

Example Project C

The School of Marine Science Exit Project

The Project

The School of Marine Science Exit Project is a three-week project designed by teacher Jennifer Ford and staff developer Dale Worsley for a 30-student cohort of would-be ninth graders who had been held back in the eighth grade. The students themselves named the program “The School of Marine Science,” as it was located in a building on the lower Hudson River and many of their studies involved marine life. The project was created near the end of the first semester under less than ideal conditions. The director of the program and teachers had either quit or been asked to leave, and the conditions were chaotic, with rampant misbehavior, fighting, and incidents of drug use. The exit project was designed in a couple of hours after school, with support materials developed along the way. The program quickly turned around with a rigorously enforced ladder of consequence for misbehavior and engagement on the part of the students in inquiry work on topics of their own choosing. Half of the students were able to pass to the ninth grade as a result of their work on the project. The other half continued to perform in a scholarly way until the end of the year when the majority of them were also admitted to high school. The project is indebted to Erick Gordon and his work with Ken Macrorie’s *The I-Search Paper* (1980).

Suggestions for Reading

For the purpose of informing their jigsaw colleagues about the design of this project, workshop participants are encouraged to focus on the details and structures on the introductory page and more generally on the support materials that follow. (Not included here are sample I-Search papers, concept maps and the like, which also supported student work on their projects.) The student paper, “Jessica’s I-Search,” is included as an example of how one capable but disoriented student was able to find her voice and gain insights into the profound obstacles impeding her progress in life (pp. 69-79). Participants may not have time to read this during the workshop but might want to scan it now and return to it later.

It should be noted that while not all of the exit project papers were as literate as Jessica's (not the student's real name), all but a couple of the students did finally produce projects of quality.

The School

The student-named "School of Marine Science" was a temporary, yearlong program of about 30 students of various ethnicities who had failed to pass into the ninth grade in New York City's Community School District 2. It was intended to provide personalized instruction of sufficient rigor to pass the students into high school.

School of Marine Science Exit Project

Project Description

On the 29, 30, and 31st of this month you will present an “exit project” to a small panel of friends and teachers. The project is an opportunity to meet one of the more important criteria for passage to high school. It will consist of three components: written, artistic, and oral. You will choose the topic of your project, submit a proposal, and research it with our help and the help of your classmates.

- The written component will take the form of an “I-Search” essay (to be described separately).
- The artistic component may be a drawing, a song, a diorama, a model, a collage... your choice. This is a place to let your hidden talents emerge!
- The oral component will consist of a short explanation of your project to the panel. The panel will then ask questions.

Note: Don’t freak out. We will support you and in special cases find alternatives to some of these components. Enjoy this project—it’s *yours!*

Timeline: Thursday, 1/11 Proposal Due
Friday, 1/12 Develop Rubric
Tuesday, 1/16 – Friday, 1/19 Writing Workshop, Research
Monday, 1/22 I-Search Draft Due
Tuesday, 1/23 – Friday, 1/26 Art Component, Rehearsal
Monday, 1/29 – Wednesday, 1/31 Presentations

Proposal: (A) Topic
(B) Guiding Question
(C) Prior Knowledge/Existing Work
(D) Research Questions
(E) Ties to Math, Science, Social Studies
(F) Ties to Marine Themes

School of Marine Science Exit Project

I-Search Paper Guidelines

- I. Introduction
 - A. I have always been interested in birds, so for this project, I chose to study which birds live in New York City and which ones migrate through the city
 - B. My Guiding Question was: Which birds live in New York and which pass through on migration?

- II. Known Facts: I already knew some things about birds in the city, for example...
 - A. Fact about birds in the city
 - B. Fact about birds in the city
 - C. Fact about birds in the city

- III. Other things that interested me about birds in the city were...
 - A. Research question/My answer
 - B. Research question/My answer
 - C. Research question/My answer

- IV. I used many different resources, such as...
 - A. The Internet/Info
 - B. City park rangers/Info
 - C. Library books/Info

- V. Conclusion: Through this project I grew as a learner because I...

School of Marine Science Exit Project

To extend your writing and enhance your project...

- Write a pretend letter to someone involved (Joe Montana, George Pataki...)
- Do a directed freewrite on your topic
- Draw a cartoon about yourself researching or your topic
- Make a brochure about your topic (this could be your artistic component)
- Write your I-Search as a journal or diary (Today I...)
- Write a newscast to include in your I-Search paper and read it for your oral presentation
- Write a poem or song about your topic or your personal discoveries
- Write a travel guide or manual to include in your paper
- Make a questionnaire to pass out to the class
- Write a mock test on your topic
- Write from the point of view of a boat, a fungus, Paul McCartney, a river...

You get the idea—think of original ways to develop your ideas!

School of Marine Science Exit Project

I-Search Portfolio Checklist

Please check off these items **as they are completed!!**

Written work

Topic proposal letter: _____ Rough draft _____ Final draft

Outline
(bubble or Roman numeral): _____ Rough draft _____ Final draft

Visual component
proposal letter: _____ Rough draft _____ Final draft

Essay: _____ Rough draft _____ Second draft
_____ Final draft

Handouts

Please keep copies of ALL the handouts you receive!

Proposal Guidelines _____

Calendar _____

Jessica's I-Search _____

Outline Guidelines _____

School of Marine Science Exit Project Rubric

January 2001

Below Standards	Approaching Standards	Meeting Standards	Exceeding Standards
<ul style="list-style-type: none"> <input type="checkbox"/> No topic proposal letter <input type="checkbox"/> No outline/bubble chart <input type="checkbox"/> No drafts of essay <input type="checkbox"/> No final essay <input type="checkbox"/> No visual component <input type="checkbox"/> Did not present work 	<ul style="list-style-type: none"> <input type="checkbox"/> Topic proposal letter draft <input type="checkbox"/> Outline/bubble chart draft <input type="checkbox"/> One draft of essay <input type="checkbox"/> Final essay still has mistakes <input type="checkbox"/> Has guiding question <input type="checkbox"/> Answers fewer than three research questions <input type="checkbox"/> Uses fewer than two resources <input type="checkbox"/> Ties to science, social studies, math, and marine themes are weak <input type="checkbox"/> No visual component or sloppy visual component <input type="checkbox"/> Presentation is not clear, no eye contact, not able to answer questions 	<ul style="list-style-type: none"> <input type="checkbox"/> Topic proposal letter is completed to final draft <input type="checkbox"/> Outline/bubble chart is completed to final draft <input type="checkbox"/> More than one draft of essay – clear revisions <input type="checkbox"/> Final essay is polished and nearly error free <input type="checkbox"/> Guiding question is clear <input type="checkbox"/> At least three research questions are answered <input type="checkbox"/> At least two resources were used <input type="checkbox"/> Topic is tied to science, social studies, math, and marine themes <input type="checkbox"/> Visual component is neat and applies closely to topic <input type="checkbox"/> Presentation is clear, eye contact is made, and questions can be answered 	<ul style="list-style-type: none"> <input type="checkbox"/> Topic proposal letter is completed to final draft <input type="checkbox"/> Outline/bubble chart is completed to final draft <input type="checkbox"/> Many drafts of essay – clear revisions <input type="checkbox"/> Final essay is polished and completely error free <input type="checkbox"/> Guiding question is insightful <input type="checkbox"/> More than three research questions are answered <input type="checkbox"/> More than two resources were used <input type="checkbox"/> Topic is tied to science, social studies, math, and marine themes <input type="checkbox"/> Visual component is applicable and creative <input type="checkbox"/> Presentation is clear, eye contact is made, and questions can be answered



Jessica's I-Search

INTRODUCTION/BACKGROUND

After considering the selection of a topic for my final presentation, I have made the decision to deliver a presentation about something that has concerned me as a drug user. The proper terminology that I should really use is that, "I am an addict!" I am still negotiating this disease that I will believe will be with me for the rest of my life. What occurred to me one day was that there were other family members who were addicts or other family members who engaged in recreational drugs.

Looking at my family tree, I discovered the following. My father was a drug addict as a teenager. I know also that my father's father, my grandfather used alcohol. As a matter of fact, he was an alcoholic. My mother's mother, my grandmother, was an alcoholic also. My mother used marijuana for a short period of time as a young teenager. She is still a recreational user. My mom also drinks, when the "moon is full." My sisters are recreational drinkers. I have a first male cousin on my mom's side who uses marijuana regularly. We were born on the same day and we are seven years apart. Yes, he is older. He is my favorite cousin, not because we are able to 'party' together but because he has always been there for me. He has never judged me or criticized me. I need to share with you that my boyfriend of eight months is also a drug addict.

In reviewing the above, I would like to begin the search for answers that will improve my life and the life of my children and other people's children who will face this very difficult and disturbing disease. I want to be prepared to answer those difficult questions and provide significant answers that are true, not government promoted or opinions from people who think they know what they are talking about. I want to remember one thing that my answers may be right but there is lots of room for other solutions.

The information in this proposal is substantiated and correct to my knowledge. I have used the Internet in gaining access to medical, health, social, emotional avenues that are approved by all of the major governmental agencies. I am also using information that was obtained from a stay in detoxification known as detox. I spent one month in Arm's Acre in Carmel, New York as well as the library. I am not using information from the streets and chat rooms on the Internet.



GENETICS

In reviewing the documentation on the web at the National Institute on Drug Abuse (NIDA), I happened to come across material that provided support for my belief that genetics plays an important role in addiction. In one study that ran for over 25 years, the NIDA has funded the research to study and compare brain wave patterns in marijuana users and nonusers. They also looked at abnormalities in the sperm in the men who use marijuana, and look to determine what damage it does to the infant of a mother who uses marijuana. The research that they have developed came from many minority groups. This resulted in their request for studies on the Role of Behavior Genetics Research in NIDA's Vulnerability to Drug Addiction Initiative. This means that the government is ready to pour a lot of money into research in the following gap area categories. Besides new investigative studies they are looking to do more studies on minority populations to whom previously developed models may not apply...That means that I have to wait until the NIDA and other organizations start clinical trials with minority groups. I hope that this new research will be available during my lifetime!

DRUGS

Marijuana

Marijuana has many names like pot, herb, grass, weed, mary jane, reefer, aunt mary, skunk, boom, gangster, kif and ganja. Marijuana is mostly smoked for a better high. It can also be eaten for less effect. The expected high includes a mild state of euphoria, relaxed inhibitions, impaired memory, and also impaired attention span.

What is marijuana?

The technical name is Tetrahydrocannabinol or more known as THC. THC is the main ingredient in the marijuana. In a small measurement, it is a billionth of a gram. THC affects the hypothalamus, which in turn, affects the pituitary, which regulates the endocrine function and hormones controlling the sexual organs, which include the testes, ovaries, placenta, also, other essential elements in the reproductive system, which also stays in the breast milk.



What effects (emotional and physical) does marijuana have on infants?

One hundred percent of babies born to heavy marijuana users have abnormal behavior effects, also include but are not limited to slow response to visual stimulant, exaggerated tremors and exaggerated startles. Babies are born with distinct high pitch shrill cat-like cries, which is a symptom of their own withdrawal from the drug. Physical characteristics show small heads, abnormal facial features, slower growth, and neurological problems. Mothers who smoke marijuana less than three times per week during pregnancy deliver infants that weigh 95 grams smaller than the normal infant. Mothers who use marijuana more than three times each week deliver baby's 139 grams smaller than the average baby does.

Cocaine/crack

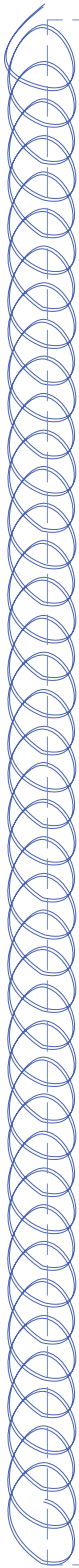
Cocaine comes from the leaves of a cocoa plant. It supplies its user with euphoria, alertness, confidences and heightened sensitivity.

What is cocaine/crack?

The technical name is cocaine. On the street it is known as coke, snow, C, and lady. It can be snorted or injected. When the substance is chemically changed, usually with baking soda and water, it produces little pebbles or rocks that can be smoked. In this state it is called crack.

What effects (emotional and physical) does cocaine/crack have on infants?

Babies born from a mother who used cocaine during nursing time have a high rate of neurological behavior problems, congenital malformations and death. Babies are at increased risk for malformations of the genitourinary tract, meningitis, sudden infant death syndrome, strokes and chromosomal defects. Many infants are born mentally retarded and physically damaged. Infants are also born below average size because of the restricted blood flow to the placenta. When mothers use heavily while nursing babies will go through withdrawal. Symptoms are similar to adults who go through withdrawal at detox centers. The infant must have medication to ease the discomfort. The child will start to show a classic irritability and the non-existent bond toward others. Also, spontaneous abortion and premature detachment of the placenta are known direct effect of cocaine abuse.



What is heroin?

It comes from a poppy plant, which grows in high altitudes. Heroin is also known as horse, china white, and junk. It is a potent narcotic that is white in color and looks like sugar. It can be smoked or injected to produce euphoria, drowsiness and slowed respiration. User's report that ten seconds after they inject themselves, they feel a rush of extreme pleasure. The also report a calm, more mellow high which ends with a dreamy stage where all their problems just go away. Heroin puts them in a good relaxed mood. When the user starts to sober up or withdrawal, they are ready to go find the next fix.

What effects (emotional and physical) does heroin have on infants?


Heroin addicted mothers are more likely to miscarry or give birth to a dead baby. It has been reported that infants delivered prematurely also showed retarded growth. If the infant survives it must go through detox to withdraw from the drug. Symptoms include sweats, cries fretfully, trembles and convulsions. The infant is also extremely sensitive to all types of noises. The infant will have difficulty sucking or swallowing milk. Surviving infants are smaller than average and have smaller heads. There is an increased risk for sudden infant death syndrome. Infants who survive will have to learn about the disabilities that may affect them in later life.

What are quaaludes?

Methaqualone is yet another drug that is harmful. The drug is a depressant, which causes the user to feel and have slurred speech, hallucinations, disorientation and drunken behavior. Quaaludes are taken orally in tabs, a form of a pill. Quaaludes can also be injected. Quaaludes are sedative-hypnotic drugs, which can restrict the flow of oxygen in the mother's fetus causing oxygen deprivation that can cause brain damage to the fetus.

What effects (emotional and physical) does quaaludes have on infants?

When a pregnant woman is detoxing from quaaludes she may enter labor prematurely. If the infant lives, he or she is lethargic, poor muscle tone, and has difficulty sucking milk. The baby's central nervous system may be depressed. Also its behavior might be distorted because of withdrawal



effects from the drug. When the infant gets older, their attempts at communication become virtually impossible. They are unable to read, write or understand. These children are severely learning disabled.

What is phencyclidine?

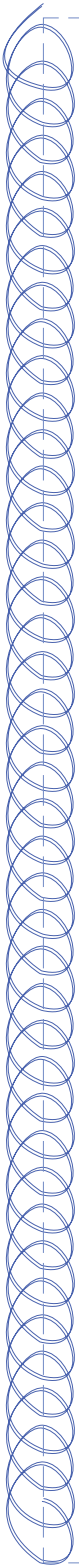
Phencyclidine is also known as PCP or angel dust. PCP comes from the hallucinogen family because it produces hallucinations, visual illusions, alters perceptions of one's own body and increases emotionality. This drug is a veterinary anesthetic used to put large animals to sleep for surgery.

What effects (emotional physical) PCP have on infants?

A pregnant mother can cause a degenerative pattern to exist in her young infant. Six months of age the babies exhibit jitters and agitation seen at birth. Three months later the infant cannot understand how to use their hands. At the end of the first year, the intelligent quotient (IQ) begins to drop. Twenty to twenty-four months the infant cannot coordinate their tongue to form words. The tone of the muscles in the head is much like the characteristics of cerebral palsy. The PCP is known to stay in the infant's systems to cause further lasting damage.

Thinking back to my original thinking about the relationship of genetics to drugs, is there any wonder that the evidence that I just produced supports my instincts that drugs damage the genetic foundation of healthy youth capable of achieving great things without using drugs.

I would like to ask parents the following question. In reviewing the severe damage inflicted on these poor innocent children through the abuse of illegal drugs by their parents: Was that the "trip" really worth this child's shot at a normal life?



POEM: DRUGS

When you don't have me
You need me.
When you don't got me,
You go to get me.
When you try to leave me alone,
Your body still needs me and calls for me.
When you find me and use me,
You feel heaven rush through your blood, mind and soul.
Got your paycheck.
Go to the spot.
Where's your paycheck now?
Down the drain where you maybe are throwing your infant.

QUESTIONS TO CONSIDER

Do genetics have a connection to drug abuse? Are there a relationship and a pattern of abuse in families? If so, what can we do to stop the spread of abuse to children of parents who abuse drugs?

There is definitely a connection a drug abuse and addiction. I have resented information from the NIDA who is calling for more studies on minority groups and their patterns of drug abuse. We know that there is a tremendous amount of information that stems from the use of approved drugs that have hurt babies. Thalidomide (spelling) was a drug taken off the market when children were born with wilted arms and legs. In my package you will find bibliography of over 100 studies that deal with Genetics and Substance Abuse.

Also, the minority studies will show the patterns of families who have been addicted throughout the generations.

Education must get the message out to parents and children to hopefully stop this disease from spreading.

What is the youngest age for drug addiction?

Newborn infants that are born from drug addicted mothers who will have to deal with the problems of addiction for the rest of their lives.



How much money is going down the drain for drugs?

The sale of illegal drugs brings in billions of dollars. For example, if there are estimated 5.1 million regular marijuana users nationwide, including some 500,000 or more in New York, we know there is a huge market for the drug. A nickel bag is capable of making three joints, which equals one blunt and the cost of that is \$5.00, we can only just imagine how many millions of dollars are spent on just that one drug. In some parts of New York, dealers will only deal with dime bags, which costs \$10.00. A dime bag of hydro (marijuana that is grown under water and is more potent) will only make one joint or one blunt.

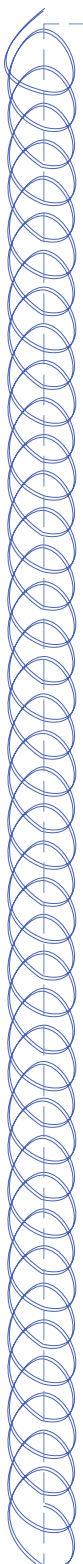
Cocaine is sold in 20 pieces or 50 pieces. That means \$20.00 or \$50.00. For 20 pieces, users get 10 thin lines of cocaine, 50 pieces brings about 25 lines. Lines are sniffed or added to a marijuana blend, which are then called woolies. We know there are thousands of cocaine users in this country and hundreds of millions of dollars are spent. If you look at the Columbian drug wars, families are fighting for market share and it is a very dangerous game. The United States is giving South America millions of dollars to support their military and police departments to fight the war on drugs from their shores. The United States' strategy is to cut the source so that it doesn't come into the United States. It is hard to imagine the millions and millions of dollars that are spent on illegal drugs.

Do drug education programs work?

From my point of view, I was in a drug education program and I am still a user. In looking at all of the people that I spent time in the program with, they admitted that they were still using. The people that I know in programs used a product called Quick Flush to avoid detection during the urine testing.

In my experience, I believe that drug programs do not work for users who have used for a long time.

I do believe that school drug education programs can work if educators are realistic. Children in early grades after spending time in drug education are convinced that they will not use drugs. When I was fourth grade, I said, "It will never be me, I will never touch a cigarette, a joint or any of that



stuff.” Unfortunately, children grow up and go through adolescence and those are very tough. There is a lot of peer pressure to do things that are not healthy. Kids start smoking because they think it is cool. They want to look like other people or just relax. When I first picked up a cigarette and took a pull, I felt very relaxed and it felt good. The next thing I tried was weed and that really relaxed me.

School drug education programs have been around for about 40 years. We still have a drug problem in this country.

Should drug users be criminalized and thrown in jail or should they get the support and relief so that they can function effectively without the use of drugs?

Articles 220 and 221 of the NYS Penal Law are directly aimed at unlawful traffic in mind-affecting drugs. They set criminal penalties for possession or sale of drugs considered harmful or subject to abuse. The seriousness of the offense and penalty imposed upon conviction depend upon the individual drug and the amount held or sold. The NY State Law classifies possession of 25 grams of marijuana as a violation. Penalties range from \$100 dollars to \$250 fines and/or up to 15 days in jail, depending on whether it is the first, second, or third offense.

Possession of more than 25 grams but not more than eight ounces is a misdemeanor and possession of more than eight ounces is a felony. Sale of 25 grams or less is a misdemeanor; sale of more than 25 grams is a felony. There are many laws on the books for possession, use and sale of other illegal drugs. If one gets caught with any drug besides marijuana, and if they do not have a great lawyer, then they are going to jail for a minimum of a year or more.

What is the most effective way drug abusers can be helped?

I believe that if users spend at least a year in a drug rehabilitation program for a year that would be helpful. Spending 28 days is not enough to help the user get over their cravings for drugs or alcohol. More money needs to be spent on rehabilitations.



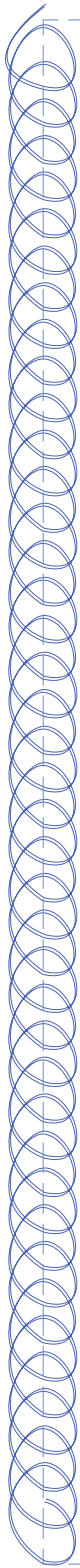
Why aren't the anti drug advertisements helping to fight the war on drugs?
Why aren't they effective?

The commercial, which comes to mind, is the one that says, "You can pass it on." I hate that advertisement because you see a kid taking a couple of pulls, passing it on to the next who says no, on to the next and they say no. It is not realistic.

The next one is when a female takes an egg and says, "This is your brain off drugs." She takes a frying pan and says, "This is your brain on drugs." She then smashes the egg with the frying pan. She then points to all the dinner plates and smashes them with the frying pan and says, "This is what happens to you and your family." She then clears everything off the counter and says, "This is where your money goes." I think that this is one is more realistic and could work!

CONCLUSION

From looking at all this information and looking at my life, a lot of things connected. When my father was a teenager, his drug of choice was heroin. But then he had to stop when he met the love of his life, my mother. My mother was not interested in marrying my father and heroin. My father's decision to stop drugs involved the need to take a medication to ease the discomfort of the withdrawal from the drug. The drug was called methadone. But, that was not the end of my father's drug problem. Over a period of years still before I was a glimmer in my parent's eyes, he began to use cocaine and marijuana. I can say that drug killed my father, not only illegal drugs but legal drugs too. My father died because his heart grew too big. I know that sounds like why would someone die with a big heart. That is what the cocaine use did to my father. Your heart is a muscle and when you use cocaine it makes your heart work faster and faster and through this action the heart gets bigger and bigger. That's not all of it. My father was taking legal drugs at the time. My father's high blood pressure pill and the methadone that helped him to respond to the effects of withdrawal for so many years caused calcium to build up in his heart. In the end it was a combination of all the drugs he had used during his lifetime, which caused him to have a fatal heart attack.



My family are not bad people just because some of them use or have used drugs. But there is one question, which I believe is true after this completing this research. I believe that because of my genetic map, that I had a more of a chance of becoming a drug addict. I believe that the research that is being done today will prove my theory.

I also believe that for future generations this information is very important. Two people, one a drug addict and the other an alcoholic can affect the destiny of their children. Parents need to understand that their behaviors in illegal drug use can affect the lives and future of their children.

HOW THIS I-SEARCH PROJECT CONNECTS TO SCIENCE, MATH, AND HUMANITIES?

My topic connects to science and math for the following reasons: Science because of the effects of drugs on the body and its systems and the effect on babies from mother's milk. Math because of the money and statistics of users. Drug use connects to humanities because of the thousands of pages of criminal law that are on the books and the legislation that is pending in city, state, and federal governments.



SURVEY

I developed a survey but unfortunately I was not able to give it to our class in school. The following questions would have been asked.

- How do you feel about the following drugs? Angel Dust, weed, cocaine/crack, heroin, mushroom, tabs, opium, crystal method, speed and Valium.
- Are you a user of drugs? If so, what is your drug of choice?
- Did you start using drugs because of peer pressure? _____
- Did you start using drugs because you wanted to? _____
- Are you a member of a minority?
- Did your grandparents use drugs or alcohol?
- Did your parents use drugs or alcohol?
- Do you feel that your reason for using drugs was something that came out of your genetic map?
- How much money do you spend in to support your habit?
- How do you feel about people who use drug?
- What is detox?
- What do you think about detox?

Jessica's I-Search and Survey Reprinted with Permission
