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But Then It Got Real

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EDITORS' INTRODUCTION

Hammatt Kavaloski, a teacher at an alternative high school, attempts to increase students' engagement with schoolwork, improve students' perceptions of themselves, and positively impact academic achievement by implementing a service-learning project. Through interviews and observations, Hammatt Kavaloski captures her students' impressions as they prepare and implement lessons to teach sixth graders in a traditional middle school about Malcolm X. This study, an examination of the ways in which the teacher researcher uses reflective practice to develop and improve a curricular unit, provides readers with an example of the ways in which classroom inquiry can lead to sustainable change.

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FIRST QUARTER—THE EXPERIMENT

I walk around the room, astonished at the hum of energy and activity that radiates from the clusters of middle and high school students scattered throughout the space. I hear the two Shabazz High School students in each group discussing the life of Malcolm X. They use stories, photos, timelines, and games to reinforce the main points of their lesson. I see looks of curiosity and concentration, as well as shyness, on the faces of the two or three sixth graders in each small group.

These small discussion groups are part of a "service-learning" project that is integrated into the curriculum of our orientation class for new students at Shabazz. The "service" for these high school students is teaching sixth-grade students who share our building about Malcolm X. We hope that this service-learning project will not only inform these middle school students about our school's namesake but also help bridge the gap between these two different programs—a public alternative high school and a traditional middle school.

But more important, we introduced service learning as a pedagogical technique. This service-learning project is an experiment in trying innovative ways to get new Shabazz students interested in studying Malcolm X (Shabazz). My Classroom Action Research project begins with the question: **Does service learning enhance academic achievement?**

My joy and satisfaction come from the sounds and sights before me that Friday morning in late October. Malcolm Shabazz City High School students, many with years of academic frustration and failure behind them, are successfully teaching sixth graders about Malcolm X!

It is exciting to know that we may have found a way to bring relevance and vitality into an academic assignment that Shabazz students have historically met with resistance or nonparticipation. Today these students are reinforcing their learning through the service of teaching!

THE HISTORY OF OUR SCHOOL

Malcolm Shabazz City High School, a public alternative high school in Madison, Wisconsin, opened its doors in January 1971 for students who are not comfortable in their traditional high schools. A large proportion of the students have experienced harassment in their previous schools; many have significant academic or personal problems that interfere with their learning; and most are behind in credits before they come to Shabazz. The student body consists of a wide range of students who vary in academic skills, learning styles, race, disabilities, ethnicity, socioeconomic levels, and sexual orientation. At Shabazz, these students find a welcoming academic environment that promotes the values of nonharassment and community.

I am the school social worker and coordinator of service learning. Kate, an English teacher; Susan, our nurse and liaison with the middle school; and I team each quarter to teach the Shabazz Experience class. The purpose of this required orientation class is to introduce new students to the history and philosophy of Shabazz. As a final class project, we expect students to read *The Autobiography of Malcolm X*. Many years ago, the school's first class

of students named the school for this articulate, self-educated, powerful African American leader.

Although we thought that reading *The Autobiography of Malcolm X* was an important assignment, the three of us were continually frustrated by the lack of student enthusiasm and interest. Some quarters, many of the chapter assignments were not turned in. Most students were unwilling to do the necessary preparation outside of class to adequately lead a discussion when it was their turn to teach a chapter. Others did not come to school on the day their presentation was due. Because the student-taught units were interdependent, when students were absent or unprepared the staff had to fill in the missing information as background for the next student presentation.

The dilemma at the end of each quarter was how to award credit for the class. Should we give credit when students made a serious effort to get to school and complete 80 percent of the work, even if they didn't finish the Malcolm X assignment? Or should we withhold credit if the Malcolm X work was not completed because we see that as the culminating assignment of the class?

We had tried many things. We offered varied reading materials and writing assignments. We experimented with cooperative groups and peer teaching. We changed the emphasis to a research project on Malcolm X, with his autobiography being one of several resources that could be used. But something was lacking. Many students were still failing to complete this assignment.

One fall when Kate, Susan, and I met to plan the class, I suggested that we experiment with a service-learning component. I wondered what would happen if we asked our students to teach the life and times of Malcolm X to the sixth graders at Sherman Middle School after the Shabazz students completed their research. My research question was: **Can service learning enhance academic achievement?**

THE SERVICE-LEARNING PROJECT

These will be our academic expectations for this service-learning project.

1. Students must complete a research project about the life, work, and influence of Malcolm X.
2. Students must develop educational materials that demonstrate their knowledge of Malcolm X (essay, collage, timeline, game, and so on).
3. Students must use their educational materials to teach sixth graders about Malcolm X.

The new students are introduced to the concept of service learning by a group of students who have been at Shabazz for several semesters and have been involved in a variety of service-learning projects. These experienced students show a video, facilitate a discussion, and then share their own experiences.

Initially some of the new students express great anxiety about the expectation that they will teach sixth graders. To address these worries, Kate explains that the Sherman students will be divided into small groups. In addition, after students complete their individual projects, they will be grouped with other students with complementary personalities and learning styles. For example, a highly verbal student who has written an essay might team with a more visual learner who has created a timeline. Or a student who has created a board game about the stages of Malcolm X's life could team with a student who has made a colorful children's book.

After weeks of preparation, the day of our teaching experiment finally arrives! Small groups of high school and middle school students huddle together in small study circles in the sixth-grade classroom. Shabazz students who have created projects that necessitate using audiovisual equipment form circles in the library media center.

As I look around the classroom, I become aware of ways we can make this project better. A small number of the Shabazz students are not well prepared, which is evident as I watch them teach. In addition, these sixth-grade classes have some students who have great difficulty staying focused because of their special educational needs. This is a teaching challenge for which we did not prepare our students. I also wonder if the groups are too small. Most of the groups have two Shabazz students and two sixth graders, a ratio that seems uncomfortable for the younger students.

Despite these concerns, a sense of excitement and satisfaction predominates on that October morning. I remember how difficult it has been in the past to get new students involved in this assignment. Now, before me, is a testimonial to service learning as a means of increasing academic achievement. With only a few exceptions, these students have completed their research projects on Malcolm X, developed educational materials that demonstrate what they have learned, and are now using them to teach the life of Malcolm X to these sixth-grade students.

THE REFLECTION PROCESS

A central part of service learning is reflection. Reflection can take various forms, and it needs to permeate the service-learning experience. We have three reflection sessions for each service-learning project. During the first

reflection, we explore the methods that the students might use to demonstrate the knowledge they will acquire about Malcolm X. From the previous spring quarter, when Kate introduced Gardner's idea of "multiple intelligences," we gather a wide variety of sample projects created by the students in that previous Shabazz Experience class: collages, timelines, essays, children's books, and board games.

During the first reflection process, students are given time to analyze their own learning styles. They then brainstorm how they will use this information about themselves to approach the task of demonstrating their knowledge of Malcolm X. The educational materials that they create, after they complete their research, will be their teaching tools when the Shabazz students work with the sixth-grade classes. (See Appendix A.)

After the first reflection session, each student meets with one of the staff and completes a form that identifies the type of educational materials that he or she is planning to create. Although we are flexible about allowing the students to change media as their projects evolve, we feel that this early identification of project approaches is a good way to get students thinking about their learning and teaching strategies.

During the second reflection time, later in the quarter, the students have the opportunity to get feedback from their classmates about the project they have created. All the students present their projects on Malcolm X and demonstrate how they will use them as teaching tools with the sixth graders. Feedback is then solicited from other class members and the teachers.

Some typical suggestions include adding more information to a timeline, expanding a collage, or shortening an oral presentation. Questions about content help clarify what information students should be certain to include in their presentations. The teachers encourage the students to consider ways to make their presentations more interactive and participatory.

For the most part, feedback is extremely supportive. Students take delight in the creativity of their classmates. This trial run is a great way to bolster self-confidence and to finalize preparations for the actual teaching experience.

The third reflection session occurs after the teaching, when the students share their opinions and feelings about the experience. Because my colleagues and I have been experimenting with service learning this quarter, we are very interested in these students' reactions. We know that the academic expectations have been raised significantly from previous quarters. Not only are students expected to do a research project about Malcolm X, but they also are expected to create educational materials and then use them to teach sixth graders about Malcolm X.

I place felt-tipped pens, Play-Doh, and paper in the middle of our circle. I ask students to write, draw, or sculpt their answer to the question, "How do you feel about the teaching experience that you had on Friday?"

During the ensuing silence, reflective essays, vividly colored drawings, and sculpted figures emerge. We have learned from experience that providing a variety of ways to engage students in reflection increases the quality of the analyses.

STUDENT REFLECTIONS

Among those who feel negatively about this experience are five students who did not prepare well for their presentations. It is interesting that their reflections do not touch on their own lack of preparedness. Here are some of the comments:

Jake creates a skull with Play-Doh: "I made a little skull because all they cared about was the death. I sort of felt it was a waste of time. But thinking about myself in sixth grade, I was pretty messed up."

Amy holds up a drawing and says: "I drew a smiling face because it was fun. Our kids were kind of stupid because they just sat there and laughed. I just read the stuff to them. They made us feel stupid because we were trying to teach them stuff they were not interested in."

Another group of 10 students was well prepared but raise concerns about the relevance of the activity for sixth graders. Some of them had students who had difficulty concentrating. Others did not get sufficient feedback from the sixth graders to know if they understood the lesson. And still others of this group wonder if what they taught would be remembered. Here are some of their comments:

June, whose mother had told me that her daughter hadn't been so excited about a project since fifth grade, wrote about her difficulty in getting the sixth graders interested in her excellent presentation:

My feelings about our presentation to the sixth graders are mixed. Henry and myself had a lot of good ideas but the two kids weren't very interactive. I felt like we were on two different wavelengths and the kids weren't getting all the information. I was kind of disappointed.

At that point another student offered her support: "You can't blame them. They're in middle school."

The most negative comment came from an African American young man, who had worked very hard on this presentation.

I think it was dumb because the kids didn't want to be there and I didn't either. They didn't know who Malcolm X was... It was worthless for sixth graders. They didn't care. Seventh or eighth graders

would be better. A waste of our time and theirs. In sixth grade they don't really care about Malcolm X or learning things—just care about playing football or whatever. I'd rather spend the time in class writing about the project—that's how much a waste of time I thought it was.

However, the remaining 11 students who participated in this final reflection said that the service-learning experience was very positive. Here are three of their reflections:

Ben, a Latin American student who had come to live in the United States this fall, shared his written reflection.

I felt really good. I thought I was going to be nervous but I wasn't. I also thought that I wasn't going to be able to express my thoughts and what I wanted to say in English, so I really felt very good and comfortable. What really felt good was when they [sixth graders] said what they had learned. It was nice to see what they said because I saw that they really paid attention to what Dan and I were saying. I was glad that I was able to teach someone. I liked it very much. It was a good experience.

Jeff, who previously had been in a class for emotionally disturbed students, read his reflection:

The way I felt was kind of important because they didn't know that much about Malcolm X. And thanks to me and Jill they hopefully know more about him. I feel very good about opening up their minds a little bit to what Malcolm X went through in his life. And teaching them why Malcolm matters today.

Darrell, who felt he was "treated like cattle" in his previous high school, wrote perceptively about his teaching experience. Although we did not know it at the time, Darrell and his partner had the only emotional disturbed student in the class. The extremely withdrawn girl appeared frightened by the two Shabazz students who became her "teachers" in this activity. Darrell's comments capture for me the frustrations, challenges, and joys of being a teacher:

Teaching was, well, interesting. When I walked into the room, I thought it would be a breeze—we were prepared, excited, and confident. BUT THEN THINGS TURNED REAL! There weren't any desks for us to sit in, so we sat around a cluttered table. The student was basically terrified of us. (I don't even know her name

because she couldn't speak past a mumble.) As we talked, I realized we had no real way of knowing whether or not she was listening, whether or not she understood, or whether or not she cared. It was unnerving. But when we finished, and the [middle school] teacher asked for the kids to tell him what they learned, she raised her hand to make a comparison between Martin Luther King, Jr., and Malcolm X. It was extremely satisfying. Maybe I would like to be a teacher!

LESSONS LEARNED

As I reflect on this feedback, I am very pleased with these initial results. We seem to have broken through the resistance that the Malcolm X assignment had previously created for many students. Certainly the creativity, energy, and commitment to learning exhibited within this service-learning project surpassed any we had previously witnessed in this orientation class.

Despite the heightened academic expectations, there is an increase in the number of students who got credit for the class. Of the 42 students in Shabazz Experience during the first quarter, 34 received credit. (We always have a double class of new students in the first quarter to replace the students who have graduated, been dropped, or transferred in June.) Of the eight students who didn't get credit, four did not get credit because they did not meet our attendance requirement. So of the 42 students, only four did not get credit for academic reasons alone!

We are pleased to see that service learning seems to be increasing the academic achievement rate of our students. Despite the fact that we have intensified the academic expectations, more students are completing this final assignment. However, I realize that there are ways we can make this service-learning experience even more beneficial. We need to make certain that students are adequately prepared. Those who had not completed their presentations in time to share them with their peers during the second reflection session generally did not have their projects done later when the day came to teach.

We need to talk more about strategies for teaching students with special needs. Some of the sixth graders had learning needs that were extremely challenging for high school students. These students' inattentiveness and lack of responsiveness were a source of disappointment for some Shabazz students, who had worked hard on their presentations.

We also need to talk about the importance of the Shabazz students creating a supportive atmosphere before they begin teaching the sixth graders.

Many of our students didn't introduce themselves or ask the sixth graders for their names.

We need a higher proportion of middle school students to Shabazz students. The smaller groups appeared intimidating to some of the younger students.

We need to have a regular feedback mechanism that will show the Shabazz students how much the sixth graders understood of the lesson. Some of our students were left wondering if the sixth graders understood anything about their presentations.

But most important, our students need another experience with service learning before they teach the Malcolm X unit. When that is the only service-learning opportunity in the class, the Shabazz students cannot fully benefit from the final reflection session.

I want the students to have an opportunity to integrate their insights from the first teaching experience into their preparation for teaching the Malcolm X unit.

DEEPENING THE PRACTICE

Background Information

The biggest challenge this quarter is the Shabazz students themselves. As a staff, we are used to students who have become alienated from formal schooling, who have little confidence in their ability as learners, and/or who have personal issues that make it difficult to experience academic success. Generally, curiosity or desperation draws students to investigate Malcolm Shabazz City High School. These students come in for an interview and, if selected, usually are willing to give this alternative school a try.

But in the first week, three of the new students are dropped for lack of attendance, and one decides to stay at her previous school. The majority of the remaining students struggle to make it to school on a regular basis. Without a doubt, this is one of the least engaged groups of new students we have encountered in years.

However, I am determined to continue the service-learning dimension of the class. It will be interesting to see if the teaching responsibility will propel this group of students to achieve greater academic success. Since we have made a commitment to work with every sixth-grade class this year, we will be with a different sixth-grade teacher this quarter.

As Kate, Susan, and I review the lessons from the first quarter, we want to make certain that we integrate our suggestions into this new service-learning project. We definitely want the students in the Shabazz Experience class to have two service-learning experiences. The Shabazz students

will then have the chance to learn from their first teaching experience before they undertake the challenging assignment of teaching about Malcolm X. In addition, the sixth graders will have two opportunities to spend time with Shabazz students.

First Teaching Experience

To make this added teaching responsibility feasible in the time we have, Kate, Susan, and I want to have our students teach a topic that is already in the Shabazz Experience curriculum. Because developing conflict resolution skills is an important goal at both the middle school and Shabazz, we decide to experiment by having our students teach a session on "alternatives to violence."

As we did during the first quarter, we introduce the concept of service learning before we begin preparing the students for their first teaching experience. Instead of having other Shabazz students help with this presentation, we decide to use written handouts. Attendance is a problem, and handouts can be given later to any students who might be missing on the day we discuss service learning. We distribute and discuss the overall model of service learning. We feel that it is important that students understand the rationale and dimensions of the big picture of what they are doing.

Next we spend several days having students study various learning styles as well as analyzing their own. We have them brainstorm the teaching strategies that were the most effective for them when they were sixth graders.

Then the students study the Shabazz nonharassment policy. They also hear from older students about the importance of conflict resolution in our own educational community at Shabazz. At the end of the week, we ask our students to plan a presentation on alternatives to violence for the sixth graders. The high school students are to utilize the information from our previous conversations about learning styles and to create activities for teaching conflict resolution. The Shabazz students will have approximately 40 minutes to present alternatives to violence in a way that is understandable for the middle school students.

An initial reflective brainstorm is used to help students clarify the task and the various activities that they might use. We also talk about the importance of being well prepared so that the sixth graders stay interested. We then divide the students into pairs, again taking into account their variety of personal skills and learning styles. Each pair can design its own lesson plan for this topic.

We schedule a second reflection so that students can give feedback to their peers about the quality of the projects they have created. As before, we hope to provide the class with an opportunity for peer review before they

do the actual teaching. However, when the day for the second reflection arrives the students are either absent or have not completed their projects, so this opportunity for feedback is missed. True to our original observations about this class, they remain a challenge!

Because we had overlooked the special education needs of the sixth graders last quarter, Susan interviews the sixth-grade teacher with whom we will be working this quarter to gain insights into the learning needs of her students. Susan then offers this description of the sixth-grade class:

There are no children who should present discipline problems. However, there are four cognitively delayed students, who will be with their educational assistants. You may not be able to identify these students, except that they may look like they don't care.

This is helpful feedback because one of the biggest frustrations last time was that the Shabazz students did not know if the middle school students understood what was being said. We encourage our students to ask questions of the sixth graders throughout their presentations. That way the Shabazz students will know if they need to repeat information or present some ideas in another way.

We also remind the Shabazz students that it is important to create a comfortable and supportive atmosphere. We suggest that each group begin by having the members introduce themselves.

When the day comes, our original pairs have to be rearranged because several Shabazz students are absent. There are two groups with the original pairs of students and two newly formed groups with three Shabazz students. This time there are five or six sixth graders in each group, making it a less intimidating ratio for the younger students.

As before, after this teaching assignment, I ask the Shabazz students to reflect on their experience by writing, drawing, or sculpting their reactions.

Student Reflections

The tone of the reflections once again varies and largely depends on how well the Shabazz students prepared for their teaching. One team of three students whose presentation was didactic and uncreative complained about the students.

Amy, who said nothing during the presentation and looked as if she wanted to escape, holds up a white blob of Play-Doh and explains: "I made this because I thought it was boring and dull. Kids didn't listen very well. It was hard to get them to, except for one kid."

Mary shows her collage-like picture with faces and quotes from the students. "Ingrates" is written on the bottom of the paper. "The kid with

teeth," she says, pointing to one of the faces, "said that all this talk made him want to go out and fight."

At this point, we could ask these students to think about the relationship between the quality of their presentation and the sixth graders' lack of interest in the topic. However, Kate and I decide to postpone this discussion. Teaching these sixth graders involves extensive risk taking for most of our students. We want the reflection process to be a safe place to honestly express feelings about the experience. Later we will share our concerns as the Shabazz students plan for teaching about Malcolm X. It is important for our students to see the relationship between their being prepared for the teaching responsibility and the sixth graders' interest in the lesson.

Although the previous, small group of students was negative about the experience, the rest of the students were pleased.

Ellie's written reflection shows her satisfaction:

When I was working with the sixth graders, it made me feel very good because I knew that out of those six kids I was talking with, at least one or two of them will think about what we talked about. When they get into a problem they might think about what we talked about and how to avoid fighting . . . It just makes me feel good I did something good.

On the day of the teaching I found Paula, a Latin American student who had not attended school for more than a year, hiding in another room of our building. She had to be coaxed to go to the sixth-grade classroom with the other students. Since she had nothing prepared, I told her that for today I just wanted her to sit with one of the groups and listen. For her reflection, she creates a teacher made of Play-Doh. "We got through to those kids. They were sitting and listening. It wasn't as bad as I thought it would be."

After these reflections, we show the students the thank-you notes each of the sixth graders had written. They all express positive feelings about the Shabazz students. Our students acknowledge that the middle school students seem to look up to them.

Kate expresses how proud she is that, despite some frustrations, they all stayed "professional" during this first teaching experience. I share with the students my impressions that it appears to work best when they, as teachers, are well prepared, have interactive activities, and have a back-up activity in case they finish the lesson early.

Second Teaching Experience

As we anticipated, this group of students had a difficult time preparing for the Malcolm X teaching experience. In a preservice reflection, they

identify the approaches they might use to teach the information about Malcolm X, such as collages, essays, timelines, comic books, and puzzles. However, they have difficulty organizing their time and materials. As usual we give them time in class, but we also tell them that some of the preparations will have to be done as homework.

When the day for our "peer review" reflection arrives, many students, again, are not ready to share their projects and others are absent. Needless to say, as the day of our second teaching experience approaches, Kate, Susan, and I wonder if we are going to be able to follow through with our commitment to the sixth-grade teacher.

To our relief and surprise, as the teaching day nears, projects begin to appear. Several students are working frantically on their final touches until the moment we leave our classroom and go to the other side of the building. As we walk down the hallway, I look around and realize that our students are much better prepared than we could have imagined several days ago. Several of the extremely shy students insist that they will not say a word during the session but will offer their visuals to be used as teaching tools by the more verbal Shabazz students in their groups.

When we enter the room, the sixth-grade students seem happy to see us and call out: "The Shabazz students are back!" Since this is our second visit to this class, the transition into small groups is easier. Again, there are four groups with five or six middle school students and two or three students from Shabazz. The sixth graders are excited to see the materials that the Shabazz students have created for them.

Andrew, who said nothing last time and doesn't want to say anything now, carries his large, complex, and beautifully designed timeline and collage. He puts it in the middle of a circle of desks and tells the sixth graders to read it. Eagerly they huddle together—bodies balanced on the tops of their chairs, heads touching, with legs radiating out from the center like the spokes of a wheel. Several students begin reading different sections at the same time. At first Andrew looks bewildered. Amy, who was extremely uncomfortable last time, moves in closer and says a few things. When I suggest that the sixth graders take turns reading the collage out loud, Ellie, the third Shabazz student, easily moves into a leadership role and facilitates the discussion.

In another corner, Shabazz students Carrie, Jodie, and Mick have a group consisting of cognitively delayed and regular education students. Jodie and Mick do little talking, but Carrie, who 15 minutes earlier had been crying about a family crisis, rises to the occasion. Carrie is the only student who, after reading *The Autobiography of Malcolm X*, answered all the chapter questions for double credit. She obviously enjoys sharing her knowledge. Carrie had created a puzzle but it was not completely finished. Mick made a timeline but left it in his locker. Jodie, who also refuses to

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talk, holds up her enormous timeline, on which she has written the significant events in Malcolm X's life. Though Jodie and Mick are silent most of the time, they do get involved minimally.

Joan and Arnie sit in a circle on the floor. Joan has created an enormous timeline and collage using copies of photographs of Malcolm X, his family, Elijah Mohammed, and Dr. Martin Luther King, Jr. Joan talks about the life of Malcolm X, pointing to the photographs to illustrate her points.

In the fourth corner of the room, Annalisa talks to the sixth graders in her group, using a timeline created by Neal. Just moments before we left the classroom, Annalisa was frantically writing down important dates in Malcolm X's life. Her dual responsibilities as mother and high school student often make keeping up with assignments difficult. At the last moment, Annalisa asked if she could take some of the candy from my office. She had the idea of making her group's presentation into a quiz game, with candy as prizes for the right answers. Now she has the rapt attention of the students because they know the reward for remembering the facts. Later, squeals of glee are heard as Annalisa and Neal hand out the treats.

Because the Shabazz students from last quarter were so concerned about Malcolm X being too difficult a topic for sixth graders, I ask the sixth-grade teacher to spend a few minutes at the end of the session asking each group what they have learned about this man. To the delight and surprise of the Shabazz students, the sixth graders have little difficulty answering their teacher's questions about Malcolm X's life and work.

As we walk back to the Shabazz side of our building, it is obvious that these students are proud of what they have accomplished. Susan, Kate, and I look at each other—so are we! Again, service learning has pushed these students to meet our academic expectations. I seriously doubt that this group of students would have completed the Malcolm X assignment without this added service-learning responsibility. The Shabazz students felt accountable to the sixth graders and, for the most part, they wanted to do a good job. With these students, I doubt that a traditional research project or final examination would have resulted in their wanting to do this well.

Student Reflections

Here are two student comments from our third reflection. Amy, who had been so withdrawn during the first teaching experience, shares her insights: "Teaching about Malcolm was easier and it made me understand about his life better. I enjoyed it more than the 'resolving conflicts.' The children listened better." She then added, "I think they were interested and they did understand. I felt better than I did last time."

Joan holds up a Play-Doh model of a sixth grader's face, with mouth open. "They didn't seem too excited—either they were really tired or maybe I was tired and bored them. But I liked the kids." Then she said that having this as a service-learning project had helped her planning:

It does change how I went about the assignment. You have to think about what would grab their attention and make it interesting. It made it easier to keep in mind what I was supposed to do. With other papers or things I have to do, there's a big gap about what's expected or if the final product is right. With this, you know exactly what is expected.

THE LESSONS FROM OUR SECOND QUARTER

As I think about our experiences over the past nine weeks, I wonder how well we integrated our lessons from the first quarter into the second quarter's experience.

Although we stressed the importance of being well prepared, this group had more difficulty getting ready than the last group. However, when the day came for teaching about Malcolm X, *everyone* had a project.

It worked well to talk more about teaching strategies for students with special needs. Although for the most part this was an attentive group of sixth graders, the cognitively delayed students did present a challenge.

The ratio of two Shabazz students to five or six middle school students was much better. This was a much less intimidating atmosphere for the sixth graders and made the discussion easier for the high school students.

It was valuable for the sixth-grade teacher to ask her students questions at the end of the session. This feedback helped the Shabazz students know that they had been understood. It is interesting that this time there were no complaints from Shabazz students that the topic of Malcolm X was too difficult for sixth graders.

Having two teaching opportunities gave our students the chance to learn from their first teaching experiences. Feedback from the first post-teaching reflection was integrated into the preparations for the Malcolm X assignment. This made the second teaching experience more rewarding, both academically and personally.

Despite our reservations about the motivation and academic skills of this particular group of students, they far exceeded our original expectations. The majority of them met our increased academic expectations for this quarter, which were to: complete two research projects (the second far

more extensive than the first); create two sets of educational materials to demonstrate what they had learned; and teach sixth graders, incorporating their assessments of the first teaching experience into the planning and implementation of the second.

Of the 15 students who continued with the class after the first week, six did not get credit because they failed to meet the attendance requirement.

Despite the fact that this was an unusually challenging group to motivate, every student who attended regularly also completed the Malcolm X assignment. In the past, it was usually this final research project about Malcolm X that was not completed and thereby jeopardized students' getting credit in the class. The service-learning responsibility of teaching the sixth graders motivated these students to higher levels of academic accountability. Learning through teaching has enhanced their academic achievement!

However, as we plan for third quarter, we ask ourselves if there are still ways to improve this service-learning experience to foster even greater academic success. I feel that I need to develop a checklist for monitoring the various steps in implementing this service-learning class. We have found that it is important to follow certain sequential steps in our teaching to assist the students in meeting these higher academic expectations. In addition, Kate decides that next quarter, she would like to develop "rubrics" for the class so that students have clearer expectations about how they will be evaluated. Because rubrics were the focus of Kate's Classroom Action Research project two years ago, it is exciting to see our two research projects merge.

THIRD QUARTER: BECOMING MORE INTENTIONAL

Because of the success of our service-learning experiment during the first and second quarters, I am interested in identifying the sequence of teaching strategies that reinforce academic success in this service-learning class. Since this class now includes two service-learning experiences, the necessary steps in the preparation and reflection have become somewhat complex. I create a "service-learning checklist" for Kate, Susan, and me to follow (see Appendix B).

It is apparent during the first few days of the third quarter that this new group of students in the Shabazz Experience class is very different from the previous group. By comparison, these new students appear more motivated and excited about being at Shabazz. There is a positive, inquisitive energy as they gather each morning. Kate distributes the course expectations and the rubrics (see Appendix C) that she has created. Instead

of developing rubrics for the entire course, she has developed a set solely for the Malcolm X service-learning project.

In contrast to last quarter's students, who barely had their educational materials ready by the day they had to teach, this group of students begins working on the Malcolm X projects right away. With minimal prompting from us, some begin to do the necessary research and create their projects in their spare time. Students periodically ask if they can have time in class to work on their "Malcolm project." Since we see this project as their end-of-the-quarter assignment, we continue to follow our sequence and postpone this classroom planning time until later in the quarter. However, we distribute *The Autobiography of Malcolm X* and other materials to help students begin their independent research.

Preparation

As usual, Kate, Susan, and I use group-building activities with the Shabazz Experience students during the first week of the class. Since the students are new to Shabazz and may have negative feelings about their previous school experiences, it is important to build a sense of community from the beginning.

By the second week, we begin formal instruction about the definition, components, and steps of service learning. Initially this teaching is done by showing a video, holding group discussions, and distributing handouts. However, the most effective method is to have students who have already taken service-learning classes come in and talk about their experiences. For example, some students have taken an English class in which they did advocacy work for political prisoners through Amnesty International. Other Shabazz students built a greenhouse to expand the science program last spring. Two classrooms teamed up to create personalized children's books for kindergarten students as part of their Children's Literature or Graphic Art assignments. African Studies students created learning centers for younger children to learn about Africa. Social Studies students did service-learning projects in Mississippi and Appalachia. These stories intrigue and inform the Shabazz Experience students, many of whom have never heard of service learning.

Then we move to an exploration of "learning styles" and "multiple intelligences." Since many of our students have experienced academic frustration and failure in other settings, identifying their personal learning styles is an important strategy for taking responsibility for their own learning. Students are given a variety of inventories that they can use to decipher their own intellectual strengths and learning patterns. This information can then be used to help them approach future academic assignments.

The students are reminded of the attendance policy and academic expectations for this course. In order to receive credit, they must meet the attendance requirement. In addition, they must complete two research projects (one about "alternatives to violence" and the other about Malcolm X), create educational materials that demonstrate their knowledge of these topics, and use their educational materials to teach sixth graders.

Several weeks into the quarter, we begin preparing the Shabazz students to teach the "alternatives to violence" lesson to the sixth graders. Again we present information about the conflict cycle and have them analyze their personal responses to conflict. Then we study the school's nonharassment policy and have a student panel discuss why a harassment-free environment is important at Shabazz. The panel also explains that a student can be dropped from our program if he or she repeatedly violates the nonharassment policy.

First Teaching Experience

Kate, Susan, and I facilitate a discussion of conflict resolution strategies. After that, we have our first reflection. Again students brainstorm about possible ways to teach "alternatives to violence" to a small group of sixth graders. The students create two lists: one of points they might emphasize in their presentations and the other of media that might be effective for accommodating the sixth graders' various learning styles.

The second reflection is the "peer review." At first we thought it was adequate that the pairs of students simply give an overview of their activities. However, we have learned that we need to break the large group down into several subgroups so the students can actually practice their presentations. It is clear that we also need to develop rubrics for these "alternatives to violence" projects. These rubrics could then be used by the students to assess each other's work.

Before the actual teaching experience, students need to know if there are any special learning needs among the sixth graders. Whenever possible, we have the sixth-grade teacher come to our class to describe his or her students and to answer any questions from the Shabazz students.

For the third reflection (after the students have taught "alternatives to violence"), students use colored pens, pencils, or Play-Doh to share their reactions to the initial teaching experience. The question they are asked to respond to is: "What did I learn from this first teaching experience that will help me plan for the next one?" Here are two responses.

Vince, an African American boy who had previously dropped out of school, thoughtfully analyzes how he wants to improve his teaching:

I learned that I should give something more fun and active because they would be more into such activities than they were with ours. They were listening and answering questions, but I noticed that they were looking at George and Lenny's skit [in another group] and it caught a lot of their attention. I feel good because there were students listening to what I was saying and I got to teach them about harassment.

Mary easily recognizes one of the challenges of teaching:

I learned from the sixth graders' discussion that we needed to have planned more questions for discussions—or things to say. We had to just ramble on at the end. We are lucky that we didn't have a group that was not talkative. We would have died.

Kate and I record the feedback from this reflection and then incorporate it into the students' plans for teaching about Malcolm X.

Second Teaching Experience

As we prepare for our second service-learning project, we follow the pattern we had established earlier. The first reflection concerns the possible ways the Shabazz students can teach about Malcolm X. Again, we show the class previous projects. Then, using a form that Susan created, students identify what media they might want to use for their projects.

Kate develops step-by-step guidelines (see Appendix D) for creating the Malcolm X projects. Since the majority of our students this quarter learn more from reading printed materials than from hearing information, it is important that we give them written directions.

As before, final preparation includes the integration of student and teacher feedback from the first teaching experience. We learned that some of the sixth-grade students read at a first-grade level, so they had difficulty with some of the handouts that our students had created. These students will need to be paired with another sixth grader if there are worksheets again. In addition, the learning disabilities teacher suggested that the Shabazz students not sit together, but space themselves at intervals around the circle. This helps to keep the sixth graders more focused during the presentation.

The Shabazz students also acknowledge that the sixth graders were most interested in participatory and hands-on activities, as opposed to more didactic presentations. This is helpful information for planning their teaching strategies.

As the projects are completed, Kate forms pairs or trios to be teaching teams. As before, these groupings include a variety of learning and teaching styles.

The important addition in the third quarter is the introduction of the evaluative rubrics (see Appendix C) for assessing student achievement in three categories: their knowledge of Malcolm X, the quality of the project, and their teaching ability.

After the students' planning is completed, the rubrics are used during the second reflection. The students are divided into small groups, and the teaching teams practice their presentations with each other. After each presentation, their peers rate the team members using the evaluative rubrics. Experience has shown that, with some preparation, most students are honest in assessing each other and themselves. If anyone falls below the "achieved" level in any category, the student is encouraged to make the necessary improvements to reach the required standard. Credit will be given to students who reach an "achieved" level in all categories.

Again, the quarter ends with the students teaching the sixth graders about Malcolm X. This activity remains the culmination of our Shabazz Experience class. Many of the students in this class have been preparing for this day for six weeks or more. They have created beautifully designed posters, games, books, and timelines. On the day of the Malcolm X presentations, all the teaching teams participate. Kate, Susan, and I divide ourselves among the different groups so we can observe and assess the groups according to the rubrics for the assignment. To our delight, all but one pair of students reach the "achieved" levels! Many of the students even reach the "exceeded" level! Again, service learning has enhanced academic achievement!

I decide to change the final reflection question this time. I want to know how this group of students feels about service learning as a methodology. Therefore I create a scale for this third reflection. First I ask the students to rank service learning on a scale of 1 to 5, with 1 meaning "I don't like this style of learning," 5 meaning "I like this style of learning very much," and 3 meaning "I am neutral." I then ask the students to write, draw, or sculpt why they chose the numbers they did. Here are some of their responses:

Amy, a student who had had problems with truancy in her former school, spent hours creating an elaborate and interesting game about Malcolm's life.

I think, referring to the scale, service learning would be a 4 or 5. I think it's a great way to learn and teach, and everybody gets involved. The result is usually successful and beneficial, from what I know.

Jake clearly improved in his teaching skills from the first experience.

I liked teaching this group of kids. Everything went well; they were very attentive and asked lots of questions. They also retained the information well. They liked watching the video. I gave service learning a 5 because it helps the teachers [the Shabazz students] retain the info, and getting up in front of groups is good experience.

To my delight, all the African American students (six males) in the class rank service learning as a 5. Because I have seen their enthusiasm and commitment for this project, their responses do not surprise me. I wonder if service learning is a pedagogical strategy to reengage these students for whom American public education has been the least responsive!

Here are two responses from these students. Conrad writes:

I think service learning is the best thing that has happened to me since I've been in school. [My other] high school didn't take out time to see that people are different. They called it "learning disabilities," but here at Shabazz it means "learning differently."

Dan, who admits that in his previous school he attended only his weight training class, takes pride in his teaching responsibilities.

I like doing service learning because you don't just sit in class and take notes or read out of a book. It seems like it gives a reason for what you learn. Also, while I'm expanding my knowledge, I make something that will teach other kids too, whether it be a speech, presentation, or book. Also, I like doing presentations in front of a crowd. I am good at it.

The 16 students who participated in this reflection gave service learning an average ranking of 4.5. To me this is a remarkable rating when you consider that we are asking students, many of whom had previously felt extremely alienated from formal schooling, to become "teachers" of younger students within the first quarter of their being at Shabazz.

The ability of these new students to get credit in this first hour class continues to be hampered by attendance and tardiness problems. Out of 22 students, two young women eventually dropped out of school. Of the 20 remaining, 12 received credit for the class; three received "in progress" and complete missing assignments later; and five did not get credit. However, four of these five did not meet our attendance policy.

Only one student who met our attendance policy did not get credit for the class this quarter. A bright and capable young man, he thought he could "wing it" when he did his service-learning projects. His preparation and teaching were not at the "achieved" level on our evaluative rubrics, and so he did not receive credit despite having good attendance.

THE LESSONS FROM THIRD QUARTER

Again I reflect on the lessons we have learned from this quarter.

The service-learning checklist helps staff members keep track of the steps in this form of teaching. We have found that it is important to follow these sequential steps in order to empower students to achieve the higher academic expectations of this service-learning class.

The evaluative rubrics provide students with the standards by which they will be evaluated. In addition, these rubrics help with peer review and with the teachers' evaluation of the service-learning projects.

We seem to have developed a style of teaching and learning that meets the needs of a wide range of students. (The students gave this form of learning an average score of 4.5 on a 5-point scale, with 5 meaning "I like this form of learning very much.") I am especially interested in the response of the six African American males, who all give service learning the highest rating of 5.0.

SUMMARY

The year began with a service-learning experiment in the Shabazz Experience class. For some time, the three teachers in the class had been concerned about the large number of students who do not get credit in this orientation class. Aside from attendance concerns, many students did not complete their Malcolm X assignments. Because the Malcolm X project was the culminating project for the class, it weighted heavily in the students' final evaluation. Since this class is designed to be an introduction to Shabazz, we wanted it to be a successful experience for as many students as possible. But at the same time we did not want to compromise our academic standards.

For the first quarter, we initiated a service project in which the students taught what they had learned about Malcolm X to the sixth graders who share our building. We immediately saw an increase in motivation and preparation with this service responsibility. After that experience, however, we realized that we needed to add another teaching opportunity, so that students would be able to benefit from their reflections after their first teaching experience.

For the second and third quarters, we added the responsibility of teaching "alternatives to violence" midway through the quarter. We also integrated more reflection time, information about teaching strategies, and rubrics for evaluating the projects.

The two service-learning projects that were integrated into the Shabazz Experience class added a new relevance and importance to the academic work. Service learning met the needs of students with a wide variety of learning styles and cultural backgrounds. It helped students further develop their research, planning, assessment, and communication skills. Through this teaching and learning experience, all our students have had the opportunity to assume leadership roles. Students who have greatly disliked school now experience the frustrations, challenges, and joys of being teachers themselves.

My Classroom Action Research question was: "Can service learning enhance academic achievement?" Overall I am very excited by the change that I have witnessed this year. Of the students who met our attendance requirements, only five did not complete the Malcolm X project and therefore did not receive credit. (The other students who didn't receive credit simply did not attend school enough to meet our minimal attendance requirement.) Even though we have significantly increased our academic expectations for the Shabazz Experience class this year, service learning has made it possible for the vast majority of our students to receive academic credit. Learning by teaching has made the difference!

Malcolm Shabazz (X) once said, "Education is our passport to the future, for tomorrow belongs to the people who prepare for it today." I think our project would please him!

EPILOGUE

All educators are confronted with the challenges of meeting the diverse academic needs of their students. In the alternative high school where I worked, for 23 years, most students have a long history of academic failure and disillusionment with formal education. Many are victims of racism, homophobia, family and personal problems, boredom, and/or poor lifestyle choices. The ultimate goal of Malcolm Shabazz City High School is to reengage these students so that they eventually graduate from high school.

Two important goals of the Shabazz Experience class were to establish good study habits in the students as well as to build their confidence by helping them to successfully complete academic tasks. But I was not certain what pedagogical strategy would be most effective in promoting academic achievement within this alienated and often marginalized population.

I was curious to see if service learning could add meaning and relevance to the students' classroom work. In short, I wondered if service learning could enhance the academic achievement of our students.

I brought these questions to my Classroom Action Research (CAR) experience. As I participated in the yearlong group discussions and planning, I realized that the greatest gift of CAR is the fostering of reflection and mindfulness. Through a continual process of individual reflection and discussions with my teaching colleagues and the members of my CAR group, I became more aware of what was happening in my classroom. I also became more intentional about the curricular choices I was making.

As a result of my participation in CAR, I conscientiously observed the students and collected data on how they responded to the variety of modifications that we initiated. I was fortunate to work with a talented team of educators who, like myself, were interested in questions of equity. Since the Shabazz Experience class lasted only nine weeks, I had the opportunity to study three different groups of students. I wanted a pedagogical approach that not only promoted equity but also did not become less effective when student groups varied in academic skills and motivation. CAR was the constant prism through which I observed multiple teaching strategies and various levels of student engagement. My research kept me focused on the goal of finding equity in academic achievement through the introduction of service learning into an existing curriculum.

Because our professional lives are so busy, it is difficult to take the time to be reflective and mindful about our educational practices. CAR was of paramount importance for me in sorting out the many variables to be considered when addressing equity issues. I was grateful that the Madison Metropolitan School District had the foresight to realize that educators need time and support to continually improve their teaching. Educators involved in CAR were given a half day a month to meet together. At each meeting, participants not only shared their latest findings with the group but also acted as "critical friends" in reviewing the research of others. In the spring, educators had the opportunity to take time from their teaching to write their final reports. The professional challenge of conscientiously addressing equity deserves that level of organizational support!

My CAR findings helped validate and legitimize service learning as a pedagogical tool that enhances academic achievement for our diverse student body. With that information and our shared commitment to equity, I encouraged more teachers in our building to integrate service learning into their teaching. Within a few years, service learning permeated the curricula. There were service projects in English, social studies, science, physical education, computer science, and Spanish courses. Many of the projects involved Shabazz students teaching younger students about what they had learned, as the students were doing in the Shabazz Experience

class. But other new service-learning projects include students performing a play about the assassination of Harvey Milk and then facilitating talk-back sessions with students from other high schools; interviewing African American elders and writing their personal stories to share with the wider community; rebuilding computers for distribution to low-income families; playing recreational games with developmentally delayed students; assessing local businesses for wheelchair accessibility; and developing a K–12 curriculum to teach the history of Mound Bayou, Mississippi, one of the few remaining historic Black townships.

Because of our award-winning service-learning program, Shabazz students experience the opportunity to work with a wide variety of students and staff throughout our school district; to give many presentations for university students majoring in education; to do workshops at local and national conferences; and to team with a wide range of community agencies. My data on the number of people served by Shabazz students within the first 10 years reached well into the tens of thousands. The service-learning program not only continued to enhance academic achievement, but it also changed the public image of our school. The Shabazz service-learning program became so successful that it won local, state, and national recognition. Shabazz was recognized as a National Service-Learning Leader School in 1999 and as a National School of Character in 2002. In 2004, I was named the Service-Learning Practitioner of the Year by the Corporation for National Service.

I am no longer working at Shabazz, but my CAR project continues to shape my practice. After retirement, I took a part-time job coordinating a mentoring project for “initial educators” in the Madison Metropolitan School District. The purpose of this project is to provide every new educator with a mentor (a retired teacher) who will help foster reflection and mindfulness about educational practices. Needless to say, educators who have been involved in CAR are very comfortable in this mentoring role. From their experiences with CAR, they understand the importance of reflection in their professional work. They are comfortable posing questions and exploring alternatives with their mentees. These experienced teachers know the importance of providing support and encouragement as initial educators explore their own issues of professional development.

Equity remains a prism through which I view this new responsibility. I am convinced that the academic achievement gap among ethnic and racial groups does not have to exist. It is the ethical and professional responsibility of educators to explore pedagogical strategies that enhance academic achievement for *all* students. The mentors assist new teachers in pursuing that goal. Through this mentoring project, with its emphasis on reflection and equity, we are striving to improve public education, one teacher at a time!

<i>What you need to know about Malcolm X</i>	<i>Where you can get the information</i>	<i>How you might demonstrate your knowledge</i>
1. The basic biographical data and the important details of his life and times.	<p><i>The Autobiography of Malcolm X</i>, especially chapters 1, 3, 10, 13, 17.</p> <p>Watch part of the video <i>The Life and Death of Malcolm X</i>.</p> <p>Interview someone who has read the <i>Autobiography</i> (make sure they know what they're talking about, though!).</p> <p>Read one of the easier biographies in the library.</p> <p>Form a group and divide the chapters of the autobiography; share the information with the rest of the group.</p> <p>Read the entire autobiography. Double credit.</p>	<p>Construct a timeline of important dates and events.</p> <p>Write a summary biography.</p> <p>Enact a scene or scenes from his life.</p> <p>Create and perform a rap or ballad about Malcolm's life.</p> <p>Rewrite Malcolm's biography for middle school or younger students.</p> <p>Create an illustrated biography (comic book format).</p> <p>Tell Malcolm's life story orally (to staff, friends, parents).</p> <p>Write/perform a play based on his life.</p>
2. The stages of his life.	Same sources as above, plus magazine articles available in the classroom.	<p>Create a chart or timeline or diagram.</p> <p>Make a collage or mural depicting the stages of Malcolm's life.</p> <p>Write a quest/hero tale, taking him through the stages (requires some knowledge of archetypal myths).</p>
3. Malcolm's beliefs.	<p>Same sources as above, including newspaper and magazine articles available in class</p> <p>Film: <i>Malcolm X Speaks</i></p>	<p>Write and deliver a monologue that includes a variety of Malcolm's ideas.</p> <p>Create an oral interpretation of one of Malcolm's speeches—or parts of several.</p> <p>Make a collage.</p>

APPENDIX B

Distribution and discussion of "Course Expectations" and "Rubrics"

Mystery Game - with brainstorm about "Important Components of an Effective Collaborative Project" (i.e., communication, cooperation, respect, participation, clear understanding)

Introduce Malcolm X Assignment Sheet

Training in Service Learning - using video, student panel, or handouts

Exploration of Learning Styles - theirs and sixth-grade students'

Study of Conflict Resolution Techniques - using handouts, student panel, activities

Reflection I - possible ways to teach "Alternatives to Violence," keeping in mind the variety of learning styles among sixth graders

Project Preparation in Pairs

Reflection II - Peer Review of conflict resolution projects

Preparation to Teach - (i.e., reminders about introducing group members, review of teaching strategies and introduction to the class by Sherman teacher)

TEACH "Alternative to Violence"

Reflection III - process first teaching experience

Re-introduce Malcolm X Assignment Sheet

Reflection I - possible ways to teach "Malcolm X"

Individual Project Preparation

Reflection II - Self Assessment using Rubrics and Peer Review of Malcolm X Projects

Review "What we learned from past teaching experiences"

(Encourage Shabazz students to nurture curiosity by asking questions: Have you ever wondered why our school is called "Shabazz"? Do you know why I find Malcolm X an interesting man?)

TEACH "Malcolm X"

Reflection III - process second teaching experience

APPENDIX C

The Malcolm X project—learning about and teaching the life and times of El-hajj Malik el Shabazz (Malcolm X)—is the major project for this class. We want you to do your best possible work on it. You have many choices of how to learn and how to present the information; pay attention to your own best learning styles. No matter what form your presentation may take, these are the things we will be looking at as we assess the quality of your work.

I. KNOWLEDGE OF MALCOLM X

Exceeded expectations: You went beyond the resources available in the classroom or LMC, finding more information than was readily available. You showed great initiative and research abilities.

Achieved expectations: You knew the important facts about Malcolm's life, times, and beliefs. You understood and were able to clearly relate this information.

Developing knowledge: You knew some of the important information, but not as much as we expected. Or you had some misinformation about important details/events/beliefs.

Emerging knowledge: You know a few things but not enough to satisfy this assignment.

II. PROJECT

Exceeded expectations: You did an exceptional job! Your approach was unique; the presentation was very creative and carefully done. Very high quality work. People will learn a lot and respond to this project.

Achieved expectations: Your project was carefully planned and executed; you used your skills to the best of your ability. From this project, people will be able to understand the basics of Malcolm's life, times, and beliefs.

Developing knowledge: You made an attempt at a project, but it was not done as fully or as well as it could have been. Your effort isn't in line with your skills.

Emerging knowledge: You started a project.

III. TEACHING SIXTH GRADERS

Exceeded expectations: You are a natural teacher! Your presentation was extremely well organized, clearly presented, and planned around the learning styles of sixth graders. You had a variety of approaches and anticipated questions or problems ahead of time.

Achieved expectations: You presented your information clearly, with some variety of methods and enough confidence to hold the interest of your listeners. They learned something through your presentation.

Developing knowledge: Though you made an effort, you were not clear enough or organized enough to hold the interest of the students. Materials were not made well enough (or not used well enough) for your purpose.

Emerging knowledge: You showed up, but you took very little part in the teaching.

TIMELINES	
Introduction to service learning	Monday, Feb. 10
Overview of learning styles	Tu–Thurs, Feb. 11–13
Nonharassment policy	Friday, Feb. 14
Teaching conflict resolution: planning	Mon–Tu, Feb. 17–18
Peer Review of plans	Thurs, Feb. 20
Teach 6th graders	Friday, Feb. 21
Work on Malcolm X projects	Feb. 10–March 7
Plan teaching; finish projects	March 10–12
Peer review	March 12–13
Teach 6th graders about Malcolm	Friday, March 14

APPENDIX D

As a group, you are overwhelmingly visual in your learning styles; the great majority have *auditory* as your least accessible mode. This sheet is intended to give you some directions for getting started on your Malcolm X project, along with some ideas for making the best use of your learning strengths.

Monday, February 17–Sunday, February 23

If you haven't already begun, find the resources that will best help you learn about Malcolm. Read, view, or listen—and get down the information in a form that will be most useful to you.

RESOURCES:

Rent the film *Malcolm X*—maybe several of you could get together to watch it (it's three hours long, so you'll need an evening or a weekend). If you need money for the rental, let us know.

Read chapters 1, 3, 7, 10, 13, and 17 in *The Autobiography of Malcolm X* (you won't be able to read the entire book in one week, unless you're an exceptional reader).

—ALTERNATIVE: Get together with several other students and divide the chapters, then share the information with each other.

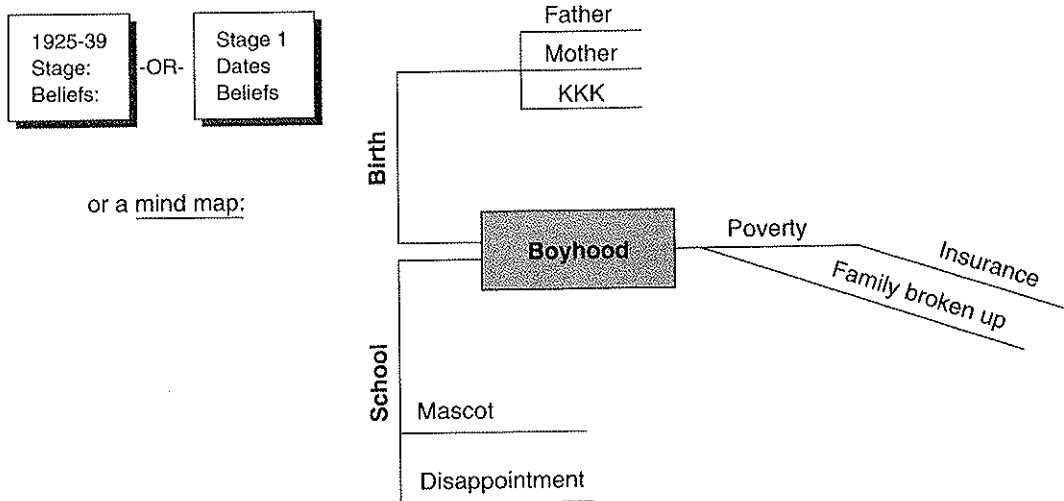
Find information on the Internet: get addresses from Dave Odenweller’s poster (in the classroom).

TAKING NOTES:

If you have enough time and good organizational skills, you might make a rough timeline and fill in information as you read. A *double-entry form* can also work well:

Early life, 1925–1939	What happened, in your own words
1939–1946	

Or you might use organizing blocks:



TIMELINES:

By Sunday, February 23
By Monday, February 24

February 25–February 28

March 1–March 7
March 10–12

Finish collecting information
Decide on how you’re going to present
what you’ve learned
Rough drafts, planning, first steps on
project
Final drafts, polishing of projects
Present your project to the class

SAMPLE WORK PLANS:

Mon., 2/17	Read Chapter 1 Double-entry notes	Wed., 2/19	Watch <i>Malcolm X</i> (no school that day) Depending on learning style, take notes as you watch or write down the main parts after watching. Write down questions, too, that still need to be answered or made more clear.
Tues., 2/18	Read Chapter 3 Double-entry notes	Fri., 2/21	Get answers to questions
Wed., 2/19	Read Chapters 7 & 10 Double-entry notes	Sun., 2/23	Because the film is done in flashback, you'll need to reorganize your notes. The stages & beliefs will be clearer than the dates.
Sat., 2/22	Read Chapters 13 & 17 Double-entry notes		
Sun., 2/23	Read over notes and make a list of Malcolm's stages and beliefs in a three-column format.		
Mon., 2/24	Decide on project format: visual & written	Mon., 2/24	Decide on project format: visual & oral
Tues., 2/25	Thesis & plan for paper	Tues., 2/25	Start looking for poems or speeches by or about Malcolm
2/26-3/2	Rough draft of paper	Thurs., 2/27	Decide on three pieces
3/3-3/5	Work on poster	Fri., 2/28 (no school):	Work on painting.
3/6-3/8	Final draft of paper	3/1-3/7	Divide time between painting and practicing oral interpretation.

You will have some class time to work on these projects: probably 3-4 periods during the weeks of February 24 and March 3. You also have two days without school—February 19 and February 28—as well as week-ends to do some major blocks of work. If you encounter difficulties, make sure you ask for help as soon as possible . . . don't put it off!

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