

Lesson Title: Exploring our identity

Lesson# 1

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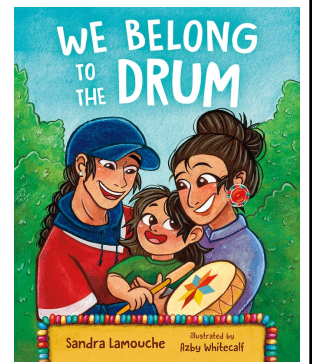
Subject: Language Arts

Grade: 5

Anchor book for this activity:

We Belong to the Drum

Author: Sandra Lamouche
Illustrator: Azby Whitecalf



Rationale:

Exploring one’s identity is an imperative practice in life, as well as a key learning requirement, serving to enhance one’s education.

Core Competencies:

Communication	Personal & Social
<p>Collaboration:</p> <p>Profile 3 I contribute during group activities with peers and share roles and responsibilities to achieve goals.</p> <p>I take on different roles and tasks in the group and work respectfully and safely in our shared space. I express my ideas and help others feel comfortable to share theirs so that all voices are included. I work with others to achieve a common goal and can evaluate our group processes and results.</p>	<p>Positive Personal and Cultural Identity:</p> <p>Profile 6 I can identify how my life experiences have contributed to who I am; I recognize the continuous and evolving nature of my identity.</p> <p>I can identify ways in which my strengths can help me meet challenges, and how my challenges can be opportunities for growth. I understand that I will continue to develop new skills, abilities, and strengths. I can describe how aspects of my life experiences, family history, background, and where I live (or have lived) have influenced my values and choices. I understand that my learning is continuous, my concept of self and identity will continue to evolve, and my life experiences may lead me to identify with new communities of people and/or place.</p>

Big Ideas (Understand)

Exploring stories and other texts helps us understand ourselves and make connections to others and to the world.

Learning Standards

Learning Standards/Curricular Competencies (DO)	Learning Standards - Content (KNOW)
<ul style="list-style-type: none"> ❖ Use personal experience and knowledge to connect to text and develop understanding of self, community, and world ❖ Exchange ideas and perspectives to build shared understanding ❖ Demonstrate awareness of the oral tradition in First Peoples cultures and the purposes of First Peoples texts 	<ul style="list-style-type: none"> ❖ Story/text Forms, functions, genres of text ❖ Perspective/point of view

FPPL:

This lesson explores the First Peoples Principle of Learning's "Learning requires exploration of one's identity" principle head-on by provoking the question of what it is that grounds us uniquely. This includes and all themes that incites belonging, such as but not exclusively: tradition, culture, memory, story, and anything whatsoever that gives us a true feeling of identity, and what makes us as individuals feel at home and comforted.

Instructional Objectives & Assessment

Instructional Objectives (Students will be able to)	Assessment
Students will reflect on and recognize what identity means to them, and what symbols and objects represent their identity to family.	Complete an "Exit Ticket" that includes a list of three items/cultural traits/traditions/values that represent their identity, with a summarizing paragraph connecting the significance of each.
Students will be able to share what they feel best represents their identity within a table group, and respectfully observe their peers conveying what significant traits represent their identity, and why.	Circle amongst the table groups observing for: 1) Participation and ability to express what personal identity means to one's self, and; 2) Making connections and showing interest in others' understanding of their identity.

Materials and Resources

Model of an Example Exit ticket
 Book
 Paper

Lesson Activities:

Teacher Activities	Student Activities	Time
<p>Introduction (the "HOOK"):</p> <ul style="list-style-type: none"> ❖ Gather students in a circle if possible, otherwise at tables desks facing front ❖ Introduce FPPS, and pose the question "Learning requires exploration of one's identity, what does this mean to you?" ❖ Pose the question "What does identity mean to you personally, and can you think of a one-word description" ❖ Read book to class, invite questions and connections 	<ul style="list-style-type: none"> ❖ Students get settled and quietly ready ❖ Answer and discuss "Learning requires exploration of one's identity, what does this mean to you?" ❖ Answer and discuss "What does identity mean to you personally, and can you think of a one-word description?" ❖ Listen to read-aloud, discuss story's significance after and make connections 	<p>10 minutes</p>
<p>Body:</p> <ul style="list-style-type: none"> ❖ Model an example, while deepening personal connection with students, by describing own personal identity ❖ Check for understanding (thumbs up or down), proceed if generally understood ❖ Send out students to discuss personal identity in groups for five minutes ❖ After five minutes, pass out paper to prepare Exit Ticket: <i>List three items, cultural traits, traditions, or values that represent your own identity, with a summarizing paragraph connecting the significance of each.</i> 	<ul style="list-style-type: none"> ❖ Students remain seated, observing example from teacher's own personal perspective of identity ❖ Either confirm understand, or request further example or explanation ❖ Share own examples of identity, why it is important, reflect on peer's points ❖ Work quietly (not necessarily silent, conversation still important) on Ticket 	<p>15 minutes</p>
<p>Closure: (Bringing it all back to the book)</p> <ul style="list-style-type: none"> ❖ Bring attention back to a class discussion, recap and connect the activity with the drum as the author's personal identity ❖ Invite examples of identity traits from individuals and discuss why they came to be, and find common (or unique) themes 	<ul style="list-style-type: none"> ❖ Break up from groups if separated from class, rejoin together as a group for final connections and sharing ❖ Discuss and share personal connections with the class, respectfully relating connections and common values 	<p>5 minutes</p>