



Inquiry Question

***How can communities repair
past injustices?***

**Relevancy
& History** PROJECT

UNIVERSITY OF CALIFORNIA
UCRIVERSIDE PUBLIC HISTORY

HGP history-geography
project

CALIFORNIA STATE UNIVERSITY
SAN BERNARDINO

UNIVERSITY OF
Redlands

How can communities repair past injustices?

Author

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Content Standards

CCHSS 11.10: Students analyze the development of federal civil rights and voting rights.

CCSS Standards:

Reading Grades 11–12

- RH 2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
- RH 7.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

Writing Grades 11–12

- WHST 1. Write arguments focused on discipline-specific content.
 - a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
 - b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
 - e. Provide a concluding statement or section that follows from or supports the argument presented.

Speaking and Listening grades 11–12

- SLHS 4. Present information, findings, and supporting evidence (e.g., reflective, historical investigation, response to literature presentations),

conveying a clear and distinct perspective and a logical argument, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. Use appropriate eye contact, adequate volume, and clear pronunciation.

- a. Plan and deliver a reflective narrative that: explores the significance of a personal experience, event, or concern; uses sensory language to convey a vivid picture; includes appropriate narrative techniques (e.g., dialogue, pacing, description); and draws comparisons between the specific incident and broader themes.

Historical Thinking Concepts: “The Big Six” (Seixas & Morton, 2013)

Historical Significance: How do we decide what is important to learn about in the past?

- Guidepost 1. Events, people, or developments have historical significance if they resulted in change. That is, they had deep consequences for many people, over a long period of time.
- Guidepost 2. Events, people, or developments have historical significance if they are revealing. That is, they shed light on enduring or emerging issues in history or contemporary life.

Ethnic Studies Principles

- **CHALLENGE** racist, bigoted, discriminatory, and imperialist/colonial beliefs and practices on multiple levels
- **CONNECT** ourselves to past and contemporary social movements that struggle for social justice and an equitable and democratic society; and conceptualize, imagine, and build new possibilities for a post-racist, post-systemic racism society that promotes collective narratives of transformative resistance, critical hope, and radical healing.

Overview of Lesson

Students will explore ways in which various community members have sought justice for the 1946 arson murder of O’Day Short and his family in Fontana, California. Students will analyze primary source documents to research

attempts to bring this injustice to light, repair the harm, and commemorate the Short family's death. After exploring and discussing primary sources, students will write an argumentative paragraph answering the question "Has the injustice of the firebombing and death of the Short family been repaired?" Students will apply what they have learned about repairing past injustices to research and bring to light an issue or incident that affects their community, and produce a 30-60 second "Instagram Reel" that highlights the issue and proposes an action to address the injustice.

Sources

- Source A: Nankano, R. (Reporter). (2024, September 30) Fontana Student Spurs name change for elementary school [video]. YouTube.
- Source B: O'Day Short tragedy still smolders in Fontana, David Allen, Inland Valley Daily Bulletin, 2015
- Source C: O'Day Short EP, The Fontana Singers, bandcamp, 2015
- Source D: Myra Tanner Weiss, Vigilante Terror in Fontana: The Tragic Story of O'Day Short and His Family, 1946

Handouts

- Handout 1: UCLA HGP 7 C's of Critical Historical
- Google Doc Version: [7Cs of Critical Historical Analysis ⚡](#)
- Handout 2: 11 Sentence Paragraph
- Google Doc Version: [11-sentence paragraph \[V.Google Doc\].docx](#)
- Handout 3: Telling Our Stories - Community Issue "Instagram Reel" Video Rubric

Procedures

1. The teacher will introduce the inquiry question: **Can communities repair historical injustices? How?**
2. Students will complete a 5-minute free write on the inquiry question and share out.
3. The teacher will show this [photograph of O'Day Short](#) and his family and will provide students with historical background on O'Day Short and the fire that killed him and his family.
 - a. *Beginning in the 1910s and up until the late 1960s, housing in Fontana was segregated, with Baseline Ave. as the dividing line. Black families lived north of Baseline, and white families lived south of this street. This segregation was enforced through a combination of restrictive housing covenants and violence.*
 - b. *In December 1945, an African American family was able to purchase a home south of Baseline Ave. The Short family was light-skinned African Americans, and they passed as white to purchase this home. **Note:** to learn more about "racial passing", click [here](#)*
 - c. *Mr. Short had bought the property and built a house on it. After the family moved into the home, the Fontana Sheriff told Mr. Short he was "out of bounds" and warned Fontana's NAACP president, "Anything can happen. We can prevent a lot of trouble if we get him to move." (CA Eagle Feb 7 1946, p. 2). Two weeks after the family moved in, the home exploded in a massive fire that killed Mrs. Short and her two children. Mr. Short was hospitalized and died about a month later from his injuries.*
 - d. *Before the house was fire-bombed, Mr. Short took action against the threats. He reported the incident to the NAACP as well as various Black newspapers in Los Angeles, including The Los Angeles Sentinel. Various Black newspapers used his report to run articles about the threats. After their death, Helen Short's sister, Carrie Stokes Morrison, wrote a pamphlet with the Socialist Workers Party highlighting the incident and calling for justice for her family. Various community members have worked throughout the years to bring this incident to light and repair this historical injustice. [This](#) is a good overview from 1946*

4. The teacher will briefly introduce the following three primary sources. Students will explore the three primary sources of community members seeking justice for O'Day Short and his family. Using the [7 Cs of Critical Historical Analysis](#), students will analyze the source (Teacher can decide if students only look at one source or if they explore all three sources.)
 - a. 2024 TV News Article on Renaming an Elementary School: *This new article features Cyrus Moss, a present-day Fontana elementary school student, who took action seeking justice for O'Day Short. He collected community signatures and then lobbied the Fontana School Board to change the name of Randall Pepper Elementary School, which is on the land formerly owned by O'Day Short, to O'Day Short Elementary. This Cyrus was successful in his efforts. The school name change became official during the 2025-2026 school year.*
 - b. Punk Song O'Day Short EP from 2015, along with an article written about the song in the Inland Valley Daily Bulletin: *The Fontana Singers is a one-off band that came together to write and record the song O'Day Short EP. It is a protest song meant to highlight the firebombing and encourage the public to seek justice for O'Day Short by reaching out to Acquanetta Warren, the mayor of Fontana at the time of the song's release, as well as the sheriff of San Bernardino County, to formally acknowledge this crime happened. **NOTE:** This song has two versions, "clean" and "obscene". The difference between the versions is the use of the N-word. The word is used to make a point and not gratuitously.*
 - c. Excerpt from the 1946 "Vigilante Terror in Fontana" pamphlet that highlights attempts at Justice and Repair for O'Day Short: *The pamphlet highlights the firebombing and details who O'Day Short was and what happened to him and his family. It was written by Helen Short's sister and published by the Socialist Workers Party in 1946. Pamphlets like this are one of the ways people learned about injustices in their communities, typically ignored by the mainstream media at the time.*
5. Next, facilitate students to make connections between this pamphlet and how they are made aware and learn about injustices in their community. Consider a free write and/or discussion reflecting on the

question, “How do you find out what is happening in your community?”
“How is this pamphlet similar or different from social media stories you have seen?”

6. Students will then identify how the primary document sought justice for O’Day Short and his family. Students will share their findings.
7. Students will discuss the following questions:
 - a. “Were these actions successful at providing justice for the wrongful death of O’Day Short and his family?”
 - b. If not, what would provide justice?
 - c. Has Fontana repaired the injustice of the firebombing and death of the Short family?”
8. Students will use the primary sources to write an [11-sentence paragraph](#) answering the question: **“Has the injustice of the firebombing and death of the Short family been repaired?”**
9. In groups of three, students will create a 30–60 second video highlighting an issue or injustice in their community.

Assessment

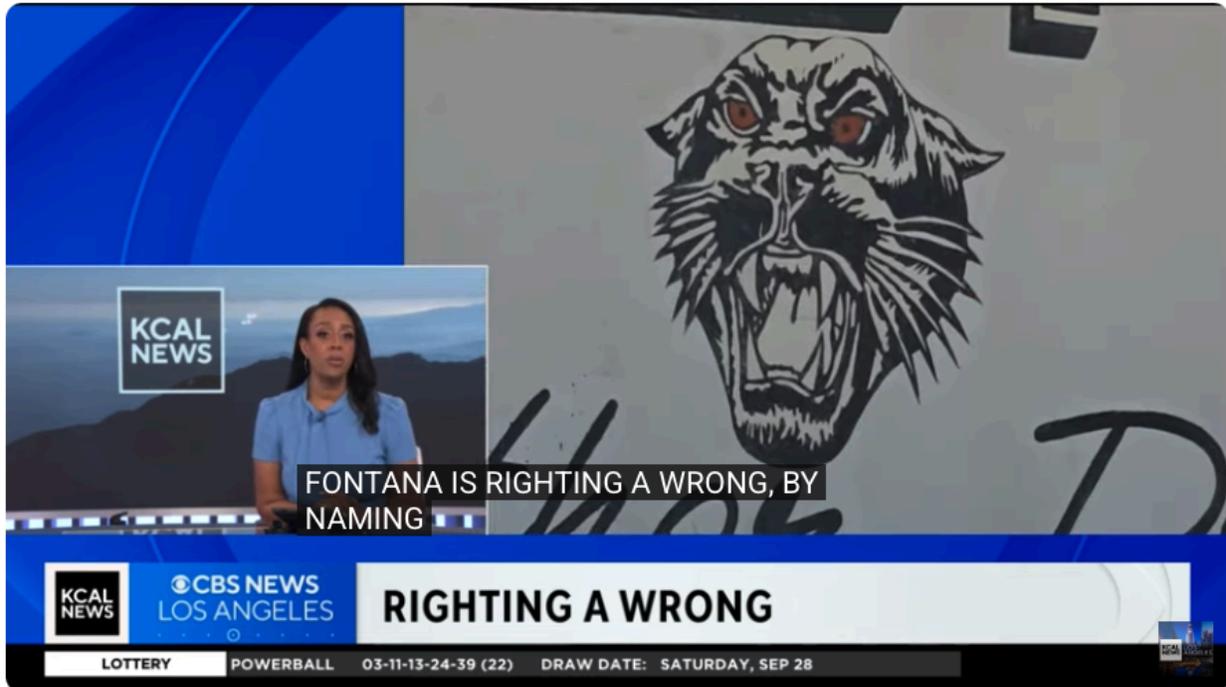
Students will work in groups to create a 30 -60 second “Instagram Reel” video that highlights an issue or injustice in their community and proposes a way to repair the injustice.

Bibliography

- Allen, David. (2015, December 15). O’Day Short tragedy still smolders in Fontana. Inland Valley Daily Bulletin.
<https://web.archive.org/web/20160802110740/http://www.dailybulletin.com/general-news/20151215/oday-short-tragedy-still-smolders-in-fontana>
- Delmont, Mathew F. (2019). *Racial Violence (1/17) February 14, 1946*. Black Quotidian: Everyday History in African American Newspapers.
<https://blackquotidian.supdigital.org/bq/february-14-1946>
- KCAL News. (2024, September 30). *Fontana Student Spurs Name Change for Elementary School, righting decades-old wrong* [Video]. Youtube. <https://www.youtube.com/watch?v=GR8kVqZShxg>
- Tanner Weiss, Myra (1946). *Vigilante Terror in Fontana: The Tragic Story of O’Day Short and His Family*. Socialist Workers Party Los Angeles Local.
- The Fontana Singers. (2015). O’Day Short EP.[Audio File] Retrieved from <https://thefontanasingers.bandcamp.com/album/oday-short-ep>

Source A: Nankano, R. (Reporter). (2024, September 30) Fontana Student Spurs name change for elementary school [[video](#)]. YouTube.

Background: Fontana student spurs name change for elementary school, righting decades-old wrong



Source: <https://www.youtube.com/watch?v=GR8kVqZShxg>

Source B: O'Day Short tragedy still smolders in Fontana, David Allen, Inland Valley Daily Bulletin, 2015

In 1940s Fontana, this was the saying: "**Base Line is the race line.**" African-Americans were welcome north of Base Line Road but not to the south.

O'Day Short would have none of that. The refrigeration engineer from Los Angeles put \$1,000 down on a five-acre vacant lot on Randall Avenue at Pepper Street, near downtown, and began building a house.

Short moved his wife and two children into the half-built home as he continued work on it in the fall of 1945. Not everyone realized the light-skinned family was black, presumably including the man who sold them the land.

But some did. A sheriff's deputy visited to advise Short on behalf of neighbors that he was out of bounds. The Chamber of Commerce offered to buy the property back at cost. The seller dropped by to warn him "the vigilante committee" might bring down violence.

Rather than cave in, Short contacted the FBI, a lawyer and the black press.

"They're just trying to bluff me out of my property," Short told the Los Angeles Sentinel. "I recognize the old Texas technique when I see it."

They weren't bluffing, though. It doesn't seem that way, at any rate.

Because on Dec. 16, 1945, the home exploded in a fireball, the Shorts inside.

Helen Short, badly burned, was seen trying to beat out the flames on the clothing of her children. The family was taken by a friendly neighbor by car to Kaiser Steel Mill Hospital.

Helen Short, 35, died, as did the children, Barry, 9, and Carol Ann, 7.

O'Day Short, 40, lingered in the hospital for a month before dying too, right after the district attorney personally informed him his whole family had perished.

You may have heard this story before, or maybe not. It's mentioned in Mike Davis' 1990 book "City of Quartz," a bleak view of Los Angeles history that ends with a chapter on Davis' native Fontana, in which the working-class intellectual provided a fond if unflattering perspective on the town.

On June 6, 1999, the Daily Bulletin published a three-page story on the Short tragedy by then-staffer David Bradvica.

I knew of the incident, if such a bland word can describe it, from both those sources.

That doesn't mean it's widely known. Eduardo Gil contacted me a few weeks ago hoping to rectify that.

Gil, 36, lived in Fontana from age 8 to 14 and read Davis' book. He was reminded of the Short case more recently after a mention in James Loewen's book on "sundown towns," the places blacks knew they weren't welcome after dark.

"I Googled it," Gil said of the Short case, "expecting there to be a lot more information on it. These were murders of small children in the most ghastly way you can kill someone."

He continued: "As the 70th anniversary approached, I wondered, what could I do to draw attention to it? I'm a musician, I could write a song about it."

And so he did: "O'Day Short," a punchy rock number. Its chorus: "If you come around this side of Base Line Road, don't let the sun go down, outside your (expletive) home."

I emailed it to Bradvica, now a tax preparer, who said approvingly: "The song is awesome."

Gil also created a Bandcamp page and a Facebook page with a photo of the Short children, smiling and adorable, and details about the case. Now a law librarian in Manhattan and a union organizer, Gil said he'd reached out to Fontana's mayor and the district attorney, with no response; ditto with the ACLU and others.

The deaths didn't go unnoticed at the time.

A coroner's inquest saw authorities claim that Short was merely lighting an oil lamp, which exploded. The district attorney said Short confirmed that from his hospital bed.

That's how the newspapers of the day reported it too, without noting that the Shorts were black.

"The blaze which made the Short's partially completed home at Randall and Pepper streets a death pyre has been ascribed to an explosion of a coal oil lamp being filled by Mr. Short," the Daily Report wrote in a one-paragraph item.

The coroner's jury, however, was skeptical enough to rule that the fire was of unknown origin.

Black newspapers such as the Sentinel, the Eagle and the Tri-County Bulletin made a lot of noise about the injustice, and the ACLU and NAACP teamed up to organize rallies in L.A. and San Bernardino, drawing 6,000 and 5,000 protesters, respectively.

The NAACP hired an arson investigator who reportedly found the kerosene lamp almost intact and determined the fire was intentionally set, from the exterior.

But nothing came of official investigations, Short died on Jan. 22, 1946, and the furor died with him.

Today, the site of the Short residence is occupied by Randall Pepper Elementary School, where children of all races learn and play. Minorities are a majority in town, which has a black mayor and where blacks make up nearly 10 percent of the population.

Gil just wants someone to pay attention.

“It’d be sort of unreasonable to expect them to reopen the case,” Gil told me by phone. “It’d be reasonable to ask for some sort of non-binding acknowledgement that there was, if not a coverup, then gross malfeasance, a bungling of evidence.”

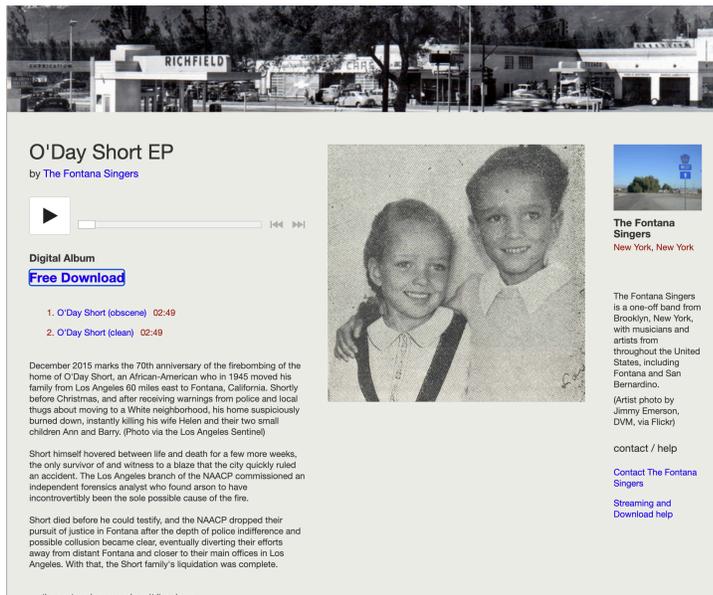
Bradvice said nothing happened after his page one story. He recalled a deputy district attorney looking at the case file and finding little to go on.

But thanks to Gil’s work, the Internet isn’t nearly barren of O’Day Short information.

Said Gil: “I wanted there to be a presence if someone Googled it.”

The story of O’Day, Helen, Barry and Carol Ann Short has been told and re-told, forgotten and resurrected, more than once. They burned to death in a fire. Now, their story has again been rescued from the ashes of history.

Source C: O'Day Short EP, The Fontana Singers, bandcamp, 2015



O'Day Short EP
by The Fontana Singers

Digital Album
[Free Download](#)

- O'Day Short (obscene) 02:49
- O'Day Short (clean) 02:49

December 2015 marks the 70th anniversary of the firebombing of the home of O'Day Short, an African-American who in 1945 moved his family from Los Angeles 60 miles east to Fontana, California. Shortly before Christmas, and after receiving warnings from police and local thugs about moving to a White neighborhood, his home suspiciously burned down, instantly killing his wife Helen and their two small children Ann and Barry. (Photo via the Los Angeles Sentinel)

Short himself hovered between life and death for a few more weeks, the only survivor of and witness to a blaze that the city quickly ruled an accident. The Los Angeles branch of the NAACP commissioned an independent forensics analyst who found arson to have incontrovertibly been the sole possible cause of the fire.

Short died before he could testify, and the NAACP dropped their pursuit of justice in Fontana after the depth of police indifference and possible collusion became clear, eventually diverting their efforts away from distant Fontana and closer to their main offices in Los Angeles. With that, the Short family's liquidation was complete.

--- the past we ignore and can't live down ---

December 2015 marks the 70th anniversary of the firebombing of the home of O'Day Short, an African-American who in 1945 moved his family from Los Angeles 60 miles east to Fontana, California. Shortly before Christmas, and after receiving warnings from police and local thugs about moving to a White neighborhood, his home suspiciously burned down, instantly killing his wife

Helen and their two small children Ann and Barry. (Photo via the Los Angeles Sentinel)

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--- the past we ignore and can't live down ---

We must force the current elected officials of Fontana and San Bernardino County to acknowledge this crime. Seventy years is already too long, and history must be set right.

But more importantly, we can only improve law enforcement's relationship with the public nowadays when law enforcement and local governments

acknowledge that their present abuse of citizens' rights isn't new; that it's part of a long history of shameful abuse.

From Staten Island to Ferguson, MO, and back to Fontana, that past -- crudely covered up, ignored, and denied -- sticks with us today. You need only scroll to the bottom of this page to find recent examples of law enforcement's brutal abuse of citizens' rights throughout San Bernardino County.

Would any of this have been possible if law enforcement hadn't turned a blind eye to the burning alive of African-American children 70 years before?

Why should we expect justice for Eric Garner's widow or Freddie Gray's mother and sisters if the Shorts' next of kin never got it?

--- who to contact, and how ---

Let them know the Shorts' murders can no longer be forgotten.

The Mayor of Fontana is Acquanetta Warren. She can be reached at awarren@fontana.org and via Twitter at [@Acqie2010](https://twitter.com/Acqie2010) . The phone number to her office is (909) 350-7600.

The District Attorney for San Bernardino County is Mike Ramos, who tweets as [@michaelramos](https://twitter.com/michaelramos) . The phone number to his office is (909) 382-3669, and his email is da@da.sbcounty.gov . (Ramos is also running for election to Attorney General of California. If you live in California, please let him know that he can't be trusted to prosecute crime statewide if murders in his backyard go not just unsolved but unacknowledged for decades.)

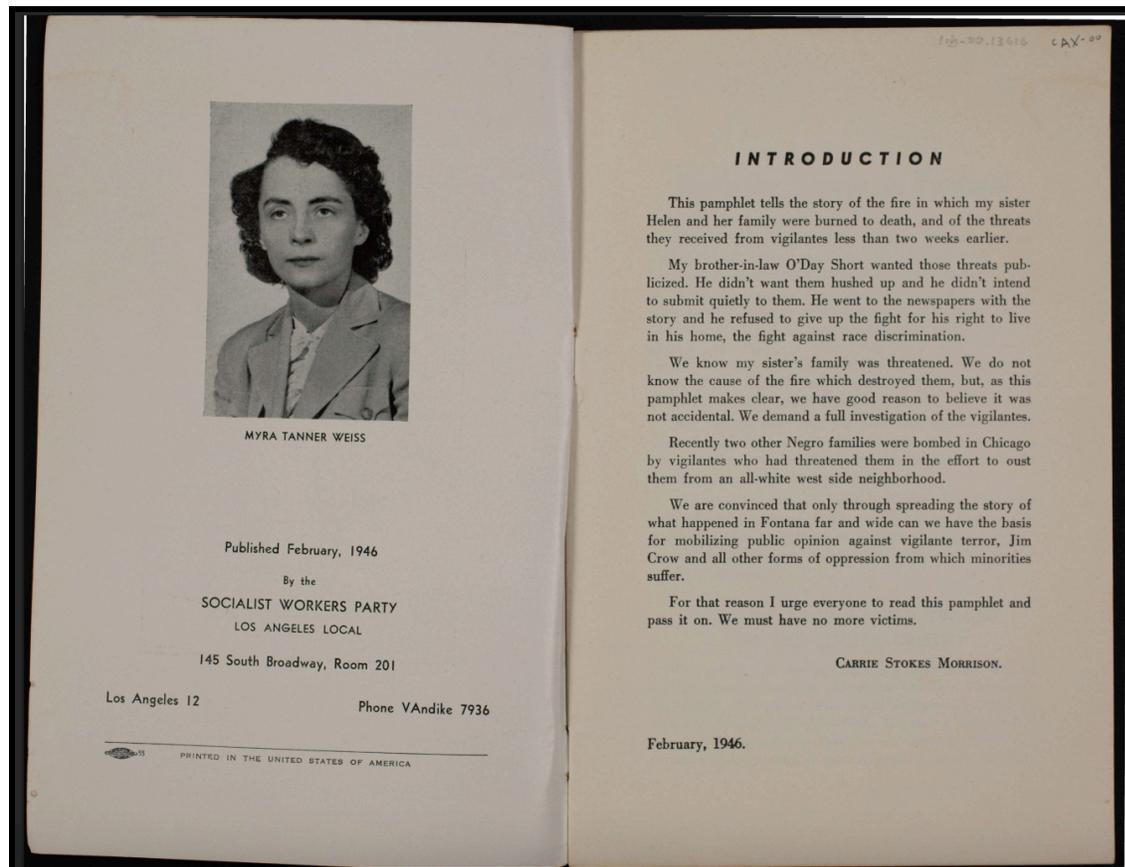
Tell them 70 years is too long. Tell them that justice can't wait anymore. Tell them to formally acknowledge these murders before another 70 years pass.



To listen to the song (The song includes the "N" word. There is also a clean version on the website.)

<https://web.archive.org/web/20151220101326/http://thefontanasingers.bandcamp.com/>

Source D: Myra Tanner Weiss, *Vigilante Terror in Fontana: The Tragic Story of O'Day Short and His Family*, 1946 [Excerpts]



Introduction [Transcription]

This pamphlet tells the story of the fire in which my sister Helen and her family were burned to death, and of the threats they received from vigilantes less than two weeks earlier.

My brother-in-law O'Day Short wanted those threats publicized. He didn't want them hushed up and he didn't intend to submit quietly to them. He went to the newspapers with the story and he refused to give up the fight for his right to live in his home, the fight against race discrimination.

We know my sister's family was threatened. We do not know the cause of the fire which destroyed them, but, as this pamphlet makes clear, we have good reason to believe it was not accidental. We demand a full investigation of the vigilantes.

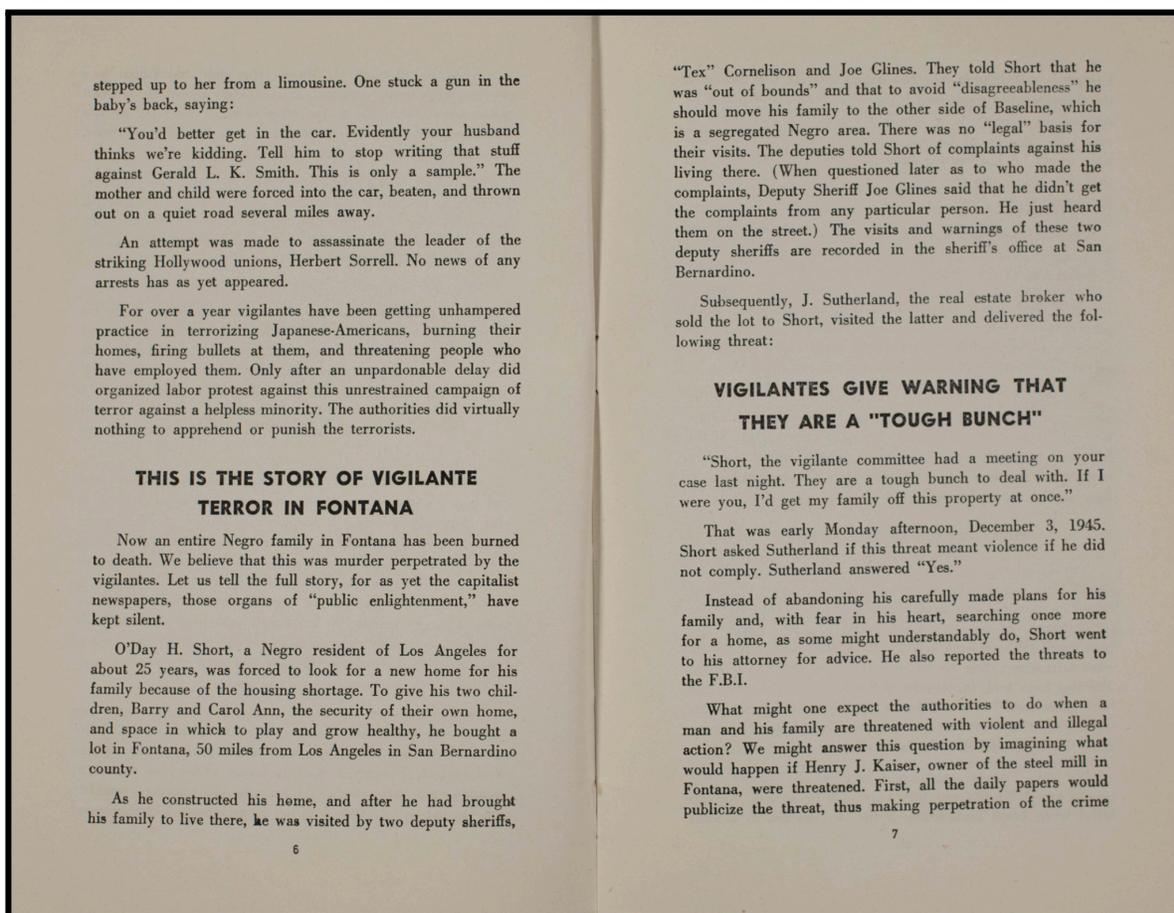
Recently two other Negro families were bombed in Chicago by vigilantes who had threatened them in the effort to oust them from an all-white west side neighborhood.

We are convinced that only through spreading the story of what happened in Fontana far and wide can we have the basis for mobilizing public opinion against vigilante terror, Jim Crow and all other forms of oppression from which minorities suffer.

For that reason I urge everyone to read this pamphlet and pass it on. We must have no more victims.

Carrie Stokes Morrison.

February, 1946.



"This is the Story of Vigilante Terror in Fontana" Transcription

Now an entire Negro family in Fontana has been burned to death. We believe that this was murder perpetrated by the vigilantes. Let us tell the full story, for as yet the capitalist newspapers, those organs of "public enlightenment," have kept silent.

O'Day H. Short, a Negro resident of Los Angeles for about 25 years, was forced to look for a new home for his family because of the housing shortage. To give his two children, Barry and Carol Ann, the security of their own home, and space in which to play and grow healthy, he bought a lot in Fontana, 50 miles from Los Angeles, in San Bernardino county.

As he constructed his home, and after he had brought his family to live there, he was visited by two deputy sheriffs, "Tex" Cornelison and Joe Glines. They told Short that he was "out of bounds" and that to avoid "disagreeableness" he should move his family to the other side of Baseline, which is a segregated Negro area. There was no "legal" basis for their visits. The deputies told Short of complaints against his living there. (When questioned later as to who made the complaints, Deputy Sheriff Joe Glines said that he didn't get the complaints from any particular person. He just heard them on the street.) The visits and warnings of these two deputy sheriffs are recorded in the sheriff's office at San Bernardino.

Subsequently, J. Sutherland, the real estate broker who sold the lot to Short, visited the latter and delivered the following threat:

VIGILANTES GIVE WARNING THAT THEY ARE A "TOUGH BUNCH"

"Short, the vigilante committee had a meeting on your case last night. They are a tough bunch to deal with. If I were you, I'd get my family off this property at once."

That was early Monday afternoon, December 3, 1945. Short asked Sutherland if this threat meant violence if he did not comply. Sutherland answered "Yes."

Instead of abandoning his carefully made plans for his family and, with fear in his heart, searching once more for a home, as some might understandably do, Short went to his attorney for advice. He also reported the threats to the F.B.I.

What might one expect the authorities to do when a man and his family are threatened with violent and illegal action? We might answer this question by imagining what would happen if Henry J. Kaiser, owner of the steel mill in Fontana, were threatened. First, all the daily papers would publicize the threat, thus making perpetration of the crime hazardous and difficult. The two deputy sheriffs who delivered the threat would be removed from office. Sutherland would be arrested as a party to a criminal conspiracy and made to reveal the identity of his fellow conspirators. The steel magnate would be furnished

guards at government expense, and probably before the day was over he would be safe, with all the conspirators behind bars.

But Short was not Kaiser. He didn't make millions out of the blood, agony, and tears of the Second World War. He was just an obscure member of the persecuted Negro minority. So the capitalist press was silent. The deputy sheriffs continued in office. Sutherland was not disturbed. The vigilantes could proceed with their plans unhindered. The only aid Short was given, if we can call it that, was the advice by the F.B.I. to report any further developments.

However, O'Day H. Short didn't rely on the authorities alone, and this is what kept the subsequent events from escaping public attention as merely a tragic accident. He told the full story of the threats to the Los Angeles Sentinel, a Negro newspaper, and this paper told the story in its December 6 issue under a banner headline.

Source: https://library.ucsd.edu/dc/object/bb9735927t/_1.pdf

Handout 1: The 7 C's of Critical Historical Analysis

The 7 C's of Critical Historical Analysis

Inquiry Question:

Check-Out:

- What do you see or notice in this source? Who are the people, events, symbols, words, or images in this source?
- What message, position, or claim is being made with this source?
- What are you wondering about when you check out this source?
- Does this source invite us to think about power?

Contextualize:

- Who wrote the piece? When?
- Who is the audience for this source
- What is the author's positionality? How does the author's background impact this source?
- What was happening at the time? Are they responding to something?
- Why did this author want to create this? (purpose)?

Connect:

- How do other events locally, nationally, and internationally connect to the source?
- How does this source connect to me or my community?
- How does this source connect to other sources or events?
- Do other sources agree/disagree with this source's point of view?

Corroborate:

- What do other sources say about this topic?
- Do these sources agree or disagree? Where or how do other sources agree/disagree?
- What positions or viewpoints are missing to tell a more complete story?

Criticality: Power

- What do images, words, symbols, and colors tell us about who is powerful in this source?
- Whose power does this source assert/perpetuate or support? Whose power does this source not support or assert?
- How does this source invite us to think about oppression and those who resist it?
- Does this source offer solutions to remedy oppression or abolish it?

Call to Action:

- How does this source's position or claim invite us to action/change?
- Is this action one that promotes social justice or one that asserts current power relationships?
- How might this action or change impact me, my community, my nation, or the world?
- How does this source show joy, resistance, and agency to support community needs or concerns?

Conclusions:

How does this source (*provide evidence to...*) help you answer the inquiry question?

How does this source help you critically answer the inquiry question?

What questions do you have about this source?

What other sources might you need to gain a deeper understanding of the topic?

The 7 C's of Critical Historical Analysis

Inquiry Question:

Check-Out:

Contextualize:

Connect:

Corroborate:

Criticality: Power

Call to Action:

Conclusions:

What questions do you have about this source?

What other sources might you need to gain a deeper understanding of the topic?

What other sources might you need to gain a deeper understanding of the topic?

Handout 2: The 11-Sentence Paragraph

There must be a thorough “commentary” (explanation/analysis) of your “concrete detail” (textual support/evidence) that relates to the main points or topic sentence of the whole paragraph

1. Thesis: state the topic of your paragraph and the main point or claim you want to make about the topic.
2. Introduce the first reason or example that supports your main point (concrete detail).
3. Provide a quote or specific example as **evidence** or support.
4. Explain how the quote or example supports your main point (**commentary**).
5. Transition to another reason or example that supports your main point (concrete detail).
6. Provide a quote or specific example as **evidence** or support.
7. Explain how the quote or example supports your main point (**commentary**).
8. Transition to a third reason or example to support your main point (concrete detail).
9. Provide a quote or specific example as **evidence** or support.
10. Explain how the quote or example supports your main point (**commentary**).
11. Write a concluding sentence that explains how all three of the examples above support your claim.

Handout 3: Telling Our Stories – Community Injustices “Instagram Reel” Video Project Rubric

	4	3	2	1
RH 7.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.	Video reflects much factual information, including detailed factual information from multiple sources found by researchers that highlight a community issue or incident.	Video reflects much factual information, including factual information found by researchers that highlight a community issue or incident.	Video reflects adequate factual information but scarce additional factual information found by researchers that begins to highlight a community issue or incident.	Video reflects little to no factual information from any sources and/or does not highlight a community issue or incident.
SL 4.a Plan and deliver a reflective narrative [in your video] that: explores the significance of a personal experience, event, or concern; uses sensory language to convey a vivid picture; includes appropriate narrative techniques (e.g., dialogue, pacing, description); and draws comparisons between the specific incident and broader themes.	Group successfully uses narrative to highlight community issues and offer a way to repair the injustice. Video draws comparisons between the issue or incident and broader themes in the course.	Group successfully uses narrative to highlight community issues and offer a way to repair the injustice. Video begins to draw comparisons between the issue or incident and broader themes in the course.	Group uses narrative to highlight community issues and offer a way to repair the injustice. Video does not draw comparisons between the issue or incident and broader themes in the course.	Group did not use narrative to highlight a community issue.
Group Work Habits (Peer evaluation factored in here)	Student arrived on time for group meetings and did not have unexcused absences or tardies during project time. Student enthusiastically	Student usually arrived on time for group meetings and did not have excessive unexcused absences or tardies during project time. Student contributed ideas	Student often arrived tardy or was absent throughout the group working process BUT contributed ideas and completed their role when present.	Student was frequently absent or tardy. Group members confirmed that student did not contribute adequately to the process.

	<p>contributed ideas to the group work process. Student was accountable to group members, completed their assigned role and was a valued member of the team.</p>	<p>to the group work process. Student was accountable to group members, completed their assigned role and was a productive member of the team.</p>		
<p>Mechanics, Effort, and Creativity</p>	<p>Video makes sense from start to finish. Students clearly spent time making a well-edited video, where narration is audible and there are no visible errors. Students produced a professional looking video.</p>	<p>Video makes sense from start to finish. Students clearly spent time making a comprehensible video, where narration is audible and there are no visible errors.</p>	<p>Video is confusing in some parts. Video reflects lack of effort. Some narration is not audible and/or there are some visible errors.</p>	<p>Video is confusing throughout. Video reflects lack of effort. Most narration is not audible and/or there are some visible errors.</p>