

## MY IDENTITY PROJECT

Recently we have studied the historical origins surrounding race, ethnicity, and religion in Mexico when it was colonized and ruled by Spain. While we did not go in-depth, we did learn some of the basics. As we worked in class many were able to make connections to your lives today. This project is designed to help you make more connections and to help you think about your identity and enhance reading, writing, and critical thinking skills.

Identity is how you view yourself and your place in the larger society. This project is designed to get you to explore your identity at this point in your life through reflection and creative project construction.

You will pick **FOUR** categories to explore (Gender/Sexuality, Religion, Class, Race/Ethnicity, Teen/School, Interests/Hobbies, Immigrant). Ideally you will read (or watch) many of the articles and videos that I posted because I think they will help you to think about your identity. Ms. Walling, our librarian, also pulled some books that you will read as well. You must reflect on **TWO** links (articles, videos, or books you read when we go to the library) for each identity category you're exploring. You will need to have **EIGHT** total reflections.

After your reflections you will then explore your own identity for your **FOUR** categories. **You will complete a project for each category that will be reflective and autobiographical.**

### REFLECTIONS:

Remember, you need **eight** total reflections (**two** for each category you explore).

For each reflection you will write about 100 words. Your reflection must address the main ideas of your source and cite particularly notable excerpts (by quoting or paraphrasing) and then include your commentary/analysis about the link that I posted. Your commentary/analysis should include what you think of the article/video, whether or not you agree with its big ideas and connections you make to your own life. Each reflection must start with the title of the article/video as well as the identity category you're exploring. Your reflections must be typed, original, and submitted to Turnitin.com.

### MY IDENTITY PROJECTS:

Remember, you need to complete FOUR projects focused on your own identity. You will pick FOUR of the following categories (Gender/Sexuality, Religion, Class, Race/Ethnicity, Teen/School, Interests/Hobbies, Immigrant) and do one project for each.

No matter what project you choose make sure you explore most of the following:

- Where do you "fit" within the category?
- What do you think about yourself based on the category?
- How do you think others view you?
- What challenges do you have to overcome based on the category?
- What advantages do you enjoy because of your identity within the category?
- How might your identity within the category change in the future?
- Why does your identity (within the category) give you pride?
- How does your identity (within the category) make you embarrassed or ashamed? Should it?

### Project Menu

- 200 word journal entry.
- Poem or song lyrics. I am Joaquin is a good model/example.
- A visual mural. This will go on larger white paper that will be provided.
- A comic that you draw that has pictures and some short written commentary.
- Create a scrapbook or photo album. Each picture must have a written explanation making a connection to your identity.
- Create a foldable. Each fold has a visual and writing that explains some aspect of your identity for that particular category.

Is what you want to do not on here? See your teacher, make a proposal, and maybe you can do it.

**IDENTITY PROJECT REFLECTION RUBRIC**

Component	Exceeds Proficiency 75-80 points	Proficient 65-74 points	Approaches Proficiency 55-64	Minimally Proficient 54 points or fewer
# of reflections (about 30% of grade)	-Went beyond. Reflected on 9 or more articles/videos. -5 identity categories reflected upon.	Met requirements by reflecting on 8 articles/videos. -4 identity categories reflected upon.	Reflected on 6 or 7 articles/videos. -3 identity categories reflected upon.	Reflected on 5 or fewer articles/videos. -2 identity categories reflected upon.
Organization (about 10% of grade)	-MLA formatted heading and title. -All reflections had a clear title (the title of the article/video) and identity category. -Reflections were separated from one another clearly.	-MLA formatted heading and title with a minor mistake. -Almost all had a clear title (the title of the article/video) and identity category. -Mostly separated from one another clearly.	-MLA heading had mistakes. -Title and identity category missing on some reflections. -Sometimes difficult to tell one reflection from another.	-MLA formatting not used. -Titles and identity categories often missing. -Reflections not clearly separated.
Quality of reflections: article/video knowledge. (about 30% of grade)	-Each reflection showed in-depth knowledge of the article you read or video you watched. -Specifically and appropriately cited (quoted or paraphrased) from each article/video.	-Each reflection showed adequate knowledge of the article you read or video you watched. -Appropriately cited (quoted or paraphrased) from each article/video.	-Most reflections showed adequate knowledge of the article you read or video you watched. -Most articles had appropriate citations (quoted or paraphrased) from each article/video.	-Adequate knowledge of the article/video was lacking for most of your reflections. -Citations (quoting or paraphrasing) was missing most of the time.
Commentary/ Analysis (about 30% of grade)	-Deeply reflected on what you thought of the article/video, agreeing and/or disagreeing with several points. -Deeply connected to your own identity. -Analyzed the why and how throughout.	-Adequately reflected on your thoughts of the article/video, agreeing and disagreeing. -Adequately connected to your own identity. -Often connected to the why and how.	-Reflected on your thoughts of the article/video. Reflections were basic, often lacking depth. -Attempted to connect to your own identity. -Rarely got into the how or why.	-Reflections usually did not connect to your thoughts and identity. -Did not get into the how or why.

**SAMPLE REFLECTION A**

Student did not name the title or the identity category.

Commentary is simple and too general. It does not get into the why or how.

*This poem was really good. I think I liked it a lot. The author really understood what it was like to be Chicano. I like all of the connections that he made, especially the connections to Mexico, because I agree with most of them. I agree with this author on most of what he was saying. The history was really interesting and it was good that the author knew the history so well.*

There was no summary or direct quotes or real paraphrasing. Student did not prove their understanding.

This is a minimally proficient reflection entry that would receive a low F. Student did not prove their understanding of the source and did not show any critical thought.

**SAMPLE REFLECTION B**

***I am Joaquin a poem by Rodolfo "Corky" Gonzales***  
***Identity Category: Race/Ethnicity***

*I am Joaquin is all about how this guy Joaquin, who is probably Chicano, struggles with his identity. He has a Mexican heritage, but just having that heritage creates conflict. As a Mexican, Joaquin is both a Native and a Spaniard. For example, Gonzales writes, "I am Cuauhtemoc, proud and noble, leader of men, king of an empire civilized beyond the dreams of the Gachupin Cortes, who also is the blood, the image of myself." Historically speaking a Mexican is both the oppressor (Cortes) and the oppressed (indigenous people like the Aztecs) all rolled into one. Gonzales seems to more easily face his Catholic roots as a Mexican, but still acknowledges oppression, writing, "the (Catholic) priests, both good and bad, took---but gave a lasting truth that Spaniard Indian Mestizo were all God's children." Joaquin realizes that indigenous culture was taken by Catholics wishing to convert Natives, but ultimately the Christian God accepts all, no matter your ethnicity, which is beneficial for all. Honestly, I never thought about this before and I never recognized or acknowledged the indigenous influence on me and my heritage. So it's good the poem made me think, even if I don't feel conflicted like Joaquin feels. I am Catholic, but it really is not that important to me. I think that Catholicism does give some people the strength to endure and even to fight for their own worth, as the poem says, but just not me. For me my family and desire to live a happy life with them is more important than the religious pride within the poem.*

Use of quotes as examples show deep knowledge of the source.  
  
Student analyzed the quotes as well as the overall poem.

Student has the title of the source and the identity category.

Student connected to his own identity using the poem

This reflection exceeds proficiency and it would receive an A. The student proved deep understanding of the source and thought critically about its meaning and how it connected to personal identity.

Name \_\_\_\_\_

Seat # \_\_\_\_\_

Grade \_\_\_\_\_/

### MY IDENTITY CREATIVE PROJECT RUBRIC

Category	Exceeds Proficiency 65-70	Proficient 55-64	Approaches Proficiency 43-55	Minimally Proficient 42 or below
# of projects completed (40 % of grade)	Completed five projects for five different identity categories.	Completed four projects for four different identity categories.	Completed three projects for three different identity categories.	Completed two or fewer projects for two or fewer identity categories.
Expressing your identity. (30% of your grade)	<p>Student produced in-depth, thoughtful products that uniquely and whole-heartedly expressed most of the following:</p> <ul style="list-style-type: none"> <li>-Ideas about how they view themselves.</li> <li>-Ideas about how others view you.</li> <li>-Ideas about difficulties and challenges.</li> <li>-Advantages and pride their identity provides.</li> <li>-Difficulties or disadvantages that their identity might lead to.</li> </ul>	<p>Student produced thoughtful products that successfully expressed most of the following:</p> <ul style="list-style-type: none"> <li>-Ideas about how they view themselves.</li> <li>-Ideas about how others view you.</li> <li>-Ideas about difficulties and challenges.</li> <li>-Advantages and pride their identity provides.</li> <li>-Difficulties or disadvantages that their identity might lead to.</li> </ul>	<p>Student produced products that expressed some of the following.</p> <ul style="list-style-type: none"> <li>-Ideas about how they view themselves.</li> <li>-Ideas about how others view you.</li> <li>-Ideas about difficulties and challenges.</li> <li>-Advantages and pride their identity provides.</li> <li>-Difficulties or disadvantages that their identity might lead to</li> </ul>	<p>Student products insufficiently expressed student identity and did not address much of the following.</p> <ul style="list-style-type: none"> <li>-Ideas about how they view themselves.</li> <li>-Ideas about how others view you.</li> <li>-Ideas about difficulties and challenges.</li> <li>-Advantages and pride their identity provides.</li> <li>-Difficulties or disadvantages that their identity might lead to</li> </ul>
Creativity and quality (30% of your grade)	<ul style="list-style-type: none"> <li>-Final products were of extremely high quality.</li> <li>-All work was neat and polished.</li> <li>-Extremely engaging to read or view.</li> <li>-Creative elements matched identity components. Very deep thinking was evident.</li> </ul>	<ul style="list-style-type: none"> <li>-Final products were high quality.</li> <li>-Most work was neat and polished.</li> <li>-Engaging to read or view.</li> <li>-Most creative elements matched identity components.</li> <li>-Some deep thinking.</li> </ul>	<ul style="list-style-type: none"> <li>-Some final products were of high quality.</li> <li>-Some work was neat.</li> <li>-Some of it was engaging to read or view.</li> <li>-Some creative elements matched identity, but some was thrown together.</li> <li>-Little deep thinking.</li> </ul>	<ul style="list-style-type: none"> <li>-Work was not high quality.</li> <li>-Lacked neatness.</li> <li>-Was not engaging.</li> <li>-Identity was not evident within creative process.</li> </ul>

## CHECKLIST

I chose the 4 identity categories that are most interesting (choose 5 if you want an A).

### REFLECTIONS

- 1<sup>st</sup> reflection on an article/video for first identity category.
- 2<sup>nd</sup> reflection on a different article/video for the first identity category.
- 3<sup>rd</sup> reflection on an article/video for second identity category.
- 4<sup>th</sup> reflection on a different article/video for the second identity category.
- 5<sup>th</sup> reflection on an article/video for the third identity category.
- 6<sup>th</sup> reflection on a different article/video for the third identity category.
- 7<sup>th</sup> reflection on an article/video for the fourth identity category.
- 8<sup>th</sup> reflection on a different article/video for the fourth identity category.
- (To achieve the highest level on the rubric) 9<sup>th</sup> reflection on an article/video for the fifth identity category.
- (To achieve the highest level on the rubric) 10<sup>th</sup> reflection on an article/video for the fifth identity category.
- I submitted all of my reflections to Turnitin.com

### MY IDENTITY CREATIVE PROJECT

- 1<sup>st</sup> creative project for my first identity category is finished.
- 2<sup>nd</sup> creative project for my second identity category is finished.
- 3<sup>rd</sup> creative project for my third identity category is finished.
- 4<sup>th</sup> creative project for my fourth identity category is finished.
- (To achieve the highest level on the rubric) 5<sup>th</sup> creative project for my fifth identity category is finished.
- I turned in all of my identity project paper clipped together.