Title	Hometown Heroes
Creator:	Howard-Jack, Edwina edwihowa@cebridge.net
Source:	Secondary PBL Project, 2008-2009
Project Idea:	Moral and physical challenges are center in today's society, and facing such challenges requires tremendous courage. Yet honoring courage is often overlooked with an abundance of negative images and messages. This unit is based on the premise that hometown heroes exist and should be honored. It is also based on the belief that teenagers desire to and can make a difference in their schools and communities. Students are asked by a community task force to create a video Public Service Announcement (PSA) to honor their hometown heroesTeams of approximately four students who share common interests collaborate with task force members and conduct research and interviews to define courage and explain how courage benefits humanity.Finally, they use their research and collaboration to produce a video PSA to honor their hometown heroes.
Entry Event:	Project and read together the movie review of "**Freedom Writers**" at (http://wwwcinematical.com/2007/01/06/review-freedom-writers/). Show a clip from "**Freedom Writers.**" http://www.teachertube.com/view_video.php?viewkey=dfa03bc00ca13c2f8f81=). Conduct the Value Line Cooperative Learning Structure. These activities are designed to provoke deeper thinking about courage in relation to the media, school, home, the community, and our personal lives. Have a community member, counselor, or school administrator who is part of the "task force" come to class to talk about challenges facing our community and schools and the courage it takes to face such issues. Have a member of the local historical society discuss various examples of historic "Hometown Heroes" who resided in their local community. Then, have the guest speakers launch the project idea by sharing the following letter and answering questions. Dear **B-UHS** Students: Challenges are front and center in today?s culture and are prominent in news stories every day. Not surprisingly, challenges are often front and center in today's school culture as well. But what about the people who act with courage every day in our school and communityWhat about our hometown heroes? How are they honored? Since the issue of courage is important to us as individuals and citizens, it is crucial to consider exactly how courage benefits humanity and how we can honor those who are courageous. Because of this concern, our community formed a task force comprised of political officials, law enforcement, teachers, counselors, administrators, social service workers and other concerned citizens. After much discussion and planning, we are now asking for your help.We believe that empowering the youth in our community is the best way to sustain success in our endeavor, so we are asking you to help us better our school and community by honoring our local heroes who act with courageYou are being given the opportunity to take part in an unusual school and community project to honor our hometown heroes who have displayed courage in some way by creating video Public Service Announcements about that personWith this in mind, we developed a wiki at **http://www.courageouscommu http://www.courageouscommunity.wetpaint.com** so that we can we can collaborate during the process. We look forward to seeing and hearing your creative ideas. If you need additional information or assistance, please, feel free to contact any task force member via wiki or email at any time. We are so excited about this joint venture and we know that we have this in common: we all want to make our school and community better places to live, work, and learn. Sincerely, **Mayor Knorr**, Task Force Coordinator **Dr. Brenda Wells**, Principal **Ms. Howard-Jack**, Teacher Note to teacher: The words and phrases in bold should be modified to fit names and locations specific to your area and project.You should put in your wiki address once you've created the site.
Power Standard:	In a media product, students will adhere to copyright laws while justifying opinions, conclusions and generalizations about theme.

Content Standards & Objectives:			
	Objectives Directly Taught or Learned Through Discovery	**Identified Learning Target**	**Evidence of Success in Achieving Identified Learning Target**
	RLA.O.9.1.06 formulates supportable predictions, generalizations, opinions, inferences and conclusions based upon text.	Write supportable generalizations, opinions, and conclusions	Electronic Collaboration Public Service Announcement
	RLA.O.9.2.04 identifies, evaluates, and analyzes a variety of informational media using primary and secondary sources.	Use a variety of informational media using primary and secondary sources	Electronic Collaboration Public Service Announcement

	RLA.O.9.2.08 summarizes, paraphrases, and uses direct quotations correctly and effectively in writing in order to avoid plagiarism; recognizes media copyright laws and public/private domain.	Adhere to copyright laws	Electronic Collaboration Resource Page Public Service Announcement
	RLA.O.9.3.02 formulates and delivers grammatically correct messages, taking into consideration the purpose of the message and the speaker's and the listener's culture, knowledge, beliefs, feelings, and life experiences.	Deliver grammatically correct messages appropriate for the purpose and audience	Public Service Announcement
	RLA.O.9.3.04 uses active listening strategies to analyze the message, formulates a response and reacts to determine purpose, make predictions, differentiate fact from opinion, and construct meaning of discussion, speech, or media.	Analyze and formulate a response to discussion, speech, and media	Electronic Collaboration Public Service Announcement
	RLA.O.9.3.07 plans, creates, organizes, and presents an age appropriate media product that demonstrates an understanding of format, purpose, and audience.	Plan, create, and present an age appropriate media product that is appropriate for the purpose and audience	Public Service Announcement

21st Century Skills	Learning Skills & Technology Tools	Teaching Strategies Culminating Activity	Evidence of Success
Information and Communication Skills:	21C.O.9-12.1.TT1 - Student makes informed choices among available advanced technology systems, resources and services (e.g., global positioning software, graphing calculators, personal digital assistants, web casting, online collaboration tools) for completing curriculum assignments and projects and for managing and communicating personal/professional information.	Students will watch demo entitled **"Wikis in Plain English".** (http://pbwiki.com/content/vie)	**Electronic Collaboration Public Service Announcement Student Collaboration based on Teacher, Self, and Peer Evaluation**
Thinking and Reasoning Skills:	21C.O.9-12.2.LS4 - Student visualizes the connection between seemingly unrelated ideas and independently produces solutions that are fresh, unique, original and well developed. Student shows capacity for originality, concentration, commitment to completion, and persistence to develop unique and cogent products.	Mini-lesson on McCain's 4 D Problem Solving Strategy **Sample Group Contracts** (http://people.rit.edu/vwlsps/SCALEUPGeneral/group_contracts.html and http://www4.ncsu.edu/~beichner/examples/Contracts/index.html) comparison/ contrast and discussion	**Group Observation Checklist Electronic Collaboration Public Service Announcement Group Contract Project Evaluation Discussion**
Personal and Workplace Skills:	21C.O.9-12.3.LS5 - Student exhibits positive leadership through interpersonal and problem-solving skills that contribute to achieving the goal. He/she helps others stay focused, distributes tasks and responsibilities effectively, and monitors group progress toward the goal without undermining the efforts of others.	Mini-lesson on McCain's 4 D Problem Solving Strategy **Sample Group Contracts** (http://people.rit.edu/vwlsps/SCALEUPGeneral/group_contracts.html and http://www4.ncsu.edu/~beichner/examples/Contracts/index.html) comparison/ contrast and discussion	**Student Collaboration based on Teacher, Self, and Peer Evaluation Group Observation Checklist Electronic Collaboration Public Service Announcement Group Contract Project Evaluation Discussion**

Performance Objectives:	**Know** How to locate, analyze, and evaluate primary and secondary sources How to analyze sources and document correctly How to collaborate electronically How to plan and conduct an interview How to plan, create, edit, and broadcast a video Public Service Announcement How to adhere to copyright laws and avoid plagiarism How to write and adhere to a contract How to problem solve to reach goals and help others reach goals to complete projects **Do** Conduct research using primary and secondary sources Document resources Collaborate with team members Conduct an interview Create a video PSA Adhere to copyright laws Write and adhere to a contract Solve problems

Driving Question:	How do acts of courage benefit humanity and how can we honor courage in our community?

Assessment Plan:		
	Major Group Products	Public Service Announcement
	Major Individual Projects	Research (though divided by group, each student will conduct research and share with the group)

Assessment and Reflection:	**Rubric(s) I Will Use:**	Collaboration Self, Peer, Teacher Completed	X	Written Communication	
		Critical Thinking & Problem Solving		Content Knowledge	
		Oral Communication	X	Other Combination Rubric: Public Service Announcement	X
	Other Classroom Assessments For Learning:	Quizzes/Tests		Practice Presentations Combination Rubric: Public Service Announcement	X
		Self-Evaluation	X	Notes Group Contract Checklist	X
		Peer Evaluation	X	Checklists/Observations Group Observation Checklist Group Contract Checklist	X
		Online Tests and Exams		Concept Maps	
	Reflections:	Survey Task Force Project Evaluation Survey posted on project wiki	X	Focus Group	
		Discussion Project Evaluation Discussion	X	Task Management Chart	
		Journal Writing/Learning Log		Other - Exit Slip Checklist	X

Map The Product:	Launch the Project Define Stage: Mini-lesson on McCain?s 4 D?s: Define, Design, Do, Debrief. Define groups, timelines, and materials Compare and contrast group contracts Research Sources Information Page Design Stage Group Contract and Planning Do Stage Conduct research Interview community member Complete Public Service Announcement Debrief Stage Peer, self, and teacher evaluate using Collaboration Rubric Thank you notes PSA evaluation and discussion

Project evaluation discussion and exit slips
Project evaluation for Community Task Force Members on wiki

Product: Video Public Service Announcement

Knowledge and Skills Needed	Already Have Learned	Taught Before the Project	
1. Write Script	X		
2. Use Movie Maker			
3. Copy and distribute Public Service Announcement		X	
4. Create Public Service Announcement using guidelines			
5. Write and phone using proper etiquette	X		
6. Adhere to copyright laws and avoid plagiarism		X	

Resources:

School-based Individuals:
Principal
Media Specialist
Video Broadcasting Teacher
Technology Integration Specialist
Counselor

Technology:
Computers with Internet access and printer
LCD projector
Phone and phone book
Video Camera with editing software, tripod, and external microphone
DVD burner and blank rewritable DVD's
Pre-created wiki with task force members added
"Wikis in Plain English" (http://pbwiki.com/content/vie)
"How to Use Movie Maker to Create a Public Service Announcement"
        (http://www.readwritethink.org/lesson_images/lesson1069/using.pdf)

Community:
Political Official (preferable Mayor)
Law Officer
Concerned Citizens
Social Service Worker
Historical Society Member
Local TV Station Contact Person

Materials: (Copies could be shared in computer folders)
Entry Event Letter
Public Service Announcement Rubric
Collaboration Rubric
Research Sources Information Page
Exit Slip Checklist
Project Evaluation Discussion Rubric
Group Observation Checklist
Sample Group Contracts to project (http://people.rit.edu/vwlsps/SCALEUPGeneral/group_contracts.html
        and http://www4.ncsu.edu/~beichner/examples/Contracts/index.html)
Electronic Collaboration Checklist
MLA 7th Edition Handbook (Resource)
Ted McCain's *Teaching for Tomorrow* ISBN 9781412913843
Tape for cooperative learning game
Thank you cards
Task Force Project Evaluation Survey.
(http://www.surveymonkey.com/MySurvey_EditorPage.aspx?sm=bQoDfF3OVSjEkp6y5Bn1zvXxLaQy887OlVet6mm3xXs%3d
Large sheets of paper and a marker
Value Line (teacher only)
Cooperative Learning Structure: Value Line http://www.utexas.edu/academic/diia/research/projects/hewlett/cooperative.php
"How to Plan and Conduct and Interview" (http://saulcarliner.home.att.net/id/interview.htm)
"Guidelines for Creating a PSA" http://www.ojp.usdoj.gov/nij/topics/courts/restorative-justice/marketing-media/psa.htm

Manage the Process:	Prior to beginning the project, students should understand how to adhere to copyright laws. Students should already know how to write a business letter properly and how to call and email using proper etiquette.

The teacher should be certain he or she understands Ted McCain's 4 D approach to problem solving. He or she will need to create the wiki including uploading the **Task Force Project Evaluation Survey**. (http://www.surveymonkey.com/MySurvey_EditorPage.aspx?sm=bQoDfF3OVSjEkp6y5Bn1zvXxLaOy887OlVet6mm3xXs%3d). Next, develop the task force using willing and interested school and community members, making certain they understand the project and can and will use the project wiki. Also, invite your school's Technology Integration Specialist and Video Broadcasting teacher to collaborate with students and serve as experts to answer student questions during the project. Make certain the principal and appropriate teacher will broadcast the PSA's. The teacher should also contact a local TV station to explain the project and get an agreement from them to broadcast the PSA's. The teacher will also have to contact and schedule the guest speakers and evaluator(s) and be certain they understand the project. He or she should be certain that all materials are working properly and are available to students, that he or show knows how to operate them or that students will have easy access to someone who does know how to operate them. Finally, the teacher should make copies of needed materials for students or share in computer folder and obtain other necessary materials for students and teacher.

After launching the project, students and teacher should work collaboratively to define the project scope. During this stage, students will choose teams of approximately four students based on interest in a topic related to courage.

During the Define Stage, the teacher should teach a mini-lesson on McCain's 4 D's and conduct a mini-lesson in which students compare and contrast sample group contracts. The teacher should distribute and discuss rubrics and deadlines, and then students should collaborate to write their and sign their group contracts. Each member should sign the contract and each group member should have a copy of the contract as well as the teacher. Grade the group contract using the given checklist. Students should then spend time planning. The teacher should circulate to ask and answer questions during the planning stage. All students should have a tentative plan before moving to the Do Stage including a means of summarizing daily accomplishments and formulating a daily to-do list for access by absent students.

During the Do Stage, the students will complete the process and products including conducting research, interviewing, and completing the video Public Service Announcement components. Students use resources to help when needed, such as "Wikis in Plain English," "How to Use Movie Maker to Crate a video Public Service Announcement," "How to Plan and Conduct an Interview, and "Guidelines for Creating a PSA." Students can also search the Internet for help and resources and use the wiki to gain assistance from others. Teams should practice their PSA prior to recording using the Video Public Service Announcement Rubric to score one another. This should be for feedback purposes only, and should not be for a grade. Teams have the opportunity, using self-evaluation and peer evaluation, to make corrections prior to recording and being formally assessed. The teacher should act as facilitator, offering mini-lessons to small groups when needed. The teacher can complete the group observation form to help give students feedback and collaborate with students on the project wiki.

During the Debrief Stage, the students should evaluate themselves using the collaboration rubric. Then, a team member should evaluate the same student using the collaboration rubric. Finally, the teacher should evaluate each student using the collaboration rubric. An agreed upon community or school task force member should evaluate the video Public Service Announcements using the given rubric. Then, the evaluator should return the rubrics to each team and give them time to discuss and ask questions about his or her marks and comments. Students should then write thank you notes to task force members, interviewees, evaluators, and any others they feel helped them during the process. Finally, either the teacher or a capable student should lead the whole group discussion to evaluate the project. Students should complete the Exit Slip as they leave. The discussion and Exit Slips should be scored using the given rubric and checklist. After Community Task Force Members have ample time to receive the thank you cards, ask them to complete the Community Task Force Project Evaluation Survey, which you previously uploaded using the wiki. Analyze the survey and comments and use the information combined with student feedback during the discussion and on Exit Slips for future planning. |
| Project Evaluation: | Whole Group Discussion: Teacher should ask students thought provoking questions. A student can act as facilitator, if desired. Questions (These could be altered to meet specific needs):
What did you learn from your individual research?
Compare and contrast producing something you turn in to a teacher with something you share with the school and community.
What did you learn from conducting the interview?
What do you know about copyright laws?
What did you enjoy most about the project?
What did you learn about working collaboratively?
How did using technology help you during this project?
How might you use the problem solving skills you learned in this project in the future?
What would you change, if you could do the project again?
What did you learn about courage?
What could I change to make the project better for next year's students?
Overall, was the project a successful learning experience? Why or why not?
Exit Sip: Ask students to answer the last question on an index card and use it as an exit slip. They should fill up the front of the card.
Task Force Members complete the **Task Force Project Evaluation Survey** on the project wiki. (http://www.surveymonkey.com/MySurvey_EditorPage.aspx?sm=bQoDfF3OVSjEkp6y5Bn1zvXxLaOy887OlVet6mm3xXs%3d). |

Resource Files Uploaded	## Resource Files • UP3298WS2.doc (http://wveis.k12.wv.us/Teach21/CSO/Upload/UP3298WS2.doc) • UP3298WS3.doc (http://wveis.k12.wv.us/Teach21/CSO/Upload/UP3298WS3.doc) • UP3298WS4.doc (http://wveis.k12.wv.us/Teach21/CSO/Upload/UP3298WS4.doc) • UP3298WS5.doc (http://wveis.k12.wv.us/Teach21/CSO/Upload/UP3298WS5.doc) • UP3298WS6.doc (http://wveis.k12.wv.us/Teach21/CSO/Upload/UP3298WS6.doc) • UP3298WS7.doc (http://wveis.k12.wv.us/Teach21/CSO/Upload/UP3298WS7.doc) • UP3298WS8.doc (http://wveis.k12.wv.us/Teach21/CSO/Upload/UP3298WS8.doc) • UP3298WS9.doc (http://wveis.k12.wv.us/Teach21/CSO/Upload/UP3298WS9.doc) • UP3298WS10.doc (http://wveis.k12.wv.us/Teach21/CSO/Upload/UP3298WS10.doc) • UP3298WS11.doc (http://wveis.k12.wv.us/Teach21/CSO/Upload/UP3298WS11.doc) • UP3298WS12.doc (http://wveis.k12.wv.us/Teach21/CSO/Upload/UP3298WS12.doc)