Background

Village of Oakfield:
Population: 1,075
9 miles from Fond du Lac
70 miles north of Milwaukee
Most notable historical event was the F5 tornado that demolished much of the village in 1996 - many homes, two churches, the middle school, and the canning factory were destroyed.

School District of Oakfield:
541 students K-12
150 students in grades 9-12
19% Open Enrollment
11.3% Special Education
23.9% Economic Risk
1.3% K-12
0.7% English Learner
90.8% White
Rural farming area

Goals for this session:
- Share titles to get your own groups started
- Provide discussion questions and write more to share
- Share formative assessment ideas
- Discuss summative assessment "final project"
How this unit came to be:
- Changes in course structure
- Desire to find relevant reading options for seniors
- Attempt to combine novels with research and communication skills

Students were split into groups of 3 or 4 based on each social issue topic.

Students chose books from the list I provided but were encouraged to find and suggest others.

The biggest key to “buy-in” for my students: **CHOICE!**
**Book Options - Modern Slavery**

- *Sold* by Patricia McCormick
- *Diamond Boy* by Michael Williams
- *Stolen* by Katarina Rosenblatt
- *Bitter Side of Sweet* by Tara Sullivan

**Book Options - Crime/Justice/Punishment**

- *The Hate U Give* by Angie Thomas
- *Dean Martin* by Nic Stone
- *Stitch* by Allison Van Diepen
- *When I was the Greatest* by Jason Reynolds
- *Always Running* by Luis Rodriguez
- *All American Boys* by Jason Reynolds and Brendan Kiley
- *Monster* by Walter Dean Myers
- *Scorpions* by Walter Dean Myers
- *The Juvi Thief* by Gordon Korman
- *Lockdown* by Walter Dean Myers

**Book Options - Drug Use/Addiction**

- *Dope Sick* by Walter Dean Myers
- *A Piece of Cake: A Memoir* by Cupcake Brown
- *Far From You* by Tessa Gratton
- *Lifeline* by Abbey Lee Nash
- *Crank* by Ellen Hopkins
- *Go Ask Alice* by Beatrice Sparks
- *Smoke* by Melvin Burgess
- *Tweak: Growing Up on Methamphetamines* by Nic Sheff
- *Beneath a Meth Moon* by Jacqueline Woodson
Discussion Questions
How do the characters in your novel treat the topic of mental health, modern slavery, or crime? Is there a stigma in our society in regards to the topic of your novel? What is that stigma? What would you do if you were in the character’s situation - the same thing or something different? How does the character’s background or environment affect the way that they treat the conflict in the novel? Why do you think the author chose to present the topic in this fashion? Discuss your novel in comparison to the other novels being read in your group. How are the answers to these questions the same or different in each novel?

Based on the novels from the list that you have read or your background knowledge of these topics, what are other discussion questions that would lead to strong conversations in your classroom?

Formative Assessments
*Journal Entries* - Students take part in a quick-write, journal-style entry about what they have read since their last writing session and the posed discussion questions just on hand. (Google Classroom, etc.)

*News Articles* - Provide groups with news articles about the topic(s). Have students read one article and reflect back on their own reading. Students can write about the connection between the piece and their novel or about how the two topics are connected.

*Exit Slips* - Students can write one idea or question on their way out of the room. Summarize what they read, offer a solution to the issue, make a connection, share their emotional response, and ask a higher-level reading question.

*Small Group Discussions* - Students discuss their novels and their background knowledge and expectations in their new established groups. Students can share insights and discuss their novel’s content with classmates from other groups.
Final Project - Culminating Activities

**Project Assessment Sheet**

1. Research a specific social justice issue to understand the history, progress, and future of the issue.
   a. Students complete their own research about the social issue.
   b. Students make connections between their own and the information in the text.
   c. Consider the aspects like time constraints, changes in society, etc. that influenced their work.

2. Write a properly cited research outline.
   a. This is a full research paper due to time constraints and could easily be adapted into a research paper.
   b. The paper includes research skills and uses MLA format.

3. Give a presentation to inform and inspire others to take action.
   a. Use public speaking skills.
   b. Past goal: Turn this into a more academic service learning project, where students could volunteer, host a fundraiser, find local groups that focus on the issue, team up with groups in the area, etc.

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**Standards Met in Final Project:**

**Reading:**
- RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly and implicitly, as well as information derived from the text, including detailed paraphrase of the text.

**Speaking and Listening:**
- SL.11-12.5 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others’ comments, integrated into the discussion and developing new ideas and understanding, expressing their own clearly and persuasively.

- SL.11-12.4 Present information, findings, and supporting evidence clearly and accurately, conveying an organized, logical progression, such that listeners can follow the line of reasoning, development, or argument. Students are able to provide well-developed, well-coordinated perspectives that include evidence, observations, and data. Students are able to draw on a variety of sources to construct arguments and develop their understanding of the subject.

- SL.11-12.3 Adapt speeches to a variety of contexts and audiences, demonstrating a command of formal English when indicated or appropriate.
How can you make this work?

- Read books from other students.
- Use the library or library online.
- Ask for help and suggestions.
- Participate in online discussions.

My other advice for getting started:

- Don't offer just one option.
- First, build your personal library as you read the fiction.
- Ask for help and suggestions.
- Tweet 

Discuss with your neighbor or group:

- What pieces of this unit would fit well into your curriculum?
- What other ideas do you have for formative assessments with this unit?
- What obstacles stood in the way of implementing all or some of these ideas in your classroom?
- How could you take what is created here and expand it to better meet the needs in your own classroom and curriculum?

Thanks! Any questions?

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**Objective:** To analyze a global issue by describing the details, comparing perspectives, determining realistic solutions, and supporting your thoughts about the issue.

1. Research a specific social justice issue to understand the history, progress, and future of the issue
2. Write a properly cited research outline
3. Give a presentation to inform and inspire others to take action

**Background:** You have already begun your research on a social issue by reading novels based on that topic or theme. You will continue to do more research on the larger issue, beyond your specific book, and also the specific details surrounding the topic of your novel.

**Part 1 - Written Research Outline:**
As you complete your research, you are to create a detailed outline of the information that you find that is relevant to your topic. Consider this the first step to a longer research paper, but we will not take the next step of writing the actual paper. Much, if not all, of the information included in this outline will become part of your presentation.

**Part 2 - Presentation:**
Groups have some choice as to how the information will be presented. The presentation will be based on the contents of the written outline. The presentations will take place during the final exam block and must be at least 7 minutes long.

Ideas on how to present material:
1. Slide show/digital presentation (Slides, Prezi, etc)
2. Write a play script/present it
3. Give an oral presentation with handouts or posters
4. Make a video on the issue
5. Conduct/record an interview with someone that works/is affected by the issue (this option would be along with a shorter version of one of the other options depending on the situation)

**Topics to be Addressed:**
Numerous topics should be addressed in researching and presenting on your topic:

1. **An overview of the problem/issue**
   a. What is the problem? Where does it exist? When did it begin? What people or groups are directly involved? Specific names, dates, and locations are expected.
   b. Why does (or should) this matter to us?

2. **Different perspectives (views) about the problem**
   a. What are the causes of the problem? Does everyone see it as a problem? Historical sources may be used to determine facts and opinions about the problem.
   b. What seems to be society's perception or attitude toward the subject? How is the attitude similar or different in the US compared to other countries? Different groups of people (politically, socioeconomically, culturally, for example)?

3. **Connection with readings**
   a. How was the subject treated in the novels you read or by different authors? What seems to be the author's attitude toward the subject? How integrated was the topic into the novel (main focus? Side story? Background?)
   b. Are there other articles or news stories written about the topic? Read some as a group and discuss. This could connect to the perspectives mentioned above.
4. Possible existing solutions -
   a. What has been tried so far in an effort to resolve the issue?
   b. How have experts/others associated with the issue suggested fixing the problem? What makes the suggestions different? Based on the background of this issue, what do you predict will happen in the future?

5. Barriers to existing solutions -
   a. What human, environmental, and/or geographical barriers stand in the way of fixing the problem?
   b. What can be done to address these barriers in order to move along on solving the problem?
   c. Given what you have learned, what do you think would be the best solution to the problem?

Documentation of Sources:
All sources must be documented using MLA Format. In your outline, include ‘in-text’ citations along with the information or quotes and a Works Cited page at the end of the outline. Every source that you use must have its own citation. www.eas.vbib.com or www.citationmachine.com are fantastic and easy tools that assist in creating citations for the sources you use while writing your outline and presentation.

Plagiarism: Not citing the sources you used or directly copying and pasting information will result in completion of an additional alternative assignment and a disciplinary report to the office. It is a serious offense to pretend others' ideas are your own.

Scoring:
Research outline will be scored on:
   - Inclusion of information – enough information, variety of information, validity of information
   - Organization of information
   - Use of paraphrased and quoted information
   - Sources – use of multiple sources to support information, correct citations (in-text)
   - Works Cited – correctly cited sources, at least 5 sources (not including novels)

Presentation will be scored on:
   - Voice – volume and projection; pronunciation and enunciation; intonation and emotion; speed, pacing, and pauses
   - Body language – Facing audience, posture, eye contact, gestures, placement of notes (use of notecards)
   - Introduction – provides clear, strong beginning to presentation; grabs attention, previews main points
   - Organization – main points are organized, clear, and supported; includes all required information
   - Clarity – clearly shares information with class, explains necessary information
   - Conclusion – clear, strong closure; reviews main points, offers solution or call to action, has clear ending
   - Audience considerations – utilizes words, images, audio, video, and interactive elements to engage audience interest and deepen understanding; addresses what the audience should think, feel, see, and do during and after; prepare for questions and answers
   - Professionalism – prepared, practiced, professional, and polished

Division of work within groups: I will discuss with each group their plan for “dividing and conquering” this project. That being said, I expect all students to put forth equal effort and pull their weight within the group. I reserve the right to score students differently based on their involvement and the work each individual completes. Ultimately, though, this is a group assignment and I expect that you work well as a team.