**“Our lives begin to end the day we become silent about things that matter.”**

Dr. Martin Luther King Jr.

Consider this question: *How can I advocate for the things that matter to me in a way that helps others?* Think about the things that matter to you most. What can you do to support, protect, and help others? The intent of this project is for you to have an impact on your world. Here are some important things to think about:

* What is a key *issue* of importance or relevance to you?
* What *impact* could you as an individual make on this issue?
* What action *items* do you need to complete to accomplish this?
* What *resistance* might you face?

**Task Description:** In our ever-changing, socially conscious world, it’s important now, more than ever, to find your voice. After completing an element of the Maine MOOSE module [Social Justice Movements](https://learnwithmoose.maine.gov/module/391/social-justice-movements/overview), select a topic of importance or relevance to you personally. It can be one of the following topics addressed in the MOOSE module or any other teacher-approved topic.

* [Women’s Suffrage](https://learnwithmoose.maine.gov/module/391/social-justice-movements/step/394/women's-suffrage)
* [Black Lives Matter](https://learnwithmoose.maine.gov/module/391/social-justice-movements/step/395/black-lives-matter-(blm))
* [LGBTQIA+](https://learnwithmoose.maine.gov/module/391/social-justice-movements/step/396/lgbtqia%2B)
* [#MeToo](https://learnwithmoose.maine.gov/module/391/social-justice-movements/step/397/%23metoo-movement)

You may also choose to complete the entire module or select another module to complete with a partner. Consult with your teacher to select a module that reflects social justice and advocacy. You can search MOOSE modules for grades 9-12 by general topics:

* Citizenship
* Community
* Life:
* Exploration
* Culture
* Nature/environment

You will choose how to share your voice from a variety of options, including:

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| **WRITING** | |
| **Format** | **Essential Requirements** |
| Research Paper with Images | * Reflects research of essential and guiding questions * includes credible information with appropriate citation of sources * organized in a logical format to develop an essential finding * images are purposeful and not merely decorative, clearly related to topic and information |
| Brochure  [Brochure Design: 10 Top Creative Tips](https://www.creativebloq.com/graphic-design-tips/how-to-design-a-brochure-123267) | * includes research requirements * layout reflects intentional organization of information for audience and purpose |
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| **ORATION** | |
| **Format** | **Essential Requirements** |
| Podcast  Maine DOE [Podcast in the Classroom, pt 1](https://www.youtube.com/watch?v=nO2Cpi846dc&list=PL-cO8lcaOYu3u0yrfhEjtqc9nReaBwMNJ&index=4&t=4s)  Maine DOE [Podcast in the Classroom, pt. 2](https://www.youtube.com/watch?v=GRrq6elFBzA&list=PL-cO8lcaOYu3u0yrfhEjtqc9nReaBwMNJ&index=3&t=1s) | * Includes an interview (with someone from community/may be scripted) * Demonstrates expertise and familiarity with topic * 5 mins minimum/15 mins maximum * recorded |
| TED Talk  [How to Create Your TED Talk](https://www.ted.com/participate/organize-a-local-tedx-event/tedx-organizer-guide/speakers-program/prepare-your-speaker/outline-script) | * Demonstrates expertise and familiarity with topic * Tells a story to connect to engagement topic * 5 mins minimum/15 mins maximum |
| Song with Recorded or Live Performance | * Original lyrics * Music/instrumentation may be from existing library * Performance recorded even if presented live |
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| **VIDEO OR VISUAL** | | |
| **Format** | **Essential Requirements** | **Rubric(s) to Follow** |
| Pechakucha (“Chit-Chat”) Slide Show  [Visual Storytelling That Celebrates Humanity](https://www.pechakucha.com/) | * Includes format requirements * Demonstrates knowledge of the topic * Images and messages are appropriate to audience and purpose norms * 10 slides must be original, self-generated |  |
| Documentary  [How to Make a Documentary in 5 Steps](https://www.studiobinder.com/blog/how-to-make-a-documentary/)  [Points North Institute,](https://pointsnorthinstitute.org/) Camden | * Use original footage * Demonstrate knowledge of topic * Organize for maximum impact on intended audience * Use voiceovers and/or interviews * 5 mins minimum/15 mins maximum |  |
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| **BLENDED PROJECT** | | | |
| **Format** | **Essential Requirements** | | **Rubric(s) to Follow** |
| Americans Who Tell the Truth Portrait  [AWTT Background](https://www.americanswhotellthetruth.org/education)  The Samantha Smith Challenge: [2020/2021 Guidelines](https://www.americanswhotellthetruth.org/the-samantha-smith-challenge)  See several lesson plans using AWTT | * Create original artwork depicting a person and including a quote * Write a biography of the person * Demonstrate understanding of how the person (which could be you) advocates for a cause | |  |
| Children’s Book w/ Recording  [The Children’s Picture Book Project lesson plan](http://www.readwritethink.org/classroom-resources/lesson-plans/children-picture-book-project-1022.html) from readwritethink | * Present a complex issue simplified for young readers * Demonstrates age appropriate illustrations and use of language * Illustrations must be self-generated * Form, format and other criteria determined through consultation with target grade teacher | |  |
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| **Project Feedback Rubric: Inquiry** | | | |
| **From the Maine Learning Results ELA Standards: Performance Expectations**  The following is the success criteria for the inquiry elements for the project | | **Score:** Student work meets the MLR criteria or must address the following to meet the criteria for inquiry. | |
| W.1.9- Diploma   1. **Investigate self-generated questions** by participating in sustained inquiry that builds increasingly complex knowledge or that solves a problem, refocusing inquiry and/or incorporating effective advanced searches as needed. 2. **Assess the credibility, accuracy, and usefulness of a variety of authoritative sources** in order to synthesize relevant information that leads to logical, increasingly complex conclusions. 3. **Take organized notes that purposefully quote, summarize, and/or paraphrase** a variety of sources while avoiding plagiarism and overreliance on any one source. 4. **Follow a standard format for citation** (in-text and a list of sources) that applies to task, audience, and purpose.   SL.2.9- Diploma   1. **Integrate multiple sources of information presented in diverse formats and media** in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. 2. **Evaluate** the speaker’s technique, including **use of evidence, reasoning, stylistic and rhetorical elements**, or other features appropriate to the task.   R.4.9-Diploma  **Cite strong and thorough textual evidence** to support analysis of various texts in ways that demonstrate what the text(s) says explicitly and implicitly, including attending to moments of textual inconsistency or ambiguity. | |  | |
| **Project Rubric: Analysis and Planning** | | | |
| **From the Maine Learning Results ELA Standards: Performance Expectations**  The following is the success criteria for the analysis and planning elements for the project. | | **Score:** Student work meets the MLR criteria or must address the following to meet the criteria for analysis and planning. | |
| R.9.9 – Diploma  **Analyze and evaluate** how authors from various contexts (e.g. diverse, intersectional, multicultural, religious) use perspective and purpose to shape the intended content, style, and effect of various texts.  R.10.9 – Diploma   1. **Evaluate the effectiveness** of how authors use literary and/or rhetorical strategies to develop arguments in various texts. 2. **Evaluate the premises, claims, and/or conclusions** in various texts, verifying the information when possible and corroborating or challenging conclusions with other sources of information.   R.11.9 – Diploma   1. **Evaluate and synthesize multiple sources** of information and various texts (e.g., literary, visual, artistic, and quantitative) in order to achieve a specific purpose or to answer a question. 2. **Analyze how various authors or texts address similar themes or topics** in order to build knowledge or to compare the approaches the authors take. 3. **Synthesize information from a range of sources** (e.g., texts, experiments, simulations) into a coherent understanding of an idea or event, noting discrepancies among perspectives. | |  | |

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| **Project Rubric: Production and Performance** | |
| **From the Maine Learning Results ELA Standards: Performance Expectations**  The following is the success criteria for the production and performance elements for the project. | **Score**: Student work meets the MLR criteria or must address the following to meet the criteria for production and performance. |
| L.3.9-Diploma   1. Write and edit work so that it **conforms to the guidelines in a style manual appropriate for the discipline and writing task**. 2. **Vary syntax** for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading. |  |
| SL.4.9-Diploma  **Adapt speech** to a variety of contexts, demonstrating a command of language in the appropriate register. |
| W.3.9-Diploma   1. Compose clear and increasingly **varied and complex pieces** with purposefully designed sections that are organized to fully explore the depth and significance of ideas that are appropriate to task, audience, and purpose. 2. Develop and support the topic **with a variety of relevant techniques** and by purposefully embedding the most significant details. 3. Use appropriate and varied transitions, along with **purposeful syntax**, to create cohesion that clarifies relationships among increasingly complex ideas. 4. Effectively **use increasingly sophisticated, precise language** to establish a highly developed voice and tone. 5. Provide closure that **enhances, supports, and reflects the purpose** of the piece. |

**Instructional Notes**

* Use the rubric to score reading, writing, speaking and performance tasks – no need to score each with a different rubric
* Accompany lessons with specific task details and formative assessment to assure quality completion prior to scoring the culminating task
  + For example, when students ***take organized notes that purposefully quote, summarize, and/or paraphrase*** *a variety of sources while avoiding plagiarism and overreliance on any one source*, provide instruction about the difference between a quote, a summary, and a paraphrase and assess the student’s ability to do so with fidelity before scoring the culminating project.
  + When students *write and edit work so that it* ***conforms to the guidelines in a style manual appropriate for the discipline and writing task***, make sure they have had the opportunity to analyze at least one mentor text to determine the standard criteria for the audience and the task, i.e. the criteria of a scientific report will be different than the criteria of a podcast.