

Passage Portfolio

Research Guide

Humanities 10:
Investigating World Injustice
and the Search for Justice

Final Student Groupings for Passage Portfolio Topics

These assignments are final; please do not complain about them.

10A:

The War in Iraq (2003-present):

Stephen
Brandon
Sherica
Chris

Child Soldiers:

John
Cisco
Jonathan
Tonya
Linda

AIDS in Africa:

Joya
Minnetta
Tatiana
Jose
Jenna

10B:

Sexual Violence against Women in War:

Simone
Marcus
Mark
Shanice
Shennette

South African Apartheid:

Lahai
Bruce
Shataya
Joaquina
Alex

Injustice in Haiti (1956-present):

Francine
Kerlyne

Ebonie
Kyle

Our Project Steps:

Justice/Injustice Letters:

1. Write Letters
2. Revise/Edit Letters
3. Prepare Monologues based on letters
4. Perform Monologues (with audio recording)
5. Post Letters to Internet Site

Research Report

1. Preliminary Index Cards (10 minimum on Basic Topic Information)
2. Research Report Outline and Focus Area Assignments
3. Focus Area Index Cards (30 minimum index cards from a variety of sources with additional on-going bibliography index cards.)
4. Write Focus Area Report for Group Research Report (3-5 pages)
5. Write Bibliography
6. Revise, Revise, Revise and Edit, Edit, Edit
7. Combine and group revise/edit Focus Areas
8. Groups write Introductions and Conclusions
9. All students write Vision of Justice statements regarding their issue.
10. Compile Web Links
11. Post to Internet Site

Oral Histories:

1. Design Preliminary Questions
2. Initial Contact: Questions and Scheduling
3. Training in Oral History Interviewing (etiquette, note taking, write ups)
4. Subject specific research (Index Cards as needed)
5. Design Oral History Questions
6. Oral History Interview
7. Oral History Write-up
8. Feedback and Finalization with Oral History Subject
9. Post Write-ups on Internet Site

Huntington Showcase:

1. Performance Piece writing
2. Production of Show
3. May 27, 2005: Showtime.
4. (Possibility: Alternative Showings in the community and at local schools)

Requirements and Due Dates:

Due Friday, February 4

1. 10 (minimum) Preliminary Index Cards (with on-going bibliography cards-not counted in total)
2. Individual Outline Proposal Form

Completed In class:

3. Group Research Report Outline and Focus Area Assignments

Due Friday, February 18 with checkpoint on Thursday, February 10

4. Focus Area Index Cards (30 minimum index cards from a variety of sources with additional on-going bibliography index cards.) Based on Mandatory Source Areas

Due Friday, March 4

5. Preliminary Oral History Contact including Scheduled Oral History

Due Monday, March 14

6. Focus Area Research Report (3-5 pages)
7. Bibliography

Due in late March/early April

8. Revised and Edited Focus Area Research Reports
9. Group Introductions, Conclusions, Web links, and Appendices
10. Vision of Justice Statements
11. Research Reports Posted to Internet Site
12. Oral Histories Complete including Write-up
13. Oral Histories Posted to Internet Site

Due in April-May

14. Huntington Performance Pieces: All aspects

Mandatory Sources for Research Report:

These are absolute minimums...most people will use many more than this number.

8 Books or Major Web-based Reports

8 Newspaper or Magazine Articles

Information from 5 Reliable Web-sites

1 Official United Nations Document related to your topic

1 full-length Film or Public Event related to your topic

2 First Person Stories related to your topic (diaries, oral history excerpts, poem, etc.)—can be short and may be found on web-sites.

Guidelines for Research Notes on Index Cards:

1. Write notes on 4x6 inch (BIG) index cards)
2. Write only on one side of the card, unless you only have a few lines left in the note and then you can use the back.
3. Have two separate sets of cards:
 - Topic Cards (with information on the Topic—your notes)
 - Bibliography Cards (with your sources)
4. Make sure each Topic Card is based on one and only one source.
5. Format these cards as shown on the opposite side of this page.
 - a. Put the Code on your Topic Card which matches your Bibliography Card for the source for that topic card. The codes can be a letter matching the Source (like the author's initials or something like that.)
 - b. Be sure to Label your Topic Cards: Label your Topic Cards on narrow clear topics within your larger Topic based on your paper outline. You will often have multiple cards with the same labels.
 - c. Make sure to include the page numbers for the resource that you used (except websites in some cases).
6. All notes should be in your own words and be as brief as possible; the use abbreviations and incomplete sentences as long as your point is still clear. Record all facts, names, dates, events, etc. very clearly with correct spelling.
7. Be sure not to twist the facts or ideas around into something that the author didn't say—your notes should clearly represent the ideas of the source.
8. If you are writing an exact quotation of the author's words or copying a quote from your source, make sure to copy the quotation very clearly and exactly—including ALL punctuation. Use quotation marks “ “. Also be sure to include the name of the person you are quoting.

Informational Card Structure:

<u>Card Number</u> <u>Code</u>	<u>Bibliography</u>
<u>Card Topic (Based on your Outline)</u>	
<u>First Name</u>	<u>Your</u>
• Note 1	
Note 1 continued	
Notes 1 continued (as necessary) (End with Page Numbers for this Note in Parentheses)	
• Note 2	
Note 2 continued	
Notes 2 continued (as necessary) (End with Page Numbers for this Note in Parentheses)	
• Note 3	
Note 3 continued	
Notes 3 continued (as necessary) (End with Page Numbers for this Note in Parentheses)	
• Note 4 (and on, until the flashcard is full—use only one side unless you have only a few extra lines to put on the next side)	

Bibliography Card Structure: Books

<u>Card Number (separate set of numbers for Bibliography Cards)</u> <u>Code</u>	<u>Bibliography</u>
<u>Bibliography Card</u>	
<u>First Name</u>	<u>Your</u>
Note: YOU SHOULD USE ONE CARD FOR EACH SOURCE.	
For Books:	
Author:	
Title:	
Place of Publication:	
Publisher:	
Year of Publication:	
Pages used:	
<i>For Encyclopedias: Include the Edition</i>	

Bibliography Card Structure: Websites

<u>Card Number (separate set of numbers for Bibliography Cards) Code</u>	<u>Bibliography</u>
<u>First Name</u>	<u>Your</u>
<u>Bibliography Card</u>	
For Websites:	
Author:	
Title of the Document:	
Title of the Website:	
Web address: www.	
Date the site was last updated or the piece was written:	
Date that you viewed the site:	

Bibliography Card Structure: Newspaper and Magazines

<u>Card Number (separate set of numbers for Bibliography Cards) Code</u>	<u>Bibliography</u>
<u>First Name</u>	<u>Your</u>
<u>Bibliography Card</u>	
For Newspaper Articles and Magazine Articles:	
Author or the Article:	
Title of the Article:	
Name of the Publication:	
Date of the Publication:	
Page Numbers Used:	
Volume/Issue:	

Outlines:

In order to take strong notes for your research paper you must, ahead of time, figure out what the structure of your research paper will be. Thus, after taking preliminary index card notes on the basics of your issue, you will try to create a detailed proposed outline of your paper.

This outline should have 4-5 Major Topic Areas (Depending on how many people are in your group) and each of these Major Topic Areas should be broken down into Sub-topics (as many as appropriate). You will then use these Sub-topics as the subject of your index cards. So, when you are taking notes on index cards, each of the cards will refer to one of your Sub-topics.

Here's a model for the injustice: **Burundi's Civil War (1993-present):**

Introduction

Major Topic Area 1: Historical Background and Causes of Burundi's Civil War

Sub Topic 1a: Colonization in Burundi

Sub Topic 1b: Poverty in Burundi

Sub Topic 1c: Ethnic Conflict between Hutu's and Tutsi's in the Great Lakes region

Sub Topic 1d: Power and Government in Burundi before 1993

Major Topic Area 2: The Story of Burundi's Civil War—Key Events and Actors

Sub Topic 2a: The assassination of Burundi's President

Sub Topic 2b: The FDD

Sub Topic 2c: The FNL

Sub Topic 2d: Involvement by rebels from other nations

Major Topic Area 3: The Impact of Burundi's Civil War—A tale of Injustice

Sub Topic 3a: Deaths

Sub Topic 3b: Refugees

Sub Topic 3c: Child Soldiers

Sub Topic 3d: Human Rights Violations

Sub Topic 3e: Poverty—health, AIDS/HIV, other diseases

Major Topic Area 4: Movements towards Peace in Burundi—The Search for Justice

Sub Topic 4a: The Arusha Peace and Reconciliation Agreement

Sub Topic 4b: The Global Ceasefire Agreement

Sub Topic 4c: The AMIB's involvement

Sub Topic 4d: The ONUB

Major Topic Area 5: Burundi's Future

Sub Topic 4a: The Writing of the Constitution

Sub Topic 4b: The Elections

Sub Topic 4c: The Future of the FNL

Sub Topic 4d: Poverty—an on-going challenge

Conclusion and Recommendations

Appendices (Maps, Links)

Bibliography

If your topic is not an historical event but a general world issue, you might consider this model for **Poverty in South America**.

Introduction

Major Topic Area 1: The State of Poverty in South America—an Injustice

- Sub Topic 1a: Living Conditions
- Sub Topic 1b: Working Conditions
- Sub Topic 1c: Health Challenges
- Sub Topic 1d: Crime

Major Topic Area 2: The Causes of Poverty in South America

- Sub Topic 2a: Lack of Resources and Infrastructure
- Sub Topic 2b: Lack of Education
- Sub Topic 2c: International Involvement
- Sub Topic 2d: Poverty creating more poverty

Major Topic Area 3: Efforts to Eradicate Poverty—moving towards Justice

- Sub Topic 3a: National Efforts—Education
- Sub Topic 3b: National Efforts—Economic Growth
- Sub Topic 3c: International Efforts—The World Bank and IMF
- Sub Topic 3d: International Efforts—UN and NGO Relief

Major Topic Area 4: A Case Study: Guatemala

- Sub Topic 4a: The State of Poverty in Guatemala
- Sub Topic 4b: The Causes of Poverty in Guatemala
- Sub Topic 4c: The Efforts to Eradicate Poverty in Guatemala
- Sub Topic 4d: What we can learn from the Guatemala Case Study

Conclusion and Recommendations

Appendices (Maps, Links)

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Note:

- 1: All Proposals should have a section that refers to the UN in some way
- 2: All Issue Proposals (HIV/AIDS, Child Soldiers, and Sexual Violence) must include a country case study.
- 3: In addition to your Major Topics Areas and Sub-topics, all reports should have space for an Introduction, Conclusion and Recommendations, Appendices, and a Bibliography.

You should use the Attached Sheet to Create an Individual Outline Proposal for your topic.

Research Paper Outline organizer

Introduction

Major Topic Area 1: _____

Sub Topic 1a: _____

Sub Topic 1b: _____

Sub Topic 1c: _____

Sub Topic 1d: _____

Sub Topic 1e: _____

Major Topic Area 2: _____

Sub Topic 2a: _____

Sub Topic 2b: _____

Sub Topic 2c: _____

Sub Topic 2d: _____

Sub Topic 2e: _____

Major Topic Area 3: _____

Sub Topic 3a: _____

Sub Topic 3b: _____

Sub Topic 3c: _____

Sub Topic 3d: _____

Sub Topic 3e: _____

Major Topic Area 4: _____

Sub Topic 4a: _____

Sub Topic 4b: _____

Sub Topic 4c: _____

Sub Topic 4d: _____

Sub Topic 4e: _____

Major Topic Area 5: _____

Sub Topic 5a: _____

Sub Topic 5b: _____

Sub Topic 5c: _____

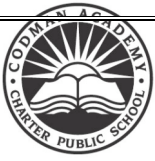
Sub Topic 5d: _____

Sub Topic 5e: _____

Conclusion and Recommendations

Appendices (Maps, Links)

Bibliography



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January 24, 2005

Dear friends,

This year the students in my 10th grade Humanities class at Codman Academy Charter School in Boston are engaging in an intensive "Expedition" on Contemporary World Injustices and the Search for Justice. In the following letter I will first explain the basic elements of the Expedition and then discuss the process through which students will gather Oral Histories.

The Oral History component of the project is the area in which *we will need the most help*—this letter is primarily geared towards people who are willing to share with us their stories as they relate to the World Injustices that our class is investigating. **If you are open to and interested in telling your story as an Oral History Subject, please let me know by emailing or calling as soon as possible. If you know someone who might want to be involved in this opportunity, please pass this message along.**

Demographically, my students are all between 15 and 18 years old. They are primarily of African American, African, Hatian, or Latino descent. All of them currently live in Boston, MA.

The Project:

Students will be working in teams to investigation a series of World Injustices. The 6 Injustices we are focusing on are:

- The War in Iraq (2003-present)
- Child Soldiers
- AIDS in Africa
- Sexual Violence against Women in War
- South African Apartheid
- Injustice in Haiti (1956-present)

Student work will be grounded in extensive historical research and then will involve recording Oral Histories of people who have some sort of direct personal involvement in or knowledge of the Injustices in question.

Students will also be investigating their own experiences of and ideas about injustice and justice through letter writing and reflection. Based on their research, oral histories, and personal reflections, students will be writing and producing a theatre performance piece which will show at the Huntington Theatre on May 27, 2005. In addition, students will compile and present their work through a class website devoted to educating people about Contemporary World Injustices and the Search for Justice. (Note: All Oral Histories, if subjects so desire, will be posted anonymously.)

It's a very exciting, if slightly over-zealous, project!

The Oral History Process:

Step 1: Pairing Students and Oral History Subjects

My hope is that by the end of February each of my 28 students will be paired with an Oral History Subject who has knowledge—serious experiential and personal knowledge—of the Injustice in question. (Each of the above Injustice Areas will be covered by 4-5 students.) So, for example, someone who lived in South Africa when Apartheid was rampant would be perfect. Or a recent Haitian immigrant who left because of the chaos currently reigning in parts of Haiti. Or a doctor or relief worker who has worked with patients in Africa who are struggling with AIDS. The people don't have to live in the Boston area, but that would be ideal. I will do most of the work locating Oral History subjects, although in some cases students will participate in the process.

Step 2: The Pre-Interview and Scheduling process

After students have done preliminary research in their Topic Area, they will contact their Oral History Subject. The purpose of this contact (via email or phone) will be twofold:

A: To ask some preliminary questions that will allow the student to prepare more deeply for the

actual Oral History Interview Session

B: To schedule the Oral History Interview Session.

Step 3: The Oral History Interview

Students and Oral History Subjects will meet in person and engage in an Oral History Interview for approximately 1-2 hours.

Step 4: Documentation and Clarification

Students will work to document their Oral Histories. In most cases this documentation will not involve exact transcriptions; students will instead work to highlight their deepest impressions and insights from the Oral History Interview using pieces of their Oral History Subject's story. Students will communicate (via phone or email) with their Oral History Subject to clarify certain points and get feedback on their work.

Step 5: Approval and Posting

Oral History Subjects will receive students' documentation work and either approve it or make suggestions for revisions. This process will continue until the work is approved. Oral History subjects will also decide at this point whether they want their stories posted on our class Internet site (with anonymity as an option).

Step 6: Huntington Theatre Performance (May 27, 2005)

Students will use their research, personal stories, and Oral Histories in order to write and produce a full-length Performance Piece. All Oral History Subjects will be invited to attend the Performance, which will take place at the Huntington Theatre in Boston on May 27, 2005.

Why be an Oral History Subject?

Oral History subjects will be able to share their stories...this alone can be a profound opportunity for reflection and openness. But more importantly, by sharing their stories they will be educating my students and, hopefully, a broader audience (via our Performance and Website). My students have each undergone deep experiences of justice and injustice in their own lives but seldom, I think,

feel connected to a larger global community of human beings who have struggled with such challenges. The type of learning that this project will generate is invaluable and will stay with students for their entire lives. My hope is that it guides them not only towards mastery of crucial academic skills but also towards empathy and a commitment to fight for justice in their lives and in our world.

Thank you so much for taking the time to read this and consider helping us with our project. I look forward to hearing back from you. You can contact me at aschildkrout@codmanacademy.org or 617-320-6390. Please feel free to send this letter along to others who might be able to help.

Sincerely,
Aaron Schildkrout
Humanities Teacher, Codman Academy Charter Public School

Vision of Justice Statements:

After completing research, oral histories, etc, all students will write one-page Vision of Justice statements with regard to their issue. These statements will seek to answer some of the following questions:

Do you feel the justice has been found with regard to your Injustice?

If so, how could it have been found more easily or quickly?

If not, what do you think is left to do to find Justice?

What can we learn from this issue and the struggles for justice surrounding it about how to find Justice in our world? What are the lessons of this issue?

Alternatives to Oral Histories:

Find an already published oral history of some kind.

From the perspective of the person whose oral history you read, write a one week journal—at least a total of 4 pages...

Give kids copy of Oral History Letter