Navigating Dreamland: Unlocking the Power of Community

Appalachia and Stereotypes: Who defines Appalachia? What is that definition?

(For us, it’s really about the evolution of a powerful and topical lesson that uses community resources to teach students how to solve their own problems…and still get to the standards)
In other words, how do we go from Duck Dynasty...
Time Constraints...what’s the bottom line?

What do our communities have in common?

Maybe it’s the increasing oppression of despair?

or

The Opioid Crisis?

or

Tight knit communities with local resources that can deliver hope and help
What we’ve learned as teachers about the unit:

We tell our students to be problem-solvers -- show them how it’s done. You can’t have hope unless you have role models. **Empowerment is an essential key to having hope.**

We all are blessed with community resources that will help along the way with the quest -- just jump in that Dreamland pool and start swimming. Your stakeholders want to help and are willing to invest time in your students.

Students crave and need to know more about problems that affect their own lives and they want models they can use to solve them. What’s the use of all this learning unless they can put the knowledge to good use?

Empowering students changes their attitudes about their studies, their identities, and their communities.

Students can see themselves as adults. Students are introduced to additional career options.

**Even for us, it took an outsider’s perspective to help us learn about ourselves.** Thank you Sam Quinones and Marty Blank.
Brief History of the Project
How we got started

We once were an OACHE Roadmap 2005 school

Straight A Grant Encouraged a cross curricular unit in 2015

Staff chose Appalachian Culture and History: Who are We?

Why? No opportunities to explore this in state driven curriculum and we wanted a chance to teach the value of our own distinct history and culture rather than allow students to absorb the media’s interpretation of us -- the importance of identity
What we *should* know about ourselves:

Look for positive images…

Family solidarity

Patriotism

Religion

Individualism, Self-Reliance, Pride

Love of place

Neighborliness and Hospitality
Focus of Year 1

History: Demographic shifts and economics, Iron Furnace Industry, Coal Wars/Matewan, genealogy

Science: Homer Hickam’s Rocket Boys/October Sky and Moth Man

Math: John Nash: Beautiful Mind (Chaos Theory), stats on demographics

English: Literature by Appalachian writers (Jesse Stuart, She Walks These Hills, various women writers from Appalachia)

Music: Appalachian instruments and songs
Local history librarian helps students do genealogy research in year 1 of the program
Appalachian Music in Year 1!
Local musician John Simon and JoAnne Claxon
Interesting and insightful, but we never really hit the mark; something was missing. It was more of an historical perspective. It wasn’t current -- close enough for our students, and it really didn’t address the elephant in the room -- Walmart on the first of the month!

We couldn’t reshape or challenge their own assessment of Appalachia without examining the problems that they see daily.

And so...more research!
Contemporary Views. -- what our students see

It isn’t pretty...or funny...it moves from absurd to truly revolting
My Big Redneck Wedding
Duck Dynasty
MONEY. FAMILY. DUCKS.
Why the sudden interest in Appalachia?

Post-election attention

Source: http://appvoices.org/2016/12/15/trump-energy-coal-appalachia/
Study: Communities Most Affected By Opioid Epidemic Also Voted For Trump

December 17, 2016 · 9:14 AM ET
Heard on Weekend Edition Saturday

Voting patterns show that areas where Donald Trump did well were also places where opiate overdoses and deaths occurred. NPR's Scott Simon speaks with Shannon Monnat who led the study.

SCOTT SIMON, HOST:

Shannon Monnat was watching election returns last month when she thinks she noticed a pattern. Professor Monnat's an assistant professor of rural sociology and demography at Penn State University, and she's been studying drug and alcohol mortality rates. She joins us now from Lowville, N.Y. Thanks very much for being with us.
Have you seen this image before? It may be THE photo to describe the addiction crisis.
How overdose deaths rippled across the United States.
Haeyoun Park and Matthew Bloch/The New York Times
Let the soul searching begin!

Hillbilly Elegy--nice memoir, but offers no solutions, only descriptions. Underlying message -- social darwinism lives: If you are poor and struggling it’s your own fault, probably not much hope for you.
## Comparison of Traditional Appalachian Culture and Modern Society

<table>
<thead>
<tr>
<th>Traditional</th>
<th>Modern</th>
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<tr>
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<td>Growth</td>
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<td>Commonwealth</td>
<td>Individual wealth</td>
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<tr>
<td>Citizenship</td>
<td>Political apathy</td>
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</table>
New focus: Appalachian Stereotypes and problems

What does it mean to be Appalachian NOW?

How do we define ourselves NOW?

How does the rest of the country view us NOW?

How does that affect our students’ view of themselves NOW?

Who are we NOW?

What are our challenges NOW?
How do we measure success in modern America?

It’s easy to compare cars; it’s not so easy to measure happiness.

How is that working for Appalachian Communities? (How is that working for America?)

Make America Great Again has a more powerful allure for Appalachia when filtered through this lens.
In summation:
These students, like students everywhere, must make links between what they are reading and their own lives; they, too, are concerned about identity formation, their futures, and where they belong in the world.

Robert Probst
Described problem and hinted at hopeful solutions

- "Community" -- We began to explore the causes and effects of community.
- Addiction is both a product and a cause of isolation.
- "I’m not an addict. It doesn’t affect me.” Think AGAIN.
- Collateral damage--ourselves, our students, our schools, our community
- Addiction is EVERYONE’S problem (like peeing in the pool (*Dreamland*)--it touches everyone!), and once you understand the roots of the problem, it humanizes the solutions.
Thanks for the books Marty!
Instructional framework: Problem based learning
Designing Cognitive Scaffolds for Web-based Problem-based Learning

**Inputs**
- Ill-structured problem

**Five functional characteristics:**
- Triggers interest
- Stimulates critical reasoning
- Promotes self-directed learning
- Stimulates elaboration
- Promotes teamwork

**Five feature characteristics:**
- Problem format
- Clarity
- Familiarity
- Relevance
- Learning issues

**Cognitive Support**
- Question Prompts
- Expert Scaffolding via Technology Tools
- Peer Review
- Reflections and Revisions
- Self-regulation and Transfer

**Outputs**
1. Read and analyze the problem scenario.
2. List hypotheses, ideas, or hunches.
3. List what you already know.
4. List what is unknown.
5. List what needs to be done.
6. Develop a problem statement.
7. Gather information.
8. Present findings.
Problem-based Learning Model--based on 21st Century Learning Skills & Habits of Mind

Step 1: The Problem (Case Study--reading materials, background, articles, etc.)

Step 2: Define the issue (4-6 sentences, identify the problem)

Step 3: What do you know? (Identify key words from the case study, list significant parts of the problem, explain what you already know that will help you solve the problem)

Step 4: Analyze the case information (determine if based on fact or opinion, infer and explain information that is important to the case solution, but is not explicitly stated in the case)
Problem-based Learning Model (cont’d.)

Step 5: Possible Solutions (gather, organize, and interpret information from multiple sources, analyze and explain the multiple perspectives or solutions within this case, generate alternative solutions)

Step 6: Research Solution (research the knowledge and data you need to support the solution and fill in missing gaps, investigate and draw conclusions about how the preferred solution impacts the world today, analyze and evaluate alternatives)

Step 7: Construct Conclusions (develop a plan/proposal with supporting documentation to convince others of your solution, present your proposal--as a talk, a video, animated video with infographics, etc.)
Step 8: Reflection

Write a 3-5 paragraph reflection essay including these three parts:

1. Include an introduction where you focus directly on explaining what aspect of your experiences you will discuss in the reflection.
2. The body of the essay should explain how you have changed or what you have learned. Make certain to explain what things caused you to change.
3. In the conclusion of a reflective essay, you should discuss how you have changed and the effect of those changes. You should share how you think the experience will change you in the future.
Step 1: Students researched evidence of the problem from a sterile, statistical analysis
Fatal Drug Overdose U.S. 2002-2014
A 14 year span....
A deadly dose

United States, overdose deaths involving opioids
By county, 2015

Per 100,000 population

Source: Centres for Disease Control and Prevention
Have drug overdose deaths increased in Ohio cities in the past several years?

-Taylor Rawlins and Emily Sessor

Source: New York Times

Scioto County has the highest rate of newborns suffering from Neonatal Abstinence Syndrome (*this is more than 8 X higher than the state average*).

Neonatal abstinence syndrome (NAS; ICD-9 779.5) per 1,000 live births in Ohio by county of patient residence. On average, there were 8.8 discharges for NAS per 1,000 live births statewide between 2009 and 2013. Counties with the highest rates of NAS discharges were Scioto (76.0), Lawrence (66.7) and Pike (57.7).
Unintended consequence of Ohio’s opioid crackdown…….
* Heroin and illicit Fentanyl use and deaths increase
OHIO
Between 2010-2016 Opioid deaths declined about 60%........
• Offset by enormous increases in Fentanyl, Heroin, and Cocaine-related fatalities

Figure 2. Percentage of Unintentional Drug Overdose Deaths Involving Selected Drugs, by Year, 2010-2016

Includes Ohio residents who died due to unintentional drug poisoning (underlying cause of death ICD-10 codes X40-X44).
* Excludes deaths involving fentanyl and related drugs.
** No specific drug was identified.
Fatal Overdose involving Opioids
Scioto County, Ohio 2010-2016
Lots of people want to profit .................

Synthetic fentanyl is made in illegal labs and used to augment “heroin” or can be pressed into fake “pills.” Coming in from China and Mexico.

* 30-50 times stronger than heroin
* 50-100 times stronger than morphine

Carfentanil is 10,000 times stronger than morphine

The number of overdose deaths involving heroin remained relatively flat with 1,444 overdose deaths in 2016 compared to 1,424 in 2015 (see Table 1).

3,496% increase in 5 yrs.
Fatal Overdose: Ohio Versus Scioto County 2010-2016

Progress: Introduction of fentanyl has interfered with sustained progress in Scioto County but to a lesser degree than the state as a whole.

162% Increase
59% Increase
Step 2: Using Dreamland as the anchor text

Author uses reporter approach by providing multiple background sources

- Jicks letter
- Purdue Pharma
- Life in Nayarit
- Business model for dealers
- Individual interspersed

This at first confused students, caused them to question the text, and then Skype allowed them to actually question the author. The multiple components of the book provided entry points or “hooks” for a wide variety of learners.

Ultimate takeaway--the idea of problem as a puzzle.
Author of Dreamland Skypes with students about his investigative journalism in Scioto County and his writing technique.
Step 3: The Inside Out Approach -- from the personal to the policies

Brother of an addict that had successfully beat the addiction

Principal of our elementary school describing how addiction affects our students

Local fire chief discussing how addiction stretches community resources

Juvenile Court Judge explaining the judicial response to addiction

Congressman Bill Johnson addressing national policies problems
Kirby Claxon (a trusted coach, staff member and alumni) talks to students about addiction within the family (his brother is a recovering addict)
Elementary Principal addresses students about how addiction affects the elementary school and community

Students were especially touched by her stories
Judge Alan Lemons, Scioto County Juvenile Judge talks to students
Portsmouth’s Fire Chief, Bill Raison talked with the students about how much his department’s experiences with the addiction crisis (students esp interested in Narcan)
NPR Talks with Our Students
Tweet from Scott Simon about visit
Only minor injuries in crash

By Mark Davenport

Lewis County school bus involved in accident.

Dennis Brown Walker and芳her passengers were transported to the hospital.

Teachers ask: Are you listening?

By Kimberly Jenkins

Thinking of Dreamland is a way for students to get their minds off things.

Teachers at a Bloomer, Washington school asked students to dream aloud.

In Stuart HSP, BHS, Redmond Pre-Chief Scott Sumsion

Blamer (English) and Crib Bikes (Science) challenged two of South Weiser High School teachers that will take place next year as a continuation of the program.
Representative Bob Johnson visits and talks about his perspective on the crisis.
Congressman Bill Johnson and Judge Lemon
Students can solve problems too

South Webster students learn how they can help

By Kimberly Jenkins - kjenkins@aimmediamidwest.com

Engaging and getting students involved in their school work is not always easy, but at South Webster High School, some of their students have a real sense of wanting to be engaged in one of today’s biggest problems, the Opioid Epidemic. They have questions and they listen intently as others present to them what they know and feel can be done.

Congressman Bill Johnson and Judge Alan Lemons visited the high school students at South Webster High School. Their visit was the second time that these students were spoken to about the opioid problem in their community, Scioto County, and the United States. These students, again, have been reading the book, Dreamland, The True Tale of America’s Opiate Epidemic, to continue their work with Cyndy Hykes’ Government class shared unit with Judy Ellesser’s English class. Last week, the group had Bill Raison, the Portsmouth City Police Chief speak with them.

Judge Lemons was the first to speak about the things he has to do as the Probate Judge, as far as how very busy he is, due the heavy case load. He then asked the students questions and gave them some ideas about what they can do to help.

Teaching The Opioid Crisis

We visit South Webster High School in southern Ohio to see how teachers are helping students understand the opioid crisis that has unfolded around them and their families.

SCOTT SIMON, HOST:
Tweets in response to story

Tom Nelson @tjpnelson · 38m
Replying to @nprscottsimon
Your Saturday show was your best ever! Not used to waking up crying over teen and lung transplant survivors. Great work Scott. NPR $ on way

Ilrossnola @ilrossnola · 48m
Replying to @nprscottsimon
Thnx 4 this! They are doing great work to help these young people. If only we could replicate this across the country, help all who suffer.

Stacy Coulson @fiercegin... · 8m
Replying to @nprscottsimon
This story had me in tears driving home this morning. The sheer strength of those two girls was simply heartwarming. Thanks for sharing.

Evan Reimondo @Evan2... · 38m
Replying to @nprscottsimon
Thank you for your heartfelt interviews. We heard it this morning and the story was powerful and moving
More Tweets...

MEK @tutto_posto

Repeating to @cyndyh84 @nprscottsimon
and @samquinones7

this story was so moving;
@nprscottsimon your
compassion was palpable and
the story gave a voice to the
voiceless.

9/30/17, 11:21 AM

1 Retweet 1 Like

Thank you for this story. Sat in my
driveway with tears running down
my face. So powerful.

Stacy Coulson @fiercegin... · 8m

Replying to @nprscottsimon

This story had me in tears driving
home this morning. The sheer
strength of those two girls was
simply heartwarming. Thanks for
sharing.

Evan Reimondo @Evan... · 38m

Replying to @nprscottsimon

Thank you for your heartfelt
interviews. We heard it this
morning and the story was
powerful and moving.
Scott Simon @nprscottsimon 4h
Thanks to students, teachers, & staff at South Webster High for opening your lives to us. We learned a lot--& admire you.

Weekend Edition @NPRWest 17m
How do you teach the opioid crisis? Here are some of the ppl at South Webster High who are figuring that out: npr.org/2017/09/30/554...

Scott Simon @nprscottsimon 4h
Brett Roberts played pro ball, but does really vital work now as principal at South Webster OH:
Students received thank you notes from Scott Simon (and by the way, she was also elected by her classmates to be homecoming attendant).
NOW WHAT? ACTION!

After figuring out the scope, breadth and source of the problems, now what?!

How could we mobilize our resources to fight the problem?

How do we change the narrative from victimization to empowerment?

What resources are available and how can we best use them to effect positive change?
Specific Lessons and Steps and then action

Students were armed and ready to begin finding their own solutions to the problem. They formed teams and brainstormed
Big Buddies :)  

Raegan Cooper, Jaiden Nibert,  
Brittany Barnett, Tanner Holbrook,  
Adrianna Blanton, Tiffany McCormick, Lexi Simpson,  
James Watson, Zack Keller
My Goals For Toni

I want to make sure that Toni takes more from this than either of us would have expected. I want her to be able to trust people and to motivate her to get out of her comfort zone because sometimes it can be a good thing. I want to teach her what I never knew at her age so she can go out and take the world, then say, “Yeah, I've got this!” I want her to gain life lessons from me and learn from any mistakes. She needs to be the change that she wishes to see in the world. If there's anything going on in her life, I want her to have that fight in her, to stay positive and not give up, to be able to make it in this crazy world and be led into a bright future that I know she can have. I want so much for her because I know that she can do anything and have anything.
Volunteers: Taylor Rawlins, Brianna Smith, Lakin Brown, Baylee Martin, Talia Scott, and Chris Shultz

Little Buddies: Chloe Stacey, Arianna Fogle, and Jade Smith.
Present the problem

- Addiction
  - Starts..
  - Causes..
- Children facing the repercussions
  - Lack..
- The cycle continues..

- Opioid crisis
- Mrs. Smith presented a large issue in our community
- “The new addicts were football players and cheerleaders; football was almost a gateway to opiate addiction... Some of these addicts were from rough corners of rural Appalachia” (Quinones).
- Provoked an idea on what we can do
Communication will be established between teachers and students volunteering

4th grade students will be assigned an upperclassmen

Upperclassmen will meet with their little buddies

Action

- Communication will be established between teachers and students volunteering
- 4th grade students will be assigned an upperclassmen
- Upperclassmen will meet with their little buddies

Impact

- A Relationship
- A positive role model
- Grade improvement
- Motivation
Ball 4 All

Group members: Hannah, Bobbi, Liz, Jacob, Dawson, Michael, Ty, Jaden, and Zach
Background

- Sandy Smith inspired us with her touching stories about the kids in the elementary
- We wanted to help the children in our area
- Keep our community close knit and a place where “everyone knows everybody”
- Xalisco children start out as pure and innocent, but they get wrapped up into drugs
Objectives

- To give kids a good role model to follow.
- We, as a class, want to insure that these kids have someone who influences them in a positive way.
- Also we want to allow the kids to relieve any stress they have and to create new relationships.
- We also want to give them a chance to get rid of all their extra energy that they may not get to during school.
Goals that Directly Impact the Kids

- Role models
- Positive environment
- Basic foundation in most sports
- Teach self-discipline and respect
RUNNING CLUB
THE GOAL:

- Get children involved in something.
- Learn to set goals.
- Encourage kids to keep trying even though they may fail.
- TEAMWORK!
- Make kids feel important and part of a team or club.
RESULTS:

Kids LOVED IT!!!!!!
Redemption News

By: Justin stone, Cameron Fuller
Our Project

Our projects is social media awareness. We created social media account including instagram, twitter and facebook. On those account our goal is to create awareness and spread positivity. So many people are negative about the subject of drugs. The thought of a negative person would be “oh he's so far gone drugs has already taken him to his grave there's no point in helping “ we want to stop this kind of negative and let people who are on drugs know that the can beat addiction, and that they have the willpower to do so. We also will be including link for people to go to and learn more on different topics of drugs.
**Instagram Log**

This is one social media in which we have gotten the most response.

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<tr>
<th>Rank</th>
<th>Followers</th>
<th>Photos</th>
<th>Date</th>
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<tr>
<td>7th</td>
<td>77 followers</td>
<td>5 photos</td>
<td>October 17, 2017</td>
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Drug Free Clubs of America

“Breaking The Chain”

Samuel, Karli, Kelsi, Maddie, Macee, Megan, Emily, Katlyn
Why We Are Doing This

- There is a huge drug epidemic in our area that affects the students in our high school and elementary.
- \( \frac{1}{3} \) of those who start at age 13 will be addicted by mid 20s
Alex Driehaus’ Heard the NPR story and decided to visit us to help complete her senior capstone project in journalism
http://www.amdriehausphoto.com/overview/
http://www.amdriehausphoto.com/the-school
The Opioid Crisis: Helping Our Students Cope

BY SUE HAMILTON / 21 NOV 2017 / NO COMMENTS

http://edu.stemjobs.com/opioid-crisis-helping-students-cope/?utm_source=STEM+Jobs+Educator+Newsletter&utm_campaign=22d7626f89-EMAIL_CAMPAIGN_2017_11_28&utm_medium=email&utm_term=0_511dbffc20-22d7626f89-190052933&mc_cid=22d7626f89&mc_eid=78e9e60df5
the death of a parent from an overdose, the anxiety of living in foster care or with relatives, or try to live in a home where their possessions are sold for drugs.

Dreamland

Teachers at South Webster High School in southern Ohio created a course based on the book “Dreamland” by Sam Quinones, which tells how drugs from rural Mexico make their way to the small towns of southern Ohio where these students live. The teachers have also made the community a part of this course and the fire chief, former coroner, counselors, nurses, and a judge tell what they have seen and experienced of the opioid crisis. The kids also learn from other students who are going through the same crisis in their lives. Cyndy Hykes, who teaches the class to almost 50 juniors at South Webster High School, has a mission. “How can I make them feel like their experiences have value, that their community is important, that we’re not poor and rural and disposable?”

East Falmouth Elementary

This Cape Cod, Massachusetts elementary school had the opioid crisis come home when six parents of its fourth grade students died of drug overdoses, half of the 12 parent drug deaths
How we communicate lessons with students...

To help us prepare for our upcoming lesson on the Opioid Crisis in Southern Ohio I'm going to start loading resources we can use. Most of these links are either podcasts you can listen to or videos.

FULL INTERVIEW w/ Sam Quinones, Author of 'Dreamland: The True Tale of America's Opiate Epidemic':

Interview: Sam Quinones, Author Of 'Dreamland: The True Tale Of America's Opiate Epidemic': Part 1
http://www.npr.org/2015/05/19/404184355/how-heroin-made-its-way-from-rural-mexico-to-small-town-ohio-

Ep. 57 – Digging up the Roots of America's Opioid Epidemic: Sam Quinones, Dreamland - Cover2.org

AOT #478: Sam Quinones Podcasts Dreamland: The True Tale of America's Opiate Epidemic: Author's Tour Live
http://authorsontourlive.com/sam-quinones-podcasts-dreamland/
Monday/Tuesday
Here a few updates for our study:

- Ex-DEA agent: Opioid crisis fueled by drug industry and Congress - CBS News

- The opioid epidemic: How Congress and drug company lobbyists worked to neutralize the DEA - W...

- Children and the Opioid Crisis
  http://www.childrensdefense.org/newsroom/child-watch-columns/child-watch-documents/Children...

- Ex-DEA agent: Opioid crisis fueled by drug industry and Congress - CBS News

- Faces of an Epidemic | The New Yorker
A Take Away about standards...

Much like Red Ribbon Week doesn’t cure the drug problem, harping about the tests without digging into authentic learning with a deep purpose doesn’t address the scores.
How can we be sure our students know these heroines are our role-models?