

## 2W.4: LESSON PLAN

---

### Title

Identity Mapping

### Subject

Writing

### Grade

6-12

### Time

60 minutes

### Purpose

After a virtual fresco tour, students reflect on the fresco as an identity map. Using their “I am...” poem, students create their own identity map to reflect on their own experiences and histories.

### Key Questions

1. As a leader, what is the importance of recognizing our own story and our own identity?
2. How does knowing yourself help you advocate for your community?

### Values

Identity, Belonging, Advocacy

### Materials & Resources

Virtual tour of the fresco; fresco image guide; Handout 1 “I am...” poem prompt; 10” diameter circles cut out of poster paper or cardstock; materials for identity maps (old magazines, newspapers, print outs of fresco images, markers, colored pencils, etc.)

### Activities

1. Before beginning this lesson, keep in mind, Identity-mapping as an activity is inspired by indigenous leaders reclaiming once colonial notions of place. For more information and a list of sources, see the “Notes” section of this lesson plan.
  2. Print Handout #1 or ask students to copy and complete the poem prompt from the whiteboard. This poem is meant to guide students to reflect on their experiences and background. Have students share their poems in groups or as a class.
- 
-

- 
- 
3. Introduce the Mundos de Mestizaje fresco. Ask students, “What do you think Mundos de Mestizaje means?”
  4. Guide students through a virtual tour of the fresco. Draw students' attention toward the cyclical, non-linear nature of the images in the fresco. Ask: What do you notice about the images in the fresco?
  5. For the next activity, we will think of Mundos de Mestizaje as a kind of identity map. Discuss with students: A circle is used as the base of the identity map activity to represent how the things that we've experienced, and those things that make us who we are, don't end once the experience ends. Our lived experiences shape who we are and may impact the decisions or feelings we have today.
  6. Give students time to fill in their identity map using the materials you provide. Write the key questions on the board for students to ponder while they work.
  7. Finally, as an exit slip, ask students to write a paragraph answering the key questions, relating this activity to leadership and identity.

### **Evaluation/Assessment**

[Feedback: Take this survey to share your feedback on this lesson plan](#) ; formative and summative assessment (e.g. [Edutopia](#); [CRLT](#)); state assessment tools.

---

---

## Handout 1

### *I am... Poem*

I am from

\_\_\_\_\_  
(Place,  
memory, or  
noun)  
\_\_\_\_\_

\_\_\_\_\_  
(Add more  
description)  
\_\_\_\_\_

\_\_\_\_\_  
(Add more  
description)  
\_\_\_\_\_

I hope to be

\_\_\_\_\_  
(Anything!)  
\_\_\_\_\_

*Example 1:*

I am from dusty roads,  
potatoes and rez dogs  
I hope to be a good ancestor.

*Example 2:*

I am from yellow walls,  
my brother upstairs in a big city  
I hope to be heard/found/stronger

---

---

## Notes

"Identity-mapping." Teach Indigenous Knowledge.

<https://teachik.com/identity-mapping/>

"Identity Charts." Facing History and Ourselves.

<https://www.facinghistory.org/resource-library/teaching-strategies/identity-charts>

Lyon, George Ella. "One Way to Lead a Group in Writing 'Where I'm From' Poems." *Resources: Permission Slip. I Am From Project.*

<https://iamfromproject.com/resources/>

"Social Identity Mapping." Center for Creative Leadership.

<https://www.countyhealthrank.org/resources/social-identity-mapping>

"Tools for Emergence Geographies, Map Biography: Memory and Sense of Place." *Spiral to the Stars: Mvskoke Tools of Futurity* (2019) by Laura Harjo. The University of Arizona Press.

<https://uapress.arizona.edu/book/spiral-to-the-stars>

Vinney, Cynthia. "Understanding Social Identity Theory and Its Impact on Behavior." ThoughtCo, 22 July 2019.

<https://www.thoughtco.com/social-identity-theory-4174315>