

Identity Bento Box

For this project, you will curate a bento box of visual and textual evidence that represents your identity and your connection to Hawai'i. This can include ethnic heritage, nationality, family structure, religion, or other cultural aspects.

You must actually create the bento box, whether using printed materials or making them.

You can submit it digitally as a photo or submit the actual box.

Project Requirements

1. Curate the following elements:

- 1 written element (e.g., poem, quote, recipe) that represents something about your identity
- 1 visual element (e.g., photographs, artwork, graphics) that represents something about your identity
- 1 audio/visual element (e.g., song, video, movie) that represents your identity
 - This can be portrayed by an album photo or video still
- 1 item of any type that represents this current historical period
- 1 item of any type that represents what "home" means to you
- 1 item of any type that represents a place that is essential to your identity,
 - Examples include ethnic identity, adopted ethnic identity, local/Hawai'i identity. It should *not* just be a place you love but be a place that has a significant influence on your identity

NOTE: One of the elements must incorporate food.

- A brief (1 sentence) description of each item.

2. Write an artist statement (350-450 words) that includes...

- an explanation of your choices and their significance, and
- a discussion of the overall message your Bento Box shares about your identity, considering the questions listed below.

Questions to consider with *Moloka'i* by Alan Brennert...

- Much of *Moloka'i* is about Rachel's bildungsroman (coming-of-age story). *How does this project reflect your own coming-of-age experience?*
- Rachel wrestles with her concept of "home" throughout the novel. *How does this project discuss or reflect your concept of home and place?*
- In Social Studies, we're discussing how plantations and mixed cultural experiences influenced Hawai'i. How does this box reflect the multicultural experience many of us experience, remembering that "culture" ≠ is one part of identity (e.g., ethnicity)?

Learning Goals: Students Will Be Able To...

- * identify important aspects of their identity,
- * identify creative objects or representations of those aspects,
- * curate and compose an aesthetically pleasing artistic presentation of those aspects,
- * analyze how aspects of identity have affected their self-perception,
- * write and reflect on those effects and their identity.



1. Written Element: Quote from *Borderlands/La Frontera* by Gloria Anzaldú that deeply resonates with my identity as a mixed-race person.
2. Visual Element: My NatGeo nametag, the first time with my new(er) name.
3. Place and Identity: Al & Bea's Burrito shop—meaningful both as a Chicana (Mexican-American) and because it sits on the border of a traditionally Mexican barrio and a Filipino neighborhood.
4. Current Historical Time Period: The Slumber Pod and Snoo. I feel like this age as a 37-year-old Mom is all about life hacks and gadgets for our kids.
5. Audio/Visual Element: The Reading Rainbow Theme Music. This show taught me how to love books.
6. Home: Two things: my girls are always home, and a quote from a piece I wrote about the idea of "home" two years ago.