

Hate Crimes and the Building Blocks of Prejudice

Review the building blocks of prejudice Power Point attached on Genesis. The end of the slide show describes hate crimes that occurred in 2018. Find a hate crime committed in the US between January 2019 and today. Then, write a short report analyzing the hate crime by using the building blocks of prejudice. Your paper must be at least a full page TNR 12 pt. font. This assignment will count as a test grade.

Your paper MUST include the following:

1. A summary of the issue/event.
2. Explain how it fits into EACH of the levels of the building blocks of prejudice. If your research does not give explicit evidence for each block, then make a hypothesis about how those building blocks played into the crime.
3. Define institutional Oppression and explain its role in the hate crime. What institutions were involved? What policies or practices contributed to the problem? Again, if not explicitly stated, then make a hypothesis.

Submit paper to TII by 11:59 on Friday, March 20.

Assignment 2 – Week 2 – Due Friday, March 27

Social Justice – Social Action Project – part I -- Paper

Part I – Short research paper

Please write a 3 page paper which focuses on a social issue of your choice. The paper should be double spaced and TNR 12pt font. Your paper should follow the format of your English classes and contain an introduction with a thesis statement, at least three body paragraphs and a conclusion.

You must include the following information:

1. Describe the issue you are focusing on and why you chose it.
2. Statistics
3. History – how things have changed over time; how long has it been a problem
4. How it affects the average American
5. What makes it a problem
6. What is needed to fix the problem or impact the issue?
7. What has been tried before to deal with the problem?
8. What is currently being done? What organizations have formed to address the problem?
9. What are some of your ideas to deal with the issue in your local community.

Examples of social issues:

Climate change and the environment

Animal rights and welfare / preserving wildlife

Fair trade food and products

Mental health issues

Suicide prevention

Clean water

Healthcare

Access to quality education

Gun violence

Gang violence

Hate groups

Transgender rights

Immigration

LGB rights and equality

Racism

Bullying

Women's rights

Classism

Living wage

Education

Protection of workers (Labor rights)

Rights and equality for people with disabilities

Term limits for politicians

Homelessness

Hunger

Campaign funding reform

Unjust laws – child marriage (legal in all 50 states)

Care for returning veterans

Refugees

Child labor

Human trafficking

Assignment 3 – Week 3 – Part II Due: Tuesday, March 31st and Friday, April 3rd

Part II – Social Action Project

Interview:

Interview at least two people via FaceTime, phone call, etc. to find out more. You can interview an expert on the issue, teachers, family, etc.

- a) Write 8 OPEN questions to use for your interview. Then, submit via email, the names of the people you will interview along with your topic and the 8 questions. Once, I look them over and give them back, you can go ahead and conduct your interviews. **DUE: Tuesday, March 31st at 3pm. Submit to TII**
- b) Submit a summary of each person's interview. **DUE: Friday, April 3rd on TII by 11:59**

Part III: Use your voice – Due: TBD

Presentation and Call to Action

1. Create a visual presentation to go along with your paper. Examples: poster, painting, drawing(s), power point, video, monologue, interpretive dance (I'm serious about this one.), poem with illustration, etc. I'm willing to consider any of your ideas for presentations. Your presentation should include some important information from your paper.
2. **CALL TO ACTION:** Tell the class what we need to do NOW to help or impact the problem. Ideas:
 - Come up with a recycling program in our school.
 - Write letters to legislators.
 - Register people to vote.
 - Create cards to educate us on how to recognize the signs and symptoms of suicide or self-harm and what to do about it.
 - Create a club.
 - Organize a visit to an animal shelter.
 - Set up an interview with experts in your issue of choice.
 - Combination of the above.
 - Make up your own.

Notes:

I will be setting up video conferences with each of you individually. These conferences will take place during the time that you would have class – either 8:40-9:00 or 2:00 – 2:40. Each conference will last only about 10 minutes or so. You can also request a video conference at any time if you need help.

Your video conference date and time is _____.

Social Action Project - Rubric

Student Name: _____

CATEGORY	4	3	2	1
Time-management	Routinely uses time well throughout the project to ensure things get done on time. Class time is always used for project.	Usually uses time well throughout the project, but may have procrastinated on a very rare occasion. Class time is usually used for the project. one thing.	Tends to use class time for other work or socializing. Dealines are usually met. procrastinate, but always gets things done by the deadlines.	Rarely gets things done in class. Almost always working on something other than the project. Group is not prepared for meetings with teacher.
Focus on the task	Consistently stays focused on the task and what needs to be done. group is very self-directed.	Focuses on the task and what needs to be done most of the time. Other group members can count on each other.	Focuses on the task and what needs to be done some of the time. Teacher and/or other group members must remind group to stay on task.	Rarely focuses on the task and what needs to be done. Lets others do the work.
Preparedness	Always prepared with required information and written assignments on time.	Almost always prepared with required information and written assignments on time.	Sometimes prepared with required information and written assignments on time.	Rarely prepared with required information and written assignments on time.
Quality of Work	Provides work of the highest quality throughout project.	Provides high quality work.	Provides work that occasionally needs to be checked/redone by other group members to ensure quality.	Provides work that usually needs to be checked/redone by others to ensure quality.
Research Data	Students include 4 or more high-quality examples or pieces of data to support their project/campaign.	Students include 3 high-quality examples or pieces of data to support their project/campaign.	Students include 2 high-quality examples or pieces of data to support their project/campaign.	Students include fewer than 2 high-quality examples or pieces of data to support their project/campaign.
Finished social action plan	Students create an original, accurate and interesting product or plan that adequately addresses the issue.	Students create an accurate product or plan that adequately addresses the issue.	Students create product or plan but it does not adequately address the issue.	Students' plan or product does not have a focus or show effort and does not really address the issue.

Total _____

Grade _____