**Dynamics of Individualism Presentation (Have Part One done Wednesday 9/5, many of you will present)**

**Part One**: Students will create something that is representative of who they are as a person. There is ample room for creativity here, have fun with it. It can be anything *appropriate* to present to the class. For example you could make a small poster, a drawing, a video, a sculpture, a poem/song, objects, etc. Your only two constraints are that it is classroom appropriate and that it will adequately present who you see yourself as in about 60-90 seconds. Try to hit on any characteristics of yourself that you see as essential to your personal identity.

**Part Two**: Students will give about a 60-90 second presentation using or showing whatever they created to represent themselves. Students in the audience will be required to record one aspect of each presentation that they can relate to or that differentiates them from that person. At the end of the activity students will break into groups according to the presentation similarities and differences they noted and their insights on how to classify people into different groups.

**Part Three**: After this activity is completed students will defend or question their selection of groups both orally and in writing and discuss the realities of identifying with or neglecting to identify with individuals based on their genetic, superficial or behavioral characteristics. After the de-briefing discussion students will write a short reflection on the nature of developing cliques as opposed to a web of their fellow peers.

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Grading…

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Dynamics of Individualism Rubric** | | | | |
|  | **4** | **3** | **2** | **1** |
| **Content** | Reflection conveys extensive evidence of a personal response to the issues raised in the course materials. Student demonstrates personal growth and  awareness  Reflects well on own work, demonstrates a range of meta-cognitive practices and provides many examples | Reflection conveys evidence of a personal response to the issues raised in the course materials. Student demonstrates that he/she is beginning to develop new ways of reflecting on their world. Demonstrates an ability to reflect on own work. Provides examples consistently. Begins to demonstrate good meta-cognition. | Analysis conveys little or some evidence of a personal response to the issues/concepts raised in the co urse materials. Demonstrates an ability to reflect on own work but provides few examples | No personal response is made to the issues/concepts raised in the course materials. Does not reflect on own work at all and no examples are provided |
| **Evidence and details** | Is able to make inferences well and comprehends deeper meaning, consistently demonstrating insight and their relevance to the world and society | Is able to make inferences and comprehends deeper meaning on most occasions. Relates texts and issues raised to other texts consistently | Demonstrates some basic comprehension of texts but does not make connections with the bigger picture. | Is not comprehending or reflecting on what is read or viewed |
| **Tasks** | Work demonstrates that much effort was made to attempt all tasks set, with some originality and extra initiative | Work demonstrates that some effort was made to attempt all tasks set | Little effort was made to attempt all tasks set | Very little effort was made to attempt all tasks set |
| **Use of language** | Student brilliantly uses language and historical terms to develop an argument | Student selects appropriate language and terms to develop an argument | Student’s language choices detract from the argument | Student’s language choices are extremely problematic to the development of an argument |
| **Mechanics** | Student’s grammar, structure and organization are excellent. Errors are nonexistent | Student’s grammar, structure and organization are satisfactory. If errors exist they are insignificant. | Student’s grammar, structure and organization are substandard. Errors are present and detract from the writing | Student’s grammar, structure and organization are extremely deficient. |