

unit 10: Human Rights Project

You will be assigned to a group based off a human right you feel passionate about and want to make a change. There are different checkpoints for this project. As a group you will be creating a google site with multiple components. See the following:

Check Point #1: Research

- Individually you will conduct research on your human right violation. You will be responsible for filling out the research guide.
 - Due:**
- As a group you will collaborate on your research and fill in the different "pages" on your google site.
 - Background
 - Impacts
 - Organizations
 - Sources are cited
 - See rubric for specific details
 - Due:**

Check Point #2: Experiences

Due:

- Individually you will be finding a video of someone who has experienced this human right violation. You will need to keep notes on their experience. This video or audio will need to be included in your "subpage" under experiences.
 - Possible Sources: Ted-Talk, NPR, This American Life (podcast)
- Two-Voice Poem: Based on your notes you will be creating a two-voice poem and attaching in under the video on your google site. See Poem Rubric for specific details.

Check Point #3: Get Involved Video Minimum 2 mins.

Due:

- As a group you will be creating a video to display all the information you have learned. Here you will be addressing the issue and getting people to be involved.
- See rubric for specific details of what needs to be included.
- Things to consider:
 - Target/Audience?
 - Address the issue
 - What do you want people to do?
 - Examples: Sign a petition, write a letter to your Congressman, etc.

Check Point #4: Reflection 4 paragraphs

Due:

- Feelings before and after.
- Experience working as a group.
- Response to the content
- Lasting Impact

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Google Site Check Point #1

You and your group will be creating a google site. You will need to make a copy of the site and fill in all of the information. Use the research guide you completed individually to help. Make sure you check the rubric for the specifics. **For each of these sections they need to be answered in a paragraph or more.**

Home: <input type="checkbox"/> What is the problem? <input type="checkbox"/> Summary of the human right violation	10	Visuals: Minimum 2 <input type="checkbox"/> Home <input type="checkbox"/> Background	10
Background: <input type="checkbox"/> Source <input type="checkbox"/> Who is affected. <input type="checkbox"/> Where it began. <input type="checkbox"/> Who is being affected. <input type="checkbox"/> Challenges faced throughout	20	Spelling & Grammar <input type="checkbox"/> None <input type="checkbox"/> Some <input type="checkbox"/> A lot	10
Impacts: <input type="checkbox"/> Who is it affecting now. <input type="checkbox"/> How are they being affected. <input type="checkbox"/> Chart/Table 1 <input type="checkbox"/> Accurate information <input type="checkbox"/> Relates to issue directly <input type="checkbox"/> From a credible source <input type="checkbox"/> Chart/Table 2 <input type="checkbox"/> Accurate information <input type="checkbox"/> Relates to issue directly <input type="checkbox"/> From a credible source	20		
Organizations: <input type="checkbox"/> #1 <input type="checkbox"/> Name <input type="checkbox"/> Involvement <input type="checkbox"/> Who are they helping <input type="checkbox"/> Mission Statement <input type="checkbox"/> Contact info	10	Organizations: <input type="checkbox"/> #2 <input type="checkbox"/> Name <input type="checkbox"/> Involvement <input type="checkbox"/> Who are they helping <input type="checkbox"/> Mission Statement <input type="checkbox"/> Contact info	10
Works Cited ___ Yes ___ No	10		

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Two-Voice Poem Rubric: Check Point #2

	4	3	2	1	0
Comparing Points of View (content & analysis)	The poem compares the person's experience with someone else (you, offender) and uses evidence from the video to enhance. The comparison and evidence are insightful.	The poem compares the person's experience with someone else (you, offender) and uses evidence from the video.	The poem generally compares the person's experience with someone else (you, offender).	The central idea of the poem does not logically follow from the video.	The poem demonstrates a lack of comprehension of the video.
Command of Evidence	The main idea of the poem and the comparison of the person and someone else (you, offender) are developed with well-chosen and concrete evidence and quotes from the video.	The main idea of the poem and the comparison of the person's experience with someone else (you, offender) are developed with relevant evidence and quotes from the texts.	Some evidence and quotes from the video help compare the person's experience with someone else (you, offender) and partially develop the main idea of the poem	There is an attempt to use evidence and quotes from the video, but they are generally invalid or irrelevant	There are no quotes or evidence from the texts or they are completely irrelevant to the topic of the poem
Cohesion, Organization	The organization creates a unified poem that enhances understanding of the issue.	The poem has a beginning, middle and end that connect to each other to create a unified poem	The poem has a beginning, middle and end but there is no clear connection between sections.	The organization of the poem does not support the main idea or the comparison of the person's experience with someone else (you, offender)	The poem has no evidence of organization
Style	The style and language of the poem are appropriate, sophisticated and develop a notable sense of view	The style and language of the poem are consistent and appropriate to the main idea.	The style and language of the poem are appropriate at times, but not consistent.	The style and language of the poem are not precise or not appropriate given the main idea	The poem uses language that is generally incoherent or only quotes from the text are used
Control of Conventions	Use of capitalization and spelling is grade-appropriate with few errors. Quotes & citations are punctuated correctly.	Occasionally capitalization and spelling errors. Quotes and citations are generally punctuated correctly.	Some capitalization and spelling errors may hinder comprehension. Quotes and citations are not punctuated consistently.	Frequent capitalization and spelling errors. There is an attempt to punctuate quotes and citations.	Capitalization and spelling errors prevent the reader from understanding the poem. Punctuation is lacking.

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Commercial Rubric Check Point #3

As a group you will be creating a 2 minute commercial addressing your human right issue. You will have to film your commercial and post it on your google site. You will need to create a typed script for your commercial that will need to be submitted.

Things to consider:

- Audience
- What do you want them to know specifically about the issue.
- What are you trying to persuade them to do.
- Credibility (why should they listen to you)
- Lasting impression

	4	3	2	1
Subject Knowledge	Subject knowledge is evident throughout the project. All information is clear, appropriate, and correct.	Subject knowledge is evident in much of the project. Most information is clear, appropriate, and correct.	Some subject knowledge is evident. Some Information is confusing, incorrect, or flawed.	Subject knowledge is not evident. Information is confusing, incorrect, or flawed.
Organization	The sequence of information is logical and intuitive.	The sequence of information is logical.	The sequence of information is somewhat logical.	The sequence of information is not logical.
Communication	Writer shows great effort to persuade.	Writer shows some effort to persuade.	Writer shows little effort to persuade.	Writer shows no effort to persuade.
Originality	The project shows significant evidence of originality and inventiveness. The majority of the content and many of the ideas are fresh, original, and inventive.	The project shows some evidence of originality and inventiveness.	The work is an extensive collection and rehash of other people's ideas, products, and images. There is little evidence of new thought or inventiveness.	The work is a minimal collection or rehash of other people's ideas, products, and images. There is no evidence of new thought.
Technical	Project runs perfectly with no technical problems. For example, there are no error messages, all sound, video, or other files are found.	Project runs adequately with minor technical problems.	Project runs minimally. There are many technical problems when viewing the project.	Project does not run satisfactorily. There are too many technical problems to view the project.
Typed Script	---Yes ---No			

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Reflection Check Point #4

You have now spent weeks working on this project. Time to reflect! You will need to type up a reflection (4 paragraphs minimum) addressing the following items and add it to your google site. Each person will complete their own.

1. Feelings before and after the project

- What made you pick this issue?
- How do you feel now that you have spent time researching more about it and becoming an expert?

2. Experience working as a group

- What challenges and benefits did you experience while working together with your group? (This is not an opportunity to complain!)

3. Response to the content

- How did you develop in your understanding of the content?

4. Lasting impact from the project

- What did you take away from the project?
- How will you change your life now?

	4	3	2	1
<i>Reflective Thinking</i>	The reflection explains the student's own thinking and learning processes, as well as implications for future learning.	The reflection explains the student's thinking about his/her own learning processes.	The reflection attempts to demonstrate thinking about learning but is vague and/or unclear about the personal learning process..	The reflection does not address the student's thinking and/or learning.
<i>Analysis</i>	The reflection is an in-depth analysis of the learning experience, the value of the derived learning to self or others, and the enhancement of the student's appreciation for the discipline.	The reflection is an analysis of the learning experience and the value of the derived learning to self or others.	The reflection attempts to analyze the learning experience but the value of the learning to the student or others is vague and/or unclear.	The reflection does not move beyond a description of the learning experience.
<i>Connections</i>	The reflection articulates multiple connections between this learning experience and content from other courses, past learning, life experiences and/or future goals.	The reflection articulates connections between this learning experience and content from other courses, past learning experiences, and/or future goals.	The reflection attempts to articulate connections between this learning experience and content from other courses, past learning experiences, or personal goals, but the connection is vague and/or unclear.	The reflection does not articulate any connection to other learning or experiences.
<i>Conventions of Writing</i>	Use of capitalization and spelling is grade-appropriate with no errors..	Occasionally capitalization and spelling errors.	Some capitalization and spelling errors may hinder comprehension.	Capitalization and spelling errors prevent the reader from understanding the poem. Punctuation is lacking.

