Harry Potter and the Inequities

Rationale

Why are the skills, content, and concepts presented in this unit important for students to learn?

Every time I turn on the news, I see something new about someone being treated unfairly, someone being discriminated against, or someone being bullied. I have had many questions from my sweet first graders who ask about what is going on in the world. They can't particularly understand because they don't really have anything to connect to it. I feel that it is important for students to be able to understand the world around them and what is happening to shape who they are today. When I was asked to write this unit, I wanted to find a way to tie my love of Harry Potter in with my love of advocacy and human rights. Students often learn best through something that they can personally connect with, and that's where I came up with the idea to compare the inequities in Harry Potter to the inequities that humans face in our current times.

In the beginning, choosing a concept was very difficult. I couldn't wrap my head around it. However, when I really sat down and thought about it, I realized that inequities are everywhere. Social justice has played an important role throughout history, and will continue to do so with the generation of students that we are teaching now. I knew that if students could tie their understanding of inequities into Harry Potter, they would easily be able to understand and connect this concept to the real world. It was evident in their final projects that they really understood the connection.

For this unit, skills were based upon using critical thinking in order to discuss and make the concept come to life. I didn't just want students to scratch the surface of Harry Potter and the inequities, I wanted them to dive deep into analyzing the text and bring out character's motives in order for them to understand and connect this to the real world. If students were unsure of how to critically think before they came to SPARK camp, I hope that they left with an understanding of how to use these skills and apply them in their classrooms.

The content that we covered in this unit is critical not only in analyzing the literature, but also in linking and applying the literature to the real world. Students were able to dialogue about personal experiences with bullying, privilege, bias and discrimination, as well as link them to the literature and the world around them. They had in-depth discussions about WHY these inequities exist both in Harry Potter and within our society and were able to find examples of each within the text and within our world today. They were even able to use the creative problem solving model in order to brainstorm and critically think about how to reduce some of the inequities that are seen within Hogwarts.

Differentiation

What elements of this unit make it particularly beneficial or appropriate for gifted learners? (Be sure to discuss the dimensions of differentiation: Content, Process, Product, and Learning Environment AND the features of differentiation: Complexity, Challenge, Depth, Creativity, and Acceleration)

There were many elements of differentiation within the unit. Students were asked to dive deeper into the text, not just to scratch the surface of the text.

Content:

1. This course was for rising 4th-6th graders, and the Harry Potter series ranges anywhere from 6th-8th grade reading level.
2. Ideas and topics were extended beyond the regular curriculum. We explored concepts and big ideas within the curriculum.
3. Students' final project addressed real problems, audiences, and concerns

Process:

1. Students were allowed to choose whether to work within small groups or independently on their final performance task.
2. Different and higher levels of questions were asked based on their knowledge and understanding of Harry Potter
3. Students were given the option of how to express their understanding in their final project.
4. Questions were asked that promoted critical and creative thinking
5. Students were allowed to arrive at self-drawn conclusions and generalizations.

Product:

1. Students were allowed to demonstrate their learning in a variety of ways (powerpoint, written paper, poster presentation, etc)
2. A rubric was provided for the final assignment so students understood their expectations
3. Students were given the final performance task and told to do whatever they wanted as long as the assignment contained the required elements of understanding on the rubric

Goals and Outcomes

Content Goal

Goal 1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.

Outcomes

Students will be able to:

a. create open ended questions based on their discussions and assignments

b. Discuss Harry Potter with diverse partners

c. Express their opinions

Process Goal

Goal 2: To develop critical thinking skills with application to English Language Arts

Process Outcomes

Students will be able to:

a. create open ended questions based on discussions

b. Analyze characters

c. Analyze a text

d. Draw conclusions from a text

Concept Goal

Goal 3: To understand the concept of inequities

Concept Outcomes

Students will be able to:

a. explain how inequities ignite social justice

b. discuss how inequities shape the characters throughout the Harry Potter series

c. discuss how inequities shape our history

Assessment Plan

What evidence will show that students understand? Describe formative assessments and summative assessment (performance task) that will be used to monitor student progress in meeting established goals throughout unit. Include student work samples (copies and/or photos) that demonstrate student content knowledge, skill development, and understanding of the unit's concept.

Lesson 1:

Formative Assessments:

- Teacher rotated and observed students as they were working in groups and asked questions to gauge their understanding of the concept and the lesson.
- Students were asked to fill out a cognitive thinking map to show their understanding of the taba lesson as they went along.

Lesson 2:

Formative Assessments:

- Teacher observation of level of understanding during socratic seminar dialogue--looking for understanding of the concept of inequities and how they relate to privilege in Harry Potter and/or the real world.
- Students are asked to fill out an observation chart when they are taking on the role of observer on the outer circle. Their job is to observe and mark down anything that their inner circle partner says/does that is pertinent to the dialogue. This is assessing their understanding of the concept as well as the workings of a socratic seminar.

Lesson 3:

Formative Assessment:

- Teacher observation and anecdotal notes about discussion and understanding of concept; teacher is looking for the ability to think critically and analyze the text and pictures given.
- Students are asked to fill out a thinking map to show their understanding of the given discussion and task.

Lesson 4:

Formative Assessment:

- Teacher observation and anecdotal notes about discussion and brainstorming of how to creatively solve the problem at hand.
- Students will be given rubrics to self-assess and assess each other on the effectiveness of their solution to the problem.

- Students will fill out thinking maps to show their understanding as they are moving through the task and thinking critically.

Summative Assessment:

- [Performance task and corresponding rubric](#)
- [Student work sample (performance task)](#)

TEACHER NAME
Katie Kuhn

GRADE LEVEL
4th-6th grade

NC CURRICULUM STANDARDS
CCSS.ELA-LITERACY.RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. CCSS.ELA-LITERACY.RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text. CCSS.ELA-LITERACY.SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.

CONCEPT
inequities

ESSENTIAL UNDERSTANDING
inequities ignite social justice

ESSENTIAL QUESTION
How do inequities ignite social justice?

CRITICAL CONTENT - Students will know that...

- inequities ignite social justice
- bias/prejudice is a major theme throughout the Harry Potter series
- a character's actions in a story directly relate to the theme of the story
- Inequities ignite characters to make decisions based on social justice

PROCESS SKILLS - Students will be able to...

- create open ended questions
- Analyze characters
- Analyze a text
- Draw conclusions from a text

MATERIALS

Article about Inequity in Harry Potter

Cognitive map for each student

Computers available to students for brainstorming ideas for performance task

GUIDING QUESTIONS

Pre-Lesson Questions	During Lesson Questions	Post Lesson Question
- Why do you think these two students had two very different experiences and stories to tell about school? (inequities) - What are some things that people could do to help the two schools have similar experiences? (social justice) - What does the concept of inequity mean to you? - What does the concept of social justice mean to you? - What are some examples of social justice that we see in Harry Potter? - What are some factors that influence inequity? - What comes to your mind when you hear the word inequity? - What comes to your mind when you hear the words social justice? - What is the relationship between inequity and social justice? - Why do you think the words inequity and inequality are sometimes confused?	- How do you think the concept of inequity connects to Harry Potter's world? - What are some examples of inequity that we can find throughout the Harry Potter series? - What is it about these examples that make them inequities? **How do these inequities ignite social justice?** - What evidence do you have that these inequities ignite social justice? - How would you categorize these ideas into groups? - What would you call each group? Why? - Might there be a different way to categorize your ideas? **How could we break these words/phrases down even further to help our understanding of inequities and social justice?** - What are some characteristics of inequity, based on your list? - How could the treatment of muggles be seen as an inequity? - How do inequities ignite social justice?	- What generalization can you make about inequities in Harry Potter? - What generalization can you make about inequities in the real world? - How do those two things go together? - How does inequity ignite social justice? - What challenges did you face during this process? - How did the process of regrouping and subsuming influence your thinking?

Introductions: 30-45 minutes. Students and teacher will introduce themselves through playing the toilet paper game. The teacher will give each student a certain number of toilet paper squares. **(Use a pre-determined factor of inequity to determine the number of squares each student gets. For example, girls get 1 square while boys get 6 squares each)**. After everyone is done, the teacher will inform students that each square of toilet paper is equivalent to one fact about themselves.

Hook (20 minutes)

Hook: Students will watch the [video](#) titled "A Tale of Two Schools", in which two students talk about their experiences in a high school. They should notice that the two students have very different experiences in their schools. After watching the video, the teacher will ask the question "Why do you think these two students had two very different experiences in school?". This will drive a discussion about inequities. Students will then be asked to brainstorm some ideas about how they could change the experience or stories about the two schools. This will help tease out the concept of social justice.

Taba Lesson (75 minutes)

Step 1: List

Students will be broken up into groups of 4 or 5. They will be asked to read the article about inequities in Harry Potter, and will be asked to highlight/circle words that relate to inequity somehow. **It should be explained to the students that the article uses the word "inequality" but those two words often get confused. This article is speaking to the inequities found in Harry Potter, not the inequality.** When students make their list, they should have at least 25 words/examples. There will be a cognitive map for them to fill out as they are going through the process. Teacher will ask the "before lesson" questions to get their ideas about inequities flowing. Since this is the first day, their thinking will have to be scaffolded a bit.

Step 2: Group and Label

Students will then be asked to group their ideas into at least 5 groups. Each word will fit in no more than one category, and they must have no more than 5 items that do not fit. As they are grouping and labeling, teacher will ask some of the guiding questions in the "during lesson" questions for the step in order to move their thinking along.

Grouping: Which items on our list can you group together based on an important shared characteristic? (social, money, etc).
Label: Students should give labels to their groups and add these to their cognitive map.

Students will share out labels/groups and we will create a class cognitive map.

Step 3: Subsume

Students will then be asked to find which items from one group could also fit under another group. They will be asked to explain their reasoning.

Teacher will continue to use the "during lesson" questions to guide the students thinking.

Step 4: Regroup

Students will be asked to Regroup the items on their list, thinking about social justice as they go. If they shift their thinking toward social justice, how could we regroup these words/examples? Students will fill out the next column of the cognitive map.

Students will be asked the last few "during lesson" questions to finish up the process.

Step 5: Generalize

Based upon your original list, the groups you created, and the way you recreated the groups, what could you conclude about the inequities found in Harry Potter?

Teacher will ask the "after lesson" questions to gauge student understanding and in order to inform her lesson for the next day.

Assessment: Students will be asked to explain their understanding of the statement "inequities ignite social justice" as it relates to Harry Potter. Their cognitive map will also be used as a formative assessment.

Explanation of Performance Task (20 minutes): Teacher will explain the performance task and answer any questions that students may have.

Performance Task: A new exhibit is scheduled to be built at the Harry Potter pavilion at Universal Studios, depicting how inequities ignite social justice. Because you are a social scientist, the selection committee has chosen you to be on the list of nominees to create a potential exhibit for the museum.

Your task is to select and research a social issue in our current time that also exists in Harry Potter's World. You are to create an exhibit that would fit in the museum. A ride through the exhibit would depict the characters from Hogwarts integrated with modern day heroes who engage in the same inequity that ignited social justice. You will submit your exhibit to the selection committee, and they will decide whether to include your exhibit in the museum. Remember to integrate information on how the inequity ignites social justice in the world of Harry Potter and in the real world context.

Brainstorming/Workshop time (30 minutes): Students will be given time to think about what they may want their project to be about. They can use a thinking map to brainstorm some of their ideas.

ASSESSMENTS

Students will be asked to fill out a cognitive map to show their thinking as they are going through the Taba steps.

Students will be asked to answer the question "how do inequities ignite social justice?"

DIFFERENTIATION

CONTENT
The article that students will read and mark up is at a higher reading level.

PROCESS
Students are allowed to work in small groups to complete their cognitive map. Opportunities are given for students to arrive to their own generalizations.

PRODUCT

LEARNING ENVIRONMENT

TEACHER NAME
Kuhn

GRADE LEVEL
4-5th grade

NC CURRICULUM STANDARDS
CCSS.ELA-LITERACY.RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text CCSS.ELA-LITERACY.SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.

CONCEPT
inequities

ESSENTIAL UNDERSTANDING
Inequities influence social justice

ESSENTIAL QUESTION
How do inequities influence social justice?

CRITICAL CONTENT - Students will know that...

Students will know that:

- inequities influence social justice.
- Inequities exist in literature and in our history.
- The social issue of privilege exists in the series Harry Potter.
- Inequity is defined as lack of fairness or justice.
- Privilege is defined as a special right, advantage, or immunity granted or available only to a particular person or group of people.

PROCESS SKILLS - Students will be able to...

Students will be able to:

- Make inferences
- Compare and contrast
- Participate in an ongoing dialogue
- Create higher level thinking questions
- Analyze a text
- Draw conclusions
- View and analyze multiple perspectives

MATERIALS

https://vimeo.com/189823117

index cards

pages 52-53 of "Harry Potter and the Sorcerer's Stone" for close reading

Outer Circle Observation Chart

Reflection Written Responses

GUIDING QUESTIONS

Pre-Lesson Questions	During Lesson Questions	Post Lesson Question
- What does the concept of privilege mean to you in relationship to inequity? - In recent times, what are some examples of privilege we have seen as it relates to inequity in education? - How does the video show an example or a non example of privilege? - What do you think of when you think about privilege? - What is the relationship between privilege and inequity? - What is going on in the picture? - What do you see that makes you say that? - What else can we find?	- How do you think this concept of inequity connects to the Harry Potter series? - What are some examples of privilege that can be found in Harry Potter? How did this lead to social justice and fighting Voldemort? - How could magic be seen as a privilege in Harry Potter? - What advantage afford to Harry due to his parent's death allowed him to fight Voldemort? - What is Harry's level of privilege over his friends? How does he perceive himself? - How do inequities ignite social justice?	- How do inequities ignite social justice? - Imagine you were a character at Hogwarts. How would you deal with the inequality and privilege that exists within the school? - What generalizations could you make about the impact of inequality on social justice? - How would you explain the consequences of privilege as it relates to private vs public education? - What concepts did you explore during this seminar? - What challenges did you face during the seminar? - How did this seminar influence and/or change your thinking about inequities and privilege? - How did it feel to be an outer circle observer?

Hook (10 minutes): As students enter the classroom, they will be handed an index card. The [trailer](#) for the documentary "Backpack Full of Cash" will be played. On the board, the question "How does the video show an example or a non example of privilege?" will be written. Students will be asked to respond to the question on an index card. They will be given 5 minutes to construct their response.

**VTS lesson (20 mins): On the board, two pictures ([picture 1](#), [picture 2](#)) will be projected. One will be of a private school with technology, low student/teacher ratio, and high end furniture. The other picture will be of a public school with no technology (maybe even chalkboards), high student:teacher ratio, and less sophisticated furniture and supplies. The students will be given an opportunity to have a discussion about the two pictures to gain their understanding of privilege and inequity.

I do (15 minutes): After completing the VTS lesson, students will have some knowledge or understanding of inequity as it relates to education (private and public schools). Students will tease out the concept of inequity while the teacher poses the before lesson and some of the during lesson questions to the students in order to facilitate the discussion. The discussion will transition to Harry Potter very smoothly.

We do (30 minutes): Students will share with small groups their responses on the index cards. Once students have had the opportunity to share their responses, ask the following questions. Students will discuss in their groups the questions provided. One person will be a recorder for each question, one person will be a timer. Students will be given 8 minutes to discuss and construct a response to each question.

- How do you think this concept of inequity connects to the Harry Potter series?
- What are some examples of privilege that can be found in Harry Potter? How did this lead to social justice and fighting Voldemort?
- How could magic be seen as a privilege in Harry Potter?

You do (20 minutes):

Students will be given chapter 3 of "Harry Potter and the Sorcerer's Stone" to read independently. This is when Harry gets his letter to Hogwarts. They will be asked to do a close read and to annotate the text (underline, circle, exclamation point) any important parts as it relates to privilege. Students will be given the remainder of the during lesson questions to think about as they are reading and annotating their text.

Explanation of Socratic Seminar (8-10 minutes): Teacher will go over the [rules](#) and expectations for Socratic Seminar. Students will agree upon the rules and will begin the seminar.

Socratic Seminar (25 minutes): **Opening Question: "How do inequities ignite social justice?"**

  The students will be split into two groups. One group will become the inner circle of the Socratic Seminar, one group will form the outer circle of the Seminar. The inner circle members will begin to dialogue while the outer circle takes notes about the outer dialogue, come up with questions that they have about the dialogue, and observe their partner. They will be asked to fill out the [outer circle observer chart](#) as they are observing. The leader (the teacher) will begin the seminar with one provocative question. Inner circle students will respond in a dialogue fashion throughout the seminar. Students will follow expectations for

participation which have been discussed prior to the seminar.

Each group will have 10 minutes to dialogue, and then the inner circle will switch places. The new inner circle will follow the same process as the group before them.

After both circles have completed their dialogue, the whole group will come back to reflect and evaluate. Students will be given a few minutes to fill out their reflection chart, and then as a class they will share their observations and how it influenced their thinking.

Assessment (5 minutes): Students will be asked to complete a quick write and answer the question "How do inequities influence social justice?"

Workshop Time (60mins): Students will then be given an opportunity to workshop and make plans for their presentation and their final product.

ASSESSMENTS

Students will be asked to answer the question "How does inequality influence social justice in the Harry Potter series as it relates to privilege?"

DIFFERENTIATION

CONTENT

The novel that this lesson is based on, Harry Potter, is a 6th grade reading level. This is above the level of most of the students in the class. It is more complex and complicated.

PROCESS

Socratic Seminar is higher level and open ended

PRODUCT

LEARNING ENVIRONMENT

Socratic Seminar and VTS are student led

TEACHER NAME
Katie Kuhn

GRADE LEVEL
4th-5th

NC CURRICULUM STANDARDS
CCSS.ELA-LITERACY.SL.5.1.A Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. CCSS.ELA-LITERACY.SL.5.1.B Follow agreed-upon rules for discussions and carry out assigned roles. CCSS.ELA-LITERACY.SL.5.1.C Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. CCSS.ELA-LITERACY.RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events

CONCEPT
inequities

ESSENTIAL UNDERSTANDING
Inequities ignites social justice

ESSENTIAL QUESTION
How do inequities ignite social justice?

CRITICAL CONTENT - Students will know that...

Students will know that:

- inequities ignite social justice
- bullying is a major theme throughout the Harry Potter series
- a character's actions in a story directly relate to the theme of the story
- Inequities ignite characters to make decisions based on social justice

PROCESS SKILLS - Students will be able to...

Students will be able to:

- Explore ideas using multiple perspectives
- Participate in a dialogue
- Analyze images critically
- Use images to make inferences
- Create open ended questions
- Analyze characters

MATERIALS

- https://www.youtube.com/watch?v=M27FwMENSMM (video clip for Hook)
- picture for the hook (is linked directly in the lesson)
- Pictures that show Bullying throughout Harry Potter:
  - Dursleys
  - Malfoy
  - House Elves
  - Professor Umbridge
- index cards
- thinking map

materials for performance task (of students' choosing)

GUIDING QUESTIONS

Pre-Lesson Questions	During Lesson Questions	Post Lesson Question
- What do we mean when we talk about bullying? What does bullying mean? - Who can remind me what inequities are? What about social justice? - What have we determined social justice to be? - How does bullying relate to inequities? (Responses might include: Bullies treat others with inequity and perceive them to in inequitable situations) - What do you know about inequities? About bullying? - How does bullying relate to social justice? (Responses might include: Bullying IS a social justice issue, it has to do with fairness and rightness)	- What are some examples of bullying in Harry Potter? - How do these examples of bullying ignite social justice? - What evidence can you find to support that certain characters are bullies? - What motives do some of these characters have for bullying? (inequities!!!) - How do the events in these pictures (or situations) ignite social justice? - How could we change this picture to depict social justice? - What parallels can we draw to the real world? Students will ask these questions to each other: - What is going on in this picture? - What do you see that makes you say that? - What else can you find?	- What conclusions can you draw about bullying as it relates to inequities? - How can you relate the bullying in Harry Potter to situations in the real world? - How would you justify what some of these characters did? - How do inequities ignite social justice? - What is the relationship between inequities and social justice? - What are some large scale things we could do to reduce inequities and ignite social justice? - How could we draw parallels in this lesson to the real world?

Hook: As students come in the classroom, students will be shown a [video clip](#) from Harry Potter that depicts bullying. They will be given a piece of paper and asked to respond to the question: What do we mean when we talk about bullying? What does bullying mean?

Engage: After the explanation of the strategy, a [picture](#) will be shown on the board. The students will be asked to reflect on the picture silently for a minute or so. After they have reflected silently, the teacher will act as a facilitator and begin a discussion. The discussion will begin with "what is going on in this picture?". All responses will be accepted, and the teacher will continue to facilitate the discussion by asking "What do you see that makes you say that?" and "what more can you find"? Teacher will let discussion go on for a maximum of 10-15 minutes (until students cannot answer them anymore).

Explore: Students will then be asked to think about examples of bullying in Harry Potter. As a class, we will create a thinking map. Then students will be broken up into groups, and will be asked to choose from a pile of pictures, each of which depict a scene from Harry Potter which involves bullying. Students will be reminded to keep inequities and social justice in the back of their minds).

Explain: Students will then facilitate a VTS discussion with their group that has to do with the picture they chose. Teacher will rotate as the discussion takes place and ask the "during lesson" questions to guide students to the understanding that inequities (bullying in this case) ignite social justice. When they are finished, students should create a NEW visual to show their understanding of how inequities ignite social justice.

Elaborate: Each group will share out and tell about their picture and their visual understanding. Teacher will ask each group to identify the inequity in the picture, the bullying situation, and how it ignites social justice.

Evaluate: The teacher will pull students back into a group and they will have a discussion, as the teacher asks the "after lesson" questions.

ASSESSMENTS
Students will be asked to fill out a thinking map that shows their learning. The columns will include "inequity", "bullying situation/characters involved", and "social justice".

DIFFERENTIATION

CONTENT
Harry Potter is at a higher reading level.

PROCESS
They will be provided opportunities to arrive at self-drawn conclusions or generalizations throughout their small group discussion.

PRODUCT

LEARNING ENVIRONMENT
Students will be working in various groupings (whole group and small groups)

TEACHER NAME
Katie Kuhn

GRADE LEVEL
4th-6th grade

NC CURRICULUM STANDARDS
CCSS.ELA-LITERACY.SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly. **CCSS.ELA-LITERACY.SL.6.4** Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. CCSS.ELA-LITERACY.RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.   CCSS.ELA-LITERACY.SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.

CONCEPT
inequities

ESSENTIAL UNDERSTANDING
inequities ignite social justice

ESSENTIAL QUESTION
How do inequities ignite social justice?

CRITICAL CONTENT - Students will know that...

- inequities are a lack of fairness or justice
- social justice is justice in terms of the distribution of wealth, opportunities, and privileges within a society.
- Inequities exist within Harry Potter's world
- Inequities ignite social justice

PROCESS SKILLS - Students will be able to...

- Engage in collaborative discussions
- Sequence ideas logically
- Present claims and findings
- Solve problems creatively
- Use critical thinking skills
- Make inferences and draw conclusions

MATERIALS

https://www.youtube.com/watch?v=Mjz0OwQmfWo&t=16s (video for hook)

SCAMPER questioning sheet

Solution Finding Chart

CPS brainstorming

GUIDING QUESTIONS

Pre-Lesson Questions	During Lesson Questions	Post Lesson Question
- What are inequities? - What is social justice? - How has your view on inequities changed throughout the week? - How has your understanding of social justice deepened? - How has this unit made your more aware of social justice issues? - How are inequities in Harry Potter's world similar to inequities in the world in which we live? - Why is it important to understand that inequities ignite social justice? - How does this scene represent an inequity?	Students will ask the following questions during the creative problem solving process: - What is the real problem you are trying to solve? - What is the objective? - What do you want to accomplish? - What are your concerns? - What is a challenge that you might face while solving this problem? - What wish would you like to fulfill? - Who will your idea effect? - How might you gain their acceptance? - What major obstacles will you confront? - How might these obstacles be overcome? - What might go wrong? - How can such problems be prevented? - How might I best gain support for my idea? Guiding Questions: - What are some of the inequities found in Harry Potter? - How do these inequities ignite social justice? - How can these inequities be reduced with social justice? - What kind of social justice should we be thinking about when trying to solve this problem? - Are there any other examples you can think of that might be better solved a different way?	- What data was used to evaluate your solution? - What was the biggest obstacle you faced while solving your problem? - What was the most important factor in deciding which solution worked the best? - Why was this the most important factor in making your decision? - How do inequities ignite social justice? - How could you apply your solution to the world that we live in?

PLANNED LEARNING EXPERIENCES

Engage:

Students will watch a video clip from a Harry Potter movie that depicts an inequity within the series. In the clip Harry meets Dobby the House Elf for the first time. Dobby explains to Harry what a house elf is, and is taken aback when Harry asks Dobby to sit down, speaking to him as if "he was an equal".

- Students will be asked the question: How does this scene represent an inequity?
- Through the pre-lesson questions, a discussion will take place about what they have learned this week.

Explore:

Mess Finding:

- The teacher provides the students with the following challenge:
  - From our studies this week, we already know that inequities exist in Hogwarts. Your job is to come up with a solution to reduce those inequities through social justice. You may choose any inequity within the series.

Data Finding:

- Students will Identify the knowns and unknowns of the situation. They will use divergent thinking to brainstorm all the known facts.
- Then students will use convergent thinking to select the most important facts.

Explain:

Problem Finding:

- Students will begin to decide the different ways to reduce the inequities within Hogwarts. Working together, they will Consider the data they have collected and what they aim to accomplish.

Students will ask:
1. What is the real problem?
2. What is the objective?
3. What do I want to accomplish?
4. What are my concerns?
5. What is my challenge?
6. What wish would I like to fulfill?

- They will use divergent thinking to record as many different problem statements as they can, beginning with "in what ways might we…"
- They will then use convergent thinking to judge and select the most important problem statement. They will select the one statement that describes the real problem. Determine which statement they think will provide the most benefit when solved.

Idea finding:

- Students will use divergent thinking to try and answer the problem statement in as many different ways as possible. Use SCAMPER to help think of possibilities. Record all ideas.

- Next they will use convergent thinking to review all ideas and circle 4-6 ideas that have the most potential.

Elaborate:

Solution finding:

- Now students will narrow down what criteria should be applied to weigh each solution. Students can make a rubric for ideas. They will use divergent thinking to create a list of factors or criteria that will be used to evaluate their ideas.
- Then they will use convergent thinking to circle 4-5 ideas that are the most critical for evaluating each idea. Set a rating scale (1-3 with 3 being high); Record their data on a matrix.

Evaluate:

Acceptance finding:

Consider people who will accept and resist the solution. Consider the following:
1. Who will my idea effect?
2. How might I gain their acceptance?
3. What major obstacles will I confront?
4. How might these obstacles be overcome?
5. What might go wrong?
6. How can such problems be prevented?
7. How might I best gain support for my idea?
Students will use divergent thinking to list all responses that come to mind, and then they will use convergent thinking to select the responses that will ensure success.

Groups will then present their findings to the rest of the class.

ASSESSMENTS
Students will present their final idea to the class

DIFFERENTIATION

CONTENT

PROCESS
• During the problem solving process students are encouraged to arrive at self-drawn conclusions.

PRODUCT

LEARNING ENVIRONMENT
Students are working in small groups.

Unit Resources

Provide a listing of books, Web sites, videos, and/or other instructional materials that are intended to supplement the unit. Include resources intended for both teacher and student use. Be sure to use APA style for books/articles and provide a brief (1-2 sentence) annotation for Web sites and instructional materials.

Lesson 1 materials:

1. Article about Inequity in Harry Potter
   - "Harry Potter and the Complexity of Inequality." *MuggleNet,* 7 Mar. 2012, www.mugglenet.com/2012/03/harry-potter-and-the-complexity-of-inequality
     - This is the article that students read in order to generate their list of words/phrases for the Taba lesson.
2. Cognitive map for each student
   - This is the map that they used in order to write down their list and keep track of each step during the Taba lesson. Also used as a formative assessment for this lesson.

Lesson 2 materials:

1. https://vimeo.com/189823117
   - This is the video that students watched for the hook (The trailer for the movie "Backpack Full of Cash") that shows an example of privilege in the real world, and ties directly to our lesson for the day.
2. Chapter 3 of "Harry Potter and the Sorcerer's Stone" for close reading
   - "Chapter 3." *Harry Potter #1: Harry Potter and the Sorcerer's Stone,* by J. K. Rowling, Scholastic, 1999, pp. 31–45.
3. Outer Circle Observation Chart
   - This chart was used for students to take notes as they were in the outer circle of the socratic seminar. They were to observe their partner and make any notes of how/when they contributed to the discussion. This was also used as a formative assessment.

Lesson 3 materials:

1. https://www.youtube.com/watch?v=M27FwMENSMM
   - This video was used as the hook for lesson 3. It shows the opening scene of Harry Potter and the Order of the Phoenix (2007) where Harry is being bullied.
2. picture for the hook
   - This picture depicts a student being bullied by fellow classmates. It served as the picture for our whole group VTS lesson.
3. Pictures that show Bullying throughout Harry Potter:
   - Dursleys
   - Malfoy
   - House Elves

- Professor Umbridge
  - These pictures were used as the vehicles for our VTS lessons. Students rotated around each picture and discussed it
4. thinking map
   - This thinking map was used as students rotated through the pictures for the VTS lesson in order to show their understanding of the concept of inequities and how inequities ignite social justice. This was also used as a formative assessment for this lesson.

Lesson 4 materials:

1. https://www.youtube.com/watch?v=Mjz0OwQmfWo&t=16s
   - This is the video that students watched for the hook on the final day when we talked about creative problem solving and bias/discrimination. In the clip Harry meets Dobby the House Elf for the first time. Dobby explains to Harry what a house elf is, and is taken aback when Harry asks Dobby to sit down, speaking to him as if "he was an equal".
2. CPS brainstorming
   - SCAMPER questioning sheet
   - Solution Finding Chart
     - These resources are the graphic organizers and brainstorming charts that students used throughout the creative problem solving process to help them think through the problem and the best way to approach the solution.

List	Group and Label	Subsume	Regroup

Generalizations:

How do inequities ignite social justice?

Harry Potter and the Complexity of Inequality

By emmy668

Summary: In this essay, the idea that racism in the Harry Potter books, as well as in real life, is a deeply ingrained part of human nature, and even the best of people show signs of discrimination.

J.K. Rowling presents a complex view of racism and discrimination throughout her Harry Potter series. In all of the Potter books, racism and other social inequalities play a major role through the plot. From the House-elves, the most easily recognizable example of prejudice, to even just muggles, or non-magical humans, discrimination is shown as both something only villains see, and something characters on the 'good' side show. Immediately as Harry is introduced into the wizarding world, the different social classes become recognizable. Some classes of people are looked down upon by others; for example, pure-blooded wizards look with distain to muggles, mud-bloods (wizards born to muggle parents), and blood traitors (pure-blooded wizards who don't believe they must preserve their bloodline). Even more classes show prejudice towards humanoid beings, such as centaurs, goblins, and other half-breeds. Despite the amount of kindness in a characters heart, nearly all of them show some type of discrimination throughout the course of the series. By providing readers with this complex world, Rowling holds a mirror up on our own. In modern culture, even the best of people have built- in prejudices for a nationality, culture, or race. By first showing that racism is something to be fought against, and then by introducing her audience to a number of prejudices that characters aren't as bothered by, J.K. Rowling asserts that discrimination still exists in the modern world, and humans should become more aware of it and fight to stop it. J.K. Rowling examines the role of equality and racism in modern culture through her characters.

The first and biggest example of inequality portrayed in Harry Potter is discrimination displayed by characters we are taught to believe are 'bad'. Most notably, the discrimination shown by Death Eaters towards 'mudbloods' or muggle-born wizards and witches is the type of discrimination the audience is taught to detest. From the very first novel, Harry Potter and the Philosopher's Stone, Draco Malfoy is introduced in a way that sends messages of hate. The audience is intended to not like Draco, partially because he immediately shows discrimination towards mudbloods. Draco, after asking Harry if his parents were wizards, says 'I really don't think they should let [mudbloods] in, do you?' (SS, p. 78). Draco, being raised in a pure-blood family, feels as though he is superior, as do the Death-Eaters, Voldemort's supporters. Voldemort himself, in fact, thinks of himself as pure-blood, although his father was, in his words, 'a foul, common muggle.'(CoS, p. 314). In thinking this, Voldemort could easily be compared to Hitler, in persecuting not only a race he didn't like, but one he was a part of. The Nazi-Death Eater comparison has even been brought up to J.K. Rowling.

The expressions 'pure-blood', 'half-blood,' and 'Muggle-born' have been coined to people to whom these distinctions matter, and express their originators' prejudices'. If you think this is far-fetched, look at some of the real charts the Nazis used to show what constituted 'Aryan' or 'Jewish' blood. I saw one in the Holocaust Museum in Washington when I had already devised the 'pure-blood,' 'half-blood,' and 'Muggle-born' definitions and was chilled to see that the Nazis used precisely the same warped logic as the Death Eaters. A single Jewish parent 'polluted' the blood, according to their propaganda. While comparing Voldemort to Hitler is a relatively easy thing to do, 'Voldemort-as-Hitler is something of a cliché. Both of them have come to represent evil, as an abstract easy-to-hate concept, and drawing parallels is almost too easy.' There are definite similarities between Voldemort and Hitler, although Harry Potter presents more than just the 'pure-blood' or 'Muggle-born' issues in dealing with equality.

Another example one might look at when observing social and racial differences in the Harry Potter series is the difference between wizards and humanoid beings, specifically goblins. This prejudice is often looked upon

throughout the course of the series, and is beginning to be seen in more than just 'bad' characters or characters we are meant to dislike. Even good people occasionally show some sort of bigotry towards Goblins. Goblins fall into the humanoid creature category, with minds of their own and their ability to communicate with wizards. But, should goblins be granted the same rights as regular wizards and witches? The readers never get a definitive answer. True, goblins are the people who run Gringotts, the main wizarding bank in London, but in other aspects they aren't given equal rights. One thing goblins are often complaining and protesting for is the use of wands. The students of Hogwarts learn in their History of Magic class about goblin rebellions, yet they never seem to have succeeded. Goblins must apparently still 'deal with the Department for the Regulation and Control of Magical Creatures,' in the Ministry of Magic (GoF, p. 449). Ron jokingly refers to them as 'Ugly Goblins,' but Hermione, who is often the most supportive towards different classes and creatures, says goblins are 'quite capable of dealing with wizards'. "They're very clever."(GoF, p. 449). Despite their ability to deal with wizards, goblins have never won full wand rights, or the rights to be classified as individuals. They are also looked at differently than other wizards and witches. Ron, who was raised in a wizarding family, often makes jokes at the expense of goblins, and his brother, Bill, wouldn't even call goblins his friends, though he works with them. 'As far as there can be friendship between wizards and goblins, I have goblin friends- or, at least, goblins I know well, and like.' According to Bill, 'We are talking about a different breed of being,' not one who should be treated like a human (DH, pp. 516-17). Because humans can't quite understand goblins ways, they immediately act differently towards them. Even characters the audience is meant to love show some sort of discrimination towards the goblin race.

Goblins appearances are reminiscent of another human-like being portrayed in the Harry Potter series, house-elves. House-elves are one of the more prevalent examples of inequality in the series. House-elves also have the ability to communicate with humans, much like goblins, only they have less drive to stick up for themselves. Never has there been a house-elf riot, because house-elves enjoy their job. They are portrayed as servile creatures,

who don't want to be given freedom. George Weasley, another one of Ron's brothers, asserts that the house-elves at Hogwarts are 'happy. They think they've got the best job in the world'' (GoF, p. 259). Unfortunately, Dumbledore's kind treatment of the house-elves at Hogwarts is more of an exception than a rule. Because a house-elf's nature is to serve, wizards think they have the right to abuse their elves, as the Malfoy's treatment of Dobby proves, as well as Barty Crouch's treatment of his elf. In Dobby's first encounter with Harry, Harry politely asks Dobby to take a seat, to which Dobby responds with tears:

'S-sit down!' he wailed. 'Never' 'never ever''€•

Harry thought he heard the voices downstairs falter.

'I'm sorry,' he whispered, 'I didn't mean to offend you or anything-'€

'Offend Dobby!' choked the elf. 'Dobby has never been asked to sit down by a wizard- like an equal-'(CoS, p. 13)

Barty Crouch, a worker for the Ministry of Magic, acts in much the same way towards his house-elf, Winky. When we first meet Winky, she had been sent by Crouch up the top box in an incredibly large quidditch stadium to hold a seat, even though she is petrified by heights. Then, once again, at the first sign of disobedience, he gets rid of her without a second thought. As Crouch stares at Winky sobbing over the prospect of being fired, "There was no pity in his gaze." (GoF, p. 138). Even as Winky prostrates herself at Crouch's feet, he 'took a step backward, freeing himself from contact with the elf, whom he was surveying as though she were something filthy and rotten that was contaminating his over-shined shoes.'(GoF, p. 138). The direct maltreating of house-elves is done by characters the audience is intended to dislike, yet the prejudice goes deeper than that. Good people, even one's who have been discriminated against themselves (like Hagrid and Harry), fail to do anything to improve the house-elves way of life. Hermione, once again the kind soul, is disgusted by the way most house-elves are treated, and sets up her own organization to do something about their way of life. She is the only character

in the course of seven novels who stands up for house-elves, and is even ridiculed by fellow classmates for trying to improve the house-elves situation. As Hermione attempts to gather funds for S.P.E.W. (Society for the Promotion of Elfish Welfare), the students respond with less than enthusiasm.

Some people, like Neville, had paid up just to stop Hermione from glowering at them. A few seemed mildly interested in what she had to say, but were reluctant to take a more active role in campaigning. Many regarded the whole thing as a joke. (GoF, p. 239).

Although S.P.E.W. was never taken very seriously, in the end Hermione was correct that in treating house-elves with compassion, you will form better bonds with them. When Harry needs information from Kreacher, his house-elf, his getting angry at Kreacher got him nowhere. Once he was kind to Kreacher, and gave him something he desired, Kreacher warmed up to him and went above and beyond his duties. Perhaps treating house-elves with respect would serve the wizarding community better, but they can't quite get over their built-in prejudice.

The tales of Harry Potter are more than just a story about The Boy Who Lived, who fought for his whole life against a villain. The Harry Potter series presents an extremely complex view on racism and discrimination, with not only the villains showing prejudice but the 'good guys' as well. Everyone showing overt racism towards people who are meant to be hated, yet other characters get away with doing nothing at all to help oppressed creatures and suffer no repercussions. In doing this, J.K. Rowling shows her audience the flaws in modern culture, where any sort of racism is frowned upon, yet everyone still shows prejudice towards different races without meaning to. However, in the end, even that is not to be encouraged, she shows, because treating people equally gives the best results for everyone. 'Her final book stresses the importance of tolerance and equality for creating a free society.' (Harry Potter and the Deathly Hallows 2009, pp. 208-09). And only by creating a society free of prejudices can humans (and wizards) expect to live in peace.

Public School Classroom.jpg
jpg (52 KB)

Classroom of the Future.png

png (2259 KB)

Outer Circle Observations

Contributes a New Idea	Asks a Question	Refers to Text	Makes a Postive Comment	Makes a Negative Comment	General Feedback

Appendix item: Dursleys.jpg   Referenced in multiple locations

 Dursleys.jpg
jpg (22 KB)

Appendix item: Malfoy.jpeg

Malfoy.jpeg
jpeg (7 KB)

Appendix item: Dobby.jpeg

 Dobby.jpeg

jpeg (9 KB)

Appendix item:　　　　Umbridge.jpg


Umbridge.jpg
jpg (91 KB)

Harry Potter and the Bully

Picture/Person Bullying	What is the inequity being shown?	How does this show that inequities influence social justice?

SCAMPER

Substitute	What can you substitute? What can be used instead? Who else instead? What other ingredients/materials? What other process/power/place? **Instead of….. I can…..**
Combine	What can you combine or bring together somehow? How about a blend, an allow, an assortment, an ensemble? Combine units? Purposes? Appeals? Ideas> **I can bring together….. and……to…..**
Adapt	What can you adapt for use as a solution? What else is like this? What other idea does this suggest? Does past offer a parallel? What could I copy? Who could I emulate? **I can adapt…..in this way….to….**
Modify	Can you change the item in some way? Change meaning, color, motion, sound, smell, form, shape, other changes? Also magnify: What can you add? More time, Greater frequency, Stronger, Higher, Longer, Thicker, Extra value? Plus ingredient? Duplicate? Multiply? Or Minify: What can you remove? Smaller, condensed, miniature, lower, shorter, lighter, omit, streamline, split up, understate? **I can change….in this way…..by…..**
Put to other uses	How can you put the thing to different or other uses? New ways to use as is? Other uses if it is modified? **I can re-use…..in this way…..by….**
Eliminate	What can you eliminate? Remove something, eliminate waste, reduce time, reduce effort, cut costs? **I can eliminate….by……**
Rearrange	What can be rearranged in some way? Interchange components? Other pattern, layout, sequence? Transpose cause and effect? Change pace? Change schedule? **I can rearrange…..like this…..such that…..**

Criteria
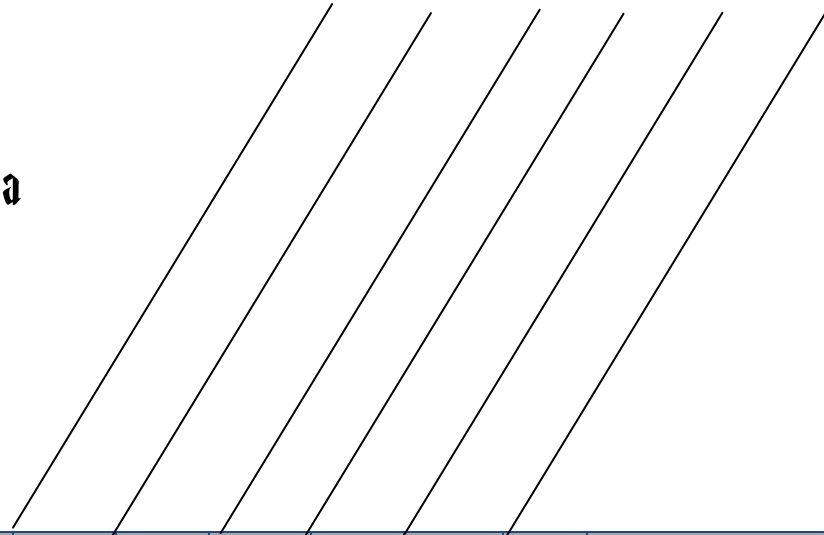
Ideas							Totals

Rewrite the idea you are going to implement here:_____

Harry Potter, Inequities, and Social Justice

The Mess

Identify a situation which presents a challenge, an opportunity, or is a concern that you want to do something about.

From our studies this week, we already know that inequities exist in Hogwarts. Your job is to come up with a solution to reduce those inequities through social justice. You may choose any inequity within the series.

_____

Data finding

Identify the knowns and the unknowns of the situation. Consider the who, what, when, where, why, and how of the situation. Use DIVERGENT THINKING to brainstorm all the known facts in the space below.

Now use convergent thinking to select the most important facts. Circle them.
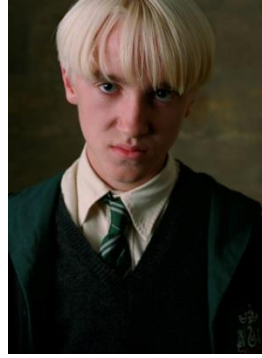
Problem Finding

Consider the data you have collected. Determine what you want to accomplish in more specific terms. Ask yourself:

1. What is the real problem?
2. What is my objective?
3. What do I want to accomplish?
4. What are my concerns?
5. What is my challenge?
6. What wish would I like to fulfill?

Use DIVERGENT THINKING to record as many different problem statements as you can. Begin each statement with the phrase "In what ways might we...." List the problem statements here:

Use CONVERGENT THINKING to judge and select the most important problem statement. Review all your problem statements above and select the one statement or combination of statements that best describes the real problem. Determine which statement you believe will provide the most benefit when solved. Rewrite the selected problem statement here.

_____

_____

Idea finding

Using divergent thinking, try and answer your problem statement in as many different ways as possible. Before you begin, set a goal for the number of ideas you want to generate. Be sure to defer judgment on all of the ideas. Use the SCAMPER model here to help think of possibilities. Record all ideas below.

Using CONVERGENT THINKING, review all your ideas and circle four to six that seem to have the greatest potential.

Solution Finding

You must now decide what criteria or "yardsticks" should be applied to weigh the worth of your selected ideas. These criteria will be used to determine the best solution to your problem. Use DIVERGENT THINKING to create a list of factors or criteria that will be used to evaluate your ideas. List them below.

Using CONVERGENT THINKING, review your criteria and circle the four or five that you feel to be the most critical for evaluating your ideas. Now set a weighting scale (i.e, 1-3 with three being high). Record your selected criteria on one of the axis of the decision matrix attached. Now record your selected ideas on the other axis.

(A solution finding chart will be provided for you)

Acceptance Finding

To ensure successful implementation of your idea, it is necessary to gain maximum acceptance. Consider the following questions:

1. Who will your idea effect?
2. How might you gain their acceptance?
3. What major obstacles will you confront?
4. How might these obstacles be overcome?
5. What might go wrong?
6. How can such problems be prevented?
7. How might I best gain support for my idea?

Use DIVERGENT THINKING to list all the responses that come to mind when answering the above questions. Use convergent thinking to select the responses you believe will ensure success.

Gather the best thoughts from your acceptance finding and develop a sequential plan of action. Establish start dates and target end dates. Decide who will be responsible for each task. Use the attached page if necessary.

Tasks	Who	Start	End	Check Points

Harry Potter and Inequities Igniting Social Justice

By: Faith and Lisbeth

Big Idea

Our attraction will be showing how pure-blood wizards look down on anyone that isn't like them which includes half-bloods, muggle-borns, muggles, goblins, and house elves. That connects to the real world on how caucasian people looked down on everyone who didn't look like them back then.

Our Ride Idea

Our ride is not going to be a roller coaster or a thrilling ride, but instead it's going to be a smooth water ride on a boat. You will be on a boat in the water riding through tunnels and rooms. While on the boat you will be looking at scenes from Hogwarts and the real world. At the end of the ride you will hear the speaker saying "if we don't ignite social justice everything will plummet" and then you will go down a hill. After that the ride is over.

Part 1

You will step into a little boat that has 3 rows and seats 6 people. Then you will ride up a hill in the dark hearing the Harry Potter theme song.

Part 2

In this part of the ride you will see Draco Malfoy looking down on Hermione Granger by calling her a mudblood. This refers to her being a muggle-born. He calls her this name in front of the Gryffindor and Slytherin quidditch teams.

Part 3

In this part of the ride you will see a demonstration of how African-American people had to sit in the back of the bus and white people got the privilege of sitting in the front and the middle of the bus.

Part 4

In this part you will see the Malfoys mistreating Dobby, because as we know house elves were not treated as well as wizards and witches.

Part 5

In this part you will see a white person that owns a plantation bringing out the whip for the slaves that don't do or work fast enough.

Part 6

In this part of the ride you will see the social justice for the Wizarding World of Harry Potter. The solution for Hermione was sticking up for herself and others sticking up for her, and Dobby's solution was freedom and S.P.E.W

Part 7

In this part of the ride you will see social justice for the real world. A solution for both is spreading awareness and telling others how bad African-Americans were treated when they were slaves and they were free just with boundaries.

Part 8

In this final part of the ride you will be in darker light and you will hear "If we don't ignite social justice now everything will plummet" and then you will go down a hill at top speed as if your plummeting to the bottom.

The End

Our ride shows examples of inequities igniting social justice because we are showing problems or inequities in the real world and the Wizarding World of Harry Potter. Then we are also showing possible solutions or social justice to fix these outrageous problems.

Performance Task:

A new exhibit is scheduled to be built at the Harry Potter pavilion at Universal Studios, depicting how inequities ignite social justice. Because you are a social scientist, the selection committee has chosen you to be on the list of nominees to create a potential exhibit for the museum.

Your task is to select and research a social issue in our current time that also exists in Harry Potter's World. You are to create an exhibit that would fit in the museum. A ride through the exhibit would depict the characters from Hogwarts integrated with modern day heroes who engage in the same inequity that ignited social justice. You will submit your exhibit to the selection committee, and they will decide whether to include your exhibit in the museum. Remember to integrate information on how the inequity ignites social justice in the world of Harry Potter and in the real world context.

Rubric:

Criteria	Evaluation of Process (Researching a social issue and comparing it to Harry Potter's World)	Content (Creating a ride that successful depicts the social issue in both contexts)	Understanding of Inequities	Evaluation of Product (Accuracy, grammar, etc)
Weight	25%	25%	30%	20%
1	Student successfully completes the task with considerable assistance required or does not complete the task at all	Student creates a ride that is unclear and impossible to follow	Student has misunderstandings or serious misconceptions about inequities	Student creates a majorly inaccurate product; there are significant errors throughout.
2	Student successfully completes the task with moderate assistance required from the teacher	Student creates a ride that lacks clarity and is difficult to follow	Student has a partial or incomplete understanding of inequities	Student creates an inaccurate product; numerous grammar and mechanical errors detract from the result of the product.
3	Student successfully completes the task with minimal assistance required from the teacher	Student creates a ride that is generally clear and easy to follow	Student has a substantial understanding of inequities	Student creates a generally accurate product; there are minor inaccuracies that do not affect the overall result of the product

| 4 | Student successfully completes the research and facts independently | Student creates a ride that is exceptionally clear and easy to follow | Student has a thorough and complete understanding of inequities | Student creates a completely accurate product; all grammar and mechanics are correct. |