

Unit One: Access to the The American Dream and Identity

Objectives:

- To create a digital narrative project about an important aspect of the student's identity
 - Students will use literature and whole class discussions to become conscious of their own identities and traditional American socialization.
 - Students will understand how people of different age groups conceptualize identity
 - Students will become conscious of their own beliefs and biases
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UNIT 1 SUMMARY

Common Core Standards

- W.9-10.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- W.9-10.3.A: Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- W.9-10.3.B: Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- W.9-10.3.C: Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
- W.9-10.3.D: Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- W.9-10.3.E: Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
- W.9-10.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- W.9-10.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10 here.)
- W.9-10.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
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Scaffolding

To build students' narrative writing stamina and teach specific writing techniques, I use Kelly Gallagher and Penny Kittle's writing activities from their book *180 Days: Two Teachers and the Quest to Engage and Empower Adolescents*. Respectively, students create a 100 word memoir about an aspect of their identity, craft one scene of a story about an aspect of their identity, craft several scenes of a story about an aspect of their identity, and use digital technology to tell their story in a digital format. The resources listed under each writing activity are unique to this specific curriculum.

Step 1: 100 word memoir about an aspect of your identity

Daily Writing Prompts:

Matrix of Identity (Resource 1.1)

Matrix of Identity #2 (Resource 1.2)

Age and Identity (Resource 1.3)

Step 2: Craft one scene* of a story about an aspect of your identity

Class Discussion Prompts:

Student Discussion Guide #1 (Resource 2.1)

Understanding Privilege Lesson from the National Association of School Psychologists: <https://www.nasponline.org/resources-and-publications/resources-and-podcasts/diversity/social-justice/social-justice-lesson-plans/talking-about-race-and-privilege-lesson-plan-for-middle-and-high-school-students>

Matrix of Privilege (Resource 2.2)

Step 3: Craft several scenes* to tell a story about an aspect of your identity

Students conduct many "passage studies" from the texts on the Supporting Literature list as we read them (Gallagher). They should notice narrative writing moves that each author makes as well as how they write about identity.

Step 4: Tell your story in a digital format

Digital Storytelling Project (Resource 4.1)

Digital Resources List (Resource 4.2)

Student Discussion Guide #2 (Resource 4.3)

Supporting Literature

Students should choose at least one book to read from the list below. The instructor should discuss how the writer's identity influences the story that is being told. Students can use Resources 1.A - 1.D to analyze characters in their chosen piece of literature. While reading these texts, the instructor should arrange for weekly or bi-weekly literature circles; here, she can provide additional resources for understanding and analyzing the texts if needed.

A Raisin in the Sun by Lorraine Hansberry

Of Mice and Men by John Steinbeck

The Hate U Give by Angie Thomas

The House on Mango Street by Sandra Cisneros

All American Boys by Jason Reynolds

The Poet X by Elizabeth Acevedo
