Shickley Public School

Project Based Learning

Reading, Writing, and Critical Thinking
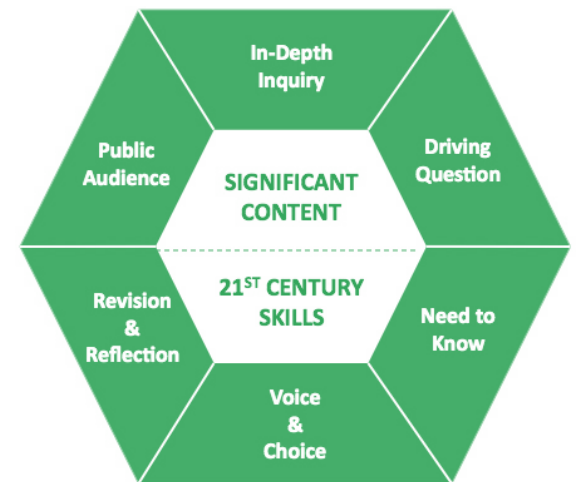for the Purpose of Product Creation

Project Based Learning Basics

- What is PBL?
  - Presenting students with an authentic situation
  - Encouraging the process of inquiry
  - Responding to a complex question, problem, or challenge

- Why use PBL?
  - Creates a need to know
  - Promotes deeper understanding
  - Motivates students through choice and challenge

In-Depth Inquiry

Driving Question

Public Audience

SIGNIFICANT CONTENT

21ST CENTURY SKILLS

Need to Know

Revision & Reflection

Voice & Choice

- Learn more.

PBL Example: Media Literacy

- Students in English III completed a project that required them to locate, evaluate, organize, and utilize resources to create their own multimedia product.

- Students had to read, write, and think critically to accomplish the task.

- Students published their final product to share with others.

PBL Example: Media Literacy

- Getting Started with the Standards

- Asking Essential Questions
  - What is knowledge? Where/How can I access information?
  - How can I utilize resources for my own purposes?
  - What is respect? How do we show respect to others? What does this do for me?

- Identifying what Students will be able to Do
  - Locate information from a variety of online sources (databases, social media, websites) by preparing an effective search.
  - Evaluate potential resources.
  - Use social bookmarking tools to organize and share information.
  - Utilize Alerts in order to have specific types of information "pushed" to them.
  - Utilize a variety of resources to support their ideas.
  - Respect the intellectual property of others by hyperlinking to sources and providing citations.

PBL Example: Media Literacy

- ## Presenting Students with a Performance Task

  As participants in our school's 1:1 Program, you have been asked to create an electronic research collection based on a topic of your choice. The final product will be published as a "Page" on Facebook. Your collection will serve as an example of the high-quality, in-depth research one can accomplish when provided the necessary tools. You will locate, evaluate, and select information from a variety of online sources—including databases, social media, and websites—and will encompass numerous media such as text, pictures, graphs, charts, videos, and potentially other appropriate material you uncover through your research. By the very nature of this project, you will provide the critical hyperlinks and citation information that help build your own credibility as researchers, give credit where credit is due, and provide readers with access to original sources. Your collection will be made available to teachers, students, parents, administrators, school board members, and other people in our communities. Refer to the rubric for specific assessment criteria.

PBL Example: Media Literacy
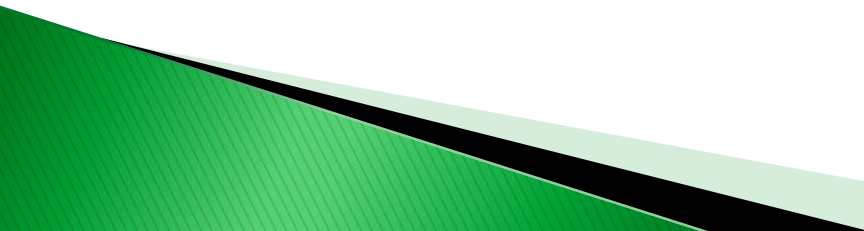
▸ Making Expectations Clear: Providing a Rubric

	20	50	80	100
Research/ Sources	• four or fewer resources are included, or some sources are not appropriate • no pictures and captions (in addition to cover and profile pictures) are included • source links are not in working order	• five or six appropriate resources are included • one or two pictures and captions (in addition to cover and profile pictures) attempt to add to viewers' knowledge of the topic • some source links are in working order	• at least seven appropriate resources are included • one or two pictures and appropriate captions (in addition to cover and profile pictures) generally add to viewers' knowledge of the topic • generally, source links are in working order	• ten or more high-quality, content-rich resources are included • three or more pictures and appropriate captions (in addition to cover and profile pictures) effectively add to viewers' knowledge of the topic • all source links are in working order
Summary of Sources	• summary paragraphs for sources are lacking or missing • reference to author and/or title of text are missing • main ideas are not clearly identified • quotation of key words/phrases/ sentences missing • author tags are not used • voice fails to be objective	• for some resources a summary paragraph is provided • reference to author or title of text, but not both • limited representation of main ideas • quotation of key words/phrases/ sentences limited • limited use of author tags • voice is occasionally objective	• for each resource a summary paragraph is provided • general reference to author and title of text • general representation of main ideas • quotation of key words/phrases/ sentences included • author tags are included • voice is generally objective	• for each resource an effective summary paragraph is provided, including: • effective citation of author and title of text • clear representation of main ideas • quotation of key words/phrases/sentences effectively incorporated in the body of the paragraph • author tags with vivid verbs are utilized • voice is effectively objective

PBL Example: Media Literacy

(continued)	20	50	80	100
Response to Sources	•response paragraphs for resources are missing •topic sentence is missing or fails to identify the type of response •supporting evidence is missing •reaction to the resource is not subjective (personal)	•for some resources a general response paragraph is provided •in the topic sentence, identification of the type of response is limited •supporting evidence is lacking •reaction to the resource is occasionally subjective (personal)	•for each resource a general response paragraph is provided •topic sentence generally identifies the type of response (analysis, agree/disagree, interpretation/reflection) •supporting evidence is generally provided and includes personal experience, evidence from the text, and/or evidence from other texts •reaction to the resource is generally subjective (personal)	•for each resource an effective response paragraph is provided •topic sentence clearly identifies the type of response (analysis, agree/disagree, interpretation/reflection) •ample supporting evidence is provided and includes personal experience, evidence from the text, and/or evidence from other texts •reaction to the resource is clearly subjective (personal)
Overall Impression	•the topic does not appear to be of interest to the student researcher •Page name and/or description fail to introduce the page to consumers •cover and/or profile picture is missing •sources demonstrate that little research has been conducted •errors in conventions confuse or distract the reader	•it is unclear whether or not the topic is of interest to the student researcher •Page name and description introduce the page to consumers in a limited way •cover and profile pictures appeal to the audience is lacking •sources demonstrate that limited research has been conducted •errors in conventions may confuse or distract the reader	•topic appears to be generally of interest to the student researcher •Page name and description generally introduce the page to consumers •cover and profile pictures generally gain attention and/or adequately promote interest in the topic •variety and quality of sources demonstrate that adequate research has been conducted •the few errors in conventions do not confuse or distract the reader	•topic is clearly of personal interest to the student researcher and enthusiasm is obvious to the audience •Page name and description effectively introduce the page to consumers •cover and profile pictures effectively gain attention and promote interest in the topic •variety and quality of sources clearly demonstrates that extensive research has been conducted •writing is mostly free from errors in conventions

PBL Example: Media Literacy

▸ Process of Learning May Incorporate:
  ◦ Step-by-step Processes
  ◦ Mini-Lessons and Practice
  ◦ Utilizing Multiple Resources
  ◦ Accessing Background Knowledge
  ◦ Asking and Answering Questions
  ◦ Trial and Error
  ◦ Discussing and Writing about Thinking
  ◦ Collaboration and/or Peer Feedback
  ◦ Other (specific to content/project)

▸ Student Handout for Media Literacy Unit

PBL Example: Media Literacy

▸ Product
  ◦ Requires the use of essential knowledge and skills
  ◦ Involves reading, writing, and critical thinking
  ◦ Demonstrates what students know and can do
  ◦ Examples
    • Denver Broncos Community Outreach
    • Down Syndrome
    • View more examples

PBL Example: Media Literacy

- Reflection
  - Illuminates what students have learned
  - Encourages thought about the learning process
  - Example

    My idea of knowledge hasn't changed a whole lot. I still think that what I know, what others know, and various print materials are valuable sources of knowledge. Throughout this project though, the point of how important the internet is was really hammered home. It gave me access to articles and information I would not have had access to without it. My thinking has changed in that in this day and age, maybe the print resources don't have the value I thought they did. While there is good information to be found there, there is a much greater pool of information to be found on the internet. I have also realized that the way you use the internet has a huge bearing on how much information you find. I found that just typing random stuff in the search bar is not an efficient way to find what you want. The tips and tricks we learned involving Google were very helpful in finding reliable, quality sources.

    On how to utilize resources, the internet being a quality way to find solid information fast has been reinforced immensely. I did see that how I use it, like using the quotation marks and other various tips, can either aid me or harm me in my quest for knowledge. Knowing how to use the internet more efficiently will help me utilize it much better. I have realized that the print materials may not be the best option these days. The computer is so much faster and pulls information from a much greater pool that anyone would be foolish not to see what information it has to offer. It is harder to verify that the resources are reliable, but there are also ways we learned to find quality sources, like using a database or the research feature in Google.

    Mostly, this project reinforced the need to give credit to the creators of the materials. There are so many good ideas and articles out there, and numerous people who put in a lot of time and effort into writing them. Giving them credit gives them respect, and respects yourself by not trying to pass off their ideas as your own. My thinking hasn't really changed a lot, but I have realized sometimes you have to do some digging to find the author of an article. Sometimes the "Contact Us" page contains who wrote the article.

    Diigo was extremely helpful with this project. Sometimes it seemed tedious, but when it came to writing the summaries, it made the process go so much faster. I thought that it really made it easy to see what the important stuff was, and skip over the stuff that doesn't really pertain to your article.

    I thought the project went fairly well. There were some difficulties in finding some articles, but for the most part, it came along well. Another thing was creating a Facebook page, which was new for me. However, I think I was able to handle the demands of the project and accomplish what was asked. I think that I learned how to use Diigo and will be able to utilize it in the future.

PBL Example:
Elements of Literature

- Students in English II completed a project that required them to understand the elements of literature and explain how those elements function within a particular short story of their choosing.

- Students had to read, write, and think critically to accomplish the task.

- Students published their final product to share with others.

PBL Example:
Elements of Literature

▸ **Short Stories & the Elements of Literature Final Project Assignment**

Select one of the short stories we have read during this unit and create a presentation of the Elements of Literature within that story. Your goal is to help readers gain a better understanding of each of the elements of literature we have studied throughout this unit and those elements within the context of a particular piece of literature (the story you choose for your project).

Your presentation must include:

An appropriate structure, including an introduction and conclusion.

A completed **Plot Diagram**, including each of the plot elements (exposition, inciting incident, rising action, climax, falling action, resolution, denouement). Label each element and provide details from the story that correspond with each plot element.

A discussion of one or more **Plot Element** from the story, written in paragraph form.

A discussion of the development of **Characterization** for one or more characters from the story, written in paragraph form.

A description of the story's **Setting**, including a discussion of at least one significant aspect of the setting, written in paragraph form.

A discussion of the **Point of View, Narrator, and Voice**, written in paragraph form.

A declaration of the story's **Theme** and discussion of how you uncovered the author's intended theme, written in paragraph form.

You may choose a presentation format that you find appropriate to your purpose.

PBL Example: Elements of Literature

▸ Short Stories & the Elements of Literature Final Project Rubric

	4 Points	6 Points	8 Points	10 Points	Score
Plot Elements	• Plot elements are limited or may be missing from the diagram • Details from the story are lacking on the diagram for each of the elements • An attempt to discuss one of the elements in paragraph form is lacking or the paragraph may be missing • Reasoning is unclear • Supporting examples or reasons are lacking	• Plot elements are identified on the diagram • Details from the story are limited on the diagram for each of the elements • One of the elements is discussed in a limited way in paragraph form • Reasoning is somewhat logical and convincing • Supporting examples or reasons are limited	• All plot elements are identified on the diagram. • Adequate details from the story are provided on the diagram for each of the elements (areas) • One of the elements is discussed in a general way in paragraph form • Reasoning is usually logical and convincing • Supporting examples or reasons are adequate and relevant	• All plot elements are clearly identified and explained on the diagram. • Specific and relevant details from the story are provided on the diagram for each of the elements (areas) • One or more of the elements are clearly discussed in paragraph form • Reasoning is logical and compelling • Supporting examples or reasons are numerous and relevant	/10 Points
Character(s) & Characterization	• A discussion of one of the characters, and his or her development through characterization, is lacking or missing • Supporting examples or reasons are lacking • Reasoning is unclear • The paragraph provides a little idea of how the story's author developed one of the characters and/or does not attempt to describe the affect that this development of characterization has on readers	• One of the characters, and his or her development through characterization, is discussed in a limited way in paragraph form • Supporting examples or reasons are limited • Reasoning is somewhat logical and convincing • The paragraph provides a limited idea of how the story's author developed one of the characters and attempts to describe the affect that this development of characterization has on readers	• One of the characters, and his or her development through characterization, is generally discussed in paragraph form • Supporting examples or reasons are adequate and relevant • Reasoning is usually logical and convincing • The paragraph provides a general idea of how the story's author developed one of the characters and generally describes the affect that this development of characterization has on readers	• One or more of the characters, and their individual development through characterization, are clearly discussed in paragraph form • Supporting examples or reasons are numerous and relevant • Reasoning is logical and compelling • The paragraph provides a clear idea of how the story's author developed one or more of the characters and effectively describes the affect that this development of characterization has on readers	/10 Points
Setting	• A discription of the story's setting in paragraph form is lacking • Details from the story are lacking • Little or no attempt is made to discuss the significance of at least one aspect of the setting • Regarding the affect the setting has on the story, reasoning is unclear • Supporting examples or reasons are lacking	• The story's setting is described in a limited way in paragraph form. • Limited details from the story are provided • A limited attempt is made to discuss the significance of at least one aspect of the setting • Regarding the affect the setting has on story, reasoning is sometimes logical and convincing • Supporting examples or reasons are limited	• The story's setting is generally described in paragraph form. • Adequate details from the story are provided • The significance of at least one aspect of the setting is generally discussed • Regarding the affect the setting has on the story, reasoning is usually logical and convincing • Supporting examples or reasons are adequate and relevant	• The story's setting is clearly described in paragraph form. • Specific and relevant details from the story are provided • The significance of two or more aspects of the setting are effectively discussed • Regarding the affect the setting has on the story, reasoning is logical and compelling • Supporting examples or reasons are numerous and relevant	/10 Points

PBL Example:
Elements of Literature

Short Stories & the Elements of Literature Final Project Rubric (cont.)

Point of View, Narrator, & Voice	• The story's point of view is inacurately identified or missing in paragraph form and discussion is lacking • Details from the story are lacking • The tone and reliability of the narrator are not discussed • Reasoning is unclear • Supporting examples or reasons are lacking	• The story's point of view is acurately identified in paragraph form and discussed in a limited way • Limited details from the story are provided as evidence • The tone and reliability of the narrator are discussed in a limited way • Reasoning is somewhat logical and convincing • Supporting examples or reasons are limited	• The story's point of view is acurately identified in paragraph form and generally discussed • Adequate details from the story are provided as evidence • The tone and reliability of the narrator are generally discussed • Reasoning is usually logical and convincing • Supporting examples or reasons are adequate and relevant	• The story's point of view is acurately identified in paragraph form and effectively discussed • Specific and relevant details from the story are provided as evidence • The tone and reliability of the narrator are effectively discussed; voice is discussed, including how tone and diction effect readers • Reasoning is logical and compelling • Supporting examples or reasons are numerous and relevant	/10 Points
Theme	• An improbable, student-written theme is presented, though it may not be written as one complete sentence, and/or the statement of theme is not related to a *message* about life or living that the author is sending in relation to the subject of the story • Details from the story are lacking, failing to provide evidence of how the student uncovered the theme • Reasoning is unclear • Supporting examples or reasons are lacking	• A possible, student-written theme is presented, though it may not be written as one complete sentence, and is somewhat related to a *message* about life or living that the author is sending in relation to the subject of the story • Limited details from the story are provided as evidence of how the student uncovered the theme • Reasoning is somewhat logical and convincing • Supporting examples or reasons are limited	• A plausible, student-written theme is presented as one complete sentence and declares the *message* about life or living that the author is sending in relation to the subject of the story • Adequate details from the story are provided as evidence of how the student uncovered the theme • Reasoning is usually logical and convincing • Supporting examples or reasons are adequate and relevant	• A probable, student-written theme is presented as one complete sentence and declares the *message* about life or living that the author is sending in relation to the subject of the story • Specific and relevant details from the story are provided as evidence of how the student uncovered the theme • Reasoning is logical and compelling and the theme is applicable to the entirety of the story • Supporting examples or reasons are numerous and relevant	/10 Points
Effective Writing	• Structural development of the project is lacking • Paragraphing is ineffective or missing • Voice is inappropriate for the purpose and audience • Language is neither specific, precise, varied, nor engaging • Sentences seldom vary in length and structure • Phrasing sounds awkward and unnatural • Grammar, usage, punctuation, and spelling errors throughout distract the reader	• Structural development of the project is limited • Paragraphing is irregular • Voice is sometimes inappropriate for the purpose and audience • Language is occasionally specific, precise, varied, and engaging • Sentences occasionally vary in length and structure • Phrasing occasionally sounds natural • Grammar, usage, punctuation, and spelling errors may distract the reader	• Structural development of the project is functional, including an introduction and conclusion • Paragraphing is generally successful • Voice is generally appropriate for the purpose and audience • Language is generally specific, precise, varied, and engaging • Sentences generally vary in length and structure • Phrasing generally sounds natural • Grammar, usage, punctuation, and spelling are usually correct and errors do not distract the reader	• Structural development of the project is effective, including an introduction and conclusion • Paragraphing is sound • Voice is well-suited for the purpose and audience • Language is specific, precise, varied, and engaging throughout • Sentences vary in length and structure throughout • Phrasing consistently sounds natural and conveys meaning • Grammar, usage, punctuation, and spelling are consistently correct	/10 Points

PBL Example:
Elements of Literature

- Product
  - ◦ Requires the use of essential knowledge and skills
  - ◦ Involves reading, writing, and critical thinking
  - ◦ Demonstrates what students know and can do
  - ◦ Examples
    - Elements of Literature in "The Gift of the Magi"
    - Elements of Literature in "Cranes"
    - View more examples

PBL Example:
Elements of Literature

▸ Reflection
  ◦ Illuminates what students have learned
  ◦ Encourages thought about the learning process
  ◦ Example

The final project went relatively well for me. I found it was a challenge deciding what the climax and the inciting incident were of the story. I learned that making a list of the main events and important details of the story was a good way to help determine the climax and the inciting incident. For the most part though I felt the project went well and I understood the information. I discovered that these elements play an important role in a story. I also discovered that to best approach a project, first review the rubric, then mentally start planning and then put your thoughts down so you don't forget them.

Many of the elements of literature were reinforced for me through this project. In the plot diagram I learned more about the dénouement. I learned that in the dénouement the loose ends are tied up and some of the reader's questions are answered. I also learned more about characterization. After this project I learned about flat and stock characters which I hadn't even heard of before. This project helped me expand my knowledge on the elements that I already knew.

Before this project I only thought the plot diagram and the setting were important in the story. Now after doing this project I realize all five elements are important. Knowing this information will help me to have a broader understanding of the plot, characterization, POV/narrator/voice, setting and theme of the story. I have revised my thinking for theme. I didn't have a good understanding of what theme was. After completing this project I realize that the theme is important and that it needs to make sense throughout the story. I also learned how to determine theme which I can use later on.

Project Based Learning
Wrap-Up

- Incorporating Project Based Learning in the curriculum presents students with authentic situations, encourages the process of inquiry, and requires them to respond to a complex question, problem, or challenge.

- Completing these types of projects creates a need to know, promotes deeper understanding, and motivates students.

- Engaging students in these learning activities aids us in achieving our school-wide goals of improving reading, writing, and critical thinking skills and preparing students for success.