

Lesson Plan for the NMU Information Literacy and Leadership Institute

Title of Unit: Exploring Identity, Culture, and Community

Title of Lesson(s):

- Days 5-9: Exploring Individual Identity and Community Culture through Inquiry & Oral Tradition

Subject Area: English

Grade Level: 11th

Approximate Time for Do Lesson(s): 50 Minute Lessons

Lesson Overview:

These series of lessons aim to encourage students to critically examine their personal identities within the context of their community's cultural heritage. Focusing on inquiry and oral tradition, these lessons will provide students with opportunities to deepen their understanding of how identity and culture evolve over time through personal reflection, research, and interviews.

Standards Addressed: [See Unit Plan](#)

Modifications for Diverse Learning Needs: [See Unit Plan](#)

Lesson Objectives:

- Students will reflect on their own identity and community while considering how identity and culture can change over time.
- Students will connect their personal identity to broader cultural collective identities within their community through research, interview, and oral tradition.

Lesson Procedures:

<u>Day:</u>	<u>Beginning of Lesson:</u>	<u>Heart of Lesson:</u>	<u>Ending of Lesson:</u>	<u>Formative Assessment:</u>
Day 5: <i>Introduction to Inquiry</i>	Exploration of Inquiry Questions:	Group Discussion of Inquiry	Whole Class Discussion based on	Exit Ticket: What do you want to

Questions	Quick Write	Questions Writing time after Discussion: Revising our thinking	findings	explore about your identity?
Day 6: <i>Personal Identity</i>	Review the previous day's exit ticket: What do you want to explore about your identity?	Identity Mapping: Model Freewrite Share in Small Groups (Map commonalities & differences) Share out commonalities and differences to the whole class.	Journaling about Identity Mapping: What makes your identity? What lived experiences have helped define you as you?	Share out: 1 aspect of your identity that you want to share with your classmates. Why is this aspect of your identity important to you?
Day 7: <i>Oral Tradition: Introduction & Examples</i>	Define Oral Tradition and it's important in cultural preservation (Use Celebrating Native Cultures link...)	Use Native Knowledge 360 link examples of oral tradition from Native American heritage (If you want to go above and beyond, add examples of other cultures)-This could be done in a Jigsaw fashion, assigned groups of	Assign homework: Research a oral tradition from their own background/ culture and come prepared to share during the next class period (record or transcribe)	Check for understanding / Answer any questions that students may have.

		<p>students to read sections and share out their findings.</p> <p>Discuss importance of oral tradition for cultural values, beliefs, and histories</p>		
<p>Day 8: <i>Community Identity through Research & Interview</i></p>	<p>Small Group: Share out findings of oral traditions from homework assignment</p> <p>Discuss and record insights into the significance of these oral traditions</p>	<p>Introduce Research and Interview Assignment related to community identity (individual, partner or small group - 3 or less)</p> <p>Provide guidelines and resources for conducting research on community identity, such as local history archives, community centers, or interviews with community members.</p>	Continue/ begin Research	Conference and provide feedback during research time.
<p>Day 9: <i>Community Identity through</i></p>	<p>Research Work Day: Checking in with students/</p>	Research Work Day	Quick Presentation of findings from	Monitor student work

<i>Research & Interview</i>	Reminders of expectations		individuals/ partners/ small groups	
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Supporting Materials:

[Inquiry Questions](#)

[Celebrating Native Cultures Through Words: Storytelling and Oral Traditions](#) (Website link)

[Native Knowledge 360](#) (Website Link)

[Research & Interview Assignment](#)

[NMU Archives: Nishnawbe News](#)

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