



EMBRACING OUR DIFFERENCES

Identity-expression through experience

(40 min. each over a sequence of 2-3 days)

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Standards / SEL Connections / EOD Core Value:

Standards: LAFS.910.RL.2.4 **SEL Component:** Social Awareness **EOD Value:** Inclusion

Essential Question:

How can social awareness help us understand how individuals experience the world?

Objective:

- Apply symbolism to analyze a series of artwork, quotes and articles that reflect the experience of diverse individuals.
- Describe and explain the impact of **social awareness** and **inclusion** on our role as civic members of a community.

Resources / Materials Needed:

- [Identity-expression through experience] PowerPoint
- Poems: “I Hear America Singing” by Walt Whitman and “America” by Claude McKay
- Graphic organizer-3-column t-chart p.4
- Journal sheet pp.4-5

Online Video / Resource Links Used:

- For the immersive reader version of the poems:
[America-Claude McKay](#)
[I Hear America Singing-Walt Whitman](#)

Before Instruction:

- Provide students will a copy of poems
- Provide students with a copy of the 3-column t-chart
- Provide students are a journal sheet



Direct Instruction:

Slide 2 (5 min.): Jumpstart

- Teacher will begin the lesson with an opening question: Why is self-acceptance an important step in knowing who you are?
- Teacher will guide students through a ‘think-write-talk’ activity.
 - Students will ‘free write’ for 3-5 minutes without talking or interruption. Encourage students to write whatever thoughts wonderings come to mind.
 - When time is up, students will pair up, they will share based on what they’ve written (and upon which they feel comfortable sharing).
 - After they’ve shared, solicit volunteers to share out to the class.

Slide 3 (3 min.): review the learning objective and explain its global relevance.

- You will be able to interact with various sources in order to understand gain a deeper sense of empathy regarding the ways people’s identities are shaped by circumstance.
- **Provide students with a copy of the 3-column chart
- To students: As you analyze each source, you will use your graphic organizer to take notes.

Slide 4 (5 min.):

- **use the ‘presentation’ mode for this slide as students must see the image before seeing the accompanied quote. They will begin filling in their graphic organizer at this time. After showing the quote, ask students how this changed their initial perception of the artwork.

Slide 5-6 (10 min.): Artist statement and discussion

- Read the artist’s statement to students. Tell them to reflect on how the statement squares with their own perceptions on artwork and quote.
- Have students respond to the questions. Encourage them to add on to each other’s responses.

Slide 7-8 (10 min.): Introduce the first poem

- **use the ‘presentation’ mode for this slide as students must see the poem before the author’s background.
- Read the poem for students then review the author’s background.
- Review the elements of symbolism found in poem. Model analyzing the author’s description of ‘America’ through his use of ‘she’. Example: I stand within her walls without not a shred of terror, malice, not a word of jeer (McKay 9-10).

Slide 9-10 (5 min.): Discuss & write

- Obtain response to the questions provided, then have students add to the 2nd column of their graphic organizer.

Slide 10 (3 min.): Wrap up-day 1

- Have student complete the exit ticket



Slide 11-12 (5 min.): Day 2

- **use the 'presentation' mode for this slide as students must see the image before seeing the accompanied quote.
- They will fill in the 3rd column of the graphic organizer.
- After showing the quote, ask students how this changed their initial perception of the artwork.

Slide 13-14 (10 min.): Artist statement and discussion

- Read the artist's statement to students. Tell them to reflect on how the statement squares with their own perceptions on artwork and quote.
- Have students respond to the questions. Encourage them to add on to each other's responses.

Slide 15-16 (10 min.): Introduce the second poem

- **use the 'presentation' mode for this slide as students must see the poem before the author's background.
- Read the poem for students then review the author's background.
- Review the elements of symbolism found in the poem. Model analyzing the author's description of those who sing. - Discuss what singing symbolizes in this poem.

Slide 17 (5 min.): Discuss and write

- Obtain response to the questions provided, then have students add to the 4th column of their graphic organizer.

Slide 18 (10 min.): Cumulative writing activity

- Have students use their graphic organizer as they respond to the writing prompt.

Extensions:

Slide 19 -Socratic discussion

- Points of focus:
 - Use of symbolism
 - Artist and author's influence on pieces of work
 - Individual prejudice and world view



Journal #1

How do our experiences shape who we are?

Directions: as you analyze the artwork and poems, fill in each column when prompted.

Seek to Understand the Experiences of Others by: Gracie Cliff, Morristown, Tennessee	America-Claude McKay	Threat? by: Alexis Thompson, Roxboro, North Carolina	I hear America Singing-Walt Whitman



Journal 2: cumulative response

Using both pieces of artwork and a poem of your choice, answer the following prompt: How can social awareness help us understand how individuals experience the world? Reference specific elements within each piece of art.



CASEL SEL Framework Components: [click here](#) for a full overview.



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