

Title	Living Legacies																	
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Source:	Secondary PBL Project, 2008-2009																	
Project Idea:	As we become an older country, our greatest stories are sometimes lost when members of the generation before us dies. This four week unit is designed to encourage students to discover the hidden stories of their families and community. During the course of this project, students will interview members of their community and/or family members and develop a newsletter that provides background of the time period of the story and the person telling the story. Additional stories will be shared with the students by downloading clips from the stories that have been shared with members of Story Corps( <a href="http://www.nationaldayoflistening.org">www.nationaldayoflistening.org</a> ), one of the largest oral history projects in the world.																	
Entry Event:	<p>Share with students several video and audio clips from the Story Corps? website. Have a former student, another teacher or local theater member play the character of Catherine Ratliff. S/He come in and pitch their show to the students. Make sure you have briefed the actor with answers to possible questions or dress up and play Catherine yourself. Below is the <i>Living Legacies</i>--Entry Document to be shared with all students.</p> <p><b><u>Entry Document/Script:</u></b></p> <p>Congratulations, we have received a gold star! ALPHA IOTA TV, a new network, is in need of our help. Their entrance into the world of network TV has left them short-staffed, and they have contracted our services to produce and edit a television show about families and how they have been shaped by their family history. The show aims to help students understand how their ancestors shaped the world in which we currently live. In addition, the channel wants to sell this product to nursing homes and schools to help foster a sense of family. Catherine Ratliff, the creator of the show, asks that we prepare fifteen episodes featuring thirty different families. Each episode will be 30 minutes in length and must include four commercials for products that will engage the target audience of elementary students, family members of interviewees and nursing home residents.</p> <p>Every team will have the opportunity to create a product for this project; however, at this time we are only contracted for fifteen episodes. The deciding factor will be determined by a test audience of high school aged students in a rural setting and elderly people in a convalescence home.</p> <p>Employees will form teams of no more than five. Each team will consist of the following people: producer/director, camera operator, anchor/writer, continuity secretary/technical director and set designer/production assistant. Each team will draw dates from a bucket to determine when their production will go to the test audience.</p>																	
Power Standard:	Students will publish and deliver a researched product using both primary and secondary sources.																	
Content Standards & Objectives:	<table border="1"> <thead> <tr> <th data-bbox="298 1205 706 1262">Objectives Directly Taught or Learned Through Discovery</th> <th data-bbox="716 1205 1122 1262">Identified Learning Target</th> <th data-bbox="1127 1205 1539 1262">Evidence of Success in Achieving Identified Learning Target</th> </tr> </thead> <tbody> <tr> <td data-bbox="298 1268 706 1409">RLA.O.9.2.04 identify, evaluate, and analyze a variety of informational media using primary and secondary sources.</td> <td data-bbox="716 1268 1122 1409">use primary and secondary sources to identify, evaluate and analyze informational media</td> <td data-bbox="1127 1268 1539 1409">Newsletter</td> </tr> <tr> <td data-bbox="298 1415 706 1682">RLA.O.9.2.05 formulate a working research question and identify, organize and consider the relevance of known information from print and electronic media (e.g., Internet research, electronic databases for magazines and newspaper articles) to guide further research.</td> <td data-bbox="716 1415 1122 1682">write questions to guide my research. Teacher will model the use of <a href="#">NETS</a> (Narrow the topic, Exact words, Trim back the URL and Similar Pages) strategy for on-line searches. utilize the <a href="#">NETS</a> strategy to locate information.</td> <td data-bbox="1127 1415 1539 1682">Interview Questions Newsletter</td> </tr> <tr> <td data-bbox="298 1688 706 1913">RLA.O.9.2.08 summarize, paraphrase, and use direct quotations correctly and effectively in writing in order to avoid plagiarism; recognize media copyright laws and public/private domain.</td> <td data-bbox="716 1688 1122 1913">summarize, paraphrase and use direct quotations correctly and effectively.</td> <td data-bbox="1127 1688 1539 1913">Newsletter</td> </tr> <tr> <td data-bbox="298 1919 706 1997">RLA.O.9.3.06 properly use private and public information</td> <td data-bbox="716 1919 1122 1997">recognize copyright laws and public/private domain</td> <td data-bbox="1127 1919 1539 1997">Interview <a href="#">GRASP rubric</a></td> </tr> </tbody> </table>	Objectives Directly Taught or Learned Through Discovery	Identified Learning Target	Evidence of Success in Achieving Identified Learning Target	RLA.O.9.2.04 identify, evaluate, and analyze a variety of informational media using primary and secondary sources.	use primary and secondary sources to identify, evaluate and analyze informational media	Newsletter	RLA.O.9.2.05 formulate a working research question and identify, organize and consider the relevance of known information from print and electronic media (e.g., Internet research, electronic databases for magazines and newspaper articles) to guide further research.	write questions to guide my research. Teacher will model the use of <a href="#">NETS</a> (Narrow the topic, Exact words, Trim back the URL and Similar Pages) strategy for on-line searches. utilize the <a href="#">NETS</a> strategy to locate information.	Interview Questions Newsletter	RLA.O.9.2.08 summarize, paraphrase, and use direct quotations correctly and effectively in writing in order to avoid plagiarism; recognize media copyright laws and public/private domain.	summarize, paraphrase and use direct quotations correctly and effectively.	Newsletter	RLA.O.9.3.06 properly use private and public information	recognize copyright laws and public/private domain	Interview <a href="#">GRASP rubric</a>		
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	<p>RLA.O.9.3.07 plan, create, organize, and present an age appropriate media product that demonstrates an understanding of format, purpose, and audience.</p>	<p>use private and public information correctly</p> <p>create an age appropriate media production.</p>
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21st Century Skills	Learning Skills & Technology Tools	Teaching Strategies Culminating Activity	Evidence of Success
<b>Information and Communication Skills:</b>	<p>21C.O.9-12.1.LS1 - Student recognizes information needed for problem solving, can efficiently browse, search and navigate online to access relevant information, evaluates information based on credibility, social, economic, political and/or ethical issues, and presents findings clearly and persuasively using a range of technology tools and media.</p> <p>21C.O.9-12.1.TT9 - Student uses advanced telecommunication tools (e.g., email, video conferencing, interactive websites, newsgroups, video phones, chats) to create collaborative projects that are relevant to real world situations and contribute to the communication process among various groups.</p>	<p>Teacher will model the use of <a href="#">NETS</a> (Narrow the topic, Exact words, Trim back the URL and Similar Pages) strategy for on-line searches.</p> <p>Teacher will demonstrate to students how media informs various audiences. Mini lesson on creating storyboards and commercials.</p>	<p>Newsletter</p> <p>Commercial</p> <p><a href="#">GRASP rubric</a></p>
<b>Thinking and Reasoning Skills:</b>	<p>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.</p> <p>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</p>	<p>Teacher will present and review the 4 D's (Define, Design, Do, and Debrief) as presented by Ted McCain's <i>Teaching for Tomorrow</i>.</p> <p>Teacher models how to create a group contract.</p>	<p><a href="#">GRASP: Collaborative Work Skills</a></p> <p><a href="#">Group Contract checklist</a></p> <p><a href="#">GRASP: Collaborative Work Skills</a></p>

	disseminate information, models, and other creative works.		
<p><b>Personal and Workplace Skills:</b></p>	<p>21C.O.9-12.3.LS6 - Student maintains a strong focus on the larger project goal and frames appropriate questions and planning processes around goal. Prior to beginning work, student reflects upon possible courses of action and their likely consequences; sets objectives related to the larger goal; and establishes benchmarks for monitoring progress. While working on the project, student adjusts time and resources to allow for completion of a quality product.</p> <p>21C.O.9-12.3.TT8 - Student uses technology to seek strategies and information to address limits in their own knowledge.</p>	<p>Creation of student contract by groups.</p> <p>Teacher will model the use of various technologies when creating a newsletter.</p>	<p><a href="#">Group contract checklist</a>  <a href="#">GRASP: Collaborative Work Skills</a></p> <p>Newsletter</p>
<p><b>Performance Objectives:</b></p>	<p><b>Know:</b>                  How to evaluate and differentiate between primary and secondary sources.                  How to utilize various forms of media to guide and complete research.                  How to work effectively in a group setting.                  How to develop a sense of collaboration and group dynamics.                  How to refine searches using NETS technique.</p> <p><b>Do:</b>                  Create a group contract.                  Complete a nomination card.                  Create a list of interview questions that elicit thought on the specific area of their interviewees life.                  Interview a person about their life and/or historical events they have witnessed.                  Video tape the interview.                  Create a newsletter about the interviewee and the historic events that occurred during their life for dissemination to elementary schools.                  Create a storyboard for the commercial and commercial aimed at elementary school aged students.                  Use video editing software--include opening and closing credits as well as the five commercials.                  Create an opening and title sequence for the TV show with original music and graphics.                  Burn the interview to DVD (3 copies--one for the interviewee, one for the TV station and one for the teacher).                  Create a label and liner for the DVD.</p>		
<p><b>Driving Question:</b></p>	<p>How does understanding family history shape self-identity?</p>		

**Assessment Plan:**

**FAT-P (Format, Audience, Topic and Purpose): Nomination**

Alpha Iota TV is searching for senior citizens to interview for their upcoming TV show, *Living Legacies*. Using the enclosed [nomination card](#), nominate a member of your community to be interviewed by the network. (The nomination card can also be placed in the local newspapers to draw an additional pool of candidates.)

**FAT-P: Interview questions**

Alpha Iota TV narrowed its senior citizen search list down to fifteen people. Write a list of forty generic questions to be answered by the finalists. The list should include questions about their families, schooling, careers, global issues and changes they have witnessed. Make sure that the questions cannot be answered with a simple yes or no answer and that they elicit personal information or experiences.

**FAT-P: Interview**

Alpha Iota TV has scheduled each group an interview slot at their studio. Call and set up an interview with one of the fifteen senior citizens from the list provided. Arrange the interview with your team and film the interview. The interview should be 30 minutes in length so you have at least 15 minutes of editable footage.

**FAT-P: Commercial**

Alpha Iota TV's new show, *Living Legacies*, is set to launch in late spring. The network is having a difficult time finding advertising that is aimed at the show's demographic audience of school children and adults. They would like five thirty second commercial spots for products that would likely sponsor the show per episode. Each commercial needs to be storyboarded prior to filming.

**FAT-P: Newsletter**

Alpha Iota TV has interviewed fifteen people for their new television show, *Living Legacies*, and would like to market the program with a newsletter style fact sheet for elementary schools about each citizen. They see the fact sheet as an overview of not only the interviewee, but also as an overview of the time period in which the interviewee lived. Each group must write articles about time period(s) mentioned in their interview as well as the fact sheet on their interviewee for the newsletter.

<b>Major Group Products</b>	Interview Newsletter TV Show Storyboard
<b>Major Individual Projects</b>	Nomination card Interview questions Commercial

**Assessment and Reflection:**

<b>Rubric(s) I Will Use:</b>	Collaboration <a href="#">Living Legacies: Collaborative Work Skills</a>	X	Written Communication <a href="#">Living Legacies: Interview Question Rubric</a>	X
	Critical Thinking & Problem Solving		Content Knowledge <a href="#">Living Legacies: FAT-P: Newsletter</a>	X
	Oral Communication <a href="#">Living Legacies: FAT-P: Interview</a> <a href="#">Living Legacies: FAT-P: Commercials</a>	X	Other -- Multimedia <a href="#">Living Legacies: Multimedia Presentation Checklist</a> <a href="#">Living Legacies: GRASP Rubric (Final Product)</a>	X
	<b>Other Classroom Assessments For Learning:</b>	Quizzes/Tests		Practice Presentations
	Self-Evaluation <a href="#">Living Legacies: Collaborative Work Skills</a>	X	Notes	

	Peer Evaluation <a href="#">Living Legacies: Collaborative Work Skills</a>	X	Checklists/Observations <a href="#">Living Legacies: Group Contract Checklist</a> <a href="#">Living Legacies: FAT-P: Nomination Card</a>
	Online Tests and Exams		Concept Maps
<b>Reflections:</b>	Survey		Focus Group
	Discussion	X	Task Management Chart
	Journal Writing/Learning Log		Other

Map The Product:

**Product: Video of the Show**

Knowledge and Skills Needed	Already Have Learned	Taught Before the Project	
1. Video editing and filming			
2. NETS research technique			
3. Storyboard creation			
4. Phone and interview etiquette		X	
5. Interview skills	X		
6. Commercial development			

Resources:

**School-based Individuals:**

Video production teacher  
 Technology Integration Specialist  
 media specialist

**Technology:**

Microsoft Movie Maker or other film editing software  
 digital camera with USB cord to transfer pictures to a computer  
 card reader--utilize if you do not have a USB cord  
 scanner  
 DVD burner  
 HDD video camera or flip camera  
 auxiliary microphone--not a necessity, but helpful

**Community:**

Family members of students, nursing home director, Historical Society members, anyone who is willing to come in to be interviewed or speak with the students about the value of oral history or willing to help students with their video  
 Volunteers from local radio or TV stations to help prepare students for interviews and/or being in front of a camera and microphone  
 Members of Ladies Auxiliary to the Veterans of Foreign Wars  
 Veterans of Foreign Wars members  
 American Legion members

**Materials:**

<http://www.nationaldayoflistening.org/> --This site will help guide students and the teacher through several aspects of the project. It includes a variety of materials in the teacher section which can be accessed free of charge.

**[What Do I Know](#)**--a checklist of skills for the teacher to utilize when trying to assess the abilities of the students in their classes.

**[Multimedia Presentation Checklist](#)**--a checklist for students to utilize prior to turning in their final products.

<http://www.microsoft.com/windowsxp/using/moviemaker/default.mspx> -- This site will walk you and your students

through the use of movie maker. Includes the download and expert help.

McCain, Ted. *Teaching for Tomorrow*. ISBN-13: 978-1412913843

Manage the  
Process:

**Grouping**—students are divided into groups of four based upon learning styles (each group will ideally consist of four students with different learning styles).

**Skills previously mastered**—Students will have mastered using Movie Maker to edit video, putting pictures to music and creating a show. Interpersonal skills, phone etiquette, writing questions for interviews, collaboration skills and using the Internet for research will be used during the project. Students will have rudimentary knowledge about utilizing templates within word processing software to create a newsletter. Students will have been grouped at the launch of the project, will have an in-depth understanding of the necessary collaborative work skills that are employed and will be familiar with how to rate other classmates' skills using a rubric.

Step One: Pre-launch: Teacher activities:

Gather all materials needed for the project

Arrange for delivery of the entry event

Have students complete the [Living Legacies: What Do I Know?](#) self-assessment of skills

Set up time to broadcast the show to the target audience--the broadcast of this show may be to

the school you teach in or on a local station.

Step Two: Launch:

Catherine Ratliff appears either in person or via video.

Pass out [Living Legacies--entry document](#)

Listen to sample stories from the [www.nationaldayoflistening.com/teachers](http://www.nationaldayoflistening.com/teachers) password protected site. User name

and password are available in the free teacher's

toolkit <http://www.nationaldayoflistening.org/#participate.m>

Publish a copy of the nomination card in local newspapers.

Step Three: **Students--**

Work in their groups creating group contracts and timelines. (This step may be unnecessary if you have students

already in learning teams.)

Create a [group contract](#).

Complete [FAT-P: Nomination](#).

Complete a [nomination card](#).

**Teacher--**

Model the 4 D's (Define, Design, Do and Debrief) from Ted McCain's *Teaching for Tomorrow*.

[Living Legacies: Group Contract Checklist](#).

[Living Legacies: Nomination Card checklist](#).

Step Four: **Groups--**

Determine which nomination will be the interviewee.

Create a list of interview questions that elicit thought on the specific area of the interviewee's life- develop questions

independently and utilize questions from the Story Corps website.

**Teacher--**

Model the [NETS strategy](#) for Internet searches

Step Five: **Groups--**

Begin researching the background of their chosen interviewee and the time period they are going to interview them about.

Call and set up a time and date for interview.

Step Six: **Students--**,

Practice interview techniques  
Complete [LL GRASP collaborative work skills rubric](#) for each group mate.

**Teacher--**

Check independently created questions. [Living Legacies: FAT-P: Interview](#)

[Question Rubric](#)

**Step Seven: Students--**  
Interview a person about their life and/or historical events they have witnessed.  
Video tape the interview.

**Step Eight: Students--**  
Create a storyboard for the commercial and film the completed commercial.

**Step Nine: Students--**  
Create a newsletter about the interviewee and the historic events that occurred during their life.

**Step Ten: Groups--**  
Edit interviews and commercials into final production.  
Edit the interview with video editing software--include opening and closing credits as well as the five commercials.  
Create an opening and title sequence for the TV show with original music and graphics.  
Burn the interview to DVD (3 copies--one for the interviewee, one for the TV station and one for the teacher)  
Create a label and liner for the DVD.

**Step Eleven:** Presentation of completed DVD (TV show and commercials) with printed newsletter to test audience

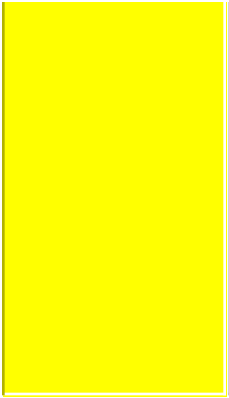
**Project Evaluation:**

During the course of the project each person will need to write their personal reflections about the project in their project journal. Reflections do not need to be done daily; however, they do need to be completed at least once or twice a week. In the journal students should reflect on how the team is working, what aspects of the project are proving to be the most difficult and list any things they think should be changed. Students will meet with the teacher/advisor as a team at least once a week to compare notes and discuss any complications. The teacher/advisor should meet with the individual members to discuss their journal entries. While previewing each show, students will share the pros and cons of the project and describe the problems that arose and how they addressed each.

**Resource Files  
Uploaded**

**Resource Files**

- UP3277WS2.doc  
(<http://wveis.k12.wv.us/Teach21/CSO/Upload/UP3277WS2.doc>)
- UP3277WS3.doc  
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