



EMBRACING OUR DIFFERENCES

“Know thyself” - a path to self-acceptance

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

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Standards / SEL Connections / EOD Core Value:

Standards: LAFS.910.RL.1.2 **SEL Component:** Self-Awareness **EOD Value:** Integrity

Essential Question:

How do the struggles individuals face encourage them to look inward?

Objectives:

- Students will be able to synthesize similar sources in order to analyze the development of universal themes in a series of artwork, quotes and articles that reflect the experience of diverse individuals.
- Students will be able to describe and explain the impact of **self-awareness** and **self-efficacy** on our role as civic members of a community.

Resources / Materials Needed:

- **[know thyself”-a path to self-acceptance]** PowerPoint
- Articles: *I am not an inmate...I am a man, and I have potential* (Prichep), and *Excerpt from “A Portrait of the Artist as a Young Man”* (Joyce)
- 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 articles:
[I am not an inmate...](#)
[Excerpt from a Portrait of the artist...](#)

Before Instruction:

- Provide students with a copy of articles
- Provide students with a copy of the 3-column t-chart
- Provide students with 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.

- Analyze the development of universal themes in a series of artwork, quotes, and articles that reflect the experience of diverse individuals.
- Describe and explain the impact of self-awareness and self-efficacy on our role as civic members of a community. **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 7-10 (15 min.): Introduce & read the first article

- Introduce the first article and set a purpose for reading with this question: How do themes that involve overcoming obstacles help us to understand the role that adversity plays in self-acceptance?
- Read the article out loud/have students read silently.
- Review the development of key themes found in the article - perseverance, self-actualization, growth.
- Bring students’ attention to key evidence found paragraphs 13, 22, 23, 28. Discuss with students how this evidence develops specific themes.

Slide 11 (5 min.): Discuss & write

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

Slide 12 (3 min.): Wrap up-day 1

- Have student complete the exit ticket



Slide 13-14 (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 15-16 (7 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 17-21 (15 min.): Introduce the second article

- Introduce the second article (excerpt by Joyce).
- Set a purpose for reading: have students consider this question: How does Joyce's framing of the main character show how he distinguishes himself from those around him?
- You may read the story out loud or have students read silently.
- *Additional option: reader's theatre.

Slide 22 (5 min.): Discuss and write

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

Slide 23 (10 min.): Cumulative writing activity

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

Extensions:

Slide 24 -A letter to me

- Points of focus:
 - The letter should be written in an authentic, informal tone.
 - Prewrite - recall yourself at a specific age - then think about how you've grown, the obstacles you've overcome, the lessons that resonate with you, the people who've impacted your life, etc.
 - Example: <https://www.voicesofyouth.org/blog/letter-my-younger-self>



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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