

**Exploring Themes of Identity and Belonging in Short Stories and Poems**

Adapted for Student Achievement Partners

Culturally Relevant Lesson Reflection

* **How does the lesson create opportunities to affirm students’ identities and cultures?**
  + This lesson creates opportunities to affirm students’ identities and cultures through active and intentional discussion about this topic. During this first week, students and educators are asked to explore themes of identity and belonging. Their first engagement with this idea is through the TedTalk “The Danger of a Single Story” by Chimamanda Ngozi Adichie. Students and educators are asked to explore the narrative of monoliths when it comes to identity. This helps as a foundational conversation to the rest of the week and the unit and students engage with other voices and experiences that are diverse and can support their inferencing skills when discussed as not single stories.
* **How does the lesson encourage students to build relationships between the school and our community?** 
  + This lesson encourages students to build relationships specifically through a class community because they can share their experiences about identity and belonging. The teacher has space to share their own experiences as well, which allows for trust to and connection to build in the classroom.
* **How does the lesson create opportunities for sharing power within the classroom?**
  + This lesson can do more to create and share power. For example, maybe have students share their stories about identity and belonging or perhaps students can create their own single stories to add to the narrative. This lesson does allow space for the sharing of power through discussion. Discussion of these texts can empower students to share their own journeys and even build empathy as they listen to their peers and learn about the lives of the people in their class.
* **How will I adapt the lesson to communicate academic expectations and ensure all students are successful?** 
  + I can adapt this lesson to communicate academic expectations by providing graphic organizers, sentence frames, and rubrics. Through clarity of what is expected, I can set my students up to succeed. I can even provide different platforms or mediums of sharing their responses, if students are not comfortable posting via Flipgrid.

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| **Goal and Objective of Week 1:** For this week, students are working on foundational standards and skills (e.g., citing textual evidence, determining two or more themes, and analyzing figurative language) that will be needed throughout the year. | | | | |
| **DAY 1** | **DAY 2** | **DAY 3** | **DAY 4** | **DAY 5** |
| **Determine the Central Theme of “The Danger of a Single Story” by Chimamanda Ngozi Adichie** | **Evaluate Speaker’s Point of View “The Danger of a Single Story” by Chimamanda Ngozi Adichie** | **Read and Cite Strong and Thorough Textual Evidence for “Hello, My Name is \_\_” and “This is Not Who We Are”** | **Determine Themes of Identity and Belonging for “Hello, My Name is \_\_” and “This is Not Who We Are”** | **Analyze Author’s Choices in “Hello, My Name is \_\_” and “This is Not Who We Are”** |
| **Focus Standard(s):** RL.11-12.1, RL.11-12.2 | **Focus Standard(s):** RL.11-12.1, RL.11-12.2, SL.11-12.3 | **Focus Standard(s):** RL.11-12.1, RL.11-12.2 | **Focus Standard(s):** RL.11-12.1, RL.11-12.2 | **Focus Standard(s):** RL.11-12.1, RL.11-12.5, L.11-12.5 |
| **Objective:** Students will determine two or more central themes of the TED Talk [“The Danger of a Single Story”](https://www.ted.com/talks/chimamanda_ngozi_adichie_the_danger_of_a_single_story/up-next) by completing a [SOAPSTone analysis](https://drive.google.com/file/d/1jmoBsZM9YCZoHSBLEMitqj6EFLoNVpWT/view?usp=sharing) or [Ted Talk Graphic Organizer](https://drive.google.com/file/d/13IJcT606zL_nntj3kvF8B8eJ_pGVGB5i/view?usp=sharing) of the video. | **Objective:** Students will evaluate a speaker’s point of view, reasoning, and use of evidence in the TED Talk [“The Danger of a Single Story”](https://www.ted.com/talks/chimamanda_ngozi_adichie_the_danger_of_a_single_story/up-next) by completing a [SOAPSTone analysis](https://drive.google.com/file/d/1jmoBsZM9YCZoHSBLEMitqj6EFLoNVpWT/view?usp=sharing) or [Ted Talk Graphic Organizer](https://drive.google.com/file/d/13IJcT606zL_nntj3kvF8B8eJ_pGVGB5i/view?usp=sharing) of the video. | **Objective:** Students will cite strong and thorough textual evidence to support analysis of what the texts say explicitly as well as inferences drawn from the text by answering guiding questions for the stories [“Hello, My Name is \_\_” by Jason Kim](https://drive.google.com/file/d/1AoctUa8lF9u1KD2UCeU6hMqrQKnA1O8D/view?usp=sharing)  and [“This is Not Who We Are” Naomi Shihab Nye](https://drive.google.com/file/d/1k1gZnZKRhULZ_-fAhLXQ7yY0PF7T2mhJ/view?usp=sharing). | **Objective:** Students will determine two or more themes that center around identity and belonging are developed over the course of the texts [“Hello, My Name is \_\_” by Jason Kim](https://drive.google.com/file/d/1AoctUa8lF9u1KD2UCeU6hMqrQKnA1O8D/view?usp=sharing) and [“This is Not Who We Are” Naomi Shihab Nye](https://drive.google.com/file/d/1k1gZnZKRhULZ_-fAhLXQ7yY0PF7T2mhJ/view?usp=sharing) by completing a theme development organizer. | **Objective:** Students will analyze how an author’s choices concerning how to structure specific parts contribute to its overall meaning in the stories [“Hello, My Name is \_\_” by Jason Kim](https://drive.google.com/file/d/1AoctUa8lF9u1KD2UCeU6hMqrQKnA1O8D/view?usp=sharing) and [“This is Not Who We Are” Naomi Shihab Nye](https://drive.google.com/file/d/1k1gZnZKRhULZ_-fAhLXQ7yY0PF7T2mhJ/view?usp=sharing) by completing and posting a short constructed response on Flipgrid. |
| **Formative assessment of student learning:**   * Classroom discussion of video and the central themes * Cite evidence to support the central themes | **Formative assessment of student learning:**   * Classroom discussion of video and the central themes * Cite evidence to support the central themes * Using textual evidence to support evaluation and analysis of the speaker’s point of view and reasoning | **Formative assessment of student learning:**   * Students make inferences based on the text and provide textual evidence to support | **Formative assessment of student learning:**   * Students complete the theme organizer that provides textual evidence to support two or more themes | **Formative assessment of student learning:**   * Students analyze the author’s choices in the poems * Students provide evidence that supports their inferences about the author’s choices * Students practice their speaking and listening skills by sharing their responses via Flipgrid |
| **Narrative of teacher action:**   * Introductory PPT that explains and illustrates how to determine two or more central themes * Walk students through the video and stopping at points where discussion and questions can occur * For discussion questions, see page 10: [PDF - “The Danger of a Single Story”](https://drive.google.com/file/d/14KxQXsDWy7LGBlRyXRSF72qub0M68083/view?usp=sharing) * Model how to complete the SOAPSTone organizer * Teacher should make the point explicit about the dangers identifying others as a single story and the impact that can have on their identity * If comfortable, share your own personal stories and narratives about identity and belonging * Create community by sharing stories of identity and belonging that connect to the video | **Narrative of teacher action:**   * Teacher should make the point explicit about the dangers identifying others as a single story and the impact that can have on their identity * Review with students how to determine two central themes and how to cite evidence * Guide students how to embed textual evidence to support their analysis * Questions students can respond to: “What are the dangers of a single story? How can making monoliths of people be dangerous to their identity and sense of belonging? What are ways that we can embrace the diversity within others and ourselves?” * Model how to write or address a prompt before students answer some or all of the questions * Provide a rubric, if graded, that will support students in this process * Create community by sharing stories of identity and belonging that connect to the video | **Narrative of teacher action:**   * **Introduce the poems and texts above** * **Use one text as a mentor text that you will walkthrough with the students** * **Model how to annotate the text to look for themes, figurative language, and author’s choice** * **Use guiding questions that require students to make inferences about the text during annotating and highlighting of support evidence** * **Model how to cite evidence if students are responding to a prompt or text-dependent questions. Address grammar and language expectations.** * **Prompts:** What does the reader learn about the authors and their identities from the text? How do the ideas of identity and belonging present themselves in the text? * **Discuss how the poem and poems address the larger themes of identity and belonging** * **Make connections to “The Danger of a Single Story” when applicable** * Create community by sharing stories of identity and belonging that connect to the texts | **Narrative of teacher action:**   * Review how to determine two or more themes * Support students finding two or more themes that are across the texts, including the mentor text * **Discuss how the poem and poems address the larger themes of identity and belonging** * **Make connections to “The Danger of a Single Story” when applicable** * **Support students in writing a short constructed response that analyzes two or more themes in the texts that connect to identity and belonging** * Create community by sharing stories of identity and belonging that connect to the texts | **Narrative of teacher action:**   * Introductory PPT that explains author’s choices and structure, specifically in poetry * Address author’s choices and structure in the texts * If the author’s structure is specific to culture, make this connection apparent and a discussion point * Discuss language and why the author decides to make certain stylistic choices * Provide guidelines for how to post via Flipgrid * Have students draft their responses first and practice, if time allows, before posting * Provide alternate platforms for posting if students are not comfortable sharing via Flipgrid or have another creative way of presenting their responses * Provide prompts or questions for students to address that will focus their responses * Prompts: How do the authors embrace diversity within others and ourselves? What choices does the author make about the structure and language of the text? How do these choices help the reader to better understand the author and their point of view? |
| **Student learning activities:**   * Notes on how to determine two or more central ideas * Graphic organizer that determines two or more themes with textual evidence * Discussion and answer of how to determine a theme or central idea within a text * Create community by sharing stories of identity and belonging that connect to the video * Class Journal for notes and student response as are writing throughout this lesson | **Student learning activities:**   * Discussion and answer of how to determine a theme or central idea within a text * Students can share out their themes and how they determined them * Students can respond to a short constructed response * Class Journal for notes and student response as are writing throughout this lesson | **Student learning activities:**   * Annotating of text(s) * Making inferences from the text(s) with textual evidence as support * Answer of text-dependent questions with supporting evidence * Discussion of connections to “The Danger of a Single Story” and the themes of identity and belonging * Create community by sharing stories of identity and belonging that connect to the texts * Class Journal for notes and student response as are writing throughout this lesson | **Student learning activities:**   * Annotating of text(s) * Determine two or more themes that are across these texts and cite evidence as support * Answer of text-dependent questions with supporting evidence * Discussion of connections to “The Danger of a Single Story” and the themes of identity and belonging * Create community by sharing stories of identity and belonging that connect to the texts * Class Journal for notes and student response as are writing throughout this lesson | **Student learning activities:**   * Notes on author’s structure and purpose * Participation in class discussion about author’s choice and connection to identity and belonging * Draft of response that answers a specific question * Cite textual evidence to support their responses * Participation in Flipgrid * Class Journal for notes and student response as are writing throughout this lesson |