



Just who do you think you are? *Exploring Personal Identity through Material Cultural*

Overview

Who are you... really? What is your background? What do you like to do? What do you believe? Who are your heroes? How do you identify yourself? In this program, students will explore their assumptions of what constitutes identity, what it means, and how it is acted out. They will reflect on how identity is reflected through behavior and material culture. Using objects, they will tie their own experiences to those of the larger group.

Grade

9th – 12th Grade

Duration

1 – 2 hours depending on time availability and class size

Subject

Social Studies
Language Arts
Fine Arts

Standards of Learning Met

Social Studies

- SS12.2.1: Analyze and evaluate the ways various groups (e.g., social, political, and cultural) meet human needs and concerns (e.g., individual needs and common good) and contribute to identity (e.g., group, national, and global), situations, and events
- SS12.2.2: Analyze human experience and cultural expression (e.g., language, literature, arts, traditions, beliefs, spirituality, values, and behavior) and illustrate integrated views of a specific culture
- SS12.2.3: Evaluate how the unique characteristics of cultural groups have contributed and continue to influence Wyoming's history and contemporary life (e.g., tribes, explorers, early settlers, and immigrants)
- SS12.3.5: Evaluate how values and beliefs influence microeconomic and macroeconomic decisions
- SS12.4.1: Describe patterns of change (cause and effect) and evaluate how past events impacted future events and the modern world
- SS12.4.4: Describe the historical interactions between and among individuals, groups, and/or institutions (e.g., family, neighborhood, political, economic, religious, social, cultural, and workplace) and their impact on significant historical events



Language Arts

- W.12.6: Develops a topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples
- W.12.7: Organizes complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; includes appropriate and varied transitional words, phrases, and clauses as well as varied syntax to link the major sections of the text; provides a concluding statement or section that follows from and supports the information or explanation presented.
- W.12.8: Establishes and maintains a formal style and objective tone
- SL.12.1: The student comes to discussions prepared to: work with peers to promote civil, democratic discussions and decision making, propel conversations by posing and responding to questions that probe reasoning and evidence, and respond thoughtfully to diverse perspectives.*
- SL.12.2: Integrate multiple sources of information presented in diverse formats and media.
- SL.12.4: Presents information, findings, and supporting evidence, conveying a clear and distinct perspective; makes a strategic use of digital media; adapts speech to a variety of contexts and tasks.

Fine Arts

- FPA11.1.A.2: Students envision, create, communicate experiences and ideas, and work toward artistic goals through use of media, techniques, technologies, and processes
- FPA11.1.A.4: Students collaborate with others in creative artistic processes

Objectives

Students will be able to...

- Consciously demonstrate identity through behaviors and decisions
- Describe the connection between material culture and identity
- Design a museum exhibit using provided objects as a guide.

Materials

Included

- Sample Lesson Plan
- *Object Identity Worksheet*
- *Museum Exhibit Worksheet*
- Homework Writing Prompt

Need

- Variety of different objects (either 1 for each student, or enough for every 2 students)

Key Terms

Identity – the sense of self, providing sameness and continuity in personality over time

Material Culture – the physical objects created by a culture; the buildings, tools, and other artifacts created by the members of a society



Sample Lesson Plan

1. Ask students to define identity. What does it involve (i.e. values, worldview, beliefs, etc.). This can either be done as a brief (5 min) writing assignment or as a verbal discussion. If students wrote their answers, allow two or three to share their answers.
2. Ask students to list their identity roles and how they “act” them out. Provide your own as an example (i.e. woman, mother, teacher, Catholic, coach, etc.: Facebook, child care, teaching at school, going to church, standing on the sidelines of a game, etc.). *Note: This works best as a written list to keep it confidential, but allow the opportunity for students to share if desired.*
3. Many of the things students list as their identities are tied to memories, experiences, and the stories that accompany them. Discuss how memories and stories are tied to places and objects.
4. On a side table, have a variety of different objects spread out. Allow the students to select an object either individually or in groups of 2 depending on the number of objects available. Provide time for students to examine object thoroughly (5 – 10 mins.).
5. Have each student/group (or as many as you have time) describe the object they chose. Why did they choose that one? How does it relate to them? Did the object spark any questions? Be prepared to share an object yourself. Students may need help in their discussion. Use the included list of questions as a guide.
Note: If time allows, continue with lesson plan. If time is short, you may conclude the lesson here and assign the homework.
6. After each object has been shared (or as many as possible) group the students and their objects together. Allow those in the group who had not shared their object with the class to do so within the small group.
7. Explain that each group is now acting as an exhibit design team at a museum. They must now develop a plan for displaying the objects in the group. Provide the questions included in the lesson packet as a guide. Allow as many groups to present their exhibits as possible.
8. Reflect with the class how seemingly different objects have a connection through the stories and identities associated with them. Discuss how this is also true with individual identities and identity groups.
9. Assign homework writing prompt.

Homework

To consider on how identity is reflected in material culture, students write a paper (length determined by teacher) using the following prompt.

Imagine it's 2000 years in the future. An archaeologist discovers your bedroom exactly how you left it this morning. Based on the objects he discovers, how would he describe you? How old does he think you are? Are you a boy or a girl? What are your interests? What other people does he think you interact with? Why those people? How would he define your overall identity? Remember the only evidence he has is your bedroom, its layout, and the objects it contains.

Student Name _____

Object Identity Worksheet

Why did you choose this object?

What object did you choose?
Describe it in detail.

Does the object remind you of a certain place,
person, experience or story?

Why is this memory important to you?

Does the object spark any additional questions?





Student Name _____

Museum Exhibit Worksheet

You and your group are on the exhibit design team at your local museum. The director has given you this group of objects for a new exhibit. Using the objects as your foundation, you must develop the content and design the layout of the new exhibit.

1. Is there a common theme or attribute shared by all the objects?
2. Why is this important enough for a whole exhibit?
3. How can this commonality be described to a visiting audience?
4. How can you creatively display the objects, descriptions, and stories?
5. How can you encourage the audience to interact with the exhibit?

