

Place-Based Learning Project Planning Guide

Project Title: Civil Rights & Diversity Immersion in Ireland

Project Leader(s): Richard Wright

Grade Level(s) 7-8 **School Name:** Ohatchee High School
Alabama)

School District: Calhoun County Schools (Anniston,

Content Areas: English Language Arts & Humanities

1. Project Objective(s):

I have created a theme of social justice to be applied in my classroom instruction throughout the year. By studying how justice and equality were fought for during the Holocaust and U.S./Irish civil rights movements, I feel that students will better understand what it means to be an active American citizen. It is my hope that they will learn how to recognize and stop injustice so that they can stand against oppression whenever it is encountered.

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?

I currently teach 204 seventh and eighth grade students. The main purpose of this project was for their benefit. I also work with my social science colleague in order to incorporate as much of the social science curriculum into my English Language Arts curriculum and vice versa. Community members who help participate are those from the Holocaust Museum in Houston, Texas (through donation of a Holocaust trunk that contains many primary resources) as well as employees from our local Books-A-Million (they donate classroom sets of books that are used for instruction within the classroom). Local guests are also invited to come speak to our students. My local area is rich in history relating to the themes we are and will be studying, so my most valuable resource would definitely be our local speakers and community members.

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?

As I previously mentioned, the greatest asset I currently have would be our local speakers and community members. The Freedom Rides during the Civil Rights Movement were attacked in a community just fifteen minutes away from where I live and teacher. Many people who were present at those attacks are still living in our area. Their knowledge and wisdom is invaluable and the information they deliver to our students can be life changing. We also have the



opportunity to take students to the local places where so much history occurred. Indeed, we are very fortunate to have so many valuable resources available to us.

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

What steps and actions do I need to take in order to prepare myself to successfully participate and succeed in a globalized society?

5. Student Learning Outcomes and Standards:

Learning Outcomes: What will students know and be able to do as a result of this project?	Standards Addressed: Which learning results or benchmarks do these outcomes address?	Assessment: How will you assess each student learning outcome?
1. Identify individual and civic responsibilities of citizens of the United States.	ALCOS.SS.9	Questioning, Discussion, Observations, Written Responses
2. Describe examples of conflict, cooperation, and interdependence of groups, societies, and nations, using past and current events.	ALCOS.SS.11	Questioning, Discussion, Observations, Written Responses, Research Paper, Presentations
3. Explain how the United States can be improved by individual and collective participation and by public service.	ALCOS.SS.12	Questioning, Discussion, Observations, Written Responses

6.. Literacy Acquisition:

Goals: What specific literacy goals will the project address?	Strategies: What literacy strategies will the project employ?	Assessment: How will you assess literacy outcomes?
Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. [RI.7.1]	Readings, Class Discussions, Research, Cooperative Group Activities, Film Sessions, etc.	Questioning, Discussion, Observations, Research Paper, Presentations, Constructed Response Assessments
Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). [RI.7.3]	Readings, Class Discussions, Research, Cooperative Group Activities, Film Sessions, etc.	Questioning, Discussion, Observations, Research Paper, Presentations, Constructed Response Assessments
Draw evidence from literary or informational texts to support analysis, reflection, and research. [W.7.9]	Readings, Class Discussions, Research, Cooperative Group Activities, Film Sessions, etc.	Questioning, Discussion, Observations, Research Paper, Presentations, Constructed



		Response Assessments
7. What 21st Century Skills will students apply and assimilate through this project? How will students demonstrate these behaviors?		
Goals: What 21 st Century skills with students apply?	Assessment: How will you assess 21 st Century outcomes?	
Students will use 21st century skills to understand and address global issues.	Questioning, Discussion, Observations, Research Paper, Presentations, Constructed Response Assessments	
Students will learn from and working collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts.	Even though we have very little diversity within our school, I will use my own personal experiences as well as the information that can be gathered through media resources. Students will be assessed using the assessments detailed above.	
8. Technology: 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?		
Students will use computers to access to internet in order to research information that will be used to compose a research paper. Students will use a word processing program in order to compose and edit their papers.		
In order to succeed in a global society, students must know how to use basic forms of technology, such as computers, the internet, word processing programs, and the internet.		
9. Authenticity: How does this problem connect to the local community OR Where in the “ real world ” 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.)		
Even though the Civil Rights movement occurred 50 years ago, we still have much work to do. Our society is becoming increasingly multicultural and globalized, so my students need to be prepared in order to successfully contribute one day. Many of my students come from families where racism is still present. It is imperative that I work as hard as I can to help change these views. Additionally, my work in Ireland will illustrate the human problem for my students. Most of my students view our conflicts as a black and white problem when in fact it is not. Hopefully my experiences in Ireland can show my students that we as humans have a long way to go and that there is much room for improvement.		
10. Adult Connections:		
10a. Do students have access to at least one other adult with expertise relevant to their project who can address questions, provide feedback, etc.?		
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Not Sure <input type="checkbox"/>		



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

We are currently working on arranging a visitor to our school.

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.)

Members of the community who experienced the civil rights movement will visit students in order to share their experiences and struggles. Students will also take field trips to civil rights attractions in Birmingham, Alabama and Montgomery, Alabama in which they will encounter those who lived through the U.S. civil rights movement.

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 (Field Trips)

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 (The writing and research process is used to compose a research paper) _____ 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.]

Student feedback is always welcomed and encouraged within my classroom. Because students feel safe in their learning environment, honest and open feedback occurs frequently. Students are also aware of a policy that exists within my classroom that allows them to re-do assignments for a better grade, even if we have moved on to new ideas and concepts. Learning and improving is always encouraged in my classroom.

