

## **Seyda Arslancil**

### **Essential Questions:**

1. How do we become the people we are?
2. How does our identity affect what we see and do?
3. How do you balance individual identity with societal pressures to conform?
4. To what extent do early life experiences shape our actions as adults?

### **Common Core Grade Level: Grade 1**

#### **Verbal-Linguistic Intelligence**

- Look at pictures of people of different cultures. Write about stereotypes.
  - This aligns with Essential Question #2, because when we look at people of different cultures, everybody sees and views cultures differently. The way I view someone differs from the way someone else views the same person and the stereotypes that might develop, because everybody has their own identity. Everybody is different, which leads to different stereotypes of people of different cultures.
  - This aligns with the common core writing, because grade 1 students will be able to write opinion pieces, where they state an opinion, supply a reason for that opinion, and provide some sense of closure. In this case, they will be provided with a picture of people of different cultures and they can write their opinions about the people they see.

#### **Logical-Mathematical Intelligence**

- Look at art work that represents “long ago” and “now.” Make comparisons.
  - This aligns with Essential Question #1, because looking at art work, not only represents the past and now, but illustrates how people, places, or even things change over time. Over time, we experience different changes, go through stages of life to develop into the person we are now.
  - This aligns with the common core reading standards for literature, because grade 1 students will be able to compare and contrast the adventures and experiences of characters in stories. In this case, they will compare and contrast the art work from long ago and now and be able to understand both pieces.

#### **Visual-Spatial Intelligence**

- Create a strip cartoon of your physical growth from birth to now.

- This aligns with Essential Question #1, because as we grow up, we go through emotional, mental, physical, etc. growth. Many experiences influence our growth from birth to now, may be good or bad. However, as we grow physically, we become the people we are now that have been shaped from how we grew and what we experienced.
- This aligns with the common core reading standards for literature, because grade 1 students will be able to use illustrations and details in a story to describe its characters, setting, or events. In this case, they will illustrate their own physical growth from birth to now using details.

### **Bodily-Kinesthetic Intelligence**

- Use clay to recreate parts of the community you saw on your field trip.
  - This aligns with Essential Question #2, because when we recreate parts of a community that we saw, our identity helps shape what we decide to recreate. So our personality, characteristics, likes or dislikes all make up our identity which will help recreate parts of the community.
  - This aligns with the common core speaking and language standards, because grade 1 students will be able to add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. In this case, they will be able to use clay as their visual display to recreate parts of the community to support their ideas that they might've developed from the field trip.

### **Musical-Rhythmic Intelligence**

- Look at cultural art work. Play music appropriate to that culture. Make connections.
  - This aligns with Essential Question #2, because we connect our own personal identity with society and the different cultures around us. As we view cultures and art work and play music appropriate to them, we are able to make personal connections. Considering our identity, we can play music based on the art work, but also based on our likes and personality.
  - This aligns with the common core speaking and listening standards, because grade 1 students will be able to ask and answer questions about key details in a text read aloud or information presented orally or through other media. In this case, they will be able to look at cultural art work and play music as their media source about that culture.

### **Interpersonal Intelligence**

- Turn to a partner and draw what they will look like when they are old.

- This aligns with Essential Question #4, because based on the experiences that people face now at this age and their personality, it is easy to predict how people will look when they're old.
- This aligns with the common core speaking and listening standards, because grade 1 students will be able to describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. Also, add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. In this case, they will be able to look at their partner, describe them and then apply a drawing of them of how they will look when they're old.

### **Intrapersonal Intelligence**

- Reflect on one good deed. Draw a cartoon to depict it.
  - This aligns with Essential Question #2, because our identity helps us to do good deeds and to also reflect on them. Our character, personality helps us develop into the person we are and to do good deeds. After doing a good deed, we can do anything with it, like draw a cartoon to represent it.
  - This aligns with the common core speaking and listening standards, because grade 1 students will be able to add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. In this case, they will be able to reflect on one good deed and add a drawing of how they felt about, what thoughts went through their mind, and how they felt.

### **Naturalist Intelligence**

- Create a filmstrip of objects in your house that make you safe.
  - This aligns with Essential Question #4, because our everyday life experiences, our house, school, family, friends, they're part of our life that will always be with us from birth to when we become adults and old. Therefore, even if its objects in our household that makes us safe, or other everyday experiences, they will all shape us as adults, because we will have that safety developed and we will continue living that way as adults.
  - This aligns with the common core speaking and listening standards, because grade 1 students will be able to describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. In this case, they will be able to describe the objects in their house that made them safe and draw them by keeping their feelings in mind on how they felt those objects kept them safe.