

Attendance and Achievement: **Berhane Azage**

Lesson Title: **Our Parents and Ourselves (Part 2)**

Grade Level: **High School**



Project and Purpose

Students create an artistic representation of the information they learned by interviewing their parents/guardians to better understand themselves.

Essential Question

How does understanding our parents' history help us to understand our own?

Materials

- Student recorded interviews conducted after Part 1 of this lesson
- Writing materials
- Collage materials (optional)

Procedure

1. Ask students to reflect: What did they learn about their parents/guardians that they found most interesting, shocking, or intriguing? Let this be an independent reflection so that students who don't feel comfortable sharing about their families don't need to.
2. Remind students that Berhane's mother had a hard life in Ethiopia. She was jailed and tortured during a time of political unrest and fulfilled her dream of coming to America for a better life. Berhane in turn felt motivated to do his best in school.
3. Explain to students: Within each of us we hold parts of the people who have influenced us in our lives. Our parents/guardians and other adults in our lives sometimes have the greatest impact on shaping who we are and who we become. After learning more about your parents/guardians from your interview, you probably have a better sense of the parts of those adults that have become parts of you.
4. In this lesson students will use what they learned from interviewing their parents/guardians to create a written or artistic representation of the parts of themselves that they have now discovered come from the parents/adults that they interviewed.
5. Students should be given three options for how to represent the overlapping parts:
 - A poem
 - A written reflection
 - A collage of words and images

6. Ask students to decide which type of representation they will choose for this project.
7. Give students time to listen to the recordings of their interviews and outline the parts of their parents are similar to parts of themselves.
8. Students should then have the majority of class to work on their written and artistic representations.
9. Depending on the culture of your class you could invite students to share their work with each other in small groups or as a gallery walk around the classroom where they have the chance to examine each others' final projects.

Conclusion

Invite students to journal their response to the essential question: How does understanding our parents'/guardians' history help us to understand ourselves and our own history?

Notes

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