

Taking Action Project

Name: _____

Tyson 2014-2015

Identify and analyze an important issue in our community, take action on that issue, and reflect on your action; then, present your project to the class. You may work independently or with a partner of your choice.

Note that you will create a folder in Google Drive to collect all of your work related to this project, to be shared with me.

Project, presentation & this rubric DUE: _____.

Steps

1. **Choose a contemporary issue or problem** that is connected to one of the social movements that we've studied. The connection to a historical issue can be topical (i.e. related to the topic, such as feminism) or tactical (i.e. related to the way that people took action, such as through protest).
2. **Research the issue.** You must conduct both primary and secondary research.
 - a. Secondary research comes from published sources, probably on the internet. This will help you deepen your own background knowledge on the problem. You must find and document at least 3 secondary sources. Be sure to cite these sources in your writing when necessary, and to include a formal **Works Cited**.
 - b. Primary research comes directly from the community and will help you analyze people's understandings and attitudes of the problem. This could take the form of (for example) a survey or an interview.
3. Write a 2-paragraph **plan of action** that includes the following:
 - a. Analysis of the issue based on your own secondary and primary research. You should cite that research, where appropriate, in your writing. Be sure to include the causes of the problem, the consequences of the problem, who is affected by the problem, and why we should care.
 - Causes of the problem
 - Consequences of the problem
 - Who is affected by the problem
 - Why we should care
 - b. Connection (either topical or tactical) to a historical social movement/issue/problem.
 - c. Your plan. Include the following:
 - The general kind of action you plan to take (e.g. social media campaign, petition, presentation)
 - The specific steps of your plan and a justification for each step (i.e. why you are planning to do it this way)
 - Who you want to reach
 - What you hope will be the results of your action
 - How you will measure the impact of your action
 - If there is more than one of you, why this action requires more than one person
4. **Take action** based on your research. Your action could be one of the following:
 - a. Convince five people you know to make a concrete change in their lives that helps solve a certain problem
 - b. Make a presentation to an audience that needs to be educated on the problem
 - c. Circulate a petition and send it to someone who has the power to take action on the petition
 - d. Create a social media campaign to educate people on a problem
 - e. Publish a short article or report about a problem
 - f. Create a poster campaign to educate people on a problem
 - g. Your idea, in consultation with me

5. Write a 2-paragraph **reflection** on the efficacy of your action, using the same criteria we applied to our evaluations of the social actions of the 60s and 70s. Your reflection should answer the following questions:
 - a. Was your action effective? Based on which criteria?
 - b. What would you do differently next time?
 - c. What else would you do, if you had more time?
6. **Present** your plan, your action, and your reflection to the class in a 2-minute talk. You should plan to explain what you did verbally, in addition to presenting a visual aid related to the action you took. If you wrote a letter, for example, you could show the letter. If you made a presentation, you could show a photo of your presentation.

You must turn in the materials below, along with this rubric. If you work with a partner, only one version of each of these is required. Remember that you will be sharing most of this with me in a folder in Google Drive.

1. Documentation of your primary research (e.g. your survey results or an interview transcript)
2. Works Cited for your secondary research
3. Your 2-paragraph plan of action (with in-text citations where appropriate)
4. Documentation of your action, in the form of a copy of a petition, photographs/video of a presentation, a survey, printouts of a social media campaign, photographs of a poster campaign, an interview, etc. The more documentation you provide, the better I will understand your project.
5. Your 2-paragraph reflection

Contemporary Problem Brainstorm (remember connection to 60s & 70s movement)

Works Cited Notes (remember that you must also include a separate Works Cited in your final documents)

Plan of Action Brainstorm

Name: _____

Partner: _____

Reflection:

	A Highly Skilled	B Proficient	C Basic Understanding	D Inadequate Understanding
Research	<p>3 valid secondary sources are used.</p> <p>Sources are correctly cited in the text.</p> <p>A Works Cited section is included and correctly formatted.</p> <p>Primary research reflects extensive effort and extensive data collected.</p>	<p>2 valid secondary sources are used.</p> <p>Sources are mostly correctly cited in the text.</p> <p>A Works Cited section is included but may not be correctly formatted.</p> <p>Primary research reflects sufficient effort and sufficient data collected.</p>	<p>1 valid secondary source is used.</p> <p>Sources are incorrectly cited in the text.</p> <p>The Works Cited section is missing.</p> <p>Primary research does not reflect sufficient effort and/or data collected.</p>	<p>No valid secondary sources are used.</p> <p>No sources are cited in the writing.</p> <p>The Works Cited section is missing.</p> <p>No primary research is included.</p>
Plan of Action	<p>Detailed, thoughtful analysis clearly describes the issue and its connection to a social movement of the 60s and 70s.</p> <p>Plan of action is clearly based on a logical claim about the issue and how it should be solved, demonstrating deep understanding of the problem.</p> <p>Plan is highly-detailed and comprehensive, including a justification of each step connected to the anticipated impact.</p>	<p>Analysis competently describes the issue and its connection to a social movement of the 60s and 70s.</p> <p>Plan of action is based on a logical claim about the issue and how it should be solved, demonstrating understanding of the problem.</p> <p>Plan is clear, including some justification of the steps connected to the anticipated impact.</p>	<p>Analysis generally describes the issue and its connection to a social movement of the 60s and 70s, but the description may be too vague or broad.</p> <p>Plan of action is generally connected to the issue, demonstrating familiarity with the problem.</p> <p>Plan is somewhat clear, but may not include sufficient justification of the steps.</p>	<p>Analysis does not adequately describe the issue or its connection to a social movement of the 60s and 70s.</p> <p>Plan of action is incomplete or unintelligible, and/or demonstrates little to no understanding of the problem.</p>
Action	<p>Action documentation materials reflect a genuine and dedicated effort to effectively implement the action plan.</p>	<p>Action documentation materials reflect an effort to effectively implement the action plan.</p>	<p>Action documentation materials may be insufficient to really show what was done, or the materials may demonstrate insufficient design and implementation of the plan.</p>	<p>Action documentation materials are so incomplete or insufficient as to show little to nothing about what was done.</p>
Reflection	<p>Detailed, thoughtful reflection clearly demonstrates an understanding of the efficacy of the action based on the use of relevant criteria for evaluating the action.</p> <p>Reflection includes a thoughtful exploration of possible further actions directly connected to this action.</p>	<p>Reflection demonstrates a competent understanding of the efficacy of the action, connected to relevant criteria for evaluating the action.</p> <p>Reflection includes an exploration of possible further actions.</p>	<p>Reflection demonstrates some understanding of the efficacy of the action.</p> <p>Reflection mentions possible further actions.</p>	<p>Reflection is incomplete.</p>
Group or Partner Work (if applicable)	<p>Student is always focused and on-task during group or partner work time, encouraging group members to do the same. Student may act as group facilitator.</p>	<p>Student is focused and on-task during group or partner work time.</p>	<p>Student's share of the project may be smaller than is fair.</p> <p>Student is occasionally unfocused or briefly off-task during group or partner work time.</p>	<p>Student's share of the project is too small.</p> <p>Student is frequently unfocused or off-task during group or partner work time.</p>