

## **Personal and Cultural Identity Project – Spoken Language 11**

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*Students of SPOKEN LANGUAGE 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.

Deliver a monologue or a spoken word poem, or speech similar to the resources provided that shows how experiences shape identities and how these identities allow us to connect to self, to others, and to the world. What is the importance of identity? Review the background information found in the **Unit 3 PROJECT and Big Idea Reflection** book on the main page of the course.

You could focus on how one experience has been influential such as in Rick Mercer's rant on "Teen Suicide", or you could do an overview of how many experiences can culminate in something we all can identify with such as Koyczan's spoken word poem "To This Day" and Chimamanda Ngozi Adichie's "The Danger of a Single Story". Keep track of the resources you use to include in a works cited list at the end of your project. This list should be in MLA format.

You could use a personal example or you could use a societal example. You could connect to a personal topic like bullying or self-identity.

<https://www.youtube.com/watch?v=Wh1jNAZHklw> – Rick Mercer rant “Teen Suicide”

<https://www.youtube.com/watch?v=ltun92DfnPY> – Shayne Koyczan “To This Day”

Like a speech, your performance should use visual aids, voice techniques, and performance techniques. Your performance should be spoken from memory and should have a clear purpose. Watch a few TedTalks and pay attention to each speaker's use of non-verbal expression, voice techniques, and performance techniques to communicate the main idea. Your presentation should use descriptive language to create a vivid picture of place and identity.

The criteria for your spoken presentation are as follows:

- 3-5 minutes in length
- Include the text of your presentation
- Speech is recorded in one shot (not edited or spliced together)
- Your face can be clearly seen
- Eye contact with target audience (the camera, since we're doing this digitally)
- Can be clearly heard and understood
- Attire appropriate for the context (formal)
- Visual aids are clearly visible while still hearing the speaker
- Effective voice techniques (Review Assignment 3.6)
- Effective performance techniques

## 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.