

ICC Lesson Plan

Identity: Behind the Mask

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Context

This lesson is designed for an intermediate - advanced ESL support course in a public middle school in Mission Viejo, California. The students will be in 6th -8th grade, between the ages of 11 and 14, and from a variety of cultures, including Mexican, Chinese and Persian. The course's purpose is to prepare these students for regular English classes and high school. There are 12 students in the class and they are sitting in groups of four. This lesson is the third in a short unit on identity. In the first two lessons, students had opportunities to build background knowledge, be exposed to related vocabulary, and discuss how their culture is related to their personal, family and social identities. This lesson explores in more detail how the media, school, their peers, and culture influence their academic and social identity. This lesson also discusses how students use their identity to relate to people from other cultures, how their sense of identity affects their motivation to learn English, and how it helps them identify and navigate barriers to their own success.

Learning Outcomes

- Students will be able to define their academic and social identity through discussion.
(Wintergerst & McVeigh, p. 85)
- Students will develop an understanding of how their academic and social identity is affected by the media, school, peers, and culture groups by watching a short film.
(Wintergerst & McVeigh, p. 27)

- Students will discuss different outside factors that can influence their social and academic identities, how they relate to other cultures, and how that affects their learning of English. (Wintergerst & McVeigh, p. 86)
- Students will compare and contrast the video and story related to identity by filling out parallel “Cause-Effect” Charts and through discussion.
- Students, using the information gained from the video, story and discussions, will complete a Cross Cultural Interview Presentation: students will interview a student (in our class) that is from another culture, focusing on one positive social identity dimension and one stereotyped social identity dimension, and “present” each other to the class. (Smith, p. 81)

Required Materials

- Copies of printable face mask (Link in Appendix A)
- Video clip: **Identity** - <http://www.youtube.com/watch?v=ikGVWEvUzNM> (Cued and ready to go at the start of the lesson.)
- Copies of the “Cause-Effect” Chart (See Appendix B)
- Copies of the story “The Magic Mask” story (Author Unknown), (See Appendix D)
- Copies of Cross Cultural Interview Presentation handout and rubric (See Appendix E)

Timing

Approximately 2 hours

Assessment

Learning outcomes will be assessed through participation in group discussions (via teacher observation), completion of the Cause-Effect handout and completion of the Cross Cultural Partner Presentation.

Notes

Prior to this lesson students will have had two lessons introducing them to the topic of identity. Their homework assignment before this lesson was to decorate a full face paper mask (Appendix A) that was given to them by the teacher. They could color the mask and decorate it however they liked, their only directive was that they should try to have the mask represent them in some way (i.e. with color, patterns, style, etc.). The completed mask will be used as part of the activities for this lesson.

Plan

Dimension	Activities Description	Timing
Warm up	<ul style="list-style-type: none"> • Warm up Question: When and why do people wear masks? (Possible answers: Halloween, superheroes, American football/hockey players, doctors, etc.) SS write answers while teacher checks homework from the night before. (Students had to color and design a mask) • Follow up Qs – do these people act differently when they wear their masks? Why or why not? (Poss. Answers – yes, sports players put on the mask and act more tough/aggressive; Halloween as an opportunity to be someone different or act differently.) Do we wear “masks” in our 	~10 min

	<p><i>lives? When? (Possibly rhetorical, something to think about as we prepare to watch the video or share their masks. Opportunity to discuss how they may wear a “mask” at school to fit in, how they might hide certain aspects of themselves at school and how that affect them learning English.)</i></p>	
Transition and Video Intro	<ul style="list-style-type: none"> • T passes out video handouts and listens to S discussion: Ss share their mask (homework) with their table group. Verbally go around table and answer - why did they design their mask with those colors and patterns? Where might they wear their mask? • Students keep masks until after the video. 	~10 min.
Video	<ul style="list-style-type: none"> • Students watch the short film: “Identity” 	6 min.
Video Activity (Whole class)	<ul style="list-style-type: none"> • T asks for Ss initial reaction – how did their idea of masks change after watching the video? Why? • Transition to the handout. • Ss work on the handout and, with the teacher's help, fill in the boxes of the “Cause-Effect” chart. (Appendix B) Focus discussion on the four main scenes mentioned on the handout. • CHALLENGE Q- if time, can be answered as a class or with their table groups. 	~15 min.
Transition	<ul style="list-style-type: none"> • T led discussion: Using what Ss know about identity, and what they learned from the video and the handout ask <ol style="list-style-type: none"> 1. what parts of their social and personal identity can't always be seen? First let them pair-share, then share out with the class. 	~5 min.

	<ol style="list-style-type: none"> 2. What part of their identity might make them more successful at school? 3. What part of their identity might make life more difficult at school? *Be sure to write down how these difficulties can be overcome!! <p>(Write Ss answers on the white board or pre-set poster paper for posterity)</p>	
Mask Activity (Independent and pairs)	<ul style="list-style-type: none"> • Inspired by the discussion: Ss, on the back of their masks, write the parts of their own identity that can't always be seen. (Min. 3 things – can use the list on the board for suggestions.) Share answers with their table partner, if time. • T collects the masks at the end of this activity. (Note: one idea is to later hang the masks around the room to help the students to remember to think “behind the mask!”) 	10 min.
Dimension	Activities Description	Timing
Transition	<ul style="list-style-type: none"> • (Possibly use this transition as the start of the second day of this lesson if you teach one hour class periods like me.) Remind Ss of the different kinds of masks we spoke about (sports, doctors, the video, etc.) and tell them we are going to read a story about another kind of mask – a magic mask! If using as a day 2 warm up, Ss can write a quick prediction of what they think the story is going to be about – otherwise, T can ask for student oral answers to the Q as you hand out the story and Ss turn over their “Cause-Effect” chart for part 2. 	~5 min.
Read the Short Story	<ul style="list-style-type: none"> • Read “The Magic Mask” (Appendix D) – Ss have a copy of the story in front of them as teacher reads aloud. Try to read through without stopping, but also make sure Ss are understanding along the way, explaining any difficult context words. 	~10-15 min.

<p>Small Group Activity</p>	<ul style="list-style-type: none"> • Ss fill in the “Cause-Effect” chart, side 2, with their table groups. They can refer to their copy of the story, if needed. • T walks around and monitors groups, making sure Ss stay on task, answering Q's and checking answers for accuracy. • Groups that finish early can answer the Challenge Q. • After several minutes, or when the majority of groups have finished the chart, go over answers as a class. T has one S from each group who has not spoken out to the whole class yet today (if there is anyone left!) share an answer from the chart. Discuss and ask for any clarification Qs. • T can collect “Cause-Effect” Charts, once complete. 	<p>~15 min.</p>
<p>Transition</p>	<ul style="list-style-type: none"> • T tells Ss they will use what they learned from both the video and the story in a partner presentation. T partners Ss up (in predetermined pairings) with another student in the class who is from a different culture than their own, if possible. 	<p>~5 min.</p>
<p>“Behind the Mask” Activity with Partners</p>	<ul style="list-style-type: none"> • Teacher explains the activity. Ss fill out the “Behind the Mask” worksheet. First, Ss will use personal and social identity words discussed from previous lessons, words that they wrote on the back of their masks and new identifiers inspired by the story or video to list identities they relate to. (Ex: religion, clubs, interests, memberships, etc.) • Ss will CIRCLE a word related to a positive identity story in their life and DRAW A BOX AROUND the word related to a story in their life when they were stereotyped. (This is the part that may take some thinking!) T can give examples of each type to help struggling students. <u>FOCUS: what part(s) of their identity make learning English easier and what part(s) of their identity make learning English more difficult?</u> • Interview portion – Ss SWITCH PAPERS, then share with each other the positive story 	<p>~30 min.</p>

	<p>related to the identity word they circled and a stereotyped story, (i.e. a way they were stereotyped by one of the identity words they drew a box around.) EX: Partner 1 TELLS his or her story as Partner 2 writes it down.</p> <ul style="list-style-type: none"> • Ss will have the remainder of class to work with their partner and get T feedback. Ss will “present” their partner's stories to the class tomorrow using the model/fill-in-the-blank script at the end of their “Behind the Mask” handout and rubric (Appendix E) as a guide. Presentation does not need to be memorized. If memorization is a goal, give extra time and adjust the rubric accordingly. 	<p>TOTAL TIME:</p> <p>~120 min.</p>
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References

- Community Building Icebreakers. *Villanova.edu*. Retrieved June 7, 2014, from http://www1.villanova.edu/content/villanova/artsci/undergrad/servicelearning/community/instructors_facilitators/resources/jcr_content/pagecontent/download_4/file.res/IceBreakers.pdf
- “Identity” Inspirational Short Film. [Video File]. Retrieved from: <http://www.youtube.com/watch?v=ikGVWEvUzNM>
- “The Magic Mask” story excerpt from: Cohen, Alan. (1990). *The dragon doesn't live here anymore*. New York: Random House, Inc. (pg. 237)
- Mask Printable. Retrieved from: <http://www.freefunfings.com/masks/pdf/001002.pdf> (June 4, 2014)
- Smith, D. (2009). *Learning from the stranger: Christian faith and cultural diversity*. Grand Rapids: Eerdmans Publishing.
- Wintergerst, A. C. & McVeigh, J. (2011). *Tips for teaching culture: Practical approaches to intercultural communication*. White Plains, NY: Pearson Education, Inc.

Appendix A

Free printable PDF version of this face mask available at:

<http://www.freefunfings.com/masks/pdf/001002.pdf>

Thumbnail image of mask:



Appendix B

CAUSE-EFFECT-WHY CHART (Side 1)

Fill in the table below with either the **cause** or **effect** from the video or story and explain why the character acted in the way that he or she did.

VIDEO TITLE: _____

CAUSE (Scene from video)	EFFECT (Reaction)	WHY
EXAMPLE: Students from the same social or cultural groups hang around each other and eat lunch together.	EXAMPLE: They all wear the same color mask	EXAMPLE: They want to be seen outwardly as fitting in with the group and identified as part of that group in all situations.
A poster on campus shows a woman in a yellow mask with the quote: "This is what beautiful looks like"		
	The girl in the hallway switches the mask she is wearing.	
The main character takes off her mask.		

CHALLENGE QUESTION:

What is the common thread (theme) to all these situations in the movie? (Think: why were all the students wearing the masks in the first place? How did media and peers influence the student's mask choices?) _____

CAUSE-EFFECT-WHY CHART (Side 2)

Fill in the table below with either the **cause** or **effect** from the video or story and explain why the character acted in the way that he or she did.

STORY TITLE: _____

CAUSE (Scene from the story)	EFFECT (Reaction)	WHY
EXAMPLE: The King is angry and acts mean towards his people.	EXAMPLE: The people would avoid eye contact with him and run away from him.	EXAMPLE: They were afraid of him and did not like him because of his mean face.
The wizard suggests the King puts on a smiling and friendly mask.		
	The people in town start to smile, say hello and talk to the King.	
The main character, the King, takes off his mask.		

CHALLENGE QUESTION:

How did wearing the mask change the King's identity? How did it effect how he treated others?

What did you learn from the King's experience about how we should treat others, regardless of their social class or culture?

Appendix C

CAUSE-EFFECT-WHY CHART (Answer Key -Side 1)

Fill in the table below with either the **cause** or **effect** from the video or story and explain why the character acted in the way that he or she did.

VIDEO TITLE: _____ **“Identity”** _____

CAUSE (Scene from video)	EFFECT (Reaction)	WHY
EXAMPLE: Students from the same social or cultural groups hang around each other and eat lunch together.	EXAMPLE: They all wear the same color mask	EXAMPLE: They want to be seen outwardly as fitting in with the group and identified as part of that group in all situations.
A poster on campus shows a woman in a yellow mask with the quote: “This is what beautiful looks like”	<i>The girls by the poster are all wearing yellow masks.</i>	<i>Because they want to fit in. They want to look beautiful like that poster describes.</i>
<i>The girl in the hallway walks down the hallway and joins a new group of friends.</i>	The girl walking down the hallway switches the mask she is wearing.	<i>She changes her identity when she joins the new group; she switches the mask to fit in with that new group.</i>
The main character takes off her mask.	<i>The other students at school notice her; they stare at her, some with wondering looks as if to as “why doesn't she have a mask on?”</i>	<i>She realized she wanted people to like her for herself, not her mask. She doesn't want to be a follower – she wants to have her own identity, to be proud of who she is and not hide behind a mask anymore.</i>

CHALLENGE QUESTION:

What is the common thread (theme) to all these situations in the movie? (Think: why were all the students wearing the masks in the first place? How did media and peers influence the student's mask choices?)

Possible answer – they were all trying to fit in with their group. They may have been afraid to be themselves or stand out, so they wore the mask to look like everyone else. Media such as the hallway poster and the student Newscast/announcer influenced mask choices, as well as different peer groups. Side note: the teachers that we see don't wear masks.

CAUSE-EFFECT-WHY CHART (Answer Key - Side 2)

Fill in the table below with either the **cause** or **effect** from the video or story and explain why the character acted in the way that he or she did.

STORY TITLE: “The Magic Mask”

CAUSE (Scene from the story)	EFFECT (Reaction)	WHY
EXAMPLE: The King is angry and acts mean towards his people.	EXAMPLE: The people would avoid eye contact with him and run away from him.	EXAMPLE: They were afraid of him and did not like him because of his mean face.
The wizard suggests the King puts on a “magic mask” - a smiling and friendly mask.	<i>The king wears the smiling mask for (almost) 100 days.</i>	<i>He wants his people to like him.</i>
<i>The King grumbles less while wearing the mask and the people see him smiling all the time.</i>	The people in town start to smile back, say hello and talk to the King.	<i>The people think the mask is the King's real face and thinks he has had a change of heart and is always smiling.</i>
The main character, the King, takes off his mask.	<i>He finds out that his face now matches the “magic mask” and is kind looking and smiling.</i>	<i>He realized that he wanted people to like him for himself and not his mask. (The good news: in this case, after wearing the mask for so long, the King's attitude changed. He became kind and smiling, like his mask.)</i>

CHALLENGE QUESTION:

How did wearing the mask change the King's identity? How did it effect how he treated others?

The King was originally mean and cruel. Wearing the happy mask made him act happy and kind to his subjects and eventually the 'act' became genuine. He learned to love his people and did not want to wear the mask anymore. This story is an example of how, the longer we wear a mask, the more a part of our identity it becomes. For the king, wearing the mask had a positive

outcome, but for many people, like the girl in the video, wearing a mask blocks our identity, and can have a negative effect on our identity.

What did you learn from the King's experience about how we should treat others? (Regardless of their social class or culture?) *We should treat others how we want to be treated. We should be kind, respectful, ask them questions and take time to get to know them. Don't judge others; we should accept others.*

Appendix D

“The Magic Mask” (Author Unknown)

Once there was a king who was so nasty and mean that it showed clearly on his face and in his attitudes. So much so that everyone in his kingdom hated him, but more than that they feared him. Oh they respected him, for he was their king, but when he would ride out among the people with his face all contorted in mean and nasty ugliness, people would scatter and run away. If caught off guard, they would bow low averting his eyes in silence, the dislike and fear of him showing on their faces. And the king would mumble, mutter or sputter mean things to them. No one spoke to him not even a 'good day, sire'. After a while the king grew even angrier with his subjects because of how they seemed to hate and fear him. Finally he called his wisest wizard to him and said, " I am tired of how the people treat me, use your magic to make them nicer people, I command it!"

The wizard thought a long time and said the king would have to do exactly what he told him to do, with no questions and to the letter. He asked the king if he was willing to do that. "If you will not, it is hopeless," said the wizard. The king agreed. "Fine," he said, "whatever you say, I will do. Anything that is necessary to get those rotten people to treat their king the way he deserves." He grumbled a bit more under his breath and settled his face into his ugliest meanest grimace. The wizard went into a high cabinet and took down a box which he carefully opened. Inside the box was a mask of the king's own face. It was so like the king that the king's mouth fell open when he saw it! Except for one small, or not so small, difference. The expression on the mask was smiling and friendly -almost radiant, instead of grouchy and mean and nasty. The king hardly noticed the difference of the expression. "Where did you get such a mask?" he asked. "Never mind the where," said the wizard, "it is a magic mask. Here is what you must do, as you agreed with no questions asked: You must put this mask on and not take it off for 100 days." "What..why... ehmm I ..it isn't my way to grin like that, they will lose respect..grumble..grumble..grumble I can't do that...." "Never mind the protest," said the wizard. "You agreed. Put it on." Well, the king grumbled, but he did put it on. That day as he rode through the kingdom, a few appeared to glance up at him in surprise, for never had they seen the king smile before. After a few days a few brave ones smiled a small smile back. And a week later one actually stood and smiled and said, 'Good day to you , Sire.' This surprised the king and he did not know what to say, but he did not grumble mean things at the man.

Word began to spread, the king had had a change of heart. People began to stay where they could see him when he rode by, some bowed and then looked up and smiled at him. Ah, thought the king, this is how a king should be treated. Perhaps my subjects are becoming nicer people, perhaps they are not as rotten as they were a while ago. This continued. Each day more people spoke to the king, smiled and even waved as he rode by. And the king...well he began to wave back and to offer his own 'good days' and 'how fare thee.' And the people began to tell him how life was for them. As the king heard sad stories of poverty and illness, he began to order that the people receive more of the bounty of the land, that they have the services of doctors and that disputes were settled fairly. Oh, the people came to think highly of that king. They brought him fruits and vegetables, and flowers from their gardens and the king in turn came to really love these people who had become so lovable. He would stop by a peasant's home and sit on the stoop, chat and taste a cake or such that a good wife had baked.

The king and his people loved one another. And the King began to feel guilty. He cared so much about these people now and he knew he was deceiving them with the mask. They liked him better, he thought because of the beauty of the mask, but it is not me and I can no longer deceive them. Although the 100 days were not quite up, he knew he had to remove the mask and be honest with his people and if they would no longer love him, he would at least have had these past days. So, he went into a large hall, and looked closely into a large mirror at his face. The mask was smiling as it had on the first day he put it on. He regretted having to take it off, but he could no longer fool the people he had come to love. He reached up and pulled at the mask and it peeled off in his hand. When finally he got his courage up to look again at his mean, contorted face, he saw...a miracle. For in the days he had come to love his people, his face had changed and now it matched the mask in every respect. It was beautiful, and smiling and looked as he felt at that moment. He wept and touched his laughing face. When next he went out among the people his heart was light for he knew he was himself, true and true enough. And that king and all the people of his kingdom lived a long and contented life.

Appendix E

“Behind the Mask”

1. What identity words are behind your mask? (Think especially of words that affect your learning of English in and out of school.) List them below:



- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

2. CIRCLE one of your words above that relate to a POSITIVE story about your identity. How does this part of your identity make you a successful English language learner?

3. DRAW A BOX AROUND one of your words that relate to a story where you were STEREOTYPED about an area of your identity. How does this part of your identity make learning English difficult or provide a challenge for you?

4. Once you have finished #'s 1-3 and decided what stories you are going to share – **SWITCH PAPERS WITH YOUR PARTNER.**

5. THE INTERVIEW (Use another piece of paper if you need more space!)

Ask your partner to tell you his or her **POSITIVE STORY** and write their answer here:

IDENTITY WORD: _____

Positive Story: _____

- 6. Ask your partner to share his or her STEREOTYPED story with you and write their answer here:

IDENTITY WORD: _____

Stereotyped Story:

PRESENTATION TEMPLATE/SCRIPT:

Fill in the blanks with your partner's information. Be prepared to share your partner in front of the class tomorrow!! Practice and make sure your partner “approves” how you copied down their story!

PARTNER 1: “This is _____ (Your partner’s name). S/he is from the _____ culture. The _____ part of his or her identity is positive because (retell story)_____

This part of her identity helps make him/her a successful English learner because _____

She was stereotyped by the _____ part of his/her identity when _____

This makes it difficult as an English learner because _____

but this challenge can be overcome by _____

PARTNER 2: “This is _____ (Your partner’s name). S/he is from the _____ culture. The _____ part of his or her identity is positive because (retell story)_____

This part of her identity helps make him/her a successful English learner because _____

She was stereotyped by the _____ part of his/her identity when _____

This makes it difficult as an English learner because _____
but this challenge can be overcome by _____

PARTNER 1: Together we learned that we are similar in these areas: _____

One of our struggles as English language learners is _____
but it can be overcome by _____

PARTNER 2: One of our strengths as English learners is _____

Together we decided that we can use our status as English language learners to accept others and we should add others to our social, academic, and culture group by _____

PRESENTATION ACTIVITY RUBRIC:

YOUR NAME: _____ Partner's name: _____

5 = Excellent 4 = Good 3 = Acceptable 2 = Missing Elements 1 = Needs Improvement

_____/5 Completion (*Filled out handout and wrote story completely.*)

_____/5 Content (*Fulfilled all requirements of the assignment. Told both a positive and Stereotyped story and connected each one to their ability to learn English.*)

_____/5 Spelling and grammar. (*Minimal errors, used capitals, periods, etc.*)

_____/5 Pronunciation & Fluency (*words were clear and easy to understand; pronounced difficult words in story accurately; i.e. asked their partner for pronunciations. Natural sounding speech, organized flow/transitions, practice showed*)

_____/5 Presentation quality (*Eye contact, positive body language, no fidgeting, etc.*)

_____/5 Participation in post presentation processing and questions. (*below; if these are written down, turn in after the presentations!*)

_____/ **30 possible points**

POST PRESENTATION PROCESSING – QUESTIONS FOR DISCUSSION:

(Questions 1-2 and 4-6 were retrieved from:

http://www1.villanova.edu/content/villanova/artsci/undergrad/servicelearning/community/instructors_facilitators/resources/jcr_content/pagecontent/download_4/file.res/IceBreakers.pdf with minor modifications.)

Several questions can be used to process this activity via discussion or in writing:

1. How do the dimensions of your identity that you chose as positive differ from the dimensions other people use to make judgments about you?
2. Did anybody hear somebody describe a stereotype that you once bought into? If so, what?
3. How did it feel to be stereotyped? What could you say to someone who was stereotyping you or someone you know?
4. What were some common stereotypes mentioned in all the presentations? (There is usually some laughter when somebody shares a common stereotype such as “I may be Arab, but I am not a terrorist” or “I may be a teacher, but I do have a social life.”)
5. Where do stereotypes come from?

6. How can we eliminate them?

7. Many students talked about ways to accept and include others – which one of those methods do you use or do you plan to use?