

Identity Poem:

Including Everyone's Voice in the Community



BIG IDEAS

- › Your identity is influenced by many different things. Everyone's identity is unique.
- › A community reflects the identities of its members when all members can express themselves as they choose.



LEARNING OBJECTIVES

Students will:

- › Reflect on their identity.
- › Create and edit a poem by working collaboratively with classmates.
- › Explain what it means to be respectful when sharing ideas in a group.



VOCABULARY

Community › a group of people who think of themselves as having something in common, or who live in the same place; community members typically interact with and are influenced by one another

Identity › the unique set of qualities that makes you who you are



CHARACTER CONNECTION

This activity reinforces **respect** for each person's identity, as students construct a product using unique contributions from everyone.

THEME

Appreciating Diversity

GRADE LEVEL

4-8

TIME

30 minutes

MATERIALS

Identity Brainstorm worksheet (attached); index cards (or small pieces of paper); pens or pencils



Directions

1. Write the word 'identity' on the board. Have students pair up, and give them 1 minute to discuss with a partner what the word means to them. Clarify the definition of identity (see sidebar). This can be left on the board for reference.
2. Have students use the attached *Identity Brainstorm* worksheet to write down some facts about their identities.
3. Distribute an index card to every student. Ask students to choose a favorite word, phrase, or sentence from their brainstorm to write on their index card. This word, phrase, or sentence will represent the student in the class' community poem. (Be sure to give students a heads-up that they will be sharing these words with the rest of the class!)



ACADEMIC STANDARDS

Common Core Language Arts

CCSS.ELA-LITERACY.SL.4-8.1 >

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade level topics and texts, building on others' ideas and expressing their own clearly.

PA Student Interpersonal Skills

16.2.5.A > Establish relationships that are positive and supportive of others.

16.2.5.B > Recognize and tolerate the uniqueness of all people in all situations.

NJ 21st Century Life & Careers

9.1.4.C.1 > Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play).

4. Have students stand in a circle (or simply stand at their desks if there is not enough room for a circle). Tell students they are each going to read their line aloud, one after another, and the result will be a community poem, written by the whole class. Before beginning, ask students, **“How will we practice respect as we listen to everyone’s lines?”** Allow students to share their ideas as a reminder to be respectful of one another.
5. Going around the circle, have each student read their line aloud. Be sure to include teachers and staff.
6. Ask students to share their reactions to the poem. Discuss any similarities and differences among the lines students created. How did they feel about sharing their line?
7. Students can then rearrange themselves in a different order and read out their lines again, to ‘edit’ the poem. They might want to put similar lines together. They might want to split up similar lines. They might want to create stories using lines that make sense together. They can use their imaginations to create different arrangements. Allow students to edit their poem together, by rearranging themselves, as time permits or until students are satisfied with the result.

WRAP-UP

8. Once students have returned to their seats, ask, **“How would the poem sound different if you were absent from school today?”** Allow students to share responses, and then ask, **“What if all students seated in the first row were absent today?”**
9. After listening to students’ responses, highlight the idea that each person in a community has their own identity. The community is made up of all of these individual identities. If one person is left out, the community will not be the same.

Extension

To preserve the class poem, the cards can be collected and a volunteer can write or type them up in order. The class can create a poster or bulletin board displaying their poem if desired.

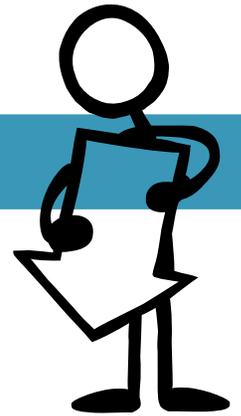


Identity Poem

Brainstorm

NAME _____

Use this worksheet to brainstorm some parts of your identity. The column on the right gives examples of things you might think about. You do not have to include everything on the list!



IN THIS COLUMN, WRITE DOWN SOME THINGS ABOUT YOURSELF.	EXAMPLES
Goals <i>Example:</i> Visit another country, open my own business...	<ul style="list-style-type: none"> > Career ideas > College > Ideal life > Where you want to live as an adult > Relationships and family > Personal goals > Things you want to learn
Where you are from <i>Example:</i> Have lived in 3 states, moved to United States as a baby...	<ul style="list-style-type: none"> > Small town or large city > United States or another country > Always lived in one place or have relocated to a new place
Hobbies and interests	<ul style="list-style-type: none"> > How you spend free time > Things you like to do > Skills and abilities > Career interests > Sports, clubs, or extracurricular activities
Your family	<ul style="list-style-type: none"> > Parents > Siblings > Live with extended family > Adopted > Big family or small family > Family traditions > Family business or line of work

IN THIS COLUMN, WRITE DOWN SOME THINGS ABOUT YOURSELF.	EXAMPLES
Demographic characteristics	<ul style="list-style-type: none"> > Race > Sex / Gender identity > Age > Nationality > Ethnic background > Native language(s) > Family income
Character traits	<ul style="list-style-type: none"> > Known for being honest, courageous, responsible, or some other character strength > Like to be around people most of the time or need lots of alone time > Morning person/night person
Friendship and relationships	<ul style="list-style-type: none"> > A good listener > Able to see different points of view > Large group of friends or small group of friends > Things you like to do with your friends
Things you've done	<ul style="list-style-type: none"> > Things you've made > Projects you're proud of > Jobs you've done > Vacations or travel > Awards > Adventures > Things you've learned how to do
Other	<ul style="list-style-type: none"> > What other things about yourself are important to you?