

Unit 3: Joy and Justice

Unit Assessment/Final Project

Intro to ETHS | Fall 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. Unit 3, Joy and Justice, has been about brainstorming your vision for a just society alongside studying social justice movements and activists for examples of others who have worked toward creating a just society. The unit's final project will be your opportunity to creatively articulate your vision for a just society and how to take action!

Final Project Checklist

Check when completed	Action	Due Date
	<ul style="list-style-type: none">Decide on partner or group project optionBegin working	Beginning of class on Thursday, December 7 (Class time to work 12/12, 12/13, and 12/15)
	<ul style="list-style-type: none">ALL projects duePresentations begin	Monday, December 18
	<ul style="list-style-type: none">Presentations continue	Tuesday, December 19
	<ul style="list-style-type: none">Presentations continueCourse EvaluationCelebration and closure	Your Final Day Thursday, December 21 at 8:30am Friday, December 22 at 8:30am

Here's what you need to submit on Monday, December 18:

- Art Piece or Social Activist Toolkit or Memorial or PSA
- 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 tools do I have and what do I need to develop in order to make a difference?*
 - How does this project reflect your knowledge gained?*
 - What is your biggest takeaway from ethnic studies?*

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

Unit 3's Essential Questions

- ★ How do systems impact people and how do people impact change in the system(s)?
- ★ What role do individuals play in the transformation of themselves, their community and larger society?
- ★ How can we foster solidarity and use it as a vehicle for collective liberation?

What tools and resources can we use to advocate for change to make a just society?



Group of 2 Options - CHOOSE ONE Option!

Option #1: Art is a powerful way for social activists to communicate about injustices and create change. Art can be transformative for both the audience and the artist. For audiences, art can appeal to the listener or viewer on a sensory level helping them to understand the issue in a new way. For artists, the creative process can help heal hurt or channel rage around an issue in a way that promotes healing.

Select one option: Illustrations (posters, graphic novels), murals made with paint or chalk, photography exhibits, zines, sculpture, or original songs/music created and performed. [[inspiration](#)] [[inspiration](#)]
[Amplifier](#)

- 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)
- Focus on the knowledge you've gained in this course and showcase the essential knowledge.

Option #2: Social Justice Activist Toolkit is a digital or physical collection of curated materials that enable the supporters of your cause to take action. In this toolkit, you will give people the guidance, information, and tools necessary to step in and effect change. You can create a "general" or "cause-specific" toolkit from a class topic/lesson.

To get the change you want, you will need in your toolkit:

- Background information: Think about the main challenges to your cause and the communities that are affected by them. What are the major obstacles to finding or implementing positive, lasting change? These can range from deep structural and systemic issues to concrete daily interactions.
- Key talking points about the change you want to see (What are your demands? Why should people care?)
- Supporters (What audience do you want to reach? What do you want them to learn?)
- Paths to Action: What 2-3 strategies people take to work towards change? What are some solutions?
- Create 2 marketing samples: social media post, poster, stickers, pamphlets, or brochures



Group of 3 Options - CHOOSE ONE Option!

Option #1: Memorials are places symbolizing the life and accomplishments of an individual or an event, bringing meaning and understanding to future generations. Artists use sculpture, architecture, art or open space to either (a) create places designed for contemplation or reassessment or (b) to shock, unsettle and force us to confront what happened.

Create a physical memorial about a social justice movement or activist using the following guidelines:

- What social justice movement or activist do you want to memorialize and why? How is the movement or person connected to ETHS?
- What messages will the memorial convey? (Are you informing, documenting, educating, or calling people to action around this message?)
- Who is the intended audience?
- Where will the memorial be located and why this location?
- How will the memorial communicate your ideas? What specific materials, forms, imagery, or words will it include? (Design)

Option #2: 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!

Final Project Rubric - Intro to Ethnic Studies, Fall 2023

Exceeding [90-100 points]	Meeting [80-89 points]	Approaching [70-79 points]	Emerging/Not Observed [Below 70 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! [30]</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! [20]</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! [20]</p> <p>ACTIVE LISTENING = Student is practicing good listening skills (eye contact, body language). May ask a question or demonstrate engagement in other ways. [10]</p> <p>OVERALL EFFECTIVE EFFORT & CREATIVITY = Student is extremely creative in product. Effective effort is seen throughout the product and presentation. Exceeds expectations! WOW! [10]</p> <p>COMPLETION = Student submitted their final on their period's final block. [10]</p>	<p>PRODUCT = Student adequately demonstrates knowledge of content and or topic as covered in class. [26]</p> <p>REFLECTION = Student adequately reflects and states action they plan to take. The student reflects on their biggest takeaway. [17]</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. [17]</p> <p>ACTIVE LISTENING = Student is practicing good listening skills (eye contact, body language). May ask a question or demonstrates engagement in other ways. [8]</p> <p>OVERALL EFFECTIVE EFFORT & CREATIVITY = Student is adequately creative and demonstrates effective effort in most areas of the product and/or presentation. [8]</p> <p>COMPLETION = Student submitted their final on their period's final block. [8]</p>	<p>PRODUCT = Student demonstrates some knowledge of content, but may seem incomplete or lacking. [23]</p> <p>REFLECTION = Student attempts to complete a reflection, but is lacking in analysis or thought. [15]</p> <p>PRESENTATION = Student does not meet 2 minute time requirement. [15]</p> <p>ACTIVE LISTENING = May be distracted during presentations. Does not show consistent active listening skills. [7]</p> <p>OVERALL EFFECTIVE EFFORT & CREATIVITY = Student's creativity or effort is approaching expectations in both the product and presentation. [7]</p> <p>COMPLETION = Student submitted their final on their period's final block. [7]</p>	<p>PRODUCT = Student's demonstration of knowledge is incomplete or lacking. [0-20]</p> <p>REFLECTION = Does not complete [0-13]</p> <p>PRESENTATION = Student does not present [0-13]</p> <p>ACTIVE LISTENING = Is distracted or does not demonstrate listening skills throughout presentations. [0-6]</p> <p>OVERALL EFFECTIVE EFFORT & CREATIVITY = incomplete or missing product [0-6]</p> <p>COMPLETION = Student submitted their final late, after their period's final block. [0-6]</p>