

Tier 3 Capstone
Dr. S. Colligan

Hunger Banquet

Your work on the Hunger Banquet will be evaluated according to the following criteria (100 points; 80 points for a-d and 20 points for e):

- a. locate appropriate Internet, media, and other sources which you will use to derive statistics on wealth, poverty, and hunger in different countries and create vignettes for cards and skits;
- b. draw out relevant material from these sources;
- c. show creativity in writing cards and skits;
- d. collaborate well with your classmates, holding up your part of the bargain; and
- e. write a two-page, typed reflection paper.

Cards:

Each of you will be responsible for writing brief, individual narratives (number to be determined) on index cards which explain something about the conditions of livelihood of these individuals (depending on whether they are wealthy, middle class, or poor). Some of these stories might include an identification of forces that contributed to downward or upward mobility, strategies of survival, or affiliations with social movements intended to improve the lot of these particular individuals and to combat oppressive forces. The cards will be distributed to Hunger Banquet participants at the onset of the event. Some of these cards will be read out loud at the event either by you or the audience.

Students will work in small groups of 3 or 4 on specific regions:

United States/Canada
Europe
Asia
Africa
Middle East
Central and South America
The Caribbean
The Pacific

Exemplary: 1. locates 5 appropriate and varied sources; 2. gleans relevant information from these sources; 3. develops creative, concise, and appropriate personal narratives that underscore both local conditions and broader forces

Above Average: 1. locates 4 appropriate but less varied sources; 2. gleans relevant information; 3. develops concise and appropriate narratives

Average: 1. locates 3 appropriate sources; 2. gleans some relevant information; 3. develops narratives that require considerable feedback and editing

Poor: 1. locates 2 or less appropriate sources; 2. identification of relevant information requires prompting; 3. requires considerable feedback and editing of narratives

Skits:

In order to provide an overview of the broader forces that contribute to world hunger and poverty, as well as to offer some solutions, students will help create dramatic skits or guerrilla theater on the following issues (not necessarily exhaustive):

- a. the policies of the International Monetary Fund and the World Bank
- b. discussion of the Kyoto Accords
- c. discussion of the impact of international trade treaties (NAFTA, etc.)
- d. the feminization of poverty
- e. a critique of international aid programs
- f. international movements designed to address these forces (such as anti-globalization)

Exemplary: 1. locates 3 appropriate and varied information sources; 2. gleans and synthesizes relevant information; 3. shows creativity in developing props and skits

Above Average: 1. locates 2 appropriate but less varied information sources; 2. gleans relevant information; 3. creates coherent skits by synthesizing information

Average: 1. locates 2 appropriate sources; 2. gleans some relevant information; 3. creates skits that require considerable feedback and editing

Poor: 1. locates 1 or less appropriate sources; 2. gleans information and creates skits with considerable prompting

Collaboration:

Collaboration will be assessed by your ability to work together in small groups, as well as your ability to all work together the evening of the Hunger Banquet itself.

Exemplary: 1. demonstrates and negotiate responsibility in small groups and during event; 2. provides guidance to fellow classmates who require extra support

Above Average: 1. takes responsibility for own part in small groups and during event; 2. coordinates activities and tasks with others

Average: 1. able to complete tasks with prompting and assistance of others

Poor: 1. doesn't follow through on tasks that s/he is allocated

Reflection Paper:

Your reflection paper should focus on the process or the content of this service-learning project. As such, you should write on:

- a. what you learned about education as a tool for social change, the efficacy of the event itself, your own thoughts about how the event might be improved, and your own role as a social change agent; or
- b. the most important insights you gained concerning the causes, consequences, and solutions to world hunger.

Exemplary: 1. clarity and organization of essay; 2. ability to draw thoughtfully and thoroughly on information and insights from course materials and the event itself

Above Average: 1. essay largely clear and well organized; 2. adequate job of drawing on insights from class material and event itself

Average: 1. main points not entirely clear; 2. partial evidence provided in support of main points

Poor: 1. main points aren't clear; 2. lacks evidence to support insights