The Injustice Project: overview

**Research, Preparation, and Panel Presentation Expectations**

**PURPOSE**

To analyze an existing social injustice from several angles, and to forge a bridge between identifying with a

problem *and* exploring ways to change it

**ASSESSMENT**

On the day of the presentation, the format will be a panel presentation. Each member of your team will be

considered an expert on the topic and each member will present his/her materials during the general

discussion of the issue. Your team will also be responsible for writing and submitting a carefully crafted

script the day of your panel presentation. A PROBLEM STATEMENT will be introduced to the

audience, at which point, a detailed discussion of the issue based on DIFFERENT POINTS OF VIEW will

take place and possible solutions for addressing the injustice will be presented. Your team must be prepared

to address questions and challenges proposed by the audience. That means each of you *must have a deep*

*understanding* of your topic.

**SETUP**

Your team will complete extensive research to effectively inform the class about your social injustice, and

make up an engaging way to deliver your findings, based on a carefully crafted

script, supplemented by an effective visual aide.

Presentations will inform the audience on five (5) levels:

1. Identify and formulate a specific PROBLEM STATEMENT for your group's injustice topic.

2. Outline the basic problem and include true statistics about who it affects, where the problem

 exists, how many people it affects, and how long it has been happening.

3. A current example of the social injustice is given, including the SPECIFIC details about who,

 what, where, and possibly why. Establish the DIFFERENT POINTS OF VIEW of the issue

 your panel members will individually address.

4. History behind the injustice is explained and the social arguments and reasoning against it are

 explained. Include a minimum of two pieces of literature/historical text that relates to the topic

 and problem area. These selections can be from any time period; however, they must be

 published and credible pieces.

5. Several possible "solutions" have been researched and explained in detail, including what has

 been done in the past, who was responsible for implementing the fix or the change, how it

 positively addressed the injustice, and what the outcome (both positive and negative) were .

 One original solution the panel has decided would work best is then presented, and the panel

 explains who is responsible for implementing the fix or change and what the possible positive

 outcomes would be based on the panel members’ viewpoints. Individuals are encouraged to

 address possible counter arguments and challenges proposed by other panel members and the

 audience.

**EXPECTATIONS**

EACH student will:

1. Complete research of the basic problem of the injustice, craft a PROBLEM AREA

 STATEMENT, and establish the DIFFERENT POINTS OF VIEW as a group .

2. Conduct individual research according to his/her point of view and document the sources of

 information in a individual annotated works cited (MLA format).

3. Complete formative writing assignments to aid in the formation of the panel discussion.

4. Design an effective way to present their material in the group presentation to the class.

 Consider using media and technology to aid your audience in better understanding the problem

 and/or "solution."

**ASSESSMENT**

● Students will be graded individually on preparation and participation in the group presentation.

● Students will earn work points individually for their formative writing components.

**POSSIBLE INJUSTICE TOPICS**

1. Affirmative action

2. Child labor in the garment industry

3. Institutional racism in hiring practices and/or housing

4. Age discrimination

5. Citizenship & voting rights

6. Death penalty

7. Child brides

8. Children in poverty/homelessness in America

9. Human trafficking

10. Chocolate and coffee unfair trade

11. Indentured servants in the technology industry

12. Racial profiling by law enforcement

13. Immigration laws/citizenship status/deportation

14. Women’s rights in the Middle East

15. Child soldiers

16. Access to clean water (Flint/Other areas of world)

17. Government censorship (such as in America, China and North Korea)

18. Isis (religion, politics, brutality, and women)

19. Equal pay/maternity leave, etc.

20. Caste systems

21. Universal health care/accessibility

22. Equitable due process/fair legal representation in court cases

23. Equality in Education (Detroit)

*24. Propose one of your own…*

The Injustice Project: Rubric

**PURPOSE**

to examine social injustices, considering historical roots, current existence, and ramifications of these

injustices on human society, as well as to propose possible solutions to rid the world of these injustices

**EXPERIENCES**

1. create a problem statement
2. research this social injustice, including roots, current existence, connections to social injustice

 reading pieces, and possible solutions

1. formulate an organized, formal script and presentation about this social injustice, intelligently

responding to class questions at the end

1. critically respond to other presentations with note taking, as well as with questions posed and

solutions offered following classmates’ presentations

1. construct an annotated works cited for researched sources

**RUBRIC**

**Excellent (90%-100%range)**

1) This student, as a discussion participant, contributes ideas in a logical way, fully supporting all

 points offered in the discussion with reliable, varied research points.

2) This student offers grounded, sensible conclusions both when asked to contribute by the teacher

 and in response to peer/teacher questions.

3) In an attempt to understand opposing viewpoints pertaining to the problem area, and in an attempt

 to offer possible solutions to the problem, this student remains focused and respectful of differing

 opinions.

4) This student stays on task in preparation for the presentation, utilizing research and planning time

 in class to the fullest.

5) This student has constructed an annotated list of research items, cited in MLA format, which

 includes:

o A literary work previously studied in this unit that relates to the problem area

o A connection to another subject area

o A teacher approved media clip that relates to the problem area

o At least three other articles that support ideas pertaining to the problem area and that

make the participant a “miniexpert” on the topic.

6) This student, as a peer observer, is attentive, respectful, and takes notes in response to all

 classmate presentations. Plus, this student asks questions and presents differing viewpoints for

 presentation.

**Good (75%- 89%range)**

1) This student, as a discussion participant, contributes ideas in a logical way, supporting most points

 offered in the discussion with reliable research points.

2) This student offers conclusions both when asked to contribute by the teacher and in response to

 peer/teacher questions.

3) Also, in an attempt to understand opposing viewpoints pertaining to the problem area, and in an

 attempt to offer possible solutions to the problem, this student remains focused and respectful of

 differing opinions.

4) This student stays on task in preparation for the presentation, utilizing research and planning time

 effectively.

5) This student has constructed an annotated list of research items, cited in MLA format, which

 includes:

o A literary work previously studied in this unit that relates to the problem area

o A teacher approved media clip that relates to the problem area

o At least two other articles that support ideas pertaining to the problem area and that make the participant a “miniexpert” on the topic.

6) This student, as a peer observer, is attentive, respectful, and takes notes in response to classmate

 presentations.

**Adequate (60%-74%range)**

1) This student, as a discussion participant, rarely contributes ideas, supporting some, but not all,

 points offered in the discussion with reliable research points.

2) This student offers conclusions when asked to contribute by the teacher but not in response to

 peer/teacher questions.

3) Also, in the attempt to understand opposing viewpoints pertaining to the problem area and in the

 attempt to offer possible solutions to the problem, this student remains focused and respectful of

 differing opinions.

4) This student is somewhat on task in preparation for the presentation, utilizing research and

 planning time less than effectively at times.

5) This student has constructed a minimally annotated list of research items, cited in MLA format

 (which may contain errors), which includes most of the following:

o A literary work previously studied in this unit that relates to the problem area

o A teacher approved media clip that relates to the problem area

o At least two other articles that support ideas pertaining to the problem area and that

make the participant a “miniexpert” on the topic.

6) This student, as a peer observer, is somewhat attentive, respectful, and minimally takes notes in

 response to classmate presentations.

**Inadequate (below 60% range)**

1) This student, as a discussion participant, rarely contributes ideas (or not at all), supporting some,

 or no, points offered in the discussion with reliable research points.

2) This student does not offer conclusions when asked to contribute by the teacher or in response to

 peer/teacher questions.

3) Also, in the attempt to understand opposing viewpoints pertaining to the problem area and in the

 attempt to offer possible solutions to the problem, this student is unfocused or disrespectful of

 differing opinions.

4) This student is somewhat or completely off task in preparation for the presentation, utilizing

 research and planning time ineffectively at times.

5) This student has not constructed or submitted a list of research items, cited in MLA format (which

 may contain errors), which includes most of the following:

o A literary work previously studied in this unit that relates to the problem area

o A teacher approved media clip that relates to the problem area

o At least two other articles that support ideas pertaining to the problem area and that make the participant a “miniexpert” on the topic.

6) This student, as a peer observer, is somewhat inattentive, disrespectful, and does not take notes in

 response to classmate presentations.

The Injustice Project: Problem

Solving

**Appreciate the Complexities of Decision Making & Problem Solving**

● Develop evidence to support views

● Analyze situations carefully

● Discuss subjects in an organized way

● Predict the consequences of actions

● Weigh alternatives

● Generate and organize ideas

● Form and apply concepts

● Design systematic plans of action

1. **Specify/Define the Problem** : A first step to solving a problem is to identify it as specifically

as possible. It involves evaluating the present state and determining how it differs from the goal

state.

2. **Analyze the Problem:** Analyzing the problem involves learning as much as you can about it.

It may be necessary to look beyond the obvious, surface situation, to stretch your imagination

and reach for more creative options.

● seek other perspectives

● be flexible in your analysis

● consider various strands of impact

● brainstorm about all possibilities and implications

● research problems for which you lack complete information. Get help.

3. **Explore possible solutions** : Identify a wide range of possible solutions that have been tried in

the past and that are currently being done to eliminate this injustice.

4. **Evaluate possible solutions** : Weigh the advantages and disadvantages of each solution. Think

through each solution and consider how, when, and where one could accomplish each. Consider

both immediate and longterm

results. Mapping your solutions can be helpful at this stage.

5. **Choose a solution** : Consider 3 factors…

✓ compatibility with your priorities

✓ amount of risk

✓ practicality

**Keys to Problem Solving**

* Think aloud. Problem solving is a cognitive, mental process. Thinking aloud or talking

yourself through the steps of problem solving is useful. Hearing yourself think can

facilitate the process.

* Allow time for ideas to "gel" or consolidate. If time permits, give yourself time for

solutions to develop. Distance from a problem can allow you to clear your mind and get a

new perspective.

* Talk about the problem. Describing the problem to someone else and talking about it can

often make a problem become more clear and defined so that a new solution will surface.

**Decision Making Strategies**

Decision making is a process of identifying and evaluating choices. We make numerous

decisions every day, and our decisions may range from routine, everyday types of decisions, to those decisions which will have far reaching impacts. The types of decisions we make are routine, impulsive, and reasoned. Deciding what to eat for breakfast is a routine decision; deciding to do or buy something at the last minute is considered an impulsive decision; and choosing your college major is, hopefully, a reasoned decision. College coursework often requires you to make the latter, or reasoned decisions.

Decision making has much in common with problem solving. In problem solving, you identify and evaluate solution paths. In decision, making you make a similar discovery and evaluationof alternatives. The crux of decision making, then, is the careful identification and evaluation

of alternatives. As you weigh alternatives, use the following suggestions:

● Consider the outcome each is likely to produce, in both the short term and the long term.

● Compare alternatives based on how easily you can accomplish each.

● Evaluate possible negative side effects each may produce.

● Consider the risk involved in each.

● Be creative and original. Don't eliminate alternatives because you have not heard or used them before.

An important part of decision making is to predict both shortterm

and longterm outcomes for each alternative. You may find that, while an alternative seems most desirable at the present, it may pose problems or complications over a longer time period.