## Workshop: Dueling Identities

**Theme from “The Hate U Give” by Angie Thomas**

Courses: Composition, The College Experience, Philosophy, Psychology

Lesson: Addressing “The Hate U Give” and Starr’s statement, “That means flipping the switch in my brain so I’m Williamson Starr...Williamson Starr doesn’t give anyone a reason to call her ghetto.” (Thomas, p. 71)

| Standard(s)                                      | • Sociological Perspective and Methods of Inquiry  
|                                                 | • Social Structure: Culture, Institutions, and Society  
|                                                 | • Social Relationships: Self, Groups, and Socialization  
|                                                 | • Stratification and Inequality  
|                                                 | • Social Responsibility  

| Objective(s)                                      | 1. To help students contextualize the book, “The Hate U Give” through a series of exercises designed to make them think beyond the actual events.  
|                                                 | 2. To enable the students to work both independently and in groups that will further their understanding of the issues through dialog and research.  

| Materials                                         | • Clips from the movie [https://binged.it/2BALtVv](https://binged.it/2BALtVv)  
|                                                 | • Recorded Interview with Angie Davis [https://binged.it/2BB2lf2](https://binged.it/2BB2lf2)  
|                                                 | • Background and Definitions: W. E. B. Du Bois’ famous notion of “double consciousness,” the sensation of “two-ness” experienced by black individuals seeing themselves through the eyes of a racist society.  
|                                                 | • Printout of the relevant passages from the book  
|                                                 | • Quotes by Angie Davis and other people of color.  
|                                                 | • Paper and pencils for each student.  

**Printouts of academic articles.**

| Instructional Strategy | Context: 2 minutes  
Read a passage pertaining to the theme to get them thinking. Explain that everything we talk about during this workshop should relate back to both the theme and the passage and their own life parallels.  
Check-in and Warm-up: 10 - 15 minutes  
Play the recording of Angie Davis being interviewed about the book. Play a movie trailer about the book.  
- Do the warm-up exercise from the workshop and process it. How was that?  
- Was it easy or hard to choose what you identify with?  
- Outside of race, religion, gender or sexuality, what is your largest marker of self-identification? Record answers.  
Visualization and free writing: 20 minutes  
Facilitator will read from a script and the students think and visualize.  
Have everyone have a pencil and paper ready. Read this at a slow pace, pausing to give the students time to think. Transcript in Workshop Doc. below  
Triads: 20 minutes  
Count the students off into groups of three. Ask the students to share their written visualizations with their group. Encourage them to ask questions of each other and identify any parallels to the dual identities in the book.  
Process and Closure: 10 minutes  
- How was that?  
- Was it easy or hard to choose what you identify with?  
- Outside of race, religion, gender or sexuality, what is your largest marker of self-identification?  
Assessments | Documentation in photographs of the student engagement. Discussion by students at the end on what they got out of it. Show of hands on several questions about the topic, the value of this type of learning and did they learn from one another. Record the results. |
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<tr>
<th>Reflection</th>
<th>Facilitator’s reflection goes here. Remember to facilitate, not TEACH. The object is for the students to teach one another.</th>
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**The Workshop: The Changing Face of Identity**

Purpose: This workshop will explore how the student’s identities have changed since becoming college students. Is there a duality in how they have to act on campus and in the classroom and with the college community vs “being themselves” with their families and community?

**Materials:**

**Agenda:**
- Check in and warm-up: 10 minutes
- Visualization and free writing: 20 minutes
- Dyads and small groups: 20 minutes
- Process and closure: 10 minutes

**Context:**
Explain the purpose to the students and what they are going to be doing during this workshop.

**Warm Up:**
Make up cards or sticky notes with values, culture, leader, political figure, artist, author, teacher, etc. written on them as a heading. One topic per card, one card per student. Randomly hand out the cards and ask the students to identify their most favorite or most influential value or person. Have the students pair up with anyone but a friend. Ask them to exchange cards and question each other about the why of the answer. If you have time, have the student present the answers to the class.

**Process:**
- How was that?
- Was it easy or hard to choose what you identify with?
Outside of race, religion, gender or sexuality, what is your largest marker of self-identification?

Visualization/Time Machine: Facilitator read from a script and the students think and visualize. Have everyone have a pencil and paper ready. Read this at a slow pace, pausing to give the students time to think.

“I want everyone to close their eyes for a minute. Think about who you were before you started at SPC. What were the most important things in your life? How did you identify yourself? Student, mother, father, friend, etc.? How did you identify yourself as pertains to class, race, gender, and sexuality? What made you who you were? Who were/are your friends. What role did you play in your family? What was important to you? Now open your eyes. Take a few minutes to write a response to your visualization. Only write things you feel comfortable sharing. What was your identity before you came to SPC.”

“Okay, everyone close your eyes again. Now think about your identity at SPC. Are you different today than before you started SPC. Do you have two personalities now, one for classes, college and the campus and one for your home and neighborhood? Are you the same person? Who do you identify with? When you stand up at graduation and receive your diploma will you be the same person that started at SPC. Are you a part of a larger community or two smaller ones? Have you grown apart from your former identity? Do your goals require that you change your culture and background visually for success? Open your eyes and write down who you are today and how that differs from who you were before you started college and who you hope to become.

Triads and Small Groups: Count the students off into groups of three. Ask the students to share their written visualizations with their group. Encourage them to ask questions of each other and identify and parallels to the dual identities in the book.

Process:
- How was that?
- In what ways has being part of SPC influenced your identity?
- Has the way you relate to friends and family changed since you came to SPC?
- How does that feel?

Closure: Go around the room and ask each student to share one thing about how their identity has changed as a college student at SPC.