**Marginalized Cultures in America Museum Project**

AP English III (Carrington)

Description: Over the course of the past few weeks, we have been discussing the idea of race and religion in America through our reading of different literary and informational texts. Furthermore, we have observed how different cultures and groups of people can be judged unfairly—perhaps because of the color of their skin, perhaps because of their religious beliefs (or lack thereof), or perhaps because of some other reason. Using what you have learned, you will now have the opportunity to “research” a marginalized culture from American history and create a digital “museum exhibit” to showcase different aspects of this group’s history and cultural experience.

Learning Objectives:

* Cite textual evidence from literary and informational texts to support analysis and inferences
* Analyze development of complex ideas in an informational text
* Analyze and determine point of view in both literary and informational texts
* Draw from, evaluate, and integrate multiple sources of information to support analysis
* Write informative/explanatory texts to convey complex ideas, concepts, and information
* Use technology to produce, publish, and update individual and shared writing products

Process:

* As this is a group project, the first task will be to determine your group. Groups must contain at least two people and cannot exceed four people.
* Upon choosing a group, each group will pick from a pre-determined list of marginalized groups.
* After choosing a marginalized group, members of your group will then meet to determine how best to create your collaborative exhibit by creating a project proposal. You might also wish to discuss how you might organize your exhibit (e.g., by time period, by themes, etc.) and what types of artifacts you would like to possibly look for/include in the exhibit (e.g., paintings, poems, essays, etc.).
* Once all of the previously outlined steps have been completed, you will be given time in the media center/computer lab to look for artifacts to use in your exhibit.
* Upon completing the “research” and locating the artifacts you hope to use, you will create a digital portfolio (i.e., website) to showcase your artifacts.

Requirements: Instead of giving you a ton of stringent requirements in terms of what types of artifacts you **MUST** have, I will instead provide you with a few guidelines you’ll want to keep in mind. First, please include a variety of modes in your exhibit. Instead of relying solely on traditional print/web artifacts (e.g., essays, news articles, poems, etc.), include alternative texts, as well (e.g., music videos, paintings, photographs, etc.). Second, please try to provide a range of perspectives. For example, if your exhibit focuses on the Native American experience in America, don’t simply present artifacts on the earlier stages of history; venture out further and include more diverse perspectives (maybe something on what it’s like being a Native American in 2013). Last, but certainly not least, please make sure that your artifacts and your exhibits do not perpetuate baseless stereotypes of certain cultures. The purpose of this project is to present the different aspects of marginalized cultures in hopes of developing a greater appreciation for their culture and their collective experiences, not to exacerbate problems that we have with cultural insensitivity and xenophobia.

Now, here are some **absolute** requirements to keep in mind. Failure to adhere to these requirements will result in a failing grade on this assignment.

* Exhibit must include at least ten (10) artifacts
  + A word to the wise—use your best judgment when it comes to this “ten” minimum. Do not think that including ten “quick and easy” texts will get you an exemplary mark.
* Final product must be in the form of a digital platform (not PowerPoint) that is easy to navigate.
* Each artifact in your exhibit must be accompanied by an original analytical summary. Though you will likely discuss more in the summary, you must answer the following questions at minimum:
  + Who created your artifact?
  + When and why was it most likely created?
  + What does it serve to illustrate about your group’s experience?
  + How does it illustrate certain ideas about your group’s experience?
* A set of higher-level questions created by students for each artifact—you will also need to submit a printed copy of your questions with answers. Please use your best judgment on how many questions are appropriate for each text.
  + These questions should require individuals to engage in a close study of your artifact. For example, basic comprehension questions are not considered “higher level.” Higher-level questions would be things that require someone to interpret or critically analyze (e.g., “How does the painter use juxtaposition within this painting? What is the effect of the author repeating the phrase that appears at the beginning of each paragraph?).
* If you use information from outside sources in your summaries, you must also cite it (using a parenthetical citation and an entry on a works cited page). A works cited page for all resources consulted must be included at the end of the project. Likewise, you must also use parenthetical citations throughout the exhibit.

Grading: Below is a rubric I will use to evaluate your projects. Although this is a group project, please know that all members will not necessarily get the same grade on this assignment. Each member will complete an anonymous group evaluation at different times, which will be taken into consideration—along with my own observations and judgments—as I evaluate final products. This project will count as half of a test grade.

Although the lowest score you can theoretically receive is a “70” based on this rubric, you can technically receive a “0” if you fail to fulfill the requirements. For example, if you do not have the minimum number of artifacts, you will receive a “0” for that section. Please keep this in mind!

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|  | **Distinguished (100)** | **Accomplished (90)** | **Proficient (80)** | **Developing (70)** |
| Quality of Artifacts (40%) | Exhibit contains at least 10 substantive artifacts that contribute to a well-rounded depiction of the chosen group/culture. Each artifact also features a well-written, analytical “summary” paragraph free of errors in grammar, mechanics, and conventions. | Exhibit contains at least 10 substantive artifacts, and the majority of them contribute to a well-rounded depiction of the chosen group/culture. Each artifact also features a well-written, analytical “summary” paragraph free of major errors in grammar, mechanics, and conventions. | Exhibit contains at least 10 substantive artifacts, and the many of them contribute to a well-rounded depiction of the chosen group/culture. Each artifact also features an analytical “summary” paragraph; however, the paragraph may contain a few errors in grammar, mechanics, and conventions. | Exhibit contains at least 10 substantive artifacts; however, many of them do not contribute to a well-rounded depiction of the chosen group/culture. The paragraphs provided may lack substance or might feature numerous errors. |
| Artifact Questions (15%) | An appropriate number of questions are provided for all artifacts, and the questions are all higher-level questions. | An appropriate number of questions are provided for all artifacts, the majority of which are higher-level questions. | An appropriate number of questions are provided for all artifacts; however, some could be strengthened to provoke more high-level thinking. | An appropriate number of questions are provided for all artifacts; however, many need to be strengthened to provoke high-level thinking. |
| Exhibit Design & Aesthetics (15%) | Organization and overall appearance of the exhibit are aesthetically pleasing. The final product is polished, professional, and free of errors in grammar, mechanics, formatting, etc. | Organization and overall appearance of the exhibit are aesthetically pleasing and the final product is polished, professional, and free of major errors. | Organization and overall appearance of the exhibit are generally pleasing. The final product might contain some lapses in grammar, mechanics, formatting, etc. | Organization and overall appearance of the exhibit could be improved. The final product also contains some lapses in grammar, mechanics, formatting, etc. |
| Citations (10%) | Correctly formatted MLA citations are provided for all artifacts. Appropriately formatted Works Cited page is also provided. | Correctly formatted MLA citations are provided for all artifacts. Appropriately formatted Works Cited page is also provided…minor mistakes | MLA citations for all artifacts and a Works Cited page are provided; however, either (or both) may contain a few errors. | MLA citations for all artifacts and a Works Cited page are provided; however, either (or both) contains numerous errors. |
| Collaboration & Planning (10%) | Based off of peer evaluations and teacher evaluations of student work throughout the project. | | | |

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| Presentation (10%) | Group presentation polished, rehearsed, and professional. Presenters use appropriate voice techniques and stage mannerisms and avoid distracting behavior (i.e., chewing gum, talking with their hands, etc.) | Same criteria as “distinguished” – just missing a few things here and there. | Group presentation is generally polished, rehearsed, and professional; however, there are areas where improvements could be made in stage presence, voice control, etc. | Same criteria as in the “proficient” category; however, certain elements of the presentation needed serious re-working or revising to improve. |