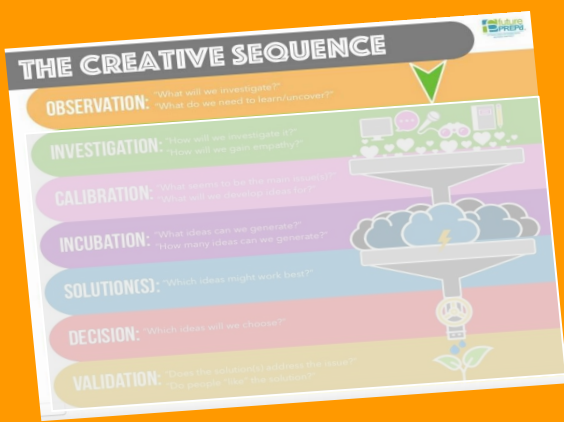


PREP'd 2020

**Share your View:
Project Planning Guide**



Project Title: “History” in Holland



Day 1: Observation Stage Project Planning Guide

What will your **Driving Question** be?

How do we “make” history in Holland?

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

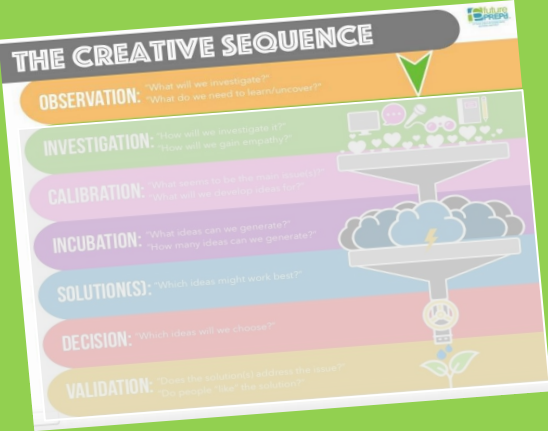
1.A Identify a historical concept, development, or process. Identify a source’s point of view, purpose, historical situation, and/or audience.

2.B Explain the point of view, purpose, historical situation, and/ or audience of a source.

2.C Explain the significance of a source’s point of view, purpose, historical situation, and/or audience, including how these might limit the use(s) of a source.

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

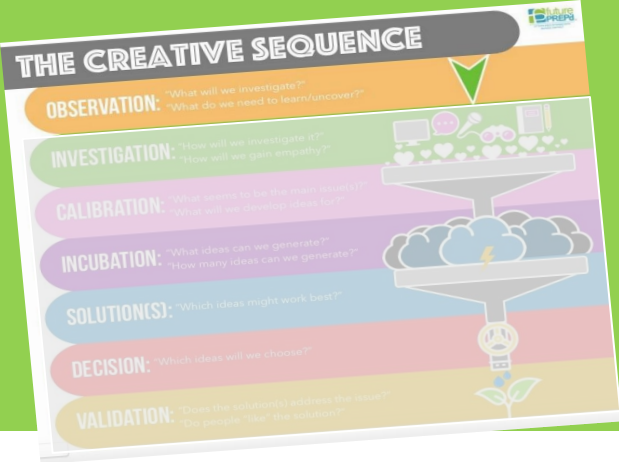
Student aptitude test thing from Future Prep’d to avoid cliques



Day 2: Investigation Stage Project Planning Guide

Driving Question:

<p>How will you help your students determine the Need to Knows to for the Driving Question?</p>	<p>Group brainstorm Dissect question (AP style) List of "historical sites" in Holland, identify Gabe interview Confederacy Video (Vox) Adichie's Danger of a Single Story Ted Talk</p>
<p>How will you help your students uncover information to solve the challenge?</p>	<p>Holland Museum visit Walking tour downtown Holland Jim Crow Museum of Racist Memorabilia Holland Historical society discussion Dan @ Pump House Lindsay @ Holland Museum</p>



Investigation Stage. Empathy Project Planning Guide

Driving Question:

How do we make the History of Holland?

<p>Who are your Stakeholders?</p>	<p>Students collaborate to decide who needs history the most</p>
<p>How will you help build Empathy?</p>	<p>Holland ethnic makeup-Census data Empathy maps Holland Redlining (Northside only rules/Unity Bridge)</p>

Day 3: Calibration Stage Project Planning Guide

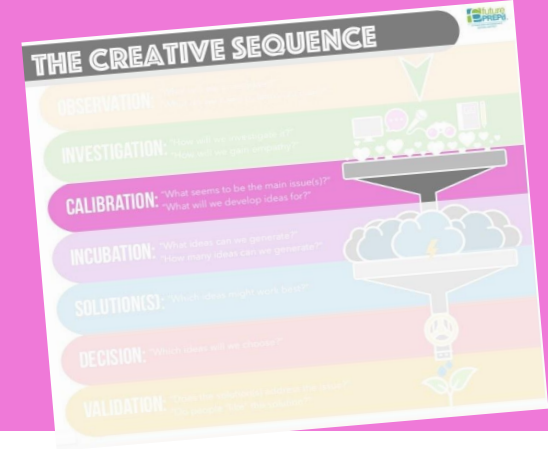
Driving Question:

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

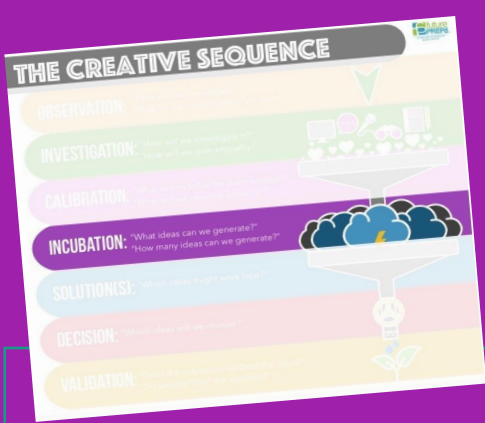
After each exploration event
Exit ticket google classroom
Plus & Delta
Tell it to a Toddler/Tik Tok

**What type of
Calibration strategy
will you use?**

Open ended questions showing end point (in person, classroom, stickies)
Critical Friends (I like, I wonder)
Google Classroom responses w/partners
**Remember to use talking chips



Day 4: Incubation Stage Project Planning Guide



Driving Question:

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

TIME

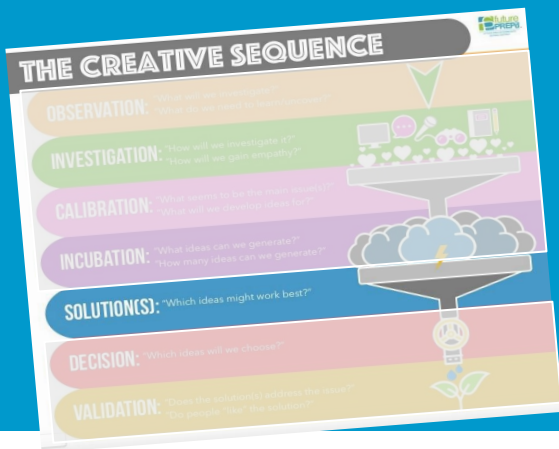
Daily Classroom questions w/specific partner replies
Drawing notes/webs
Whiteboards
Timing from timer or song
NO POINTS--just for "more"
South bell challenge
Boggle

How might you have your students generate ideas?

Wrong answers only
100 ideas in 10 mins (and down) using padlet
--Snowball if in person
Rip slap pass...how online? Template on Slides?
--bonus levels
Alphabet answers
Someone who is ___ might say...
Google image answers only
3 day brainstorm wall

Day 5: Solution Stage Project Planning Guide

Driving Question:



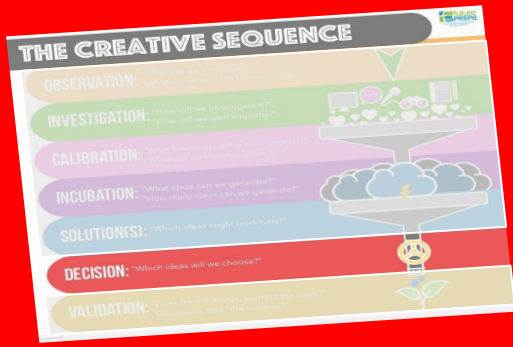
How might you have your students begin to develop solutions from all their ideas?

Dot protocol
\$100 test
Draw the ideas (gamestorming.com)
100 sticky notes
SWAT/NUF Test
Seeking a skeptic

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

Elevator pitch
Critical friends
Bracketology
Stakeholder meeting
Affinity Mapping

Day 6: Decision Stage Project Planning Guide



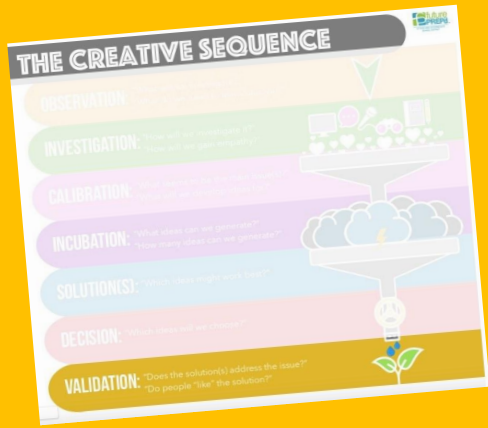
Driving Question:

How might you have your students make a decision for what solution to move forward with?

Plus + Delta
NUF test
Affinity map

How could you provide critique and revision opportunities for your students?

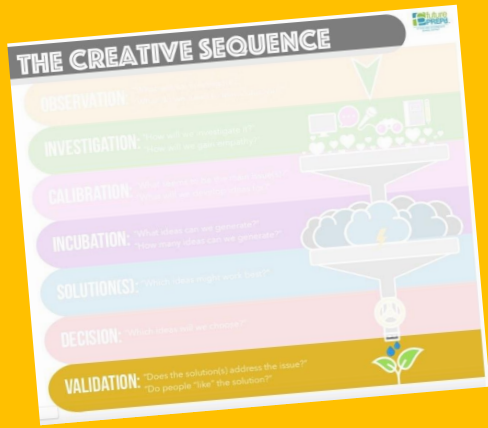
Critical friends
speeddating
I like/I wonder
Expert pannel



Day 7: Validation Stage Project Planning Guide

Driving Question:

<p>How will your students build their final solution? How will you give voice and choice?</p>	<p>Prototyping, presentations choice & practice (elevator pitch w/cnva/flipgrid/slides/etc)</p>
<p>How might you have your students share out their solution with their authentic audience? Who will the audience be?</p>	<p>seesaw portfolio (and "hot mess" seesaw. Remember this for earlier) Bring in obvious stakeholders, History teachers throughout WO, Gabe, US History students?, Hope College, Admin, Nicole</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>process rubric throughout Flipgrid for videos</p>



Day 8: Validation Stage Project Planning Guide

Driving Question:

<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>Rubric from binder Google Form feedback asking for overall opportunity for success and interest Post presentation discussion time--small group hopping (if available)</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>Flipgrid and publishing of it Letters to audience Social Media creation</p>