

Opportunity Outside the Classroom

Proposal

Cycle and Theme: The theme during third quarter is growth. This quarter, the novel we read is *To Kill a Mockingbird*, a great work of literature that reflects both the desire for some to grow in compassion and wisdom while others remain stilted in ignorance and bigotry. Clark teachers want to support the decision to grow while acknowledging its challenges. **The film *Just Mercy* (based on the book by Bryan Stevenson) is showing in nearby theaters, and the opportunity to take students would be a way to honor how difficult growth can be, yet how important it is that we persist in our growth.**

In the past, study of *To Kill a Mockingbird* has felt more academic than realistic, especially because the African American voices in the novel are muted through the narration of a Southern white woman, however well meaning. In the past, approaches to teaching the novel have focused on the vocabulary, setting, characterization, and basics of literary devices, especially because during the third quarter, the district pushes students to prepare for the AIR test and other standardized assessments. I would like to push back on this focus because I think the content of the novel is too important and too applicable to today's struggles with injustice to teach text merely as an academic endeavor.

Objectives/Standards: The purpose of seeing *Just Mercy* is to help students draw real world connections to the novel, *To Kill a Mockingbird*, and to include African American voices and perspectives in the teaching of the novel.

Reading Literature: Key Ideas and Details:

CCSS.ELA-LITERACY.RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

Reading Literature: Integration of Knowledge and Ideas:

CCSS.ELA-LITERACY.RL.9-10.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).

Needs of the Adolescent: This will allow students to explore deeper meaning and purpose in studying *To Kill a Mockingbird*. The students will be able to see the topic as meaningful, relevant, and connected to their own lives.

Work: Below there is a narrative list of the work that the students will be doing.

TED Talk	Before we go, students will receive a brief introduction to the film through on a TED Talk by Bryan Stevenson: https://www.ted.com/talks/bryan_stevenson_we_need_to_talk_about_an_injustice?language=en <ul style="list-style-type: none">They will generate seminar questions through a brainstorming session before going to see the film.
Silent Privilege Walk (Private Version)	Teacher will read aloud privilege walk activity after students watch a video on other teens taking a privilege walk. Students will silently move a game piece around a handout grid, showing where they would move in response to the questions. At the end of the activity, students may share where they ended up on the grid on a large-scale grid, hanging from the classroom wall.
Seminar	The teacher will add to the generated list of questions students wrote before the film. <ul style="list-style-type: none">Students will seminar for at least an hour and a half after the film, making connections to the novel, their own lives, and the outside world whenever possible.This will be graded through a seminar rubric:

	<ul style="list-style-type: none"> ○ 10 points for listening ○ 10 points for preparation ○ 10 points for speaking
Letter Essay Reflection	After the film, the seminar, and the privilege walk, students will write letters to Stevenson about their reactions to the film and their own experiences with injustice.
Justice Proposal	Students will come up with their own Justice Proposal, choosing an injustice in their world and developing a proposal to right that wrong.

Assessment:

- Seminar
- Letter Essay Reflection--Graded informal essay
- Justice Proposal

Contact Information:

Oakley Station, Cinemark
Theaters

3025 Disney St.
Cincinnati, OH 45209

(513) 351-2381

Logistics:

Possible Dates: February 18 or February 28

Arrange for buses. Arrive at 8:30 AM. Leave at 10:30 PM. School field trips for 50+ students possible before 10:00 AM

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- Available weekdays prior to a theatre opening for regular business -- before 10:00 a.m. -- with restrictions on holidays and blockbuster film release dates.
 - You choose the event date! At least 10 business days advance notice required.
 - Minimum purchase of 50 guests with a ticket required for each student, teacher, chaperone, and bus driver.
 - Movie must be current release and rated G, PG or PG13.
 - Pricing varies by location. RealD, 3D, XD, Xtreme and Escape are an added premium per ticket.
 - Field Trips require purchase of (1) admission ticket and (1) Concession Snack Pack or Combo per person
 - Concession Snack Packs and Combos offered at a discount.*
 - Field Trip showings are closed to the public. Various school groups may share an auditorium.
 - Final headcount and payment is due at least five business days prior to your event. Cinemark accepts credit card and e-check payments



FIELD TRIP PERMISSION TO PARTICIPATE FORM

(For use in ALL Field Trips – Local, Outside of City Limits and International Travel)

School Name: Clark Montessori

Date: _____

Administrator/Teacher in Charge: _____

Room Number/Grade: 9/10

Office/Mobile Numbers: School office 363-7100

DESTINATION: _____

Student Name: _____ **Date of Birth:** _____

1. Site to be visited and the location: _____
2. Date(s) of field trip: _____ Departure Time: 8:30 am Return Time: 10:30 pm
3. Purpose of Trip: Oakley Cinemark film viewing
4. Student Activities: Just Mercy
5. Mode of Transportation: yellow bus
6. Students must be able to: handle the sensory demands of a big-screen movie; contextualize and regard the "N" word with maturity; and handle brief scene with an electric chair shown in a reflection

(Describe above any special requirements necessary for the trip ex: ability to swim)

Additional items:

Packed Lunch: ☐ yes ☒ no

Cost/Fee for Field Trip: \$10 (submit cash no later than 2/1)

Chaperones for Field Trip: none needed yes, I am interested in being a chaperone

(Review attached document from CPS Office of Safety & Security District Form 8475-1F1 for required background checks for Chaperones.)

Expectations and Instructions: The student and I understand the following:

1. To follow instructions given by Administrator/Teacher in Charge.
2. Not to leave or separate from the group without appropriate authorization from Administrator/Teacher in Charge.
3. Comply with all laws and ordinances, including but not limited to those pertaining to prohibiting the possession of drugs and/or alcohol. POSSESSION AND/OR USE OF DRUGS AND/OR ALCOHOL IS ABSOLUTELY PROHIBITED.
4. Follow all board policies, the District's Code of Conduct, school rules, and regulations at all times.
5. Follow the customary standards of good citizenship, good decorum, and common courtesy.

If any of the above expectations or instructions are violated, the student's participation may be immediately terminated, a parent/guardian contacted to retrieve the student, and disciplinary action imposed.

Signature of Parent/Guardian

Signature of Student

Date

Date

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FIELD TRIP PERMISSION TO PARTICIPATE FORM

(For use in ALL Field Trips – Local, Outside of City Limits and International Travel)

Is your child disabled and/or require any special accommodations? ☐ yes ☐ no

If yes, please specify: _____



Does your child have a medical condition where medication may be needed while on the field trip, such as an inhaler, etc.? ____ yes ____ no

If yes, please specify: _____

EMERGENCY CONTACTS:

Mother/Guardian: _____ **Home/Mobile Numbers:** _____

Father: _____ **Home/Mobile Numbers:** _____

Address: _____

Name of Insurance Company:

Group/ID Number: _____ **Phone Number:** _____

Other Emergency Contacts:

Name: _____ **Home/Mobile Numbers:** _____

Name: _____ **Home/Mobile Numbers:** _____

In the event reasonable attempts to contact me have been unsuccessful, I hereby give my consent for emergency medical treatment of my child due to illness or injury by a licensed physician or dentist; and the transfer of the child to any hospital reasonably accessible.

This authorization does not cover major surgery unless the medical opinion of a licensed physician or dentist, concurring in the necessity for such surgery, is obtained prior to the performance of such surgery.

Facts concerning the child's medical history, including allergies, medications being taken, and any physical impairments to which a physician should be alerted: _____

I release and waive, and further agree to indemnify, hold harmless the Board of Education, the individual members, agents, employees and representatives thereof, as well as trip administrator/teacher in charge, from and against, any claim which I, any other parent or guardian, any sibling, the student or any other person may have or claim to have, known or unknown, directly or indirectly, for any losses, damages or injuries arising out of, during, or in connection with the student's participation in the trip and related activities or the rendering of emergency medical treatment, if any.

Signature of Parent/Guardian

Date