



<b>Activity</b>	Theme 4 Activity 2
<b>Lesson Name</b>	Five Card Identity
<b>Summary</b>	In this activity, students will explore the complex nature of identity and the outside forces that sometimes exert control over personal and community identity. Students will each select five components of their personal identity to write on five separate index cards. Through a series of steps, students will eliminate cards one-by-one until they have only one card left. Students will then write a short personal essay on how they would feel to be understood and represented by this single aspect of their identity only. Using the Eastern Shawnee as a case study, students will conclude the lesson by discussing the dangers of representing a person or community through only one aspect of identity.
<b>Objectives</b>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Understand the many factors that influence individual and community identity.</li> <li>• Explore personal identity by self-selecting five key aspects of their identity.</li> <li>• Explore forces that can exert control over personal and community identity.</li> <li>• Write an essay on how it would feel to only be understood through one aspect of identity.</li> <li>• Understand the dangers of representing a person or community through only one aspect of identity.</li> </ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• What is identity? What aspects of our lives shape identity?</li> <li>• What are the problems associated with representing a person or community through only one aspect of identity?</li> </ul>
<b>Materials</b>	<ul style="list-style-type: none"> <li>• Index cards (5 per student)</li> <li>• Personal Essay Worksheet</li> <li>• Pens or Pencils</li> </ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>• <b>Identity</b> – the characteristics and qualities that make a person or group</li> </ul>

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<b>Preparation</b>	<ul style="list-style-type: none"><li>• None</li></ul>
<b>Procedure</b>	<p><b><u>Introduction</u></b></p> <ul style="list-style-type: none"><li>• Ask students to consider how they would answer the question “Who am I?” 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. Explain to students that the accumulation of the factors they identified make up a person’s <i>identity</i>.</li></ul> <p><b><u>Activity</u></b></p> <ul style="list-style-type: none"><li>• Distribute five index cards to each students. Direct students to write down one important aspect of their personal identity on each card. Examples include: 7<sup>th</sup> grader, Jewish, woman, athlete, Italian-American, etc.</li><li>• Explain to students that, although most of us have multi-faceted identities that include the many items we listed on our index cards, we are sometimes forced to let go of certain aspects of our identities for a variety of reasons (to better conform to societal norms, peer pressure, parental interference, laws, etc.)</li><li>• Have students hold their index cards like they are playing Go-Fish (written side facing them) and turn to the neighbor on their left, who will select one card at random. Discard this card.</li><li>• Now have students turn to the neighbor on their right to select a card. Discard this card.</li><li>• Students should have three cards left. Walk around the room and remove one card from each student’s hand. Discard this card.</li><li>• Students have two cards left. Instruct students to carefully consider one last card to remove. Explain to students that, for demographic and data collection purposes, they will only be identified by the single aspect of their identity written on their last remaining card.</li><li>• Instruct students to complete the Personal Essay Worksheet based on this last remaining card.</li></ul>



	<p><b><u>Wrap Up</u></b></p> <ul style="list-style-type: none"> <li>• Have students discuss their essays. How did it feel to have cards removed from their hand? How did it feel to only be represented by a single facet of identity?</li> <li>• Have students consider how the Eastern Shawnee, as well as millions of other native peoples, would have felt to be only known as American Indians and not as mothers, fathers, writers, singers, athletes, etc. What are the dangers associated with only seeing someone or a group of people as only one thing?</li> </ul>
<b>Extension</b>	<ul style="list-style-type: none"> <li>• Have students find and present examples in media where a person or community is represented by only one facet of identity. How do these examples impact our understanding of certain cultures, traditions, religions, races, etc.?</li> </ul>
<b>Differentiation</b>	<ul style="list-style-type: none"> <li>• Students work as a class to create five class identity cards and complete the activity as a group.</li> <li>• Students work as a class to write an essay, or to simply discuss the essay prompt as a class.</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>• Personal Essay Worksheet</li> </ul>