

PROJECT IDENTITY



YOUR MISSION: RESEARCH HOW PEOPLE WITH SOCIAL IDENTITIES DIFFERENT THAN YOURS (RACE, GENDER, RELIGION, AGE, SOCIOECONOMIC CLASS, ETC.) SOMETIMES EXPERIENCE EVENTS DIFFERENTLY IN THEIR DAILY LIVES. FIND A NEGATIVE EXPERIENCE SOMEONE HAS HAD BECAUSE OF THEIR IDENTITY THAT PARTICULARLY SPEAKS TO YOU. PLAN AN ARTWORK USING COMIC ILLUSTRATION TO REFLECT ON THEIR EXPERIENCE IN A PRODUCTIVE WAY.

*do you want to make a political comic to change people's minds?
do you want to illustrate the real vs. ideal "day in their life"?
do you want to show a day in your life vs. the same day in theirs?*

THE CHOICE IS YOURS.

YOUR PROCESS:

1. READ AND ANALYZE *THE ABSOLUTELY TRUE DIARY OF A PART-TIME INDIAN* BY SHERMAN ALEXIE.
2. PARTICIPATE IN SEVERAL CLASS ACTIVITIES TO EXPAND YOUR UNDERSTANDING OF DIFFERENT IDENTITIES AND HOW PEOPLE FACE DIFFICULTY IN THEIR DAILY LIVES.
3. RESEARCH HOW PEOPLE WITH DIFFERENT IDENTITIES MIGHT EXPERIENCE DAILY EVENTS DIFFERENTLY.
4. LEARN ABOUT COMIC ART FROM ELLEN FORNEY'S INTERVIEW AND GUEST SPEAKER: ILLUSTRATOR GARRETT BYERS.
5. PROPOSE AND PLAN A COMIC ARTWORK. ONCE IT IS APPROVED, DRAFT AND COMPLETE THE ARTWORK.
6. REFLECT AND SHARE WITH YOUR CLASSMATES!

Assessment: THIS IS A 50-POINT PROJECT (SEE RUBRIC FOR DETAILS). YOU WILL BE ASSESSED ON YOUR THOUGHTFUL COMMUNICATION OF IDEAS ABOUT IDENTITY, YOUR RESEARCH (DEPTH AND ORGANIZATION), YOUR USE OF THE COMIC ART SKILLS GARRETT TAUGHT US, AND YOUR IN-CLASS WORK ETHIC.

| | Exceptional (12-13 points) | Proficient (11 points) | Developing (10 points) | Beginning (0-9 points) |
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| Communication about Identity | The student created a thoughtful <u>proposal</u> , <u>product</u> , and <u>reflection</u> . All three components of his or her project show a deep understanding of how social identity can affect one’s daily life. The student demonstrated empathy for others through their work. | The student created a thoughtful proposal, product, and reflection. All three components of his or her project show an understanding of and concern for how social identity can affect one’s daily life. | The student created a proposal, product, and reflection, but might have needed assistance in doing so at many steps along the way. The components of his or her project may not demonstrate a firm understanding of and/or concern for how social identity can affect one’s daily life. | Some components of the project might be missing, the student may not have demonstrated an understanding of how social identity can affect one’s daily life, or the student may have needed to be led through every step of the process with heavy assistance. |
| Research | The student immersed him- or herself in research, organizing their findings thoughtfully. He or she went above and beyond to understand how other people’s daily lives might be different. | The student completed an appropriate amount of research and organized their findings. | The student completed an appropriate amount of research, but might have struggled to organize the findings in a way that was effective. | The student did not complete an appropriate amount of research and/or did not organize findings appropriately. |
| Comic Art | The student’s work was exceptionally creative, neat, and reflected the student’s engagement with Garrett Byer’s presentation and Ellen Forney’s interview. The student immersed him- or herself in comic art. | The student’s work was creative, neat, and reflected the student’s engagement with Garrett Byer’s presentation and Ellen Forney’s interview. | The student’s work may have been simple and concrete. It may have lacked some neatness or not entirely reflected engagement with Garrett Byer’s presentation and Ellen Forney’s interview. | The student’s work may have been unoriginal or very messy. The student may not have demonstrated any engagement with Garrett Byer’s presentation or Ellen Forney’s interview. |
| Overall Project Work | The student was driven and responsible for his or her own learning in class. The teacher was used to facilitate and not as a dictionary or idea machine. The student worked diligently to meet expectations. | The student was responsible for his or her own learning in class. The teacher was used to facilitate the work. The student worked to meet expectations. | The student tried to be responsible for his or her own learning in class, but may have used the teacher heavily for assistance in lieu of using readily available resources (e.g. “How do you spell...?”). The student might have had trouble meeting expectations for timing and organization. | The student was not a self-starter and relied almost entirely on the teacher for prompting at each step. The student may not have met deadlines, may have lost portions of the project, or may have been unable to complete the project independently. |