

Unit 3: Joy & Justice

Unit Assessment/Final Project

Intro to ETHS | Spring 2023

Congratulations! You've made it to the end of the course. It is my sincere hope that you've learned a lot and gained some new perspectives on the topics we have discussed in class. The last unit in Intro to Ethnic Studies is Unit 3, Resistance, Transformation, Action and Change. The unit's final project will be creating a product that focuses on demonstrating the knowledge you've gained in the last 19 weeks and more importantly, what you will do with that knowledge to take action!

Final Checklist

Check when completed	Action	Due Date
	<ul style="list-style-type: none">Decide on individual or group Final Action Project	Beginning of class on Friday, May 12
	<ul style="list-style-type: none">Final Course Evaluation & Class Pic!	Monday, 05/22
	<ul style="list-style-type: none">Final Project & Presentation	Your Final Day 2nd - Tuesday, May 23 at 8:30am 6th - Thursday, May 25 at 8:30am

Last weeks of Ethnic Studies

Monday	Tuesday	Wednesday	Thursday	Friday
05/08	05/09	05/10	05/11	05/12 Receive Final Project Directions & Decide Project & Begin working
05/15 Work on Final Project and Presentations	05/16	05/17 Work on Final Project and Presentations	05/18	05/19 Work on Final Project and Presentations
05/22 (30 min. Class periods) End of Course Survey Class Photo	05/23 2nd Period Final 8:30am	05/24	05/25 6th Period Final 8:30am	



#thisisethnicstudies - What have you learned and how will you take action?



Your final project will showcase your knowledge after 19 weeks in the course. Use **Your Justice Manifesto** as inspiration!

You will have a choice to work individually or in a small group. All projects will be presented on Final Day.

What have you learned and how do you plan to take action?

You will complete two items:

 Submit a Product (Product + Reflections)	 Present your Product to the Class
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 Individual or Partner Product Options - CHOOSE ONE Option!	 Group of 3 or 4 Product Option
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Artivism

Artivism is often created and used collectively to inform others about social justice issues, declares public objection to the issue, and persuades others to join in action to address it.

Option #1: Street Art is a key outlet for protest artists and includes murals and graffiti in public spaces. For this project, you can use poster board, painting canvas, fabric or other materials, or digital/graphic design. Street Art can also take the form of zines or sculptures. [[inspiration](#)]

- Focus on the knowledge you've gained in this course and showcase the essential knowledge.
- Select a particular social justice issue (check with Mrs. Fichera before proceeding)
- Emphasize action in your piece (what will you do with your knowledge now that you have it)

Option #2: Photography Essays can change the public's perception of protest, which makes the role of photojournalists, novice documentarians, and vloggers critical. For this project, you will select 5-7 images each with (a) one paragraph for each image explaining the photo selection (background/context, significance, and why you chose the photo) and (b) one concluding paragraph that ties them all together. How do these images connect (as a collection) to Ethnic Studies? [[inspiration](#)]

Product to be submitted:

- Street Art Piece or Photography Essay
- 4-6 Sentence Written Explanation of Art:
 - Why did you choose to complete this option and which topics does your project address?
 - What in your art piece explains the actions that you will commit to?
- 5-8 Sentence Written Reflection:
 - What is your biggest takeaway from ethnic studies?
 - How does this project reflect your knowledge gained?
 - What actions are you personally committing to fight against racism and sexism (or other I's of oppression)?

Your product will be presented to the class on the day of your Final. This presentation will be approximately 2 minutes long.

Public Service Announcement Video

Create a public service announcement or PSA video (minimum 3 mins and max 5 mins) about a topic (or topics) we've covered in Ethnic Studies that educates a greater audience. Each group member must speak.

A PSA is a message shared with the general public that raises awareness about an issue. Although most public service announcements have the overarching goal of informing their audience, a PSA may also serve to inspire the public to take action or make a change. Can be an iMovie, Adobe Spark, [Screencastify](#) or comparable format. [[inspiration](#)]

Ideas include

- How to be an Ally to Target Groups - Choose a specific -ism and ways to combat the 4 I's of Oppression
- Current Events & how it relates to ETHS
- Institutionalized Racism - what and where?
- #thisisethnicstudies
- Your choice!

Product to be submitted:

- Public Service Announcement Video
- 4-6 Sentence Written Explanation of Video:
 - Why did you choose to complete this option and which topics does your project address?
 - What in your video explains the actions that you will commit to?
- 5-8 Sentence Written Reflection:
 - What is your biggest takeaway from ethnic studies?
 - How does this project reflect your knowledge gained?
 - What actions are you personally committing to fight against racism and sexism (or other I's of oppression)?

Products will be shown or presented to the whole class on the day of your Final.

Final Project Rubric - Intro to Ethnic Studies, Spring 2023

Exceeds (4) [55-60 points]	Meets (3) [49-54 points]	Approaching (2) [44-48 points]	Not Observed (1) [36-43 points or 0-35 points]
<p>PRODUCT = Student does an amazing job demonstrating their knowledge of the topic and/or product. It is clear the student did a lot of research to extend their knowledge. WOW! [24]</p> <p>REFLECTION = Heavy emphasis on action and reflection. Is very deliberate and detailed on how they plan to take action. Is very reflective about their project and takeaways from the course. WOW! [16]</p> <p>PRESENTATION = Student's presentation hits time requirement AND covers all aspects of the project. It is obvious that student prepared and rehearsed prior to final date. WOW! [8]</p> <p>ACTIVE LISTENING = Student is practicing good listening skills (eye contact, body language). May ask a question or demonstrate engagement in other ways. [4]</p> <p>OVERALL EFFECTIVE EFFORT & CREATIVITY = Student is extremely creative in product. Effective effort is seen throughout the product and presentation. Exceeds expectations! WOW! [4]</p> <p>COMPLETION = Student submitted their final on their period's final block. [4]</p>	<p>PRODUCT = Student adequately demonstrates knowledge of content and or topic as covered in class. [18]</p> <p>REFLECTION = Student adequately reflects and states action they plan to take. The student reflects on their biggest takeaway. [12]</p> <p>PRESENTATION = Student's presentation hits the 2 minute - 2:30 minute range. Spoke for 2 minutes, but might not have addressed all parts of the project, or may have gone over time requirement. [6]</p> <p>ACTIVE LISTENING = Student is practicing good listening skills (eye contact, body language). May ask a question or demonstrates engagement in other ways. [4]</p> <p>OVERALL EFFECTIVE EFFORT & CREATIVITY = Student is adequately creative and demonstrates effective effort in most areas of the product and/or presentation. [3]</p> <p>COMPLETION = Student submitted their final on their period's final block. [4]</p>	<p>PRODUCT = Student demonstrates some knowledge of content, but may seem incomplete or lacking. [12]</p> <p>REFLECTION = Student attempts to complete a reflection, but is lacking in analysis or thought. [8]</p> <p>PRESENTATION = Student does not meet 2 minute time requirement. [4]</p> <p>ACTIVE LISTENING = May be distracted during presentations. Does not show consistent active listening skills. [2]</p> <p>OVERALL EFFECTIVE EFFORT & CREATIVITY = Student's creativity or effort is approaching expectations in both the product and presentation. [2]</p> <p>COMPLETION = Student submitted their final on their period's final block.</p>	<p>PRODUCT = Student's demonstration of knowledge is incomplete or lacking. [6]</p> <p>REFLECTION = Does not complete [0- 4]</p> <p>PRESENTATION = Student does present [0-4]</p> <p>ACTIVE LISTENING = Is distracted or does not demonstrate listening skills throughout presentations. [1]</p> <p>OVERALL EFFECTIVE EFFORT & CREATIVITY = incomplete or missing product [0]</p> <p>COMPLETION = Student submitted their final late, after their period's final block. [0]</p>