Plan on a Page | Lesson 1: Authoring My Identity

Guiding Questions:
- Who am I? What are the many factors that make me, me?
- What stories about myself do I choose to share with others, and what do I keep private?

Activities:

1. **Reflect on Personal Identity**

   Follow the first step of the **Identity Charts** teaching strategy. Model by sharing your own identity chart. Then have students make their own identity charts and reflect on the following questions in their journals:
   - What parts of your identity do you choose to share with others?
   - Which parts of your identity do you keep private?
   - How do you decide what to share and what to keep private?

   Debrief the activity in small groups or as a class with the following questions:
   - How did it feel to make an individual identity chart?
   - In what ways do you think the chart does a good job of representing your identity? How do you think it falls short or fails to represent your identity?

2. **Consider the Visible and Hidden Aspects of Identity**

   Show the video **My Honest Poem** and distribute the **text version**. Project the following prompt for a journal reflection about their favorite line:

   The line that stands out to me is _____ because . . .
   - . . . of something about who I am. (What in particular?)
   - . . . it reflects human nature or how people are in the world. (What human characteristics or ways of being?)
   - . . . of how the poet, Rudy Francisco, expressed the idea. (What did he do that makes you feel this way?)[1]

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[1] David N. Perkins, *Future Wise: Educating Our Children for a Changing World* (Jossey-Bass: San Francisco, 2014), 126.

Discuss the connection questions on the handout in small groups. Then use a teaching strategy like **Rapid-Fire Writing** and the **My Honest Poem Sentence Starters** handout to help students write their own My Honest Poems.

3. **Learn about "Narrative Identity"**
Choose a **Read Aloud** strategy and distribute the reading **Authoring Identity** or **Authoring Identity (Adapted Version)**. Have students record their TQEs in the graphic organizer. Move them into small groups to discuss the connection questions on the handout. At the end of the lesson or for homework, have students synthesize ideas, perhaps using the **Text-to-Text, Text-to-Self, Text-to-World** handout.