



A History of Resistance against Injustice in the United States

Research Paper

Due: Tuesday, July 18 @ 2 pm on Turnitin.com

Presentations on Friday, July 21

Turnitin.com Class ID: 15664568

Turnitin.com Enrollment Key: ushistory17

"A prime part of the history of our Constitution, historian Richard Morris recounted, is the story of the extension of constitutional rights and protections to people once ignored or excluded."

-Ruth Bader Ginsburg
United States vs. Virginia (1996)

"The true focus of revolutionary change is never merely the oppressive situations which we seek to escape, but that piece of the oppressor which is planted deep within each of us."

-Audre Lorde

"To deny people their human rights is to challenge their very humanity."

-Nelson Mandela

Overview:

The history of the United States is characterized by a constant evolving revolution to form a more perfect union. A move forward toward the actualization of freedom and humanity against the cancer of ignorance and oppression. In this project you will identify a disenfranchised group in United States history and describe their struggles, resistance, and triumphs against systems of oppression here in the United States. You will then connect their historical context with struggles these groups face today and reflect on how we can act in the present to promote positive social change.

Essential Questions:

How have different groups been deprived of human rights and left out of the American fabric?

How have these groups successfully triumphed against oppression?

How can these groups overcome the struggles they face today?

Task:

A. Write a research paper that:

1. Identifies a disenfranchised demographic.
2. Describes their historical struggles and resistance against oppression
3. Describes their triumphs in attaining their human rights
4. Evaluates where we are today and what we can do to further eliminate current forms of oppression for this demographic.

DUE TUESDAY JULY 18 @ 2pm



Requirements for Paper:

1. Minimum of 4 pages double-spaced
2. MLA Format (Include parenthetical citations and works cited)
3. Use of a minimum of 4 relevant and credible sources.
4. Minimum of 3 examples of historical oppression
5. Minimum of 2 examples of historical triumphs
6. Reflection on where we are today and what can be done to promote the human rights of this group.

B. Slideshow presentation (PowerPoint, Google Slides, Prezi, Piktochart, etc.)

Requirements for Slideshow Presentation

1. Minimum of 5 slides that convey the content of your research paper.
2. Use of images and/or charts
3. Up to 10 minute presentation in front of class on **Friday, July 21**

Timeline for Completion: CARE

(07/05- 06/07)

- Research different disenfranchised groups
- First meeting with Frank

CONCEPTUALIZE

(06/06-06/12)

- Pick group you will present and write on for this project
- Research the historical context of group, their struggles, resistance, and where they are today.
- Make outline for research paper
- Meet with Mr. Solis to discuss topic

CREATE (06/12-06/15)

- Write completed rough draft
- Create presentation slides

CRITIQUE (06/17)

- Peer Feedback Activity and Practice Presentation
- Revise paper and presentation

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Possible Disenfranchised Groups: You can pick any group (listed or not listed) including sub-sections of groups. Subsections may include examples like black women, gay Latinos, poor whites, the poor and elderly, etc. You can also provide intersectional analysis of groups.

Intersectional: the interconnected nature of social categorizations such as race, class, and gender as they apply to a given individual or group, regarded as creating overlapping and interdependent systems of discrimination or disadvantage.

<i>Women</i>	<i>Latinos</i>	<i>Immigrants</i>
<i>LGBTQ Community</i>	<i>Asians</i>	<i>The Poor</i>
<i>African Americans</i>	<i>Muslims</i>	<i>The Homeless</i>
<i>The Mentally Ill</i>	<i>The Disabled</i>	<i>The Incarcerated</i>

Resisting Injustice Rubric				
	4	3	2	1
Mastery: EKS: Struggles against Injustice in the United States Project	Paper and presentation provides a detailed, thoughtful, and appropriate analysis of the issues. All aspects of requirements are complete. Student has clearly mastered an understanding of the historical context of the group and presented a meaningful reflection of this group's status in the present. Paper was turned in on time.	Paper and presentation provides a mostly detailed, thoughtful, and appropriate analysis of the issues. Most aspects of requirements are complete. Student has shown mastery of an understanding of the historical context of the group and presented a meaningful reflection of this group's status in the present.	Paper and presentation provides analysis of the issues, but lacks details and depth of analysis. Only some aspects of requirements are complete. Student shows only basic understanding of the historical context of the group and presented weak connections to the group's status today.	Presentation does not provide an appropriate analysis of the issues. Few aspects of the analysis required may be complete. Student does not show a basic mastery of the group's historical context necessary to complete the analysis.
EKS 1: Evidence I can determine central ideas of primary and secondary sources and cite specific textual evidence to support analysis of those sources.	The student understands the relevant facts and concepts, included credible and relevant sources to support their work, and presented them accurately. Information was presented clearly, effectively, and authentically, and addressed contradictory evidence or alternative perspectives.	The student understands the relevant facts and concepts, included some credible and relevant sources to support their work, and presented them accurately. Information was mostly presented clearly, effectively, and authentically, and student may have addressed contradictory evidence or alternative perspectives.	The student understands some of the facts and concepts at a very basic level, included some or few credible and relevant sources to support their work, and mostly presented them accurately. Information was not always presented clearly, effectively, and authentically, and student did not address contradictory evidence or alternative perspective effectively or at all.	The student understands few of the facts and concepts, included few credible and relevant sources to support their work, and mostly presented them inaccurately. Information was not presented clearly, effectively, and authentically, and student did not address contradictory evidence or alternative perspective effectively.