

Social Justice

Multi-Media Project

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This project has been inspired by Dr. Samantha Nutt. She is a doctor who dedicates her life to fighting for Human Rights and Social Justice. Please learn more about her on www.warchild.ca

This project

- a. Complements and further develops an important theme in the textbook.
- b. Provides ample opportunity to develop students' critical thinking.
- c. Aims to familiarize students with social justice and its issues.
- d. Develops students' written, oral, and listening skills.
- e. Raises awareness concerning personal and social responsibility.

By the end of this project, students will be able to

- effectively articulate what is meant by Social Justice.
- Identify aspects of social justice.
- determine when rights are violated.
- write paragraphs or essays.
- write summaries
- express and defend personal opinions both in writing and orally.
- write summaries.
- examine personal prejudices and stereotyping.
- use vocabulary appropriate to the topic.

	Targeted Skills
Part One	
A. Think about social justice and look at pictures A and B. Under each picture, explain what you think it means. Use words from your vocabulary list.	<i>Writing Skills</i> <i>Critical Thinking</i>
B. Using the internet, research 'social justice'. IN YOUR OWN WORDS, answer the following question: what is social justice? Use words from your vocabulary list.	<i>Writing Skills</i> <i>Vocabulary Development</i> <i>Critical Thinking</i>
C. Watch this video on YouTube. http://www.youtube.com/watch?v=4JzhgoeVMPs	<i>Listening Skills</i> <i>Critical Thinking</i>
D. <u>Poster Presentation</u>	<i>Oral & Presentation Skills</i>
Part Two	
A. www.socialjustice.org Students become familiar with some aspects of Canadian society.	<i>Reading Skills</i> <i>Critical Thinking</i>
B. Food Bank: http://www.dailybread.ca/ Whole Department Participation	<i>Oral Skills</i>
Part Three	
A. Black Versus White & Interview with Dr. Clark	<i>Listening Skills</i> <i>Critical Thinking</i> <i>Oral Skills</i>
B. Understanding Stereotypes	<i>Critical Thinking</i> <i>Writing Skills</i>
C. Essay - Cause/Effect	<i>Writing Skills</i>
Part Four	
Presentations	<i>Oral skills</i> <i>Presentation Skills</i>

Please refer to the project on Human Rights to get an idea of how vocabulary development can be handled.

Thanks

Using the internet and the information given to you by your teacher, you will work on and produce a final project on social justice.

PART I

Introduction

Think about social justice and look at pictures A and B. Under each picture, explain what you think it means.

Picture A



Picture B



Step I

Using the internet, research 'social justice'. IN YOUR OWN WORDS, answer the following question: what is social justice?

Watch this video on YouTube.

<http://www.youtube.com/watch?v=4JzhgoeVMPs>

The young man in the video is not able to explain what social justice is; however, the pictures in the video tell us a lot about social justice.

Watch the video and explain in your own words the information that the video is giving the viewer about social justice.

Poster Presentation

Work in groups of three. Create a poster about social justice. Use pictures from magazines, newspaper, and/or the internet. Using pictures only, your poster should explain social justice and the main issues.

Be prepared to present your poster to your class.

PART II

- Open this website.
www.socialjustice.org
- Under PUBLICATIONS open
 - Your taxi driver might be better educated than you Canada
 - Your taxi driver might be better educated than you Ontario
 - Your taxi driver might be better educated than you Toronto
- Read the information and present it in the following chart.

Canada	Ontario	Toronto

- Does this information surprise you? Why or why not?

- Open this website.

www.socialjustice.org

- Under PUBLICATIONS open
 - Ask Why Canada
 - Ask Why Ontario
 - Ask Why Toronto
- Read the information and present it in the following chart.

Canada	Ontario	Toronto

- Does this information surprise you? Why or why not?

Department Project:

Appoint students to go to each classroom to announce the collection of non-perishable foods for the food bank. Students are responsible to prepare flyers and practice their oral skills.

Food Bank: <http://www.dailybread.ca/>

This website can assist teachers in planning a mini lesson on food banks.

PART III

Black Versus White

Open the following You Tube documentaries and respond to the questions

Black or white something to think about

Who is Dr. Kenneth Clark? What did he do?

What is the aim of this documentary?

What are the findings?

The documentary states that "her results mirrored Dr. Clark's." In your own words, what does this mean?

Interview with Dr. Clark

What are his opinions on racism and its causes?

Do you agree? Give examples from your own experiences.

20/20 ABC News: Children and the Psychology of White Supremacy

Who is being compared first? Complete the chart.

Nationality of the Person		
How the children responded to each individual		

Who is being compared next? Complete the chart.

Nationality of the Person		
How the children responded to each individual		

Group Discussion

In your opinion, how did the children come to think in this way?

NOTE: This leads to a lesson on stereotype.

Understanding Stereotypes

Objectives:

- Students will understand that assumptions and biases often lead to stereotypes
- Stereotypes cause harm to the individual and society
- Stereotypes are unfair judgments
- Stereotypes are strongly held beliefs that influence the way we act and how we treat people.
- Stereotypes need to be checked and corrected

NOTE: Refer to this website for activities on understanding stereotypes (<http://www.discoveryeducation.com/teachers/free-lesson-plans/understanding-stereotypes.cfm>)

1. What is a stereotype?

2. List one or two stereotypes that influence your way of thinking.

3. How have you learned to think in this way?

4. Write a 4-paragraph essay in which you discuss either the reasons that promote stereotyping or the consequences/effects of stereotyping?

Social Justice Part IV

Part IV can be done in two ways: Formal Presentation or Skit.

Formal Presentation:

<http://www.multcolib.org/homework/sohc.html>

Step ONE - choose the issue

This website contains a very long and thorough list of the major social justice issues. You and your partner will choose one topic that you are interested in researching. No two pairs of students can choose the same topic, so first come first served.

Step TWO - questions you want to ask/research(complete APPENDIX A)

Now that you have your topic, you will begin your research. You should prepare 5 questions you wish to have answered in your research project. Under every question that you ask, write the two/three websites that you have found that will help in answering your question. NOTE: It is important that you clearly understand why or how your issue is a social justice issue.

Step THREE - get teacher's approval

Once this part is done, you will hand it in to me to check and approve.

Step FOUR - research topic and prepare outline(APPENDIX B)

Once I give you my approval, you will begin to gather information pertaining to your topic. You will put the information you have gathered into an outline. Hand-in the outline for my approval.

Step FIVE - presentation

You and your partner will prepare a presentation that will educate the members of your class on the issue you have chosen. After your presentation, you should be prepared to answer questions that the class or I might ask you. Because of this, you must be very well prepared. You need to be the EXPERT on the issue you have chosen. All presentations must include a visual component, which could be in the form of a PowerPoint or a bristol board presentation.

APPENDIX A

Student Names: _____ and _____

Topic: _____

The following is a list of questions we would like to research. (You DO NOT have to have 7 questions. You can have fewer or more than 7.)

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

We have looked at the following websites that we think will be able to help us in our research.

1. _____
2. _____
3. _____
4. _____
5. _____

APPENDIX B**Presentation Outline****Student Names:** _____ and _____**Topic:** _____**Introduction:**

Every presentation must have an interesting introduction that tells the audience what the topic of the presentation is about.

Once you tell the audience the topic of your presentation, you should outline the main points that you are going to discuss. You should outline the points in the same order of discussion. You and your partner must both present; therefore, it is essential that your points be divided fairly between you. State your main points in this chart.

Main Point	Details that we will use to explain the main point

Main Point	Details we will use to explain the main point

Social Justice Part IV**Skit**

<http://www.multcolib.org/homework/sohc.html>

Step ONE - choose the issue

This website contains a very long and thorough list of the major social justice issues. You and your partner will choose one topic that you are interested in researching. No two pairs of students can choose the same topic, so first come first served.

Step TWO - Research

You and your partner will research your topic to learn more about the issue you have chosen. It is VERY IMPORTANT that you understand clearly why your issue is a social justice issue.

Step THREE - choose the issue

Using what you have learned in your research, prepare a skit. The skit should reveal the following:

- a. What is the issue?
- b. What are the main concerns related to the issue?
- c. How/in what way is the issue related to social justice?

Your skit should not exceed 7 minutes in length. You are encouraged to use props and to have other students in the class help you.

