

Title	A Great Place to Visit!		
Creator:	Simpson, Alma awsimpo@access.k12.wv.us		
Source:	2009 Office of Instruction Staff		
Project Idea:	Students have the opportunity to participate in a local community revitalization effort by developing a walking tour throughout town. Working in teams of four, students identify community landmarks that should be included on the walking tour, research history surrounding those landmarks using primary and secondary resources, and communicate their findings by writing and recording a narrative that will guide the tour. Additionally, students will create a map on which landmarks will be identified and design an appropriate sign or marker to identify the stops along the tour. Each team will present its plan for a walking tour to members of the Community Revitalization Committee; one team's plan will be selected for implementation.		
Entry Event:	The chairman of the local Community Revitalization Committee will visit the class to share the committee's vision for renewal. The speaker will relate some of the community's history and the rationale for their efforts. Recent accomplishments and ongoing goals of the committee will be explained. The committee's goal to develop a walking tour of the community will be the focus of the discussion. The speaker may need to explain what is involved in a walking tour and provide information on walking tours in other communities before students understand the concept, but once they get the idea, the speaker should solicit advice from the class. Questions to pose could range from which landmarks to include, who in the community could they interview to learn more information, what would be the best way to appeal to the most people. Once the class has been drawn into the discussion, the speaker will offer the class the opportunity to develop the tour as a community service project. The Community Revitalization Plan for the tour will be distributed so students will have full knowledge of project expectations. The teacher should support this offer and suggest that they combine the volunteer effort with their class work. Allowing students to "volunteer" rather than assigning the PBL should increase motivation.		
Power Standard:	Students will use primary and secondary resources to research background information for a community service project and communicate their findings in an appropriate media presentation in a format that demonstrates understanding of the purpose and audience.		
Content Standards & Objectives:	Objectives Directly Taught or Learned Through Discovery	Identified Learning Target	Evidence of Success in Achieving Identified Learning Target
	RLA.O.10.2.3 evaluate, analyze, and synthesize into one's writing a variety of informational media using primary and secondary sources.	Students will evaluate and synthesize a variety of informational media using primary and secondary sources.	The text for the walking tour will include appropriate information from a variety of sources including interviews with local citizens.
	RLA.O.10.3.1 plan, research background of topic, and communicate in different settings (e.g. interpersonal, small group, whole group, panel, round table, debate) and for different purposes: <ul style="list-style-type: none"> • inform • persuade • relate • entertain 	Students will research background of a topic. Students will communicate research findings to small groups to inform and to entertain.	Students will provide documentation of the research done. The information included in the walking tour will communicate the research findings in a fashion that is both entertaining and informative.
	RLA.O.10.3.7 plan, create, organize, and present an age appropriate media product that demonstrates an understanding of format, purpose, audience, and choice of medium.	Students will plan, create, organize, and present an appropriate media product that demonstrates understanding of purpose and audience.	Students will develop a proposal for a walking tour that includes written and electronic versions to appeal to a variety of audiences. Evaluation will be based on a Walking Tour Proposal Rubric .

	SS.O.10.1.9 examine, select and participate in a volunteer service or project and explain the reason for your selection.	Students will participate in a project of volunteer service.	Teams of students will present their plan for a walking tour to a panel of community citizens who will provide Audience Feedback on the plan and select one plan to implement.
	VA.O.VAI.3.2 employ subjects, themes, symbols, and ideas in artworks.	Students will employ subjects, symbols, and ideas in artworks.	The plan for a walking tour will include a student-created design for a sign or marker to identify each stop on the tour.

21st Century Skills	Learning Skills & Technology Tools	Teaching Strategies Culminating Activity	Evidence of Success
Information and Communication Skills:	<p>21C.O.9-12.1.LS2 - Student analyzes and interprets visuals and recognizes the impact digital media influences (e.g. design, technique, and rate of speed) have on audiences. The student’s visual products reflect a sophisticated understanding of subject, digital media and design techniques.</p> <p>21C.O.9-12.1.TT3 - Student uses advanced utilities (e.g., zipping or compressing files, file level anti-virus scans), converts files to different formats (e.g., .doc, .xls, .mdb, .htm, .pdf) and saves finished products to multiple media sources (e.g., CDRW, DVDR, USB drives, shared folders, web-based file storage).</p>	<p>Students will be taught basic concepts of digital media and design techniques by the school technology integration specialist (TIS).</p> <p>Options will depend on students’ skill levels, but may include online tutorials, peer tutoring, and/or TIS instruction.</p>	<p>Information presented to guests on the walking tour will be in both print and electronic formats.</p> <p>This will be one criterion on the Walking Tour Proposal Rubric.</p>
Thinking and Reasoning Skills:	21C.O.9-12.2.TT2 - Student collaborates with peers, experts and others to contribute to a content-related knowledge base by using technology to compile, synthesize, produce, and disseminate information, models, and other creative works.	Instructional strategies for this objective will be determined by a “ Know – Need to Know ” chart. Options for instructional strategies include having the school Technology Integration Specialist provide direct instruction, students may access online tutorials, or students may teach each other.	Collaboration Rubric Group Task Log Group Activity Log
Personal and Workplace Skills:	21C.O.9-12.3.LS4 - Student demonstrates ethical behavior and works responsibly and collaboratively with others in the context of the school and the larger community, and he/she demonstrates civic responsibility through engagement in public discourse and participation in service learning.	Students will work through an online tutorial, Working in Groups . (http://writing.colostate.edu/guides/processes/group/)	Collaboration Rubric Group Task Log Group Activity Log

Performance Objectives:	<p>Know</p> <ul style="list-style-type: none"> • How to locate resources to use in the research of a local concern • How to conduct an interview designed specifically to gather oral history • How to synthesize research findings into an informative and entertaining narrative appropriate for a targeted audience • How to use advanced utilities to convert files to different formats <p>Do</p> <ul style="list-style-type: none"> • Use primary and secondary resources to research local history. • Document resources used. • Evaluate information learned through research and synthesize findings into an interesting and entertaining narrative to guide a walking tour of the community. • Produce a map on which community landmarks are displayed and stops along the walking tour are clearly indicated. • Design a sign or marker to be placed at each stop along the walking tour. • Produce an electronic edition of the narrative that will guide guests on the walking tour in formats compatible with personal electronic players. • Present a team plan for a walking tour to a focus group comprised of community leaders.
-------------------------	--

Driving Question: What makes this a great place to visit?

Assessment Plan:	<table border="1"> <tr> <td style="text-align: center;">Major Group Products</td> <td> Proposal for a walking tour of the community that includes A narrative that is informational, entertaining, and appropriate for the targeted audience. A map depicting locations on a walking tour. A design for a sign or marker to be placed at each stop on the tour. </td> </tr> <tr> <td style="text-align: center;">Major Individual Projects</td> <td>One Landmark to be included on the tour and meets all requirements for inclusion on the tour.</td> </tr> </table>	Major Group Products	Proposal for a walking tour of the community that includes A narrative that is informational, entertaining, and appropriate for the targeted audience. A map depicting locations on a walking tour. A design for a sign or marker to be placed at each stop on the tour.	Major Individual Projects	One Landmark to be included on the tour and meets all requirements for inclusion on the tour.
Major Group Products	Proposal for a walking tour of the community that includes A narrative that is informational, entertaining, and appropriate for the targeted audience. A map depicting locations on a walking tour. A design for a sign or marker to be placed at each stop on the tour.				
Major Individual Projects	One Landmark to be included on the tour and meets all requirements for inclusion on the tour.				

Assessment and Reflection:	<table border="1"> <tr> <td rowspan="3">Rubric(s) I Will Use:</td> <td>Collaboration</td> <td>X</td> <td>Written Communication</td> <td></td> </tr> <tr> <td>Critical Thinking & Problem Solving</td> <td></td> <td>Content Knowledge One Landmark Rubric Walking Tour Proposal</td> <td>X X</td> </tr> <tr> <td>Oral Communication Presentation</td> <td>X</td> <td>Other</td> <td></td> </tr> <tr> <td rowspan="4">Other Classroom Assessments For Learning:</td> <td>Quizzes/Tests</td> <td></td> <td>Practice Presentations</td> <td></td> </tr> <tr> <td>Self-Evaluation Components of the Plan</td> <td>X</td> <td>Notes</td> <td></td> </tr> <tr> <td>Peer Evaluation</td> <td></td> <td>Checklists/Observations Portfolio Checklist</td> <td>X</td> </tr> <tr> <td>Online Tests and Exams</td> <td></td> <td>Concept Maps</td> <td></td> </tr> <tr> <td rowspan="4">Reflections:</td> <td>Survey</td> <td></td> <td>Focus Group Audience Feedback</td> <td>X</td> </tr> <tr> <td>Discussion</td> <td></td> <td>Task Management Chart Group Task Log Group Activity Log Individual Activity Log</td> <td>X X X</td> </tr> <tr> <td>Journal Writing/Learning Log</td> <td></td> <td>Other Self Reflection Form</td> <td>X</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </table>	Rubric(s) I Will Use:	Collaboration	X	Written Communication		Critical Thinking & Problem Solving		Content Knowledge One Landmark Rubric Walking Tour Proposal	X X	Oral Communication Presentation	X	Other		Other Classroom Assessments For Learning:	Quizzes/Tests		Practice Presentations		Self-Evaluation Components of the Plan	X	Notes		Peer Evaluation		Checklists/Observations Portfolio Checklist	X	Online Tests and Exams		Concept Maps		Reflections:	Survey		Focus Group Audience Feedback	X	Discussion		Task Management Chart Group Task Log Group Activity Log Individual Activity Log	X X X	Journal Writing/Learning Log		Other Self Reflection Form	X				
Rubric(s) I Will Use:	Collaboration		X	Written Communication																																												
	Critical Thinking & Problem Solving			Content Knowledge One Landmark Rubric Walking Tour Proposal	X X																																											
	Oral Communication Presentation	X	Other																																													
Other Classroom Assessments For Learning:	Quizzes/Tests		Practice Presentations																																													
	Self-Evaluation Components of the Plan	X	Notes																																													
	Peer Evaluation		Checklists/Observations Portfolio Checklist	X																																												
	Online Tests and Exams		Concept Maps																																													
Reflections:	Survey		Focus Group Audience Feedback	X																																												
	Discussion		Task Management Chart Group Task Log Group Activity Log Individual Activity Log	X X X																																												
	Journal Writing/Learning Log		Other Self Reflection Form	X																																												

Map The Product:	One Landmark			
	Knowledge and Skills Needed	Already Have Learned	Taught Before the Project	Taught During the Project

1.How to locate resources to use when researching local history, people and landmarks	X		X
2.How to document resources	X		
3.How to conduct an interview designed specifically to gather oral history	X		X
4. How to synthesize information discovered through research into a narrative that is both informative and entertaining		X	
5.Where to locate images of community landmarks			X
6.How to use technology required in the development of the product	X		X

Resources:

School-based Individuals:

- School Technology Integration Specialist (TIS)
- Library Media Specialist

Technology:

- Computer with desktop publishing software
- Software to develop walking tour in electronic format [actual software will depend on each group's presentation format (movie maker, photo story, etc.)]
- Digital Camera to record still and video images
- A tape player or similar device on which to record interview
- Digital recording software such as Audacity (<http://audacity.sourceforge.net/>)
- Microphone
- Software to transfer files to appropriate format for media player of group's choice
- Media player

Web Sites

A Step-By-Step Guide to Oral History

http://dohistory.org/on_your_own/toolkit/oralHistory.html#REMINDER

Oral History

http://www.unc.edu/depts/wcweb/handouts/oral_history.html

Colorado State University Writing Guides:

Desktop Publishing Writing Guide

http://writing.colostate.edu/guides/documents/desktop_publishing/index.cfm

Understanding Writing Situations

<http://writing.colostate.edu/guides/processes/writingsituations/>

Understanding Your Purpose

<http://writing.colostate.edu/guides/processes/purpose/>

Adapting to Your Audience

<http://writing.colostate.edu/guides/processes/audmod/>

Working with a Group

<http://writing.colostate.edu/guides/processes/group/>

Desktop Publishing Basics

http://desktoppub.about.com/od/desktoppublishing/u/Basics_and_Beyond.htm

Desktop Publishing Tasks and Tutorials

http://desktoppub.about.com/od/desktoppublishing/u/Tasks_and_Techniques.htm#s1

Books:

Dialogue with the Past: Engaging Students and Meeting Standards through Oral History by Glenn Whitman
ISBN-13: 978-0-7591-0649-9

Community:

- Chairman and other members of the Community Revitalization Committee
- Citizens of the community who can be interviewed for primary resource requirement
- Any or all of the following as are available to work with students
 - Representative of the local Convention and Visitors Center
 - Mayor
 - City Manager
 - Town Librarian

Materials:

- [Audience Feedback Form](#)
- [Community Revitalization Plan](#)
- [Components of Tour](#)
- [Group Task Log](#)
- [Group Activity Log](#)
- [Individual Activity Log](#)
- [Collaboration Rubric](#)
- [Presentation Rubric](#)
- [Self-Reflection Form](#)
- [Audience Feedback](#)
- [Contract Requirements](#)
- [Student Contract Example 1](#)
- [Student Contract Example 2](#)
- [Teacher Post-Project Reflection](#)
- [Walking Tour Proposal Rubric](#)
- [Know - Need to Know](#)
- [Leadership Bonus](#)
- [Manage the Process - Detailed Version](#)
- [One Landmark Rubric](#)
- [Portfolio Checklist](#)

Manage the Process:

Detailed version of [Manage the Process](#) is attached.

Simple version of Manage the Process:

Step 1: Pre-Launch

- ~ Identify community leaders to assist in the PBL.
- ~ Meet with the community leader who will participate in the launch.

Step 2: Launch

- ~ Entry Event
- ~ [Community Revitalization Plan](#) document

Step 3: Team Planning

- ~ [Know/Need to Know](#) and clarifying questions
- ~ Team Contract ([Contract Requirements](#) and [Contract Example #1](#) and [Contract Example #2](#) are provided)
- ~ [Leadership Bonus](#)
- ~ Explanation of Project Resource Center (location of all documents for the project)

Step 4: Research

- ~ Computer Lab
- ~ Interviews with local citizens

Step 5: Design and Production
~ [Walking Tour Components](#)
~ Presentation to citizens group who will serve on the review panel
~ Practice presentation

Step 6: [Presentation](#)

Step 7: Reflection: [Student](#) and [Teacher](#)

Project Evaluation:

Project Evaluation:

Provide students the opportunity to self-reflect individually using the [Self-Reflection Form](#) before participating in a whole-class discussion about the project. The class discussion should be centered around the questions on the Self-Reflection Form.

Time should also be identified so that the teacher can complete a [Post PBL Reflection](#).

**Resource Files
Uploaded**

Resource Files

- UP3368WS2.doc
(<http://wveis.k12.wv.us/Teach21/CSO/Upload/UP3368WS2.doc>)
- UP3368WS3.doc
(<http://wveis.k12.wv.us/Teach21/CSO/Upload/UP3368WS3.doc>)
- UP3368WS4.doc
(<http://wveis.k12.wv.us/Teach21/CSO/Upload/UP3368WS4.doc>)
- UP3368WS5.doc
(<http://wveis.k12.wv.us/Teach21/CSO/Upload/UP3368WS5.doc>)
- UP3368WS6.doc
(<http://wveis.k12.wv.us/Teach21/CSO/Upload/UP3368WS6.doc>)
- UP3368WS7.doc
(<http://wveis.k12.wv.us/Teach21/CSO/Upload/UP3368WS7.doc>)
- UP3368WS8.doc
(<http://wveis.k12.wv.us/Teach21/CSO/Upload/UP3368WS8.doc>)
- UP3368WS9.doc
(<http://wveis.k12.wv.us/Teach21/CSO/Upload/UP3368WS9.doc>)
- UP3368WS10.doc
(<http://wveis.k12.wv.us/Teach21/CSO/Upload/UP3368WS10.doc>)
- UP3368WS11.doc
(<http://wveis.k12.wv.us/Teach21/CSO/Upload/UP3368WS11.doc>)
- UP3368WS12.doc
(<http://wveis.k12.wv.us/Teach21/CSO/Upload/UP3368WS12.doc>)
- UP3368WS13.doc
(<http://wveis.k12.wv.us/Teach21/CSO/Upload/UP3368WS13.doc>)
- UP3368WS14.doc
(<http://wveis.k12.wv.us/Teach21/CSO/Upload/UP3368WS14.doc>)
- UP3368WS15.doc
(<http://wveis.k12.wv.us/Teach21/CSO/Upload/UP3368WS15.doc>)
- UP3368WS16.doc
(<http://wveis.k12.wv.us/Teach21/CSO/Upload/UP3368WS16.doc>)
- UP3368WS17.doc

(<http://wveis.k12.wv.us/Teach21/CSO/Upload/UP3368WS17.doc>)

- UP3368WS18.doc

(<http://wveis.k12.wv.us/Teach21/CSO/Upload/UP3368WS18.doc>)

- UP3368WS19.doc

(<http://wveis.k12.wv.us/Teach21/CSO/Upload/UP3368WS19.doc>)

- UP3368WS20.doc

(<http://wveis.k12.wv.us/Teach21/CSO/Upload/UP3368WS20.doc>)