

SUBJECT: UNDERSTANDING CULTURAL DIVERSITY IN MICRONESIA

LESSON NAME: SHARING OURSELVES: WHO I AM (POEM)

Overview	
Time Needed	20 minutes
Materials Needed	<ul style="list-style-type: none"> • Paper • Pencil
Learning Objectives	<p>Participants will be able to:</p> <ol style="list-style-type: none"> 1. Make connections with other participants 2. Identify similarities and differences in their culture with participants
Common Core Standards Met	<p>English Language Arts Studies (Grades 6-8)</p> <p>Writing</p> <p>CCSS.ELA-Literacy.W.6.1.c Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</p> <p>CCSS.ELA-Literacy.W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>CCSS.ELA-Literacy.W.6.2.e Establish and maintain a formal style.</p> <p>CCSS.ELA-Literacy.W.6.3.b Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>CCSS.ELA-Literacy.W.6.3.d Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p> <p>CCSS.ELA-Literacy.W.7.1.c Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</p>

www.corestandards.org/read-the-standards/

[CCSS.ELA-Literacy.W.7.1.d](#)

Establish and maintain a formal style.

[CCSS.ELA-Literacy.W.7.3.b](#)

Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters

[CCSS.ELA-Literacy.W.8.1.c](#)

Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

[CCSS.ELA-Literacy.W.8.1.d](#)

Establish and maintain a formal style.

[CCSS.ELA-Literacy.W.8.2.b](#)

Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

[CCSS.ELA-Literacy.W.8.2.d](#)

Use precise language and domain-specific vocabulary to inform about or explain the topic.

[CCSS.ELA-Literacy.W.8.3.b](#)

Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

[CCSS.ELA-Literacy.W.8.3.d](#)

Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

[CCSS.ELA-Literacy.W.8.3.e](#)

Provide a conclusion that follows from and reflects on the narrated experiences or event.

Speaking & Listening

[CCSS.ELA-Literacy.SL.6.1.c](#)

Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

[CCSS.ELA-Literacy.SL.6.1.d](#)

Review the key ideas expressed and demonstrate understanding of

	<p>multiple perspectives through reflection and paraphrasing</p> <p>CCSS.ELA-Literacy.SL.7.1.c Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</p> <p>CCSS.ELA-Literacy.SL.7.1.d Acknowledge new information expressed by others and, when warranted modify their own views.</p> <p>CCSS.ELA-Literacy.SL.8.1.c Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</p> <p>CCSS.ELA-Literacy.SL.8.1.d Acknowledge new information expressed by others, and, when warranted qualify or justify their own views in light of the evidence presented.</p> <p>CCSS.ELA-Literacy.SL.8.2 Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p>
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Step By Step

Anticipate	To increase awareness and encourage self-development, it is crucial to engage participants in activities that call for introspection and self-reflection. Because some individuals will include very personal information, some may be hesitant to read their poems, even in small groups. It is sometimes effective in such situations for facilitators to share their poems first. Consider sharing your poem before asking participants to write their own pieces. If you make yourself vulnerable, others will be more comfortable doing the same.
Explain	The “Who I am” activity allows participants to think about and share the influences that have shaped their identities.
Activity	<ol style="list-style-type: none"> 1. Ask participants to write a poem called “Who I am.” 2. Instruct them that the only rule is that each line should begin with the words “I am...” 3. Suggest that participants include statements about where they are from Regionally, ethnically, religiously; memories from different points in their lives, interests and hobbies; mottos and credos; favorite phrases;

	<p>family traditions and customs; whatever else defines who they are</p> <p>**Lesson was adapted from Critical Multicultural Pavilion-Awareness Activities lesson: Sharing Ourselves found at http://www.edchange.org/multicultural/activities/poetry.html</p>
<p>Discussion</p>	<p>De-Brief the Activity: Engage in a discussion with the participants.</p> <p>Examples of questions:</p> <ul style="list-style-type: none"> • Does this seem like something you can/will do? Why or why not? • What makes people <u>not</u> want to act with empathy? • What could happen to our island, village, community, family if people don't have empathy for others? <p>What are other ways you can show empathy in your family, community, village, Island? In order to ensure that everybody has an opportunity to share his or her story, consider breaking the group into small groups of 8-10 if necessary. Give participants option to read their poems or to share their poems from their memory</p> <ul style="list-style-type: none"> • After everyone has shared, ask participants how it felt to share their poem. • Ask what, if any, connections people made with each other from this activity. • What were some commonalities across poems? Did any of this surprise you? • Consider asking participants to get up and talk to someone with whom he or she felt a connection with through the poetry • Encourage applause after the activity
<p>Close</p>	<p>This activity can be an ice breaker or a closing activity, allowing participants to re-connect at a self-defined and human level at the end of an experience in which they are discussing difficult issues.</p>