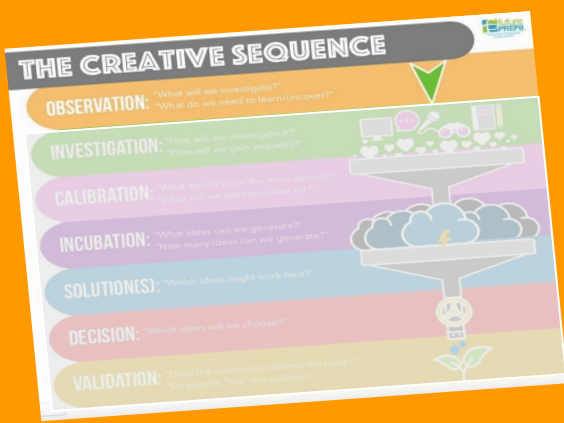


PREP'd 2020

**Share your View:
Project Planning Guide**



World History Unit 1: Ancient Civilizations



Day 1: Observation Stage Project Planning Guide

What will your **Driving Question** be?

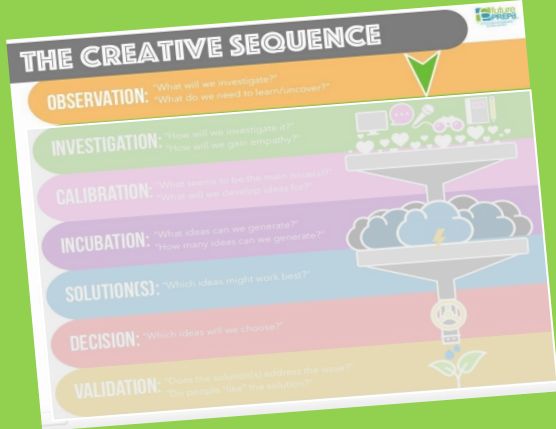
How can our class creatively educate others about the impact Ancient Han China has had on World History?

What **Standards and Skills** do you want your students to master during the PBL?

Power Standard: Ancient Empires - Greece, Rome, & Han China
Historical Thinking Skills: Content and Sourcing of Primary and Secondary Sources, Contextualization, Patterns of Continuity and Change Over Time, Argumentation
Skills for Success: Technology Literacy, Collaboration and Global Thinking, Communication

What will you do to put your students into **Successful Teams and Build Culture**?

Face-to-Face: Classroom greeting, desks in groupings
Virtual: Group meetings/check-ins
Blended: Skills Inventory, Reflection journals

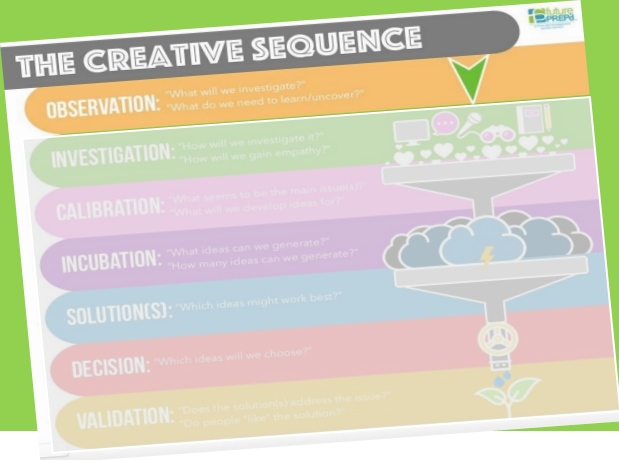


Day 2: Investigation Stage

Project Planning Guide

Driving Question: How can our class creatively educate others about the impact Ancient Han China has had on World History?

<p>How will you help your students determine the Need to Knows to for the Driving Question?</p>	<p>Need to Knows</p> <ul style="list-style-type: none"> ● Know/Need to Knows (add a column for students to identify “Where Can I Find this Information?” and “Who will uncover this information?”) ● If online, done in Padlet? Stormboard? ● “A, E, I, O, U” to explore the content of Ancient Civilizations
<p>How will you help your students uncover information to solve the challenge?</p>	<p>Uncovering Information / Gaining Insight</p> <ul style="list-style-type: none"> ● Chalk Talk - brainstorming ideas ● Save the Last Word - teacher provided article where students identify crucial information ● If online, create a “Project Board” in Padlet to keep track of information and check-in with students



Investigation Stage: Empathy Project Planning Guide

Driving Question: How can our class creatively educate others about the impact Ancient Han China has had on World History?

Who are your Stakeholders?

Setting the Stage

- Stakeholder / Empathy Map: Who is impacted by this project? Create an empathy map for different stakeholders. (Museum, Visitors, etc.)
- Innovators Compass

How will you help build Empathy?

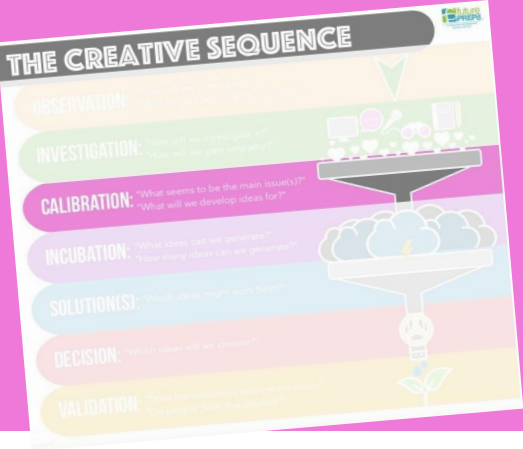
Gaining Empathy

- Love/Break Up Letter: What do you, as a viewer, love about online museum exhibits? What do you hate about them? How can we use these things to guide our research and final product?

Day 3: Calibration Stage

Project Planning Guide

Driving Question: How can our class creatively educate others about the impact Ancient Han China has had on World History?



How will you check-in with your students? How often and when?

Daily check-ins with the teacher circulating (if online, teacher will check in with progress posted on the project wall twice a week).

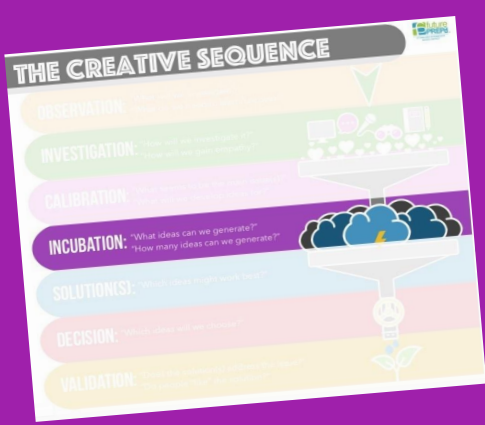
Mid-project self-assessment for students to complete and conference with the teacher.

End of project group and individual accountability check-in

What type of Calibration strategy will you use?

Telling a Toddler: Have students summarize their research in the most simplistic way (as if explaining it to a toddler) and then generate more questions to deepen their research (as if being asked by a toddler).

Pluses and Deltas: What has gone well? What would you change or alter? Gallery Walk?



Day 4: Incubation Stage

Project Planning Guide

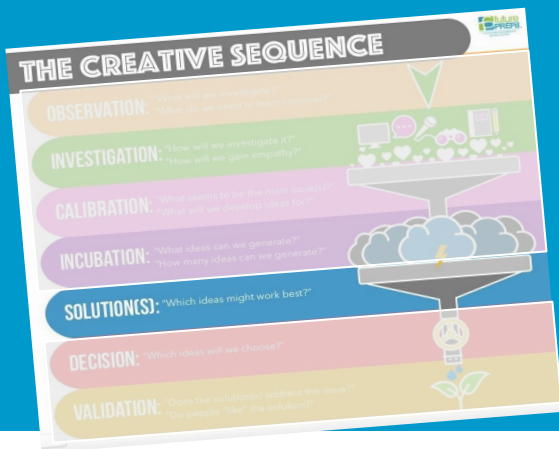
Driving Question: How can our class creatively educate others about the impact Ancient Han China has had on World History?

What do you already do to encourage your students to brainstorm or think outside the box?

- Web Diagrams or Mindmapping - I like to have students jot their ideas down and draw connections between their ideas. We often do this independently before then collaborating on a large web on the whiteboard.
- Occasionally I use the 100 Ideas protocol.

How might you have your students generate ideas?

- Brainwriting - Have students jot an idea on an index card. Then, working in groups, have them pass their index card to the right. They then need to add an additional idea or a complementary idea to the original one.
- I like this because it will get students working both independently and collaboratively at the same time. It will also hold students accountable to participate because they will have a card in front of them at all times that belongs to someone else.



Day 5: Solution Stage

Project Planning Guide

Driving Question: How can our class creatively educate others about the impact Ancient Han China has had on World History?

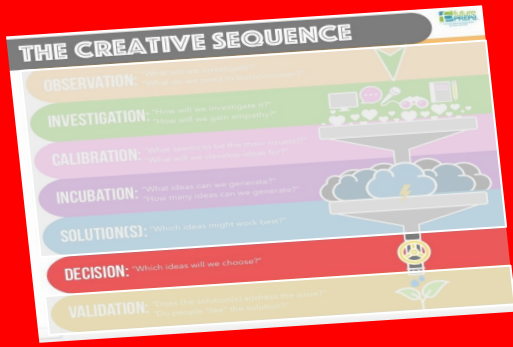
How might you have your students begin to develop solutions from all their ideas?

Dot Voting - Have students use dot voting to narrow down from many ideas to the ones that they believe are the best.

What process will you move through to help your students get from an infinite amount of ideas to a handful of possible solutions?

Thinking Hats Protocol - Students will look at potential solutions from different perspectives or Thinking Hats. One focuses on the positives, another is critical, another is looking for data, etc. (I like this one for social studies courses, because ultimately it is a historical thinking skill)

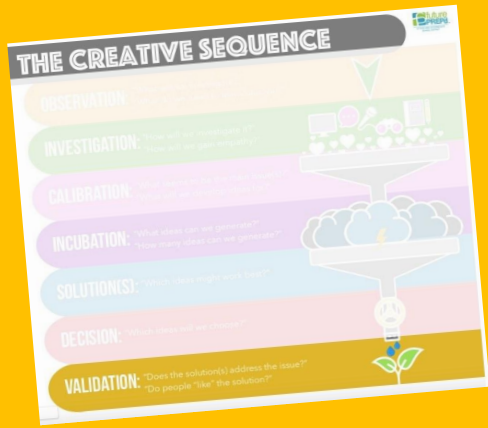
Hundred Dollar Test - Students will have an imaginary \$100 to spend on the potential ideas. The ideas with the most money allocated should be the "best" ideas. Students should be sure to provide a rationale for how they spent their money.



Day 6: Decision Stage Project Planning Guide

Driving Question: How can our class creatively educate others about the impact Ancient Han China has had on World History?

<p>How might you have your students make a decision for what solution to move forward with?</p>	<p>Seeking Skeptics - Have students summarize their ideas in a concrete list. Use a survey to have others rank the ideas from best to worst. The team can use this survey to arrive at a final idea or combination of ideas.</p>
<p>How could you provide critique and revision opportunities for your students?</p>	<p>Gallery Walk - Have students walk around and give feedback on other group's ideas. They can provide feedback that suggests 1) what they like about the idea and 2) what they think ought to be improved.</p>

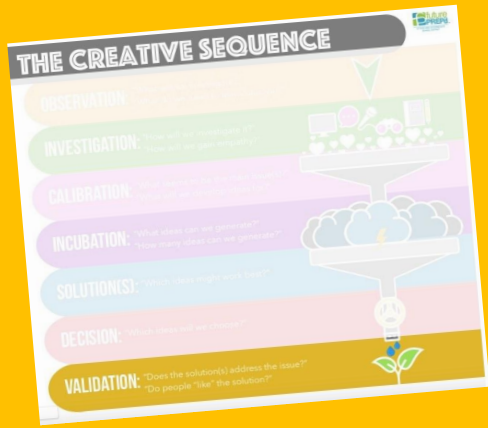


Day 7: Validation Stage

Project Planning Guide

Driving Question: How can our class creatively educate others about the impact Ancient Han China has had on World History?

<p>How will your students build their final solution? How will you give voice and choice?</p>	<p>Four presentations options:</p> <ol style="list-style-type: none"> 1) Virtual Museum Exhibit (electronic) 2) Tangible Museum Exhibit (in person) 3) Documentary (create a video to show the information) 4) Podcast (create an audio file presenting the information)
<p>How might you have your students share out their solution with their authentic audience? Who will the audience be?</p>	<p>Ideally, students will have their final product set up at a station. The authentic audience (as well as classmates) will rotate between the stations and see the final product pitch outs. Students will present their idea multiple times as different groups attend their station.</p>
<p>What tool/rubric will you use to assess your students work? How will you involve all the students in this final process?</p>	<p>Reflection - Students will reflect on their individual progress/learning. They will provide reflection on other groups' pitches as well. The members of the audience will receive slips to provide feedback as they view multiple pitches.</p> <p>Rubric/Grading - S4S Communication and Collaboration & Global Thinking</p>



Day 8: Validation Stage

Project Planning Guide

Driving Question: How can our class creatively educate others about the impact Ancient Han China has had on World History?

<p>What tools do you need to help your authentic audience give feedback to your students? How will you students get feedback from each other and you?</p>	<p>I plan to give the audience and all classmates a form to complete as they view each final product (in gallery walk format). The form will have a space for them to write things they liked, things they wondered, and any suggestions they have.</p>
<p>What will you do to provide reflection for your students? How will they reflect together, with the authentic audience and on their own?</p>	<p>I plan to have students use a journaling method to reflect on the overall project. I hope to have them also self-assess and give themselves a grade for different components of the project accompanied by a rationale for why they gave themselves that grade.</p>