



New Fellow Education Transfer Plan Cover Sheet

Title of ETP	Active Participation Proposal Writing Project
Name of IISME Fellow	Kristy Garcia
Fellow's year-round email	kgarcia@pausd.org
Sponsor Company	Roche Palo Alto
Name of Mentor	Tom Tarnowski
National Board Certificate Area	Adolescence and Young Adulthood English Language Arts
<p>I, the IISME Fellow named above, affirm that the ETP I am submitting is my own work, that I acknowledged sources where appropriate, and that I avoided including any proprietary information of the Sponsor Company. By my submission I am assigning to IISME my entire copyright in the ETP. I understand IISME is simultaneously granting me a license to use the ETP for pedagogical purposes.</p>	
Signature	Date

Category	<p><i>Curriculum</i></p> <p style="text-align: center;">Subject: Math Science Technology _____</p> <p style="text-align: center;">Level: Elem Middle High Other</p> <p><i>Staff Development</i></p> <p style="text-align: center;"><i>Describe</i> _____</p> <p><i>Other</i></p> <p style="text-align: center;"><i>Describe</i> _____</p>
Objectives	<p>--Students will create a proposal for a specific plan of active participation using a very structured writing format, based on the structured report-writing of the scientific community.</p> <p>--Students will evaluate their proposal by putting it into action and critiquing how well it works. Students will write an analysis of their plan, parallel to the "results" and "conclusions" sections of a scientific document.</p> <p>--Students will draw clear parallels between the traditional essay writing they do in English classes, the report they have created and the scientific writing they are expected to do in science classes.</p>
Abstract (50 words or fewer)	<p>Students will create and analyze an active participation proposal that will address how the student plans to actively participate in solving a problem he/she sees in the community. Students will make connections between this writing style and others they encounter throughout the curriculum.</p>

<p>Describe how your ETP aligns with the National Board Standard stated in your proposal.</p>	<p>Students will be able to create a proposal using a very structured writing format, based on the structured report-writing of the scientific community. These reports will propose a specific plan for active participation, either their own plan for the community around them or a specific character’s plan during the course of the novel. (NBS III, IX, XI)</p> <p>Students will evaluate their proposal by testing it out and critiquing how well it works (looking at both the steps outlined and the obstacles they encounter). They will write a brief analysis of their plan, parallel to the “results” section of a scientific document. (NBS VII, IX, XII)</p> <p>Students will be able to draw parallels between the structured writing they do for the proposal and the essay writing they do in general in English classes. If possible, they will also draw parallels between the scientific writing they do in their science classes and the proposal they worked on. (NBS VII, XI)</p> <p>Students will be evaluated primarily by rubrics, informal feedback and some peer review throughout the course of this project. Teacher feedback will focus on the process, structure, and clarity of the writing, and the level of thought involved in the proposals. Peer review will also focus on the structure of the writing, the clarity of the writing, and possible problem-solving measures needed. (NBS XI, XII)</p> <p>Teacher will create model documents to guide students in the process, as well as graphic organizers and a rubric that will focus on specific elements of the process/structure of the proposal. Teacher will also design activities that support students in effectively writing their proposals and will find or create resources that prompt discussion and reflection about the proposals and the writing process. (NBS II, VI, XI)</p>
<p>Describe the connection between your ETP and the Summer Fellowship.</p>	<p>At Roche, I was working primarily with different types of pharmaceutical reports, all of which followed a very structured pattern. Teaching students how to structure their writing effectively is a focus I’ve been working with for the past few years, and the idea of combining the structure of the pharmaceutical reports with a writing assignments for my students seemed like the most feasible way to bring my summer experience back to my classroom. Because the books I’m teaching next year all have to do with moral decisions and people taking action, I also wanted my students to have experience with being active participants in the world around them. The report-writing structure seemed to mesh perfectly with what I want them to do, which is create a plan for enacting change, put the plan into action, and then reflect on what has happened.</p>
<p>Resources Needed</p>	<ul style="list-style-type: none"> -Novels (<i>Lesson Before Dying</i>, <i>To Kill a Mockingbird</i>, <i>Tale of Two Cities</i>, or any other texts that model active participation) -<i>Remember the Titans</i> video -Song recordings (see song packet) -index cards -poster paper -markers

1. Songs of Change

Objective: To serve as an into for the overall proposal writing project and to engage students in the deeper issues of what motivates people to act by approaching it through an unusual medium (music).

Agenda:

- Quickwrite
- Song chart
- Debriefing

Quickwrite: Have students write for 5 to 7 minutes on this prompt: Is it possible to change the world dramatically, as an individual? Explain. How do you persuade people to change?

Once students have finished writing, discuss the quickwrite. Have them come up with a list of individuals who have changed the world, or helped to change the world. Generate a list of what makes these people so successful at making others change (either verbally, on the board, or on a poster for the wall).

Song chart: After students have sufficiently discussed the idea of individual change and the qualities necessary for this, have them create a chart on a piece of binder paper. The chart should have 4 columns: song title, overall goal, obstacles, motivation. There can also be a “decisions” category, or that is something that the class can discuss as a whole once the song is heard.

As students are making their charts, pass out the lyric packets. Depending on the length of the period and the course of the discussion, students should get a chance to hear 4 to 5 songs.

Songs that should be played early on because they provide the best examples for the chart material: Where is the Love, It Takes Two, Changes, Get Up Stand Up, Talkin' Bout a Revolution.

Songs that are a bit trickier: The Hell Song, Closer to Fine, Free Nelson Mandela

Songs that are amusing: Gee, Officer Krupke

(I plan on adding more songs to the packet, especially songs from the Amandla! soundtrack that have a lot to do with fighting apartheid, and some Bob Dylan songs, too.)

As the songs are played, have students listen to the music and the lyrics and then fill in the chart as they go. Give them time to finish filling in the chart once the song is done, then have a brief discussion about each song. Keep track of their comments on the board (most of them will record these, too).

Get through as many songs as possible (some can be left for later on, too) and discuss them as thoroughly as possible.

Application/Extension: This activity could be used right before the Active Participation Proposal handout is distributed (the “Ask not what your country can do for you” overview). Depending on the time of the period, the handout can either be distributed at the end of the period or at the beginning of the following period. The song activity can be a recurring theme during the course of the unit—students always enjoy engaging with music, and refreshing their memory via the song chart could help them keep on task as they work on their projects.

2. Character Analysis

Objective: to get students to identify specific decisions characters make and to interpret/explain why characters make these decisions.

Agenda:

- character brainstorm
- character analysis
- character profile

Character brainstorm: Since this activity will happen toward the second half of a novel (either *Lesson Before Dying* or *To Kill a Mockingbird*), students will already have some knowledge of characters. As an into for the activity, students will brainstorm major characteristics of each significant character in the story. For *LBD*, it will be Grant, Jefferson, the sheriff, Miss Emma, Tante Lou, and Vivian. For *TKAM*, it will be Atticus, Scout, Dill, Jem, Calpurnia, Miss Maudie, and possibly Aunt Alexandra. Students will choose 2 characters to do an individual brainstorm for, and then as a class, they will brainstorm around all of the characters, with someone recording ideas on the whiteboard.

Character analysis: Now that students have a sense of all the characters, they will choose one character to follow throughout the text, or they can be assigned a character to follow. Distribute the Character Analysis organizer, and students will have a set amount of time to trace their character’s actions throughout the story. They need to record between 5 and 7 actions, and then they need to explain these actions in terms of why the character is motivated to act this way. This includes relating it to other characters who influence their character, perceptions that others have of their character that they want to maintain, or even deeply held convictions of their character. Events must be specific: for example, it is not enough to say that Atticus decides to defend Tom Robinson, they must pick a specific context, like he explains to Scout and Jem why he has decided to defend Tom Robinson. In their justifications/explanations, they should feel free to draw on the brainstorming ideas that are relevant. The handout has a model entry to show students what is expected.

Character profile: Once students have gathered 5 to 7 examples for their character, they will be divided into pairs or trios based on their character. Each pair/trio has the

task of creating a character profile for their character. In order to create this profile, they must compare their analysis charts and choose the 3 most important actions their character makes. The profile should include the following elements:

- the 3 actions the group has decided on
- a description of that character's values/beliefs (this comes from the motivation section of the chart)
- an illustration/visual representation of their character (either a portrait or some symbol that sums up their character's personality/values)
- what impact the character has on others in the story

Once students have created their character profiles, they will share them with the rest of the class. Have students listen for similarities among the motivation as the profiles are shared. Post the profiles in the classroom for future reference.

Application/Extension: This activity should be done before the proposal is handed out, or right after the proposal is assigned. It addresses the basic idea of the proposal, which is taking action in regard to an issue and the motivation behind that action. It is also good to reference this activity once students start working on their steps for their action plan because it will help them have a model (the character's actions throughout the text).

3. Brainstorming/Proposal Ideas

Objective: To get students to come up with a list of issues/ideas for their action proposal by pooling resources and being reflective; also, to provide students with a wide arena of ideas for their proposal so they don't feel "stuck" from the beginning.

Agenda:

- Quickwrite
- Brainstorming
- Proposal idea draft

Quickwrite: Have students write for 5 to 7 minutes on this prompt: What causes us to be involved with an issue and try to enact change? What are issues that you feel need addressing or changing, and why?

Brainstorming: Create two columns on the board: Issues and Motivation. Have students think-pair-share with their neighbor before opening up the general discussion to address these two categories. Once students have had a chance to talk with each other, elicit suggestions for each category. The goal is to get as many issue ideas up on the board as possible, since this will help them come up with their own list. The motivation section is important as well, but at this point a handful of solid motivations will serve the overall purpose of sparking their ideas. Brainstorm as a group, and then go through and evaluate the different issues—which ones are feasible for high school students to deal with, which ones are substantial, which ones are ridiculous or frivolous? Use this as a time to guide students in making the distinction between what kind of issue will work for the proposal and what kind won't.

Proposal idea draft: Have students take out their Action Proposal Outline h/o. Go over the “Proposal idea” box and discuss the requirements and expectations for this section of the writing process. Give students time in class to choose their issues and start their idea draft. These drafts will be due in class 2-3 days after this activity.

Application/Extension: This activity is one of the first steps in getting students to engage directly with the proposal writing process. They should be reminded of the different activities that came before, as well as the sundry charts around the room that may be of service to them. There may also be a need for further brainstorming when they start writing their action plan steps—this can take a similar tone, or just be a session where they toss out all sorts of ideas.

4. Story Graph

Objective: To get students to trace one character throughout the story and see the cause/effect that his/her actions have during the course of the action. Also, to get students to evaluate the intensity of the outcome or the action’s success rate.

Agenda:

- story graph
- presentations
- good practices list

Story graph: Divide students into pairs or trios, depending on the number of characters and the number of students. Again, this activity should take place during the middle/end of a text. This will work for any of the novels—*LBD*, *TKAM* or *A Separate Peace*. See the character analysis lesson plan for important characters for the first two books (with the possible addition of the Ewells and Tom Robinson in *TKAM*); in *SP*, characters for this activity include Gene, Phinny, Leper, and possibly Brinker.

Once students are in groups and have their character, have students review the text to find significant actions of the character. As a pre-graph activity, they can create a graphic organizer that has the action, page number, and the result of the action. Have them complete this graph before they get the poster paper for their actual graph—this will help them stay organized and they will have a chance to come up with an evaluating scale for the results of the actions. Once they have selected their events and created their scale, they can draw their graphs. This process should take about $\frac{3}{4}$ of the period.

Requirements for the graph are as follows:

- each group must include 4 to 6 events for their character (including page numbers)
- each group must have a chronological component to their graph (the y-axis) and an evaluative scale to their graph (the x-axis)
- each group must clearly express the scale visually with their chart (scales can be positive/negative effects of action, moral/immoral guiding of actions, emotional investment of character, etc.)

- each group must include a range of events from all chapters, not just a few selected chapters
- each group must include a title that gives the name of their character

Presentations: Each character group will present their graph by explaining their scale and then explaining 2 of the most relevant events that support their scale. They may need guidance with this during the course of the presentations—prompting and/or questioning is fair game. Students should be listening for successful strategies as the presentations are being given—that will give them material for the Good Practices List.

Good Practices List: Once the presentations are done, students will create a good practices list, meaning they will brainstorm a set of practical action ideas they heard during the course of the presentations. This list should be written on a separate sheet of poster paper and hung in the classroom for future reference (like when students have to create their own action steps).

Application/Extension: This activity should happen before the students are asked to design their own action plan, or as they are trying to evaluate their decisions and outcomes using the Thought Process Organizer. Either way, this activity should be referenced (or the charts referenced) as students are working on the Thought Process Organizer.

5. Remember the Titans

Objective: To provide students with another example of persistence in change, and to have them evaluate the steps that the characters take. To provide a slightly different context to the ideas being discussed in the literature.

Agenda:

- movie h/o
- Remember the Titans*
- debrief/discuss

Movie h/o: In order to help students stay focused during the movie and see it as a learning activity, not just “a movie,” students will be asked to trace a character or a series of events throughout the course of the movie. They will be given a movie h/o (or an outline of what they should take notes on) to help them maintain their focus. Once students understand how to use the h/o, they should take out a pencil or pen and be prepared to jot down ideas as the movie progresses.

Remember the Titans: This movie is about an Alexandria, VA, high school that is forced to integrate during the 1970s. It focuses primarily on the football team and how they handle the process of integration, and it deals with a lot of the daily decision-making and motivation that exists in the literature, and in the action plan. The boys eventually overcome their initial racial prejudice and become friends, and more importantly a team, and the piece I want students to focus on is this process and the motivation behind it. The movie itself will take about 2 days to show—I anticipate doing

this either during the conclusion of one of the novels, or even possibly during one of the short weeks we'll have during the course of the semester. Students will be expected to jot down notes for their focus so they will have something to share at the end of the film.

Discuss/debrief: While the primary purpose of the film is to give students another example for their action plan, I also want to use the film to discuss the aspects of racism that appear in our novels (notably *TKAM* and *LBD*). The discussion/debriefing will take place around specific events or characters: students can either discuss motivation and how that occurs during the movie (focusing on key scenes like the initial confrontation between Gerry and Coach Boone, the confrontation between Gerry and Julius, the discussion the two coaches have after the brick is thrown through the window, the confrontation between Gerry and his mother, the fight in the halls, the Hall of Fame game, etc.). Through the course of the discussion, students should have a solid sense of why characters act the way they do, and the difficulty one encounters in consistently acting according to one's beliefs. The coaches' decisions are a great example of this.

Application/Extension: Students should be able to apply this to both the literature and the proposal-writing process. As an extension, students could choose a character and write a draft of an action proposal plan for that character based on the movie—these drafts can be used as models that can be evaluated.

6. Step-ordering activity

Objective: To get students to arrange their action plan steps sequentially in the best possible order (most logical, most escalating, etc.). To get students to appropriately explain and defend their choices.

Agenda:

- ordering warm-up
- card activity
- debriefing
- action plan draft

Ordering warm-up: Have students stand up and move to the center of the room. Explain that they have to trust you on this next activity, but it will relate to the day's task. Give them these instructions: without speaking, arrange yourself in order of birthdays. Give them 5 to 7 minutes to arrange themselves. Have them double-check the order—make sure they are standing next to the right person—still without talking. Go down the line and have them say their birthdays in succession, checking to see how successful they were. Have them make adjustments if they're out of place. Once everyone is in the proper order, debrief the activity by asking them what purpose it served, why we did it, and why it was important for them to end up at the right place in the end. Segue into the card activity by telling them that this is one example for why sequence is important, and that their task for the day is to help their classmates put their steps into the proper sequence.

Card Activity: Put students in groups of 2 or 3 and give them 1 piece of posterboard, or an appropriate wall space to work with. Provide them with masking tape as well, so they can stick their card to whatever surface they're working with. Have them swap cards (students work with a set of steps that is not their own) and put those cards into the order they think is most appropriate to work. They are not allowed to ask clarifying questions yet—the first part of this activity is them working silently on their own ordering task. Once all students in a group have finished creating an order, the original owner of the cards will review the order and put a star by cards that he/she thinks are not in the right order, or not in the order he/she intended them to be. After that is completed, the students can debrief their choices and discuss/explain any discrepancies between their order and their peer's order. Students can also offer each other suggestions for how to improve their steps or different avenues of action they might pursue.

After sufficient discussion, students will re-evaluate their lists of steps and will rank them in order of difficulty of accomplishment. Each student will explain to his/her partner the difficulties he/she anticipated encountering with the harder steps, or even the reasoning behind why he/she has indicated it will be difficult to accomplish.

Debrief: Once students have had sufficient time to order, discuss, and rank their steps, there can be a brief debriefing session, where students share the difficult steps of their action plans and the obstacles he/she anticipates encountering. The debriefing session can either be a chance for students to brainstorm solutions or for students to share good ideas on how they will implement their goals.

Action Plan Draft: Now that students have their steps and have refined them verbally, they can start work on their action plan draft. Refer students back to the Action Proposal Outline, review the box for Action proposal draft, field any questions, and then have them start creating their draft for this section.

Application/Extension: This activity gives students a chance to interact with their steps in many different ways—kinesthetically (the actual movement of cards), verbally, and through writing. Engaging with these different means of thinking will help them further develop their thoughts and refine their plan of attack. Getting peer input will also help them refine their thoughts. As well, students who were not as thoughtful in the first step of this process (writing the cards) will have had time to develop their thinking and will end up with a stronger set of steps to pursue. It also gives the teacher a chance to informally assess where each student is in the process so far and provide assistance to kids who are struggling.

7. Model Document: Martin Luther King, Jr. Speech

Objective: To give students practice in writing/evaluating action plans. To prepare students for working with the rubric as a form of evaluation.

Agenda:

--“I have a dream” speech

--model brainstorm
--rubric explanation
--model evaluation

“I have a dream” Speech: As a class, read through the speech (either popcorn reading, or assign readers). Have students underline sentences or lines that relate to these 3 ideas: motivation, obstacles, and solutions. After the speech is read, elicit examples of these lines from students, keeping track of them on the board in columns, or on poster paper.

Model Brainstorm: Once students have examined the speech and found different line examples, put them in pairs and have them outline the first set of steps for the proposal assignment, as if they were MLK, Jr. This can be a tricky assignment, but the purpose is to get them to engage more closely with the text and fit it into the model scheme before they engage with an actual model. Have them come up with the proposal introduction, the action steps, and the obstacles, and if there’s time, they can jot down ideas for how successful they think the implementation was. (Because we haven’t talked about the final step of the process, students won’t have a framework for that, but they can still think about it in looser terms.)

Once the pairs have come up with their action plan brainstorms, put the pairs into sets of three and have them compare their plans. They should be looking for similarities and how well the plans break down the action steps. This should only take about 5 or 10 minutes since it is a discussion-based process.

Rubric Explanation: Once the sets of pairs have had a chance to compare their brainstorming, pass out the rubric and go over it with students. Discuss the categories and the different gradations of evaluation (exceeds, meets, approaching, below). Point out that the “Meets Expectation” column is where their proposal should be and go down that column of expectations. Field questions if there are any.

Model Evaluation: Now that students are familiar with the format of the rubric and the idea of an action proposal for the speech, pass out the model document they will be evaluating. Have them work individually first (they will be able to think-pair-share afterwards, but it’s important for all of them to get the experience of reviewing the model in the context of the rubric). Students need to read through the model document and then evaluate the document along the rubric, underlining the appropriate comments on the rubric. Students tend to be much harsher evaluators than expected, so they should be ready to defend/explain their choices. Give them about 15 to 20 minutes to work with the model document and the rubric—both underlining comments and making additional comments directly on the model document (rewriting sections, clarifying, etc.).

Once they are done making their individual comments, have them share with a partner or a trio. After this, as a class, debrief the activity. Use a rubric on an overhead to take the class through the model document, focusing specifically on the sections of the

proposal that have already been covered. Discuss, field questions, clarify expectations as needed.

Application/Extension: This activity is geared toward getting students to understand the expectations for the overall project, and toward getting them to think more critically about the writing process. This activity can be done during the first half of the project (pre-analysis), and it can be revisited during the analysis part of the project, or it can be done at the end of the writing process, depending on what fits best. Giving students a rubric early on helps them focus their writing, but that step could be a separate process, with the application of the rubric happening later on.

8. Analysis

Objective: To get students to think reflectively about their proposal and how to write up the second piece of the proposal.

Agenda:

- close reading MLK, Jr. speech exercise
- proposal analysis h/o

Close reading MLK, Jr. speech exercise: Take students back to their copy of the “I have a dream” speech. Explain that they will be put into pairs or trios and that their task will be to analyze the speech and think about specific elements of what King is saying. Put these questions up on the board and tell each group they are responsible for discussing and writing answers to them:

- What images is MLK, Jr. using in your section of the speech?
- Why does he use these images? What impact is he trying to attain?
- How effective is he in using these images to get his ideas across to his audience? Explain.
- How else could he make his point? Give specific suggestions.

Once students understand the questions, divide them into pairs or trios and assign them one of the following passages:

1. Five score years ago, . . . long night of their captivity.
2. It is obvious today that America has defaulted . . . bank of justice is bankrupt.
3. There is no time to engage in the luxury . . . justice a reality for all of God’s children.
4. Nineteen sixty-three is not an end . . . bright day of justice emerges.
5. Let us not seek to satisfy our thirst . . . to a distrust of all white people.
6. There are those who are asking . . . righteousness like a mighty stream.
7. I am not unmindful . . . unearned suffering is redemptive.
8. It is a dream deeply rooted . . . oasis of freedom and justice.
9. This is our hope. . . knowing that we will be free one day.

Students will be given time to read through their section of the speech and to think about the different questions. They should be writing answers to the questions posed on the board (this is what they’ll turn in). Once students have finished evaluating and interpreting their own section of the speech, each group will present briefly on their

images and why they believe King uses these images to get his point across. They will also suggest other ideas they came up with for how he could have handled that point.

Proposal analysis h/o: Pass out the final handout for the proposal assignment, the analysis handout. Go over the handout with the students, pointing out what they need to accomplish in this section of the writing. By this time, most students will have started implementing their plans, so field any questions they have about the analysis part. Give them time in class to start free writing about this section—this can be a general reflection on where they’ve come so far, what they’ve accomplished, what they’ve learned, or what they think they should have done differently. If necessary, have them create an organizer where they consider what they’ve done, what went well, what needed improvement, and any suggestions for how to improve.

Application/Extension:

This reflection will help them figure out how well they understand the assignment, and will also serve as an informal evaluation point. By starting them out with MLK, Jr.’s speech, they’ll look at something familiar but will be forced to take a deeper look at the intricacies behind his language. This is a literary starting point for their own process of evaluation/reflection, so even though they are eventually going to apply this to their own writing/plan, they’re also practicing a key literary skill of close reading and interpretation. The trickiest part will be getting students to explain and support their ideas, but this will be good practice for when they have to explain and support their own plans. Another place this could work is with Atticus’ speech to the jury in TKAM or with Grant’s speech to Jefferson about being a hero in LBD. Both these literature-based spots could provide more practice for close reading and intent.

9. Peer Editing/Conferencing

Objective: To have students apply their knowledge of the rubric and the assignment and give peers helpful and constructive feedback on their proposals.

Agenda:

- peer editing guidelines
- editing time
- debriefing time

Peer editing guidelines: In order to help students be successful in editing peer writing, give the students the peer editing handout and go over it carefully. Emphasize that this is not a time for them to bash their peers’ writing, or a time for them to make unhelpful comments like, “Everything’s great! You rock!” Give them examples of useful comments they can make and tell them to use the rubric to help guide their peer editing. Field questions and confusion at this point. Also, tell them to focus more on content, clarity and whether the writer is covering all parts of the assignment, and not to be too hung up about the grammar or punctuation unless it’s a glaring error or causes confusion. Students should also use the model document activity to help them with their peer editing.

Editing time: Put students into groups of 4 and have them swap papers. This will be a round-robin activity so they will get 2-3 people's feedback on their proposal. Students should make comments on the peer editing sheet or the rubric, but not on the actual proposal so that each reader has a clean copy. This is a silent activity, so students are not allowed to ask clarification questions until the final debriefing period. Monitor students by walking around the room and checking for content.

Debriefing: Once students have had time to edit the papers, they will have time to discuss and workshop each proposal with the appropriate editor. Because they will be in groups of 4, each group should have two pairs discussing each round. Give students time to discuss and field questions or issues that come up.

Application/Extension: The peer editing process can happen in two spots—after the main proposal is completed and after the reflection portion is completed. Having students evaluate each other's writing will also help individual students get a sense of how they are writing and will give them a different eye to let them know how they can improve and how well they are meeting the requirements of the assignment. It may also give them ideas for their own writing.

“Ask not what your country can do for you . . .”

This semester is all about people making choices—most of them choices that get the person more involved with his/her surroundings. These choices are not always the easiest course of action—how easy is it to go against the stream and do what you think is right? Your mission for this project is to challenge yourself to make one of these difficult choices, to actively participate, and to document the whole process.

This is **not** an easy assignment, but it is very structured to help facilitate your success. I am not asking you to change the world dramatically by creating eternal peace or ending world hunger, I'm asking you to evaluate your life and choose one issue or one aspect you can use to create an active participation proposal. Given the nature of our books, it should be an issue that goes beyond just you, but is also something you can influence in some way. Use the ideas we've discussed in class and ideas from your own noggin to come up with the best possible issue for your proposal.

The choices you'll be making

Even though conventional wisdom says to start at the very beginning, in this case I'll be working backwards so you have a clear goal in mind throughout the process. By the end of your adventure, you should have:

1. A focused goal or purpose
2. A well-explained motivation for why you decided to take on this issue
3. A clearly written, well-thought-out proposal on how to enact change
4. A series of steps that you can take to actively participate
5. A list or discussion of obstacles you may encounter
6. A thoughtful reflection on the overall process, including an analysis of what was successful and what needs rethinking.

You will not be doing all of this stuff at once, so take a deep breath before you hit panic mode. There is a proper order to things, and each step of the way you will have certain activities and requirements to help you out.

Ms. Garcia, have you lost your mind?

Some of you may be thinking this exact thought, and maybe more along the lines of “This is an English class! What happened to the 5 paragraph essay?!” Keep in mind that this assignment also requires a lot of the same elements as traditional essay writing does, so you should be on the lookout for concepts like clarity, sequence, thesis statements, quote analysis and argument development as you write this proposal. Most importantly, however, you should also keep in mind that writing in the post-school era of life will take many forms—proposals are merely one I've chosen to focus on this semester.

All in all, this should be an educational experience for us all. Remember to use this sheet and the outline handout as guidelines for the writing process and expectations. Good luck, agents, and happy trails!

Action Proposal Outline

Due date	Proposal Piece	Requirements
	Proposal idea	Come up with a list of 3 to 4 substantial issues or problems you would like to address. Make them meaningful to you (consider passions and interests), otherwise the motivation factor will be unnecessarily difficult. Write a 1 paragraph (5-7 sentences) explanation of each issue, why you feel it is important to address, and what motivation you have for addressing it.
	Possible solutions	Once you have selected the best issue to address, create a list of possible approaches/solutions to the issue. You should have 7 to 10 ideas—brainstorm, be creative, ask others for suggestions, think outside the box. Don't list too many unfeasible ideas—this is the building block part of your action plan, so use it productively.
	Action proposal draft	Select a few of the most feasible ideas and create a series of steps you will take to address your issue. Write each step down on an index card (you will need these for the ordering process so write legibly). Be as clear and specific as possible (sophomores, think how-to speeches!).
	Obstacles and trouble-shooting	Now that you have the steps to your proposal, use the thought process organizer to troubleshoot your ideas. Fill in each thought process slot and anticipate 1 or 2 obstacles you may encounter. Fill in possible solutions for those obstacles. This can be more informal (bullet points, abbreviations, etc.) but it should still be thoughtful and meticulous.
	Proposal writing	Put your steps, focus and motivation together in one neat package to create your proposal. Here is the format you must follow, with the appropriate section headings and content: <ol style="list-style-type: none"> 1. <i>Proposal title</i>: must give us a sense of content 2. <i>Proposal summary</i>: leave blank 3. <i>Proposal issue (intro)</i>: 1 to 2 paragraphs addressing the issue and the motivation behind why you are compelled to address this issue 4. <i>Proposal action steps</i>: explanation of method you are going to use to address the problem. Start with a numbered list of steps and add explanation when necessary 5. <i>Obstacle summary</i>: a 1-2 paragraph explanation of the obstacles you foresee encountering as you enact your plan, plus possible solutions you may take to circumvent/counteract them 6. <i>Results and Discussion</i>: leave blank 7. <i>Conclusions</i>: leave blank

Writing/Formatting Requirements

Your proposal needs to follow these guidelines. Please do not be creative or think you are above these requirements because I will knock off points and make you fix whatever's wrong.

- **Font:** 12 point font, Times, Georgia or Palatino.
- **Spacing:** 1.5 spacing for your text, not double-spaced. Do not use hard returns at the end of the line because that will mess up your formatting—talk to me if you need to know how to 1.5 space your proposal.
- **Headings:** Section headings are necessary for this proposal. Use the headings I gave you in the proposal writing requirement box. Headings should be in 14 point font and flush left against your margin. Preface each heading with a Roman numeral.
- **Page numbers:** Please include page numbers in the bottom right footer. These are easy enough to format—make sure they are in the same font as your proposal, and make them 10 point font.
- **Paragraphs:** Please indent paragraphs for each section. Do NOT leave extra spacing between paragraphs because this is extremely annoying to the reader (me) and I'll become very grouchy as I read your proposal (not a good thing). Do leave a space between the end of the last paragraph of the section and the next heading.

Model: An example of what works

I. Proposal Summary

(left blank on purpose)

II. Proposal Issue

In this proposal, I will address the issue of the lack of Peet's Coffee on campus. Sadly, students everywhere at Gunn are missing out on the wonderful caffeine products that Peet's offers. In addition, there is just not enough time to run to Los Altos between classes so that one can partake of Peet's fabulous lattes. Teachers and students alike suffer from this dearth of coffee on campus; students fall asleep in class as teachers drone on endlessly without any of the pep that Peet's could provide.

As an avid coffee drinker, I feel this is deplorable and that this is an issue that should be remedied as quickly as possible.

III. Proposed Action Steps

Actively Participating: Getting in Gear

Now that you've created your action plan, here comes the fun part—actually putting it into action. What, did you think you did all that hard work so your plan could sit on a shelf and get all moldy? Of course not! So, put your money where your mouth is (as they say) and get implementing!

Eye on the prize

By now, you should have a good idea of where step one is, so put it in action. Keep in mind that this will not be a quick or easy process. You may encounter roadblocks, but you should also have enough tools at your disposal to make your way around them. There will be time in class set aside specifically for updates and check-ins, so make sure you are allotting enough time to actually go through the steps in your plan. The worst thing you could do to yourself is to leave this project for the last minute or try to rush through it—I guarantee you that path will only lead to frustration on all our parts.

Your new best friend

As you go through this process, you will be keeping a journal. This will be your place to jot down reactions, events, and reflections you have as you implement your action plan. I will give you time in class to reflect in your journal, but I also strongly recommend that you write in your journal as you go along and put down details that will help you with the final stage of writing. I am not looking for formal writing, I'm primarily trying to get you to record your thoughts/reactions as they occur, not 10 days after the fact.

On the back of this paper is a description of the last steps of your proposal writing, and you'll see that keeping a journal will greatly help you with these steps. Every good scientist keeps a record of his/her process and results, and even though you are playing the role of a "social scientist," this is a good technique for you to employ as well.

I will be spot-checking journals to ensure that you are using them as a tool to help with the process, so it will behoove you to keep on top of your plan and your reflection.

“I Will Persevere”

Make this your personal mantra, since this will be a longer process than you may be used to (or may want to deal with). Half of the fun of this project is that it is a process, and that you are teaching yourself skills that will be useful later on in life, so (in the words of Peter Gabriel) don't give up. Feel free to ask for help if you are incredibly stuck, but be a good judge of when you are truly stuck and when you're just being obstreperous. Don't get discouraged if you are confronted with lots of obstacles—that's all part of the learning experience. Use the resources you have to do the best job you can.

Proposal Analysis: The Final Piece

Now that most of the hard work is done—the planning and implementing—this is your chance to reflect and analyze what happened. This is not so much “tell me about your mother” as it is “where did I go wrong?” or “how can I improve this idea?” This is also the part of the program where you get to fill in all those empty sections of your original proposal.

Keep in mind that this is the analysis and one of the more meaty pieces you’re writing. It should be thoughtful, insightful and show me that you really have thought about your actions and the subsequent results. Don’t be afraid to criticize your process, but remember that you are probably your own worst critic, so be reflective, not harsh.

Part V: Results and Discussion

For this section, you are merely telling the reader what happened when you implemented your plan. It should be impartial and factual and just give a complete summary of the outcome of your action plan, including issues that may have arisen. Please use your journal entries to help you accurately represent the results of your action plan.

Part VI: Conclusions

Here is where you evaluate/judge your process. The conclusion part is where you state what worked really well, what didn’t work at all, and what you would change. This is more of the why, based on the results and your experiences. It should be a 3 to 4 paragraph section elucidating the reader on what you have taken away from your experience. Again, rely on your journal entries to help you with the reflective aspect of this piece—what questions did you raise for yourself as you wrote about your experiences? What revelations did you encounter?

Part I: Proposal Summary

Even though this is the first piece of your proposal, it is the last piece you should write because it gives your reader a synopsis (that means short summary) of your entire report. Your summary should include the issue, the importance, a brief run-down of the steps taken, and a brief discussion of the results and what you learned. Keep in mind that you will be explaining all of these pieces in depth during your report, so don’t get too bogged down in detail during the summary. It should just be a quick, relatively painless encapsulation of what the reader will find as he/she continues to read the proposal.

En Fin

Here concludes the last piece of your proposal writing. At this point, the entire proposal should be close to perfect grammatically, content-wise and format-wise; all that is left is to submit it for evaluation.

Final proposal due: _____

Peer Editing

This is your chance to give your classmate feedback on his or her proposal. You should take this evaluation process seriously because getting a different set of eyes to go over your work is very useful. Peer editors catch things you may miss, whether it's grammar, clarity issues, or just raising questions you haven't thought of. As a peer editor, you must approach this activity with the understanding that you are going to provide constructive suggestions and commentary for your classmate.

Do's:

- offer clear suggestions
- raise helpful questions
- suggest ways to change document

Don'ts:

- say "it's fine" with no comments
- make vague statements
- offer no changes

For your peer editing, you will be working in groups of 3 or 4. You need to have one rubric per proposal that you will edit. Use the back of that rubric to respond to the following prompts:

1. Evaluate your classmate's proposal using the rubric. Underline the appropriate elements in each category.
2. Restate the action proposal goal in your own words.
3. Is the goal clearly explained? Why or why not?
4. How organized are the steps to reach this goal? Are there any steps you would change?
5. How detailed is the obstacle section? What questions you can raise here to help your classmate improve?
6. How well does the results section describe what happened during the plan? Explain.
7. How insightful is the conclusion? What questions can you raise to make your classmate think harder about his/her experience?
8. Does the summary cover all elements of the proposal?
9. What overall suggestions do you have for improvement?
10. What has your classmate done well? Be specific.

Be sure to sign your initials to your peer editing comments. I will be collecting them and the draft with the final project, so be thorough.

I Have A Dream Martin Luther King, Jr.

I am happy to join with you today in what will go down in history as the greatest demonstration for freedom in the history of our nation.

Five score years ago, a great American, in whose symbolic shadow we stand today, signed the Emancipation Proclamation. This momentous decree came as a great beacon light of hope to millions of Negro slaves, who had been seared in the flames of withering injustice. It came as a joyous daybreak to end the long night of their captivity.

But one hundred years later, the Negro still is not free. One hundred years later, the life of the Negro is still sadly crippled by the manacles of segregation and the chains of discrimination. One hundred years later, the Negro lives on a lonely island of poverty in the midst of a vast ocean of material prosperity. One hundred years later, the Negro is still languished in the corners of American society and finds himself an exile in his own land. And so we've come here today to dramatize a shameful condition.

In a sense we have come to our nation's capital to cash a check. When the architects of our republic wrote the magnificent words of the Constitution and the Declaration of Independence, they were signing a promissory note to which every American was to fall heir. This note was a promise that all men, yes, black men as well as white men, would be guaranteed the unalienable rights of life, liberty, and the pursuit of happiness. It is obvious today that America has defaulted on this promissory note, insofar as her citizens of color are concerned. Instead of honoring this sacred obligation, America has given the Negro people a bad check, a check which has come back marked "insufficient funds."

But we refuse to believe that the bank of justice is bankrupt. We refuse to believe that there are insufficient funds in the great vaults of opportunity of this nation. And so we have come to cash this check, a check that will give us upon demand the riches of freedom and the security of justice.

We have also come to this hallowed spot to remind America of the fierce urgency of Now. This is no time to engage in the luxury of cooling off or to take the tranquilizing drug of gradualism. Now is the time to make real the promises of democracy. Now is the time to rise from the dark and desolate valley of segregation to the sunlit path of racial justice. Now is the time to lift our nation from the quicksands of racial injustice to the solid rock of brotherhood. Now is the time to make justice a reality for all of God's children.

It would be fatal for the nation to overlook the urgency of the moment. This sweltering summer of the Negro's legitimate discontent will not pass until there is an invigorating autumn of freedom and equality. Nineteen sixty-three is not an end but a beginning. Those who hope that the Negro needed to blow off steam and will now be content will have a rude awakening if the nation returns to business as usual. There will be neither rest nor tranquility in America until the Negro is granted his citizenship rights. The whirlwinds of revolt will continue to shake the foundations of our nation until the bright day of justice emerges.

But there is something that I must say to my people who stand on the warm threshold which leads into the palace of justice. In the process of gaining our rightful place we must not be guilty of wrongful deeds. Let us not seek to satisfy our thirst for freedom by drinking from the cup of bitterness and hatred. We must ever conduct our struggle on the high plane of dignity and discipline. We must not allow our creative protest to degenerate into physical violence. Again and again we must rise to the majestic heights of meeting physical force with soul force.

The marvelous new militancy which has engulfed the Negro community must not lead us to a distrust of all white people, for many of our white brothers, as evidenced by their presence here today, have come to realize that their destiny is tied up with our destiny. And they have come to realize that their freedom is inextricably bound to our freedom. We cannot walk alone.

And as we walk, we must make the pledge that we shall always march ahead. We cannot turn back. There are those who are asking the devotees of civil rights, "When will you be satisfied?" We can never be satisfied as long as the Negro is the victim of the unspeakable horrors of police brutality. We can

never be satisfied as long as our bodies, heavy with the fatigue of travel, cannot gain lodging in the motels of the highways and the hotels of the cities. We cannot be satisfied as long as a Negro in Mississippi cannot vote and a Negro in New York believes he has nothing for which to vote. No, no, we are not satisfied and we will not be satisfied until justice rolls down like waters and righteousness like a mighty stream.

I am not unmindful that some of you have come here out of great trials and tribulations. Some of you have come fresh from narrow jail cells. Some of you have come from areas where your quest for freedom left you battered by the storms of persecutions and staggered by the winds of police brutality. You have been the veterans of creative suffering. Continue to work with the faith that unearned suffering is redemptive. Go back to Mississippi, go back to Alabama, go back to South Carolina, go back to Georgia, go back to Louisiana, go back to the slums and ghettos of our northern cities, knowing that somehow this situation can and will be changed. Let us not wallow in the valley of despair, I say to you today, my friends. And so even though we face the difficulties of today and tomorrow, I still have a dream. It is a dream deeply rooted in the American dream. I have a dream that one day this nation will rise up and live out the true meaning of its creed: We hold these truths to be self-evident that all men are created equal. I have a dream that one day on the red hills of Georgia the sons of former slaves and the sons of former slave owners will be able to sit down together at the table of brotherhood. I have a dream that one day even the state of Mississippi, a state sweltering with the heat of injustice, sweltering with the heat of oppression, will be transformed into an oasis of freedom and justice. I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character. I have a *dream* today!

I have a dream that one day, *down* in Alabama, with its vicious racists, with its governor having his lips dripping with the words of interposition and nullification; one day right down in Alabama little black boys and black girls will be able to join hands with little white boys and white girls as sisters and brothers. I have a *dream* today!

I have a dream that one day every valley shall be exalted, and every hill and mountain shall be made low, the rough places will be made plain, and the crooked places will be made straight, and the glory of the Lord shall be revealed and all flesh shall see it together.

This is our hope. This is the faith that I will go back to the South with. With this faith we will be able to hew out of the mountain of despair a stone of hope. With this faith we will be able to transform the jangling discords of our nation into a beautiful symphony of brotherhood. With this faith we will be able to work together, to pray together, to struggle together, to go to jail together, to stand up for freedom together, knowing that we will be free one day. And this will be the day, this will be the day when all of God's children will be able to sing with new meaning, "My country 'tis of thee, sweet land of liberty, of thee I sing. Land where my fathers died, land of the Pilgrim's pride, from every mountainside, let freedom ring!" And if America is to be a great nation, this must become true.

And so let freedom ring -- from the prodigious hilltops of New Hampshire. Let freedom ring -- from the mighty mountains of New York. Let freedom ring -- from the heightening Alleghenies of Pennsylvania. Let freedom ring -- from the snow-capped Rockies of Colorado. Let freedom ring -- from the curvaceous slopes of California. But not only that. Let freedom ring -- from Stone Mountain of Georgia. Let freedom ring -- from Lookout Mountain of Tennessee. Let freedom ring -- from every hill and molehill of Mississippi, from every mountainside, let freedom ring!

And when this happens, when we allow freedom to ring, when we let it ring from every village and every hamlet, from every state and every city, we will be able to speed up that day when *all* of God's children, black men and white men, Jews and Gentiles, Protestants and Catholics, will be able to join hands and sing in the words of the old Negro spiritual, "Free at last, free at last. Thank *God* Almighty, we are free at last."

Having a Dream: Fighting Inequality

I. Proposal Summary

This proposal will talk about how I worked to get people to fight for injustice by giving a speech, and how well it went. I think that fighting injustice is important because too many people are suffering, and I think my speech is important because it got people to think about the issue.

II. Proposal Issue

This country is truly the land of opportunity for many, but for a substantial portion of the population, change needs to be enacted. Racism is an issue that all Americans deal with, not just Americans who are Negroes. Inequality, the oppression of a certain segment of society, racism—these issues affect all of us, not just the segments that are being oppressed or that are fighting for equality. This fight brings out a lot of strong emotions in people, emotions that can be harnessed for change, or emotions that can lead to violence and hatred.

In this proposal, I intend to discuss a plan for channeling the emotions toward change and away from hatred and violence. There is already enough suffering facing us as humans; we need to find ways to be productive together, not to push each other away. I feel this is an important issue to work with because inequality affects us all, and I cannot sit by and watch my children grow up in a world that is so full of hate without teaching them, and others, how to work to change the hate into understanding and cooperation.

III. Proposal Action Steps

1. Write a speech
 2. Tell people what to do
 3. Give my speech at an organized meeting
-
1. Write a speech: This will help me put my thoughts down on paper and find the best way to communicate my ideas to a larger group of people.
 2. Tell people what to do: It's not enough to write a speech—my speech has to include specific ideas so people know how to act and how to effect change.
 3. Give my speech at an organized meeting: This step should be one of the easiest, given that I am so involved in the Civil Rights movement. The only issue is deciding which meeting, and the best option is the upcoming march in Washington, D.C. There I will probably affect the greatest number of people.

IV. Obstacle Summary

The biggest obstacle I anticipate is people who are unwilling to consider change without violence, and how I can make my speech appeal to them. I also think that people are very impatient about this issue—that they get very emotional and they don't always want to listen to reason. Another obstacle I anticipate is resistance from the white community in hearing what I have to say. I've already been willing to put myself out there in the face of danger, attacks and criticism, but I have to be ready to anticipate violence on their part, or being taken to jail, or whatever method they will use to keep me from being heard.

V. Analysis/Results

I presented my speech at the 100th anniversary of the Emancipation Proclamation in Washington, D.C., in front of an audience of 200,000 who were there as part of the March on Washington for Jobs and Freedom. It was a peaceful protest along the Mall, and I was standing on the steps of the Lincoln Memorial. People were standing in the Mall and it was a great crowd of all sorts of people. I had written one speech to give, but I ended up giving a slightly different speech, much to my surprise. I spoke convincingly of the need to persevere, of the need to resort to peaceful solutions, not violence, of the need to take the higher ground while showing others how important it is that equality become part of our national fabric. I told the audience that I understood a lot of them had long histories of facing injustice and that it was hard to keep the goal of marching ahead without resorting to violence. As I spoke, the audience chimed in with shouts of “amen” and “yes,” revealing their positive response to my message. After my speech, I went to the White House to talk to President Kennedy and other leaders.

VI. Conclusions

In general, I think the speech went really well. I received a positive response from the audience, in that they were spontaneously agreeing with what I was saying. I also feel that people are ready for change, so the speech was encouraging them to think about positive ways for change. I'm not sure what I could have improved on, it all seemed to go so well.

Remember the Titans

During the course of the movie, you must trace one character or keep track of a series of important events relating to a specific theme. Use this organizer to help you stay focused.

Character/Theme: _____

Event 1:

Catalyst:

Outcome:

Event 2:

Catalyst:

Outcome:

Event 3:

Catalyst:

Outcome:

Event 4:

Catalyst:

Outcome:

Event 5:

Catalyst:

Outcome:

**Where is the Love
Black Eyed Peas**

What's wrong with the world, mama
People livin' like they ain't got no mamas
I think the whole world addicted to the drama
Only attracted to things that'll bring you trauma
Overseas, yeah, we try to stop terrorism
But we still got terrorists here livin'
In the USA, the big CIA
The Bloods and The Cripps and the KKK
But if you only have love for your own race
Then you only leave space to discriminate
And to discriminate only generates hate
And when you hate then you're bound to get irate, yeah
Badness is what you demonstrate
And that's exactly how anger works and operates
Nigga, you gotta have love just to set it straight
Take control of your mind and meditate
Let your soul gravitate to the love, y'all, y'all

Chorus:

*People killin', people dyin'
Children hurt and you hear them cryin'
Can you practice what you preach
And would you turn the other cheek*

*Father, Father, Father, help us
Send us some guidance from above
'Cause people got me, got me questionin'
Where is the love (Love)*

*Where is the love (The love)
Where is the love (The love)
Where is the love
The love, the love*

It just ain't the same, always unchanged
New days are strange, is the world insane?
If love and peace is so strong
Why are there pieces of love that don't belong
Nations droppin' bombs
Chemical gasses fillin' lungs of little ones
With the ongoin' sufferin' as the youth die young
So ask yourself is the lovin' really gone
So I could ask myself really what is goin' wrong
In this world that we livin' in people keep on givin' in

Makin' wrong decisions, only visions of them dividends
Not respectin' each other, deny thy brother
A war is goin' on but the reason's undercover
The truth is kept secret, it's swept under the rug
If you never know truth then you never know love
Where's the love, y'all, come on (I don't know)
Where's the truth, y'all, come on (I don't know)
Where's the love, y'all

Chorus

I feel the weight of the world on my shoulder
As I'm getting' older, y'all, people gets colder
Most of us only care about money makin'
Selfishness got us followin' our own direction
Wrong information always shown by the media
Negative images is the main criteria
Infecting the young minds faster than bacteria
Kids want to act like what they see in the cinema
Yo, whatever happened to the values of humanity
Whatever happened to the fairness in equality
Instead in spreading love we're spreading animosity
Lack of understanding, leading lives away from unity
That's the reason why sometimes I'm feelin' under
That's the reason why sometimes I'm feelin' down
There's no wonder why sometimes I'm feelin' under
Gotta keep my faith alive till love is found

Chorus

Where is the love (The love)
Where is the love (The love)
Where is the love (The love)

Closer to Fine Indigo Girls

I'm trying to tell you something about my life
Maybe give me insight between black and white
And the best thing you've ever done for me
Is to help me take my life less seriously
It's only life after all, yeah

Well darkness has a hunger that's insatiable
And lightness has a call that's hard to hear
I wrap my fear around me like a blanket
I sailed my ship of safety till I sank it
I'm crawling on your shores

Chorus:

*I went to the doctor, I went to the mountains
I looked to the children, I drank from the fountains
There's more than one answer to these questions
Pointing me in a crooked line
And the less I seek my source for some definitive (the less I seek my source)
The closer I am to fine
The closer I am to fine*

And I went to see the doctor of philosophy
With a poster of Rasputin and a beard down to his knee
He never did marry or see a B-grade movie
He graded my performance, he said he could see through me
I spent four years prostrate to the higher mind
Got my paper and I was free

Chorus

I stopped by the bar at 3 a.m.
To seek solace in a bottle or possibly a friend
And I woke up with a headache like my head against a board
Twice as cloudy as I'd been the night before
And I went in seeking clarity.

I went to the doctor, I went to the mountains
I looked to the children, I drank from the fountains
Yeah we go to the doctor, we go to the mountains
We look to the children, we drink from the fountains
Yeah we go to the bible, we go through the workout
We read up on revival and we stand up for the lookout

Chorus

It Takes Two Into the Woods

[BAKER'S WIFE]

You've changed. You're daring.
You're different in the woods.
More sure. More sharing.
You're getting us through the woods.
If you could see-you're not the man who started,
And much more open-hearted than I knew you to be.

[BAKER]

It takes two. I thought one was enough, it's not true:
It takes two of us
You came through when the journey was rough.
It took you, it took two of us.
It takes care.
It takes patience and fear and despair to change.
Though you swear to change, who can tell if you do?
It takes two.

[BAKER'S WIFE]

You've changed. You're thriving
There's something about the woods.
Not just surviving, you're blossoming in the woods.
At home I'd fear we'd stay the same forever.
And then out here-you're passionate, charming, considerate, clever-

[BAKER]

It takes one to begin, but then once you've begun,
It takes two of you.
It's no fun, but what needs to be done you can do
When there's two of you.
If I dare, it's because I'm becoming aware of us
As a pair of us, each accepting a share of what's there.

[BOTH]

We've changed. We're strangers. I'm meeting you in the woods.
Who minds what dangers? I know we'll get past the woods.
And once we're past, let's hope the changes last
Beyond woods, beyond witches and slippers and hoods,
Just the two of us-beyond lies, safe at home with our beautiful prize,
Just the few of us.
It takes trust, it takes just a bit more and we're done.
We want four, we had none. We've got three, we need one.
It takes two.

**Gee, Officer Krupke
West Side Story**

Riff: Dear kindly Sergeant Krupke, you gotta understand,
It's just our bringin' up-ke that gets us out of hand.
Our mothers all are junkies, our fathers all are drunks.
Golly Moses, natcherly we're punks!

Riff and Jets: Gee, Officer Krupke, we're very upset;
We never had the love that ev'ry child oughta get.
We ain't no delinquents, we're misunderstood.
Deep down inside us there is good!

Riff: There is good!

All: There is good, there is good, there is untapped good!
Like, inside the worst of us is good!

Snowboy (spoken): That's a touchin' good story.

Riff (spoken): Lemme tell it to the world!

Snowboy (spoken): Just tell it to the judge.

Riff: Dear kindly Judge, your Honor, my parents treat me rough.
With all their marijuana, they won't give me a puff.
They didn't wanna have me, but somehow I was had.
Leapin' lizards! That's why I'm so bad!

Diesel (as Judge): Right! Officer Krupke, you're really a square;
This boy don't need a judge, he needs an analyst's care!
It's just his neurosis that oughta be curbed. He's psychologic'ly disturbed!

Riff: I'm disturbed!

All: We're disturbed, we're disturbed, we're the most disturbed,
Like, we're psychologic'ly disturbed.

Diesel (spoken, as Judge): In the opinion on this court, this child is depraved on account
he ain't had a normal home.

Riff (spoken): Hey, I'm depraved on account I'm deprived.

Diesel (spoken): So take him to a headshrinker.

Riff: My father is a bastard, my ma's an S.O.B.
My grandpa's always plastered, my grandma pushes tea.
My sister wears a mustache, my brother wears a dress.
Goodness gracious, that's why I'm a mess!

A-rab (as Psychiatrist): Yes! Officer Krupke, you're really a slob.
This boy don't need a doctor, just a good honest job.

Society's played him a terrible trick, and sociologic'ly he's sick!

Riff: I am sick!

All: We are sick, we are sick, we are sick, sick, sick,
Like, we're sociologically sick!

A-rab (spoken): In my opinion, this child don't need to have his head shrunk at all.
Juvenile delinquency is purely a social disease!

Riff (spoken): Hey, I got a social disease!

A-rab (spoken): So take him to a social worker!

Riff: Dear kindly social worker, they say go earn a buck.
Like be a soda jerker, which means like be a schumck.
It's not I'm anti-social, I'm only anti-work.
Gloryosky! That's why I'm a jerk!

Baby John (as Female Social Worker): Eek! Officer Krupke, you've done it again.
This boy don't need a job, he needs a year in the pen.
It ain't just a question of misunderstood; deep down inside him, he's no good!

Riff: I'm no good!

Jets: We're no good, we're no good! We're no earthly good,
Like, the best of us is no damn good!

Diesel (as Judge): The trouble is he's crazy.

A-rab (as Psychiatrist): The trouble is he drinks.

Baby John (as Female Social Worker): The trouble is he's lazy.

Diesel: The trouble is he stinks.

A-rab: The trouble is he's growing.

Baby John: The trouble is he's grown.

All: Krupke, we got troubles of our own!
Gee, Officer Krupke, we're down on our knees,
'Cause no one wants a fellow with a social disease.
Gee, Officer Krupke, what are we to do?
Gee, Officer Krupke, Krup you!

Changes Tupac

Come on come on I see no changes wake up in the morning and I ask myself
Is life worth living should I blast myself?
I'm tired of bein' poor and even worse I'm black
My stomach hurts so I'm lookin' for a purse to snatch
Cops give a damn about a negro pull the trigger kill a nigga he's a hero
Give crack to the kids who the hell cares one less hungry mouth on the welfare
First ship 'em dope and let 'em deal the brothers
give 'em guns step back watch 'em kill each other
It's time to fight back that's what Huey said
Two shots in the dark now Huey's dead
I got love for my brother but we can never go nowhere
Unless we share with each other we gotta start makin' changes
Learn to see me as a brother instead of two distant strangers
And that's how it's supposed to be
How can the Devil take a brother if he's close to me?
I'd love to go back to when we played as kids
But things changed, and that's the way it is

Chorus:

*Come on come on
That's just the way it is
Things'll never be the same
That's just the way it is aww yeah
[Repeat]*

I see no changes all I see is racist faces
misplaced hate makes disgrace to races
We under I wonder what it takes to make this
One better place, let's erase the wasted
Take the evil out of the people they'll be acting right
'Cause both black and white is smokin' crack tonight
And only time we chill is when we kill each other
It takes skill to be real, time to heal each other
And although it seems heaven-sent we ain't ready to see a black President, uhh
It ain't a secret don't conceal the fact
The penitentiary's packed, and it's filled with blacks
But some things will never change
Try to show another way but you stayin' in the dope game
Now tell me what's a mother to do
Bein' real don't appeal to the brother in you
You gotta operate the easy way
"I made a G today" but you made it in a sleazy way
Sellin' crack to the kid. "I gotta get paid,"
Well hey, well that's the way it is

Chorus

[Talking:]

We gotta make a change...

It's time for us as a people to start makin' some changes.

Let's change the way we eat, let's change the way we live

And let's change the way we treat each other.

You see the old way wasn't working so it's on us to do

What we gotta do, to survive.

And still I see no changes can't a brother get a little peace

It's war on the streets and the war in the Middle East

Instead of war on poverty they got a war on drugs so the police can bother me

And I ain't never did a crime I ain't have to do

But now I'm back with the blacks givin' it back to you

Don't let 'em jack you up, back you up, crack you up and pimp smack you up

You gotta learn to hold ya own

They get jealous when they see ya with ya mobile phone

But tell the cops they can't touch this

I don't trust this when they try to rush I bust this

That's the sound of my tool you say it ain't cool, my mama didn't raise no fool

And as long as I stay black I gotta stay strapped and I never get to lay back

'Cause I always got to worry 'bout the pay backs

Some buck that I roughed up way back comin' back after all these years

Rat-a-tat-tat-tat-tat that's the way it is uhh

Chorus

Some things never change.

**The Hell Song
Sum 41**

Everybody's got their problems
Everybody says the same things to you
It's just a matter how you solve them
And knowing how to change
The things you've been through

I feel I've come to realize
How fast life can be compromised
Step back to see what's going on
I can't believe this happened to you
This happened to you

It's just a problem that I'm faced with am I
Not the only one who hates to stand by
Complications that are first in this line
With all these pictures running through my mind

Knowing endless consequences
I feel so useless in this
Can't back, stand back, can't ask
For me I can't believe

Part of me won't agree
Cause I don't know if this for sure
Suddenly, suddenly
I don't feel so insecure
(x2)

Everybody's got their problems
Everybody says the same things to you
It's just a matter how you solve them
But what else are we supposed to do

Part of me won't agree
Cause I don't know if this for sure
Suddenly, suddenly
I don't feel so insecure
(x2)

Why do things that matter the most
Never end up being our choice
Now that I find no way so bad
I don't think I knew what I had
(x2)

**Free Nelson Mandela
The Specials**

Free Nelson Mandela
Free, Free, Free, Nelson Mandela
Free Nelson Mandela
Twenty-one years in captivity
His shoes too small to fit his feet
His body abused but his mind is still free
Are you so blind that you cannot see

I say Free Nelson Mandela
I'm begging you
Free Nelson Mandela

He pleaded the causes of the ANC
Only one man in a large army
Are you so blind that you cannot see
Are you so deaf that you cannot hear his plea

Free Nelson Mandela
I'm begging you Free Nelson Mandela

Twenty-one years in captivity
Are you so blind that you cannot see
Are you so deaf that you cannot hear
Are you so dumb that you cannot speak

I say Free Nelson Mandela
I'm begging you
Oh free Nelson Mandela, free
Nelson Mandela I'm begging you
begging you Please free Nelson Mandela
free Nelson Mandela
I'm telling you, you've got to free Nelson Mandela

Talkin' About a Revolution Tracy Chapman

Don't you know they're talkin' about a revolution
It sounds like a whisper
Don't you know they're talkin' about a revolution
It sounds like a whisper

While they're standing in the welfare lines
Crying at the doorsteps of those armies of salvation
Wasting time in the unemployment lines
Sittin' around waiting for a promotion

Don't you know they're talkin' about a revolution
It sounds like a whisper

Poor people gonna rise up and get their share
Poor people gonna rise up and take what's theirs

Don't you know you better run, run, run, run, run
Oh I said you better run, run, run, run, run

'Cause finally the tables are starting to turn
Talkin' bout a revolution
Yes, finally the tables are starting to turn
Talkin' bout a revolution, oh no
Talkin' bout a revolution, oh

While they're standing in the welfare lines
Crying at the doorsteps of those armies of salvation
Wasting time in the unemployment lines
Sittin' around waiting for a promotion

Don't you know they're talking about a revolution
It sounds like a whisper

And finally the tables are starting to turn
Talkin' bout a revolution
Yes, finally the tables are starting to turn
Talkin' bout a revolution, oh no
Talkin' bout a revolution, oh no
Talkin' bout a revolution, oh no

Get Up, Stand Up

Bob Marley

Chorus:

Get up, stand up: stand up for your rights!
Get up, stand up: stand up for your rights!
Get up, stand up: stand up for your rights!
Get up, stand up: don't give up the fight!

Preacherman, don't tell me,
Heaven is under the earth.
I know you don't know
What life is really worth.
It's not all that glitters is gold;
'Alf the story has never been told:
So now you see the light, eh!
Stand up for your rights. Come on!

Chorus

Most people think,
Great God will come from the skies,
Take away everything
And make everybody feel high.
But if you know what life is worth,
You will look for yours on earth:
And now you see the light,
You stand up for your rights. Jah!

Chorus (x2)

We sick an' tired of-a your ism-schism game
Dyin' 'n' goin' to heaven in-a Jesus' name, Lord.
We know when we understand
Almighty God is a living man.
You can fool some people sometimes,
But you can't fool all the people all the time.
So now we see the light (What you gonna do?),
We gonna stand up for our rights! (Yeah, yeah, yeah!)

So you better:

Chorus (x2)

**Mama Help Me
Edie Brickell and the New Bohemians**

If a child lives with money, well, he learns to spend his time
If a child lives with crazy, he goes out of his mind
I didn't live with nothin' that's worth talkin' about
But I didn't live with nothin', no, I never went without
But there is one thing that I really need to know
What do you have to live with before you learn to grow up

Chorus:

*Mama, mama, mama, mama help me
Mama, mama, mama tell me what to do*

I've taken giant steps, I've walked far away from home
But I need a little help, can I make it on my own?
Some days I can and some days I can't
And some days I just don't know where it is I'm at

Chorus

(x2)

Crazy mean crazy people on the street
Mean crazy mean half the people that you meet
You can't love 'em, you can't trust 'em
You can't take 'em anywhere
You can't hold 'em, you can't tell 'em
That you ever really care
Tell me where will I go when I cannot go to you
Where I don't know, when you go I'm going too
Mama, mama, mama, mama help me

Chorus

(x2)

Daddy, daddy, daddy, daddy help me
Daddy, daddy, daddy tell me what to do

Philosophy
Ben Folds

Won't you look up at the skyline
At the mortar, block, and glass
And check out the reflections in my eyes
See they always used to be there
Even when this was all was grass
And I sang and danced about a high-rise
And you were laughing at my helmet hat
Laughing at my torch

Chorus:

*Go ahead you laugh all you want
I got my philosophy
(It keeps my feet on the ground)
And I trust it like the ground
That's why my philosophy
Keeps me walking when I'm falling down*

I see that there is evil
And I know that there is good
And the in-betweens I never understood
Would you look at me I'm crazy
But I get the job done
I'm crazy but I get the job done

Chorus

I pushed you cause I loved you guys
I didn't realize
That you weren't having fun
And I dragged you up the stairs
And I told you to fly
You were flapping your arms
Then you started to cry, you were too high

Now you take this all for granted
You take the mortar, block, and glass
And you forget the speech that moved the stone
But it's really not that you can't see
The forest from the trees
You just never been out in the woods alone

Chorus

Now it's time for the song to end

Redemption Song
Bob Marley

Emancipate yourselves from mental slavery
None but ourselves can free our minds
Have no fear for atomic energy
For none of them can stop the time
How long shall they kill our prophets
While we stand aside and look
Some say it's just a part of it
We've got to fulfill the book

Chorus:

*So won't you help to sing
These songs of freedom
'Cause all I ever hear
Is redemption song*

Soldiers march their freedom
Out into the city streets
And though it seems like a losing battle
There can be no retreat

Chorus

Emancipate yourselves from mental slavery
None but ourselves can free our minds
Have no fear for atomic energy
For none of them can stop the time
How long shall they kill our prophets
While we stand aside and look
Some say it's just a part of it
We've got to fulfill the book

Chorus

Chicago Crosby, Stills and Nash

So your brother's bound and gagged
And they chained him to a chair,
Won't you please come to Chicago
Just to sing.
In a land that's known as freedom,
How can such a thing be fair?
Won't you please come to Chicago
For the help that we can bring.

We can change the world.
Rearrange the world.
It's dying
to get better.

Politicians sit yourselves down,
There's nothing for you here.
Won't you please come to Chicago
For a ride.
Don't ask Jack to help you
Cause he'll turn the other ear.
Won't you please come to Chicago
Or else join the other side.

Chorus:
We can change / yes we can change the world.
Rearrange / rearrange the world.
It's dying / do you believe in justice?
It's dying / and if you believe in freedom.
It's dying / Let a man live his own life.
It's dying / Rules and regulations who needs them?
Open up the door.
Somehow people must be free

I hope the day comes soon.
Won't you please come to Chicago,
To show you face.
From the bottom of the ocean
To the mountains of the Moon.
Won't you please come to Chicago
No one else can take your place.

Chorus

**General Strike
D.O.A.**

This is a song about power,
The power that you and I have in our hands.
The power of the people.
'Cause you know all over this world,
People finally get it together,
Get the courage together,
They use the general strike.

It's one of the strongest things they got.
In Eastern Europe, Central America, in North America,
Believe it or not,
'Cause it's power to the people.
Come on!
We're tired, yeah tired of working
We're tired of working, yeah working for nothing
We all want what we got coming
All we need is a break
Come on, make no mistake
Everything is not all right
And there's no end in sight
You can call it what you like
Come on, stand up for your rights

Chorus:

*Stand up, stand and unite
It's time for a general strike
Stand up, stand and unite
It's time for a general strike*

We been out breaking our backs
Been out working, getting no slack
All week long just paying those bills
That's just the people that still got a job
What about the rest of us on the soupline

Chorus

Everything is not all right
And there's no end in sight
You can call it what you like
Come on, stand up for your rights

Chorus

**People Gotta Be Free
The Rascals**

All the world over, so easy to see
People everywhere just wanna be free
Listen, please listen, that's the way it should be
Peace in the valley, people got to be free
You should see what a lovely, lovely world this'd be
Everyone learns to live together
Seems to me such an easy, easy thing should be
Why can't you and me learn to love one another

Chorus:

*All the world over, so easy to see
People everywhere just wanna be free (wanna be free)
I can't understand it, so simple to me (it is)
People everywhere just got to be free*

If there's a man who is down and needs a helping hand
All it takes is you to understand and to pull him through
Seems to me we got to solve it individually
And I'll do unto you what you do to me

There'll be shoutin' from the mountains on out to sea (out to sea)
No two ways about it, people have to be free (they got to be free)
Ask me my opinion, my opinion will be (ah-ha)
It's a natural situation for a man to be free

Oh, what a feelin's just come over me
It's enough to move a mountain, make a blind man see
Everybody's dancin'
Peace in the valley, now they want to be free

See that train over there
Now that's the train of freedom
It's about to arrive any minute, now
You know, it's been long, long overdue
Look out 'cause it's comin' right on through

_____ proposal idea draft
 _____ thought process organizer

_____ solutions draft
 _____ proposal draft

_____ index cards
 _____ reflection draft

Score:	Exceeds Standard	Meets Standard	Approaches Standard	Below Standard
Project Elements	<ul style="list-style-type: none"> all elements included in proposal all elements adequately and thoughtfully addressed elements demonstrate exceptional level of thought elements demonstrate careful and thoughtful planning 	<ul style="list-style-type: none"> all elements included in proposal all/most elements adequately addressed elements demonstrate appropriate level of thought elements demonstrate appropriate level of planning 	<ul style="list-style-type: none"> some/most elements included some/most elements adequately addressed elements demonstrate some level of thought elements demonstrate some level of planning 	<ul style="list-style-type: none"> few elements included in proposal few elements addressed elements demonstrate little level of thought elements demonstrate little planning
Quality of Thought/Analysis	<ul style="list-style-type: none"> proposal demonstrates strong evidence of thought/insight proposal elements are well-organized and cohesive results section shows exceptional level of thought/insight conclusion section shows exceptional evidence of thought/insight thought/analysis present insightful, compelling new ideas 	<ul style="list-style-type: none"> proposal demonstrates consistent evidence of thought/insight proposal elements are consistently organized and cohesive results section shows consistent evidence of thought/insight conclusion section shows consistent evidence of thought/insight thought and analysis go below the surface and present new ideas 	<ul style="list-style-type: none"> proposal demonstrates some evidence of thought/insight proposal elements are sporadically organized and cohesive results section shows some evidence of thought/insight conclusion section shows some evidence of thought/insight thought and analysis are surface-level and present few new ideas 	<ul style="list-style-type: none"> proposal demonstrates little evidence of thought/insight proposal elements are poorly organized results show little evidence of thought/insight conclusion section shows little evidence of thought/insight little thought or analysis
Organization/Clarity	<ul style="list-style-type: none"> proposal shows strong evidence of logical thinking as it progresses elements of proposal are well-organized within sections and are well-linked throughout proposal steps and layout of plan show careful/thoughtful planning sections show sophisticated writing points are made in an insightful manner 	<ul style="list-style-type: none"> proposal shows evidence of logical thinking as it progresses elements of proposal show organization within sections steps and layout of plan show consistent evidence of thoughtful planning sections are clearly written points are consistently made in a concise, thoughtful manner. 	<ul style="list-style-type: none"> proposal shows some evidence of logical thinking as it progresses elements show some/weak organization within section steps and layout of plan show some evidence of planning sections show inconsistent writing points are made in a manner that shows some thought 	<ul style="list-style-type: none"> proposal shows little/no evidence of logical thinking elements are not organized well steps and layout of plan show little/no evidence of planning sections are poorly written points show little thought
Draft Process	<ul style="list-style-type: none"> all draft deadlines met drafts exceeded draft requirements, used effectively draft feedback was considered/implemented in judicious manner 	<ul style="list-style-type: none"> draft deadlines met consistently drafts consistently met draft requirements draft feedback was considered/implemented 	<ul style="list-style-type: none"> draft deadlines met sporadically drafts sometimes met draft requirements draft feedback not adequately considered 	<ul style="list-style-type: none"> draft deadlines not met drafts did not meet draft requirements draft feedback not considered/not given
Format/Mechanics	<ul style="list-style-type: none"> all formatting requirements met consistently spelling and grammar are practically flawless verb tenses are consistent/clear/appropriate throughout proposal 	<ul style="list-style-type: none"> most elements of the format followed spelling and grammar are solid and do not distract from writing verb tenses are mostly consistent and appropriate throughout proposal 	<ul style="list-style-type: none"> some elements of the formatting followed spelling and grammar mistakes distract from writing verb tenses are not consistent or appropriate throughout proposal 	<ul style="list-style-type: none"> few formatting elements followed spelling, grammar and verb tenses have serious flaws, distract from writing

Thought Process Organizer

Use this organizer to troubleshoot your ideas. Please fill in as many spaces as you can, as thoughtfully as you can. You should have a minimum of 3 proposed actions to work with.

Proposed Action:

Obstacle 1:

Solutions:

Obstacle 2:

Solutions:

Proposed Action:

Obstacle 1:

Solutions:

Obstacle 2:

Solutions:

Proposed Action:

Obstacle 1:

Solutions:

Obstacle 2:

Solutions:

Proposed Action:

Obstacle 1:

Solutions:

Obstacle 2:

Solutions:

Proposed Action:

Obstacle 1:

Solutions:

Obstacle 2:

Solutions:

Character Analysis: What's the Motivation?

Character	Action (from text)	(pg.)	Motivation (text-based interpretation)