Manzanar National Historic Site

Identity Awareness esson 1:



How Does My Identity Shape My Experience in America?

Activity 4: **KWL**

How do we start to understand different life experiences?

Objective:

Students reflect on what they learned.

Procedure:

Have students answer the questions listed below. Use the KWL chart (located \checkmark in the Additional Resources section) as an example or have your students create their own KWL charts in their journals.

> What do you **know** about different cultures and ethnic groups in America?

What do you **know** about differing life experiences?

What do you **want** to know about your identity in your community?

What do you **want** to learn about the cultures and ethnic groups in America?

What did you *learn* about the identity of your family and community? What did you **learn** about different life experiences?

 \checkmark This information is shared with the entire class.

<u>Assessment:</u>

- 1. Class participation
- 2. Journal entries

Lesson 1: Wrap Up

Discuss in class:

- 1. How does freedom (or lack of) determine your identity in America? Does your identity (ethnicity, economic background, cultural traits, etc.) affect the level of freedom you have in America?
- 2. How does identity dictate the treatment of a community? How can perspectives/stereotypes impact the treatment of a community?
- 3. How do your friends, relatives and others define who you are? How does this affect how you see yourself and your identity?
- 4. Ask students if they have any other questions (including questions that they may have written in their journals).

Grade Level: 10 & 11 Time: 20 minutes

Materials:

Student journal KWL chart (optional)

Concepts Covered:

Assess students'

background knowledge.

Anticipate what students expect to learn.

Evaluate what they have learned.

Fill out charts.

CDE Standards:

10th Grade

English/Language Arts

Writing

2.3

History-Social Science 10.8.6

11th Grade

English/Language Arts

Writing

History-Social Science

11.7.5

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