

PBL Template

Project Title: Research Writing: Past - Forward to the Future

Project Idea:

Using seventeenth, eighteenth, nineteenth, twentieth, and twenty-first century United States documents, students will work together to gather, analyze, integrate, evaluate, and synthesize information to ascertain the effect the information gleaned has on today's society and their future lives. Students will create a presentation using digital media to share their information. As individuals, students will write an abstract for a seminal United States informational text from each century.

Entry Event:

To hook the attention of students and to make certain they can compose an abstract, introduce John F. Kennedy's address to the graduates of American University in 1963, which can be found at <http://www.youtube.com/watch?v=GnCps4GHGmY>. The teacher will work with students to create a whole-group abstract of the speech using the [Abstract Checklist](#). This serves to model the format of the abstract for their first individual experience with seminal US documents.

Although the teacher can launch the project, consider having a local historian or a local visionary present the problem to make it more authentic. To launch the project, present the following prompt to students:

As you are getting ready to graduate and look to the future, your goal is to reflect on the past and to identify how it will influence your future. With a small group, you will use digital media to share information you glean from your individual research. Your project will be evaluated using the [Presentation Rubric](#). Your individual abstracts will be evaluated using the [Abstract Checklist](#).

WV CCRS:

Objectives Directly Taught or Learned Through Inquiry/Discovery	Evidence of Student Mastery of Content
ELA.12.4 cite strong and thorough textual evidence to support analysis of what the informational text says explicitly as well as inferences drawn from the text, including determining where and why the text leaves matters uncertain.	Teacher will use Abstract Checklist to ensure abstracts demonstrate evidence to support analysis of what informational text says.
ELA.12.15 integrate, evaluate and synthesize multiple sources of information presented in different media or formats (e.g., visually, quantitatively) in order to solve a problem.	Teacher will use Presentation Rubric to ensure information will demonstrate integration, evaluation and synthesis of information from multiple sources presented in different formats.
ELA.12.16 delineate and evaluate the reasoning in seminal U.S. informational texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).	Teacher will use Abstract Checklist to ensure students delineate and evaluate the reasoning in seminal U.S. informational texts.
ELA.12.17 analyze seventeenth-, eighteenth- and	Teacher will use Abstract Checklist to ensure students analyze foundational U.S. informational documents from

nineteenth-century foundational U.S. informational documents of historical and literary significance for their themes, purposes and rhetorical features and current relevancy.	various centuries in terms of themes, purposes, rhetorical features and current relevancy.
ELA.12.29 write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes and audiences.	Teacher will use Abstract Checklist to ensure students have written routinely for a specific task, purpose and audience as will presentations.
ELA.12.32 evaluate points of view, reasoning and uses of evidence and rhetoric in order to assess the stance, premises, links among ideas, word choice, points of emphasis and tone used among multiple speakers.	Students will use Presentation Rubric when listening to presentations to evaluate points of view, reasoning and uses of evidence and rhetoric to assess the stance, premises, links among ideas, word choice, points of emphasis and tone among multiple speakers.
ELA.12.35 adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.	Teacher will use observation and the Presentation Rubric to ensure students demonstrate a command of formal English and adapt speech to a variety of contexts during small group discussions and group presentations.
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.	Teacher will use Abstract Checklist and Presentation Rubric to ensure knowledge of effective language use.
ELA.12.41 acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Teacher will use observation, Abstract Checklist and Presentation Rubric to ensure students demonstrate vocabulary knowledge.

Performance Objectives:

Know

- How to conduct research
- How to analyze informative documents
- How to draw supporting evidence from texts
- How to cite textual evidence
- How to integrate, evaluate and synthesize multiple sources of information
- How to participate in collaborative discussions
- How to write abstracts
- How to adapt speech to context and task
- How to apply knowledge of language
- How to present information
- How to use digital media

Do

- Conduct research

Analyze information
 Draw supporting evidence from texts
 Cite textual evidence
 Integrate, evaluate, and synthesize multiple sources of information
 Participate in collaborative discussions
 Write abstracts
 Adapt speech to context and task
 Apply knowledge of language
 Present information using digital media

Driving Question:
 How is the past influencing your future?

Assessment Plan:

Major Group Products	Digital Presentation with Speech
Major Individual Projects	Written Abstract of Seminal Text from Each Century Written Reflection of Learning

Assessment and Reflection:

Rubric(s) I will use: (Check all that apply.)	Collaboration Created by Allison Fluharty	X	Written Communication	
	Critical Thinking & Problem Solving		Content Knowledge	
	Oral Communication		Other Presentation Rubric	X
Other classroom assessments for learning: (Check all that apply)	Quizzes/ tests		Practice presentations Presentation Rubric	X
	Self-evaluation		Notes	
	Peer evaluation		Checklists/Observations – Abstract Checklist	X
	Online tests and exams		Concept maps	
Reflections: (Check all that apply)	Survey		Focus Group	
	Discussion	X	Task Management Chart	
	Journal Writing/ Learning Log		Other Peer Review Checklist	X

Map the Project:

Product:

Knowledge and Skills Needed	Already Have Learned	Taught Before the Project	Taught During the Project
1. Skill to conduct research	X		
2. Skill to gather information	X		
3. Skill to analyze information	X		
4. Skill to draw conclusions	X		
5. Skill to cite sources	X		
6. Skill to integrate, evaluate and synthesize multiple sources of information	X		

7. Skill to adapt speech to context and task	X		
8. Skill to apply knowledge of language	X		
9. Skill to use digital media	X		
10. Skill to present information	X		

Resources:

School-based Individuals:

Social Studies Teachers
 Language Arts Teachers
 Library/Media Specialist
 Technology Integration Specialist
 School Counselor

Technology:

Computers with Internet access
 Computers with word processing software
 Computers with presentation software
 Computer hooked to projector

Community:

Local historian or members of the historical society
 Local judge
 Local librarian
 Local visionaries

Materials:

Electronic and non-electronic informational resources

[US Seminal Documents](#)

[Abstract Checklist](#)

[Discussion Checklist](#)

[Peer Review Checklist](#)

[Collaboration Rubric](#)

[Presentation Rubric](#)

Websites:

<http://www.youtube.com/watch?v=GnCps4GHGmY> – This site has an excerpt of John F. Kennedy commencement address to the American University Class of 1963.

Some websites students might use to locate seminal U.S. documents and foundational U.S. informational documents from each century include the following:

http://www.nytimes.com/interactive/2009/01/17/washington/20090117_ADDRESSES.html - This site highlights the most used words in each inaugural address.

http://avalon.law.yale.edu/subject_menus/inaug.asp - This site links to presidential inaugural addresses as well as other important documents organized by century.

<http://millercenter.org/scripps/archive/speeches> - This site offers transcripts of the most important presidential speeches. The audio and video presentations of some of the speeches are available.

<http://www.law.cornell.edu/supct/cases/topic.htm> - This site organizes historic Supreme Court decisions by topic.

<http://www.foundingfathers.info/federalistpapers/fedindex.htm> - This site links to The Federalist Papers by number.

<http://history.state.gov/historicaldocuments/status-of-the-series> - This site links to recently released historical documents.

<http://www.constitution.org/consprin.htm> - This site provides a Declaration of Constitutional Principles in modern language.

<https://owl.english.purdue.edu/owl/section/2/8/>. This site provides instruction necessary for research.

Manage the Process:

This project could be adapted to fit the needs of the students and the time available.

To ensure the targeted learning occurs, the teacher is constantly monitoring student progress toward the goals to make sure students are acquiring and applying the intended learning outcomes. The teacher checks with each individual and each group on a regular basis to ensure they are moving toward mastery of the intended learning targets. The teacher reads each individual's abstract to learn about the information students are gleaning from the project. The teacher also monitors each group's discussions to evaluate the analysis of the information studied as well as the integration, evaluation and synthesis of the information. The presenters, the panelists, the audience and the teacher will evaluate final presentations. The teacher might assign certain presentation groups different roles during the presentations. For example, while one group is presenting, two groups might be taking notes on the presentation, two groups might be evaluating the presentation using the rubric, and two groups might be generating questions to pose.

The teacher can heterogeneously group students who work well together and bring a range of skills and perspectives to the project in groups of four or the teacher can allow students to self-select their groups according to interest. Each group will gather, analyze, evaluate and synthesize information from foundational seminal U.S. informational and literary documents. Each individual will be responsible for writing an abstract for one resource representative of each century.

The knowledge and skills students should master before beginning this project are included in earlier 12th grade units provided on this site; however, the teacher might find it necessary to reteach some of the objectives in mini-lessons with small groups or the whole class. To facilitate research skills, the teacher can direct students to lessons on the Owl Purdue site <https://owl.english.purdue.edu/owl/section/2/8/>.

To differentiate instruction, the teacher can allow students to choose the specific documents they will investigate and how they will investigate depending on their personal readiness, interest and learning profile. The teacher can scaffold instruction to meet the individual student needs through mini-lessons as needed for individuals, small groups and whole groups so all students can successfully meet the goals of the project. Since this unit should be taught further in the school year, the teacher should be able to determine the needs of students and use that knowledge when grouping and assigning tasks.

The teacher will establish a justifiable grading system before launching the project and present that system to the students at the beginning of the project. The teacher will evaluate each project or performance in the project with students receiving timely, descriptive feedback denoting strengths and weaknesses so they can successfully complete the project. The teacher will use the written abstracts, the explicit feedback provided during teacher student conferences and the practice presentations as formative assessment; therefore, only descriptive feedback is offered on how students can improve their performance before the final presentation. The teacher will constantly monitor student progress and provide descriptive feedback through classroom observation and personal communication. The teacher will assign grades based on individual demonstration of knowledge, skills and understanding relative to the content standards and objectives taught during this experience. They will evaluate knowledge, skills and understanding of the Next Generation Content Standards and Objectives as well as the Learning Skills and Technology Tools.

The teacher will notify school-based and community-based adults about the project before it is started, so they realize what students are doing. Students will have access to the school-based adults throughout the project. It is hoped that students will be able to have access to community-based resources throughout the program through electronic means. Also, community-based adults, such as a local historian, a local judge, a local librarian and a local visionary will be invited as panelists for the group presentations.

Manage the Process Timeline

Countdown to Project Launch

Schedule the project after discussing the project with others in your building so presentations do not overlap for students.

Notify school-based and community-based adults about the project.

Schedule community-based adults for the launch.

Schedule community-based adults for the panel for presentations.

Procure copies of the attachments and organize them as they will be needed.

Procure copy of video to launch project.

Decide whether to allow students to self-group or whether to assign groups.

Teach collaboration, presentation, independence, and inquiry before beginning the project so students can meet the demands of project based learning, especially if this is their first project based learning experience.

Create a means to communicate with students about the project.

Determine how to present information, such as the resources which are compiled by century.

Launch the Project

Introduce John F. Kennedy's address to the graduates of American University in 1963. This speech serves as a significant informational text. The teacher will work WITH students to create a whole-group abstract of the speech using the abstract checklist. This serves to model the format of the abstract for their first individual experience with seminal US documents.

Teacher presents the prompt with assistance from local community members. **Prompt:** As you are getting ready to graduate and look to the future, your goal is to reflect on the past and to identify how it will influence your future. With a small group, you will use digital media to share information you glean from your individual research. Your project will be evaluated using the [Presentation Rubric](#). Your individual abstracts will be evaluated using the [Abstract Checklist](#).

Teacher presents the Driving Question.

Students create a Know, Need to Know list.

Students create an asset map/list of community and technological resources they might use to complete the project.

Students review managing the process timeline.

Teacher forms collaborative work groups of students by assigning groups or by allowing students to self-select groups.

Teacher assigns due dates.

Students hold initial group meetings.

Students discuss their strengths.

Students review the [Collaboration Rubric](#).

Students compose group contracts specifying duties and responsibilities of each member.

Students brainstorm ideas about the topic and prompt as well as responses to the Driving Question.

Students write preliminary task lists, distribute the workload, and assign tasks.

Teacher will assign due dates.

Teacher reviews group contracts and task lists.

Teacher presents resources.

Throughout the Project

The teacher discusses [US Seminal Documents](#) with students.

The teacher scaffolds reading strategies to use to access the information in the documents. Teachers might choose to use [SQ3R](#), [SOAPStone](#), or other strategies for reading nonfiction. This step is crucial in the scaffolding process.

Students will preview all documents and select one from each century. Remind students that the documents they select may be used in the group media presentation. Students should look for a thread that connects the multi-century documents.

Students conduct a close reading of the material they have selected, using one of the strategies listed above.

The teacher distributes the [Abstract Checklist](#) and reviews criteria with the students.

Students write a draft of an abstract for one document.

Students use the [Peer Review Checklist](#) to review their abstracts with a partner.

Students revise their abstracts and submit for teacher comment.

The teacher conferences with each student while other students are reading and annotating remaining texts.

Students use descriptive feedback to make final revisions for abstract.

The teacher collects abstract, makes a copy and gives student a copy of their polished abstract to help them as they write their future abstracts.

Students write an abstract for one document per century.

Teacher distributes [Discussion Checklist](#).

Students review [Discussion Checklist](#).

Students move to pre-determined groups to share their abstracts and discuss common threads.

Students decide what overriding theme they will use for their group media presentation, keeping in mind the driving question.

Teacher distributes [Presentation Rubric](#).

Students review the [Presentation Rubric](#).

Students present plan for group presentation.

Students confer with teacher about outline for group presentation.

Students create group presentation.

Students rehearse group presentations by presenting them to reading/English language arts teacher, library/media specialist, and technology integration specialist as available.

Students revise group presentation.

Students respond to the Driving Question.

Presenting the Project

Teacher reviews audience roles and responsibilities.

Teacher reviews presentation rubric with audience and panelists.

Student groups present projects for authentic audience composed of community members.

Panelists and audience pose authentic questions about the content of presentations.

Individuals respond to questions about topic.

Audience (panel, peers, and teacher) evaluates each individual's part in the presentation using the [Presentation Rubric](#).

Evaluating the Project

Students self-evaluate by writing a reflective piece describing what they've learned and what they contributed to their group performance as well as completing the [Discussion Checklist](#) and the [Collaboration Rubric](#).

Celebrate completion of the project by noting successes.

Students and teacher reflect and debrief the project. The teacher can have students reflect in a variety of ways. Students and teachers could write about the positives and the negatives of the project.

Additionally, it is a good idea to have students comment on what they wished they had done differently.

The teacher and students should discuss failures and successes in order to make changes for future group projects.

Project Evaluation:

Students reflect throughout the project in their individual teacher-student conference.

Students also assess their own work on the project. The teacher reflects on what is going well and why as well as what needs improved and why throughout the project as a result of their observations and personal communications with students. With a partner, their collaborative group or mixed small groups,

the class will reflect on their responses to the driving question and debrief the project through whole class discussion or focus group discussion discussing appropriateness of the duration, workload, instructions, resources, assessments, challenges, assistance and ideas for improvement. The teacher uses the results of these reflections and the reflective essays to refine the project for future use. The teacher will collect samples of a range of student work to revise rubrics.

Past-forward to Your Future: Abstract Checklist

Criteria	Yes	No
The abstract is at least 75-100 words in length.		
The abstract's topic is stated in the first sentence.		
The abstract performs its defined purpose.		
The abstract reflects the organized of the text and is labeled appropriately.		
The abstract conveys key points precisely and concisely.		
The abstract contains one or more paragraphs.		

The abstract is objective (does not contain personal observations or opinions).		

Additional comments:

Name: _____
 Collaborative Work Skills Peer Evaluation Rubric

Date: _____
 Class Period: _____

CATEGORY	4	3	2	1
Contributions	Partner routinely provided useful ideas when participating in the group and in classroom discussion.	Partner usually provided useful ideas when participating in the group and in classroom discussion.	Partner sometimes provided useful ideas when participating in the group and in classroom discussion.	Partner rarely provided useful ideas when participating in the group and in classroom discussion.
Quality of Work	Partner provided work of the highest quality.	Partner provided high quality work.	Partner provided work that occasionally needed to be checked/redone by other group members to ensure quality.	Partner provided work that usually needed to be checked/redone by others to ensure quality.
Time-management	Partner routinely used time well throughout the project to ensure things got done on time. Group did not have to adjust deadlines or work responsibilities because of me.	Partner usually used time well throughout the project, but may have procrastinated on one thing. Group did not have to adjust deadlines or work responsibilities because of me.	Partner tends to procrastinate, but always got things done by the deadlines. Group did not have to adjust deadlines or work responsibilities because of me.	Partner rarely got things done by the deadlines AND the group had to adjust deadlines or work responsibilities because of my inadequate time management.
Preparedness	Partner brought needed materials to class and was always ready to work.	Partner almost always brought needed materials to class and was ready to work.	Partner almost always brought needed materials but sometimes needed to settle down and get to work.	Partner often forgot needed materials or was rarely ready to get to work.

Working with Others	Partner almost always listened to, shared with, and supported the efforts of others. I tried to keep people working well together.	Partner usually listened to, shared with, and supported the efforts of others. I did not cause "waves" in the group.	Partner often listened to, shared with, and supported the efforts of others, but sometimes I was not a good team member.	Partner rarely listened to, shared with, and supported the efforts of others. I often was not a good team player.
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DISCUSSION CHECKLIST

Name _____

Date _____

Block _____

Discussion Topic _____

Reflecting upon my participation in this discussion, I participated positively in the discussion by

- _____ using active listening skills.
- _____ asking clarifying questions.
- _____ stating my opinion on the topic.
- _____ using evidence to support my position.
- _____ making relevant comments.
- _____ developing analogies.
- _____ evaluating the merit of others' opinions.
- _____ recognizing when another person makes an irrelevant comment.
- _____ pointing out contradictions in another's statement.
- _____ summarizing my thinking as well as my perception of the opinions of others.

Reflecting upon my participation in this discussion, I detracted from the discussion by

- _____ not paying attention to others.
- _____ distracting others.
- _____ interrupting the speaker.
- _____ making an irrelevant comment.
- _____ monopolizing the discussion.
- _____ personally attacking another.

As I reflect on my participation in this discussion, I contributed to a productive discussion by

_____. To
improve my participation in the next discussion, I will _____

Overall I would rate my participation in this discussion as _____.

because _____

_____.

Reflecting upon my participation in this discussion, I participated positively in the discussion by

- _____ using active listening skills.
- _____ asking clarifying questions.
- _____ stating my opinion on the topic.
- _____ using evidence to support my position.
- _____ making relevant comments.
- _____ developing analogies.
- _____ evaluating the merit of others' opinions.
- _____ recognizing when another person makes an irrelevant comment.
- _____ pointing out contradictions in another's statement.
- _____ summarizing my thinking as well as my perception of the opinions of others.
- _____

Reflecting upon my participation in this discussion, I detracted from the discussion by

- _____ not paying attention to others.
- _____ distracting others.
- _____ interrupting the speaker.
- _____ making an irrelevant comment.
- _____ monopolizing the discussion.
- _____ personally attacking another.
- _____

As I reflect on my participation in this discussion, I contributed to a productive discussion by

_____. To improve my participation in the next discussion, I will _____

_____.

Overall I would rate my participation in this discussion as _____

because _____

_____.

Writer's Name: _____ Peer Review Partner's Name: _____

Peer Review Checklist

	Yes	No	Suggestions
1. The thesis statement is present and guides the reader through the essay.			
2. Credible sources support each point addressed in the thesis statement and cited within the paper properly.			
3. Effective transitions make the paper easy to understand and follow.			
4. The concluding statement ties together any loose ends and restates the main idea.			

I have (Place a checkmark beside each task once completed.):

- read each sentence individually to check for sentence fragments,

- checked the paper for spelling errors, and

- given my partner good feedback by offering suggestions for making the paper better.

Additional Comments:

Teacher Signature: _____