

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
- 3) formulate an organized, formal script and presentation about this social injustice, intelligently responding to class questions at the end
- 4) critically respond to other presentations with note taking, as well as with questions posed and solutions offered following classmates' presentations
- 5) 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:

- A literary work previously studied in this unit that relates to the problem area
 - A teacher approved media clip that relates to the problem area
 - 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:
 - A literary work previously studied in this unit that relates to the problem area
 - A teacher approved media clip that relates to the problem area
 - 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:
 - A literary work previously studied in this unit that relates to the problem area
 - A teacher approved media clip that relates to the problem area
 - 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 evaluation of 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.