**Bullying Research (12/3) and Action Plan (12/09)**

**‘Be the Change’ ADVOCACY EXPO: Thursday 12/10/15**

**STEP 1: VERIFYING FACTS and DEVELOPING QUESTIONS**

Once you have determined your topic, investigate it informally until you have developed 10 or more questions to answer or learn more about. Enter those questions into the Research Template.

**STEP 2: EXPOSITORY RESEARCH**

Using the FBISD databases, you and your group will research the **10 or MORE questions** and/or **fact checks** you need to learn about. YOUR GOAL IS TO **VERIFY WHAT YOU “KNOW”** AND **LEARN WHAT YOU STILL WONDER ABOUT**. You must find facts, statistics, stories, first person accounts, and clear definitions, etc for each research point. **Two or more sources should be cited** (the more, the better!) to verify each fact or answer each question. The **research template** is available on my website and should be completed collaboratively using Google Drive.

All answers should reflect research facts you learned and must include a citation. **You will need MLA citations later so enter the citation info on the form! Keep track of where each fact came from because you will need that information to create parenthetical citations next week!**

**STEP 3: ACTION PLAN**

Either individually or in a group of up to 4 people, you will design and create an action plan. This plan will use the information you learn in your research to create something that attempts to make a difference. Your group will come up with your project idea and present it to your teacher for approval. Once approved, you will then create it. Possibilities for this project include things like games, songs, films, petitions, technology, or an idea all your own. The possibilities are only limited by your creativity, ingenuity, and willingness to work. This plan is REAL; it will be featured in our annual ‘Be the Change’ Advocacy Expo so make it interesting, informative, and fun! **We will have access to computers in the lab for more than one week from 11/30-12/4 and 12/7-12/9.** During this time you must complete your **action plan proposal (12/1), expository research (12/3)**, and your **action plan (12/9).** Your group may need to plan ahead and bring other supplies to complete your action plan, depending on what your plan necessitates. **The ‘Be the Change’ Advocacy Expo is scheduled for Thursday 12/10/15!**

Your action plan must meet the general requirements that follow.

1. It must use some of your research facts in some way.
2. It must involve writing in some way.
3. It must be a meaningful response to the problem or issue.
4. It must include citations for the research facts. (daily grade—see below)

**NO VIDEO PLAYS OR SKITS WITH SPEAKING ROLES AND ACTING ALLOWED! Think beyond the skit! ☺**

See the rubric by which you will be graded. This is a **major grade**. DUE: 12/9/15.

KEEP TRACK OF EVERY FACT YOU USE AND WHAT SOURCE IT CAME FROM!

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Not Meeting Standard | Progressing  70-79 | Proficient  80-89 | Exemplary  90-100 |
| **ACTION**  **PLAN**  **RUBRIC**  **\*\*\*\*\***  **Major**  **Grade** | The action plan DOES NOT use **multiple research facts** to **support** and **develop** the plan. The action plan **DOES NOT** teach the audience very many facts about bullying nor inspire them to think about it, change, or act.  The action plan MAY ATTEMPT to use correctly written standard English mechanics, spelling, capitalization, and punctuation**, but has too many errors to effectively communicate.**  The action plan is **an unacceptable** response to the problem. | It is questionable as to whether the action plan uses **multiple research facts** to **support** and **develop** the plan. The action plan **MAY NOT** teach the audience very many facts about bullying nor encourage or persuade them related to the topic of bullying.  The action plan MAY ATTEMPT to use correctly written standard English mechanics, spelling, capitalization, and punctuation**, but has numerous errors.** Written and/or spoken English MAY NOT BE substantial enough to accurately judge this.  The action plan is **an underdeveloped** response to the problem. | The action plan satisfactorily uses **multiple research facts** to **support** and **develop** the plan AND **adequately** teach the audience facts about bullying, encourage them to really think about the topic, **and/or** persuade the audience to act or change.  The action plan appropriately uses correctly written standard English mechanics, spelling, capitalization, and punctuation**, but has some errors.** Written and/or spoken English is substantial enough to accurately judge this.  The action plan is **an acceptable and mostly meaningful** response to the problem AND conveys a **hopeful message**. | The action plan clearly and comprehensively uses **multiple research facts** to **support** and **develop** the plan AND **effectively** teach the audience facts about the issue or problem, encourage them to really think about the topic, **and/or** persuade the audience to act or change.  The action plan appropriately uses correctly written standard English mechanics, spelling, capitalization, and punctuation **with few or no errors.** Written and/or spoken English is substantial enough to accurately judge this.  The action plan is **an insightful, original, and meaningful** response to the problem or issue AND conveys a **hopeful message**, offering a way for the audience to **BE THE CHANGE.** |

Below is the rubric for your citations. This is a **daily grade**.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Exemplary** | **Proficient** | **Progressing** | **Not Meeting Standard** |
| **Research Citations (Daily Grade)** | * Citations follow MLA format. * Parenthetical citations are apparent multiple times. | * Citations mostly follow MLA format. * Parenthetical citations are present, but more are probably needed. | * Some kind of citation is present. * There may or may not be attempt at parenthetical citations. | * No citation is apparent. |