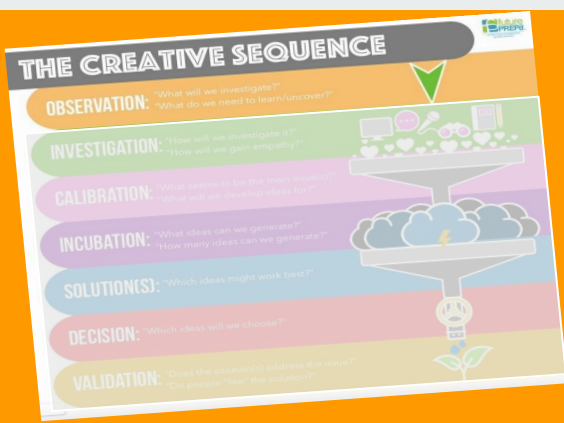




**PREP'd 2020**

**Share your View:  
Project Planning Guide**

**Project Title: Relevance of the Progressive Era**



# Day 1: Observation Stage Project Planning Guide

**What will your Driving Question be?**

How is the Progressive Era still relevant today?

- industrialization
- immigration
- women's rights
- environment
- urbanization
- political corruption
- rights of POC
- child rights

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

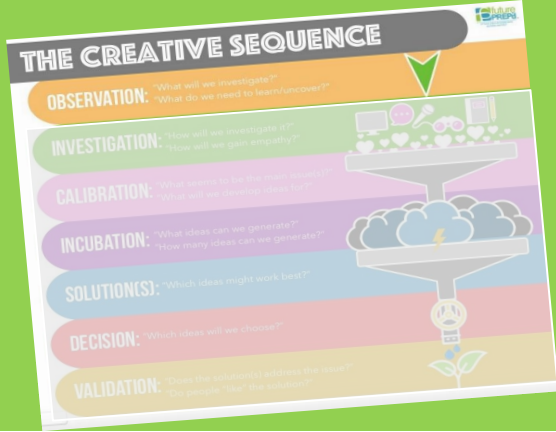
I want my students to evaluate the progressive reforms in the early 1900s and determine if the various reforms really made a difference in the lives of those in the era and how we are impacted today.

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

I will create a google doc with various questions (I had my StuCo kids do this) to see their preferences and how they view themselves in various situations. Then, I will do my best to group them based on the differing strengths. Once in groups, I want them to do some "non-lame" icebreaker activities to really feel comfortable with their group-mates.

**What will you do for an Entry Event?**

I'd love to bring someone in as a guest speaker, maybe someone who has been a victim of discrimination, someone who has seen environmental



# Day 2: Investigation Stage Project Planning Guide

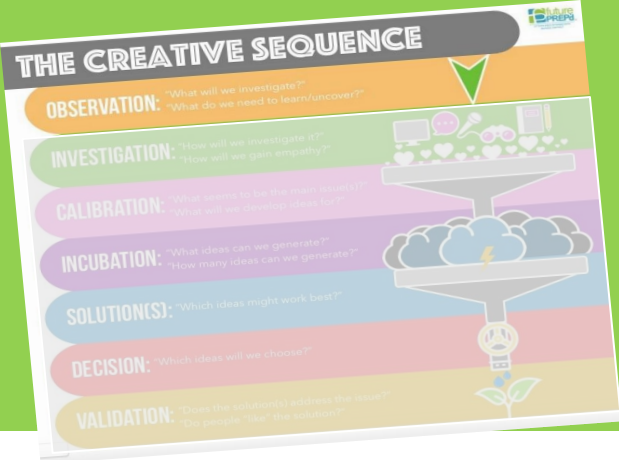
Driving Question: How is the Progressive Era still relevant today?

**How will you help your students determine the **Need to Knows** to for the Driving Question?**

- Make sure the driving question is EVERYWHERE - a header on every page of the PBL handouts
- Make a clear and concise list of TLWs (maybe as a checklist)
- Socratic quizzes as checkpoint? or is this supposed to be more toward the end of the PBL?  
"where will you find it? who is responsible for it?"

**How will you help your students **uncover information** to solve the challenge?**

- Is it too much "feeding" to give students helpful, reliable sites to start with? I find I'm a control freak with teaching :-P so this is tough for me!
- Have them contribute to a storm-board and/or a padlet and provide guidance and feedback as they add ideas/facts about their topics



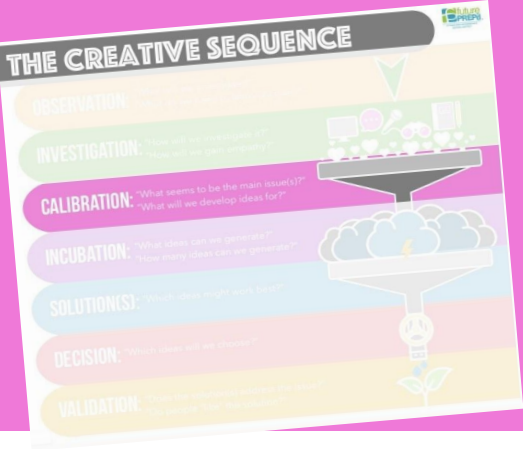
# Investigation Stage: Empathy Project Planning Guide

Driving Question: How is the Progressive Era still relevant today?

<p><b>Who are your Stakeholders?</b></p>	<p>Immigrants, children in factories, women, wildlife (environmental reforms), POC, ordinary civilians (in relation to political corruption), impoverished people living in tenements, factory workers</p>
<p><b>How will you help build Empathy?</b></p>	<p><u>A high-quality empathy map!</u> The one time I did this before, I was frustrated (with myself!) because a lot of their responses showed very little effort "sad, frustrated"... For this new PBL, I will be more intentional when introducing the empathy map. I will require an explanation for their words and/or an example. I wonder if I could have the empathy map be a working document that they come back to throughout the project (add illustrations</p>

# Day 3: Calibration Stage Project Planning Guide

Driving Question: How is the Progressive Era still relevant today?



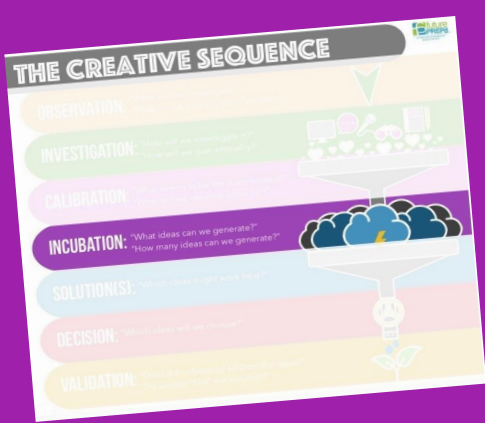
**How will you check-in with your students? How often and when?**

I loved the idea of having "accountability groups" and having them check in with non-PBL group members periodically. I would like to do some type of calibration every day of the PBL in some form, whether it be a warm-up question, a quick google form, etc.

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

I am excited to experiment with PADLET - this seems like a really cool tool to use during a PBL and beyond. A concern is the availability of technology for students and the need for every student to create an account... but we'll get there :) I use google forms and socrative quizzes often, and students can use their phones for this, so this is a resource I plan to use as I calibrate. The NUF charts are so clear and concise, I will definitely do one of these as the PBL is moving forward.

I liked seeing the "self evaluation" and "effective reflection sheets" that other teachers use - I would like to include these as I calibrate with my students.



# Day 4: Incubation Stage Project Planning Guide

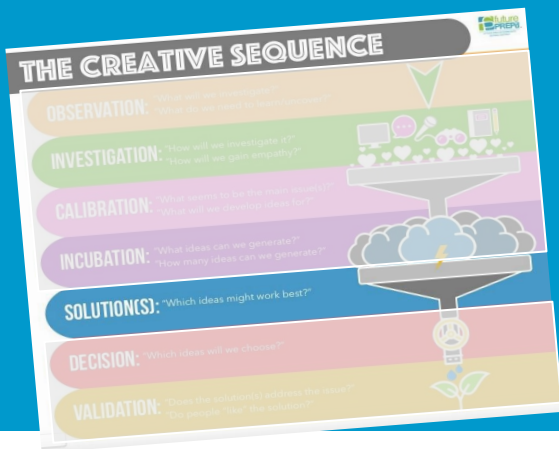
Driving Question: How is the Progressive Era still relevant today?

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

Honestly, this is an area that I need to ramp up... sometimes I tend to “rush” these types of activities and/or give them too much guidance. I have done the “100 ideas in 10 mins” with students remaining silent, and that’s gone really well. I want to start these types of activities from the beginning of the trimester, maybe with “fun” topics - like the paperclip example, just to make it a habit and set the classroom culture of sharing, etc. I like the four rules to brainstorming - no judgement, think freely, big numbers, and more heads are better than one (but brainstorming independently also is beneficial!)

**How might you have your students generate ideas?**

In one of the groups today, a leader stressed the importance of student reflection - that students learn as they sift through the content. My hope is to prioritize this reflection piece as part of the incubation stage. Ideas of how to do this: pain/gain, jamboard and categorizing, pluses and deltas, I also like for students to observe what their classmates come up with and compare it to their own ideas. I feel like a lot of reflection takes place as they try to see a topic through the lense of another student.



# Day 5: Solution Stage Project Planning Guide

Driving Question: How is the Progressive Era still relevant today?

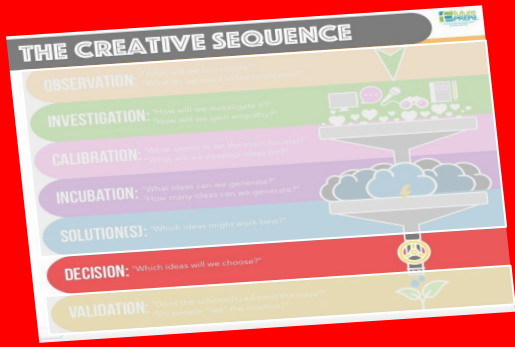
**How might you have your students begin to develop solutions from all their ideas?**

This is a time in the PBL when students would likely get out all they've created thus far - empathy map, 100 in 10 brainstorming, padlets and jamboards, etc. Then, with their groups, they'll brainstorm potential solutions to the driving question: How is the Progressive Era still relevant today?

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

For this, I liked two ideas from today's session:  
\$100 test - how much \$ is each idea worth and give rationale as to WHY; then, share out. \*I wonder if I could do a "charette" with students at this point in the PBL?

NUF test - is their solution new, useful and feasible? This is so clear and concise, I think it helps narrow down what would be the best choice for their solution/decision.

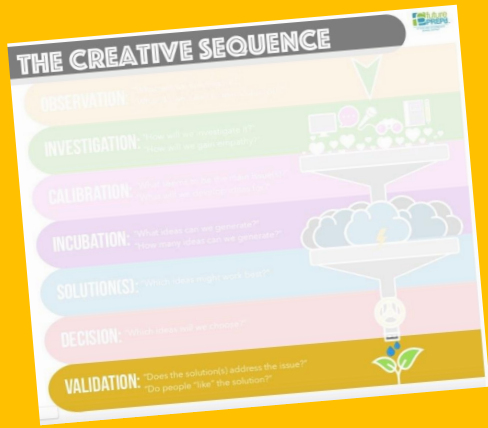


# Day 6: Decision Stage Project Planning Guide

Driving Question: How is the Progressive Era still relevant today?

<p><b>How might you have your students make a decision for what solution to move forward with?</b></p>	<p>NUF chart, \$100 activity, create a “very rough draft” storyboard for their idea just to see if it comes together like they envision; if not, they can explore other options.</p>
<p><b>How could you provide critique and revision opportunities for your students?</b></p>	<p>Accountability groups - I really want to give students a voice in providing constructive criticism for the projects of their peers. It’s also a way for them to show comprehension before the final project is due.</p> <p>I will be providing students with self-reflection assignments in addition to the “calibration quiz” to ensure they’re heading in the right direction before all is due.</p>

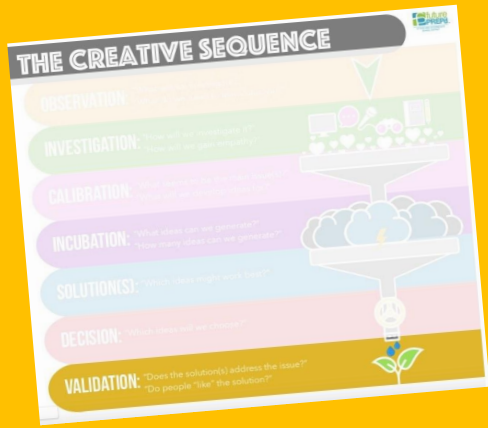




# Day 7: Validation Stage Project Planning Guide

Driving Question: How is the Progressive Era still relevant today?

<p><b>How will your students build their final solution? How will you give voice and choice?</b></p>	<p>I will give them 3-4 choices, all with the same target standards (ex: they can choose to make a commercial, slideshow, informational brochure, or ____).</p>
<p><b>How might you have your students share out their solution with their authentic audience? Who will the audience be?</b></p>	<p>I love the gallery walk idea, but I really want each group to learn from their peers (their topics will all vary greatly!). I'm thinking of doing a two-fold presentation - 1) have groups be assigned locations and match them up with other groups to do "mini presentations" and then 2) gallery walk with the authentic audience touring</p>
<p><b>What tool/rubric will you use to assess your students work? How will you involve all the students in this final process?</b></p>	<p>I took notes on a few different ideas from the presenters today:</p> <ul style="list-style-type: none"> <li>- put checkpoints in gradebook AHEAD of TIME so they know it's a formal grade</li> <li>- Grade students as a group but also independently</li> <li>- Start the PBL with a gallery walk of former students' projects (in the future, once I have student samples)</li> <li>- Peer and student self reflections throughout the PBL</li> </ul>



# Day 8: Validation Stage Project Planning Guide

Driving Question: How is the Progressive Era still relevant today?

**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?**

I LOVED FlipGrid - I wonder if I can have each PBL group make a “summary flipgrid” video and the authentic audience can reply and give a video of feedback. If not, I think a simple “suggestion box” with some basic questions for the authentic audience would work.

I will have my students in “accountability groups” so they will have the opportunity to a) check out other groups’ work, b) practice presenting, and c) give constructive criticism. I would like to have them check in with these groups 2-3x throughout the PBL.

**What will you do to provide reflection for your students? How will they reflect together, with the authentic audience and on their own?**

I’d like to have them write a brief reflection essay (2-3 paragraphs) with specific examples as to how they think their project came together. Group collaboration, skills4success criteria, and individual contributions to the project would all be a part of this reflection.