

Lesson Template

-The following lesson plan format is designed to be used in different learning communities across the state. Sections have been left blank so that they can be filled using information from your community.

Title: Identity Quilt

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Overview

Lesson Overview	<p>During this unit of study, we will explore the meaning of identity vocabulary for a culturally and linguistically diverse student. The students complete an identity square that is made into a classroom quilt.</p> <p>At the beginning of the school year, it is important to connect with my students. In the complex world of Identity, it is important to empower students through Primary Sources to identify and understand their ethnicity.</p>
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Grade Level/ Course	9 thru 12
Standards	<ul style="list-style-type: none">• CDE Standard 4.1.c. Explain the cause-and-effect relationships in the interactions among people and cultures that have lived in or migrated to Colorado (DOK 1-2)• WIDA Speaking and Writing K-12• Social and Structural Language Standard 1 Use of information• The Language of Social Studies Standard 5 America's Story
Time Required	4+ Class Periods
Topic	Culture/identity issues
Time Period	4+ Class Periods
Tags (key words)	Identity, language, Hispanic, Latino/a, Chicano/s, Chincanx, Xichano/a,

	indigena, bilingual, gender, inclusivity, affirming, social language, teaching tolerance, education, Primary Sources
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Preparation *(Links to worksheets, primary sources and other materials):*

Materials	<ul style="list-style-type: none"> ● 5 x 5 white paper squares for rough draft sketches ● 5 x 5 fabric squares (white) ● Fabric for quilt (any color) - size depends on the class size ● Fabric scissors ● Fabric glue ● Fabric paint
Resources/Links	<p>Visual Materials :</p> <p>My Family pictures - when my grandparents immigrated from Finland/Ellis Island Certificate Family Pictures</p> <p>Hispanic vs Latino</p> <p>Power Point by Josie Valadez Fraire - Primary Source</p> <p>https://drive.google.com/file/d/0B3v_FQesX_LYZG9pMXdhYUMtVUk/view</p> <p>Resources/Links:</p> <p>Identity: The Power of Language</p> <p>https://drive.google.com/file/d/0B3v_FQesX_LYZG9pMXdhYUMtVUk/view</p> <p>Poem - I am latino Pride by Janie Garcia</p> <p>http://www.familyfriendpoems.com/poem/latino-proud)</p> <p>What's in a Name? Jeopardy "Game" with Jason Romero</p> <p>https://youtu.be/_QHAwAMzqII -</p> <p>Videos:</p> <p>Identity: The Power of Language</p> <p>https://drive.google.com/file/d/0B3v_FQesX_LYZG9pMXdhYUMtVUk/view</p>

	<p>Poem- I am Latino Pride by Janie Garcia http://www.familyfriendpoems.com/poem/latino-proud)</p> <p>“What’s in a Name?” Jeopardy with Jason Romero https://youtu.be/_QHAwAMzqll -</p>
<p>Resources from specific community</p>	<p>Family Pictures - Finland Three videos of young Latinos/as discussing identity issues in 2013: Dalia Sanchez, Longmont High School - Primary Source https://www.youtube.com/watch?v=7eS3B9swnrk&feature=youtu.be Kelly Sarceno, Skyline High School, Longmont - Primary Source https://www.youtube.com/watch?v=HHUjNIGSnh8&feature=youtu.be Jason Romero, CU Boulder (after HS and junior college in Pueblo) - Primary Source https://www.youtube.com/watch?v=3aSHWktzPcY&feature=youtu.be</p>

Lesson Procedure *(Step by Step Instructions):*

<p>Preview</p> <ol style="list-style-type: none"> 1. Begin by giving students a slip of paper. Ask them to write an ethnic word that describes them, such as “Mexican.” 2. Collect papers, fold, and put in a hat (sombrero). 3. Give each student 3 sticky notes labeled: 1 - Like me, 2 - Not like me, 3 - Unsure 4. Teacher will pull a piece of paper out of the hat. Students will record the name onto the sticky note category that fits the most to their identity. <p>*option for movement - Have three posters on the wall in different places: (LIKE ME, NOT LIKE ME, I DON’T KNOW)</p> <p>When you read the names out of the hat, have students stand near the poster that identifies how the feel about each label.</p> <p>Think - Pair- Share - What did you learn about the author? What were the identity words used in the poem?</p> <p>Lesson: <i>This is an opportunity for a teacher to find primary sources from their own community. Share My family photos/Ellis Island Immigration Document</i></p>
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[Family Pictures - Finland](#)

- Watch 3 video clips of young people discussing their identities Three videos of young Latinos/as discussing identity issues in 2013: **Primary Sources**
- Dalia Sanchez, Longmont High School
- <https://www.youtube.com/watch?v=7eS3B9swnrk&feature=youtu.be>
- Discussion - What kind of identity issues did these young students face?

Lesson:

1. Warm up - Identity Acronym Poem (C - Chicano, H - Hispanic, R - Religious, I - Identity, S - Silly)
2. Give students a 5 x 5 piece of paper. Have them sketch the name that they most identify with along with a symbol such as a Mexican/American flag (rough draft).
3. Final copy - Give students a 5 x 5 cut piece of fabric (quilt square) to decorate with fabric paint.
4. Place Fabric squares on fabric wall; use either fabric glue or sew on wall/quilt.

Lesson -

- Game of Jeopardy - Groups of 4
- What's in a Name? Jeopardy with Jason Romero
- <https://youtu.be/QHAWAMzqll> -

Evaluation/Assessment: *(Methods for collecting evidence of student learning)*

- Project Rubric - Quilt square
http://rubistar.4teachers.org/index.php?screen=PrintRubric&rubric_id=2632835&
- Short Constructed Response - "What did you learn about Identity?"
Purpose: Students will write an essay expressing the identity term they use to describe himself. Explain the origin of the term, what it means, and how you are connected to the vocabulary word.
- Ethnic term
- What the term means
- Why you identify with the ethnic term

- Explain the symbol you used to express your word

Writing Rubric - 6+1 Trait Writing Model : What Did you Learn About Your Identity?