DataHaven
Classroom Materials

Title of Material: Redlining PSA

Topics Discussed: Redlining, racial discrimination, historical discrimination, legacy of racism, Jim Crow Laws

Skills Utilized: Video or poster production, reflection questions

Format: Individual, but best in small groups

In Person or Online: Either

Procedure/Instruction Suggestions:
This should be completed after the redlining reading or a lesson on redlining. Dependent on time, resources, and class size, students can decide how they make their PSA. The most common types are posters and short videos or in class performances.

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Redlining PSA

Directions: After learning about the practice of *redlining* in America and its legacy, your task is to create a public service announcement (PSA) to educate others about it. A PSA is a message for the public about a certain issue with the goal of raising awareness. This awareness can lead to action and hopefully change. In order for a PSA to be effective, the message must be clear, simple, and accessible. Use the facts that you have learned and think about how you can convey them in an understandable way to the public to ignite understanding and change. This PSA can be either a poster or a video. **Google examples of PSA posters or videos on social issue topics (drunk driving, drug abuse, domestic violence, gun violence, eating disorders, social media safety, etc. These topics may be triggering, so please take care while searching).**

Make sure your teacher approves your proposal before you begin working. Use the rubric as you work to ensure you meet the requirements. You may work with a partner.

Proposal:
We will do a (circle one):   Poster   Video

Key information you'll be using:

What our poster or video will *generally* look like:

Reflection:

After you have completed the PSA, answer the following prompts in a well-worded, completed paragraph in the space below. 5-10 sentences, using specific examples from the PSA's.

1. How can PSAs help combat the practice and effects of redlining? Why are these important to make and share?

2. Do you think your PSA would be effective in 2020? Would it be more effective in 1955? Why or why not?

3. What was difficult about creating your PSA?

4. After viewing your PSA and your classmates', describe what makes an effective PSA. What elements, data, and information is important to include?

Rubric:

Content	PSA does not include any content from the readings or other research. **0-10**	PSA includes minimal content from the readings or other research. **15**	PSA includes some content from the readings or other research, but is unclear or unfinished. **20**	PSA includes enough content from the readings or other research for the viewer to understand redlining. **25**
Accuracy	PSA does not include accurate information on the redlining or related information. **0-10**	PSA includes content with many errors or inaccuracies. **15**	PSA includes content with few errors or inaccuracies. **20**	PSA includes content that is accurate based on the given information. **25**
Uses Time Wisely	Student(s) did not use class time wisely and did not turn in the PSA by the assigned due date. **0-10**	Student(s) did not use class time wisely or did not turn in the PSA by the assigned due date. **15**	Student(s) were off task at times, but handed in the PSA on time. **20**	Student(s) were on task and completed the PSA on time. **25**
Creativity	PSA does not include creative content or effort, student(s) did not put effort in making the PSA appealing or unique. **0-10**	PSA shows some creativity but is not made appealing or unique. **15**	PSA shows some creativity and is somewhat appealing or unique. **20**	PSA is creative and is appealing to look at while also being unique and original. **25**

Total Points for PSA: **/100**

Total Points for Reflection: **/50**