

<b>Title</b>	Roll Out the Red Carpet
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<b>Source:</b>	Secondary PBL Project, 2008-2009
<b>Project Idea:</b>	Students will discover successful people with ties to their local community through individual research and create a museum exhibit based on their findings. This unit would be ideal after the students have been exposed to successful locals in some way: reading a book by a local author, in conjunction with career day activities, following up on a guest speaker or current event, etc.
<b>Entry Event:</b>	You have been hired by the local Historical Society to create exhibits on successful people with ties to our hometown. After discovering a success story, you must research and create a presentation to inform museum visitors of the various accomplishments by county natives. Project Launch: A representative from the county historical society will speak to the class about the historical society (their purpose, their artifacts, their typical client). The representative will also discuss the need to draw interest to a younger generation in order to preserve the county's rich history.
<b>Power Standard:</b>	The student will use background information and prior knowledge to analyze, evaluate, and justify informational and literary texts for intent and purpose to create and present an age appropriate product that demonstrates an understanding of format, purpose, audience, and choice of medium.

<b>Content Standards &amp; Objectives:</b>	<b>Objectives Directly Taught or Learned Through Discovery</b>	<b>Identified Learning Target</b>	<b>Evidence of Success in Achieving Identified Learning Target</b>
	<p>11.1.08 – analyze and evaluate a variety of texts according to content, structure, purpose, organization of text, and tone</p> <p>11.1.09 – evaluate and justify the effectiveness of organizational patterns (e.g. tables, timelines, tables, captions, maps, photographs) and ideas in informational and literary texts for intent and purpose</p> <p>11.1.10 – use knowledge of the history, cultural diversity, politics, and effects of language to comprehend and elaborate on the meaning of texts, to expand vocabulary, and to draw connections to self and the real world</p> <p>11.3.04- analyze and create a wide range of purposes embedded in media communications</p> <p>11.3.05 – plan, compose, produce, and evaluate an age- appropriate product from various forms of media communication that demonstrates an understanding of format, purpose, audience, and choice of medium</p>	<p>Analyze and evaluate texts</p> <p>Evaluate and justify the intent and purpose of texts</p> <p>Demonstrate knowledge of background to grasp meaning of texts and make real world connections</p> <p>Analyze different forms of sources</p> <p>Create an informational media exhibit using a variety of sources to correctly represent county natives</p>	<p>Students will examine numerous sources (magazine/newspaper articles, websites, short stories, etc.). Class discussion, journal entries, FAT-P: works cited page</p> <p><a href="#">Group Activity Log</a> FAT-P: works cited page</p> <p>Journal entries, individual research, list of sources; research/proposal</p> <p>Class discussion, final product/presentation</p> <p>Final product/presentation</p>

<b>21st Century Skills</b>	<b>Learning Skills &amp; Technology Tools</b>	<b>Teaching Strategies Culminating Activity</b>	<b>Evidence of Success</b>
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<p><b>Information and Communication Skills:</b></p>	<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.LS3 - Student creates information using advanced skills of analysis, synthesis and evaluation and shares this information through a variety of oral, written and multimedia communications that target academic, professional and technical audiences and purposes.</p>	<p>Whole group lecture with examples of past student work</p> <p>Whole group instruction</p>	<p>Individual research FAT-P: proposal</p> <p>Individual research FAT-P: Proposal and final product/presentation</p>
<p><b>Thinking and Reasoning Skills:</b></p>	<p>21C.O.9-12.2.LS1 - Student engages in a critical thinking process that supports synthesis and conducts evaluation using complex criteria.</p> <p>21C.O.9-12.2.TT3 - Student uses multiple electronic sources of information and multiple technology tools and resources tools (e.g., digital cameras, graphing calculators, probes, mp3 players, handheld devices, other emerging technologies, simulations, models, browsers, word processing, authoring tools, spreadsheets, databases) to collaborate with others, to formulate a hypothesis, to solve problems, make decisions, and present and justify the solutions.</p>	<p>Students will create their own rubric. Teacher will model if necessary.</p> <p>Individualized instruction as needed by instructor or peers</p>	<p>Comparison to actual rubric for the <a href="#">Final product/presentation</a>. Student will write a reflection.</p> <p>Presentation</p>
<p><b>Personal and Workplace Skills:</b></p>	<p>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</p>	<p>Small group discussion</p> <p>Small group and individualized</p>	<p><a href="#">Group activity logs</a></p> <p><a href="#">Final product/presentation</a></p> <p><a href="#">Group activity logs</a></p>

	responsibility through engagement in public discourse and participation in service learning.  21C.O.9-12.3.TT3 - Student evaluates current trends in information technology, discusses the potential social, ethical, political, and economic impact of these technologies, and analyzes the advantages and disadvantages of widespread use and reliance on technology in the workplace and society.	instruction as needed	
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<b>Performance Objectives:</b>	<p><b>Know:</b> What makes a credible, appropriate source          How audience affects/directs purpose          Copyright/plagiarism rules and regulations</p> <p><b>Do:</b> Write/communicate effectively          Research topic          Use credible sources          Create an outline          Document sources in MLA format (create a works cited page)          Make a proposal          Work in collaboration with others          Use technology to aid in making presentations          Create and present an appropriate product to achieve purpose (individual proposal, final product/presentation)</p>
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<b>Driving Question:</b>	How does a person's background affect the level of success he can achieve?
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<b>Assessment Plan:</b>	<p><b>GRASPS:</b> Your county's historical society, in an effort to draw interest to a younger generation, has asked our class to create presentations of success stories from our area to be placed for viewing by current and potentially new historical society clientele. You will work together in groups of three or four to create a project that highlights three or four county natives who have "made it big." These ten-fifteen minute presentations will emphasize just how being from our county played a role in their stories.</p> <p><b>FAT-P WORKS CITED PAGE:</b> Before your group can complete your presentation for the Historical Society, you must not only choose a viable candidate to include, but you must research your honoree in an honest and ethical manner. In what part of our county did he grow up? What schooling or professional skills does he possess? What makes him successful? How did he accomplish this task? If at all possible, interview your subject or someone close to your subject. Examine newspaper articles, magazines, websites, or books. Choose only resources that are reliable. Complete a works cited page for your proposal using your sources in MLA format.</p> <p><b>FAT-P OUTLINE/ PROPOSAL:</b> The next step in preparing your part for your presentation is to create a three-five minute proposal in which you tell about the successful person you have chosen and argue why he should be showcased. The outline must follow MLA format and a thesis statement must be included. Using the outline as your guide, create a well-organized proposal. Be sure to consider whether or not being a county native helped or hindered his achievements. This proposal will then help determine your presentation group (chosen for variety and similarity). You will then present your findings to the class.</p> <p><b>FAT-P PRESENTATION PLAN/OUTLINE:</b> After your proposal is complete, you will be placed in groups of three or four for the final presentation. Your group will then work together to fit each subject into the project. Show how each person is successful and why he deserves to be immortalized in this way. Create a preliminary plan and</p>
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	outline for your project.				
	<b>Major Group Products</b>	group multimedia presentation project plan/outline			
	<b>Major Individual Projects</b>	individual research plan/outline proposal			
Assessment and Reflection:	<b>Rubric(s) I Will Use:</b>	Collaboration <a href="#">Final Product/Presentation</a>	X	Written Communication	
		Critical Thinking & Problem Solving		Content Knowledge <a href="#">Individual Proposal</a>	X
		Oral Communication <a href="#">Individual Proposal</a>	X	Other	
	<b>Other Classroom Assessments For Learning:</b>	Quizzes/Tests		Practice Presentations	X
		<a href="#">Self-Evaluation</a>	X	Notes	
		<a href="#">Peer Evaluation</a>	X	Checklists/Observations <a href="#">Project Plan Checklist</a>	X
		Online Tests and Exams		Concept Maps	
	<b>Reflections:</b>	Survey		Focus Group	
		Discussion	X	Task Management Chart	
		Journal Writing/Learning Log	X	Other - <a href="#">Group Activity Log</a>	X
Map The Product:	<b>Product: Research and Proposal</b>				
	<b>Knowledge and Skills Needed</b>	<b>Already Have Learned</b>	<b>Taught Before the Project</b>		
	1. Finding reliable sources				
	2. MLA format		X		
	3. Integration of sources		X		
	4. Revision/editing	X			
	5. Organizational skills	X			
	6. Presentation skills		X		
	7. Persuasive language				
	8. Interview skills	X			
Resources:	<p><b>School-based Individuals:</b>          Librarian/Media Specialist          Technology Integration Specialist          Administrators          Other faculty and staff</p> <p><b>Technology:</b>          Computer/Printer          Presentation software (Moviemaker, Power Point, etc)          LCD projector          Digital camera          mp3 player</p> <p><b>Community:</b>          Historical Society members          Business owners</p>				

Other community members who might be needed for interviews  
Parents

**Materials:**

Newspaper articles  
magazines  
books  
display/poster boards  
markers  
other art supplies if needed

**Websites:**

The Bedford Research Room (<http://bedfordstmartins.com/researchroom/>),  
RubiStar (<http://rubistar.4teachers.org>)

**Manage the Process:**

**TIMELINE**

Project Launch: A representative from the county historical society will speak to the class about the historical society (their purpose, their artifacts, their typical client). The representative will also discuss the need to draw interest to a younger generation in order to preserve the county's rich history.

Step one: Brainstorm what success means to the students. Who is successful?  
What makes them successful? Does their place of birth have an impact on their success?  
Students will create a list of people in the community who fit this description of success.

Step two: Overview/Lesson- What makes a source reliable? When is it appropriate to use a biased source? (<http://bedfordstmartins.com/researchroom/>) The Bedford Research Room –students will view site on projector in classroom and then participate in a think-pair-share activity to ensure comprehension.

Step three: Students will choose one person from the class-generated list of hometown success stories. They must create a 3-5 minute presentation/proposal nominating their subject to be included in the historical society display.

Step four: Using [The Bedford Research Room](http://bedfordstmartins.com/researchroom/) site, students find at least three sources for their proposals and create a works cited page in MLA format.

Step five: Research/Draft project. Students will keep a daily log of activities. Teacher can use logs as exit slips.

Step six: Peer Review

Step seven: Proposal presentations to class members and possibly the subjects of the proposals.

Step eight: Group students/discuss project expectations/plan/create – each group must create a project outline or plan for teacher approval.

Step nine: Practice presentations

Step ten: Presentation in front of invited guests (Historical Society members, parents, administrators, community members, etc.).

Step eleven: Final project reflection/ review  
Students will complete [Cooperative Learning Evaluation Form](#) and discuss concerns.

Generally, this project would be completed in the middle of the school year after the students have completed at least one research paper and usually in conjunction with a novel written by a county native. As students complete their individual research they will keep a daily journal or activity log. Checking these regularly throughout helps to monitor progress. Students will be placed in groups in consideration with the category in which their subjects fall (doctor, parent, sports figure, writer, etc.) to ensure variety. Technological capability, availability after-school, and scaffolding should also be a consideration. Groups

	must choose a leader/recorder who will be responsible for keeping a daily activity log for the group. At the end of each period all group members must review and sign this log. Not all members will necessarily know how to use the technology needed for their project, but the group must work as a whole to ensure sources are cited appropriately, plagiarism has been avoided, and projects are ethical.
Project Evaluation:	Research/Proposal Group presentation Final <a href="#">Cooperative Learning Evaluation</a> Whole class discussion of concerns Trip to Historical Society to view projects after completion
Resource Files Uploaded	<p style="text-align: center;"><b>Resource Files</b></p> <ul style="list-style-type: none"><li>● UP3280WS2.doc (<a href="http://wveis.k12.wv.us/Teach21/CSO/Upload/UP3280WS2.doc">http://wveis.k12.wv.us/Teach21/CSO/Upload/UP3280WS2.doc</a>)</li> <li>● UP3280WS3.doc (<a href="http://wveis.k12.wv.us/Teach21/CSO/Upload/UP3280WS3.doc">http://wveis.k12.wv.us/Teach21/CSO/Upload/UP3280WS3.doc</a>)</li> <li>● UP3280WS4.doc (<a href="http://wveis.k12.wv.us/Teach21/CSO/Upload/UP3280WS4.doc">http://wveis.k12.wv.us/Teach21/CSO/Upload/UP3280WS4.doc</a>)</li> <li>● UP3280WS5.doc (<a href="http://wveis.k12.wv.us/Teach21/CSO/Upload/UP3280WS5.doc">http://wveis.k12.wv.us/Teach21/CSO/Upload/UP3280WS5.doc</a>)</li> <li>● UP3280WS6.doc (<a href="http://wveis.k12.wv.us/Teach21/CSO/Upload/UP3280WS6.doc">http://wveis.k12.wv.us/Teach21/CSO/Upload/UP3280WS6.doc</a>)</li> <li>● UP3280WS7.doc (<a href="http://wveis.k12.wv.us/Teach21/CSO/Upload/UP3280WS7.doc">http://wveis.k12.wv.us/Teach21/CSO/Upload/UP3280WS7.doc</a>)</li></ul>