

PROJECT BASED LEARNING PLANNING FORM

Name: JM Rosenquist

Grade Level: 11-12

Subjects: Civics/Government

Driving Question: Begin with the End in Mind

What standard will be assessed during this unit?

SS.CV.5.9-12 Analyze the impact of personal interest and diverse perspectives on the application of civic dispositions, democratic principles, constitutional rights, and human rights.

SS.CV.7.9-12 Describe the concepts and principles that are inherent to American Constitutional Democracy.

What do you want the students to know? What do you want them to be able to do?

- Explore what it means to be “American” through both historical and modern lenses using primary/secondary source readings, multi-media presentations, personal interviews.
- Discuss how the concept of American identity and the “American Dream” has evolved over time.
- Understand how an American identity has emerged.

Create your driving question. *Turn what you want them to know and turn it into a thesis statement and then into a solve/invent/build/argue question (an ungoogleable question).*

What is an “American?”

Have you posed an authentic problem or significant question that engages students and requires core subject knowledge to solve or answer?

Create the Entry Event:

How will you hook your students? How will you capture their interest?

- 1) Upon entry, students will be asked to complete the phrase, “*An American is...*” using a Google Form
- 2) Once students have had a few silent moments to respond, teacher will share the responses with the whole class and ask them to read and reflect using a Think-Pair-Share.
- 3) Teacher (or another student) will compile student comments in a shared Google Doc under the title, “*American.*” After all comments have been exhausted, teacher will ask students to further discuss:

- **How would you characterize this list?** (What various aspects of American life do the comments highlight? What comments would you classify as positive? As negative?)
- **When do you think people here began to think of themselves as “Americans?”**
- **How do you think the sense of what is American, or identification with America, has changed over time?** (Discuss the concepts of identification, patriotism, nationalism, etc.)
- **Does the public’s pride or lack of pride for country change at particular times?** (Students/class may discuss points such as unpopular wars, hard economic times, points where our country has rallied together, etc.)
- **Do you think our responses to the brainstorm would have been different if we living in the 1700s?** (Students should be able to further explain their responses.)
- **Do you imagine that any of our responses would have been similar?** (Students should be able to further explain their responses.)

Building Knowledge, Understanding and Skills to answer the Driving Question

WHAT KNOWLEDGE OR SKILLS SHOULD THE STUDENTS ALREADY HAVE LEARNED?

Students should have already learned in US History about the Native populations who lived in North America before European explorers and colonists came to this land as well as the different types of immigrants who colonized North America, the various areas they came from, and the various beliefs/goals they came with.

KWL: Students create a KWL to find the NEED TO KNOW for the driving question. This will drive the research.

Research and Collaboration:

What research tool will you introduce to your students?

The American Memory Collection at the Library of Congress
<https://memory.loc.gov/ammem/index.html>

How will you have your students keep track of their learning? How will they share their research with you?.

Students will use Notestar (<http://notestar.4teachers.org/>) to prepare their research project, This tool allows teachers and students to set up research projects with topics and sub-topics. Students can then use NoteStar's tools to collect and organize their notes and prepare their

bibliography page.

How will you create collaboration?

Students will serve as Peer Reviewers for one another (they must “peer review” their draft with at least 2 other students before they can begin work on the final version.

Digital Citizenship:

What digital citizenship lessons will you teach?

Information Literacy - *Copyrights and Wrongs*

Develop and Revise Feedback:

How will you give feedback? How will students give feedback? What strategies will you use?

- Gallery Walk
- Class discussion
- Fishbowl
- Student-facilitated formal debrief
- Teacher-led formal debrief
- Student-facilitated informal debrief
- Individual evaluations
- Group evaluations

How will students showcase their work?

Create a Billboard: The US Department of Transportation has initiated an American billboard campaign with the goal of getting numerous artistic representations and opinions regarding American identity and the American Dream put on billboards across the states. You have been asked to design a billboard answering the question, “*What is an American?*” Based on your research, how would respond to this question and why, then brainstorm how this might be represented visually on a billboard. Create a rough draft on a sheet of paper - sketch it out and then share your “rough draft” with your Peer Review partner(s) for feedback and suggestions. Once your idea is finalized, create your final product using **Glogster** (*teacher will purchase an account for class use*). Remember, the final product should be a representation of what you think, based on YOUR research, the answer to the driving question is. **Your final billboard must:**

- Contain text (*may be as simple as a phrase or can also be more detailed sentences*)
- Contain at least 5 pictures - show YOUR visual answer to “*What is an American?*”
- Can be literal or abstract
- Be creative and show that time/effort was put into its creation
- Be presented to classmates

[Check your work against the BIE PBL Rubric.](#)