Interpretation Assessment:

[Student Directions](#Student)

[Teacher Directions](#teacher)

When the Identity Box is finished:

Student Directions:

Explain the following in writing:

* *Explain how 3 of your images, symbols, or personally significant objects on your Identity Box tell about your identity*.

Here are some examples of how you could answer this question:

"*I attached my drawing of myself as a cheetah because I am very fast, a good hunter and runner"* or

*"I used the color yellow to decorate the outside of my box because I am a happy bright person who loves sunflowers"*

*"I glued my sketch of a broken heart because I lost my mother and it broke my heart. I put it on the inside of the box because most people don't know this about me because I am always smiling."*

* 2. Describe how you communicated the way you view yourself on the outside and how you really are on the inside

*For example, you collaged your smiling photo on the outside but drew yourself sad on the inside of your box* *because you hide your broken heart*).

* Fold the paper half way (the long way) to hide what you wrote when you are finished. Exchange it with a classmate along with your box. They will write on the closed folded half about what they think you are expressing on the outside about how others might see you and what they think you are expressing on the inside of your box about who you are inside.
* Trade the writing papers back. Then, you will read what your peer has written about your box and add a final statement about how effectively you have communicated who you are, both inside and out.

Teacher Instructions

* Students will first write an essay about what they were communicating about their identity and then fold the paper half way to hide what they wrote. They will exchange it with a peer who will write about what they think is being expressed about the artist's identity without reading what the artist wrote ahead of time.

* The class will select several boxes to critique; students who are not the artist will say what they think the  student artist is communicating on the outside and on the inside about their identity and why they came to that conclusion. The student artist will respond and describe what they were in fact trying to express.