INDEX

A
Aaliyah (student), 45, 47
Acadiana Writing Project (Louisiana), 4
Accountability issue, 85, 103–104
“Action” Social Action stage, 92
Activities: But Why?, 127–132; Changing
Your Mind, 134–135; Codes, 132–133;
Community Vocabulary, 115–116; Devising the Vision, 102, 117–118; Force
Field Analysis, 22, 144–146; Four
Faces, 22, 124–126; Hot Seat, 75; How We Behave in Groups, 119–120; Ideal Specimen, 142–143; Messages, 153–154; Metro Map, 111–112; Movie Poster, 21–22, 60, 121–123; Naming the Group, 113–114; Now/Soon/Later, 149–150; Sacred Writing, 58–59;
Sculpts, 136–137; The Swimming Pool, 151–152; SWOT, 140–141; The Three C’s, 138–139; The Treasure I See, 74–75; “Who Am I” poem, 60–61;
Worst Nightmare, 147–148. See also Social Action methods
African Americans: John Philip Sousa Middle School’s history and, 67–70; “separate but equal” education and, 68–69

Alcorn State Writing Project (Mississippi), 4
Ameri-Corps volunteers, 26
Angel Soft Angels in the Classroom Award, 28
Astarte (student), 32, 36, 38
Autonomous Learner Model, 23

B
Baltimore Community Foundation, 28
Bay Area Writing Project (UC Berkeley), 3
Berdan, K., 3, 29, 31, 84, 85
Bloom’s Taxonomy thinking skills, 24
Bolling, S., Jr., 68, 69, 70, 72
Bolling v. Sharpe, 68, 71
Borinquen Writing Project (Puerto Rico), 4
Boulton, I., 3, 6, 87, 97
Brainstorming: to create student projects, 23; on library checkout policies, 11–14; on playground problems and solutions, 14–17; on student dance cancellation problem, 63–66
Brown v. Board of Education, 68
Bunch, C. E., 63, 84
Community: identity, method, and purpose stages of building, 100–102; Social Action responsibilities by, 93ff; Youth Dreamers’ collaboration with, 28–29
Community Action elective course, 25, 31–35. See also Youth Dreamers (Baltimore)
Community Vocabulary activity, 115–116
Creative Writing Workshop: facilitating democratic classroom in, 59–60; Movie Poster activity, 60; Sacred Writing activity of, 58–59; Social Action to restructure the, 57–59, 60–61; “Who Am I” poem activity, 60–61
Creech, S., 15
Crippen, S., 25
Critics of Society course: collaborative student article written on, 53–56; described, 51; introduction of Social Action to, 51–53. See also Sparks High School (Nevada)
CSA (Centre for Social Action) [UK], 2–4, 31, 33, 43, 87
Curriculum: Creative Writing Workshop, 57–61; Critics of Society, 52–56; literacy education, 1–4; Social Action applications to specific types of, 39–41, 84. See also Teaching
D
Davis, E. A., 67, 82, 83
DeKalb County landfill issues, 45–49
DeKalb County recycling issue, 47
DeKalb Neighborhoods Coalition, 48
Desegregation (school), 67–68
Devising the Vision activity, 102, 117–118
District of Columbia: barriers to civic engagement in, 71; John Philip Sousa Middle School of, 67–72; Shaw Junior High School, 70
Domonique (student), 39
“Dong Social Action in the Writing Project” (NWP Annual Meeting, 2002), 4

E
Educational social change. See Social change
Eidman-Aadahl, E., 3
Empowerment. See Student empowerment
English Language Arts: Critics of Society experiences with, 51–56; Social Action applications to curriculum of, 39–40
Etapas en el Proceso de Acción Social, 77

F
Farias, L., 51, 53, 83
Fine, Fine School, A (Creech), 15
Fleming, J., 3, 6, 87, 97
Folkers, M., 57, 83
Force Field Analysis activity, 22, 22–23, 144–146
“How” Social Action stage, 52, 91
How We Behave in Groups activity, 119–120
Huitt, W., 24

I
Ideal Specimen activity, 142–143
Illich, I., 102
Individualized Education Plans, 24
InLand: A Journal for Teachers of English Language Arts, 53

J
James (student), 45
John Philip Sousa Middle School (District of Columbia): background information on, 67–68; collaborators used to study, 69–70; making the case to save, 70–71; researching civil rights movement and role of, 68–70; student role in redesigning of, 71–72; victory of saving, 72; Washington Post article on early desegregation of, 67–68

K
Kaczmarek, J., 28
Kiara (student), 46
King, M. L., Jr., 53
Landfill issue (South DeKalb County), 45–49
LaTanya (student). See Obijiofor, C. “La Tanya”
Laub, P., 11, 83
Lawson, C., 25
“Letter from the Birmingham Jail” (King, Jr.), 53
Library checkout policy problem, 11–14
Literacy education: “the New Literacy” approach to, 1–2; NWP and CSA collaboration on, 2–4; potential of student-driven curriculum in, 2; traditional practices of, 1. See also NWP (National Writing Project); Teaching Live Oak landfill (South DeKalb County), 46–49

Malcolm in the Middle (TV show), 28
Maryland Bankers Reinvestment Group, 28
Maryland Writing Project, 3
Math curriculum, 40
Matt (student), 63, 64, 65
Mead, M., 25
Messages activity, 153–154
Metro Map activity, 111–112
Mildred (student), 38
“A Modest Proposal” (Swift), 53
Morant, C., 25
Movie Poster activity, 21–22, 60, 121–123
Museum project, 23–24

Naming the Group activity, 113–114
Nathan (student), 38
“The New Literacy,” 1
New School Initiative School (Baltimore), 32–33
New York City Writing Project, 3
No Child Left Behind initiatives, 19
Now/Soon/Later activity, 149–150
NWP (National Writing Project): collaboration between CSA and, 2–4; influence on Youth Dreamers by, 33; origins of, 2–3; social action practice used in the, 4–7; Social Action reflections by teachers of, 81–86; tension between Social Action approach and, 7. See also Literacy education

Obijiofor, C. “La Tanya,” 34, 37, 43
O’Brien, T., 53
“On Civil Disobedience” (Thoreau), 53
One Million Postcards (video), 46

Parent involvement: “Hot Seat” activity to increase, 75; Social Action principles to facilitate, 76–78; Social Action used to increase, 73–76; social change of increased, 76; The Treasure I See activity to increase, 74–75. See also Schools
Peachtree Urban Writing Project (Atlanta), 4, 43
Pedagogy of the Oppressed (Freire), 58, 88
Philadelphia Writing Project, 4
Playground problem solutions, 14–17
Plessy v. Ferguson, 68
Los Principios de Acción Social, 78
Problems: asking questions instead of providing answers to, 98; classroom discussion on playground, 14–17; library checkout policies, 11–14; parent workshops and activities to identify, 75
“Project Day” (Community Action elective course), 33
R
Real-world skills curriculum, 41
Recycling issue (DeKalb County), 47
“Reflection” Social Action stage, 92
Reid, C., 25
Roswell Independence School district (New Mexico), 19

S
Sacred Writing activity (Creative Writing Workshop), 58–59
St. Ambrose Housing Aid Center, 27
Sarah (student), 63, 64, 65
Schools: desegregation of, 67–68; Francisco Felicie Martinez School (Puerto Rico), 73–76; John Philip Sousa Middle School (District of Columbia), 67–72; New School Initiative School (Baltimore), 32–33; Roswell Independence School District (New Mexico), 19; Shaw Junior High School (District of Columbia), 70; as Social Action setting, 102–103; Social Action Summer School (Chester, England), 3; Social Action support from administrative/staff, 104; Sparks High School (Nevada), 51. See also Classrooms; Parent involvement
Sculpts activity, 136–137
“Separate but equal” era, 68–69
Serra, M., 73
Shahid, K., 48
Shaw Junior High School (District of Columbia), 70
Siddhartha (Hesse), 53
Social Action applications: adaptability evidenced by range of, 82–83; classroom promises development as, 14; Creative Writing Workshop restructured using, 57–61; to curriculum, 39–41; defining criteria for successful, 104–105; ID card program as, 64–66; within institutions and organizations, 103–104; learning about civil rights movement, 67–72; as life-changing events, 17–18; settings for, 102–103; solving playground complaints as, 14–17; student empowerment through, 11–14, 39; teachers exploring new, 5–7, 35
Social Action methods: Critics of Society class use of, 51–56; differences from traditional pedagogy, 88; facilitating groups toward collective change using, 7; influence on Youth Dreamers by, 33; new information/knowledge about, 94–95; NWP and CSA collaboration using, 2–4; NWP use of, 4–7; origins and development of, 2; other educational methods used with, 23–24; professional-servicer uses relationship redefined by, 84–85, 87, 92–94; SWIS (Summer Writing Institute for Students) use of, 43–49; teacher and student challenges related to, 36–38; tension between NWP and, 7. See also Activities
Social Action principles: Francisco Felicie Martinez School statement on, 76–78; group cohesion as, 59; overview of, 5, 88, 89fig–90fig; reinvigorating class using the, 61; student authority as, 52; student who embody the, 38–39; teacher commitment to, 100; teacher’s initial response to, 82
Social Action process: adaptability of, 82–83; five stages of, 51–52, 68, 88, 90–92, 93fig; illustrated diagram of, 91fig; individual responsibilities during, 93fig; new information/knowledge about, 94–95; recommendations for the
Social Action process, continued
classroom and, 97–105; recommendations for facilitating, 100; teacher redefined as facilitator through, 84–85, 87, 92–94, 100
Social Action questions: benefits of asking, 98–99; characteristics of, 99; content of, 99–100
Social Action retreat (Santa Fe), 17–18
Social Action Summer Institute (Chester, England), 3, 43, 46
Social Action theory, 87
Social Action website, 43
Social change: as Social Action theory assumption, 87; through education, 58; workshops increasing parent involvement, 76
Social studies curriculum, 40
Sousa, J. P., 67
South DeKalb County landfill issue, 45–49
South DeKalb County recycling issue, 47
South DeKalb Neighborhoods Coalition, 48
Sparks High School (Nevada), 51. See also Critics of Society course
“Spotlight on Spottswood Bolling Day” (John Philip Sousa Middle School), 70–71
Stadium School Youth Dreamers, Inc., 29, 38
Stancil, L., 28
Student empowerment: evidenced by class behavior, 23–24; using Social Action approach for, 11–14; student ownership of their own education as, 24
Students: brainstorming by, 11–17, 23, 63–66; Critics of Society, 52–56; highest-order thinking skills employed by, 24; increasing school involvement of parents, 73–78; Individualized Education Plans designed by, 24; Social Action benefits for, 39, 85–86; Social Action methods and related challenges for, 36–38; Social Action principle affirming authority of, 52; Social Action to engage/motivate, 83–84; SWIS and Social Action approach used by, 44–49; taking ownership of their own education, 24. See also Teachers
Swift, J., 53
Swimming Pool, The activity, 151–152
SWIS (Summer Writing Institute for Students): daily Umoja (Unity) Circle, 44; Social Action approach introduced to, 43–44; South DeKalb County landfill issue studied by, 45–49; student issues, problems, and concerns at, 44–45
SWOT activity, 140–141

T
Teachable moments, 82–83
Teacher-facilitators: asking questions instead of providing answers, 98; characteristics of, 98; safe classroom environment provided by, 97–98; Social Action principles commitment by, 100; Social Action process facilitated by, 100; Social Action redefining teacher role as, 87; Social Action roles/responsibilities of, 84–85, 92–94, 93fig; using Social Action to engage/motivate students, 83–84. See also Classrooms
Teachers: accountability of, 85; doubts about Social Action process by, 81;
exploring Social Action applications, 5–7, 35; interaction of Social Action with teaching practices by, 81–82; Social Action benefits for, 85–86.

See also Students

Teaching: critical opportunities of teachable moments during, 82–83; interaction of Social Action process with, 81–82. See also Curriculum; Literacy education

Technology curriculum, 40–41

Tenaya (student), 47

Things They Carried, The (O’Brien), 53

Thoreau, H. D., 53

Three C’s activity, 138–139

Tiffani (student), 36, 38

Towson University, 28

Treasure I See activity, 74–75

Turn the Corner Achievement Program, 38

U

Umoja (Unity) Circle [SWIS], 44

University of Maryland’s Law Clinic, 28, 29

Uprisings (John Philip Sousa Middle School newspaper), 70

V

Villa Julie College, 28

W

Walker, L., 47

Washington, K., 70

Washington Post, 67–68

Website (Social Action), 43

"What” Social Action stage, 51–52, 68, 88, 90

"Who Am I” (poem), 60

"Why” Social Action stage, 52, 90–91

Willinsky, J., 1

Wilson, W., 69, 71

Worst Nightmare activity, 147–148

Writing Bible—Everything You Need to Know to Write Well (class handbook), 23

Y

Young-Smith, T., 25

Youth Dreamers (Baltimore): background information on, 25–26; becoming a nonprofit organization, 29; challenges of Social Action methods used by, 36–39; collaboration between community and, 28–29; Community Action course foundation of, 25, 31–35; dramatic success of, 3–4; fundraisers and presentations of, 27–28, 34–35; origins of, 26–27; reflections on process and successes of, 29–30, 35

Youth as Resources, 27, 28

Youth Venture, 28

Z

Zakiyah (student), 37, 38