

Student Impact Project 2019

STUDENT'S NAME

MBU ID

Option 1: Pre- and Post-assessment

ENGLISH

## Pre and Post test Questions

- 1) What are two themes that occur in African American Literature?
  - a. Seniority and Age
  - b. Time and Space
  - c. Freedom and Equality
  - d. Hunting and Gathering
  
- 2) In which decade was the HEIGHT of the Civil Rights Movement?
  - a. 1930
  - b. 1940
  - c. 1950
  - d. 1960
  
- 3) What were the Jim Crow Laws?
  - a. Laws that enforced racial segregation
  - b. A list of 282 laws with scaled punishments to ensure justice and order
  - c. Fair principles of justice that result in due process
  - d. An object in motion will stay in motion unless acted upon by an outside force
  
- 4) What was the Great Migration?
  - a. The end of the Civil War
  - b. Groups of white families moving North to flee from freed slaves
  - c. Groups of black families moving North to flee from unfair laws
  - d. The exile of Jewish people from Jerusalem to Bethlehem
  
- 5) When did the Harlem Renaissance occur?
  - a. 1860-1870
  - b. 1900-1910
  - c. 1920-1930
  - d. 1970-1980
  
- 6) What is an allusion?
  - a. A deceptive appearance or impression
  - b. Referencing something from popular culture w/o mentioning it specifically
  - c. A comparison between two things for clarification
  - d. An exaggerated statement not meant to be taken literally
  
- 7) Empathy is:
  - a. A person who actively opposed to someone or something
  - b. Relating to the ideas, customs and behaviors of a society
  - c. The ability to understand and share the feelings of another.
  - d. Attributing human characteristics to something non-human.

8) What is a stanza?

- a. A grouped set of lines in a poem
- b. a distinct section of a piece of writing, usually dealing with a single theme and indicated by a new line and indentation
- c. Comparison using the words like or as
- d. Japanese poetry consisting of 3 lines

9) Assimilation is best defined as

- a. To deny someone access into a group, place or privilege
- b. Adapting to and accepting the attitudes and customs of the majority
- c. To force out in a violent or sudden way
- d. Relating to the concerns of ordinary citizens

10) The word Renaissance means.

- a. Rebirth
- b. Antiquity
- c. Round Earth
- d. A repeating consonant sound

11) A summary is

- a. A very detailed and drawn out explanation of something
- b. A brief but informative overview of something
- c. Your personal opinions and beliefs
- d. A formal essay with references and footnotes

12) Which of these is NOT an African American Author?

- a. Langston Hughes
- b. Zora Neale Hurston
- c. Maya Angelou
- d. Kate Chopin

13) Which of these is a stereotype?

- a. There are 14 people in my family.
- b. Ms. Eacho drives a black vehicle..
- c. African American people are all good at sports.
- d. Ms Ficklin has 7 cats

14) Author's bias is:

- a. An author's opinion or prejudice leaning the story to one side or the other
- b. An author telling lies
- c. An author reporting fake news
- d. An author citing references and sources

15) Harlem is in which state?

- a. Alabama
- b. Indiana
- c. New York
- d. New Jersey

Put into % or  
add a column

%  
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Block 1 Pre-Test																
Student #	Score	? 1	? 2	? 3	? 4	? 5	? 6	? 7	? 8	? 9	? 10	? 11	? 12	? 13	? 14	? 15
1	12	0	1	1	1	0	1	1	1	1	1	1	0	1	1	1
2	9	1	0	1	1	0	0	1	0	1	1	1	1	1	0	0
3	10	1	1	1	1	0	0	1	0	0	1	1	1	1	0	1
4	6	1	0	1	0	0	0	1	0	1	1	0	0	1	0	0
5	7	1	0	1	0	0	0	1	1	0	1	0	0	0	1	1
6	12	1	1	1	1	0	0	1	1	1	0	1	1	1	1	1
7	14	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1
8	10	1	0	1	1	0	0	1	1	1	0	0	1	1	1	1
9	2	0	0	0	0	0	0	0	1	0	0	0	0	0	1	0
10	13	1	1	1	0	1	1	1	1	0	1	1	1	1	1	1
11	5	0	0	0	0	0	1	1	1	0	0	0	1	0	1	0
12	14	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1
13	10	1	1	1	0	0	0	1	0	1	1	0	1	1	1	1
14	12	1	1	1	1	1	0	1	0	1	1	1	0	1	1	1
15	13	1	0	1	1	1	1	1	1	1	1	1	1	1	1	0
16	14	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1
17	10	1	0	1	1	0	0	1	1	0	1	0	1	1	1	1
18	7	0	1	0	0	1	1	0	1	1	1	0	0	1	0	0
? Correct:		13	10	15	11	6	7	16	13	12	14	10	12	15	14	12

10/18, 56%, did not know content / mastery

8/18, 44%, knew content

%. Or add column

%.  
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Block 2 Pre-Test		?1	?2	?3	?4	?5	?6	?7	?8	?9	?10	?11	?12	?13	?14	?15
Student #	Score															
1	13	1	1	1	1	1	0	1	0	1	1	1	1	0	1	1
2	6	1	0	1	1	0	0	0	0	0	1	0	1	1	0	0
3	14	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1
4	9	1	0	1	0	0	0	1	1	1	1	1	0	1	0	1
5	10	0	0	1	1	1	0	1	1	0	1	1	0	1	1	1
6	11	0	1	1	1	1	0	0	1	1	1	1	1	1	1	0
7	13	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1
8	10	1	0	1	1	0	0	0	1	0	1	1	1	1	1	1
9	14	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1
10	12	1	1	1	1	0	0	1	1	0	1	1	1	1	1	1
11	9	1	1	1	1	0	1	1	1	0	1	0	0	0	1	0
12	6	0	0	0	1	0	0	1	1	0	1	0	1	1	0	0
13	13	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1
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15	11	1	0	1	1	0	0	1	1	0	1	1	1	1	1	1
16	9	1	0	1	1	0	0	1	1	0	1	1	1	0	1	0
17	13	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1
18	10	1	0	1	1	0	1	1	1	1	1	1	1	0	0	0
19	13	1	1	1	1	1	0	1	1	1	1	0	1	1	1	1
20	12	1	1	1	1	1	0	1	1	0	1	1	1	1	1	0
21	12	1	1	1	0	1	1	1	1	1	0	1	1	1	1	0
? Correct:		18	13	20	19	11	6	18	17	10	20	16	18	17	17	13

8/21, 38%, didn't know content

13/21, 62%, knew content prior to instruction

\* Is this a good unit to use for your SIP?

## Description of Pre-Assessment Data

There are 2 11<sup>th</sup> grade English classes in which the pre-assessment was given. The data shows that there are some students that have very little knowledge of African American authors, history or figurative language meaning and definitions while other students are very knowledgeable about the information that was asked. Much of the information had probably been learned in History classes or in English classes throughout the years including questions like “What is a metaphor?” or “What does the word Renaissance mean?”

The pre-test was 15 multiple choice questions. Giving students choices as opposed to blank answer boxes narrowed down the answers. I feel like multiple choice pre-tests give a good indication of what students actually know. Multiple choice also allows students to use their reasoning skills to deduce or use their prior knowledge to answer the questions. The data reported that in class #1 the average number of right answers was about 10 and in class #2 the average number of question right was 11.

I had planned lessons based on inquiry and several modes of differentiation if needed. The activities that were planned for the unit required analysis and cognitive development. The information was mentioned throughout readings, background stories and assignment completion. Small group collaboration was frequently <sup>used</sup> so students that knew answers could contribute to class discussions and share their knowledge with their peers. A classroom was also used as an activity, it was voted the favorite activity by the classes and allowed students to lead the class discussion and instruction. The final project was an art project based on student autonomy (choice) and rubrics were provided to provide holistic grading and student understanding of teacher expectations. Students were expected to make an art project based on their creative design, there were few restrictions on what type of art they were allowed to create, just guidelines of what it needed to contain. Many students thrived being able to have this kind of free reign, I had students create posters, paintings, collages, advertisements, shadow boxes and one student even wrote and recorded a song!

Working with high school English students the ability to learn through classroom discussion is much more conducive than sitting and doing a worksheet. While reading texts I

would periodically stop and get students input and feedback. If we had encountered a term, an author or a time period that I had mentioned on the pre-test, I would address the students about “What literary device is this? How was it used?” or “What time period is this? What type of context clues let you know the decade?”

Everyday my classes would take the last 5-10 minutes to talk about new ideas that we had encountered and how it related to contemporary society, these conversations also gave me an opportunity to informally assess students and evaluate if they were making connections and incorporating new information into conversations. When students are talking about the concepts that they are learning I feel that this type of assessment is more accurate than formal assessments at times. When students are applying the information that they are given and forming opinions and sharing those thoughts it makes for better appraisal of student understanding.

## Summary of Unit

**Title:** African American Literature

**Grade:** 11

**SOLs:**

*Teaching* 11.4: The student will read comprehend and analyze relationships among American literature, history and culture.

*What bullets? List them.*

### Essential Understandings:

1. Students will create connections between how cultural issues are relevant throughout history by recognizing over all themes by creating a graphic organizers and verbal class discussions throughout the unit.
2. Students will compare and contrast how African American art, music and literature have changed over time by comparing voice, tone and word choice.
4. Students are able to identify the author's intended audience through word choice and context clues.
5. Students can identify specific literary devices in a text and describe how the device(s) is/are used to prove the author's point and set the tone of the text.
6. Students can read an author's point of view and debate and defend those thoughts as well as address counter claims.

### Objectives:

1. Students will identify figurative language throughout multiples texts and how the author uses them differently.
2. Students will read non-fiction argumentative texts by two authors and debate a position.
3. Students will discuss how music and art have impacted literature.
4. Students will correctly identify an author's purpose, audience, subject, tone and author bias and use contextual evidence to support their choice.
5. Students will research a Civil Rights event with a group and give a multi-media presentation on that event while informing the audience about specific facts (Who, What, When, Where, Why and How).

### Process:

This unit began with 15 question pre-assessment evaluating student's prior knowledge of African American history, African American authors and definitions and usage of literary devices.



Assignments were differentiated slightly to accommodate student knowledge, but the assignments were geared toward analyzing readings and information that was asked on the pre-assessment would be approached throughout the unit.

The unit took approximately 6 weeks. It consisted primarily of short story readings, non-fiction article and essay readings and several analyzation and research projects and daily assignments that encouraged further understanding and examination of readings or provided information.

Students worked in groups to complete small group projects to perform research as well as discuss ideas to have a classroom debate based on persuasive essays that had conflicting views. Students were provided rubrics for two different projects that were formally assessed, the rubrics explained expectations for personal, group and media expectations. Student discussions were a large part of every class. Sharing ideas and listening to other's ideas encourages personal growth as well as content understanding. Student taught mini-lessons also provided further understanding as well as active learning for students. Autonomy and student choice for part of the final project allowed students to engage in creative thinking and go outside of writing to relate information and understanding of themes and big ideas. The chosen best practices contributed to the inquiry lessons that I had planned and fostered student comprehension.

• suggested to include differentiation strategies

Block 1 Post Test		?1	?2	?3	?4	?5	?6	?7	?8	?9	?10	?11	?12	?13	?14	?15
1	12	1	0	1	0	0	1	1	1	1	1	1	1	1	1	1
2	12	1	0	1	0	1	1	1	1	1	1	1	1	1	0	1
3	9	1	0	0	0	0	1	1	0	1	1	1	1	1	0	1
4	11	1	0	1	1	1	0	1	0	1	1	1	1	0	1	1
5	12	1	0	1	1	0	1	1	1	0	1	1	1	1	1	1
6	12	1	0	1	1	1	0	1	1	1	1	1	1	1	1	0
7	14	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1
8	11	1	1	1	1	0	1	1	1	1	1	0	1	1	0	0
9	13	1	1	1	1	1	1	1	0	1	1	0	1	1	1	1
10	13	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1
11	10	0	0	1	1	1	1	0	0	0	1	1	1	1	1	1
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13	10	1	0	1	0	1	0	1	1	1	0	1	1	1	0	1
14	12	1	1	1	0	1	1	0	0	1	1	1	1	1	1	1
15	13	1	0	1	1	1	1	1	1	1	1	0	1	1	1	1
16	14	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1
17	11	1	0	1	1	1	1	0	1	0	1	1	1	1	0	1
18	9	1	0	0	0	1	1	0	1	0	0	1	1	1	1	1
? Correct:		17	5	16	12	14	15	13	12	14	15	15	18	17	12	16

4/18, 22%, didn't master content  
 14/18, 78%, mastered content

pre - 44% mastered  
 post - 78% mastered  


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 34% overall increase on pass rate

or %  
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Block 2 Post Test																
Student #	Score	? 1	? 2	? 3	? 4	? 5	? 6	? 7	? 8	? 9	? 10	? 11	? 12	? 13	? 14	? 15
1	14	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1
2	10	1	0	1	1	1	0	1	0	1	1	1	1	1	0	0
3	14	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1
4	10	1	0	1	1	1	1	1	0	1	1	0	0	1	0	1
5	13	1	0	1	1	1	1	1	1	1	1	0	1	1	1	1
6	15	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
7	13	1	1	1	1	1	0	1	0	1	1	1	1	1	1	1
8	12	1	0	1	1	0	1	1	1	1	0	1	1	1	1	1
9	14	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1
10	13	1	1	1	0	1	1	1	1	0	1	1	1	1	1	1
11	14	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1
12	7	1	0	0	0	0	1	1	1	1	1	1	0	0	0	0
13	14	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1
14	14	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1
15	13	1	0	1	1	0	1	1	1	1	1	1	1	1	1	1
16	14	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0
17	14	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1
18	14	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1
19	15	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
20	15	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
21	15	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
? Correct:		21	10	20	18	18	19	21	17	20	19	19	19	20	18	18

3/21, 14%, didn't master content  
18/21, 86%, mastered content

pre - 62%  
post - 86%  

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24% overall increase on passrate

## Post-Assessment Data

The post-assessment was the same 15 questions that were asked on the pre-test. The post-assessment was also multiple choice. The purpose was to evaluate if the student's knowledge changed in either a positive or negative slope. The trend that the data showed for the most part scores went up, there were some anomalies where the pretest had a higher correct score than on the test.

Two specific questions, numbers 2, on the pre-test scored significantly higher than on the post-test. I found this strange until I began to examine which questions caused that deficit. Question #2 asked "In which decade was the HEIGHT of the Civil Rights Movement?" The correct answer was 1960, but many students chose 1950. I believe I know what caused that discrepancy, the movement began in the 1950s, but the height and momentum happened in the 1960s. I think that when I present this lesson again we may create a timeline to show when the civil rights events occurred and perhaps students will connect the dates.

As far as individual test scores more than half of them improved. One student, listed as #9, in class #1 improved the post-test score by 11 points. That is a phenomenal increase in knowledge. This is a student that doesn't do his work very often, he doesn't pay much attention in class, but he participated in class during this unit and if I even reached one student than I am happy with the job that I did.

*show this on the chart*

There are an unusual number of ESL learners in our classes, about 9 combined between the classes. Since there are varying degrees of ESL learners and the ones that were taking the tests have trouble forming complete sentences, I felt like the language barrier may be a variable.

*increased* 3 specific ESL students listed as students 4 and 11 in Block 1 and 16 in Block 2 increased their scores by 5 points. Each of these students attended class every day, completed assignments,

turned in work on time and participated in class discussions. These students show that if you take the time and have the drive to do what is needed you can learn anything regardless of the obstacles. I feel that the instructional decisions and activities used in the lessons helped to solidify the knowledge base of the students. How?

What about the students who didn't master the content? What will you do moving forward?

## **Synthesis of Instructional Practices Research**

The instructional practices that were used throughout my lessons were based on strategies learned through Mary Baldwin University classes and the instructors. I found the techniques taught in this program to be very different from any way of teaching that I had experienced or witnessed before. There was so much emphasis placed on activity and student's involvement as well as ways to differentiate lessons and that is what I researched and then implemented in my own unit.

### **Pre-tests**

Pre-tests are important assessments to use and unfortunately, I do not see them used often enough. Many teachers just start at the beginning of a textbook and move right through regardless of student's prior knowledge. Instructors and classes at Mary Baldwin University taught me how important Pre-assessments are; these tests allow the teacher to know where she needs to begin! Allowing students to show what they know as well as activate prior knowledge increase student productivity and understanding. Mark Bennett (2015) in his article "The Invisible Hand of Inquiry-based Learning" wrote that , "We need to engage students prior knowledge and their ability to extend personal understandings to topics of interest...The key is to identify the stimulating themes that compel each student to take time to think and build capacity for world connections;" (p.388) Accessing student's prior knowledge during pre-assessments also allows for personal connections between classroom lessons and the real world.

### **Small Group Collaboration**

The use of small group work is essential to student learning. Studies show that group work solidifies students' knowledge base. Nystrand, Gamoran and Heck (1993) state that, "Uninterrupted student talk in small groups can help students develop well-articulated understandings of their readings. In a recent empirical study of writing about nonfiction, designed to test some of these ideas, data shows that student led small group discussions of nonfiction are superior to both lecture and whole-class discussion in helping students recall and understand essays they read". (14)<sup>p 14</sup>/I used small group collaboration many times throughout my unit. At least once a week student would work together in their table groups to complete an activity whether it was identifying figurative language used in texts or working together to

research and make PowerPoint presentations. I think that students are not only more efficient when working together, but many times they are increasing their cognition. One teacher reported, "They seem to have their own language. They are able to express their thoughts and ideas to each other in a way that I can't. I use teacher language, and kids explain in kid language. And as much as I try to do that, I'm still their teacher. I'm not a kid" (Jenkins, Antil, Wayne and Vadasy, 2003, p.280). I noticed this first hand in the classes I instructed that quite often I would try to answer a question for students, but ~~they~~ have been speaking over their head or being ~~to~~ analytical when answering. A fellow student at their table could show them exactly the information they were asking for in half the time; this also reinforces the other student's knowledge, because they are taking ownership of the information and relaying it often with proof and reasoning behind it.

## **Rubrics**

Rubrics are useful tools in classrooms, they indicate to students what they will be graded on and allows holistic grading for teachers. Rubrics also allow students to take control of their own grading; rubrics provide very specific details and foster self-assessment. Davis (2016) states that rubrics facilitate communication. "All instructors deal with students concerns about their grades. Rubrics create a common language between teacher and student... this language can in some cases eliminate complaints about grades;" I have noticed during ~~my~~ student teaching that when I used rubrics, students were less likely to complain about their grade, because expectations were expressly clear. Rubrics can assist in making teachers grading easier and more consistent.

## **Classroom Discussions and Debates**

While many students learn better from their peers in small group collaboration, it is also important to allow students to share their thoughts and opinions in full classroom discussions. Discussions allow students to contemplate their own thoughts and understanding and also consider what their classmates think. Due to the touchy and sometimes controversial nature of my unit, African American Literature which discusses racial issues, it was important to let students express how they were interacting with the lessons. Schwartz reports, that, "Most importantly, discussions allow students to actively participate in the learning process. Learning is more interesting, and students are often more motivated when they are actively involved in using the course material" (p.1). It is important for the teacher to make sure that all students are being heard, not just one or two vocal and opinionated students.

The debate that I planned for classes was the best loved activity that happened in the 3-months that I was with the classes. Students enjoyed being able to share their thoughts on writings in a persuasive way and competing during the debate to gain points for their teams. The important thing to know about the debate is that strict rules need to be set prior to the debate, rules about not talking over each other and shouting, allowing more than one person per team to talk, and putting a time limit on how long response and rebuttal can last. The debate went amazing and students were able to analyze essays and use the author's quotes correctly to present their defense. Doubett and Hockett (2017) say that, "The art of the counter-claim takes skills further and requires students not only to see multiple sides but also to articulate them" (59)<sup>p. 59</sup>. Reasoning and higher-thinking skills were used throughout this activity, because students had to recognize an author's point of view, identify the claims and then choose possible counter claims.

Several spelling and mechanics errors

APA formatting not followed for quotes.



## Technology

Technology is so prominent in today's society. From phones, to laptops to watches everything is digitalized and information is easily accessible. Students seem to be very attracted to their electronic devices, <sup>so</sup> anytime I can incorporate those into my lesson it works out well for the students and myself. During my unit I asked students to use those digital devices to create a multi-media presentation and to use available technology to research the topics for those presentations. Students were placed in groups and assigned one stanza per group from a poem called "Dr. King Looked Out". Each stanza alludes to one event from the Civil Rights Movement. Students were given a rubric and asked to use the Internet to research the following information: What event was described, who was involved in the event, when it happened and where it occurred. They were also to include at least 2 interesting facts about the event. All groups fulfilled the requirements of the rubric and using school-affiliated accounts were able to work on the projects with their groups from home.

I used Google Slides and PowerPoints a few times as teaching strategies during classroom lectures. Giving students visual aids keeps their attention more than just a blank wall to stare at. Thanks to these visual aid's students can connect deeper understandings using pictures <sup>and</sup> AND words in tandem to stimulate memory. This type of presentation also gave me the opportunity to allow my students to hear different types of music and specific singers that were mentioned during our lesson about The Cotton Club.

Students also used the [REDACTED] High School Schoology website to check assignment due dates and to drop electronic assignments. During the lesson on the Harlem Renaissance I reviewed several artists and their works using Google Slides and then asked students to find another artist that resembled techniques or themes that were like the artists we studied. They were to copy and paste the picture into a word document and write a paragraph describing the similarities and submit the document to the drop box. This assignment would have been impossible without the use of technology (or killing hundreds of trees to print out pictures).

Students are also able to take quizzes and tests online through the Schoology website. The test and quiz tool is effective and efficient for both teacher and student. The teacher creates the assessment (multiple choice or true/false) through the web page and the students and teacher get immediate access to grades as soon as the students submit the assignment. This takes grading

stress of the teacher and gives students immediate feedback instead of days fretting about how they did on a test.

Technology is a ubiquitous presence in our society; teachers must learn to embrace it and then use it to their advantage. Technology has made the mathematical grading and attendance logs so much easier. If there is a change in the schedule or an emergency arises the teacher can let her student know via email or posts on the course website. Some old-school educators despise computers and wish that everyone would go back to the idea of paper and pencils. I believe that there are some assignments that require paper and pencil while others are enhanced by using computers, videos and pictures.

## **SOL & CCRI Connections**

### **SOL:**

11.4 The student will read, comprehend, and analyze relationships among American literature, history, and culture.

b) Compare and contrast the development of American literature in its historical context.

### **CCRI:**

15. Explain the influence of historical context on the form, style and point of view of a written work.

My unit was historical in nature from the beginning because I worked chronologically from 1850 through to the 1960s. The students read an article written by a reporter for the National Association for the Advancement of Colored People (NAACP). This article was entitled "The Work of a Mob" and even though it was one of the earliest lessons that I had with them it is one that they remember.

Students understand the idea of racism. It is still prevalent today and I began my lesson with asking the students if they believe that race or racism is still a big deal in today's society. Of course, they all answered yes, because admittedly it is still an issue. Then I asked the students if they ever feel persecuted because of their race, age or gender and a few young, black males and females raised their hands. We then went on to read the article.

The article was written by Walter White, he was a mixed-race reporter who was able to pass as a white man. There had been reports of mob violence in several Southern states and he traveled down from New York to Georgia to see what it was about. While he was down there asking around, he uncovered that a white farmer had been shot and killed by one of his employees. Everyone knew who the culprit was, but no one could find him because he had taken off. Tensions in the town were so high that a group of white men gathered together and for the next 8 days went on a rampage and murdered/lynched 10+ black men and women to exact revenge on the one white man that had been shot. These lynchings happened because they wanted the black community, anyone in the community, to pay the price. Mr. White then reported everything he found, names of mob members and accomplices, names of victims and

where their remains were expected to be and dates and ways these individuals were killed. There was no arrest or trial help for these 10+ black men and woman that were murdered.

✓ The students had a very tough time with this text, not because of the difficulty but because of the grim subject matter. This article relates with the standards and CCRI because it is historical in nature (over 100 years old) and makes a powerful statement about the way that black people were treated in the South after the Civil War and slavery was abolished. Through history class we are aware of the Jim Crow Laws and the KKK, but this is a first-hand account of an incident that chronicles a specific voice, point of view and history that is not heard often in literature. The voice of a black man that witnessed and was told first-hand some horrific details because the people in Georgia believed that he was a white man, not that he was a mixed reporter.

This reading gave students an opportunity to read a historical primary source. After we read the article together the students were expected to list PASTA (Purpose of the article, Audience, Subject of the article, Tone used in the article and Author bias). Having students do this activity after reading allowed them to analyze when this was written, who it was written for and how it was written. These were important factors that contributed to the historical style as well as the relationship of American Literature culturally and historically.

## **SOL & CCRI Connection**

### **SOL:**

11.5 The student will read and analyze a variety of nonfiction texts.

a) Use information from texts to clarify understanding of concepts.

### **CCRI:**

16. Analyze two or more texts addressing the same topic to identify authors' purpose and determine how authors reach similar or different conclusions.

For these two standards, students are expected to read 2 pieces of non-fiction literature and evaluate how they are similar and different, but first the students must understand the information and concepts in the literature before they can state the author's conclusions.

For this standard the students read 2 essays one written as a rebuttal to the first and each author shared a very opposite view point. We read the first essay, "Negro Art Hokum" by George Schuyler written in 1926. This author, a black writer, stated that there was no such thing as African-American art. He stated that black men and women had been in America for hundreds of years and they were simply American and any art that they produced was influenced by art they had seen in America and that they had never been to Africa to produce real African art. The following week Langston Hughes had written a rebuttal to Schuyler. He said that black people have a very authentic story to tell and they need to tell it. The only person qualified to create black art is the "The poor, low down Negro" because he doesn't make art for anyone but himself and that is the authentic artist, the one that doesn't try to please anyone else.

As we read these stories students highlighted keywords that they didn't understand (the essays were both 93 years old). We discussed what those words meant, and I had the students work in small groups to tell me what they thought each author's stance was. They did all identify that both authors were writing about African American art. The students understood what Schuyler's stance was in the article because he was fairly straight forward. Langston's essay titled "The Negro Artist and the Racial Mountain" wrote in philosophical metaphors and it was difficult for the students to decipher exactly what his purpose was. As a class we went over some key phrases and sections of the essay that helped them understand Hughes position a little better.

Reading

English

In order for the students to analyze and grasp what both author's views were I divided the class into two groups. Side One had to defend and explain Schuyler's views in a debate against Side Two that had to explain and defend Hughes. The students did a great job analyzing reasons why the author felt the way they did, and they chose great quotes as evidence to back up their claims. The debate activity was one of the best liked lessons of the entire unit. By working together students were able to clarify and understand the essays which facilitated the debate of the two essays.

## Works Cited

1. Bennett, M. (2015). "The Invisible Hand of Inquiry-based Learning". *Childhood Education, 91* (5), 388-389.
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3. Doubett, K. & Hockett, J. (2017). "Classroom Discourse as Civil Discourse". *Citizens in the Making, 75* (3), 56-60.
4. Jenkins, J., Antil, L., Wayne, S. and Vadasy, P. (2006). "How Cooperative Learning Works for Special Education and Remedial Studies". *Exceptional Children, 69* (3), 279-292.
5. Nystrand, M. Gamoran, A. & Heck M.J. (1993). "Using Small Groups for Response to and Thinking About Literature". *The English Journal, 82*, (1), 14-22.
6. Schwartz, M. "Discussion as a Teaching Technique". Retrieved from: <https://www.ryerson.ca/content/dam/lt/resources/handouts/FacilitatingDiscussion.pdf>.

\* APA format needs to be used. \*

## STUDENT IMPACT PROJECT

Each student teacher is required to electronically submit a "Student Impact Project" that documents an example of K-12 student learning as a direct result of the MBU student's actions during a particular unit of instruction.

**Due date:** Your Student Impact Project is **due to your cooperating teacher** (if applicable) **and university supervisor by the Monday of your LAST full week of student teaching**. The SIP is worth 25% of the final grade; therefore a student cannot pass student teaching without submitting the SIP.

**Submission:** Each student should submit this assignment as one electronic file (Word OR PDF only) saved as his or her student ID number +SIP to Lori Wall at [lwall@marybaldwin.edu](mailto:lwall@marybaldwin.edu). For example, the file should be named 301555155SIP. A grade for student teaching will NOT be posted until this project has been received electronically by the Field Placement Coordinator.

Students must select one of the options below:

### Option 1: Pre- and Post-assessment (any endorsement)

The teacher candidate will plan and implement a unit of instruction in which he or she conducts a pre- and post- assessment of student knowledge. The candidate will analyze and reflect upon this assessment data in evaluating his or her success in teaching that particular unit of study based on student outcomes.

#### Items to be submitted include:

- ✓ cover page with name, ID# and option selected
- ✓ blank copy of the pre- assessment
- ✓ student data for pre- assessment (do not use real names)
- ✓ one-page description of instructional decisions made based on pre- assessment data
- ✓ one-page summary of the unit
- ✓ blank copy of the post- assessment, if different from the pre-assessment
- ✓ student data for post- assessment (do not use real names)
- ✓ one-page reflection of the student data (changes in student knowledge) including any instructional decisions made as a result of this data.
- ✓ 2-3 page synthesis of current research and evidence to support instructional practices used in SIP. Proper APA citations must be included.
- ✓ one page summary describing instructional decisions and actions engaging student use of technology.
- ✓ one page for each of the College and Career Readiness Initiative standards referenced in SIP describing how they are linked to SOL standards.

same as pre

All items are included. The rubric will address the depth of the content.

\*Options 2 and 3 are on the following page.



**Evaluator:** Please CIRCLE one score per row.

	0 Unacceptable	1 Minimal Evidence	2 Adequate Evidence	3 Very Clear Evidence
Evidence of student growth/learning as a direct result of the candidate's instructional actions (Performance)	There is <u>inadequate evidence</u> that the teacher candidate impacted student learning/growth in any measurable way.	The teacher candidate provides <u>partial evidence</u> that his or her instruction of students resulted in positive measurable change in student learning/growth.	The teacher candidate provides <u>clear evidence</u> that his or her instruction of students resulted in positive measurable change in student learning/growth.	The teacher candidate provides and describes <u>clear and multiple sources of evidence</u> that his or her instruction of students resulted in positive measurable change in student learning/growth.
Evidence of reflecting on student data in order to make instructional decisions (Reflection)	There is <u>inadequate evidence</u> that the teacher candidate used student performance data to make instructional decisions.	The teacher candidate provides <u>partial evidence</u> that he or she reflected on student performance data in order to make instructional decisions.	The teacher candidate provides <u>clear evidence</u> that he or she reflected on student performance data in order to make instructional decisions.	The teacher candidate provides <u>clear and multiple sources of evidence</u> that he or she reflected on student performance data in order to make instructional decisions.
Documentation of use of <u>research</u> and <u>evidence</u> to guide instructional decision making	The teacher candidate uses limited examples of current research regarding best practices to guide instructional decision made within this project.	The teacher candidate uses one example of current research regarding best practices to guide instructional decision made within this project.	The teacher candidate uses 2-3 examples of current research regarding best practices to guide instructional decision made within this project.	The teacher candidate uses 4-5 examples of current research regarding best practices to guide instructional decision made within this project.
Evidence of linking Career and College Readiness Initiative (CCRI) standards to lesson goals and objectives as related to SIP at an appropriate developmental level.	The teacher candidate identifies one CCRI standard. Depth of knowledge or ability to describe the connections is lacking.	The teacher candidate identifies one CCRI standard when linking with SOL standards within goals and objectives. Depth of knowledge or ability to describe the connections is weak.	The teacher candidate identifies one CCRI standard when linking with SOL standards within goals and objectives. Demonstrates depth of knowledge when describing the connection.	The teacher candidate identifies more than one CCRI standard when linking with SOL standards within goals and objectives. Demonstrates depth of knowledge when describing the connection.
Evidence of modeling <u>technology</u> standards as they design, implement and assess learning experiences.	Rarely integrates instructional technology into instructional practice.	The teacher candidate uses technology to deliver instruction.	The teacher candidate engages student use of technology in design, implementation and assessment of learning experiences.	The teacher candidate facilitates student engagement in design, implementation and assessment of learning experiences. Use of technology enhances learning.

**Additional Comments:**

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<p><b>Field Placement Coordinator Use Only:</b></p> <p>Student Teaching Performance: <math>\frac{\quad}{7} = \quad *75 = \quad</math></p> <p>Student Impact Project: <math>\frac{11}{15} = .73 *25 = 18.3</math></p> <p style="text-align: center;">GRADE: <math>\underline{\quad}</math></p> <p><small>*Final grade is calculated by averaging the CT/US grades unless otherwise noted by the US; if noted, the US grade only will be assigned.</small></p>	<p><b>Sum of ST Performance + SIP:</b></p> <p>A 93-100</p> <p>A- 90-92</p> <p>B+ 87-89</p> <p>B 83-86</p> <p>B- 80-82</p> <p>C+ or less: non passing grade</p>
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Explanation is on the next page.

**Option 1 – English**  
**SIP Grade Explanation**

**1. Performance – 1 out of 3 points**

While this project did include data, 44% of the students in the first section and 62% of the students in the second section were proficient with this SOL before it was taught. The student teacher did not CLEARLY articulate how s/he was using the pre assessment data to address the areas that were unknown versus those that were already known based on the pre-assessment data. In addition to this, only pre and post assessment data was presented which is not MULTIPLE sources of data. If the student would have included additional data (from the classroom activity or project with a rubric), multiple sources would have been included. A description of how the teacher used the data to make data-driven decisions to adjust instruction, thus clearly demonstrating the link between instruction and performance would have allowed this student to receive all three points.

**2. Reflection – 2 out of 3 points**

The student teacher reflected on the post assessment data by looking at overall growth (numbers, not percentages) as well as specific students (ESL) and a specific question that the students struggled with and decreased from pre to post assessment. They identified one thing they would do differently if this lesson was retaught. Identifying how their activities helped and what they will do to address the students who did not master the content would have made this section stronger. This is a good spot to also reflect on another piece of evidence (midpoint check in or an assignment) to show that you are using ongoing data to made decisions and what decisions were made which would have demonstrated multiple sources of evidence that s/he reflected.

**3. Research – 3 out of 3 points**

While this section received all points, it is important to point out that you need to proof your work for spelling and mechanics errors. Also, make sure you are using APA formatting for quotes, citations, and the reference page.

**4. CCRI – 3 out of 3 points**

The student teacher clearly linked the SOL to TWO English CCRI skills, writing one page about each link.

**5. Technology – 2 out of 3 points**

The teacher used technology to engage students in learning activities. The teacher asked the student to use technology to research a topic, answer questions, and to complete assessments (quizzes). For the student to receive a 3 on this section, s/he would have needed to have the students design, implement, and assess learning experiences. For example, create PowerPoint slides to share what they learned and then contribute a question based on what they shared to be used on the next quiz.

**Final grade:** 11 out of 15 possible points. Assuming this student was meeting expectations in ALL areas on their final evaluation, thus receiving all points for that part of the grade recommendation form, they would have received a 93 3 in student teaching which is an A.