

Lesson Plan for “Bronze Images” by Dr. Deidra Suwane Dees
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CCSS Standard(s): CCS.ELA-LITERACY.CCRA R.1, 2, 3, 4, 5, 6, 8, 10; W. 2, 4 ([ELA Anchor](#))

Objective(s): To consider one’s personal history in terms of identity

Essential Question(s): Is it necessary (or even possible) to encapsulate one’s identity in a concise way, like an idea, term, or phrase?

Preparation for Teacher (Strategy and Purpose): Using the American Psychological Association’s [definition of identity](#), consider how we use the events in our lives to create a personal narrative, which often determines our sense of identity. Also, consider the NCTE’s Belief on the Teaching of Writing #4: “Writing is a tool for thinking.” Finally, read “Bronze Images” as an example of a short nonfiction text in which the author examines her identity and what she believes about herself.

Preparation of Students (Strategy and Purpose): Before reading “Bronze Images,” students should be asked to make three lists: key features of themselves, important features of their lives, and seminal events/experiences in their lives. This should be done prior to class.

In-class activities (recommended): The teacher should present the APA definition of identity to the students, then discuss the concept, and finally allow them some time to amend their lists. (Some students will realize at this point that what they put in their lists may not necessarily fit with what is being discussed.) After these revisions are made, the teacher should share “Bronze Images” and read through it in class as an example of one writer’s contemplation of her identity.

Lesson Follow-up (Recommendations): Students should write their own rumination of how the features and experiences in their lists add up to what they consider to be their identity. These ruminations should range from 600 to 800 words, and will not necessarily include every item in all three lists.

Technology: SmartBoard, Elmo, other device for sharing the texts

Tiered Instruction/Intervention/Differentiation: Accommodations per needs, IEPs, or 504s

Assessment: Students will write short expository texts about their own identity.

Homework: See assessment suggestion above.

Comments: This lesson will not be universally applicable in all classes. It asks students to consider very personal subjects and choices and share (at least with the teacher) their determinations about themselves and their lives.