

National Endowment for the Humanities Summer Institute  
“The Immigrant Experience in California through Literature & Theatre”  
San Jose State University, Summer 2017  
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## UNIT: IDENTITY AND INTERSECTIONALITY

**STUDENT GRADE LEVEL: 8th-9th grade**  
**TIME NEEDED: 6-8 CLASS PERIODS**

### **Goals**

This is an interdisciplinary unit about “Identity & Intersectionality.” The anchor texts are flexible, but will ideally be excerpts (or longer if multiple weeks) from *The Woman Warrior*, *The Laramie Project*, and/or *Maus*. The goals of this unit are to improve skills of textual analysis, critical thinking, and writing skills; and to explore identity as an intersectional, dynamic, and ever-changing entity.

### **Essential Questions**

A few possible essential questions:

- What are the factors in shaping one’s identity? How does one’s identity grow?
- What is intersectionality? How does a framework of intersectionality complicate one’s identity?
- How can juxtaposing texts tell a deeper story?
- In what ways have immigration laws in the U.S. affected cultural identity?

<b>Learning Outcomes</b>	<b>Instructional Strategies</b>	<b>Possible Assessment(s)</b>
Differentiate between immigrants, migrants, and refugees	Mini-lesson	Participation grade
Value diversity and difference	Small group discussion/activities	Group presentation
Research family history	Oral histories	Essay or personal narrative
Articulate definition of intersectionality	Mini-lesson	Participation grade

### **Unit Outline**

Class 1: How Do We Define Identity?

Introduction to unit theme of “Identity and Intersectionality.”

Mini-lesson: Review the [Big 8 Identifiers](#) as a class.

HW 1: Freewrite about two (or more) identifiers that have personal meaning for student.

HW 2: View Bryan Stephenson's TED Talk, "[We Need to Talk about an Injustice](#)"

Class 2: What is Intersectionality?

Teacher introduces concept of Intersectionality. Read and discuss Kimberle Crenshaw's introduction of this theory (using [this article](#), if time allows). Alternately, choose activity from Teaching Tolerance [Toolkit](#).

HW 1: Schedule oral history with a family member.

HW 2: Read [excerpt from \*The Woman Warrior\*](#)

Class 3: Race and Gender

Synthesis. Review your freewrite. How does one's identifier differ or relate to your family members?

Discussion: How did Kingston bridge gender, race/ethnicity, and religion in *The Woman Warrior*?

HW 1: Tonight, conduct 20-minute interview with family member, if not completed. If completed, begin to narrow important interview responses into written essay.

HW 2: Read [excerpt from \*The Laramie Project\*](#)

Class 4: Socioeconomic Status and Sexuality

View the opening scenes of HBO's *The Laramie Project*

Discuss intersection of socio-economic status and gender/sexuality in *The Laramie Project*.

HW 1: Expand freewriting into a [draft](#) of your family member's story. Obtain peer feedback on draft.

HW 2: Read [excerpt from \*Maus\*](#)

Class 5: Ethnicity and Religion

Discuss intersection of ethnicity, religion, and socioeconomic status for Spiegelman's in *Maus*.

HW 1: Exchange written work with one peer.

HW 2: Read and prepare a 2-5 minute presentation of your peer's written work.

Class 6: Class presentations.

Present your partner's written narrative to the class. Submit written work to teacher. Celebrate!