THE EDUCATION FUND

FOR EXCELLENCE IN MIAMI-DADE PUBLIC SCHOOLS

2018-2019

Ideas with IMPACT

idea packet

sponsored by:

School District Education Foundation Matching Grant Program

Writing About Miami (WAM)

Reciting of Class Pledge

I am not everyone, but I am someone.
I cannot write everything, but I can write something!
What I can write, by the grace of the universe,
I will freely write as a means to become the best
Person that I can be for me, my household,
my community and the world.
I have something to say because I am somebody.
I am freely writing myself into existence.
I am a Viking Freedom Writer

"Write Yourself into Existence!"
-Dr. Precious Symonette

Disseminator: **Dr. Precious Symonette**
Miami Norland Senior High School
1193 N.W. 193rd Street
Miami Gardens, Florida 33169

304-653-1416
psymonette@dadeschools.net

School Mail Code: 7381

Principal: **Mr. Reginald E. Lee**

For information concerning Ideas with IMPACT opportunities including Adapter and Disseminator grants, please contact:

Ideas with IMPACT Program Director The Education Fund 305-558-4544, Ext. 113
Email: www.educationfund.org.

WRITING ABOUT MIAMI!

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“No one has the right to take your pen away from you!”
-Dr. Precious Symonette

For the past 6 years, I have been teaching in Miami Gardens, Florida at Miami Norland Senior High School. Fortunately, I had been successful with getting my students to improve their writing skills and to express themselves about a variety of topics. Nevertheless, I noticed that most of my students didn’t really want to volunteer, or they failed to see the importance of community activism. Thus, I wanted to help my students to change their perspective, to learn more about the historical significance of their respective communities, and to have an active role of helping to improve the state of their neighborhoods. More importantly, I wanted them to consciously work to change the status quo. Two projects that I previously executed, a Teacher Mini Grant, “Viking Freedom Writers iWrite Movement” and a Disseminator Grant, “Slamming My Story” were proven to be successful, I decided to create the project, “Writing About Miami” to inspire and motivate my students to be more civically aware and active within their communities.

Many of my students felt as if earning community service hours was a burden. Due to this mindset, many of my students only wanted to get their community service hours at school; they didn’t have any interest of going outside of the school campus. I wanted to my students to learn about the historical importance of Miami, to write about their acquired knowledge and perspectives in a variety of formats, and to create service learning projects that would help them to earn their community service hours and to be more civically involved.

Initially, the Writing About Miami (WAM) project was a part of a Teacher Mini Grant I wrote, “Viking Freedom Writers iWrite Movement” that involved 150 students at Miami Norland Senior High School. I came up with this project when my students informed me that they didn't know a lot about the history of Miami. I know the importance of learning about history. For this reason, I wanted to locate and create opportunities where my students would be able to learn, write, and create service learning projects related to these respective historical sites, within their respective communities.

This project has benefited my students in so many ways and has encouraged them to be more civically engaged within their respective communities. Although my students are coping with several social issues, while residing in low socioeconomic communities, the **WAM** Project helped my students to understand that learning and volunteering in their communities can help to improve the quality of their lives. This project helped me to help my students to improve their academics and increase their community involvement.

In 2018, 96% of my students received a passing grade on the International Cambridge AICE: General Paper Exam. By the end of the academic year, my students excel on their respective annual assessments, and are writing and advocating about issues that directly relates to them to help to make the world a better place. Students learn the importance of experiential learning and how to evolve into culturally responsive and respectful citizens.

Students received in-class presentations about historical sites located in Miami. After the in-class presentations, they are required to conduct research pertaining to the respective historical sites. Students were then given an opportunity of visiting the historical site and writing about what they learned, their experience, and how they may feel. Afterward, students were placed in groups and created and participated in a Service Learning Project.

Once students have brainstormed, planned, and assigned roles, they began reaching out to organize their Service Learning Project. The students are communicating, critically thinking, caring about each other, collaborating, and using creativity. More importantly, they are creating a sense of community among themselves and functioning as role models for their peers around the school campus because they are demonstrating how leaders conduct themselves in the world at large.

The “Writing About Miami” project is needed because students need to learn transferable skills related to public speaking, writing, and networking skills that will help them in all areas of their lives. Additionally, it is imperative that students learn, practice, and promote tolerance, acceptance, and unity as a means for the world to become a better place. Overall, this project helped students to become conscious about their respective communities and civically involved.

Project Description Objectives:

- Demonstrate critical reading and writing skills
- Analyze primary and secondary texts both orally and in writing
- Use writing as a tool for inquiry into personal, social, historical, cultural and other themes and topics within the humanities.
- Complete an intensive writing course of assignments demonstrating college level skills.
- Close reading of texts from several critical approaches, including formalist, biographical, cultural, historical, gender, and others.
- Develop refined research strategies, adaptation of thesis statements, and shaped written responses considering chosen critical approaches (lenses), application in a wider global context to student writing.
- Examine text from the standpoint of a given genre's elements and conventions as they represent a broader human strategy for finding meaning and pursuing universal goals.
- Students will be a demonstration of positivity and productivity of public education.
- Students will educate their peers and other stakeholders about societal issues.
- Students will be educated and empowered to create positive change in their community and surrounding areas.
- Students will communicate and network with parents and the community to create solutions to societal issues.

Standards:

Strand: Reading Standards for Literature

LAFS.910.RL.1.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

LAFS.910.RL.2.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

LAFS.1112.RL.2.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

LAFS.1112.RL.3.7 Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

Strand: Writing Standards

LAFS.910.W.2.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade specific expectations for writing types are defined in standards 1–3 above.)

LAFS.1112.W.2.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade specific expectations for writing types are defined in standards 1–3 above.)

LA.910.4.1.1- The student will write in a variety of expressive and reflective forms that use a range of appropriate strategies and specific narrative techniques, employ literary devices, and sensory description.

LAFS.910. W.2.5- The student will develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

LAFS.910. W.1.1-Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient, identify false statements and fallacious reasoning.

LAFS.910.W.2.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most

significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 on page 54

LAFS.1112.W.2.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12 on page 54.)

LAFS.910.W.2.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

LAFS.1112.W.2.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Strand: Standards for Speaking and Listening

LAFS.910.SL.1.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

LAFS.1112.SL.1.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

LAFS.910.SL.2.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

LAFS.1112.SL.2.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

LAFS.910.SL.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

b. Work with peers to set rules for collegial discussion and decision

making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

LAFS.1112.SL.1.1 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' ideas and expressing their own clearly and persuasively.

a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well- reasoned exchange of ideas.

b. Work with peers to promote civil, democratic discussions set clear goals and deadlines, and establish individual roles as needed.

c. Propel reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

Strand: Social Studies/Civics/Humanities

WL.K12.IL.6.3 Examine significant historic and contemporary influences from the cultures studied such as explorers, artists, musicians, and athletes.

SS.912.A.3.13 Examine key events and peoples in Florida history as they relate to United States history.

SS.912.A.1.6 Use case studies to explore social, political, legal, and economic relationships in history.

SS.912.W.1.6 Evaluate the role of history in shaping identity and character.

SS.912.C.2.8 Analyze the impact of citizen participation as a means of achieving political and social change.
Evaluate the roles, rights, and responsibilities of United States citizens and determine methods of active participation in society, government, and the political system.

SS.912.H.1.5 Examine artistic response to social issues and new ideas in various cultures.
Identify and analyze the historical, social, and cultural contexts of the arts.

SS.912.H.2.5 Describe how historical, social, cultural, and physical settings influence an audience's aesthetic response.
Respond critically and aesthetically to various works in the arts.

Some Things To Remember…

When Planning a Fieldtrip

- Fill out the proper paperwork
- Involve administration
- Include fellow coworkers (in other disciplines)
- Remind students
- Set the stage (lessons, activities, etc.)
- Invite guests

When Planning a School Wide Activity/Event

- Remind students
- Complete/distribute In-School Fieldtrip Form
- Set the tone (Announcements, flyers, D.J., etc.)
- Invite guests

When Planning a Community Activity/Event

- Remind students
- Complete/distribute School Fieldtrip Form
- Set the tone (Announcements, flyers, etc.)
- Invite guests (community stakeholders)
- Speak with parents

HISTORIC VIRGINIA KEY BEACH PARK

FREEDOM

WYNWOOD WALLS

School:	Miami Norland Senior High School	Subject:	Creative Writing	Teacher:	Dr. Symonette	Lesson Plan Date:	TBD

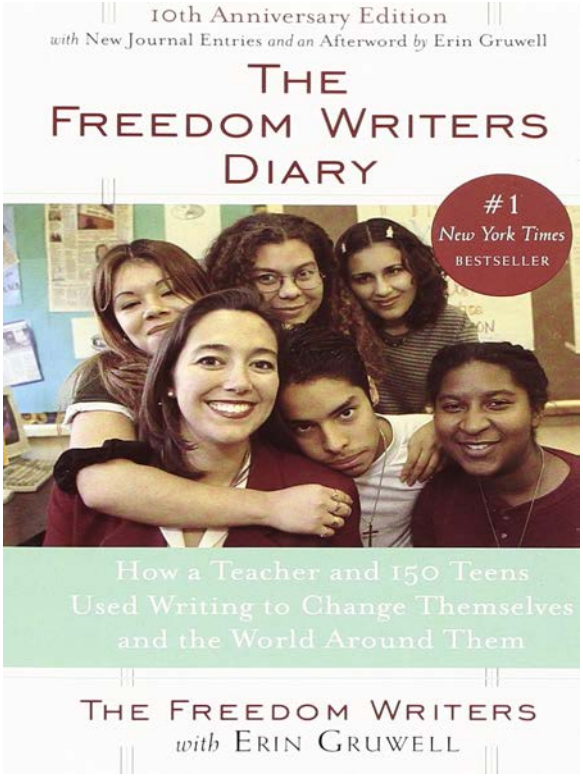
PRE-PLANNING	**OBJECTIVE**	**BENCHMARK**:
	• Viking Freedom Writers will compose an original writing piece using expressive language to convey individual meaning. • Viking Freedom Writers will reflect on and analyze how their identity is shaped by those around them by writing a variety of reflective pieces. • Viking Freedom Writers will read an excerpt from a mentor text to study the author's craft. • Viking Freedom Writers will use writing to analyze literature.	**STRANDS: Reading, Writing, Speaking & Listening, Language** **Standard-** : LAFS.1112.SL.1.1-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' ideas and expressing their own clearly and persuasively. LAFS.912.W.2.5→ LA.912.4.1.1 The student will write in a variety of expressive and reflective forms that use a range of appropriate strategies and specific narrative techniques employ literary devices, and sensory description.
	ASSESSMENT:	
	Students will effectively participate in a Socratic Seminar, and compose an essay, an Epitaph Poem, or letter based on diary entry-Diary 71, from The Freedom Writers Diary.	
	ESSENTIAL QUESTION:	
	- Based on The Freedom Writers Diary, diary entry, what textual evidence supports the central ideas of: legacy?	
	HIGHER ORDER QUESTIONS :(3-5) - Identify a text -to -the world, text- to- text, or a text- to –self-connection from "The Freedom Writers Diary," diary entry #71. - How does this diary entry compare or contrast to your environment? - Discuss the significance of leaving a legacy.	

LESSON CYLCE	**BELLRINGER**: Students will view: **VIDEO:** Viola Davis' 2017 Oscar Award Acceptance Speech Students will complete: -A writing response pertaining to Viola Davis' 2017 Oscar Award Acceptance Speech (Global Topic: Legacy) -Share- Out Activity	**TIME** Approximate *10 min*
	INTRODUCTION	*5-10 min*

	• Review CBC • Review Bell Ringer (Share Out) Focus Lesson-Leaving a Legacy (Local Topic: Differences) -Reflection: How would you desire people to remember you? • Read/Discuss Mentor Text: Freedom Writers Diary-Diary #71 • Socratic Seminar • Epitaph Poem	
	MODELING *"I DO"*	*10-15 min*
	• Teacher will begin modeling by presenting a pre-written Epitaph Poem. • Teacher will read the text with the students to locate how the author addresses the importance of leaving an honorable legacy.	
	GUIDED PRACTICE *"WE DO"*	*15-25 min*
	• Teacher will continue to read and discuss the text with the students. -Students will be paired in groups of two to write a two-voiced Epitaph Poem that will address the assigned topic on a local level. -Afterwards, a member of at least two groups will be asked to read his or her group Epitaph Poem aloud to the class. After he or she has read, students will be asked to discuss the effectiveness. - Perform checks for understanding.	
	INDEPENDENT PRACTICE *"YOU DO"* • Students will work independently to practice writing an individual Epitaph Poem on a personal level. (Personal Topic: Leaving a Legacy)	*15-35 min*
	CLOSURE	*10 min*
	• Students will share out. • Students will participate in a Roses & Thorns Activity.	
	HOME-LEARNING	
	• Students will write in their personal journals. • Students will read for 30 minutes.	

DAY #2-Students will visit the Lemon City Cemetery (fieldtrip)!

PLEASE NOTE:
Although I use a variety of texts within my classroom, *The Freedom Writers Diary* is the primary text for my Creative Writing Course.



Socratic Seminar Guidelines and Rubric

Guidelines for Participating

- Come prepared. Bring notes and info that is relevant to the discussion.
- Participate, participate, and participate!
- Back up your comments with evidence/ facts.
- Try to comment on someone else's previous statement before you give yours.
- Personal stories should have a direct connection to the facts.
- Keep discussion alive by asking open-ended, thought-provoking questions.
- Disagree with comments, not individuals. NEVER put anyone down.
- Use your speaking time fairly (contribute but do not control).

Socratic Seminar Rubric

	5	4	3	2	Total
Conduct	*Patient with differing opinions. *Asks for clarification. *Brings others into the dialogue. *Very focused on the dialogue.	*Respectful. *Comments, but does not attempt to involve others. *Generally focused.	*Participates but shows impatience. *Some focus. *Engages in "sidebar" conversations.	*Disrespectful. *Argumentative. *Does not participate.	
Speaking	*Speaks to all participants. *Articulate. *Takes a leadership role without monopolizing the discussion.	*Speaks to most participants. *Attempts to move on to new ideas. *Tends to "ramble on" after making a point.	*Speaks too softly. *Needs prompting to get involved. *Has no sustainable point; uses "sound bites." *Monopolizes the discussion.	*Reluctant to speak. *Comments do not support point.	
Reasoning	*Cites relevant text. *Relates topic to outside knowledge and other topics. *Makes connections between own thoughts and others'. *Willing to take an alternate viewpoint. *Asks questions to further dialogue.	*Makes limited connections to others' ideas. *Some intriguing points that merit reaction. *Some references to text.	*Accurate on minor points, but misses the main point. *No textual support; "talking of the top of your head." *Refuses to acknowledge alternate viewpoints.	*Illogical comments. *Ignores the movement of the seminar.	
Listening	*Writes down comments, questions, ideas. *Builds on other's ideas & gives others credit.	*Generally attentive and focused. *Responds thoughtfully. *Takes *some* notes.	*Appears disconnected. *Takes limited notes.	*Inattentive. *Comments show lack of understanding. *Takes no notes.	
Reading/ Preparation	*Familiar with text. *Understands major concepts. *Writing assignment completed on time. *Was well prepared in small discussion groups.	*Fairly familiar with text. *Asks for references. *Writing assignment completed on time. *Was mostly prepared in small discussion groups	*Confused with key concepts of text. *Writing assignment may be completed on time. *Occasionally prepared in small discussion groups.	*Unfamiliar with text. *Writing assignment completed but not on time. *Very much unprepared in small discussion groups.	
				Total:	

PLEASE NOTE-This is a sample resource that I have used in my class when facilitating a Socratic Seminar. However, my favorite resources to use when facilitating Socratic Seminars are the AVID resources.

Advancement
Via
Individual
Determination

AVID®
Decades *of* College Dreams

MIAMI BEACH
BOTANICAL
GARDEN
Viking
Freedom
Writers

Florida Miami-Dade 2017-2018

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THE EDUCATION FUND

FOR EXCELLENCE IN MIAMI-DADE PUBLIC SCHOOLS

Apply for an Ideas with IMPACT Adapter Grant!

All Miami-Dade County public school teachers, media specialists, counselors, or assistant principals may request funds to implement any project idea, teaching strategy, or project from the 2018 Idea EXPO workshops and/or curriculum ideas profiled annually in the ***Ideas with IMPACT*** catalogs from 1990 to the current year, 2018-19. Most catalogs can be viewed on The Education Fund's website at educationfund.org under "Ideas with IMPACT Catalog Publications."

- Open to all K-12 M-DCPS teachers, counselors, media specialists
- Quick and easy reporting requirements
- Grants range from $150 - $400
- Grant recipients recognized at an Awards Reception

To apply, you must contact the teacher who developed the idea before submitting your application. Contact can be made by attending a workshop given by the Disseminator, communicating via email or telephone, by visiting the Disseminator in their classroom, or by having the Disseminator visit your classroom.

Project funds are to be spent within the current school year or an extension may be requested. An expense report with receipts is required by Monday, June 3, 2019.

APPLICATION DEADLINE:
December 13, 2018

Apply online at educationfund.org

For more information, contact:
Audrey Onyeike, Program Director
305.558.4544, ext. 113
audrey@educationfund.org