implications does this event have on their community or culture? How has history repeated itself? Google or Word Doc template here.

Option 2: Storyboard the life of a person in this unit (or your own) highlighting key events that add to, change, influenced the subject's most recent identity. Each event must have a detailed description including important terms and dates relevant to the subject. Challenge: the final piece of the storyboard may include an interpretation of what that person would become in the future (if themselves or a contemporary figure) or would have become if they were alive today (if deceased).

Option 3: Write an opinion essay (persuasive or narrative) on how identities are formed, used, and potentially marginalized using case studies reviewed in the unit and contemporary examples. Must include at least one counterpoint or global issue presented here or in another era of history.

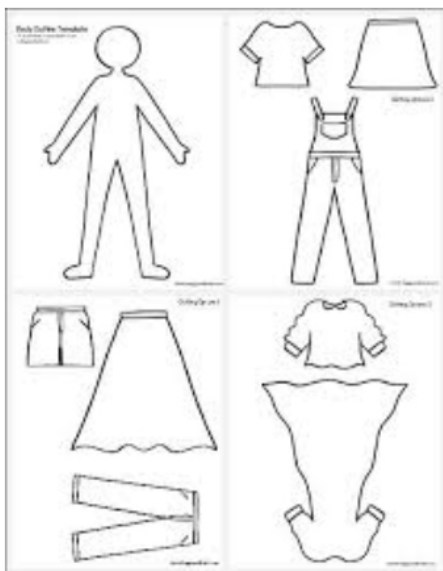
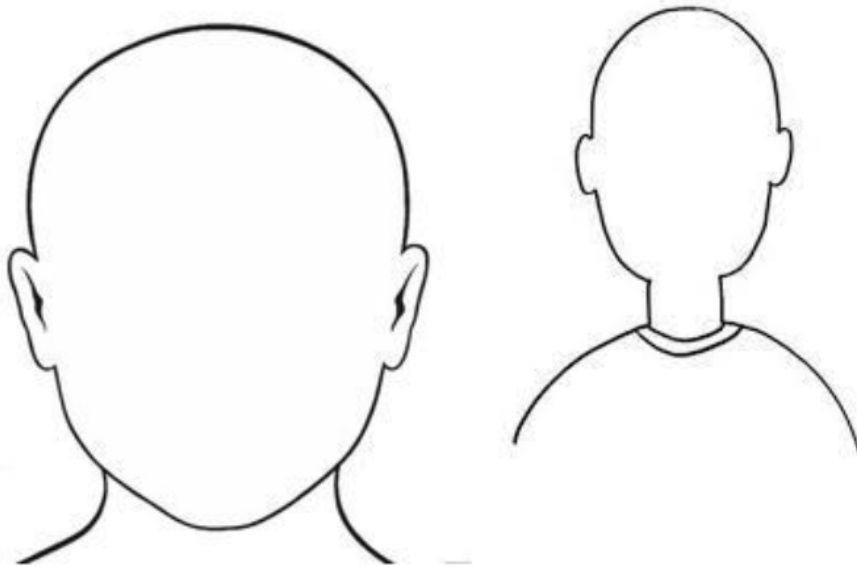
Rubric				
Summative Assessment Criteria	Expert	Proficient	Developing	Novice
DEVELOPING QUESTIONS AND PLANNING INQUIRIES	Student is interested in how and why events are characterized as they are, develops questions and claims around events presented throughout the unit, and works independently and collaboratively to conduct investigations around those questions.	Student develops and answers questions collaboratively with a partner or group; is able to expand on self-generated questions on at least 1 lesson in the unit	Student is developing opinions based on personal experiences and relates them to unit lessons; needs to develop collaborative study habits and generating/explaining their thoughts and questions	Student only develops questions with teacher guidance; does not work collaboratively to solve problems or produce answers to compelling questions.
APPLYING DISCIPLINARY TOOLS AND CONCEPTS	Students begin proposing solutions to compelling questions based on their experiences; is able to make connections to history, economics, and/or geography in their thesis throughout the unit	Student is able to make cross curricular connections and identify patterns in sources independently or collaboratively	Student is developing at least 1 cross-curricular connection with unit materials in verbal discussion or written work	Student is still developing understanding of geography, history, and cause and effect relationships
EVALUATING SOURCES AND USING EVIDENCE	Demonstrates a capacity for gathering and evaluating sources and then using evidence in disciplinary ways- to support a claim or counter-claim, to clarify issues or vocabulary, and add to greater class discussions and outcomes	Able to evaluate sources to answer questions and provide evidence for an argument or thesis. Can find similarities and differences in sources and determine where and how to use them.	Able to analyze sources for different attributes but still developing ways to use them to support a discussion or claim.	Able to agree or disagree with overall discussion around sources, but unable to demonstrate understanding of what sources are and how they can be used to support a claim.
COMMUNICATING CONCLUSIONS AND TAKING INFORMED ACTION	Able to identify and analyze public problems; deliberate with other people about how to define and address issues; take constructive, collaborative action; reflect on their actions and potential impact on society if sustained. Active upstander and ally	Able to speak to public problems or issues with adequate evidence; can present at least one solution and have collaborated with at least 2 groups about possible solutions and outcomes. Active upstander	Unable to speak to possible solutions or alternative outcomes of public issues with a group or partner; still developing a clear thesis on the public issue addressed in the unit.	No clear understanding of public issue, potential solution or able to collaborate to produce upstander work.

Student Resources

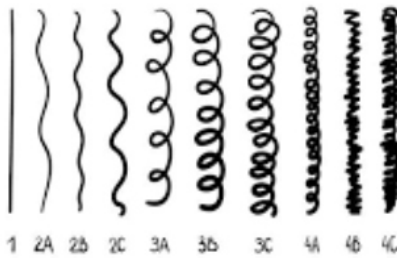
Additional Research Reading:

- In the Shadow of Liberty, Kenneth C. Davis
- Betty Before X, Ilysa Shabazz
- Other Words for Home, Jasmine Warga
- The Name Jar, Yangsook Choi

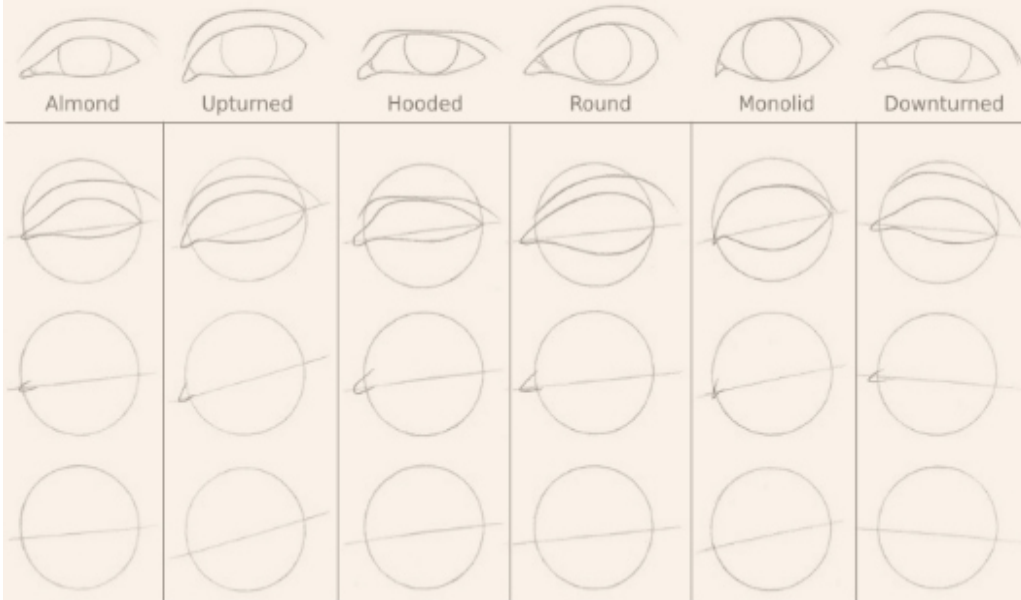
Lesson 1 Materials



Hair types



How to Draw 6 Different Types of Eyes



Other helpful, but not required, materials

- Personal photos, paintings, or textiles (jeans, tassels, etc)
- Newspaper, magazines, old textbooks
- Paint, color pencils, oil pastels
- Glue sticks, Elmer's glue, or cement glue
- Cardboard, cardstock, or other stiff material,
- If no raw materials are available, Paint 3D, Powerpoint, or PhotoShop can accomplish this task digitally
-

ESSAY OUTLINE SAMPLE TEMPLATE

I. Introduction

Get the reader's attention – ask a leading question; relay something enticing about the subject in a manner that commands attention. You could start with a related quote, alluring description, or narrative.

Thesis Statement

State the thesis – what you are going to discuss. You could state the causes and effects to be discussed; comparison of subject X and subject Y; your position on the issue; your proposal if applicable; and the main points that will develop your argument.

II. Body

1. First Point, Topic sentence, Explanation

a. Supporting evidence (examples, facts, theories, statistics, quoted authorities, details, reasons, etc.)

b. Supporting evidence

c. (Conclusion and lead-in)

2. Second Point

a. Support

b. Support

c. optional

3. Third Point

a. Support

b. Support

c. optional

III. Conclusion

Summarize your thesis and how your evidence supports your points. Re-emphasize your thesis in a fresh way, showing how you have achieved your purpose. You may wish to appeal to the reader to see how you have come to a logical conclusion or make a memorable final statement.

About the Inquiry Author



Frances Fabian-Moore

Learn More About the Inquiry Here:

