"Language and Identity"

Standards

CCSS.ELA-LITERACY.SL.7.1.C
CCSS.ELA-LITERACY.SL.7.1.D
CCSS.ELA-LITERACY.W.7.2.B

Lesson Time

20-30 **minutes**

Essential Question

How does your language change depending on your audience and setting?

Key Vocabulary

Glossary
- Code Switching
- Standard English
- Non-standard English

Lesson Materials

- Situation Prompts and Roles Handout
- Reflective Questions Worksheet
- Code Switching Worksheet
- Mini-Lesson Instructions for Teachers
- Pen/Pencil

Higher Order Questions

- Analyze the ways that your language reflects aspects of your identity
- Critique the ways code switching can be beneficial or harmful depending on the audience or situation

Assessment of Objective

- Students will be able to reflect on the influence of setting and audience in relation to language use through role play.
- Students will be able to define code switching using personal experiences and guided definitions and questions.

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Lesson Sequence

1. **Partner Role Play** *(5-7 minutes)*
- Situation Prompts and Roles Handout
  - Students will work in pairs, assign the role of 'Student A' or 'Student B'
  - Students will assume the assigned character
  - Students role play the conversation using the assigned setting prompt and character role for 1 minute
  - Students work through each of the four scenarios.

2. **Individual Reflective Writing** *(5-10 minutes)*
- Reflective Questions Worksheet
  - Students respond to the questions provided on the worksheet that ask them to reflect on their reactions and experiences during the role playing activity

3. **Code Switching Mini-Lesson** *(10-13 minutes)*
- Code Switching Worksheet
  - Students complete guided worksheet discussing code switching and the relationship between language and identity
  - Teachers may allow students to do this activity independently, in groups, or may lead a discussion as the whole class works through the activity together
    - Suggested Mini-lesson Instructions for teachers