

Starting the School Year with Kognity

Topic: 1.1.1 Identity

Lesson: Ready for Action Lesson Plan

Subject: IBDP English A: Language and Literature



What can I use this lesson plan for?

This is a great lesson plan for introducing students to the concept of **identity** as explored in the **IBDP English A: Language and Literature** course, and to familiarise them with how Kognity supports skill development through interactive tools and conceptual framing. This lesson draws from the “**Identity**” section, which is one of the seven central concepts. It is well-suited to be taught at the start of a unit or when preparing students for any assessment type. The lesson invites students to think critically about how identity is shaped and expressed in texts, while also reflecting on their own positionality as readers and meaning-makers.

The activities in this lesson work well with both in person or remote synchronous or asynchronous learning. As the year progresses, you can use these activities with different topics in the English A: Language and Literature resource.

Lesson Objectives:

- Define the concept of identity and explain its multiple dimensions (cultural, social, racial, linguistic, gender) as presented in literary and non-literary texts.
- Analyse how identity is constructed through textual and multimodal features, such as language, visual elements, and narrative structure.
- Evaluate the relationship between a creator’s identity and the perspectives represented in a text.
- Reflect on how their own identities as readers influence their interpretation of texts.
- Engage critically with a literary text (Laura Hershey’s poem) and apply conceptual understanding of identity to support interpretation.

Materials:

Topic 1.1.1. Identity

Time Allotment:

Recommended time is *one hour*, however the revision activities provide opportunities for extension.

Activities with Kognity

Hook

Tell students they’re going to explore the concept of **identity** in texts—how it’s constructed, expressed, and interpreted across text types and contexts.

Show them Figure 1. The overlapping and fluid identities of the author, the characters and the reader intersect in the act of reading a written text and ask them to explore meaning as well as implied biases and assumptions.

Introduction Activity

Give a brief introduction of Kognity and the useful features for students, by explaining that:

- The content in each section of the book incorporates features such as **thinking prompts, images, external links, activities** along with **You should know, Before you start and learning portfolio reflective prompt boxes** to enhance students' learning
- Each subtopic has a series of **knowledge check questions** that allow students to check their knowledge and understanding in small increments.
- The **notebook** feature allows you to highlight sections of the text or videos and then make digital notes. These can be colour coded as you wish.
- The **practice centre** has exam style questions that allow students to check their knowledge and understanding of each topic.
- Teachers can refer students to **templates** (and ask students to complete them). It is important that students know that they are accountable and can get help tailored to their needs!

Group Activity

1. **Tell students** they are going to complete a '**virtual scavenger hunt**' to help familiarise themselves with Kognity and its features, as well as to introduce the **concept of Identity** in the IBDP English A: Language and Literature course. This can be done in **pairs or small groups**. Allow **10–15 minutes** for this activity.
2. **Give each group a list of clues** to which they have to find the answers in the "**Identity**" section on Kognity.

Example clues:

- What is cultural identity, and which novel is used to explore it?
(*The Joy Luck Club* — reading section)
- Which aspect of identity does *Pride and Prejudice* help us explore, and how is it portrayed?
(*Social identity — through class and societal roles* — reading section)
- Which novel explores linguistic identity through dialects and language shifts?
(*Americanah* by Chimamanda Ngozi Adichie — reading section)
- Which poetic text in this section encourages self-empowerment and challenges ableist assumptions about identity?
(Laura Hershey's "You Get Proud by Practicing" — interactive activity)
- How does the film poster of *A Boy Named Charlie Brown* illustrate different aspects of identity?
(*Multimodal representation of identity, cultural, racial and linguistic identity*)
- How does George Orwell's *1984* serve as an example of a text that critiques rather than reflects its creator's identity?
(*Orwell's 1984 explores totalitarianism and censorship not as expressions of his worldview, but as warnings against oppressive regimes. This shows how a creator's identity can shape a text without defining its message, allowing space for critique, contradiction, and complexity.*)
- Which two factors most affect how a reader interprets a character's identity in a text?
(*The reader's identity and the interaction with the text*)
- In what ways are identities fluid and dynamic, according to the resource?
(*They shift through time, context and experience*)

3. **When students have completed the scavenger hunt**, have them **share their answers with the class** and include **where they found the information** (e.g., "We found that answer in the paragraph about 'intersectionality of identity' near the Charlie Brown poster" or "This was in the Laura Hershey activity box").

Independent Activity

1. Have students read the **“Thinking prompt”** at the beginning of the Identity section on Kognity.
2. Ask students to respond to the following question in their **Kognity notebooks**:
What do you think the purpose of the “Thinking prompt” is, and how does it help frame your understanding of the concept of identity in this subtopic?
3. Then, have students go to the **“Learner portfolio reflective prompt”** section at the end of the subtopic. Students will review the guiding question, **“How does the text construct and represent individual or collective identities?”** in the light of a chosen text they have explored in class, and answer the following questions in a paragraph:
 - What main points have you learned from this section?
 - Is anything unclear? What questions do you still have?
 - How confident do you feel in answering this guiding question?
 - What connections do you see between this concept and other parts of the course?

Revision Activities

When students finish the 1.1.1 Identity section, there are several possible activities you can do with your class:

- Students can engage with the **knowledge check questions** again with a classmate to review and assess how much they have learned.
- Ask students to complete the **2 activities** in the section focused on identity

