PS 160Q \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Class 501 502 531 Oct/Nov. 2016

**5th Grade PBL Unit: Speak Up for Inequality**

Culminating Project

For our culminating project, you will inform others what you have learned throughout our PBL unit: Speak Up for Inequality. You will have the choice of showing what you know about inequality in **THREE different ways: writing, visual learning, and an oral representation**. (all options explained in the Unit 1 Assessment Choice Board below)

You will select **ONE** choice in **EACH section** (writing, visual learning, and oral representation).

**DUE DATE: 11/30/2016**

**Unit 1 Choice Board- Speak Up for Inequality**

|  |  |  |
| --- | --- | --- |
| **Writing Contribution** | **Visual Contribution** | **Oral Contribution** |
|  |  |  |
| **Narrative Writing**  **Short story elements must include**   * **a character facing an inequality or challenge** * **internal thoughts, dialogue and feelings** * **Use the appropriate five senses to “paint the picture”** * **Elaboration** * **Organization** * **Universal Declaration of Human Rights concepts (at least 3)** | **Poster/Slideshow/Power point**  **Elements must be specific and accurately connected to research by providing information on the background of the inequality. Must include**   * **Who (key people?** * **What is the inequality?** * **When did this happen (time period)?** * **What caused these events?** * **What are the long-term effects of this event?** | **Oral Presentation**  **Maintain eye contact with audience. Speaking loudly and clearly . The oral presentation must address the following in the format of a clearly prepared response to**   * **what you learned about the inequality you researched?** * **What changes can I help to make?** * **How can the youth further this work?** |

PS 160Q \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Class 501 502 531 Oct/Nov. 2016

**5th Grade PBL Unit: Speak up for Inequality **

Culminating Project: ***WRITING***

For the writing portion of our PBL culminating project, you have the choice of one of the following inequalities:

* Civil Rights
* Women’s’ Rights
* Labor Unions
* Nutrition

**My Inequality/Challenge will focus on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

All aspects below must be covered no matter which inequality choice you decide to choose. Your writing piece **MUST** include the following **for topics (that are \*)** with the outlined information below in each of the sections.

Task- Compose a narrative that shows how that group of people were discriminated against. In your narrative, use the skills you learned throughout our narrative unit. Be sure to include a clear lead, middle, and ending. Using your checklist and rubric, construct a narrative that reflects **ONE** of the choices below:

1. interacts with a group of people that have faced one of the above inequalities
2. you, yourself have faced one of the above inequalities
3. you develop a character that has faced one of the above inequalities

1.) **Internal Thoughts & Feelings & Dialogue** \*

Use the information you have researched to come up with accurate and genuine response to adversities that arise when facing an inequality. Be sure to use dialogue/internal thought to address the following:

* Express emotions or thoughts that the character may be experiencing or may have endured
* What are some things the character is saying to him/herself?
* What are some things the characters is saying to other characters in the narrative?
* How do these pieces of conversation contribute to the overall feel or tone of the narrative?
* How does it affect the flow of the narrative?

2.) **Use the appropriate Five Senses to Describe Changes of Events\***

Be sure to demonstrate an incorporation of descriptive details and elaboration to allow readers to visualize **the challenges faced by this inequality.** Make sure to include **at least 2** of the 5 senses. For example, what the characters may see, smell, or what the character may hear throughout their experiences.

3.) **Universal Declaration of Human Rights concepts\***

Be sure to include accurate and factual information and concrete details to inform readers of the concepts discussed in the Universal Declaration of Human Rights and its connection/impact to your short story

* + a brief introduction for the section
  + **at least 3 concepts** humans have from their rights
    - **For example- “all human beings are born free and equal”**
  + Explain how humans would be affected if these benefits were not available anymore.
  + Use domain specific vocabulary words with definitions

4.) **How Can We Help?\***

Be sure to use factual information and concrete details to inform readers on what we as the young generation can do to help reduce participation in these unequal actions (UDHR would be a great resource)

* **Must** include:
  + a short introduction for the section
  + **at least 4 ways** we can help as 5th graders build and promote awareness of what is happening in the rainforests and how we can save the rainforests
  + domain specific vocabulary with definitions

PS 160Q \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Class 501 502 531 Oct/Nov. 2016

**5th Grade PBL Unit: Speak Up for Inequality **

Culminating Project: VISUAL PRESENTATION

For the visual representation portion of our PBL culminating project, you have the choice of one of the following inequalities:

* Civil Rights
* Women’s’ Rights
* Labor Unions
* Nutrition

**My Inequality/Challenge will focus on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

For the second portion of our Speak Up for Inequality PBL culminating project, you will construct a **visual representation** of the issues/dilemmas/threats that the people face

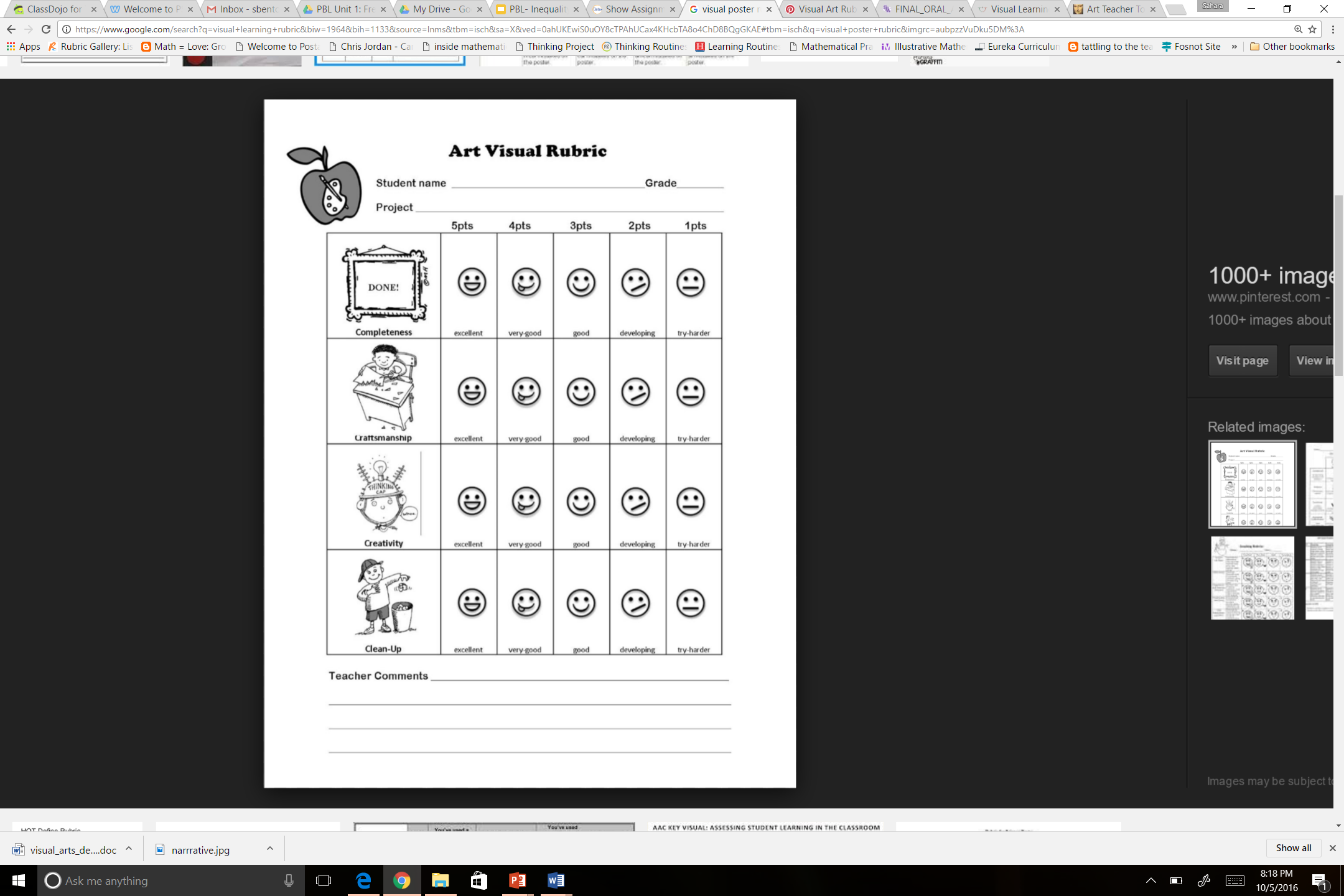
* Poster
* Slideshow
* PowerPoint

**MY VISUAL REPRESENTATION CHOICE:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

All aspects below must be covered no matter which visual presentation choice you decide to choose. Your visual representation **must** include the following:

1. **What is the inequality that was being faced?**
2. **Who are the key people? (at least 3 key people)**
3. **Why are they considered important figures for that particular inequality? (for each important figure)**

All visual representations must have attached must be a **3 paragraph description** (on a piece of loose leaf) of **what dilemma/threat/inequality that your visual representation displays** and **how it connects to our PBL unit.**



PS 160Q \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Class 501 502 531 Oct/Nov. 2016

**5th Grade PBL Unit: Speak Up for Inequality **

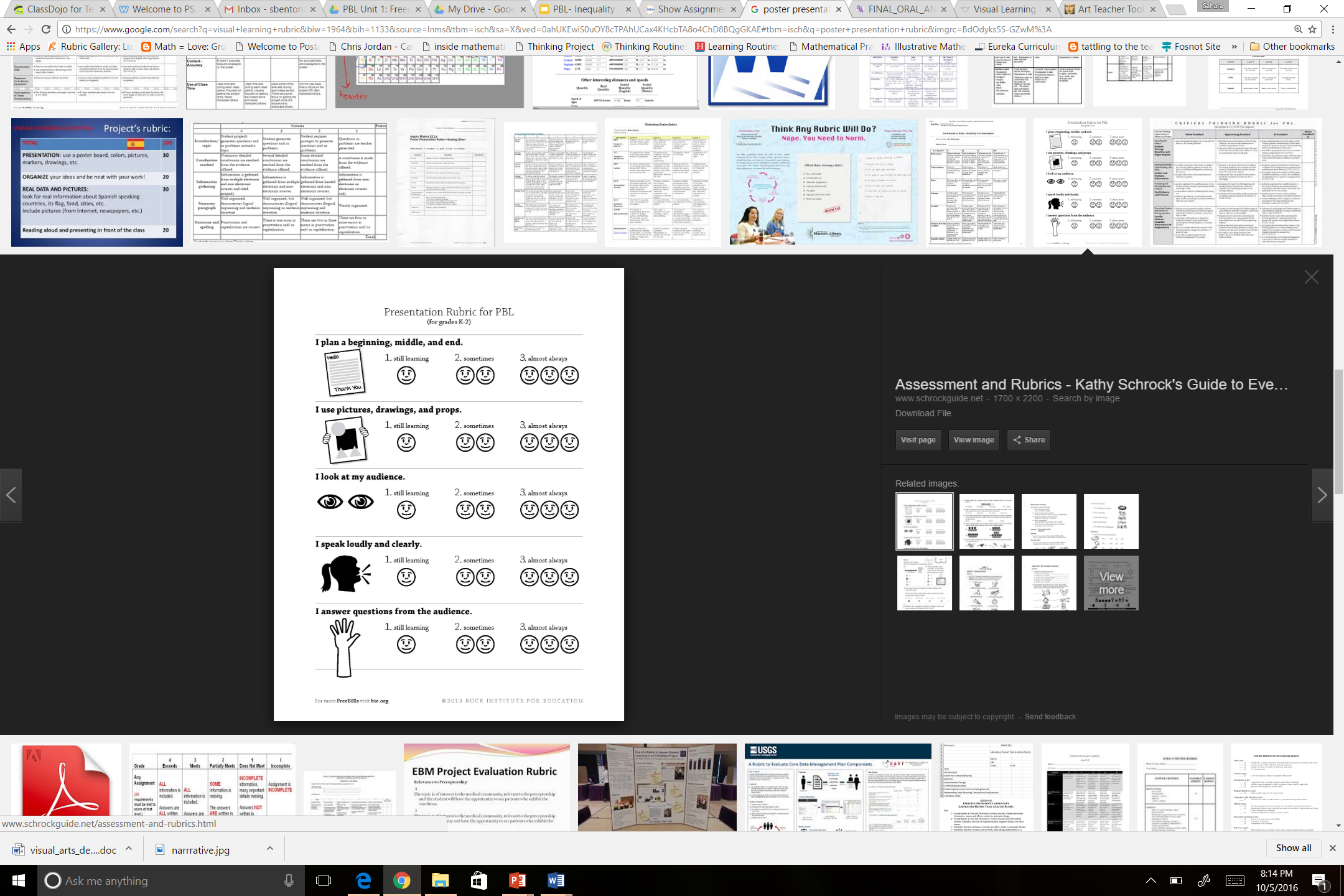
Culminating Project: ORAL PRESENTATION

**MY ORAL PRESENTATION DATE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

For the third portion of our Speak Up for Inequality PBL culminating project, you will give an oral presentation to the class. Maintain eye contact with audience. Speaking loudly and clearly . The oral presentation must address the following in the format of a clearly prepared response to

* + what you learned about the inequality you researched?
  + What changes can I help to make?
  + How can the youth further this work?

**Oral Presentation Rubric**



PS 160Q \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Class 501 502 531 Oct/Nov. 2016

**5th Grade PBL Unit: Speak Up for Inequality**

Culminating Project

For our culminating project, you will inform others what you have learned throughout our PBL unit: Speak Up for Inequality. You will have the choice of showing what you know about the rainforest in **three different ways: writing, visual learning and an oral representation**. (shown in the Unit 1 Assessment Choice Board given) You will select **one inequality** choice for **all sections** (writing, visual learning and an oral representation).

**Scores:**

**Writing:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Visual Learning;\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Oral Presentation:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Overall Score:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**