

A.M.D.G.

American History 11 – Mr. Ruppert

2nd Semester Research Project Option #2

Finding Historical Ignatian Knights – The Quest For Social Justice In America

Background / Context:

“The Magis. Men For Others. AMDG, Ignem Mittere In Terram.” Close to three full years into your McQuaid careers, most of you can easily recite the “catch-phrases” of our Jesuit founding fathers, St. Ignatius Loyola and Francis Xavier. However, the question, increasingly we hope, will become not whether you can simply speak the language, but whether you can and will live it out in your day-to-day life now and far beyond your brief tenure as a student at McQuaid Jesuit High School. **The loving response required in “men for others” is one that cannot remain theoretical or speculative, but must rather manifest itself through decisive action.** Remember:

“Love is shown more in deeds than in words...” St. Ignatius of Loyola

So how can we learn to further embrace and begin to truly actively carry out our mission as Ignatian Knights in the spirit of St. Ignatius and Francis Xavier? Well, this is where this particular assignment comes into play (as one infinitely small part) in our continuing quest to live our lives in a more Christ-centered fashion, ala Ignatius and Francis. There are, in fact, many individuals throughout **American History** that we should consider as “Ignatian historical role models”; men and women who we can and should model our actions after if we are truly to act as Ignatian Knights in the future. Men and women who have fought and at times given their lives in the furtherance of social justice in our nation. As we know, ours is a unique nation; one founded on a creed and three pieces of paper (the Declaration of Independence, The Constitution, and the Bill of Rights). The creed, written by Jefferson, is of course, that “all men are created equal”. Many of the most inspirational and important episodes in our nation’s heritage have to do with the brave and selfless efforts by men and women of many races and backgrounds in the fight to redefine those beautiful words; to make it “self-evident” that others need to be included in a new collective American definition of that “great creed of 1776”. In a word (several actually!), we speak of those special Americans who have committed their lives in the pursuit of greater social justice in our nation, that this “Unfinished Nation” may move closer to the complete fulfillment of Jefferson’s creed and dream for America.

The Assignment:

First, you will become familiar with the McQuaid “Profile of the Graduate at Graduation”.

Intellectually Competent, Loving, Religious, Open to Growth, and Committed to Justice

These 5 characteristics are what McQuaid Jesuit High School hopes to instill and foster in the young men who graduate from our program. If McQuaid is successful (even partially – the profile is the ideal model) in fostering these characteristics in our students, the graduate will be well on the road toward gaining the personal freedom and sense of commitment necessary to lead a life primarily oriented toward laboring with others in the selfless day-to-day work of building God’s Kingdom on Earth.

Once You Have Done This...5 Steps Ahead To Complete The Project

Step 1:

Having become familiar with the “Profile of the Graduate”, **write a personal reflection** that critically assesses where you believe you currently stand in your own development with regard to each of the five characteristics of the graduate listed above.

- Title = “Your Name: Ignatian Knight in Progress” or another appropriate title
- Your essay should have an introduction which sets the scene / gives thesis – purpose of the essay.
- You should organize the body of the essay around the five characteristics, using each as a separate subheading within your essay.
- You should grade your current state of development in each characteristic on a 1-10 scale at the end of each of the five parts of the essay. (10 = fully developed at this point, 1 = development completely absent at this point). Essentially, the body of the essay is should be five extensive paragraphs in length.
- You should write a conclusion which summarizes your self-assessment (where strongest, where most in need of development) and serves as a segue / transition to Part 2 of the assignment.

Step 2: Produce A Microsoft Powerpoint Slide Show

Our focus now turns squarely to the final characteristic, **Committed to Justice**. In many ways, this final characteristic is the natural outcome that results if one fully embraces and develops the first four characteristics. This is the “**shown in deeds**” that Ignatius speaks of. This is where you will begin the process of identifying your “Top 10 Historical Ignatian Knights”. **RESEARCH REQUIRED! TEXTBOOK AND BEYOND!** **CONSIDER WHAT SOCIAL CAUSES YOU ARE MOST INTERESTED IN YOURSELF PERHAPS!**

- Use Powerpoint to construct a slide show which consists of 13 slides.
- There should be a title slide which is entitled “Ten Lives For Social Justice – Ignatian Knights in American History”, or another appropriate title.
- There should be 10 slides devoted to your “Top 10 Individuals” (one slide per person) in United States History who you believe lived out the “Profile of the Graduate” in their lives, especially with regard to their commitment to actively working to bring about greater societal justice in our nation during the time in which they lived.
 - Each slide should contain a visual / photo of that individual
 - Each slide should minimally contain
 - Name
 - Date of birth and death
 - Brief identification of the social reform / justice activities the person was committed to
 - **Do not prioritize them or number them in any order yet!!!**
 - There should be transitions between slides...any other content, multimedia, etc. is your option at this point (adding music, audio clips, etc.)

Ex:

Dorothea Dix (1802 – 1887)



Tireless Social Reformer And Fighter
For The Rights of the Mentally Ill

- The 12th slide should give a list of at least 5 “Honorable Mentions”, where you list only the person’s name, dates of birth and death, and activities involved in (no photos necessary).
- The 13th slide you create will topically function as a “stay tuned for the Top Ten countdown ahead”

Step 3: Revision #1 to the Powerpoint Slideshow

Your focus begins to become prioritizing your “Top 10”

- Prioritize your “Top 10” individuals into a 1st five and a 2nd five.
- Retain / Improve your Title Slide As Needed
- There is no need to modify the slides of the individuals you have now prioritized as your “2nd five”. Simply reorder them and number them in #10 to #6 order following your title slide.
 - #10 is your second slide...#9 is your third slide...etc. to #6
- **IMPORTANT! Do not yet specifically number your “1st five” yet!**
- Now revise your “1st five” slides by adding additional content
 - Each of these five slides should now have 1-2 additional slides of historical content. These additional slides should briefly focus on a) detailing the issue where he / she saw injustice that needed to be attacked (stats, details photos?) and b) the notable accomplishments / changes this individual helped to forge through his / her commitment to the furtherance of social justice.
 - There should be at least one “hot” hyperlink for each of these five individuals that connects to a good web-site that is related to a wider / more comprehensive biography of the individual.
 - Add additional multimedia content at your discretion.
 - **Again, do not prioritize your “1st five” in any particular order yet!!!**

Step 4: Revision #2 to the Powerpoint Slideshow

Your focus is now to finally determine who your “#1 Ignatian Knight in American History” is, and focus your in-depth research on this individual from here forward to the completion of the project.

- Now prioritize your “1st five” and add them in order, following your “2nd five”
- Add a slide which transitions from #2 to #1 (hype it up!!!)
- You should EXPAND your “#1” slide content from that which you created in Step 3.
 - Do so by adding quotes about the individual / additional multimedia content / “hot hyperlinks” to web-based content on the individual, etc.
- Complete your presentation with a concluding slide which somehow incorporates a photograph of yourself and a photo / visual of your “#1” “connected through history” in shared commitment to the furtherance of social justice in our nation. Maybe you give a glimpse of yourself involved in a social cause that concerns you today!

AND FINALLY...

Step 5: Historical Interview

You will write a three page “fictional / historical interview”, written from the perspective as if you really had the opportunity to sit down and interview this person through the use of a time machine. Your interview must consist of at least 10 questions posed by you and the corresponding answers of your “interviewee”. It should overall serve as a strong biographical sketch of the individual.

- You must utilize at least 3 separate sources (**at least one NON INTERNET**) to write this paper.
- With your interview / responses, attempt to get at exactly what experiences shaped / influenced the course of your “#1s life. Were there any defining moments which led him / her to take the road being committed to social justice and a particular cause? What was it about the “cause” your subject was involved in that was particularly meaningful / important to him /her?
- What were his / her greatest successes? Failures? Toughest obstacles? Most satisfying accomplishments?
- What advice would this person have for Americans living today? Is his / her major area of commitment to social justice (where he / she hoped to bring about societal change for the better) still an ongoing struggle? What opportunities exist today to continue the struggle or other similar struggles?
- What movements / issues concerning the furtherance of social justice in our nation would this individual likely become active in today?
- **THIS PAPER, ALTHOUGH UNCONVENTIONAL IN FORMAT, MUST CONTAIN PROPER SOURCE CITATION (use parenthetical format) / AND A PROPER BIBLIOGRAPHY**
- Write a separate 3/4 to 1 page conclusion / reflection which...
 - Evaluates how this person would “stack up” in terms of his / her exhibiting the five characteristics of the “Grad at Grad”
 - Reflects on what lessons you have learned from this person’s life and actions...how you might use your knowledge of it in the future as motivation / inspiration / instruction in how to further quest to become the Ignatian Knight, as embodied in the characteristics of the Grad at Grad.
- Double Spaced / size 10-12 font / 1 inch margins

Evaluation

- Step 1: Graded on basis of effort / seriousness of purpose / grammar / and organization and clarity of your writing (20 points)
- Step 2: Graded on following of instructions / completion of all requirements (20 points – up to +5 E.C. for going beyond the minimum requirements)
- Step 3: Graded on following the instructions / completion of all requirements / quality of historical content for “1st five” slides (20 points – up to +5 E.C. for going beyond the minimum requirements)
- Step 4: Graded on following the instructions / completion of all requirements / quality of additional historical content for “#1” slide (20 points)
- Step 5: Graded on following the instructions / completion of all requirements / quality of historical content shown in your interview / quality, clarity, organization, and grammar of your writing / strength of your reflections in the conclusion / proper citation and bibliography (any paper which is not properly cited /documented may not receive a grade higher than 70%) (70 points)
- Steps 1-5 add up to 150 points... Your total point accumulation will be translated into a numerical percentage, (88% for example) which will then make up 40% of your 4th M.P. grade.

McQuaid's "Profile of the Graduate at Graduation"

Following the lead of the Commission on Research and Development of the Jesuit Secondary Education Association, McQuaid Jesuit also understands that living its mission will produce graduates with clearly identifiable characteristics. These are described in McQuaid's "Profile of the Graduate:"

Intellectually Competent

The McQuaid graduate is highly educated in a wide spectrum of academic disciplines to meet the intellectual challenges of the future. He is trained in powers of reasoning, imagination, expression, freedom of choice and value formation, and sensitive and appreciative of aesthetics. With this background, he is beginning to become both confident of success in the world around him and, more important, capable as a leader in service to others.

Loving

The graduate, having attained a higher level of personal and social growth, begins to direct his life to a Christ-like giving of self to others and a more thoughtful stewardship of the created universe to be shared in common by all. His relationships deepen as he accepts and cherishes other people, and he begins to integrate his concerns, feelings and sexuality into his whole personality.

Religious

Influenced by the religious tone of the school and by his own insights and experiences including those from formal course work, the graduate should be on his way to becoming a faith-filled person. He is motivated by love of God and others in such a way that his decisions in life are being made more for the glory of God and service to his community than for his own perceived needs.

Open to Growth

Although he sees the importance of learning, the graduate also understands the Jesuit credo that it is more important to learn how to learn, to desire to go on learning through life, and to come to a deeper appreciation of the richness of God and his creation. Consequently, he strives for an ongoing development of imagination, feelings, conscience and intellect, and he recognizes new experiences as opportunities to further his growth.

Committed to Justice

Finally, the McQuaid graduate is also coming to understand that Jesuit education teaches that the ultimate goal in developing one's talents - the gifts from God - is not self-gain but the good of the human community. In light of this realization, he is developing the attitude of mind that sees service to others as more self-fulfilling than success or prosperity. All members of the educational community collaborate in this work.

Philosophy

McQuaid is a Jesuit high school and as such has both academic and religious dimensions which merge into a single purpose, that of forming young men to be "men for others."

The impetus for McQuaid's philosophy is the gospel of Jesus Christ with its commands to love God and to love one's neighbor as oneself. As a Jesuit school, these commands are further specified by the vision of St. Ignatius Loyola for whom God is Creator and Lord, Supreme Goodness, and the one reality that is absolute, with all other reality coming from God and having value only insofar as it leads us to God. Our function, to the best of our ability, is to lead young men to use all of reality to achieve the greatest fulfillment of their lives within this context of a God-centered universe.

Jesus Christ is at one and the same time both the manifestation of God, who shows himself to be radically in favor of humanity, and the perfect human response, through service to others, to that love of God for humanity. Jesus shows us an "Abba" - Father - who knows and loves each man and woman personally, and who invites a response which, to be authentically human, must be an expression of radical freedom. The purpose of the McQuaid Jesuit community is to enable young men to make this response. Moreover, such radical freedom presupposes a freedom to give of oneself, while accepting the consequence of one's actions, and a freedom to work in faith toward that true happiness which is the purpose of life and which results from laboring with others in the service of the Kingdom of God for the healing of creation.

Jesus Christ comes also as Savior. The McQuaid community is called to engage in an ongoing struggle to recognize and work against the obstacles that block or limit freedom including the effects of sinfulness, while developing in young men capacities such as self-discipline and discernment, that are necessary for the exercise of true freedom. Such freedom requires a genuine knowledge, love, and acceptance of self combined with a resolve to be rid of excessive attachment to wealth, fame, health, power or even life itself. It would also include freedom from distorted perceptions of reality, warped values, rigid attitudes, or surrender to narrow ideologies. Consequently, to work toward true freedom, one must learn to recognize and deal with the influences that can promote and limit freedom - both those arising from within oneself and those resulting from the dynamics of history, social structures and culture.

The loving response required in "men for others" is one that cannot remain theoretical or speculative, but must rather manifest itself through decisive action: "love is shown in deeds." McQuaid, in all that it does as an institution and a community, strives to aid young men to attain the genuine freedom required for a loving response to God's loving invitation through service to God and humanity.