

Title	War. What is it Good For?		
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Source:	2009 TLI Staff PBL Plans		
Project Idea:	Assuming the role of reporters, students will launch an article idea to the editors of TIME magazine. Because magazines always have a variety of options from which they choose editorials for publication, students will all have different topics for their articles. Students will take a position in writing their editorials on the following topics and will explain how their particular hot spot could erupt into the next world war and the impact such an event would have on life as we know it: The War in Iraq, The War in Afghanistan, Difficulties with North Korea, Iranian proliferation of nuclear arms or Palestinian/ Israeli conflicts. Students will be assigned groups and will draw a topic from a hat or select a topic based upon interest.		
Entry Event:	The teacher will pose as the CEO of TIME He/ she will address the students and tell them that he/she is in desperate need of an editorial team because the current editorial team for Time Magazine has been detained while doing research outside of the country, and they have not had the opportunity to draft the editorial for this month's issue focusing on current world conflicts that could potentially turn into World War III. The teacher will provide the students with an Entry Document that details the specifics for the editorial and the presentation.		
Power Standard:	Students will conduct research on related current events and synthesize information into a multi-media project and a research paper .		
Content Standards & Objectives:	Objectives Directly Taught or Learned Through Discovery	Identified Learning Target	Evidence of Success in Achieving Identified Learning Target
	RLA. 0.11.1.6 formulate supportable conclusions, summarize events and ideas, construct inferences and generalizations, and critique character traits in a written/oral literary interpretation.	K-basic vocabulary: support, inference, predictions, and conclusions. R-When reading, the reader must consider information presented in the text and draw his/her own conclusions from presented information. Those conclusions; however, always require support. The support is most effective when it comes from several creditable sources. PS-Read and analyze textual information and create and support inferences and generalizations from reading.	Group Editorial (Group) Group Presentation (Group) Research notes Reflection Journal/ Learning Log
	RLA.O.11.2.1 employ the five-step writing process (pre-writing, drafting, revising, editing, publishing) for developing narrative, informative, descriptive, persuasive and functional writings that include a letter of job application, a scholarship application/essay, and personal letters	K-The five step writing process. The types of writing: narrative, informational, descriptive, and persuasive. Concise writing strategies as modeled in magazine articles. R-That using a defined purpose can engage the reader. Good writing does not just happen; it must be planned and perfected (the process). P-Use the five step writing process to generate an effective composition from an assigned topic. Select a type of writing based upon their intended purpose and build a composition	Group Editorial (Group) Group Presentation (Group) Stages of the Writing Process for RAFT and research paper (Individual) Reflection Journal/ Learning Log (Individual)

		that will engage the reader and fulfill the intended purpose.	
	RLA. 0.11.3.2 plan, research, organize and deliver a grammatically correct presentation using a variety of media (e.g., live performance, video, PowerPoint, web pages).	K-types of media used in a presentation. R-In the real world, people often have to compete for jobs, and often one's success depends upon his/her ability to demonstrate a deep understanding of the subject at hand as well as his/her ability to wow the audience and show tech savvy. P-Plan and create a media presentation that will ensure that their editorial team gets the job.	Group Presentation (Group) Organizational Notes (Group)
	SS.O 11.01.4 develop positions and formulate actions on the problems of today and predict challenges of the future (e.g., terrorism, religious conflict, weapons of mass destruction, population growth).	K-Five current areas of social unrest: War in Iraq, War in, Afghanistan, North Korea proliferation of nuclear arms, Iranian proliferation of nuclear arms, and the Palestinian/ Israeli conflict. R-The likelihood that any of the above listed conflicts if left unaltered could lead to WWII. P-formulate and support an inference of how these issues could impact the world community and lead to the next major conflict.	Group Editorial (Group) Group Presentation (Group) Learning Logs (Individual) Notes (Individual)

21st Century Skills	Learning Skills & Technology Tools	Teaching Strategies Culminating Activity	Evidence of Success
Information and Communication Skills:	<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.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</p>	<p>Students will research topics and search authentic sites. The teacher will model a brief mini-lesson on internet research and bias in publication. For example, Israeli sponsored sites might provide bias information, and Wikipedia can be changed by anyone.</p> <p>The teacher will leave this part of the assignment open-ended to allow students the opportunity to learn new technology skills from each other.</p>	<p>Group Editorial (Group) Group Presentation (Group) Reflections (Group and Individual)</p> <p>Group Presentation (Group) Learning Logs (Individual) Reflections (Group and Individual)</p>

	<p>managing and communicating personal/professional information.</p>		
<p>Thinking and Reasoning Skills:</p>	<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 disseminate information, models, and other creative works.</p>	<p>After students conduct their research and receive direct instruction from the social studies teacher, they will begin to synthesize the information and support their inferences related to their assigned topic.</p> <p>Students will use various tech tools to complete the final group project: digital cameras, flip cameras, animoto, and movie maker are just a few resources that will be available. Depending upon the tech literacy of the students, the teacher may have other students to conduct clinics to allow the students to sample the various tools.</p>	<p>Group Editorial (Group) Group Presentation (Group) Learning Logs (Individual) RAFT (Individual) Reflections (Group and Individual)</p> <p>Group Presentation (Group) Reflections (Group and Individual)</p>
<p>Personal and Workplace Skills:</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>Teacher will introduce the Define, Design, Do, and Debrief strategy for problem solving (Power Point).</p>	<p>Group Presentation (Group) Editorial (Group) Reflections (Group and Individual)</p>
<p>Performance Objectives:</p>	<p>Know:</p> <ul style="list-style-type: none"> Inferences, predictions, generalizations, and support. The five step writing process. Various types of presentation media. Reliable sources for research. The Define, design, do, and debrief process. 		

	<p>Do</p> <p>Create a multi-media presentation. Write a group editorial detailing why their area of research is most likely to erupt into World War III. Complete research notes. Learning Logs RAFT assignment Reflections</p>
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Driving Question: Which area of the world could potentially erupt into WWII?

Assessment Plan:	<p>Major Group Products</p> <p>Group Presentation Group Editorial Group Reflection</p>
	<p>Major Individual Projects</p> <p>Research Notes Learning Logs/ Reflection Journal RAFT Assignment</p>

Assessment and Reflection:	Rubric(s) I Will Use:	Collaboration	X	Written Communication	X
		Critical Thinking and Problem Solving	X	Content Knowledge	
		Oral Communication		Other	
	Other Classroom Assessments For Learning:	Quizzes/Tests		Practice Presentations	
		Self-Evaluation	X	Notes	X
		Peer Evaluation	X	Checklists/Observations	
		Online Tests and Exams		Concept Maps	
	Reflections:	Survey		Focus Group	
		Discussion	X	Task Management Chart	
		Journal Writing/Learning Log	X	Other	

Map The Product: Product: Group Presentation

Knowledge and Skills Needed	Already Have Learned	Taught Before the Project	Taught During the Project
1. Inferences, predictions, generalizations, and research based support.			X
2. Five step writing process.	X		
3. Causes of Current Conflicts		X	
4. The define, design, do, and debrief process.		X	
5. Various types of media presentations.			X
6. Styles of writing (persuasion)		X	

Resources:

School-based Individuals:
 Social studies teacher
 Technology resource teacher
 RLA teacher.

Technology:
 Mobile computer lab
 flip cameras
 digital cameras
 flash drives

Microsoft Word/ Excel
LCD projector
ELMO
Internet
Movie Maker
Animoto
photo story
adobe premier and other forms of presentation media.

Community:

Newspaper editor and local members of the American Legion and VFW.

Materials:

Internet
textbook
maps
historic video (news reports and documentaries)
chart paper.

Suggested Websites:

<http://www.cnn.com/>
<http://www.foxnews.com/>
<http://www.msnbc.msn.com/>
<https://service.usatoday.com/index.jsp?pub=UT&keycode=YL3GQ>
<http://www.nytimes.com/>
<http://www.washingtonpost.com/>
<http://www.time.com/time/>

Manage the
Process:

Grouping:

Students may be grouped according to mixed ability or according to interest in the content. While the plan outlines allowing them to draw a conflict from a hat, one may easily decide to allow the students to select a topic.

Differentiation:

Differentiation may take place in the form of the final product, based upon students' readiness levels, and in the [RAFT Assignment](#). While one RAFT is listed as an attachment to this lesson plan, the teacher could easily modify this assignment to the needs of individual students. Lastly, the resource center should include various types of media: books of varying Lexiles, DVDs, multiple magazines, maps, newspapers that vary in Lexiles, textbooks, and any other information that will provide background on current areas of unrest in the world.

Learning logs/ reflections may be completed in blog form or paper.

Before the project:

Organize learning/ resource station and stock it with an abundance of information, including issues of TIME Magazine.

Direct students to suggested sites.

Introduce the [Define, Design, Do, and Debrief process](#)

Organize groups

Assign topics to groups.

Make copies of [Entry Document](#), [Collaboration Rubric](#), [Critical Thinking Rubric](#), [Oral Communication Rubric](#), [11th Grade Writing Rubric](#), [Content Reflection Suggestions](#), [Task List 1](#), [Task List 2](#) and [Task List 3](#).

Organize reflection assignments and instructional materials including the [RAFT Assignment](#).

During the project:

	<p>Facilitate group work. Monitor task lists. Provide time for research. Guide inferences, predictions, and support. Monitor each group's use of the Define, Design, Do, and Debrief process. Review and facilitate RAFT Assignment and stages of the writing process. Provide students with at least two question answer sessions with the editor of TIME. Review content reflection suggestions and use them to review material or have students complete mini writing assignments Monitor use of resource center. Facilitate the drafting of the group editorial through the writing process. Facilitate the production of the media presentation.</p> <p>After the project:</p> <p>Students will complete final reflections on process and products. Collect rubrics/ evaluations from peers. Collect self-evaluation rubrics. Collect reflection logs and notes from individual students.</p>
Project Evaluation:	<p>Students will keep a reflection log throughout the project and will complete two larger reflection assignments on the last day of the project. Teams will also use the rubrics to score their peers as well as themselves. The members of the community and the teachers that are involved will also complete the rubrics and return them to the students. The students will have the rubrics in hand when they do their self-evaluations.</p>
Resource Files Uploaded	<p>Resource Files</p> <ul style="list-style-type: none">● UP3397WS2.doc (http://wveis.k12.wv.us/Teach21/CSO/Upload/UP3397WS2.doc)● UP3397WS3.doc (http://wveis.k12.wv.us/Teach21/CSO/Upload/UP3397WS3.doc)● UP3397WS4.doc (http://wveis.k12.wv.us/Teach21/CSO/Upload/UP3397WS4.doc)● UP3397WS5.doc (http://wveis.k12.wv.us/Teach21/CSO/Upload/UP3397WS5.doc)● UP3397WS6.pdf (http://wveis.k12.wv.us/Teach21/CSO/Upload/UP3397WS6.pdf)● UP3397WS7.doc (http://wveis.k12.wv.us/Teach21/CSO/Upload/UP3397WS7.doc)● UP3397WS8.doc (http://wveis.k12.wv.us/Teach21/CSO/Upload/UP3397WS8.doc)● UP3397WS9.doc (http://wveis.k12.wv.us/Teach21/CSO/Upload/UP3397WS9.doc)● UP3397WS10.doc (http://wveis.k12.wv.us/Teach21/CSO/Upload/UP3397WS10.doc)● UP3397WS11.doc (http://wveis.k12.wv.us/Teach21/CSO/Upload/UP3397WS11.doc)● UP3397WS12.ppt (http://wveis.k12.wv.us/Teach21/CSO/Upload/UP3397WS12.ppt)