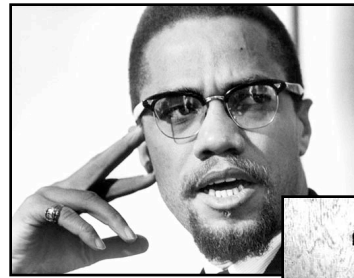


FACING INJUSTICE FINAL PROJECT

Draft Due: Wednesday
June 6, 2012

Final Due: Tuesday
June 12, 2012



Your Final Project is your chance to apply your answer to our driving question to a present-day injustice. We have been trying to evaluate the best tactic against injustice and now it is time to put that tactic to good use. Injustice exists to this day and dealing with it is a full-time job for a citizen of today's world.

Project Ideas:

- Create a Prezi or Powerpoint which creates a plan to deal with education inequality.
- Create a website which creates a plan to deal with racism today.
- Create an online magazine which creates a plan to deal with the victims of Hurricane Katrina.
- Create a radio podcast which attempts to rally individuals around a plan to deal with the genocide in Darfur.
- Create a tv commercial that attempts to rally individuals around a plan to deal with the injustices of the US prison system.s
- Create and carry out a community project which attempts to deal with the economic takeover of Detroit.
- Create a music video with an original rap that attempts to deal with present-day Detroit segregation.
- Create a Prezi or Powerpoint which creates a plan to deal with the Detroit education system.
- Anything else with Baba K's approval!

Requirements:

- All students will be required to present their final project to the staff of WEB DuBois Prep as well as assembled community members.
- Students will be graded on the rubric (located on the next page) for their presentation by DuBois staff, assembled community members, and Baba K.
- After the draft, students will peer assess and make necessary revisions.

FINAL PROJECT RUBRIC

	1	2	3	4
Organization	Audience cannot understand presentation because there is no sequence of information.	Audience has difficulty following presentation because student jumps around.	Student presents information in logical sequence which audience can follow.	Student presents information in logical, interesting sequence which audience can follow.
Eye Contact	Student reads from notes with no eye contact.	Student occasionally uses eye contact, but still reads most of a script or notes.	Student maintains eye contact most of the time but frequently returns to notes.	Student maintains eye contact with audience, seldom returning to notes.
Elocution	Student mumbles, incorrectly pronounces terms, and speaks too quietly for students in the back of class to hear.	Student's voice is low. Student incorrectly pronounces terms. Audience members have difficulty hearing presentation.	Student's voice is clear. Student pronounces most words correctly. Most audience members can hear presentation.	Student uses a clear voice and correct, precise pronunciation of terms so that all audience members can hear presentation.
Injustice	Student lacks background information of his/her injustice, without details and/or data.	Student provides some background information of his/her injustice, without details and/or data.	Student provides significant background information of his/her injustice, without details and/or data.	Student provides significant background information of his/her injustice while citing relevant details and data.
Plan	Student lacks three of the following: reason for plan against injustice, details of plan, possible consequences, and possible achievements of plan.	Student lacks two of the following: reason for plan against injustice, details of plan, possible consequences, and possible achievements of plan.	Student lacks one of the following: reason for plan against injustice, details of plan, possible consequences, and possible achievements of plan.	Student provides all of the following: reason for plan against injustice, details of plan, possible consequences, and possible achievements of plan.