

Personal Identity Memoir Common Task Quarter 1

*With myself I share my past,
a history of triumphs not forgotten
but evolving, making way for a present being
unknown to me now, until I uncover myself again later.*

—Rebecca Ruppert Johnson

Activity Title: Personal Identity Character Sketch

Purpose of Activity: You will develop a fuller understanding of your personal identity and inform your audience about how your experiences and aspects of your identity impact your daily life. Through the *Personal Identity Character Sketch* individuals communicate ideas with each other and have the opportunity to explore other perspectives and realities in order to break down barriers and create community.

Task: Using your levels of culture and chosen identity graphic organizer, create a *Personal Identity Character Sketch* focusing on the intersectionality of your culture and another way that you identify yourself (your race, ethnicity, gender identity, sexual orientation, class or another identity factor not listed here).

Content: Your final product should include exploration of the following questions:

- How do you define yourself culturally?
- What is the secondary way of defining yourself?
- How does intersectionality impact the way you identify yourself?
- How do other people view you and how do these perceptions impact your identity?
- How do these aspects of your identity shape your experiences?

Format: This project may take the form of a documentary video, a prezi or slideshow presentation, a book chapter, song, poem, or picture book.

Adapted From :<http://sundown.afro.illinois.edu>; Courageous Conversations (Singleton & Linton, 2006)

Five Approaches to Social Justice Activism

Increasing Vulnerability for the Activist ...

1. Food, Festivals, & Fun

Activism at this stage is based on cultural events and “celebrating diversity,” usually through cross-cultural programs and activities. Events tend to focus on surface-level cultural awareness, and often actually contribute to the stereotypes they are meant to challenge. People at the Food, Folks, and Fun stage might host an International Fair, a Multicultural Night, or a Diversity Fashion Show. Although these events have the potential to bring people together across difference, they do not have the potential to address injustices such as racism, sexism, classism, or homophobia.

2. Charitable Giving

One way we can contribute to social justice movements is by donating money or other goods to human rights organizations such as Amnesty International, United for a Fair Economy, the Humane Society, or even a local food shelf. People often choose this route to activism when they want to do something that will ease their own conscience, but don’t want to associate in any deeper way with a particular cause.

3. Individual Advocacy

An important part of being a social justice activist is building personal relationships with people who are less privileged than you are. People whose activism primarily takes this approach empathize deeply for the ways in which injustices affect people at an individual level—particularly the people with whom they have build personal relationships. However, they are not quite ready (or willing) to risk their own privilege by pushing for systemic change. So they draw on their privilege in smaller ways, serving as an ally or advocate to individual people who are being discriminated against.

4. Service & Volunteerism

Opportunities to work for social justice through service and volunteerism are endless. You can organize a fundraiser for a human rights organization, help build houses for the economically disadvantaged, volunteer at a battered women’s shelter, or get trained to become an anti-homophobia educator. The key point, though, is that you are *actively involved beyond an individual advocacy level*. You are doing the *work* of social justice, not simply supporting that work philosophically. (To clarify, what often passes as “service” is really charitable giving. Service and volunteerism require that we work *with* oppressed communities, avoid the “savior syndrome,” and abolish the hierarchies that remain in place when, for example, wealthy kids are sent into poor neighborhoods to do service-learning, but never discuss how their relative wealth *is connected with* the relative poverty of the people inhabiting those neighborhoods.)

5. Systemic Reform for Social Justice

Activists who see themselves as systemic reformers focus their energies on fighting for larger social change. They might see charitable giving, individual advocacy, and some other approaches to activism as misguided and inconsequential because these approaches fail to address the systemic nature of injustice. So systemic reformers are determined to organize and act on a larger scale in order to change laws, policy, and larger social conditions. They are less interested in educating *about* racism as it exists than with *eliminating* racism; less interested in celebrating diversity than in transforming institutions for equity and justice; less interested in lifting individual people out of poverty than in demanding the eradication of poverty.

4.1. Present yourself to the world

Identity

The state of having unique identifying characteristics held by no other person or thing. The individual characteristics by which a person or thing is recognized.¹⁸



Everyone has their own identity, which is determined by a long list of characteristics. Name as many aspects as you can, that shape your identity in real life.

PASSPORT

NAME:

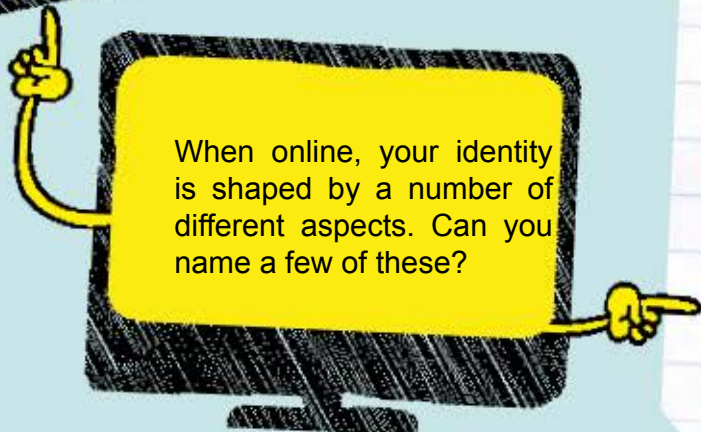
DISTINGUISHING FEATURES:

ASPIRES TO:

INTERESTS:

OTHER:

Just as in the offline world, you develop an online identity when you are active on the web.



1 the photos you post of yourself

2

3

4

5

6

7

8

¹⁸ Collins (2012), 'Identity' (online), <http://www.collinsdictionary.com/dictionary/english/identity>, consulted on 8/11/2012.

Your online reputation is often based on the details people find about you, the data you yourself have published and the images of you available on the web.

Daniel Solove The Future of Reputation

"Gossip can unfairly stain a person's reputation; it often exists as a bundle of half-truths and incomplete tales."¹⁹

My social networking profile?
It's my online identity.

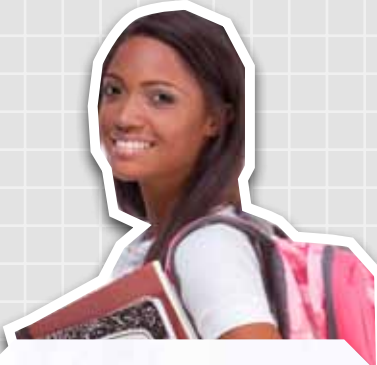


Luboš



The information others may find on the web can represent you in the wrong way. Of course, much of this information may be taken out of context. But this is irrelevant, because once someone has seen an image or content that relates to you they will have already formed an opinion about you.

➔ What impression do these images convey?



I know that universities are going to look me up online, so I've decided to create a really strong, positive profile. If they're going to go looking then I might as well make the most of that and show them what I want them to see!

Being online is great, none of my friends are into the same music as I am and some of them think the way I dress is a bit weird. But online I'm accepted, I can find others who think in the same way that I do, they get me, I don't have to pretend to be someone I'm not.

▶ Are there any other situations where your online profile can be used positively?

¹⁹ Solove, D.J. (2007), 'The Future of Reputation', New Haven: Yale University Press, p. 189.

4.2. Me, myself and I

Obtained via MPIA by Judicial Watch, Inc.

Persona

The particular type of character that a person seems to have, which is often different from their real or private character.²⁰

➔ Your identity is not a fixed state; not only can it change over time, but one person can also manage multiple identities depending on the context they find themselves in. Can you define the different identities you might adopt in the following situations?

School

YOU



Home

(e.g. with your parents; your grandparents; your brothers and sisters)

Local community

Job market

- Responsible young person
- Youth worker
- Employee at the local bakery on Sundays

Social network communities

²⁰ Cambridge Dictionaries online (2013), 'persona' (online), <http://dictionary.cambridge.org/dictionary/british/persona?q=persona>, consulted on 19/12/2012.

➔ Select four of the “different” identities you’ve adopted in the previous exercise and fill in the requested information in the identity map.


Situation:

Characteristics:

How I communicate:

Activities:

YOU



Situation:

Characteristics:

How I communicate:

Activities:

Situation:

Characteristics:

How I communicate:

Activities:

Situation:

Characteristics:

How I communicate:

Activities:

➔ Many social networks now provide users with the opportunity to categorise their online friends into different “groups” and choose what sort of content to share with each group. What sort of groups would you find it helpful to create and what level of access would you give to your “friends” in each?

	Sort of group	Level of access
1	Close school friends	
2		
3		
4		
5		
6		
7		

4.3. The truth, and nothing but the truth?

Obtained via MPIN by Judicial Watch, Inc.

Deception

Involves acting in such a way that leads another person to believe something that you yourself do not believe to be true.²¹

When constructing our online identities, the question often arises as to whether we always need to provide accurate information about who we are. Where do we draw the line between conscious shaping of our identities and “**Identity Deception**”?

➔ What do you think of the scenarios below? Do you agree with the actions of these people? Is it acceptable to do this? Are there better courses of action that could have been taken?

▶ **Sarah** is 12, but really wants to have an account on Facebook. As the terms and conditions of the site state that she must be at least 13, she creates a profile where she presents herself as an 18 year old girl.

Is it acceptable? Why?

A better course of action would have been to ...

▶ Though **Tom** is a real party boy, he has created a public profile on LinkedIn which only shows the degrees he has obtained in school and some hobbies that might convince employers to give him a job. He doesn't mention his love of dancing and partying because he thinks this could give the wrong impression.

Is it acceptable? Why?

A better course of action would have been to ...

▶ Though the social networking website that **Laura** wants to register on demands her real name, she decides to use a false name.

Is it acceptable? Why?

A better course of action would have been to...

²¹ Truth about Deception (2012), 'What is the Definition of Deception?' (online), <http://www.truthaboutdeception.com/lying-and-deception/ways-people-lie/what-is-deception.html>, consulted on 8/11/2012.

- ▶ **Bart** has a problem he doesn't want to talk about with his parents or his friends. He hides his identity in an online support network, so he can speak more openly.

Is it acceptable? Why?

A better course of action would have been to ...

- ▶ In school **David** is always very shy, but when he plays his favourite online game he absolutely loves to take the lead and fight other players.

Is it acceptable? Why?

A better course of action would have been to ...

- ▶ **Julie** just opened a restaurant. To encourage potential clients to come and have dinner, she creates a profile under a different name, writes a very positive review of her restaurant and encourages some of her close family and friends to do the same.

Is it acceptable? Why?

A better course of action would have been to ...

- ▶ **Anne** and **Sophie** are huge fans of the Lord of the Rings movies. When they communicate with other fans online, they pretend to be descendants of the Elf people and present themselves as Amarië and Aredhel.

Is it acceptable? Why?

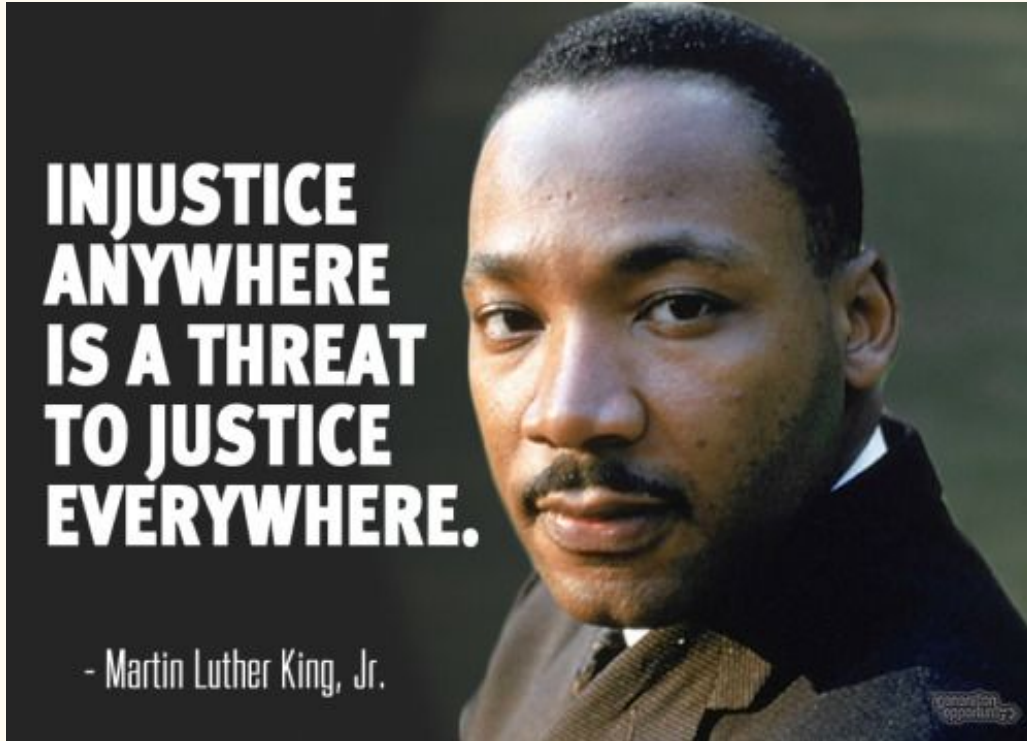
A better course of action would have been to ...

When Justice Isn't Served

Digital Literacy 3
Quarter 2



Activator



1. What do you think Martin Luther King Jr. meant by this statement?
2. Do you agree or disagree? *Explain why.*

Terms Review

- **Justice** - The maintenance of what is just and fair according to the ideals of a society
- **Injustice** - An unjust act; unfair treatment; a violation of the right(s) of a person or group

Essential Question

How might you respond when you feel like an injustice has occurred either to yourself or to someone else?

When Justice Isn't Served

Although we have a **legal system** in place to maintain **justice**, sometimes people disagree with the decisions the courts make and thus feel like justice has not been served (which makes it an **injustice**).



Injustice can occur in many different ways

What are some **examples of injustice that you've either experienced or learned about through the media?**

-
-
-
-
-

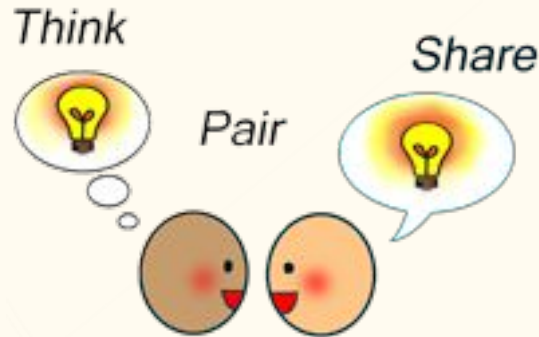
Injustice can occur in many different ways

Those who have **power** in our society have historically **oppressed** groups of people with less **power**. Thus these groups tend to experience more **injustices** in our society than others.

- Racism
- Sexism
- Nativism
- Religious discrimination
- Classism
- Ableism
- Heterosexism/Homophobia
- Transphobia/Cisgenderism

*What do you think happens when **justice** isn't served?*

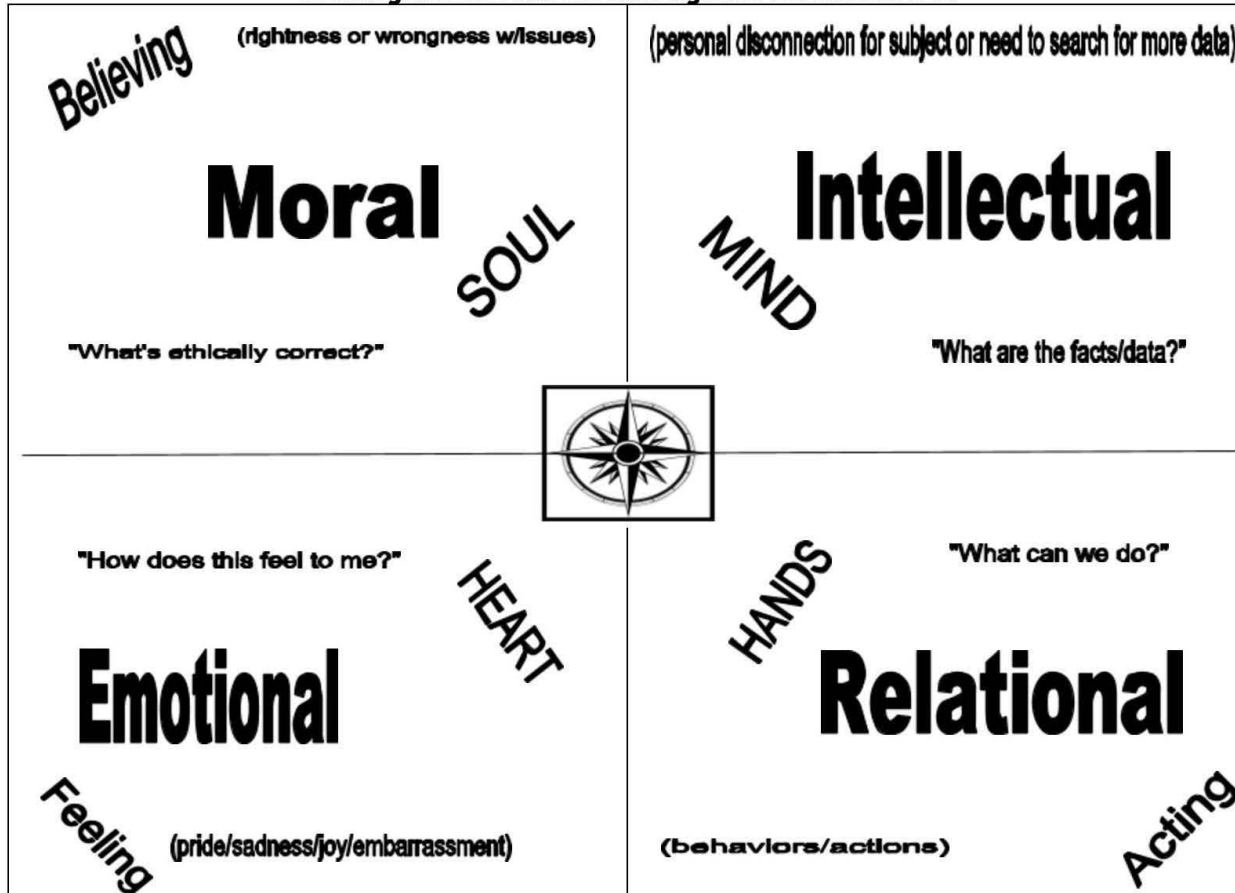
What can a person do to respond to a situation where they believe that **justice** has **not** been served? What are your options?



The Compass

Obtained via MPIA by Judicial Watch, Inc.

A Navigational Tool for Courageous Conversations



(Adapted from: Courageous Conversations about Race, by Glenn Singleton & Curtis Linton, Corwin Press)

Scenarios of Injustice

Work together with your group to determine how you would address your scenario of injustice.

- One person must be the **Recorder**
 - This person writes down the group's ideas
- **Everyone** must prepare to present your ideas to the class

Scenarios of Injustice

Scenario #1

One day during lunch, your student council sets up a table in the cafeteria and starts to sell student council t-shirts for a fundraiser. You head over to the table to check out a shirt. On the label, you read that the shirt was made by a company that is known for its use of **sweatshops***. Concerned, you take a look at the tag on your Basketball State Champions tee-shirt that you bought from the school the year before, and find out that it is made by that same company. Upset that your school seems to be supporting a company that has **unjust labor practices***, you mention it to your friends and decide to do something about it.

Scenarios of Injustice

Scenario #2

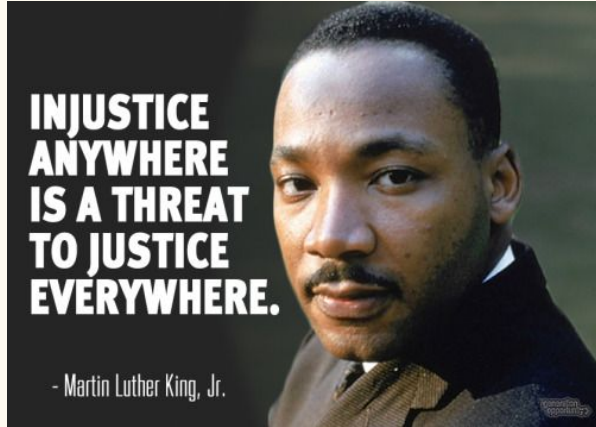
One day after school, you head to McDonald's with a few of your friends. You all get some food and decide to share fries. You're joking around and having a good time when suddenly you see two men start fighting outside in the parking lot. Everyone rushes out to see since the fight is pretty intense. The police arrived shortly thereafter and separate the two men. The police immediately put handcuffs on one of the men, while they simply make the other sit on the curb. The man with handcuffs is Black and the man sitting on the curb is White. You watch one of the policemen question the White man and take down notes. The other police officer holds the Black man facedown on the ground the whole time. The police officer then forces the Black man to get up and get in the police car. The White man shakes hands with the policemen and walks away.

Scenarios of Injustice

Scenario #3

You are a 26 year old woman who has been working at Chase Bank for three years. You work hard and often meet or exceed the goals set for your position. You enjoy your job and get along with your coworkers. Your office recently hired a new employee, a 23 year old male. This is his first full-time job after college. You come to find out that his salary is higher than yours. Although he was just hired for the same position you have, the company is paying him \$5,000 more than they are paying you. You talk to some of your other female and male coworkers and discover that almost all the men are making more money for doing the same job as the women.

*What can happen when **justice** isn't served?*



**Write a paragraph reflecting on your
scenario of injustice.**

- *What can a person do to respond to a situation where they believe an injustice has occurred?*
- *How does their position on the compass impact their viewpoint of the situation?*
- *What emotions does the person experience?*
- *Does it seem like the injustice will be fixed?*

Lesson Sequence 1: **Determining and Maintaining Justice in our Society**

Obtained via MFLA by Judicial Watch, Inc.

Name: _____

Date: _____ Period: _____

Determining Justice vs. Injustice

Directions: After completing the Justice vs. Injustice card grouping activity with your partner(s), determine which THREE words *BEST* represent each of these concepts. Type them in the boxes below.

JUSTICE	INJUSTICE

Write a definition of each term. Include the words you listed above in your definition.

- **Justice -**

- **Injustice -**

Maintaining Justice in our Society

Directions: Click here to watch the [BrainPop Video on the Court System](#). Answer the questions below based on the video.

1. Identify and define the two types of court cases.
 - 1.
 - 2.

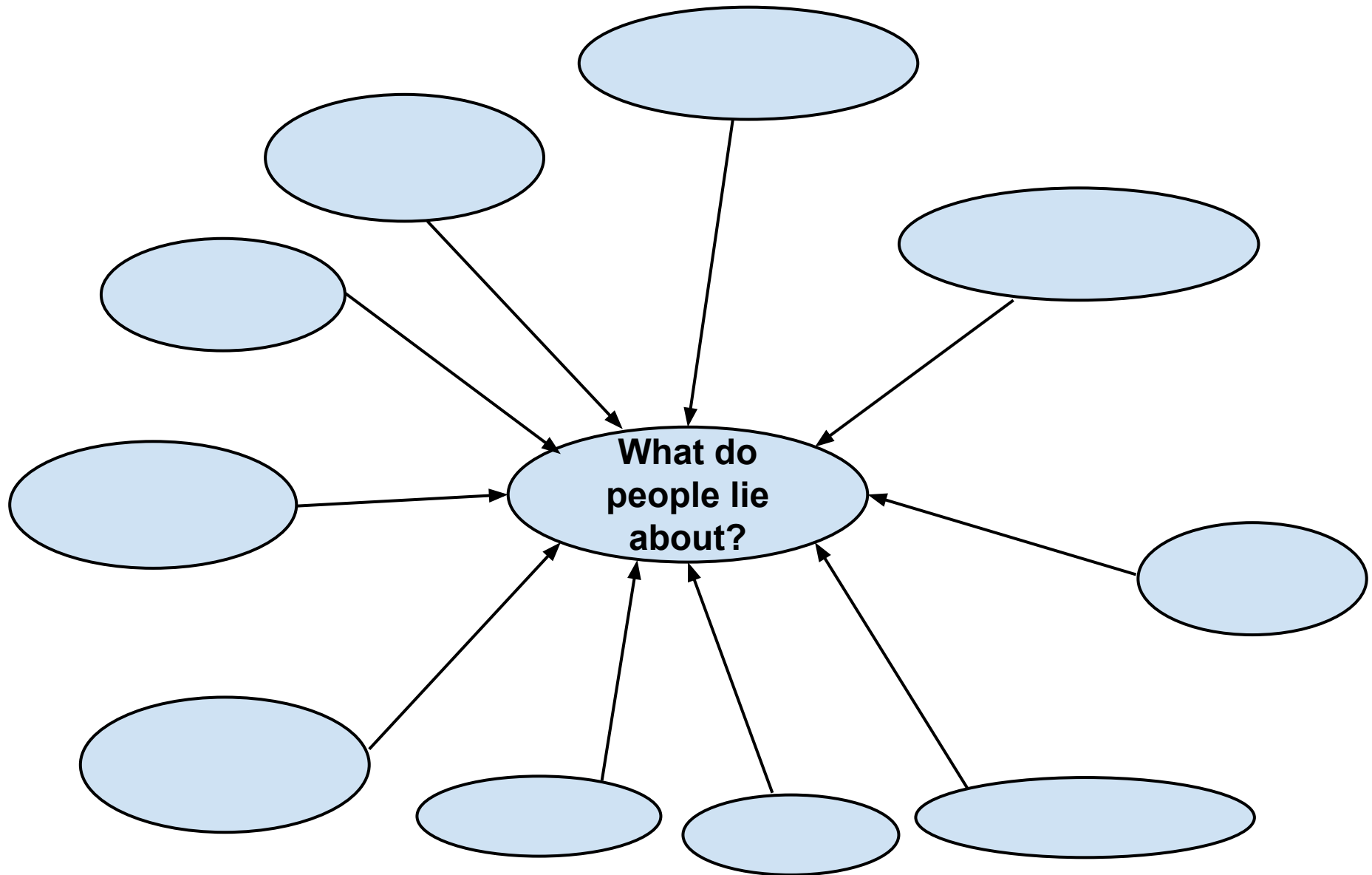
2. What are the two court systems in the United States?
 - 1.
 - 2.

3. What is the highest type of court?

4. What is another name for a judge? Why do you think they are called that?

EXIT CARD: Consider all we've learned and discussed today as you answer the following question in a thoughtful paragraph in the blue box below.

How does the **court system** aim to maintain **justice** in our society?



Exit Ticket – 7 Agreements

1. Be respectful
2. Speak your truth.
3. Understand that not every person shares the same truth.
4. Stay engaged.
5. Listen to understand.
6. Agree to disagree.
7. Be willing to be uncomfortable.

Why is it important to adhere to these 7 agreements when having potentially difficult or challenging conversations?

Exit Ticket – 7 Agreements

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5. Listen to understand.
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7. Be willing to be uncomfortable.

Why is it important to adhere to these 7 agreements when having potentially difficult or challenging conversations?

Reflecting on Ability In My Life

Describe when and how you first recognized differences in ability. It could have been in a positive, negative or neutral way.

Did you feel threatened, minoritized or privileged in this moment? Why?

What's the most important image, encounter you've recently had regarding ability

Did you feel threatened, minoritized or privileged in this moment? Why?

Digital Literacy 3: Quarter 1
Common Task
Obtained via MIPA by Judicial Watch, Inc.
Ability Reflection Graphic Organizer

<p align="center">Family</p> <p>Does anyone else in your family have challenges with ability? How does the adults in your life respond to differences in ability?</p>	<p align="center">Before starting school</p> <p>What messages did you receive about ability of yourself and others?</p>	<p align="center">During Elementary School</p> <p>How did students respond to you or students with disabilities?</p>	<p align="center">In Middle School</p> <p>Did the treatment of students with disabilities change in middle school? How did your challenges with ability impact you in middle school?</p>
<p>What content that we learned is related to these different experiences in the three stages?</p>			

Intersectionality			
How does intersectionality impact the way you identify yourself?	Can you examine another identity that impacts who you are?	How does this aspect of your identity impact your interactions with your family and community?	How does this identity impact perceptions people outside of this identity group view you?

Reflecting on Class In My Life			
Describe when and how you first recognized your socioeconomic class. It could have been in a positive, negative or neutral way.			
What's the most important image, encounter you've recently had regarding your class.	Did you feel threatened, minoritized or privileged in this moment? Why?		
Briefly describe how you felt about being a member of your socioeconomic class in different aspects and stages of your life.	Before starting school	During Elementary School	In Middle School

Digital Literacy 3: Quarter 1
 Common Task
Obtained via MIPA by Judicial Watch, Inc.
 Socioeconomic Class Reflection Graphic Organizer

What content that we learned is related to these different experiences in the three stages?			
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Intersectionality			
How does intersectionality impact the way you identify yourself?	Can you examine another identity that impacts who you are?	How does this aspect of your identity impact your interactions with your family and community?	How does this identity impact perceptions people outside of this identity group view you?

Reflecting on Gender Roles In My Life			
Describe when and how you first recognized your gender as part of your identity. It could have been in a positive, negative or neutral way.			
What's the most important image, encounter you've recently had regarding your gender role?	Did you feel threatened, minoritized or privileged in this moment? Why?		
Briefly describe how you felt about being a member of your gender group (s) in different aspects and stages of your life.	Before starting school	During Elementary School	In Middle School

Digital Literacy 3: Quarter 1
Common Task
Obtained via MIPA by Judicial Watch, Inc.
Gender Roles Reflection Graphic Organizer

What content that we learned is related to these different experiences in the three stages?			
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Intersectionality			
How does intersectionality impact the way you identify yourself?	Can you examine another identity that impacts who you are?	How does this aspect of your identity impact your interactions with your family and community?	How does this identity impact perceptions people outside of this identity group view you?

Reflecting on Race In My Life

Describe when and how you first recognized race. It could have been in a positive, negative or neutral way.

Did you feel threatened, minoritized or privileged in this moment? Why?

What's the most important image, encounter you've recently had regarding race.

Did you feel threatened, minoritized or privileged in this moment? Why?

Family

- Are your parents the same race? Are your brothers and sisters? What about your extended family-uncles, aunts, etc.?
- Where did your parents grow up? What exposure did they have to racial groups other than their own?
- What ideas did they grow up with, regarding race relations?
- What messages do you recall getting from your parents about race?
- What messages did you get from others about race when you were little?

Race Reflection Graphic Organizer

<p>Your Neighborhood</p> <p>What is the racial makeup of the neighborhood you grew up in?</p>	<p>During Elementary School</p> <p>What was the racial, makeup of the students in your elementary school? Of its teachers?</p> <p>What races were represented in your circle of friends?</p> <p>What experienced have you had with race as an elementary schooler?</p>	<p>In Middle School</p> <p>What is the racial makeup of this school?</p> <p>What is the makeup of your circle(s) of friends here?</p> <p>What experiences have you had with race as a middle schooler?</p>

Intersectionality			
How does intersectionality impact the way you identify yourself?	Can you examine another identity that impacts who you are?	How does this aspect of your identity impact your interactions with your family and community?	How does this identity impact perceptions people outside of this identity group view you?

Digital Literacy 3: Quarter 1
Common Task
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Religion Reflection Graphic Organizer

Reflecting on Religion In My Life			
Describe when and how you first recognized your religion. It could have been in a positive, negative or neutral way.			
What's the most important image, encounter you've recently had regarding religion?	Did you feel threatened, minoritized or privileged in this moment? Why?		
Family/Community Do you have a community with people of the same faith? Where do you go to worship?	Before starting school What did you learn about religion before you entered school?	During Elementary School Did you see your religion reflected in your school? Were your classmates of the same faith? Did the holidays and celebrations reflect your faith?	In Middle School How did religion impact you in middle school? Did your belief become stronger as you became older? Why? How did your peers feel about your religion and beliefs?

Digital Literacy 3: Quarter 1
Common Task
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Religion Reflection Graphic Organizer

What content that we learned is related to these different experiences in the three stages?			

Digital Literacy 3: Quarter 1
Common Task
Obtained via MIPA by Judicial Watch, Inc.
Religion Reflection Graphic Organizer

Intersectionality			
How does intersectionality impact the way you identify yourself?	Can you examine another identity that impacts who you are?	How does this aspect of your identity impact your interactions with your family and community?	How does this identity impact perceptions people outside of this identity group view you?

Reflecting on Sexual Orientation In My Life

Describe when and how you first recognized your sexual orientation.

What's the most important image, encounter you've recently had regarding your sexual orientation.

Did you feel threatened, minoritized or privileged in this moment? Why?

Family

Before starting school

During Elementary School

In Middle School

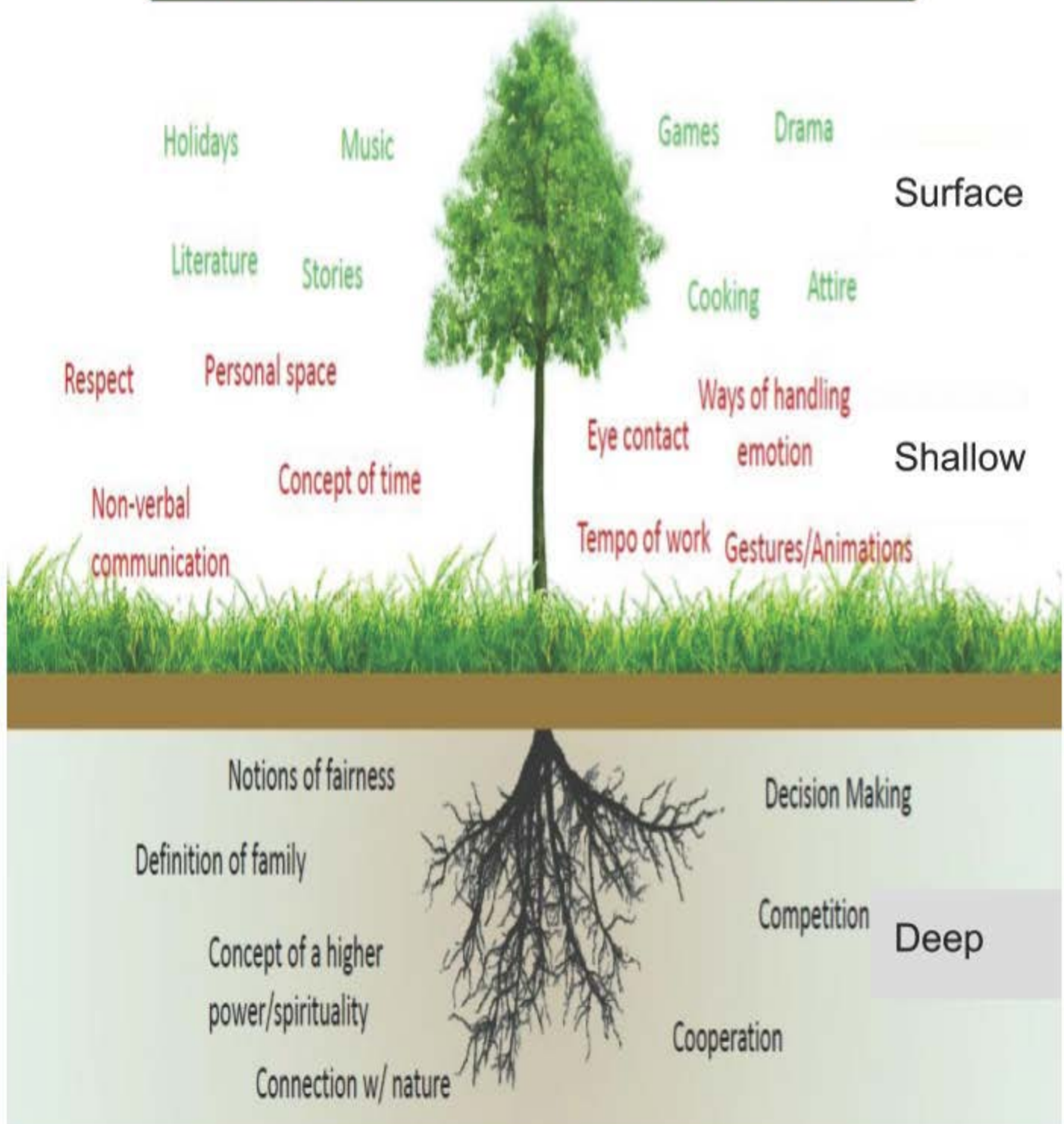
Sexual Orientation Reflection Graphic Organizer

What content that we learned is related to these different experiences in the three stages?			
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Intersectionality			
How does intersectionality impact the way you identify yourself?	Can you examine another identity that impacts who you are?	How does this aspect of your identity impact your interactions with your family and community?	How does this identity impact perceptions people outside of this identity group view you?

The Culture Tree

Our Cultural Frames of Reference



Capture Sheet Part 1: 3 Levels of Culture Assignment

Common Task: Student Culture Tree Graphic Organizer

Obtained via MIPA by Judicial Watch, Inc.

Write a paragraph for each level that will begin to help you define your own, personal culture. Guiding questions are provided to prompt thinking. You do not need to answer them all. Pick one or two guiding questions for each level.

Surface Culture: This level, **the leaves**, is made up of observable and concrete elements of culture such as food, dress, music, games, literature, stories, and holiday.

Guiding Questions:

- ★ How did your family identify ethnically or racially?
- ★ Where did you live - urban, suburban, or rural community?
- ★ What is the story of your family in America? Has your family been here for generations, a few decades or just a few years?
- ★ Were you the first in your family to attend college? If not, who did - your parents, grandparents, or great-grandparents?
- ★ What are some of your family traditions - holidays, foods, or rituals?
- ★ How would you describe your family's economic status - middle class, upper class, working class, or low income? What does that mean in terms of quality of life?
- ★ What family folklore or stories did you regularly hear growing up?
- ★ Who were the heroes celebrated in your family and/or community? Why? Who were the antiheroes? Who were the "bad guys"?

Write your paragraph here:

Shallow Culture: This level, **the trunk**, is made up of the unspoken rules around everyday social interactions and norms, such as respect, courtesy, attitudes toward elders, concepts of time, personal space, nonverbal communication, eye contact, ways of handling emotion, and gestures/animations.

Guiding Questions:

- ★ What metaphors, analogies, parables, or “witty” sayings do you remember hearing from parents, grandparents, aunts, and uncles?
- ★ What did your parents, neighbors, and other authority figures tell you respect looked like?
- ★ What physical, social, or cultural attributes were praised in your community? Which ones were you taught to avoid?
- ★ What got you shunned or shamed in your family?
- ★ What family stories are regularly told or referenced? What message do they communicate about core values?
- ★ How were you trained to respond to different emotional displays - crying, anger, and happiness?
- ★ How were you expected to interact with authority figures? Was authority of teachers and other elders assumed or did it have to be earned?
- ★ Were you allowed to question, or talk back to, adults? Was it okay to call adults by their first name?

Write your paragraph here:

Deep Culture: This level, **the roots**, is made up of tacit knowledge and unconscious assumptions that govern our worldview, such as notions of fairness, definition of family, spirituality, competition, cooperation, decision making, and connection with nature

Guiding Questions:

- ★ What shapes your world view about teaching?
- ★ What messages did you get about intelligence? Did you grow up believing it was set at birth? Did you believe it was genetic?
- ★ Did you believe some groups were smarter than others?
- ★ What messages did you get about why other racial or ethnic groups succeeded or not?
- ★ What did you learn about “doing school”? Was it a place where your culture was comfortable?

Capture Sheet Part 2: Connecting with Your Culture

What do you want your teachers to know about your culture. What types of simple everyday interactions would make you feel welcome and valued in this class? What does your teacher need to know about you and your culture?

Brainstorm your list here.

Capture Sheet Part 3: Defining Culturally Responsive Teaching

Write in your own words what Culturally Responsive Teaching is based on today's learning.

What is Culturally Responsive Teaching?

Culturally Responsive Teachers: A Culturally Responsive Teacher is an teacher who recognizes her students' cultural responds positively to student of all cultures, and can relate to students who are different from them.

What should a culturally responsive teacher do for her students to create a safe and welcoming environments so all students can learn?

Social Justice Movements: Making a Difference

Exploring, Examining, and Explaining
the Catalysts of a Social Justice Movement.

Objective:

You will be able to develop a personalized research project plan and determine how to gather, sort, and analyze relevant information for your project's final presentation.

Obtained via MPIA by Judicial Watch, Inc.

Social Justice Movement Ideas

Give us two movements you found while exploring the time periods during your life and the lives of your key adult figures.



Activator:

Share with us two movements you found while exploring the time periods during your life and the lives of your key adult figures.

Essential Question:

What does a social justice movement involve?

Top 10 Catalysts Timeline

Your task:

Create a timeline for your chosen social justice movement by choosing the 10 most important catalysts and explaining how they impacted the movement's success.

What is a catalyst?

literature

speeches

We Can Do It!

propaganda

Court cases

events

pop culture

art

music



What is a catalyst?

something that quickly causes change or action

Different kinds of catalysts include:

art music speeches events laws movies
court cases pop culture propaganda literature

Your Journey Through a Choice Movement

Explore--look at three (3) or more different web resources and discover the important people, events, ideas, artwork, literature, movies, music, and pop culture that were catalysts for your movement.



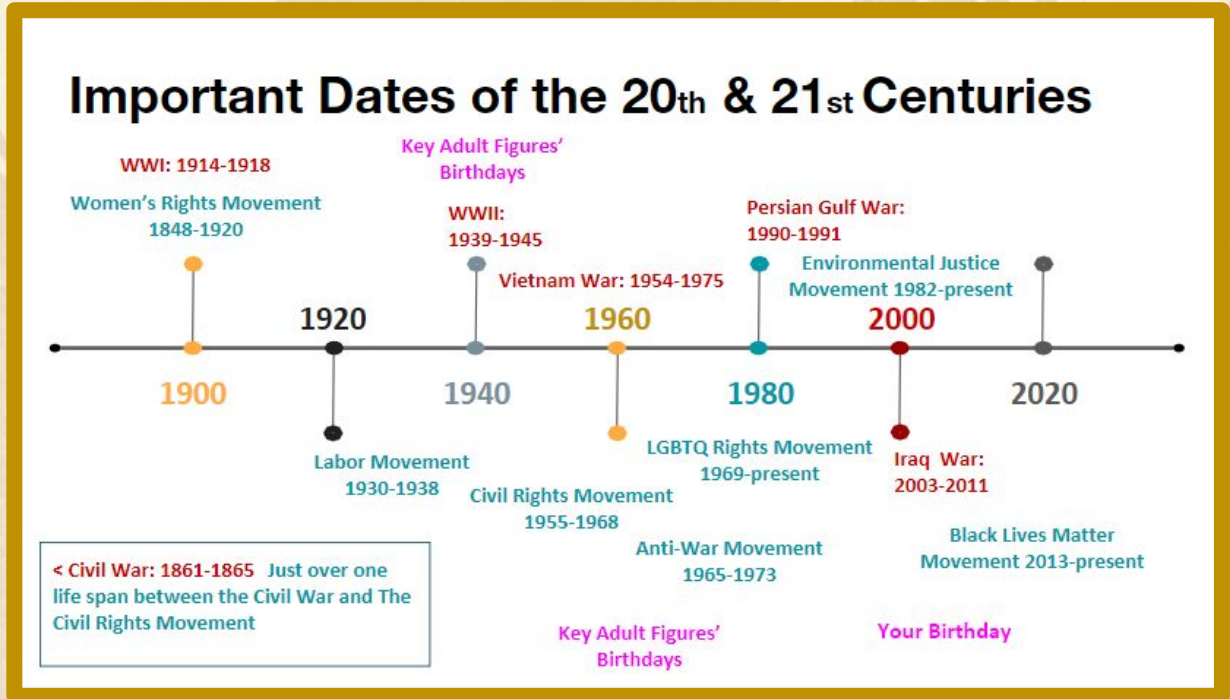
Your Journey Through a Choice Movement

Examine--choose the Top 10 Catalysts you believe had the greatest significance or value to the movement. Which ones do you think had the most effect on the creation, survival, or success of this movement?



What does chronological mean?

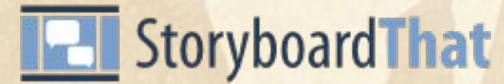
arranged in the
order that things
happened



Your Journey Through a Choice Movement



Explain--create a presentation to show your peers, placing your catalysts in chronological order, and explain why your choices made the Top 10 Catalysts Timeline. Why are they the most important?



Think About It . . .

Any journey a person takes requires preparation. This could mean **mental** preparation, **physical** preparation, or both.

Think back to a journey you've taken (maybe a vacation, a visit to a friend's house, holiday at a relative's, trip to the grocery store . . .). What kind of preparation did you and the others travelling with you make before the trip? Was there anything that might have improved the journey had you thought to do it before the trip?

Make a Plan

Obtained via MPIA by Judicial Watch, Inc.

First Things First: Which Social Justice Movement?

Choose the movement you want to work with and enter it here:

Now Make a Plan!

Where will you begin looking for good ideas to make your **Top 10 Catalysts Timeline**?
Remember, you have to use at least **three (3)** different web resources.

How are you going to collect all of your information?

What types of catalysts would you like to focus on? Remember, you must have at least **four (4)** different types of catalysts represented in your presentation.

How will you present your **Top 10 Catalysts Timeline**?

My Plan

First Things First: Which Social Justice Movement?

Choose the movement you want to work with and enter it here:

Women's Suffrage

Now Make a Plan!

Where will you begin looking for good ideas to make your **Top 10 Catalysts Timeline**? Remember, you have to use at least **three (3)** different web resources.

www.history.com

Britannica School: school.eb.com/levels/middle

decades.sirs.com

www.washingtonpost.com

How are you going to collect all of your information?

I like putting information from one website all together on one page, so I will probably use the graphic organizers that are already made for this project.

What types of catalysts would you like to focus on? Remember, you must have at least **four (4)** different types of catalysts represented in your presentation.

I am hoping to find propaganda posters, major events, music, and literature that had a big impact on women receiving the right to vote.

How will you present your **Top 10 Catalysts Timeline**?

I think I will create an Animoto presentation.

Checking In!

Put your answer--1, 2, or 3 above your name on your planning document!

Now that we have gone over the Social Justice Movement Project and you have had time to develop a plan on how you will complete this assignment, how do you feel about your ability to be successful?

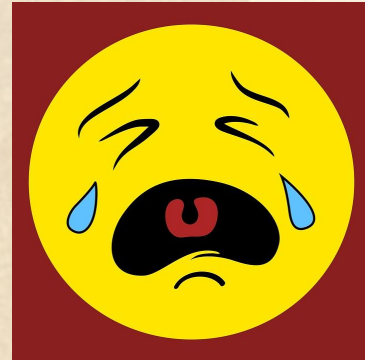
1.



2.



3.



Researching Important Leaders and Organizations

Digital Literacy 3
Quarter 2

Activator



1. What makes a **good leader**?
2. How do you think a social justice movement could benefit from a good leader? *Explain your response.*

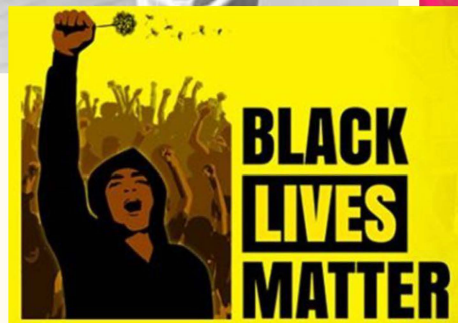
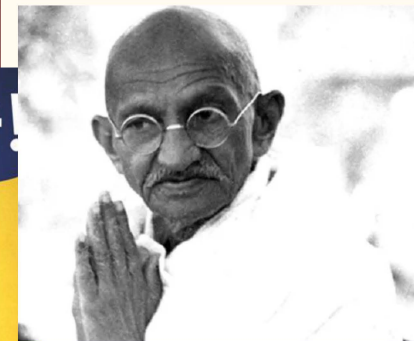
Essential Question

How do effective leaders and organizations impact the progress of a social justice movement?



Obtained via MPIA by Judicial Watch, Inc.

Social Justice Leaders



Researching the Important Leaders

Directions: Refer to your research articles and identify important leaders. Answer the corresponding questions to the best of your ability. You may need to do some additional research in order to answer each question thoroughly. Remember to cite your sources!

#1 - Leader's Name:

- 1. What inspired this leader to get involved and fight for this cause? |**
- 2. Was this leader part of or found any important organizations?**
 - *If so, describe how the organization helped the social justice movement.*
- 3. Through what methods did this leader mainly bring about change for his/her issue?**
 - *Possible options include through: his/her speeches, protests, legal work, artwork, demonstrations, writing, politics, etc.*
- 4. What obstacles did this leader have to overcome?**
- 5. Did this leader achieve his/her goals?**
 - Explain what you think enabled him/her to do so.
- 6. Is this leader's work honored or remembered in our society in any way?**
- 7. Record any key dates relevant to this leader:**

Works Cited

Include the relevant citation information for each source that you referred to when answering the questions above. Add more source information as needed.

Source #1		
Author(s):	Title:	Date Published:
Link:		

Source #2		
Author(s):	Title:	Date Published:
Link:		

Researching Important Organizations

**Some social justice movements were driven more by
than organizations than the faces of individuals.**



Time to Research!



What was **one new and interesting fact** you learned during your research today?



Researching the Important Leaders

Directions: Refer to your research articles and identify important leaders. Answer the corresponding questions to the best of your ability. You may need to do some additional research in order to answer each question thoroughly. Remember to cite your sources!

#1 - Leader's Name:

- 1. What inspired this leader to get involved and fight for this cause?**
- 2. Was this leader part of or a founder of any important organizations?**
 - *If so, describe how the organization helped the social justice movement.*
- 3. Through what methods did this leader mainly bring about change for his/her issue?**
 - *Possible options include through: his/her speeches, protests, legal work, artwork, demonstrations, writing, politics, etc.*
- 4. What obstacles did this leader have to overcome?**
- 5. Did this leader achieve his/her goals?**
 - Explain what you think enabled him/her to do so.
- 6. Is this leader's work honored or remembered in our society in any way?**
- 7. Record any key dates relevant to this leader:**

Works Cited

Include the relevant citation information for each source that you referred to when answering the questions above. Add more source information as needed.

Source #1		
Author(s):	Title:	Date Published:
Link:		

Source #2		
Author(s):	Title:	Date Published:
Link:		

#2 - Leader's Name:

- 1. What inspired this leader to get involved and fight for this cause?**
- 2. Was this leader part of or a founder of any important organizations?**
 - *If so, describe how the organization helped the social justice movement.*
- 3. Through what methods did this leader mainly bring about change for his/her issue?**
 - *Possible options include through: his/her speeches, protests, legal work, artwork, demonstrations, writing, politics, etc.*
- 4. What obstacles did this leader have to overcome?**
- 5. Did this leader achieve his/her goals?**
 - Explain what you think enabled him/her to do so.
- 6. Is this leader's work honored or remembered in our society in any way?**
- 7. Record any **key dates** relevant to this leader:**

Works Cited

Include the relevant citation information for each source that you referred to when answering the questions above. Add more source information as needed.

Source #1		
Author(s):	Title:	Date Published:
Link:		

Source #2		
Author(s):	Title:	Date Published:
Link:		

#3 - Leader's Name:

1. What inspired this leader to get involved and fight for this cause?

2. Was this leader part of or a founder of any important organizations?

- *If so, describe how the organization helped the social justice movement.*

3. Through what methods did this leader mainly bring about change for his/her issue?

- *Possible options include through: his/her speeches, protests, legal work, artwork, demonstrations, writing, politics, etc.*

4. What obstacles did this leader have to overcome?

5. Did this leader achieve his/her goals?

- Explain what you think enabled him/her to do so.

6. Is this leader's work honored or remembered in our society in any way?

7. Record any key dates relevant to this leader:

Works Cited

Include the relevant citation information for each source that you referred to when answering the questions above. Add more source information as needed.

Source #1		
Author(s):	Title:	Date Published:
Link:		

Source #2		
Author(s):	Title:	Date Published:
Link:		

Researching the Impacts of a Social Justice Movement

Your Social Justice Movement:

GOALS: Identify the main **goal(s)** of your movement. *What change(s) do leaders want to see occur in society?*



IMPACTS: How would leaders of your movement know they have made the impact they intended? How would they measure their success?



Research

Goal of the Movement <i>Describe the goal of your social justice movement. You may have the same goal more than once!</i>	Method(s) <i>Describe the main way(s) in which activists aimed to bring this change</i>	Impact <i>Describe the impact the movement made on society. This may be a new law, a change in policy or leadership, etc. To what extent did the movement achieve the intended goal? If it did not fully achieve it, consider why not.</i>	Key Date(s) <i>Record the most relevant, important dates for the timeline</i>	Source <i>Record which source you gathered this information from</i>
Example: <i>The goal of the Civil Rights Movement was to achieve equal treatment of Black people in comparison to White people in America.</i>	<i>Protests, sit-ins, marches, etc.</i>	<i>After years of action, President Lyndon B. Johnson signed the Civil Rights Act of 1964 that made discrimination based on race (among other identity factors) illegal in the workplace and public facilities. This new law serves as concrete evidence of the success of the movement.</i>	<i>July 2nd, 1964</i>	<i>Library of Congress Article</i>
1.				
2.				
3.				
4.				
5.				

Peer Review & Finding Intersections

Quarter 2: Lesson 9

Activator

Let's watch a slideshow presentation together. While watching, go to the classroom Padlet link and give the presentation's creator three piece of **helpful** feedback.



Activator

What does it mean to give:
constructive feedback?



Objectives:

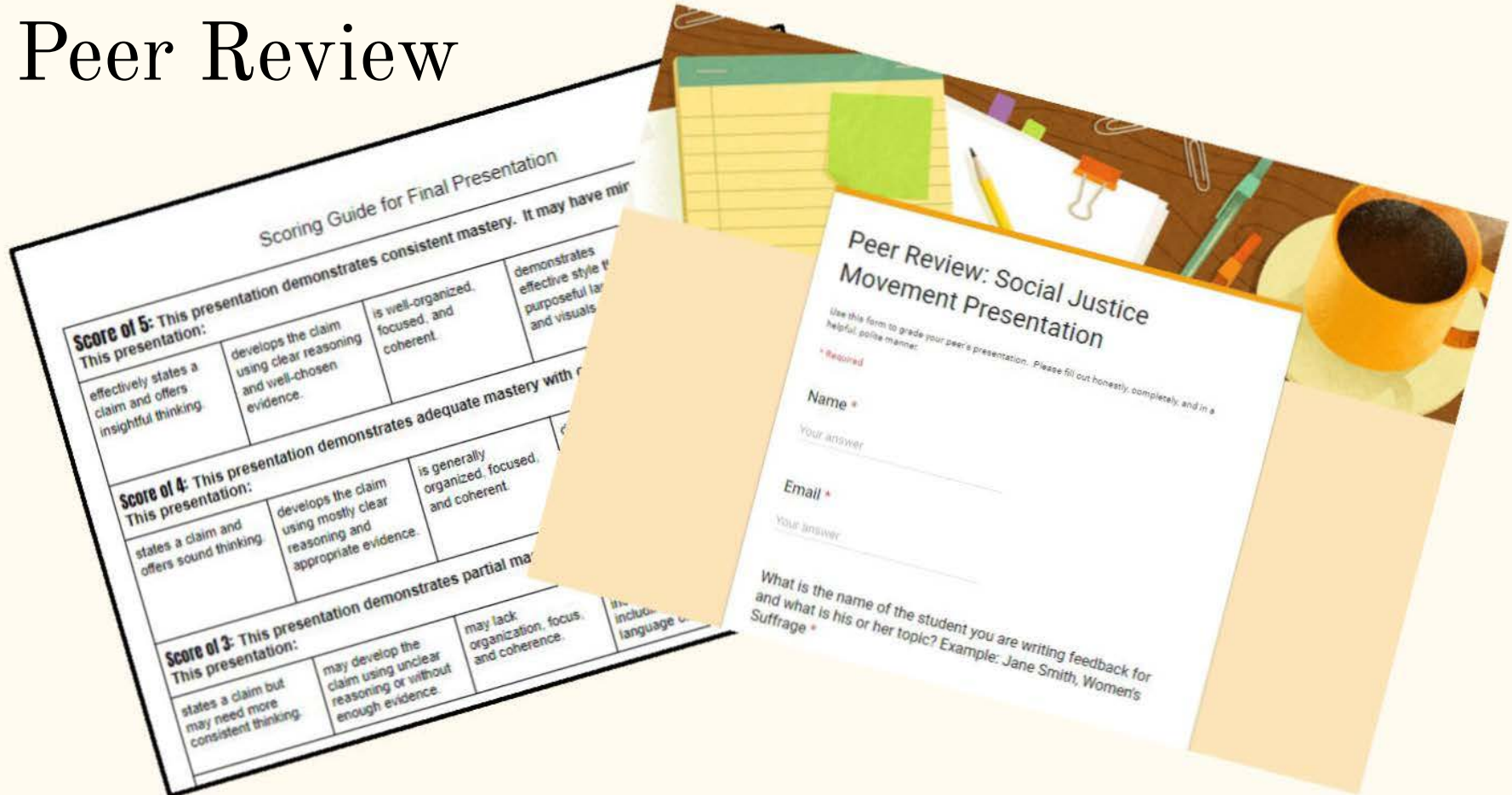
You will be able to review a peer's presentation and offer helpful, constructive feedback.

You will be able to identify intersections within your social justice movement and your peer's social justice movement.

Today's Process:

1. Peer Review
2. Look for Intersections

Peer Review



Scoring Guide for Final Presentation

Score of 5: This presentation demonstrates consistent mastery. It may have minor errors.

effectively states a claim and offers insightful thinking.	develops the claim using clear reasoning and well-chosen evidence.	is well-organized, focused, and coherent.	demonstrates effective style through purposeful language and visuals.
--	--	---	---

Score of 4: This presentation demonstrates adequate mastery with minor errors.

states a claim and offers sound thinking.	develops the claim using mostly clear reasoning and appropriate evidence.	is generally organized, focused, and coherent.	
---	---	--	--

Score of 3: This presentation demonstrates partial mastery.

states a claim but may need more consistent thinking.	may develop the claim using unclear reasoning or without enough evidence.	may lack organization, focus, and coherence.	may include language errors.
---	---	--	------------------------------

Peer Review: Social Justice Movement Presentation

Use this form to grade your peer's presentation. Please fill out honestly, completely, and in a helpful, polite manner.

* Required

Name *

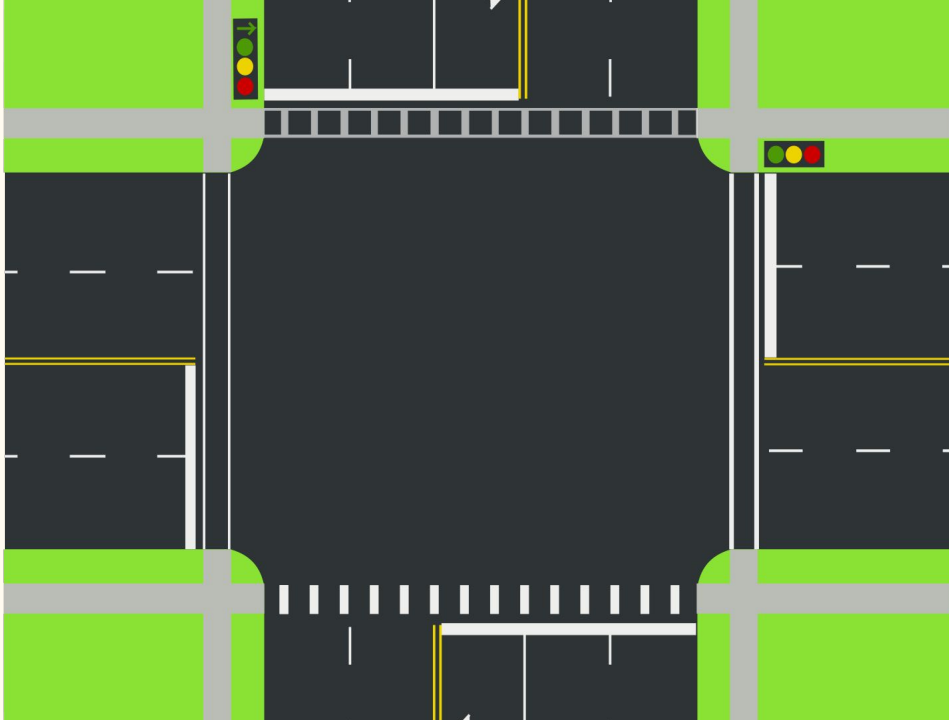
YOUR ANSWER

Email *

YOUR ANSWER

What is the name of the student you are writing feedback for and what is his or her topic? Example: Jane Smith, Women's Suffrage *

Look for Intersections



the place or point where
two or more things come
together



Peer Work: Intersections

Choose how you would like to work on finding the intersections:

1

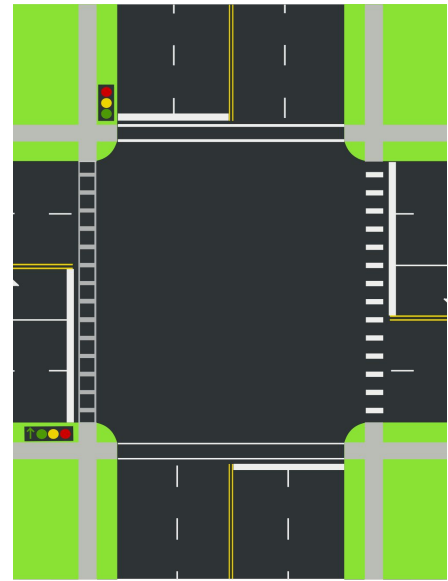
Read and process ideas together. Write independently.

2

Read independently, then process ideas together. Write independently.

3

Read, process, and write independently, then compare ideas.



Before You Go . . .

What intersections did you find?

Name:

Today' Date:

Finding the Intersections in Social Justice Movements

Directions: Choose two of the movements presented today in your group (one may be your own) and answer the following questions below about how these two movement intersect.

Movement 1:

Movement 2:

Did the movements have an [impact](#) on each other? Explain your answer.

What is shared between each of the movements?

What are the differences between the two movements?

What were the public responses to these movements? Did the public respond differently toward each movement?

What major catalysts impacted both movements? How did the impacts [vary](#)?

Are there individuals from one movement that inspired or impacted the other movement?

What are the intersections of [identity](#) between these two movements?

Scroll down please!

Intersections: Where the Two Social Justice Movements Meet

Directions: Using your responses to the questions above, write **five** sentences about the key ideas, themes, or events you encountered while examining the intersections of the two movements. Each sentence must **begin** with one of the words below (do not repeat words):

Although...

Since...

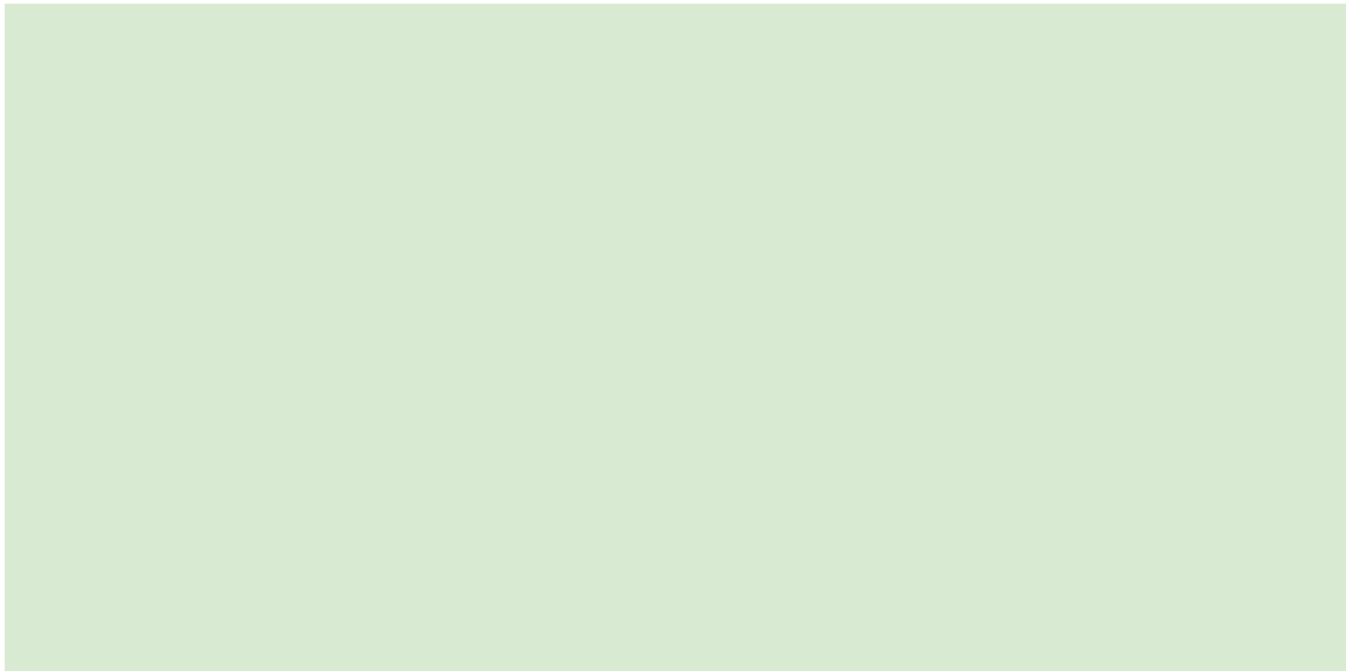
Unless...

As...

Whenever...

Even if...

Until...

A large, empty light green rectangular box intended for the student to write their five sentences.

Name:

Today's Date:

Highlighting Social Justice Movements

Directions: Watch the Social Justice Movement Presentations created by your peers. As you watch, complete the graphic organizer below.

Presenter's Name:
Movement:
Timeframe:
Purpose:
Types of Catalysts:
Public Reactions:
Presenter's Name:
Movement:
Timeframe:
Purpose:
Types of Catalysts:

Presenter's Name:
Movement:
Timeframe:
Purpose:
Types of Catalysts:
Public Reactions:
Presenter's Name:
Movement:
Timeframe:
Purpose:
Types of Catalysts:

Public Reactions:

Public Reactions:

Name:

Today' Date:

Intersections: Where Your Social Justice Movements Meet

Directions: Compare your presentation to your peer's presentation. What are the **intersections** between the two?

What is an intersection?

Your
Movement:

Peer's
Movement:

Did the movements have an **impact** on each other? Explain your answer.

What is shared between each of the movements?

What are the differences between the two movements?

What were the public responses to these movements? Did the public respond differently toward each movement?

What major catalysts impacted both movements? How did the impacts **vary**?

Are there individuals from one movement that inspired or impacted the other movement?

What are the intersections of **identity** between these two movements?

Scroll down please!

Intersections: Where Your Social Justice Movements Meet

Directions: Using your responses to the questions above, write **five** sentences about the key ideas, themes, or events you encountered while examining the intersections of your two movements. Each sentence must **begin** with one of the words below (do not repeat words):

Although...

Since...

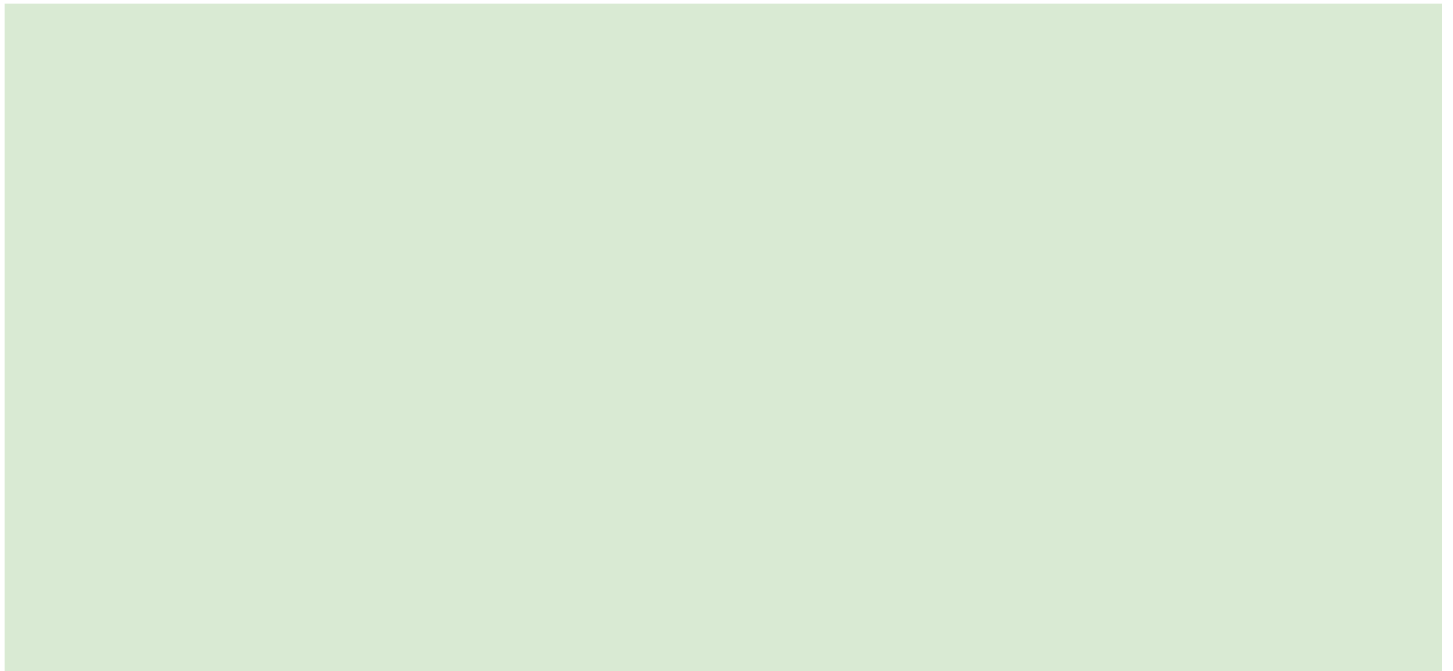
Unless...

As...

Whenever...

Even if...

Until...

A large, empty light green rectangular box intended for the student to write their five sentences. The box is a solid, uniform light green color and occupies the lower half of the page.



Dylan Mahalingam

Why They Might Change The World: Encourages kids to play an active role in shaping their communities.

Organization Founded: Lil MDG's

Website: lilmdgs.org

At just 9 years old, Dylan Mahalingam knew that even though he was just a kid, he had the power to impact the world in a positive way. Because he knew that ability was innate in all young children, he collaborated with his cousins and founded "Lil MDG's," an organization in partnership with the United Nations' Millennium Development Goals initiative.

When 15-year-old Dylan Mahalingam was 9, he and his family traveled to India. There, he witnessed people living in the street. He saw children working for a living instead of going to school. So in 2004, Dylan formed an organization that galvanizes children to work toward the United Nations' Millennium Development Goals, eight objectives targeting world health, education, and human security. The organization, Lil' MDGs, is now 20,000 volunteers strong. As Dylan demonstrates, kids really can make a difference..

Some of Lil' MDGs accomplishments:

- Provided grants to build schools in Uganda, India, and Indonesia
- Helped provide an education for 300 Ugandan children orphaned by HIV/AIDS
- Enabled 200 Sri Lankan girls to attend school
- Supplied 80 infants in India with formula for the first 18 months of their lives
- Provided funding to educate rehabilitated child soldiers in Liberia
- Rallied youth to raise over \$10 million in aid to victims of Hurricanes Katrina and Rita
- Raised over \$780,000 to help tsunami victims in Southeast Asia
- Collected and donated 9,000 books to a library serving disadvantaged youth in Washington, DC
- Provided funds for a computer center, library, and mobile hospital in India

"Children are naturally compassionate and empathetic. They want to help. The problem is, most kids aren't aware of these huge issues facing the world. Even when they are aware, they often they feel that—as children—they don't have the ability to do anything to help or that whatever they can do won't matter. Lil' MDGs is designed to empower kids and give them a way to get involved"

<https://www.mnn.com/lifestyle/responsible-living/photos/8-amazing-kids-who-have-changed-the-world/dylan-mahalingam>

<https://www.theextraordinary.org/dylan-mahalingam>

<http://www.tedxteen.com/talks/the-ripple-effect-dylan-mahalingam>

The Crayon Box That Talked

Shane DeRolf



While walking in a toy store the day before today
I overheard a crayon box with many things to say.

"I don't like Red!" said Yellow, and Green said, "Nor do I!

And no one here likes Orange, but no one knows just why."

"We are a bunch of crayons that doesn't get along," said Blue to all the others, "Something here is wrong!"

Well, I bought that box of crayons and took it home with me,
And laid out all the colors so the crayons could all see.
They watched me as
I colored with Red and Blue and Green,
And Black and White and Orange and every color in between.

They watched as Green became the grass and Blue became the sky.
The Yellow sun was shining bright on White clouds drifting by.

Colors were changing as they touched becoming something new.
They watched me as I colored, they watched 'til I was through.

And when I'd finally finished I began to walk away.
And as I did, the crayon box had something more to say.

"I do like Red!" said Yellow, and Green said, "So do I!
And, Blue, you were terrific so high up in the sky!"

"We are a box of crayons, each one of us unique.
But when we get together the picture is complete."



In the poem “The Crayon Box That Talked,” the poet is displaying the crayons as living objects. Have you ever imagined an object that could talk? What would that object be? What would it say and why?

Write a composition about an object that could talk and explain what it would say.

In your composition, be sure to

- describe what the object is and why you chose it.
- explain what the object would say.
- explain why the object would say it.

Writer’s Checklist

Remember to

- ☐ ☐ Keep the central idea or topic in mind.
- ☐ ☐ Keep your audience in mind.
- ☐ ☐ Support your ideas with details, explanations, and examples.
- ☐ ☐ State your ideas in a clear sequence.
- ☐ ☐ Include an opening and a closing.
- ☐ ☐ Use a variety of words and vary your sentence structure.
- ☐ ☐ State your opinion or conclusion clearly.
- ☐ ☐ Capitalize, spell, and use punctuation correctly.
- ☐ ☐ Write neatly.

https://docs.google.com/forms/d/e/1FAIpQLScObzVmiBv13BIWza7TNCZcn1PRTt5EkJPXxuhI75Vb-WTDcQ/viewform?usp=sf_link

<https://www.youtube.com/watch?v=ikGVWEvUzNM>

https://docs.google.com/forms/d/14F0KllocKRUsPBZJE0KLUV72Iug_Y2ja0rnYNn40XXQY/edit

<https://www.youtube.com/watch?v=HfHV4-N2LxQ>

https://docs.google.com/forms/d/1mA6orfF3n_LIPhgdcnC8IKxnWXD40milcyce6USiDxl/edit

https://docs.google.com/forms/d/1_4YmluKPgwvdrE_5fPnc1EofCQ2G6n6xaRcNMi0N6cA/edit

<https://docs.google.com/forms/d/1h5oSqjxR41etlbc4Jo8vbp7pc2nOAAczEsn106O2uYU/edit>

https://docs.google.com/forms/d/1NgNKpbmy-JxRvWqbXks96_g7_-7WnKxO2SMVUPrA3ns/edit

https://docs.google.com/forms/d/17xCT3afPZWcRFG9n3RFfhkdmWMDT--GYUjApRGN0rCY/viewform?edit_requested=true

<https://goo.gl/mM2F8s>

https://docs.google.com/forms/d/1NMu-Z_Q0kJHzmo0py_CfFxEyIMl6U_6cdb9WMJCdWuo/viewform?edit_requested=true



Hania Guiagoussou

A junior attending Dublin High School in California, Hania is changing the world through apps. Using her coding skills, she has [developed projects with social impact](#); one of which is WaterSaver, a Java-based system built on the Raspberry Pi platform that adapts to changes in weather and soil conditions, and gives users the ability to monitor and control water sources from anywhere.

Using my newly acquired coding skills, I went on to develop projects with social impact. My first project was WaterSaver, which opened doors to countless opportunities and even fame! WaterSaver is a Java-based system built on the Raspberry Pi platform that intelligently controls water sources. The project was inspired by California's severe drought and Lake Chad's progressive disappearance (my parents are originally from Chad). The idea came about when I noticed that despite the severe drought, many households in my neighborhood weren't controlling their water usage. To solve this problem I programmed a system that adapts to changes in weather and soil conditions, and that gives users the ability to monitor and control water sources from anywhere. After completing my project I realized that my coding skills were like superpowers that I could use to innovate, help others, and change the world!

"It has always been my dream to become a doctor. Now, I'd like to pursue medical studies and combine it with telemedicine to remotely help people in rural areas in developing country where healthcare system is not very developed. I want to become an influential woman who can bring positive changes in people's lives. I hope one day to build a bridge between doctors from the U.S., Canada, Europe in order to help doctors in Africa communicate and exchange experiences with each other and prevent deathly diseases."

<https://makezine.com/2016/01/14/teenage-girls-journey-change-world-code/>

<https://consciouslifenews.com/young-activists-7-teenagers-truly-making-difference-world/11122576/>

<http://googleforeducation.blogspot.com/2015/12/my-coding-journey.html>

Justice vs Injustice Cards

Directions: Cut out these cards. Have students sort them into two categories representing justice and injustice.

Fairness

Punishment

Illegal

Moral

Crime

Protection

Equality

Oppression

Violation

Law

Impartiality

Unreasonable

Prejudice

Peace



Katie Stagliano

In 2008, 9-year-old Katie Stagliano brought a tiny cabbage seedling home from school as part of the Bonnie Plants Third Grade Cabbage Program. As she cared for her cabbage, it grew to 40 pounds. Katie donated her cabbage to a soup kitchen where it helped to feed more than 275 people. Moved by the experience of seeing how many people could benefit from the donation of fresh produce to soup kitchens, Katie decided to start vegetable gardens and donate the harvest to help feed people in need. Today, [Katie's Krops](http://katieskrops.com) donates thousands of pounds of fresh produce from numerous gardens to organizations that help people in need. Katie is now a 12-year-old student at the Pinewood Preparatory School in Summerville, S.C.

Then, Hurricane Harvey showed up on Texas's doorstep wreaking havoc and decimating homes. My family lives far enough from the Texas Coast that we were safe from the storm, but so many families weren't so lucky and lost everything. Evacuees from Houston, Beaumont, Victoria, Rockport, Port Aransas and other cities started arriving here in Austin. My own school is serving as a shelter for over 200 people. Seeing these people arriving with nothing but their families and pets made we want to do something. At Katie's Krops Camp, we hosted a Katie's Krops Dinner where campers and garden volunteers came together to prepare a garden to table meal for families in need. I started thinking and here I am in a city with all these families in need. My garden was damaged from the storm so using fresh produce for a garden to table dinner would be a challenge, but I have a freezer full of sauce made from my garden harvest. So, today, is our rainy day that we are going to use that sauce for! My sister and I woke up at 5am this morning and began preparing a meal for Hurricane Harvey Evacuees at a local shelter.

"Growing vegetables is fun and it so great to help people. If I can do it anyone can. It doesn't take a huge garden just a pot on your front porch with one vegetable plant can make a difference."

Website: <http://katieskrops.com/home.html>

<https://www.mnn.com/lifestyle/responsible-living/photos/8-amazing-kids-who-have-changed-the-world/katie-stagliano>
http://www.katieskrops.com/files/kk_luxury.pdf

Name:

Today' Date:

Due Date:

Defining Social Justice

Part 1--Directions: Think about the words **justice** and **injustice**. Write down your own definition for these terms. Then, copy down the definition of **social justice**.

Justice:

Injustice:

Social justice:

Part 2--Directions: Watch the video “Let America Be America Again.” Read the words to the poem while you listen to it being read. Then answer the following questions about the video in complete sentences.

1. How did you feel while watching the video?

2. Do any of the words or phrases make you uncomfortable? Explain why.

3. Are any of the words or phrases controversial and why?

4. What do you think is Langston Hughes' message? What does he want you to know?

5. Why do you think Hughes wrote this poem? What was his purpose?

Part 3--Directions: Re-read the excerpt from the poem assigned to your group.

1. Annotate the poem by circling words you don't know (and look them up!), underline parts that relate to justice or injustice, star parts that help you understand social justice.

2. Examine your passage and cite evidence from the text:

a. What new words did you learn?

b. Do any of the words or phrases make you uncomfortable? Explain why.

c. Are any of the words or phrases controversial and why?

d. What parts do you think support social justice?

e. What is Hughes' message?

3. Complete the three questions on your group worksheet together.

Part 4--Directions: Look back over the work you completed. Rewrite the definition of **social justice** in your own words and give an example. Your personal definition and example must be written in complete sentences and include at least two of the following words:

clutching	equality	greed	homeland
liberty	redeem	strike	tyrant

Let America Be America Again

By Langston Hughes

Let America be America again.
Let it be the dream it used to be.
Let it be the pioneer on the plain
Seeking a home where he himself is free.
(America never was America to me.)

Let America be the dream the dreamers
dreamed—
Let it be that great strong land of love
Where never kings connive nor tyrants
scheme
That any man be crushed by one above.
(It never was America to me.)

O, let my land be a land where Liberty
Is crowned with no false patriotic wreath,
But opportunity is real, and life is free,
Equality is in the air we breathe.
(There's never been equality for me,
Nor freedom in this "homeland of the free.")

*Say, who are you that mumbles in the dark?
And who are you that draws your veil across
the stars?*

I am the poor white, fooled and pushed
apart,
I am the Negro bearing slavery's scars.
I am the red man driven from the land,
I am the immigrant clutching the hope I
seek—
And finding only the same old stupid plan
Of dog eat dog, of mighty crush the weak.

I am the young man, full of strength and
hope,
Tangled in that ancient endless chain
Of profit, power, gain, of grab the land!
Of grab the gold! Of grab the ways of
satisfying need!
Of work the men! Of take the pay!
Of owning everything for one's own greed!

I am the farmer, bondsman to the soil.
I am the worker sold to the machine.
I am the Negro, servant to you all.
I am the people, humble, hungry, mean—
Hungry yet today despite the dream.
Beaten yet today—O, Pioneers!
I am the man who never got ahead,
The poorest worker bartered through the
years.

Yet I'm the one who dreamt our basic dream
In the Old World while still a serf of kings,
Who dreamt a dream so strong, so brave, so
true,
That even yet its mighty daring sings
In every brick and stone, in every furrow
turned
That's made America the land it has
become.
O, I'm the man who sailed those early seas
In search of what I meant to be my home—
For I'm the one who left dark Ireland's
shore,
And Poland's plain, and England's grassy
lea,
And torn from Black Africa's strand I came
To build a "homeland of the free."

The free?

Who said the free? Not me?

Surely not me? The millions on relief
today?

The millions shot down when we strike?

The millions who have nothing for our pay?

For all the dreams we've dreamed

And all the songs we've sung

And all the hopes we've held

And all the flags we've hung,

The millions who have nothing for our
pay—

Except the dream that's almost dead today.

O, let America be America again—

The land that never has been yet—

And yet must be—the land where *every* man
is free.

The land that's mine—the poor man's,

Indian's, Negro's, ME—

Who made America,

Whose sweat and blood, whose faith and
pain,

Whose hand at the foundry, whose plow in
the rain,

Must bring back our mighty dream again.

Sure, call me any ugly name you choose—

The steel of freedom does not stain.

From those who live like leeches on the
people's lives,

We must take back our land again,

America!

O, yes,

I say it plain,

America never was America to me,

And yet I swear this oath—

America will be!

Out of the rack and ruin of our gangster
death,

The rape and rot of graft, and stealth, and
lies,

We, the people, must redeem

The land, the mines, the plants, the rivers.

The mountains and the endless plain—

All, all the stretch of these great green
states—

And make America again!

From *The Collected Poems of Langston Hughes*,
published by Alfred A. Knopf, Inc. Copyright © 1994 the
Estate of Langston Hughes.

Name _____

Date _____

Period _____

Defining Social Justice--Group A

An excerpt from:

Let America Be America Again

By Langston Hughes

(900-1000L)

Let America be America again.
Let it be the dream it used to be.
Let it be the **pioneer**¹ on the plain
Seeking a home where he himself is free.
(America never was America to me.)

Let America be the dream the dreamers
dreamed—

Let it be that great strong land of love
Where never kings **connive**² nor tyrants
scheme³
That any man be crushed by one above.
(It never was America to me.)

O, let my land be a land where **Liberty**⁴
Is crowned with no false patriotic wreath,
But opportunity is real, and life is free,
Equality is in the air we breathe.
(There's never been equality for me,
Nor freedom in this "homeland of the free.")

From *The Collected Poems of Langston Hughes*, published
by Alfred A. Knopf, Inc. Copyright © 1994 the Estate of
Langston Hughes.

Directions: Read the excerpt from Langston Hughes' poem on the left. Think about the definition of **social justice** as you read. Answer the questions below to help you create your own definition for **social justice**.

What do you think "Let it be the pioneer on the plain/Seeking a home where he himself is free" means? _____

What do you think "Where never kings connive nor tyrants scheme" means? _____

Look up **equality** and write down the definition. _____

¹ **pioneer:** a person who is one of the first to find, explore, and live in a new land

² **connive:** plan to do something wrong, evil, or illegal

³ **scheme:** sneakily plan to do something dishonorable

⁴ **Liberty:** the enjoyment of various social, political, or economic rights and privileges

Name _____

Date _____

Period _____

Defining Social Justice--Group B

An excerpt from:

Let America Be America Again

By Langston Hughes

(700-800L)

*Say, who are you that mumbles in the dark?
And who are you that draws your veil across
the stars?*

I am the poor white, fooled and pushed apart,
I am the Negro bearing slavery's scars.
I am the red man driven from the land,
I am the immigrant **clutching**¹ the hope I
seek—

And finding only the same old stupid plan
Of dog eat dog, of mighty crush the weak.

I am the young man, full of strength and hope,
Tangled² in that ancient endless chain
Of profit, power, gain, of grab the land!
Of grab the gold! Of grab the ways of
satisfying need!
Of work the men! Of take the pay!
Of owning everything for one's own greed!

I am the farmer, **bondsman**³ to the soil.
I am the worker sold to the machine.
I am the Negro, servant to you all.
I am the people, humble, hungry, mean—

Directions: Read the excerpt from Langston Hughes' poem on the left. Think about the definition of **social justice** as you read. Answer the questions below to help you create your own definition for **social justice**.

What do you think "And finding only the same old stupid plan/Of dog eat dog, of mighty crush the weak" means?

What do you think "Tangled in that ancient endless chain/Of profit, power, gain, of grab the land!" means? _____

Look up **greed** and write down the definition.

¹ **clutching:** gripping or holding tightly or firmly

² **Tangled:** knotted or twisted together

³ **bondsman:** a servant who must work the land in order to live

Hungry yet today despite the dream.
Beaten yet today—O, **Pioneers**⁴!
I am the man who never got ahead,
The poorest worker **bartered**⁵ through the
years.

From *The Collected Poems of Langston Hughes*, published
by Alfred A. Knopf, Inc. Copyright © 1994 the Estate of
Langston Hughes.

⁴ **Pioneers:** people who are one of the first to find, explore, and live in a new land

⁵ **bartered:** goods or services traded for other good or services

Name _____

Date _____

Period _____

Defining Social Justice--Group C

An excerpt from:

Let America Be America Again

By Langston Hughes

(700-800L)

Yet I'm the one who dreamt our basic dream
In the Old World while still a **serf**¹ of kings,
Who dreamt a dream so strong, so brave, so true,
That even yet its mighty daring sings
In every brick and stone, in every **furrow**² turned
That's made America the land it has become.
O, I'm the man who sailed those early seas
In search of what I meant to be my home—
For I'm the one who left dark Ireland's shore,
And Poland's plain, and England's grassy lea,
And torn from Black Africa's strand I came
To build a "homeland of the free."

The free?

Who said the free? Not me?
Surely not me? The millions on relief today?
The millions shot down when we **strike**³?
The millions who have nothing for our pay?
For all the dreams we've dreamed
And all the songs we've sung
And all the hopes we've held
And all the flags we've hung,
The millions who have nothing for our pay—
Except the dream that's almost dead today.

Directions: Read the excerpt from Langston Hughes' poem on the left. Think about the definition of **social justice** as you read. Answer the questions below to help you create your own definition for **social justice**.

What do you think "In every brick and stone, in every furrow turned/That's made America the land it has become" means?

What do you think "The millions who have nothing for our pay—/Except the dream that's almost dead today" means? _____

Look up **homeland** and write down the definition.

From *The Collected Poems of Langston Hughes*, published by Alfred A. Knopf, Inc. Copyright © 1994 the Estate of Langston Hughes.

¹ **serf**: a servant of a lord or king who works his lands and do his bidding; a slave

² **furrow**: a long, deep ditch in the ground made by a plow

³ **strike**: to stop work in order to force an employer to agree with demands

Name _____

Date _____

Period _____

Defining Social Justice--Group D

An excerpt from:

Let America Be America Again

By Langston Hughes

(1200-1300L)

O, let America be America again—
The land that never has been yet—
And yet must be—the land where *every* man is
free.
The land that's mine—the poor man's, Indian's,
Negro's, ME—
Who made America,
Whose sweat and blood, whose faith and pain,
Whose hand at the **foundry**¹, whose plow in the
rain,
Must bring back our mighty dream again.

Sure, call me any ugly name you choose—
The steel of freedom does not stain.
From those who live like **leeches**² on the
people's lives,
We must take back our land again,
America!

O, yes,
I say it plain,
America never was America to me,
And yet I swear this **oath**³—
America will be!

Directions: Read the excerpt from Langston Hughes' poem on the left. Think about the definition of **social justice** as you read. Answer the questions below to help you create your own definition for **social justice**.

What do you think "The land that never has been yet—/And yet must be—the land where *every* man is free" means? _____

What do you think "From those who live like leeches on the people's lives,/We must take back our land again" means? _____

Look up **redeem** and write down the definition. _____

¹ **foundry:** building or factory where metals are produced

² **leeches:** 1. bloodsucking worm 2. person who stays around others and uses them for personal gain

³ **oath:** a formal and serious promise to tell the truth or to do something

Out of the rack and ruin of our gangster death,
The rape and rot of **graft**⁴, and stealth, and lies,
We, the people, must redeem
The land, the mines, the plants, the rivers.
The mountains and the endless plain—
All, all the stretch of these great green states—
And make America again!

From *The Collected Poems of Langston Hughes*, published by
Alfred A. Knopf, Inc. Copyright © 1994 the Estate of Langston
Hughes.

⁴ **graft**: dishonest activity in which people with power (such as political leaders) use their position and influence to get money and advantages

What is Social Justice?

— Lesson 3: Defining Social Justice — Through Poetry

Objective:

You will be able to define social justice by exploring the author's purpose and word choice.

What is Social Justice?

We have been looking at the terms “**justice**” and “**injustice**” in class. What do these words mean to you? Write your own definitions for them on your paper.

Keeping our discussions in mind, what do you think ***social justice*** means?

Social justice is the equal and fair access to social institutions, laws, resources, and opportunities in a society to all people.

Obtained via MPIA by Judicial Watch, Inc.

“Let America Be America Again”



Your Thoughts?

1. How did you feel while watching the video?
2. Do any of the words or phrases make you uncomfortable?
Explain why.
3. Are any of the words or phrases controversial and why?
4. What do you think is Langston Hughes' message?
What does he want you to know?
5. Why do you think Hughes wrote this poem?
What was his purpose?



Group Work: “Let America Be America Again”

Choose the table that matches your preferred process for analyzing and responding to a text:

1

Read and process ideas as a group.
Write independently.

2

Read independently, then process ideas as a group. Write independently.

3

Read, process, and write independently, then compare ideas.



Reading Passages:

Re-read the excerpt from the poem assigned to your group.

1. Annotate the poem by:
 - a. circling words you don't know (and looking them up!),
 - b. underlining parts that relate to justice or injustice,
 - c. ☆starring parts that help you understand social justice.
2. Examine your passage and cite evidence:
 - a. What new words did you learn?
 - b. What parts do you think support social justice?
 - c. What is Hughes' message?
3. Complete the three questions on your group worksheet together.

Share With Us!

What parts of the poem do you think support social justice?

On Your Own:

Look back over the work you completed. Rewrite the definition of **social justice** in your own words and give an example. Your personal definition and example must be written in complete sentences and include at least two of the following words:

clutching	equality	greed	homeland
liberty	redeem	strike	tyrant

Name:

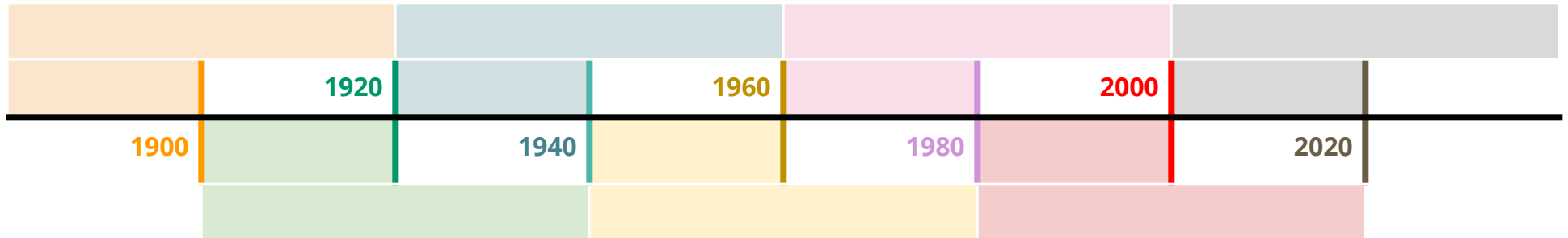
Date:

Exploring Social Justice Movements

A **social justice movement** is when people join together and actively work to change situations of inequality.

Write down any social justice movements or actions you have seen, heard about, or participated in during your life.

Directions: Create a timeline showing important dates of the 20th & 21st Centuries. Start with your birthday and the birthdays of key adult figures in your life (try to choose one person who is one generation older than you and one person who is two generations older than you). Then add major wars and social justice movements.



The average American lifespan is about 80 years.

Scroll Down to continue . . .

Directions: Look up social justice movements that took place during your life, and the lives of your key adult figures. Record the movements you find and include a short description for each movement.

Social Justice Movement During My Life	Social Justice Movement During First Key Adult Figure's Life	Social Justice Movement During Second Key Adult Figure's Life
1.	2.	3.
Who, what, when, where, why, how?	Who, what, when, where, why, how?	Who, what, when, where, why, how?
Optional: Social Justice Movements During Another Time Period	4.	5.
	Who, what, when, where, why, how?	Who, what, when, where, why, how?

Which movement you are interested in learning more about?

Why are you interested in this movement?

What similarities, differences, and patterns do you notice in the timelines across the generational spans?

Why is Social Justice Necessary?

— Lesson 4: Looking into
Social Justice Movements —

Objective:

You will be able to choose a historical social justice movement to research for your quarter project by exploring different movements relevant to family members' lifespans.

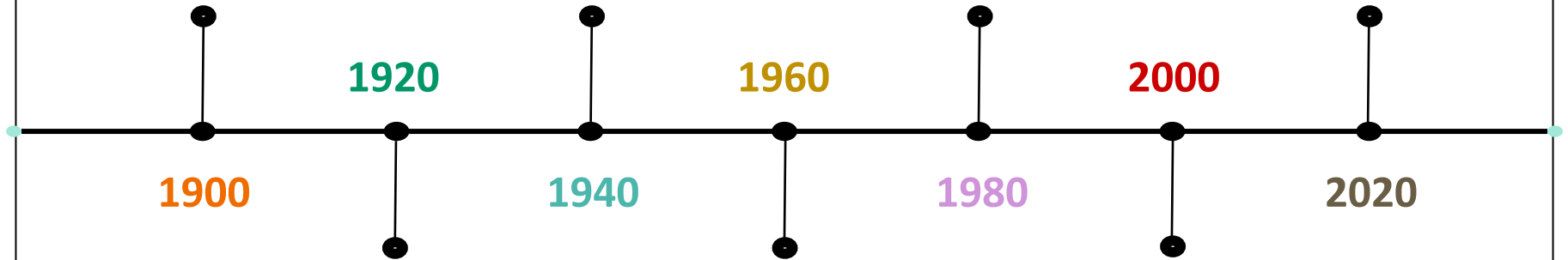
Think About It ...

A **social justice movement** is when people join together and actively work to change situations of inequality.

Think back and list any social justice movements or actions you have seen, heard about, or participated in during your life.

Timeline: a table showing important dates

Label the major points on your timeline, beginning with 1900, in 20-year increments. The timeline should end with 2020.

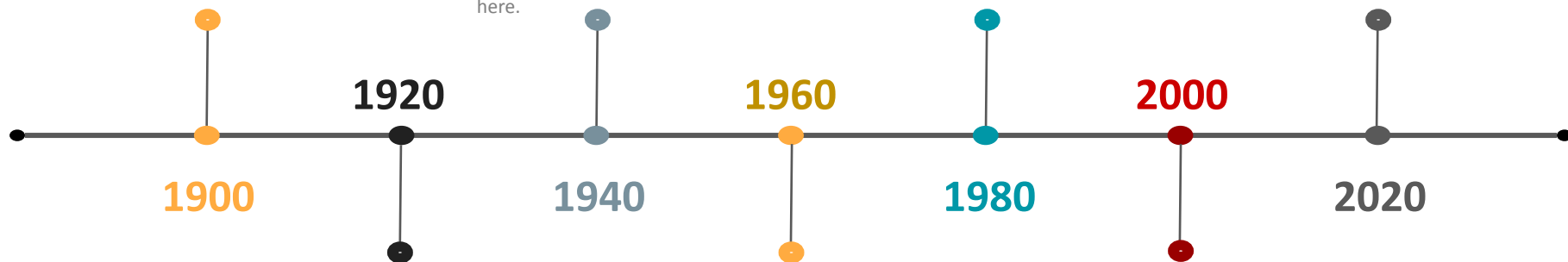


Important Dates of the 20th & 21st Centuries

Key Adult Figures' Birthdays?

If your grandparents, great-aunts or uncles, coach, or other adult figure were born in the 1940's or 1950's, add their birth dates here.

If your parents, aunts, uncles, coach, or other adult figure were born in the 1980's or 1990's, add their birth dates here.



Let's begin by adding some personal dates to your timeline. Locate the time period when you were born and add it. Do the same for key adult figures' birthdays.

Key Adult Figures' Birthdays?

If your parents, aunts, uncles, coach, grandparents, great-aunts or uncles, or other adult figure were born in the 1960's or 1970's, add their birth dates here.

Your Birthday

Add your birth date

Major US Wars of the 20th & 21st Centuries

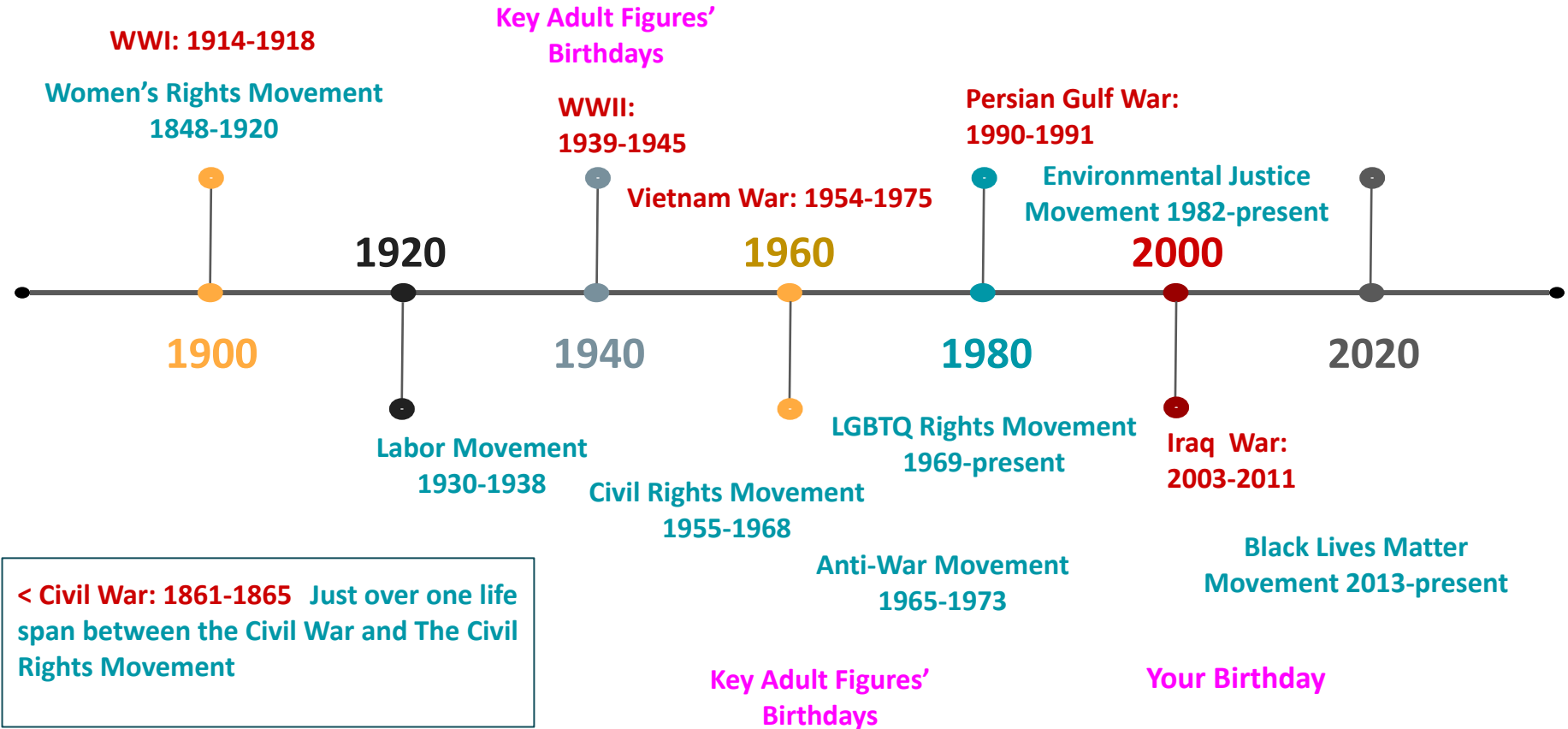
While wars are not social justice movements, they do have impacts on movements in one way or another.

When did these major wars take place:

- World War One (WWI)
- World War Two (WWII)
- Vietnam War
- Persian Gulf War
- Iraq War

Are there any other wars significant to your personal timeline that are not listed here? Look them up and add them to your timeline.

Important Dates of the 20th & 21st Centuries



Record Your Findings

Social Justice Movement During My Life	Social Justice Movement During First Key Adult Figure's Life	Social Justice Movement During Second Key Adult Figure's Life
<p>1. Environmental Justice Movement</p> <p>Who, what, when, where, why, how?</p> <p>Starting in the 1980's African-Americans, Latinos, Asians and Pacific Islanders, and Native Americans address the statistical fact that people who live, work, and play in America's most polluted environments are commonly people of color and the poor. They have taken many actions including protests.</p>	<p>2. Anti-war Movement</p> <p>Who, what, when, where, why, how?</p> <p>Some Americans opposed the Vietnam war for moral and economic reasons. They took many actions including protests, marches, and sit-ins.</p>	<p>3. Women's Rights Movement</p> <p>Who, what, when, where, why, how?</p> <p>American women fought for suffrage (the right to vote) and to have the same rights and responsibilities as men in the eyes of the law. Their campaign was interrupted by the Civil War and WWI but their rallies, hunger strikes, White House pickets, and other actions finally gave women the vote in 1920.</p>

What interests you?

Choose a social justice movement you would like to learn more about from your exploration today.

Explain why you are interested in this movement.

What similarities, differences, and patterns do you notice in the timelines across the generational spans?

Name:

Today's Date:

Due Date:

My Plan: Showing How One Social Justice Movement Made a Difference

Directions: You will choose one social justice movement to explore, examine, and explain.

- Explore--look at **three (3) or more** different web resources and discover the important people, events, ideas, artwork, literature, movies, music, and pop culture that were [catalysts](#) for your movement.
- Examine--choose the **Top 10 Catalysts** you believe had the greatest significance or value to the movement. Which ones do you think had the most effect on the creation, survival, or success of this movement?
- Explain--**create a presentation** to show your peers, explaining why your choices made the Top 10 Catalysts Timeline. Why are they the most important?

First Things First: Which Social Justice Movement?

Choose the movement you want to work with and enter it here:

Now Make a Plan!

Where will you begin looking for good ideas to make your **Top 10 Catalysts Timeline**?

Remember, you have to use at least **three (3)** different web resources.

How are you going to collect all of your information?

What types of catalysts would you like to focus on? Remember, you must have at least **four (4)** different types of catalysts represented in your presentation.

How will you present your **Top 10 Catalysts Timeline**?

Name:

Today's Date:

Due Date:

Organizing My Research for My Final Presentation

Directions: Sort through the research and thoughts you have collected. Choose the **Top 10 Catalysts** that had the most important effects on your social justice movement and place them in [chronological](#) order on the chart below. You must have **four (4)** different types of catalysts.

Types of Catalysts: Court Cases, Laws, Events, Literature (novels, short stories, poems, plays), Speeches, Art, Movies, Music, Pop Culture, Propaganda Posters

Social Justice Movement:					
	Date	Catalyst Type	Catalyst	Why was this one of the most important catalysts for this movement?	How did this impact the trajectory of the movement?
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					

Name:

Today' Date:

Due Date:

Requirements Your Journey Through a Choice Movement

Your task:

Create a timeline for your chosen social justice movement by choosing the 10 most important catalysts and explaining how they impacted the movement's success.

What is a catalyst?

List some of the categories a catalyst might fall under:

Explore--look at three (3) or more different web resources and discover the important people, events, ideas, artwork, literature, movies, music, and pop culture that were catalysts for your movement.

Examine--choose the Top 10 Catalysts you believe had the greatest significance or value to the movement. Which ones do you think had the most effect on the creation, survival, or success of this movement?

Explain--create a presentation to show your peers, placing your catalysts in **chronological** order, and explain why your choices made the Top 10 Catalysts Timeline. Why are they the most important?

The requirements for your final presentation:

- Introduce your movement to us! Include a **summary** of your movement, enough **background information** to understand your catalysts and their importance to this movement, and a **claim** telling us **why the catalysts on your list are the most important** to this movement.
- Your project is to be a timeline of some fashion. This requires you to present the information in **chronological** order.
- Your Top 10 Catalysts must represent a minimum of **four (4)** different categories (i.e. people, artwork, literature, and music).
- Give an explanation for each catalyst about why it is important to the movement. This should be more than just "It started the movement." Include your thoughts and the insights you gained through your exploration of the movement.
- Finalize your presentation by explaining how your Top 10 Catalysts made the list, supporting your claim that these had the greatest significance to your movement.

Scoring Guide for Final Presentation

Score of 5: This presentation demonstrates consistent mastery. It may have minor errors. This presentation:				
effectively states a claim and offers insightful thinking.	develops the claim using clear reasoning and well-chosen evidence.	is well-organized, focused, and coherent.	demonstrates effective style through purposeful language and visuals.	effectively provides a conclusion that follows and supports the information presented.
Score of 4: This presentation demonstrates adequate mastery with occasional lapses in quality. This presentation:				
states a claim and offers sound thinking.	develops the claim using mostly clear reasoning and appropriate evidence.	is generally organized, focused, and coherent.	demonstrates appropriate style through varied language and visuals.	generally provides a conclusion that follows and supports the information presented.
Score of 3: This presentation demonstrates partial mastery, but it has one or more flaws. This presentation:				
states a claim but may need more consistent thinking.	may develop the claim using unclear reasoning or without enough evidence.	may lack organization, focus, and coherence.	may demonstrate inconsistent style, including some vague language or visuals.	provides a conclusion but may not support the information presented.
Score of 2: This presentation demonstrates little mastery and is marred by one or more weaknesses. This presentation:				
states a vague or limited claim and offers weak or inconsistent thinking.	uses unclear reasoning and insufficient evidence.	is poorly organized, lacking focus and coherence.	demonstrates ineffective style, including simplistic or incorrect language and visuals.	provides a vague or limited conclusion and offers weak or inconsistent support.
Score of 1: This presentation demonstrates a lack of mastery and serious flaws. This presentation:				
does not state a clear claim and demonstrates weak thinking.	offers little, if any, reasoning or evidence.	is disorganized, rambling, or incoherent.	has errors in language and few or no visuals.	does not state a clear conclusion.
Score of 0: No presentation is submitted or presentation is completely irrelevant to the assigned project.				

Name:

Today's Date:

Due Date:

Website Notes: Everything I Gathered From One Site

Directions: As you explore a website, collect important quotes that demonstrate how people worked together to promote change for the common good through your chosen social justice movement.

Social Justice Movement:

Website:

Copy and paste website address here.

Author(s):

Title:

Date Published:

Types of Catalysts: Court Cases, Laws, Events, Literature (novels, short stories, poems, plays), Speeches, Art, Movies, Music, Pop Culture, Propaganda Posters

Catalyst type:
<input type="text"/>
Quote:
<input type="text"/>
My Paraphrasing of Quote:
<input type="text"/>
My Analysis:
<input type="text"/>

Catalyst type:
<input type="text"/>
Quote:
<input type="text"/>
My Paraphrasing of Quote:
<input type="text"/>
My Analysis:
<input type="text"/>

Catalyst type:
Quote:
My Paraphrasing of Quote:
My Analysis:

Catalyst type:
Quote:
My Paraphrasing of Quote:
My Analysis:

Researching the Important organizations

Directions: Refer to your research articles and identify important organizations. Answer the corresponding questions to the best of your ability. You may need to do some additional research in order to answer each question thoroughly. Remember to cite your sources!

#1 - Organization's Name:

1. What event inspired this organization to get involved and fight for this cause?
2. Describe how the organization helped the social justice movement.
3. Through what methods did this organization mainly bring about change for its issue?
 - Possible options include through: its speeches, protests, legal work, artwork, demonstrations, writing, politics, etc.
4. What obstacles did this organization have to overcome?
5. Did this organization achieve its goals?
 - Explain what you think enabled it to do so.
6. Is this organization's work honored or remembered in our society in any way?
7. Record any **key dates** relevant to this organization:

Works Cited

Include the relevant citation information for each source that you referred to when answering the questions above. Add more source information as needed.

Source #1		
Author(s):	Title:	Date Published:
Link:		

Source #2		
Author(s):	Title:	Date Published:
Link:		

#2 - Organization's Name:

1. What event inspired this organization to get involved and fight for this cause?

2. Describe how the organization helped the social justice movement.

3. Through what methods did this organization mainly bring about change for its issue?

- *Possible options include through:* its speeches, protests, legal work, artwork, demonstrations, writing, politics, etc.

4. What obstacles did this organization have to overcome?

5. Did this organization achieve its goals?

- Explain what you think enabled it to do so.

6. Is this organization's work honored or remembered in our society in any way?

7. Record any key dates relevant to this organization:

Works Cited

Include the relevant citation information for each source that you referred to when answering the questions above. Add more source information as needed.

Source #1		
Author(s):	Title:	Date Published:
Link:		

Source #2		
Author(s):	Title:	Date Published:
Link:		

#3 - Organization's Name:

- 1. What event inspired this organization to get involved and fight for this cause?**
- 2. Describe how the organization helped the social justice movement.**
- 3. Through what methods did this organization mainly bring about change for its issue?**
 - *Possible options include through:* its speeches, protests, legal work, artwork, demonstrations, writing, politics, etc.
- 4. What obstacles did this organization have to overcome?**
- 5. Did this organization achieve its goals?**
 - Explain what you think enabled it to do so.
- 6. Is this organization's work honored or remembered in our society in any way?**
- 7. Record any **key dates** relevant to this organization:**

Works Cited

Include the relevant citation information for each source that you referred to when answering the questions above. Add more source information as needed.

Source #1		
Author(s):	Title:	Date Published:
Link:		

Source #2		
Author(s):	Title:	Date Published:
Link:		

Common Task Quarter 2

Purpose of Activity: You will examine a current social justice movement and trace the historical origins of the movement to the present.

Task: Select a group of marginalized people we examined first quarter that started a current social justice movement (i.e. Black Lives Matter) and research the various actions taken to address the injustice and how those individual acts created momentum leading to a movement. Create and present a Social Justice timeline that traces the movement.

Content: Your final presentation should include the following three components:

1. An introduction that answers the following questions:

- Why did the movement begin?
- What was the goal of the movement?
- What other historical movements have influenced this one? (i.e. The Civil Rights Movement of the 1960s)

2. A timeline identifying the 10 most salient aspects of the movement.

- Make sure you consider at least four of the follow dimensions:
 - Court cases/laws,
 - Events,
 - Works of literature (novels, short stories, poems, plays, etc)
 - Speeches
 - Art
 - Movies
 - Music
 - Pop Culture

3. Implications of the movement

- What barriers (people, laws, beliefs,policies, etc) have prevented the progression of the movement?
- Are there any countermovements that have arisen in response to the movement? What are they? (ie. All Lives Matter)
- How has the countermovement affected the movement?
- What have been the results of the movement? Has the goal been achieved?
- Have there been unintentional outcomes generated from the movement? (Either constructive or destructive)

Format:

You will present your movement using one of the available digital platforms such as:

- Coggle
- Tree
- Storyboard
- Google Slides
- Prezi
- Inspiration

What Makes an Effective Presentation?

Directions: View and read through the following resources on effective presentations. These resources are meant to offer inspiration, insights, and guidance to equip us with the tools we need to make the best presentations possible.



Presentation Playlist			
#	Resource	Description	Your Response How does what I have seen or read challenge, confirm, or inform my ideas about effective presentations?
1	TED's 10 Tips for Great Slides	This article provides ten tips on how to make slides that communicate your idea, from TED's in-house expert.	
2	Slides Carnival	This example slideshow gives advice about how to create effective slides while on a slide itself.	
3	Twelve Tips for Creating Effective Presentations	This resource was created by Mary Harrington of University of Mississippi and Rebecca Carr of AAU Data Exchange. It shows what not to do next to what to do.	
4	LinkedIn SlideShare	A very concise step-by-step guide created by the professional network, LinkedIn, about presentations.	
5	Top 10 World's Worst Powerpoint Presentations	PC World compiled the worst powerpoint presentations. <i>Click on the links to view the presentations!</i>	
6	Harvard Business Review Video	This video from Harvard Business Review gives advice on how to create an effective presentation.	
7	A Captivating Professional Presentation	This blogpost includes videos and visuals with tips for creating an excellent presentation.	
8	Advice for Presenting a Timeline	This video breaks down the basics of creating a presentation focused on a timeline.	

9	<u>How to Deliver an Effective Presentation</u>	This cartoon video offers advice on presentation delivery.	
10	<u>How to Present Professionally</u>	This article provides meaningful advice about how to give a presentation in a professional manner.	

How do the following quotes represent the idea of social action?

- “People must take a modicum of public responsibility for each other even if they have no ties to each other.” -Jane Jacobs
- “Washing one’s hands of the conflict between the powerful and the powerless means to side with the powerful, not to be neutral.”- Paulo Freire
- “It is not enough to be compassionate – you must act.”- His Holiness The Dalai Lama
- “The people are the only ones capable of transforming society.”- Rigoberta Menchu
- “Although the world is full of suffering, it is also full of overcoming it.” -Helen Keller
- “I swore never to be silent whenever and wherever human beings endure suffering and humiliation. We must always take sides. Neutrality helps the oppressor, never the victim.” -Elie Wiesel
- “People say, ‘What is the sense of our small effort?’ They cannot see that we must lay one brick at a time, take one step at a time. A pebble cast into a pond causes ripples that spread in all directions. Each one of our thoughts, words and deeds is like that. No one has a right to sit down and feel hopeless. There’s too much work to do.” — Dorothy Day, social activist

Levels of Advocacy

Do each of these actions impact change at the local, national, or global level?

- Make information available local boards and organizations, who want to pass resolutions opposing laws that infringe on civil liberties
- Prepare brochures and handouts to explain issues that have an impact within your community
- Take out ads in local newspapers
- Organize town meetings and public forums to raise awareness on injustices
- Writing newspaper articles, guest editorials, and letters to the editor of USA Today
- Organizing a rally at your school
- Making a presentation to a local organization to educate about an injustice
- Starting a club at your school to work on a specific injustice

Local	State/National	Global

From: [Harmon, Michelle C](#)
To: [Lightsey, Jaclynn M](#)
Cc: jaclynn.m.lightsey@mcpsmd.net
Subject: Re: Digital Literacy 3
Date: Friday, January 8, 2021 9:46:28 AM

Great! We are so excited!

Michelle

Michelle C. Harmon, NBCT
English Resource Teacher
Pyle Middle School

From: "Lightsey, Jaclynn M" <Jaclynn_M_Lightsey@mcpsmd.org>
Date: Friday, January 8, 2021 at 9:45 AM
To: "Harmon, Michelle C" <Michelle_C_Harmon@mcpsmd.org>
Cc: "jaclynn.m.lightsey@mcpsmd.net" <jaclynn.m.lightsey@mcpsmd.net>
Subject: RE: Digital Literacy 3

Hi Michelle,

Please proceed! This should be a great opportunity for more students to have access to a social justice course.

Best,
Jackie

From: Harmon, Michelle C
Sent: Thursday, January 7, 2021 10:15 AM
To: Lightsey, Jaclynn M <Jaclynn_M_Lightsey@mcpsmd.org>
Cc: jaclynn.m.lightsey@mcpsmd.net
Subject: Re: Digital Literacy 3

Great! Thank you! I looking at the reading google site – it appears heavy with content and curriculum for Q1 and Q2 but not as much for Q3 and Q4. If that helps your argument at all. . Here is the site I am referring too.

<https://sites.google.com/a/mcpsmd.net/mcpssecliteracy/digital-literacy/digital-literacy-3?authuser=0>

Michelle

Michelle C. Harmon, NBCT

English Resource Teacher
Pyle Middle School

From: "Lightsey, Jaclynn M" <Jaclynn_M_Lightsey@mcpsmd.org>
Date: Thursday, January 7, 2021 at 10:02 AM
To: "Harmon, Michelle C" <Michelle_C_Harmon@mcpsmd.org>
Cc: "jaclynn.m.lightsey@mcpsmd.net" <jaclynn.m.lightsey@mcpsmd.net>
Subject: RE: Digital Literacy 3

Hi Michelle,

I hope you had a great break as well!

This is a good question. To my knowledge, the DL3 course is meant to follow DL1 and 2 and hasn't been taught as a semester course, but I love that you are looking for ways to offer a social justice course for students. Let me check in with my director on this to make sure there isn't a reason why it can't be offered as a semester elective. I'll get back to you soon!

Best,
Jackie

From: Harmon, Michelle C
Sent: Wednesday, January 6, 2021 9:05 AM
To: Lightsey, Jaclynn M <Jaclynn_M_Lightsey@mcpsmd.org>
Subject: Digital Literacy 3

Hi, Jackie:

I hope you had a great break and got to enjoy some time with your family. We are about to send out our course registration for next year, and I happened upon the Digital Literacy 3 description. I would love to offer the course at Pyle next year for our 7th and 8th graders. I think it would complement Whitman's new social justice elective and provide an answer to what our community has been asking of us – a social justice course. We would like to offer it as a semester course elective. I am hoping that it is possible to offer this course as a semester class but wanted to check with you first?

Michelle

Michelle C. Harmon, NBCT
English Resource Teacher
Pyle Middle School

Researching the Important Leaders

Directions: Refer to your research articles and identify important leaders. Answer the corresponding questions to the best of your ability. You may need to do some additional research in order to answer each question thoroughly. Remember to cite your sources!

#1 - Leader's Name:

- 1. What inspired this leader to get involved and fight for this cause?**
- 2. Was this leader part of or a founder of any important organizations?**
 - *If so, describe how the organization helped the social justice movement.*
- 3. Through what methods did this leader mainly bring about change for his/her issue?**
 - *Possible options include through: his/her speeches, protests, legal work, artwork, demonstrations, writing, politics, etc.*
- 4. What obstacles did this leader have to overcome?**
- 5. Did this leader achieve his/her goals?**
 - Explain what you think enabled him/her to do so.
- 6. Is this leader's work honored or remembered in our society in any way?**
- 7. Record any key dates relevant to this leader:**

Works Cited

Include the relevant citation information for each source that you referred to when answering the questions above. Add more source information as needed.

Source #1		
Author(s):	Title:	Date Published:
Link:		

Source #2		
Author(s):	Title:	Date Published:
Link:		

#2 - Leader's Name:

- 1. What inspired this leader to get involved and fight for this cause?**
- 2. Was this leader part of or a founder of any important organizations?**
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Source #2		
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Link:		

#3 - Leader's Name:

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Source #2		
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Researching the Important organizations

Directions: Refer to your research articles and identify important organizations. Answer the corresponding questions to the best of your ability. You may need to do some additional research in order to answer each question thoroughly. Remember to cite your sources!

#1 - Organization's Name:

1. What event inspired this organization to get involved and fight for this cause?
2. Describe how the organization helped the social justice movement.
3. Through what methods did this organization mainly bring about change for its issue?
 - Possible options include through: its speeches, protests, legal work, artwork, demonstrations, writing, politics, etc.
4. What obstacles did this organization have to overcome?
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Author(s):	Title:	Date Published:
Link:		



Ryan Hreljac

In 1998, 6-year-old Ryan Hreljac was shocked to learn that children in Africa had to walk many kilometers every day just to fetch water. Ryan decided he needed to build a well for a village in Africa. By doing household chores and public speaking on clean water issues, Ryan's first well was built in 1999 at the Angolo Primary School in a northern Ugandan village. Ryan's determination led to Ryan's Well Foundation, which has completed 667 projects in 16 countries, bringing access to clean water and sanitation to more than 714,000 people. 1.8 billion people continue to use sources of contaminated water, while 663 million lack improved drinking water sources. That number of those lacking access to clean water includes populations living in developed countries too. In the United States, drinking water tainted with lead and deteriorating water infrastructure are problems that continue to affect communities in Flint, Michigan.

Today, the Ryan's Well Foundation and its partners provide access to clean water, sanitation and hygiene education in the poorest regions of developing countries. But our vision of wellness is even bigger than that — every day we work to inspire people to share our passion and achieve real change in the world.

"I think the important thing when I was a kid was that I recognized that I could try to do something small and get engaged. And even though I didn't have all the answers and didn't come from a position of affluence or knowledge, ... I had the optimism to do something small and that ended up making a big difference," Hreljac said

"It has been a great opportunity to have Ryan near our Mexican communities where children and youngsters find inspiration to be agents of change, to search and follow their own mission in life. Being a leader, focused on a specific goal, Ryan has started a global movement. That's easy for our children to understand and become part of this current."

- Rosa Morales, Chair of the Board, YZ Development Projects

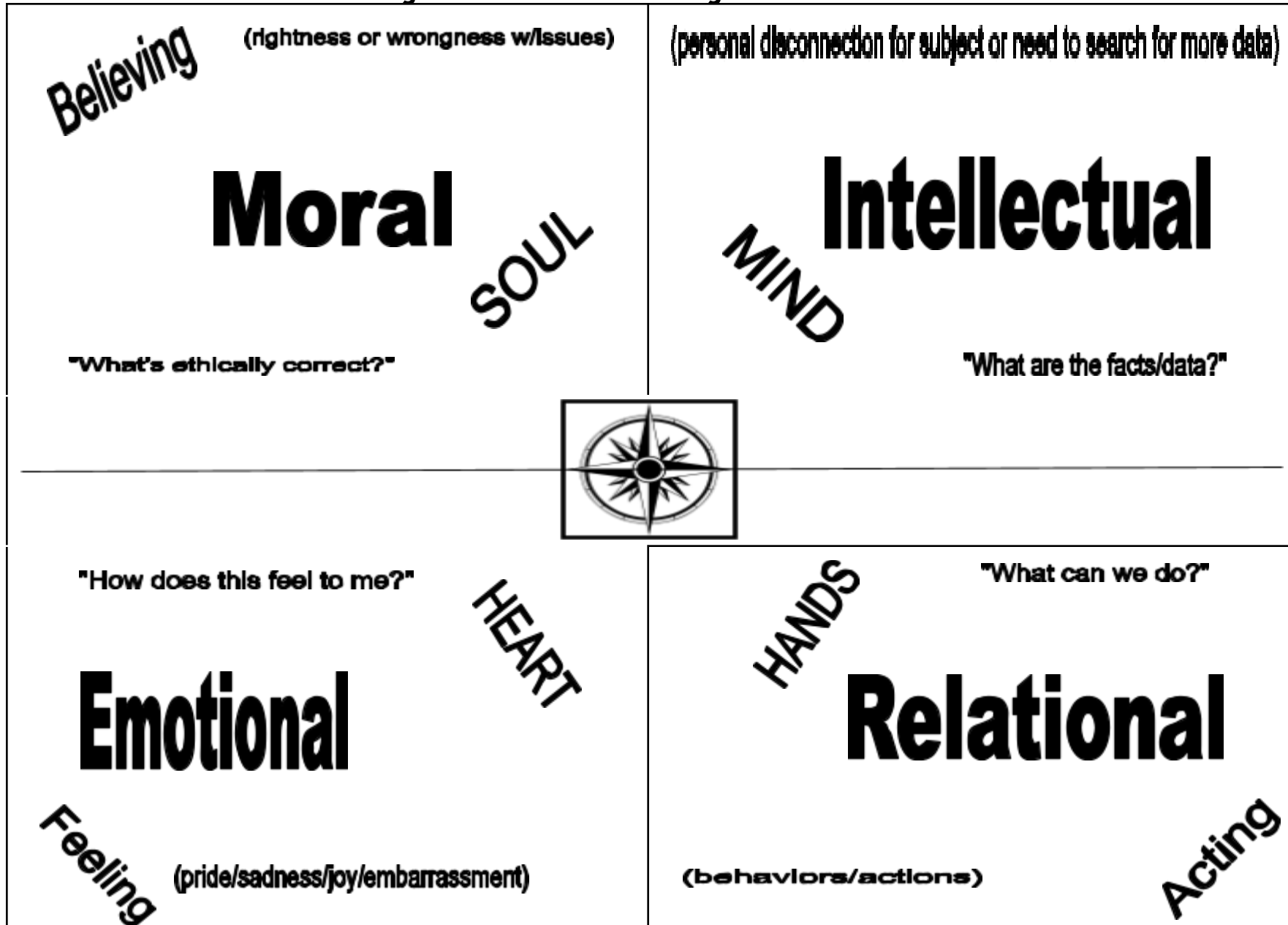
Website: <https://www.ryanswell.ca/>

<https://www.cnn.com/2017/03/21/this-activist-began-fundraising-for-clean-water-at-age-6.html>

<https://www.mnn.com/lifestyle/responsible-living/photos/8-amazing-kids-who-have-changed-the-world/ryan-hreljac>

The Compass

A Navigational Tool for Courageous Conversations



(Adapted from: Courageous Conversations about Race, by Glenn Singleton & Curtis Linton, Corwin Press)

Top 10 Presentation Do's and Don'ts

Directions: After you have worked your way through the Presentations Playlist, record your Top 10 Presentation Do's and Don'ts in the chart below.

- In the "Presentation Do's!" column, record the specific parts of the presentations that appear to be effective (*things you want to mirror in your own presentation*).
- In the "Presentation Don'ts!" column, record the specific parts of the presentations that appear to be ineffective (*things you want to avoid*).

10 Presentation Do's!	10 Presentation Don'ts!
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9
10	10



Valens Ntamushobora

Why They Might Change The World: Bridges the gender equality gap and works to educate young women

Organization Founded: Let Us Stay Alive (LUSA)

Website: <http://awdf.org/let-us-stay-alive-lusa-program/>

Rwandan native Valens Ntamushobora decided to educate himself on the ways in which he can best serve his community. Through a Sprout e-course, a curriculum designed to train young people on social and environmental participation, Ntamushobora gathered 31 young people together to start the Let Us Stay Alive (LUSA) program.

With their 300 member cooperatives, LUSA aims to provide access to land, seeds, and greater opportunities for income for young girls who are mothers, not in school, or living on the streets. Through low cost efforts, LUSA provides women who are often ignored in community decision making with a chance at independence and good health.

What truly makes Valens stand out is how he is able to spark change in spite of being born and raised in an oppressive culture. In Rwanda, where women's rights are mostly unrecognized and violence against women is rampant, it would take a great deal of courage and boldness to fight for their welfare. And yet, in spite of the risks, Valens still continues his activism because he is driven by his belief that everyone should have equal opportunity in experiencing a good life.

"I hate it when I see young women and girls suffering from poverty, violence and HIV/AIDS. Most of us do. It is a terrible feeling, and it gets worse when you believe you can't do anything about it. You and I may be lucky to have access to education, health care and fair employment. Many people don't and they get stuck in the circle of poverty, despite of working as hard as they can and doing whatever it is that they can do best. I believe we can do something to change this."

<https://www.theextraordinary.org/valens-ntamushobora>

<http://www.complex.com/pop-culture/2013/03/10-young-activists-who-are-changing-the-world/valens-ntamushobora>



Ziad Ahmed

How do you fight misconceptions and prejudice people have about Islam? Ask Ziad, a 17-year-old Bangladeshi-American student who founded [Redefy](#), a website to combat racism, discrimination and harmful stereotypes by encouraging teens to share their stories, defy bias, embrace acceptance, exercise tolerance, and create an active community. His activism was recognized by the White House and his efforts earned him a seat at President Barack Obama's dinner table last June.

In addition to Ziad's role as founder, he works with a leadership team of four friends and 20 representatives in schools around the world advocating for the organization's various campaigns. As far as the future of Redefy, Ziad hopes to hold larger conferences and wider-scale programs to educate young people on bias and creating accepting spaces in their communities and ultimately, the world. He hopes the organization will continue to spur teen activism too.

"I started Redefy to initiate a positive change in the world and to fight the ignorance which I have been victim to. And more importantly, to fight the ignorance which people will fall victim to who may not have the opportunity to properly defend themselves or understand that there are people who accept them and love them for exactly who they are."

"We cannot continue to paint people with one brush, whether it be Muslims, whether it be the LGBTQ+ community, whether it be any community. We are more than the labels society gives us and I will keep saying it until the day I die."

"What a lot of young people don't realize is that this is our fight. Injustice is our fight," Ziad added. "Until we all unite in our injustices, ignorance will continue to exist."

From: <http://anonhq.com/young-activists-7-teenagers-truly-making-difference-world/>
<http://highschool.latimes.com/carnegie-mellon-university/meet-ziad-ahmed-teen-activist/>
<http://www.mtv.com/news/2209461/teens-changing-world-in-2015/>