Identify Yourself

Social Studies 10-1 - Ms.Gill

Identity could be described as the aspects that make up who an individual is. The variety of aspects that make up an identity is as unique as each individual. **Using images & a written description you will demonstrate a critical assessment of how your identity is influenced and shaped by a variety of factors, including globalization**.

**Part 1:** Your task is to create a visual diagram of the aspects that make up your identity. Using a diagram, each of the following topics must be included. You must also describe how you express your identity within this category using complete sentences and analytical language. Supplement your writing with images that reflect your identity.

* Traditions (religion, cultural events, values)
* Language (how does this impact you? In school? At home? How does it connect you?)
* Worldview (beliefs & values, how do these things shape your ideas? Influence what you do?)
* Clothing/Body adornment (how does this identify you? Tattoos? Henna? Head coverings?)
* Collective Identities: (what collectives do you belong to? How do you as a collective express your identity?)

**Part 2** Eating is a part of our everyday lives. As with most things in our lives, globalization also has an impact on what we eat. Furthermore, what we consume often tells a story about some aspect of our identity. As a culmination of this unit, let’s celebrate by bringing in a type of food to share with the class that you feel represents an aspect of your identity.

To complete this task you must:

* Create a map showing the origins of major ingredients in your dish with possible transport methods
* Write a one page summary and evaluate how your dish connects to your identity. In other words, explain how the dish represents an aspect of your identity and why you chose this dish to demonstrate that aspect. Also include in this summary, your evaluation as to how globalization has played a role in your consumption of that food item (use your map as your starting point!)
* Bring a food item with list of ingredients clearly labelled on the index card provided (this will help with your map and any allergies in class!)

**Part One Rubric**

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| --- | --- | --- | --- | --- | --- |
| **Category** | **Level 1** | **Level 2** | **Level 3** | **Level 4** | **Level 5** |
| **Creates and conveys ideas to inform** | Poor use of information to inform in all categories | Limited use of information to inform in all categories | Some use of information to inform in all categories | Considerable use of information to inform in all categories | Insightful use of information to inform in all categories |
| **Uses text to link visuals** | Poor or no use of text to link visuals to elements/ categories | Limited no use of text to link visuals to elements/ categories | Some use of text to link visuals to elements/ categories | Effective use of text to link visuals to elements/ categories | Thorough integration of text to link visuals to elements/ categories |
| **Demonstrates Critical Thinking** | Poor development of ideas and use of analytical language | Limited development of ideas and use of analytical language | Some development of ideas and use of analytical language | Effective development of ideas and use of analytical language | Powerful development of ideas and use of analytical language |
| **Aesthetics** | Product shows no evidence of aesthetic elements, creativity or originality | Product shows limited evidence of aesthetic elements, creativity or originality | Product shows some evidence of aesthetic elements, creativity or originality | Product shows considerable evidence of aesthetic elements, creativity or originality | Product shows thorough evidence of aesthetic elements, high degree of creativity or originality |

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**Part Two Evaluation**

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| --- | --- | --- |
| Map /1 | Evaluation /3 | Index Card w/ food item /1 |
|  |  |  |

/5

FINAL MARK

/25