

Project Plan/Warnock



Title of Project: Nikes vs. Converse: Walking in a person's shoes to understand personal change in response to text

Grade Level: English 9

Number of Students Participating: 60 students

Contributed by:

Teacher: Jonelle Warnock and Ambur Miller (student teacher)

School: West Junior High School

District: Boise School District

Overview/Description of Project: We wanted to know what inspires students to personal change or social action while reading a text. Students read the novel *To Kill a Mockingbird* by Harper Lee and focused on "What makes people judge and what can we do about it?" Not only did we focus on this question within the text, but we asked the students to look at judgment around them and see causes and effects. As we read, we picked out social justice issues such as poverty, illiteracy, racism, and looked at what those issues looked like in 2012 as well as in the novel's time of the 1930s. We used picture books to inform the students of the issues and then students had time to research opportunities for help in our community, as well as making comparisons between then and now.

Goals: Our goal was to let students examine judgment in a text as well as in their own lives. Then, they had the opportunity to take those judgment groups and find help for them within our society.

Core Content Areas: English literature

Civic Responsibility: To share with the class what is out in the community to help those who are struggling in different ways (poverty, illiteracy, racism, gender equity, etc.)

Literacy Connection: Connected to the required novel, *To Kill a Mockingbird*

PARC MODEL STEP-BY-STEP GUIDE

STEP 1: PREPARATION

Preparation Activities:

1. Journaling about judgment, discrimination, and perceptions.
2. Read the novel, *To Kill a Mockingbird*
3. Explore social justice issues in novel.

STEP 2: ACTION

Possible Actions:

1. Read picture books on social justice issues.
2. Match social justice issues today with those from the novel's time period (1930s)
3. Research on community efforts that could help some of the social justice issues present.

STEP 3: REFLECTION (Reflection is not sequential: rather it is encouraged throughout the lesson)

Throughout the process, students used their composition books to reflect on judgment in our society, through character's eyes from the novel, through classmate's perceptions, as well as the community. The students also had opportunity to reflect on their own views on judgment. Here are some excerpts.

"I realized I judge a lot of people and need to change that and be more open."

"Makes me really think about how I judge. And how I need to change how I judge or not judge at all. I realized how much it could affect someone."

"I have watched how my friends and I judge people and I think it's immature and inappropriate. Early I didn't realize it was bad."

"I know how harsh the damage is to judge someone"

STEP 4: CELEBRATION/DEMONSTRATION

Gallery walk of Social Justice posters. Students presented their projects to classmates.