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| School Name | XYZ High School |
| School System | XYZ City Schools |
| County | Circle |
| Address |  123 Pine Street Thattown 21120 United States |
| Congressional District | 2 |
| School Type | <ul style="list-style-type: none">Public |
| Contact Person | Janet Doe |
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| Project Name | Lifting the Veil: Community Reconciliation in Commemorating the Desegregation of XYZ High School, 1968-2018 |
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Give a brief description of your project.

This project will facilitate a renewed connection between XYZ High School and the community which it serves by beginning an oral history project documenting the school's desegregation. XYZ played an extremely important role in the modern Civil Rights Movement and had a vibrant community of activists that included business owners, educators, and clergypersons. This project recognizes the complicated past between the school and the community and seeks to begin mending those relationships. A multidisciplinary group of teachers will oversee the students who will not only develop interviewing skills, but technical skills. They will also be responsible for producing a deliverable (i.e., a blog, a website, managing a Facebook page) that fosters their written communication skills and allows public access to their work. At the end of the school year, the participating students will formally launch the program alongside festivities commemorating the desegregation of XYZ High School.

The interviews will all be carried out by students in grades 9-12. They will be partnered with one of the alumni who was initially part of the desegregation, many of whom went on to become some of the first African-American students at different local universities and returned to XYZ to help build it into what it is today. This project will encourage students to understand not only their community's past, but the role of the state and the nation in shaping their present realities. It further helps to reassess and rebuild the relationships between the community and public school system and encourages important conversations regarding the history of race relations.

At the core of this project's success is the improved engagement of and discussions between the community and students. The production of both the interviews, which will be preserved at the University of XYZ, and the deliverable give this project a significant project-based learning experience. This project directly correlates with several areas on the Alabama Courses of Study. For Social Studies, this project addresses area 14 for 11th grade; for Career and Technical Education, this project fulfills Multimedia Publications areas 1, 2, and 10; Marketing Principles, 11, 12, 13, 14; in addition to meeting many of the English-Language Arts course of study requirements for grades 9-12. Ultimately,

this project invites students to become active participants in understanding their community's and Alabama's role in the Civil Rights Movement through developing skills in communication, history, and critical thinking.

- What grades will be participating in this project?
[Check All That Apply]
- 9
 - 10
 - 11
 - 12

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Perhaps most importantly, this project will create new significant and documented partnerships with the community in order to work towards rebuilding the relationship with community members and high school students. Along the way to this ultimate end goal, students will create a vast archive of invaluable historical data documenting XYZ's role in the Civil Rights Movement. Because the project combines community resources with those at the university, participants engage in cross-curriculum planning, training, and ultimate implementation of the project.

Present - Identifying potential interviewees

August 2018 - Begin conducting interviews. Interviews will be held at XYZ High School; location TBD. Interviews will continue throughout the fall semester. Students will be responsible for an interview and partial transcription. Though the students will get to choose how they disseminate the final product, they will also be responsible for periodically writing statuses for the Facebook and Instagram groups documenting this project.

November 2018 - By November, students will have decided on the method they will use for their deliverable.

December 2018 - Before departure for Christmas holidays, students will have completed at least one interview and their partial transcript. Interviews will be handed over to the University of XYZ for permanent preservation.

January 2019 - Work begins on dissemination. Students will also begin to identify a committee of their peers to represent them at the formal launch of the program. This committee will be responsible for deciding speeches, presentations, or any other item they believe is important to discuss about the project.

April 2019 - By April, students will have produced their deliverable and will be able to demonstrate the range and number of people impacted by their project. At the end of the month, students will participate in the festivities and formally launch their program.

University staff, high school teachers, students, community participants

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