

EDU 385 Annotated Bibliography

4/20/23

By:
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Entry:
#10

Diversity topic:
Identity

Title of book:
[Opinion | Leave your name at the border - The New York Times](#)
[Opinion | America, Say My Name - The New York Times](#)
[America Ruined My Name for Me | The New Yorker](#)

Genre:
Opinion Article

Grade level(s): 9-12

Domain & Anchor Standard:
Diversity 7 and Identity 5

Synopsis:
These three articles discuss how three different people have felt about not having an “American” name. They all have different perspectives on using their given names. Yet they all feel this burden of what the name means and the history behind it. One author feels that by not changing his name he is taking pride in where it came from, even if people cannot pronounce it correctly. The other male author concludes that all names can be “American” if we want them to be. Beth, however, changed her name because she felt there was too much pain behind the original and all of the bullying.

Critique:
The reading level on these articles is pretty accessible for students. It would be possible to have students only read one and then report out if that would make it easier. Reading people's real stories and experiences will be beneficial, especially if they are able to relate to them. Two of the authors are Vietnamese and one is Hispanic, so that allows for some variety and exposure. I probably would provide a graphic organizer as well so students can track the conclusions of the authors. A ven diagram may also be helpful.

Six questions One From each of The 6 Levels of The Revised Bloom’s Taxonomy

1. What is identity?
2. What is the importance of names?
3. Why do you think people change their names?

4. How are names related to our identity and personal histories?
5. How much would change if we changed our names?
6. What does your name reflect about your identity?

Additional:

Two Names, Two Worlds | Facing History and Ourselves

Mini Lesson:

SLO: Students will investigate their identities and the identities of others. Students will be able to answer the question: How do names relate to identities? They will also explore the ways America pressures people to fit in. This lesson will lead to a discussion about categorization.

Step one:

Ask students if they feel their name expresses their identity and then have them go to one side of the room if they feel strongly that it does and then on the other side if they feel like it does not at all, and then somewhere in the middle. Then ask them to share out their feelings if they are comfortable.

Step two:

Have students then sit down and do a journal free-write for five minutes about their own identity or what their name means.

Step three:

Have students Think-Pair-Share on different categories that affect identity. Then we will generate a class list.

Step four:

Have them respond to the following questions:

What are two images that would represent you?

Is there a song that represents who you are?

A place?

A date?

A video?

Weekly Journal Entry: Have students write a journal entry this could either be a poem or just their thoughts on their identity and name. It could be an experience they have surrounding that. Do they think the list we generated in class captures their essence? What are your thoughts on the activity we did?

How does categorization affect people and society? How did they affect the authors of these articles?

References: *75+ Tools to Improve Student Learning* Compiled by Stefanie Wager

