Advocacy Project

Your group will create an advocacy piece that attempts to persuade people to care about your social issue. You also will present this to a wider audience to encourage others to get involved. The project will therefore be graded for both your creative piece (Social Studies) and the presentation (ELA). All group members must contribute to both parts of the project.

The creative advocacy part of the project should follow one of the following options. If you have another idea, please run it by Mr. Prip and Ms. Nelson for approval.

* a song that you write and perform
* a video advertisement
* a photo slideshow with captions and music
* an attractive website with a plan for how to get others to visit the website
* a short movie and/or play that you perform in class or record and play for class
* a short documentary
* an illustrated children’s book.
* a short graphic novel

The presentation must have the following parts:

1. an informational introduction to your issue (4 minutes)
	1. the problem
	2. the background
	3. the impact
2. the presentation of the creative piece to connect us as humans to the problem (about 5 minutes depending on your creative element)
3. how people can get involved (1 minute)
	1. action steps
	2. important organizations
	3. information in your brochure

The completed project will be presented on Friday, June 16 in the auditorium.

# Creative Project Rubric

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | 4 | 3 | 2 | 1 |
| **Content:** Quality information | The project focused on one or two major issues and described those issues thoroughly.  | The speech focused on one or two major issues, but did not fully explain them. | The speech focused on more than two issues and did not fully explain them. | The speech was unclear and did not explain any of the issues thoroughly. |
| **Organization**: Comprehensible communication | The project was well organized. The underlying logic was clearly articulated and easy to follow. | The project was organized. In some areas the logic and/or flow of ideas were difficult to follow.  | The project poorly organized. The logic and/or flow of ideas were difficult to follow.  | The project lacked overall organization. The reader had to make considerable effort to understand the underlying logic and flow of ideas. |
| **Creativity**: Imaginative communication | The project was successfully executed from concept to completion with novel and original approach.  | The project was successfully executed from concept to completion. Unique & original with some evidence of imitation.  | The project was partially successfully executed, with a few unique aspects.  | The project was begun, but never fully completed. What work was done was highly derivative of other work |
| **Craftsmanship** Well edited | The finished product is a result of careful planning and wisely used classroom time. Project is pristine | The finished product is orderly and without major defects. Project could have used more effort in finishing.  | Adequate effort is shown, but class time was not fully utilized. Project shows some carelessness. | Shows little evidence of effort and poor use of time. Project demonstrates a lack of care. |
| **Collaboration** Strong teamwork | All students contributed equally to the project. Students stayed on task at all times. Students worked with each other in a friendly and motivated manner. | All students contributed a fair share to the project, though workloads varied. Students had to be reminded occasionally to stay on task. Students made an effort to include all group members in the process. | Most students contributed to the project, though one or two did the majority of the work. Students had to be reminded occasionally to stay on task. Students made minimal effort to include all group members in the process. | One or two people did all the work. Students needed to be reminded to stay on task frequently. Students argued with one another or left some students out of the process. |

# Presentation Rubric

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | 4 | 3 | 2 | 1 |
| **Audience** | You knew your audience and how to address them. | There were a few people to which your speech did not apply. | You knew little about your audience. | You did not know your audience at all. |
| **Posture and Eye Contact** | Excellent posture and you kept eye contact with your audience. | You maintained good eye contact most of the time. | Little eye contact and your posture needs improvement. | No eye contact and poor posture. |
| **Word Choice** | Your word choice was excellent and appropriate for the audience. You avoided “ums,” “ers,” and “likes.” | Some of the words you chose could be replaced, but for the most part, your speech was good. | Your audience seemed confused at times.  | Poor word choice. |
| **Content** | Your content was always accurate. | Your content was essentially accurate. | Your content was mostly unclear. | Not enough information was presented or was not relevant. |
| **Use of Time** | Maintained time frame. | You mostly stayed within the time frame. | You exceeded the time frame, but that’s okay. | Your message was too short or too long. |
| **Confidence** | Your confidence was contagious! | Your confidence was good, no wonder everyone likes you! | Your confidence was okay. | You lacked confidence. |
| **Sources** | You disclosed 3 sources. | You disclosed 2 sources. | You disclosed 1 source. | You did not disclose any sources. |