

Personal and Cultural Identity Project – Literary Studies 11

Students of LITERARY STUDIES 11

Develop a project that communicates how **experiences shape identities** – personal, social, cultural - and how do these identities construct meaningful and personal connections with self, texts, and the world. Review the background information found in the **Unit 3 PROJECT and Big Idea Reflection** book on the main page of the course.

Find an example of poetry, prose, and non-fiction that clearly conveys how the experiences of the author reveal identity and how this identity forms connections to self, text, and the world. Each resource should be capable of analysis. That is, it has depth to convey meaning. Develop a presentation that analyzes each of these three pieces for their...

- use of language to convey meaning,
- textual structure and development,
- use of experience to convey identity,
- connection to the self, text, and the world.

In your analysis, be as specific as possible. For example, do not simply say that your chosen short story uses language effectively. What *language* is used? Be specific about *how* the language conveys identity. What identity is revealed? What literary devices or stylistic elements do the authors use to connect to place, to others and to themselves? Quote each piece to support your analysis. Include your list of resources at the end of your project.

Your project should include:

- MLA formatting – includes in-text citation and a Works Cited List
- 3-5 pages
- Double-spaced
- Times New Roman font, size 12
- Formal tone
- Mature vocabulary

ASSESSMENT (24/24):

Learning Target(s): Exemplary (6/6): Final product demonstrates a rich understanding of how experiences shape identity and how identity constructs meaningful and personal connections to self, text, and the world. This understanding results from thorough research and close analysis of texts, language, and the author's intent which is presented in a works cited list with accurate MLA formatting. Students recognize experiences are formative in identity creation and clearly communicate how identity is necessary for building relationships and connection to others, to the world, and to ourselves.

Ideas/Content: Exemplary (6/6): Exemplary comprehension of project expectations. Final product represents all elements of the task. Exemplary development and presentation of ideas. Content is clear, concise and true. Accomplishes the purpose with originality, individuality, maturity, and sophistication.

Reflection and Insight: Exemplary (6/6): Complex connections and original ideas are included in a thoughtful response that includes specific examples of the student's learning process and growth, which has been the result of informed, fact-based, data-driven research.

Conventions/Sentence Fluency: Exemplary (6/6): Sentence structure and vocabulary are varied, skillfully written (or spoken), and carefully chosen. Composition shows maturity in vocabulary, structure, and organization. Reflection on the quality of writing is evident, resulting in few or no errors.