Group Research Project: Restorative/Transitional justice

    Step 1: Research and Outline

Potential Topics (will be assigned randomly):

- Indian Removal Act/Trail of Tears
- The Nuremberg Trials and Germany post-Holocaust
- Korematsu v. United States and Japanese internment camps during WWII
- Emmett Till and victims of lynching
- Agent Orange, Vietnam veterans, and environmental justice
- Genocide in Rwanda
- Matthew Shepard and LGBTQ+ discrimination
- Victims of police brutality and the Black Lives Matter movement

A. **Structure**:

❖ For the first step of your project, you will research the topic your group has been given and complete an **outline** detailing the important aspects of this topic and how it relates to restorative/transitional justice. Follow this [template](#) for your outline. The outline template uses South Africa, Nelson Mandela, and apartheid as the topic of focus so you can learn about it while also serving as an example for you. *Each group will receive a topic with a clear connection to restorative/transitional justice.*

❖ This outline will include quotes from the sources you read/watched, paraphrases from those sources, and also your OWN IDEAS about restorative/transitional justice. Your OWN IDEAS will be particularly important if you have a topic where you don't feel justice was served in the end, and are most important in the thesis, section IV, and conclusion.

❖ **Have one person in the group share the Google Doc with Ms. Bond right away so she can monitor your progress! No other submissions need to be made.**

B. **Research/Citation/Formatting Requirements**:

❖ You need to examine at least **three credible sources** about your assigned topic. The library databases are preferred (Gale US History or Gale World History are probably the best ones for most topics), but you may use internet sources as long as they are credible (if you're not sure, ask me). Articles from well-established news outlets such as *The New York Times* and others are likely fine, as well as any site ending in .edu, .gov, or .org. Stay away from opinion articles, blogs, and websites like BuzzFeed. Wikipedia is not allowed as an <u>official</u> source either, although you might read Wikipedia before you start your research just to get an idea of the topic, and sometimes a Wikipedia page has useful sources at the bottom of it.

❖ Make sure to keep track of your sources and generate full, correct citations for them (use Noodle Tools- refer to Library Research Slides in the Reference module on Canvas if you need a refresher on Noodle Tools). Sources from library databases- use the automatic

citation import; internet sources- enter info manually or using the URL. One person can set up a new project on Noodle Tools and then share with the rest for access- we will review.

❖ The [NPHS library website](#) has the links to and access info for databases and Noodle Tools, as well as other resources you may find helpful.

❖ Your sources will most likely be articles, but it is fine to use multimedia sources if they are credible, such as a documentary, video of a news story, etc.

❖ All quotes/paraphrases must be cited parenthetically- the default for MLA format is the author's last name. In the absence of a clearly named author, you put the first 2-3 words of the article or web page title in quotation marks. (Noodle Tools will show you what the parenthetical citation is for a source as well, if you click on the three dots next to it).

❖ **On the last page the outline, put your Works Cited page when done (export from the Sources page of your Noodle Tools project).**

Step 2: Slideshow and Presentation

A. Slideshow:

❖ For the second and final step of this project, you will create a **Google Slides or Canva presentation** about the topic you researched and evaluated in connection with restorative/transitional justice.

❖ Create an attractive presentation, taking us through your outline.

❖ Information on the slides should be as concise as possible. This should just be main ideas, important terms/dates/people, perhaps an important quote (make sure to cite any quotes or very specific paraphrases). Make sure the font of the text is visible against whatever background you have chosen.

❖ You must have at least three relevant images integrated into the slides- more is better. Think about how to keep the class/audience engaged. *You do not need to cite the images.* If the image shows us something we need to know about, that should be explained when you speak.

❖ The total # of slides is not important. More slides with minimal info on each is better than a few slides with an overwhelming amount of info.

❖ Consider using transitions and animation to make the slides as engaging as possible without being distracting. Ask if you need help! (Animations really help with bringing up one point at a time if you have multiple points on a slide, although that should not be the case for all slides!)

❖ If you found any short video clips about your topic that can help with audience engagement and understanding, feel free to integrate 1-2 in your presentation in appropriate places (make sure you're arranging everything in a logical order). Video clips should not exceed 2 minutes. *Example- if a film exists about your event/topic, show us a clip!*

❖ You do not need a Works Cited slide unless you include anything different from the Works Cited page that was provided with your outline (step 1). An example of such an item would be a video clip.

❖ **Have one person in the group share the slides with Ms. Bond right away, so she can monitor your progress! No other submission is needed.**

B. <u>**Speaking Requirements**</u>:

❖ You will use your outline to help you with your speech. <mark>Again, the slides should have minimal words</mark>. The rest of the info is in the outline, although you are welcome to create an additional document or note cards for <u>consultation</u>. *You should clearly know your material and be able to speak to us clearly and confidently about it- do NOT read from a script.*

❖ **While you are more or less sticking to the info in your outline, you can feel very free to cut out repetitive aspects and add things that make the presentation more specific and engaging. Remember: it is your job to effectively teach the class about this topic!**

❖ Refer to the <u>collective feedback</u> from the TKAM article presentations to remind yourself of your goals in regard to presenting. It is imperative that there is improvement in these areas for the final presentation!

❖ Timing: 8-10 minute presentation overall. The content/speaking time should be distributed equitably among the group, **with everyone participating during all parts**.

❖ Strive to find a way to engage the audience in the presentation, whether through an open-ended question, a quick show of hands about something, etc.