

Place-Based Learning  
Project Planning Guide

Project Title: Equity Tolerance and Social Justice: Learning Globally, Acting Locally  
Eberhart

Project Leader(s): Elicia

Grade Level: 11 School Name: Chambersburg Senior High School  
School District

School District: Chambersburg Area

Content Areas: \_\_\_ Science \_X\_ Language Arts \_\_\_ Math \_\_\_ Technology \_\_\_ Foreign Language \_\_\_ Social Studies  
\_\_\_\_\_ Other

1. Project Objective(s):

- Reflect on perspectives of self, others, and the world through oral and written communication, as well as through service-learning experience.
- Apply organizational structures (e.g., proposition, support, critique, inductive and deductive reasoning), credible sources, and rhetorical strategies to the analysis and synthesis of complex ideas to present and support reasoned arguments/critiques of texts, issues, or problems for authentic and varied audiences.

2. **Project Description:** Include in your description answers to the following questions: What is the scope of the project; that is, how many teachers, students, and community members do you expect to be involved? Who are your community partners and how are they involved in planning and implementation?

- To pilot this project, I am focusing on the AP Language and Composition classes I teach, which includes 24 students and one instructor. I predict that dozens of community members will be involved and impacted by this service-learning project concerning “equity tolerance and social justice.”
- I am seeking to involve local community groups such as the Women in Need shelter, the Franklin County Homeless Shelter, Head Start, Cumberland Valley Animal Shelter, Franklin County Learning Center, Chambersburg Hispanic American Center, Women, Infants and Children (WIC) of Chambersburg, Greener Pastures Animal Rescue, Habitat for Humanity, The Drew Michael Taylor Foundation, and the local Big Brothers Big Sisters program. I am in the process of contacting these



organizations in order to form a partnership with my classes for a special project focusing on “equity tolerance and social justice.” The community partners will help me develop the project’s focus of equity tolerance and social justice using their specific organizational goals, as well as assist in implementation when students pair up with one of the organizations to complete the project.

**3. Community Connection:** How is the project connected to the unique identity of your place (e.g., culture, economy, infrastructure, natural resources)? What makes this a community development project? What specific community need will it address?

- Chambersburg is an increasingly diverse area, namely in growth of Hispanic culture. In addition, the income gap is widening, and many community members have a low socioeconomic status (as demonstrated by over 50% of CASD students enrolled in free or reduced lunch programs). Therefore, many assistance programs and organizations are established in Chambersburg to help those who need it. Due to the majority of AP students not being exposed to these issues firsthand, I seek to expose the students to these charities so that they may realize the complexity of their community beyond their home and their school. By doing so, it is my hope that the students will form bonds and connections with people outside of their “community comfort zone” and increase their equity tolerance and views of social justice.

**4. Essential Question:** What is the essential question addressed by the work of the students and community partners?

- How and why do/should people take action to address equity tolerance and social justice in the local community?



**5. Student Learning Outcomes and Standards:**

<b>Learning Outcomes:</b> What will students know and be able to do as a result of this project?	<b>Standards Addressed:</b> Which learning results or benchmarks do these outcomes address?	<b>Assessment:</b> How will you assess each student learning outcome?
1. understand that people experience injustices and a lack of tolerance	CC.1.2.11.B, C, D, E, F, G, I, J, L	Graphic organizers of class generated examples of injustices and intolerance (globally, nationally, and locally) linked to in-class readings.
2. recognize how historical events and the social context shape experience and reaction	CC.1.2.11.B, C, D, E, I, J, L	Students will create a “FRAME” - the things that make up who you are, the unique qualities, similarities and differences you have with other people. Students will also ponder other people’s “FRAME”’s based upon readings in class.
3. recognize how experiences are shaped by involvement in groups defined by race, gender, socioeconomic status, culture, ethnicity, ability, etc.	CC.1.4.11 G, H, I, J, K, L CC.1.5.11 C, F, G	Students will write an argumentative/persuasive essay pertaining to their service learning project – specifically a “call to action” essay. Upon completion of the service-learning project, students will generate a presentation based upon their experience.
4. develop empathy and respect for people whose experiences differ from their own	CC.1.4.11 O, R CC.1.5.11 A, D, G	Students will produce reflections through ethnographies (field notes), group discussions, and journal prompts.



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**6.. Literacy Acquisition:**

<b>Goals:</b> What specific literacy goals will the project address?	<b>Strategies:</b> What literacy strategies will the project employ?	<b>Assessment:</b> How will you assess literacy outcomes?
Reading Informational Texts	Reciprocal Teaching (Carter, 1997; Palincsar, 1984)	Working in groups of four, the students will read a text passage together, following a protocol for predicting, questioning, clarifying, and summarizing—skills that the teacher has modeled over a series of lessons until students are comfortable assuming these assigned roles. These student-directed discussion groups can then monitor their comprehension and reinforce their understanding of the readings.
Writing	Writing to Learn (Fearn and Farnan, 2001)	Using journal prompts pertaining to the readings, students will write responses to help them inquire, clarify or reflect on the content or context of the reading and concerning their service-learning experience.
Speaking and Listening	Socratic Seminar (Bellah et al., 1992 & Israel, 2002)	Students generate key questions pertaining to class readings and participate in a structured class discussion aimed at using text evidence in a civil dialogue with their peers.

**7. What 21<sup>st</sup> Century Skills will students apply and assimilate through this project? How will students demonstrate these behaviors?**

<b>Goals:</b> What 21 <sup>st</sup> Century skills will students apply?	<b>Assessment:</b> How will you assess 21 <sup>st</sup> Century outcomes?
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Critical thinking and problem-solving	Journal prompt responses, analytical questions paired with relevant readings
Communication and collaboration	Socratic Seminars, service-learning project ethnography
Personal and social responsibility	Service-learning project persuasive essay and presentation
<p><b>8. Technology:</b> What technology tools will the project employ? How will that technology be used to enhance learning and improve on the community issue(s) the project is addressing?</p> <ul style="list-style-type: none"> <li>• <b>Blog entries will be used as a way for students to reflect on their thoughts and experiences while completing their service-learning project, as well as connect with other students who are also completing projects at other locations.</b></li> <li>• <b>Microsoft Word will be used to type and edit the persuasive essay.</b></li> <li>• <b>Microsoft PowerPoint (or an equivalent presentation program) will be used to visually show the students service-learning project experience and outcomes from the experience.</b></li> </ul>	
<p><b>9. Authenticity:</b> How does this problem connect to the local community OR Where in the “<b>real world</b>” might one see the problem or question addressed by the project tackled by an adult at work or in the community? (Ex. Local fish and game scientists also study species in our local creek.)</p>	
<p><b>10. Adult Connections:</b></p> <p><b>10a.</b> Do students have access to at least <b>one other adult</b> with expertise relevant to their project who can address questions, provide feedback, etc.?  <input checked="" type="checkbox"/> X <input type="checkbox"/> Yes      <input type="checkbox"/> No      <input type="checkbox"/> Not Sure</p>	



**10b.** Does the project offer students the opportunity to develop a broader understanding of the relevant field of work through observing adults during at least one in-depth **work site visit**?

Yes       No       Not Sure

**10c.** Does at least one adult from outside the classroom help students develop a sense of the **real world standards** for the type of work arising from their project?

Yes       No       Not Sure

**10d.** What **roles** will adults outside of the classroom play in this project and how will students **connect** with these individuals? (Ex. Structural engineers will provide feedback to student teams on bridge design.)

**Employees or volunteers at the students' organization will provide support and guidance during the students' service-learning experience.**

**11. Active Exploration:** Which of the following **methods and sources** of information are students expected to use in the project? (Check all that apply.)

- Interviewing**
- Observing, documenting, and/or surveying**
- Video or audio-taping
- Gathering and reviewing published information
- Searching on-line and electronic databases**
- Creating a symbolic representation (g/g/, model building, map making)
- Discussion**
- Experimentation**
- Other**

**12. Additional Assessment Information:**

**12a.** Which of the following methods of **self-assessment** of progress are students expected to use? (Check all that apply)

- Journals and work logs**
- Conferences with teachers or adult mentors**
- Conferences with peers**
- Using a rubric or other assessment measure**
- Reviewing their progress against a work plan they developed for the project



- Identifying areas where improvement has occurred and where it is needed

**12b.** Do students prepare a culminating exhibition, performance, or demonstration at the completion of their project that shows their ability to apply the knowledge and skills they have gained?

Yes       No       Not Sure

**12c.** What opportunities are students given to conduct individual, small group and whole class **reflections on their learning** and to offer suggestions for future class projects? [Ex: Small group reflection and whole-class debrief held the day after final exhibition.]

**Continuous self-reflection will occur through blogs/journal entries as well as in the final presentation.**

**Small-group reflection will occur twice during the service-learning experience.**

**Whole-class reflection will occur during Socratic Seminars before, during, and after the service-learning experience.**

**Please attach any lesson plans to this guide.**

