

Maori Mask: Identity Assignment

How is your individual identity influenced by the globalization? How many of their influential features are locally influenced? Globally influenced?

Preamble

You are to consider the following questions when working through this assignment and come up with at least 2 answers to each question:

- What traditions define you?
- Who are some of your role models?
- What languages do you speak?
- How much of an influence does your religion have on your life?
- What do you do in your spare time?
- What your personal interests and ideologies?
- What is your relationship and feeling towards your country?

After you have created responses to each of these categories, what two responses per category have the strongest influence in shaping your individual identity?

Now you must sort the selected features into three categories:

- Extremely influential
- Very influential
- Somewhat influential

*Please limit your choices in the *extremely influential* category into three or four features.

Task (2 parts!)

After affirming which one of these influences your identity the most, you will incorporate your findings through the creation of a Maori facemask.

1. Creative Portion:

Your identity will be translated into symbols via the following links:

<http://nana-henna.blogspot.ca/2013/08/polynesian-tattoo-symbols-meanings.html>

<http://www.matakite.co.nz/tamoko.html>

Your facemask must ONLY use the symbols that are linked to the Maori. You are allowed to use only ONE symbol that is not traditional to the Maori on your facemask that represents you.

2. Written Portion:

- Your write-up must explain the reasons why the symbols you have chosen connect to your identity and why. You need to explain what each symbol means and how it is connected to you.

- The written element of this assignment is your best asset, please do not treat it as an after thought because it illuminates for your teacher what your intention was and improves her understanding of your completed assignment

Due: Friday, September 14, 2018

RUBRIC

	Explanation and Support (10)	Communication (5)
Focus	-Quality of explanations -Selection and quality of support -Understanding of the assignment	-Organization and unity -Vocabulary -Sentence construction -Grammar and mechanics (e.g. punctuation, spelling, capitalization)
Excellent E	Explanations are thorough and complete showing strong higher level thinking. Support is specific and accurate and relates to the question. Errors, if present, do not take away from the response. A full understanding of the question is shown. (10)	The writing is smooth and effectively organized. Vocabulary is precise and effective. The writing shows confident control of sentence construction, grammar, and mechanics. Errors, if present, are unimportant. (5)
Proficient Pf	Explanations are appropriate and purposeful showing a clear level of thinking. Support is relevant, appropriate and relates to the question. Response may contain some minor errors. A clear understanding of the question is shown. (8)	The writing is clearly organized. Vocabulary is accurate and appropriate. The writing frequently shows effective control of sentence construction, grammar, and mechanics. Errors do not take away from communication. (4)
Satisfactory S	Explanations are general and simple showing an acceptable level of thinking. Support is relevant but general and somewhat relates to the question. Response may be incompletely developed, and/or contains errors. An acceptable understanding of the question is shown. (6)	The writing is generally clear and functionally organized. Vocabulary is generally accurate, but not specific. The writing shows basic control of sentence construction, grammar, and mechanics. Errors do not seriously interfere with communication. (3)
Limited L	Explanations are overly simple and/or repetitive showing a confused, though identifiable understanding. Support is sketchy and may not relate to the question. Response may contain large errors. A partial and/or insufficient understanding of the question is shown. (4)	The writing is uneven and incomplete but is somewhat organized. Vocabulary is inaccurate and/or inappropriate. The writing shows a uncertain control of sentence construction, grammar, and mechanics. Errors hurt communication. (2)
Poor P	Explanations are random or minimal showing a negligible understanding. Support, if present, is incomplete and does not relate to the question. Errors are significant and/or frequent. A minimal understanding of the assigned task is shown. (2)	The writing is unclear and disorganized. Vocabulary is ineffective and often wrong. A lack of control of sentence construction, grammar, and mechanics if shown. Errors make communication difficult to understand. (1)

Total: 25 marks

(The *visual piece* is out of 10 and the *written piece* is out of 15)