



# True Leaders in Equity

## 4-H Performing Arts Equity Challenge Rubric

	Things Done Well	Things That Could Be Improved	Score
<p><b>Equity Message: 20 points</b>  <i>Does your message effectively address an important equity issue?</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Topic addresses a significant equity issue</li> <li><input type="checkbox"/> The reader can understand the topic and its connection</li> <li><input type="checkbox"/> Relevance of topic to current times is clear</li> <li><input type="checkbox"/> A call to action or move for change is apparent</li> </ul>			
<p><b>Flow of Performance: 20 points</b>  <i>Has an overall effect or mood of the equity performance been achieved?</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Ideas are well connected and have an overall flow</li> <li><input type="checkbox"/> Exhibits good composition and design elements</li> <li><input type="checkbox"/> Shows unity and variety between ideas, visual elements (e.g., costuming, scenery/props, lighting), vocal or instrumental elements, and lyrics/words.</li> </ul>			

<p><b>Technical Performance: 10 points</b>  <i>Did you use good performance techniques to achieve a desired effect?</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Spoken or sung words are clear</li> <li><input type="checkbox"/> Instruments/voice in tune</li> <li><input type="checkbox"/> Choreography performed well</li> <li><input type="checkbox"/> Stage elements (lighting, sound system, props, costuming, etc.) worked</li> </ul>			
<p><b>Learning: 50 points</b>  <i>Can you explain what you learned from this challenge?</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Artist can explain what they learned about equity by doing this challenge.</li> <li><input type="checkbox"/> Artist can explain what they learned about performing by doing this challenge, including what they found easy and difficult and what they would do differently next time.</li> <li><input type="checkbox"/> Artist can explain why they chose this particular equity topic and this particular format.</li> </ul>			
<p><b>Total Points:</b></p>			

Example 1: Letter to the Local Education System

**A Letter to WCPSS**

**Kevin Xavier Garcia-Galindo**

*The Voices of Our People: Nuestra Verdades*

Juntos 4-H North Carolina

Dear Wake County School System,

I am a student who is enrolled in one of the schools in your school system. I think that you should value the Hispanic community enrolled in your schools. I want you to know the experiences that Hispanics have to go through everyday. Everyone has a story and here is mine.

I was the first from my family to be born here in the United States--meaning that I'm a first-generation immigrant. I think that I'm in a weird place because I'm tied to both my parents' cultures equally as much as I am to my new American culture. I am as much a product of the environment I grow up in and the influence my parents have on me. I don't lean either way.

Being a first-generation immigrant is like having an identity crisis. It is not knowing what to do when it comes to checking that box. Are you white, Native American, or Native Hawaiian? I don't know. Does it really matter? Yet, I feel great pride when I speak about where I come from. Even though I've only been there once and my memories are blurry, I can still say that it is my home and that is where I want to be.

The country of the United States can be so ungrateful sometimes. I don't get how someone can receive fruit from the hand of a laborer but slap him with his other. How can someone actively benefit from another and then ask them to leave before they have a piece of the pie? We bring gifts and people are so quick to take them.

In my mind, we are those gifts. We are the future of the United States. We all have a deep built-in hunger for more. All immigrant children want to achieve more. We are complicated individuals in a journey to discover what we want to do in life. I hope that you can understand the struggle we go through and that our families go through.

I want to thank you for all the support you have given to our community. There are translators at every school and I have never had a problem with a school paper that did not have a Spanish version. I just want to ask you to work harder on getting information out to the people who need it most: our community, who has a hard time being informed.

Example 2: Poetry

**Feels Right**

By Briza Cruz

*The Voices of Our People: Nuestra Verdades*

Juntos 4-H North Carolina

The tongue of my people  
Is used to divide us from the world  
And our accents, to define who we are  
But, only on the outside.

The tongue of my people  
Is the identification of our hopes.

The tongue of my people  
Is the spirit that speaks to us  
In our hardest days.

The tongue of my people  
Is the heart of the motherland  
Perhaps lost in translation,  
But never in dreams.

The tongue of my people  
Is the voice of our past,  
Our present, and our future.

The tongue of my people  
Is to us what feels right.