

# the fourth task



Hilary Swank as Alice Paul, American suffragist in *Iron Jawed Angels*

## Your Mission:

**In groups of no more than three, research the nonviolent civil disobedience of a person or group—either current or historical.**

I'll provide some guidelines for you on how to evaluate your sources, but up front let me tell you that Wikipedia and other sites like it are not acceptable sources for academic course work.

You're looking for the journalistic questions at first:

- Who is this person or group? Think: history or life story, formation, how she/he/they became involved in the issue, what other groups/people were involved simultaneously, what change she/he/they was advocating and why, what organizations people were tied to, etc.
- When did this happen?
- What was the action? Or what were the actions? What were the consequences?
- Why did the person/group take that/those action(s)?
- What happened to this person/group later—think both short and long term

Later, you'll also need to ask evaluative and analytical questions

- What gave this person/group courage?
- What gave this person/group authority?
- How effective was/were the action(s) in agitating for change? Where does the issue stand currently?
- What remains to be done regarding this issue?
- Was it worth it? The consequences she/he/they suffered—were they worth the result? Why or why not?

Then, together create a 10-12 minute presentation for your classmates where you inform them about your research. Your presentation should include

- An opportunity for everyone in the group to speak
- Visual aids (photographs, drawings, film clips, etc.)
- A visually attractive handout that details your findings for your classmates (no more than one page front-back). One easy way to do this—use a Mac and access Microsoft Word's "newsletter templates." On a PC, this requires an additional program.



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Ideas for people or groups: those pictured on this task sheet, Dorothy Day, Mahatma Ghandi, Nelson Mandela, African National Congress (ANC), Vaclav Havel, pharmacists who refuse to fill certain prescriptions, the Stonewall riots, the Soweto uprising, Christian Peacemaker Teams. You can also look at the attached list for some ideas. Note: You may NOT choose Jesus, Martin Luther King, Jr. or the Civil Rights movement in the U.S.



Philip Berrigan, American Peace Activist

# the Proposal

We will spend one week in the lab. You will have this time to research, answer your questions, and write a proposal together.

Your proposal must include

- An annotated bibliography for your sources (minimum of five). A handout on annotated bibliographies is attached to this task sheet for your reference, but I'll take some time to explain them in class, too.
- An outline of your presentation (organizational plan, including who says what and when in the presentation)
- A description of the visuals you plan to use (what they look like as well as what type they are: PowerPoint, video, posters, etc.)
- A schedule of writing and practice times with your group members

# the Presentation

Unlike previous tasks, this isn't simply a paper—each time you submit your presentation materials, you will include:

- a full draft of your script (including citations; we'll talk about this in class together so you know how to do it properly)
- a copy of your handout (also including citations)
- all of your actual visuals.



Julia Butterfly Hill, American environmentalist

You can expect to get feedback from me on all three areas.

Everyone needs to have their presentation accepted by \_\_\_\_\_.

We'll have a dress rehearsal day where we workshop presentations in class on \_\_\_\_\_.

Your group will present on \_\_\_\_\_.

NOTE: In addition to the regular writing rubric (100 points), you will also be earning an oral presentation grade during your group's presentation. Like all public speaking assignments at CHS, this will evaluate rate, volume, articulation, verbal ticks, , eye-contact, poise, facial expression, gestures, and verbal citation of sources. We'll talk about this in a lot more detail together in class.



Members of the White Rose, German anti-Nazi group

# the Critical Reflection

Your critical reflection paper is the INDIVIDUAL component of this task. It should address the fifteen critical reflection prompts below. Remember, though, that this is not a “question/answer” assignment; that is not the point. I want to see you create some authentic, reflective personal writing. Critical reflections should contain specific quotes, examples and ways you responded and thought through various problems. This is not a generic assignment; you need your stack of drafts or your electronic files open in front of you as you work so that you can refer to very particular pieces, moments or changes from draft to draft.

1. The dates you started and finished (your first proposal in date to your most recent critical reflection writing date).
2. The number of conferences/conversations/email exchanges you had with me and at what stage in the process.
3. What was easy for you? Why? Some people, for example, had no trouble working cooperatively.
4. What was difficult for you? Why? Some people, for example, really struggled to find a topic person/group.
5. What type of writing were you asked to do? Was this your first experience with this type of writing? What were some skills you learned that go along with this type of writing?
6. What did you learn about yourself as a writer in this assignment? Think about your writing style, the time it takes you, environmental factors that help you write, the types of feedback that were helpful, and how well you did on various phases (some people have no problem coming up with ideas in proposal phase, but have a lot of trouble actually communicating those ideas in drafting—and other people have all the struggle in the proposal phase, while the actual writing seems easy).
7. What attention did you give to the structure of the entire essay? At what stage of the process? How did you change structure over time? Why? Be specific.
8. What attention did you give to the flow/logical development of the essay? When? How did you change flow over time? Why? Be specific.
9. How satisfied are you with your agility with language? How much did you work on finding the right word to communicate your exact meaning? How much on sentence structure? Give examples of each, including revisions. Discuss why you made the revisions you did & why those revisions were or were not successful.
10. What do you feel most proud of in your writing process for this task? Why?
11. Is there anything from this writing task you look back on with regret or embarrassment? Why?
12. How did your level of involvement and effort impact your work? Did you see progress in your writing over time? How so? Give examples.
13. How prepared did you feel for the assignment? Why? If you felt unprepared, what would have helped you to feel more prepared?
14. How reliant were you on instructor comments and guidance? Keep track of this. As we move through the year, you'll want to note your various movements towards independence.
15. Highlight every comment on the rubric that you think applies to your work on this writing task, and write a bit about why you highlighted the comments that you did. Please submit the highlighted rubric with your critical reflection.