Social Justice Project Outline

1. Vocabulary associated: Justice, Injustice, Community, Equality, Human Rights, Oppression, Indifference, Prejudice
2. Protest Poetry:
	1. Introduce with interest building questions; such as, what does social justice look like to you? What are some examples of injustice in the world?
	2. Gallery Walk (see PPT) of different types of injustice.
	3. Nonfiction analysis of the article “The Return of the Protest”
	4. Examining Vietnam War protest songs “War,” “Ohio,” “I Feel Like I’m Fixin to Die” (interpreting cart involving tone, connotative words, theme, central idea, inference about impact on Anti-War movement). Followed by a full response of “Why is music a powerful form of protest against injustice? Explain in a brief paragraph using evidence from at least one song). Next students interpret a Billboard Song Chart (questions have students interpret the statistics and draw an inference on why “War” was so popular). Next, students watch an interview with one of the artists behind the song “Ohio” (summarize the process and draw inferences about authors’ choices and overall relevance of protest songs as impactful).
	5. Close Reading of “Baltimore,” by Prince. Students annotate for imagery, figurative language (symbolism, irony, allusion), important diction, and make inferences about possible themes.
3. Social Justice Map Activity:
	1. Students revisit images of Social Justice (from PPT and a couple of Banksy images) and conduct primary source analysis (process from the Library of Congress).
	2. Students choose from either poverty, climate change/pollution, war, immigration issues, civil rights violations, and crime/justice issues.
	3. Students research and decorate their map with symbols, photos, drawings, statistics, and words/phrases that illustrate what has causes and solutions involved with this issue (across the country). – I need help with research process and technology access (and differentiation)
	4. Students create text boxes on their map to cite sources.
4. Social Justice Argument
	1. After students have MAPPED the issue and potential solutions, they need to create an argumentative essay that describes what caused this problem and argues for a potential solution.