PBL Template

Project Title: Literary Analysis Part B: Don't Know Much About History

Project Idea:

Students often do not make the connections between historical events and themes in literature. In a lesson designed to teach the foundational works of American literature in the eighteenth-, nineteenth- and early-twentieth-centuries, students will work in groups to research the time periods, read a variety of literature focusing on two or more themes or central ideas, and collaborate to create a media presentation. The presentation should focus on educating other students on the literature and history of the assigned century. **This PBL was created to accompany the entire 12th grade course. If taught in isolation, the teacher might want to change some of the wording throughout the project.**

Entry Event:

Students will receive the **Memo** from *Edutube*.   Groups will randomly draw for the eighteenth, nineteenth and twentieth centuries. Depending on class size, each century might be researched by more than one group. Students will research the time period, read several literary works, determine two or more themes and collaborate to create and present a book trailer teaching their classmates about the literature of the time. Individually, students will write an analytical essay of a reading of their choice.

WV CCRS:

Objectives Directly Taught or Learned Through Inquiry/Discovery	Evidence of Student Mastery of Content
ELA.12.2 determine two or more themes or central ideas of a literary text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective and critical analysis of the literary text.	Teacher will use the **Presentation Rubric** to assess. Teacher will use the **Analytical Essay Rubric** to assess analysis.
ELA.12.7 determine the meaning of words and phrases as they are used in a variety of literary texts, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging or beautiful. (Include Shakespeare as well as other authors.)	Teacher will monitor students as they use **Close Reading** to check reading and vocabulary comprehension.
ELA.12.9 analyze and defend a case in which grasping a point of view requires distinguishing what is directly stated in a literary text from what is really meant (e.g., satire, sarcasm, irony or understatement).	Teacher will use the **Analytical Essay Rubric** to assess analysis.
ELA.12.14 demonstrate a deep knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how multiple literary texts from the same period treat similar themes or topics.	Teacher will use the **Analytical Essay Rubric** to assess analysis. Teacher will use the **Presentation Rubric** to assess.
ELA.12.28 draw evidence from literary or informational texts to support analysis, reflection and research.	Teacher will use the **Analytical Essay Rubric** to assess analysis.

• apply *grade 12 Reading objectives* to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics"). • apply *grade 12 Reading objectives* to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses]").	Teacher will use the **Presentation Rubric** to assess.
ELA.12.38 apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading or listening. • vary syntax for effect, consulting references (e.g., Tufte's *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.	Teacher will monitor students as they use **Close Reading** to check reading and vocabulary comprehension.
ELA.12.40 demonstrate understanding of figurative language, word relationships and nuances in word meanings. • interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. • analyze nuances in the meaning of words with similar denotations.	Teacher will monitor students as they use **Close Reading** to check reading and vocabulary comprehension.

Performance Objectives:
Know
Theme
Collaboration
Research Skills
Presentation Skills
Filming and Editing
How to do a close read

Do
Conduct research
Work Collaboratively
Write a literary analysis
Media Presentation
Film and Edit
Reflection
Debriefing

Driving Question:
How does history manifest itself in literary themes?

Assessment Plan:

Major Group Products	Media Presentation Group Contract
Major Individual Projects	Literary Analysis End-of-Project Reflection

Assessment and Reflection:

Rubric(s) I will use: (Check all that apply.)	Collaboration **Collaboration**	x	Written Communication **Analytical Essay Rubric**	x
	Critical Thinking & Problem Solving		Content Knowledge	
	Oral Communication **Presentation Rubric**	X	Other **Appropriateness of Sources Rubric**	X
Other classroom assessments for learning: (Check all that apply)	Quizzes/ tests		Practice presentations	
	Self-evaluation		Notes	
	Peer evaluation		Checklists/observations	
	Online tests and exams		Concept maps	
Reflections: (Check all that apply)	Survey		Focus Group	
	Discussion		Task Management Chart	
	Journal Writing/ Learning Log		Other **End-of-Project Reflection**	X

Map the Project:

Product:

Knowledge and Skills Needed	Already Have Learned	Taught Before the Project	Taught During the Project
1. Collaboration	X		
2. Research	X		
3. Filming and Editing	X		
4. MLA Style	X		
5. Presentation Skills	X		

Resources:
School-based Individuals:
Librarian
History teachers
Technology Integration Specialist (some areas)
Literary Coaches (some areas)

Technology:
Flip cameras
Computers and Internet

Voice Recorders
Document camera (ELMO)

Community:
Local Libraries
Historical Society

Materials:
Memo
Collaboration Rubric
Analytical Essay Rubric
Appropriateness of Sources Rubric
Presentation Rubric
Close Reading Guide
Analytical Essay
Edutube Contract
End-of-Project Reflection
Readings for Essay Writing Module

Websites:
http://www.fas.harvard.edu/~wricntr/documents/CloseReading.html - This website provides directions for close reading.
http://owl.english.purdue.edu/owl/resource/747/01/ - Owl Purdue website provides citation and research information.
Teaching American History.org located at http://teachingamericanhistory.org/library/index.asp?subcategory=18

Manage the Process:

Students will be divided into groups of four. The teacher could assign the groups or let students group themselves. The teacher should assign the literary periods to groups by random drawings to avoid conflict in selecting topics. The duration of the project will be approximately two weeks. This is a very short period of time for what could be a difficult assignment for many; therefore, the teacher should be aware of this and monitor closely with group meetings and discussions. The teacher should also be aware that readings from the earlier time periods may be difficult for some students. This may require extra work with close reading and/or special attention to grouping. Consider placing the stronger students with students who may struggle with the content. And/or give the stronger students the more difficult reading selections to facilitate learning for all. Perhaps asking the students to complete daily exit slips of what they've learned and what they are still having difficulty with would help assist the teacher in monitoring the progress.

Regular team meetings will be necessary to review the progress of the project – completion of tasks, progress of research, and assignment of day's tasks to be completed. There will be regularly scheduled work days for teams. The teacher will conference with groups and individual students determining progress, ascertaining if further instruction is needed and monitoring student work. Students will work in groups on the book trailers dealing with eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature. The teacher may need to direct students to online examples of book trailers. Individually, students will write an **Analytical Essay** defending their selection of themes relevant to their time period. A list of suggested, **but not required**, readings is included in the PBL. This list is meant as a guide for students who might struggle with which literature to use. Individual teachers should decide whether to use the list. Perhaps this might be a method of scaffolding if groups are struggling with what to use in their literature choices. The teacher should be aware that students tend to want to make this research more about the history than the literature. The teacher can deal with this possible problem when meeting with groups.

Students will have the opportunity to incorporate their learning preferences into their presentations. Teams will divide duties based on their team members' strengths. The library and computer lab will be reserved to ensure research access for all students. Media products will be presented to their classmates in order to help all students understand the three time periods and the themes found in the relevant literature.

The teacher should have a calendar prepared for the students. Additionally, all library and computer lab days should be reserved ahead of time so students can start their research as soon as possible.

The steps for this project are not necessarily done on consecutive days. Block scheduling and other class assignments could interfere with project days.

Step One: Teacher will launch the entry event and assign groups and draw for topics. In order to complete the assignment on time, research should start this first day. Teacher will provide calendar of due dates.

Step Two: Research will continue. Groups will be given the **Edutube Contract** to read and sign. Students should assign specific duties to group members. Teacher will assign **Analytical Essay**. This is a good time to do a mini-lesson on citing sources (and using sources effectively). The teacher can direct students to the Owl Purdue cite for citation examples. http://owl.english.purdue.edu/owl/resource/747/01/ However, students may not understand how to incorporate a source within their papers. Ask students to write a paragraph where they refer to at least two quotes they have read in their literary sources. Then explain citation and reference usage. Once they have practiced this method on a smaller scale, they should be able to incorporate it in their larger paper. Some additional work may be needed if students are still struggling with references and citations. The teacher might consider assigning a rough draft of the essay in order to further facilitate students.

Step Three: Students will continue research and reading for media project – library/computer lab time.

Step Four: Groups will meet and work in classroom to continue planning of presentation. This time could be used to read literature of the time period.

Step Five: Groups should be filming and preparing presentations.

Step Six: Continued research time/filming, editing, etc. of final presentation

Step Seven: Group work – finalize plans and assignments for individual members. Teacher should be informed of any difficulties with the project. Problem solving and troubleshooting could take place here.

Step Eight: Practice presentations

Step Nine: Final presentations

Step Ten: Reflection and debrief. **Analytical Essay** is due.

Career Connection:

This PBL relates to the world of work by using research and collaboration as necessary factors in accomplishing an assigned task. For example, students will work together to complete their assignment. They will actually be graded on their ability to collaborate. Most jobs/careers today involve collaboration to be successful. Additionally, the research skills, often thought of as only necessary for college bound students, are becoming increasingly necessary in all jobs. For example, if you are working in Real Estate, you must be able to research many things (i.e., mortgage rates, property values, etc.). Students are also being asked to use their creativity as they complete their project. Students will be utilizing technology and speaking/listening skills. Decision making skills and trial and error are also necessary for students to experience real world situations. Students in all career clusters will benefit from the schedules team meetings and conferences with the teacher. Below are some examples of how this PBL could foster experience and skills in many chosen careers.

Arts and Humanities Cluster:
Students interested in careers from this cluster will benefit from the research, writing and speaking skills. A music or art major would have the opportunity to use their skills/talents in creating an artistic response to the media assignment. Additionally, students will benefit from working in groups, following instructions and guidelines, meeting deadlines and working with new vocabulary. Problem solving, making decisions, and communicating are necessary in all job choices.

Business and Marketing Cluster:
Students interested in careers in this cluster will benefit from the decision-making skills as well as the marketing aspect of the assignment. For example, students can be asked (teacher choice) to submit a proposal when selecting topics for research. This requires business/marketing skills such as design, working with a deadline and influencing others. Throughout the PBL, students will be learning new vocabulary, communicating with others, making decisions and making changes and corrections.

Engineering and Technical Cluster:

Students interested in careers in this cluster will be drawn to the use of technology and the planning and designing aspects of the PBL. The collaboration and decision making will be helpful in this cluster. Additionally, the use of rubrics, or a set standard of performance, will benefit the students interested in this career cluster. Students will also benefit from the creative aspect of the assignment. And, making decisions, working with deadlines and completing both individual and group projects will be helpful.

Health Cluster:
Students interested in this cluster benefit from the communications and collaboration skills in this PBL. They will also benefit from setting goals, making a plan, making decisions and presenting to an audience. The writing assignments, especially the reflective journals, could be of special use in careers that involve daily decision making tasks.

Human Services Cluster:
Students interested in this career cluster benefit from the written and oral communication skills developed in this PBL. The will also benefit from following directions, performing a variety of tasks, making decisions, and working with others. Planning, directing and completing an activity will also be an important aspect of this PBL.

Science and Natural Resources Cluster:
Students interested in careers in this cluster will benefit from the research skills developed. They will also learn to follow guidelines and increase vocabulary awareness. Additionally, students will evaluate information, make decisions, direct and plan activities and present information.

Project Evaluation:
Students will meet with the teacher to discuss the PBL. At this time, students will offer any suggestions they have regarding the PBL. Students will complete the **End-of-Project Reflection**. It is an important part of the PBL process for the teacher to reflect and share also. Be sure to discuss mistakes and celebrate successes in order to complete the learning process.
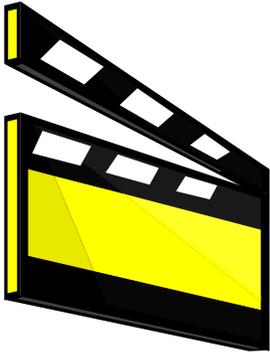
American Literature in film

Edutube, the new Internet site for educational videos, is searching for films depicting the student perspective of themes in American Literature.   This year your group has traveled to places and times in the past. You will be given a time period in American history. Prepare to take another journey where you will research the time period and the literature of that time. Your group will select several literary works of the time. After reading and discussing the works, you will create a media presentation to share with other students. The goal of your presentation is to teach other students about the history and literature of your time period by focusing on themes or central ideas in the works.   Remember, you want to make your presentation interesting and factual. Have fun!

You will have three days to research your time period, literature and begin work on your presentation. Several days have been provided for filming, editing or whatever you may need to do. You will present to a panel of "film critics" for evaluation and comments. Good luck! See you when you return from your journey into the past.

Name _____
Analytical Essay Rubric

Category	4 Distinguished	3 Above Mastery	2 Mastery	1 Below Standard	Score
Topic or Thesis Statement	The thesis statement names the topic of the essay and clarifies the main points to be discussed.	The thesis statement names the topic of the essay.	The thesis statement outlines some or all of the main points to be discussed but does not name the topic.	The thesis statement does not name the topic and does not preview what will be discussed.	
Development of Topic	Include sophisticated arguments to support claims using valid reasoning and sufficient evidence. Develop precise claims and counterclaims supplying relevant evidence.	Include strong arguments to support claims using reasoning and evidence. Develop clear claims and counterclaims supplying relevant evidence.	Include arguments to support claims using reasoning and evidence. Develop claims and counterclaims supplying relevant evidence.	Include incomplete arguments to support claims using some evidence. Develop claims supplying some evidence.	
Use of language	Includes appropriate and varied transitions and syntax to link the major sections of the text and clarify the relationships among complex ideas and concepts.	Includes appropriate transitions to link the major sections of the text and complex ideas and concepts.	Includes some transitions to link sections of the text.	Transitions are either weak or nonexistent.	
Grammar and Spelling	Author makes no errors in grammar or spelling that distract the reader from the content.	Author makes 1-2 errors in grammar or spelling that distract the reader from the content.	Author makes 3-4 errors in grammar or spelling that distract the reader from the content.	Author makes multiple errors in grammar and spelling that distract the reader from the content.	
Audience	Demonstrates a clear understanding of the audience/reader and uses appropriate vocabulary and explanation anticipating the reader's questions.	Demonstrates a general understanding of the audience/reader and uses appropriate vocabulary and explanation for that audience.	Demonstrates some understanding of the audience/reader and uses appropriate vocabulary and explanation for that audience.	It is not clear who the author is writing for.	

Reading for Understanding

In your groups select a literary passage (poem, short story, sermon, etc.) and do the following:

- Read the passage silently.

- Highlight any words or phrases you do not understand.

- Circle any words or phrases you found interesting, intriguing, or confusing and write why you selected them.

- Pick three quotes you found memorable. Explain why you selected these particular quotes (i.e., beauty of language, interesting information, or any other reason)

- Share your comments or selections within your group. Discuss words or passages that may have been confusing or troubling. Take turns reading some of the passages aloud. Discuss why a writer may have selected certain phrases or words instead of others.

- If there are still words that are unfamiliar to the members of the group, be sure to check the dictionary for meanings.

Appropriateness of Sources Rubric
Name _____
Team Members _____

	Excellent 4	Good 3	Fair 2	Inadequate 1
Interpretation	Accurately interprets all evidence, statements, graphs, questions, etc.	Accurately interprets some evidence, statements, graphs, questions, etc.	Misinterprets evidence, statements, graphs, questions, etc.	Offers biased interpretations of evidence, statements, graphics, questions, information, or the point of view of others.
Arguments	Identifies prominent arguments (reasons and claims) pro and con	Identifies some prominent arguments pro and con	Fails to identify strong, relevant counter-arguments	Fails to identify or hastily dismisses strong, relevant counter-arguments
Point of View	Thoughtfully analyzes and evaluates major alternative points of view	Offers analyses and evaluations of obvious alternative points of view	Superficially evaluates obvious alternative points of view	Ignores obvious alternative points of view
Evidence	Fair-mindedly follows where evidence and reasons lead	Sometimes follows where evidence and reasons lead	Regardless of evidence or reasons maintains or defends views based on self-interest or preconceptions	Exhibits close-mindedness ore hostility to reason

End-of-Project Reflection

What were the tasks that needed to be completed for this project?	
What is the most important thing you learned during this project?	
What was the most enjoyable part of this project?	
What was the least enjoyable part of this project?	
What should be changed to make this project better for the next group?	

Edutube Contract

You and your classmates have agreed to work with Edutube to create lessons for high school literature students. In a lesson designed to teach the foundational works of American literature in the eighteenth-, nineteenth- or early-twentieth-centuries, you will work in groups to research the time periods, read a variety of literature to find two or more themes or central ideas, and collaborate to create a book trailer. The presentation should focus on educating other students on the literature and history of the assigned century. Remember, you are providing your classmates with historical and literary teasers to encourage them to read. Therefore, be creative in your presentation. Make your presentation interesting and educational! On the scheduled day, your group will present your book trailer. Be prepared to answer questions your teacher or classmates might have. Individually, you will prepare a reading review – check the assignment for the writing. Good luck and get the creative juices going!

I, _____, hereby agree to participate in this research, media project. I will work cooperatively with my group members providing assistance in the areas in which I am competent. If for any reason I cannot work with my fellow classmates, I understand I can be removed from the group and required to prepare my own presentation.

_____
(sign and date)

Readings for Essay Writing Module

Read several selections in order to determine common themes and central ideas. Use the readings and historical research your group did to complete the tasks spelled out in the *Edutube* letter. An excellent source for foundational literature is the website Teaching American History.org located at
http://teachingamericanhistory.org/library/index.asp?subcategory=18. Some suggestions are listed below, but many others are available.

18th Century :

- Paine, Thomas. *Common Sense*
- Jefferson, Thomas. *The Declaration of Independence*
- Wheatley, Phyllis. *On Being Brought from Africa to America*
- Wheatley, Phyllis. *To His Excellency, General Washington*
- Henry, Patrick. *Speech to the Second Virginia Convention*
- Franklin, Benjamin. *From The Autobiography of Benjamin Franklin*
- Franklin, Benjamin. *From Poor Richard's Almanack*
- Adams, Abagail. *Letters to John Adams* and *Letters to Her Daughter*

19th Century:

- Emerson, Ralph Waldo. *from Nature*
- Emerson, Ralph Waldo. *from Self-Reliance*
- Fuller, Margaret. *Woman in the Nineteenth Century*
- Thoreau, Henry David. *from Walden*
- Thoreau, Henry David. *from Walden*
- Poe, Edgar Allan. Any short stories or poems
- Hawthorne, Nathaniel. Any short stories or novels (or excerpts from novels)
- Douglass, Frederick. *from My Bondage and My Freedom*
- Dickinson, Emily. Poetry

20th Century:

- Masters, Edgar Lee. Poetry
- Chief Joseph. *I Will Fight No More Forever*
- Chopin, Kate. Short stories
- Robinson, Edwin Arlington. Poetry
- London, Jack. Short Stories and Novels
- Poetry from the Harlem Renaissance
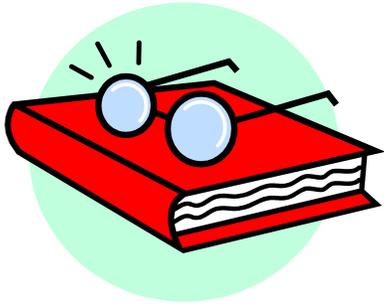
Essay Assignment

Write a two to three page essay effectively utilizing two or more themes you believe reflect the time period you and your group researched. Draw evidence from literary or informational texts to support your analysis, and research citing examples when possible. Demonstrate knowledge of eighteenth-, nineteenth- and early twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.