**Lesson Plan # \_\_**

**Lesson Title: Belief Systems and Identity**

**Name:**

**Introduction**

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| **Lesson Overview** | As part of our unit on identity and identity formation, we will focus on how beliefs (belief systems, religions, spirituality) influence identity through the study of *Bless Me, Ultima* (Ch. 9-11).  |
| **Content Standard(s) Addressed** **(Common Core)** | CCSS.ELA-LITERACY.RL9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.CCSS.ELA-LITERACY.RL.9-10.3: Analyze how complex characters develop over the course of the text, interact with other characters, and advance the plot or develop the theme.CCSS.ELA.W.9-10.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.CCSS.ELA-LITERACY.SL.9-10.1.A: Come to discussions prepared, having read and researched material under study; explicitly draw on the preparation.CCSS.ELA-LITERACY.SL.9-10.1.C: Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas. |
| **Measureable Objective Based on Content Standard(s)** | SWBAT analyze the relationship between beliefs and identity by drawing upon specific evidence from the text.SWBAT discuss the characters’ development in the novel with regard to interactions with other characters and individual reflection.SWBAT express personal reflections on identity development.SWBAT cite textual evidence in an active class discussion.SWBAT extend discussion of the text to issues of personal, cultural, or societal relevance. |
| **Essential Question(s)** | How do different systems of belief influence identity development? |
| **Prior Knowledge** | Students will need a working understanding of what identity is and how people form and develop identity. Students will need to have a comprehension of the plot and major themes of the sections of *Bless Me, Ultima* that we have previously read. Students will need an understanding of the literary concept of character, and how it can function and develop within a text. Students will need to understand how to locate and choose textual evidence to support a claim. Students will need a working knowledge of how to write using a narrative structure. |
| **Link to 21st Century Skills** | Students will develop an awareness and open-mindedness of the many cultures and beliefs that coexist, connect, and intermingle within our society. Students will think about the interaction of cultures and their influence upon our lives. |

**Assessment/Accommodation**

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| **Formative Assessment****(attach specific instructions and/or examples)** | Students will select passages from the text that they believe address the central question and the character’s development from the day’s reading or previous days’ readings of *Bless Me, Ultima*. They will record these in their reading journals.Students will discuss, in small-group and whole-class discussion, the examples they selected and their relation to the central question and Tony’s development as a character. |
| **Summative Assessment (attach specific instructions or examples)** | Students will write a short paper (2-3 paragraphs) in which they write a narrative that reflects upon times in their lives in which they felt that their beliefs or other beliefs influenced their understanding of their identity. |
| **Accommodations****(specific to this lesson and based on specific students)** | For a student who has troubles by means of a significantly slow reading pace, the teacher can provide the student with a guide for the abridged version of the text, in which the teacher directs the students to particular chapters or pages that are central to the plot, character development, and themes of the novel.For an ELL student who has severe difficulties with writing in English, the teacher can work with the student during the writing time in class. The student can dictate his or her narrative to the teacher, and the teacher can write for the student. After the student has finished dictating to the teacher, the student can read the story and attempt to continue it with his or her own writing. |

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| **Materials** | The teacher will need a copy of *Bless Me, Ultima*, a board (chalkboard, whiteboard, television screen) on which to display writing prompts and other instructions, and notecards.Students will need a pen or pencil, their reading journal binders (with sections for both class reading and independent reading), their copies of *Bless Me, Ultima*, and extra paper. |
| **Bell Ringer/Review Activity** | Class begins with students reading their self-selected independent reading books and recording their responses in their journals.The bell ringer activity is a “Jump Start” question: “Did you share any of the feelings of the characters in this work? Explain” (Milner, Milner & Mitchell, 2012*,* p. 135). Students will record this brief response in their class reading journal. |
| **Detailed Activities and Procedures (with transitions and time allocations)** | Independent Reading (10 minutes)Bell Ringer (3 minutes)Identity Review (7 minutes): In a teacher-led full-class discussion, the class reviews the concept of identity, which was introduced and discussed in-depth in a previous class. The teacher can pose questions to allow students to review the concept: What is a definition of identity? What other words do we associate with identity? What have we talked about that can contribute to identity formation? Is identity static or dynamic?Textual Evidence Selection (5 minutes): Students select a passage from the text that they believe provides evidence for an answer to the essential question. They record the passage, page number, and a brief explanation in their class reading journal.Small-Group Discussion (15 minutes): In groups of 3-4, students discuss the passages they selected. To begin, each student reads his or her passage and brief explanation. After this, students can respond to the following questions (displayed on the board) to engage in discussion: Is the same evidence chosen by more than one student? Do the passages selected come from the same chapter or part of the book? What do the different passages have in common, or how are they different? How could the passages work together to present a more complete understanding of beliefs, identity, and Tony as a character? Groups do not have to address all of these questions; they are for inspiring discussion. In the last 5 minutes, one member from each group shares a three-sentence summary of the group’s most important insights.Narrative Preparation (8 minutes): The teacher gives a lecture-style overview of the components of writing a narrative, including (but not limited to) chronological ordering and structure, conflict (internal and external), setting, and detail selection.Small-Group Discussion – “Literary Rules to Notice” from *BE* (p. 146) (12 minutes): To further students understanding of narrative, ask them to work together in small groups to consider *Bless Me, Ultima* with regard to elements of narrative. Assign each group a particular component of narrative to analyze and discuss. For each component provide a question or two to prompt discussion. Possible questions: What is the setting of the novel, how is this revealed, and why is this important? What are the major conflicts of the novel, how and why do they occur, and are they internal or external? What types of details are in the novel, what would be lost without them, and how are they presented? How is the novel structured, what is the progress and order of events, and does the ordering make sense? In the last 3 minutes of the activity, ask one member from each group to share their group’s conclusions with the class in two sentences.Pre-Writing (4 minutes): Students will brainstorm, as quickly as they can, events in their lives that they believe influenced, affected, or informed their identities in some way. The goal is to come up with several different potential prompts for the following narrative writing.Narrative Writing (24 minutes): Students will begin writing a personal, reflective narrative about a time or event in their lives in which their identity was influenced by beliefs in some way. (This piece will be revisited in following classes for revision and development.) Ten minutes into the writing time, the teacher will ask the students to pause in their writing to identify one component of narrative that the students have included in their writing and explain how it works to a partner. The students will have about one minute to select the component and three minutes to discuss with a partner. The students will then continue with their writing for the final ten minutes. |
| **Closure** | Exit Slip (2 minutes): Students will complete an exit slip (on a notecard) on which they will write a question they have about the reading of *Bless Me, Ultima* or the writing of their narratives. |
| **Alternate Strategies for Re-teaching Material**  | If students struggle with the concept of identity, the teacher can ask them to think about the relationship between *identity* and *identify*. The teacher can ask students to brainstorm ways by which we can identify other people, places, or things. The teacher can then make a connection to demonstrate how identity is how we identify ourselves.If students have trouble understanding how to select textual evidence, attempt to reverse the process to show them how textual evidence works. Instead of asking them to find a particular passage that responds to a specific question (which could potentially be overwhelming when dealing with a large amount of text), begin with a passage. Once a specific line or passage has been selected, ask the student(s) what this passage tells them or reveals about the character or theme. Then, point out to them how they used a piece of the text as evidence for a certain interpretation or argument.If students do not understand the components of narrative, the teacher can guide them to specific passages from *Bless Me, Ultima* that serve as strong examples of different narrative components. The teacher can then ask them how the passage is an example of each component. |
| **References (within this lesson)** | Milner, J. O., Milner, L. M., & Mitchell, J. F. (2012). *Bridging English* (5th ed.). Boston: Pearson. |

**NOTE: Attach or insert any materials used in this lesson.**

Formative Assessment: Selecting Textual Evidence

“How is Tony’s identity influenced by different beliefs or systems of beliefs that he encounters?”

 Please respond to this question by selecting one piece of textual evidence from the novel. You can choose one line, multiple lines, a paragraph, or whatever you think provides evidence for an answer to this question. You may choose your textual evidence from the chapters we read for today, or from any of our previous readings of *Bless Me, Ultima*. Once you have selected your textual evidence, record it in your reading journal. Remember to cite the page number. Then, write 2-3 sentences about why you selected this particular passage and how you think it responds to the question and provides insight into Tony’s developing identity.

Summative Assessment: Narrative Reflection on Beliefs and Identity

 Please write a short paper (2-3 paragraphs) that presents a narrative from your life. The narrative should tell the story of a particular time or event that occurred in your life in which your beliefs or other beliefs influenced your identity or how you thought about your identity. In your reflective narrative, be sure to include what happened, how it made you feel or think, how it influenced you, and the final outcome. Because this is a narrative, be sure to include the important components of narratives that we have discussed, such as specific and necessary details and a well-ordered sequence of events. Do not worry about it being perfect. At this point, it is more important that you translate the main ideas of your story into words on the paper. If you do not finish your writing during our time in class, please finish it before class tomorrow. Tomorrow, as we continue to discuss the text and themes, we will return to your narratives for self-revisions.

Prompt to display: “Write a short narrative (2-3 paragraphs) about a time when beliefs, yours or others’, influenced your identity.”