



Jan Frenzel

# Project-Based Learning Template

## Project-Based Learning Unit

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### Part I: Designing a Standards-Based Project

1. On what topic or unit of study will your project focus?

Colonial America – Who would you be and what would your life be like? Create a virtual time capsule that will represent your choice.

2. Describe how this project will address standards in various curriculum areas:

<p><b>Language Arts</b> The student will access, analyze, manage, integrate, evaluate, and create information in a variety of forms using appropriate technology skills and communicate that information in an appropriate oral, written, or multimedia format.</p>	<p>Science</p>
<p><b>Social Studies</b> Students will</p> <ul style="list-style-type: none"> <li>organize, analyze and compare historical events, distinguish cause-effect relationships, theorize alternative actions and outcomes, and anticipate future application (Chronology).</li> <li>use the processes and resources of historical inquiry to develop appropriate questions, gather and examine evidence, compare, analyze and interpret historical data (Skills and Application).</li> <li>examine, analyze and synthesize historical knowledge of major events, individuals, cultures and the humanities in West Virginia, the United States and the world (Culture and Humanities).</li> </ul>	<p>Math</p>
<p>Technology</p>	<p>Other The student will exhibit leadership, ethical behavior, respect for others; accept responsibility for</p>

**Standard 1:  
Information and  
Communication  
Skills**

The student will access, analyze, manage, integrate, evaluate, and create information in a variety of forms using appropriate technology skills and communicate that information in an appropriate oral, written, or multimedia format.

personal actions considering the impact on others; take the initiative to plan and execute tasks; and interact productively as a member of a group.

3. List two or three learning goals for this project:

To use multiple resources to gather research information

To analyze information for content and credibility

To create a website that depicts the students' research solution to the problem that was presented to them

4. How will you involve students in the planning process for this project?

Students will research various occupations that flourished during Colonial America. They will select one career to focus their research on. They will collaborate with another student who is focusing on a different career for comparison activities.

5. After the project is selected, describe strategies you will use to help students develop **essential questions** to be answered during their participation in this project. (You can refer to <http://www.tnellen.com/alt/essential.html> to help you craft your essential questions.)

The project question will be broad enough to allow students to creatively research and produce a website dedicated to showing what the colonial career would be like. What did a normal day in the life of a blacksmith include? What were the tools of this trade? Was this a good way to make a living then? How has this job evolved in today's culture? These are a few of the essential questions that we will start with. The students will then be put into teams to brain storm other questions that will lead their research.

6. Describe the learning activities students will be engaged in during this project:

Teacher-Led	Individual Tasks	Team Investigations	Community Connections
Present the idea/problem	Brain-storm ideas of what they already know about the subject and what they think they will need to know to complete the project.	Discuss what copyright means to a researcher? How to avoid plagiarism while researching?	What jobs that are available today could compare with the chosen colonial career?
Provide resources that have been previewed and selected to provide the needed research information	Use available resources to take notes and gather information on the chosen topic	Compare and contrast the chosen colonial careers? Who was the most successful? Why? Which of these careers still exist today? Why?	Who could you interview that would be able to give you some good information on this career?
Conduct lessons prior to the actual research on evaluating websites for quality, note-taking, copyright/plagiarism do's and don't's, how to create a bibliography	Analyze the information that is gathered. What do you still need? What information is going to be the most important and should be expanded on?		

7. What strategies will you use to help students plan their final products to present their findings and demonstrate their learning?  
Analyze research information for content and quality  
Have students to create a map of how they will lay out their website. What information will be on the introduction page? How many pages will they need?  
Create an evaluation page for their classmates to write a review of their website on a message board.

8. List the required materials and resources (other than technology).  
Library books on Colonial America  
Encyclopedia  
Writing paper

### **Part II: The Role of Technology**

1. What technology tools and resources will be used in the project?  
<http://www.history.org/>  
<http://www.colonialwilliamsburg.com/>  
<http://www.colonialwilliamsburg.com/kids/>  
<http://www.buffalonews.com/185/story/370771.html>  
<http://hancock.constitutioncenter.org/constitutionday/display/colonialwilliamP/Home.jsessionid=DED9471B1A075214851E0088D7A35E11>  
<http://members.aol.com/TeacherNet/Colonial.html>  
<http://falcon.jmu.edu/~ramseyil/colonial.htm>  
[http://www.thinkfinity.org/SearchResults.aspx?subject=all&partner=all&resource\\_type=all&grade=all&q=williamsburg&area=teacher](http://www.thinkfinity.org/SearchResults.aspx?subject=all&partner=all&resource_type=all&grade=all&q=williamsburg&area=teacher)

2. How will technology tools will be used in this learning unit and how will this use help meet the learning goals?  
United Streaming videos to introduce colonial times and careers  
Office applications will be used for note-taking, organizing information  
Online resources such as Groliers.com to gather information  
Teacher selected websites for research

Think.com will be used as the tool for web creation

### Part III: Assessment

1. Describe the expected final project product students will prepare and your assessment strategies.  
 Students will design a website using Think.com that will display pictures and information about the assigned colonial career. They will include captions with the pictures, a list of definitions of particular artifacts, a comparison chart file that will compare that career with a similar career in today's society, and a written narrative about the colonial times.  
 Every student will have a page dedicated to message board where other students can leave comments about the projects. Peer evaluations will be a big part of the assessment process. Students will be given a rubric for each part of the process, including note-taking, pre-writing, web design.

2. What interim or formative assessment strategies will you use during the course of the project?  
 Students will collaborate and brain storm to come up with a set of good guide questions for their topic; Students will review and use a teacher-prepared rubric for note-taking.

3. How will students received feedback about their performance?  
 Students will receive feedback from their peers on their message board, and from the teacher via email.

### Part IV: Timeline

Draft a timeline of the learning experiences for this project.

Week	Learning Activities	Standards	Assessment
<b>Week 1</b>	<b>Searching skills for appropriateness and quality; Evaluating websites; Primary &amp; Secondary Sources;</b>	<b>Standard 1: Basic Operations and Concepts (TEC.S.1)</b> Students will: demonstrate a sound understanding of the nature and	<b>Group instruction; online independent activities; pre &amp; post quizzes on this subject using Student Response System</b>

		<p>operation of technology systems; and demonstrate proficiency in the use of technology.</p> <p>§</p>	
<b>Week 2</b>	<b>Using online databases; Using an electronic cataloging system in the library</b>	<p><b>Standard 5: Technology Research Tools (TEC.S.5)</b> Students will:</p> <p>§ use technology to locate, evaluate, and collect information from a variety of sources;</p> <p>§ use technology tools to process data and report results; and</p> <p>§ evaluate and select new information resources and technological innovations based on the appropriateness to specific tasks.</p>	<b>Group instruction; online independent activities; online independent activities; pre &amp; post quizzes on this subject using Student Response System</b>
<b>Week 3</b>	<b>Note-taking skills; Learning about copyright &amp; plagiarism</b>	<p><b>Standard 2: Social, Ethical and Human Issues (TEC.S.2)</b> Students will:</p> <p>§ demonstrate understanding of the ethical, cultural, and societal issues related to</p>	<b>Group instruction; online independent activities; pre &amp; post quizzes on this subject using Student Response System</b>

		technology;  practice responsible use of technology systems, information, and software;	
<b>Week 4</b>	<b>Analyze information and make a plan/create rough draft</b>		<b>Rubric</b>
<b>Week 5</b>	<b>Intro to Think.com; create personal webpage; set up pages for Colonial Research project</b>	<b>Standard 3: Technology Productivity Tools (TEC.S.3)</b> Students will: § use technology tools to enhance learning, increase productivity, and promote creativity; and § use productivity tools to collaborate in constructing technology-enhanced models, preparing publications, and producing other creative works.	<b>Peer and Teacher evaluation using student message boards</b>
<b>Week 6</b>	<b>Downloading pictures; graphic formatting skills; page design</b>		
<b>Week 7-8</b>	<b>Create the project on Think.com; Bibliography</b>	<b>Standard 6: Technology Problem-solving and Decision-making Tools</b>	<b>Peer and Teacher evaluation using student message boards.</b>

		<p><b>(TEC.S.6)</b> Students will:</p> <ul style="list-style-type: none"> <li>§ use technology resources for solving problems and making informed decisions; and</li> <li>§ employ technology in the development of strategies for solving problems in the real world.</li> </ul>	
<b>Week 9</b>	<b>Evaluation</b>		<b>Peer and Teacher evaluation using student message boards.</b>

**Part V: Sample Project Planning Table for Students**

1. Draft an explanation for students for using the Planning Table below and completing their project:

Tasks	Assigned to:	Description	Resources	Timeline
Pre-research activities	class	Student Response System will provide review quizzes on web evaluation, searching strategies, copyright/plagiarism awareness	Select online resources; teacher prepared worksheets to accompany the assignments	2 weeks
Note-taking	Class	Correct note-taking procedures, using hard-copy books, and online resources	Books, encyclopedias, online resources	2 weeks
Analyzing information	Individual student	Analyze information that was gathered during research. Determine what other information will be needed to	Highlighters, completed note pages	1 week

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		complet the project		
Prepare/Plan for final project layout	Individual student	Compose rough draft of written part of the assignment; search and download appropriate pictures	Layout sheets, completed note pages	1 week
Set-up Think.com	Individual student	Set up the project pages on Think.com	Think.com	1 week
Complete project	Individual student	Complete all pages of the website. Include an evaluation page with a message board	Think.com	1 week
Class Evaluation	Class	Visit websites of peers and provide evaluation. Use the PQP procedure to direct students in this process	Think.com	1 week