



<b>Activity</b>	Theme 4 Activity 1
<b>Lesson Name</b>	Exploring Identity: Who am I?
<b>Summary</b>	In this activity, students will explore the aspects that shape individual and community identity by examining their own personal identities. Students will each create an identity chart that answers the question “Who am I?” and compose a biopoem following a template. Through this process, students will begin to understand the factors that shape identity, including (but not limited to): language, gender, family, cultural traditions, environment, personal experiences, religion, hobbies/interests. Students will conclude the lesson by considering how Eastern Shawnee culture and heritage specifically has impacted their identity.
<b>Objectives</b>	Students will: <ul style="list-style-type: none"><li>• Understand the definition of identity.</li><li>• Understand the many factors that influence individual and community identity.</li><li>• Explore personal identity through the creation of an identity chart.</li><li>• Explore and share personal identity through the creation of a biopoem.</li><li>• Understand that one’s cultural heritage can impact his/her identity.</li></ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"><li>• What is identity? What forces shape individual and community identity?</li><li>• How can cultural heritage influence individual and community identity?</li></ul>
<b>Materials</b>	<ul style="list-style-type: none"><li>• Chart paper</li><li>• Markers</li><li>• Identity Chart Worksheet</li><li>• Biopoem Worksheet</li><li>• Biopoem Example</li><li>• Pens or Pencils</li></ul>

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<p><b>Vocabulary</b></p>	<ul style="list-style-type: none"> <li>• <b>Identity</b> – the characteristics and qualities that make a person or group</li> <li>• <b>Culture</b> — a people’s ways of being, knowing, and doing.</li> <li>• <b>Heritage</b>—something of value or importance passed down by or acquired from a predecessor; recognized cultural identity and roots.</li> </ul>
<p><b>Preparation</b></p>	<ul style="list-style-type: none"> <li>• None</li> </ul>
<p><b>Procedure</b></p>	<p><b><u>Introduction</u></b></p> <ul style="list-style-type: none"> <li>• Write the question “Who am I?” in large letters on chart paper. Ask students to consider what aspects of a person’s life they would include to answer this question. Possible responses include gender, family role, cultural traditions, environment, personal experiences, religion, hobbies/interests, and language. Write student responses on the chart paper.</li> </ul> <p><b><u>Activity</u></b></p> <ul style="list-style-type: none"> <li>• After gathering and reviewing student responses, explain to students that the accumulation of the factors they identified make up a person’s <i>identity</i>. Explain to students that they will be exploring their own identities through the creation of an identity chart.</li> <li>• Using the <i>Identity Chart Worksheet</i>, instruct students to brainstorm words, phrases and ideas that describe who they are.</li> <li>• Have student to pair up to share a “first draft” of their identity chart with a partner. Instruct students to make and changes or additions to their identity chart based on any feedback from their partner.</li> <li>• Select two or three students to share their final identity charts with the class.</li> </ul> <p><b><u>Wrap Up</u></b></p> <ul style="list-style-type: none"> <li>• After finalizing their identity charts, have students to compose a biopoem using the <i>Biopoem Worksheet</i>. Explain the structure of a biopoem to students and share a biopoem example (see</li> </ul>



	<p><i>Biopoem Example</i> attachment). Instruct students to use their identity charts to help them write their poems.</p> <ul style="list-style-type: none"> <li>• Again have students work in pairs to edit and refine their poems. Have students share their poems with the entire class or in small groups.</li> <li>• Have students reflect upon their poems:             <ul style="list-style-type: none"> <li>○ What similarities and differences did they notice?</li> <li>○ What might account for any similarities and differences?</li> <li>○ Have students consider the idea of community and its impact on their identity. Have students further consider how a community’s cultural heritage can impact both community and individual identity. Do they see any examples of how community identity or cultural heritage impacting personal identity? Why or why not?</li> </ul> </li> </ul>
<b>Extension</b>	<ul style="list-style-type: none"> <li>• Have students create an identity chart for a person in history. Ask students to consider how this person’s identity may have been influenced by the society and time period in which s/he lived.</li> </ul>
<b>Differentiation</b>	<ul style="list-style-type: none"> <li>• Students work as a class to create an identity chart.</li> <li>• Students work as a class to write a biopoem.</li> </ul>
<b>Historical Thinking Skills Addressed</b>	<p><b>Understanding Multiple Perspectives &amp; Historical Empathy</b></p> <ul style="list-style-type: none"> <li>a) Identify, compare, and evaluate multiple perspectives</li> <li>c) Connect historical developments to specific circumstances in time and place</li> </ul>
<b>Attachments</b>	<ul style="list-style-type: none"> <li>• Identity Chart Worksheet</li> <li>• Biopoem Worksheet</li> <li>• Biopoem Example</li> </ul>