

Humanitarian Project

The Assignment

This six weeks we will be reading a memoir about the Darfur conflict, *The Translator*. To further our studies of international crises, you will be responsible for independently researching a humanitarian issue which you choose from a provided list. For this project, you will annotate your research and complete a creative product based on your findings. You will also need to write a paper of at least 500 words which explains your research and analyzes your final product. As you have more than enough time to complete this assignment, we expect works of high quality – use your time wisely!

The Grade

For this project, not only will you be graded on your research and understanding of the topic but also on how well you execute your vision. As this is a test grade, my expectations are high, and the grading will reflect that. Normally, I will not grade on artistic ability; however, since you have choice for this project, the quality of your work will be taken into consideration. Work on something that plays to your strengths! We will be using the same rubric as last time.

The Due Dates

Wednesday, October 14th: Project Proposal with Annotated Sources (print them and take notes on them like close reading practices)

Monday, Oct. 19th: Project Update – Submit to www.TurnItIn.com

Friday, Oct. 23rd: Final Project due – typed analysis and annotated bibliography. Submit to Turn It In.

The Topics

The list of humanitarian crises available is located on the “Notes and Handouts” page of the class website. Should you think of another not listed, please check with me before moving forward. Because you spent so much time studying the Holocaust in middle school, you may NOT use it for your project.

Sign-up will be Monday at the beginning of class. First come, first served. Only two people per class will be able to sign up for the same topic, so have some backups! It would be a great idea to do some quick research before deciding! ☺

Project Ideas

This list is certainly not exhaustive. If you have an idea for a project not listed here, that’s great! However, please make sure all project ideas are submitted for approval! If you have questions about any of the following, just ask!

- An original work of art representing the crisis using symbolism
- A play performed by you (and friends if necessary)
- A graphic novel over the events complete with pictures and text
- A newspaper complete with feature articles and pictures
- An originally composed musical piece which reflects the emotions of the crisis
- An original work of fiction about people who have lived through or been affected by the situation
- A stop-motion film based on the topic
- A mosaic bringing together important information about the crisis
- A (long) poem which captures the atmosphere and emotion of the topic

Can We Work Together?

Because of the nature of the project and the difficulty young writers experience writing collaborative, you may not work with a partner on this Creative Project.

As always, you may employ actors, chorus members, background dancers, etc., but the interpretation, analysis, and product must be yours alone.

A Note on Plagiarism

Plagiarism: an act or instance of using or closely imitating the language and thoughts of another author without authorization and the representation of that author's work as one's own, as by not crediting the original author.

Any act of plagiarism on this project will result in a zero and a discipline referral.

If you have questions about plagiarism, please talk to me!

Name: _____ Date: _____

Topic: _____ Product Type: _____

Humanitarian Project Rubric

	5	4	3	2	1
Content	<input type="checkbox"/> Shows a high level of understanding and critical thinking <input type="checkbox"/> Skillfully uses multiple specific details (examples, images, anecdotes, etc.) to show insight into the topic <input type="checkbox"/> Shows a high degree of personal engagement with the topic	<input type="checkbox"/> Shows a sound level of understanding and critical thinking <input type="checkbox"/> Uses multiple details to show understanding of the topic <input type="checkbox"/> Shows an adequate degree of personal engagement with the topic	<input type="checkbox"/> Shows basic understanding but little critical thinking <input type="checkbox"/> Uses minimal relevant details to show understanding of the topic <input type="checkbox"/> Shows some personal engagement with the topic	<input type="checkbox"/> Demonstrates serious misconceptions about the topic <input type="checkbox"/> Uses very few details or irrelevant details of the topic <input type="checkbox"/> Shows minimal personal engagement with the topic	<input type="checkbox"/> Demonstrates complete lack of understanding <input type="checkbox"/> Uses no details of the topic <input type="checkbox"/> Shows no personal engagement with the topic
Organization	<input type="checkbox"/> Provides a clear and precise understanding of the implications of the chosen crisis <input type="checkbox"/> Is engaging and easy to understand	<input type="checkbox"/> Provides a mostly clear understanding of the implications of the chosen crisis <input type="checkbox"/> Is easy to understand	<input type="checkbox"/> Provides a somewhat clear understanding of the implications of the chosen topic <input type="checkbox"/> Is somewhat confusing and/or disorganized	<input type="checkbox"/> Provides an unclear understanding of the implications of the chosen topic <input type="checkbox"/> Is confusing and/or disorganized throughout	<input type="checkbox"/> Provides a complete misunderstanding of the implications of the chosen topic <input type="checkbox"/> Is off-topic and irrelevant
Style	<input type="checkbox"/> Demonstrates a superior ability to communicate with clarity and flair	<input type="checkbox"/> Demonstrates a sound ability to communicate with clarity	<input type="checkbox"/> Demonstrates an inconsistent ability to communicate with clarity	<input type="checkbox"/> Demonstrates a weak ability to communicate with clarity	<input type="checkbox"/> Demonstrates an inability to communicate with clarity
Creativity, Originality, & Neatness	<input type="checkbox"/> Interprets the topic with a high degree of creativity without sacrificing accuracy or clarity <input type="checkbox"/> Provides an original, thoughtful product relevant to the topic <input type="checkbox"/> Is completed with neatness to a superior degree of quality	<input type="checkbox"/> Interprets the topic with an adequate degree of creativity without sacrificing accuracy or clarity <input type="checkbox"/> Provides an original product relevant to the topic <input type="checkbox"/> Is completed with neatness to a sound degree of quality	<input type="checkbox"/> Interprets the topic with some creativity, but may sacrifice accuracy or clarity <input type="checkbox"/> Provides an unoriginal product relevant to the topic <input type="checkbox"/> Is partially completed with neatness to a weak degree of quality	<input type="checkbox"/> Interprets the topic with little to no creativity and sacrifices accuracy and/or clarity <input type="checkbox"/> Provides an irrelevant original product <input type="checkbox"/> Is completed with little to no neatness to a very weak degree of quality	<input type="checkbox"/> Interprets the topic with no creativity whatsoever <input type="checkbox"/> Provides an unoriginal and irrelevant product <input type="checkbox"/> Product seems rushed and is of very weak quality
Overall Effectiveness	<input type="checkbox"/> Exceeds all expectations and requirements	<input type="checkbox"/> Meets all expectations and requirements	<input type="checkbox"/> Meets some expectations and requirements	<input type="checkbox"/> Meets few expectations and requirements	<input type="checkbox"/> Does not meet expectations and requirements

Points earned: _____ x 2

Days Late: _____ Points Deducted: _____

Total Grade: _____

Comments:
