



Identity and Intersectionality Lesson Exemplar (Grades 6-12)

Considering your Positionality: Have you considered your own positionality (lens)? How have you considered bias and gaps in your knowledge? What are they and how will you address them before implementing this lesson? What gaps in understanding or information might you have related to the upcoming lesson? Use this space to reflect and self-examine.

Use this space to answer the above questions regarding positionality.

Lesson Objective(s) & Resources: State your objectives clearly, ensuring you have considered all aspects of the un/HUSH framework. What resources or materials do you need to implement the lesson?

Learning Objectives

1. *Students will be able to...*identify parts of their own identities that are in tension with each other.
2. *Students will be able to...*compare the structure of two (or more) texts and analyze how the different structure contributes to meaning and style.
3. *Students will be able to...*identify U.S. government decisions that impacted indigenous education and the oppression/marginalization that such decisions caused.
4. *Students will be able to...*explain how intersectionality influences identity formation.

Resources & Materials

- *Don't Pass Me By*, Eric Gansworth (*Fresh Ink*, pp. 38-54). Texts or essays from other diverse authors could be substituted here for alignment with grade level and content area. See our resources for potential suggestions.

- Kimberle Crenshaw TED Talk about intersectionality
https://www.ted.com/talks/kimberle_crenshaw_the_urgency_of_intersectionality
- Paper body outlines
- Markers, crayons, colored pencils
- Extension activity: Older grade levels could walk through the positionality exercise that is in our Culturally Responsive Discussion Guide K-12.

Essential Questions: What essential questions align with your learning objectives?

1. How can understanding my identity help me connect with others/communities around me?
2. How is identity shaped by family, community, and cultural experiences?

Standard(s)/Benchmark(s): How are you aligning your lesson with state or district standards?

- Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
- Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

Anticipatory Set: How are you going to engage your students...review prior knowledge...introduce your topic...organize your lesson for students... help make content relevant?

1. Give students each one piece of paper with an outline of a body
2. Have students write or draw key aspects of their identity
3. Ask students to write or draw key aspects of their identity
4. Facilitate a share out session if students are comfortable

Elevating Histories: How does your lesson elevate histories, stories, and underrepresented histories?

The lesson elevates the history of oppression toward indigenous people in the United States. It also amplifies the stories of indigenous people today which is important because indigenous people lack modern representation. In addition, the lesson teaches about intersectionality, code switching, and white passing.

Representation & Perspective Taking: How does the content meet the needs of all students? Does your lesson provide opportunities for perspective taking and allow students to see themselves?

1. After the anticipatory set, the students will watch the Kimberle Crenshaw TED talk about intersectionality and take notes
2. From reading the short story and watching the video, students will share out what they think the definitions of the vocabulary words are (indigeneity, intersectionality, code switching, and white passing)
3. The teacher will give a brief slide show presentation the vocabulary words
4. The teacher will count students off into small groups
5. Each group will draw a Venn diagram to compare the two texts (Students will reflect on not only the content of each text but their structure and how it contributes to the meaning and style of the text)
6. After the groups have completed their Venn diagrams, they will stick them to the walls and participate in a gallery walk (Through this activity they will be able to learn from their peers as well as reflect on their own work)
7. Students will repeat the anticipatory set applying what they've learned from the gallery walk activity

Engagement: How does the lesson provide multiple pathways for students to learn the material? For example, will you offer opportunities for small group learning, discussion, focused practice with precise feedback, or independent work?

- This lesson offers students individual work, small group activity, and whole group discussion
- If students are more comfortable drawing than writing (e.g., ELL students), for the anticipatory set and closing activity they may do so
- There are two types of texts (written and video) for both visual and audio learners

- For ELL students the lesson can be scaled with AI to help with translation
- For gifted students, they may complete a project-based activity by making paper identity body outlines for the two main characters in the short story (Doobie and Hayley)

Expression: How will students demonstrate what they have learned? The creation of many paths is important, as is creativity. Tiered assignments, oral exams, building a model, making a video, using portfolio assessment, etc., are some examples of the varied demonstration of learning.

The students will complete the anticipatory set (writing/drawing aspects of their identity on a paper outline of a body) a second time. This time they will reflect on what they've learned throughout the lesson to write/draw their aspects.

Assessment: How will you assess what students have learned? How can you ensure that your assessment and evaluation are equitable and aligned with the various ways students demonstrate what they have learned?

- After repeating the anticipatory set, the students will complete a written exit slip explaining how their understanding of their identity has changed
- The students will participate in a class discussion on which textual structure impacted them the most, what they learned from their peers through the gallery walk, and how their identity outlines have changed