

Names:

# Systemic Racism: Research Project Task Card

## Essential Questions:

- How can an institution or system be racist?
- What are the historic origins of your selected topic of systemic racism?
- How does this topic of systemic racism impact people's lives?

## Purpose of the Project

In small groups, you will apply the concepts that you have learned during our unit by researching one element of systemic racism and then analyzing the impact that it has on people's lives. The final product will be a presentation recorded as a screencast.

## Steps of the Project

### **Step 1: TOPIC PREFERENCE**

Submit your TOP 2 topics and get it approved by your teacher ([Google Form](#))

*Here are the topics you can choose from:*

- |  |   |
|--|---|
| <input type="checkbox"/> Education           | <input type="checkbox"/> Justice System/Incarceration |
| <input type="checkbox"/> Health Care         | <input type="checkbox"/> Police Brutality             |
| <input type="checkbox"/> Housing/Segregation | <input type="checkbox"/> Voting Rights                |

### **Step 2: RESEARCH**

Research your chosen topic. Use this [curated folder of resources](#). Answer the following questions with your research:

- How does this topic relate to Systemic Racism?
- What are the historic origins of the topic? (idea: create a timeline, tell us how we got to this place in a creative/interesting way)
- How does this topic of systemic racism impact peoples' lives?

### **Step 3: PRESENTATION**

Create a presentation to inform your classmates about this topic

*(make a copy of this [template for slideshow](#) and share with group members)*

### **Step 4: POST REFLECTION**

## Calendar

**Topic Preference:** Monday 9/27

**Research & creation of slides:** Tuesday 9/28 - Tuesday 10/5

**Screencast recording:** Tuesday 10/5 - Wednesday 10/6

**Final product due:** Wednesday 10/6

## Rubric

	0	1	2	3	4
<b>Overall content Depth</b>	Information is <b>story based</b> and/or <b>anecdotal</b>	Information is <b>not cited</b> , but <b>appears to be researched</b>	Information presented is <b>researched</b> , but may not be as reliable or evidence based	<b>Most information</b> is researched utilizing <b>pre-selected resources</b>	Information is <b>thoroughly researched</b> utilizing <b>pre-selected resources</b>
<b>Background &amp; History</b>	<b>Neither</b> the timeline nor history of the issue is presented	Only the <b>timeline or history</b> of the issue is presented. <b>One of the elements is missing</b>	The <b>timeline and history</b> of the issue is <b>presented</b>	The <b>timeline and history</b> of the issue is <b>thoroughly explained</b>	The <b>timeline and history</b> of the issue is <b>thoroughly explained</b> so that viewers understand <b>multiple perspectives</b> .
<b>Connection to other topics</b>	<b>No attempt</b> to connect the issue to other Ethnic Studies topics. No connections to peoples' lives were made.	An <b>attempt to connect</b> to other Ethnic Studies topics and peoples' lives is made, but is missing connections and/or the <b>connections are very loose</b> .	An <b>attempt to connect</b> to other Ethnic Studies topics and peoples' lives is made, but <b>not entirely clear</b> .	<b>Connection</b> to topics we have studied in Ethnic Studies is <b>clear</b> . There is an <b>example</b> of how the issue connects to peoples' lives.	<b>Connection</b> to topics we have studied in Ethnic Studies is <b>clear</b> . There is a <b>thorough explanation</b> of how the issue connects to peoples' lives.
<b>Participation (individual grade)</b>	Group member was <b>present at least half</b> of the days of the project, but <b>did not consistently contribute</b> .	Group member was <b>present most</b> days of the project, but <b>did not consistently contribute</b> .	Group member was <b>present and active most of the days</b> of the project.	Group member was <b>present and highly productive most days</b> of the project.	Group member was <b>present and highly productive all days</b> of the project.
<b>FINAL SCORE (AVERAGED) TO BE ENTERED INTO THE GRADEBOOK</b>					

### PARTICIPATION TRACKER:

T: 9/28	W: 9/29	TH: 9/30	F: 10/1	W: 10/6	T: 10/5