

# FENWICK



## Bishop Fenwick 2020 Summer's Project

“We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the Pursuit of Happiness – Our Nation’s Work in Progress.”

### Vision and Context:

Our Declaration of Independence states these aspirational and inspirational goals that we all share as children of God. Based on this foundational desire for equity and happiness that our nation still strives to achieve, we have decided to anchor the summer schoolwide project on how to make ethical decisions. We will focus this project on the reality of systematic racism and the pursuit of authentic justice. As Pope Francis eloquently stated on June 3, 2020, “We cannot tolerate or turn a blind eye to racism and exclusion in any form and yet claim to defend the sacredness of every human life. At the same time, we have to recognize that the violence of recent nights is self-destructive and self-defeating. Nothing is gained by violence and so much is lost.”

At Fenwick, our mission calls us—quite intentionally—to appreciate and celebrate our diversity and to recognize and promote our unity. Since this is a pivotal tenet of our Catholic Social Doctrine, our teachers have identified a variety of films for students (and their parents) to explore how to make ethical decisions when confronting the inequities and injustices of racism. As Mr. Nunan recently stated in a communication to Fenwick graduates, “The goal is to inspire our whole Fenwick Community to become instruments of authentic healing and transformative hope, a voice for change and a witness for justice by becoming an intentionally and purposefully community of inclusion and equality.”

### Summer Project - Expectations:

We would like to have students, parents, guardians and even grandparents collaborate in this project. Each generation will contribute a unique perspective. We hope that this shared intergenerational experience helps us live our partnership with every student and parents alike as we work together seeking the truth and forming the conscience of our future leaders.

We will require our students to:

1. **Required Movies:** Watch two specific movies with their parents/guardians.
2. **Personal reflection:** Reflect and answer in writing concrete questions related to the main topic.
3. **Quotes:** Compare and analyze two quotes: one from Martin Luther King, Jr. and the other from Malcom X.
4. **One Additional Movies:** Watch one of the optional movies suggested by the different departments and answer one question in writing.

5. **Moving Our Society Forward:** Discuss with their parents and present three positive approaches to promote inclusion and respect for diversity in our immediate community and thus move our communities closer to achieving our foundational goals.

Here are the details for each of the five sections of this summer project:

1- **Required Movies:**

Students will watch two movies with their parents: *Selma* (2014- PG13) and *The Hate U Give* (2018- PG13). Here are brief descriptions for each required movie:

- **Selma:** Although the Civil Rights Act of 1964 legally desegregated the South, discrimination was still rampant in certain areas, making it very difficult for blacks to register to vote. In 1965, an Alabama city became the battleground in the fight for suffrage. Despite violent opposition, Dr. Martin Luther King Jr. (David Oyelowo) and his followers pressed forward on an epic march from Selma to Montgomery, and their efforts culminated in President Lyndon Johnson signing the Voting Rights Act of 1965.



- **The Hate U Give:** Starr Carter is constantly switching between two worlds -- the poor, mostly black neighborhood where she lives and the wealthy, mostly white prep school that she attends. The uneasy balance between these worlds is soon shattered when she witnesses the fatal shooting of her childhood best friend at the hands of a police officer. Facing pressure from all sides of the community, Starr must find her voice and decide to stand up for what's right.



- 2- **Personal reflection:** As you watch the movies, reflect on these questions and answer 2 of them. Write a persuasive paragraph for each answer.

- How do people's individual biases and life experiences effect their decision making processes?
- Is there a connection between youth, poverty, ethnicity, and crime? Explain your rationale.
- The movie *Selma* took place during a time in the United States when black and white people were segregated, and black people were treated unfairly. What experiences featured in *Selma* are still true in today's society? What practices in our current days remind you of the segregation in *Selma*?
- Have you seen someone else treated unfairly because of their race and/or gender? What did you say? Would you act differently in the future?
- Was there a specific scene in the film that you found gripping, interesting, or unexpected? Which scene was it, and why?
- Was there a character in the film you particularly identified with? If so, why?
- Did you find any examples of hope, resilience, or redemption in the film? Where?

Your Social Studies Teacher will collect these answers after discussing them in class. If you are a Senior who is not taking a Social Studies course, please submit your answers to your Theology teacher.

**3- Quotes:** Everyone should analyze these quotes:

"Violence as a way of achieving racial justice is both impractical and immoral. It is impractical because it is a descending spiral ending in destruction for all. The old law of an eye for an eye leaves everybody blind. It is immoral because it seeks to humiliate the opponent rather than win his understanding; it seeks to annihilate rather than to convert. Violence is immoral because it thrives on hatred rather than love. It destroys a community and makes brotherhood impossible. It leaves society in monologue rather than dialogue. Violence ends by defeating itself. It creates bitterness in the survivors and brutality in the destroyers." --**Martin Luther King, Jr.**

"I think there are plenty of good people in America, but there are also plenty of bad people in America and the bad ones are the ones who seem to have all the power and be in these positions to block things that you and I need. Because this is the situation, you and I have to preserve the right to do what is necessary to bring an end to that situation, and it doesn't mean that I advocate violence, but at the same time I am not against using violence in self-defense. I don't even call it violence when it's self- defense, I call it intelligence."--**Malcolm X**

- a. What do the two quotes have in common?
- b. What are the key differences between what each leader proposes?
- c. Which approach is more relevant and appropriate for today? Why?

Your Social Studies Teacher will collect these answers after discussing them in class. If you are a Senior who is not taking a Social Studies course, please submit your answers to your Theology teacher.

**4- Additional Movies:** Students are required to watch **ONE** of the following optional movies. These options were suggested by the different departments:

- A Hidden Life - PG13
- The Zookeeper's Wife - PG13
- Malcolm X - PG13
- 42 - PG13
- The Green Book- PG13
- The Great Debaters - PG13
- Hidden Figures – PG

After watching **ONE** of these movies, answer the following questions in writing.

- a. How the concrete circumstances, the intentions of the person and the concrete action/s can inform the moral content of our actions? Should the three variables be morally correct for the action to be ethically good? Use examples from the optional movie you chose.
- b. Students (and parents) should watch one of these optional movies:

Your Theology Teacher will collect these answers after discussing them in class.

**5- Moving Our Society Forward:**

Students will discuss with their parents and present three positive approaches to promote inclusion and respect for diversity in our immediate community. Write down three persuasive proposals on how to move our communities closer to achieving our foundational goals and thus provide equity and justice for all. Your Theology Teacher will collect these answers after discussing them in class.

This assignment will be due one week after discussing these topics in your classes in September. It will be a graded assignment. We have attached a rubric that students should follow as they write their answers.

## Student Self-Scoring Rubric

CRITERIA	Exemplary	Proficient	Progressing	Does not meet standards
<p style="text-align: center;"><b>Focus &amp; Ideas</b> <i>clear, fully developed, insightful, and effectively respond to the prompt/assignment</i></p>	<ul style="list-style-type: none"> <li>* My ideas are clearly stated and fully developed.</li> <li>* My answers are insightful and clearly expresses my point of view about the topic</li> <li>* My answers effectively respond to the prompt/assignment</li> <li>* All my answers are specific and effectively demonstrate my point of view.</li> <li>* I provide at least 3 insightful ideas /evidence for each question.</li> </ul>	<ul style="list-style-type: none"> <li>* I have many ideas but could develop them more</li> <li>* My answers are clear but could add more insights</li> <li>* I answer the prompt/assignment adequately</li> <li>* All my answers are developed and explained.</li> <li>* I may be lacking a few evidences/insightful ideas</li> </ul>	<ul style="list-style-type: none"> <li>* My answers have a main idea that I try to support, but my point may not be immediately clear to the reader</li> <li>* I partially address the prompt/assignment</li> <li>* I have sketchy evidence/ideas</li> <li>* Not all my answers support my point of view and I veer off topic</li> <li>* My answers may need some development to make it clearer how to support my point of view.</li> </ul>	<ul style="list-style-type: none"> <li>* I don't have original ideas.</li> <li>* My answers are superficial</li> <li>* My answers do not address the prompt/assignment</li> <li>* I overuse plot summary</li> <li>* I have very little evidence/ideas</li> <li>* The evidence/my point of view needs more development.</li> </ul>
<p style="text-align: center;"><b>Originality, Style &amp; Insight</b> <i>Thought process Connections Syntax and Vocabulary</i></p>	<ul style="list-style-type: none"> <li>* I demonstrate original thinking</li> <li>* I make new connections</li> <li>* I vary my sentence structure</li> <li>* My vocabulary is appropriate and rich</li> </ul>	<ul style="list-style-type: none"> <li>* I demonstrate some original thinking</li> <li>* I make some connections</li> <li>* I vary some of my sentence lengths and structure</li> <li>* Most of my vocabulary is appropriate and rich</li> </ul>	<ul style="list-style-type: none"> <li>* My thinking is mostly paraphrasing</li> <li>* I don't make many connections</li> <li>* My vocabulary often not appropriate</li> <li>* I show little awareness of sentence structure or length</li> </ul>	<ul style="list-style-type: none"> <li>* My thinking is all summarizing</li> <li>* I make no connections</li> <li>* My vocabulary is limited</li> <li>* I do not write complete thoughts or sentences</li> </ul>