

Create Your Own Adventure:  
Exploring Identity through Graphic Novels



A Unit for Gifted 3-5<sup>th</sup> grade students

By: Hannah Kirby Lyman, EdS, MS, LPC, NCC, Professional School Counselor

## Table of Contents

Introduction	3
Goals	6
Assessment	7
Lesson 1	9
Lesson 2	16
Lesson 3	23
Lesson 4	29
Additional Resources	34

## Unit Introduction

Due to recent national and global events, there is an increased conversation about addressing the social emotional needs of students among parents and educators. Social-Emotional Learning is an important part of any child's education. SEL has become a bit of a "buzzword" so it is important to define what this means for the purpose of this unit. According to the Collaborative for Academic, Social and Emotional Learning (CASEL) there are five primary components that comprise SEL: Self-awareness, Self-management, Social awareness, Relationship skills and Responsible decision making.

This unit focuses on the self-awareness component of social emotion learning. Self-awareness include understanding who you are as a person, or understanding your identity. Entity is multi-faceted including things such as race, ethnicity, age, education, and gender. This unit will provide opportunities for students to explore and reflect their own identity. The unit will also connect identity with perspective, and how who we are shapes our view of the world. We live in a multi-cultural society where there are many identities and therefore varied perspectives of our experiences. To raise better citizens of the world, we must teach students how to be better listeners and be more empathetic with those different from them. This unit will also help students to understand how others identities can shape perspectives that may be different from their own. Students will have opportunities to reflect on their own identity and how it informs their perspective as well as how others identity informs different perspective. Through engaging with the unit, students will become more confident collaborative 21st-century learners. We live in a time where there are a lot of questions of why certain people believe the things they do and how we can work together to solve the problems facing our country and our world. While math,

reading, and writing are all very important skills, learning how to work with others and to be understanding and a diverse environment is a skill that is equally important and often overlooked. This learning unit strives to address some of those concerns while also supporting development of writing, speaking, and visual arts standards.

This unit addresses the academic needs a gifted learners and a number of ways. Gifted learners have an increased ability to self-reflect and often are asking questions of why and seeking understanding ahead of their peers. The following lessons allow them to explore those questions of why and to reflect upon themselves in a way that is not necessarily included in elementary classes. The level of the content and discussion addresses topics that are not always addressed in the general education environment. The lessons addresses the needs of gifted learners through an emphasis on open-ended questions, allowing for higher order thinking analysis and reasoning. The activities demand high critical thinking skills and creation in a way that challenges and engages high learners. Standards from multiple subject areas are weaved throughout the content, which is not always the case in traditional classroom setting. This allows students to make cross-disciplinary connections. Through the process task of creating their own graphic novel or mini graphic novel they also get to work as a professional and are held to a different standard they get to explore their understanding of themselves in the role and how they may fit in to the discipline.

Through a concept-based unit, students will take a deep dive into how identity informs perspective. As much curriculum is standards or task based, this will challenge gifted learners in new ways. Identity and perspective are complex concepts in themselves; the unit explores these through hands on activities where students get to create their own character's identity as a graphic novelist. The role of acting as a professional will engage and empower learners. Because

the unit is four lessons, students get to take upon this role quickly. The unit moves into the concept very quickly. The format assumes students already have creative and interesting answers to the questions. Weaving open-ended questions throughout challenge, engage, and empower the students throughout the entire unit.

## Goals

Unit Topic:	<b>Authors</b>
Unit Concept:	<b>Identity</b>
Essential Understanding:	Identity informs perspective
CONTENT Goal and Objectives:	<p>GOAL: Develop and understanding of how author’s own lives influence characters in their written works.</p> <p>OBJECTIVES: <i>The students will know that...</i></p> <ul style="list-style-type: none"> <li>• Authors draw on their own experiences when writing stories.</li> <li>• Characters in stories have varying perspectives.</li> <li>• Characters experiences influence their behavior and development in a story.</li> </ul>
PROCESS Goal and Objectives:	<p>GOAL: Analyze and explain how identity shapes character development in stories</p> <p>OBJECTIVES: <i>The students will be able to...</i></p> <ul style="list-style-type: none"> <li>• Analyze how author’s identity influences writing.</li> <li>• Explain how identity shapes the choices of the character they create.</li> </ul>
CONCEPT Goal and Objectives:	<p>GOAL: Understand concept of identity and how it informs perspective.</p> <p>OBJECTIVES: <i>The students will understand that...</i></p> <ul style="list-style-type: none"> <li>• Our life experiences inform our identity.</li> <li>• Identity can then inform our choices.</li> <li>• Identity informs perspective.</li> </ul>

## **Assessment**

### **Formative Assessment**

Students will be assessed throughout the unit in a number of ways. Lesson One will include whole group conversations on identity and perspective. Students will also begin brainstorming ideas for their own graphic novel. Lesson Two will include whole and small group discussion that will assess students understanding of identity. They will also begin creating their own character for their story. In lesson three students will create a dilemma that their character will experience and how their identity may influence their choices. In lesson four, students will work in groups to come up with a generalization related to the concept. They will also will write a paragraph describing how their character's identity influences their choices. All lessons include open ended questioning and whole group discussion so that the teacher may assess student's understanding throughout.

### **Performance task**

You are an author/illustrator for a graphic novel company. You have been asked to create your own character for a new graphic novel series for 8-10 year olds. Your character should be based on yourself and your experiences or be inspired by people you know. Your job is to create the first five pages of your graphic novel. Your pages should include text and illustrations. The following components of identity should be evident in your text and/or illustrations: race or ethnicity, age, gender identity, and at least two personality characteristics. Include at least two perspectives your character has based on their identity as part of your text. Your graphic novel pages should introduce a dilemma your character will face and how include how the character's identity informs their perspective on the dilemma.

### Performance Task Rubric

	<b>0</b>	<b>1</b>	<b>2</b>
Graphic novel includes each of the following components of identity in either text or illustration: Age _____ Gender _____ Ethnicity/race _____ Personality trait 1 _____ Personality trait 2 _____	No components of identity are included in the graphic novel	Some components of identity are included in the graphic novel	All components of identity are included in the graphic novel through text <b>or</b> illustration
Graphic novel includes written story that is logical and clear to understand through text and dialogue	There is no written story	There is a written story, but text is challenging for the read to understand	Text and story are easy for readers to follow
Graphic novel includes illustrations that connect with the written text	Graphic novel does not include illustrations	There are illustrations but they do not connect with written text	Illustrations align with written text and dialogue
The story includes at least 2 of the character’s perspectives	No character perspectives are evident	At least one character perspective is included in the story	Two of the character’s perspectives are evident in the story
Graphic novel includes conflict or dilemma in the story that impacts main character	No conflict or dilemma is included	There is some tension but it is unclear how the conflict impacts the character	Conflict or dilemma is clear to reader and impacts main character
The graphic novel includes how the main character would handle the conflict or dilemma	The main character does not address the conflict or dilemma	The main character talks about the conflict/dilemma but it is unclear how the main character is planning to handle it	It is clear from the text and/or illustration how the main character will handle the conflict
<b>Total Points</b>			



TEACHER NAME		Lesson #
Hannah Kirby Lyman		1
MODEL	CONTENT AREA	GRADE LEVEL
Bruner; Structure of the Discipline	ELA	3/4
CONCEPTUAL LENS		LESSON TOPIC
Identity		Working as an author
LEARNING OBJECTIVES <i>(from State/Local Curriculum)</i>		
<p>W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>b. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>c. Use narrative techniques, such as dialogue, description, and pacing to develop experiences and events or show the responses of characters to situations.</p> <p>g. With guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, with consideration to task, purpose, and audience.</p>		
THE ESSENTIAL UNDERSTANDING <i>(What is the overarching idea students will understand as a result of this lesson?)</i>		THE ESSENTIAL QUESTION <i>(What question will be asked to lead students to “uncover” the Essential Understanding)</i>
Identity informs perspective		How does identity inform perspective?
CONTENT KNOWLEDGE <i>(What factual information will students learn in this lesson?)</i>		PROCESS SKILLS <i>(What will students be able to do as a result of this lesson?)</i>
<p>Students will know that:</p> <ul style="list-style-type: none"> <li>- Identity includes many components of who someone is including race, age, socio economic status</li> <li>- Perspective encompasses someone’s point of view and attitudes and beliefs towards a situation, person, or thing</li> <li>- Authors creates stories</li> <li>- Authors can use their own experience to inspire their writing</li> <li>- Writers have to plan the components of their stories</li> </ul>		<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>- Analyze</li> <li>- Brainstorm</li> <li>- Organize</li> <li>- Plan</li> <li>- Infer</li> <li>- Collaborate</li> <li>- Create</li> </ul>

**GUIDING QUESTIONS**

*What questions will be asked to support instruction?*

*Include both “lesson plan level” questions as well as questions designed to guide students to the essential understanding*

Pre-Lesson Questions:	During Lesson Questions:	Post Lesson Questions:
<ul style="list-style-type: none"> <li>- Who are the people in the slides?</li> <li>- What do they do for a living?</li> <li>- How might the author describe themselves?</li> <li>- What characteristics do you think are part of the author’s identity?</li> <li>- What are some subjects that interest authors?</li> <li>- What are some skills that an author should have?</li> <li>- What types of things do authors write?</li> <li>- How do authors create their stories?</li> <li>- From where do authors draw inspiration?</li> <li>- How do author’s personal experiences or perspectives influence the writing process?</li> <li>- What is identity?</li> <li>- How might identity impact an author’s story?</li> <li>- What is perspective?</li> <li>- How does being a father impact the author’s perspective?</li> <li>- How did the author’s identity as a father influence the story?</li> </ul>	<ul style="list-style-type: none"> <li>- What are components of a character’s identity?</li> <li>- What motivates characters in a story?</li> <li>- How does their identity impact the plot?</li> <li>- How does character identity impact their actions in the story?</li> <li>- How does a character’s perspective impact how they solve problems in the story?</li> <li>- How does identity influence their perspective to events in the story?</li> </ul>	<ul style="list-style-type: none"> <li>- As you brainstormed, where did your identity come out?</li> <li>- How did your partner respond to your ideas?</li> <li>- How did their response impact your view on your story?</li> <li>- How does their perspective differ from yours?</li> <li>- How might their identity influence their perspective?</li> <li>- What changes might you make to your story when considering their perspective?</li> <li>- How does identity inform perspective?</li> </ul>

**DIFFERENTIATION**

*(Describe how the planned learning experience has been modified to meet the needs of gifted learners. Note: Modifications may be in one or more of the areas below. Only provide details for the area(s) that have been differentiated for this lesson.*

Content	Process	Product	Learning Environment
Standards being taught are above grade level.	Bruner's Structure of the Discipline involves high levels of critical thinking. Students will be working as an author.		

## PANNED LEARNING EXPERIENCES

*(What will the teacher input? What will the students be asked to do? For clarity, please provide detailed instructions)*

**Engage and Connect** - *This phase focuses on piquing students' interest and helping them access prior knowledge. This is the introduction to the lesson that motivates or hooks the students.*

Teacher will have examples of popular children's literature on a table at front of room. Teacher will also have slideshow looping of books and their authors. Students will observe slideshow as students enter classroom. Pictures for slides show at end of lesson.

When all students are in attendance, teacher will ask pre-lesson questions.

- Who are the people in the slides?
- What do they do for a living?
- Where might they work?
- How might the authors describe themselves?
- What tools might they use?
- What is identity?
- What characteristics are part of their identity?

**Explore** - *In this phase, the students have experiences with the concepts and ideas of the lesson. Students are encouraged to work together without direct instruction from the teacher. The teacher acts as a facilitator. Students observe, question, and investigate the concepts to develop fundamental awareness of the nature of the materials and ideas.*

Teacher will ask one student to summarize the responses. Teacher will then reflect that although each person is different, they are all authors. Prompt students to consider how differences in each person may be reflected in their stories.

### I. Familiarity with the discipline

The teacher asks:

What are some words that describe an author? What does an author do?

The teacher records the student responses to what authors do on board. List will grow as students participate.

What are some subjects that interest authors?

What are some skills that an author should have?

What types of things do authors write?

The teacher then shares that authors create stories. Preface that in the next clip, the author is writing a story for a movie. Ask that they pay attention to the author's process in creating the story. Pay attention to how the author does, feels, thinks, uses, and believes. Note components of the author's identity.

<https://www.youtube.com/watch?v=1rMnzNZkIX0>

Follow up questions after video:

- How do authors create their stories?
- From where do authors draw inspiration?
- How do author's personal experiences or perspectives influence the writing process?
- What is identity?
- How might identity impact an author's story?
- What is perspective?
- How does being a father impact the author's perspective?
- How did the author's identity as a father influence the story?

## II. Practicing the discipline

Teachers will divide students into 4 groups. Students will be given a writing journal and pencil. The teacher will provide the follow expectations to the students:

- Students will rotate through each station
- They will either read, observe pictures, or watch video in their station for roughly 7 minutes
- They are not to talk to their peers while in their station
- Students are to take notes on what component of the story the station is discussing and how the author developed that component.
- Between each station, students will go to assigned small groups and shared ideas related to observations from individual time. They will write down peers' suggestions that they believe could be helpful when writing their own story. The teacher will keep track of time for stations and brainstorm time between each station.

Each station will have a computer set up with the following video pulled up on youtube for students to watch.

Characters- <https://www.youtube.com/watch?v=avoM7T2N-WM>

Plot - <https://www.youtube.com/watch?v=bKrCKg9ggVI>

Finding Ideas –

[https://www.youtube.com/watch?v=u8CpDHJuyF4&list=PLY6PCL9ylnRSaO608L0ocvzxusr\\_35XfC&index=1](https://www.youtube.com/watch?v=u8CpDHJuyF4&list=PLY6PCL9ylnRSaO608L0ocvzxusr_35XfC&index=1)

Conflict and Drama -

[https://www.youtube.com/watch?v=DjvwYlhlvIA&list=PLY6PCL9ylnRSaO608L0ocvzxusr\\_35XfC&index=4](https://www.youtube.com/watch?v=DjvwYlhlvIA&list=PLY6PCL9ylnRSaO608L0ocvzxusr_35XfC&index=4)

*Explain - Students communicate what they have learned so far and figure out what it means. This phase also provides an opportunity for teachers to directly introduce a concept, process, or skill to guide students toward a deeper understanding.*

## III. Reflecting on the discipline

After students have had time to “research” and “brainstorm” after each station, the teacher will call students back to whole group to discuss what they discovered. Teacher will have 4 pieces of chart paper, one for each station (Characters, Story ideas, plot, conflict and drama)

As part of group debriefing, teacher will ask students to share what they noticed or observed at each station. Teacher will write down student's observations. Teacher will use whole group discussion and questions to debrief and help students make connections with observations and concept of identity.

- What are components of a character's identity?
- What motivates characters in a story?
- What are values and opinions?
- How do values reflect a character's identity?
- What is perspective?
- How does their identity impact the plot?
- How does character identity impact their actions in the story?
- How does a character's perspective impact how they solve problems in the story?
- How do experiences shape character's identity?
- How does identity influence their perspective to events in the story?

*Elaborate —Allow students to use their new knowledge and continue to explore its implications. At this stage students expand on the concepts they have learned, make connections to other related concepts, and apply their understandings to the world around them in new ways*

#### IV. Continued Practice and Reflection

Students will be put in pairs and asked to share their brainstorming ideas for their own story. Teacher will share expectations of active listening and being respectful to peers ideas.

One student (author) will share his or her ideas for 5 minutes uninterrupted. The listening student will then have 5 minutes to share thoughts on the author's brainstorm, and ideas they had while listening. The listening student will then become the author and share their brainstorm activity followed by feedback from listening student.

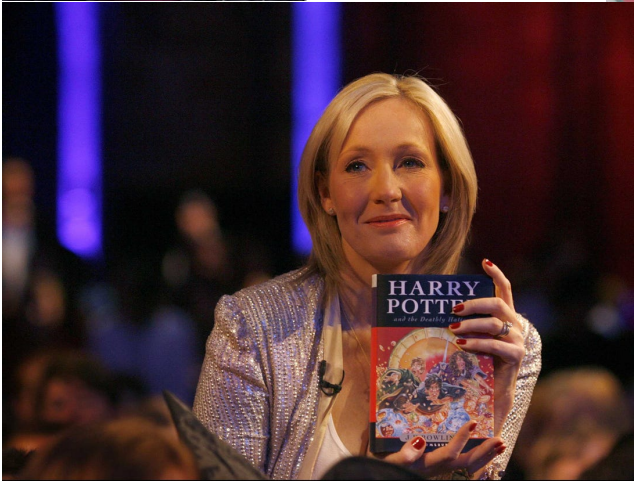
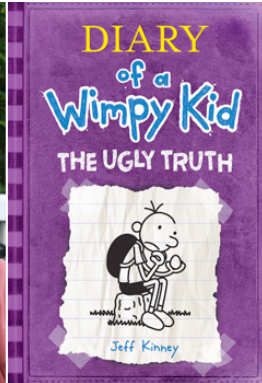
*Evaluate: This phase assesses both learning and teaching and can use a wide variety of informal and formal assessment strategies.*

After students have time to work in partner's exchanging ideas, teacher will lead them in class discussion to reflect on how identity informs their ideas:

- As you brainstormed, where components of your identity did you notice?
- How did you partner respond to your ideas?
- How did their response impact your view on your story?
- How does their perspective differ from yours?
- How might their identity influence their perspective?
- What changes might you make to your story when considering their perspective?
- How does identity inform perspective?

Students will then be given time to add to their brainstorm of ideas for their story and identify what ideas are part of their personal identity.

Pictures for beginning slide show:



[Slides for Brunner lesson](#)

TEACHER NAME		Lesson #
Hannah Kirby Lyman		2
MODEL	CONTENT AREA	GRADE LEVEL
Visual Thinking Strategy	ELA/Guidance/Art	3-5 Grade
CONCEPTUAL LENS		LESSON TOPIC
Identity		Perspective
LEARNING OBJECTIVES (from State/Local Curriculum)		
<p>R.I.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p>P.SE.2.1 Interpret the meaning of self-concept</p> <p>NCES.3.VA.CX.1 - Understand the global, historical, societal, and cultural contexts of the visual arts.</p> <p>NCES.3.VA.CX.1.1 - Exemplify how visual arts are used by various groups for artistic expression within the local community.</p> <p>5.V.I Use the language of visual arts to communicate effectively</p> <p>5.V.2 Apply creative and critical thinking skills to artistic expression.</p>		
THE ESSENTIAL UNDERSTANDING (What is the overarching idea students will understand as a result of this lesson?)		THE ESSENTIAL QUESTION (What question will be asked to lead students to “uncover” the Essential Understanding)
Identity informs perspective		How does Identity inform perspective?
CONTENT KNOWLEDGE (What factual information will students learn in this lesson?)		PROCESS SKILLS (What will students be able to do as a result of this lesson?)
<ul style="list-style-type: none"> <li>- Identity is comprised of components of who people are including but not limited to race, gender, age, socioeconomic status, education</li> <li>- Perspective is a person’s worldview</li> <li>- Diverse identities can lead to diverse perspectives</li> </ul>		<ul style="list-style-type: none"> <li>• Infer</li> <li>• Interpret</li> <li>• Analyze</li> <li>• Apply</li> <li>• Communicate</li> <li>• Explain</li> <li>• Compare and Contrast</li> <li>• Create</li> </ul>
GUIDING QUESTIONS		
<p>What questions will be asked to support instruction?</p> <p>Include both “lesson plan level” questions as well as questions designed to guide students to the essential understanding</p>		
Pre-Lesson Questions:	During Lesson Questions:	Post Lesson Questions:



<ol style="list-style-type: none"> <li>1. What is identity?</li> <li>2. What are components of identity?</li> <li>3. How does your identity shape your experience?</li> <li>4. How does experience shape your identity?</li> <li>5. How might your identity differ from someone else?</li> <li>6. Why is it important to understand our own identities?</li> <li>7. How has your identity shaped your beliefs?</li> <li>8. What is perspective?</li> <li>9. How would you think your identity has informed your perspective?</li> <li>10. How are identity and perspective connected?</li> </ol>	<ul style="list-style-type: none"> <li>- What do you see in the image?</li> <li>- What makes you say that?</li> <li>- What else do you see?</li> <li>- What do you see that makes you say that?</li> <li>- What are the people in the picture doing?</li> <li>- What do you see that makes you say that?</li> <li>- How would you describe the identities of the people in the picture?</li> <li>- What do you see that makes you say that?</li> <li>- How do the identities of the characters differ?</li> <li>- What do you see that makes you say that?</li> <li>- How do you think they feel in the picture?</li> <li>- What suggests they feel that way?</li> <li>- What do you see in the image that indicates possible perspectives of the people pictured?</li> <li>- What makes you say that?</li> <li>- How might their identities inform their perspectives?</li> <li>- What makes you say that?</li> </ul>	<ol style="list-style-type: none"> <li>1. How might these characters describe themselves and their identities?</li> <li>2. What makes you say that?</li> <li>3. What might you infer about the identities of the authors?</li> <li>4. What makes you say that?</li> <li>5. Which part of the main character's identity is at the forefront in each picture?</li> <li>6. What makes you say that?</li> <li>7. How does the main character's identity influence her perspective?</li> <li>8. What makes you say that?</li> <li>9. How do the identities of the other characters influence their perspectives?</li> <li>10. What makes your say that?</li> <li>11. How do the perspectives of the characters differ?</li> <li>12. How does identity inform perspective?</li> </ol>
--	--	---

**DIFFERENTIATION**

(Describe how the planned learning experience has been modified to meet the needs of gifted learners. Note: Modifications may be in one or more of the areas below. Only provide details for the area(s) that have been differentiated for this lesson.)

Content	Process	Product	Learning Environment
The standards addressed in the lesson are above grade level. The discussion of identity will include culturally relevant but sensitive conversation that is not typical of elementary school children.	VTS encourages open ended thinking and inferencing, and critical thinking.		VTS allows students to lead the conversation.

(What will the teacher input? What will the students be asked to do? For clarity, please provide detailed instructions)

**Engage and Connect** - This phase focuses on piquing students' interest and helping them access prior knowledge. This is the introduction to the lesson that motivates or hooks the students.

As students enter the classroom, teacher will have a prompt on board that says: Write down as many words or phrases to describe yourself as you can imagine. This may include components of your personality, beliefs, or your physical appearance. After 5-10 minutes the teacher will ask students to share with class how they described themselves. If students are hesitant, teacher will share words to describe his/herself to encourage discussion. It is important for teacher to acknowledge components of his/her own identity to create an environment where kids feel comfortable talking about things like race, socio-economic status, etc. Teacher will then process with the following questions:

1. What is identity?
2. What are components of identity?
3. How does your identity shape your experience?
4. How does experiences shape your identity?
5. How might your identity differ than someone else?
6. Why is it important to understand our own identities?
7. How might your identity shape your beliefs?
8. What is perspective?
9. How are identity and perspective connected?
10. How has your identity informed your perspective?

**Explore** - In this phase, the students have experiences with the concepts and ideas of the lesson. Students are encouraged to work together without direct instruction from the teacher. The teacher acts as a facilitator. Students observe, question, and investigate the concepts to develop fundamental awareness of the nature of the materials and ideas.

Teacher will now introduce the pictures for the VTS. The pictures will be shown one at a time without context given for the picture. Teacher will start with the following picture.



Teacher will ask students to look at the picture in silence for about 3 minutes. The teacher will ask in a whole group setting:

11. What do you see in this image?
12. What makes you say that?

All students that volunteer will be asked both questions and given opportunity to answer. After multiple rounds teacher may ask question to elicit further discussion.

13. What else do you see?
14. What do you see that makes you say that?
15. What are the characters in the picture doing?
16. What do you see that makes you say that?
17. How would you describe the identities of the characters in the graphic novel?
18. What makes you say that?
19. How do the identities of the characters differ?
20. How do you think they feel in the graphic novel?
21. What do you see that makes you say that?
22. How are their perspectives in the graphics different?
23. What makes you say that?
24. How might their identities inform their perspectives?
25. What makes you say that?

Explain - Students communicate what they have learned so far and figure out what it means. This phase also provides an opportunity for teachers to directly introduce a concept, process, or skill to guide students toward a deeper understanding.

The teacher will then discuss components of identity. Teacher will ask students to share the components of identity. Teacher will fill in gaps based on information shared by students. Be sure that students include things such as race, religion, gender, ethnicity, culture, socio-economic status (how much money a family makes), where someone lives, education, etc. Teacher will also point out that although we are making assumptions about the characters identities based on the pictures, if the character was a real person, they might not actually identify in the way that we think. When it comes to real people, we should be careful to assume someone experience, identity or beliefs based on appearance.

26. What do you see in this image?
27. What makes you say that?

The teacher will use the same questioning for the second picture as the first.

Elaborate —Allow students to use their new knowledge and continue to explore its implications. At this stage students expand on the concepts they have learned, make connections to other related concepts, and apply their understandings to the world around them in new ways

After discussing the second picture in a whole group setting; the students will be broken up into small groups. Each group will have copies of both pictures to discuss the following questions.

28. How might these characters describe themselves and their identities?
29. What makes you say that?
30. What might you infer about the identities of the authors?
31. What makes you say that?
32. Which part of the main character's identity is at the forefront in each picture?
33. What makes you say that?
34. How does the main character's identity influence her perspective?
35. What makes you say that?
36. How do the identities' of the other characters influence their perspective?
37. What makes your say that?
38. How do the perspectives of the characters differ?
39. How does identity inform perspective?

Evaluate: This phase assesses both learning and teaching and can use a wide variety of informal and formal assessment strategies.

Teacher will pull groups back together and have them share with the whole class what they discussed in their small group.

The students will then asked to begin creating a character for their graphic novel. They will first be asked to write a description of their character including physical appearance, components of identity and perspectives. Students will then draw a picture of their character.

[Accompanying google slides](#)



TEACHER NAME		Lesson #
Hannah Kirby Lyman		3
MODEL	CONTENT AREA	GRADE LEVEL
Kohlberg Moral Development	ELA	3 <sup>rd</sup> Grade
CONCEPTUAL LENS		LESSON TOPIC
Identity		Perspective
LEARNING OBJECTIVES (from State/Local Curriculum)		
<p>W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>SL.5.1 Engage effectively in a range of collaborative discussions with diverse partners on grade 5 topics, text, and issues, building on others' ideas and expressing their own clearly.</p>		
THE ESSENTIAL UNDERSTANDING (What is the overarching idea students will understand as a result of this lesson?)		THE ESSENTIAL QUESTION (What question will be asked to lead students to "uncover" the Essential Understanding)
Identity informs perspective		How does identity inform perspective?
CONTENT KNOWLEDGE (What factual information will students learn in this lesson?)		PROCESS SKILLS (What will students be able to do as a result of this lesson?)
<p>Students will know that....</p> <ul style="list-style-type: none"> <li>- Identity is comprised of components of who people are including but not limited to race, gender, age, socioeconomic status, education</li> <li>- Perspective is a person's worldview</li> <li>- Diverse identities can lead to diverse perspectives</li> <li>- Morals are people's beliefs on what is right and wrong, good or bad</li> <li>- Our identity and perspectives influence our morals</li> <li>- Dilemmas are a situations in which a character makes a decision based on their morals</li> </ul>		<p>Students will be able to....</p> <ul style="list-style-type: none"> <li>• Explain</li> <li>• Communicate</li> <li>• Evaluate</li> <li>• Support Reasoning</li> <li>• Prioritize</li> <li>• Create scenarios</li> <li>• Dialogue with peers</li> </ul>
<p style="text-align: center;"><b>GUIDING QUESTIONS</b></p> <p style="text-align: center;">What questions will be asked to support instruction?</p> <p style="text-align: center;">Include both "lesson plan level" questions as well as questions designed to guide students to the essential understanding</p>		
Pre-Lesson Questions:	During Lesson Questions:	Post Lesson Questions:

<p>11. What are morals?  12. Where do our morals come from?  13. What is identity?  14. Where does our identity come from?  15. How does our identity shape our morals?  16. What is perspective?  17. Where do our perspectives come from?  18. How might our perspective shape our morals?  19. What is a dilemma?  20. How do morals influence dilemmas?  21. How might our perspective affect how we makes decisions?  22. How might our identity affect how we make decisions?  23. How might our identity inform our perspective?</p>	<ul style="list-style-type: none"> <li>- What was the character's dilemma?</li> <li>- What can you infer about the character's morals?</li> <li>- How might the character identify themselves?</li> <li>- How does their identity influence their perspective?</li> <li>- How does their perspective influence their morals?</li> <li>- How do the characters' morals influence their decisions in the dilemma?</li> <li>- How does identity inform perspective?</li> </ul>	<ul style="list-style-type: none"> <li>- What are morals?</li> <li>- How do our morals influence our decisions in dilemmas?</li> <li>- How does our identity impact our morals?</li> <li>- What differences and similarities in morals did you notice in your group members?</li> <li>- How did your identities influence this?</li> <li>- How does our identity affect how we make decisions?</li> <li>- How do our morals influence our perspective?</li> <li>- How does our perspective affect how we makes decisions?</li> <li>- How does our identity inform our perspective?</li> </ul>
---	---	---



**DIFFERENTIATION**

(Describe how the planned learning experience has been modified to meet the needs of gifted learners. Note: Modifications may be in one or more of the areas below. Only provide details for the area(s) that have been differentiated for this lesson.)

Content	Process	Product	Learning Environment
Content addresses above grade level standards and encourages evaluative discussion with higher order thinking and above grade level themes.	Kohlberg's moral development engages student in higher order reasoning.		Conversations are student led.

## PLANNED LEARNING EXPERIENCES

(What will the teacher input? What will the students be asked to do? For clarity, please provide detailed instructions)

**Engage and Connect** - This phase focuses on piquing students' interest and helping them access prior knowledge. This is the introduction to the lesson that motivates or hooks the students.

Have writing prompt on the board: What are your character's morals? Write down as many things you can think of that your character for your graphic novel believes.

After 5-10, give students chance to share with whole group morals or beliefs their character has.

**Explore** - In this phase, the students have experiences with the concepts and ideas of the lesson. Students are encouraged to work together without direct instruction from the teacher. The teacher acts as a facilitator. Students observe, question, and investigate the concepts to develop fundamental awareness of the nature of the materials and ideas.

Teacher will pose open ended questions with whole class and have discussion on what morals and dilemmas are and their relationship to identity and perspective.

1. What are morals?
2. Where do our morals come from?
3. What is identity?
4. Where does our identity comes from?
5. How does our identity shape our morals?
6. What is perspective?
7. Where do our perspectives come from?
8. How might our perspective shape our morals?
9. What is a dilemma?
10. How do morals influence dilemmas?
11. How might our perspective affect how we makes decisions?
12. How might our identity affect how we make decisions?
13. How might our identity inform our perspective?

**Explain** - Students communicate what they have learned so far and figure out what it means. This phase also provides an opportunity for teachers to directly introduce a concept, process, or skill to guide students toward a deeper understanding.

Teacher will have students watch the following video:

<https://www.youtube.com/watch?v=zG7PPOaJnNM>

Process video with whole group discussion:

What was the character's dilemma?

What can you infer about the character's morals?

How might the characters identify themselves?

How do their identities influence their perspective?

How does their perspective influence their morals?

How do the characters' morals influence their decisions in the dilemma?

Step 1 Introduce and clarify the nature of the dilemma.

The teacher will then introduce a more complex dilemma to the class.

It is the end of the month and Maria's family does not have a lot of money for food. Maria walks by a grocery store every day on her way to school. Sometimes the owner shares a cookie with her. One day she walks in to get her cookie and does not see the owner. She does see bread out on a table. Maria thinks about taking the loaf of bread. She knows no one would see her and since the owner gives her cookies for free she thinks a loaf of bread couldn't be much more. Then maybe her family could make it to the next pay check. Should Maria steal the loaf of bread?

Step 2 Clarify the facts of the situation and identify the issues involved.

Teacher will then ask the students:  
What are the facts in this situation?  
What is the dilemma?

Step 3 Students identify a position and two reasons why.

After answering these questions the teacher will ask the students to write down what they think the central character, Maria should do and two reasons why.

Elaborate —Allow students to use their new knowledge and continue to explore its implications. At this stage students expand on the concepts they have learned, make connections to other related concepts, and apply their understandings to the world around them in new ways.

Step 4 Divide students into small groups.

Students will be broken up into small groups to discuss what they think Maria should do and why. Students will be asked to come up with one statement as a group of what they think the character should do and two reasons why.

1. What should the character in your scenario do? Why?
2. Come to a consensus as a group of what the character in the scenario should do and why. Be prepared to share with whole group.

Step 5 Students return for full group discussion.

Students will return to whole class. Teacher will have each group what they think Maria should do and why. Students will have opportunity to challenge each groups thinking or ask questions for further explanation.

After sharing scenarios, teacher will debrief will the following questions.

- What are morals?

- How do our morals influence our decisions in dilemmas?
- How does our identity impact our morals?
- What differences and similarities in morals did you notice in your group members?
- How did your identities influence this?
- How does our identity affect how we make decisions?
- How do our morals influence our perspective?
- How does our perspective affect how we makes decisions?
- How does identity inform perspective?

How does our identity inform our perspective?

Evaluate:

Step 6 Reevaluate original position individually.

Students will be asked to reevalaute their original positions by reviewing information from whole group discussions.

Students will be asked to write a response to the following questions:

Now what do you think the main character should do?

List two reasons why the character should make this decision.

How may the character's identity influence their perspective on this dilemma?

This phase assesses both learning and teaching and can use a wide variety of informal and formal assessment strategies.

Students will be asked to develop a situation or dilemma for their character in their graphic novel and write it down. This dilemma represents the plot of the story. Students will be asked to explain through writing how their character will navigate the dilemma and how their identity informs their perspective on the dilemma.

If time allows, students can begin to turn their dilemma into story format for their graphic novel.

TEACHER NAME		Lesson #
Hannah Kirby Lyman		4
MODEL	CONTENT AREA	GRADE LEVEL
Taba	ELA/Guidance	3-5
CONCEPTUAL LENS		LESSON TOPIC
Identity		Perspective
LEARNING OBJECTIVES <i>(from State/Local Curriculum)</i>		
<p>Personal/Social Development</p> <p>007 Acquire the attitudes, knowledge and interpersonal skills to help understand and respect self and others.</p> <p>007.07 Demonstrate cooperative behavior in groups.</p> <p>007.09 Consider individual differences.</p> <p>007.12 Demonstrate how to communicate.</p> <p>Academic</p> <p>002.01 Demonstrate critical thinking skills.</p> <p>RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RI.3.4 Determine the meaning of general academic and domain specific words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p>RI.3.10 By the end of grade 3, read and understand informational texts at the high end of the 2-3 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.</p>		
<b>THE ESSENTIAL UNDERSTANDING</b> <i>(What is the overarching idea students will understand as a result of this lesson?)</i>		<b>THE ESSENTIAL QUESTION</b> <i>(What question will be asked to lead students to “uncover” the Essential Understanding)</i>
Identity informs perspective		How does identity inform perspective?
<b>CONTENT KNOWLEDGE</b> <b>(What factual information will students learn in this lesson?)</b>		<b>PROCESS SKILLS</b> <b>(What will students be able to do as a result of this lesson?)</b>
<p>Students will know that:</p> <ul style="list-style-type: none"> <li>- Our experiences influence our identity</li> <li>- Identity is multi-faceted and can develop over time</li> <li>- Perspective is a person’s point of view and beliefs about a person, situation, or thing</li> <li>- Diverse identities can lead to diverse points of view</li> </ul>		<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>- Identify</li> <li>- Analyze</li> <li>- Compare and Contrast</li> <li>- Collaborate</li> <li>- Summarize</li> <li>- Generalize</li> </ul>

**GUIDING QUESTIONS**

*What questions will be asked to support instruction?*

*Include both "lesson plan level" questions as well as questions designed to guide students to the essential understanding*

<b>Pre-Lesson Questions:</b>	<b>During Lesson Questions:</b>	<b>Post Lesson Questions:</b>
<p>What do you know about the characters in the picture?                      Who are they?                      What are they known for?                      How did they become who they are?                      What might have contributed to their identity?                      What is perspective?                      What are their beliefs or perspectives about the world?                      What is the relationship between beliefs and perspectives?</p>	<ul style="list-style-type: none"> <li>- How did Batman's identity develop?</li> <li>- What experiences shaped his identity?</li> <li>- How did you label the items that go together?</li> <li>- What aspects of identity go together?</li> <li>- How else could you group them?</li> <li>- What groups could be combined?</li> <li>- What did you notice about his perspective?</li> <li>- How did batman's identity shape his identity?</li> <li>- What is a generalization you may make about identity and perspective?</li> </ul>	<ul style="list-style-type: none"> <li>- How do experiences shape identity?</li> <li>- How do identities evolve over time?</li> <li>- What influences perspectives?</li> <li>- How is identity reflected in perspective?</li> <li>- What causes perspectives to change?</li> <li>- How does identity inform perspective?</li> </ul>

**DIFFERENTIATION**

*(Describe how the planned learning experience has been modified to meet the needs of gifted learners. Note: Modifications may be in one or more of the areas below. Only provide details for the area(s) that have been differentiated for this lesson.*

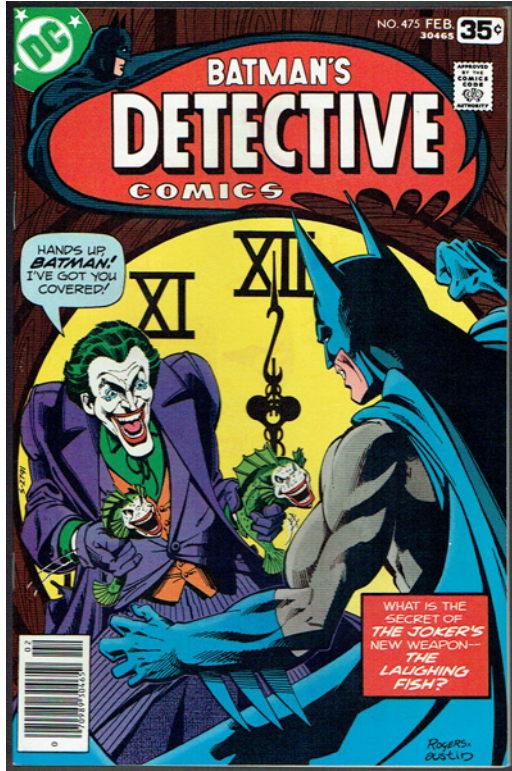
Content	Process	Product	Learning Environment
<p>This lessons addresses the concept of identity which is not often addressed at the student's grade level. Article for taba component is above grade level.</p>	<p>Students will analyze the concept of identity and perspective through grouping and re-grouping. Students will work in teams that will be grouped by comprehension levels to enable AIG students deeper conversations around abstract concepts.</p>		<p>Phases of Taba are student led.</p>

## PLANNED LEARNING EXPERIENCES

*(What will the teacher input? What will the students be asked to do? For clarity, please provide detailed instructions)*

**Engage and Connect** - *This phase focuses on piquing students' interest and helping them access prior knowledge. This is the introduction to the lesson that motivates or hooks the students.*

Teacher will have picture of Batman and Joker on the board. Teacher will have brief conversation to get students thinking about the concept.



What do you know about the characters in the picture?

Who are they?

What are they known for?

How did they become who they are?

What might have contributed to their identity?

What is perspective?

What are their beliefs or perspectives about the world?

**Explore** - *In this phase, the students have experiences with the concepts and ideas of the lesson. Students are encouraged to work together without direct instruction from the teacher. The teacher acts as a facilitator. Students observe, question, and investigate the concepts to develop fundamental awareness of the nature of the materials and ideas.*

1. Listing: Teacher will tell students they will be reading an article discussing the Batman origin story. <https://the-artifice.com/batman-origin/> They will be asked to highlight words or phrases related to identity.

Teacher will give students about 10 minutes to read list any examples of identity they observed in the story. Students will be asked to have a minimum of 20 items. The students will then share their lists with the class orally. The teacher will make a comprehensive list on the board.

- Teacher question prompts: What did you highlight?
- How does that relate to identity or perspective?

Explain - *Students communicate what they have learned so far and figure out what it means. This phase also provides an opportunity for teachers to directly introduce a concept, process, or skill to guide students toward a deeper understanding.*

2. Grouping and Labeling

Students will be put in pairs based on comprehension level and asked to group their 20 items. Students will be asked to come up with at least four groups, and each item can only be in one group. There will be an expectation that there are at least 3 to 4 items in each group with a total of 20 items.

The teacher will ask students to label groups based on their similarities.

When students are finished with their labels they will then share with class as a whole.

Teacher will pose follow questions to increase understanding:

- How did Batman's identity develop?
- What experiences shaped his identity?
- How did you label the items that go together?
- What aspects of identity might go together?
- How else could you group them?
- What groups could be combined?
- What did you notice about his perspective?
- How did batman's identity shape his perspective?
- What is a generalization you may make about identity and perspective?

Elaborate —*Allow students to use their new knowledge and continue to explore its implications. At this stage students expand on the concepts they have learned, make connections to other related concepts, and apply their understandings to the world around them in new ways*

3. Subsuming, Regrouping, Relabeling

After sharing initial groupings, teacher will put pairs in groups of four again, based on comprehension level and asked to regroup items on the list based on the following guidelines:



- Students must have at least 3 groups.
- Items can be placed in more than 1 group.
- None of the previous label can be used again.
- Labels must still relate to identity or perspective.

Students will share their new groups and how they came up with their labels.

Evaluate: *This phase assesses both learning and teaching and can use a wide variety of informal and formal assessment strategies.*

#### 4. Generalizing

After each group shares their new labels, the teacher will guide a whole group discussion in order to foster critical reflection on teamwork and relationships.

- How do experiences shape identity?
- How do identities evolve over time?
- What influences perspectives?
- How is identity reflected in perspective?
- What causes perspectives to change?
- How does identity inform perspective?

Based on the whole group discussion, teacher can provide time for students to discuss in small groups before then sharing with the entire class.

After class discussion, each team will be asked to come up with a generalization about identity and perspective. They will write a statement as a group.

Each group will share their generalization and how they came to this conclusion.

The teacher will then assess individual learning by having students work on their graphic novel and writing a paragraph describing how the identity of their character informs the character's perspective.

This will then be collected by teacher as exit ticket to determine student's understanding of the concept.

## Additional Resources

Collaborative for Academic, Social, and Emotional Learning. [www.casel.org](http://www.casel.org)

**Lesson 1:** beginning video: <https://www.youtube.com/watch?v=1rMnzNZkIX0>

Pictures were found of the following authors through Google search:

JK Rowling                      Jeff Kinney

Kelly Yang                      Christopher Paul Curtis

Videos for stations:

Characters- <https://www.youtube.com/watch?v=avoM7T2N-WM>

Plot - <https://www.youtube.com/watch?v=bKrCKg9ggVI>

Finding Ideas –

[https://www.youtube.com/watch?v=u8CpDHJuyF4&list=PLY6PCL9ylnRSaO608L0ocvzxusr\\_35XfC&index=1](https://www.youtube.com/watch?v=u8CpDHJuyF4&list=PLY6PCL9ylnRSaO608L0ocvzxusr_35XfC&index=1)

Conflict and Drama -

[https://www.youtube.com/watch?v=DjvwYlhlvIA&list=PLY6PCL9ylnRSaO608L0ocvzxusr\\_35XfC&index=4](https://www.youtube.com/watch?v=DjvwYlhlvIA&list=PLY6PCL9ylnRSaO608L0ocvzxusr_35XfC&index=4)

**Lesson 2:** Pictures are from the comic book series “Moon Girl and Devil Dinosaur” by Marvel.

Reeder, Amy. (2016). “*Moon Girl and Devil Dinosaur.*” Marvel. 005.

Image from when Moon Girl meets the hulk: <https://lowbrowcomics.com/2016/01/28/moon-girl-and-devil-dinosaur-meet-the-hulk/>

**Lesson 3:**

This video is used in beginning of lesson. <https://www.youtube.com/watch?v=zG7PPOaJnNM>

**Lesson 4:**

Orlando, Joe. “Batman’s Detective Comics: The Laughing Fish!” DC. Volume 1. No. 475  
[https://dc.fandom.com/wiki/Detective\\_Comics\\_Vol\\_1\\_475](https://dc.fandom.com/wiki/Detective_Comics_Vol_1_475)

(Cover picture is used for beginning activity).

The following is the text for the taba lesson. <https://the-artifice.com/batman-origin/>