

### Intersections of Identity: K-12 version

<b>Name: Mario Perez</b>	<b>Unit Plan: Weeks of</b>	
	<b>Subject/Grade Social Studies/ELL</b>	
	<b>Level: 9-12</b>	
<b>Unit Title:</b>	<p style="text-align: center;"><b>The Five Senses of Me - What brings out the “identity” in you?</b></p>	
<b>Unit Narrative:</b>	<p style="text-align: center;"><b>By using Sandra Cisneros poem, “You Bring Out the Mexican Me,” the goal of this lesson is to empower students to create/own the labels they feel comfortable identifying with.</b></p>	
<b>Standards:</b>	<p style="text-align: center;"><b>English Language Arts - Written/oral expression, and communicative language.</b></p> <p style="text-align: center;"><b>Social Studies - Race, Reflecting on culture and intersections of identity.</b></p>	
<b>Objectives -</b>		
To enable students to create their own narratives about self-identification.		
<b>Big Ideas -</b>		
What are the ways in which our culture, nationality, citizenship, and global awareness inform the ways in which we see ourselves in the world?		
<b>Essential Questions -</b>		
What makes you, you?		
<b>Learning Acquisition and Assessment</b>		
<b>Students will know</b>	<b>Students will be able to</b>	
<ul style="list-style-type: none"> <li>● How to self-reflect on identity, race, culture, and ethnicity within a landscape of intersectionality.</li> </ul>	<ul style="list-style-type: none"> <li>● Discuss and reflect on issues concerning race, culture, and identity</li> </ul>	
<b>Formative Assessments</b>	<b>Summative Assessments</b>	
<ul style="list-style-type: none"> <li>● Worksheets on the five senses and creative prose on identity.</li> </ul>	<ul style="list-style-type: none"> <li>● A video with student- selected images that correlates with the formative assessments.</li> </ul>	
<b>Learning Activities (1 week – 5 days): Lesson introduction, body, and closing</b>		

<p>Day 1</p>	<ul style="list-style-type: none"> <li>● ELL/Social Studies - (Newcomer students with beginning levels of English proficiency) Students will learn the terminology for the five senses in English.</li> <li>● Read - Sandra Cisneros' poem, You Bring Out the Mexican in Me, and identify examples from the poem that capture each of the five senses.</li> </ul>
<p>Day 2</p>	<ul style="list-style-type: none"> <li>● Labels, identity, and intersectionality - Students will discuss the ways in which they identify by creating concentric circles of self. Who are you?</li> </ul>
<p>Day 3</p>	<ul style="list-style-type: none"> <li>● The five senses of me! - Students will write two examples for each of the five senses that bring out their own identity after selecting a label from the previous day that they identify with. For example: A student might say they identify as an "immigrant," or a "refugee," or "global citizen." Once the students have "owned" their label, they will write something that brings out the "global citizen" in them by eliciting the five senses. Example - "Living in the United States as a refugee and seeing the red, white, and blue on the Fourth of July, brings out the sense of liberty in me."</li> </ul>
<p>Day 4</p>	<ul style="list-style-type: none"> <li>● What brings out the "Newcomer student" in you? Students will write examples for each of the five senses to connect with how their lives look like, feel like, taste like, sound like, and smell like, when they are in their new school in the United States. What brings out the Newcomer in you? Ex: Hearing all my classmates from different countries saying the Pledge of Allegiance in broken and accented English, brings out the newcomer in me.</li> </ul>
<p>Day 5</p>	<ul style="list-style-type: none"> <li>● Students will select images for their own visual poems after selecting the label that they want to present regarding their identities. These videos will be shared with Dr. Emily Rosado's junior college students in Maryland. The goal is to have our students work on interviewing one another and create digital stories about their "penpals" that can lead to greater discussions about race, identity, and global citizenship.</li> <li>● EU Connection - Dr. Rosado and I would like to host a platform for inviting educators from around the world to carry out this lesson plan with their students in their respective settings</li> </ul>

	and to create one student video from each participating classroom that we can upload to a website with all of these resources so that we can build a digital inventory of how people identify around the world. What brings out the “European citizen” in our EU counterparts?
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<b>Resources and Materials</b>	
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| <ul style="list-style-type: none"><li>● Several handouts that are not attached because they should be generated by any teacher adapting this lesson for their own population/classroom/students. This list is a guide of what I’ve used in my own classroom and were referred to in the above lesson plan:<ul style="list-style-type: none"><li>○ Sandra Cisneros’ poem - <b>You Bring Out the Mexican in Me</b></li><li>○ <b>The Five Senses of Me and Five Senses worksheet</b></li><li>○ <b>Concentric Circles of Me</b></li><li>○ <b>What brings out the YOU in YOU?</b></li><li>○ <b>Instructions for creating digital storytelling/videos</b></li></ul></li></ul> |  |
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Higher Education version by Emily Rosado