

ACTIVITY 26

Identity, Family, and Legacy

Purpose: Explore the relationship between legacy and identity by examining the extent to which we inherit or receive our identities and how the legacies of older generations can influence our identities.

ADVISOR NOTES:

Choose an *American Creed* Video Clip

There are two short video clips from the documentary film *American Creed* that you can choose from for this activity, or, time allowing, you might show both before having a circle discussion. While the activity is written for Condoleezza Rice's video clip, you can follow the same procedure and use the same questions if you choose to use Deidre Prevett's video clip instead. If you are interested in exploring American identity in greater depth using *American Creed*, visit facinghistory.org/advisory-media to access our collection of *American Creed* educator resources.

APPROXIMATE TIME:
30 minutes

MATERIALS:

VIDEO

Condoleezza Rice's Family Matters

(see facinghistory.org/advisory-media)

VIDEO

Deidre Prevett: American Dreams in Muskogee Nation

(see facinghistory.org/advisory-media)

HANDOUT

Social Identity Map

PROCEDURE:

1. Make Connections between Components of Identity

- Before watching Condoleezza Rice's *American Creed* story, ask advisees to respond to the following prompt in their journals. Let them know that they will share their responses.
 - Make a list of five people and/or places that you think have helped shape who you are today.
 - Describe in detail one of these people and/or places, and explain how you think this person/place has impacted who you are today.
- Ask advisees to share their responses in a **Think, Pair, Share** with a partner or in groups of three (visit facinghistory.org/advisory-media to learn about this teaching strategy).

2. View and Discuss the Video

- Explain to the group that they will now hear from former Secretary of State Condoleezza Rice as she recalls some of her childhood memories and explains how her family legacy has influenced who she is today.

- Pass out the handout **Social Identity Map** and explain that advisees will be creating a social identity map for Condoleezza Rice as they watch the video. Consider pausing the video once to allow for note-taking.
- Play the video **Condoleezza Rice's Family Matters** (5:05) at facinghistory.org/advisory-media. Before asking advisees to discuss Rice's story, make sure that they understand the definition of *legacy*: something transmitted by or received from an ancestor or predecessor or from the past.
- As an advisory or in groups of three or four, share information from the handout, and then discuss Condoleezza Rice's story using the **3-2-1** strategy (visit facinghistory.org/advisory-media to learn about this teaching strategy).
 - What are three examples of how Rice's family legacy and history have influenced her identity?
 - What are two values that are important to Rice?
 - What is one idea from Rice's story that resonated with you?

3. Make Personal Connections to Rice's Story

- Finally, write the following quotation on the board and move into a circle for a closing discussion of Condoleezza Rice's observation:

"I think everyone has to come to terms at some point with your home and how it shaped you."
- To unpack the quotation, first pass out blank copies of the **Social Identity Map** handout and have your advisees work individually to complete it. Encourage them to review their journals and other relevant materials, like their identity charts and bio-poems if they created them in an earlier advisory session. Then ask for volunteers to share one or more ideas from their maps.
- Discuss the following questions as a group:
 - In your own words, what do you think Rice means in this quotation?
 - In what ways do you agree with, disagree with, or question Rice's ideas about coming to terms with your home?
 - How does Rice's family story and history impact how she understands herself and her world?
 - How does your own family's story and/or history impact how you understand yourself and the world?



Social Identity Map

Directions: In each of the boxes, record your answers to the questions about identity. Depending on your teacher's instructions, you should answer from the perspective of yourself or the character or historical figure you are analyzing.

HOME	CULTURE & CUSTOMS
<p>Where do you call home?</p> <p>What is something about yourself that you attribute to where you are from or where you call home?</p>	<p>What traditions or cultural practices are important to you?</p>
<p>What ideas and values are important to you?</p>	<p>What 3–5 words best describe you?</p> <p>What makes you unique/different?</p>
BELIEFS & VALUES	ASPECTS OF IDENTITY