



**THE
EDUCATION
FUND**

FOR EXCELLENCE IN MIAMI-DADE PUBLIC SCHOOLS

2017-2018

Ideas with **IMPACT**



idea packet

Sponsored by:



Learning A-Z



Ford Motor Company Fund

Slamming My Story



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!"
-Precious Symonette

Disseminator: 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:

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

SLAMMING MY STORY!



TABLE OF CONTENTS

Overview.....	3-5
Goals and Objections.....	6
Benchmarks.....	7-9
Things to Remember.....	10
Student Writing Activities.....	11-15
Sample Lesson Plan.....	16-17
Teacher Resources.....	18-39
Student Samples.....	40-50



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

For the past 4 years, I have been teaching in Miami Gardens, Florida at Miami Norland Senior High School. Since gun and gang violence permeates the neighborhood of Miami Gardens, the city has been labeled one of the target 5 zip codes and dubbed, “Murder Gardens” by a lot of kids. For this reason, students possess “fixed” mindsets in academic, emotional, and social areas that affect their lives daily. Thus, I wanted to help my students to change their negative ways of thinking about themselves and their communities, to create opportunities where students could share their stories as a means for them to be empowered and active within their communities so that they know that they don’t have to become a product of their environments, and that they could change the status quo. So, after I wrote a Teacher Mini Grant, “Viking Freedom Writers iWrite Movement” and it was proven to be successful, I decided to create the project, “Slamming My Story” to share with other educators.

Unfortunately, many of my students expressed that they felt as if they didn’t have “a voice.” They believed that their parents, teachers, elected officials, and adults in the community-at-large didn’t value their feelings and opinions. I wanted to locate and create opportunities where my students would be able to tell their stories, beyond the walls of my classroom and the school campus. The main source of inspiration are my beliefs in student empowerment, activism, and that all students should know that they matter, beyond a shadow of doubt to all stakeholders.



The “Slamming MY Story” project involves constant reflection, writing, and reading from involved students. Students learn about themselves, their respective communities, and how they can evolve into contributing citizens of their communities as a means to help make the world a better place. Students are constantly required to brainstorm about issues that negatively impact their lives and their neighborhoods. They are encouraged and required to conduct research through the internet, interviews from their neighbors, and visit their local public libraries about prominent times, movements, and individuals. Although students partake in a variety of activities, Journal Jams, Think Tank, Socratic Seminars, and Socratic Seminars with a SLAM are at the heart of the “Slamming MY Story” lessons and movement. *Journal Jams* required students to free write for a period and then to share out with their peers to “jam” with words. Keeping with the spirit of the poetry term enjambment, students understand that there is not a pause between share- outs. This activity helps students to inspire each other to write. *Think Tanks* require students to be placed in groups, students identify issues that impact them collectively, conduct research, and then students collaborate to compose performance pieces pertaining to community issues that can be performed for the class, school campus, or the community-at-large.

Students also participate in Socratic Seminars with a SLAM. These are intellectual conversations with a dab of art. Throughout the lesson, students are required to think, read, and write constantly about critical issues. They also express their beliefs, feelings, and opinions about their lives and communities. Students are expressing how they feel about these issues by indulging in conversation and by sharing their SLAM pieces that they have created. These intellectual conversations help students to practice 21st



Century skills individually, collectively, and simultaneously. The students are communicating, critically thinking, caring about each other (showing empathy), 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 should conduct themselves in the world at large. When the opportunity presents itself, once students have identified, researched, collaborated, and wrote an individual poem related to a specific issue that impacts them, they are free to join forces and create Choreopoems or SLAM group poems.

The “Slamming MY Story” 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. More importantly, it is imperative that students learn, practice, and promote tolerance, acceptance, and unity as a means for the world to become a better place. If children are in fact “our future”, we need to provide them with valuable experiences that will educate and empower them to help to build not only a stronger Miami, but also a stronger world.



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. (Gradespecific 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.



Some Things To Remember...

When Planning an In-Class Performance/SLAM

- Remind students
- Set the stage (food, music, etc.)
- Invite guests

When Planning a School Wide Performance/SLAM

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

When Planning a Community Performance/SLAM

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

When Planning an in State or Out of State Community Performance/SLAM

- Remind students
- Complete/distribute School Fieldtrip Form
- Set the tone (Announcements, flyers, etc.)
- Invite guests
- Have a meeting with parents

BELL RINGER



In your personal journal, discuss your neighborhood. What are some things that you like? What are some things that you dislike? Why or why not.

**BELL RINGER-RAFT WRITING
ASSIGNMENT**

R-role

A-audience

F-format

T-topic



Activity # 1-The Line Game...



• **Stand on the LINE if...**

Let's Read...



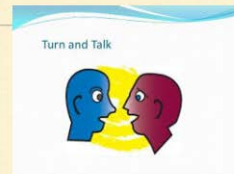
Read pgs. 20-21 (Diary 9) of the
Freedom Writers Diary.

-Popcorn Reading Strategy

- Claim: Thesis statement; your **main point**
- Warrant: **Explains** your claim and why you stated it.
- Evidence: Use **examples** from...
 - The text
 - Your experiences
 - Valid and reliable articles/current events



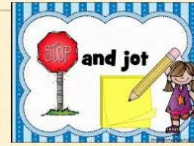
Turn & Talk...



After reading the first two paragraphs, students
will participate in a Turn & Talk.



Stop & Jot...



- After reading paragraph 3, students will participate in a Stop & Jot Activity.



Class Discussion...



In my opinion...

I feel...

I disagree because...

This reminds me of...

I agree because...



Exit Slip Activity... ..

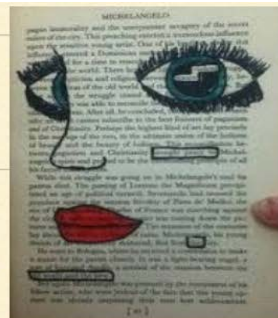


- In your journal, respond to one of the following....
- In at least a paragraph, discuss how you felt about completing the “Coat of Arms” activity and participating in the “Line Game”.

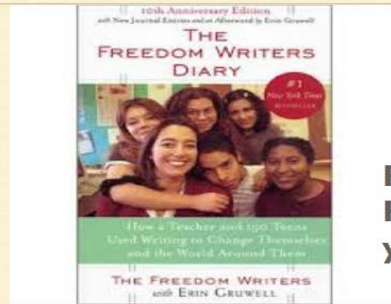


FOUND POETRY...

Found poetry is a type of **poetry** created by taking words, phrases, and sometimes whole passages from other sources and reframing them as **poetry** by making changes in spacing and lines, or by adding or deleting text, thus imparting new meaning.



Let's FIND A POEM!



Refer to the Found Poem Instructions if you get stuck! 😊





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

PRE-PLANNING	OBJECTIVE		BENCHMARK:	
	<ul style="list-style-type: none"> • 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 create a SEE response, effectively participate in a Socratic Seminar, and compose a FOUND POEM or Spoken Word poem based on diary entry 19 from The Freedom Writers Diary.			
	ESSENTIAL QUESTION:			
	- Based on The Freedom Writers Diary, diary entry 19, what textual evidence supports the central ideas of: unity, tolerance, and an acceptance of differences?			
LESSON CYLCE	BELLRINGER:			TIME
	Students will complete: -A R-A-F-T Creative Writing Activity (Global Topic: Unity) -Share- Out Activity			Approximate
				10 min
INTRODUCTION			5-10 min	



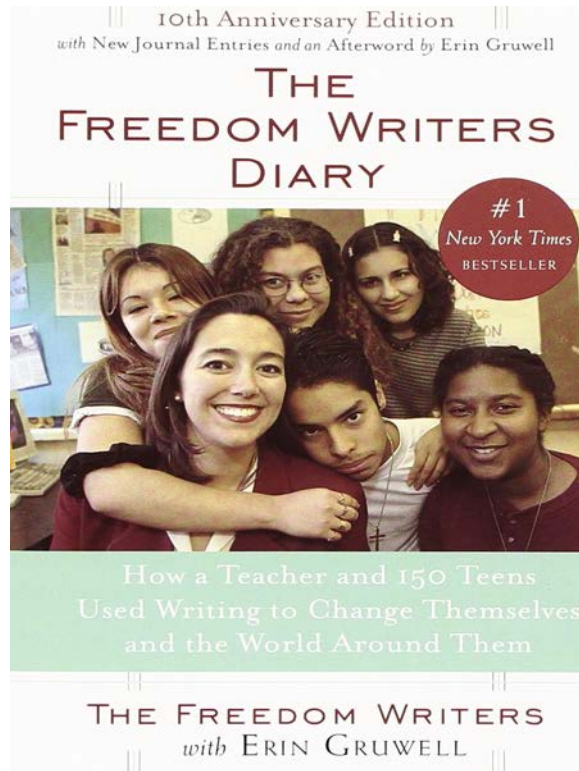
<ul style="list-style-type: none"> • Recite Student Writing Pledge • Review CBC • Review Bell Ringer (Share Out) Focus Lesson-Promoting Tolerance and Acceptance (Local Topic: Differences) • Read/Discuss Mentor Text: Freedom Writers Diary-Diary 19, pgs.39-40. • Socratic Seminar/with a SLAM • Found Poem or Spoken Word Poem 	
<p>MODELING “I DO”</p>	<p>10-15 min</p>
<ul style="list-style-type: none"> • Teacher will begin modeling by presenting a pre-written SEE response. • Teacher will read the text with the students to locate how the author addresses an issue on a global, local, and a personal level. 	
<p>GUIDED PRACTICE “WE DO”</p>	<p>15-25 min</p>
<ul style="list-style-type: none"> • Teacher will continue to read and discuss the text with the students. <ul style="list-style-type: none"> -Students will be paired in groups of two to write a SEE response 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 SEE response aloud to the class. After he or she has read, students will be asked to discuss the effectiveness. - Perform checks for understanding. 	
<p>INDEPENDENT PRACTICE “YOU DO”</p>	<p>15-35 min</p>
<ul style="list-style-type: none"> • Students will work independently to practice writing an individual SEE response on a personal level. (Personal Topic: Tolerance & Acceptance) <hr/> <ul style="list-style-type: none"> • Exit Slip Activity- Roses & Thorns 	
<p>DAY TWO</p>	
<ul style="list-style-type: none"> • Bell Ringer 	<p>10 min</p>
<ul style="list-style-type: none"> • Review-Freedom Writers Diary, diary entry 19. 	<p>10 min</p>
<ul style="list-style-type: none"> • Journal Jam Activity • Think Tank Activity 	<p>15-20 min</p>
<p>-EXTENSION ACTIVITY-FOUND POETRY:</p>	



<ul style="list-style-type: none"> Teacher will give a mini-lesson about FOUND Poetry. 	10 min
Independent: Students will be asked to compose an individual Found Poem or Spoken Word Poem based on the Freedom Writers Diary-Diary 19, pgs. 39-40.	20 min
CLOSURE	20 min
<ul style="list-style-type: none"> Students will share out. Students will participate in a Roses & Thorns Activity. 	
HOME-LEARNING	
<ul style="list-style-type: none"> Students will write in their personal journals. Students will read for 30 minutes. 	

PLEASE NOTE:

Although I use a variety of texts within my classroom, *The Freedom Writers Diary* is the primary text for my course.





Socratic Seminar Guidelines and Rubric

Guidelines for Participating

- Come prepared. Bring notes and info that is relevant to the discussion.
- Participate, participate, 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

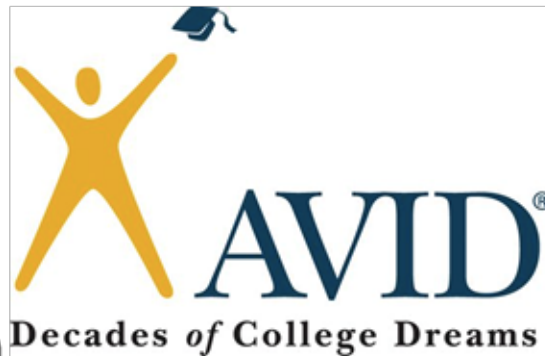
	5	4	3	2	Total
Conduct	*Patient with differing opinions. *Asks for clarification. *Brings others into the dialogue. *Very focused on the dialogue.	*Respectful. *Comments, but does not attempt to involve others. *Generally focused.	*Participates but shows impatience. *Some focus. *Engages in "sidebar" 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 <i>some</i> 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	*Fairly familiar with text. *Asks for references. *Writing assignment	*Confused with key concepts of text. *Writing assignment may be completed on	*Unfamiliar with text. *Writing assignment completed but not on time.	



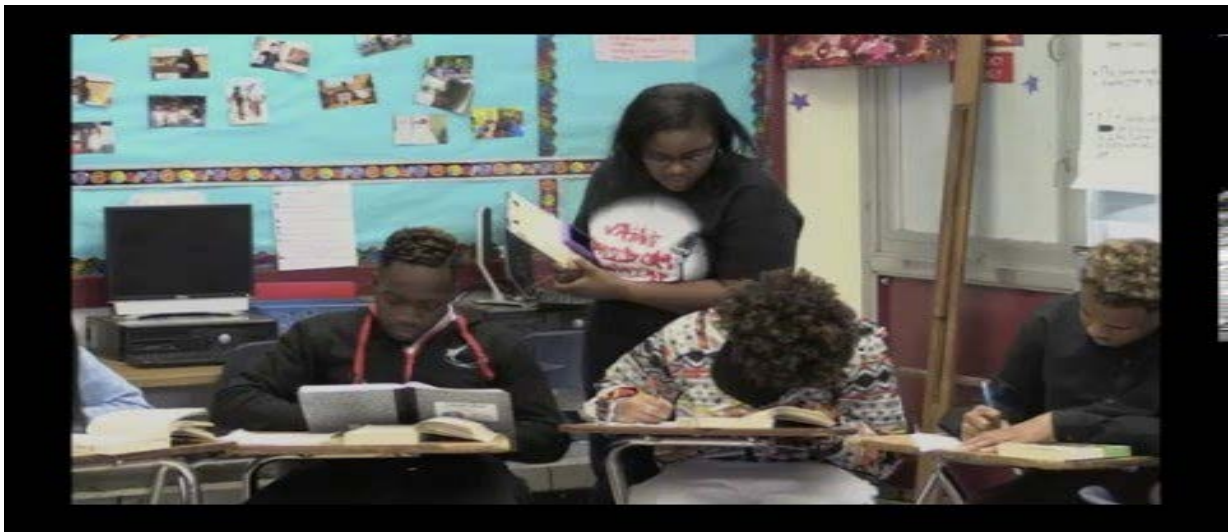
	in small discussion groups.	completed on time. *Was mostly prepared in small discussion groups	time. *Occasionally prepared in small discussion groups.	*Very much unprepared in small discussion groups.	
Total:					

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







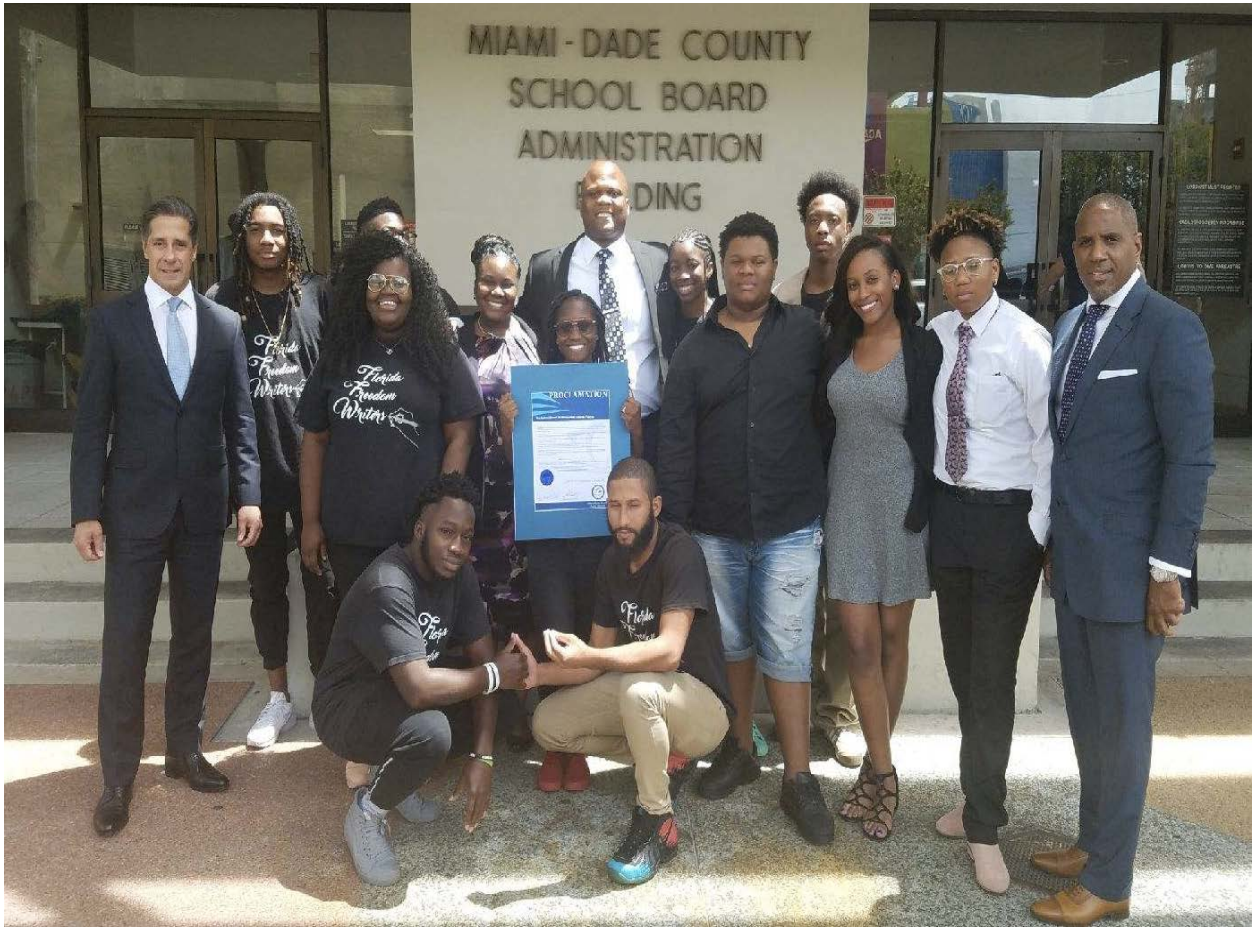


VIKING FREEDOM WRITERS





















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 2017 Idea EXPO workshops and/or curriculum ideas profiled annually in the **Ideas with IMPACT** catalogs from 1990 to the current year, 2017-18. Most catalogs can be viewed on The Education Fund's website at educationfund.org under the heading, "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 Friday, June 1, 2018.

APPLICATION DEADLINE: December 13, 2017

Apply online at educationfund.org

For more information, contact:

Edwina Lau, Program Director

305.558.4544, ext. 113

elau@educationfund.org



Contributors with **IMPACT**

Platinum Star



**School District
Education Foundation
Matching Grant Program**

Gold Star



America's Most Convenient Bank®



Ford Motor Company Fund

**Humana
Foundation**



ASSURANT®



Silver Star

TriMix Foundation



PEREZ TRADING COMPANY

Rod and Lucy
Petrey

Raj Rawal and
Anne Marie Miller

Robert Russell
Memorial Foundation

Bronze Star

The Jack Chester
Foundation





Driving a **Brighter Future**

For more than 65 years, Ford Motor Company Fund has worked to improve people's lives, investing \$1.5 billion to support innovative programs in Community Life, Education, Safe Driving and the Ford Volunteer Corps.



For opening minds, creating opportunities,
and helping to create a brighter future,
Ford Salutes The Education Fund.

